



Mississippi Academic Assessment Program-Alternate (MAAP-A)

Test Administration Booklet (TAB)

Biology Released

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MS_BIO_Task_1

Academic Content Standard: A.BIO.1A.1 – Use a graphic organizer to classify organisms as living and nonliving things.

Stimulus Materials:*Numbered stimulus cards:*

- Stimulus card #1: the sentences “A living thing is defined as anything that is alive. A nonliving thing is defined as anything that is not living. It has never been alive.”
- Stimulus card #2: a graphic organizer titled “Things on Earth” with the two categories: “Living Things” with the things “tree” and “cloud”; “Nonliving Things” with the things “sand” and “water”
- Stimulus card #3: the words “tree”, “cloud”, “sand”
- Stimulus card #4: a graphic of a tree, labeled “tree”; a graphic of a cloud, labeled “cloud”; a graphic of sand, labeled “sand”

❖ *NOTE: Have available a blank sheet of paper for masking.*

DO: Present and point to stimulus card #1 as you read the following SAY statement.

SAY: In this task, you will classify objects as living or nonliving. Listen to these sentences. “A living thing is defined as anything that is alive. A nonliving thing is defined as anything that is not living. It has never been alive.”

DO: Present and point to stimulus card #2 as you read the following SAY statement.

SAY: This is a graphic organizer of things on Earth. It shows the names of things under the classifications, “Living Things” and “Nonliving Things”.

DO: Point to the “Things on Earth” bubble at the top of the graphic organizer as you read the following SAY statement.

SAY: This graphic organizer begins with “Things on Earth”.

DO: Point to the “Living Things” and “Nonliving Things” bubbles in the second row of the graphic organizer as you read the following SAY statement.

SAY: Things on Earth can be classified as living things or nonliving things.

DO: Point to “tree”, “cloud”, “sand”, and “water”, in that order, on stimulus card #2 as you read the following SAY statement.

SAY: The “tree” and “cloud” are classified as living things, and “sand” and “water” are classified as nonliving things.

DO: Present and point to stimulus card #3 as you read the following SAY statement.

SAY: Which of these things is classified incorrectly on the graphic organizer?

DO: Point to and read the answer choices on stimulus card #3 to the student.

EXPECT: The student identifies “cloud” to earn four score points.

A	4 points	Student responds correctly and independently. <u><i>This task is complete.</i></u> Go to Task 2.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “cloud” on stimulus card #3, then point to stimulus card #1 as you read the following SAY statement.

SAY: Remember, the classification “Living Things” is for things that are alive or have been alive. If a thing has never been alive, it is nonliving. For example, a bird is a living thing and a stone is a nonliving thing. Which of these things is classified incorrectly?

DO: Point to and read the answer choices on stimulus card #3 to the student.

EXPECT: The student identifies “cloud” to earn three score points.

B	3 points	Student responds correctly with the provided supports. <u><i>This task is complete.</i></u> Go to Task 2.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “cloud” on stimulus card #3, then remove stimulus card #3. Present and point to stimulus card #4 as you read the following SAY statement.

SAY: Living things need food to grow and move. Nonliving things do not need food to grow and move. This is a picture of a tree. This is a picture of a cloud. This is a picture of sand. Which of these things is placed in the wrong classification in the graphic organizer?

DO: Point to and read the answer choices on stimulus card #4 to the student.

EXPECT: The student identifies “cloud” to earn two score points.

C	2 points	Student responds correctly with increased provided supports. <i>This task is complete.</i> Go to Task 2.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “cloud” on stimulus card #4, then mask the nonliving side of the graphic organizer on stimulus card #2 and remove stimulus card #4. Point to “cloud” on stimulus card #2 as you read the following SAY statement.

SAY: “Cloud” is classified as a living thing. It is in the wrong place. Which thing is in the wrong place?

D	1 point	Student responds correctly to step-by-step directions. <i>This task is complete.</i> Go to Task 2.
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E	0 points	Student did not correctly respond to step-by-step directions. Go to Task 2.
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For Second Scorer use only:	
N/O	The test administrator moved to the next task before I observed a correct student response.

MS_BIO_Task_2

Academic Content Standard: A.BIO.4.1 – Use a graphic organizer to identify organisms that were unable to adapt to changes in their environment and have become extinct.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the sentences “Over time, some animals were not able to adapt to changes in the environment. Animals that could not survive became extinct. ‘Extinct’ means that none of them exist on Earth.”
- Stimulus card #2: a T-chart with the headings “Extinct” and “Living”

Business-size stimulus cards:

- a graphic of a dinosaur, labeled “dinosaur”; a graphic of a dog, labeled “dog”; a graphic of a lion, labeled “lion”; a graphic of a mammoth, labeled “mammoth”

DO: Present and point to stimulus card #1 as you read the following SAY statement.

SAY: Listen as I read. “Over time, some animals were not able to adapt to changes in the environment. Animals that could not survive became extinct. ‘Extinct’ means that none of them exist on Earth.”

DO: Present and point to stimulus card #2 as you read the following SAY statement.

SAY: You are going to use this T-chart to identify animals as “Extinct” or “Living”.

DO: Present and point to the business-size stimulus cards “dinosaur”, “dog”, “lion”, “mammoth”, in that order, as you read the following SAY statement.

SAY: I am going to read the names of animals to you. Think about each animal and decide whether it is extinct or living: “dinosaur”, “dog”, “lion”, “mammoth”. Place each animal in the correct column: “Extinct” or “Living”.

DO: Point to and read the business-size stimulus cards to the student.

EXPECT: The student identifies “dinosaur” and “mammoth” as “Extinct” AND “lion” and “dog” as “Living” to earn four score points.

A	4 points	Student responds correctly and independently. <u><i>This task is complete.</i></u> Go to Task 3.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “dinosaur” and “mammoth” as “Extinct” AND “lion” and “dog” as “Living” on stimulus card #2, then remove the incorrect responses from stimulus card #2. Present and point to the remaining business-size stimulus cards as you read the following SAY statement.

SAY: Remember, “Extinct” means that a living thing no longer exists. “Living” means that it still exists on Earth. I will read each card again. Place each card under either “Extinct” or “Living”.

DO: Point to and read the remaining business-size stimulus cards to the student.

EXPECT: The student identifies “dinosaur” and “mammoth” as “Extinct” AND “lion” and “dog” as “Living” to earn three score points.

B	3 points	Student responds correctly with the provided supports. <i>This task is complete.</i> Go to Task 3.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “dinosaur” and “mammoth” as “Extinct” AND “lion” and “dog” as “Living”, then present the “dinosaur” and “dog” business-size stimulus cards as you read the following SAY statement.

SAY: Some animals became extinct because they could no longer live on Earth when the environment changed. Animals that live today are living. This is a dog. This is a dinosaur. Which animal is extinct?

DO: Point to and read the answer choices on stimulus card #3 to the student.

EXPECT: The student identifies “dinosaur” to earn two score points.

C	2 points	Student responds correctly with increased provided supports. <i>This task is complete.</i> Go to Task 3.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify the “dinosaur” business-size stimulus card, then point to the “dinosaur” business-size stimulus card as you read the following SAY statement

SAY: The dinosaur is extinct. It no longer lives on Earth. Which animal is extinct?

D	1 point	Student responds correctly to step-by-step directions. <i><u>This task is complete.</u></i> Go to Task 3.
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E	0 points	Student did not correctly respond to step-by-step directions. Go to Task 3.
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For Second Scorer use only:		
N/O	The test administrator moved to the next task before I observed a correct student response.	

MS_BIO_Task_3

Academic Content Standard: A.BIO.4.2 – Identify the variations in a trait within a species that would increase survival in a given environment (e.g., giraffes with longer necks can reach leaves on high branches).

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: a graphic of a polar bear, labeled “polar bear”
- Stimulus card #2: the phrases “white fur”, “sharp claws”, “strong sense of smell”
- Stimulus card #3: a graphic of polar bear fur, labeled “white fur”; a graphic of a polar bear’s claws, labeled “sharp claws”; a graphic of a polar bear’s nose, labeled “strong sense of smell”

DO: Present and point to stimulus card #1 as you read the following SAY statement.

SAY: Bears are mammals that live in many different places on Earth. Bears have adapted in various ways to increase their chance of survival in different habitats. Look at this picture. This is a polar bear. Polar bears have adaptations that help them live in cold environments.

DO: Present and point to stimulus card #2 as you read the following SAY statement.

SAY: Which of these adaptations helps the polar bear blend in with its environment?

DO: Point to and read the answer choices on stimulus card #2 to the student.

EXPECT: The student identifies “white fur” to earn four score points.

A	4 points	Student responds correctly and independently. <u><i>This task is complete.</i></u> Say closing statement.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “white fur” on stimulus card #2, then point to stimulus card #1 as you read the following SAY statement.

SAY: Polar bears have adaptations that help them hunt in the Arctic. The Arctic environment has snow and ice for most of the year. Which of these adaptations helps the polar bear blend in with its environment?

DO: Point to and read the answer choices on stimulus card #2 to the student.

EXPECT: The student identifies “white fur” to earn three score points.

B	3 points	Student responds correctly with the provided supports. <i>This task is complete.</i> Say closing statement.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “white fur” on stimulus card #2, then remove stimulus card #2. Present stimulus card #3 as you read the following SAY statement.

SAY: Look at the picture of the polar bear’s white fur. Look at the picture of the polar bear’s sharp claws. Look at the picture of the polar bear’s nose that gives it a strong sense of smell. Which adaptation makes it harder to see the polar bear in the snow and ice?

DO: Point to and read the answer choices on stimulus card #3 to the student.

EXPECT: The student identifies “white fur” to earn two score points.

C	2 points	Student responds correctly with increased provided supports. <i>This task is complete.</i> Say closing statement.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “white fur” on stimulus card #3, then point to “white fur” on stimulus card #3 as you read the following SAY statement.

SAY: A polar bear’s white fur makes it harder to see in the snow and ice. Which adaptation makes it harder to see the polar bear in the snow and ice?

D	1 point	Student responds correctly to step-by-step directions. <i>This task is complete.</i> Say closing statement.
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E	0 points	Student did not correctly respond to step-by-step directions. Say closing statement.
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For Second Scorer use only:	
N/O	The test administrator moved to the next task before I observed a correct student response.

Closing Statement

SAY: We are finished with the Biology section.