nwea
believe in what's possible

MISSISSIPPI
DEPARTMENT OF
EDUCATION
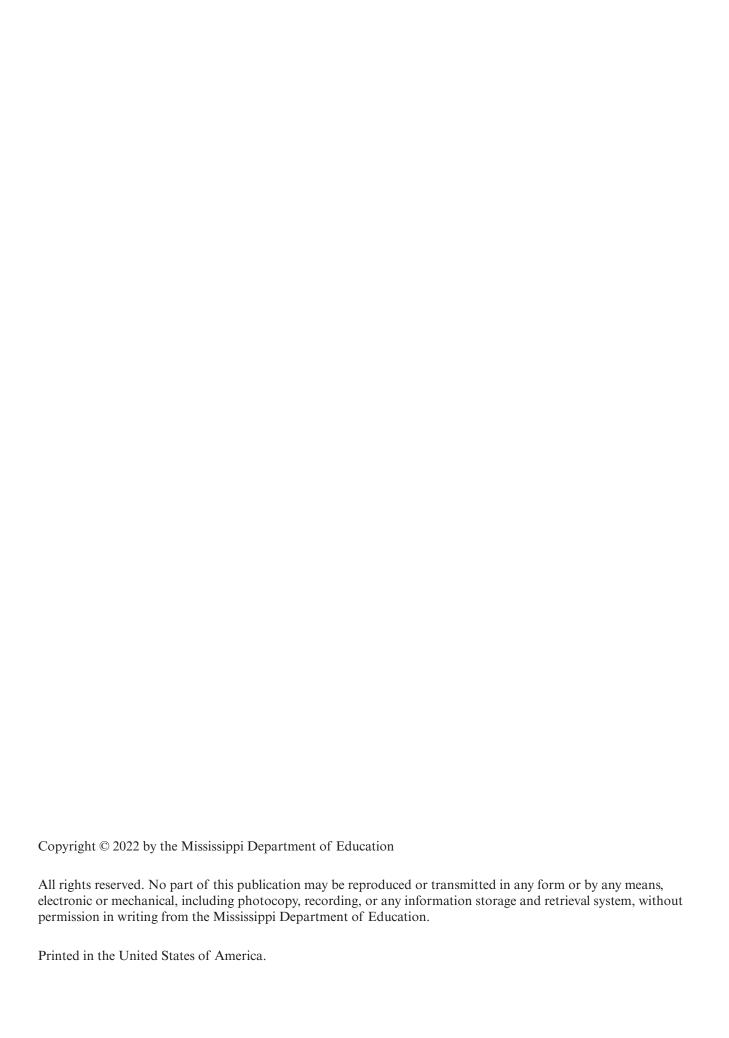*Ensuring a bright future for every child*

Mississippi Academic Assessment Program-Alternate (MAAP-A)

Test Administration Booklet (TAB)

Grade 7 Released
ELA and Mathematics

ELA

MS7_ELA_Task_1

Academic Content Standard: A.L.7.5 – Demonstrate understanding of word relationships and use.

b) Demonstrate understanding of synonyms and antonyms.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the sentence "The gentle dog has a sweet <u>disposition</u>."
- Stimulus card #2: the words "nature", "song", "trick"
- Stimulus card #3: the sentence "Tamara is <u>delighted</u> to see the house."
- Stimulus card #4: the words "amazed", "disappointed", "startled"
- Stimulus card #5: the sentence "Today, our teacher will <u>introduce</u> a new topic in science."
- Stimulus card #6: the words "loan", "neglect", "present"
- Stimulus card #7: the sentence "Simon is <u>nervous</u> about playing in the game."
- Stimulus card #8: the words "calm", "worried", "tense"
- Stimulus card #9: the phrase "hot-cold"; the phrase "ugly-____"; the words "plain", "beautiful"

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

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

SAY: This task is about synonyms and antonyms. Synonyms are words that have the same meaning. Antonyms are words that are opposites.

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

SAY: Listen as I read this sentence: "The gentle dog has a sweet <u>disposition</u>."

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

SAY: Which word is a synonym for *[Point to the word "disposition" on stimulus card #1.]* **"disposition"?**

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

SAY: Here is another sentence. Listen as I read: "Tamara is <u>delighted</u> to see the house."

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

SAY: Which word is an antonym for *[Point to the word "delighted" on stimulus card #3.]* **"delighted"?**

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

      EXPECT: The student identifies "nature" on stimulus card #2 AND "disappointed" on stimulus card #4 to earn four score points.

A	4 points	Student responds **correctly** and independently. ***This task is complete***. 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 "nature" on stimulus card #2 AND "disappointed" on stimulus card #4, then remove stimulus cards #3 and #4. Present and point to stimulus cards #1 and #2 as you read the following SAY statement.*

SAY: **This is the word "disposition". Another word that means the same as "disposition" is "nature". The gentle dog has a sweet "nature".**

DO: *Remove stimulus cards #1 and #2. Present and point to stimulus cards #3 and #4 as you read the following SAY statement.*

SAY: **This is the word "delighted". The opposite of "delighted" is "disappointed". Tamara is "disappointed" to see the house.**

DO: *Remove stimulus cards #3 and #4. Present and point to stimulus card #5 as you read the following SAY statement.*

SAY: **Listen as I read this sentence: "Today, our teacher will <u>introduce</u> a new topic in science."** *[Point to the word "introduce".]* **This is the word "introduce".**

DO: *Present and point to stimulus card #6 as you read the following SAY statement.*

SAY: **Which word is a synonym for the word "introduce"? Remember, words that are synonyms are words that have the same meaning.**

DO: *Point to and read the answer choices on stimulus card #6 to the student. Remove stimulus cards #5 and #6. Present and point to stimulus card #7 as you read the following SAY statement.*

SAY: **Here is another sentence. Listen as I read: "Simon is <u>nervous</u> about playing in the game."** *[Point to the word "nervous".]* **This is the word "nervous".**

DO: *Present and point to stimulus card #8 as you read the following SAY statement.*

SAY: **Which word is an antonym for the word "nervous"? Remember, words that are antonyms are words that are opposites.**

DO: *Point to and read the answer choices on stimulus card #8 to the student.*

    EXPECT: The student identifies "present" on stimulus card #6 AND "calm" on stimulus card #8 to earn three score points.

B	3 points	Student responds **correctly** with the provided supports. ***This task is complete***. 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 "present" on stimulus card #6 AND "calm" on stimulus card #8, then remove stimulus cards #7 and #8. Present and point to stimulus cards #5 and #6 as you read the following SAY statement.*

SAY: **This is the word "introduce". Another word that means "introduce" is "present". Today, our teacher will "present" a new topic in science.**

DO: *Remove stimulus cards #5 and #6. Present and point to stimulus cards #7 and #8 as you read the following SAY statement.*

SAY: **This is the word "nervous". The opposite of "nervous" is "calm". Simon is "calm" about playing in the game.**

DO: *Remove stimulus cards #7 and #8. Present and point to "hot-cold" on stimulus card #9 as you read the following SAY statement.*

SAY: **The opposite of hot is cold.**

DO: *Mask "hot-cold" on stimulus card #9. Point to "ugly-_____" on stimulus card #9 as you read the following SAY statement.*

SAY: **This is the word "ugly". Which word is the opposite of "ugly"?**

DO: *Point to and read the answer choices on stimulus card #9 to the student.*

    EXPECT: The student identifies "beautiful" to earn two score points.

C	2 points	Student responds **correctly** with increased provided supports. ***This task is complete***. 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 "beautiful" on stimulus card #9, then unmask and point to "hot-cold" on stimulus card #9 as you read the following SAY statement.*

SAY: **If something is not hot, it is cold. Cold is the opposite of hot.**

DO: *Point to "ugly-_____" on stimulus card #9 as you read the following SAY statement.*

SAY: **If something is not ugly, it is beautiful. Beautiful is the opposite of ugly.**

DO: *Point to "plain" and "beautiful" on stimulus card #9 as you read the following SAY statement.*

SAY: **This is the word "plain". This is the word "beautiful". Which word is the opposite of "ugly"?**

D	1 point	Student responds **correctly** to step-by-step directions. ***This task is complete***. Go to Task 2.

E	0 points	Student did not **correctly** respond to step-by-step directions. Go to Task 2.

For Second Scorer use only:	
N/O	The test administrator moved to the next task before I observed a correct student response.

MS7_ELA_Task_2

Academic Content Standard: A.L.7.1 – Demonstrate standard English grammar and usage when communicating.

b) Produce complete simple sentences when writing or communicating.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the sentences "Listens to music every day.", "Rick often plays soccer.", "Kathleen at the movies."
- Stimulus card #2: the sentences "William sings.", "Runs to the store."

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

SAY: I am going to read some sentences that a student wrote. Only one of these is a complete sentence.

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

SAY: Which of these is a complete sentence?

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

EXPECT: The student identifies "Rick often plays soccer." to earn four score points.

A	4 points	Student responds **correctly** and independently. ***This task is complete***. 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 "Rick often plays soccer." on stimulus card #1, then point to stimulus card #1 as you read the following SAY statement.

SAY: Remember, a complete sentence has a subject that tells who or what. It also has a verb that tells what the person or thing is doing. It needs both a subject and a verb.

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

SAY: Which of these is a complete sentence?

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

EXPECT: The student identifies "Rick often plays soccer." to earn three score points.

B	3 points	Student responds **correctly** with the provided supports. ***This task is complete.*** 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 "Rick often plays soccer." on stimulus card #1, then point to stimulus card #1 as you read the following SAY statement.*

SAY: **"Rick often plays soccer." is a complete sentence. It tells who—Rick. It also tells what Rick is doing—plays.**

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

SAY: **I am going to read two more sentences that a student wrote. Only one is a complete sentence. Think about which of these tells who and what the person is doing as I read.**

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

SAY: **Which of these is a complete sentence?**

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

EXPECT: The student identifies "William sings." to earn two score points.

C	2 points	Student responds **correctly** with increased provided supports. ***This task is complete.*** 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 "William sings." on stimulus card #2, then point to stimulus card #2 as you read the following SAY statement.*

SAY: **"William sings." is a complete sentence. It tells who—William—and what he is doing—sings. Which of these is a complete sentence?**

D	1 point	Student responds **correctly** to step-by-step directions. ***This task is complete.*** Go to Task 3.

E	0 points	Student did not **correctly** respond to step-by-step directions. Go to Task 3.

For Second Scorer use only:		
N/O	The test administrator moved to the next task before I observed a correct student response.	

MS7_ELA_Task_3

Academic Content Standard: A.RI.7.6 – Determine an author's purpose or point of view.

Stimulus Materials:

Passage stimulus cards:

- Stimulus cards: the passage "An Exploration of the Grand Canyon"

Numbered stimulus cards:

- Stimulus card #1: the phrases "to make the reader laugh", "to show pictures to the reader", "to teach the reader"
- Stimulus card #2: the phrases "to help me learn", "to make me laugh"

DO: *Present and point to the passage, "An Exploration of the Grand Canyon".*

SAY: A long time ago, an explorer named John Wesley Powell explored the Grand Canyon. We are going to read an informational text about his exploration. The title of the text is "An Exploration of the Grand Canyon".

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

SAY: Which of these is the author's purpose for writing about Powell's expedition?

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

    EXPECT: The student identifies "to teach the reader" to earn four score points.

A	4 points	Student responds **correctly** and independently. ***This task is complete***. 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 "to teach the reader" on stimulus card #1, then point to the passage "An Exploration of the Grand Canyon" as you read the following SAY statement.*

SAY: The author tells you information about Powell's expedition of the Grand Canyon.

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

SAY: Which of these is the author's purpose for writing this text?

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

EXPECT: The student identifies "to teach the reader" to earn three score points.

B	3 points	Student responds **correctly** with the provided supports. ***This task is complete***. 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 "to teach the reader" 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 author wants to teach you something about the Grand Canyon. Why did the author write this text?**

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

EXPECT: The student identifies "to help me learn" to earn two score points.

C	2 points	Student responds **correctly** with increased provided supports. ***This task is complete***. 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 "to help me learn" on stimulus card #2, then point to stimulus card #2 as you read the following SAY statement.*

SAY: **The author tells you what happened during Powell's expedition of the Grand Canyon. He wants to help you learn. Why did the author write this text?**

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. ***This task is complete***. Go to Task 4.

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

For Second Scorer use only:	
N/O	The test administrator moved to the next task before I observed a correct student response.

MS7_ELA_Task_4

Academic Content Standard: A.RI.7.3 – Determine how two individuals, events, or ideas in a text are related.

Stimulus Materials:

Passage stimulus cards:

- Stimulus cards: the passage "An Exploration of the Grand Canyon"

Numbered stimulus cards:

- Stimulus card #1: the sentences "They left for their trip from Green River Station in boats.", "They met the challenges of the Colorado River by taking turns at rowing.", "They got cold when the river splashed into the boat."

- Stimulus card #2: the sentences "They saw many animals and plants.", "They rowed down a dangerous river."

DO: Present and point to the passage "An Exploration of the Grand Canyon" and stimulus card #1 as you read the following SAY statement.

SAY: We just read the passage "An Exploration of the Grand Canyon". Think about how Powell and his crew of men helped each other. Which of these sentences shows how helping each other affected the expedition?

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

   EXPECT: The student identifies "They met the challenges of the Colorado River by taking turns at rowing." to earn four score points.

A	4 points	Student responds **correctly** and independently. ***This task is complete***. 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 "They met the challenges of the Colorado River by taking turns at rowing." on stimulus card #1, then point to the passage "An Exploration of the Grand Canyon" as you read the following SAY statement.

SAY: Powell and his men helped each other by taking their boats through the rapids. Which of these sentences shows how helping each other affected the expedition?

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

EXPECT: The student identifies "They met the challenges of the Colorado River by taking turns at rowing." to earn three score points.

B	3 points	Student responds **correctly** with the provided supports. ***This task is complete***. 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 "They met the challenges of the Colorado River by taking turns at rowing." on stimulus card #1, then remove stimulus card #1. Present and point to stimulus card #2 as you read the following SAY statement.*

SAY: **Powell and his men helped each other with the boats. Which sentence shows what happened because Powell and his men helped each other?**

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

EXPECT: The student identifies "They rowed down a dangerous river." to earn two score points.

C	2 points	Student responds **correctly** with increased provided supports. ***This task is complete***. 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 "They rowed down a dangerous river." on stimulus card #2, then point to stimulus card #2 as you read the following SAY statement.*

SAY: **Powell and his men helped each other every day. They rowed down a dangerous river. Which sentence shows what happened because Powell and his men helped each other?**

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. ***This task is complete***. Go to Task 5.

E	0 points	Student did not **correctly** respond to step-by-step directions. Go to Task 5.

For Second Scorer use only:	
N/O	The test administrator moved to the next task before I observed a correct student response.

MS7_ELA_Task_5

Academic Content Standard: A.RL.7.1 – Analyze text to identify where information is explicitly stated and where inferences must be drawn.

Stimulus Materials:

Passage stimulus cards:

- Stimulus cards: the passage "A Great Adventure"

Numbered stimulus cards:

- Stimulus card #1: the sentences "Uncle Don drives the school bus Jack rides.", "Jack and Uncle Don enjoy sharing stories.", "Winning a prize was exciting for Jack's family."
- Stimulus card #2: the sentence "The school bus driver was Jack's Uncle Don, and he always had great stories to tell."; a graphic of Uncle Don talking to Jack
- Stimulus card #3: the sentences "Jack never talks to his Uncle Don.", "Jack always talks to his Uncle Don."

DO: *Present and point to the passage, "A Great Adventure".*

SAY: We are going to read the passage "A Great Adventure" about Jack and his Uncle Don.

DO: *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 as you read the following SAY statement.*

SAY: Which of these sentences shows that Jack and his Uncle Don are good friends?

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

EXPECT: The student identifies "Jack and Uncle Don enjoy sharing stories." to earn four score points.

A	4 points	Student responds **correctly** and independently. ***This task is complete***. 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 "Jack and Uncle Don enjoy sharing stories." on stimulus card #1, then point to stimulus card #1 as you read the following SAY statement.*

SAY: **In the story, Jack and Uncle Don tell stories on the bus. Which of these sentences shows that Jack and his Uncle Don are good friends?**

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

   EXPECT: The student identifies "Jack and Uncle Don enjoy sharing stories." to earn three score points.

B	3 points	Student responds **correctly** with the provided supports. ***This task is complete***. 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 "Jack and Uncle Don enjoy sharing stories." on stimulus card #1, then remove stimulus card #1. Present stimulus card #2 as you read the following SAY statement.*

SAY: **Let's read part of the story again and look at the picture.**

DO: *Read or sign the passage part to the student using appropriate volume, tone, affect, intonation, and expression for the text. Read and point to the text and graphic as you read the passage part.*

SAY: **In the picture, Uncle Don and Jack are sharing stories. The story says Jack enjoyed the long school bus ride with his Uncle Don.**

DO: *Present stimulus card #3.*

SAY: **How do you know that Jack and Uncle Don are friends?**

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

   EXPECT: The student identifies "Jack always talks to his Uncle Don." to earn two score points.

C	2 points	Student responds **correctly** with increased provided supports. ***This task is complete***. 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 "Jack always talks to his Uncle Don." on stimulus card #3, then point to stimulus card #3 as you read the following SAY statement.*

SAY: **Jack and Uncle Don are friends. They talk to each other on the bus. This says: "Jack never talks to his Uncle Don." This says: "Jack always talks to his Uncle Don." Which of these shows that Jack and Uncle Don are friends?**

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. ***This task is complete***. Go to Task 6.

E	0 points	Student did not **correctly** respond to step-by-step directions. Go to Task 6.

For Second Scorer use only:		
N/O	The test administrator moved to the next task before I observed a correct student response.

MS7_ELA_Task_6

Academic Content Standard: A.RL.7.4 – Determine the meaning of simple idioms and figures of speech as they are used in a text.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the paragraph "At dinner that evening, Jack's mom said, 'This morning I asked you to keep your fingers crossed. Well, you must have kept your fingers crossed—I won a 3-day trip to anywhere in the United States!'"
- Stimulus card #2: the phrases "hurry home", "wish for luck", "clap your hands"
- Stimulus card #3: the phrase "Keep your fingers crossed."
- Stimulus card #4: the phrases "wish for luck", "be careful"

DO: *Present stimulus card #1.*

SAY: **We just read about Jack. We are going to read part of the story again. After we read, I will ask you what the phrase "Keep your fingers crossed." means. Listen for clues that tell you what the phrase means.**

DO: *Point to and read stimulus card #1. Point to the phrase "Keep your fingers crossed." on stimulus card #1.*

SAY: **What does the phrase "Keep your fingers crossed." mean?**

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

EXPECT: The student identifies "wish for luck" to earn four score points.

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

SAY: **We are going to read part of the story again. After we read, I will ask you what the phrase "Keep your fingers crossed." means.**

DO: *Point to and read stimulus card #1. Point to the phrase "Keep your fingers crossed." on stimulus card #1.*

SAY: **Mom was surprised when she won a 3-day trip. She didn't think she would win. What does the phrase "Keep your fingers crossed." mean?**

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

EXPECT: The student identifies "wish for luck" to earn three score points.

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

DO:　　*Remove stimulus cards #1 and #2. Present stimulus card #3 and point to the phrase "Keep your fingers crossed."*

SAY:　**Jack's mom asked him to keep his fingers crossed. She was hoping she would win the prize.**

DO:　　*Present stimulus card #4.*

SAY:　**What does the phrase "Keep your fingers crossed" mean?**

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

　　　　EXPECT: The student identifies "wish for luck" to earn two score points.

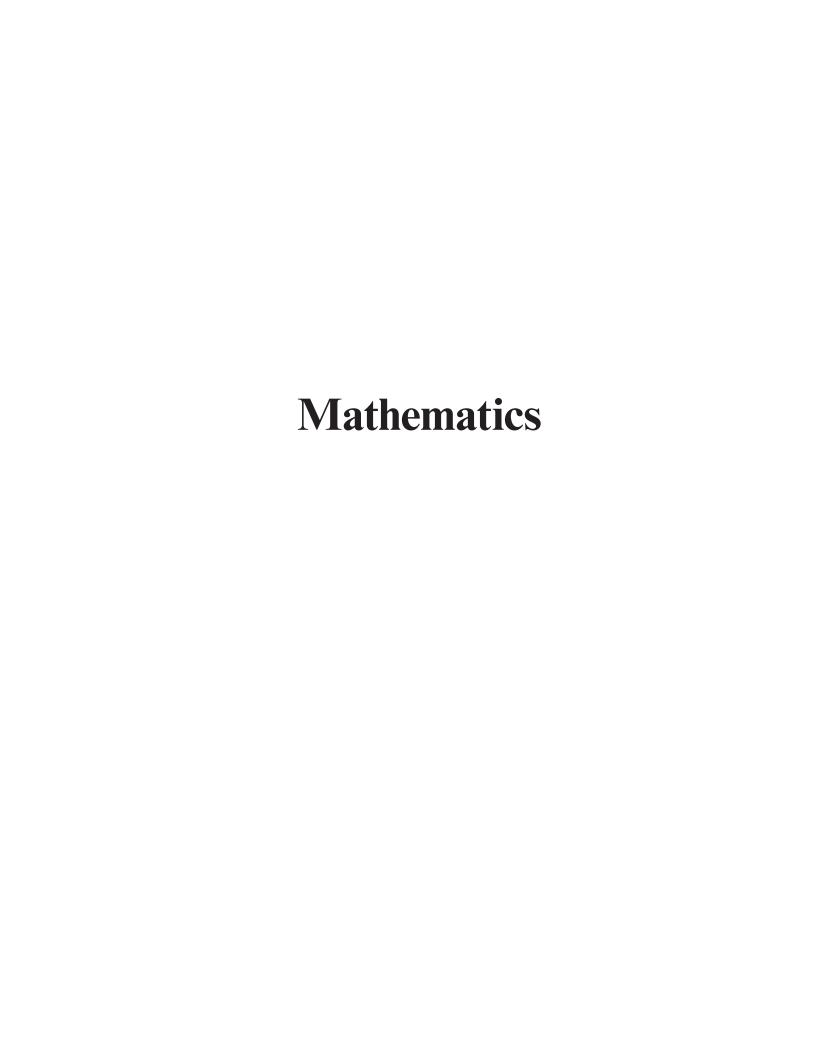| C	2 points	Student responds **correctly** with increased provided supports. ***This task is complete***. Say closing statement.
Note: If the student responds **incorrectly**, proceed to the next set of DO and SAY statements below.		

DO:　　*Point to stimulus card #3.*

SAY:　**The phrase "Keep your fingers crossed" means to wish for luck. What does the phrase "Keep your fingers crossed" mean?**

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

D	1 point	Student responds **correctly** to step-by-step directions. ***This task is complete***. Say closing statement.

E	0 points	Student did not **correctly** respond to step-by-step directions. Say closing statement.

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

MS7_Math_Task_1

Academic Content Standard: A.7.RP.1-3 – Use a ratio to model or describe a relationship.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the word problem "Jason and Ryan picked apples. Jason picked 10 apples. Ryan picked 20 apples. Which describes the ratio of apples that Jason picked to apples that Ryan picked?"

- Stimulus card #2: the answer choices "Jason picked 1 apple for every 2 apples Ryan picked.", "Jason picked 1 apple for every 1 apple Ryan picked.", "Jason picked 2 apples for every 1 apple Ryan picked."

- Stimulus card #3: the ratio descriptions "Jason picked 10 apples for every 20 apples Ryan picked.", "10:20"

- Stimulus card #4: the answer choices "Jason picked 1 apple for every 2 apples Ryan picked. 1:2", "Jason picked 1 apple for every 1 apple Ryan picked. 1:1", "Jason picked 2 apples for every 1 apple Ryan picked. 2:1"

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

SAY: **This task is about ratios. Listen as I read the following. "Jason and Ryan picked apples. Jason picked ten apples. Ryan picked twenty apples. Which describes the ratio of apples that Jason picked to apples that Ryan picked?"**

DO: *Present and point to stimulus card #2 and read the answer choices.*

SAY: **Which describes the ratio of apples that Jason picked to apples that Ryan picked?**

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

          EXPECT: The student identifies "Jason picked 1 apple for every 2 apples Ryan picked." to earn four score points.

A	4 points	Student responds **correctly** and independently. ***This task is complete***. 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 "Jason picked 1 apple for every 2 apples Ryan picked." on stimulus card #2, then point to stimulus card #1.*

SAY: **Listen as I read the following again. "Jason and Ryan picked apples. Jason picked ten apples. Ryan picked twenty apples. Which describes the ratio of apples that Jason picked to apples that Ryan picked?" Jason picked ten apples. Ryan picked twenty apples.**

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

SAY: **Which describes the ratio of apples that Jason picked to apples that Ryan picked?**

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

EXPECT: The student identifies "Jason picked 1 apple for every 2 apples Ryan picked." to earn three score points.

B	3 points	Student responds **correctly** with the provided supports. ***This task is complete***. 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 "Jason picked 1 apple for every 2 apples Ryan picked." 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: **Listen as I read the following again. "Jason picked ten apples for every twenty apples Ryan picked." That is a ratio of ten to twenty.**

DO: *Present and point to stimulus card #4.*

SAY: **Which describes the ratio of apples that Jason picked to apples that Ryan picked?**

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

EXPECT: The student identifies "Jason picked 1 apple for every 2 apples Ryan picked. 1:2" to earn two score points.

C	2 points	Student responds **correctly** with increased provided supports. ***This task is complete***. 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 "Jason picked 1 apple for every 2 apples Ryan picked. 1:2" on stimulus card #4, then point to the first answer choice on stimulus card #4 as you read the following SAY statement.*

SAY: **The ratio ten to twenty is the same as the ratio of one to two. Which describes the ratio of apples that Jason picked to apples that Ryan picked?**

D	1 point	Student responds **correctly** to step-by-step directions. ***This task is complete***. Go to Task 2.

E	0 points	Student did not **correctly** respond to step-by-step directions. Go to Task 2.

For Second Scorer use only:		
N/O	The test administrator moved to the next task before I observed a correct student response.	

MS7_Math_Task_2

Academic Content Standard: A.7.G.3 – Match a two-dimensional shape with a three-dimensional shape that shares an attribute.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: a graphic of a cube
- Stimulus card #2: three graphics: a rectangle, a triangle, a square

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

SAY: **This is a picture of a cube. A cube is a three-dimensional shape.**

DO: *Present and point to stimulus card #2.*

SAY: **Which shape shares an attribute with the cube?**

   EXPECT: The student identifies "square" to earn four score points.

A	4 points	Student responds **correctly** and independently. ***This task is complete***. 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 "square" on stimulus card #2, then point to stimulus card #1 as you read the following SAY statement.*

SAY: **An attribute describes something. A three-dimensional shape has three attributes: faces, edges, and vertices.**

DO: *Point to stimulus card #2.*

SAY: **Which shape shares an attribute with the cube?**

   EXPECT: The student identifies "square" to earn three score points.

B	3 points	Student responds **correctly** with the provided supports. ***This task is complete***. 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 "square" on stimulus card #2, then point to stimulus card #1. Trace along the four sides of the square that make up the cube, as you read the following SAY statement.*

SAY: This is one of the faces of the cube. Each face has four sides.

DO: *Point to stimulus card #2.*

SAY: Which shape shares an attribute with the cube?

 EXPECT: The student identifies "square" to earn two score points.

C	2 points	Student responds **correctly** with increased provided supports. ***This task is complete***. 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 "square" on stimulus card #2, then point to "square" on stimulus card #2 as you read the following SAY statement.*

SAY: Each face of a cube is a square. Which shape shares an attribute with the cube?

D	1 point	Student responds **correctly** to step-by-step directions. ***This task is complete***. Go to Task 3.

E	0 points	Student did not **correctly** respond to step-by-step directions. Go to Task 3.

For Second Scorer use only:	
N/O	The test administrator moved to the next task before I observed a correct student response.

MS7_Math_Task_3

Academic Content Standard: A.7.G.6 – Determine the area of a rectangle using the formula for length × width, and confirm the result using tiling or partitioning into unit squares.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: a graphic of a rectangle, labeled "8 inches" for length, "2 inches" for width
- Stimulus card #2: the formula "Area = Length × Width"
- Stimulus card #3: the square inches "10 sq. in.", "16 sq. in.", "12 sq. in."
- Stimulus card #4: a graphic of a rectangle, labeled length "8 inches", width "2 inches", partitioned into unit squares

❖   *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 determining the area of a rectangle. This is a rectangle. The area of a rectangle is the number of square units inside it.**

DO: *Present stimulus card #2 as you read the following SAY statement.*

SAY: **To determine the area of the rectangle, use this formula: area equals length times width. Area is expressed in square units. The sides of the rectangle measures in inches, so the area for the rectangle will be in square inches.**

DO: *Remove stimulus card #2. Point to stimulus card #1.*

SAY: **The length of the rectangle is eight inches. The width of the rectangle is two inches.**

DO: *Present and point to stimulus card #3.*

SAY: **What is the area of the rectangle?**

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

- *IF the student identifies "16 sq. in.", present and point to stimulus card #4 as you read the following SAY statement.*

- *IF the student does not identify "16 sq. in.", go to the DO statement under the four-point score box.*

SAY: **Each block is one square inch. Listen and count with me the number of square units inside this rectangle: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen. Are there sixteen square units in this rectangle?**

EXPECT: The student identifies "16 sq. in." AND confirms the area of the rectangle to earn four score points.

A	4 points	Student responds **correctly** and independently. ***This task is complete***. 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 "16 sq. in." AND confirm the area of the rectangle on stimulus card #3, then point to stimulus card #1 as you read the following SAY statement.*

SAY: **Remember, area is found by multiplying length times width. The area of the rectangle is equal to eight times two.**

DO: *Point to stimulus card #3.*

SAY: **What is the area of the rectangle?**

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

- *IF the student identifies "16 sq. in.", present and point to stimulus card #4 as you read the following SAY statement.*

- *IF the student does not identify "16 sq. in.", go to the DO statement under the three-point score box.*

SAY: **Each block is one square inch. Listen and count with me the number of square units inside this rectangle: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen. Are there sixteen square units in this rectangle?**

EXPECT: The student identifies "16 sq. in." AND confirms the area of the rectangle to earn three score points.

B	3 points	Student responds **correctly** with the provided supports. ***This task is complete***. 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 "16 sq. in." AND confirm the area of the rectangle on stimulus card #3, then mask "12 sq. in." on stimulus card #3. Remove stimulus card #1. Present and point to stimulus card #4 as you read the following SAY statement.*

SAY: **This picture can be used to solve the problem. The area of a rectangle is the number of square units inside it.** *[Point to the squares inside the rectangle.]* **Listen and count with me the number of squares inside this rectangle to find the area: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen.**

DO: *Point to stimulus card #3.*

SAY: **What is the area of the rectangle?**

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

EXPECT: The student identifies "16 sq. in." to earn two score points.

C	2 points	Student responds **correctly** with increased provided supports. ***This task is complete***. 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 "16 sq. in." on stimulus card #3, then point to "16 sq. in." on stimulus card #3 as you read the following SAY statement.*

SAY: **The area of the rectangle is sixteen square inches. What is the area of the rectangle?**

D	1 point	Student responds **correctly** to step-by-step directions. ***This task is complete***. Say closing statement.

E	0 points	Student did not **correctly** respond to step-by-step directions. Say closing statement.

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.**