Grades 9-12

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>
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</thead>
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<tr>
<td>Listening: L</td>
<td>Kindergarten: K</td>
<td>Proficiency levels</td>
<td>Social &amp; Instructional: SI</td>
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<td>Speaking: S</td>
<td>1 to 2: 12</td>
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<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 explain, 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>
<td></td>
<td></td>
<td></td>
<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>
<td></td>
<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.

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

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>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></td>
<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>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></td>
<td></td>
</tr>
</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.

**Theme Graphic**

**Part B — Growing plants for science**

**11**

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

**12**

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."

**13**

3. Identify and group objects according to chemical or physical properties from oral statements
   - Script: "Seeds grow into plant. Find something else that grows."
9-12
Listening
Scripts
Part A Roman Empire

Look at the big picture. It shows a map of the ancient Roman empire. I will tell you a story about the ancient Roman empire.

Pause 3 seconds.

Go to the top of the next page.

Number 1

The Roman Empire began in the city of Rome. Rome sits in the middle of Italy. In time other cities, like Athens, Carthage, and Alexandria became part of the Roman Empire.

Which of these cities is in the center of Italy?

Number 2

In the year 146 B.C., the Romans took over the city of Carthage and all of Greece. Before this time, the Romans had already conquered Spain.

Which area had the Romans conquered before 146 B.C.?

Number 3

By the time Augustus became emperor around 27 B.C., the Roman Empire was already almost as large as it ever would be. The only major province left to be conquered was Britain. Rome had already won Spain, Greece and North Africa during the Punic Wars, and under Augustus’ predecessor, Julius Caesar, it had conquered Gaul.

Which was the last province to become part of the Roman Empire?

Pause.

Turn the page.
### Part B  Sources of Information about Aspirin

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.

<table>
<thead>
<tr>
<th>Number 4</th>
</tr>
</thead>
</table>
| 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 5. 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...

<table>
<thead>
<tr>
<th>Number 5</th>
</tr>
</thead>
</table>
| 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.  
The teacher, 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 6.**  
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 6**  
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. |
### Part C  Mr. Onishi’s Computer Class

Look at the big picture. It shows Mr. Onishi who is explaining a project to his students. They will need some supplies from the computer classroom to complete their projects.  
Pause 3 seconds.

---

#### Number 7

*Pause.*  
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 2 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. Onishi asks the students to do?

---

#### Number 8

*Pause.*  
Mr. Onishi tells the students that when they finish their projects, they will have to save them to a disk. Each group can have only one disk because there are not enough disks for all the students to have one of their own. Mr. Onishi says, “Have one person in the group be responsible for your group’s disk. Be careful with your disk and do not lose it. Remember, disks don’t grow on trees. If you lose your disk, you will have to pay $3.00 for a new one.”

Which sentence below explains what Mr. Onishi means by the expression, “Disks don’t grow on trees”?  

---

Go to the top of the next page.  
Number 8. Take a moment now to read the answer choices. Pause 10 seconds.  
Listen carefully. This is long.  
Now listen to...
| Number 9.  
Take a moment now to read the answer choices.  
Pause 10 seconds.  
Listen carefully. This is long.  
Now listen to... | Number 9  
Mr. Onishi 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, half joking, “I need to warn you that you could read your entire textbook while the printer prints one page.”  
Which sentence below explains what Mr. Onishi means by “I need to warn you that you could read your entire textbook while the printer prints one page.”? | Pause.  
This is the end of the Listening Test. |
End of Listening Script
9-12
Listening Test
Part A: Roman Empire
SS P1  identify regions or countries of political, economic, or historical significance to U.S. or world history from oral statements and maps

<table>
<thead>
<tr>
<th>Rome</th>
<th>Athens</th>
<th>Alexandria</th>
</tr>
</thead>
</table>

SS P2  match regions or countries with similar political, economic, or historical significance to U.S. or world history from oral descriptions and maps

<table>
<thead>
<tr>
<th>Greece</th>
<th>Spain</th>
<th>Carthage</th>
</tr>
</thead>
</table>

SS P3  find examples of regions or countries that have similar economic, political or historical significance to U.S. or world history from oral scenarios and maps

<table>
<thead>
<tr>
<th>Gaul</th>
<th>Britain</th>
<th>Greece</th>
<th>Spain</th>
</tr>
</thead>
</table>
Part B: Sources of Information about Aspirin

LA P2  select or sort sources of information based on oral descriptions and visual support
<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It is used by more people.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>It is not trying to sell aspirin.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>It includes public information.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>It recommends alternatives to aspirin.</td>
<td></td>
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</tr>
</tbody>
</table>

LA P3  compare and contrast sources of information based on oral discourse

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Improving the quality of aspirin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Taking aspirin after a heart attack</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using aspirin to prevent a heart attack</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speaking with doctors about heart attacks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LA P4  connect information from various sources based on oral discourse
Part C: Mr. Onishi’s Computer Class

SI P3  respond (non-verbally) to explicit language pertaining to classroom instruction
9-12 Samples Listening  Copyright © State of Wisconsin. All rights reserved.  25

8

☐ The school does not have the right disks for its computers.

☐ The school does not have money for extra disks.

☐ The school’s disks do not work anymore.

☐ The school does not pay for disks.

SI P4 respond (non-verbally) to idiomatic expressions pertaining to classroom instruction (e.g. “What do you do when you hit the books?”)

9

☐ 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.

SI P5 respond (non-verbally) to figurative language pertaining to classroom instructions (such as the use of hyperbole or metaphor)
End of Test
9-12
Reading
Test
Part A: History Homework

This picture shows a student's homework assignment for history class and a library book.

Homework Sheet

History Assignment

Research the following question:

How did Martin Luther King’s work in civil rights influence decisions of the Supreme Court?

Resources to use:

1. Website: civilrightshistory.com
2. Biography of Dr. King
3. Civil rights video
1. What is the title of the book on the table?

<table>
<thead>
<tr>
<th>Joseph P. Paterson</th>
<th>A Life of Leadership</th>
<th>Bookworthy Press</th>
</tr>
</thead>
</table>

SI P1 identify text features or web resources used for assignment (such as titles or authors)

2. In which part of the book would you look for the topic “Martin Luther King’s childhood”?

<table>
<thead>
<tr>
<th>Front cover</th>
<th>Glossary</th>
<th>Table of Contents</th>
</tr>
</thead>
</table>

SI P2 match text features or web resources with their uses for assignments (such as use a Table of Contents to find topics)

3. Which website would tell you about Dr. King’s work?

- mlkcivilrights.com – a site about civil rights issues
- protectthemall.com – a site about animal rights
- livinghealthy.com – a guide to healthy living
- yesterdaynow.com – a site about ancient civilizations

SI P3 match types of books or web resources with information needed for assignments
Part B: Biomes

Read about an assignment to write about a biome.

Your assignment

Choose a biome from the table and answer the following questions:

What is the climate of your biome?

How does the amount of rainfall affect plant and animal life in your biome?

Sources of data for project

www.worldweather.com

www.earthbiomes.net

Planetary News: A Study of the Atmosphere

Earth Science Quarterly: Plant Adaptation and Climate

Animal News Magazine: Amazing Facts

<table>
<thead>
<tr>
<th>Biome</th>
<th>Climate</th>
<th>Temperature</th>
<th>Soil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tundra</td>
<td>dry</td>
<td>-20° – 40° F</td>
<td>mainly frozen</td>
</tr>
<tr>
<td>Taiga</td>
<td>average</td>
<td>-10° – 55° F</td>
<td>rocky</td>
</tr>
<tr>
<td>Temperate Forest</td>
<td>average</td>
<td>0° – 80° F</td>
<td>rich and deep</td>
</tr>
<tr>
<td>Tropical Forest</td>
<td>wet</td>
<td>45° – 95° F</td>
<td>poor and thin</td>
</tr>
</tbody>
</table>

Monthly Average Rainfall & Temperature in the Taiga Biome

Rainfall (inches) vs. Temperature (Fahrenheit)
You want more information about plant life in your biome. Which data source would be the best one to use?

- [ ] www.WorldWeather.com (An Internet website)
- [ ] Planetary News: A Study of the Atmosphere
- [ ] Earth Science Quarterly: Plant Adaptation & Climate

**SC P2** match sources of data depicted in tables, charts, or graphs from scientific studies with research questions

Based on information from the table, which biome has the widest temperature range?

<table>
<thead>
<tr>
<th>Tundra</th>
<th>Taiga</th>
<th>Temperate Forest</th>
<th>Tropical Rain Forest</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**SC P3** extract information on the use of data presented in text and tables

Which biome would involve studying animals and plants that have adapted to a cold climate with little precipitation?

<table>
<thead>
<tr>
<th>Tundra</th>
<th>Taiga</th>
<th>Temperate Forest</th>
<th>Tropical Rain Forest</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**SC P3** extract information on the use of data presented in text and tables

Based on the graph, which of the following statements is true?

- [ ] July has more rain than June.
- [ ] The coldest month is February.
- [ ] April is warmer than October.
- [ ] The wettest month is September.

**SC P4** interpret data presented in text and tables in scientific studies
Part C: Troy and Pompeii

The passages below will teach you about two ancient cities, Troy and Pompeii. Read the passages to learn what modern archaeology has revealed about these two cities.

Troy

It is still a mystery whether the city of Troy, located in western Turkey, was destroyed by war or by some other force. Troy was made famous by Homer in his 9th century B.C. poem, *The Iliad*. In this poem, Achilles and his army besiege the city because Troy’s prince, Paris, had stolen a beautiful woman named Helen away from her husband in Greece. Curiosity about the existence of Troy led European archaeologists to search for the ruins of the ancient city, and in 1870 A.D., these archaeologists excavated the site where people thought Troy had existed. Evidence showed them, however, that the city may have been destroyed by an earthquake and not by the war Homer wrote about. People today continue to speculate about the destruction of Troy and about whether Homer’s story is fact or fiction.

Pompeii

When Mount Vesuvius erupted in 79 A.D., the city of Pompeii and its inhabitants were buried under the volcano’s ashes. The buried city was forgotten for a long time. Then in 1748 A.D., archaeologists who were excavating the site discovered that the ashes had preserved much of the city. You can walk through the streets of Pompeii just as they were before Mount Vesuvius erupted. Even the colored frescoes, or large wall paintings, are still intact nearly 1,700 years later. Because of this preservation, archaeologists have been able to learn many things about everyday life in Pompeii. It was a thriving Roman city with a population of more than 20,000 people. Pompeii was known as a trading town, and many people there worked as artisans or shopkeepers. Even today excavations continue and archaeologists are learning more and more about life in this ancient city.
According to the first passage, what is the poem *The Iliad* about?

- [ ] A terrible war
- [ ] A large earthquake
- [ ] A great discovery
- [ ] A lasting mystery

**SS P3** match features of significant periods in world history with written descriptions

According to the passages, what is the major difference between Troy and Pompeii?

- [ ] Pompeii was an actual city, but Troy never existed.
- [ ] Pompeii was famous in ancient times, but Troy was not well known.
- [ ] We know how Pompeii was destroyed but not what happened to Troy.
- [ ] We can visit the ruins of Pompeii, but we cannot see the ruins of Troy.

**SS P4** compare/contrast significant periods in world history based on social studies text

Based on these two passages, what can you conclude about Europeans in the 18th and 19th centuries?

- [ ] They rediscovered the wonders of art and ancient literature.
- [ ] They established systems of protection from natural disasters.
- [ ] They adopted scientific methods to learn about ancient history.
- [ ] They entered a period of exploration, discovery and conquest.

**SS P5** analyze significant periods in world history from grade level social studies text
End of Test
9-12
Writing
Test
Part D: Sacajawea

These are notes for a report about Sacajawea, a famous Native American woman.

Before the Lewis and Clark Expedition
• Born around 1788
• Captured as a young girl by Minnetaree Indian raiders
• Sold to fur-trader Toussaint Charbonneau
• Married Charbonneau

During the Expedition
• Joined Lewis and Clark expedition in Fort Mandan in 1804 (see map)
• Son Jean Baptiste born, Feb. 1805
• Reached Pacific Ocean with expedition Nov. 1805 (see map)
• Left expedition on return trip at Fort Mandan, summer 1806

Role in the Expedition
• Guided expedition over Rocky Mountains (see map)
• Saved expedition from danger
• Located food and supplies for expedition
• Served as translator

After the Expedition
• Some say she died on Dec. 20th, 1812
• Shoshone claim she returned to them and died on April 9th, 1884

Other Information
• Her tribe: Shoshone
• Name means “Boat Pusher” in Shoshone
• Recognized by US government on dollar coin in 2000

The Lewis and Clark Expedition
Lewis and Clark were the first American explorers to reach the Pacific Ocean by traveling across land. This helped open up the west for further exploration and settlement.
Now it’s your turn to write!

Prepare to write a 5 paragraph composition about Sacajawea and her contribution to American history. You do not need to use all the notes in your composition.

1 Prepare Your Ideas

Think carefully about these questions to get ideas for your writing. Think about the notes and decide what is important for your composition.

What was Sacajawea’s main contribution to American history?
What is the first point you want to make about her?
What is the second point you want to make about her?
What is the third point you want to make about her?
How do these points about her demonstrate her contribution to American history?

Turn to the next page to write your plan.

Model Performance Indicators

| LA P3 | produce editorial comments on current events or issues |
| LA P4 | rewrite stories on current events or issues in different time frames |
| LA P5 | rewrite stories on current events or issues from different perspectives or points of view |
| SS P3 | describe the contributions of significant individuals in history, politics, economics, or society |
| SS P4 | discuss how significant individuals have impacted history, politics, economics, or society |
| SS P5 | explain and evaluate the contributions of significant individuals in history, politics, economics, or society |
## Plan Your Writing

Use this page to organize your ideas. Start your composition on the next page. Here you can make notes, an outline, a web, or any other kind of organizer. Decide what notes are important to your composition. Use main points and supporting details. Make sure your plan includes:

- Introduction
- First body paragraph
- Second body paragraph
- Third body paragraph
- Conclusion
Now write your composition about Sacajawea and her contribution to American history. You should have at least five paragraphs in 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
9-12 Speaking Test
Now we are going to talk about things related to science and math. There are nine 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 the 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?**

---

**Model Performance Indicators**

**SC P1** identify components of systems, chains, or cycles from diagrams or graphic organizers (such as taxonomic systems, food chains, or life cycles)

**MA P1** state which derived attributes match units of measurement from pictures and notation (such as speed, density, or acceleration)
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?

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, the earth and all 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?

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Model Performance Indicators

SC P2 give examples of or describe components of systems, chains, or cycles from diagrams or graphic organizers (such as functions of veins and arteries of the circulatory system)

MA P2 describe derived attributes and their units of measurement using pictures and notation

SC P3 describe how systems, chains, or cycles operate from diagrams or graphic organizers (such as solar system or water cycle)

MA P3 give examples of derived attributes along with their units of measurement presented orally from math text
Let’s look at the next picture.
As you know, it takes the earth 365 days, 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.) OK?
The axis of the earth does not go straight up and down. It tilts and, as I said, the seasons depend on the earth’s tilt.
As you probably know, the seasons are different in the northern hemisphere, the top part of the earth, and the southern hemisphere, the bottom part of the 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?

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**Model Performance Indicators**

**SC P4** discuss how systems, chains or cycles are interdependent (such as ecosystems or respiratory systems)

**MA P4** discuss the use derived attributes presented orally from text-based math problems
Alaska is the northernmost state in the United States. It is near the north pole.

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

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?

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**Model Performance Indicators**

**SC P5** explain and give examples of the principle of interdependence of systems or the iterative nature of chains and cycles (such as endocrine system)

**MA P5** justify the use of derived attributes presented orally from grade level text-based math problems
## Answer Keys

### Listening

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