



Mississippi Academic Assessment Program-Alternate (MAAP-A)

Test Administration Booklet (TAB)

Algebra I Released

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MS_ALGI_Task_1

Academic Content Standard: A.N.CN.2.b – Solve real-world problems involving addition and subtraction of *rational numbers (e.g., whole numbers or decimals)*, using models when needed.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: a graphic of a grocery checkout lane; the word problem “Bob went grocery shopping. He bought bread for \$1.99 and eggs for \$1.59. He gave the cashier \$5.00. How much change did Bob receive from the cashier?”
- Stimulus card #2: the amounts “\$3.58”, “\$8.68”, “\$1.42”
- Stimulus card #3: a graphic of a grocery checkout with \$3.58 on the screen and a customer giving the cashier a \$5.00 bill; the word problem “Bob’s total bill at the store was \$3.58. He gave the cashier \$5.00. How much change did the cashier give Bob?”

Response Materials:

- Calculator (or paper and writing tools familiar to the student)

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

SAY: This task is about solving addition and subtraction problems involving decimals. “Bob went grocery shopping. He bought bread for \$1.99 and eggs for \$1.59. He gave the cashier \$5.00. How much change did Bob receive from the cashier?”

DO: Present and point to the response materials as you read the following SAY statement.

SAY: You can use these tools to help solve the word problem.

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

SAY: Remember, Bob bought bread for \$1.99 and eggs for \$1.59. He gave the cashier \$5.00.

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

SAY: How much change did Bob receive from the cashier?

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

EXPECT: The student identifies “\$1.42” 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 “\$1.42” on stimulus card #2, then point to stimulus card #1 as you read the following SAY statement.

SAY: “Bob went grocery shopping. He bought bread for \$1.99 and eggs for \$1.59. He gave the cashier \$5.00. How much change did Bob receive from the cashier?”

DO: Point to the response materials as you read the following SAY statement.

SAY: Remember, you can use these tools to help solve the word problem. This task is about solving addition and/or subtraction problems involving decimals.

DO: Allow the student to choose a tool to use to solve the problem. Point to stimulus card #2 as you read the following SAY statement.

SAY: How much change did Bob receive from the cashier?

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

EXPECT: The student identifies “\$1.42” 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 “\$1.42” on stimulus card #2, then remove stimulus card #1. Present and point to stimulus card #3 as you read the following SAY statement.

SAY: “Bob’s total bill at the store was \$3.58. He gave the cashier \$5.00. How much change did the cashier give Bob?”

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

EXPECT: The student identifies “\$1.42” 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 “\$1.42” on stimulus card #2, then point to “\$1.42” on stimulus card #2 as you read the following SAY statement.

SAY: Bob’s change was one dollar and forty-two cents. How much was Bob’s change?

D	1 point	Student responds correctly to step-by-step directions. <i><u>This task is complete.</u></i> Go to Task 2.
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E	0 points	Student did not correctly respond to step-by-step directions. Go to Task 2.
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For Second Scorer use only:	
N/O	The test administrator moved to the next task before I observed a correct student response.

MS_ALGI_Task_2

Academic Content Standard: A.N-RN.1 – Determine the value of a quantity that is squared or cubed.

Stimulus Materials:*Numbered stimulus cards:*

- Stimulus card #1: the expression “ 2^3 ”
- Stimulus card #2: the numbers “6”, “8”, “9”
- Stimulus card #3: the equation “ $2^3 = 2 \times 2 \times 2$ ”

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

SAY: This task involves finding the cube of a number. This is two cubed or two to the power of three.

DO: Present and point to stimulus card #2.

SAY: What is the value of two cubed?

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

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

SAY: Remember, the exponent tells you how many times to multiply the base by itself.

DO: Point to stimulus card #2.

SAY: What is the value of two cubed?

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

EXPECT: The student identifies “8” 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 “8” on stimulus card #2, then present stimulus card #3 as you read the following SAY statement.

SAY: Two to the power of three is two times itself three times. Two cubed is the same as two times two times two.

DO: Point to stimulus card #2.

SAY: What is the value of two cubed?

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

EXPECT: The student identifies “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 “8” on stimulus card #2, then point to stimulus card #3 as you read the following SAY statement.

SAY: Two to the power of three equals two times two times two. That equals eight.

DO: Present and point to stimulus card #2.

SAY: What is the value of two cubed?

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 Algebra I section.