nwea

believe in what's possible

MISSISSIPPI
DEPARTMENT OF
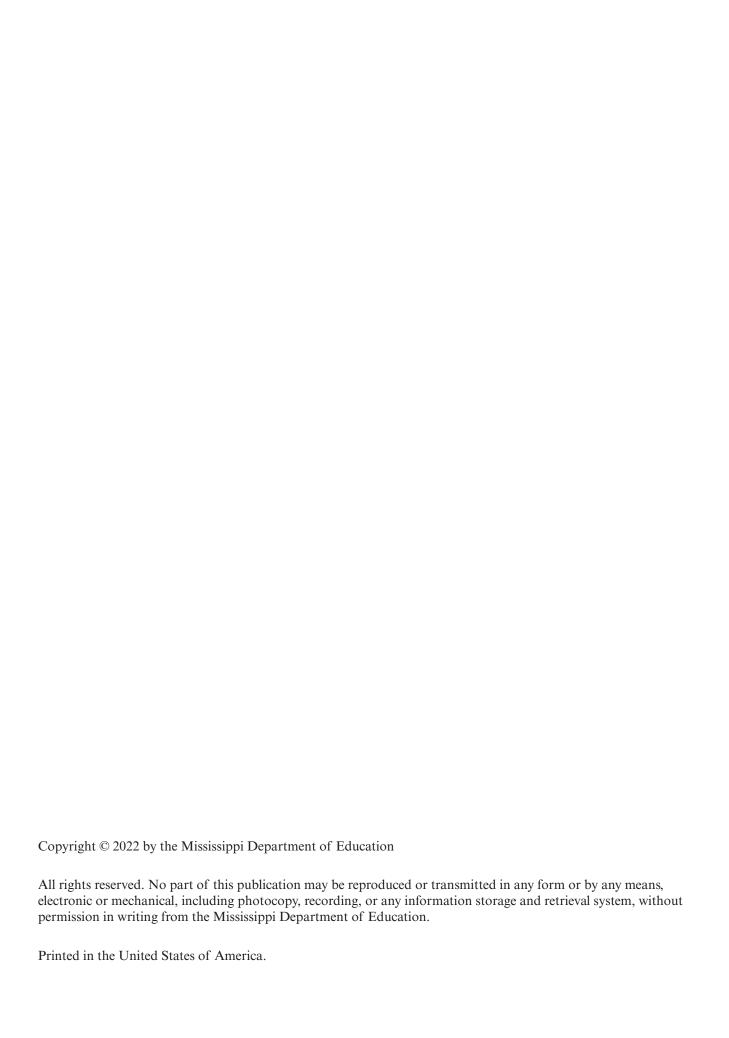### EDUCATION
Ensuring a bright future for every child

Mississippi Academic Assessment Program-Alternate (MAAP-A)

Test Administration Booklet (TAB)

Grade 8 Released
ELA, Mathematics, and Science

ELA

MS8_ELA_Task_1

Academic Content Standard: A.L.8.4 – Demonstrate knowledge of word meanings.

b) Use frequently occurring root words (e.g., *like*) and the words that result when affixes are added (e.g., *liked, disliked, liking*).

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the sentences "Johnny is playing a video game in the living room. Mom asks him to take out the trash, so he stops playing and does his chore. Johnny is being ____ to his mother."

- Stimulus card #2: the words "respected", "respectful", "disrespecting"

- Stimulus card #3: the sentences "Mom asks Johnny to take out the trash. He takes it out for her. Johnny is being ____ to his mother."

- Stimulus card #4: the sentences "Johnny is showing his mother respect. He is being ____ to his mother."

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

DO: *Present stimulus card #1 as you read the following SAY statement.*

SAY: **This task is about affixes. Affixes are letters added to a word to change its meaning.**

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

SAY: **Listen as I read a short paragraph. "Johnny is playing a video game in the living room. Mom asks him to take out the trash, so he stops playing and does his chore. Johnny is being blank to his mother."**

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

SAY: **Which word belongs in the blank?**

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

EXPECT: The student identifies "respectful" to earn four score points.

A	4 points	Student responds **correctly** and independently. ***This task is complete***. 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 "respectful" on stimulus card #2, then point to each word on stimulus card #2 as you read the following SAY statement.*

SAY: **Look at these words. The root word is "respect". Adding an affix to the word "respect" changes the meaning of the word. The endings used with these words are 'ed', 'ful', and 'ing'. One of these words correctly completes the last sentence of the paragraph.**

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

SAY: **Listen as I read the paragraph again. Think about which word belongs in the blank.**

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

SAY: **"Johnny is playing a video game in the living room. Mom asks him to take out the trash, so he stops playing and does his chore. Johnny is being blank to his mother."**

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

SAY: **Which word belongs in the blank?**

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

    EXPECT: The student identifies "respectful" to earn three score points.

B	3 points	Student responds **correctly** with the provided supports. ***This task is complete***. 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 "respectful" on stimulus card #2, then remove stimulus cards #1 and #2. Present and point to stimulus card #3 as you read the following SAY statement.*

SAY: **Affixes are added to a root word and can change the meaning. Listen as I read the following sentences: "Mom asks Johnny to take out the trash. He takes it out for her. Johnny is being blank to his mother."**

DO: *Present stimulus card #2, with "respected" masked, as you read the following SAY statement.*

SAY: **Which word belongs in the blank?**

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

EXPECT: The student identifies "respectful" to earn two score points.

C	2 points	Student responds **correctly** with increased provided supports. ***This task is complete***. 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 "respectful" on stimulus card #2, then remove stimulus card #3. Present and point to stimulus card #4 as you read the following SAY statement.*

SAY: **Listen to this sentence: "Johnny is showing his mother respect. He is being blank to his mother."**

DO: *Point to the word "respectful" on stimulus card #2 as you read the following SAY statement.*

SAY: **Johnny is being respectful to his mother. This is the word "respectful". Which word belongs in the blank?**

D	1 point	Student responds **correctly** to step-by-step directions. ***This task is complete***. Go to Task 2.

E	0 points	Student did not **correctly** respond to step-by-step directions. Go to Task 2.

For Second Scorer use only:	
N/O	The test administrator moved to the next task before I observed a correct student response.

MS8_ELA_Task_2

Academic Content Standard: A.W.8.1 – With guidance and support, write claims about topics or texts.

b) Write reasons to support a claim about a topic or text.

Stimulus cards:

Numbered stimulus cards:

- Stimulus card #1: a graphic of an advertisement, stating "Get our social media app! Make new friends! Stay in touch with old friends! Connect to your family! With our app you can • hang out and chat with friends • post photos for your grandparents • meet people with similar interests • play popular games • join groups to discuss interesting topics"

- Stimulus card #2: the phrases "post photos for your grandparents", "meet people with similar interests", "play popular games"

- Stimulus card #3: a graphic of two photos, labeled "post photos for your grandparents"; a graphic of two games, labeled "play popular games"

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

SAY: **We are going to read an advertisement for a social media app. The advertisement describes what the social media app can do.**

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

SAY: **Which phrase supports the claim that the app can be used to meet new friends?**

DO: *Point to and read stimulus card #2 to the student.*

EXPECT: The student identifies "meet people with similar interests" to earn four score points.

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

DO: *If the student does not identify "meet people with similar interests" on stimulus card #2, then point to stimulus card #1 as you read the following SAY statement.*

SAY: **People go online and use social media for different reasons. The advertisement claims you can make new friends using this social media app. Look at the list of everything the app can do.**

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

SAY: **Which phrase supports the claim that the app can be used to meet new friends?**

DO: *Point to and read stimulus card #2 to the student.*

 EXPECT: The student identifies "meet people with similar interests" to earn three score points.

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

DO: *If the student does not identify "meet people with similar interests" on stimulus card #2, then remove stimulus card #2. Point to stimulus card #1 as you read the following SAY statement.*

SAY: **The advertisement claims that this social media app can do many things. One claim is that you can make new friends. Another claim is that you can connect to your family.**

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

SAY: **Which phrase supports the claim that the app can be used to connect to your family?**

DO: *Point to and read stimulus card #3 to the student.*

 EXPECT: The student identifies "post photos for your grandparents" to earn two score points.

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

DO: *If the student does not identify "post photos for your grandparents" on stimulus card #3, then point to stimulus card #3 as you read the following SAY statement.*

SAY: **You can connect to your family when you post photos for your grandparents. Which phrase supports the claim that the app can be used to connect to your family?**

D	1 point	Student responds **correctly** to step-by-step directions. ***This task is complete***. Go to Task 3.

E	0 points	Student did not **correctly** respond to step-by-step directions. Go to Task 3.

For Second Scorer use only:	
N/O	The test administrator moved to the next task before I observed a correct student response.

MS8_ELA_Task_3

Academic Content Standard: A.RI.8.1 – Cite text to support inferences from informational text.

Stimulus Materials:

Passage stimulus cards:

- Stimulus cards: the passage "The Gift of a Teacher"

Numbered stimulus cards:

- Stimulus card #1: the sentence "Anne Sullivan was a caring person and did not give up."
- Stimulus card #2: the sentences "Helen's father and mother employed Anne Sullivan as a teacher.", "To become a teacher, Sullivan had to overcome many challenges.", "Anne Sullivan was twenty years old when she began teaching Helen."
- Stimulus card #3: the sentences "Sullivan helped Helen learn the names of objects.", "Sullivan met Helen's parents when she was twenty years old."

DO: *Present and point to the passage "The Gift of a Teacher" as you read the following SAY statement.*

SAY: **We are going to read an informational text about Anne Sullivan. She was an American teacher best known for her work with a student named Helen Keller. The title of the text is "The Gift of a Teacher". When we are finished, I will ask you some questions about the story.**

DO: *Point to and read the passage to the student, then read the following SAY statement.*

SAY: **We just read about Anne Sullivan.**

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

SAY: **Inferences you can make about Anne Sullivan are that she was a caring person and she did not give up. An inference is an opinion you make based on facts.**

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

SAY: **Here are three sentences. Which sentence provides a detail that supports Anne Sullivan was a caring person and did not give up?**

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

EXPECT: The student identifies "To become a teacher, Sullivan had to overcome many challenges." to earn four score points.

A	4 points	Student responds **correctly** and independently. ***This task is complete***. 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 "To become a teacher, Sullivan had to overcome many challenges." on stimulus card #2, then point to the passage "The Gift of a Teacher" as you read the following SAY statement.

SAY: In the text, it says that Anne worked hard in order to help Helen learn.

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

SAY: Which sentence provides a detail that supports Anne Sullivan was a caring person and did not give up?

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

EXPECT: The student identifies "To become a teacher, Sullivan had to overcome many challenges." to earn three score points.

B	3 points	Student responds **correctly** with the provided supports. ***This task is complete***. 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 "To become a teacher, Sullivan had to overcome many challenges." on stimulus card #2, then remove stimulus cards #1 and #2. Present and point to stimulus card #3 as you read the following SAY statement.

SAY: Anne Sullivan was an important person to Helen Keller. Which of these shows that Anne Sullivan was important to Helen?

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

EXPECT: The student identifies "Sullivan helped Helen learn the names of objects." to earn two score points.

C	2 points	Student responds **correctly** with increased provided supports. ***This task is complete***. 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 "Sullivan helped Helen learn the names of objects." on stimulus card #3, then point to stimulus card #3 as you read the following SAY statement.*

SAY: **Anne Sullivan helped Helen learn the names of objects. Which of these shows that Anne Sullivan was important to Helen?**

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

D	1 point	Student responds **correctly** to step-by-step directions. ***This task is complete***. Go to Task 4.

E	0 points	Student did not **correctly** respond to step-by-step directions. Go to Task 4.

For Second Scorer use only:	
N/O	The test administrator moved to the next task before I observed a correct student response.

MS8_ELA_Task_4

Academic Content Standard: A.RI.8.8 – Determine the argument made by an author in an informational text.

Stimulus Materials:

Passage stimulus cards:

- Stimulus cards: the passage "The Gift of a Teacher"

Numbered stimulus cards:

- Stimulus card #1: the sentences "Most people should become teachers.", "Teachers can change the lives of students.", "People should work for many years."
- Stimulus card #2: the sentences "Teachers can help students.", "Teachers can drive to school."

SAY: **We read an informational text about Anne Sullivan's contributions. An author has a point of view about the topic in a text. An author's point of view can be an opinion or feeling.**

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

SAY: **Which of these sentences tells the point of view of the author in this text?**

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

> **EXPECT:** The student identifies "Teachers can change the lives of students." to earn four score points.

A	4 points	Student responds **correctly** and independently. ***This task is complete***. 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 "Teachers can change the lives of students.", then point to the passage as you read the following SAY statement.*

SAY: **From reading this text, you know that Anne Sullivan helped Helen Keller overcome challenges and to continue her education. Helen went on to graduate from college.**

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

SAY: **Which of these sentences tells the point of view of the author of this text?**

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

EXPECT: The student identifies "Teachers can change the lives of students." to earn three score points.

B	3 points	Student responds **correctly** with the provided supports. ***This task is complete***. 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 "Teachers can change the lives of students.", then remove stimulus card #1 as you read the following SAY statement.*

SAY: The author thinks teachers are important.

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

SAY: Which of these shows why the author thinks teachers are important?

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

EXPECT: The student identifies "Teachers can help students." to earn two score points.

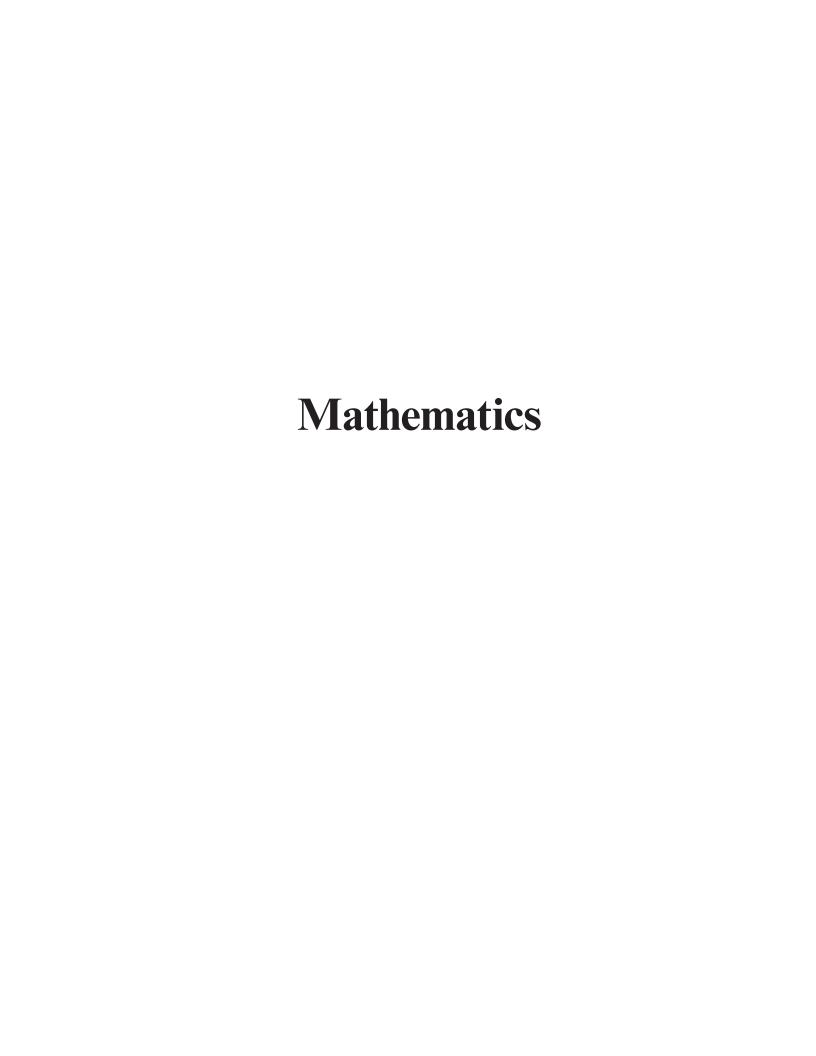| C	2 points	Student responds **correctly** with increased provided supports. ***This task is complete***. Say closing statement.
		Note: If the student responds **incorrectly**, proceed to the next set of DO and SAY statements below.

DO: *If the student does not identify "Teachers can help students.", then point to stimulus card #2 as you read the following SAY statement.*

SAY: The author thinks teachers are important because they can help students. Which of these shows why the author thinks teachers are important?

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. ***This task is complete***. Say closing statement.

E	0 points	Student did not **correctly** respond to step-by-step directions. Say closing statement.

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

MS8_Math_Task_1

Academic Content Standard: A.8.F.5 – Describe how a graph represents a relationship between two quantities.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the sentences "Avery is selling glasses of lemonade in her neighborhood. As the temperature outside increases, the number of glasses of lemonade sold increases."
- Stimulus card #2: three graphs: one with a decreasing pattern, labeled "Graph A"; one with no pattern, labeled "Graph B"; one with an increasing pattern, labeled "Graph C"

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

SAY: This task is about showing a relationship on a graph. Listen as I read the story. "Avery is selling glasses of lemonade in her neighborhood. As the temperature outside increases, the number of glasses of lemonade sold increases."

DO: Present stimulus card #2. Point to each part of the graphs as you read the following SAY statement.

SAY: In each graph, the temperature is along the *x*-axis. The number of glasses sold is along the *y*-axis. Which graph represents the relationship described in the story between temperature and lemonade sold?

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

   EXPECT: The student identifies "Graph C" on the far right to earn four score points.

A	4 points	Student responds **correctly** and independently. ***This task is complete***. 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 "Graph C" on the far right of stimulus card #2, then point to stimulus card #2 as you read the following SAY statement.

SAY: The relationship is that as the temperature increases, the number of glasses of lemonade sold increases. Which graph represents the relationship described in the story between temperature and lemonade sold?

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

EXPECT: The student identifies "Graph C" on the far right to earn three score points.

B	3 points	Student responds **correctly** with the provided supports. ***This task is complete***. 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 "Graph C" on the far right of stimulus card #2, then point to stimulus card #2 as you read the following SAY statement.*

SAY: **Remember that we read graphs from left to right. As the temperature increases from left to right, the number of glasses of lemonade sold should increase.** *[Point to the* y*-axis starting at zero and moving up.]* **The further up the** *y***-axis, the bigger the numbers. Which graph represents the relationship described in the story between temperature and lemonade sold?**

DO: *Point to the answer choices on stimulus card #2 for the student.*

EXPECT: The student identifies "Graph C" on the far right to earn two score points.

C	2 points	Student responds **correctly** with increased provided supports. ***This task is complete***. 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 "Graph C" on the far right of stimulus card #2, then point to "Graph C" on the far right of stimulus card #2 as you read the following SAY statement.*

SAY: **This graph shows that as the temperature is increasing, the number of glasses of lemonade sold is always moving up or increasing. Which graph represents the relationship between temperature and lemonade sold?**

D	1 point	Student responds **correctly** to step-by-step directions. ***This task is complete***. Go to Task 2.

E	0 points	Student did not **correctly** respond to step-by-step directions. Go to Task 2.

For Second Scorer use only:	
N/O	The test administrator moved to the next task before I observed a correct student response.

MS8_Math_Task_2

Academic Content Standard: A.8.SP.4 – Construct a graph or table from given categorical data and compare data categorized in the graph or table.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: a table with three columns, labeled "Boys", "Girls"; three rows, labeled "bus", "6", "4"; "car", "1", "4"; "walk", "3", "2"
- Stimulus card #2: the answer choices "There are more boys than girls that ride the bus to school.", "There are more girls than boys that ride the bus to school.", "There are an equal number of boys and girls that ride the bus to school."

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

SAY: **In this task, you will be comparing data about how students get to and from school. Let's look at the table; this table shows the number of boys and number of girls and how they get to school.**

DO: *Present stimulus card #2.*

SAY: **Which statement is true about the number of boys that ride the bus to school and the number of girls that ride the bus to school?**

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

   EXPECT: The student identifies "There are more boys than girls that ride the bus to school." to earn four score points.

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

DO: *If the student does not identify "There are more boys than girls that ride the bus to school." on stimulus card #2, then point to the boys column of the table on stimulus card #1 as you read the following SAY statement.*

SAY: **Look at the table again. This column shows the number of boys.** *[Point to the girls column on the table.]* **This column shows the number of girls.** *[Point to the bus row on the table.]* **This row shows the number of boys and the number of girls.**

DO: *Point to stimulus card #2.*

SAY: **Which statement is true about the number of boys that ride the bus to school and the number of girls that ride the bus to school?**

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

EXPECT: The student identifies "There are more boys than girls that ride the bus to school." to earn three score points.

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

DO: *If the student does not identify "There are more boys than girls that ride the bus to school." on stimulus card #2, then point to the "6" in the bus row for the boys column of the table on stimulus card #1 as you read the following SAY statement.*

SAY: **Six boys ride the bus to school.** *[Point to the "4" in the bus row for girls.]* **Four girls ride the bus to school.**

DO: *Point to stimulus card #2.*

SAY: **Which statement is true about the number of boys that ride the bus to school and the number of girls that ride the bus to school?**

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

EXPECT: The student identifies "There are more boys than girls that ride the bus to school." to earn two score points.

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

DO: *If the student does not identify "There are more boys than girls that ride the bus to school." on stimulus card #2, then point to the "6" in the bus row for the boys column of the table on stimulus card #1 as you read the following SAY statement.*

SAY: **Six boys** *[Point to the "4" in the bus row for girls.]* **is more than four girls.**

DO: *Point to stimulus card #2.*

SAY: **Which statement is true about the number of boys that ride the bus to school and the number of girls that ride the bus to school?**

D	1 point	Student responds **correctly** to step-by-step directions. ***This task is complete***. Go to Task 3.

E	0 points	Student did not **correctly** respond to step-by-step directions. Go to Task 3.

For Second Scorer use only:		
N/O	The test administrator moved to the next task before I observed a correct student response.

MS8_Math_Task_3

Academic Content Standard: A.8.G.1 – Recognize translations, rotations, and reflections of shapes.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: a shape on a coordinate graph
- Stimulus card #2: three coordinate grids with images that have been translated, labeled "Graph A"; rotated, labeled "Graph B"; and reflected, labeled "Graph C"

❖   *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: This task is about transformation of a shape. Here is a shape on a coordinate grid.

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

SAY: Which graph shows the shape rotated?

DO: *Point to the answer choices on stimulus card #2 for the student.*

EXPECT: The student identifies "Graph B" in the middle to earn four score points.

A	4 points	Student responds **correctly** and independently. ***This task is complete***. 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 "Graph B" in the middle on stimulus card #2, then point to stimulus card #1 as you read the following SAY statement.*

SAY: Shapes can be transformed by translating, which is a slide, rotating which is a turn, or reflected which is a flip or mirror image. Which graph shows the shape rotated?

DO: *Point to the answer choices on stimulus card #2 for the student.*

EXPECT: The student identifies "Graph B" in the middle to earn three score points.

B	3 points	Student responds **correctly** with the provided supports. _**This task is complete**_. 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 "Graph B" in the middle on stimulus card #2, then point to the graph on the far right of stimulus card #2 as you read the following SAY statement.*

SAY: **This graph shows that the shape has been reflected. The shape was flipped over the *y*-axis and is a mirror image.**

DO: *Mask the graph on the far right of stimulus card #2.*

SAY: **Which graph shows the shape rotated?**

DO: *Point to the remaining answer choices on stimulus card #2 for the student.*

EXPECT: The student identifies "Graph B" in the middle to earn two score points.

C	2 points	Student responds **correctly** with increased provided supports. _**This task is complete**_. 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 "Graph B" in the middle on stimulus card #2, then point to the graph in the middle of stimulus card #2 as you read the following SAY statement.*

SAY: **This graph shows that the shape has been rotated or turned. Which graph shows the shape rotated?**

D	1 point	Student responds **correctly** to step-by-step directions. _**This task is complete**_. Say closing statement.

E	0 points	Student did not **correctly** respond to step-by-step directions. Say closing statement.

For Second Scorer use only:	
N/O	The test administrator moved to the next task before I observed a correct student response.

Closing Statement

SAY: **We are finished with the Mathematics section.**

Science

MS8_Science_Task_1

Academic Content Standard: E.8.10.1 – Classify objects and materials as trash and recyclables (e.g., plastic, paper, and glass).

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the sentences "Some objects can be recycled to be made into another product. Other objects cannot be recycled and are put into landfills."
- Stimulus card #2: the words "glass bottle", "soda can", "foam container"
- Stimulus card #3: a graphic of a glass bottle, labeled "glass bottle"; a graphic of an empty soda can, labeled "soda can"; a graphic of a foam container, labeled "foam container"

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

SAY: In this task, we will be classifying objects as recyclable or non-recyclable. "Some objects can be recycled to be made into another product. Other objects cannot be recycled and are put into landfills."

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

SAY: Which object is non-recyclable?

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

EXPECT: The student identifies "foam container" to earn four score points.

A	4 points	Student responds **correctly** and independently. ***This task is complete***. 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 "foam container" on stimulus card #2, then point to stimulus card #2 as you read the following SAY statement.

SAY: Recycling is the process of converting waste materials into new materials and products. Think about waste that cannot be made into new materials. Which object is non-recyclable?

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

EXPECT: The student identifies "foam container" to earn three score points.

B	**3 points**	Student responds **correctly** with the provided supports. ***This task is complete***. 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 "foam container" on stimulus card #2, then remove stimulus card #2. Present stimulus card #3 as you read the following SAY statement.*

SAY: **Non-recyclable items cannot be converted into new materials. They must be put into landfills and take a long time to break down. They are bad for the environment. Which object is non-recyclable?**

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

EXPECT: The student identifies "foam container" to earn two score points.

C	**2 points**	Student responds **correctly** with increased provided supports. ***This task is complete***. 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 "foam container" on stimulus card #3, then mask "soda can" on stimulus card #3. Point to "foam container" on stimulus card #3 as you read the following SAY statement.*

SAY: **The foam container is non-recyclable. Which object is non-recyclable?**

D	**1 point**	Student responds **correctly** to step-by-step directions. ***This task is complete***. Go to Task 2.

E	**0 points**	Student did not **correctly** respond to step-by-step directions. Go to Task 2.

For Second Scorer use only:	
N/O	The test administrator moved to the next task before I observed a correct student response.

MS8_Science_Task_2

Academic Content Standard: A.L.8.2A.1 – Provide examples of genetic variation (examples: eye color, hair color, height, plant stem height).

Stimulus Materials:

- Stimulus card #1: the phrases "eye color", "ears pierced", "dimples in cheeks"

- Stimulus card #2: the phrase "freckles on skin" with the graphic of a mother and daughter with freckles on cheeks, the phrase "hair color" and the graphic of a young girl with dark hair and a young boy with light hair, the phrase "scar on arm" and the graphic of an arm with a scar

- ❖ *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: Children inherit certain physical traits from their parents. These traits pass from the parents to children through genetic material called "genes". Members of the same family sometimes show differences in inherited traits. Which of these are inherited traits that could look different among members of the same family?

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

  EXPECT: The student identifies "eye color" AND "dimples in cheeks" to earn four score points.

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

  EXPECT: The student identifies "eye color" OR "dimples in cheeks" to earn three score points.

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

  DO: If the student does not identify "eye color" OR "dimples in cheeks" on stimulus card #1, remove stimulus card #1. Present and point to stimulus card #2 as you read the following SAY statement.

SAY: **Inherited traits such as eye color or dimples in cheeks are physical traits parents pass to their children at birth. Physical traits such as pierced ears occur because of things that happen after a child is born. Eye color or dimples in cheeks can be different from one family member to another. Which of these are inherited traits that could look different among members of the same family?**

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

EXPECT: The student identifies "freckles on skin" AND "hair color" to earn two score points.

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

DO: *If the student does not identify "freckles on skin" AND "hair color" on stimulus card #2, mask "hair color" and "scar on arm". Point to the graphic "freckles on skin" as you read the following SAY statement.*

SAY: **Children can have freckles because their parents have freckles. This picture shows "freckles on skin". Show me "freckles on skin".**

D	1 point	Student responds **correctly** to step-by-step directions. ***This task is complete***. Go to Task 3.

E	0 points	Student did not **correctly** respond to step-by-step directions. Go to Task 3.

For Second Scorer use only:		
N/O	The test administrator moved to the next task before I observed a correct student response.

MS8_Science_Task_3

Academic Content Standard: A.L.8.4A.1 – Identify environmental factors which promote an organism's survival.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the sentences "There are certain things every organism needs to survive. Some of these things are found in the environment."
- Stimulus card #2: a graphic of a sun, a puddle of water, and an apple with walnuts, labeled "sunlight, water, and food"; a graphic of a sun, pencils, and an apple with walnuts, labeled "sunlight, pencils, and food"; a graphic of a sun, a puddle of water, and books, labeled "sunlight, water, and books"

❖ *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: **This task is about identifying things in an environment that help an organism live. Listen to these sentences. "There are certain things every organism needs to survive. Some of these things are found in the environment."**

DO: *Present stimulus card #2 as you read the following SAY statement.*

SAY: **Which three things does an organism need to survive?**

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

EXPECT: The student identifies "sunlight, water, and food" to earn four score points.

A	4 points	Student responds **correctly** and independently. ***This task is complete***. 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 "sunlight, water, and food" on stimulus card #2, then remove stimulus card #2. Point to stimulus card #1 as you read the following SAY statement.*

SAY: **All organisms need things in the environment to survive. For example, without air and shelter most organisms would not survive.**

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

SAY: **Which three things does an organism need to survive?**

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

EXPECT: The student identifies "sunlight, water, and food" to earn three score points.

B	3 points	Student responds **correctly** with the provided supports. ***This task is complete***. 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 "sunlight, water, and food" on stimulus card #2, then mask "sunlight, water, and books" on stimulus card #2. Point to stimulus card #2 as you read the following SAY statement.*

SAY: **All living things need materials from the environment to live. Living things need to eat and drink. Which three things does an organism need to survive?**

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

EXPECT: The student identifies "sunlight, water, and food" to earn two score points.

C	2 points	Student responds **correctly** with increased provided supports. ***This task is complete***. 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 "sunlight, water, and food" on stimulus card #2, then point to "sunlight, water, and food" on stimulus card #2 as you read the following SAY statement.*

SAY: **All living things need sunlight, water, and food to survive. Which three things do all organisms need to survive?**

D	1 point	Student responds **correctly** to step-by-step directions. ***This task is complete***. Go to Task 4.

E	0 points	Student did not **correctly** respond to step-by-step directions. Go to Task 4.

For Second Scorer use only:	
N/O	The test administrator moved to the next task before I observed a correct student response.

MS8_Science_Task_4

Academic Content Standard: A.L.8.4B.3 – Match fossils to the current modern-day organisms.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the sentences "Organisms have changed over time. You can see how organisms once looked by studying fossils. Some fossils look like organisms that live today."

- Stimulus card #2: a T-chart with two columns, the left column titled "Fossil" with a graphic of a fossilized snail, a graphic of a fossilized bird, a graphic of a fossilized fish; the right column titled "Modern-Day Organism"

Business-size stimulus cards:

- Stimulus cards, Set 1: the animals "bird", "fish", "dog", "snail"

- Stimulus cards, Set 2: a graphic of a bird, labeled "bird"; a graphic of a fish, labeled "fish"; a graphic of a snail, labeled "snail"

DO: *Present stimulus card #1 as you read the following SAY statement.*

SAY: **"Organisms have changed over time. You can see how organisms once looked by studying fossils. Some fossils look like organisms that live today."**

DO: *Present and point to each graphic in the "Fossil" column on stimulus card #2 as you read the following SAY statement.*

SAY: **Here are pictures of three fossils.**

DO: *Present and point to business-size stimulus cards, set 1: "bird", "fish", "dog", and "snail", in that order, as you read the following SAY statement.*

SAY: **Here are four modern-day organisms.** *[Point to business-size stimulus cards, set 1.]* **Match the modern-day animal** *[Point to the "Fossil" column on stimulus card #2.]* **with the picture of the fossil that it looks most like.** *[Point to "Modern-Day Organism" column on stimulus card #2.]* **Put the cards on the chart in this column.**

 EXPECT: The student identifies "snail" AND "bird" AND "fish", in that order, to earn four score points.

A	4 points	Student responds **correctly** and independently. ***This task is complete***. Go to Task 5.
Note: If the student responds **incorrectly**, proceed to the next set of DO and SAY statements below.		

DO: *If the student does not identify "snail" AND "bird" AND "fish", in that order, from business-size stimulus cards, set 1, then leave any correctly placed cards on the T-chart on stimulus card #2. Remove "dog" and any incorrectly or unplaced cards from business-size stimulus cards, set 1 as you read the following SAY statement.*

SAY: **A fossil is an imprint of an old animal left in rock. Many animals that left fossils look like animals that are alive today.**

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

SAY: **Here are pictures of three fossils.**

DO: *Present and point to the remaining answer choices from business-size stimulus cards, set 1: "bird", "fish", and "snail", in that order, as you read the following SAY statement.*

SAY: **Match the modern-day animal** *[Point to the "Fossil" column on stimulus card #2.]* **with the picture of the fossil that it looks most like.** *[Point to the "Modern-day Organism" column on stimulus card #2.]* **Put the cards on the chart in this column.**

          EXPECT: The student identifies "snail" AND "bird" AND "fish", in that order, to earn three score points.

B	3 points	Student responds **correctly** with the provided supports. ***This task is complete***. Go to Task 5.
Note: If the student responds **incorrectly**, proceed to the next set of DO and SAY statements below.		

DO: *If the student does not identify "snail" AND "bird" AND "fish", in that order, from business-size stimulus cards, set 1, then remove business-size stimulus cards, set 1. Present and point to each business-size stimulus card from business-size stimulus cards, set 2 as you read the following SAY statement.*

SAY: *[Point to the "bird" business-size stimulus card.]* **Look at the picture of the bird.** *[Point to the "fish" business-size stimulus card.]* **Look at the picture of the fish.** *[Point to the "snail" business-size stimulus card.]* **Look at the picture of the snail.** *[Point to the "Modern-Day Organism" column.]* **Look closely at the picture of each fossil. Match the modern-day animal** *[Point to the "Fossil" column on stimulus card #2.]* **with the picture of the fossil that it looks most like.** *[Point to the "Modern-Day Organism" column on stimulus card #2.]* **Put the cards on the chart in this column.**

EXPECT: The student identifies "snail" AND "bird" AND "fish", in that order, to earn two score points.

C	2 points	Student responds **correctly** with increased provided supports. ***This task is complete***. Go to Task 5.
	Note: If the student responds **incorrectly**, proceed to the next set of DO and SAY statements below.	

DO: *If the student does not identify "snail" AND "bird" AND "fish", in that order, then remove business-size stimulus cards, set 2. Point to the graphic of the snail fossil on stimulus card #2 as you read the following SAY statement.*

SAY: **This is the picture of the snail fossil.** *[Point to the space next to the snail fossil.]* **The snail picture goes here. Where does the snail picture go?**

D	1 point	Student responds **correctly** to step-by-step directions. ***This task is complete***. Go to Task 5.

E	0 points	Student did not **correctly** respond to step-by-step directions. Go to Task 5.

For Second Scorer use only:	
N/O	The test administrator moved to the next task before I observed a correct student response.

MS8_Science_Task_5

Academic Content Standard: A.E.8.10.3 – Match human activities with their effect on Earth's resources.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the sentences "Pollution is the introduction of harmful materials into the environment. Humans cause air pollution and water pollution."
- Stimulus card #2: a T-chart with the left column titled "Air Pollution", the right column titled "Water Pollution"
- Stimulus card #3: a graphic of a clean river, labeled "a river flowing through the mountains"; a graphic of a man throwing garbage in a river, labeled "a person throwing trash in a river"

Business-size stimulus cards:

- Stimulus cards: a graphic of a car with exhaust fumes, labeled "car exhaust"; a graphic of a boat releasing an oil spill, labeled "oil spill"; a graphic of trash in the ocean, labeled "trash in the ocean"; a graphic of a factory smokestack emitting fumes, labeled "factory smokestack"

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

SAY:　　**This task is about how human activities affect our Earth's environment. Listen as I read these sentences. "Pollution is the introduction of harmful materials into the environment. Humans cause air pollution and water pollution."**

DO:　　*Remove stimulus card #1. Present and point to the column titles on stimulus card #2 as you read the following SAY statement.*

SAY:　　**Look at this chart. This chart has two columns. This column says: "Air Pollution". This column says: "Water Pollution".**

DO:　　*Present and point to the "car exhaust" business-size stimulus card as you read the following SAY statement.*

SAY:　　**This is a picture of car exhaust. Does it go under air pollution** *[Point to the blank spaces under "Air Pollution".]* **or water pollution** *[Point to the blank spaces under "Water Pollution".]***?**

DO:　　*Once the student has responded, present and point to the "oil spill" business-size stimulus card as you read the following SAY statement.*

SAY:　　**This is a picture of an oil spill. Does it go under air pollution** *[Point to the blank spaces under "Air Pollution".]* **or water pollution** *[Point to the blank spaces under "Water Pollution".]***?**

DO: *Once the student has responded, present and point to the "trash in ocean" business-size stimulus card as you read the following SAY statement.*

SAY: **This is a picture of trash in the ocean. Does it go under air pollution** *[Point to the blank spaces under "Air Pollution".]* **or water pollution** *[Point to the blank spaces under "Water Pollution".]***?**

DO: *Once the student has responded, present and point to the "factory smokestack" business-size stimulus card as you read the following SAY statement.*

SAY: **This is a picture of factory smokestacks. Does it go under air pollution** *[Point to the blank spaces under "Air Pollution."]* **or water pollution** *[Point to the blank spaces under "Water Pollution".]***?**

    EXPECT: The student identifies "car exhaust" and "factory smokestack" under "Air Pollution" AND "oil spill" and "trash in ocean" under "Water Pollution" to earn four score points.

A	4 points	Student responds **correctly** and independently. ***This task is complete***. 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 "car exhaust" and "factory smokestack" under "Air Pollution" AND "oil spill" and "trash in ocean" under "Water Pollution" on stimulus card #2, then remove the incorrectly placed business-size stimulus cards from stimulus card #2. Point to the columns on stimulus card #2 as you read the following SAY statement.*

SAY: **Remember, pollution is something that is harmful to the environment. Some human activities release harmful gases into the air. Some human activities cause Earth's water to become dirty.**

DO: *Present and point to the remaining business-size stimulus cards as you read the following SAY statement.*

SAY: **Match each example of pollution to the correct type of pollution: air or water.** *[Point to the columns on stimulus card #2.]*

DO: *If "car exhaust" was correctly categorized, then skip to the next DO statement. If "car exhaust" was incorrectly categorized, then present the "car exhaust" business-size stimulus card as you read the following SAY statement.*

SAY: **This is a picture of a car releasing exhaust. Does it go under Air Pollution or Water Pollution?**

DO: *If "oil spill" was correctly categorized, then skip to the next DO statement. If "oil spill" was incorrectly categorized, then present the "oil spill" business-size stimulus card as you read the following SAY statement.*

SAY: **This is a picture of a ship spilling oil into the ocean. Does it go under Air Pollution or Water Pollution?**

DO: *If "trash in the ocean" was correctly categorized, then skip to the next DO statement. If "trash in the ocean" was incorrectly categorized, then present the "trash in the ocean" business-size stimulus card as you read the following SAY statement.*

SAY: **This is a picture of trash in the ocean. Does it go under Air Pollution or Water Pollution?**

DO: *If "factory smokestack" was correctly categorized, then skip to the next EXPECT statement. If "factory smokestack" was incorrectly categorized, then present the "factory smokestack" business-size stimulus card as you read the following SAY statement.*

SAY: **This is a picture of a factory releasing pollution from its smokestacks. Does it go under Air Pollution or Water Pollution?**

EXPECT: The student identifies "car exhaust" and "factory smokestack" under "Air Pollution" AND "oil spill" and "trash in ocean" under "Water Pollution" to earn three score points.

B	3 points	Student responds **correctly** with the provided supports. ***This task is complete***. 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 "car exhaust" and "factory smokestack" under "Air Pollution" AND "oil spill" and "trash in ocean" under "Water Pollution" on stimulus card #2, then remove all business-size stimulus cards. Present and point to stimulus card #3 as you read the following SAY statement.*

SAY: **People doing things that harm the air is called air pollution. People doing things that harm water is called water pollution. Which picture shows water pollution?**

DO: *Point to and read each answer choice from stimulus card #3 to the student.*

EXPECT: The student identifies "a person throwing trash in a river" to earn two score points.

C	**2 points**	Student responds **correctly** with increased provided supports. ***This task is complete***. 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 "a person throwing trash in a river" on stimulus card #3, then point to "a person throwing trash in a river" on stimulus card #3 as you read the following SAY statement.*

SAY: **A person throwing trash in a river harms the water. This is a picture of water pollution. Which picture shows water pollution?**

D	**1 point**	Student responds **correctly** to step-by-step directions. ***This task is complete***. Say closing statement.

E	**0 points**	Student did not **correctly** respond to step-by-step directions. Say closing statement.

For Second Scorer use only:	
N/O	The test administrator moved to the next task before I observed a correct student response.

Closing Statement

SAY: **We are finished with the Science section.**