



Mississippi Academic Assessment Program-Alternate (MAAP-A)

Test Administration Booklet (TAB)

Grade 4 Released
ELA and Mathematics

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ELA

MS4_ELA_Task_1

Academic Content Standard: A.L.4.1 – Demonstrate standard English grammar and usage when communicating.

d) Use adjectives to describe people or objects.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the sentences “Ryan was eating pizza when his dog bumped him. Ryan dropped the pizza on his shirt. Then he had a ____ spot on his shirt.”
- Stimulus card #2: the words “clean”, “huge”, “perfect”
- Stimulus card #3: the sentences “Kim likes to read some books many times. Today she is reading a ____ book again.”
- Stimulus card #4: the words “favorite”, “quiet”

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

SAY: In this task, you will use adjectives correctly in a sentence. Listen as I read the sentences. “Ryan was eating pizza when his dog bumped him. Ryan dropped the pizza on his shirt. Then he had a BLANK spot on his shirt.”

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

SAY: Which adjective correctly completes the sentence?

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

EXPECT: The student identifies “huge” to earn four score points.

A	4 points	Student responds correctly and independently. <i><u>This task is complete.</u></i> Go to Task 2.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

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

SAY: Think about what the sentences tell about Ryan. You want to find the right adjective that fits the meaning of the sentence. Listen as I read the sentences. “Ryan was eating pizza when his dog bumped him. Ryan dropped the pizza on his shirt. Then he had a BLANK spot on his shirt.” Which adjective correctly completes the sentence?

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

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

B	3 points	Student responds correctly with the provided supports. <i>This task is complete.</i> Go to Task 2.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

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

SAY: The word “huge” completes this sentence correctly. [Point to the sentence on stimulus card #1.] **“Then he had a huge spot on the front of his shirt.”**

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

SAY: Remember, you are looking for the right adjective for the sentence. Listen as I read these sentences. “Kim likes to read some books many times. Today she is reading a BLANK book again.”

DO: Point to stimulus card #3. Present and point to stimulus card #4 as you read the following SAY statement.

SAY: Listen as I read this sentence again. “Today she is reading a BLANK book again.” Which adjective correctly completes the sentence?

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

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

C	2 points	Student responds correctly with increased provided supports. <i>This task is complete.</i> Go to Task 2.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “favorite” on stimulus card #4, then point to stimulus card #3 as you read the following SAY statement.

SAY: Kim likes to read some books many times. Kim is reading a favorite book again. Listen as I read this sentence. “Today she is reading a BLANK book again.” Which adjective correctly completes the sentence?

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

MS4_ELA_Task_2

Academic Content Standard: A.W.4.1 – With guidance and support, write opinions about topics or text.

- b) List reasons to support the opinion.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: a graphic organizer with the heading “Reasons to Visit a Farm” centered above a column divided into three spaces for three business-size stimulus cards

Business-size stimulus cards:

- Stimulus cards, set 1: the phrases “get eggs from chickens”, “pick fresh berries”, “climb on a firetruck”, “learn about putting out fires”
- Stimulus cards, set 2: the phrases “learn how food grows”, “try on a firefighter’s hat”

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

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

SAY: You are writing your opinion about the class field trip. Your class wants to go to a farm or a fire department. You believe visiting a farm would be more interesting.

DO: Point to stimulus card #1 and read the heading. Present and point to business-size stimulus cards, set #1 as you read the following SAY statement.

SAY: First, you need to list reasons why your class should visit a farm. Pick two reasons to visit a farm and place them on your list.

DO: Point to and read the answer choices on business-size stimulus cards, set #1 to the student.

EXPECT: The student identifies and places “get eggs from chickens” AND “pick fresh berries” to earn four score points.

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

DO: If the student does not place “get eggs from chickens” AND “pick fresh berries” on stimulus card #1, then clear any incorrect answers from stimulus card #1. Point to stimulus card #1 as you read the following SAY statement.

SAY: Why do you think a farm will be more interesting? You want to tell your class what they can do on a farm.

DO: Point to business-size stimulus cards, set #1 as you read the following SAY statement.

SAY: Pick two reasons to visit a farm and place them on your list.

DO: Point to and read the answer choices on business-size stimulus cards, set #1 to the student.

EXPECT: The student identifies “get eggs from chickens” AND “pick fresh berries” to earn three score points.

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

DO: If the student does not place “get eggs from chickens” AND “pick fresh berries” on stimulus card #1, then place both reasons on stimulus card #1 as you read the following SAY statement.

SAY: One reason why visiting a farm is interesting is to “get eggs from chickens”. Another reason is to “pick fresh berries”.

DO: Unmask the third blank space on stimulus card #1. Point to and present business-size stimulus cards, set #2 as you read the following SAY statement.

SAY: Now you will give one more reason why your class should visit a farm. Pick one card that shows a reason to visit a farm and place it on your list.

DO: Point to and read the answer choices on business-size stimulus cards, set #2 to the student.

EXPECT: The student identifies “learn how food grows” to earn two score points.

C	2 points	Student responds correctly with increased provided supports. <i><u>This task is complete.</u></i> Go to Task 3.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not place “learn how food grows” on stimulus card #1, then remove the incorrect answer from stimulus card #1. Point to business-size stimulus cards, set #2 as you read the following SAY statement.

SAY: At a farm you can learn how food grows. Pick one card that shows a reason to visit a farm and place it on your list.

D	1 point	Student responds correctly to step-by-step directions. <i><u>This task is complete.</u></i> Go to Task 3.
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E	0 points	Student did not correctly respond to step-by-step directions. Go to Task 3.
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For Second Scorer use only:	
N/O	The test administrator moved to the next task before I observed a correct student response.

MS4_ELA_Task_3

Academic Content Standard: A.RL.4.2 – Identify the theme or central idea of a familiar story, drama or poem.

Stimulus Materials:

Passage stimulus cards:

- Stimulus cards: the passage “Learning to Be Wise”

Numbered stimulus cards:

- Stimulus card #1: the sentences “Families teach important lessons.”, “Families like to be outside.”, “Families are different.”
- Stimulus card #2: the sentences “Families work.”, “Families travel.”, “Families teach.”

DO: Present and point to the passage “Learning to Be Wise”.

SAY: We are going to read a story about a Choctaw Indian named Kostini (*kohs-TIH-nee*). The title of the story is “Learning to Be Wise”. Listen for a theme of the story.

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

SAY: Which one of these is a theme of the story?

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

EXPECT: The student identifies “Families teach important lessons.” to earn four score points.

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

DO: If the student does not identify “Families teach important lessons.” on stimulus card #1, then point to stimulus card #1 as you read the following SAY statement.

SAY: In the story, Kostini learned things from his grandfather. Kostini also learned by playing games.

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

SAY: Which one of these is a theme of the story?

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

EXPECT: The student identifies “Families teach important lessons.” to earn three score points.

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

DO: If the student does not identify “Families teach important lessons.” on stimulus card #1, then remove stimulus card #1. Present and point to the graphic on “LEARNING TO BE WISE—B” as you read the following SAY statement.

SAY: We are going to read part of the story again. A theme is an important message. Listen for the theme in this part of the story.

DO: Point to and read the passage part “LEARNING TO BE WISE—B” to the student. Point to the graphic as you read the passage part. Present and point to stimulus card #2 as you read the following SAY statement.

SAY: Which of these is a theme of the story?

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

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

C	2 points	Student responds correctly with increased provided supports. <u>This task is complete.</u> Go to Task 4.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

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

SAY: A theme of this story is “Families teach.” Which of these is a theme of the story?

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

D	1 point	Student responds correctly to step-by-step directions. <u>This task is complete.</u> Go to Task 4.
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E	0 points	Student did not correctly respond to step-by-step directions. Go to Task 4.
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For Second Scorer use only:	
N/O	The test administrator moved to the next task before I observed a correct student response.

MS4_ELA_Task_4

Academic Content Standard: A.RL.4.7 – Make connections between the text representation of a story and a visual, or oral version of a story.

Stimulus Materials:

Passage stimulus cards:

- Stimulus card: the passage part “LEARNING TO BE WISE—D”

Numbered stimulus cards:

- Stimulus card #1: a graphic of children playing; a graphic of a family; a graphic of corn growing near a village

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

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

SAY: We just read a story about a young boy named Kostini who learns skills to become a wise hunter.

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

SAY: Here are some pictures that relate to the story. Which picture shows learning skills needed to become a wise hunter?

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

EXPECT: The student identifies the graphic of children playing to earn four score points.

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

DO: If the student does not identify the graphic of children playing on stimulus card #1, then present and point to the passage part “LEARNING TO BE WISE—D” as you read the following SAY statement.

SAY: We are going to read part of the story again. Listen for how Kostini learns skills that will help him become a wise hunter.

DO: Point to and read the passage part “LEARNING TO BE WISE—D” to the student. Point to the text as you read the passage part. After reading the text, remove the passage part “LEARNING TO BE WISE—D”. Point to the graphics on stimulus card #1 as you read the following SAY statement.

SAY: Which picture shows learning skills needed to become a wise hunter?

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

EXPECT: The student identifies the graphic of children playing to earn three score points.

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

DO: If the student does not identify the graphic of children playing on stimulus card #1, then point to stimulus card #1 as you read the following SAY statement.

SAY: To be a wise hunter, Kostini needs to learn to be quiet and to run fast.

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

SAY: Which picture shows learning skills needed to become a wise hunter?

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

EXPECT: The student identifies the graphic of children playing to earn two score points.

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

DO: If the student does not identify the graphic of children playing on stimulus card #1, then mask the graphic of a family on stimulus card #1. Point to the remaining graphics on stimulus card #1 as you read the following SAY statement.

SAY: Remember, Kostini learned how to run fast and hide quietly when he was having fun. This is a picture of children playing. Which picture shows learning skills needed to become a wise hunter?

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

Closing Statement

SAY: We are finished with the ELA section.

Mathematics

MS4_Math_Task_1

Academic Content Standard: A.4.MD.2.d – Identify coins (e.g., penny, nickel, dime, quarter) and their values.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: a graphic of a nickel
- Stimulus card #2: the words “quarter 25¢”, “nickel 5¢”, “dime 10¢”
- Stimulus card #3: a graphic of a penny, labeled “penny 1¢”
- Stimulus card #4: the graphics of a dime, a nickel in a box, and a quarter, in that order

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

SAY: In this task, we are going to talk about coins and their value. Here is a coin.

DO: Present and point to stimulus card #2.

SAY: What is the name and value of this coin?

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

EXPECT: The student identifies “nickel 5¢” to earn four score points.

A	4 points	Student responds correctly and independently. <u><i>This task is complete.</i></u> Go to Task 2.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “nickel 5¢” on stimulus card #2, then present and point to stimulus card #3 as you read the following SAY statement.

SAY: Here is another coin. Each coin has a certain name and value. This is a picture of a penny and its value is one cent.

DO: Remove stimulus card #3. Point to stimulus card #1.

SAY: What is the name and value of this coin?

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

EXPECT: The student identifies “nickel 5¢” to earn three score points.

B	3 points	Student responds correctly with the provided supports. <i>This task is complete.</i> Go to Task 2.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “nickel 5¢” on stimulus card #2, then remove stimulus card #1. Present stimulus card #4. Point to each coin on stimulus card #4.

SAY: Here are the three coins in order of size. This is the smallest and this is the largest. We want to know the name and value of the coin in the middle.

DO: Point to the nickel on stimulus card #4.

SAY: What is the name and value of this coin?

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

EXPECT: The student identifies “nickel 5¢” to earn two score points.

C	2 points	Student responds correctly with increased provided supports. <i>This task is complete.</i> Go to Task 2.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “nickel 5¢” on stimulus card #2, then point to the nickel on stimulus card #4 as you read the following SAY statement.

SAY: This is a nickel. It has a value of five cents. What is the name and value of this coin?

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

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

MS4_Math_Task_2

Academic Content Standard: A.4.G.3 – Recognize that lines of symmetry partition shapes into equal areas.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the graphics of three stars, each with different vertical lines

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

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

SAY: Here are three stars with different lines drawn through them. Which picture shows the correct line of symmetry for the star?

EXPECT: The student identifies the graphic in the middle to earn four score points.

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

DO: If the student does not identify the graphic in the middle on stimulus card #1, then point to stimulus card #1 as you read the following SAY statement.

SAY: A line of symmetry divides a shape into two equal parts. Which picture shows the correct line of symmetry for the star?

EXPECT: The student identifies the graphic in the middle to earn three score points.

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

DO: If the student does not identify the graphic in the middle on stimulus card #1, then mask the answer choice on the left. Point to stimulus card #1 as you read the following SAY statement.

SAY: Each line divides the star into two parts. Find the star that the two parts are the exact same size and shape. Which picture shows the correct line of symmetry for the star?

EXPECT: The student identifies the graphic in the middle to earn two score points.

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

DO: If the student does not identify the graphic in the middle on stimulus card #1, then point to the graphic in the middle on stimulus card #1 as you read the following SAY statement.

SAY: This line divides the star into two equal parts. Which picture shows the correct line of symmetry for the star?

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

Closing Statement

SAY: We are finished with the Mathematics section.