



Mississippi Academic Assessment Program-Alternate (MAAP-A)

Test Administration Booklet (TAB)

Grade 3 Released
ELA and Mathematics

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ELA

MS3_ELA_Task_1

Academic Content Standard: A.L.3.5 – Demonstrate understanding of word relationships and use.

c) Identify words that describe personal emotional states.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the sentences “Doreen goes to the animal shelter. She wants to adopt a new pet. Doreen walks over to look at the kittens. A very small, sad-looking kitten meows at her. She picks up the kitten and pets its soft fur. The kitten begins to purr.”
- Stimulus card #2: the words “upset”, “happy”, “afraid”
- Stimulus card #3: a graphic of a crying cat, labeled “upset”; a graphic of a smiling cat, labeled “happy”; a graphic of a frightened-looking cat, labeled “afraid”

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

SAY: Here is a short story about a girl who finds a kitten at an animal shelter. As I read, listen for clues that tell you how the kitten feels at the end of the story.

DO: Read the text on stimulus card #1 to the student. Present and point to stimulus card #2 as you read the following SAY statement.

SAY: Which word describes how the kitten feels when Doreen pets its fur?

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

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

SAY: This says: “She picks up the kitten and pets its soft fur. The kitten begins to purr.”

DO: Remove stimulus card #1. Point to stimulus card #2 as you read the following SAY statement.

SAY: Which word describes how the kitten feels when Doreen pets its fur?

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

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

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

SAY: Kittens make a purring sound when they like something. The kitten purrs when Doreen pets its fur. Which word describes how the kitten feels when Doreen pets its fur?

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

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

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

SAY: The kitten likes being petted by Doreen. This is “upset”, “happy”, and “afraid”. Which word describes how the kitten feels when Doreen pets its fur?

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

MS3_ELA_Task_2

Academic Content Standard: A.W.3.3 – With guidance and support, write about events or personal experiences.

- a) Select an event or personal experience and provide information about it including the names of people involved.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the paragraph “First, our teacher, Mr. Jones, puts everything we need on a table. Next, we read the directions for the cake. Then, we mix everything together in a bowl. Finally, Mr. Jones puts the cake in the oven. When the cake is done, we get to eat it. We all agree that the cake is delicious!”
- Stimulus card #2: the sentences “Our class is hoping to buy a cake today.”, “Our class is going to bake a cake today.”, “Our class is planning to sell a cake today.”
- Stimulus card #3: the sentence “Our class is ____ a cake today.”
- Stimulus card #4: the words “buying”, “baking”

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

SAY: We are going to learn about an event that a class does together.

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

SAY: Now you are going to write a paragraph about the class event. You are going to start the paragraph with a topic sentence. Which sentence is the correct topic sentence for the paragraph?

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

EXPECT: The student identifies “Our class is going to bake a cake today.” 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 “Our class is going to bake a cake today.” on stimulus card #2, then read the following SAY statement.

SAY: Remember, a topic sentence tells what the paragraph is about. It gives the main topic. Think about the topic of the whole paragraph. Which sentence is the correct topic sentence for the paragraph?

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

EXPECT: The student identifies “Our class is going to bake a cake today.” 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 “Our class is going to bake a cake today.” on stimulus card #2, then remove stimulus card #2. Present and point to stimulus card #3 as you read the following SAY statement.

SAY: Remember, a topic sentence gives the main idea of the paragraph. Let’s read about the class event again. Think about what the class is doing.

DO: Point to and read the paragraph on stimulus card #1 to the student. Remove stimulus card #1. Point to stimulus card #3 and present and point to stimulus card #4 as you read the following SAY statement.

SAY: Think about the idea of the whole paragraph. Here is part of a topic sentence: “Our class is BLANK a cake today.” Which word completes the topic sentence for the paragraph?

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

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

SAY: The class is baking a cake today. Here is part of a topic sentence: “Our class is BLANK a cake today.” Which word completes the topic sentence for the paragraph?

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.

MS3_ELA_Task_3

Academic Content Standard: A.L.3.2 – Demonstrate *an* understanding of conventions of standard English.

- a) Capitalize the first letter of *appropriate words and titles* (e.g., *Dr., Mrs., Ms., Mr.*).

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the sentences “I like to play soccer with Sarah.”, “Her Dog is very good at running.”, “My Teacher has cats that are black.”
- Stimulus card #2: the words “Sarah”, “Dog”, “Teacher”

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

SAY: In this task, we will be working on identifying words that are capitalized correctly. Look at each sentence as I read. Think of which words should be capitalized and which words should not be capitalized. “I like to play soccer with Sarah.”, “Her Dog is very good at running.”, “My Teacher has cats that are black.” Which sentence is capitalized correctly?

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

EXPECT: The student identifies “I like to play soccer with Sarah.” 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 “I like to play soccer with Sarah.” on stimulus card #1, then point to each sentence on stimulus card #1 as you read the following SAY statement.

SAY: People’s names are proper nouns. They should be capitalized. I am going to read the sentences to you again. Look at the sentences as I read them to you. “I like to play soccer with Sarah.”, “Her Dog is very good at running.”, “My Teacher has cats that are black.” Which sentence is capitalized correctly?

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

EXPECT: The student identifies “I like to play soccer with Sarah.” 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 like to play soccer with Sarah.” on stimulus card #1, then remove stimulus card #1. Present and point to stimulus card #2 as you read the following SAY statement.

SAY: Your name is a proper noun. When you write your name on your paper, you always use a capital letter. Which word is capitalized correctly?

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

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

SAY: “Sarah” is a proper noun. Proper nouns are always capitalized. Which word is capitalized correctly?

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 ELA section.

Mathematics

MS3_Math_Task_1

Academic Content Standard: A.3.OA.8 – Solve one-step addition or subtraction word problems involving real-life situations within 20.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the word problem “There are 10 kickballs on the ball rack. Joe took 4 kickballs to use during recess. How many kickballs are left on the ball rack?”
- Stimulus card #2: the numbers “8”, “6”, “4”
- Stimulus card #3: the word problem “There are 5 kickballs on the ball rack. Susan took 3 kickballs to use during recess. How many kickballs are left on the ball rack?”
- Stimulus card #4: the numbers “5”, “0”, “2”

Response Materials:

- Ten counting blocks (or other counting objects familiar to the student)

DO: Present stimulus card #1. Arrange the ten counting blocks vertically into two columns of five. Point to stimulus card #1 as you read the following SAY statement.

SAY: Here is a word problem using subtraction/takeaway/minus. You can use the counting blocks to solve the problem. Listen as I read the word problem. “There are 10 kickballs on the ball rack. Joe took 4 kickballs to use during recess. How many kickballs are left on the ball rack?”

DO: Point to the ten counting blocks as you read the following SAY statement.

SAY: These counting blocks can be used to solve the word problem.

DO: Present and point to stimulus card #2.

SAY: How many kickballs are left on the ball rack?

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

EXPECT: The student identifies “6” 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 the number “6” on stimulus card #2, then rearrange the ten counting blocks vertically into two columns of five. Point to the number “10” on stimulus card #1 as you read the following SAY statement.

SAY: Listen as I read the first sentence of the word problem again: “There are 10 kickballs on the ball rack.”

DO: Point to the counting blocks.

SAY: To solve the problem, start with ten counting blocks. [Point to the ten counting blocks.] This shows how many kickballs are on the ball rack.

DO: Point to the number “4” on stimulus card #1 as you read the following SAY statement.

SAY: Listen as I read the next two sentences in the word problem again: “Joe took 4 kickballs to use during recess. How many kickballs are left on the ball rack?”

DO: Point to the counting blocks.

SAY: These counting blocks can be used to solve the word problem. Remember, four kickballs were used during recess.

DO: Point to stimulus card #2.

SAY: How many kickballs are left on the ball rack?

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

EXPECT: The student identifies “6” to earn three score points.

B	3 points	Student responds correctly with the provided supports. <u>This task is complete.</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 the number “6” on stimulus card #2, then remove stimulus card #2. Arrange five counting blocks vertically into one row of five. Present and point to stimulus card #3 as you read the following SAY statement.

SAY: Listen to this word problem using subtraction/take away/minus. “There are 5 kickballs on the ball rack. Susan took 3 kickballs to use during recess. How many kickballs are left on the ball rack?”

DO: Point to the counting blocks as you read the following SAY statement.

SAY: Three kickballs were used during recess. That means take away three counting blocks: one, two, three...

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

SAY: How many kickballs are left on the ball rack?

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

EXPECT: The student identifies “2” 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 the number “2” on stimulus card #4, then rearrange the five counting blocks vertically into one row of five. Then remove three counting blocks as you read the following SAY statement.

SAY: There are two kickballs left on the ball rack: one, two... [Point to “2” on stimulus card #4.] How many kickballs are left on the ball rack?

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.

MS3_Math_Task_2

Academic Content Standard: A.3.OA.4 – Determine the unknown whole number in an addition or subtraction problem within 20.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the number sentence “ $20 - 7 = ?$ ”
- Stimulus card #2: the numbers “15”, “20”, “13”

Response Materials:

- 20 counting blocks (or other counting objects familiar to the student)

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

SAY: This task is about subtracting numbers. This is the number sentence twenty minus seven equals BLANK.

DO: Present and point to stimulus card #2.

SAY: What is twenty minus seven?

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

EXPECT: The student identifies “13” 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 “13” on stimulus card #2, then point to stimulus card #1 as you read the following SAY statement.

SAY: Remember, minus means to take away.

DO: Point to stimulus card #2.

SAY: What is twenty subtract / minus / take away seven?

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

EXPECT: The student identifies “13” 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 “13” on stimulus card #2, then remove stimulus card #1. Present the counting blocks in two columns of ten blocks as you read the following SAY statement.

SAY: Here are twenty blocks.

DO: Point to each block from the first column as you read the following SAY statement.

SAY: Let’s count seven blocks. One, two, three, four, five, six, seven. [Move the seven blocks away from the others.] **We have taken away seven blocks from the twenty blocks.**

DO: Point to each of the remaining blocks as you read the following SAY statement.

SAY: Let’s count the remaining blocks. One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen. There are thirteen blocks remaining after taking seven blocks away.

DO: Point to stimulus card #2.

SAY: What is twenty subtract / minus / take away seven?

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

EXPECT: The student identifies “13” 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 “13” on stimulus card #2, then point to stimulus card #2 as you read the following SAY statement.

SAY: Twenty subtract / minus / take away seven equals thirteen. What is twenty subtract / minus / take away seven?

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

Closing Statement

SAY: We are finished with the Mathematics section.