Mississippi Academic Assessment Program—Alternate (MAAP-A)

Blueprint Interpretive Quick Reference Guide

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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 the Mississippi Alternate Academic Achievement Standards (MS AAAS). 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 appropriate supports.

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 student achievement at each grade level.

Alternate Academic Standards

Grade-specific goals 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. More 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.

All English Language Arts and Mathematics assessments are based on the 2019 *Mississippi Alternate Academic Achievement Standards for English Language Arts and Mathematics (MS AAAS-ELA, MS AAAS-Mathematics)*. Similarly, the Science will be based on the 2019 *Mississippi Alternate Academic Achievement Standards for Science.* The new standards documents can be found on the Mississippi Department of Education website: (https://www.mdek12.org/OSA/SP/MAAP-A).
These standards 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.

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 align 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 best to 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 provides opportunities for Mississippi educators to be involved in the development of the assessment system components. Educators assisted 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 appears below, followed by more specific component descriptions.

Academic standards are one method that schools use to organize knowledge, teaching, and academic programming. **Content definitions** provide the overall meaning of each content area. **Measurement targets** are statements that provide grade-level descriptions of the performance defined in the claim.

MAAP-A Test Design

Performance Events

Overview

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. **Performance events** allow students to demonstrate knowledge and skills aligned to the Mississippi Alternate Academic Achievement Standards (MS AAAS). The **tasks** for the performance events are written to address specific, identified skills by means of a scripted format. Each performance event task lists stimulus materials needed to administer **each item associated with the task within the performance event**.

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.

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 specific standard. Each task within a specific PE is scripted with **"SAY"** and ***"DO"*** statements that guide the Test Administrator through the task administration and ensure a standardized delivery of the assessment.
3. **Item**: Each task is comprised of four items. Items within each task are written at varying levels of complexity and provide varying levels of support. Each task will begin with the most complex item and the least amount of support and end with the least complex item and the most support. Students are expected to independently respond correctly to one of the items within the scaffolded continuum of expected responses in order to score up to 4 points.

Administration

Process Overview

The teacher is required to present each task at the beginning of the script. An independent student response is required to earn a score of 4, 3, or 2. When the student meets the criteria indicated in the **"EXPECT"** statement associated with an item within a task, a score is awarded to the student, and the teacher moves the student to the next task within the performance event. If a student cannot correctly answer an item, the teacher administers the next item within the task 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 within the performance event.

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 is allowed during the administration of the MAAP-A. A list of administration criteria follows:

1. Select and use testing accommodations that closely mirror accommodations used during daily academic instruction, are familiar to the student, and follow the MDE allowable accommodations guidelines.
2. Reread directions and test items as needed without providing any additional prompting or support for the score point level.
3. Praise student effort throughout the administration, not only when a correct response is given by the student.
4. At score point 1, praise and confirm the correct response when provided by the student or when the correct response is elicited using step-by-step directions.
5. When given word choice options with **"SAY"** statements, select the word choice that is most familiar to the student, thereby allowing the student access to the item.
6. Script must be read exactly as printed.
7. When reading passages, use an appropriate pace, pausing as necessary to allow the student processing time.
8. Direct the student to the 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. Present all materials from left to right and top to

bottom reading information from left to right (from the student's perspective), top to bottom.
10. When directed to remove stimulus or response materials, remove test materials completely from the visual field and 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 varying levels of complexity and supports to provide opportunity for students to independently demonstrate their skills and knowledge. 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 wide array of responses. 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 (if appropriate)
- **SAY** and *DO* statements
- **"EXPECT"** statements for all 4, 3, and 2 score points in each item
- Embedded score point boxes for 4, 3, 2, 1 and 0
- NOTES (if applicable)

Grade-level Academic Content Standards

The alternate assessments must align with grade-level academic content standards, which have been reduced in depth, breadth and complexity (alternate achievement standards). This allows students who are eligible for participation in the alternate assessment the opportunity demonstrate what they know and can do within the grade-level academic content 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, such as counting blocks, 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 by the teacher and made available during the MAAP-A administration by the District Test Coordinator (DTC). 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 answer options, 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 only time a **"SAY"** statement may be adapted is when word choices are provided. If word choices are given, teachers may choose the word most familiar to the student. Possible word choices are indicated in an item through a series of words separated by slashes (e.g., minus/subtract/take away). The teacher may not define vocabulary or clue correct answer choices through the provision of variations to direction or responding word choices. **"SAY"** statements may be repeated without providing additional levels of prompting, support, or cueing to the answer. **"SAY"** statements should <u>not</u> include language such as:

- "I want you to…"
- "You need to…"
- "You should…"

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 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 ***"DO"*** and **"SAY"** 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 using 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. The provision of step-by-step directions allows the student the opportunity to correctly respond for 1 score point when provided with a maximum level of support.

The student earns a score of "0" 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.

The table (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.

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

- 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

	Column A	Column B	Column C
	***Mississippi Alternate Academic Achievement Standards (MS AAAS) (Alternate Assessment Target)**	**MAAP-A Tasks**	**MAAP-A Points**
Row 1	**Reading Literature (RL)** 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.	3-4	12-16
Row 2	**RL Standards** A.RL.3.1, A.RL.3.2, ARL.3.3, A.RL.3.4 A.RL.3.5, A.RL.3		

Note: A full description of the Mississippi Alternate Academic Achievement Standards can be found on the Mississippi Department of Education - Office of Student Assessment – Mississippi Academic Assessment Program-Alternate (MAAP-A) webpage.

Table Column Definitions

Column A includes:

- The Mississippi Alternate Academic Achievement Standards (MS AAAS) and A Standards indicators.
- The standards indicators are the naming convention identifying each standard. For example, the labeling A.RL.3.1 is –
    - A = Alternate
    - RL = The strand "Reading Literature"
    - 3.1 = is the standard indicator

Column B includes:

- Number of tasks for this strand on the MAAP-A assessment.

Column C includes:

- Number of points for this strand on the MAAP-A assessment.

Table Row Definitions

Row # 1 includes:

- MAAP-A / A Strand Name and Assessment Targets,
- MAAP-A number of tasks for this strand,
- MAAP-A number of points for this strand,

Row # 2 includes:

- The Mississippi Alternate Academic Achievement Standards indicators associated with this strand.

MAAP-A English Language Arts Blueprint

Grade 3 ELA MAAP-A Blueprint

Strands	*MS AAAS (Alternate Assessment Target)	MAAP-A Tasks	MAAP-A Points
RL and Associated Standards	**Reading Literature (RL)** Students demonstrate a basic understanding of literature by determining a logical order of events and identifying details related to story elements (point of view) within texts, illustrations or tactual information and demonstrate understanding of words or phrases that complete literal sentences in a text when given guidance and support **RL Standards** A.RL.3.1, A.RL.3.2, A.RL.3.3, A.RL.3.4, A.RL.3.5, A.RL.3.7	**3-4**	**12-16**
RI and Associated Standards	**Reading Informational (RI) Text** Students demonstrate a basic understanding of informational text by ordering two events in a text (i.e., 'first' and 'next'), using text features and visual elements identifying details within a text (i.e., 'who' or 'what') and similarities between texts on the same topic and engage in shared reading when given guidance and support **RL Standards** A.RI.3.1, A.RI.3.2, A.RI.3.3, A.RI.3.4, A.RI.3.5, A.RI.3.7, A.RI.3.9	**3-4**	**12-16**
L and Associated Standards	**Language (L)** 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. **L Standards** A.L.3.4, A.L.3.5, A.L.3.6	**1-3**	**4-12**
W and Associated Standards	**Writing (W)** Students can produce writing for a range of purposes and audiences and including reasons or details when given guidance and support. **W Standards** A.W.3.1, A.W.3.2, A.W.3.3, A.L.3.1, A.L.3.2, A.L.3.3	**3-5**	**12-20**
	Total	**13**	**52**

* A full description of the Mississippi Alternate Academic Achievement Standards (MS AAAS) can be found on here: https://www.mdek12.org/OSA/SP/MAAP-A

Grade 4 ELA MAAP-A Blueprint

Strands	*MS AAAS (Alternate Assessment Target)	MAAP -A Tasks	MAAP -A Points
RL and Associated Standards	**Reading Literature (RL)** 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. **RL Standards** A.RL.4.1, A.RL.4.2, A.RL.4.3, A.RL.4.4, A.RL.4.5, A.4.7, ~~A.RL.4.10~~	**3-4**	**12-16**
RI and Associated Standards	**Reading Informational (RI) Text** 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. **RL Standards** A.RI.4.1, A.RI.4.2, A.RI.4.3, A.RI.4.4, A.RI.4.5, A.RI.4.7, A.RI.4.9, ~~A.RI.4.10~~	**3-4**	**12-16**
L and Associated Standards	**Language (L)** 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. **L Standards** A.L.4.4, A.L.4.5, A.L.4.6	**1-3**	**4-12**
W and Associated Standards	**Writing (W)** Students can produce writing for a range of purposes and audiences and include reasons or details when given guidance and support. **W Standards** A.W.4.1, A.W.4.2, A.W.4.3, A.L.4.1, A.L.4.2, A.L.4.3	**3-5**	**12-20**
	Total	**13**	**52**

*A full description of the Mississippi Alternate Academic Achievement Standards (MS AAAS) can be found on here: https://www.mdek12.org/OSA/SP/MAAP-A

Grade 5 ELA MAAP-A Blueprint

Strands	*MS AAAS (Alternate Assessment Target)	MAAP -A Tasks	MAAP -A Points
RL and Associated Standards	**Reading Literature (RL)** 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 and multimedia elements when given guidance and support. **RL Standards** A.RL.5.1, A.RL.5.2, A.RL.5.3, A.RL.5.4, A.RL.5.5, A.RL.5.7, A.RL.5.9	**3-4**	**12-16**
RI and Associated Standards	**Reading Informational (RI) Text** 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. **RI Standards** A.RI.5.1, A.RI.5.2, A.RI.5.3, A.RI.5.4, A.RI.5.5, A.RI.5.6, A.RI.5.7, A.RI.5.8, A.RI.5.9	**3-4**	**12-16**
L and Associated Standards	**Language (L)** 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. **L Standards** A.L.5.4, A.L.5.5, A.L.5.6	**1-3**	**4-12**
W and Associated Standards	**Writing (W)** Students can produce writing for a range of purposes and audiences, include reasons or details, gather, and sort relevant information when given guidance and support. **W Standards** A.W.5.1, A.W.5.2, A.W.5.3, A.L.5.1, A.L.5.2, A.L.5.3	**3-5**	**12-20**
	Total	**13**	**52**

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Grade 6 ELA MAAP-A Blueprint

Strands	*MS AAAS (Alternate Assessment Target)	MAAP -A Tasks	MAAP -A Points
RL and Associated Standards	**Reading Literature (RL)** 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. RL Standard A.RL.6.1, A.RL.6.2, A.RL.6.3, A.RL.6.4, A.RL.6.5, A.RL.6.6, A.RL. 6.7, A.RL.6.9	**2-3**	**8-12**
RI and Associated Standards	**Reading Informational (RI) Text** 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. **RI Standards** A.RI.6.1, A.RI.6.2, A.RI.6.3, A.RI.6.4, A.RI.6.5, A.RI.6.6, A.RI.6.7, A.RI.6.8, A.RI.6.9	**4-5**	**16-20**
L and Associated Standards	**Language (L)** 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. **L Standards** A.L.6.4, A.L.6.5, A.L.6.6	**1-3**	**4-12**
W and Associated Standards	**Writing (W)** Students can produce writing for a range of purposes and audiences and include reasons or details when given guidance and support. **W Standards** A.W.6.1, A.W.6.2, A.W.6.3, A.L.6.1, A.L.6.2, A.L.6.3	**3-5**	**12-20**
	Total	**13**	**52**

A full description of the Mississippi Alternate Academic Achievement Standards (MS AAAS) can be found on here: https://www.mdek12.org/OSA/SP/MAAP-A

Grade 7 ELA MAAP-A Blueprint

Strands	*MS AAAS (Alternate Assessment Target)	MAAP-A Tasks	MAAP-A Points
RL and Associated Standards	**Reading Literature (RL)** 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. **RL Standards** A.RL.7.1, A.RL.7.2, A.RL.7.3, A.RL.7.4, A.RL.7.5, A.RL.7.6, A.RL.7.7, A.RL.7.9	**2-3**	**8-12**
RI and Associated Standards	**Reading Informational (RI) Text** 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. **RI Standards** A.RI.7.1, A.RI.7.2, A.RI 9.7.3, A.RI.7.4, A.RI.7.5, A.RI.7.6, A.RI.7.7, A. RI.7.8, A.RI.7.9	**4-5**	**16-20**
L and Associated Standards	**Language (L)** 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. **L Standards** A.L.7.4., A.L.7.5, A.L.7.6	**1-3**	**4-12**
W and Associated Standards	**Writing (W)** Students can produce writing for a range of purposes and audiences when given guidance and support. **W Standards** A.W.7.1, A.W.7.2, A.W.7.3, A.L.7.1, A.L.7.2, A.L.7.3	**3-5**	**12-20**
	Total	**13**	**52**

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Grade 8 ELA MAAP-A Blueprint

Strands	*MS AAAS (Alternate Assessment Target)	MAAP-A Tasks	MAAP-A Points
RL and Associated Standards	**Reading Literature (RL)** 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. **RL Standards** A.RL.8.1, A.RL.8.2, A.RL.8.3, A.RL.8.4, A.RL.8.5, A.RL.8.6, A.RL.8.7, A.RL.8.9	**2-3**	**8-12**
RI and Associated Standards	**Reading Informational (RI) Text** 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. **RI Standards** A.RI.8.1, A.RI.8.2, A.RI.8.3, A.RI.8.4, A.RI.8.5, A.RI.8.6, A.RI.8.7, A.RI .8.8, A.RI.8.9	**4-5**	**16-20**
L and Associated Standards	**Language (L)** 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. **L Standards** A.L.8.4, A.L.8.5, A.L.8.6	**1-3**	**4-12**
W and Associated Standards	**Writing (W)** Student can produce writing for a range of purposes and audiences and include reasons or details or conventions when given guidance and support. **W Standards** A.W.8.1, A.W.8.2, A.W.8.3, A.L.8.1, A.L.8.2, A.L.8.	**3-5**	**12-20**
	Total	**13**	**52**

A full description of the Mississippi Alternate Academic Achievement Standards (MS AAAS) can be found on here: https://www.mdek12.org/OSA/SP/MAAP-A

MAAP-A English II Blueprint

Strands	*MS AAAS (Alternate Assessment Target)	MAAP-A Tasks	MAAP-A Points
RL and Associated Standards	**Reading Literature (RL)** 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, identifying when an author draws upon a different text and determine the meaning of words or phrases. RL Standards: A.RL.9-10.1, A.RL.9-10.2, A.RL.9-10.3, A.RL.9-10.4, A.RL.9-10.5, A.RL.9-10.6, A.RL.9-10.7, A.RL.9-10.9	**2-3**	**8-12**
RI and Associated Standards	**Reading Informational (RI) Text** 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. RI Standards: A.RI.9-10.1, A.RI.9-10.2, A.RI.9-10.3, A.RI.9-10.4, A.RI.9-10.5, A.RI.9-10.6, A.RI.9-10.7, A.RI.9-10.8, A.RI.9-10.9	**4-5**	**16-20**
L and Associated Standards	**Language (L)** 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) use general academic and domain-specific words and phrases across contexts and recount main events of text. L Standards: A.L.9-10.4, A.L.9-10.5, A.L.9-10.6	**1-3**	**4-12**
W and Associated Standards	**Writing (W)** Student can produce writing for a range of purposes and audiences and include reasons or details when given guidance and support. W Standards: A.W.9-10.1, A.W.9-10.2, A.W.9-10.3, A.L.9-10.1, A.L.9-10.2, A.L.9-10.3	**3-5**	**12-20**
	TOTAL	**13**	**52**

* A full description of the Mississippi Alternate Academic Achievement Standards (MS AAAS) can be found on here: https://www.mdek12.org/OSA/SP/MAAP-A

MAAP-A Mathematics Blueprint

Grade 3 Mathematics MAAP-A Blueprint

Strands	*MS AAAS (Alternate Assessment Target)	MAAP-A Tasks	MAAP-A Points
OA and Associated Standards	**Operations and Algebraic Thinking (OA)** Students demonstrate a basic understanding of problem-solving using addition and subtraction and identify arithmetic patterns. **OA Standards** A.3.OA.1-2, A.3.OA.4, A.3.OA.8	**3-4**	**12-16**
NBT and Associated Standards	**Number and Operations in Base Ten (NBT)** Students demonstrate a basic understanding of place value for numbers up to 30 and count by tens using manipulatives. NBT Standards A.3.NBT.1, A.3.NBT.2, A.3.NBT.3	**1-2**	**4-8**
NF and Associated Standards	**Number and Operations—Fractions (NF)** Students demonstrate a basic understanding of fractions as parts of a whole. **NF Standards** A.3.NF.1, 3 A.3.NF.2, A.3.NF.3	**1-2**	**4-8**
MD and Associated Standards	**Measurement and Data (MD)** Students demonstrate a basic understanding of measurement (i.e., telling time, measuring length), data (bar graphs), concepts of area (i.e., appropriate tools to use to determine mass and volume) and language: pictures, one-step word problems. **MD Standards** A.3.MD.1, A.3.MD.2, A.3.MD.3, A.3.MD.4	**1-2**	**4-8**
G and Associated Standards	**Geometry (G)** Students demonstrate a basic understanding of two-dimensional shapes and their attributes **G Standards** A.3.G.1, A.3.G.2	**1-2**	**4-8**
	Total	**10**	**40**

A full description of the Mississippi Alternate Academic Achievement Standards (MS AAAS) can be found on here: https://www.mdek12.org/OSA/SP/MAAP-A

Grade 4 Mathematics MAAP-A Blueprint

Strands	*MS AAAS (Alternate Assessment Target)	MAAP-A Tasks	MAAP-A Points
OA and Associated Standards	**Operations and Algebraic Thinking (OA)** 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 **OS Standards** A.4.OA.1-2, A.4.OA.3, A.4.OA.4, A.4.OA.5	**1-2**	**4-8**
NBT and Associated Standards	**Number and Operations in Base Ten (NBT)** Students demonstrate a basic understanding of place value (i.e., comparing whole numbers to 10, rounding numbers 0-30), perform simple arithmetic (i.e., add/subtract two-digit whole numbers) and language: using symbols. **NBT Standards** A.4.NBT.2, A.4.NBT.3, A.4.NBT.4	**1-2**	**4-8**
NF and Associated Standards	**Number and Operations—Fractions (NF)** Students demonstrate a basic understanding of fractions (i.e., identify models of ½, and ¼, and differentiate between whole and half). **NF Standards** A.4.NF.1–2, A.4.NF.3	**2-3**	**8-12**
MD and Associated Standards	**Measurement and Data (MD)** Students demonstrate a basic understanding of measurement (i.e., length, time, mass or volume, area, and money), data (i.e., represent and interpret data from a picture or bar graph), and recognize and identify angles in geometric shapes. **MD Standards** A.4.MD.1, A.4.MD.2.a-d, A.4.MD.3, A.4.MD.4.a-b, A.4.MD.5, A.4.MD.6	**1-2**	**4-8**
G and Associated Standards	**Geometry (G)** Students demonstrate a basic understanding of two-dimensional shapes and their attributes **G Standards** A.4.G.1, A.4. G.2, A.4.G.3	**1-2**	**4-8**
	Total	**10**	**40**

A full description of the Mississippi Alternate Academic Achievement Standards (MS AAAS) can be found on here: https://www.mdek12.org/OSA/SP/MAAP-A

Grade 5 Mathematics MAAP-A Blueprint

Strands	*MS AAAS (Alternate Assessment Target)	MAAP-A Tasks	MAAP-A Points
OA and Associated Standards	**Operations and Algebraic Thinking (OA)** Students demonstrate a basic understanding of identifying and extending numerical patterns. **OA Standards** A.5.OA.3	**1-2**	**4-8**
NBT and Associated Standards	**Number and Operations in Base Ten (NBT)** Students demonstrate a basic understanding of place value (i.e., comparing numbers to 99 using manipulatives, whole numbers up to 100) perform simple arithmetic (i.e., multiply whole numbers up to 5x5, illustrate the concept of division) and use of symbols. **NBT Standards** A.5.NBT.1, A.5.NBT.2, A.5.NBT.3, A.5.NBT.4, A.5.NBT.5, A.5.NBT.6–7	**2-3**	**8-12**
NF and Associated Standards	**Number and Operations—Fractions (NF)** Students demonstrate a basic understanding of fractions (i.e., identify models of halves, fourths, thirds, and tenths). **NF Standards** A.5.NF.1, A.5.NF.2	**2-3**	**8-12**
MD and Associated Standards	**Measurement and Data (MD)** Students demonstrate a basic understanding of measurement (i.e., time to the half or quarter hour, weight and length of objects, relative value of collections of coins), data (i.e., picture, line plot, or bar graph) and concept of volume (i.e., identify three-dimensional shapes, volume of rectangular prisms). **MD Standards** A.5.MD.1.a-c, A.5.MD.2, A.5.MD.3, A.5.MD.4–5	**1-2**	**4-8**
G and Associated Standards	**Geometry (G)** Students demonstrate a basic understanding of two-dimensional shapes and their attributes (i.e., sort and identify). **G Standards** A.5.G.1-4	**1-2**	**4-8**
	Total	**11**	**44**

A full description of the Mississippi Alternate Academic Achievement Standards (MS AAAS) can be found on here: https://www.mdek12.org/OSA/SP/MAAP-A

Grade 6 Mathematics MAAP-A Blueprint

Strands	*MS AAAS (Alternate Assessment Target)	MAAP-A Tasks	MAAP-A Points
RP and Associated Standards	**Ratios and Proportional Relationships (RP)** Students demonstrate a basic understanding of a simple ratio relationship **RP Standards** A.6.RP.1	**1-2**	**4-8**
NS and Associated Standards	**The Number System (NS)** Students demonstrate a basic understanding of unit fractions and integers (i.e., 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 (i.e., concepts of fair and equal shares to divide, two-factor multiplication problems with products up to 50). **NS Standards** A.6.NS.1, A.6.NS.2, A.6.NS.3, A.6.NS.5–8	**2-3**	**8-12**
EE and Associated Standards	**Expressions and Equations (EE)** Students demonstrate a basic understanding of numerical expressions (i.e., identifying equivalent number sentences, applying properties of addition to identify equivalent numerical expressions) and one variable equations (i.e., matching to a real-world problem using variables to represent numbers). **EE Standards** A.6.EE..1–2, A.6.EE.3, A.6. EE.5–8	**3-4**	**12-16**
G and Associated Standards	**Geometry (G)** Students demonstrate a basic understanding of area (i.e., solve real-world problems using unit squares) and volume (i.e., solve real-world problems using unit cubes). **G Standards** A.6.G.1, A.6. G.2	**1-2**	**4-8**
SP and Associated Standards	**Statistics and Probability (SP)** Students demonstrate a basic understanding of data distributions: graphs or tables (i.e., display data that shows variability, summarize data distributions shown). **SP Standards** A.6. SP.1-2, A.6. SP.5	**1-2**	**4-8**
	Total	**11**	**44**

A full description of the Mississippi Alternate Academic Achievement Standards (MS AAAS) can be found on here: https://www.mdek12.org/OSA/SP/MAAP-A

Grade 7 Mathematics MAAP-A Blueprint

Strands	*MS AAAS (Alternate Assessment Target)	MAAP-A Tasks	MAAP-A Points
RP and Associated Standards	**Ratios and Proportional Relationships (RP)** Students demonstrate a basic understanding of ratio relationships (i.e., use a ratio to model or describe a relationship). **RP Standards** A.7.RP.1–3	**1-2**	**4-8**
NS and Associated Standards	**The Number System (NS)** Students demonstrate a basic understanding of unit fractions and integers (i.e., 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 (i.e., solve multiplication problems with products to 100, division problems with divisors up to 5 and a divisor of 10 without remainders). **NS Standards** A.7.NS.1, A.7.NS.2.a-d, A.7.NS.3	**1-2**	**4-8**
EE and Associated Standards	**Expressions and Equations (EE)** Students demonstrate a basic understanding of numerical expressions (i.e., 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 (i.e., use the concept of equality with models to solve one-step addition and subtraction equations). **EE Standards** A.7.EE.1, A.7.EE.2, A.7.EE.4	**1-2**	**4-8**
G and Associated Standards	**Geometry (G)** Students demonstrate a basic understanding of area, surface area, and volume (i.e., 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). **G Standards** A.7.G.1, A.7. G.2, A.7. G.3, A.7.G.4, A.7.G.5, A.7.G.6	**2-3**	**8-12**
SP and Associated Standards	**Statistics and Probability (SP)** Students demonstrate a basic understanding of data distributions (i.e., 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) **SP Standards** A.7. SP.1–2, A.7.SP.3, A.7.SP.5–7	**2-3**	**8-12**
	Total	**11**	**44**

A full description of the Mississippi Alternate Academic Achievement Standards (MS AAAS) can be found on here: https://www.mdek12.org/OSA/SP/MAAP-A

Grade 8 Mathematics MAAP-A Blueprint

Strands	*MS AAAS (Alternate Assessment Target)	MAAP-A Tasks	MAAP-A Points
NS and Associated Standards	**The Number System (NS)** Students demonstrate a basic understanding of subtraction of fractions with like denominators (i.e., 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 **NS Standards** A.8.NS.1, A.8.NS.2. a-b	**1-2**	**4-8**
EE and Associated Standards	**Expressions and Equations (EE)** Students demonstrate a basic understanding of exponents (i.e., identifying the meaning of exponents of 2 and 3), proportional relationships (i.e., graph a simple ration by connecting the origin to a point representing the ratio in the form of *y/x*), and one-variable equations (i.e., simple algebraic equations using addition and subtraction). **EE Standards** A.8.EE.1, A.8.EE.2, A.8.EE..3–4, A.8.EE.5–6, A.8.EE.7	**2-3**	**8-12**
F and Associated Standards	**Functions (F)** Students demonstrate a basic understanding of functions (i.e., 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 (i.e., determine the values or rule of a function using a graph or table, describe how a graph represents a relationship). **F Standards** A.8.F.1–3, A.8. F.4, A.8. F.5	**1-2**	**4-8**
G and Associated Standards	**Geometry (G)** Students demonstrate a basic understanding of similarity and congruence (i.e., recognize translations, rotations, and reflections of shapes, identify shapes that are congruent) solve real-world problems involving area (i.e., use formulas for perimeter and area of rectangles and volume of rectangular prisms). **G Standards** A.8.G.1, A.8. G.2, A.8. G.4, A.8.G.5, A.8.G.9	**2-3**	**8-12**
SP and Associated Standards	**Statistics and Probability (SP)** Students demonstrate a basic understanding of data distributions (i.e., construct a graph or table from given data and compare data in the graph or table). **SP Standards** A.8.SP.4	**1-2**	**4-8**
	Total	**10**	**40**

A full A description of the Mississippi Alternate Academic Achievement Standards (MS AAAS) can be found on here: https://www.mdek12.org/OSA/SP/MAAP-A

Alternate Algebra I MAAP-A Blueprint

Strands	*MS AAAS (Alternate Assessment Target)	MAAP-A Tasks	MAAP-A Points
***N-RN and Associated Standards	***Number and Quantity - The Real Number System (N-RN **R-RN Standards** A.N-RN.1	0-1	0-4
N-Q and Associated Standards	**Number and Quantity - Quantities (N-Q)** Students demonstrate a basic understanding of quantitative reasoning (i.e., express quantities to the appropriate precision of measurement). **N-Q Standards** A.N-Q.1–3	1-2	4-8
A-SSE and Associated Standards	**Algebra - Seeing Structure in Expressions (A-SSE)** Students demonstrate a basic understanding of using expressions to solve problems (i.e., 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). **A-SSE Standards** A.A-SSE.1, A.A-SSE.3, A.A-SSE.4	1-2	4-8
A-CED and Associated Standards	**Algebra - Creating Equations (A-CED)** Students demonstrate a basic understanding of equations that describe numbers or relationships (i.e., create a one-operation equation with one variable and use it to solve a real-world problem, solve one-step inequalities). **A-CED Standards** A.A-CED.1, A.A-CED.2–4	1-2	4-8
A-REI and Associated Standards	**Algebra - Reasoning with Equations and Inequalities (A-REI)** Students demonstrate a basic understanding of proportional relationships and points on their graphs (i.e., interpret the meaning of a point on the graph of a line). **A-REI Standards** A.A-REI.10–12	1-2	4-8
F-IF and Associated Standards	**Functions - Interpreting Functions (F-IF)** Students demonstrate a basic understanding of functions and relationships between quantities (i.e., 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). **F-IF Standards** A.F-IF.1, A.F-IF.2, A.F-IF.3, A.F-IF.4–6	1-2	4-8
F-BF and Associated Standards	**Functions - Building Functions (F-BF)** Students demonstrate a basic understanding of functions as a model of a relationship between two quantities (i.e., select the appropriate graphical representation given a situation involving constant rate of change). **F-BF Standards** A.F-BF.1, A.F-BF.2	1-2	4-8

F-LE and Associated Standards	**Functions - Linear, Quadratic, and Exponential Models (F-LE)** Students demonstrate a basic understanding of simple linear functions (i.e., model a simple linear function to show that these functions increase by equal amounts over equal intervals). **F-LE Standards** A.F-LE.1–3	1-2	4-8
S-ID and Associated Standards	**Statistics and Probability - Interpreting Categorical and Quantitative Data (S-ID)** Students demonstrate a basic understanding of how to summarize, represent, and interpret data (i.e., 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). **S-ID Standards** A.S-ID.1–2, A.S-ID.3, A.S-ID.4	1-2	4-8
	Total	**11**	**44**

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

* A full description of the Mississippi Alternate Academic Achievement Standards can be found here: https://www.mdek12.org/OSA/SP/MAAP-A

MAAP-A Science Blueprint

Grade 5 Science MAAP-A Blueprint

Strands	*MS AAAS (Alternate Assessment Target)	MAAP-A Tasks	MAAP-A Points
LS and Associated Standards	**Life Science** Student(s) will demonstrate an understanding of basic plant structures and their functions. Identify the sun as the primary source of energy. Describe the flow of energy through the role(s) of organisms in a food chain. A.L.5.3A.1; A.L.5.3A.2; A.L.5.3A.3; A.L.5.3B.3; A.L.5.3B.4	**2-4**	**8-20**
PS and Associated Standards	**Physical Science** Student(s) will demonstrate an understanding of the properties of matter. Identify mixtures that are easily separated. Identify physical change and chemical change. Identify factors that affect motion in an object. A.P.5.5A.1; A.P.5.5A.2; A.P.5.5B.1; A.P.5.5B.2; A.P.5.5C.1; A.P.5.5C.2; A.P.5.6.2; A.P.5.6.4	**2-4**	**8-16**
E & S and Associated Standards	**Earth and Space** Student(s) will demonstrate an understanding of the objects in the solar system and their positions. Identify the seasons based on temperature changes. Identify materials as recyclables. A.E.5.8A.1; A.E.5.8A.2; A.E.5.8B.1; A.E.5.10.1	**2-4**	**8-16**
	Total	**10**	**40**

*A full description of the Mississippi Alternate Academic Achievement Standards (MS AAAS) can be found on here: https://www.mdek12.org/OSA/SP/MAAP-A

Grade 8 Science MAAP-A Blueprint

Strands	*MS AAAS (Alternate Assessment Target)	MAAP-A Tasks	MAAP-A Points
LS and Associated Standards	**Life Science** Student(s) will demonstrate an understanding of genetic variations including environmental factors and their impact on an organism's life span. A.L.8.2A.1; A.L.8.2B.1; A.L.8.2B.3; A.L.8.4A.1; A.L.8.4B.2; A.L.8.4B.3	**2-6**	**8-24**
PS and Associated Standards	**Physical Science** Student(s) will demonstrate an understanding of how matter changes sound waves A.P.8.6.1; A.P.8.6.2	**2-4**	**4-8**
E & S and Associated Standards	**Earth and Space Science** Student(s) will identify the location of the layers of the earth. Identify safety precautions for natural hazards. Distinguish how human activities affect the earth. A.E.8.7.1; A.E.8.9B.2; A.E.8.10.3	**1-2**	**8-24**
	Total	**10**	**40**

*A full description of the Mississippi Alternate Academic Achievement Standards for Science can be found here: https://mdek12.org/OSA/SP/MAAP-A

Alternate Biology I MAAP-A Blueprint

Strands	*MS AAAS (Alternate Assessment Target)	MAAP-A Tasks	MAAP-A Points
Cells as a System	**Life Science** Student(s) will demonstrate an understanding of organisms' characteristics. **A.BIO.1A.1; A.BIO.1A.2**	1-3	4-12
Energy Transfer	**Life Science** Student(s) will demonstrate an understanding of basic plant structures and their functions. Identify the sun as a source of energy. **A.BIO.2.1; A.BIO.2.2**	1-3	4-12
Reproduction and Heredity	**Life Science** Student(s) will demonstrate an understanding of how genes can determine traits over multiple generations **A.BIO.3 A.2; A BIO. 3A.3**	0-1	0-4
Adaptation and Evolution	**Life Science** Student(s) will demonstrate an understanding of traits that increase survival rates and match organisms with similar characteristics.	1-3	4-12
Interdependence of Organism and Their Environments	**Life Science** Student(s) will demonstrate an understanding of how habitats change through population changes and environmental factors including human activities. A.BIO.5.1, A.BIO.5.2, A.BIO.5.3	1-3	4-12
	Total	10	40

* A full description of the Mississippi Alternate Academic Achievement Standards for Science can be found here: https://mdek12.org/OSA/SP/MAAP-A