



Mississippi Academic Assessment Program-Alternate (MAAP-A)

Test Administration Booklet (TAB)

Grade 4 Released
ELA and Mathematics

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ELA

MS4_ELA_Task_1

Academic Content Standard: A.L.4.1 – Demonstrate standard English grammar and usage when communicating.

d) Use adjectives to describe people or objects.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the sentences “Ryan was eating pizza when his dog bumped him. Ryan dropped the pizza on his shirt. Then he had a ____ spot on his shirt.”
- Stimulus card #2: the words “clean”, “huge”, “perfect”
- Stimulus card #3: the sentences “Kim likes to read some books many times. Today she is reading a ____ book again.”
- Stimulus card #4: the words “favorite”, “quiet”

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

SAY: In this task, you will use adjectives correctly in a sentence. Listen as I read the sentences. “Ryan was eating pizza when his dog bumped him. Ryan dropped the pizza on his shirt. Then he had a BLANK spot on his shirt.”

DO: Point to and read the sentences on stimulus card #1 to the student. Present and point to stimulus card #2 as you read the following SAY statement.

SAY: Which adjective correctly completes the sentence?

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

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

A	4 points	Student responds correctly and independently. <i><u>This task is complete.</u></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 “huge” on stimulus card #2, then point to stimulus card #1 as you read the following SAY statement.

SAY: Think about what the sentences tell about Ryan. You want to find the right adjective that fits the meaning of the sentence. Listen as I read the sentences. “Ryan was eating pizza when his dog bumped him. Ryan dropped the pizza on his shirt. Then he had a BLANK spot on his shirt.” Which adjective correctly completes the sentence?

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

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

B	3 points	Student responds correctly with the 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 “huge” on stimulus card #2, then point to “huge” on stimulus card #2 and the sentences on stimulus card #1 as you read the following SAY statement.

SAY: The word “huge” completes this sentence correctly. [Point to the sentence on stimulus card #1.] **“Then he had a huge spot on the front of his shirt.”**

DO: Remove stimulus cards #1 and #2. Present and point to stimulus card #3 as you read the following SAY statement.

SAY: Remember, you are looking for the right adjective for the sentence. Listen as I read these sentences. “Kim likes to read some books many times. Today she is reading a BLANK book again.”

DO: Point to stimulus card #3. Present and point to stimulus card #4 as you read the following SAY statement.

SAY: Listen as I read this sentence again. “Today she is reading a BLANK book again.” Which adjective correctly completes the sentence?

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

EXPECT: The student identifies “favorite” 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 “favorite” on stimulus card #4, then point to stimulus card #3 as you read the following SAY statement.

SAY: Kim likes to read some books many times. Kim is reading a favorite book again. Listen as I read this sentence. “Today she is reading a BLANK book again.” Which adjective correctly completes the sentence?

D	1 point	Student responds correctly to step-by-step directions. <i><u>This task is complete.</u></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.

MS4_ELA_Task_2

Academic Content Standard: A.W.4.1 – With guidance and support, write opinions about topics or text.

- b) List reasons to support the opinion.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: a graphic organizer with the heading “Reasons to Visit a Farm” centered above a column divided into three spaces for three business-size stimulus cards

Business-size stimulus cards:

- Stimulus cards, set 1: the phrases “get eggs from chickens”, “pick fresh berries”, “climb on a firetruck”, “learn about putting out fires”
- Stimulus cards, set 2: the phrases “learn how food grows”, “try on a firefighter’s hat”

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

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

SAY: You are writing your opinion about the class field trip. Your class wants to go to a farm or a fire department. You believe visiting a farm would be more interesting.

DO: Point to stimulus card #1 and read the heading. Present and point to business-size stimulus cards, set #1 as you read the following SAY statement.

SAY: First, you need to list reasons why your class should visit a farm. Pick two reasons to visit a farm and place them on your list.

DO: Point to and read the answer choices on business-size stimulus cards, set #1 to the student.

EXPECT: The student identifies and places “get eggs from chickens” AND “pick fresh berries” 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 place “get eggs from chickens” AND “pick fresh berries” on stimulus card #1, then clear any incorrect answers from stimulus card #1. Point to stimulus card #1 as you read the following SAY statement.

SAY: Why do you think a farm will be more interesting? You want to tell your class what they can do on a farm.

DO: Point to business-size stimulus cards, set #1 as you read the following SAY statement.

SAY: Pick two reasons to visit a farm and place them on your list.

DO: Point to and read the answer choices on business-size stimulus cards, set #1 to the student.

EXPECT: The student identifies “get eggs from chickens” AND “pick fresh berries” 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 place “get eggs from chickens” AND “pick fresh berries” on stimulus card #1, then place both reasons on stimulus card #1 as you read the following SAY statement.

SAY: One reason why visiting a farm is interesting is to “get eggs from chickens”. Another reason is to “pick fresh berries”.

DO: Unmask the third blank space on stimulus card #1. Point to and present business-size stimulus cards, set #2 as you read the following SAY statement.

SAY: Now you will give one more reason why your class should visit a farm. Pick one card that shows a reason to visit a farm and place it on your list.

DO: Point to and read the answer choices on business-size stimulus cards, set #2 to the student.

EXPECT: The student identifies “learn how food grows” 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 place “learn how food grows” on stimulus card #1, then remove the incorrect answer from stimulus card #1. Point to business-size stimulus cards, set #2 as you read the following SAY statement.

SAY: At a farm you can learn how food grows. Pick one card that shows a reason to visit a farm and place it on your list.

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 ELA section.

Mathematics

MS4_Math_Task_1

Academic Content Standard: A.4.MD.2.d – Identify coins (e.g., penny, nickel, dime, quarter) and their values.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: a graphic of a nickel
- Stimulus card #2: the words “quarter 25¢”, “nickel 5¢”, “dime 10¢”
- Stimulus card #3: a graphic of a penny, labeled “penny 1¢”
- Stimulus card #4: the graphics of a dime, a nickel in a box, and a quarter, in that order

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

SAY: In this task, we are going to talk about coins and their value. Here is a coin.

DO: Present and point to stimulus card #2.

SAY: What is the name and value of this coin?

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

EXPECT: The student identifies “nickel 5¢” 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 “nickel 5¢” on stimulus card #2, then present and point to stimulus card #3 as you read the following SAY statement.

SAY: Here is another coin. Each coin has a certain name and value. This is a picture of a penny and its value is one cent.

DO: Remove stimulus card #3. Point to stimulus card #1.

SAY: What is the name and value of this coin?

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

EXPECT: The student identifies “nickel 5¢” 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 “nickel 5¢” on stimulus card #2, then remove stimulus card #1. Present stimulus card #4. Point to each coin on stimulus card #4.

SAY: Here are the three coins in order of size. This is the smallest and this is the largest. We want to know the name and value of the coin in the middle.

DO: Point to the nickel on stimulus card #4.

SAY: What is the name and value of this coin?

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

EXPECT: The student identifies “nickel 5¢” 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 “nickel 5¢” on stimulus card #2, then point to the nickel on stimulus card #4 as you read the following SAY statement.

SAY: This is a nickel. It has a value of five cents. What is the name and value of this coin?

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

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 Mathematics section.