



**Mississippi Academic Assessment Program–Alternate  
(MAAP-A)**

**Blueprint Interpretive Guide**

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**Dr. Carey M. Wright, Ed.D.**

**State Superintendent of Education**

**Dr. Paula Vanderford, Ed.D.**

**Chief of Accountability**

# Mississippi Academic Assessment Program – Alternate Blueprint Interpretive Guide

A Joint Publication

Division of District and School Performance, Office of Student Assessment

- Dr. Paula Vanderford, Chief Research and Development Officer
- Walt Drane, Executive Director for Student Assessment and Accountability
- Vincent Segalini, State Assessment Director
- M. Pleshette Smith, MAAP-A Program Coordinator
- Libby Cook, MAAP Program Coordinator and Mathematics Content Specialist
- Melissa Beck, MKAS 2, MKAS 2 Coordinator
- Sharon Prestridge, ELPT Program Coordinator

Office of the Chief Academic Officer

- Dr. Kim Benton, Chief Academic Officer
- Gretchen Cagle, State Director, Office of Special Education
- Tanya Bradley, Bureau Director, Office of Special Education
- Sharon Coon, Office Director, Office of Special Education
- Devin Boone, Professional Development Coordinator, Office of Special Education

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**Director, Office of Human Resources  
Mississippi Department of Education  
359 North West Street  
Suite 203  
Jackson, Mississippi  
39201 (601) 359-3511**

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## **Mississippi Academic Assessment Program – Alternate (MAAP-A) Overview**

The Mississippi Department of Education (MDE) values learning for all students - ensuring a bright future for every child - including students who have significant cognitive disabilities and who participate in an alternate assessment based on alternate achievement standards (AA-AAS). As new understandings of what these students can learn when taught have emerged, policy makers, educators, and families have raised their expectations and improved instructional methods for students with significant cognitive disabilities. The MDE believes that all students can learn, develop competency, and make progress in the general curriculum with supports

### **Mississippi Academic Assessment Program – Alternate (MAAP-A)**

In the 2016-2017 school year, a newly designed alternate assessment was administered. The newly designed alternate assessment will continue in 2017-18 and beyond. As before, the Mississippi Academic Assessment Program-Alternate (MAAP-A) is administered to students with the most significant cognitive disabilities in grades 3–8 in English Language Arts (ELA) (i.e., Reading and Writing) and mathematics; in grades 5 and 8 in science; and in high school in Algebra I, English II, and Biology I. The test design balances alignment to the assessed grade-specific academic content with the need to create assessment items that allow all students with significant cognitive disabilities to demonstrate knowledge and skills to the best of their abilities. The MAAP-A reflects high expectations for students with significant cognitive disabilities as measured by an assessment designed to provide opportunities for students to demonstrate a range of simple to more complex skills at each grade level.

### **Assessment of Academic Standards**

Grade-specific standards do not define *how* the standards should be taught or which materials should be used to support students. Rather, the standards define *what* should be taught. Importantly, the standards provide clear signposts along the way to the goal of college, career, and community readiness for all students. There will need to be a range of scaffolds and supports in place during instruction to ensure that students can master the standards. The academic content standards represented on the MAAP-A are as follows:

- *Dynamic Learning Maps Essential Elements for English Language Arts and Dynamic Learning Maps Essential Elements for Mathematics*
- *Mississippi Extended Science Framework (MESF)*

The *Dynamic Learning Maps (DLM) Essential Elements for English Language Arts and Mathematics* are specific statements of knowledge and skills linked to grade-level expectations. They create a bridge between *Mississippi College- and Career-Readiness Standards* and challenging achievement expectations for students with significant cognitive disabilities. Similarly, the *Mississippi Extended Science Framework (MESF)* are concepts and skills that feed into the grade-level objectives shown in the *2010 Mississippi Science Framework*.

## **Every Student Succeeds Act of 2015 (ESSA)**

The Every Student Succeeds Act of 2015 (ESSA) requirements impacting Mississippi and those specific to students with the most significant cognitive disabilities participating in the AA-AAS include:

- Annual statewide assessments are required in reading and math in grades 3-8 and once in high school; science assessments are required once each in elementary, middle, and high school.
- Assessments must be aligned with state standards and provide information on whether a student is performing at grade level.
- Statewide standards must apply to all students in at least math, English language arts, and science.
- Standards must be aligned to entrance requirements for credit-bearing courses in the state's system of public higher education and relevant career and technical education standards.
- No more than 1 percent of all students in the state can take an alternate assessment for students with the most significant cognitive disabilities.
- Proficiency should mean that the student is on track to pursue postsecondary education or competitive integrated employment.
- Promotion of involvement in and progress in the general education curriculum.

## **A Comprehensive Assessment System**

Teachers use assessments to make inferences about their students' current knowledge and skills. These inferences lead to decisions about what to teach and how to best teach students. Teachers must have a clear understanding of the system of standards and assessments and interpretation of the scores they yield, along with other measures of student achievement (e.g., formative assessments, interim assessment) to inform instruction.

To this end, the MDE has provided and plans for future opportunities for Mississippi educators to be involved in the development of the assessment system components. Educators provided assistance to the MDE in the development, design, documentation, and approval of all MAAP-A activities beginning in the 2016-17 school year. Ultimately, Mississippi educators have provided critical input into the refinement of grade- and content-specific items and have provided valuable feedback to inform future item development and assessment administration.

The MAAP-A Assessment System includes the following components: 1) Academic Standards; 2) Content Definitions; 3) Claims; and 4) Measurement Targets. A general description of the assessment system components, shaped by educator input, is provided below followed by more specific descriptions of each of the components.

Content areas are one method that schools use to organize knowledge, teaching, and academic programming. Content Definitions provide the overall meaning of each content area. Subsequently, Claims and Measurement Targets for each content define what constitutes observable assessment evidence that students have acquired the knowledge and skills stated in the standards. Measurement Targets are statements that provide grade-level descriptions of the performance defined in the claim.

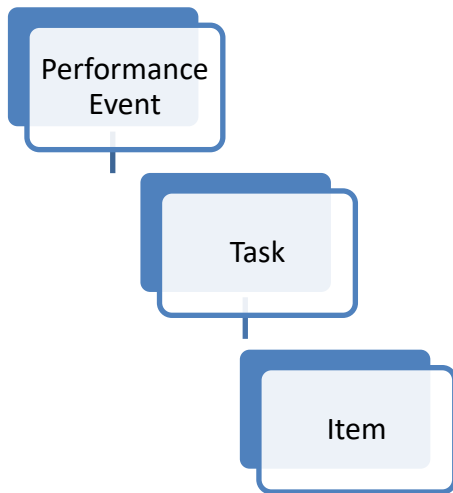
# MAAP-A Test Design

## Naming Conventions

Before providing extra detail about the implementation of this program, it will be useful to define the terminology used in this document to represent different parts/levels of the assessment design.

1. Performance Event (PE): The Performance Event is the content area being assessed (ELA, mathematics, or science). Each PE is organized in grade-specific test booklets consisting of scripted tasks.
2. Task: A task measures a particular standard. Each task within a specific PE is scripted with "SAY" and "DO" statements which guide the Test Administrator through the task administration and to ensure a standardized delivery of the assessment.
3. Item: Each task is comprised of four items. Students are expected to independently respond correctly to one of the items in order to score up to 4 points. Items within each task are written at varying levels of complexity and provide varying levels of support, beginning with the most complex item and the least amount of support and ending with the least complex item and the most support.

## Exhibit 1. MAAP-A Content Area Assessment Components



## Performance Events

### Overview

Performance events allow students to demonstrate knowledge and skills aligned to the Dynamic Learning Maps (DLM) Essential Elements and the Mississippi Extended Science Framework (MESF). The tasks for the performance events will be written to address specific, identified skills by means of a scripted format. Each performance event task will list stimulus materials needed to administer each item associated with the task. Note that as soon as a student correctly responds to an item, the teacher is directed to move to the next task. Preparation for an accurate, uninterrupted administration of each performance event requires knowledge and preparation of the provided stimulus materials. At the end of the administration, all secure assessment materials are returned to the vendor.

## **Administration**

### ***Process Overview***

The teacher is required to begin presentation of each task/item at the beginning of the script. An independent student response is required to earn a score point of 4, 3, or 2. When the student meets the criteria indicated in the EXPECT statement associated with an item, a score point is awarded to the student, and the teacher moves the student to the next task. If a student cannot correctly answer an item, the teacher administers the next item as stated in the script. The student is provided with increased levels of support culminating in the provision of step-by-step directions to guide the engaged student in the completion of the final item within the task, before moving the student to the next task.

The items are scripted with “SAY” and “DO” statements to guide the teacher through the task administration, as well as for standardized delivery. The score points associated with each of the student responses are embedded as EXPECT statements which provide clear criteria for each score point.

### ***General Administration Criteria***

To administer a standardized assessment and to allow a student with a significant cognitive disability to demonstrate knowledge of academic skills in the assessed content areas, implementation of defined administration criteria are allowed during the administration of the MAAP–A. A list of administration criteria follows.

1. Select and use administration criteria that closely mirror their use during daily academic instruction and are familiar to the student.
2. Reread directions and test items as needed without providing any additional prompting or support for the score point level.
3. Praise student effort without cluing correct responses.
4. Praise and confirm the correct response when provided by the student or when the correct response is elicited using step-by-step directions for a score point of 1.
5. Determine the appropriate word choice when given options within “SAY” statements to allow access by the student to the item.
6. Reduce the language within the item while maintaining fidelity with the item (i.e., repeated language including repeating the directions or item).
7. When reading passages, use an appropriate pace to allow the student processing time.
8. Direct the student to text. Point at the sentence/line or word level if this is typically done during instruction.
9. When presenting charts as stimulus materials, describe the contents of the chart beginning at the top of the chart and reading information from left to right (from the student’s perspective) and then top to bottom.
10. When directed to remove stimulus or response materials, remove them completely from the visual field or reach of the student.
11. Match labeling of stimulus materials or response materials with pointing.



12. Allow sufficient wait time based on your knowledge of the student, moving through each item at an appropriate pace.
13. Given familiarity with the student, the teacher is trained to stop the administration of the assessment, following the award of a score point for an item, if the student's behavior, medical needs, or characteristics prohibit the student from demonstrating optimal performance.

### **System of Supports and Scaffolds**

The performance event tasks use levels of complexity and varying degrees and types of supports to provide opportunity for students to independently show what they know and can do. As a result of instruction, students have acquired a level of understanding of the age- and grade-appropriate assessed skills. Each performance event includes up to thirteen tasks. Each task has a series of items that vary from complex to simple in order to measure a range of acquired skills. The scripted tasks are presented with increased supports that allow a student to show what he or she knows and can do. It is expected that a student can correctly answer some assessed skills at a more complex level with few supports, as well as correctly answer some assessed skills at a less complex level with more supports. The performance events are designed to capture a range of performance for every student.

### **Structure**

The performance event tasks follow a similar format in all content areas. The primary components of the performance event tasks include:

- Grade-level academic content standard
- Stimulus materials
- Basic setup
- SAY and DO statements
- EXPECT statements for all 4, 3, and 2 score points in each item
- Embedded score point boxes
- NOTES

### ***Grade-level Academic Content Standards***

The alternate assessments must align with grade-level academic content standards that reflect how students eligible for participation in the alternate assessment demonstrate performance via the alternate achievement standards.

### ***Stimulus Materials***

Each task lists stimulus materials needed. Stimulus materials are provided with the MAAP-A testing materials. Specific materials such as number sentences or pictures are included in the stimulus materials if they are required. For Mathematics and Science, the item-specific materials needed to administer the tasks are listed at the beginning of the section and within the item.

Based on the teacher's knowledge of an individual student's mode of communication, appropriate materials to support individual, independent student responses are prepared and made available during the MAAP-A administration. These could include a pencil, augmentative or communication devices,

word cards, pictures, or objects. Enhancements might include, but are not limited to, enlarging, cutting apart, tactile graphics, or bolding lines.

### ***Basic Setup***

Information regarding requirements for the task administration is provided to the teacher in the basic setup. This includes statements related to the way in which to set up the tasks, use and arrange the stimulus materials, and order the presentation of materials. The "DO" statement may include specific directions as to the presentation and reference to stimulus materials to ensure standard administration. Typically, information regarding the setup of an item is found in all the performance events.

### ***"SAY" and "DO" Statements***

Each performance event item is presented to the student in a standardized, scripted sequence of steps, culminating in a teacher's scoring of the student performance in accordance with specific criteria stated in the provided EXPECT statement for each score point. The "SAY" statements may be adapted without providing additional levels of prompting, support, or cueing to the answer. The teacher may not define vocabulary or clue correct answer choices through the provision of variations to direction or responding word choices.

Possible word choices are indicated, but not limited, in an item through a series of words separated by slashes (e.g., minus/subtract/take away). "SAY" statements may be repeated without providing additional levels of prompting, support, or cueing to the answer. "SAY" statements should not include language such as:

- "I want you to..."
- "You need to..."

Rather, the "SAY" statement should state the expected response or answer from the student required to earn a score point. For example:

- "Show the..."
- "Point to the..."
- "What is the..."

"DO" statements are embedded before and after "SAY" statements. These statements define the actions and steps to be taken by the teacher to administer the items using standard procedures. The "DO" statements also describe:

- How to deliver/administer the prescribed support for each item
- Placement and orientation of stimulus and/or response materials
- Order of presentation and how to present stimulus and/or response materials
- How to combine the actions of the "DO" statement while providing the associated stimulus card content

### Score Point Boxes – “EXPECT” Statements

Score point boxes – i.e., “EXPECT” statements (ranging from 4 down to 0), are embedded within each task. Each task begins at a score point of 4, allowing each student the opportunity to achieve the highest score point. If the “EXPECT” statement is not met by a correct student response, the teacher then moves on to the next set of “SAY” and “DO” statements within the same task. During the administration of each task, the teacher records the number of points scored for the student’s response. Each score is based on the occurrence of a student’s correct response. The teacher records the score on the score sheet and moves on to the next task within the performance event.

In some instances, score point boxes are not separated by “SAY” and/or “DO” statements. This is typically followed by an EXPECT statement, which informs the teacher of the correct response associated with each preceding score point. In such cases, the teacher will use the “SAY” and “DO” statements preceding score point boxes to guide the administration of the item. EXPECT statements will be provided before each 4-, 3-, and 2-point score box.

In the case of 1-point score boxes, the teacher will engage the student through the use of step-by-step directions. The teacher will repeat the question associated with the 2-point score box and/or follow the “SAY” and “DO” statements associated with the 1-point score box using step-by-step directions. It is in this assessment scenario that a student who has not been able to respond correctly with the support and modeling associated with the previous score points will have the opportunity to correctly respond for 1 score point when provided with a maximum level of support while engaged in the administration of the item.

A score of “zero” is earned by the student if the student does not complete any item within a task. The teacher is trained to stop the administration of the assessment, following the award of a score point for an item if the student’s behavior, medical needs, or characteristics prohibit the student from demonstrating optimal performance.

Table 1 (below) provides a sample scoring rubric.

**Table 1. Sample Scoring Guide for the Performance Events**

#Score Points	Description
4 points	Student responds correctly and independently (continue to next task).
3 points	Student responds correctly with the provided supports (continue to next task).
2 points	Student responds correctly with increased provided supports (continue to next task).
1 point	Student responds correctly to step-by-step directions (continue to next task).
0 points	Student did not correctly respond to step-by-step directions (continue to next task).

### EXPECT Statements

To ensure correct scoring and record of the accuracy of student response by the teacher and second scorer, **an EXPECT statement will be provided for all 4, 3, and 2 score points in each item.**

EXPECT statements define the expectation for an accurate student response for a given score point. Two examples are shown below.

- a. **EXPECT:** The student identifies and corrects all the capitalization and spelling errors and includes a question mark to earn 4 points. [Followed by a 4-point score box.]
- b. **EXPECT:** The student corrects three of the four errors to earn 3 score points. [Followed by a 3-point score box.]

**NOTES**

A NOTE is included in the item if clarification is needed on the use of materials or if a specific process needs to be followed. Therefore, some items may include a NOTE intended to provide additional information to the teacher to guide and ease the administration of the item. For example:

- a. If the student does not correctly identify the topic sentence, go to the next level of support. If the student selects the correct topic sentence, go on to the next “DO” statement.

## Interpreting the Blueprint

Table 1

	<i>Column A</i>	<i>Column B</i>	<i>Column C</i>	<i>Column D</i>
	<b>*Dynamic Learning Maps (DLM) Essential Element Strand (Alternate Assessment Target)</b>	<b>Tasks (%) MAAP-A</b>	<b>**MSCCRS Strand (Assessment Target)</b>	<b>Points (%) MAAP</b>
<i>Row 1</i>	<b>Reading Literature (RL)</b> Students demonstrate a basic understanding of literature by determining a logical order of events and identifying details related to story elements within texts when given guidance and support.	<b>4 (31)</b>	<b>Reading Literature (RL)</b> Students demonstrate comprehension of literature by determining the sequence of events and understanding details related to visual or story elements within or across texts.	<b>20 (33.3)</b>
<i>Row 2</i>	<b>RL Standards</b> EE.RL.3.1, EE.RL.3.2 EE.RL.3.3, EE.RL.3.4 EE.RL.3.5, EE.RL.3.6. EE.RL.3.7, EE.RL.3.9 EE.RL.3.10		<b>RL Standards</b> RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.9, RL.3.10	

- \*A full description of the Dynamic Learning Maps (DLM) Essential Element Standards can be found on the Mississippi Department of Education Office of Student Assessment- Special Populations webpage ([http://www.mdek12.org/OSA/SP/mississippi-assessment-program-alternate-\(map-a\)](http://www.mdek12.org/OSA/SP/mississippi-assessment-program-alternate-(map-a))).
- \*\* A full description of the Mississippi College and Career Ready Standards (MSCCRS) can be found on the Mississippi Department of Education Office of Elementary Education and Reading and Office of Secondary Education webpages (<http://www.mdek12.org/ESE/links/college-and-career-readiness-standards>).

## Table Column Definitions

- Column A includes:
  - The Dynamic Learning Maps (DLM) Essential Elements or Mississippi Extended Science Frameworks (MESF) Strand and EE standards indicators.
  - The standards indicators are the naming convention identifying each standard. For example, the labeling EE.RL.3.1 is –
    - EE = Essential Element
    - RL = The strand “Reading Literature”
    - 3 = is the grade-level
    - 1= is the standard indicator
- Column B includes:
  - Number of tasks and score percentage for this strand included on the MAAP-A assessment.
- Column C includes:
  - The Mississippi College- and Career-Ready Standards Strand and standards indicators which can be linked to the corresponding alternate assessment Dynamic Learning Maps (DLM) Essential Element.
  - The standards indicators are the naming convention identifying each standard. For example, RL.3.1 can be read as –
    - RL = The strand “Reading Literature”
    - 3 = is the grade-level
    - 1= is the standard indicator
- Column D includes:
  - Number of points and score percentage for this strand included on the MAAP assessment.

## Table Row Definitions

- Row # 1 includes:
  - MAAP-A / EE Strand Name and Assessment Targets,
  - MAAP-A number of tasks for and score percentage for this strand,
  - MAAP Strand and Assessment Targets
  - MAAP number of points and score percentage for this strand.
- Row # 2 includes:
  - The Essential Elements or Mississippi Extended Science Frameworks standards indicators associated with this strand, and
  - The Mississippi College- and Career-Ready Standards associated with this strand.

## Content Area Definitions

A content area refers to a defined domain of knowledge and skill in an academic program. A “working” definition for each assessed content area (i.e., ELA, mathematics, and science) provides educators with a common understanding to support instruction and the development of assessment items.

### *ELA Definition:*

English language arts is making meaning from texts and a variety of print (including, but not limited to, picture symbols); acquiring understanding of vocabulary by using context through listening, reading, and print media; generating a permanent product (e.g., writing, drawing, scribing) that conveys the author’s purpose; and applying conventions of standard English within writing, speaking, or other communicative methods to clearly communicate the intended message.

### *Mathematics Definition:*

Mathematics is the knowledge of concepts and how to apply these concepts to number sense (e.g., identifying patterns and relationships) and geometry (e.g., spatial reasoning); applying operations (e.g., problem solving and checking solutions); and using measurement and mathematical reasoning (e.g., interpreting data).

### *Science Definition:*

Science involves making connections between core ideas in life science, physical science, and earth and space science and scientific concepts (e.g., cause and effect) that apply to all disciplines; employing the practices needed to engage in scientific inquiry (e.g., planning and carrying out investigations); and utilizing engineering/technology principles (e.g., data analysis, making claims, and explaining results).

## Assessment Claims

Where the standards define *what* students are expected to know and be able to do, the assessment claims indicate *how* students demonstrate acquired knowledge and skills. In other words, the claims form the basis of the assessment design. By defining the assessment claims in each content area, the MDE was able to build a comprehensive assessment system which results in clear, understandable score reports. Thus, educators are provided with a clear indication of students’ progress in the academic curriculum.

### *ELA Assessment Claims*

**Claim #1: Reading Claim: Students comprehend a variety of complex texts and print, including both literary and informational texts, while demonstrating knowledge of vocabulary.**

Knowledge and skills:

- Determine critical elements of text (e.g., demonstrate understanding of details in a text);
- Construct understandings of text (e.g., recount an event related to the theme or central idea);
- Determine the meaning of words and phrases; and
- Use evidence from one or more texts to support interpretations and meaning (e.g., comparing, summarizing, making inferences, drawing conclusions, or analyzing information).

**Claim #2: Writing Claim: The student can generate a permanent product (e.g., writing, drawing, scribing) and apply conventions of standard English for a range of purposes and audiences.**

Knowledge and skills:

- Use writing to communicate (e.g., introduce a topic and convey information);
- Integrate ideas and information in writing (e.g., introduce a topic and use clear organization)
- Represent and organize ideas, drawing evidence from literary or informational text or other media sources across writing types (i.e., argument, informative, and narrative)
- Demonstrate knowledge of word meanings

- Demonstrate knowledge of standard English conventions

### *Mathematics Assessment Claims*

**Claim #1: Number Sense: Students demonstrate increasingly complex understanding of number sense.**

Knowledge and skills:

- Demonstrate number sense (counting, place value, fraction);
- Compare, compose, and decompose numbers and sets;
- Calculate accurately and efficiently using simple arithmetic operations; and
- Identify patterns/rules and relationships.

**Claim #2: Geometry: Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.**

Knowledge and skills:

- Identify and use geometric properties of two- and three-dimensional shapes; and
- Solve problems involving area, perimeter, and volume.

**Claim #3: Operations and Algebraic Thinking: Students solve increasingly complex mathematical problems, making productive use of algebra and functions.**

Knowledge and skills:

- Use operations and models to solve problems with variables; and
- Understand patterns and functions.

**Claim #4: Measurement and Mathematical Reasoning: Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.**

Knowledge and skills:

- Understand and use measurement principles and units of measure;
- Represent and interpret data displays; and
- Compare objects according to attributes.

### *Science Assessment Claims*

**Claim #1: Life Science: Students demonstrate increasingly complex understanding of life science.**

Knowledge and skills:

- Demonstrate understanding of structures and processes in organisms such as growth, development and energy flow;
- Demonstrate understanding of interactions, energy, and dynamics in ecosystems;
- Demonstrate understanding of heredity concepts such as inheritance and variation of traits; and
- Demonstrate understanding of biological evolution as it relates to natural selection, adaptation and biodiversity.

**Claim #2: Physical Science: Students demonstrate increasingly complex understanding of physical science.**

Knowledge and skills:

- Demonstrate understanding of composition of matter and its interactions and how matter is changed by chemical reactions and nuclear processes;
- Demonstrate understanding of forces, motions, and interactions in physical systems;
- Demonstrate understanding of energy types, transformations, transfer, and relationship; between energy and forces; and
- Demonstrate understanding of wave properties and electromagnetic radiation.

**Claim #3: Earth and Space Sciences: Students demonstrate increasingly complex understanding of Earth and space science.**

Knowledge and skills:

- Demonstrate an understanding of the universe;
- Demonstrate an understanding of the interrelationships among Earth’s systems such as plate tectonics, weather and climate;
- Recognize how humans depend upon and are responsible for Earth’s resources; and
- Demonstrate an understanding of Earth’s composition, properties, and resources.

## MAAP-A English Language Arts Blueprint

### English Language Arts Assessment Targets

Assessment targets for each strand or domain are statements that provide descriptions of the performance defined in the claim. The Assessment targets are grade- and content-specific and represent the body of knowledge and skills that inform the selection of assessed standards and subsequent item development.

**Exhibit 1. Grade 3 ELA**

<b>Strand (Assessment Target)</b>
<b>Reading Literature</b> - Students demonstrate a basic understanding of literature by determining a logical order of events and identifying details related to story elements within texts, illustrations or factual information when given guidance and support.
<b>Reading Informational Text</b> - Students demonstrate a basic understanding of informational text by ordering two events in a text ('first' and 'next'), using text features and visual elements identifying details within a text and similarities between texts on the same topic when given guidance and support.
<b>Language</b> – Students can demonstrate a basic understanding of the conventions of standard English (simple sentence structures, capitalization, punctuation), knowledge of word meanings, word relationships and words that signal temporal relationships when given guidance and support
<b>Writing</b> - Students can produce writing for a range of purposes and audiences and including reasons or details when given guidance and support.

**Exhibit 2. Grade 4 ELA**

<b>Strand (Assessment Target)</b>
<b>Reading Literature</b> - Students demonstrate a basic understanding of literature by identifying the theme or central idea, identifying and comparing story elements (characters, settings, events), making simple connections across texts using visual, factual or oral version when given guidance and support.
<b>Reading Informational Text</b> - Students demonstrate a basic understanding of informational text by identifying explicitly stated main ideas, details, and one or more reasons supporting a specific point in a written or visual text and a basic understanding of details from two texts on the same topic when given guidance and support.
<b>Language</b> - Students demonstrate a basic understanding of the conventions of standard English (sentence structure, capitalization), knowledge of word meaning using context, word relationships and use (opposites), and use words acquired through conversations, being read to and during shared reading activities including domain-specific words when given guidance and support.
<b>Writing</b> - Students can produce writing for a range of purposes and audiences and include reasons or details when given guidance and support.



### Exhibit 3. Grade 5 ELA

Strand (Assessment Target)
<b>Reading Literature</b> - Students demonstrate a basic understanding of literature by identifying the theme or central idea, identifying and comparing story elements (characters, settings, events), making simple connections across texts and using details from the text or illustrations when given guidance and support.
<b>Reading Informational Text</b> - Students demonstrate a basic understanding of informational text by identifying explicitly stated main ideas, detail events, and one or more reasons supporting a specific point, and a basic understanding of details from two texts on the same topic using print or digital sources when given guidance and support.
<b>Language</b> - Students demonstrate a basic understanding of the conventions of standard English (sentence structure, capitalization), knowledge of word meaning using context, word relationships and use (opposites), and use words acquired through conversations, being read to and during shared reading activities including domain-specific words when given guidance and support.
<b>Writing</b> - Students can produce writing for a range of purposes and audiences and include reasons or details when given guidance and support.

### Exhibit 4. Grade 6 ELA

Strand (Assessment Target)
<b>Reading Literature</b> - Students demonstrate a basic understanding of literature by drawing simple inferences, identifying details related to theme or character, determining the structure of a text, identifying words or phrases that show what the narrator or speaker is thinking or feeling, comparing texts with similar topics or themes and comparing the experience of reading/listening to a text with the experience of watching a performance of the same text.
<b>Reading Informational Text</b> - Students demonstrate a basic understanding of informational text by identifying inferences, the main idea and related facts, a detail that elaborates on individuals, events, or ideas introduced in the text, identifying words that describe or show the author's point of view, comparing how two texts describe the same event, and distinguishing claims in a text supported by reason.
<b>Language</b> - Students demonstrate a basic understanding of word meanings using context (determine missing words in text), word relationships and use (similes, synonyms, antonyms), and using general academic and domain-specific words and phrases across contexts.
<b>Writing</b> - Students can produce writing for a range of purposes and audiences and include reasons or details when given guidance and support.

### Exhibit 5. Grade 7 ELA

Strand (Assessment Target)
<b>Reading Literature</b> - Students demonstrate a basic understanding of literature by identifying inferences, events related to the theme or central idea, relating story elements, comparing the structure of two or more texts, comparing the points of view of two or more characters or narrators in a text, comparing a text with a media version of the same text, and comparing historical fiction with an historical account.
<b>Reading Informational Text</b> - Students demonstrate a basic understanding of informational texts by identifying inferences, determining two or more central ideas in a text and how two individuals, events, or ideas are related, determining how a fact, step, or event fits into the overall structure, determining the author's point of view or purpose, comparing a text to a media version of the same text, determining how a claim or reason fits into the overall structure, and comparing and contrasting how different texts present the same topic.
<b>Language</b> - Students demonstrate a basic understanding of word meaning by using context to determine words missing from a text, word relationships and use (identifying literal and non-literal meanings of words in context), and using general academic and domain-specific words and phrases across contexts.
<b>Writing</b> - Students can produce writing for a range of purposes and audiences when given guidance and support.

### Exhibit 6. Grade 8 ELA

Strand (Assessment Target)
<b>Reading Literature</b> - Students demonstrate a basic understanding of literature by citing text to support inferences, recounting an event related to the theme or central idea including details about character and setting, identify which incident led to a subsequent action, comparing and contrasting the structure of two texts, determining the difference in the points of view of a character and the reader, comparing and contrasting a text version with different media of the same text, comparing and contrasting themes, patterns of events or characters across two or more stories.
<b>Reading Informational Text</b> - Students demonstrate a basic understanding of informational text by citing text to support inferences, providing a summary of a familiar text, recounting events in order, locating a topic sentence and supporting details in a paragraph, determining an author's point of view or purpose and identifying examples from text to describe or support it, determining the best way to present a topic (audio, video, multimedia, or text) determining the author's argument, and identifying where two texts differ on the same topic.
<b>Language</b> - Students demonstrate a basic understanding of word meaning using context (using context to determine missing word from content area text), word relationships and use (use of multiple-meaning words, using common words to understand compound or complex words) and using general academic and domain-specific words and phrases across contexts.
<b>Writing</b> - Student can produce writing for a range of purposes and audiences and include reasons or details when given guidance and support.

### Exhibit 7. High School (ENG II)

Strand (Assessment Target)
<b>Reading Literature</b> - Students demonstrate a basic understanding of literature by determining which citations support inferences drawn from the text, recounting events related to theme or central idea including details about character and setting, determining how characters change over the course of a text, determining a point of view or cultural experience in a work of literature from outside the United States and comparing it with their own point of view or experience, comparing the representation of a subject or topic in two different mediums, and identifying when an author draws upon a different text.
<b>Reading Informational Text</b> - Students demonstrate a basic understanding of informational text by determining which citations support inferences drawn from the text, determining the central idea and details to support it, determining logical connections between individuals, ideas, or events, locate sentences that support the central idea or claim, determining author's point of view and comparing with own point of view, analyzing two accounts of a subject told in different mediums to determine how they are the same and different, determining how claims support the argument, and making connections between texts with related themes and concepts.
<b>Language</b> - Students demonstrate a basic understanding of word meaning using context (use context to determine meaning of unknown words), word relationships and use (interpret common figures of speech, determine the intended meaning of multiple meaning words) and use general academic and domain-specific words and phrases across contexts.
<b>Writing</b> - Student can produce writing for a range of purposes and audiences and include reasons or details when given guidance and support.

## **MAAP-A Grade 3 ELA Blueprint**

The following MAAP-A test blueprint for grade 3 ELA contains information about individual tasks, including the number of tasks and percent coverage by strand or conceptual area. Under each strand or conceptual category, the blueprint delineates which standards will be measured. Also note, in order to reflect the MAAP blueprints and expectations for ELA, the MAAP-A ELA blueprints combine reading and writing items together in one form which is compatible in length to the other content areas. The chart on the next page shows how each Dynamic Learning Maps Essential Element strand is aligned to the MS College and Career Ready (MSCCRS) strand.

### **Interpreting the Blueprint Exhibit**

Column A includes:

- the ELA Dynamic Learning Maps Essential Element strand name, and directly below it are the assessed Dynamic Learning Maps Essential Element standards;
- the Dynamic Learning Maps Essential Element (EE) code: identifies which EE standard is being assessed within a strand.

Column B includes:

- number of tasks by strand on the MAAP-A blueprint;
- the percent coverage by strand on the MAAP-A blueprint.

Column C includes:

- the MSCCRS strand name and standard;
- the MSCCRS code: identifies which MSCCR standard is being assessed within a strand;

Column D includes:

- number of points by strand on the MAAP blueprint;
- the percent coverage by strand on the MAAP blueprint;

Please note that given the limited number of task positions on the MAAP-A ELA assessment, eight reading tasks, three writing tasks, and two language tasks are assessed. The tasks are indicated at the standard level due to the passage dependency.

Grade 3 ELA MAAP-A Blueprint

	<b>*DLM Essential Element Strand (Alternate Assessment Target)</b>	<b>Tasks (%) MAAP-A</b>	<b>**MSCRRS Strand (Assessment Target)</b>	<b>Points (%) MAAP</b>
<b>RL Strand and Associated Standards</b>	<b>Reading Literature (RL)</b> Students demonstrate a basic understanding of literature by determining a logical order of events and identifying details related to story elements within texts, illustrations or factual information when given guidance and support.	<b>4 (31)</b>	<b>Reading Literature (RL)</b> Students demonstrate comprehension of literature by determining the sequence of events and understanding details related to visual or story elements within or across texts.	<b>20 (33.3)</b>
	<b>RL Standards</b> EE.RL.3.1, EE.RL.3.2, EE.RL.3.3, EE.RL.3.5, EE.RL.3.7, EE.RL.3.10		<b>RL Standards</b> RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.7, RL.3.10	
<b>RI Strand and Associated Standards</b>	<b>Reading Informational (RI) Text</b> Students demonstrate a basic understanding of informational text by ordering two events in a text ('first' and 'next'), using text features, and visual elements, identifying details within a text and similarities between texts on the same topic when given guidance and support.	<b>4 (31)</b>	<b>Reading Informational (RI) Text</b> Students demonstrate comprehension of informational text by determining order of events, using text features or visual elements, and understanding details within a text and identify similarities between texts.	<b>20 (33.3)</b>
	<b>RI Standards</b> EE.RI.3.1, EE.RI.3.2, EE.RI.3.3, EE.RI.3.5, EE.RI.3.7, EE.RI.3.9, EE.RI.3.10		<b>RI Standards</b> RI.3.1, RI.3.2, RI.3.3, RI.3.5, RI.3.7, RI.3.9, RI.3.10	
<b>L Strand and Associated Standards</b>	<b>Language (L)</b> Students can demonstrate a basic understanding of the conventions of standard English (simple sentence structures, capitalization, punctuation), knowledge of word meanings, word relationships and words that signal temporal relationships when given guidance and support	<b>2 (15)</b>	<b>Language (L)</b> Students can demonstrate understanding of word meaning using context, word relationships and use, and words that signal spatial and temporal relationships.	<b>8 (13.3)</b>
	<b>L Standards</b> EE.L.3.4, EE.L.3.5, EE.L.3.6, EE.RL.3.4, EE.RI.3.4		<b>L Standards</b> L.3.4, L.3.5, L.3.6, RL.3.4, RI.3.4	
<b>W Strand and Associated Standards</b>	<b>Writing (W)</b> Students can produce writing for a range of purposes and audiences and including reasons or details when given guidance and support.	<b>3 (23)</b>	<b>Writing (W)</b> Student can produce writing for a range of purposes and audiences, include reasons or details, and engage in research to investigate topics.	<b>12 (20)</b>
	<b>W Standards</b> EE.W.3.1, EE.W.3.2, EE.W.3.3, EE.L.3.1, EE.L.3.2, EE.L.3.3		<b>W Standards</b> W.3.1, W.3.2, W.3.3, L.3.1, L.3.2, L.3.3	
	<b>Total</b>	<b>13 (100)</b>	<b>Total</b>	<b>60 (100)</b>

## **MAAP-A Grade 4 ELA Blueprint**

The following MAAP-A test blueprint for Grade 4 ELA contains information about individual tasks, including the number of tasks and percent coverage by strand or conceptual area. Under each strand or conceptual category, the blueprint delineates which standards will be measured. Also note, in order to reflect the MAAP blueprints and expectations for ELA, the MAAP-A ELA blueprints combine reading and writing items together in one form which is compatible in length to the other content areas. The chart on the next page shows how each Essential Element strand is aligned to the MS College and Career Ready (MSCCRS) strand.

### **Interpreting the Blueprint Exhibit**

Column A includes:

- the ELA Dynamic Learning Maps Essential Element strand name, and directly below it are the assessed Dynamic Learning Maps Essential Element standards;
- the Dynamic Learning Maps Essential Element (EE) code: identifies which EE standard is being assessed within a strand.

Column B includes:

- number of tasks by strand on the MAAP-A blueprint;
- the percent coverage by strand on the MAAP-A blueprint.

Column C includes:

- the MSCCRS strand name and standard;
- the MSCCRS code: identifies which MSCCR standard is being assessed within a strand;

Column D includes:

- number of points by strand on the MAAP blueprint;
- the percent coverage by strand on the MAAP blueprint;

Please note that given the limited number of task positions on the MAAP-A ELA assessment, eight reading tasks, three writing tasks, and two language tasks are assessed. The tasks are indicated at the standard level due to the passage dependency.

Grade 4 ELA MAAP-A Blueprint

	<b>*DLM Essential Element Strand (Alternate Assessment Target)</b>	<b>Tasks (%) MAAP-A</b>	<b>**MSCRRS Strand (Assessment Target)</b>	<b>Points (%) MAAP</b>
<b>RL Strand and Associated Standards</b>	<b>Reading Literature (RL)</b> Students demonstrate a basic understanding of literature by identifying the theme or central idea, identifying and comparing story elements (characters, settings, events), making simple connections across texts using visual, tactual, or oral version, when given guidance and support.	<b>4 (31)</b>	<b>Reading Literature (RL)</b> Students demonstrate comprehension of literature by identifying the theme or central idea, identify and comparing story elements, understanding details, and making connections across texts.	<b>20 (33.3)</b>
	<b>RL Standards</b> EE.RL.4.1, EE.RL.4.2, EE.RL.4.3, EE.RL.4.5, EE.4.7 EE.RL.4.10		<b>RL Standards</b> RL.4.1, RL.4.2, RL.4.3, RL.4.5, RL4.7, RL.4.10	
<b>RI Strand and Associated Standards</b>	<b>Reading Informational (RI) Text</b> Students demonstrate a basic understanding of informational text by identifying explicitly stated main ideas, details, and one or more reasons supporting a specific point in a written or visual text and a basic understanding of details from two texts on the same topic when given guidance and support.	<b>4 (31)</b>	<b>Reading Informational (RI) Text</b> Students demonstrate comprehension of informational text by identifying the main idea, details, and reasons supporting a specific point, and understanding details across texts on the same topic.	<b>20 (33.3)</b>
	<b>RI Standards</b> EE.RI.4.1, EE.RI.4.2, EE.RI.4.3, EE.RI.4.5, EE.RI.4.7, EE.RI.4.9, EE.RI.4.10		<b>RI Standards</b> RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.7, RI.4.9, RI.4.10	
<b>L Strand and Associated Standards</b>	<b>Language (L)</b> Students demonstrate a basic understanding of the conventions of standard English (sentence structure, capitalization), knowledge of word meaning using context, word relationships and use (opposites), and use words acquired through conversations, being read to and during shared reading activities including domain-specific words when given guidance and support.	<b>2 (15)</b>	<b>Language (L)</b> Students demonstrate comprehension of word meaning using context, word relationships and use, and use words acquired through shared reading activities including domain specific words.	<b>8 (13.3)</b>
	<b>L Standards</b> EE.L.4.4, EE.L.4.5, EE.L.4.6, EE.RL.4.4, EE.RI.4.4		<b>L Standards</b> L.4.4, L.4.5, L.4.6, RL.4.4, RI.4.4	
<b>W Strand and Associated Standards</b>	<b>Writing (W)</b> Students can produce writing for a range of purposes and audiences and include reasons or details when given guidance and support.	<b>3 (23)</b>	<b>Writing (W)</b> Student can produce writing for a range of purposes and audiences, include reasons or details, and engage in research to investigate topics.	<b>12 (20)</b>
	<b>W Standards</b> EE.W.4.1, EE.W.4.2, EE.W.4.3, EE.L.4.1, EE.L.4.2, EE.L.4.3		<b>W Standards</b> W.4.1, W.4.2, W.4.3, L.4.1, L.4.2, L.4.3	
	<b>Total</b>	<b>13 (100)</b>	<b>Total</b>	<b>60 (100)</b>

## **MAAP-A Grade 5 ELA Blueprint**

The following MAAP-A test blueprint for Grade 5 ELA contains information about individual tasks, including the number of tasks and percent coverage by strand or conceptual area. Under each strand or conceptual category, the blueprint delineates which standards will be measured. Also note, in order to reflect the MAAP blueprints and expectations for ELA, the MAAP-A ELA blueprints combine reading and writing items together in one form which is compatible in length to the other content areas.

### **Interpreting the Blueprint Exhibit**

Column A includes:

- the ELA Dynamic Learning Maps Essential Element strand name, and directly below it are the assessed Dynamic Learning Maps Essential Element standards;
- the Dynamic Learning Maps Essential Element (EE) code: identifies which EE standard is being assessed within a strand.

Column B includes:

- number of tasks by strand on the MAAP-A blueprint;
- the percent coverage by strand on the MAAP-A blueprint.

Column C includes:

- the MSCCRS strand name and standard;
- the MSCCRS code: identifies which MSCCR standard is being assessed within a strand;

Column D includes:

- number of points by strand on the MAAP blueprint;
- the percent coverage by strand on the MAAP blueprint;

Please note that given the limited number of task positions on the MAAP-A ELA assessment, eight reading tasks, three writing tasks, and two language tasks are assessed. The items are indicated at the standard level due to the passage dependency.

Grade 5 ELA MAAP-A Blueprint

	<b>*DLM Essential Element Strand (Alternate Assessment Target)</b>	<b>Tasks (%) MAAP-A</b>	<b>**MSCRRS Strand (Assessment Target)</b>	<b>Points (%) MAAP</b>
<b>RL Strand and Associated Standards</b>	<b>Reading Literature (RL)</b> Students demonstrate a basic understanding of literature by identifying the theme or central idea, identifying and comparing story elements (characters, settings, events), making simple connections across texts and using details from the text or illustrations when given guidance and support.	<b>4 (31)</b>	<b>Reading Literature (RL)</b> Students demonstrate comprehension of literature by identifying the theme, central idea, or changes in story elements, comparing characters story elements, determining point of view, identifying visual elements that add to understanding, and comparing texts with similar topics and themes.	<b>20 (33.3)</b>
	<b>RL Standards</b> EE.RL.5.1, EE.RL.5.2, EE.RL.5.3, EE.RL.5.7, EE.RL.5.9, EE.RL.5.10		<b>RL Standards</b> RL.5.1, RL.5.2, RL.5.3, RL.5.7, RL.5.9, RL.5.10	
<b>RI Strand and Associated Standards</b>	<b>Reading Informational (RI) Text</b> Students demonstrate a basic understanding of informational text by identifying explicitly stated main ideas, details, events, and one or more reasons supporting a specific point, and a basic understanding of details from two texts on the same topic using print or digital sources when given guidance and support.	<b>4 (31)</b>	<b>Reading Informational (RI) Text</b> Students demonstrate comprehension of informational text by identifying the main idea, comparing elements in a text, locating information, identifying the purpose of a text, relating ideas and reasons, and comparing two texts on the same topic.	<b>20 (33.3)</b>
	<b>RI Standards</b> EE.RI.5.1, EE.RI.5.2, EE.RI.5.3, EE.RI.5.5, EE.RI.5.6, EE. RI.5.7, EE.RI.5.8, EE.RI.5.9, EE.RI.5.10		<b>RI Standards</b> RI.5.1, RI.5.2, RI.5.3, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10	
<b>L Strand and Associated Standards</b>	<b>Language (L)</b> Students demonstrate a basic understanding of the conventions of standard English (sentence structure, capitalization), knowledge of word meaning using context, word relationships and use (opposites), and use words acquired through conversations, being read to and during shared reading activities including domain-specific words when given guidance and support.	<b>2 (15)</b>	<b>Language (L)</b> Students demonstrate comprehension of word meaning using context, word relationships and use, and use words acquired through shared reading activities including domain specific words.	<b>8 (13.3)</b>
	<b>L Standards</b> EE.L.5.4, EE.L.5.5, EE.L.5.6, EE.RL.5.4, EE.RI.5.4		<b>L Standards</b> L.5.4, L.5.5, L.5.6, RL.5.4, RI.5.4	
<b>W Strand and Associated Standards</b>	<b>Writing (W)</b> Students can produce writing for a range of purposes and audiences and include reasons or details when given guidance and support.	<b>3 (23)</b>	<b>Writing (W)</b> Student can produce writing for a range of purposes and audiences, include reasons or details, and engage in research to investigate topics.	<b>12 (20)</b>
	<b>W Standards</b> EE.W.5.1, EE.W.5.2, EE.W.5.3, EE.L.5.1, EE.L.5.2, EE.L.5.3		<b>W Standards</b> W.5.1, W.5.2, W.5.3, L.5.1, L.5.2, L.5.3	
	<b>Total</b>	<b>13 (100)</b>	<b>Total</b>	<b>60 (100)</b>



## **MAAP-A Grade 6 ELA Blueprint**

The following MAAP-A test blueprint for Grade 6 ELA contains information about individual tasks, including the number of tasks and percent coverage by strand or conceptual area. Under each strand or conceptual category, the blueprint delineates which standards will be measured. Also note, in order to reflect the MAAP blueprints and expectations for ELA, the MAAP-A ELA blueprints combine reading and writing items together in one form which is compatible in length to the other content areas.

### **Interpreting the Blueprint Exhibit**

Column A includes:

- the ELA Dynamic Learning Maps Essential Element strand name, and directly below it are the assessed Dynamic Learning Maps Essential Element standards;
- the Dynamic Learning Maps Essential Element (EE) code: identifies which EE standard is being assessed within a strand.

Column B includes:

- number of tasks by strand on the MAAP-A blueprint;
- the percent coverage by strand on the MAAP-A blueprint.

Column C includes:

- the MSCCRS strand name and standard;
- the MSCCRS code: identifies which MSCCR standard is being assessed within a strand;

Column D includes:

- number of points by strand on the MAAP blueprint;
- the percent coverage by strand on the MAAP blueprint;

Please note that given the limited number of item positions on the MAAP-A ELA assessment, eight reading tasks, three writing tasks, and two language tasks are assessed. The items are indicated at the standard level due to the passage dependency.

Grade 6 ELA MAAP-A Blueprint

	<b>*DLM Essential Element Strand (Alternate Assessment Target)</b>	<b>Tasks (%) MAAP-A</b>	<b>**MSCRRS Strand (Assessment Target)</b>	<b>Points (%) MAAP</b>
<b>RL Strand and Associated Standards</b>	<b>Reading Literature (RL)</b> Students demonstrate a basic understanding of literature by drawing simple inferences, identifying details related to theme or character, determining the structure of a text, identifying words or phrases that show what the narrator or speaker is thinking or feeling, comparing texts with similar topics or themes.	<b>3 (23)</b>	<b>Reading Literature (RL)</b> Students demonstrate comprehension of literature by drawing inferences, identifying details related to theme or changes in characters, determining the structure of a text, identifying words that describe point of view, and comparing texts with similar topics and themes.	<b>22 (30)</b>
	<b>RL Standards</b> EE.RL.6.1, EE.RL.6.2, EE.RL.6.3, EE.RL.6.5, EE.RL.6.6, EE.RL.6.7, EE.RL.6.9, EE.RL.6.10		<b>RL Standards</b> RL.6.1, RL.6.2, RL.6.3, RL.6.5, RL.6.6, RL.6.7, RL.6.9, RL.6.10	
<b>RI Strand and Associated Standards</b>	<b>Reading Informational (RI) Text</b> Students demonstrate a basic understanding of informational text by identifying inferences, the main idea and related facts, a detail that elaborates on individuals, events, or ideas introduced in the text, identifying words that describe or show the author’s point of view, comparing how two texts describe the same event using media and text, and distinguishing claims in a text supported by reason.	<b>5 (39)</b>	<b>Reading Informational (RI) Text</b> Students demonstrate comprehension of informational text by identifying inferences, the main idea and related facts, and details that elaborate on elements of the text, identifying words that describe point of view, comparing elements in a text, distinguishing claims supported by reason, and comparing two texts or media on the same event.	<b>30 (42)</b>
	<b>RI Standards</b> EE.RI.6.1, EE.RI.6.2, EE.RI.6.3, EE.RI.6.5, EE.RI.6.6, EE.RI.6.7, EE.RI.6.8, EE.RI.6.9, EE.RI.6.10		<b>RI Standards</b> RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.6, RI.6.7, RI.6.8, RI.6.9, RI.6.10	
<b>L Strand and Associated Standards</b>	<b>Language (L)</b> Students demonstrate a basic understanding of word meanings using context (determine missing words in text), word relationships and use (similes, synonyms, antonyms), and using general academic and domain-specific words and phrases across contexts.	<b>2 (15)</b>	<b>Language (L)</b> Students demonstrate comprehension of word meaning using context, word relationships and use, and using general academic and domain-specific words and phrases across contexts.	<b>8 (11)</b>
	<b>L Standards</b> EE.L.6.4, EE.L.6.5, EE.L.6.6, EE.RL.6.4, EE.RI.6.4		<b>L Standards</b> L.6.4, L.6.5, L.6.6, RL.6.4, RI.6.4	
<b>W Strand and Associated Standards</b>	<b>Writing (W)</b> Students can produce writing for a range of purposes and audiences and include reasons or details when given guidance and support.	<b>3 (23)</b>	<b>Writing (W)</b> Student can produce writing for a range of purposes and audiences, include reasons or details, and engage in research to investigate topics.	<b>12 (17)</b>
	<b>W Standards</b> EE.W.6.1, EE.W.6.2, EE.W.6.3, EE.L.6.1, EE.L.6.2, EE.L.6.3		<b>W Standards</b> W.6.1, W.6.2, W.6.3, L.6.1, L.6.2, L.6.3	
	<b>Total</b>	<b>13 (100)</b>	<b>Total</b>	<b>72 (100)</b>

## **MAAP-A Grade 7 ELA Blueprint**

The following MAAP-A test blueprint for Grade 7 ELA contains information about individual tasks, including the number of tasks and percent coverage by strand or conceptual area. Under each strand or conceptual category, the blueprint delineates which standards will be measured. Also note, in order to reflect the MAAP blueprints and expectations for ELA, the MAAP-A ELA blueprints combine reading and writing items together in one form which is compatible in length to the other content areas.

### **Interpreting the Blueprint Exhibit**

Column A includes:

- the ELA Dynamic Learning Maps Essential Element strand name, and directly below it are the assessed Dynamic Learning Maps Essential Element standards;
- the Dynamic Learning Maps Essential Element (EE) code: identifies which EE standard is being assessed within a strand.

Column B includes:

- number of tasks by strand on the MAAP-A blueprint;
- the percent coverage by strand on the MAAP-A blueprint.

Column C includes:

- the MSCCRS strand name and standard;
- the MSCCRS code: identifies which MSCCR standard is being assessed within a strand;

Column D includes:

- number of points by strand on the MAAP blueprint;
- the percent coverage by strand on the MAAP blueprint;

Please note that given the limited number of item positions on the MAAP-A ELA assessment, eight reading tasks, three writing tasks, and two language tasks are assessed. The items are indicated at the standard level due to the passage dependency.

Grade 7 ELA MAAP-A Blueprint

	<b>*DLM Essential Element Strand (Alternate Assessment Target)</b>	<b>Tasks (%) MAAP-A</b>	<b>**MSCRRS Strand (Assessment Target)</b>	<b>Points (%) MAAP</b>
<b>RL Strand and Associated Standards</b>	<b>Reading Literature (RL)</b> Students demonstrate a basic understanding of literature by identifying inferences, events related to the theme or central idea, relating story elements, comparing the structure of two or more texts, comparing the points of view of two or more characters or narrators in a text, comparing a text with a media version of the same text, and comparing historical fiction with an historical account.	<b>3 (23)</b>	<b>Reading Literature (RL)</b> Students demonstrate comprehension of literature by drawing inferences, identifying events related to theme or central ideas, relating story elements, comparing the structure and point of view of two texts, comparing a text to an historical version of the text, and comparing a text with a media version of the same text.	<b>22 (30)</b>
	<b>RL Standards</b> EE.RL.7.1, EE.RL.7.2, EE.RL.7.3, EE.RL.7.5, EE.RL.7.6, EE.RL.7.7, EE.RL.7.9, EE.RL.7.10		<b>RL Standards</b> RL.7.1, RL.7.2, RL.7.3, RL.7.5, RL.7.6, RL.7.7, RL.7.9, RL.7.10	
<b>RI Strand and Associated Standards</b>	<b>Reading Informational (RI) Text</b> Students demonstrate a basic understanding of informational texts by identifying inferences, determining two or more central ideas in a text and how two individuals, events, or ideas are related, determining how a fact, step, or event fits into the overall structure, determining the author’s point of view or purpose, comparing a text to a media version of the same text, determining how a claim or reason fits into the overall structure, and comparing and contrasting how different texts present the same topic.	<b>5 (39)</b>	<b>Reading Informational (RI) Text</b> Students demonstrate comprehension of informational text by identifying inferences, determining two or more central ideas and how elements of the texts are related, determining the relationship of a fact, step or event to the overall structure, determining the author’s point of view or purpose, comparing a text to a media on the same text, determining how a claim fits into the text, and compare and contrast two texts on the same topic.	<b>30 (42)</b>
	<b>RI Standards</b> EE.RI.7.1, EE.RI.7.2, EE.RI.7.3, EE.RI.7.5, EE.RI.7.6, EE.RI.7.7, EE.RI.7.8, EE.RI.7.9, EE.RI.7.10		<b>RI Standards</b> RI.7.1, RI.7.2, RI.7.3, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10	
<b>L Strand and Associated Standards</b>	<b>Language (L)</b> Students demonstrate a basic understanding of word meaning by using context to determine words missing from a text, word relationships and use (identifying literal and non-literal meanings of words in context), and using general academic and domain-specific words and phrases across contexts.	<b>2 (15)</b>	<b>Language (L)</b> Students demonstrate comprehension of word meaning using context, word relationships and use, and using general academic and domain-specific words and phrases across contexts.	<b>8 (11)</b>
	<b>L Standards</b> EE.L.7.4, EE.L.7.5, EE.L.7.6, EE.RL.7.4, EE.RI.7.4		<b>L Standards</b> L.7.4, L.7.5, L.7.6, RL.7.4, RI.7.4	

<b>W Strand and Associated Standards</b>	<b>Writing (W)</b> Students can produce writing for a range of purposes and audiences when given guidance and support.	<b>3 (23)</b>	<b>Writing (W)</b> Student can produce writing for a range of purposes and audiences, include reasons or details, and engage in research to investigate topics.	<b>12 (17)</b>
	<b>W Standards</b> EE.W.7.1, EE.W.7.2, EE.W.7.3, EE.L.7.1, EE.L.7.2, EE.L.7.3		<b>W Standards</b> W.7.1, W.7.2, W.7.3, L.7.1, L.7.2, L.7.3	
	<b>Total</b>	<b>13 (100)</b>	<b>Total</b>	<b>72 (100)</b>

## **MAAP-A Grade 8 ELA Blueprint**

The following MAAP-A test blueprint for Grade 8 ELA contains information about individual tasks, including the number of tasks and percent coverage by strand or conceptual area. Under each strand or conceptual category, the blueprint delineates which standards will be measured. Also note, in order to reflect the MAAP blueprints and expectations for ELA, the MAAP-A ELA blueprints combine reading and writing items together in one form which is compatible in length to the other content areas.

### **Interpreting the Blueprint Exhibit**

Column A includes:

- the ELA Dynamic Learning Maps Essential Element strand name, and directly below it are the assessed Dynamic Learning Maps Essential Element standards;
- the Dynamic Learning Maps Essential Element (EE) code: identifies which EE standard is being assessed within a strand.

Column B includes:

- number of tasks by strand on the MAAP-A blueprint;
- the percent coverage by strand on the MAAP-A blueprint.

Column C includes:

- the MSCCRS strand name and standard;
- the MSCCRS code: identifies which MSCCR standard is being assessed within a strand;

Column D includes:

- number of points by strand on the MAAP blueprint;
- the percent coverage by strand on the MAAP blueprint;

Please note that given the limited number of item positions on the MAAP-A ELA assessment, eight reading tasks, three writing tasks, and two language tasks are assessed. The items are indicated at the standard level due to the passage dependency.

Grade 8 ELA MAAP-A Blueprint

	<b>*DLM Essential Element Strand (Alternate Assessment Target)</b>	<b>Tasks (%) MAAP-A</b>	<b>**MSCRRS Strand (Assessment Target)</b>	<b>Points (%) MAAP</b>
<b>RL Strand and Associated Standards</b>	<b>Reading Literature (RL)</b> Students demonstrate a basic understanding of literature by citing text to support inferences, recounting an event related to the theme or central idea including details about character and setting, identify which incident led to a subsequent action, comparing and contrasting the structure of two texts, determining the difference in the points of view of a character and the reader, comparing and contrasting a text version with different media of the same text, comparing and contrasting themes, patterns of events or characters across two or more stories.	<b>3 (23)</b>	<b>Reading Literature (RL)</b> Students demonstrate comprehension of literature by citing text to support inferences, recounting events related to theme or central ideas, identifying incidents that lead to subsequent actions, comparing the structure of two texts, determining the difference in the points of view of a character and the reader, comparing and contrasting a text version with a different media version of the same text, and comparing and contrasting two texts.	<b>22 (30)</b>
	<b>RL Standards</b> EE.RL.8.1, EE.RL.8.2, EE.RL.8.3, EE.RL.8.5, EE.RL.8.6, EE.RL.8.7, EE.RL.8.9, EE.RL.8.10		<b>RL Standards</b> RL.8.1, RL.8.2, RL.8.3, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10	
<b>RI Strand and Associated Standards</b>	<b>Reading Informational (RI) Text</b> Students demonstrate a basic understanding of informational text by citing text to support inferences, providing a summary of a familiar text, recounting events in order, locating a topic sentence and supporting details in a paragraph, determining an author’s point of view or purpose and identifying examples from text to describe or support it, determining the best way to present a topic (audio, video, multimedia, or text) determining the author’s argument, and identifying where two texts differ on the same topic.	<b>5 (39)</b>	<b>Reading Informational (RI) Text</b> Students demonstrate comprehension of informational text by identifying the main idea, details, and reasons supporting a specific point, and understanding details across texts on the same topic.	<b>30 (42)</b>
	<b>RI Standards</b> EE.RI.8.1, EE.RI.8.2, EE.RI.8.3, EE.RI.8.5, EE.RI.8.6, EE.RI.8.7, EE.RI.8.8, EE.RI.8.9, EE.RI.8.10		<b>RI Standards</b> RI.8.1, RI.8.2, RI.8.3, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10	
<b>L Strand and Associated Standards</b>	<b>Language (L)</b> Students demonstrate a basic understanding of word meaning using context (using context to determine missing word from content area text), word relationships and use (use of multiple-meaning words, using common words to understand compound or complex words) and using general academic and domain-specific words and phrases across contexts.	<b>2 (15)</b>	<b>Language (L)</b> Students demonstrate comprehension of word meaning using context, word relationships and use, and using general academic and domain-specific words and phrases across contexts.	<b>8 (11)</b>
	<b>L Standards</b> EE.L.8.4, EE.L.8.5, EE.L.8.6, EE.RL.8.4, EE.RI.8.4		<b>L Standards</b> L.8.4, L.8.5, L.8.6, RL.8.4, RI.8.4	

**Grade 8 ELA MAAP-A Blueprint**

<b>W Strand and Associated Standards</b>	<b>Writing (W)</b> Student can produce writing for a range of purposes and audiences and include reasons or details when given guidance and support.	<b>3 (23)</b>	<b>Writing (W)</b> Student can produce writing for a range of purposes and audiences, include reasons or details, and engage in research to investigate topics.	<b>12 (17)</b>
	<b>W Standards</b> EE.W.8.1, EE.W.8.2, EE.W.8.3, EE.L.8.1, EE.L.8.2, EE.L.8.3		<b>W Standards</b> W.8.1, W.8.2, W.8.3, L.8.1, L.8.2, L.8.3	
	<b>Total</b>	<b>13 (100)</b>	<b>Total</b>	<b>72 (100)</b>



## **MAAP-A English II Blueprint**

The following MAAP-A test blueprint for English II contains information about individual tasks, including the number of tasks and percent coverage by strand or conceptual area. Under each strand or conceptual category, the blueprint delineates which standards will be measured. Also note, in order to reflect the MAAP blueprints and expectations for ELA, the MAAP-A ELA blueprints combine reading and writing items together in one form which is compatible in length to the other content areas.

### **Interpreting the Blueprint Exhibit**

Column A includes:

- the ELA Dynamic Learning Maps Essential Element strand name, and directly below it are the assessed Dynamic Learning Maps Essential Element standards;
- the Dynamic Learning Maps Essential Element (EE) code: identifies which EE standard is being assessed within a strand.

Column B includes:

- number of tasks by strand on the MAAP-A blueprint;
- the percent coverage by strand on the MAAP-A blueprint.

Column C includes:

- the MSCCRS strand name and standard;
- the MSCCRS code: identifies which MSCCR standard is being assessed within a strand;

Column D includes:

- number of points by strand on the MAAP blueprint;
- the percent coverage by strand on the MAAP blueprint;

Please note that given the limited number of item positions on the MAAP-A ELA assessment, eight reading tasks, three writing tasks, and two language tasks are assessed. The items are indicated at the standard level due to the passage dependency.

High School English II MAAP-A Blueprint

	<b>*DLM Essential Element Strand (Alternate Assessment Target)</b>	<b>Tasks (%) MAAP-A</b>	<b>**MSCRRS Strand (Assessment Target)</b>	<b>Points (%) MAAP</b>
<b>RL Strand and Associated Standards</b>	<b>Reading Literature (RL)</b> Students demonstrate a basic understanding of literature by determining which citations support inferences drawn from the text, recounting events related to theme or central idea including details about character and setting, determining how characters change over the course of a text, determining a point of view or cultural experience in a work of literature from outside the United States and comparing it with their own point of view or experience, comparing the representation of a subject or topic in two different mediums, and identifying when an author draws upon a different text.	<b>3 (23)</b>	<b>Reading Literature (RL)</b> Students demonstrate comprehension of literature by citing text to support inferences drawn from the text, recounting events related to theme or central ideas, determining character development, determining a point of view or cultural experience presented in a text and comparing to personal point of view, comparing the representation of topic in two different mediums, and identifying when the author draws upon a different text.	<b>20 (28)</b>
	<b>RL Standards</b> EE.RL.9-10.1, EE.RL.9-10.2, EE.RL.9-10.3, EE.RL.9-10.5, EE.RL.9-10.6, EE.RL.9-10.7, EE.RL.9-10.9, EE.RL.9-10.10		<b>RL Standards</b> RL.10.1, RL.10.2, RL.10.3, RL.10.5, RL.10.6, RL.10.7, RL.10.9, RL.10.10	
<b>RI Strand and Associated Standards</b>	<b>Reading Informational (RI) Text</b> Students demonstrate a basic understanding of informational text by determining which citations support inferences drawn from the text, determining the central idea and details to support it, determining logical connections between individuals, ideas, or events, locate sentences that support the central idea or claim, determining author's point of view and comparing with own point of view, analyzing two accounts of a subject told in different mediums to determine how they are the same and different, determining how claims support the argument, and making connections between texts with related themes and concepts.	<b>5 (39)</b>	<b>Reading Informational (RI) Text</b> Students demonstrate comprehension of informational text by citing text to support inferences, determining the central idea and supporting details, determining logical conclusions between elements in the text, locating sentences that support an author's central idea or claim, determining author's point of view and comparing to personal point of view, analyzing two accounts of a subject to determine how they are the same and different, determining how claims support an argument, and making connections between texts with related themes or concepts.	<b>32 (44)</b>
	<b>RI Standards</b> EE.RI.9-10.1, EE.RI.9-10.2, EE.RI.9-10.3, EE.RI.9-10.5, EE.RI.9-10.6, EE.RI.9-10.7, EE.RI.9-10.8, EE.RI.9-10.9, EE.RI.9-10.10		<b>RI Standards</b> RI.10.1, RI.10.2, RI.10.3, RI.10.5, RI.10.6, RI.10.7, RI.10.8, RI.10.9, RI.10.10	
<b>L Strand and Associated Standards</b>	<b>Language (L)</b> Students demonstrate a basic understanding of word meaning using context (use context to determine meaning of unknown words), word relationships and use (interpret common figures of speech, determine the intended meaning of multiple meaning words) and use general academic and domain-specific words and phrases across contexts.	<b>2 (15)</b>	<b>Language (L)</b> Students demonstrate comprehension of word meaning using context, word relationships and use, and using general academic and domain-specific words and phrases across contexts.	<b>8 (11)</b>
	<b>L Standards</b> EE.L.9-10.4, EE.L.9-10.5, EE.L.9-10.6, EE.RL.9-10.4, EE.RI.9-10.4		<b>L Standards</b> L.10.4, L.10.5, L.10.6, RL.9-10.4, RI.9-10.4	

High School English II MAAP-A Blueprint

<b>W Strand and Associated Standards</b>	<b>Writing (W)</b> Student can produce writing for a range of purposes and audiences and include reasons or details when given guidance and support.	<b>3 (23)</b>	<b>Writing (W)</b> Student can produce writing for a range of purposes and audiences, include reasons or details, and engage in research to investigate topics.	<b>12 (17)</b>
	<b>W Standards</b> EE.W.9-10.1, EE.W.9-10.2, EE.W.9-10.3, EE.L.9-10.1, EE.L.9-10.2, EE.L.9-10.3		<b>W Standards</b> W.10.1, W.10.2, W.10.3, L.9-10.1, L.9-10.2, L.9-10.3	
	<b>Total</b>	<b>13 (100)</b>	<b>Total</b>	<b>72 (100)</b>

# MAAP-A Mathematics Blueprint

## Mathematics Assessment Targets

### Exhibit 8. Grade 3 Mathematics

Domain (Assessment Target)
<b>Operations and Algebraic Thinking (OA)</b> – Students demonstrate a basic understanding of problem solving using addition and subtraction, and identify arithmetic patterns.
<b>Number and Operations in Base Ten (NBT)</b> – Students demonstrate a basic understanding of place value for numbers up to 30 and count by tens using manipulatives.
<b>Number and Operations—Fractions (NF)</b> – Students demonstrate a basic understanding of fractions as parts of a whole.
<b>Measurement and Data (MD)</b> – Students demonstrate a basic understanding of measurement (telling time, measuring length), data (bar graphs), and concepts of area (appropriate tools to use to determine mass and volume).
<b>Geometry (G)</b> – Students demonstrate a basic understanding of two dimensional shapes and their attributes.

### Exhibit 9. Grade 4 Mathematics

Domain (Assessment Target)
<b>Operations and Algebraic Thinking (OA)</b> – Students demonstrate a basic understanding of problem solving using addition and subtraction, demonstrate the connection between repeated addition and multiplication, and use repeating patterns in arithmetic.
<b>Number and Operations in Base Ten (NBT)</b> – Students demonstrate a basic understanding of place value (comparing whole numbers to 10, rounding numbers 0-30), and perform simple arithmetic (add/subtract two-digit whole numbers).
<b>Number and Operations—Fractions (NF)</b> – Students demonstrate a basic understanding of fractions (identify models of $\frac{1}{2}$ , and $\frac{1}{4}$ , differentiate between whole and half).
<b>Measurement and Data (MD)</b> – Students demonstrate a basic understanding of measurement (length, time, mass or volume, area, and money) data (represent and interpret data from a picture or bar graph), recognize and identify angles in geometric shapes.
<b>Geometry (G)</b> – Students demonstrate a basic understanding of two dimensional shapes and their attributes.

### Exhibit 10. Grade 5 Mathematics

Domain (Assessment Target)
<b>Operations and Algebraic Thinking (OA)</b> – Students demonstrate a basic understanding of identifying and extending numerical patterns.
<b>Number and Operations in Base Ten (NBT)</b> – Students demonstrate a basic understanding of place value (comparing numbers to 99 using manipulatives, whole numbers up to 100) and perform simple arithmetic (multiply whole numbers up to $5 \times 5$ , illustrate the concept of division).
<b>Number and Operations—Fractions (NF)</b> – Students demonstrate a basic understanding of fractions (identify models of halves, fourths, thirds, and tenths).

<b>Measurement and Data (MD)</b> – Students demonstrate a basic understanding of measurement (time to the half or quarter hour, weight and length of objects, relative value of collections of coins), data (picture, line plot, or bar graph) and concept of volume (identify three dimensional shapes, volume of rectangular prisms).
<b>Geometry (G)</b> – Students demonstrate a basic understanding of two dimensional shapes and their attributes (sort and identify).

### Exhibit 11. Grade 6 Mathematics

Domain (Assessment Target)
<b>Ratios and Proportional Relationships (RP)</b> – Students demonstrate a basic understanding of a simple ratio relationship.
<b>The Number System (NS)</b> – Students demonstrate a basic understanding of unit fractions and integers (compare relationship between unit fractions, describe quantities having opposite directions or value) and apply a basic understanding of multiplication and division using manipulatives and/or a calculator (concepts of fair and equal shares to divide, two-factor multiplication problems with products up to 50).
<b>Expressions and Equations (EE)</b> – Students demonstrate a basic understanding of numerical expressions (identifying equivalent number sentences, applying properties of addition to identify equivalent numerical expressions) and one variable equations (matching to a real-world problem using variables to represent numbers).
<b>Geometry (G)</b> – Students demonstrate a basic understanding of area (solve real-world problems using unit squares) and volume (solve real-world problems using unit cubes).
<b>Statistics and Probability (SP)</b> – Students demonstrate a basic understanding of data distributions (display data that shows variability, summarize data distributions shown).

### Exhibit 12. Grade 7 Mathematics

Domain (Assessment Target)
<b>Ratios and Proportional Relationships (RP)</b> – Students demonstrate a basic understanding of ratio relationships (use a ratio to model or describe a relationship).
<b>The Number System (NS)</b> – Students demonstrate a basic understanding of unit fractions and integers (add fractions with like denominators with sums less than or equal to one, express a fraction with a denominator of 10 as a decimal) and apply basic understandings of multiplication and division (solve multiplication problems with products to 100, division problems with divisors up to 5 and a divisor of 10 without remainders).
<b>Expressions and Equations (EE)</b> – Students demonstrate a basic understanding of numerical expressions (use the properties of operations as strategies to demonstrate that expressions are equivalent, identify an arithmetic sequence of whole numbers with a whole number common difference) and one-variable equations (use the concept of equality with models to solve one-step addition and subtraction equations).
<b>Geometry (G)</b> – Students demonstrate a basic understanding of area, surface area, and volume (determine perimeter of a rectangle by adding the measures of the side, use the formula for length x width and confirm the result using manipulatives).
<b>Statistics and Probability (SP)</b> – Students demonstrate a basic understanding of data distributions (answer a question related to the collected data from an experiment given a model of data, or from data collected by the student, compare two sets of data within a single data display- picture graph, line plot or bar graph, describe probability of events occurring as possible or impossible).

### Exhibit 13. Grade 8 Mathematics

Domain (Assessment Target)
<b>The Number System (NS)</b> – Students demonstrate a basic understanding of subtraction of fractions with like denominators (halves, thirds, fourths, and tenths) with minuends less than or equal to one and expressing a fraction with a denominator of 100 as a decimal.
<b>Expressions and Equations (EE)</b> – Students demonstrate a basic understanding of exponents (identifying the meaning of exponents of 2 and 3), proportional relationships (graph a simple ration by connecting the origin to a point representing the ratio in the form of $y/x$ ), and one-variable equations (simple algebraic equations using addition and subtraction).
<b>Functions (F)</b> – Students demonstrate a basic understanding of functions (identify a missing number that completes another ordered pair when given a function table containing at least 2 complete ordered pairs) and relationships between quantities (determine the values or rule of a function using a graph or table, describe how a graph represents a relationship).
<b>Geometry (G)</b> – Students demonstrate a basic understanding of similarity and congruence (recognize translations, rotations, and reflections of shapes, identify shapes that are congruent) solve real-world problems involving area (use formulas for perimeter and area of rectangles and volume of rectangular prisms).
<b>Statistics and Probability (SP)</b> – Students demonstrate a basic understanding of data distributions (construct a graph or table from given data and compare data in the graph or table).

### Exhibit 14. High School (Algebra)

Domain (Assessment Target)
<b>Number and Quantity – The Real Number System (N-RN)</b> This standard is not currently assessed on the MAAP-A. It will be included in development for future administration years.
<b>Number and Quantity – Quantities (N-Q)</b> – Students demonstrate a basic understanding of quantitative reasoning (express quantities to the appropriate precision of measurement).
<b>Algebra – Seeing Structure in Expressions (A-SSE)</b> – Students demonstrate a basic understanding of using expressions to solve problems (identify an algebraic expression involving one arithmetic operation to represent a real-world problem, solve simple algebraic equations with one variable using multiplication and division).
<b>Algebra – Arithmetic with Polynomials and Rational Expressions (A-APR)</b> Not Applicable
<b>Algebra – Creating Equations (A-CED)</b> – Students demonstrate a basic understanding of equations that describe numbers or relationships (create a one-operation equation with one variable and use it to solve a real-world problem, solve one-step inequalities).
<b>Algebra – Reasoning with Equations and Inequalities (A-REI)</b> – Students demonstrate a basic understanding of proportional relationships and points on their graphs (interpret the meaning of a point on the graph of a line).
<b>Functions – Interpreting Functions (F-IF)</b> – Students demonstrate a basic understanding of functions and relationships between quantities (use the concept of function to solve problems, construct graphs that represent linear functions with different rates of change and interpret differences -faster/slower higher/lower.
<b>Functions – Building Functions (F-BF)</b> – Students demonstrate a basic understanding of functions as a model of a relationship between two quantities (select the appropriate graphical representation given a situation involving constant rate of change).
<b>Functions – Linear, Quadratic, and Exponential Models (F-LE)</b> – Students demonstrate a basic understanding of simple linear functions (model a simple linear function to show that these functions increase by equal amounts over equal intervals).
<b>Statistics and Probability – Interpreting Categorical and Quantitative Data (S-ID)</b> – Students demonstrate a basic understanding of how to summarize, represent, and interpret data (when given data, construct a simple graph or table and interpret the data, interpret general trends, and calculate the mean of a given data set - fewer than five data points).

## **MAAP-A Grade 3 Mathematics Blueprint**

The following MAAP-A test blueprint for Grade 3 mathematics contains information about the number of tasks and percent coverage by assessment target. Also note, in order to reflect the MAAP blueprints and expectations for mathematics, the draft MAAP-A mathematics blueprints are organized by domain. Under each domain, the blueprint exhibit delineates which standards will be measured.

Note: The Grade 3 mathematics MAAP blueprint includes one Fractional Modeling performance task worth 9 points. Given the limited length of the MAAP-A, the draft blueprints do not include a corresponding task.

### **Interpreting the Blueprint Exhibit**

Column A includes:

- the Mathematics Dynamic Learning Maps Essential Element strand name, and directly below it are the assessed Dynamics Learning Maps Essential Element standards;
- the Dynamic Learning Maps Essential Element (EE) code: identifies which EE standard is being assessed within a strand.

Column B includes:

- number of tasks by strand on the MAAP-A blueprint;
- the percent coverage by strand on the MAAP-A blueprint.

Column C includes:

- the MSCCRS strand name and standard;
- the MSCCRS code: identifies which MSCCR standard is being assessed within a strand;

Column D includes:

- number of points by strand on the MAAP blueprint;
- the percent coverage by strand on the MAAP blueprint;

Grade 3 Mathematics MAAP-A Blueprint

	<b>*DLM Essential Element Strand (Alternate Assessment Target)</b>	<b>Tasks (%) MAAP-A</b>	<b>**MSCRRS Strand (Assessment Target)</b>	<b>Points (%) MAAP</b>
<b>OA Strand and Associated Standards</b>	<b>Operations and Algebraic Thinking (OA)</b> Students demonstrate a basic understanding of problem solving using addition and subtraction, and identify arithmetic patterns.	<b>4 (40)</b>	<b>Operations and Algebraic Thinking (OA)</b> Students demonstrate an understanding of problem solving using the four operations, and identify patterns in arithmetic.	<b>19 (40)</b>
	<b>OA Standards</b> EE.3.OA.1, EE.3.OA.2, EE.3.OA.4, EE.3.OA.8, EE.3.OA.9		<b>OA Standards</b> 3.OA.1, 3.OA.2, 3.OA.4, 3.OA.8, 3.OA.9	
<b>NBT Strand and Associated Standards</b>	<b>Number and Operations in Base Ten (NBT)</b> Students demonstrate a basic understanding of place value for numbers up to 30 and count by tens using manipulatives.	<b>1(10)</b>	<b>Number and Operations in Base Ten (NBT)</b> Students demonstrate place value understanding and perform arithmetic.	<b>6 (12)</b>
	<b>NBT Standards</b> EE.3.NBT.1, EE.3.NBT.2, EE.3.NBT.3		<b>NBT Standards</b> 3.NBT.1, 3.NBT.2, 3.NBT.3	
<b>NF Strand and Associated Standards</b>	<b>Number and Operations—Fractions (NF)</b> Students demonstrate a basic understanding of fractions as parts of a whole.	<b>2 (20)</b>	<b>Number and Operations—Fractions (NF)</b> Students demonstrate an understanding of fractions as numbers.	<b>8 (17)</b>
	<b>NF Standards</b> EE.3.NF.1, 3 EE.3.NF.2, EE.3.NF.3		<b>NF Standards</b> 3.NF.1, 3.NF.2, 3.NF.3	
<b>MD Strand and Associated Standards</b>	<b>Measurement and Data (MD)</b> Students demonstrate a basic understanding of measurement (telling time, measuring length), data (bar graphs), and concepts of area (appropriate tools to use to determine mass and volume).	<b>2 (20)</b>	<b>Measurement and Data (MD)</b> Students demonstrate understanding of measurement, data, and concepts of area.	<b>12 (25)</b>
	<b>MD Standards</b> EE.3.MD.1, EE.3.MD.2, EE.3.MD.3, EE.3.MD.4		<b>MD Standards</b> 3.MD.1, 3.MD.2, 3.MD.3, 3.MD.4	
<b>MD Strand and Associated Standards</b>	<b>Geometry (G)</b> Students demonstrate a basic understanding of two dimensional shapes and their attributes.	<b>1 (10)</b>	<b>Geometry (G)</b> Students demonstrate understanding of shapes and their attributes.	<b>3 (6)</b>
	<b>G Standards</b> EE.3.G.1, EE.3.G.2		<b>G Standards</b> 3.G.1, 3.G.2	
	<b>Total</b>	<b>10 (100)</b>	<b>Total</b>	<b>48 (100)</b>



## **MAAP-A Grade 4 Mathematics Blueprint**

The following MAAP-A test blueprint for Grade 4 mathematics contains information about the number of tasks and percent coverage by assessment target. Also note, in order to reflect the MAAP blueprints and expectations for mathematics, the draft MAAP-A mathematics blueprints are organized by domain. Under each domain, the blueprint exhibit delineates which standards will be measured.

Note: The Grade 4 mathematics MAAP blueprint includes one Angle Measurement performance task worth 9 points. Given the limited length of the MAAP-A, the draft blueprints do not include a corresponding task. The chart on the next page shows how each Dynamic Learning Maps Essential Element strand is aligned to the MS College and Career Ready (MSCCRS) strand.

### **Interpreting the Blueprint Exhibit**

Column A includes:

- the Mathematics Dynamic Learning Maps Essential Element strand name, and directly below it are the assessed Essential Element standards;
- the Dynamic Learning Maps Essential Element (EE) code: identifies which EE standard is being assessed within a strand.

Column B includes:

- number of tasks by strand on the MAAP-A blueprint;
- the percent coverage by strand on the MAAP-A blueprint.

Column C includes:

- the MSCCRS strand name and standard;
- the MSCCRS code: identifies which MSCCR standard is being assessed within a strand;

Column D includes:

- number of points by strand on the MAAP blueprint;
- the percent coverage by strand on the MAAP blueprint;

Grade 4 Mathematics MAAP-A Blueprint

	<b>*DLM Essential Element Strand (Alternate Assessment Target)</b>	<b>Tasks (%) MAAP-A</b>	<b>**MSCRRS Strand (Assessment Target)</b>	<b>Points (%) MAAP</b>
<b>OA Strand and Associated Standards</b>	<b>Operations and Algebraic Thinking (OA)</b> Students demonstrate a basic understanding of problem solving using addition and subtraction, demonstrate the connection between repeated addition and multiplication, and use repeating patterns in arithmetic.	<b>2 (20)</b>	<b>Operations and Algebraic Thinking (OA)</b> Students demonstrate an understanding of problem solving using the four operations, and use repeating patterns in arithmetic.	<b>10 (21)</b>
	<b>OA Standards</b> EE.4.OA.1-2, EE.4.OA.3, EE.4.OA.4, EE.4.OA.5		<b>OA Standards</b> 4.OA.1, 4.OA.2, 4.OA.3, 4.OA.4, 4.OA.5	
<b>NBT Strand and Associated Standards</b>	<b>Number and Operations in Base Ten (NBT)</b> Students demonstrate a basic understanding of place value (comparing whole numbers to 10, rounding numbers 0-30), and perform simple arithmetic (add/subtract two-digit whole numbers).	<b>2 (20)</b>	<b>Number and Operations in Base Ten (NBT)</b> Students demonstrate place value understanding and perform arithmetic.	<b>12 (25)</b>
	<b>NBT Standards</b> EE.4.NBT.2, EE.4.NBT.3, EE.4.NBT.4		<b>NBT Standards</b> 4.NBT.2, 4.NBT.3, 4.NBT.4	
<b>NF Strand and Associated Standards</b>	<b>Number and Operations—Fractions (NF)</b> Students demonstrate a basic understanding of fractions (identify models of $\frac{1}{2}$ , and $\frac{1}{4}$ , differentiate between whole and half).	<b>3 (30)</b>	<b>Number and Operations—Fractions (NF)</b> Students demonstrate an understanding of a whole, one-half and one-quarter.	<b>13 (27)</b>
	<b>NF Standards</b> EE.4.NF.1–2, EE.4.NF.3		<b>NF Standards</b> 4.NF.1, 4.NF.2, 4.NF.3	
<b>MD Strand and Associated Standards</b>	<b>Measurement and Data (MD)</b> Students demonstrate a basic understanding of measurement (length, time, mass or volume, area, and money) data (represent and interpret data from a picture or bar graph), recognize and identify angles in geometric shapes.	<b>2 (20)</b>	<b>Measurement and Data (MD)</b> Students demonstrate understanding of measurement, data, and concepts of angles.	<b>9 (19)</b>
	<b>MD Standards</b> EE.4.MD.1, EE.4.MD.2.a-d, EE.4.MD.3, EE.4.MD.4.a-b, EE.4.MD.5, EE.4.MD.6		<b>MD Standards</b> 4.MD.1, 4.MD.2, 4.MD.3, 4.MD.4, 4.MD.5, 4.MD.6	
<b>MD Strand and Associated Standards</b>	<b>Geometry (G)</b> Students demonstrate a basic understanding of two dimensional shapes and their attributes.	<b>1 (10)</b>	<b>Geometry (G)</b> Students demonstrate understanding of shapes and their attributes.	<b>4 (8)</b>
	<b>G Standards</b> EE.4.G.1, EE.4.G.2, EE.4.G.3		<b>G Standards</b> 4.G.1, 4.G.2, 4.G.3	
	<b>Total</b>	<b>10 (100)</b>	<b>Total</b>	<b>48 (100)</b>

## **MAAP-A Grade 5 Mathematics Blueprint**

The following MAAP-A test blueprint for Grade 5 mathematics contains information about the number of tasks and percent coverage by assessment target. Also note, in order to reflect the MAAP blueprints and expectations for mathematics, the draft MAAP-A mathematics blueprints are organized by domain. Under each domain, the blueprint exhibit delineates which standards will be measured.

Note: The Grade 5 mathematics MAAP blueprint includes one Measurement and Volume performance task worth 9 points. Given the limited length of the MAAP-A, the draft blueprints do not include a corresponding task. The chart on the next page shows how each Dynamic Learning Maps Essential Element strand is aligned to the MS College and Career Ready (MSCCRS) strand.

### **Interpreting the Blueprint Exhibit**

Column A includes:

- the Mathematics Dynamic Learning Maps Essential Element strand name, and directly below it are the assessed Dynamic Learning Maps Essential Element standards;
- the Dynamic Learning Maps Essential Element (EE) code: identifies which EE standard is being assessed within a strand.

Column B includes:

- number of tasks by strand on the MAAP-A blueprint;
- the percent coverage by strand on the MAAP-A blueprint.

Column C includes:

- the MSCCRS strand name and standard;
- the MSCCRS code: identifies which MSCCR standard is being assessed within a strand;

Column D includes:

- number of points by strand on the MAAP blueprint;
- the percent coverage by strand on the MAAP blueprint;

Grade 5 Mathematics MAAP-A Blueprint

	<b>*DLM Essential Element Strand (Alternate Assessment Target)</b>	<b>Tasks (%) MAAP-A</b>	<b>**MSCRRS Strand (Assessment Target)</b>	<b>Points (%) MAAP</b>
<b>OA Strand and Associated Standards</b>	<b>Operations and Algebraic Thinking (OA)</b> Students demonstrate a basic understanding of identifying and extending numerical patterns.	<b>2 (18)</b>	<b>Operations and Algebraic Thinking (OA)</b> Students demonstrate an understanding of identifying and extending numerical patterns.	<b>7 (15)</b>
	<b>OA Standards</b> EE.5.OA.3		<b>OA Standards</b> 5.OA.3	
<b>NBT Strand and Associated Standards</b>	<b>Number and Operations in Base Ten (NBT)</b> Students demonstrate a basic understanding of place value (comparing numbers to 99 using manipulatives, whole numbers up to 100) and perform simple arithmetic (multiply whole numbers up to 5x5, illustrate the concept of division).	<b>3 (27)</b>	<b>Number and Operations in Base Ten (NBT)</b> Students demonstrate place value understanding and perform arithmetic.	<b>14 (29)</b>
	<b>NBT Standards</b> EE.5.NBT.1, EE.5.NBT.2, EE.5.NBT.3, EE.5.NBT.4, EE.5.NBT.5, EE.5.NBT.6–7		<b>NBT Standards</b> 5.NBT.1, 5.NBT.2, 5.NBT.3, 5.NBT.4, 5.NBT.5, 5.NBT.6, 5.NBT.7	
<b>NF Strand and Associated Standards</b>	<b>Number and Operations—Fractions (NF)</b> Students demonstrate a basic understanding of fractions (identify models of halves, fourths, thirds, and tenths).	<b>3 (27)</b>	<b>Number and Operations—Fractions (NF)</b> Students demonstrate an understanding of a whole, halves, quarters, thirds and tenths.	<b>14 (29)</b>
	<b>NF Standards</b> EE.5.NF.1, EE.5.NF.2		<b>NF Standards</b> 5.NF.1, 5.NF.2	
<b>MD Strand and Associated Standards</b>	<b>Measurement and Data (MD)</b> Students demonstrate a basic understanding of measurement (time to the half or quarter hour, weight and length of objects, relative value of collections of coins), data (picture, line plot, or bar graph) and concept of volume (identify three dimensional shapes, volume of rectangular prisms).	<b>2 (18)</b>	<b>Measurement and Data (MD)</b> Students demonstrate understanding of measurement, data, and concepts of volume.	<b>7 (15)</b>
	<b>MD Standards</b> EE.5.MD.1.a-c, EE.5.MD.2, EE.5.MD.3, EE.5.MD.4–5		<b>MD Standards</b> 5.MD.1, 5.MD.2, 5.MD.3, 5.MD.4, 5.MD.5	
<b>MD Strand and Associated Standards</b>	<b>Geometry (G)</b> Students demonstrate a basic understanding of two dimensional shapes and their attributes (sort and identify).	<b>1 (9)</b>	<b>Geometry (G)</b> Students demonstrate understanding of shapes and their attributes.	<b>6 (12)</b>
	<b>G Standards</b> EE.5.G.1-4		<b>G Standards</b> 5.G.1, 5.G.2, 5.G.3, 5.G.4	
	<b>Total</b>	<b>11 (100)</b>	<b>Total</b>	<b>48 (100)</b>

## **MAAP-A Grade 6 Mathematics Blueprint**

The following MAAP-A test blueprint for Grade 6 mathematics contains information about the number of tasks and percent coverage by assessment target. Also note, in order to reflect the MAAP blueprints and expectations for mathematics, the draft MAAP-A mathematics blueprints are organized by domain. Under each domain, the blueprint exhibit delineates which standards will be measured.

Note: The Grade 6 mathematics MAAP blueprint includes one Statistical Analysis performance task worth 9 points. Given the limited length of the MAAP-A, the draft blueprints do not include a corresponding task. The chart on the next page shows how each Dynamic Learning Maps Essential Element strand is aligned to the MS College and Career Ready (MSCCRS) strand.

### **Interpreting the Blueprint Exhibit**

Column A includes:

- the Mathematics Dynamic Learning Maps Essential Element strand name, and directly below it are the assessed Dynamic Learning Maps Essential Element standards;
- the Dynamic Learning Maps Essential Element (EE) code: identifies which EE standard is being assessed within a strand.

Column B includes:

- number of tasks by strand on the MAAP-A blueprint;
- the percent coverage by strand on the MAAP-A blueprint.

Column C includes:

- the MSCCRS strand name and standard;
- the MSCCRS code: identifies which MSCCR standard is being assessed within a strand;

Column D includes:

- number of points by strand on the MAAP blueprint;
- the percent coverage by strand on the MAAP blueprint;

Grade 6 Mathematics MAAP-A Blueprint

	<b>*DLM Essential Element Strand (Alternate Assessment Target)</b>	<b>Tasks (%) MAAP-A</b>	<b>**MSCRRS Strand (Assessment Target)</b>	<b>Points (%) MAAP</b>
<b>RP Strand and Associated Standards</b>	<b>Ratios and Proportional Relationships (RP)</b> Students demonstrate a basic understanding of a simple ratio relationship.	<b>2 (18)</b>	<b>Ratios and Proportional Relationships (RP)</b> Students demonstrate an understanding of ratio relationships.	<b>9 (15)</b>
	<b>RP Standards</b> EE.6.RP.1		<b>RP Standards</b> 6.RP.1	
<b>NS Strand and Associated Standards</b>	<b>The Number System (NS)</b> Students demonstrate a basic understanding of unit fractions and integers (compare relationship between unit fractions, describe quantities having opposite directions or value) and apply a basic understanding of multiplication and division using manipulatives and/or a calculator (concepts of fair and equal shares to divide, two-factor multiplication problems with products up to 50).	<b>3 (27)</b>	<b>The Number System (NS)</b> Students demonstrate an understanding of unit fractions and integers, and apply understandings of multiplication and division.	<b>18 (30)</b>
	<b>NS Standards</b> EE.6.NS.1, EE.6.NS.2, EE.6.NS.3, EE.6.NS.5–8		<b>NS Standards</b> 6.NS., 6.NS.2, 6.NS.3, 6.NS.5, 6.NS.6, 6.NS.7, 6.NS.8	
<b>EE Strand and Associated Standards</b>	<b>Expressions and Equations (EE)</b> Students demonstrate a basic understanding of numerical expressions (identifying equivalent number sentences, applying properties of addition to identify equivalent numerical expressions) and one variable equations (matching to a real-world problem using variables to represent numbers).	<b>4 (36)</b>	<b>Expressions and Equations (EE)</b> Students demonstrate an understanding of numerical expressions and one-variable equations.	<b>20 (33)</b>
	<b>EE Standards</b> EE.6.EE.1–2, EE.6.EE.3, EE.6.EE.5–7		<b>EE Standards</b> 6.EE.1, 6.EE.2, 6.EE.3, 6.EE.5, 6.EE.6, 6.EE.7	
<b>G Strand and Associated Standards</b>	<b>Geometry (G)</b> Students demonstrate a basic understanding of area (solve real-world problems using unit squares) and volume (solve real-world problems using unit cubes).	<b>1 (9)</b>	<b>Geometry (G)</b> Students demonstrate an understanding of area, surface area, and volume.	<b>6 (10)</b>
	<b>G Standards</b> EE.6.G.1, EE.6.G.2		<b>G Standards</b> 6.G.1, 6.G.2	
<b>SP Strand and Associated Standards</b>	<b>Statistics and Probability (SP)</b> Students demonstrate a basic understanding of data distributions (display data that shows variability, summarize data distributions shown).	<b>1 (9)</b>	<b>Statistics and Probability (SP)</b> Students demonstrate an understanding of data distributions.	<b>7 (12)</b>
	<b>SP Standards</b> EE.6.SP.1-2, EE.6.SP.5		<b>SP Standards</b> 6.SP.1-2, 6.SP.5	
	<b>Total</b>	<b>11 (100)</b>	<b>Total</b>	<b>60 (100)</b>

## **MAAP-A Grade 7 Mathematics Blueprint**

The following MAAP-A test blueprint for Grade 7 mathematics contains information about the number of tasks and percent coverage by assessment target. Also note, in order to reflect the MAAP blueprints and expectations for mathematics, the draft MAAP-A mathematics blueprints are organized by domain. Under each domain, the blueprint exhibit delineates which standards will be measured.

Note: The Grade 7 mathematics MAAP blueprint includes one Proportional Relationships performance task worth 9 points. Given the limited length of the MAAP-A, the draft blueprints do not include a corresponding task. The chart on the next page shows how each Dynamic Learning Maps Essential Element strand is aligned to the MS College and Career Ready (MSCCRS) strand.

### **Interpreting the Blueprint Exhibit**

Column A includes:

- the Mathematics Dynamic Learning Maps Essential Element strand name, and directly below it are the assessed Dynamic Learning Maps Essential Element standards;
- the Dynamic Learning Maps Essential Element (EE) code: identifies which EE standard is being assessed within a strand.

Column B includes:

- number of tasks by strand on the MAAP-A blueprint;
- the percent coverage by strand on the MAAP-A blueprint.

Column C includes:

- the MSCCRS strand name and standard;
- the MSCCRS code: identifies which MSCCR standard is being assessed within a strand;

Column D includes:

- number of points by strand on the MAAP blueprint;
- the percent coverage by strand on the MAAP blueprint;

Grade 7 Mathematics MAAP-A Blueprint

	<b>*DLM Essential Element Strand (Alternate Assessment Target)</b>	<b>Tasks (%) MAAP-A</b>	<b>**MSCRRS Strand (Assessment Target)</b>	<b>Points (%) MAAP</b>
<b>RP Strand and Associated Standards</b>	<b>Ratios and Proportional Relationships (RP)</b> Students demonstrate a basic understanding of ratio relationships (use a ratio to model or describe a relationship).	<b>1(9)</b>	<b>Ratios and Proportional Relationships (RP)</b> Students demonstrate an understanding of ratio relationships.	<b>8 (13)</b>
	<b>RP Standards</b> EE.7.RP.1–3		<b>RP Standards</b> 7.RP.1, 7.RP.2, 7.RP.3	
<b>NS Strand and Associated Standards</b>	<b>The Number System (NS)</b> Students demonstrate a basic understanding of unit fractions and integers (add fractions with like denominators with sums less than or equal to one, express a fraction with a denominator of 10 as a decimal) and apply basic understandings of multiplication and division (solve multiplication problems with products to 100, division problems with divisors up to 5 and a divisor of 10 without remainders).	<b>2 (18)</b>	<b>The Number System (NS)</b> Students demonstrate an understanding of unit fractions and integers, and apply understandings of multiplication and division.	<b>10 (17)</b>
	<b>NS Standards</b> EE.7.NS.1, EE.7.NS.2.a-d, EE.7.NS.3		<b>NS Standards</b> 7.NS.1, 7.NS.2, 7.NS.3	
<b>EE Strand and Associated Standards</b>	<b>Expressions and Equations (EE)</b> Students demonstrate a basic understanding of numerical expressions (use the properties of operations as strategies to demonstrate that expressions are equivalent, identify an arithmetic sequence of whole numbers with a whole number common difference) and one-variable equations (use the concept of equality with models to solve one-step addition and subtraction equations).	<b>2 (18)</b>	<b>Expressions and Equations (EE)</b> Students demonstrate an understanding of numerical expressions and one-variable equations.	<b>12 (20)</b>
	<b>EE Standards</b> EE.7.EE.1, EE.7.EE.2, EE.7.EE.4		<b>EE Standards</b> 7.EE.1, 7.EE.2, 7.EE.4	
<b>G Strand and Associated Standards</b>	<b>Geometry (G)</b> Students demonstrate a basic understanding of area, surface area, and volume (determine perimeter of a rectangle by adding the measures of the side, use the formula for length x width and confirm the result using manipulatives).	<b>3 (27)</b>	<b>Geometry (G)</b> Students demonstrate an understanding of area, surface area, and volume.	<b>13 (22)</b>
	<b>G Standards</b> EE.7.G.1, EE.7.G.2, EE.7.G.3, EE.7.G.4, EE.7.G.5, EE.7.G.6		<b>G Standards</b> 7.G.1, 7.G.2, 7.G.3, 7.G.4, 7.G.5, 7.G.6	



**Grade 7 Mathematics MAAP-A Blueprint**

<b>SP Strand and Associated Standards</b>	<b>Statistics and Probability (SP)</b> Students demonstrate a basic understanding of data distributions (answer a question related to the collected data from an experiment given a model of data, or from data collected by the student, compare two sets of data within a single data display- picture graph, line plot or bar graph, describe probability of events occurring as possible or impossible).	<b>3 (27)</b>	<b>Statistics and Probability (SP)</b> Students demonstrate an understanding of data distributions.	<b>17 (28)</b>
	<b>SP Standards</b> EE.7.SP.1–2, EE.7.SP.3, EE.7.SP.5–7		<b>SP Standards</b> 7.SP.1, 7.SP.2, 7.SP.3, 7.SP.5, 7.SP.6, 7.SP.7	
	<b>Total</b>	<b>11 (100)</b>	<b>Total</b>	<b>60 (100)</b>

## **MAAP-A Grade 8 Mathematics Blueprint**

The following MAAP-A test blueprint for Grade 8 mathematics contains information about the number of tasks and percent coverage by assessment target. Also note, in order to reflect the MAAP blueprints and expectations for mathematics, the draft MAAP-A mathematics blueprints are organized by domain. Under each domain, the blueprint exhibit delineates which standards will be measured.

Note: The Grade 8 mathematics MAAP blueprint includes one Translations in the Coordinate Plane performance task worth 9 points. Given the limited length of the MAAP-A, the draft blueprints do not include a corresponding task. The chart on the next page shows how each Dynamic Learning Maps Essential Element strand is aligned to the MS College and Career Ready (MSCCRS) strand.

### **Interpreting the Blueprint Exhibit**

Column A includes:

- the Mathematics Dynamic Learning Maps Essential Element strand name, and directly below it are the assessed Dynamic Learning Maps Essential Element standards;
- the Dynamic Learning Maps Essential Element (EE) code: identifies which EE standard is being assessed within a strand.

Column B includes:

- number of tasks by strand on the MAAP-A blueprint;
- the percent coverage by strand on the MAAP-A blueprint.

Column C includes:

- the MSCCRS strand name and standard;
- the MSCCRS code: identifies which MSCCR standard is being assessed within a strand;

Column D includes:

- number of points by strand on the MAAP blueprint;
- the percent coverage by strand on the MAAP blueprint;

Grade 8 Mathematics MAAP-A Blueprint

	<b>*DLM Essential Element Strand (Alternate Assessment Target)</b>	<b>Tasks (%) MAAP-A</b>	<b>**MSCRRS Strand (Assessment Target)</b>	<b>Points (%) MAAP</b>
<b>NS Strand and Associated Standards</b>	<b>The Number System (NS)</b> Students demonstrate a basic understanding of subtraction of fractions with like denominators (halves, thirds, fourths, and tenths) with minuends less than or equal to one and expressing a fraction with a denominator of 100 as a decimal.	<b>1 (10)</b>	<b>The Number System (NS)</b> Students demonstrate an understanding of addition and subtraction of fractions with like denominators and the meaning of decimal quantities.	<b>6 (10)</b>
	<b>NS Standards</b> EE.8.NS.1, EE.8.NS.2.a-b		<b>NS Standards</b> 8.NS.1, 8.NS.2	
<b>EE Strand and Associated Standards</b>	<b>Expressions and Equations (EE)</b> Students demonstrate a basic understanding of exponents (identifying the meaning of exponents of 2 and 3), proportional relationships (graph a simple ratio by connecting the origin to a point representing the ratio in the form of $y/x$ ), and one-variable equations (simple algebraic equations using addition and subtraction).	<b>3 (30)</b>	<b>Expressions and Equations (EE)</b> Students demonstrate an understanding of exponents, proportional relationships, and one-variable equations.	<b>18 (30)</b>
	<b>EE Standards</b> EE.8.EE.1, EE.8.EE.2, EE.8.EE.3–4, EE.8.EE.5–6, EE.8.EE.7		<b>EE Standards</b> 8.EE.1, 8.EE.2, 8.EE.3, 8.EE.4, 8.EE.5, 8.EE.6, 8.EE.7	
<b>F Strand and Associated Standards</b>	<b>Functions (F)</b> Students demonstrate a basic understanding of functions (identify a missing number that completes another ordered pair when given a function table containing at least 2 complete ordered pairs) and relationships between quantities (determine the values or rule of a function using a graph or table, describe how a graph represents a relationship).	<b>2 (20)</b>	<b>Functions (F)</b> Students demonstrate an understanding of functions and relationships between quantities.	<b>12 (20)</b>
	<b>F Standards</b> EE.8.F.1–3, EE.8.F.4, EE.8.F.5		<b>F Standards</b> 8.F.1, 8.F.2, 8.F.3, 8.F.4, 8.F.5	
<b>G Strand and Associated Standards</b>	<b>Geometry (G)</b> Students demonstrate a basic understanding of similarity and congruence (recognize translations, rotations, and reflections of shapes, identify shapes that are congruent) solve real-world problems involving area (use formulas for perimeter and area of rectangles and volume of rectangular prisms).	<b>3 (30)</b>	<b>Geometry (G)</b> Students demonstrate an understanding of similarity and congruence using transformations, solve problems involving volume or area, and right angles.	<b>18 (30)</b>
	<b>G Standards</b> EE.8.G.1, EE.8.G.2, EE.8.G.4, EE.8.G.5, EE.8.G.9		<b>G Standards</b> 8.G.1, 8.G.2, 8.G.4, 8.G.5, 8.G.9	

**Grade 8 Mathematics MAAP-A Blueprint**

<b>SP Strand and Associated Standards</b>	<b>Statistics and Probability (SP)</b> Students demonstrate a basic understanding of data distributions (construct a graph or table from given data and compare data in the graph or table).	<b>1 (10)</b>	<b>Statistics and Probability (SP)</b> Students demonstrate an understanding of data distributions.	<b>6 (10)</b>
	<b>SP Standards</b> EE.8.SP.4		<b>SP Standards</b> 8.SP.1, 8.SP.2, 8.SP.3, 8.SP.4	
	<b>Total</b>	<b>11 (100)</b>	<b>Total</b>	<b>60 (100)</b>

## **MAAP-A High School Algebra Mathematics Blueprint**

The following MAAP-A test blueprint for Algebra contains information about the number of tasks and percent coverage by assessment target. Also note, in order to reflect the MAAP blueprints and expectations for mathematics, the draft MAAP-A mathematics blueprints are organized by domain. Under each domain, the blueprint exhibit delineates which standards will be measured.

Note: The Algebra MAAP blueprint includes one Modeling with Real World Functions performance task worth 9 points. Given the limited length of the MAAP-A, the draft blueprints do not include a corresponding task. The chart on the next page shows how each Dynamic Learning Maps Essential Element strand is aligned to the MS College and Career Ready (MSCCRS) strand.

The high school MAAP test includes two domains for which no Essential Elements are written. These are indicated as “Not Applicable” in the exhibits with regard to the MAAP-A content.

### **Interpreting the Blueprint Exhibit**

Column A includes:

- the Mathematics Dynamic Learning Maps Essential Element strand name, and directly below it are the assessed Dynamic Learning Maps Essential Element standards;
- the Dynamic Learning Maps Essential Element (EE) code: identifies which EE standard is being assessed within a strand.

Column B includes:

- number of tasks by strand on the MAAP-A blueprint;
- the percent coverage by strand on the MAAP-A blueprint.

Column C includes:

- the MSCCRS strand name and standard;
- the MSCCRS code: identifies which MSCCR standard is being assessed within a strand;

Column D includes:

- number of points by strand on the MAAP blueprint;
- the percent coverage by strand on the MAAP blueprint;

## High School Algebra MAAP-A Blueprint

	<b>*DLM Essential Element Strand (Alternate Assessment Target)</b>	<b>Tasks (%) MAAP-A</b>	<b>**MSCRRS Strand (Assessment Target)</b>	<b>Points (%) MAAP</b>
<b>***N-RN Strand and Associated Standards</b>	<b>***Number and Quantity - The Real Number System (N-RN)</b>	<b>0-1 (0)</b>	<b>Number and Quantity - The Real Number System (N-RN)</b>	<b>1 (2)</b>
	<b>***N-RN Standards</b> EE.N-RN.1		<b>N-RN Standards</b> N-RN.1	
<b>N-Q Strand and Associated Standards</b>	<b>Number and Quantity - Quantities (N-Q)</b> Students demonstrate a basic understanding of quantitative reasoning (express quantities to the appropriate precision of measurement).	<b>1 (9)</b>	<b>Number and Quantity - Quantities (N-Q)</b> Students demonstrate an understanding of quantitative reasoning.	<b>3 (5)</b>
	<b>N-Q Standards</b> EE.N-Q.1–3		<b>N-Q Standards</b> N-Q.1, N-Q.2, N-Q.3	
<b>A-SSE Strand and Associated Standards</b>	<b>Algebra - Seeing Structure in Expressions (A-SSE)</b> Students demonstrate a basic understanding of using expressions to solve problems (identify an algebraic expression involving one arithmetic operation to represent a real-world problem, solve simple algebraic equations with one variable using multiplication and division).	<b>1 (9)</b>	<b>Algebra - Seeing Structure in Expressions (A-SSE)</b> Students demonstrate an understanding of using expressions to solve problems.	<b>5 (8)</b>
	<b>A-SSE Standards</b> EE.A-SSE.1, EE.A-SSE.3, EE.A-SSE.4		<b>A-SSE Standards</b> A-SSE.1, A-SSE.3, A-SSE.4	
<b>A-APR Strand and Associated Standards</b>	<b>Algebra - Arithmetic with Polynomials and Rational Expressions (A-APR)</b> Not Applicable for MAAP-A	<b>0 (0)</b>	<b>Algebra - Arithmetic with Polynomials and Rational Expressions (A-APR)</b>	<b>13 (22)</b>
	<b>A-APR Standards</b> Not Applicable for MAAP-A		<b>A-APR Standards</b> Not Applicable for MAAP-A	
<b>A-CED Strand and Associated Standards</b>	<b>Algebra - Creating Equations (A-CED)</b> Students demonstrate a basic understanding of equations that describe numbers or relationships (create a one-operation equation with one variable and use it to solve a real-world problem, solve one-step inequalities).	<b>1 (9)</b>	<b>Algebra - Creating Equations (A-CED)</b> Students demonstrate an understanding of creating and solving one-step equations and inequalities.	<b>17 (28)</b>
	<b>A-CED Standards</b> EE.A-CED.1, EE.A-CED.2–4		<b>A-CED Standards</b> A-CED.1, A-CED.2, A-CED.3, A-CED.4	
<b>A-REI Strand and Associated Standards</b>	<b>Algebra - Reasoning with Equations and Inequalities (A-REI)</b> Students demonstrate a basic understanding of proportional relationships and points on their graphs (interpret the meaning of a point on the graph of a line).	<b>2 (18)</b>	<b>Algebra - Reasoning with Equations and Inequalities (A-REI)</b> Students demonstrate an understanding of proportional relationships and points on their graphs.	<b>11 (18)</b>
	<b>A-REI Standards</b> EE.A-REI.10–12		<b>A-REI Standards</b> A-REI.10, A-REI.11, A-REI.12	

\*\*\*Note: This standard is currently not assessed on the MAAP-A. It will be included in development for future administration years.

## High School Algebra MAAP-A Blueprint

<b>F-IF I Strand and Associated Standards</b>	<b>Functions - Interpreting Functions (F-IF)</b> Students demonstrate a basic understanding of functions and relationships between quantities (use the concept of function to solve problems, construct graphs that represent linear functions with different rates of change and interpret differences -faster/slower higher/lower.	<b>2 (18)</b>	<b>Functions - Interpreting Functions (F-IF)</b> Students demonstrate an understanding of functions and relationships between quantities.	<b>10 (16)</b>
	<b>F-IF Standards</b> EE.F-IF.1–3, EE.F-IF.4–6		<b>F-IF Standards</b> F-IF.1, F-IF.2, F-IF.3, F-IF.4, F-IF.5, F-IF.6	
<b>F-BF Strand and Associated Standards</b>	<b>Functions - Building Functions (F-BF)</b> Students demonstrate a basic understanding of functions as a model of a relationship between two quantities (select the appropriate graphical representation given a situation involving constant rate of change).	<b>1(9)</b>	<b>Functions - Building Functions (F-BF)</b> Students demonstrate an understanding of functions as a model of a relationship between two quantities.	<b>5 (8)</b>
	<b>F-BF Standards</b> EE.F-BF.1, EE.F-BF.2		<b>F-BF Standards</b> F-BF.1, F-BF.2	
<b>F-LE Strand and Associated Standards</b>	<b>Functions - Linear, Quadratic, and Exponential Models (F-LE)</b> Students demonstrate a basic understanding of simple linear functions (model a simple linear function to show that these functions increase by equal amounts over equal intervals).	<b>1 (9)</b>	<b>Functions - Linear, Quadratic, and Exponential Models (F-LE)</b> Students demonstrate an understanding of simple linear functions.	<b>5 (8)</b>
	<b>F-LE Standards</b> EE.F-LE.1–3		<b>F-LE Standards</b> F-LE.1, F-LE.2, F-LE.3	
<b>S-ID Strand and Associated Standards</b>	<b>Statistics and Probability - Interpreting Categorical and Quantitative Data (S-ID)</b> Students demonstrate a basic understanding of how to summarize, represent, and interpret data (when given data, construct a simple graph or table and interpret the data, interpret general trends, and calculate the mean of a given data set -fewer than five data points).	<b>2 (18)</b>	<b>Statistics and Probability - Interpreting Categorical and Quantitative Data (S-ID)</b> Students demonstrate an understanding of how to summarize, represent, and interpret data.	<b>7 (12)</b>
	<b>S-ID Standards</b> EE.S-ID.1–2, EE.S-ID.3, EE.S-ID.4		<b>S-ID Standards</b> S-ID.1, S-ID.2, S-ID.3, S-ID.4	
	<b>Total</b>	<b>11 (100)</b>	<b>Total</b>	<b>61 (100)</b>

# MAAP-A Science Blueprint

## Science Assessment Targets

### Exhibit 15. Grade 5 Science

Strand (Assessment Target)
<b>Inquiry</b> – Students demonstrate an understanding of scientific inquiry using process skills (plan safe and fair experiments, make and record measurements and observations, analyze data and draw conclusions).
<b>Physical Science</b> – Students demonstrate a basic understanding of the properties and changes of objects and materials (solids, liquids, gases), position and motion of objects (examples of force, variables affecting speed, describe movement of objects) and transfer of energy (types of potential energy; refraction, reflection, or absorption of light, transfer of heat).
<b>Life Science</b> – Students demonstrate a basic understanding of living organisms (identify and classify plants, animals, and organisms), structure and function of living systems (identify/classify organs of plants and humans and identify their functions), life cycles the relationships and adaptations of life (sources of energy for living things, adaptations of organisms to their environment, food chains).
<b>Earth and Space Science</b> – Students demonstrate a basic understanding of Earth’s structure (locate layers of the atmosphere, hydrosphere and lithosphere; describe, classify and contrast rocks and their properties), objects in the sky (identify, classify and describe), and changes in the Earth and sky (identify various forms of precipitation, describe day-to-day and seasonal changes in weather, identify and demonstrate the use of weather tools).

### Exhibit 16. Grade 8 Science

Strand (Assessment Target)
<b>Inquiry</b> – Students demonstrate a basic understanding of drawing conclusions from scientific investigations, including controlled experiments (identify safe lab procedures, identify variable being tested, classify examples of qualitative and quantitative observations, identify trends on a graph and graphs that show a trend, infer reasonable conclusions from data).
<b>Physical Science</b> – Students demonstrate a basic understanding of chemical and physical changes (identify elements, compounds and mixtures, use model to show that the number of atoms shown in a chemical reaction is the same for reactants and products), interactions involving energy (identify parts of a simple circuit, completes an electrical circuit, constructs an electrical circuit) and forces that affect motion of objects (identify Newton’s three laws of motion, demonstrate concepts related to Newton’s laws of motion, explain how different forces affect objects, compute speed of objects using time and distance traveled).
<b>Life Science</b> – Students can demonstrate a basic understanding of the structure and functions of the cell (identify organisms that only obtain energy by breaking down food) levels of organization of living things (trace the flow of matter through a food chain) basis of heredity (identify inherited traits,) and adaptation that explain variations in populations (identify various causes of infections human diseases).
<b>Earth and Space Science</b> – Students demonstrate a basic understanding of the Earth’s System in terms of its position to objects in the universe (use model to demonstrate the moon’s orbit around the Earth) structure and composition (compare characteristics of the lithosphere and asthenosphere), climate (label a diagram of the water cycle) and renewable and nonrenewable resources (describe ways to conserve in and out of Mississippi).



### **Exhibit 17. High School (Biology)**

<b>Strand (Assessment Target)</b>
<b>Inquiry</b> – Students demonstrate a basic understanding of inquiry-based and problem-solving processes and skills to conduct scientific investigations (identify safety procedures and methods in a laboratory, identify independent and dependent variables in an experimental design, select the more precise of two measuring tools, trace trends in a multiple line graph, identify a descriptive title that relates the x- and y-axes).
<b>Physical Science</b> – Students demonstrate a basic understanding of the biochemical basis of life and explain how energy flows within and between living systems (classify liquids as either acid, base or neutral using a pH scale, identify organisms that photosynthesize and ones that respire, describe basic process used to release energy stored in food, sequence organelles, cells, tissues and organs to show pathways used by the body to release energy from food).
<b>Life Science</b> – Students demonstrate a basic understanding of a) the interaction between living organisms and their environment (match animals to biomes, describe human activities that may affect major ecosystems) b) the structures and function of the levels of biological organization (compare the structures of plant and animals cells, order diagrams of a cell, tissue, organ and body system) c) the molecular basis of heredity (describe the genotypes of individuals represented in a Punnett square, identify examples of mutations in DNA) and the principles that explain the diversity of life and biological evolution (classify a given organism into one of the six kingdoms of life, describe examples of extinct species).

## **MAAP-A Grade 5 Science Blueprint**

The following MAAP-A test blueprint for Grade 5 science contains information about the number of tasks and percent coverage by assessment target. Also note, in order to reflect the MAAP blueprints and expectations for science, the draft Mississippi Extended Science Framework (MESF) blueprints are organized by strand. Under each strand, the blueprint exhibit delineates which standards will be measured.

Note: The chart on the next page shows how each alternate Mississippi Extended Science Standards strand is aligned to the Mississippi Extended Science Standards strand.

### **Interpreting the Blueprint Exhibit**

Column A includes:

- the Science Extended Frameworks strand name, and directly below it are the assessed standards;
- the Science Extended Frameworks standards code: identifies which standard is being assessed within a strand.

Column B includes:

- number of tasks by strand on the MAAP-A blueprint;
- the percent coverage by strand on the MAAP-A blueprint.

Column C includes:

- the Science Extended Frameworks strand name;
- the Science Extended Frameworks code: identifies which Science Extended Frameworks standard is being assessed within a strand;

Column D includes:

- number of points by strand on the MAAP blueprint;
- the percent coverage by strand on the MAAP blueprint;

Grade 5 Science MAAP-A Blueprint

	<b>*MS Extended Science Frameworks (MESF) Strand (Alternate Assessment Target)</b>	<b>Tasks (%) MAAP-A</b>	<b>**MS Science Frameworks Strand (Assessment Target)</b>	<b>Points (%) MAAP</b>
<b>I Strand and Associated Standards</b>	<b>Inquiry (I)</b> Students demonstrate an understanding of scientific inquiry using process skills (plan safe and fair experiments, make and record measurements and observations, analyze data and draw conclusions).	<b>2 (20)</b>	<b>Inquiry (I)</b> Students demonstrate an understanding of scientific inquiry using process skills. (MESF) information on this side under the wrong heading.	<b>7 (16)</b>
	<b>I Standards</b> Cluster 1A Cluster 1B Cluster 1C		<b>I Standards</b> IS1A.a-g IS1B.a-h IS1C.a-l	
<b>PS Strand and Associated Standards</b>	<b>Physical Science (PS)</b> Students demonstrate a basic understanding of the properties and changes of objects and materials (solids, liquids, gases), position and motion of objects (examples of force, variables affecting speed, describe movement of objects) and transfer of energy (types of potential energy; refraction, reflection, or absorption of light, transfer of heat).	<b>3 (30)</b>	<b>Physical Science (PS)</b> Students demonstrate an understanding of the relationships of the properties of objects and materials, position and motion of objects, and transfer of energy to explain the physical world.	<b>14 (31)</b>
	<b>PS Standards</b> Cluster 2A Cluster 2B Cluster 2C Cluster 2D		<b>PS Standards</b> PS2A.a-f PS2B.a-g PS2C.a-j PS2D.a-f	
<b>LS Strand and Associated Standards</b>	<b>Life Science (LS)</b> Students demonstrate a basic understanding of living organisms (identify and classify plants, animals, and organisms), structure and function of living systems (identify/classify organs of plants and humans and identify their functions), life cycles the relationships and adaptations of life (sources of energy for living things, adaptations of organisms to their environment, food chains).	<b>2 (20)</b>	<b>Life Science (LS)</b> Students demonstrate an understanding of the characteristics, structures and life cycles of living organisms, environments, evolution, and diversity of organisms.	<b>10 (22)</b>
	<b>LS Standards</b> Cluster 3A Cluster 3B Cluster 3C		<b>LS Standards</b> LS3A.a-l LS3B.a-l LS3C.a-l	

**Grade 5 Science MAAP-A Blueprint**

<b>ESS Strand and Associated Standards</b>	<b>Earth and Space Science (ESS)</b> Students demonstrate a basic understanding of Earth’s structure (locate layers of the atmosphere, hydrosphere and lithosphere; describe, classify and contrast rocks and their properties), objects in the sky (identify, classify and describe), and changes in the Earth and sky (identify various forms of precipitation, describe day-to-day and seasonal changes in weather, identify and demonstrate the use of weather tools).	<b>3 (30)</b>	<b>Earth and Space Science (ESS)</b> Students demonstrate an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.	<b>14 (31)</b>
	<b>ESS Standards</b> Cluster 4A Cluster 4B Cluster 4C		<b>ESS Standards</b> ES4A.a-j ES4B.a-g ES4C.a-h	
	<b>Total</b>	<b>10 (100)</b>	<b>Total</b>	<b>45 (100)</b>

## **MAAP-A Grade 8 Science Blueprint**

The following MAAP-A test blueprint for Grade 8 science contains information about the number of tasks and percent coverage by assessment target. Also note, in order to reflect the MAAP blueprints and expectations for science, the draft Mississippi Extended Science Framework (MESF) blueprints are organized by strand. Under each strand, the blueprint exhibit delineates which standards will be measured.

Note: The chart on the next page shows how each alternate Mississippi Extended Science Standards strand is aligned to the Mississippi Extended Science Standards strand.

### **Interpreting the Blueprint Exhibit**

Column A includes:

- the Science Extended Frameworks strand name, and directly below it are the assessed standards;
- the Science Extended Frameworks standards code: identifies which standard is being assessed within a strand.

Column B includes:

- number of tasks by strand on the MAAP-A blueprint;
- the percent coverage by strand on the MAAP-A blueprint.

Column C includes:

- the Science Extended Frameworks strand name;
- the Science Extended Frameworks code: identifies which Science Extended Frameworks standard is being assessed within a strand;

Column D includes:

- number of points by strand on the MAAP blueprint;
- the percent coverage by strand on the MAAP blueprint;

Grade 8 Science MAAP-A Blueprint

	<b>*MS Extended Science Frameworks (MESF) Strand (Alternate Assessment Target)</b>	<b>Tasks (%) MAAP-A</b>	<b>**MS Science Frameworks Strand (Assessment Target)</b>	<b>Points (%) MAAP</b>
<b>I Strand and Associated Standards</b>	<b>Inquiry (I)</b> Students demonstrate a basic understanding of drawing conclusions from scientific investigations, including controlled experiments (identify safe lab procedures, identify variable being tested, classify examples of qualitative and quantitative observations, identify trends on a graph and graphs that show a trend, infer reasonable conclusions from data).	<b>1 (10)</b>	<b>Inquiry (I)</b> Students demonstrate an understanding of drawing conclusions from scientific investigations including controlled experiments.	<b>7 (14)</b>
	<b>I Standards</b> Cluster 1A Cluster 1B Cluster 1C		<b>I Standards</b> IS1A.a-f IS1B.a-e d IS1C.a-j	
<b>PS Strand and Associated Standards</b>	<b>Physical Science (PS)</b> Students demonstrate a basic understanding of chemical and physical changes (identify elements, compounds and mixtures, use model to show that the number of atoms shown in a chemical reaction is the same for reactants and products), interactions involving energy (identify parts of a simple circuit, completes an electrical circuit, constructs an electrical circuit) and forces that affect motion of objects (identify Newton's three laws of motion, demonstrate concepts related to Newton's laws of motion, explain how different forces affect objects, compute speed of objects using time and distance traveled).	<b>2 (20)</b>	<b>Physical Science (PS)</b> Students demonstrate an understanding of chemical and physical changes, interactions involving energy, and forces that affect motion of objects.	<b>10 (20)</b>
	<b>PS Standards</b> Cluster 2A Cluster 2B Cluster 2C Cluster 2D		<b>PS Standards</b> PS2A.a-f a PS2B.a-c b PS2C.a-g PS2D.a-j	
<b>LS Strand and Associated Standards</b>	<b>Life Science (LS)</b> Students can demonstrate a basic understanding of the structure and functions of the cell (identify organisms that only obtain energy by breaking down food) levels of organization of living things (trace the flow of matter through a food chain) basis of heredity (identify inherited traits,) and adaptation that explain variations in populations (identify various causes of infections human diseases).	<b>4 (40)</b>	<b>Life Science (LS)</b> Students demonstrate and understanding of the structure and functions of the cell, levels of organization of living things, basis of heredity, and adaptations that explain variations in populations.	<b>18 (36)</b>
	<b>LS Standards</b> Cluster 3A Cluster 3B Cluster 3C Cluster 3D		<b>LS Standards</b> LS3A.a-f d LS3B.a-d a LS3C.a-e b LS3D.a-f b	

**Grade 8 Science MAAP-A Blueprint**

<b>ESS Strand and Associated Standards</b>	<b>Earth and Space Science (ESS)</b> Students demonstrate a basic understanding of the Earth's System in terms of its position to objects in the universe (use model to demonstrate the moon's orbit around the Earth) structure and composition (compare characteristics of the lithosphere and asthenosphere), climate (label a diagram of the water cycle) and renewable and nonrenewable resources (describe ways to conserve in and out of Mississippi).	<b>3 (30)</b>	<b>Earth and Space Science (ESS)</b> Students demonstrate an understanding of the Earth's System in terms of its position to objects in the universe, structure, and composition, climate, and renewable and nonrenewable resources.	<b>15 (30)</b>
	<b>ESS Standards</b> Cluster 4A Cluster 4B Cluster 4C		<b>ESS Standards</b> ES4A.a-f e ES4B.a-h g ES4C.a-f d	
	<b>Total</b>	<b>10 (100)</b>	<b>Total</b>	<b>50 (100)</b>

## **MAAP-A High School Biology I Blueprint**

The following MAAP-A test blueprint for Biology I contains information about the number of tasks and percent coverage by assessment target. Also note, in order to reflect the MAAP blueprints and expectations for science, the draft MAAP-A science blueprints are organized by strand. Under each strand, the blueprint exhibit delineates which standards will be measured.

Note: The chart on the next page shows how each alternate Mississippi Extended Science Standards strand is aligned to the Mississippi Extended Science Standards strand.

### **Interpreting the Blueprint Exhibit**

Column A includes:

- the Science Extended Frameworks strand name, and directly below it are the assessed standards;
- the Science Extended Frameworks standards code: identifies which standard is being assessed within a strand.

Column B includes:

- number of tasks by strand on the MAAP-A blueprint;
- the percent coverage by strand on the MAAP-A blueprint.

Column C includes:

- the Science Extended Frameworks strand name;
- the Science Extended Frameworks code: identifies which Science Extended Frameworks standard is being assessed within a strand;

Column D includes:

- number of points by strand on the MAAP blueprint;
- the percent coverage by strand on the MAAP blueprint;



High School Biology I MAAP-A Blueprint

	<b>*MS Science Extended Frameworks (MSEF) Strand (Alternate Assessment Target)</b>	<b>Tasks (%) MAAP-A</b>	<b>**MS Science Frameworks Strand (Assessment Target)</b>	<b>Points (%) MAAP</b>
<b>I Strand and Associated Standards</b>	<b>Inquiry (I)</b> Students demonstrate a basic understanding of inquiry-based and problem-solving processes and skills to conduct scientific investigations (identify safety procedures and methods in a laboratory, identify independent and dependent variables in an experimental design, select the more precise of two measuring tools, trace trends in a multiple line graph, identify a descriptive title that relates the x- and y-axes).	<b>1 (10)</b>	<b>Inquiry (I)</b> Students demonstrate an understanding of inquiry-based and problem-solving processes and skills to conduct scientific investigations.	<b>7 (12)</b>
	<b>I Standards</b> Cluster 1A Cluster 1B Cluster 1C		<b>I Standards</b> IS1A.a-g IS1B.a-g d IS1C.a-g	
<b>PS Strand and Associated Standards</b>	<b>Physical Science (PS)</b> Students demonstrate a basic understanding of the biochemical basis of life and explain how energy flows within and between living systems (classify liquids as either acid, base or neutral using a pH scale, identify organisms that photosynthesize and ones that respire, describe basic process used to release energy stored in food, sequence organelles, cells, tissues and organs to show pathways used by the body to release energy from food).	<b>1 (10)</b>	<b>Physical Science (PS)</b> Students demonstrate an understanding of the biochemical basis of life and explain how energy flows within and between the living systems.	<b>7 (12)</b>
	<b>PS Standards</b> Cluster 2A Cluster 2B		<b>PS Standards</b> PS2A.a-h g PS2B.a-h	
<b>LS Strand and Associated Standards</b>	<b>Life Science (LS)</b> Students demonstrate a basic understanding of a) the interaction between living organisms and their environment (match animals to biomes, describe human activities that may affect major ecosystems) b) the structures and function of the levels of biological organization (compare the structures of plant and animals cells, order diagrams of a cell, tissue, organ and body system) c) the molecular basis of heredity (describe the genotypes of individuals represented in a Punnett square, identify examples of mutations in DNA) and the principles that explain the diversity of life and biological evolution (classify a given organism into one of the six kingdoms of life, describe examples of extinct species).	<b>8 (80)</b>	<b>Life Science (LS)</b> Students demonstrate an understanding of a) the interaction between living organisms and their environment, b) the structures and function of the levels of biological organization, c) the molecular basis of heredity, and d) the principles that explain the diversity of life and biological evolution.	<b>46 (76)</b>
	<b>LS Standards</b> Cluster 3A		<b>LS Standards</b> LS3A.a-l c	

High School Biology I MAAP-A Blueprint

<b>LS Strand and Associated Standards (continued)</b>	<b>LS Standards (continued)</b> Cluster 3B Cluster 3C Cluster 4A Cluster 4B Cluster 5A Cluster 5B Cluster 6A Cluster 6B		<b>LS Standards (continued)</b> LS3B.a-e c LS4A.a-l i LS4B.a-g f LS5A.a-f f LS5B.a-d a LS6A.a-g e LS6B.a-f c	
	<b>Total</b>	<b>10 (100)</b>	<b>Total</b>	<b>60 (100)</b>