

STUDENT NAME: _____

STUDENT SCORE: _____



MISSISSIPPI ASSESSMENT PROGRAM (MAP)
ENGLISH LANGUAGE ARTS
PRACTICE TESTLET
GRADE 4

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Introduction

Purpose

The practice testlet is designed to provide students with an authentic opportunity to practice items that are aligned to the Mississippi College- and Career-Readiness Standards and that mirror those that will appear on the ELA MAP assessment. The testlet is also intended to provide teachers with data to drive classroom instruction and provide direct feedback to students. It is **NOT** intended to predict student performance on the operational MAP assessment.

Structure

The ELA testlet is formatted as a true performance task. There is a passage and writing prompt. The writing prompt was written to measure reading, writing, and language MS CCRS. Students will read the passage and answer a series of multiple-select items. These multiple-select items will help the students unpack the text and develop their thinking for the writing task.

Directions

1. Allow students to read the text, complete the multiple-select items, and the writing task. Teachers should follow the MAP Testing Time Guidance for the writing tasks.
2. Teachers will review student responses to the multiple-select items and score the writing tasks using the MAP Writing Rubric.
3. Teachers should review the results to determine the needed instructional approach (reteaching).
4. Teachers can utilize the testlets as teaching tools to help students gain deeper understanding of the MS CCRS.
5. The writing tasks and the scored responses can be used as models for future student writing.
6. At the bottom left of each page is an item tag, which will contain the item number, grade level, suggested DOK level, and the standard aligned to the item.

DIRECTIONS

Read the passage. Then read the questions about the passage. Choose the best answer and mark it in this test book.

Excerpt from *Bambi*

by Felix Salten

1 These were the earliest days of Bambi's life. He walked behind his mother on a narrow track that ran through the midst of the bushes. How pleasant it was to walk there. The thick **foliage**¹ stroked his **flanks**² softly and bent **supplely**³ aside. The track appeared to be **barred and obstructed**⁴ in a dozen places and yet they advanced with the greatest ease. There were tracks like this everywhere, running crisscross through the whole woods. His mother knew them all, and if Bambi sometimes stopped before a bush as if it were an **impenetrable**⁵ green wall, she always found where the path went through, without hesitation or searching.

2 Bambi questioned her. He loved to ask his mother questions. It was the pleasantest thing for him to ask a question and then to hear what answer his mother would give. Bambi was never surprised that question after question should come into his mind continually and without effort. He found it perfectly natural, and it delighted him very much. It was very delightful, too, to wait expectantly till the answer came. If it turned out the way he wanted, he was satisfied. Sometimes, of course, he did not understand, but that was pleasant also because he was kept busy picturing what he had not understood, in his own way. Sometimes he felt very sure that his mother was not giving him a complete answer, was intentionally not telling

¹ A cluster of leaves

² An animal's sides

³ Bending easily

⁴ Difficult to enter

⁵ Cannot be entered

him all she knew. And at first, that was very pleasant, too. For then there would remain in him...such anticipation, that he would become anxious and happy at the same time, and grow silent.

3 Once he asked, “Whom does this trail belong to, Mother?”

4 His mother answered, “To us.”

5 Bambi asked again, “To you and me?”

6 “Yes.”

7 “To us two?”

8 “Yes.”

9 “Only to us two?”

10 “No,” said his mother, “to us deer.”

11 “What are deer?” Bambi asked, and laughed.

12 His mother looked at him from head to foot and laughed too. “You are a deer and I am a deer. We’re both deer,” she said. “Do you understand?”

13 Bambi sprang into the air for joy. “Yes, I understand,” he said. “I’m a little deer and you’re a big deer, aren’t you?”

14 His mother nodded and said, “Now you see.”

15 But Bambi grew serious again. “Are there other deer besides you and me?” he asked.

16 “Certainly,” his mother said. “Many of them.”

17 “Where are they?” cried Bambi.

18 “Here, everywhere.”

19 “But I don’t see them.”

20 “You will soon,” she said.

21 “When?” Bambi stood still, wild with curiosity.

22 “Soon.” The mother walked on quietly. Bambi followed her. He kept silent for he was wondering what “soon” might mean. He came to the conclusion that

“soon” was certainly not “now”. But he wasn’t sure at what time “soon” stopped being “soon” and began to be a “long while.” Suddenly he asked, “Who made this trail?”

23 “We,” his mother answered.

24 Bambi was astonished. “We? You and I?”

25 The mother said, “We, we...we deer.”

26 Bambi asked, “Which deer?”

27 “All of us,” his mother said sharply.

1. Which paragraph from the passage helps the reader understand that Bambi's mother was familiar with the woods?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4

01-GR4-LV2-RL.4.3

2. Read the sentence below from paragraph 1 and answer the question that follows.

His mother knew them all, and if Bambi sometimes stopped before a bush as if it were an impenetrable green wall, she always found where the path went through, without hesitation or searching.

Select **two** sentences from paragraph 1 that help to explain the meaning of green wall.

- a. “These were the earliest days of Bambi’s life.”
- b. “He walked behind his mother on a narrow track that ran through the midst of the bushes.”
- c. “He found it perfectly natural, and it delighted him very much.”
- d. “How pleasant it was to walk there.”
- e. “The track appeared to be barred and obstructed in a dozen places and yet they advanced with the greatest ease.”

02-GR4-LV2-L.4.5

3. Which of the following sentences from paragraph 2 help the reader understand that Bambi did not have to think for a long time to find questions to ask his mother?
- a. “Bambi was never surprised that question after question should come into his mind continually and without effort.”
 - b. “It was very delightful, too, to wait expectantly till the answer came.”
 - c. “If it turned out the way he wanted, he was satisfied.”
 - d. “Sometimes he felt very sure that his mother was not giving him a complete answer, was intentionally not telling him all she knew.”

03-GR4-LV2-RL.4.1

4. Read the sentences below from paragraph 2 and answer the question that follows.

Sometimes he felt very sure that his mother was not giving him a complete answer, was intentionally not telling him all she knew. And at first, that was very pleasant, too. For then there would remain in him...such anticipation, that he would become anxious and happy at the same time, and grow silent.

Which of the following choices show how the words anxious and anticipation are used to describe how Bambi felt about asking his mother questions?

- a. The words show that Bambi was afraid to ask his mother questions.
- b. The words show that Bambi and his mother were usually quiet on their walks.
- c. The words show that Bambi was excited when his mother did not answer his questions.
- d. The words show that Bambi liked to use many words when he asked his mother questions.

04-GR4-LV2-L.4.4

5. How does the setting impact the questions that Bambi asks his mother?
- a. Bambi's mother fears the woods.
 - b. Bambi asks his mother questions about the woods.
 - c. Bambi's mother does not know where they are walking.
 - d. Bambi's mother does not pay attention to where they are walking.

05-GR4-LV3-RL.4.3

6. Read the sentences below from paragraphs 23-27 and answer the question that follows.

“We,” his mother answered.

Bambi was astonished. “We? You and I?”

The mother said, “We, we...we deer.”

Bambi asked, “Which deer?”

“All of us,” his mother said sharply.

Which of these words from paragraphs 23-27 help the reader understand that Bambi’s mother may have been getting tired of his questions?

- a. answered
- b. said
- c. astonished
- d. sharply

06-GR4-LV2-L.4.4

7. Read the sentences below from paragraphs 22-24 and answer the question that follows.

Suddenly he asked, “Who made this trail?”

“We,” his mother answered.

Bambi was astonished. “We? You and I?”

How does the word astonished describe Bambi’s reaction to his mother’s answer?

- a. It shows that Bambi was ready to ask another question.
- b. It shows that Bambi was surprised by his mother’s answer.
- c. It shows that Bambi had already asked the same question.
- d. It shows that Bambi was almost ready to stop walking.

07-GR4-LV2-RL.4.4

8. Which of the following sentences show that a major theme of the passage is that Bambi's walks with his mother made him curious about life?
- a. "There were tracks like this everywhere, running crisscross through the whole woods." (paragraph 1)
 - b. "Sometimes, of course, he did not understand, but that was pleasant also because he was kept busy picturing what he had not understood, in his own way." (paragraph 2)
 - c. "His mother looked at him from head to foot and laughed too. 'You are a deer and I am a deer. We're both deer,' she said. 'Do you understand?'" (paragraph 12)
 - d. "But Bambi grew serious again. 'Are there other deer besides you and me?' he asked." (paragraph 15)

08-GR4-LV2-RL.4.2

Writing Prompt

9. You have read the passage from *Bambi* in which Bambi's walks with his mother are described in detail. What does the description of the walks tell you about Bambi's relationship with his mother? Write a response in which you discuss the specific details in the passage that provide information about Bambi's relationship with his mother.

Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.

09-GR4-LV3-RL.3.3, W.3.2, L.3.1-3

English Language Arts Writing Rubric

Performance Range		Advanced	Proficient	Basic	Minimal	
		12	11-9	8-5	4-1	0
Standard ID	Standard	Score of				
W.4.1-3	Development of Ideas	4 points	3 points	2 points	1 point	0 points
		The writing is clear, consistently focused, and shows a complete understanding of the given task. Ideas are fully developed by using logical and convincing reasoning, well-chosen evidence from the text, and details that are specific, relevant, and accurate based upon the text.	The writing is generally clear and focused, and shows a general understanding of the given task. Ideas are adequately developed by using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are relevant and accurate based upon the text.	The writing is vague and shows only partial understanding of the given task. Ideas are somewhat developed by using some reasoning and some evidence from the text and descriptions and details that may be irrelevant, may be merely listed, and may or may not be found in the text.	The writing is unclear, and shows a lack of understanding of the given task. Ideas are developed with limited reasoning, little to no evidence from the text, and descriptions and details that are irrelevant and/or inaccurate.	The writing is unclear, shows no understanding of the given task, and uses no reasoning with little to no evidence from the text and descriptions and details that are irrelevant and/or inaccurate.

Standard ID	Standard	Score of				
		4 points	3 points	2 points	1 point	0 points
W.4.1-3	Writing Organization	<p>The writing demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer's ideas. Words, clauses, and transitions are used frequently and effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an effective introduction and conclusion that contribute to cohesiveness and clarity of the response.</p>	<p>The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer's ideas. Words, clauses, and transitions are used effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that contribute to the cohesiveness of the response.</p>	<p>The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer's ideas. Words, clauses, and transitions are used somewhat consistently to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains a basic introduction and conclusion that contribute to cohesiveness that may be formulaic in structure.</p>	<p>The writing shows an attempt at planning, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer's message or ideas. Words, clauses, and transitions are lacking or used ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. There is a lack of an introduction and/or conclusion resulting in a lack of cohesiveness and clarity.</p>	<p>The writing lacks evidence of planning (random order) or a progression of ideas, making it difficult for the reader to follow the writer's message or ideas. Words, clauses, and transitions are lacking or used ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. There is a lack of an introduction and/or conclusion resulting in a lack of cohesiveness and clarity.</p>

Standard ID	Standard	Score of				
		4 points	3 points	2 points	1 point	0 points
L.4.1 and 4.3	Language Conventions of Grammar and Usage			The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure. <i>The writing may contain a few minor errors in grammar and usage, but they do not interfere with meaning.</i>	The writing maintains a tone inappropriate to task, purpose, and/or audience. Word choice is limited, clichéd, and repetitive. Sentences show little or no variety in length and structure, and some may be awkward leading to a monotonous reading. <i>The writing may contain a pattern of errors in grammar and usage that occasionally impedes meaning.</i>	The writing fails to maintain tone appropriate to task, purpose, and audience. Words are functional and simple and/or may be inappropriate to the task. The sentences may contain errors in construction or are simple and lack variety, making the essay difficult to read. <i>The writing may contain egregious errors in grammar and usage that impede meaning.</i>
L.4.2	Language Conventions of Mechanics			The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a few minor errors in <i>mechanics</i> but they do not interfere with meaning.	The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a pattern of errors in <i>mechanics</i> that occasionally impedes meaning.	The writing demonstrates very limited command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain egregious errors in <i>mechanics</i> that impede meaning.

Answer Key

Item	Answer	Standard	Point Value
1	A	RL.4.3	1
2	B, E	L.4.5	1
3	A	RL.4.1	1
4	C	L.4.4	1
5	B	RL.4.3	1
6	D	L.4.4	1
7	B	RL.4.4	1
8	B	RL.4.2	1
9	ANSWERS WILL VARY	RL.4.3, W.4.2, L.4.1, L.4.2, L.4.3	12
Total Points Available			20

Scoring Rules

- Step #1: Items #1-8 are selected-response items worth 1 point each, for a total of 8 points.
- Step #2: Item #9 is a constructed-response item worth 12 total points (See Writing Rubric).
- Step #3: Add the total points earned by the student in steps #1 and #2.
- Step #4: Divide the total points in step #3 by the total available points.
- Step #5: Determine if the student earned at least 80% of the total points.

Readability Metric⁶

Word Count	Lexile Level	Flesch-Kincaid Level
505	880	3.6

⁶ See Mississippi Assessment Program (MAP) Blueprint Interpretive Guide for grade specific guidelines.