

STUDENT NAME: \_\_\_\_\_

STUDENT SCORE: \_\_\_\_\_



**MISSISSIPPI ASSESSMENT PROGRAM (MAP)  
ENGLISH LANGUAGE ARTS  
PRACTICE TESTLET  
ENGLISH II**

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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 *Life on the Mississippi***

by Mark Twain

*The following excerpt is from Mark Twain's 1883 book **Life on the Mississippi**. In this excerpt, Twain describes his experience as a river steamboat pilot on the Mississippi River.*

1 The face of the water, in time, became a wonderful book--a book that was a dead language to the uneducated passenger, but which told its mind to me without reserve, delivering its most cherished secrets as clearly as if it uttered them with a voice. And it was not a book to be read once and thrown aside, for it had a new story to tell every day. Throughout the long twelve hundred miles there was never a page that was void of interest, never one that you could leave unread without loss, never one that you would want to skip, thinking you could find higher enjoyment in some other thing. There never was so wonderful a book written by man; never one whose interest was so absorbing, so unflagging, so sparkingly renewed with every re-perusal. The passenger who could not read it was charmed with a peculiar sort of faint dimple on its surface (on the rare occasions when he did not overlook it altogether); but to the pilot that was an **ITALICIZED** passage; indeed, it was more than that, it was a legend of the largest capitals, with a string of shouting exclamation points at the end of it; for it meant that a wreck or a rock was buried there that could tear the life out of the strongest vessel that ever floated. It is the faintest and simplest expression the water ever makes, and the most hideous to

a pilot's eye. In truth, the passenger who could not read this book saw nothing but all manner of pretty pictures in it painted by the sun and shaded by the clouds, whereas to the trained eye these were not pictures at all, but the grimmest and most dead-earnest of reading-matter.

2 Now when I had mastered the language of this water and had come to know every trifling feature that bordered the great river as familiarly as I knew the letters of the alphabet, I had made a valuable acquisition. But I had lost something, too. I had lost something which could never be restored to me while I lived. All the grace, the beauty, the poetry, had gone out of the majestic river! I still kept in mind a certain wonderful sunset which I witnessed when steamboating was new to me. A broad expanse of the river was turned to blood; in the middle distance the red hue brightened into gold, through which a solitary log came floating, black and conspicuous; in one place a long, slanting mark lay sparkling upon the water; in another the surface was broken by boiling, tumbling rings that were as many-tinted as an opal; where the ruddy flush was faintest was a smooth spot that was covered with graceful circles and radiating lines, ever so delicately traced; the shore on our left was densely wooded, and the somber shadow that fell from this forest was broken in one place by a long, ruffled trail that shone like silver; and high above the forest wall a clean-stemmed dead tree waved a single leafy bough that glowed like a flame in the unobstructed splendor that was flowing from the sun. There were graceful curves, reflected images, woody heights, soft distances, and over the whole scene, far and near, the dissolving lights drifted steadily, enriching it every passing moment with new marvels of coloring.

3 I stood like one bewitched. I drank it in, in a speechless rapture. The world was new to me and I had never seen anything like this at home. But as I have said, a day came when I began to cease from noting the glories and the charms which the moon and the sun and the twilight wrought upon the river's face; another day

came when I ceased altogether to note them. Then, if that sunset scene had been repeated, I should have looked upon it without rapture and should have commented upon it inwardly after this fashion: “This sun means that we are going to have wind tomorrow; that floating log means that the river is rising, small thanks to it; that slanting mark on the water refers to a bluff reef which is going to kill somebody’s steamboat one of these nights, if it keeps on stretching out like that; those tumbling ‘boils’ show a dissolving bar and a changing channel there; the lines and circles in the slick water over yonder are a warning that that troublesome place is shoaling up dangerously; that silver streak in the shadow of the forest is the ‘break’ from a new snag and he has located himself in the very best place he could have found to fish for steamboats; that tall dead tree, with a single living branch, is not going to last long, and then how is a body ever going to get through this blind place at night without the friendly old landmark?”

4 No, the romance and beauty were all gone from the river. All the value any feature of it had for me now was the amount of usefulness it could furnish toward compassing the safe piloting of a steamboat. Since those days, I have pitied doctors from my heart. What does the lovely flush in a beauty’s cheek mean to a doctor but a “break” that ripples above some deadly disease? Are not all her visible charms sown thick with what are to him the signs and symbols of hidden decay? Does he ever see her beauty at all, or doesn’t he simply view her professionally and comment upon her unwholesome condition all to himself? And doesn’t he sometimes wonder whether he has gained most or lost most by learning his trade?

Mark Twain, *Life on the Mississippi*, Public Domain.

1. How did the author use the first paragraph to help develop his view of the river?
  - a. by comparing the river to a book to show how interested he was in learning about the river
  - b. by using descriptive language to describe the awe he felt when first traveling the river
  - c. by contrasting the experiences of the passengers and crew to show how thrilling the river can be
  - d. by explaining how he first became acquainted with the river as a steamboat pilot

01-EOC-LV2-RI.10.5

2. This item has two parts. First answer Part A. Then answer Part B.

**Part A**

Read the following sentences from paragraph 3 and answer the question that follows.

**I stood like one bewitched. I drank it in, in a speechless rapture. The world was new to me and I had never seen anything like this at home.**

What is the meaning of the word rapture as it is used in the sentence above?

- a. moment of perception
- b. feeling of elation
- c. state of confusion
- d. sense of disappointment

02A-EOC-LV2-RI.10.4

## Part B

Which of the following phrases from paragraph 3 supports the answer to Part A?

- a. “the glories and the charms”
- b. “wrought upon the river’s face”
- c. “I ceased altogether to note them...”
- d. “should have commented upon it inwardly”

02B-EOC-LV2-RI.10.1

3. How does the author develop the central idea that the river is a living thing throughout the passage?
- a. by illustrating the beauty he sees in the river
  - b. by detailing the dangers a steamboat captain must watch for
  - c. by expressing sadness on how the river has lost its charm to him
  - d. by describing how he must learn how the river changes as time passes

03-EOC-LV2-RI.10.2

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

**Since those days, I have pitied doctors from my heart. What does the lovely flush in a beauty’s cheek mean to a doctor but a “break” that ripples above some deadly disease?**

Which of the following quotes about the steamboat pilot best supports the idea expressed in the lines from paragraph 4?

- a. “I still kept in mind a certain wonderful sunset which I witnessed when steamboating was new to me.” (paragraph 2)
- b. “...that slanting mark on the water refers to a bluff reef which is going to kill somebody’s steamboat one of these nights...” (paragraph 3)
- c. “A broad expanse of the river was turned to blood; in the middle distance the red hue brightened into gold, through which a solitary log came floating, black and conspicuous...” (paragraph 2)
- d. “...her visible charms sown thick with what are to him the signs and symbols of hidden decay...” (paragraph 4)

04-EOC-LV2-RI.10.8

5. Over the course of the passage, the author’s attitude about the river changes. How does the author develop this idea in the passage?
- a. Each paragraph in the passage explicitly shows a change in the perspective of the author towards the river.
  - b. The passage is written chronologically to show his experience and what he felt during that time.
  - c. Each paragraph is a description of different aspects of the river and how the author feels about each aspect.
  - d. The passage is written to compare and contrast the river to something concrete in the life of the author.

05-EOC-LV2-RI.10.3

6. Which of the following pieces of evidence from the passage supports the idea that the author became more educated about the river as time passed?
- a. "...all manner of pretty pictures in it painted by the sun..." (paragraph 1)
  - b. "All the grace, the beauty, the poetry, had gone out of the majestic river!" (paragraph 2)
  - c. "...for it meant that a wreck or a rock was buried there that could tear the life out of the strongest vessel that ever floated." (paragraph 1)
  - d. "No, the romance and beauty were all gone from the river." (paragraph 4)

06-EOC-LV2-RI.10.1

7. How does the author use language differently in paragraphs 2 and 3 to create different tones?
- a. In paragraph 2 the author uses technical language to help the reader understand the newness of his experiences on the river; in paragraph 3 he uses descriptive language to contrast his viewpoint with the reader's viewpoint.
  - b. In paragraph 2 the author uses descriptive language to help the reader visualize the river; in paragraph 3 he uses technical language to note the change in his viewpoint of the river to the reader.
  - c. In paragraph 2 the author uses figurative language to help the reader compare the river to colors; in paragraph 3 he uses connotative language to persuade readers to share his new viewpoint of the river with readers.
  - d. In paragraph 2 the author uses figurative language to explain the size of the river to the readers; in paragraph 3 he uses technical language to explain his experiences on the river to the reader.

07-EOC-LV3-RI.10.4

8. This item has two parts. First answer Part A. Then answer Part B.

**Part A**

Which of the following central ideas does the author develop throughout the passage?

- a. The author learned many new things about himself through his experiences on the river.
- b. The author endured boredom because of the time he wasted on the river.
- c. The author found that emotion is based more on mindset than events.
- d. The author discovered many new places and found these places important to his journey.

08A-EOC-LV2-RI.10.2

## Part B

Which of the following sentences from the passage supports the correct answer to Part A?

- a. “I still kept in mind a certain wonderful sunset which I witnessed when steamboating was new to me.” (paragraph 2)
- b. “But as I have said, a day came when I began to cease from noting the glories and the charms...” (paragraph 3)
- c. “Then, if that sunset scene had been repeated, I should have looked upon it without rapture...” (paragraph 3)
- d. “And doesn’t he sometimes wonder whether he has gained most or lost most by learning his trade?” (paragraph 4)

08B-EOC-LV2-RI.10.1

## Writing Prompt

9. You have read an excerpt from *Life on the Mississippi* by Mark Twain.

Write an essay in which you explain how Twain describes his experiences on the Mississippi River and how these experiences change his viewpoint of the river throughout the text. Use key details and examples from the passage to support your ideas.

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

10-EOC-LV3-RI.10.3, RI.10.6, W.10.2, L.10.1-3

**English Language Arts Writing Rubric**

<b>Performance Range</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Minimal</b>		
	12	11-9	8-5	4-1	0	
<b>Standard ID</b>	<b>Standard</b>	<b>Score of</b>				
W.10.1-3	Development of Ideas	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
		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 for the most part, 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
W.10.1-3	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.10.1 and 10.3	Language Conventions of Grammar and Usage			<p>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></p>	<p>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></p>	<p>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></p>
L.10.2	Language Conventions of Mechanics			<p>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.</p>	<p>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.</p>	<p>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.</p>

## Answer Key

Item	Answer	Standard	Point Value
1	B	RI.10.5	1
2	B, A	RI.10.4, RI.10.1	2
3	D	RI.10.2	1
4	C	RI.10.8	1
5	A	RI.10.3	1
6	C	RI.10.1	1
7	B	RI.10.4	1
8	C, A	RI.10.2, RI.10.1	2
9	Answers will vary.	RL.8.3, W.8.2, L.8.1-3	12
Total Available Points			22

## Scoring

Step #1: Items #1 and 3-7 are selected-response items worth 1 point each, for a total of 6 points.

Step #2: Items #2 and #8 are 2-point items. Students must answer both parts correctly to receive 2 points. They must answer Part A correctly to receive 1 point.

Step #3: Item #9 is a constructed-response item worth 12 total points (See Writing Rubric).

Step #4: Add the total points earned by the student in steps #1-3.

Step #5: Divide the total points in step # 4 by the total available points.

Step #6: Determine if the student earned at least 80% of the total points.

## Readability Metric<sup>1</sup>

Word Count	Lexile Level	Flesch-Kincaid Level
1019	1090	8.8

<sup>1</sup> See Mississippi Assessment Program (MAP) Blueprint Interpretive Guide for grade specific guidelines.