

ELPAC

English Language Proficiency Assessments
for California

**Practice
Test**
Grades 9–10

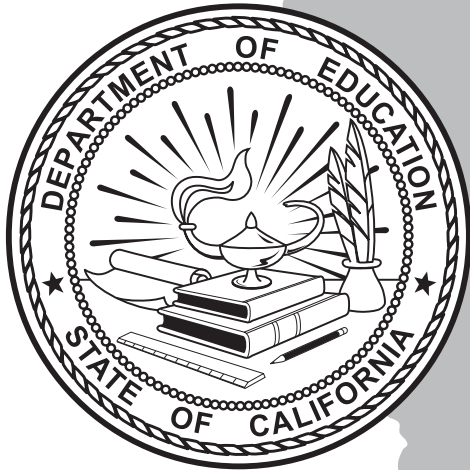


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What is the ELPAC?

The ELPAC, or English Language Proficiency Assessments for California, is the state’s English language proficiency test for students whose primary language is other than English. The ELPAC helps to identify students who need help in learning English, so they can get the language support they need to do well in school and access the full curriculum. Every year, students who are English learners take the ELPAC to measure their progress in learning English.

The ELPAC is administered at these grades/grade spans:

- Kindergarten
- Grade one (1)
- Grade two (2)
- Grades three through five (3–5)
- Grades six through eight (6–8)
- Grades nine and ten (9–10)
- Grades eleven and twelve (11–12)

All grades/grade spans have test questions in four different domains: Listening, Reading, Writing, and Speaking. The Speaking test questions are administered one-on-one by a Test Examiner at all grades/grade spans. At kindergarten and grade 1, all test questions are administered one-on-one by a Test Examiner. At grades 2–12, Listening, Reading, and Writing sections are administered to groups of students.

What is the Purpose of the Practice Test?

The Practice Test gives students, parents and families, teachers, administrators, and others an opportunity to become familiar with the types of test questions on the ELPAC. When students know what to expect on the test, they will be better prepared to demonstrate their English language proficiency.

The Practice Test includes examples of all of the types of questions that may appear in the actual assessment¹ but does not include the full number of questions that appear on the assessment.

The practice questions in this document include directions for the Test Examiner and test content for the student. The **SAY** symbol is used to indicate directions that the Test Examiner reads aloud to the student. During an actual test administration, the Test Examiner directions are not visible to the student.

Note that the Practice Test cannot be used to provide an ELPAC test score. The Practice Test can be used to familiarize students with the ELPAC test questions and tasks they will be asked to complete to demonstrate their English language proficiency.

¹ On the Practice Tests, the same test questions may be included at multiple grades/grade spans when the question types are similar across those grades/grade spans. On the actual test, there are no common questions across grades/grade spans.

For Students

Students can use this Practice Test to:

- Become familiar with the question types
- Learn how to provide their answers

By reviewing the Practice Test before the test day, students will understand what they will be asked to do. As a result, students will be able to focus on demonstrating their English language skills on the test day.

For Parents and Families

Parents and families can use this Practice Test to:

- Understand the types of English language skills that students are expected to develop
- Understand what students need to be able to do on the actual test
- Understand the types of test questions that contribute to ELPAC test scores

By reviewing the Practice Test in advance with their children, parents and families can also help students prepare for the test.

For Teachers

Teachers can use the Practice Test to:

- Understand the types of test questions that appear on the actual test
- Understand the alignment of the test questions with the 2012 *California English Language Development Standards, Kindergarten Through Grade 12* (2012 ELD Standards)
- Review with students and their families and help them become familiar with the test questions
- Create similar tasks for instructional purposes, with appropriate support, for their students

Of course, teachers should also have their students practice a variety of exercises that do not appear on the ELPAC to help students develop in all areas described by the 2012 ELD Standards.

For Administrators

Administrators can use the Practice Test to:

- Become familiar with types of test questions
- Communicate with students, families, and teachers about the skills assessed in the test

Administrators can also use the Practice Test as a resource when creating professional development opportunities for educators.

For more information about the ELPAC, please review the Additional Resources section at the end of this Practice Test.

Listening Overview

The goal of the Listening domain in an actual test setting is to provide information about an English learner’s ability to listen actively and interpret and comprehend grade-appropriate and increasingly complex spoken English (e.g., conversations and oral presentations) in a range of social and academic contexts.

The Listening task types include stand-alone questions as well as sets that include a conversation or presentation followed by three to four questions. These oral presentations mimic the language students hear and need to understand to engage in school-based social interactions and academic activities. The language students hear at school varies by the speaker, the speaker’s audience, and the context in which speaking occurs. The different Listening task types reflect this variation.

Conversations and presentations are developed so that proficient listeners can comprehend all of the information needed to respond to the corresponding questions. The questions test comprehension of important parts of the oral presentation and do not require that students memorize small details. To decrease students’ need to memorize as they listen, the conversations, stories, and presentations include appropriate context; that is, they include enough information so that meaning is clear. The conversations, stories, and presentations also include language that reinforces important points and presents new concepts clearly.

All Listening questions are multiple choice with three answer choices. Each of the Listening questions is aligned with one or more of the 2012 ELD Standards. Alignment with the standards is provided with each task type on the pages that follow.

In grades 9–10, the Listening domain is administered in a group setting. The directions, conversation or presentation, questions, and answer choices are delivered via audio recordings that are played through a secure online portal. Note that the audio recordings are not provided with this Practice Test; however, the audio scripts are included.

Answer Key: 1. A, 2. A, 3. C, 4. C, 5. C, 6. B, 7. B, 8. A, 9. B, 10. A, 11. B, 12. C

LISTENING Listen to a Short Exchange

In this task type, students listen to a recording of a short conversation between two speakers in a school context. Students then answer one question about the conversation.

Aligned 2012 ELD Standards: PI.A.1, PI.B.5, PII.A.2²

Narrator

Listen to a conversation between a girl and a boy. Listen carefully. You will hear the conversation only once. After listening, you will answer a question.

Girl

Oh no! I think I left my chemistry notebook at home. All my notes are in there. I wonder if I should go to my locker and get a different notebook for class?

Boy

Here—use my English notebook. After your class, you can tear out the pages with your notes and give the notebook back to me.

1 What is the girl trying to decide?

- A** whether she should go back to her locker
- B** whether she should buy a new notebook
- C** whether she should finish her notes at home

² The standards have been labeled to indicate Part I, Part II, or Part III (PI, PII, PIII); the mode (in PI, A = Collaborative, B = Interpretive, C = Productive) or process (in PII, A = Structuring Cohesive Texts, B = Expanding and Enriching Ideas, C = Connecting and Condensing Ideas); and the standards number (in PI, 1–12; in PII, 1–7). For the 2012 ELD Standards, please see the link in the Additional Resources section.

LISTENING Listen to a Classroom Conversation

In this task type, students listen to a recording of a conversation between two speakers in a classroom context. Students then answer three questions about the conversation.

Aligned 2012 ELD Standards: PI.A.1, PI.A.3, PI.B.5

Narrator

Listen to a conversation between a girl and a boy. Listen carefully. You will hear the conversation only once. After listening, you will answer some questions.

Girl

Hey, could you save me a seat at the school talent show tonight? I'll be backstage at the start of the show, helping with the stage production.

Boy

Yeah, no problem. Let me think... Seat numbers aren't assigned on our tickets, so I'll get there early and get us some spots in the back left corner of the auditorium. I'll try to get seats at the end of the aisle.

Girl

Great, that way I won't have to walk in front of people when I come to sit down.

Boy

Yeah, you don't want to distract anyone during the show.

2

What does the girl ask the boy to do?

- A save her a seat
 - B help her find her assigned seat
 - C help her get her costume for the show
-

3

Why is the girl going to be late?

- A She will be helping audience members with their tickets.
 - B She will be performing in the talent show.
 - C She will be helping backstage.
-

4

Why is the girl pleased that the boy will try to sit at the end of the aisle?

- A because she will be able to see him easily from the front of the auditorium
- B because she will be able to find him quickly after the show ends
- C because she will not need to bother audience members

LISTENING Listen to an Oral Presentation

In this task type, students listen to a recording of an oral presentation on an academic topic. Students then answer four questions about the information. During an actual administration of this task type, students may take notes in their Test Book.

Aligned 2012 ELD Standards: PI.B.5, PI.B.7, PI.B.8, PII.A.1

Narrator

Listen to a teacher talking about the businessman Andrew Carnegie. Listen carefully. You will hear the information only once. After listening, you will answer some questions. As you listen, you may use the blank areas in your Test Book to take notes.

Female teacher

There are many famous industrialists in United States history—people in business and manufacturing. There’s Cornelius Vanderbilt, who made contributions to the transportation industry in America. And there’s John D. Rockefeller, who made his fortune in oil. Today, I’m going to talk a little bit about Andrew Carnegie, who made his fortune in steel.

Now, all three of these men came from humble beginnings and went on to become the richest Americans of their time. Where Carnegie is different from the other two is that he was not born in the United States—he was born in Scotland. Like many immigrants at the time, his family came to America in the late 1840s looking for jobs.

Now, you don’t become one of the richest people in the world without being a hard worker. In his first job, Carnegie was a “bobbin boy.” A bobbin boy had to change spools of thread in a cotton mill. He did this 12 hours a day, 6 days a week—all for a dollar and twenty cents a week!

Carnegie went on to hold a number of different jobs in different industries, but he eventually settled on steel. This was a time when there was a big demand for steel, and the industry was really taking off. Carnegie revolutionized the steel industry in the United States with an innovative process for producing steel. Carnegie’s new process meant that steel could be produced cheaply and efficiently. Carnegie soon became one of the wealthiest people in the world.

Now, one of the things that Carnegie is most famous for is donating money to good causes. He gave millions of dollars to build institutions like schools, colleges, hospitals, museums—and most of all, libraries. It’s estimated that close to three thousand libraries were opened with his support! He believed that the purpose of wealth was to improve society. He even wrote an article once titled “Wealth” in which he argued that people with a lot of money have a responsibility to use their wealth to help others.

Andrew Carnegie

5

How was Andrew Carnegie different from the other industrialists the teacher mentions?

- A He came from a wealthy family.
- B He was well-educated as a child.
- C He was born outside of the United States.

6

Why does the teacher mention a bobbin boy?

- A to explain who inspired Carnegie to become a businessman
- B to describe how hard Carnegie worked in his first job
- C to explain how difficult it was for Carnegie to find a job

7

According to the teacher, what was Carnegie's main contribution to the steel industry?

- A He built the largest steel mill in the world.
- B He created a new process for producing steel.
- C He persuaded other industrialists to create more products made from steel.

8

What point does the teacher make about libraries?

- A Carnegie built more libraries than other kinds of institutions.
- B Carnegie made visits to libraries all over the world.
- C Carnegie made sure that the schools he built also had libraries.

LISTENING Listen to a Speaker Support an Opinion

In this task type, students listen to a recording of an extended conversation between two speakers in a school context. In the conversation, one classmate provides support for an opinion. Students then answer four questions about the conversation and the support given for the opinion. During an actual administration of this task type, students may take notes in their Test Book.

Aligned 2012 ELD Standards: PI.A.3, PI.B.5, PI.B.7, PI.B.8, PII.A.1

Narrator

Listen to a conversation between two students. The boy is discussing his opinion about walkable spaces. Listen carefully. You will hear the conversation only once. After listening, you will answer questions about the conversation and the evidence the boy gives to support his opinion. As you listen, you may use the blank areas in your Test Book to take notes.

Boy

Every night when I take my dog for a walk, it's so frustrating. The streets are super crowded with cars!

Girl

I know! It's the same for me when I walk my dogs. ... *[implying that nothing can be done about it]* But, then again, we do need cars.

Boy

That's true ... but in some places, they're creating areas where people can walk without cars in their way. These areas are called walkable spaces ... we just learned about it in my social studies class.

Girl

Your social studies class sounds interesting!

Boy

Definitely. And, so ... by walking from place to place, people benefit from the exercise. And if more people are walking, then there are fewer cars. And that means less pollution. Car exhaust is a major source of air pollution, you know.

Girl

Yes, pollution's a big problem. So then ... why aren't there more walkable spaces?

Boy

That's what I was wondering, so I looked it up on the Internet. Here's what I found out: basically, at some point in the past, a lot of community leaders thought that cars and other motor vehicles were very important ... so important that they built cities and towns around the idea that most people would be traveling that way. They just didn't give much thought to people who might want to get around by walking. They figured everyone preferred to drive.

Girl

I see. So ... isn't it kind of too late, then? I mean, we can't rebuild entire cities.

Boy

[agreeing] No, but ... we can create more walkable spaces. Some streets can be blocked off so cars can't drive on them at all. And on other streets, barriers can be put up to protect new walking areas from automobile traffic.

Girl

And how about ... *[tossing out an idea]* public transportation? I mean, if more people used buses and trains and things like that, then there wouldn't be as many cars on the road. I know buses are still motor vehicles that drive on the streets ... but they can carry a lot more people than a car can, right?

Boy

Sure! If more people used public transportation, that would certainly be a step in the right direction.

9 Why does the boy mention walking his dog?

- A to give an example of a common daily activity
- B to introduce a problem he has faced
- C to suggest that he and the girl have similar interests

10 Where did the boy first learn about walkable spaces?

- A in a class at school
- B from a magazine article
- C on the Internet

11 What does the boy say about pollution?

- A It has many different sources.
- B It would decrease if fewer people drove cars.
- C It is a problem that has grown worse over the years.

12 What explanation does the boy give for the lack of walkable spaces?

- A There is not enough public demand to create walkable spaces.
- B Communities do not have enough money to create walkable spaces.
- C Communities were designed with a focus on traveling by automobile.

Reading Overview

The goal of the Reading domain in an actual test setting is to provide information about an English learner’s ability to closely read increasingly complex grade-level text, offer interpretations and ideas about the text, and analyze how writers use vocabulary and other language resources.

The Reading task types include stand-alone questions (in the Initial Assessment only) as well as sets that include a passage or text followed by two to eight questions. The Reading sets include a wide range of literary and informational texts that reflect a variety of genres and topics corresponding to the *California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*. These standards correspond to the 2012 ELD Standards. These may include stories, descriptions, procedures, reports, and explanations.

The Reading questions are multiple choice with four answer choices. Each of the Reading questions is aligned with one or more of the 2012 ELD Standards. Alignment with the standards is provided with each task type on the pages that follow.

In grades 9–10, the Reading domain is administered in a group setting. Students read the directions, text, questions, and answer choices independently. Students may take notes for all Reading task types during an actual test administration and are allowed to mark up the Reading passages in their Test Book.

Answer Key: 1. C, 2. A, 3. C, 4. A, 5. B, 6. D, 7. A, 8. B, 9. C, 10. B, 11. C, 12. D, 13. C, 14. B, 15. D, 16. B, 17. A, 18. C, 19. B, 20. D, 21. C
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READING Read a Short Informational Passage

In this task type, students read a short informational passage. Students then answer three questions about the passage. For this Practice Test, there are only two questions included.

Aligned 2012 ELD Standards: PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2³

Read the text. Answer Numbers 1 and 2.

Many species of birds migrate long distances. In the Northern Hemisphere, birds fly north as the weather becomes warm in the spring and south when the weather grows cool in the fall. Some migratory birds are called *diurnal* migrants because they migrate during the day when the sun heats the air. The warm air rises, creating a lift that helps these birds fly at higher altitudes. Predators such as hawks and eagles hunt other animals for their food and are diurnal migrants. By contrast, most song birds such as warblers and sparrows are called *nocturnal* migrants because they migrate at night to evade these predators. Some nocturnal migrants fly long distances before landing in the morning to forage for insects, fruit, or seeds in order to refuel for their next flight. Foraging birds may feed in an area for up to a week before setting off again under the cover of darkness.

1 What is the purpose of the text?

- A to identify two species of song birds
- B to explain why some birds migrate at night
- C to describe migrating behaviors of birds
- D to inform about how to protect migratory birds

2 According to the text, what is one reason song birds migrate at night?

- A to avoid predators
- B to escape the hot sun
- C to take advantage of rising air
- D to navigate using the stars

³ The standards have been labeled to indicate Part I, Part II, or Part III (PI, PII, PIII); the mode (in PI, A = Collaborative, B = Interpretive, C = Productive) or process (in PII, A = Structuring Cohesive Texts, B = Expanding and Enriching Ideas, C = Connecting and Condensing Ideas); and the standards number (in PI, 1–12; in PII, 1–7). For the 2012 ELD Standards, please see the link in the Additional Resources section.

READING Read a Student Essay

In this task type, students read a persuasive, informational essay presented as if written by a peer. The essay is related to a school or social issue. Students then answer eight questions about the essay.

Aligned 2012 ELD Standards: PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2, PII.C.6, PII.C.7

A student has written an essay. The essay may include errors. Read the essay. Then answer Numbers 3 through 10.

Should School Start Later?

- 1 Everybody knows that teenagers are sleepy in school. Too many students do not get the recommended number of hours of sleep they need in order to make it through the day. Although a number of factors influence this, it would help to change the time teenagers are expected to begin school each morning. A later start time would give students enough sleep to be better prepared to learn.
- 2 Many studies have been conducted on how much sleep students need. Most of this research has shown that teenagers need at least 7 to 9 hours of sleep each night. A teenager is going through a lot of biological changes. During sleep, important brain activity and functions are performed to manager these changes. Only 15% of teenagers surveyed report getting at least 8 hours of sleep during the school week.
- 3 When teenagers do not get enough sleep, bad things can result. Students can become easily irritable and cranky. These problems can lead to behavioral problems and become an obstacle to academic success. Students who lack adequate sleep tend to make more impulsive decisions and take more risks. Students suffering from sleep deprivation have reduced attention, and it may be harder for them to concentrate on complex tasks and assignments. These traits have always been hallmarks of teenage life.
- 4 Teenagers can lose sleep for a number of reasons. Some of these reasons involve the internal biology and chemistry of the teenage body. For instance, due to changes within teenagers' bodies, their internal clocks push back the time they are ready to sleep. Teenagers may want to go to sleep at 9 p.m. but their bodies just will not let them until 11 p.m. This biological cause of sleeplessness may also be connected to a teen's use of electronics at nighttime. The exposure to light and mental activity can further disrupt a teenager's sleep pattern, making it harder to fall asleep.
- 5 Teenagers also face external forces that keep them up at night. Homework demands, sports practices and games, and jobs may keep teenagers out of the house and active late into the evening. Teenagers' social schedule may also keep them up late. Since teenagers often need more sleep than their parents and younger siblings, it may be difficult for teenagers to sleep in, even on weekend mornings.
- 6 Although we cannot control many of the other variables, one factor we should consider is starting school later once students become teenagers. Starting school later will allow teenagers to adjust to the shift in their bodies' biological clocks and increased outside-of-school commitments. A well-rested teenager would be better prepared and more attentive to learning.

3 Which statement **BEST** states the main idea of the student’s essay?

- A School days should be shorter.
- B Teenagers are learning how to manage their time well.
- C Teenagers should go to school later in the day.
- D Fewer courses should be offered in middle and high schools.

4 What do the words going through **MOST NEARLY** mean as they are used in paragraph 2?

- A experiencing
- B encouraging
- C considering
- D enjoying

5 Which sentence from the student’s essay supports the idea that most teenagers are not currently getting the correct amount of sleep?

- A Most of this research has shown that teenagers need at least 7 to 9 hours of sleep each night.
- B Only 15% of teenagers surveyed report getting at least 8 hours of sleep during the school week.
- C Students who lack adequate sleep tend to make more impulsive decisions and take more risks.
- D Teenagers can lose sleep for a number of reasons.

6 Read this sentence from paragraph 2 of the student’s essay.

During sleep, important brain activity and functions are performed to manager these changes.

Choose the correct option to replace the underlined words.

- A to managing
- B to management
- C to managed
- D to manage

7 What word is the **MOST EFFECTIVE** replacement for the word “things” in paragraph 3?

- A consequences
- B examples
- C timing
- D awkwardness

8 What evidence does the student writer use to support the idea that teenagers have a biological need to sleep?

- A Teenagers can have a busy social schedule that keeps them up late.
- B The internal body clocks of students change when they become teenagers.
- C Students have too much homework after school.
- D Teenagers like to watch TV or play games late into the evening.

9 According to the student’s essay, what is an **EXTERNAL** factor that can lead to sleeplessness in teenagers?

- A difficulty concentrating on complex tasks and assignments
- B body clocks that have been readjusted
- C a home environment where parents and younger siblings do not need as much sleep
- D starting schools later

10 Read this sentence from paragraph 5.

Homework demands, sports practices and games, and jobs may keep teenagers out of the house and active late into the evening.

What is the **MOST EFFECTIVE** way to combine the ideas in the underlined phrase?

- A Homework assignments, jobs, and practices for games
- B The demands of homework, sports, and a job
- C Completing homework, competing in sports, working at a job, or practice with a team
- D Various after-school demands, like homework, sports games, sports practices, and jobs

READING Read a Literary Passage

In this task type, students read an informational passage. Students then answer six questions about the passage.

Aligned 2012 ELD Standards: PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2

Read the story. Answer Numbers 11 through 16.

- 1 As Jay walked toward the beach that beautiful morning, the sun sparkled across the blue water, and the sand already felt warm under his toes. There was a slight breeze, but even in shorts and a T-shirt, Jay didn't feel the least bit cold. Yet despite the gorgeous scenery and the perfect temperature, Jay couldn't help feeling a bit disappointed. After all, it was December, and as far as Jay was concerned, this was not how December should feel.
- 2 It had been over six months since Jay's family had relocated from their small mountain town in Colorado to this bustling beach community in southern California. It had been a time of adjustments: a new neighborhood, a new school, and new friends. Surprisingly, Jay had adapted far better than he would have expected. The one thing he had not been able to get used to was the seasons here. He still missed the mild spring, the hot summer, the crisp fall, and especially the cold winter of Colorado.
- 3 For Jay, winter had always been the perfect season. He enjoyed hearing boots crunch on fresh snow and drinking a mug of hot chocolate when it was freezing outside. Then, there was sledding, Jay's favorite winter activity. He'd eagerly climb to the top of the hill. Then, sitting on his wooden sled, he'd push off with his feet, flying downhill, steering with the rope, and grinning as he glided through the icy snow. Recently, his friends had been sending pictures of their sledding exploits. Jay couldn't help feeling jealous. Living in this mild climate just wasn't the same.
- 4 In an attempt to persuade Jay that beach life wasn't all bad, his friend Miguel invited Jay to his first surfing lesson. Miguel was already waiting, standing next to two large surfboards and wearing a wet suit.
- 5 "So, you miss the cold?" Miguel smiled, greeting Jay. "Well, around here, nothing compares to a surf in the Pacific." He tossed a wet suit at Jay. "Better put this on."
- 6 As Jay pulled on the wet suit, Miguel quickly went over some basic surfing techniques, clearly eager to get straight into the water. Jay scrambled after him.

- 7 The first time an ocean wave hit Jay, it completely took his breath away. By the time he was waist-deep, he could barely feel his toes. His cold fingers struggled to grip the surfboard as he pulled himself on top. As another wave crashed over him, he could hardly hear Miguel shouting directions to him. Paddling with his arms, he turned toward shore as a giant wave approached. Suddenly, he felt the surfboard being lifted by the wave, and he was flying toward the beach. He held on tight, forgetting Miguel’s instructions about how to stand. Soon, Jay heard a crunch as his board hit the shore, and he slid off onto the sand.
- 8 Although it had been a short ride, Jay felt a rush of excitement. The biting cold, the sudden speed, the struggle for control; for a moment, it had felt a lot like sledding, but even better.
- 9 Then, Miguel was standing over him, looking amused.
- 10 “Hey are you okay?” he asked. “Anytime you want to stop, we can go back to my house and have a hot chocolate. It’s the best way to warm up.”
- 11 “No. I want to give it another try!” Jay sputtered, smiling. Maybe he could learn to like it here after all.
-

11 What is the story mainly about?

- A playing a team sport
 - B visiting an old friend
 - C adjusting to a new place
 - D learning to swim in the ocean
-

12 Which of the following is Jay’s favorite thing about winter?

- A the cold temperature
- B the sound of the snow
- C drinking hot chocolate
- D sledding with his friends

13 What does exploits MOST LIKELY mean in paragraph 3?

- A slopes
- B trips
- C adventures
- D partners

14 What does went over MOST LIKELY mean as it is used in paragraph 6?

- A crossed
- B explained
- C passed by
- D read through

15 What is probably true about Jay's first surfing experience?

- A It was too cold for him.
- B It was too difficult for him.
- C It was just as he had expected it to be.
- D It was more enjoyable than sledding.

16 What is the BEST title for the story?

- A Going Home
- B A Surprising Day
- C The Best Vacation
- D Summers at the Beach

READING Read an Informational Passage

In this task type, students read an informational passage. Students then answer six questions about the passage. For this Practice Test, there are only five questions included.

Aligned 2012 ELD Standards: PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2

Read the text. Answer Numbers 17 through 21.

Julia Morgan



- 1 Julia Morgan was born in 1872 and grew up in Oakland, California. At a time when it was uncommon for women to pursue higher education and full-time careers, she became one of the most successful and well-known architects in the United States.
- 2 As a child and teenager, Morgan spent most of her time in California, but she also made several trips to New York to visit her extended family. She became close with an older cousin and her cousin's husband, Pierre LeBrun, who was an architect in New York City. Sensing Morgan's fascination with engineering and design, LeBrun and his wife encouraged Morgan to continue her education. While most young women her age were planning large parties to celebrate their entrance into society, Morgan asked her parents if she could attend college instead. Impressed with their daughter's ambition, they agreed, and Morgan enrolled at the University of California in Berkeley to study civil engineering.
- 3 Morgan was the only woman in her engineering program, and she excelled in her classes. She dreamed of a career in architecture and decided to apply to the Paris School of Fine Arts to continue her studies. Though it took her several years to gain acceptance to this competitive school, she never stopped trying. She was eventually admitted and quickly became successful at the institution. In fact, she graduated with her architecture degree in three years instead of the usual five.

- 4 Morgan then returned home to California and began her career as an architect in a large design firm. Among her many well-known clients was newspaper publisher William Randolph Hearst. He hired Morgan to design several buildings, including his largest estate, Hearst Castle. During these years, Morgan developed her signature architectural style. She designed buildings using a variety of historic techniques while ensuring that they remained true to their Californian roots. She loved using redwood from Northern California and incorporating local pottery and ceramics into her designs.
- 5 Working for Hearst helped Morgan make a name for herself, and she soon had enough clients to open her own architectural practice. Her services were in high demand following the San Francisco earthquake of 1906. Thanks to her training as an engineer, Morgan understood how to construct buildings that could resist forceful movement in the event of another earthquake. She provided her services to many wealthy clients during these years.
- 6 But the projects dearest to Morgan’s heart were those that promoted the education of women. She designed a series of buildings for the YWCA, an organization that provided classes and gathering spaces for young women. She also oversaw the master plan of Mills College, a women’s college outside of her hometown of Oakland, and contributed six buildings to its campus.

17 Which sentence **BEST** states the main idea of the text?

- A Although it was unusual for the time, Julia Morgan attended a university and then became a successful architect.
- B Julia Morgan began her career in a large design firm and had many well-known clients.
- C Julia Morgan’s early journeys to New York and Paris helped her develop a lifelong love of travel.
- D Through her work with the YWCA, Julia Morgan showed her commitment to the education of young women.

18 Why does the author write, “In fact, she graduated with her architecture degree in three years instead of the usual five” in paragraph 3?

- A to give an example of how quickly Morgan could design buildings
 - B to help explain why people wanted to hire Morgan as an architect
 - C to support the statement that Morgan was a strong student
 - D to help illustrate Morgan’s desire to return to California
-

19 What does the word “they” refer to in paragraph 4?

- A years
 - B buildings
 - C techniques
 - D roots
-

20 What phrase is closest in meaning to make a name for herself in paragraph 5?

- A grow closer to her family
 - B focus on her strengths
 - C explore new interests
 - D become well known
-

21 Why does the author begin paragraph 6 with the word “But”?

- A to build suspense around an important moment in Morgan’s career
- B to show how people’s views of Morgan’s work have changed over time
- C to contrast two areas of Morgan’s architectural work
- D to introduce an unexpected effect of one of Morgan’s projects

Writing Overview

The goal of the Writing domain in an actual test setting is to provide information about an English learner’s ability to write literary and informational texts to present, describe, and explain ideas and information in a range of social and academic contexts.

The Writing task types include stand-alone questions as well as sets that include a picture, graphic organizer, and/or a written text followed by two to four questions. These sets provide authentic contexts for students to interact via written English and compose literary and informational texts.

All Writing questions are constructed response; that is, students answer the questions in writing. Each of the Writing questions is aligned with one or more of the 2012 ELD Standards. Alignment with the standards is provided with each task type on the pages that follow.

In grades 9–10, the Writing domain is administered in a group setting. The Test Examiner reads the directions and explains the task types to the students. Students then read the directions, written texts, and questions independently. Students may take notes for all Writing task types during an actual administration and are allowed to plan their writing in their Test Book before they begin writing each response.

WRITING Describe a Picture

In this task type, students look at a picture and read a short paragraph presented as if written by a peer. The picture and paragraph are related to a social or academic activity. Students then make additions and edits to the paragraph.

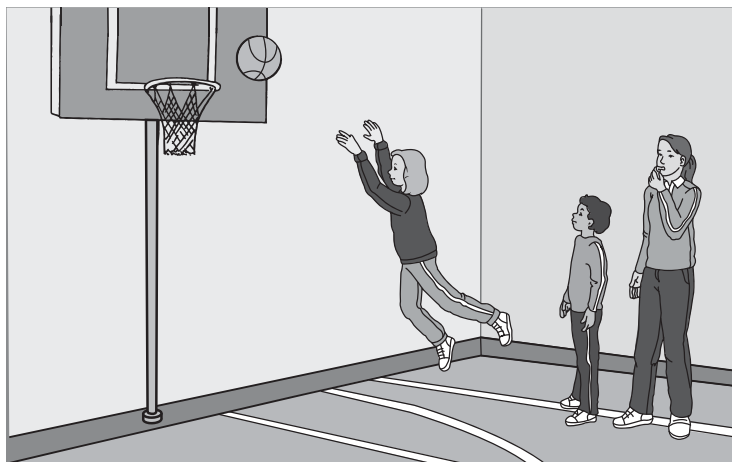
The set that follows provides the types of questions that may appear in the Summative Assessment. Only two questions are included in the Summative Assessment. For this Practice Test, there are four questions included.

Aligned 2012 ELD Standards: PI.A.2, PII.C.6, PII.B.3, PII.B.4, PII.B.5, PII.C.7⁴

Rubric, Questions 1–4

Score	Descriptors
2	<ul style="list-style-type: none">• The response consists of a complete sentence that fully addresses the task (by adding details, correcting errors, condensing or connecting ideas, or expressing something that might happen next).• Grammar and word choice are appropriate.
1	<ul style="list-style-type: none">• The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct or fully appropriate.• There are errors in grammar and word choice.
0	<ul style="list-style-type: none">• Response copies the prompt, contains no English, does not relate to the prompt, or includes only “I don’t know.”

You and your partner need to describe a picture. Your partner has started writing a paragraph. The paragraph may contain errors. Read your partner’s paragraph below and then follow the directions.



The students are taking turns. The girl just careful threw the ball. The boy is looking at the ball. The ball is in the air.

⁴ The standards have been labeled to indicate Part I, Part II, or Part III (PI, PII, PIII); the mode (in PI, A = Collaborative, B = Interpretive, C = Productive) or process (in PII, A = Structuring Cohesive Texts, B = Expanding and Enriching Ideas, C = Connecting and Condensing Ideas); and the standards number (in PI, 1–12; in PII, 1–7). For the 2012 ELD Standards, please see the link in the Additional Resources section.

1

Look at this sentence.

The students are taking turns.

Rewrite this sentence with more details.

2

Look at this sentence.

The girl just careful throwed the ball.

This sentence has TWO errors. Rewrite the sentence correctly.

3 Look at these two sentences.

The boy is looking at the ball. The ball is in the air.

Combine the two sentences into one sentence.

4 Write a new sentence to describe what the students might do next.

WRITING Write About an Experience

In this task type, students write about a familiar topic, such as a memorable classroom activity or event, based on their own personal experience.

Aligned 2012 ELD Standards: PI.C.10, PII.B.3, PII.B.4, PII.B.5, PII.C.6

Rubric

Score	Descriptors
4	<ul style="list-style-type: none">• The response provides a description of the experience named in the prompt using well-developed descriptions, details, and/or examples.• The response is readily coherent.• Grammar and word choice are varied and generally effective. Minor errors do not impede meaning.• Minor errors in spelling and punctuation may be present, but they do not impede meaning.• The response includes a paragraph of at least three sentences.
3	<ul style="list-style-type: none">• The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples.• The response is generally coherent.• Errors and limitations in grammar and word choice may impede meaning in some sentences.• Errors in spelling and punctuation may impede meaning at times.• The response includes at least two sentences.
2	<ul style="list-style-type: none">• The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples, but is not complete.• The response is somewhat coherent.• Errors and limitations in grammar and word choice impede the overall meaning.• Errors in spelling and punctuation frequently impede meaning.• The response includes at least one sentence.
1	<ul style="list-style-type: none">• The response may provide a limited description of the experience named in the prompt and/or conveys little relevant information.• The response lacks coherence. It may consist of isolated words or phrases.• Frequent errors and/or severe limitations in grammar and word choice prevent expression of ideas.
0	<ul style="list-style-type: none">• Response contains no English, does not relate to the prompt, or includes only "I don't know."

WRITING Write About Academic Information

In this task type, students read a graphic organizer that presents academic information. Students then answer questions about the content of the graphic organizer.

Aligned 2012 ELD Standards: PI.C.10, PI.C.11, PI.B.6, PI.C.12, PII.B.3, PII.B.4, PII.B.5, PII.C.6, PII.C.7

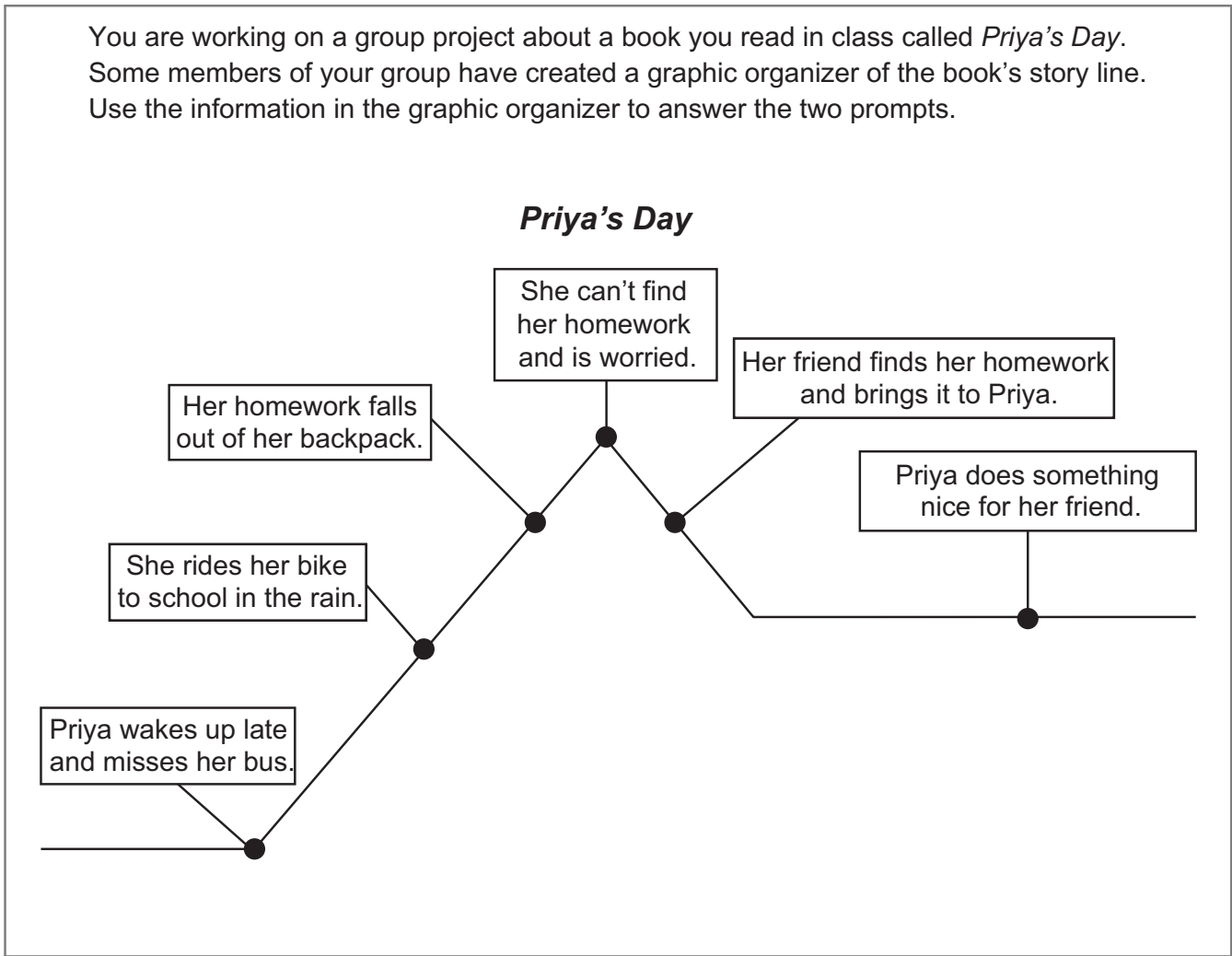
Rubric, Question 6

Score	Descriptors
2	<ul style="list-style-type: none"> • For grades three through five: The response completely addresses the task and includes one or more relevant details from the graphic organizer. • For grades six through twelve: The response completely addresses the task and includes at least two relevant details from the graphic organizer. • Minor errors in grammar, word choice, and/or spelling may be present, but they do not impede meaning. • The response contains at least one sentence.
1	<ul style="list-style-type: none"> • The response does not completely address the task or is missing relevant details from the graphic organizer. • Errors and limitations in grammar, word choice, and/or spelling impede meaning. • The response may consist of a word(s) or a bulleted list.
0	<ul style="list-style-type: none"> • The response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know."

Rubric, Question 7

Score	Descriptors
3	<ul style="list-style-type: none"> • The response completely addresses the task and includes sufficient and relevant information from the graphic organizer. • Minor errors in grammar, word choice, and/or spelling may be present, but they do not impede meaning. • For grades three through five: The response includes at least two sentences. • For grades six through twelve: The response includes at least three sentences.
2	<ul style="list-style-type: none"> • The response partially addresses the task. It may not be complete or may be missing some relevant information from the graphic organizer. • Errors and limitations in grammar, word choice, and/or spelling may impede meaning at times. • The response may contain fewer than the required number of sentences.
1	<ul style="list-style-type: none"> • The response attempts to address the task but is missing relevant information from the graphic organizer. • Errors and limitations in grammar, word choice, and/or spelling impede meaning throughout. • The responses may consist of a word(s) or a bulleted list.
0	<ul style="list-style-type: none"> • The response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know."

You are working on a group project about a book you read in class called *Priya's Day*. Some members of your group have created a graphic organizer of the book's story line. Use the information in the graphic organizer to answer the two prompts.



6 Write one sentence explaining when Priya loses her homework. Use at least two details from the graphic organizer.

WRITING Justify an Opinion

In this task type, students write an essay about a school-related issue as if they will give it to a school principal. Students provide their position along with appropriate supporting reasons.

Aligned 2012 ELD Standards: PI.C.11, PI.C.12, PII.A.1, PII.B.3, PII.B.4, PII.B.5, PII.C.6

Rubric

Score	Descriptors
4	<ul style="list-style-type: none"> The response successfully expresses an opinion (grades three through five) or states a position (grades six through twelve) and provides relevant and detailed support. The response is readily coherent. Grammar and word choice are varied and effective. Minor errors in spelling and punctuation may be present but do not impede meaning. For grades three through five: The response includes at least two reasons that support the opinion using three or more sentences. For grades six through twelve: The response includes at least two reasons that support the position using six or more sentences. For grades nine through twelve: Register is appropriate.
3	<ul style="list-style-type: none"> The response expresses an opinion or states a position with some relevant support. The response is generally coherent. Errors and limitations in grammar and word choice may impede meaning in some sentences. Errors in spelling and punctuation minimally impede meaning. For grades three through five: The response includes at least one reason that supports the opinion using two sentences. For grades six through twelve: The response includes at least one reason that supports the position using three or more sentences. For grades nine through twelve: Register is mostly appropriate.
2	<ul style="list-style-type: none"> The response expresses an opinion or states a position with some relevant support but is not complete. The response is somewhat coherent. Errors and limitations in grammar and word choice impede meaning. For grades three through five: The response includes at least one sentence. For grades six through twelve: The response includes at least two sentences. For grades nine through twelve: Register is somewhat appropriate.
1	<ul style="list-style-type: none"> The response does not include a clear opinion or position and/or conveys little relevant information. The response lacks coherence. Frequent errors and/or severe limitations in grammar and word choice prevent expression of opinion or position. For grades three through five: The response may consist of isolated words or phrases. For grades six through twelve: The response may consist only of one sentence or of isolated words or phrases. For grades nine through twelve: Register may not be appropriate.
0	<ul style="list-style-type: none"> Response contains no English, does not relate to the prompt, or includes only "I don't know."

Speaking Overview

The goal of the Speaking domain in an actual test setting is to provide information about an English learner’s ability to express information and ideas, support and evaluate opinions or arguments, and participate in grade-level conversations and group and class discussions.

The Speaking task types include stand-alone questions as well as sets that include a picture and/or a spoken presentation followed by one to six questions. Sets may also include a grade-appropriate chart, table, or graph. These task types provide authentic contexts for students to orally exchange information and ideas, offer and support opinions, and give presentations. The language students need to produce at school varies by the audience and the context in which speaking occurs. The different Speaking task types reflect this variation.

All Speaking questions are constructed response; that is, students answer the questions orally. Each of the Speaking questions is aligned with one or more of the 2012 ELD Standards. Alignment with the standards is provided with each task type on the pages that follow.

The Speaking domain is administered to each student individually. The Test Examiner reads aloud the directions, spoken presentations, and the questions to the student, with one exception. Summarize an Academic Presentation is delivered via an audio recording that is played through a secure online portal. Note that the audio recordings are not provided with this Practice Test; however, the audio scripts are included. The Test Examiner scores the Speaking questions as the test is being administered.

SPEAKING Talk About a Scene

In this task type, the student looks at a picture of a familiar scene in a school context. The student then answers six questions about the scene with a single word, a short phrase, or a longer response.

Aligned 2012 ELD Standards: PI.A.1, PII.B.3, PII.B.4, PII.B.5⁵

Rubric, Questions 1–3

Score 0	Score 1
Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know."	Correct response.

Rubric, Questions 4–6

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> Response is not relevant. Response contains no English. No response, "I don't know," or is completely unintelligible. 	<ul style="list-style-type: none"> Response is limited or partially relevant. Errors in grammar, pronunciation, or intonation impede meaning. 	<ul style="list-style-type: none"> Response is relevant. Errors in grammar, pronunciation, or intonation do not impede meaning.

SAY Look at the picture. I am going to ask you some questions about it.

1

Point to the student writing.

SAY What is the student doing?

2

Point to the student holding up the beaker.

SAY What is the student holding?

3

Point to the man behind the lectern.

SAY What is the teacher doing?

⁵ The standards have been labeled to indicate Part I, Part II, or Part III (PI, PII, PIII); the mode (in PI, A = Collaborative, B = Interpretive, C = Productive) or process (in PII, A = Structuring Cohesive Texts, B = Expanding and Enriching Ideas, C = Connecting and Condensing Ideas); and the standards number (in PI, 1–12; in PII, 1–7). For the 2012 ELD Standards, please see the link in the Additional Resources section.

4

SAY What kind of room is this?

Wait for the student's response.

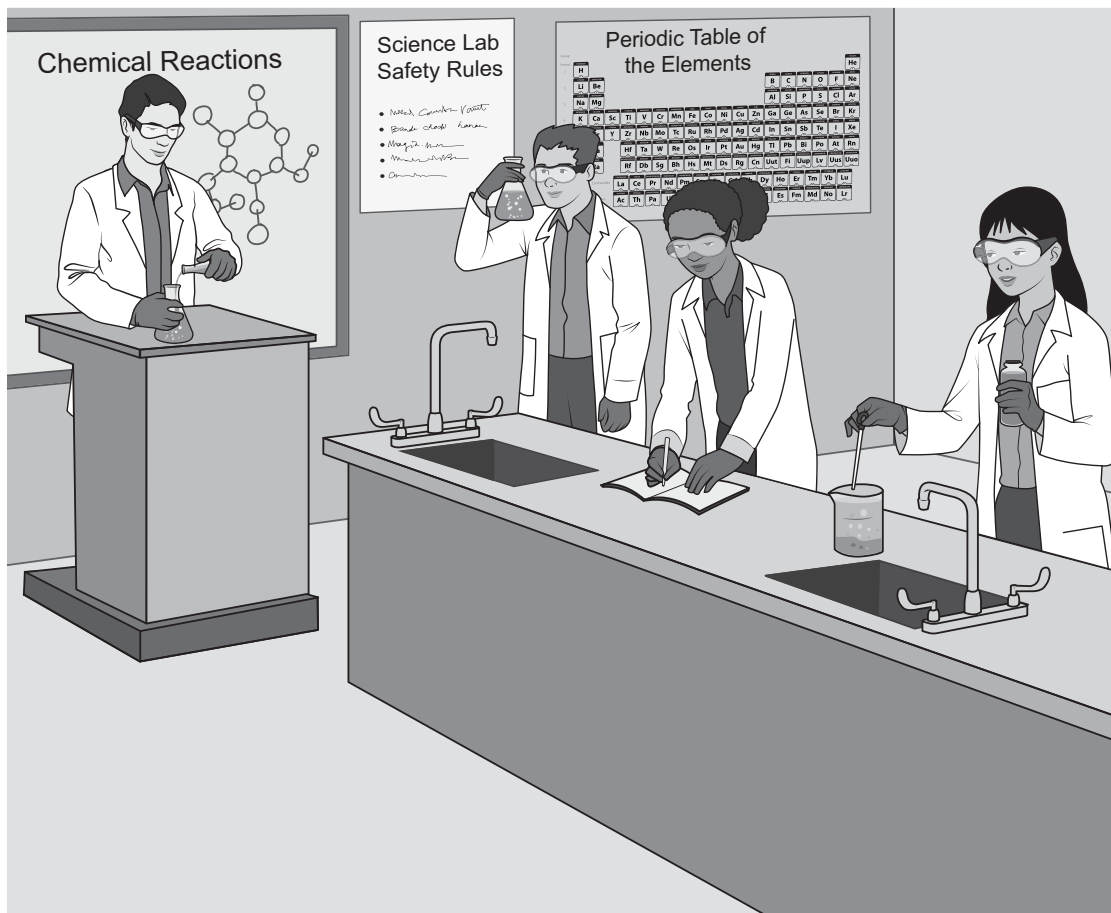
SAY How do you know?

5

SAY Describe the area where the students are standing.

6

SAY Describe what the students in the picture are wearing.



SPEAKING Speech Functions

In this task type, the Test Examiner describes a situation to the student that might occur in a school context. The student then gives an answer of what he or she would say in the situation.

Aligned 2012 ELD Standards: PI.A.4, PII.B.3, PII.B.4, PII.B.5

Rubric

Score 0	Score 1	Score 2
<ul style="list-style-type: none">• Response does not address the language function.• Response contains no English.• No response, "I don't know," or is completely unintelligible.	<ul style="list-style-type: none">• Response addresses the language function in a limited way. Listener effort is required to interpret meaning.• Errors in grammar, word choice, pronunciation, or intonation impede meaning.	<ul style="list-style-type: none">• Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning.• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.

7

SAY I'm going to tell you about a situation that could happen to you. Then, tell me what you would say. Make sure your answer is appropriate for your audience.

SAY You want to know if your friend has finished working on a science project. What would you say to your friend?

(Function: asking for information)

The student might say, "*Did you finish your project?*" or "*How is your science project going?*"

SPEAKING Support an Opinion

In this task type, the student gives an opinion about two activities, events, materials, or objects, and tells why one is better than the other for the student’s school or community. The student is asked to give relevant reasons to support the opinion expressed.

Aligned 2012 ELD Standards: PI.A.3, PII.B.3, PII.B.4, PII.B.5, PII.C.6

Rubric

Score 0	Score 1	Score 2	Score 3
<ul style="list-style-type: none"> An opinion is not expressed. Response contains no English. No response, “I don’t know,” or is completely unintelligible. 	<ul style="list-style-type: none"> An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Errors in grammar, word choice, pronunciation, or intonation often impede meaning. Speech may consist of isolated words or phrases. 	<ul style="list-style-type: none"> An opinion is expressed and supported using simple language and at least one simple relevant reason, or repeats language from the prompt. Listener effort may be required to interpret meaning. Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. Speech may be slow, choppy, or halting. 	<ul style="list-style-type: none"> An opinion is expressed and supported using effective language* and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning. Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. Speech is fairly smooth and sustained.

***Note:** Effective language is defined as including all or some of the following attributes: precise vocabulary, modal verbs, text connectives, noun phrases, and verb phrases.

8

SAY I am going to ask you for your opinion.

SAY A local community center has money to support only one of two new classes. The first choice is a physical fitness class. The second choice is an art class. Which one do you think would be a better option for your community?

Wait for initial choice.

SAY Justify your choice by giving relevant reasons to support your opinion.

SPEAKING Present and Discuss Information

In this task type, the student views a graph, chart, or image that provides information. The student is then asked to respond to two questions about the information. The questions are read aloud by the Test Examiner, and they also appear with the image in the Test Book. During an actual administration of this task type, students may take notes in their Test Book.

Aligned 2012 ELD Standards: PI.A.3, PI.C.9, PI.B.6, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6

Rubric, Question 9

Score	Descriptors
3	<ul style="list-style-type: none"> • Response answers the question, including a mostly clear and accurate description of information in the graph/chart. Little to no listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.
2	<ul style="list-style-type: none"> • Response includes a limited description of information or partially accurate information in the graph/chart. Listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow, choppy, or halting.
1	<ul style="list-style-type: none"> • Response may include information in the graph/chart, but contains little relevant or accurate information. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s) related to the graph/chart or claim.
0	<ul style="list-style-type: none"> • Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.

Rubric, Question 10

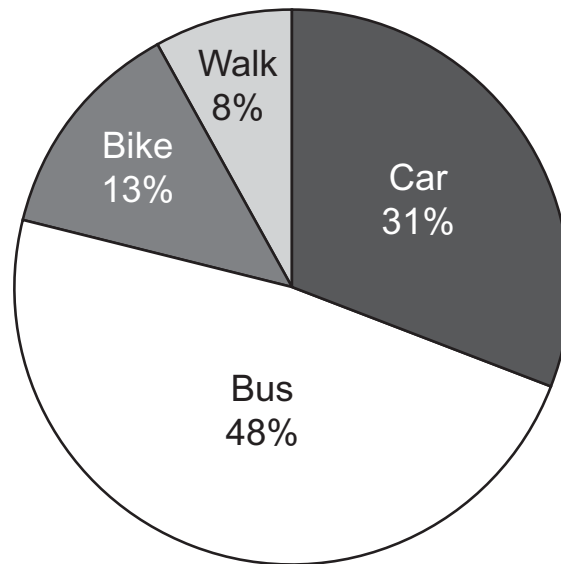
Score	Descriptors
3	<ul style="list-style-type: none"> • Response uses relevant information and accurate details from the graph/chart to demonstrate whether the claim is supported or unsupported. Little to no listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.
2	<ul style="list-style-type: none"> • Response includes limited or partially accurate information from the graph/chart that demonstrates whether the claim is supported or unsupported, and the response may lack detail and clarity. Listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow, choppy, or halting.
1	<ul style="list-style-type: none"> • Response may include information from the graph/chart but does not demonstrate whether the claim is supported or unsupported or may lack understanding of the graph/chart or claim. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s) related to the graph/chart or claim.
0	<ul style="list-style-type: none"> • Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.

SAY Now we are going to do a different type of question. I am going to ask you to talk about a pie chart. Look at the pie chart. You can write on the pie chart if it is helpful.

SAY Students at a school were asked how they travel to school in the morning. The pie chart shows the percentages of different transportation methods used by the students. Take some time to read the pie chart to yourself. Let me know when you are ready for me to ask you a question.

Give students time to read the pie chart before reading the first prompt.

How Alvarez Middle School Students Travel to School



Students at a school were asked how they travel to school in the morning. The pie chart shows the percentages of different transportation methods used by the students.

9 What does the pie chart show about how students travel to school? Include details from the pie chart in your answer.

10 Is the following claim supported or not supported based on the information in the pie chart?

Claim: More students walk to school than ride a bike.

Give details from the pie chart to support your answer.

SPEAKING Summarize an Academic Presentation

In this task type, the student listens to a recording of an academic presentation while looking at a related picture or pictures. The student is then asked to summarize the main points of the presentation. A symbol of a pointing finger is included to indicate where, during an actual administration, the Test Examiner points to specific parts of the picture or pictures. During an actual administration of this task type, students may take notes in their Test Book.

Aligned 2012 ELD Standards: PI.C.9, PI.B.5, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6, PII.C.7

Rubric

Score	Descriptors
4	<ul style="list-style-type: none"> • A full response includes a clear summary of the main points and details of the presentation. • Ideas are cohesive and connected. • Grammar and word choice are varied and effective; errors do not impede meaning. • Pronunciation and intonation do not impede meaning. • Speech is usually smooth and sustained.
3	<ul style="list-style-type: none"> • Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details. • Ideas are usually cohesive and connected. • Grammar and word choice are adequate; errors occasionally impede meaning. • Pronunciation and/or intonation occasionally impede meaning. • Speech is fairly sustained, though some choppiness or halting may occur.
2	<ul style="list-style-type: none"> • Response includes a partial summary of at least one of the main points of the presentation and may lack an understanding of the main points. • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple and repetitive; errors often impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may be slow, choppy, or halting.
1	<ul style="list-style-type: none"> • Response includes an attempt to reference the presentation/picture but conveys little relevant information. • Ideas are rarely cohesive and connected. • Grammar and word choice are limited and impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s) related to the picture.
0	<ul style="list-style-type: none"> • Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.

Notes:

- Minor factual inaccuracies or omissions are acceptable as long as the student expresses a clear summary of the presentation.
- Do not penalize for mispronunciation of any word that does not interfere with meaning.

Main Points

A full response includes all of the following steps in the demonstration and at least one detail for each step. Steps in the demonstration:

- There is liquid (water) in one of the containers (glasses/cups/bottles).
Details: Two (glass) containers are connected by a (glass) tube/both containers (glasses/cups/bottles) are on a hot plate (plate/stove)/the other container has no liquid (water).
- Then heat is applied to the liquid (water), it changes to a gas (evaporation/evaporates).
Details: The hot plate is turned on/it gets hot/the liquid (water) turns into gas/the gas moves through the tube into the other container/the liquid (water) evaporates.
- The gas cools down, it changes into a liquid (condensation/condenses).
Details: The heat is turned off/the gas cools down/and gas changes to a liquid (water)/there is the same (equal) amount of liquid (water) in each container (glass/cup).

11

SAY In this part of the test, you will listen to some information.

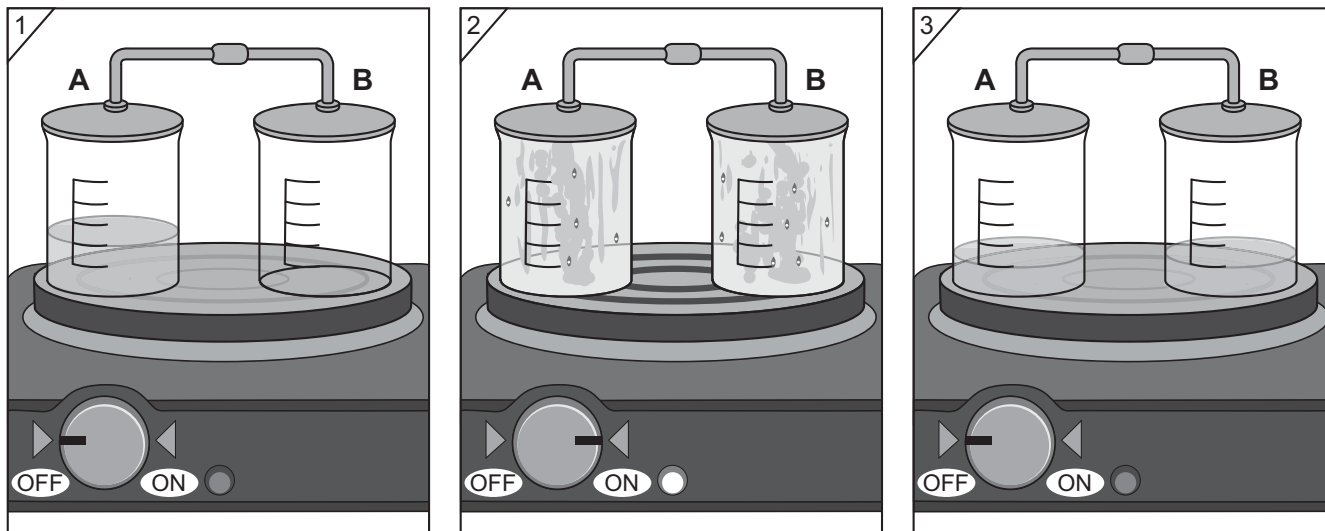
SAY You are going to listen to some information about evaporation and condensation. You will hear the information only once. As you listen, look at the pictures in your Test Book. You may take notes as you listen.

 When the presentation ends, you will summarize the information that you heard. You will explain evaporation and condensation, include all the steps in the demonstration, and use relevant details and clear language.


Play the recording for Speaking, Question 11. As the recording plays, point to the relevant picture in the Test Book.


After you've started the recording, do not pause or stop the recording. Do not replay any part of the recording unless a valid disruption occurs (e.g., intercom announcements, fire drills, student health issues, audio malfunctions).


Evaporation and Condensation Cycle



Question 11 Recorded Audio Script

 Look at step one. It shows two glass containers connected by a glass tube. There is some liquid in one of the containers. The other container has no liquid. Both containers are sitting on a hot plate. *[Brief pause.]*

 Look at step two. When the hot plate is turned on, the liquid in the first container becomes very hot. The liquid evaporates and turns into a steam or a gas. As you may know, evaporation is the process of a liquid changing into a gas. Then, the gas moves through the tube to the second container. As you can see in the picture, after a few minutes there is an equal amount of gas in both containers. *[Brief pause.]*

 Look at step three. When the hot plate is turned off, the gas in the containers slowly cools down. As it cools, condensation begins. Condensation is the opposite of evaporation. Condensation is when gas changes back into a liquid. After a short period of time, all of the steam—that is, the gas—becomes liquid again. As you can see in the picture, there is now an equal amount of liquid in each container. That is because when the liquid was heated, the gas was divided equally between the two containers. *[Brief pause.]*

This demonstration shows how evaporation and condensation make it possible for water to move from place to place. This process is an important part of the water cycle.

Summarize the information you heard. Be sure to

- explain evaporation and condensation,
- include all the steps in the demonstration, and
- use relevant details and clear language.

Additional Resources

California English Language Development Standards

The ELPAC is aligned with the *California English Language Development Standards, Kindergarten Through Grade 12* (2012). These standards are available <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>.

California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

The 2012 ELD Standards correspond with the *California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*, which are available at <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>.

Performance Level Descriptors

General performance level descriptors for the ELPAC, which describe what a student typically knows and can do at each ELPAC performance level, are available at <http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>.

A Parent Guide to Understanding the ELPAC

A resource about the ELPAC written specifically for parents and families is available at <http://www.cde.ca.gov/ta/tg/ep/documents/elpacparentguide.pdf>.