



Mississippi Academic Assessment Program-Alternate (MAAP-A)

Test Administration Booklet (TAB)

Grade 5 Released

ELA, Mathematics, and Science

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ELA

MS5_ELA_Task_1

Academic Content Standard: A.RL.5.2 – Identify the central idea or theme of a story, drama or poem.

Stimulus Materials:

Passage stimulus cards:

- Stimulus cards: the passage “A Turning Point in Tilly’s Life”

Numbered stimulus cards:

- Stimulus card #1: the sentences “Dogs are friendly once you get to know them.”, “Change can lead to good experiences.”, “Neighbors do enjoy chocolate cake.”

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

DO: Present and point to the passage “A Turning Point in Tilly’s Life”.

SAY: We are going to read a story about a girl named Tilly. The title of the story is [Point to the title of the passage.] “A Turning Point in Tilly’s Life”. Listen for what Tilly learns after she moves to a new neighborhood.

DO: Read the passage to the student. Point to the title, the text, and the graphics as you read this passage. Present and point to stimulus card #1.

SAY: What is the most important lesson that Tilly learns?

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

EXPECT: The student identifies “Change can lead to good experiences.” 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 “Change can lead to good experiences.” on stimulus card #1, then point to the sentences on stimulus card #1 as you read the following SAY statement.

SAY: In the story, Tilly moves into a new house. Tilly’s family wants her to make friends in her new neighborhood. What is the most important lesson that Tilly learns?

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

EXPECT: The student identifies “Change can lead to good experiences.” 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 “Change can lead to good experiences.” on stimulus card #1, then mask the sentence “Neighbors do enjoy chocolate cake.” on stimulus card #1. Point to stimulus card #1 as you read the following SAY statement.

SAY: Tilly has changed to a new neighborhood. Tilly realizes that Carla has become one of her best friends.

DO: Point to the remaining sentences on stimulus card #1.

SAY: What is the most important lesson that Tilly learns?

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

EXPECT: The student identifies “Change can lead to good experiences.” 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 “Change can lead to good experiences.” on stimulus card #1, then point to “Change can lead to good experiences.” on stimulus card #1 as you read the following SAY statement.

SAY: Tilly learns that change can lead to good experiences after she moves to a new neighborhood. What is the most important lesson that Tilly learns?

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.

MS5_ELA_Task_2

Academic Content Standard: A.RL.5.4 – Determine the intended meaning of multi-meaning words in a text.

Stimulus Materials:

- Stimulus cards: the passage “A Turning Point in Tilly’s Life”
- Stimulus card #1: the phrases “a friendship that was far away”, “a friendship that grew stronger”, “a friendship that planted flowers”
- Stimulus card #2: the sentences “It stopped growing.”, “It had flowers.”, “It got better.”

DO: Present and point to the passage “A Turning Point in Tilly’s Life” as you read the following SAY statement.

SAY: We are going to read a story about a girl named Tilly who moves to a new neighborhood. The title of the story is “A Turning Point in Tilly’s Life”. Listen for what happens in the story.

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 the passage part “A TURNING POINT IN TILLY’S LIFE—F”.

SAY: We are going to read part of the story again. Listen for clues that tell you the meaning of the word “bloomed”. [Point to the underlined word “bloomed” in the passage part.]

DO: Read the passage part to the student using appropriate volume, tone, affect, intonation, and expression for the text. Point to the text and to the graphic as you read the passage part. Present stimulus card #1 and point to “bloomed” on the passage part “A TURNING POINT IN TILLY’S LIFE—F” as you read the following SAY statement.

SAY: What does the word “bloomed” mean in this sentence?

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

EXPECT: The student identifies “a friendship that grew stronger” to earn four score points.

A	4 points	Student responds correctly and independently. <i><u>This task is complete.</u></i> Go to Task 3.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “a friendship that grew stronger” on stimulus card #1, then point to the passage part “A TURNING POINT IN TILLY’S LIFE—F” as you read the following SAY statement.

SAY: After spending more time together, Tilly and Carla became great friends.

DO: Point to stimulus card #1.

SAY: What does the word “bloomed” mean in this sentence? [*Point to “bloomed” on the passage part “A TURNING POINT IN TILLY’S LIFE—F”.*]

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

EXPECT: The student identifies “a friendship that grew stronger” 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 “a friendship that grew stronger” on stimulus card #1, then remove stimulus card #1 as you read the following SAY statement.

SAY: The word “bloomed” has more than one meaning. Listen for clues that tell you what the word “bloomed” means in this story.

DO: Point to the last three sentences on the passage part “A TURNING POINT IN TILLY’S LIFE—F” as you read the following SAY statement.

SAY: “Weeks later, their friendship bloomed. Now, when Tilly peers out her window, the house down the street seems warm and inviting. And that’s where Carla lives—her new friend that changed everything.”

DO: Present stimulus card #2.

SAY: What does the word “bloomed” mean about Tilly and Carla’s friendship? [*Point to “bloomed” on the passage part “A TURNING POINT IN TILLY’S LIFE—F”.*]

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

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

SAY: In this sentence, the word “bloomed” means a friendship got better. What does “bloomed” mean about Tilly’s and Carla’s friendship? [Point to “bloomed” on the passage part “A TURNING POINT IN TILLY’S LIFE—F”.]

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

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

MS5_ELA_Task_3

Academic Content Standard: A.RL.5.1 – Identify words in the text to answer a question about explicit information.

Stimulus Materials:

Passage stimulus cards:

- Stimulus card: the passage part “A TURNING POINT IN TILLY’S LIFE—E”

Numbered stimulus cards:

- Stimulus card #1: the sentences “They both are missing their old friends.”, “They both are moving into their best friend’s house.”, “They both are worrying about becoming friends.”

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

DO: Present and point to the passage part “A TURNING POINT IN TILLY’S LIFE—E”.

SAY: We are going to read part of the story again. Listen for what Carla and Tilly discover about each other.

DO: Read the passage part to the student. Point to the text as you read this part of the passage. Present and point to stimulus card #1.

SAY: What do Carla and Tilly discover about each other?

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

EXPECT: The student identifies “They both are missing their old friends.” 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 “They both are missing their old friends.” on stimulus card #1, then point to the passage part “A TURNING POINT IN TILLY’S LIFE—E” as you read the following SAY statement.

SAY: During their visit, Carla and Tilly get to know each other. They talk about what it is like to move into a new neighborhood.

DO: Point to stimulus card #1.

SAY: What do Carla and Tilly discover about each other?

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

EXPECT: The student identifies “They both are missing their old friends.” 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 “They both are missing their old friends.” on stimulus card #1, then mask “They both are worrying about becoming friends.” on stimulus card #1. Point to the last sentence of “A TURNING POINT IN TILLY’S LIFE—E” as you read the following SAY statement.

SAY: We are going to read part of the story again. Listen for what Carla and Tilly discover about each other: “They both were missing their old friends and were worried about who lived in the house down the street!”

DO: Point to the remaining answer choices on stimulus card #1.

SAY: What do Carla and Tilly discover about each other?

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

EXPECT: The student identifies “They both are missing their old friends.” 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 “They both are missing their old friends.” on stimulus card #1, then point to “They both are missing their old friends.” on stimulus card #1 as you read the following SAY statement.

SAY: Carla and Tilly discover they are both missing their old friends. What do Carla and Tilly discover about each other?

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

MS5_Math_Task_1

Academic Content Standard: A.5.NF.1 – Identify models of halves (e.g., $\frac{1}{2}$, $\frac{2}{2}$) and fourths (e.g., $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$).

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the sentences “Kaitlin ordered a personal pizza and ate $\frac{1}{2}$ of her pizza. Jess ordered a personal pizza and ate $\frac{3}{4}$ of his pizza.”
- Stimulus card #2: the fraction sets representing $\frac{1}{2}$ and $\frac{3}{4}$, $\frac{1}{4}$ and $\frac{2}{4}$, $\frac{1}{2}$ and $\frac{1}{4}$

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

SAY: Kaitlin ordered a personal pizza and ate one half of her pizza. Jess ordered a personal pizza and ate three fourths of his pizza.

DO: Present and point to stimulus card #2.

SAY: Which set of circles is shaded to represent one half and three fourths?

DO: Point to each answer choice on stimulus card #2 for the student.

EXPECT: The student identifies the first set of circles, representing $\frac{1}{2}$ and $\frac{3}{4}$, 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 the first set of circles, representing $\frac{1}{2}$ and $\frac{3}{4}$, on stimulus card #2, then point to stimulus card #1 as you read the following SAY statement.

SAY: Remember, Kaitlin ate one half of her pizza and Jess ate three fourths of his pizza. [Point to stimulus card #2.] The shaded parts of the circles represent fractions. Katlin’s circle represents one-half. Jess’s circle represents three-fourths.

DO: Point to stimulus card #2.

SAY: Which set of circles is shaded to represent one half and three fourths?

DO: Point to each answer choice on stimulus card #2 for the student.

EXPECT: The student identifies the first set of circles, representing $\frac{1}{2}$ and $\frac{3}{4}$, 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 the first set of circles, representing $\frac{1}{2}$ and $\frac{3}{4}$, on stimulus card #2, then point to stimulus card #2 as you read the following SAY statement.

SAY: For Kaitlin, the circle should have two parts with one part shaded. For Jess, the circle should have four parts with three parts shaded.

DO: Point to stimulus card #2.

SAY: Which set of circles is shaded to represent one half and three fourths?

DO: Point to each answer choice on stimulus card #2 for the student.

EXPECT: The student identifies the first set of circles, representing $\frac{1}{2}$ and $\frac{3}{4}$, 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 the first set of circles, representing $\frac{1}{2}$ and $\frac{3}{4}$, on stimulus card #2, then point to the first set of circles on stimulus card #2 as you read the following SAY statement.

SAY: In this set of circles, Kaitlin's circle is divided into two parts with one part shaded. Jess's circle is divided into four parts with three parts shaded.

DO: Point to stimulus card #2.

SAY: Which set of circles is shaded to represent one half and three fourths?

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.

Science

MS5_Science_Task_1

Academic Content Standard: A.E.5.8.1 – Identify objects in our solar system (sun, planets, moon, and comets).

Stimulus Materials:

- Stimulus cards: a graphic of the sun, labeled “Sun”; a graphic of clouds, labeled “Clouds”; a graphic of the moon, labeled “Moon”; a graphic of planets, labeled “Planets”; a graphic of a bird, labeled “Bird”
- Stimulus card #1: a graphic of an airplane, labeled “Airplane”; a graphic of stars, labeled “Stars”; a graphic of a rocket, labeled “Rocket”

SAY: **This task is about objects in our solar system. These objects are not part of the Earth’s atmosphere. These objects exist in outer space.**

DO: Present the graphics from the stimulus cards in the following order: “Sun”, “Clouds”, “Moon”, “Planets”, and “Bird”.

SAY: **Here are five objects. This is a picture of the sun.** [Point to the graphic of the sun, labeled “Sun”.] **Is this an object that exists in outer space?**

DO: Allow the student time to respond. Remove the graphic of the sun.

SAY: **This is a picture of the clouds.** [Point to the graphic of the clouds, labeled “Clouds”.] **Is this an object that exists in outer space?**

DO: Allow the student time to respond. Remove the graphic of the clouds.

SAY: **This is a picture of the moon.** [Point to the graphic of the moon, labeled “Moon”.] **Is this an object that exists in outer space?**

DO: Allow the student time to respond. Remove the graphic of the moon.

SAY: **This is a picture of the planets.** [Point to the graphic of the planets, labeled “Planets”.] **Is this an object that exists in outer space?**

DO: Allow the student time to respond. Remove the graphic of the planets.

SAY: **This is a picture of a bird.** [Point to the graphic of a bird, labeled “Bird”.] **Is this an object that exists in outer space?**

EXPECT: The student identifies “Sun” AND “Moon” AND “Planets” as outer space objects 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.		

EXPECT: The student identifies two of the three outer space objects (“Sun”, “Moon”, “Planets”) 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 two of the three outer space objects, then remove the graphic of the bird from the stimulus cards as you read the following SAY statement.

SAY: Objects that exist in outer space occur naturally. They are not made by people. Some objects in outer space are seen mostly in the night sky.

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

SAY: Which of these objects is an object that exists in outer space?

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

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

SAY: Objects found in outer space are natural. An airplane and a rocket are made by people. Stars are objects found in outer space. Which of these objects is an outer space object?

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

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

MS5_Science_Task_2

Academic Content Standard: A.P.5.5C.2 – Identify a chemical change (e.g., burning wood or a candle, rusting of iron, souring of milk).

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: a diagram of chemical change, labeled “Chemical Change”
- Stimulus card #2: the phrases “melting ice”, “rotting apple”, “ripping paper”
- Stimulus card #3: a graphic of a fresh slice of bread, labeled “fresh bread”; a graphic of a moldy slice of bread, labeled “moldy bread”
- Stimulus card #4: a graphic of a melting ice cube, labeled “melting ice”; a graphic of a rotting apple, labeled “rotting apple”; a graphic of a ripped piece of paper, labeled “ripping paper”

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

SAY: This task is about chemical changes. A chemical change happens when a reaction creates one or more different substances. The new substances have different properties. The new substance may be a different color. It may smell different.

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

SAY: Which one is an example of a chemical change?

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

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

SAY: Remember, new substances are created in a chemical change.

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

SAY: Think about a slice of bread with mold. The slice of bread smells different as it goes through a chemical change.

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

SAY: Which one is an example of a chemical change?

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

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

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

SAY: [Point to the fresh slice of bread and then the moldy slice of bread.] Look at the two slices of bread. The moldy slice of bread looks different.

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

SAY: Which one is an example of a chemical change?

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

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

C	2 points	Student responds correctly with increased provided supports. <u>This task is complete.</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 “rotting apple” on stimulus card #4, then point to “rotting apple” on stimulus card #4 as you read the following SAY statement.

SAY: A rotting apple is an example of a chemical change. Which one is an example of a chemical change?

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

MS5_Science_Task_3

Academic Content Standard: A.P.5.6.4 – Identify that when the same force (push or pull) is applied to two different objects, the mass (heavy or light) of the objects will affect their motion (e.g., when the same push is applied to a heavier book and to a light book, the heavy book will move less).

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the sentences “Forces cause objects to move. A force can move objects that have less mass farther than objects that have more mass.”
- Stimulus card #2: a graphic of a student pushing a toy, labeled “pushing a toy”; a graphic of a student pushing a heavy box, labeled “pushing a heavy box”; a graphic of a student pushing a toy wagon, labeled “pushing a wagon with rocks”

❖ *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: In this task, you will describe how mass affects the movement of objects. “Forces cause objects to move. A force can move objects that have less mass farther than objects that have more mass.”

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

SAY: A person pushed three objects with the same amount of force. Which object would move farthest?

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

EXPECT: The student identifies “pushing a toy” to earn four score points.

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

DO: If the student does not identify “pushing a toy” on stimulus card #2, then point to stimulus card #1 as you read the following SAY statement.

SAY: Remember, forces move objects that have less mass farther than objects that have more mass. A person pushed each object with the same force. Which object would move farthest?

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

EXPECT: The student identifies “pushing a toy” 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 “pushing a toy” on stimulus card #2, then mask the graphic “pushing a wagon with rocks” on stimulus card #2 as you read the following SAY statement.

SAY: An object with more mass needs more force to move it as far as an object with less mass. A person pushed each object with the same force. Which object would move farther?

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

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

SAY: A toy will move farther when pushed by the same force as the box. Which object would move farther?

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 Science section.