

Spec Title	Language Domain	Grade Level	Standard	Item Format	Key Use of Academic Language	Topic	Proficiency Range
L68C_SS	Listening	6–8	LoSS	Multiple Choice	Argue	Government	3–5
Purpose							
The purpose of these test items is to allow ELLs in grades 6–8 to demonstrate an understanding of spoken language related to features of government. The key use of academic language is ARGUE: Speakers in the item passages will persuade by making claims supported by evidence.							
Model Performance Indicators (MPIs)							
P3			P4			P5	
Distinguish among features of government from oral statements using visual or graphic support			Find patterns associated with features of government on charts from oral statements using visual or graphic support			Draw conclusions about features of government on charts described orally from grade-level material	
Cognitive Function: Students at all levels of English language proficiency EVALUATE information about forms and features of government based on real-world examples.							
Connection to Content Standards (referenced in the topic selection or context for language use)							
College, Career, and Civic Readiness Standards							
D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.							
D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.							
D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.							
D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.							
D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.							
D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.							
D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.							
D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.							
D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.							
National Curriculum Standards for Social Studies							
Standard 6: Power, Authority, and Governance (Middle Grades): Learners will understand fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity); The ideologies and structures of political systems that differ from those of the United States; The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.							

Guidelines for Choosing a Theme

- Think about features of government that would be studied in a social studies, civics, or government classes in grades 6–8. These features could include forms and organization of governments as well as civic rights (e.g., freedom of the press) and responsibilities (e.g., jury duty) in the U.S. and/or other countries.
- The theme could involve national, state, and/or local government(s).
- For sensitivity reasons, do not present or imply a comparison between more and less “free” countries. Also, stay away from topics related to crime or violence in any way (e.g., gun rights).
- The topic should be grade level appropriate and interesting to a grades 6–8 student.
- Avoid these topics because of recent appearance on the test: Comparison of U.S./Japan executive governance, comparison of U.S./Canadian bill of rights, U.S. founding fathers.

Context for Language Use

- Select a text type or an authentic and relevant context in which students in this grade level cluster might engage with spoken language in the Language of Social Studies.
- Consider the key use of academic language when determining the context to use throughout the thematic folder. Think about a context where two students are collaborating on an assignment about the topic you chose. They may have been assigned to report on a selection of related features of government in one country (e.g., voting and petitioning elected officials in the U.S.) or to compare how a few features of government vary in different countries.
- The language of argumentation should be evident in each passage.
- The first two items could present the two students working together and sharing the results of their research. The third item may continue to depict pair work, or it may show the students giving a presentation of what they learned.

Theme Level Information

Theme ID: L68C_SS_Title_502

Theme Title: Write a short, engaging title to appear at the top of each screen. It should reflect the theme of the oral discourse presented in the thematic folder.

Orientation: Write a few short sentences to orient students to the context for oral language use.

[Teacher’s name]’s **class is studying** [...this topic...].

Listen as [teacher’s name] **talks about** [topic].

The purpose of the orientation screen is to introduce the speakers who will be featured in the three subsequent test items. It should introduce the context for language use: What will the speaker(s) be talking about? What is the purpose of the discourse? The content of the orientation screen may vary according to the standard, grade cluster, and proficiency levels addressed in the items.

Theme Graphic Description: Write a detailed description of a graphic and/or draw a sketch that represents the theme or the context for language use that the test taker will encounter in the items.

Item Level Characteristics			
Item Seq No.	Item 1	Item 2	Item 3
Prof Level	3	4	5
MPI (what the <i>passage</i> must do)	Distinguish among features of government from oral statements using visual or graphic support	Find patterns associated with features of government on charts from oral statements using visual or graphic support	Draw conclusions about features of government on charts described orally from grade-level material
Item Passage The linguistic features of the key use of academic language (ARGUE) will be realized through the item passages in the thematic folder.	Maximum of 10 oral sentences. Write an exchange in which the two speakers describe how the kinds or aspects of government on the chart are different from one another.	Maximum of 10 oral sentences. Write an exchange in which the two speakers highlight certain information in the item graphic and discuss other relevant background information in such a way that they find a pattern (e.g., pointing to features that affect each other or that when one feature is present another is not).	Maximum of 10 oral sentences. Write an exchange in which the two speakers discuss additional information about features of government in such a way that they lead up to and express a conclusion.
Item Graphic	Write a short description of the visual support for EACH item.		
Performance Definitions: Application to Listening Students at each proficiency level will demonstrate comprehension of the intended meaning of:	<ul style="list-style-type: none"> • Short sequences of related utterances • Common oral language features that include turn taking, expressing emphasis, etc. • Sentences expanded by adjectives, adverbs, prepositional phrases, and/or additional clauses to provide additional detail • Commonly used content-specific words and phrases including their multiple meanings across content areas • Common general connection, transitional, and relational words across content areas 	<ul style="list-style-type: none"> • Extended sequences of related utterances • Oral language features that signal main ideas and details in discussions • Sentences of varied length and grammatical complexity • Content area specific meanings of general vocabulary words and phrases • Common academic connection, transitional, and relational words across content areas 	<ul style="list-style-type: none"> • A wide variety of extended oral text types involving one or more participants • Oral language features that signal organization and cohesion of discourse • A range of idiosyncratic and idiomatic speech • Sentences of varied length and grammatical complexity • Precise technical words and phrases of the content areas • Cognitively complex academic connection, transitional, and relational words across content areas
Task Statement/ Question (what the <i>student</i> must do)	Ask the students to select one form or feature of government on the chart based on a difference given in the passage. (Or, given the forms or organizations of government, students will be asked to select the feature that is different.)	Ask the students to identify the pattern or part of the pattern discussed in the passage.	Ask the students to identify the conclusion drawn by the speakers in the passage.
Response Option Characteristics			
Number	P3 = 3 response options	P4 = 3 response options	P5 = 3 response options
Properties	Graphic or simple text	Graphic or Text	Graphic or Text
Layout	Vertical	Vertical	Vertical

Orientation Screen Layout

Folder Title

Theme Graphic shown here

Item Screen Layout

Folder Title

Item Sequence Number

First
Speaker
Icon

Second
Speaker
Icon
(if applicable)

This space is available to provide graphic support. The Theme Graphic may be repeated here (if needed) or an Item Graphic may be shown here (if needed).

If no additional graphic support is necessary, this space may be left blank.

KEY
Graphic or text shown here

DISTRACTOR 1
Graphic or text shown here

DISTRACTOR 2
Graphic or text shown here

For Internal (CAL) Use Only:

Spec Identification						
Spec Title	Language Domain	Grade Level	Standard	Key Use of Academic Language	Item Format	Proficiency Range
L68C_SS	Listening	6–8	LoSS	Discuss	Multiple Choice	3–5

Response Options Description			
Number of Options	P3 = 3	P4 = 3	P5 = 3
Properties	Graphic or simple text	Graphic or text	Graphic or text
Layout	Vertical	Vertical	Vertical

Model Performance Indicators			
	P3	P4	P5
Original MPIs: <i>Agriculture (2007 6-8 Listening SS Summative)</i>	Distinguish among resources or agricultural products from oral statements using visual or graphic support	Find patterns associated with resources or agricultural products on maps or graphs described orally from grade-level material	Draw conclusions about resources or agricultural products on maps or graphs described orally from grade-level material
Transformed MPIs from 301: <i>Changed topic to Forms and organization of government. Changed “on maps or graphs” to “on charts”</i>	Distinguish among forms and organization of government from oral statements using visual or graphic support	Find patterns associated with forms and organization of government on charts from oral statements using visual or graphic support	Draw conclusions about forms and organization of government on charts described orally from grade-level material
Transformed MPIs: <i>Broadened topic statement to “features of government”. Removed “on charts,” to allow other visual support.</i>	Distinguish among features of government from oral statements using visual or graphic support	Find patterns associated with features of government from oral statements using visual or graphic support	Draw conclusions about features of government described orally from grade-level material

Notes
<p>For 502, this spec has been transformed to address the KUALA of Argue, instead of Discuss.</p> <p>This spec topic is new for ACCESS 2.0 Pool 100.</p>