



**MISSISSIPPI
DEPARTMENT OF
EDUCATION**

Ensuring a bright *future* for every child

**Mississippi Assessment Program
(MAP)**

English Language Arts, Grades 3-8

Blueprint Interpretive Guide

August 2015

Carey M. Wright, Ed.D.

State Superintendent of Education

Mississippi Assessment Program English Language Arts, Grades 3-8 Blueprint Interpretive Guide

A Joint Publication

Division of Research and Development, Office of Student Assessment

- Dr. J.P. Beaudoin, Chief Research and Development Officer
- Walton Drane, Director, Operations and Test Security
- Marion Jones, Director, Support Services
- Richard Baliko, NAEP State Coordinator and ACT Program Coordinator
- Melissa Hall, Business Services Coordinator
- Kimberly Jones, Program Coordinator for SATP2, MST2, MWAP3
- Brooks Little, Test Security Investigator
- Michael Martin, Test Security Investigator
- Sharon Prestridge, Special Populations Coordinator
- Bobby Richardson, Educator in Residence
- Vincent Segalini, Program Coordinator for ELA and Math for Grades 3-8 and HS
- Patrice Williams, MKAS2 State Coordinator
- Trishon Wilson, Administrative Assistant

Office of the Chief Academic Officer

- Dr. Kim Benton, Chief Academic Officer
- Jean Massey, Executive Director, Office of Secondary Education
- Trecina Green, Executive Director, Professional Development
- Nathan Oakley, Executive Director, Office of Elementary Education and Reading
- Trudy Cook, Lead Professional Development Coordinator
- Victoria Johnson, ELA Specialist
- Dr. Kymyona Burke, State Literacy Director

The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above-mentioned entities:

**Director, Office of Human Resources
Mississippi Department of Education
359 North West Street
Suite 203
Jackson, Mississippi 39201
(601) 359-3511**

Mississippi Assessment Program
English Language Arts, Grades 3-8 Blueprint Interpretive Guide

Table of Contents

1.0 Purpose Statement	4
1.1 Blueprint Design Overview	4
Table 1.2 Interpreting the Blueprint	5
1.3 Total Number of Points	6
1.4 Item Types	7
1.4.1 Performance Task	7
1.4.2 Closed-Ended Items	7
1.4.2(a) Multiple-Choice Static (MC) and Multiple-Choice Multi-select (MCMS)	7
1.4.2(b) Multiple-Choice Dynamic (MCD)	7
1.4.3 Open-Ended Items	7
1.4.3(a) Multi-select table (MST)	7
1.4.3(b) Select Text (ST)	8
1.4.3(c) Drag-and-Drop (DD)	8
1.4.3(d) Matching (M)	8
1.4.3(e) Two-Part (2P)	8
2.0 Strands and Standards	8
2.1 Reading Literature and Reading Informational Text Standards	8
2.2 Writing Standards	9
2.3 Language Standards	9
2.4 Text Selection	9
Table 2.5 Distribution of Literary and Informational Passages by Genre	10
Table 3.0 Passage Distribution for MAP ELA, Grades 3-8	10
Table 4.0 Quantitative Text Complexity Guidelines	10
Appendix A – ELA Blueprints, Grades 3-8	11
Appendix B – ELA Standards, Grades 3-8	12

Mississippi Assessment Program

English Language Arts, Grades 3-8 Blueprint Interpretive Guide

1.0 Purpose Statement

Test blueprints contain information about individual tests, including the number of test items and the number of points for each test item. In addition, test blueprints identify the number of test item types: performance task (PT), closed-ended, and open-ended. Blueprints serve as a guide for test developers to create/select test questions and construct test forms. They are used throughout the life cycle of the testing program to design the test forms for each administration.

1.1 Blueprint Design Overview

The Mississippi Assessment Program (MAP) Blueprint (Appendix A) for the 2015-16 English Language Arts, Grades 3-8 Assessment details the alignment to the 2014 Mississippi College- and Career-Readiness Standards (MS CCRS) for English Language Arts (Appendix B) and the assessment. (<http://www.mde.k12.ms.us/ESE/ELA>)

The standards are divided into four strands:

- Reading Literature,
- Reading Informational Text,
- Writing, and
- Language.

Under each of these strands, the Blueprint delineates which standards will be measured by the assessment. The Blueprint includes the item types that will appear on the assessment. The Blueprint details a numerical range of items that will appear per standard and provides a numerical range of items per item type including:

- a) closed-ended items,
- b) open-ended items, and
- c) performance tasks.

Mississippi Assessment Program English Language Arts, Grades 3-8 Blueprint Interpretive Guide

Additionally, more detailed information about the MAP assessment can be found in the MAP Technical Guide (publication date June 2016).

Table 1.2 Interpreting the Blueprint

	Column A	Column B	Column C	Column D	Column E	Column F
Row # 1	Strand	Performance Task (PT)	Closed- ended	Open- ended	Total #Items	Total #Pts.
Row # 2	<i>Reading Literature</i>	0	12-13	4-5	17	20
Row # 3	RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	0	2-3	0-1	2-3	
Row # 4	RL.3.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	0	2-3	0-1	2-3	
Row # 5	RL.3.3 - Describe characters in a story and explain how their actions contribute to the sequence of events.	0	1-2	0-1	1-2	

- Row # 1 includes:
 - headings that show the strand,
 - item type,
 - Performance Tasks,
 - Closed-ended items, and
 - Open-ended items.
 - Total number of items, and
 - Total number of points.
- Row # 2
 - identifies the first of the four strands.
 - The four strands are delineated by bold and italicized print.

Mississippi Assessment Program English Language Arts, Grades 3-8 Blueprint Interpretive Guide

- Column A identifies
 - the strand to be assessed.
 - the individual standard to be assessed.
- Columns B-D
 - details the numerical range of items per item type that will appear on the assessment.
- Column E
 - provides the reader with the numerical range of total items per standard.
- Column F
 - provides a numerical range of the total number of points assessed per standard.

1.3 Total Number of Points

The total number of items and the total number of points assessed per strand and standard are different because items are worth either one point or two points. Items that require students to complete a single interaction per item are worth one point. Items that require students to complete two or more interactions per item will be worth two points. A closed-ended item with a single interaction (students select one answer from four possible answer choices) is worth one point. An open-ended, multiple choice item with a Part A and a Part B requires students to complete two interactions with the item (choosing an answer to Part A and choosing another answer to Part B) is worth two points. An open-ended, technology-enhanced item that asks students to drag-and-drop responses into a table and requires students to complete multiple interactions in the item is worth two points. Partial credit is available for all two-point items.

Mississippi Assessment Program

English Language Arts, Grades 3-8 Blueprint Interpretive Guide

1.4 Item Types

1.4.1 Performance Task

The Performance Task for English Language Arts is a text-based extended written response to a writing prompt. Students will read a text and respond to a prompt using evidence from the text. The extended responses will be human scored using a rubric. The rubric is comprised of three categories: Development of Ideas, Organization, and Language, Usage, and Conventions. The Performance Tasks are worth 12 points total.

1.4.2 Closed-Ended Items

1.4.2(a) Multiple-Choice Static (MC) and Multiple-Choice Multi-select (MCMS)

Multiple-choice items will measure each of the cognitive targets through well-designed stems that will clearly present the question to the student. The stem may be in the form of a question, a phrase, or an expression, as long as it conveys what is expected of the student. The stem is followed by four (or more for multi-select) answer choices, or options, only one of which is correct. For multi-select there are multiple keys in the options.

1.4.2(b) Multiple-Choice Dynamic (MCD)

Multiple-choice dynamic items will use drop-down boxes for the student to select the answer choice(s). The dropdown box may be inline text or standalone. The item may include multiple drop-down boxes.

1.4.3 Open-Ended Items

1.4.3(a) Multi-select table (MST)

The student indicates their answer by clicking on an open cell. Clicking again will remove the “blue checkmark.” The number of “blue checkmarks” can be restricted by row or column. It is also possible to have no restrictions so that the student can choose every cell.

Mississippi Assessment Program English Language Arts, Grades 3-8 Blueprint Interpretive Guide

1.4.3(b) Select Text (ST)

Select-text items are essentially a type of multiple-choice item that allows the selection of one or more text strings that are in the context of a larger piece of text. A text string could be a word, phrase, sentence, or paragraph. In the select text item type, selectable text will be indicated by a change in appearance as the student hovers over the text with the mouse.

1.4.3(c) Drag-and-Drop (DD)

The student can drag and drop items and place them in specified drop zones. The drag objects can be dragged only once or multiple times depending upon the item's configuration. It is possible to configure the drop zones along a number line, in buckets, or in a graphic.

1.4.3(d) Matching (M)

In the matching interaction type, the student draws lines to connect objects in two or three sets (composed of either text or images).

1.4.3(e) Two-Part (2P)

Two-part items consist of two standard response items. The student answers Part 1 first and then answers Part 2, which is support or evidence for Part 1.

2.0 Strands and Standards

2.1 Reading Literature and Reading Informational Text Standards

Items written to measure the Reading Literature (RL) and Reading Informational (RI) Text Standards are written to measure a student's ability to read and analyze a complex text to answer questions aligned to specific standards. The Blueprints for the ELA, Grades 3-8 assessment indicate a numerical range of items that will be written to each standard. However, some standards have a higher numerical range than others while some standards have a 0 count.

Mississippi Assessment Program English Language Arts, Grades 3-8 Blueprint Interpretive Guide

The numerical range for each standard was determined by a committee of Mississippi educators. This committee utilized their expertise to determine the priority of each standard. Standards were identified as top priority, 2nd priority, 3rd priority, or assessed in the classroom. This prioritization was used to determine the numerical range of items that would appear on the assessment.

Standards such as RL.10 and RI.10 are measured in every item.

2.2 Writing Standards

The MS CCRS Writing Standards W.1-3 will be measured in the Performance Task. The task type will determine whether W.1, W.2, or W.3 will be assessed. The MS CCRS require that students are able to write informative/explanatory, argumentative, and narrative texts.

2.3 Language Standards

The MS CCRS Language Standards will be measured in two places. The Language Usage and Convention Standards, L.1-3, will be measured in the performance task through the writing rubric. The Language Standards that focus on vocabulary, L.4-6, will be assessed through the closed-ended and open-ended questions aligned with complex texts. By reporting the vocabulary standards that fall under the Language strand of the MS CCRS, teachers will be able to analyze students' score reports to determine whether any weaknesses in Reading Literature and/or Reading Informational Text were possible deficiencies in comprehension and/or vocabulary.

2.4 Text Selection

When text selection is done, passage genre is based on the percentages of each genre suggested by the National Assessment of Educational Progress and the MS CCRS for ELA as indicated in Table 2.

Mississippi Assessment Program English Language Arts, Grades 3-8 Blueprint Interpretive Guide

Table 2.5 Distribution of Literary and Informational Passages by Genre

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

The ELA Assessment for Grades 3-8 will include the breakdown of texts found in Table 3 based on the suggestions of NAEP.

Table 3.0 Passage Distribution for MAP ELA, Grades 3-8 Assessment

<i>Passage Selections</i>	
Selection	Number of Passages
Literature	2
Informational	2-3
Embedded Field Test	1

Finally, the complexity of the text will be determined using both quantitative measures, as outlined in Table 4 below and qualitative measures. Students will see a variety of text complexities on the assessment.

Table 4.0 Quantitative Text Complexity Guidelines

<i>Text Complexity Guidelines</i>				
MS CCRS Grade	Degrees of Reading Power® (DRP)	Flesch-Kincaid	The Lexile Framework®	Total Word Counts per Passage/Paired
2-3	42 – 54	1.98 – 5.34	420 – 820	300 – 800
4-5	52 – 60	4.51 – 7.73	740 – 1010	450 – 800
6-8	57 – 67	6.51 – 10.34	925 – 1185	650 – 1000

Quantitative text complexity measures are determined using a computer-based program that measures certain criteria of a text to determine how difficult a text will be for a student to decode and comprehend. The computer-based programs measure word length, sentence length,

**Mississippi Assessment Program
English Language Arts, Grades 3-8 Blueprint Interpretive Guide**

and word frequency. Each quantitative tool, such as Degrees of Reading Power and The Lexile Framework, have a specific scale used to determine the complexity of the text. These quantitative scores, along with input from educators through the use of qualitative rubrics and considerations of the reader and task, will determine which texts are used on the assessment. Table 4 indicates the range of quantitative complexity a text should fall within in order to be considered for the ELA, Grades 3-8 assessment.

**Mississippi Assessment Program
English Language Arts, Grades 3-8 Blueprint Interpretive Guide**

Appendix A

Grade 3 Blueprint