



Mississippi Academic Assessment Program-Alternate (MAAP-A)

Test Administration Booklet (TAB)

Grade 6 Released
ELA and Mathematics

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ELA

MS6_ELA_Task_1

Academic Content Standard: A.RI.6.2 – Determine the main idea of a passage and details or facts related to it.

Stimulus Materials:

- Stimulus cards: the passage “The Dust Bowl”
- Stimulus card #1: the sentences “During the Dust Bowl, farmers planted many new crops.”, “During the Dust Bowl, farmers had a hard time making a living.”, “During the Dust Bowl, only a few families moved to find jobs.”
- Stimulus card #2: the sentences “It was impossible to keep anything clean.”, “Without crops to sell, the farmers had little money.”, “Many people living in Kansas and Oklahoma were farmers.”
- Stimulus card #3: the sentences. “Farmers planted a lot of crops.”, “Farmers had dust in their houses.”, “Farmers could not make money.”

DO: Present and point to the passage “The Dust Bowl”.

SAY: We are going to read the passage “The Dust Bowl”. Listen for a main idea and details that support the main idea.

DO: Read the passage to the student using appropriate volume, tone, affect, intonation, and expression for the text. Read and point to the title of the passage, the text, and the graphics as you read the passage. Present and point to stimulus card #1.

SAY: Which of these is a main idea of this passage?

DO: Point to and read the answer choices on stimulus card #1 to the student. Allow the student time to respond. Point to “During the Dust Bowl, farmers had a hard time making a living.” on stimulus card #1 as you read the following SAY statement.

SAY: A main idea is “During the Dust Bowl, farmers had a hard time making a living.”

DO: Remove stimulus card #1. Present and point to stimulus card #2.

SAY: Which of these is a detail that supports this main idea?

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

EXPECT: The student identifies “During the Dust Bowl, farmers had a hard time making a living.” AND “Without crops to sell, the farmers had little money.” to earn four score points.

A	4 points	Student responds correctly and independently. <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 “During the Dust Bowl, farmers had a hard time making a living.” AND “Without crops to sell, the farmers had little money.”, then point to stimulus card #1 as you read the following SAY statement.

SAY: A main idea tells about the whole passage, not just one part. Which of these is a main idea of this passage?

DO: Point to and read the answer choices on stimulus card #1 to the student. Allow the student time to respond. Point to “During the Dust Bowl, farmers had a hard time making a living.” on stimulus card #1 as you read the following SAY statement.

SAY: A main idea is “During the Dust Bowl, farmers had a hard time making a living.”

DO: Remove stimulus card #1. Present and point to stimulus card #2.

SAY: A detail gives information to support the main idea. Which of these is a detail that supports this main idea?

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

EXPECT: The student identifies “During the Dust Bowl, farmers had a hard time making a living.” AND “Without crops to sell, the farmers had little money.” 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 “During the Dust Bowl, farmers had a hard time making a living.” AND “Without crops to sell, the farmers had little money.”, then remove stimulus card #2. Present and point to the passage part “THE DUST BOWL—A”.

SAY: We are going to read part of the passage again. Remember, during the Dust Bowl, farmers had a hard time making a living. Listen for a detail that supports that farmers had a hard time making a living.

DO: Read or sign the passage part to the student using appropriate volume, tone, affect, intonation, and expression for the text. Point to the title of the passage, the text, and the graphic as you read this passage part. Present stimulus card #3.

SAY: “During the Dust Bowl, farmers had a hard time making a living.” Which of these is a detail that supports this main idea?

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

EXPECT: The student identifies “Farmers could not make money.” 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 “Farmers could not make money.” on stimulus card #3, then point to “Farmers could not make money.” on stimulus card #3 as you read the following SAY statement.

SAY: The main idea, “During the Dust Bowl, farmers had a hard time making a living.”, is supported by the detail “Farmers could not make money.” Which of these is a detail that supports this main idea?

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

MS6_ELA_Task 2

Academic Content Standard: A.W.6.2 – Write to share information supported by details.

- a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.

Stimulus Materials:

- Stimulus cards: the writing template “Living in the Dust Bowl” with the first two sentences completed “This report is about what life was like for many Americans who lived through a time known as the Dust Bowl. Life became difficult, and families faced new problems.”; the sentence starter “Many people ____.”; the completed sentence “In the 1930s, no rain fell for many years on the American Plains.”; the sentence starter “Because there was no rain, the farmers ____.”; the completed sentence “The farmland slowly turned to dust.”; the sentence starter “When the winds blew, the dust ____.”; and the sentence starter “To find work, the farmers and their families ____.”; the completed sentences “The Dust Bowl meant hard times for many Americans. However, Woody Guthrie wrote songs that gave people hope for a new future in America.”
- Stimulus cards: the phrases “had jobs and were content”, “were suffering through hard times with their families”, “were making a lot of money and had plenty to eat”

SAY: We read the passage “The Dust Bowl”. Now, you are going to write an introduction to a report about the Dust Bowl.

DO: Present and point to the writing template “LIVING IN THE DUST BOWL—A.”

SAY: The title of your report is “Living in the Dust Bowl”. [Point to the title of the report on the writing template “LIVING IN THE DUST BOWL—A”.] Listen as I read the beginning of your report: [Point to the first two sentences of the report on the writing template “LIVING IN THE DUST BOWL—A”.] “This report is about what life was like for many Americans who lived through a time known as the Dust Bowl. Life became difficult, and families faced new problems.”

DO: Present and point to the stimulus cards.

SAY: You need to complete the introduction in your report. This says: “Many people blank”. [Point to “Many people ____.” on the writing template “LIVING IN THE DUST BOWL—A”.] Which of these completes this sentence in the introduction?

DO: Point to and read the answer choices from the stimulus cards to the student. Allow the student time to respond.

- *IF the student identifies “were suffering through hard times with their families”, place “were suffering through hard times with their families” after the sentence starter “Many people ____.” on the writing template “LIVING IN THE DUST BOWL—A” and go to the next SAY statement.*
- *IF the student does not identify “were suffering through hard times with their families”, go to the DO statement under the four-point score box.*

SAY: Let’s read the introduction to your story: “This report is about what life was like for many Americans who lived through a time known as the Dust Bowl. Life became difficult, and families faced new problems. Many people were suffering through hard times with their families.”

EXPECT: The student identifies “were suffering through hard times with their families” to earn four score points.

A	4 points	Student responds correctly and independently. <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 “were suffering through hard times with their families” from the stimulus cards, then point to the sentence “Many people ____.” on the writing template as you read the following SAY statement.

SAY: Remember, an introduction tells the reader about the topic of your report and the information it will present.

DO: On the writing template “LIVING IN THE DUST BOWL—A”, point to “Many people ____.” as you read the following SAY statement.

SAY: This says: “Many people blank”. Which of these completes this sentence in the introduction?

DO: Point to and read the answer choices from the stimulus cards to the student. Allow the student time to respond.

- *IF the student identifies “were suffering through hard times with their families”, place “were suffering through hard times with their families” after the sentence starter “Many people ____.” on the writing template “LIVING IN THE DUST BOWL—A” and go to the next SAY statement.*

- *IF the student does not identify “were suffering through hard times with their families”, go to the DO statement under the three-point score box.*

SAY: **Let’s read the introduction to your story: “This report is about what life was like for many Americans who lived through a time known as the Dust Bowl. Life became difficult, and families faced new problems. Many people were suffering through hard times with their families.”**

EXPECT: The student identifies “were suffering through hard times with their families” 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 “were suffering through hard times with their families” from the stimulus cards, then on the writing template “LIVING IN THE DUST BOWL—A”, point to the first two sentences on “LIVING IN THE DUST BOWL—A” as you read the following SAY statement.*

SAY: **Let’s read how your report begins again: “This report is about what life was like for many Americans who lived through a time known as the Dust Bowl. Life became difficult, and families faced new problems.”**

DO: *Point to the stimulus cards.*

SAY: **Life was difficult for people living in the Dust Bowl. This says: “Many people blank”. [Point to “Many people ____.” on the writing template “LIVING IN THE DUST BOWL—A”.] Which of these completes this sentence in the introduction?**

DO: *Point to and read the answer choices from the stimulus cards to the student. Allow the student time to respond.*

- *IF the student identifies “were suffering through hard times with their families”, place “were suffering through hard times with their families” after the sentence starter “Many people ____.” on the writing template “LIVING IN THE DUST BOWL—A” and go to the next SAY statement.*
- *IF the student does not identify “were suffering hard times with their families”, go to the DO statement under the two-point score box.*

SAY: Let’s read the introduction to your story: “This report is about what life was like for many Americans who lived through a time known as the Dust Bowl. Life became difficult, and families faced new problems. Many people were suffering through hard times with their families.”

EXPECT: The student identifies “were suffering through hard times with their families” 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 “were suffering through hard times with their families” from the stimulus cards, then point to “were suffering through hard times with their families” from the stimulus cards as you read the following SAY statement.

SAY: Many people were suffering through hard times with their families. This says: “Many people blank”. [Point to “Many people ____.” on the writing template “LIVING IN THE DUST BOWL—A”.] Which of these completes this sentence in the introduction?

DO: Point to and read the answer choices from the stimulus cards to the student. Allow the student time to respond. Place “were suffering through hard times with their families” after the sentence starter “Many people ____.” on the writing template “LIVING IN THE DUST BOWL—A”.

SAY: Let’s read the introduction to your story: “This report is about what life was like for many Americans who lived through a time known as the Dust Bowl. Life became difficult, and families faced new problems. Many people were suffering through hard times with their families.”

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

MS6_ELA_Task_3

Academic Content Standard: A.L.6.4 – Demonstrate knowledge of word meanings.

- a) Use context to determine which word is missing from a content area text.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the sentences “Astronomers are _____ who research space. They study planets, stars, and other objects in space. They want to understand more about the universe.”
- Stimulus card #2: the words “artists”, “dentists”, “scientists”
- Stimulus card #3: the sentences “Objects in space are very far away. An astronomer uses a _____ to observe them.”
- Stimulus card #4: a graphic of a magnifier, labeled “magnifier”; a graphic of a telescope, labeled “telescope”

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

SAY: We are going to read some sentences. One sentence is missing a word. After we read, you will select a word that completes the sentence.

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

SAY: Listen as I read these sentences. “Astronomers are **BLANK** who research space. They study planets, stars, and other objects in space. They want to understand more about the universe.”

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

SAY: Which word correctly completes the sentence “Astronomers are **BLANK** who research space.”?

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

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

SAY: I am going to read the sentence with the missing word again. Listen for clues that tell you which word completes the sentence. [Point to the sentence with the blank on stimulus card #2.] “Astronomers are **BLANK** who research space.”

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

SAY: Each word describes people with a specific job. Think about which people study space and the universe for their job. Which word correctly completes the sentence “Astronomers are **BLANK** who research space.”?

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

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

SAY: The word “**scientists**” completes the sentence “Astronomers are **scientists** who research space.”

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

SAY: Now I am going to read some more sentences about astronomers. One of the sentences is missing a word. [Point to and read stimulus card #3.] “**Objects in space** are very far away. An astronomer uses a **BLANK** to observe them.”

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

SAY: Each word shows a tool. Think about which tool an astronomer uses to look at objects in space. Which word correctly completes the sentence “An astronomer uses a **BLANK** to observe them.”?

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

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

SAY: Objects in space are very far away. “An astronomer uses a telescope to observe them.” Which word correctly completes the sentence “An astronomer uses a BLANK to observe them.”?

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.

MS6_ELA_Task_4

Academic Content Standard: A.L.6.5 – Demonstrate understanding of word relationships and use.

- a) Identify the meaning of simple similes (e.g., the man was as big as a tree).
- b) Demonstrate understanding of words by identifying other words with similar and different meanings.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the sentences “Jenny is very busy. She goes to a lot of meetings. She volunteers her time at many places. She works hard. Jenny is as busy as a bee.”
- Stimulus card #2: the words “calm”, “active”, “lazy”

❖ *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 are some sentences. After we read, I will ask you what the phrase “as busy as a bee” means. Listen for clues that tell you what the phrase means.

DO: Point to and read the sentences on stimulus card #1. Point to the phrase “as busy as a bee” on stimulus card #1 as you read the following SAY statement.

SAY: What does the phrase “as busy as a bee” mean?

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

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

SAY: Let’s read the sentences again. After we read, I will ask you what the phrase “as busy as a bee” means. Listen for clues that tell you what the phrase means.

DO: Point to and read the sentences on stimulus card #1. Point to the phrase “as busy as a bee” as you read the following SAY statement.

SAY: Jenny does many things.

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

SAY: What does the phrase “as busy as a bee” mean?

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

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

SAY: Remember, Jenny keeps busy going to meetings. She works hard.

DO: Point to and read the sentences on stimulus card #1. Point to the phrase “as busy as a bee” on stimulus card #1 as you read the following SAY statement.

SAY: “Jenny is as busy as a bee.” Which word describes Jenny?

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

EXPECT: The student identifies “active” 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 “active” on stimulus card #2, then mask the word “calm” on stimulus card #2. Point to each word on stimulus card #2 as you read the following SAY statement.

SAY: This is the word “active”. This is the word “lazy”.

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

SAY: Jenny is as busy as a bee going to meetings and places. Jenny is active. Which word describes Jenny?

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><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.

MS6_ELA_Task_5

Academic Content Standard: A.RL.6.2 – Identify details in a text that are related to the theme or central idea.

Stimulus Materials:

Passage stimulus cards:

- Stimulus cards: the passage “Grandmother’s Eyes”

Numbered stimulus cards:

- Stimulus card #1: the sentences “Bella’s day became an accident.”, “Bella, her mother, and her grandmother slowly placed the pictures back into the book.”, “Bella showed her grandmother the basket.”
- Stimulus card #2: a graphic of Bella with her mother, her mother’s arms on her shoulders, looking at her grandmother sitting in a chair pointing to a photograph; a graphic of Bella by herself with a quizzical look, holding a photograph of an old car

DO: Present and point to the passage “Grandmother’s Eyes” as you read the following SAY statement.

SAY: We are going to read a story about a girl named Bella and her grandmother. The title of the story is “Grandmother’s Eyes”.

DO: Read and point to the title of the passage, the text, and the graphics as you read the passage.

SAY: We just read a story. The theme of the story is that family is a valuable part of life. Which of these sentences from the story is related to the theme?

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

EXPECT: The student identifies “Bella, her mother, and her grandmother slowly placed the pictures back into the book.” to earn four score points.

A	4 points	Student responds correctly and independently. <u><i>This task is complete.</i></u> Go to Task 6.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “Bella, her mother, and her grandmother slowly placed the pictures back into the book.” on stimulus card #1, then point to the passage as you read the following SAY statement.

SAY: The story is about how important Bella’s family is to her. Which of these sentences from the story describes Bella working together with her family?

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

EXPECT: The student identifies “Bella, her mother, and her grandmother slowly placed the pictures back into the book.” to earn three score points.

B	3 points	Student responds correctly with the provided supports. <u>This task is complete.</u> Go to Task 6.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “Bella, her mother, and her grandmother slowly placed the pictures back into the book.” on stimulus card #1, then remove stimulus card #1. Present stimulus card #2. Point to each graphic on stimulus card #2 as you read the following SAY statement.

SAY: Look at the pictures. This picture shows Bella, her mother, and her grandmother talking to each other. This picture shows Bella by herself. Which of these pictures shows that Bella’s family is important to her?

EXPECT: The student identifies the graphic of Bella, her mother, and her grandmother talking to each other to earn two score points.

C	2 points	Student responds correctly with increased provided supports. <u>This task is complete.</u> Go to Task 6.
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 graphic of Bella, her mother, and her grandmother talking to each other on stimulus card #2, then point to stimulus card #2 and each graphic as you read the following SAY statement.

SAY: Look at the pictures. The story is about a girl named Bella, her mother, and her grandmother who talk with each other. Their family is very important to them. This picture shows Bella, her mother, and her grandmother talking to each other. This picture shows Bella by herself. Which picture shows that Bella’s family is important to her?

D	1 point	Student responds correctly to step-by-step directions. <u>This task is complete.</u> Go to Task 6.
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E	0 points	Student did not correctly respond to step-by-step directions. Go to Task 6.
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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.

MS6_ELA_Task_6

Academic Content Standard: A.RL.6.6 – Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.

Stimulus Materials:

Passage stimulus cards:

- Stimulus cards: the passage “Grandmother’s Eyes”

Numbered stimulus cards:

- Stimulus card #1: the sentences “She always looked at the pictures of grandmother as a little girl.”, “Back then, little girls wore long dresses and hats and heavy shoes.”, “Grandmother had a lot of photographs.”
- Stimulus card #2: the sentences “Bella felt badly about dropping her grandmother’s pictures.”, “Bella felt happy about dropping her grandmother’s pictures.”

DO: Present and point to the passage.

SAY: We just read a story. The author of the story wants us to know that Bella cares about her family.

DO: Present stimulus card #1.

SAY: Which of these sentences does the author use to describe that Bella cares about her family?

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

EXPECT: The student identifies “She always looked at the pictures of grandmother as a little girl.” 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 “She always looked at the pictures of grandmother as a little girl.” on stimulus card #1, then point to the passage as you read the following SAY statement.

SAY: In the story, Bella is a young girl interested in her old family photographs. The author of the story wants us to know that Bella cares about her family. Which of these sentences does the author use to tell you that Bella cares about her family?

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

EXPECT: The student identifies “She always looked at the pictures of grandmother as a little girl.” to earn three score points.

B	3 points	Student responds correctly with the provided supports. <u>This task is complete.</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 “She always looked at the pictures of grandmother as a little girl.” on stimulus card #1, then remove stimulus card #1. Present and point to stimulus card #2 as you read the following SAY statement.

SAY: In the story, Bella cries. The author describes Bella as a very caring person. Which of these sentences does the author use to tell you that Bella cares about her grandmother?

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

EXPECT: The student identifies “Bella felt badly about dropping her grandmother’s pictures.” to earn two score points.

C	2 points	Student responds correctly with increased provided supports. <u>This task is complete.</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 “Bella felt badly about dropping her grandmother’s pictures.” on stimulus card #2, then point to stimulus card #2 as you read the following SAY statement.

SAY: Bella cared about her grandmother. Bella felt badly about dropping her grandmother’s pictures. This says: “Bella felt badly about dropping her grandmother’s pictures.” This says: “Bella felt happy about dropping her grandmother’s pictures.” Which of these tells you that Bella cares about her grandmother?

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

MS6_Math_Task_1

Academic Content Standard: A.6.EE.5-8 – Match an equation to a real-world problem in which variables are used to represent numbers.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the word problem “Sarah bought 3 shirts. Each shirt cost the same amount. She paid a total of \$21 for the shirts. What is the cost of one shirt?”
- Stimulus card #2: the equations “ $3 + x = 21$ ”, “ $3x = 21$ ”, “ $3 - x = 21$ ”

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

SAY: Listen as I read the following word problem. “Sarah bought three shirts. Each shirt cost the same amount. She paid a total of twenty-one dollars for the shirts. What is the cost of one shirt?”

DO: Present and point to stimulus card #2.

SAY: Which equation can be used to find the cost of one shirt?

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

EXPECT: The student identifies “ $3x = 21$ ” 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 “ $3x = 21$ ” on stimulus card #2, then point to stimulus card #1 as you read the following SAY statement.

SAY: Sarah bought three shirts. We do not know the cost of each shirt. We are going to use “ x ” to represent the cost of each shirt.

DO: Present and point to stimulus card #2.

SAY: Which equation can be used to find the cost of one shirt?

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

EXPECT: The student identifies “ $3x = 21$ ” 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 “ $3x = 21$ ” on stimulus card #2, then point to stimulus card #2 as you read the following SAY statement.

SAY: We can use multiplication to represent this word problem. Three times the cost of each shirt equals twenty-one. Which equation can be used to find the cost of one shirt?

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

EXPECT: The student identifies “ $3x = 21$ ” 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 “ $3x = 21$ ” on stimulus card #2, then point to “ $3x = 21$ ” on stimulus card #2 as you read the following SAY statement.

SAY: Three x equals twenty-one can be used to find the cost of one shirt. Which equation can be used to find the cost of one shirt?

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.

MS6_Math_Task_2

Academic Content Standard: A.6.EE.3 – Apply the properties of addition to identify equivalent numerical expressions.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the expression “ $2(10 + 4)$ ”
- Stimulus card #2: the expressions “ $2(10) + 4$ ”, “ $210 + 4$ ”, “ $2(10) + 2(4)$ ”
- Stimulus card #3: the expression “ $2(10 + 4)$ ” showing distribution

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

SAY: This task is about equivalent expressions. Here is a numerical expression: two times the quantity ten plus four.

DO: Present and point to stimulus card #2.

SAY: Which numerical expression is equivalent, or equal to, two times the quantity ten plus four?

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

SAY: Two times ten, plus four. Two hundred ten plus four. Two times ten, plus two times four.

EXPECT: The student identifies “ $2(10) + 2(4)$ ” 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 “ $2(10) + 2(4)$ ” on stimulus card #2, then remove stimulus card #1. Present and point to stimulus card #3 as you read the following SAY statement.

SAY: We can use the distributive property to find an equivalent expression. The arrows show us how to distribute the two.

DO: Point to stimulus card #2.

SAY: Which numerical expression is equivalent, or equal to, two times the quantity ten plus four?

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

SAY: Two times ten, plus four. Two hundred ten plus four. Two times ten, plus two times four.

EXPECT: The student identifies “ $2(10) + 2(4)$ ” 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 “ $2(10) + 2(4)$ ” on stimulus card #2, then point to stimulus card #3 as you read the following SAY statement.

SAY: Multiplying two with the sum of ten plus four is the same as multiplying two by each number in the parentheses.

DO: Point to stimulus card #2.

SAY: Which numerical expression is equivalent, or equal to, two times the quantity ten plus four?

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

SAY: Two times ten, plus four. Two hundred ten plus four. Two times ten, plus two times four.

EXPECT: The student identifies “ $2(10) + 2(4)$ ” 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 “ $2(10) + 2(4)$ ” on stimulus card #2, then point to “ $2(10) + 2(4)$ ” on stimulus card #2 as you read the following SAY statement.

SAY: Two times the quantity ten plus four is equivalent to two times ten plus two times four. Which numerical expression is equivalent, or equal to, two times the quantity ten plus four?

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.

MS6_Math_Task_3

Academic Content Standard: A.6.NS.1 – Compare the relationships between two unit fractions.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: a number line showing “0” and “1”
- Stimulus card #2: the fractions “ $\frac{1}{8}$ ”, “ $\frac{1}{3}$ ”, “ $\frac{1}{4}$ ”

Response Materials:

- 2 thin sticks, such as a craft stick or straw

❖ *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: This task is about comparing unit fractions on a number line. A unit fraction has the number “1” as the numerator. This is a number line. A unit fraction is between zero [Point to “0” on the number line.] and one. [Point to “1” on the number line.]

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

SAY: This is the fraction one-eighth. This is the fraction one-third. This is the fraction one-fourth.

DO: Point to the number line on stimulus card #1.

SAY: Which fraction is closer to zero on the number line?

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

EXPECT: The student identifies “ $\frac{1}{8}$ ” 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 “ $\frac{1}{8}$ ” on stimulus card #2, then point to the fraction “ $\frac{1}{4}$ ” on stimulus card #2 as you read the following SAY statement.

SAY: The number under the numerator is the denominator. The higher a denominator is, the closer the fraction is to zero. Look at the denominator of the fraction one-fourth.

DO: Point to the denominator of “ $\frac{1}{4}$ ” on stimulus card #2.

SAY: The fraction one-fourth has a denominator of four.

DO: Point to the fraction “ $\frac{1}{3}$ ” on stimulus card #2 as you read the following SAY statement.

SAY: Look at the denominator of the fraction one-third.

DO: Point to the denominator of “ $\frac{1}{3}$ ” on stimulus card #2.

SAY: The fraction one-third has a smaller denominator of three.

DO: Point to the fraction “ $\frac{1}{8}$ ” on stimulus card #2 as you read the following SAY statement.

SAY: Look at the denominator of the fraction one-eighth.

DO: Point to the denominator of “ $\frac{1}{8}$ ” on stimulus card #2.

SAY: The fraction one-eighth has a larger denominator of eight.

DO: Point to stimulus card #2.

SAY: Which fraction is closer to zero on the number line?

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

EXPECT: The student identifies “ $\frac{1}{8}$ ” 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 “ $\frac{1}{8}$ ” on stimulus card #2, then mask the answer choice “ $\frac{1}{4}$ ” on stimulus card #2. Point to the fraction “ $\frac{1}{3}$ ” on stimulus card #2 as you read the following SAY statement.

SAY: Look at the denominator of the fraction one-third.

DO: Point to where “ $\frac{1}{3}$ ” would be located on the number line on stimulus card #1. Place a thin stick at this point on the number line on stimulus card #1.

SAY: The fraction one-third is closer to the number one because the denominator is three.

DO: Point to the fraction “ $\frac{1}{8}$ ” on stimulus card #2 as you read the following SAY statement.

SAY: Look at the denominator of the fraction one-eighth.

DO: Point to where “ $\frac{1}{8}$ ” would be located on the number line on stimulus card #1. Place a thin stick at this point on the number line on stimulus card #1.

SAY: The fraction one-eighth has the denominator of eight.

DO: Point to stimulus card #2.

SAY: Which fraction is closer to zero on the number line?

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

EXPECT: The student identifies “ $\frac{1}{8}$ ” 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 “ $\frac{1}{8}$ ” on stimulus card #2, then point to “ $\frac{1}{8}$ ” on stimulus card #2 as you read the following SAY statement.

SAY: The fraction one-eighth is closer to zero on the number line. Which fraction is closer to zero on the number line?

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.