STUDENT NAME:_____

STUDENT SCORE: _____

MISSISSIPPI ASSESSMENT PROGRAM (MAP)
ENGLISH LANGUAGE ARTS
PRACTICE TESTLET
GRADE 6

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A Joint Publication

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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.

Mississippian Time Period
ca. 1000 AD to 1550 AD

1   The Mississippian Period, (named for the river), not the state, is characterized by an increase in population, larger, fortified towns, flat-topped, pyramidal earthen mounds, large ceremonial centers and more highly stylistic shell-tempered pottery. Archaeologists believe these Mississippian characteristics developed out of the site now known as Cahokia, the largest Mississippian site in North America, located near St. Louis, where the Missouri River meets the Mississippi. From Cahokia, these characteristics spread in all directions along the river systems to almost all areas of the Southeast.

2   As populations increased, multi-level societies called chiefdoms replaced tribal organizations in many areas. With this increase in population, new religious and social elements developed and new economic changes occurred. People began to depend more on agriculture particularly corn, beans and squash (known as the three sisters) even though hunting and gathering remained important.

3   The Mississippian peoples built their towns and ceremonial centers near old river or stream channels where the best soil for agriculture was found and they had direct access to water resources, including boat travel. They also began fortifying their towns and villages with defense structures such as moats and palisades, (large posts set vertically in the earth with defense towers for archers), in order to protect their land and resources from other neighboring chiefdoms.

4   Perhaps the most well-known characteristic of this time period is the large, pyramidal earthen mounds, such as Emerald Mound in Adams County. These large mounds served as temples, mortuaries, chiefs' houses and other important buildings (Hudson, 1976). The mounds were built using baskets to carry loads of dirt to the desired location. The dirt was dumped out, and then stamped down to pack it in place. The sides of the mounds were usually very steep and an earthen ramp was added to the mound for easier access to the summit.

5   Not all mounds housed important buildings. The Hollywood site, located in Tunica County, provides evidence of many low-lying mounds upon which villagers' houses stood (Johnson, 1996).

6   In some large ceremonial centers, such as Winterville Mounds north of Greenville, several mounds surround a central plaza. This plaza was used as a village commons, playing field or ceremonial area (Hudson, 1976). Plazas could also be dominated by single, major mounds (McNutt, 1996). These large Mississippian sites were used for ceremonial purposes, having only the chief and other higher status families living within them while the majority of the population lived in large fortified villages outside the ceremonial center. One of the largest mound centers in North America was at the Carson Site in Coahoma County, once having up to eighty-nine mounds. Still under investigation, the site had numerous houses, refuse pits, and stockades surrounding portions of it, along with numerous burials. All but about six of the larger mounds have been plowed away.

7   Archaeological evidence shows that Mississippian houses were generally rectangular or square in shape and made with wattle and daub (cane mats and hardened clay, which functioned much like lathe and plaster on a modern wall). Cane mats are evidenced by being imprinted on the fired daub found at many Mississippian sites within the state.

8   The second most common characteristic of this time period is the highly stylistic ***shell-tempered*** pottery. People made a wide variety of pottery using crushed live shell as a tempering agent. These bowls, bottles, jars, pans and other vessel types were plain or could be highly decorated. Decorations were created by punctuation, ***incising***, painting, pinching, and engraving. Bottles, a vessel type common only to this period, would often be designed to resemble a person, animal or mythological creature. Archaeologists refer to these as effigy pots.

9   Pottery was used in both everyday life as well as for ceremonial purposes. Rough coarse pottery, where the shell temper is large and obvious in the vessel, was probably used every day for storage and cooking. Plain vessels, where the shell is very small and almost invisible, and highly decorated pottery were likely used for ceremonial purposes. Many examples of this pottery can be seen at the Mississippi History Museum in Jackson or the Cottonlandia Museum in Greenwood. The Winterville Mounds Museum near Greenville, as well as the Grand Village Museum in Natchez have excellent examples as well.

10   The evidence for the Mississippian Period in Mississippi is centralized around the Yazoo Basin, from the state line near Memphis down to Vicksburg; although it does appear in other areas of the state as well. One exception to this is south Mississippi, where a variant of the Mississippian characteristics occur. Archaeologists refer to this variant as the ***Plaquemine*** Period. Unlike the Mississippian Period, the Plaquemine Period is not characterized by shell-tempered pottery. In fact, the most common temper for the pottery was grog, (crushed up dried clay). In addition, the settlements in this area were small and dispersed. Plaquemine mound sites tended to be large and are thought to have been used only as ceremonial centers.

1. Read the following sentence from paragraph 6 and answer the question that follows.

   These large Mississippian sites were used for ceremonial purposes, having only the chief and other higher status families living within them while the majority of the population lived in large fortified villages outside the ceremonial center.

   How does this sentence contribute to the reader's understanding of the passage?

   a. By showing that the major mounds were the most important location in the ceremonial centers.
   b. By describing the family structure of the ceremonial centers.
   c. By explaining social levels of the people in the ceremonial centers.
   d. By indicating the authority the chief had in the ceremonial centers.

01-GR6-LV2-RI.6.5

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

Part A

What is a central idea of the passage?

a. Characteristics of the Mississippian Time Period can still be seen in Mississippi today.

b. The Mississippian Time Period influenced the Plaquemine Time Period.

c. The transportation system changed during the Mississippian Time Period.

d. The Mississippian Time Period was not important.

Part B

Which sentence from the passage **best** supports the correct answer to Part A?

a. "The Mississippian peoples built their towns and ceremonial centers near old river or stream channels where the best soil for agriculture was found and they had direct access to water resources, including boat travel."

b. "The mounds were built using baskets to carry loads of dirt to the desired location. The dirt was dumped out, and then stamped down to pack it in place."

c. "People began to depend more on agriculture particularly corn, beans and squash (known as the three sisters) even though hunting and gathering remained important."

d. "The evidence of the Mississippian Period in Mississippi is centralized around the Yazoo Basin, from the state line near Memphis down to Vicksburg; although it does appear in other areas."

02-GR6-LV2-RI.6.2, RI.6.1

3. What does the word <u>earthen</u> mean as it is used in paragraph 4?

   a. made from cement

   b. made from packed dirt

   c. made from plastic

   d. made from tree bark

03-GR6-LV2-RI.6.4, L.6.4

4. Based on the information in the passage, what inference can be made about why the Mississippian ceremonial centers were located near water?

    a. to plan travel

    b. to support economic growth

    c. to protect from war

    d. to connect with other chiefdoms

04-GR6-LV2-RI.6.1

5. How does the author show that pottery was important during the time period?

    a. by explaining how the pottery was created

    b. by describing the different uses for pottery

    c. by establishing a timeline for the different types of pottery

    d. by giving the location where examples of the pottery can be seen today

05-GR6-LV2-RI.6.3

6. What detail from the passage **best** indicates that Mississippi had more than one time period?

   a. Archaeologists found different types of pottery.

   b. Archaeologists identified different types of houses.

   c. Archaeologists continue to investigate mounds in the state.

   d. Archaeologists refer the Plaquemine Period as a variant of the Mississippian.

06-GR6-LV2-RI.6.3

7. What was the author's purpose for writing the passage?

   a. to show the importance of the Mississippian Time Period

   b. to describe the different mounds created during the Mississippian Time Period

   c. to illustrate the different types of pottery from the Mississippian Time Period

   d. to explain the impact of the Mississippian Time Period on the State of Mississippi

07-GR6-LV2-RI.6.6

8. Which detail from the passage supports the claim that decorative pottery from the Mississippian Time Period is important to the history of Mississippi?

   a. "The Mississippian Period, (named for the river), not the state, is characterized by an increase in population, larger, fortified towns, flat-topped, pyramidal earthen mounds, large ceremonial centers and more highly stylistic shell-tempered pottery"
   b. "Perhaps the most well-known characteristic of this time period is the large, pyramidal earthen mounds, such as Emerald Mound in Adams County."
   c. "Many examples of this pottery can be seen at the Mississippi History Museum in Jackson or the Cottonlandia Museum in Greenwood."
   d. "In fact the most common temper for the pottery was grog, (crushed or dry clay)."

08-GR6-LV2-RI.6.8

Writing Prompt

9. You have just read the passage *Mississippian Time Period* **ca. 1000 AD to 1550 AD.** The Mississippian Time Period was an important time period in the history of Mississippi. In an essay, write about how the characteristics of the time period are still important today. Use evidence from the text to support your response.

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

09-GR6-LV3-RI.6.2-3, W.6.2, L.6.1-3

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.6.1-3	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.6.1-3	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.6.1 and 6.3	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.6.2	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	C	RI.6.5	1
2A and 2B	A, A	RI.6.2 and RI.6.1	2
3	B	RI.6.4; L.4	1
4	B	RI.6.1	1
5	B	RI.6.3	1
6	D	RI.6.3	1
7	D	RI.6.6	1
8	C	RI.6.8	1
9	Answers will vary	RI.6.2, RI.6.3, W.6.2, L.61-3	12
Total Available Points			21

Scoring Rules

Step #1: Items #1 and 3-8 are selected-response items worth 1 point each, for a total of
Points-

Step #2: Item #2 is a 2 point item. 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[1]

Word Count	Lexile Level	Flesch-Kincaid Level
823	1400	12.4

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