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# Revised ECCE Example Test Items

## New Specifications

<table>
<thead>
<tr>
<th>Description</th>
<th># of Items</th>
<th>Time (mins)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From a choice of two options—an email/letter or an essay—test takers write one response presenting and supporting their opinion. For the email/letter, a situation and a formal purpose for writing are briefly described, followed by instructions on what to write. For the essay, a proposal or statement is provided, followed by instructions on what to write.</td>
<td>1 task</td>
<td>30</td>
<td>The writing section will now come first. The stimulus will no longer include a newspaper article. The rating criteria remains the same as at present.</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 1</td>
<td>Each item consists of a short recorded conversation followed by a question. The three answer options for each item are shown as pictures.</td>
<td>25</td>
<td>45</td>
</tr>
<tr>
<td>Part 2</td>
<td>Each set consists of a short talk delivered by a single speaker followed by five questions each. The questions are printed in the booklet. There are four answer options for each item.</td>
<td>20</td>
<td>45</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>An incomplete sentence is followed by a choice of words or phrases to complete it. There are four answer options for each item. Only one choice is grammatically correct.</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>An incomplete sentence is followed by a choice of words or phrases to complete it. There are four answer options for each item. Only one word has the correct meaning in that context.</td>
<td>14</td>
<td>75</td>
</tr>
<tr>
<td>Reading Part 1</td>
<td>Each set consists of a short reading passage followed by six comprehension questions. There are four answer options for each item.</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td>Reading Part 2</td>
<td>Two sets of four short texts related to each other by topic are followed by 12 questions each. There are four answer options for each item.</td>
<td>24</td>
<td>75</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Test takers participate in a structured, multi-stage task with one examiner.</td>
<td>1 task, 4 stages</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td>165</td>
</tr>
</tbody>
</table>
Example Items for the Revised 2021 Test

Writing

From a choice of two options—an email/letter or an essay—test takers write one response presenting and supporting their opinion. For the email/letter, a situation and a formal purpose for writing are briefly described, followed by instructions on what to write. For the essay, a proposal or statement is provided, followed by instructions on what to write.

Task: Email
The local city council is planning to build a new park in your community. They want community members to suggest where the park should be built.

- Write an email to the city council to explain your opinion. Give reasons to support your ideas.
- Start your email, “Dear City Council Members.”

Task: Essay
Textbooks required for classes should be available to students for free through libraries or the Internet.

- Write an essay on whether you agree or disagree with the statement above.
- Include specific reasons and details to support your opinion.
Listening
Part 1
Each item consists of a short recorded conversation followed by a question. The three answer options for each item are shown as pictures.

Example Audio 1 [ audio recording: ]
W1: Hello, can you tell me when the next show is?
M2: It starts in about 10 minutes.
W1: Great. I need four tickets: two adults and two children.
M2: OK, here are your tickets. You’ll want to head to theater two. The snack bar is across the lobby.
N: What are they talking about?

Example Audio 2 [ audio recording: ]
W2: I think we’re all set to study for finals. Want to go to the library?
M2: That’s a good idea, but I wonder if it will be really packed by now.
W2: That’s true. I am kind of hungry. The cafeteria might have some space.
M2: You know, it’s such a nice day, why don’t we go to the cafeteria and grab some food to go?
W2: Great idea. Let’s go.
N: Where will they study?

Example Audio 3 [ audio recording: ]
M1: I finally went to see Susan’s house in the mountains last weekend. It’s so beautiful, and super remote.
W1: Oh yeah – nice! I saw some pictures of it. But you know, I don’t think I could live out in the country. I’d get too bored without the hustle and bustle!
M1: See, I would enjoy the peace and quiet.
W1: I like having a beach nearby, but I’m pretty much a city girl.
N: Where does she live?
Listening Continued

Part 2

Each set consists of a short talk delivered by a single speaker followed by five questions each. The questions are printed in the booklet. There are four answer options for each item.

Example Audio

N: Listen to the head of a local tourism board.

W1: Thanks everybody for meeting here today. Well, let’s get right to it - I want to give you a snapshot of my ideas for this upcoming beach season.

Of course, the beach itself is the biggest draw, but we’re also planning to continue our guided tours of the historical areas of the city. So, as you know, the tour is a bus ride and it goes from the north end of the beach, into the city, and then down to the southern end. It makes several stops along the way and a tour guide shares some fun information throughout. As in the past, our thought is that seeing what the town has to offer draws people back on days when they’re not at the beach.

A new initiative this year is using the beach to host water sports. We’re still working out the details, but I think this could really increase the number of both first-time and returning visitors.

Uh, and also, because of the damage from last year’s storm, some of the restaurants on the boardwalk are closed. To make up for that loss, we’re going to provide food trucks. That gives us the option for variety, and there’s no risk of future damage since we can just move the trucks.

With that, I’d like to turn it over to Joan, who will walk us through the financial side of things, both in terms of cost and potential revenue.

Example Questions

1. What is said about a bus?
   A. It will not run during bad weather.
   B. It will provide a tour to visitors.
   C. It will transport residents to work.
   D. It will stop at several new locations.

2. What does the speaker say is new?
   A. activities on the beach
   B. the variety of tours available
   C. trucks that drive people to the beach
   D. the business hours of restaurants in town

3. Why does the speaker mention a storm?
   A. to warn the audience
   B. to notify people about limited transportation
   C. to explain why tourists stopped coming
   D. to explain why food is sold differently

4. What is the main purpose of this talk?
   A. to welcome new visitors to the area
   B. to discuss proposals regarding a city’s tourism
   C. to tell residents what to expect from visitors
   D. to describe a development project

5. What does the speaker mean when she says: [audio]
   A. She will give a short demonstration.
   B. She will show some pictures.
   C. She will pass out some materials.
   D. She will give a brief explanation.
Reading

Grammar
An incomplete sentence is followed by a choice of words or phrases to complete it. There are four answer options for each item. Only one choice is grammatically correct.

1. _____ you like to try a sample of our new coffee?
   A. Did
   B. Would
   C. Could
   D. Will

2. The service at this restaurant isn't good, _____ I do like the food.
   A. although
   B. unless
   C. besides
   D. despite

3. _____ I enjoy working with my current company, I think a change would be nice.
   A. Whether
   B. The more
   C. Much more than
   D. As much as

Vocabulary
An incomplete sentence is followed by a choice of words or phrases to complete it. There are four answer options for each item. Only one word has the correct meaning in that context.

1. Many neighbors _____ money to help build a community swimming pool.
   A. donated
   B. granted
   C. attributed
   D. incorporated

2. Thomas received several job offers even though his work experience was _____.
   A. fundamental
   B. mere
   C. remote
   D. limited

3. Students in the modern literature course spent a large _____ of their time reading novels from the twentieth century.
   A. division
   B. portion
   C. phase
   D. sector
Reading, Part 1

Each set consists of a short reading passage followed by six comprehension questions. There are four answer options for each item.

This passage is about lobsters.

American lobsters are marine animals that live in the waters off the eastern coast of North America. They are generally dark blue, green, or brown, although some American lobsters with peculiar coloring have been discovered. One of the most rare and interesting is the calico lobster. These lobsters have an orange and blue pattern all over, from their claws to their tails. It is estimated that only about one in thirty million lobsters is calico.

It is unclear why calico lobsters appear this way. Some scientists think it is caused by environmental factors. Others think it is genetic. One researcher thought he found a clue when he discovered a white paste under the shell of a calico lobster. The paste matched the calico pattern on the shell, and it appeared to be a type of bacteria. Bacteria can cause illness, and some lobster illnesses cause their shell color to change. However, calico lobsters are healthy and live as long as other lobsters.

Other lobster variations have been found, including blue, red, and yellow. Even more rare are split-colored lobsters, which have a different color on each side of the body. The rarest lobsters are albinos, which have no color at all. Some of these variations are known to be caused by genetic defects, but some are still a mystery.

Today, lobsters of all types are at risk. Increasing demand for lobsters as a luxury food means that conservation efforts, research, and public education are needed to protect the American lobster population.

Example Questions

1. What is the main purpose of the passage?
   A. to provide information about rare types of lobsters
   B. to compare lobsters with other ocean creatures
   C. to encourage people to eat less lobster
   D. to educate readers about lobster diseases

2. Where on lobsters does the calico pattern appear?
   A. on the entire body
   B. on just one side
   C. only on the claws
   D. under the shell

3. In the fifth sentence of paragraph 2, what does it refer to?
   A. shell
   B. disease
   C. pattern
   D. paste

4. According to the passage, what does a change in a lobster’s color sometimes indicate?
   A. It is old.
   B. It is healthy.
   C. It is good to eat.
   D. It is sick.

5. Based on the information in the second paragraph, what can be concluded about lobsters’ calico coloring?
   A. It is becoming more common.
   B. Its cause is not known.
   C. It is a sign of disease.
   D. It is connected to the lobster’s genetics.

6. How does the author feel about the current status of American lobsters?
   A. American lobsters are not in danger.
   B. Additional research on lobster color is important.
   C. All American lobsters need protection.
   D. Calico lobsters deserve special protection.
Reading, Part 2

Two sets of four short texts related to each other by topic are followed by twelve questions each. There are four answer options for each item.

**A. Pine Nature Center Camp**

Looking for a way to keep your children outside in nature during the school break? Join us for one of our day camps. Students will enjoy taking nature walks through the park, working on team projects, and learning about the environment.

**Little Explorers**
Ages 3-5
June 5-9

**Busy Bees**
Ages 6-8
June 12-16

**Trail Trackers**
Ages 9-11
June 19-23

**B.**

To: Past staff
Subject: Upcoming programs

Hi all,

It's that time again! We have a full schedule of events planned at the nature center!

Like last year, we have several camp sessions planned at the nature center for ages 3-11. We're looking forward to a great program that motivates children to spend time learning about the environment.

We've also added a nature program for adults aged 60+ that starts June 25. This group will enjoy taking weekly walks through the nature center's beautiful trails and learning about environmental issues that affect our community.

Finally, we're again offering several musical events in our outdoor concert area.

Let me know if you'd like to help with any of these programs this season!

Regards,
Fred Brown, Events Coordinator
Pine Nature Center

**C.**

Dear parents:

Your child's camp session is just around the corner! Your child is enrolled in the Little Explorers group. The group will enjoy nature walks around the park, play time in our forest play area, and learning activities that will teach children about preserving the environment.

Along with this letter, I've included a list of reading recommendations to help your child make the most of this camp experience. You can check out these books from our nature center library.

You can find more information, including camp schedules and suggestions for what children should wear each day, on our website. Please don't hesitate to contact me with any other questions. We're excited to welcome you soon!

Best regards,
Nina Wilson
Camp Education Director

**D.**

**SCREEN TIME OR GREEN TIME**

By Jen George

The school year is almost over! With the arrival of a long break from school, parents will be looking for activities to occupy their children. Finding the right educational opportunities for kids can be a challenge—sometimes even the best of us rely too much on the games and videos on electronic devices.

Of course, many software programs can be beneficial to children's education. However, research shows that too much screen time can slow children's progress, while spending time in nature can significantly benefit children's development. It's important not to let time with electronic devices take away time from outdoor experiences.

Being out in nature stimulates children's learning processes. It allows them to be creative with materials such as sticks, soil, and water. When children play outside together, they learn to solve problems cooperatively as they explore the materials around them. Materials in an outdoor environment are usually less controlled, so children learn to think creatively as they use them in many different ways.

This break is the perfect time to take advantage of outdoor activities. Let's make sure our children have plenty of opportunities to learn outside!
The following questions refer to section A.

1. What is the main purpose of section A?
   A. to describe a new nature center for children
   B. to advertise children’s outdoor activities
   C. to explain the benefits of playing outdoors
   D. to suggest that children care for the environment

2. How are children grouped in the sessions?
   A. according to their learning style
   B. according to their interests
   C. according to how old they are
   D. according to when they register

The following questions refer to section B.

3. In the second sentence of paragraph 2, what does motivates mean?
   A. proposes
   B. organizes
   C. encourages
   D. suggests

4. What is new at the nature center this year?
   A. a program for older adults
   B. newly created nature trails
   C. an outdoor concert program
   D. an activity for school children

The following questions refer to section C.

5. What is the main purpose of section C?
   A. to promote a summer camp
   B. to give details about a program
   C. to describe a summer camp’s history
   D. to provide information about a library program

6. What other information did Nina Wilson send with the letter?
   A. a daily schedule
   B. a registration form
   C. book suggestions
   D. clothing recommendations

The following questions refer to section D.

7. What is section D mostly about?
   A. the effects of nature on children’s development
   B. outdoor materials children can use in the classroom
   C. a software program that benefits children’s learning
   D. where to find outdoor activities for children

8. In the second sentence of paragraph 1, what does occupy mean?
   A. expect
   B. involve
   C. address
   D. recommend

9. What does the author suggest about playing inside rather than outside?
   A. It provides fewer opportunities to be creative.
   B. It can be difficult to organize children inside.
   C. It is usually safer than playing outdoors.
   D. It is preferred by most school children.

10. What example does the article give of how playing outdoors benefits social development?
    A. Children are introduced to more new people.
    B. Children learn to find solutions in groups.
    C. Children improve their moods by being active.
    D. Children have opportunities to learn new games.

The following questions refer to two or more sections.

11. Which sections were produced by the same organization?
    A. A, C, D
    B. A, B, C
    C. B, C, D
    D. A, B, D

12. How does the organization in section A promote ideas from section D?
    A. It offers classes that teach parenting skills.
    B. It produces new technologies that improve learning.
    C. It provides opportunities for children to play outside.
    D. It organizes conferences on caring for the environment.
Help Solve a Problem

Situation
I am the principal of an elementary school and I have a problem. Find out what my problem is and offer me some good advice.

First
You should look at the pictures below and ask:

• What is the problem?
• What are the options?
• What are the advantages of each option?

Then
When you have all the information you need, explain which option you think is best and why. Be ready to explain why you didn’t choose the other option. Remember to use information you learn from asking questions to explain your final choice.

Finally
After you have shared your decision, you will be asked more questions about the topic.
Help Solve a Problem

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Examiner Information

What is the problem?
Our school is planning on adding an extra break during the school day for our students. We are trying to decide which activities to offer to our students during this break.

What are the options?

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Option 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>children playing</td>
<td>tutor and child</td>
</tr>
</tbody>
</table>

The first option is that we could give our students time to play outside. We could give them soccer balls and games to play with their classmates.

The second option is that we could give our students time for extra help with math and reading. We could have some teachers available to help them with their homework.

What are the advantages of each option?

<table>
<thead>
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<th>Option 1</th>
<th>Option 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The advantage of the first option is that playing outside will give students a break from school. It will also allow them to get some exercise and enjoy time with their friends.</td>
<td>The advantage of the second option is that students will be able to finish their homework at school so they have more time to play at home. They can ask their teachers questions about topics they don’t understand.</td>
</tr>
</tbody>
</table>

Elaboration Questions

1. Tell me about an activity that you do/did on breaks during the school day. What do/did you like about this activity?
2. What are some of the things students enjoy most about school?
3. Some people believe that it’s important to take breaks during the day in order to be more productive. To what extent do you agree?
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