



Mississippi Academic Assessment Program-Alternate (MAAP-A)

# Test Administration Booklet (TAB)

English II Released

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**MS\_ENGII\_Task\_1**

**Academic Content Standard:** A.L.9-10.5 – Demonstrate understanding of word relationships and use.

b) Determine the intended meaning of multiple meaning words.

**Stimulus Materials:**

- Stimulus card #1: the paragraph “The class is preparing to conduct a science experiment involving chemicals. The teacher will stress the importance of following the safety rules. She wants to make sure there are no accidents.”
- Stimulus card #2: the phrases “apply force to”, “worry about”, “emphasize”
- Stimulus card #3: the sentences “The teacher did not want anyone to get hurt in any way. She did not want even a minor accident to happen.”
- Stimulus card #4: the phrases “not serious”, “young person”

*DO: Present stimulus card #1 and point to the word “stress” as you read the following SAY statement.*

**SAY: We are going to read some sentences. Listen for clues that tell you the meaning of the word “stress”.**

*DO: Read or sign stimulus card #1 to the student using appropriate volume, tone, affect, intonation, and expression for the text. Present and point to stimulus card #2. Point to “stress” on stimulus card #1 as you read the following SAY statement.*

**SAY: What does the word “stress” mean in this sentence:** [Point to the sentence “The teacher will stress the importance of following the safety rules.” on stimulus card #1.] **“The teacher will stress the importance of following the safety rules.”?**

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

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

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

*DO: If the student does not identify “emphasize” on stimulus card #2, then point to the sentence “The teacher will stress the importance of following the safety rules.” on stimulus card #1 as you read the following SAY statement.*

**SAY: Some words have more than one meaning.**

*DO: Point to “stress” and the sentences “The teacher will stress the importance of following the safety rules. She wants to make sure there are no accidents.” on stimulus card #1 as you read the following SAY statement.*

**SAY: Listen as I read these sentences again. Listen for clues that tell you the meaning of the word “stress”: “The teacher will stress the importance of following the safety rules. She wants to make sure there are no accidents.” What does the word “stress” mean in this sentence? [Point to “stress” on stimulus card #1.]**

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

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

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

*DO: If the student does not identify “emphasize” on stimulus card #2, then remove stimulus cards #1 and #2. Present and point to stimulus card #3 as you read the following SAY statement.*

**SAY: We are going to read some sentences. Listen for clues that tell you the meaning of the word “minor”.**

*DO: Read or sign stimulus card #3 to the student using appropriate volume, tone, affect, intonation, and expression for the text. Present and point to stimulus card #4.*

**SAY: The teacher did not want anyone to get hurt in any way. What does the word “minor” [Point to “minor” on stimulus card #3.] mean in this sentence: [Point to the sentence “She did not want even a minor accident to happen.” on stimulus card #3.] “She did not want even a minor accident to happen.”?**

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

**EXPECT:** The student identifies “not serious” to earn two score points.

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

*DO: If the student does not identify “not serious” on stimulus card #4, then point to “not serious” on stimulus card #4 as you read the following SAY statement.*

**SAY: In this sentence, the word “minor” means not serious. What does the word “minor” [Point to “minor” on stimulus card #3.] mean in this sentence: [Point to the sentence “She did not want even a minor accident to happen.” on stimulus card #3.] “She did not want even a minor accident to happen.”?**

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

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

**MS\_ENGII\_Task\_2**

**Academic Content Standard:** A.W.10.3 – With guidance and support, write about events or personal experiences.

e) Provide a closing.

**Stimulus Materials:**

*Numbered stimulus cards:*

- Stimulus card #1: the paragraph “It was brighter than usual when I woke up this morning. Oh no, I didn’t wake up when my alarm clock rang! I had missed the bus! I had a test that day and needed to get to school quickly. I called out for my mom, but there was no answer. I forgot that she had an early meeting at work. Dad was out of town on business. What was I going to do? Then I remembered that my aunt was visiting for the week. She was able to give me a ride to school.”
- Stimulus card #2: the sentences “My aunt gets up early every morning.”, “I wish my mom didn’t have an early meeting.”, “I never want to have a morning like that again.”

❖ *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: I am going to read a paragraph about a student who missed the bus and needed a ride to school. Then you will add a closing sentence.**

*DO: Point to and read the paragraph on stimulus card #1. Present and point to stimulus card #2.*

**SAY: Which sentence is the correct closing sentence for the paragraph we just read?**

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

**EXPECT:** The student identifies “I never want to have a morning like that again.” to earn four score points.

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

*DO: If the student does not identify “I never want to have a morning like that again.” on stimulus card #2, then point to stimulus card #2 as you read the following SAY statement.*

**SAY:** A closing is the same as an ending. It is a final statement of the paragraph.  
*[Point to the paragraph on stimulus card #1.] Which sentence is the correct closing sentence for the paragraph we just read?*

**EXPECT:** The student identifies “I never want to have a morning like that again.” to earn three score points.

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

*DO:* If the student does not identify “I never want to have a morning like that again.” on stimulus card #2, then point to stimulus card #1 as you read the following SAY statement.

**SAY:** I am going to read the paragraph again. Think about the details of the paragraph. A closing is not a detail in the paragraph. Remember, the closing sentence is a general statement to finish the paragraph.

*DO:* Mask the sentence “My aunt gets up early every morning.” on stimulus card #2 as you read the following SAY statement.

**SAY:** Which sentence is the correct closing sentence for the paragraph we just read?

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

**EXPECT:** The student identifies “I never want to have a morning like that again.” to earn two score points.

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

*DO:* If the student does not identify “I never want to have a morning like that again.” on stimulus card #2, then point to stimulus card #2 as you read the following SAY statement.

**SAY:** The closing sentence for the paragraph is “I never want to have a morning like that again.” Which sentence is the correct closing sentence for the paragraph we just read?

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

### **Closing Statement**

**SAY:** We are finished with the English II section.