Mississippi Academic Assessment Program-Alternate (MAAP-A)

Test Administration Booklet (TAB)

Algebra I Released
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**MS_ALGI_Task_1**

**Academic Content Standard:** A.N.CN.2.b – Solve real-world problems involving addition and subtraction of rational numbers (e.g., whole numbers or decimals), using models when needed.

**Stimulus Materials:**

*Numbered stimulus cards:*

- Stimulus card #1: a graphic of a grocery checkout lane; the word problem “Bob went grocery shopping. He bought bread for $1.99 and eggs for $1.59. He gave the cashier $5.00. How much change did Bob receive from the cashier?”
- Stimulus card #2: the amounts “$3.58”, “$8.68”, “$1.42”
- Stimulus card #3: a graphic of a grocery checkout with $3.58 on the screen and a customer giving the cashier a $5.00 bill; the word problem “Bob’s total bill at the store was $3.58. He gave the cashier $5.00. How much change did the cashier give Bob?”

**Response Materials:**

- Calculator (or paper and writing tools familiar to the student)

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

**SAY:** This task is about solving addition and subtraction problems involving decimals. “Bob went grocery shopping. He bought bread for $1.99 and eggs for $1.59. He gave the cashier $5.00. How much change did Bob receive from the cashier?”

**DO:** Present and point to the response materials as you read the following SAY statement.

**SAY:** You can use these tools to help solve the word problem.

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

**SAY:** Remember, Bob bought bread for $1.99 and eggs for $1.59. He gave the cashier $5.00.

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

**SAY:** How much change did Bob receive from the cashier?

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

**EXPECT:** The student identifies “$1.42” to earn four score points.

<table>
<thead>
<tr>
<th>A</th>
<th>4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student responds <strong>correctly</strong> and independently. <strong>This task is complete.</strong> Go to Task 2.</td>
<td></td>
</tr>
</tbody>
</table>

Note: If the student responds **incorrectly**, proceed to the next set of DO and SAY statements below.
DO: If the student does not identify "$1.42" on stimulus card #2, then point to stimulus card #1 as you read the following SAY statement.

SAY: “Bob went grocery shopping. He bought bread for $1.99 and eggs for $1.59. He gave the cashier $5.00. How much change did Bob receive from the cashier?”

DO: Point to the response materials as you read the following SAY statement.

SAY: Remember, you can use these tools to help solve the word problem. This task is about solving addition and/or subtraction problems involving decimals.

DO: Allow the student to choose a tool to use to solve the problem. Point to stimulus card #2 as you read the following SAY statement.

SAY: How much change did Bob receive from the cashier?

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

EXPECT: The student identifies "$1.42" to earn three score points.

<table>
<thead>
<tr>
<th></th>
<th>3 points</th>
<th>Student responds correctly with the provided supports. This task is complete. Go to Task 2.</th>
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</thead>
</table>

Note: If the student responds incorrectly, proceed to the next set of DO and SAY statements below.

DO: If the student does not identify "$1.42" on stimulus card #2, then remove stimulus card #1. Present and point to stimulus card #3 as you read the following SAY statement.

SAY: “Bob’s total bill at the store was $3.58. He gave the cashier $5.00. How much change did the cashier give Bob?”

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

EXPECT: The student identifies "$1.42" to earn two score points.

<table>
<thead>
<tr>
<th></th>
<th>2 points</th>
<th>Student responds correctly with increased provided supports. This task is complete. Go to Task 2.</th>
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</thead>
</table>

Note: If the student responds incorrectly, proceed to the next set of DO and SAY statements below.

DO: If the student does not identify "$1.42" on stimulus card #2, then point to "$1.42" on stimulus card #2 as you read the following SAY statement.

SAY: Bob’s change was one dollar and forty-two cents. How much was Bob’s change?
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>D</strong></td>
<td><strong>1 point</strong></td>
<td>Student responds <strong>correctly</strong> to step-by-step directions. <em>This task is complete.</em> Go to Task 2.</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td><strong>0 points</strong></td>
<td>Student did not <strong>correctly</strong> respond to step-by-step directions. Go to Task 2.</td>
</tr>
</tbody>
</table>

**For Second Scorer use only:**

| **N/O** | The test administrator moved to the next task before I observed a correct student response. |
**MS_ALGI_Task_2**

**Academic Content Standard:** A.N-RN.1 – Determine the value of a quantity that is squared or cubed.

**Stimulus Materials:**

*Numbered stimulus cards:*

- Stimulus card #1: the expression “2³”
- Stimulus card #2: the numbers “6”, “8”, “9”
- Stimulus card #3: the equation “2³ = 2 × 2 × 2”

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

**SAY:** This task involves finding the cube of a number. This is two cubed or two to the power of three.

**DO:** Present and point to stimulus card #2.

**SAY:** What is the value of two cubed?

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

**EXPECT:** The student identifies “8” to earn four score points.

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

**DO:** If the student does not identify “8” on stimulus card #2, then point to stimulus card #1 as you read the following SAY statement.

**SAY:** Remember, the exponent tells you how many times to multiply the base by itself.

**DO:** Point to stimulus card #2.

**SAY:** What is the value of two cubed?

**DO:** Point to and read the answer choices on stimulus card #2 to the student.
**EXPECT:** The student identifies “8” to earn three score points.

<table>
<thead>
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<th>3 points</th>
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</table>
| B | 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 “8” on stimulus card #2, then present stimulus card #3 as you read the following SAY statement.

**SAY:** Two to the power of three is two times itself three times. Two cubed is the same as two times two times two.

**DO:** Point to stimulus card #2.

**SAY:** What is the value of two cubed?

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

**EXPECT:** The student identifies “8” to earn two score points.

<table>
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<th>2 points</th>
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</table>
| C | 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 “8” on stimulus card #2, then point to stimulus card #3 as you read the following SAY statement.

**SAY:** Two to the power of three equals two times two times two. That equals eight.

**DO:** Present and point to stimulus card #2.

**SAY:** What is the value of two cubed?

**EXPECT:** The student identifies “8” to earn one score point.

<table>
<thead>
<tr>
<th></th>
<th>1 point</th>
</tr>
</thead>
</table>
| D | Student responds **correctly** to step-by-step directions. 
*This task is complete.* Say closing statement. |

**EXPECT:** The student did not correctly respond to step-by-step directions. Say closing statement.

<table>
<thead>
<tr>
<th></th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Student did not <strong>correctly</strong> respond to step-by-step directions. Say closing statement.</td>
</tr>
</tbody>
</table>
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 Algebra I section.