



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> Go to Task 4.
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> Go to Task 4.
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> Go to Task 4.
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> Go to Task 4.
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E	0 points	Student did not correctly respond to step-by-step directions. Go to Task 4.
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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_4

Academic Content Standard: A.BIO.5.3 – Categorize human activities as positive or negative on the basis of their effect on the Earth.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the sentences “Humans can impact the Earth in positive and negative ways. Some activities can harm Earth’s natural resources and other activities can help them.”
- Stimulus card #2: a T-chart with the heading “Action” with the words “oil spill”, “overfishing”, “cleaning a pond”; the heading “Effect”
- Stimulus card #3: a T-chart with the heading “Action” with the words and graphics for “oil spill”, “overfishing”, “cleaning a pond”; the heading “Effect”

Business-size stimulus cards:

- Stimulus cards: the effect words; three “positive”s, three “negative”s

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

SAY: “Humans can impact the Earth in positive and negative ways. Some activities can harm Earth’s natural resources and other activities can help them.”

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

SAY: This is a T-chart with the labels “Action” and “Effect”. Look at these actions. Each of these actions has an impact on the Earth’s environment.

DO: Present and point to the business-size stimulus cards as you read the following SAY statement.

SAY: Here are three cards that say “positive” and three cards that say “negative”. Select a “positive” card in the “Effect” column next to the action if it helps the environment. Select a “negative” card in the “Effect” column next to the action if it harms the environment. You will use three cards total.

DO: Point to the words “oil spill” on stimulus card #2 as you read the following SAY statement.

SAY: Ships can spill oil into the water and cause an oil spill. Does an oil spill have a positive or a negative effect on the environment? Choose either a “positive” or a “negative” card to assign to “oil spill”.

DO: Point to the word “overfishing” on stimulus card #2 as you read the following SAY statement.

SAY: Fishers can take too many fish out of a lake or the ocean. Does overfishing have a positive or a negative effect on the environment? Choose either a “positive” or a “negative” card to assign to “overfishing”.

DO: Point to the words “cleaning a pond” on stimulus card #2 as you read the following SAY statement.

SAY: People can take pollution and trash out of a pond to make it cleaner. Does cleaning a pond have a positive or a negative effect on the environment? Choose either a “positive” or a “negative” card to assign to “cleaning a pond”.

EXPECT: The student identifies “oil spill” and “overfishing” as negative AND “cleaning a pond” as positive to earn four score points.

A	4 points	Student responds correctly and independently. <u><i>This task is complete.</i></u> Go to Task 5.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “oil spill” and “overfishing” as negative AND “cleaning a pond” as positive, then remove the incorrectly placed business-size stimulus cards from the T-chart as you read the following SAY statement.

SAY: Having a positive effect on the Earth means that we make choices that help natural ecosystems stay healthy. Having a negative effect on the Earth means that the actions harm natural ecosystems.

DO: If “oil spill” was correctly categorized, then skip to the next DO statement. If “oil spill” was incorrectly categorized, then point to “oil spill” on stimulus card #2 as you read the following SAY statement.

SAY: Ships can spill oil into the water and pollute the water. Does an oil spill have a positive [Point to a “positive” business-size stimulus card.] or a negative [Point to a “negative” business-size stimulus card.] effect on the environment?

DO: If “overfishing” was correctly categorized, then skip to the next DO statement. If “overfishing” was incorrectly categorized, then point to “overfishing” on stimulus card #2 as you read the following SAY statement.

SAY: Large fishing boats can catch a lot of fish. If too many fish are caught, the fish population goes down. Does overfishing have a positive [Point to a “positive” business-size stimulus card.] or a negative [Point to a “negative” business-size stimulus card.] effect on the environment?

DO: If “cleaning a pond” was correctly categorized, then skip to the next EXPECT statement. If “cleaning a pond” was incorrectly categorized, then point to “cleaning a pond” on stimulus card #2 as you read the following SAY statement.

SAY: Sometimes ponds can be polluted with trash or other things. People can help the pond by taking pollution out of the pond. Does cleaning a pond have a positive [Point to a “positive” business-size stimulus card.] or a negative [Point to a “negative” business-size stimulus card.] effect on the environment?

EXPECT: The student identifies “oil spill” and “overfishing” as negative AND “cleaning a pond” as positive to earn three score points.

B	3 points	Student responds correctly with the provided supports. <i>This task is complete.</i> Go to Task 5.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “oil spill” and “overfishing” as negative AND “cleaning a pond” as positive on stimulus card #2, then remove stimulus card #2 and the business-size stimulus cards. Present stimulus card #3 as you read the following SAY statement.

SAY: Look at the picture of the oil spill. [Place a “negative” business-size stimulus card next to the oil spill.] The oil spill has a negative effect on the Earth. [Point to the graphic of overfishing.] Look at the picture of overfishing. [Point to the graphic of cleaning a pond.] Look at the picture of cleaning a pond.

DO: Present two “positive” business-size stimulus cards and two “negative” business-size stimulus cards to the student.

SAY: Place a “positive” card next to the action if it is good for the Earth, or place a “negative” card next to the action if it is bad for the Earth.

EXPECT: The student identifies “overfishing” as negative AND “cleaning a pond” as positive to earn two score points.

C	2 points	Student responds correctly with increased provided supports. <i>This task is complete.</i> Go to Task 5.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “overfishing” as negative AND “cleaning a pond” as positive on stimulus card #3, then present one “positive” business-size stimulus card and one “negative” business-size stimulus card to the student. Point to the graphic of “cleaning a pond” on stimulus card #3 as you read the following SAY statement.

SAY: Cleaning a pond has a positive effect on the Earth. Does cleaning a pond have a positive or a negative effect on the Earth?

D	1 point	Student responds correctly to step-by-step directions. <i><u>This task is complete.</u></i> Go to Task 5.
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E	0 points	Student did not correctly respond to step-by-step directions. Go to Task 5.
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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_5

Academic Content Standard: A.BIO.2.1– Identify that the sun is the main source of energy for plants.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the sentences “Plants do not eat food. Plants make their own food from things they get from the environment.”
- Stimulus card #2: the words “sun”, “water”, “wind”
- Stimulus card #3: a graphic of a sun, labeled “sun”; a graphic of a water droplet, labeled “water”; a graphic of a wind gust, labeled “wind”

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

SAY: In this task, you will identify the main source of energy for plants. Food is energy to living things. To make food energy is needed. “Plants do not eat food. Plants make their own food from things they get from the environment.”

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

SAY: What is the main source of energy for plants?

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

EXPECT: The student identifies “sun” 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 “sun” on stimulus card #2, then point to stimulus card #1 as you read the following SAY statement.

SAY: Plants cannot move from place to place. They make food using a special process. They use energy that is present in the environment every day.

DO: Point to stimulus card #2 as you read the following SAY statement.

SAY: What is the main source of energy for plants?

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

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

B	3 points	Student responds correctly with the provided supports. <i><u>This task is complete.</u></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 “sun” on stimulus card #2, then remove stimulus card #2. Present and point to stimulus card #3 as you read the following SAY statement.

SAY: Plants must have energy to grow. Plants use light energy to make food. What gives light energy to plants?

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

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

C	2 points	Student responds correctly with increased provided supports. <i><u>This task is complete.</u></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 “sun” on stimulus card #3, then point to “sun” on stimulus card #3 as you read the following SAY statement.

SAY: The Sun gives light energy to plants. What gives light energy to plants?

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