



Mississippi Academic Assessment Program-Alternate (MAAP-A)

Test Administration Booklet (TAB)

Grade 7 Released
ELA and Mathematics

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ELA

MS7_ELA_Task_1

Academic Content Standard: A.L.7.5 – Demonstrate understanding of word relationships and use.

b) Demonstrate understanding of synonyms and antonyms.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the sentence “The gentle dog has a sweet disposition.”
- Stimulus card #2: the words “nature”, “song”, “trick”
- Stimulus card #3: the sentence “Tamara is delighted to see the house.”
- Stimulus card #4: the words “amazed”, “disappointed”, “startled”
- Stimulus card #5: the sentence “Today, our teacher will introduce a new topic in science.”
- Stimulus card #6: the words “loan”, “neglect”, “present”
- Stimulus card #7: the sentence “Simon is nervous about playing in the game.”
- Stimulus card #8: the words “calm”, “worried”, “tense”
- Stimulus card #9: the phrase “hot-cold”; the phrase “ugly-_____”; the words “plain”, “beautiful”

❖ **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 synonyms and antonyms. Synonyms are words that have the same meaning. Antonyms are words that are opposites.

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

SAY: Listen as I read this sentence: “The gentle dog has a sweet disposition.”

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

SAY: Which word is a synonym for [Point to the word “disposition” on stimulus card #1.] “disposition”?

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

SAY: Here is another sentence. Listen as I read: “Tamara is delighted to see the house.”

DO: Present stimulus card #4 as you read the following SAY statement.

SAY: Which word is an antonym for [Point to the word “delighted” on stimulus card #3.] “delighted”?

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

EXPECT: The student identifies “nature” on stimulus card #2 AND “disappointed” on stimulus card #4 to earn four score points.

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

DO: If the student does not identify “nature” on stimulus card #2 AND “disappointed” on stimulus card #4, then remove stimulus cards #3 and #4. Present and point to stimulus cards #1 and #2 as you read the following SAY statement.

SAY: This is the word “disposition”. Another word that means the same as “disposition” is “nature”. The gentle dog has a sweet “nature”.

DO: Remove stimulus cards #1 and #2. Present and point to stimulus cards #3 and #4 as you read the following SAY statement.

SAY: This is the word “delighted”. The opposite of “delighted” is “disappointed”. Tamara is “disappointed” to see the house.

DO: Remove stimulus cards #3 and #4. Present and point to stimulus card #5 as you read the following SAY statement.

SAY: Listen as I read this sentence: “Today, our teacher will introduce a new topic in science.” [Point to the word “introduce”.] This is the word “introduce”.

DO: Present and point to stimulus card #6 as you read the following SAY statement.

SAY: Which word is a synonym for the word “introduce”? Remember, words that are synonyms are words that have the same meaning.

DO: Point to and read the answer choices on stimulus card #6 to the student. Remove stimulus cards #5 and #6. Present and point to stimulus card #7 as you read the following SAY statement.

SAY: Here is another sentence. Listen as I read: “Simon is nervous about playing in the game.” [Point to the word “nervous”.] This is the word “nervous”.

DO: Present and point to stimulus card #8 as you read the following SAY statement.

SAY: Which word is an antonym for the word “nervous”? Remember, words that are antonyms are words that are opposites.

DO: Point to and read the answer choices on stimulus card #8 to the student.

EXPECT: The student identifies “present” on stimulus card #6 AND “calm” on stimulus card #8 to earn three score points.

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

DO: If the student does not identify “present” on stimulus card #6 AND “calm” on stimulus card #8, then remove stimulus cards #7 and #8. Present and point to stimulus cards #5 and #6 as you read the following SAY statement.

SAY: This is the word “introduce”. Another word that means “introduce” is “present”. Today, our teacher will “present” a new topic in science.

DO: Remove stimulus cards #5 and #6. Present and point to stimulus cards #7 and #8 as you read the following SAY statement.

SAY: This is the word “nervous”. The opposite of “nervous” is “calm”. Simon is “calm” about playing in the game.

DO: Remove stimulus cards #7 and #8. Present and point to “hot-cold” on stimulus card #9 as you read the following SAY statement.

SAY: The opposite of hot is cold.

DO: Mask “hot-cold” on stimulus card #9. Point to “ugly-_____” on stimulus card #9 as you read the following SAY statement.

SAY: This is the word “ugly”. Which word is the opposite of “ugly”?

DO: Point to and read the answer choices on stimulus card #9 to the student.

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

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

DO: If the student does not identify “beautiful” on stimulus card #9, then unmask and point to “hot-cold” on stimulus card #9 as you read the following SAY statement.

SAY: If something is not hot, it is cold. Cold is the opposite of hot.

DO: Point to “ugly-_____” on stimulus card #9 as you read the following SAY statement.

SAY: If something is not ugly, it is beautiful. Beautiful is the opposite of ugly.

DO: Point to “plain” and “beautiful” on stimulus card #9 as you read the following SAY statement.

SAY: This is the word “plain”. This is the word “beautiful”. Which word is the opposite of “ugly”?

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

MS7_ELA_Task_2

Academic Content Standard: A.L.7.1 – Demonstrate standard English grammar and usage when communicating.

b) Produce complete simple sentences when writing or communicating.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the sentences “Listens to music every day.”, “Rick often plays soccer.”, “Kathleen at the movies.”
- Stimulus card #2: the sentences “William sings.”, “Runs to the store.”

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

SAY: I am going to read some sentences that a student wrote. Only one of these is a complete sentence.

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

SAY: Which of these is a complete sentence?

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

EXPECT: The student identifies “Rick often plays soccer.” to earn four score points.

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

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

SAY: Remember, a complete sentence has a subject that tells who or what. It also has a verb that tells what the person or thing is doing. It needs both a subject and a verb.

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

SAY: Which of these is a complete sentence?

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

EXPECT: The student identifies “Rick often plays soccer.” to earn three score points.

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

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

SAY: “Rick often plays soccer.” is a complete sentence. It tells who—Rick. It also tells what Rick is doing—plays.

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

SAY: I am going to read two more sentences that a student wrote. Only one is a complete sentence. Think about which of these tells who and what the person is doing as I read.

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

SAY: Which of these is a complete sentence?

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

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

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

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

SAY: “William sings.” is a complete sentence. It tells who—William—and what he is doing—sings. Which of these is a complete sentence?

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

MS7_ELA_Task_3

Academic Content Standard: A.RI.7.6 – Determine an author’s purpose or point of view.

Stimulus Materials:

Passage stimulus cards:

- Stimulus cards: the passage “An Exploration of the Grand Canyon”

Numbered stimulus cards:

- Stimulus card #1: the phrases “to make the reader laugh”, “to show pictures to the reader”, “to teach the reader”
- Stimulus card #2: the phrases “to help me learn”, “to make me laugh”

DO: Present and point to the passage, “An Exploration of the Grand Canyon”.

SAY: A long time ago, an explorer named John Wesley Powell explored the Grand Canyon. We are going to read an informational text about his exploration. The title of the text is “An Exploration of the Grand Canyon”.

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

SAY: Which of these is the author’s purpose for writing about Powell’s expedition?

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

EXPECT: The student identifies “to teach the reader” to earn four score points.

A	4 points	Student responds correctly and independently. <u><i>This task is complete.</i></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 “to teach the reader” on stimulus card #1, then point to the passage “An Exploration of the Grand Canyon” as you read the following SAY statement.

SAY: The author tells you information about Powell’s expedition of the Grand Canyon.

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

SAY: Which of these is the author’s purpose for writing this text?

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

EXPECT: The student identifies “to teach the reader” to earn three score points.

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

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

SAY: The author wants to teach you something about the Grand Canyon. Why did the author write this text?

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

EXPECT: The student identifies “to help me learn” to earn two score points.

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

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

SAY: The author tells you what happened during Powell’s expedition of the Grand Canyon. He wants to help you learn. Why did the author write this text?

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

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

MS7_ELA_Task_4

Academic Content Standard: A.RI.7.3 – Determine how two individuals, events, or ideas in a text are related.

Stimulus Materials:

Passage stimulus cards:

- Stimulus cards: the passage “An Exploration of the Grand Canyon”

Numbered stimulus cards:

- Stimulus card #1: the sentences “They left for their trip from Green River Station in boats.”, “They met the challenges of the Colorado River by taking turns at rowing.”, “They got cold when the river splashed into the boat.”
- Stimulus card #2: the sentences “They saw many animals and plants.”, “They rowed down a dangerous river.”

DO: Present and point to the passage “An Exploration of the Grand Canyon” and stimulus card #1 as you read the following SAY statement.

SAY: We just read the passage “An Exploration of the Grand Canyon”. Think about how Powell and his crew of men helped each other. Which of these sentences shows how helping each other affected the expedition?

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

EXPECT: The student identifies “They met the challenges of the Colorado River by taking turns at rowing.” to earn four score points.

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

DO: If the student does not identify “They met the challenges of the Colorado River by taking turns at rowing.” on stimulus card #1, then point to the passage “An Exploration of the Grand Canyon” as you read the following SAY statement.

SAY: Powell and his men helped each other by taking their boats through the rapids. Which of these sentences shows how helping each other affected the expedition?

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

EXPECT: The student identifies “They met the challenges of the Colorado River by taking turns at rowing.” to earn three score points.

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

DO: If the student does not identify “They met the challenges of the Colorado River by taking turns at rowing.” on stimulus card #1, then remove stimulus card #1. Present and point to stimulus card #2 as you read the following SAY statement.

SAY: Powell and his men helped each other with the boats. Which sentence shows what happened because Powell and his men helped each other?

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

EXPECT: The student identifies “They rowed down a dangerous river.” to earn two score points.

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

DO: If the student does not identify “They rowed down a dangerous river.” on stimulus card #2, then point to stimulus card #2 as you read the following SAY statement.

SAY: Powell and his men helped each other every day. They rowed down a dangerous river. Which sentence shows what happened because Powell and his men helped each other?

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

D	1 point	Student responds correctly to step-by-step directions. <i>This task is complete.</i> 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

MS7_Math_Task_1

Academic Content Standard: A.7.RP.1-3 – Use a ratio to model or describe a relationship.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: the word problem “Jason and Ryan picked apples. Jason picked 10 apples. Ryan picked 20 apples. Which describes the ratio of apples that Jason picked to apples that Ryan picked?”
- Stimulus card #2: the answer choices “Jason picked 1 apple for every 2 apples Ryan picked.”, “Jason picked 1 apple for every 1 apple Ryan picked.”, “Jason picked 2 apples for every 1 apple Ryan picked.”
- Stimulus card #3: the ratio descriptions “Jason picked 10 apples for every 20 apples Ryan picked.”, “10:20”
- Stimulus card #4: the answer choices “Jason picked 1 apple for every 2 apples Ryan picked. 1:2”, “Jason picked 1 apple for every 1 apple Ryan picked. 1:1”, “Jason picked 2 apples for every 1 apple Ryan picked. 2:1”

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

SAY: This task is about ratios. Listen as I read the following. “Jason and Ryan picked apples. Jason picked ten apples. Ryan picked twenty apples. Which describes the ratio of apples that Jason picked to apples that Ryan picked?”

DO: Present and point to stimulus card #2 and read the answer choices.

SAY: Which describes the ratio of apples that Jason picked to apples that Ryan picked?

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

EXPECT: The student identifies “Jason picked 1 apple for every 2 apples Ryan picked.” to earn four score points.

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

DO: If the student does not identify “Jason picked 1 apple for every 2 apples Ryan picked.” on stimulus card #2, then point to stimulus card #1.

SAY: Listen as I read the following again. “Jason and Ryan picked apples. Jason picked ten apples. Ryan picked twenty apples. Which describes the ratio of apples that Jason picked to apples that Ryan picked?” Jason picked ten apples. Ryan picked twenty apples.

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

SAY: Which describes the ratio of apples that Jason picked to apples that Ryan picked?

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

EXPECT: The student identifies “Jason picked 1 apple for every 2 apples Ryan picked.” 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 “Jason picked 1 apple for every 2 apples Ryan picked.” 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: Listen as I read the following again. “Jason picked ten apples for every twenty apples Ryan picked.” That is a ratio of ten to twenty.

DO: Present and point to stimulus card #4.

SAY: Which describes the ratio of apples that Jason picked to apples that Ryan picked?

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

EXPECT: The student identifies “Jason picked 1 apple for every 2 apples Ryan picked. 1:2” 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 “Jason picked 1 apple for every 2 apples Ryan picked. 1:2” on stimulus card #4, then point to the first answer choice on stimulus card #4 as you read the following SAY statement.

SAY: The ratio ten to twenty is the same as the ratio of one to two. Which describes the ratio of apples that Jason picked to apples that Ryan picked?

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

MS7_Math_Task_2

Academic Content Standard: A.7.G.3 – Match a two-dimensional shape with a three-dimensional shape that shares an attribute.

Stimulus Materials:

Numbered stimulus cards:

- Stimulus card #1: a graphic of a cube
- Stimulus card #2: three graphics: a rectangle, a triangle, a square

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

SAY: This is a picture of a cube. A cube is a three-dimensional shape.

DO: Present and point to stimulus card #2.

SAY: Which shape shares an attribute with the cube?

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

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

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

SAY: An attribute describes something. A three-dimensional shape has three attributes: faces, edges, and vertices.

DO: Point to stimulus card #2.

SAY: Which shape shares an attribute with the cube?

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

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

DO: If the student does not identify “square” on stimulus card #2, then point to stimulus card #1. Trace along the four sides of the square that make up the cube, as you read the following SAY statement.

SAY: This is one of the faces of the cube. Each face has four sides.

DO: Point to stimulus card #2.

SAY: Which shape shares an attribute with the cube?

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

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

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

SAY: Each face of a cube is a square. Which shape shares an attribute with the cube?

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

Closing Statement

SAY: We are finished with the Mathematics section.