MISSISSIPPI ASSESSMENT PROGRAM (MAP)
ENGLISH LANGUAGE ARTS
PRACTICE TESTLET
GRADE 5

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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 **<u>NOT</u>** 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.

"A Smoother Ride"

A 13-year-old boy helped to create a smartphone application that alerts drivers about potholes

by TFK Kid Reporter Reed Lindsey

1   Chokwe Selassie is on a mission to help drivers avoid potholes. The eighth-grader was inspired to kick off his crusade on a recent morning, when his mother was driving him to school. Their car was damaged as it went over a huge pothole in the middle of the street in their hometown of Jackson, Mississippi. "I decided I was going to do something about the pothole problem in my city," Chokwe, 13, told TFK. His solution: a smartphone application that warns drivers when there is a pothole ahead.

2   Chokwe developed the smartphone application with his friends Rodriguez Ratliff and Emmanuel Brooks. "When the smartphone application detects a

pothole, it is highlighted in red," Chokwe says. "And if you get close to the pothole, your phone will warn you with a beep." Drivers can also use the smartphone application to report any potholes they encounter, and to look for other routes they can take to avoid roads that have them.

3   The smartphone application relies on current available information about the streets of Jackson, according to Chokwe. "It works by using the city's 311 call system, so it uses information already stored in a database," he says. Through the call system, citizens dial 3-1-1 to report non-emergency problems—which include potholes. As Chokwe and his friends built the encoding for the smartphone application prototype, they also went street by street throughout the city. They determined that focusing on the 10 busiest streets in Jackson would give them a large enough sample size to test the prototype.

4   To get some help in developing the smartphone application, the boys took part in a Minority Male Makers Program sponsored by Verizon and held at Jackson State University. The program provides nearly 1,000 African-American middle-school boys across the country with training in advanced technology.

5   "The students were really excited to participate and learn new things," Valerie Bradley says. She is Chokwe's principal at Blackburn Middle School. "They learned 3-D printing and design, and how to create smartphone applications." Through the program, Chokwe says, he and his friends received encouragement and guidance.

6   Although the smartphone application isn't yet available for sale, Chokwe is already looking for ways to improve it. The prototype remains limited to 10 streets in Jackson, but he hopes to add more, so that it includes every street in the city. And then he wants to go even farther. "I want to keep working on the smartphone application until it's nationwide," Chokwe says.

1. Which statement below describes the process of developing a smartphone application?

    a. It is easy to do.

    b. It is best left to adults.

    c. It can be very dangerous.

    d. It takes a lot of time and help.

01-GR5-LV2-RI.5.8

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

Part A

What does the word <u>determined</u> mean as it is used in paragraph 3?

a. hesitated

b. decided

c. discovered

d. cancelled

Part B

What words from paragraph 3 **best** help the reader identify the meaning of <u>determined</u>?

a. "already stored"

b. "went street by street"

c. "citizens dial 3-1-1"

d. "current available information"

02-GR5-LV2-RI.5.4

3. Which paragraph does the map of the City of Jackson **best** help the reader understand?

    a. Paragraph 1
    b. Paragraph 2
    c. Paragraph 3
    d. Paragraph 6

03-GR5-LV3-RI.5.7

4. What information from the passage supports the claim that technology is very important to create a smartphone application?

    a. "'When the smartphone application detects a pothole, it is highlighted in red,' Chokwe says." (paragraph 2)

    b. "As Chokwe and his friends built the encoding for the smartphone application prototype, they also went street by street throughout the city." (paragraph 3)

    c. "They determined that focusing on the 10 busiest streets in Jackson would give them a large enough sample size to test the prototype." (paragraph 3)

    d. "Through the program, Chokwe says, he and his friends received encouragement and guidance." (paragraph 5)

04-GR5-LV2-RI.5.1

5. Based on information from the passage, what was **most** needed to help Chokwe and his friends develop the smartphone application?

    a. time to find potholes

    b. support from adults

    c. transportation to look for potholes

    d. cellphones to test the smartphone application

05-GR5-LV2-RI.5.3

6. Which **two** main ideas are **best** supported throughout the passage?

    a. The best smartphone applications are often the most practical.

    b. Most smartphone applications are created by accident, and adults are the only people who can create useful smartphone applications.

    c. Developing smartphone applications takes a long time, and it costs a lot to create a smartphone application.

    d. The best inventions are those created by children, and adults are not helpful when it comes to creating smartphone applications.

    e. Creating a useful smartphone application requires updated technology, and when adults encourage children they can contribute to their community.

06-GR5-LV2-RI.5.2

7. Which statement **best** compares how the author presents information in in the passage?

   a. In the first half of the passage, the author describes how Chokwe developed the smartphone application. In the second half, the author explains how Chokwe received support to help develop the smartphone application.

   b. In the first half of the passage, the author explains how Chokwe's friends helped create the smartphone application. In the second half, the author describes how the smartphone application works.

   c. In the first half of the passage, the author describes how the pothole destroyed Chokwe's mother's car. In the second half, the author explains how the city repaired Chokwe's mother's car.

   d. In the first half of the passage, the author explains what motivated Chokwe to create the smartphone application. In the second half, the author describes how the smartphone application works with technology.

07-GR5-LV2-RI.5.5

8. The word <u>prototype</u> is used in paragraphs 3 and 6. Which phrase in the passage is **most** helpful in determining the meaning of the word <u>prototype</u>?

a. "remains limited to 10 streets" (paragraph 6)

b. "large enough sample size to test" (paragraph 3)

c. "relies on current available information" (paragraph 3)

d. "isn't yet available for sale" (paragraph 6)

08-GR5-LV2-RI.5.4

Writing Prompt

9. You have read the passage "A Smoother Ride." According to the information in the passage, to create a smartphone application, technology and adult support is needed to create a smartphone application. Is this statement true? Use details from the passage to support your opinion.

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

09-GR5-LV3-RI.5.8, W.5.1, L.5.1-3

English Language Arts Writing Rubric

Performance Range		Advanced	Proficient	Basic	Minimal	
		12	11-9	8-5	4-1	0

Standard ID	Standard			Score of		
		4 points	3 points	2 points	1 point	0 points
W.5.1-3	Development of Ideas	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, for the most part, 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.5.1-3	Writing Organization	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.	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.	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.	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 used sparingly and sometimes ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that are inappropriate and/or disconnected, resulting in a lack of cohesiveness and clarity.	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.

Standard ID	Standard	Score of				
		4 points	3 points	2 points	1 point	0 points
L.5.1 and 5.3	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. *The writing may contain a few minor errors in grammar and usage, but they do not interfere with meaning.*	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. *The writing may contain a pattern of errors in grammar and usage that occasionally impedes meaning.*	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. *The writing may contain egregious errors in grammar and usage that impede meaning*
L.5.2	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 *mechanics* 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 *mechanics* 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 *mechanics* that impede meaning.

Answer Key

Item	Answer	Standard	Point Value
1	D	RI.5.8	1
2A and 2B	B, B	RI.5.4, RI.5.1	2
3	B	RI.5.7	1
4	B	RI.5.1	1
5	B	RI.5.3	1
6	A, E	RI.5.2	2
7	A	RI.5.5	1
8	D	RI.5.4	1
9	Answers will vary	RI.5.8, W.4.1, L.4.1, L.4.2, L.4.3	12
Total Available Points		22	

Scoring Rules

Step #1: Items #1 and 3-5 and 7-8 are selected-response items worth 1 point each, for a total of 6 points.

Step #2: Items #2 and # 6 are 2-point items. In Item #2, students must answer both parts correctly. They must answer Part A correctly to receive 1 point. In Item #6, students must get both answers correct to earn both points and 1of 2 answers correct to earn 1 point. to receive 2 points.

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[1]

Word Count	Lexile Level	Flesch-Kincaid Level
410	1010	9.6

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[1] See Mississippi Assessment Program (MAP) Blueprint Interpretive Guide for grade specific guidelines.