



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.

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 “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	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 “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.

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 “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.

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_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.

A	4 points	Student responds correctly and independently. <i><u>This task is complete.</u></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 “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	3 points	Student responds correctly with the provided supports. <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 “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.

C	2 points	Student responds correctly with increased provided supports. <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 “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?

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_ENGII_Task_3

Academic Content Standard: Content Standard: A.RL.10.5 – Identify where a text deviates from a chronological presentation of events.

Stimulus Materials:*Passage stimulus cards:*

- Stimulus cards: the passage “Mystery on the Mighty Mississippi”

Numbered stimulus cards:

- Stimulus card #1: the sentences “Navigating the mighty Mississippi with its currents and changing depths was dangerous work, and it was the best job I ever had.”, “It was during one spring long ago: we left St. Louis with a full crew, passengers, a load of timber, and—as I later learned—a mystery.”, “Day and night, I relied on my knowledge of the river to safely navigate the riverboat.”
- Stimulus card #2: the excerpt “Navigating the mighty Mississippi with its currents and changing depths was dangerous work, and it was the best job I ever had. It was during one spring long ago: we left St. Louis with a full crew, passengers, a load of timber, and—as I later learned—a mystery. Day and night, I relied on my knowledge of the river to safely navigate the riverboat.”

DO: Present and point to the passage “Mystery on the Mississippi” as you read the following SAY statement.

SAY: We are going to read the story, “Mystery on the Mississippi”.

DO: Point to and read the passage to the student. Present and point to “MYSTERY ON THE MIGHTY MISSISSIPPI—A” and “MYSTERY ON THE MIGHTY MISSISSIPPI—B” as you read the following SAY statement.

SAY: We are going to read part of the story “Mystery on The Mighty Mississippi” again. [Point to the title of the passage.] Listen for the sentence in which the author begins to tell about an experience he had as a riverboat pilot.

DO: Point to and read the passage parts “MYSTERY ON THE MIGHTY MISSISSIPPI—A” and “MYSTERY ON THE MIGHTY MISSISSIPPI—B” to the student. Present and point to stimulus card #1 as you read the following SAY statement.

SAY: In which of these sentences does the author begin to tell about an experience he had as a riverboat pilot?

DO: Point to and read the answer choices on stimulus card #1 to the student.

EXPECT: The student identifies “It was during one spring long ago: we left St. Louis with a full crew, passengers, a load of timber, and—as I later learned—a mystery.” to earn four score points.

A	4 points	Student responds correctly and independently. <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 “It was during one spring long ago: we left St. Louis with a full crew, passengers, a load of timber, and—as I later learned—a mystery.” on stimulus card #1, then point to the passage parts “MYSTERY ON THE MIGHTY MISSISSIPPI—A” and “MYSTERY ON THE MIGHTY MISSISSIPPI—B” as you read the following SAY statement.

SAY: When an author is telling a story, he can begin by going back in time. In which of these sentences does the author begin to tell about an experience he had as a riverboat pilot?

DO: Point to and read the answers choices on stimulus card #1 to the student.

EXPECT: The student identifies “It was during one spring long ago: we left St. Louis with a full crew, passengers, a load of timber, and—as I later learned—a mystery.” 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 “It was during one spring long ago: we left St. Louis with a full crew, passengers, a load of timber, and—as I later learned—a mystery.” on stimulus card #1, then remove the passage parts “MYSTERY ON THE MIGHTY MISSISSIPPI—A” and “MYSTERY ON THE MIGHTY MISSISSIPPI—B”. Present and point to stimulus card #2 as you read the following SAY statement.

SAY: Listen as I read some sentences from the story “Mystery on the Mighty Mississippi”. The author tells about an experience he had as a riverboat pilot a long time ago. Listen for the sentence in which the author begins to tell about an experience that happened a long time ago.

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

SAY: The author is telling about an event that happened to him while he was a pilot on a riverboat a long time ago. In which of these sentences does the author begin to tell about an experience he had as a riverboat pilot a long time ago?

DO: Point to and read the answers choices on stimulus card #1 to the student.

EXPECT: The student identifies “It was during one spring long ago: we left St. Louis with a full crew, passengers, a load of timber, and—as I later learned—a mystery.” 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 “It was during one spring long ago: we left St. Louis with a full crew, passengers, a load of timber, and—as I later learned—a mystery.” on stimulus card #1, then point to “It was during one spring long ago: we left St. Louis with a full crew, passengers, a load of timber, and—as I later learned—a mystery.” on stimulus card #1 as you read the following SAY statement.

SAY: The sentence in which the author begins to tell about an experience he had as a riverboat pilot a long time ago is “It was during one spring long ago: we left St. Louis with a full crew, passengers, a load of timber, and—as I later learned—a mystery.” In which of these sentences does the author begin to tell about an experience he had as a riverboat pilot a long time ago?

DO: Point to and read the answer choices on stimulus card #1 to the student.

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_ENGII_Task_4

Academic Content Standard: A.RL.10.4 – Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.

Stimulus Materials:

Passage stimulus cards:

- Stimulus card: the passage part “MYSTERY ON THE MISSISSIPPI—C”

Numbered stimulus cards:

- Stimulus card #1: the phrases “playing a trick”, “tugging at clothing”, “moving part of the boat”
- Stimulus card #2: the phrases “a story”, “a trick”, “a dance”

DO: Present and point to the passage part “MYSTERY ON THE MIGHTY MISSISSIPPI—C”.

SAY: We are going to read part of the story again. Listen for clues that tell you what the phrase “pulling a prank” means.

DO: Point to and read the passage part to the student. Present and point to stimulus card #1 and then point to the phrase “pulling a prank” on “MYSTERY ON THE MIGHTY MISSISSIPPI—C” as you read the following SAY statement.

SAY: What does the phrase “pulling a prank” mean in this sentence: [Point to the sentence “I thought maybe one of the crew was pulling a prank on me.” on “MYSTERY ON THE MIGHTY MISSISSIPPI—C”.] “I thought maybe one of the crew was pulling a prank on me.”?

DO: Point to and read the answer choices on stimulus card #1 to the student.

EXPECT: The student identifies “playing a trick” to earn four score points.

A	4 points	Student responds correctly and independently. <i><u>This task is complete.</u></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 “playing a trick” on stimulus card #1, then point to the phrase “pulling a prank” and the sentences “One day after sunset, as I did each day, I hung my cap on the hook near the steering wheel. However, the next morning when I reached for my cap, the hook was bare. I thought maybe one of the crew was pulling a prank on me.” on the passage part “MYSTERY ON THE MIGHTY MISSISSIPPI—C” as you read the following SAY statement.

SAY: Listen as I read some sentences from the story again. Listen for clues that tell you the meaning of the phrase “pulling a prank”. “One day after sunset, as I did each day, I hung my cap on the hook near the steering wheel. However, the next morning when I reached for my cap, the hook was bare. I thought maybe one of the crew was pulling a prank on me.”

DO: On the passage part “MYSTERY ON THE MIGHTY MISSISSIPPI—C”, point to the phrase “pulling a prank” and the sentence “I thought maybe one of the crew was pulling a prank on me.” as you read the following SAY statement.

SAY: What does the phrase “pulling a prank” mean in this sentence: “I thought maybe one of the crew was pulling a prank on me.”?

DO: Point to and read the answer choices on stimulus card #1 to the student.

EXPECT: The student identifies “playing a trick” 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 “playing a trick” on stimulus card #1, then remove stimulus card #1. Present and point to stimulus card #2 as you read the following SAY statement.

SAY: The riverboat pilot could not find his cap on the hook where he had left it. He thought someone had hidden it from him to be funny.

DO: On the passage part “MYSTERY ON THE MIGHTY MISSISSIPPI—C”, point to the phrase “pulling a prank” and the sentence, “I thought maybe one of the crew was pulling a prank on me.” as you read the following SAY statement.

SAY: What does the phrase “pulling a prank” mean in this sentence: “I thought maybe one of the crew was pulling a prank on me.”?

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

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

SAY: The phrase “pulling a prank” means “a trick”. What does the phrase “pulling a prank” mean in this sentence: *[Point to the phrase “pulling a prank” and the sentence “I thought maybe one of the crew was pulling a prank on me.” on “MYSTERY ON THE MIGHTY MISSISSIPPI—C”.] “I thought maybe one of the crew was pulling a prank on me.”?*

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> 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_ENGII_Task_5

Academic Content Standard: A.L.10.6 – Use general academic and domain-specific words and phrases across contexts.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the sentence “People can trace the improvements of the riverboat designs.”
- Stimulus card #2: the sentences “I can trace the smell of dinner to the kitchen.”, “I will trace the picture of the flowers and then color in the picture.”, “I see a trace amount of dirt on my hands from working in the flower garden.”
- Stimulus card #3: the sentence “I saw a trace of dust on the table.”, labeled “Noun: a small bit”; the sentence “I will trace your footsteps back to the house.”, labeled “Verb: to seek or follow”; the sentence “I like to trace pictures for my little brother to color.”, labeled “Verb: to draw around”

❖ *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: Here is a sentence using the word “trace”. Listen as I read. After I finish reading, I will ask you to choose a sentence that uses the word “trace” in the same way. “People can trace the improvements of the riverboat designs.”

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

SAY: Here are three more sentences. Each sentence uses the word “trace” in a different way. Which sentence uses the word “trace” in the same way as the sentence “People can trace the improvements of the riverboat designs.”?

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

EXPECT: The student identifies “I can trace the smell of dinner to the kitchen.” to earn four score points.

A	4 points	Student responds correctly and independently. <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 “I can trace the smell of dinner to the kitchen.” on stimulus card #2, then remove stimulus card #2. Present and point to stimulus card #3 as you read the following SAY statements.

SAY: The word “trace” can be used in different ways. It can be used as a noun meaning “a small bit”.

DO: Point to the sentence “I saw a trace of dust on the table.”

SAY: “I saw a trace of dust on the table.” It can be used as a verb meaning “to seek or follow”.

DO: Point to the sentence “I will trace your footsteps back to the house.”

SAY: “I will trace your footsteps back to the house.” It can also be used as a verb meaning “to draw around”.

DO: Point to “I like to trace pictures for my little brother to color.”

SAY: “I like to trace pictures for my little brother to color.”

DO: Remove stimulus card #3. Point to stimulus card #1 as you read the following SAY statement.

SAY: Listen to this sentence again. Listen for the word “trace” and think about what it means in this sentence: “People can trace the improvements of the riverboat designs.”

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

SAY: Which sentence uses the word “trace” in the same way as the sentence “People can trace the improvements of the riverboat designs.”?

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

EXPECT: The student identifies “I can trace the smell of dinner to the kitchen.” 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 “I can trace the smell of dinner to the kitchen.” on stimulus card #2, then point to stimulus card #1 as you read the following SAY statement.

SAY: Listen: “People can trace the improvements of the riverboat designs.” In this sentence, “trace” means to seek or follow.

DO: Mask “I see a trace amount of dirt on my hands from working in the flower garden.”, and then point to the remaining sentences on stimulus card #2 as you read the following SAY statement.

SAY: Which sentence uses the word “trace” in the same way as the sentence “People can trace the improvements of the riverboat designs.”?

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

EXPECT: The student identifies “I can trace the smell of dinner to the kitchen.” 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 “I can trace the smell of dinner to the kitchen.” on stimulus card #2, then point to “I can trace the smell of dinner to the kitchen.” on stimulus card #2 as you read the following SAY statement.

SAY: The word “trace” in this sentence means “to seek or follow”. I can follow the smell of dinner to the kitchen. Which sentence uses the word “trace” in the same way as the sentence “People can trace the improvements of the riverboat designs.”?

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 English II section.