



MISSISSIPPI
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Mississippi Academic Assessment Program-Alternate (MAAP-A)

Test Administration Booklet (TAB)

Grade 8 Released
ELA, Mathematics, and Science

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

DO: If the student does not identify “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. <u>This task is complete</u> . Go to Task 2.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “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. <u>This task is complete</u> . Go to Task 2.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: *If the student does not identify “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. <u>This task is complete</u> . Go to Task 2.
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E	0 points	Student did not correctly respond to step-by-step directions. Go to Task 2.
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For Second Scorer use only:

N/O	The test administrator moved to the next task before I observed a correct student response.
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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. <u>This task is complete.</u> Say closing statement.
Note: If the student responds incorrectly, proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “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. <u>This task is complete.</u> Say closing statement.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: *If the student does not identify “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. <u>This task is complete.</u> Say closing statement.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

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

Closing Statement

SAY: We are finished with the ELA section.

Mathematics

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

DO: If the student does not identify “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. <u>This task is complete.</u> Go to Task 2.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: *If the student does not identify “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. <u>This task is complete.</u> Go to Task 2.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: *If the student does not identify “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. <u>This task is complete.</u> 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. <u>This task is complete.</u> Say closing statement.
Note: If the student responds incorrectly, proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “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. <u>This task is complete</u> . Say closing statement.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “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. <u>This task is complete</u> . Say closing statement.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “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. <u>This task is complete.</u> Say closing statement.
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E	0 points	Student did not correctly respond to step-by-step directions. Say closing statement.
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For Second Scorer use only:

N/O	The test administrator moved to the next task before I observed a correct student response.
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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. <u>This task is complete.</u> Go to Task 2.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “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. <u>This task is complete</u> . Go to Task 2.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: *If the student does not identify “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. <u>This task is complete</u> . Go to Task 2.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: *If the student does not identify “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. <u>This task is complete</u> . Go to Task 2.
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E	0 points	Student did not correctly respond to step-by-step directions. Go to Task 2.
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For Second Scorer use only:

N/O	The test administrator moved to the next task before I observed a correct student response.
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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. <u>This task is complete.</u> 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. <u>This task is complete.</u> Go to Task 3.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not 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. <u>This task is complete.</u> Go to Task 3.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

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

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

DO: If the student does not identify “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. <u>This task is complete</u> . Go to Task 4.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: *If the student does not identify “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. <u>This task is complete</u> . Go to Task 4.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: *If the student does not identify “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. <u>This task is complete</u> . Go to Task 4.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

E	0 points	Student did not correctly respond to step-by-step directions. Go to Task 4.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

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

DO: If the student does not identify “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. <u>This task is complete.</u> Say closing statement.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: If the student does not identify “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. <u>This task is complete.</u> Say closing statement.
Note: If the student responds incorrectly , proceed to the next set of DO and SAY statements below.		

DO: *If the student does not identify “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. <u>This task is complete.</u> 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.**