

## Mississippi Assessment Program Fifth Grade Blueprint

| Strand  | Performance Task (PT) | Closed-ended | Open-ended | Total #Items | Total #Pts. |
|---|-----------------------|--------------|------------|--------------|-------------|
| <b><i>Reading Literature</i></b>  | <b>0</b>              | <b>12-13</b> | <b>4-5</b> | <b>17</b>    | <b>20</b>   |
| <b>RL.5.1</b> - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   | 0                     | 2-3          | 0-1        | 2-3          |             |
| <b>RL.5.2</b> - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | 0                     | 2-3          | 0-1        | 2-3          |             |
| <b>RL.5.3</b> - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.  | 0                     | 2-3          | 0-1        | 2-3          |             |
| <b>RL.5.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.   | 0                     | 2-3          | 0-1        | 2-3          |             |
| <b>RL.5.5</b> - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  | 0                     | 1-2          | 0-1        | 1-2          |             |
| <b>RL.5.6</b> - Describe how a narrator's or speaker's point of view influences how events are described.   | 0                     | 2-3          | 0-1        | 2-3          |             |
| <b>RL.5.7</b> - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.  | 0                     | 1-2          | 0-1        | 1-2          |             |
| <b>RL.5.8</b> - Not applicable to literature.   | 0                     | 0            | 0          | 0            |             |
| <b>RL.5.9</b> - Compare and contrast stories in the same genre on their approaches to similar themes and topics.  | 0                     | 1-2          | 0-1        | 1-2          |             |
| <b>RL.5.10</b> - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.                            | 0                     | 0            | 0          | 0            |             |
| <b><i>Reading Informational Text</i></b>  | <b>0</b>              | <b>12-13</b> | <b>4-5</b> | <b>17</b>    | <b>20</b>   |
| <b>RI.5.1</b> - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   | 0                     | 2-3          | 0-1        | 2-3          |             |
| <b>RI.5.2</b> - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.   | 0                     | 2-3          | 0-1        | 2-3          |             |

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| <b>RI.5.3</b> - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.                          | 0                     | 2-3          | 0-1        | 2-3          |             |
| <b>RI.5.4</b> - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.   | 0                     | 2-3          | 0-1        | 2-3          |             |
| <b>RI.5.5</b> - Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.  | 0                     | 1-2          | 0-1        | 1-2          |             |
| <b>RI.5.6</b> - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.   | 0                     | 1-2          | 0-1        | 1-2          |             |
| <b>RI.5.7</b> - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.   | 0                     | 1-2          | 0-1        | 1-2          |             |
| <b>RI.5.8</b> - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).   | 0                     | 2-3          | 1-2        | 2-3          |             |
| <b>RI.5.9</b> - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.   | 0                     | 1-2          | 0-1        | 1-2          |             |
| <b>RI.5.10</b> - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. | 0                     | 0            | 0          | 0            |             |
| <b>Language</b>  | <b>0</b>              | <b>4</b>     | <b>2</b>   | <b>6</b>     | <b>8</b>    |
| <b>L.5.4</b> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  | 0                     | 1-2          | 0-1        | 1-3          |             |
| <b>L.5.5</b> - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   | 0                     | 1-2          | 0-1        | 1-3          |             |
| <b>L.5.6</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.                                     | 0                     | 1-2          | 0-1        | 1-3          |             |

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| <b>Writing</b>  | <b>1</b>              | <b>0</b>     | <b>0</b>   | <b>1</b>     | <b>12</b>   |
| <p><b>W.5.1</b> - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.5.2</b> - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.3</b> - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>L.5.1</b> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.5.2</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.5.3</b> - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> | 1                     | 0            | 0          | 1            | 12          |
| <p><b>Technical Notes:</b> The Writing standard measured (W.5.1, W.5.2, or W.5.3) will be dependent on the writing prompt, which may vary by form. L.5.1-3 will be measured in the Performance Task and scored using the writing rubric. The performance task is worth twelve (12) points towards the overall ELA score.</p>  |                       |              |            |              |             |

| <b>Passage Selections</b> |                    |
|---------------------------|--------------------|
| Genre                     | Number of Passages |
| Literature                | 2                  |
| Informational             | 2                  |
| Embedded Field Test       | 1                  |

| <b>Text Complexity Guidelines</b> |                                 |                |                       |                                      |
|-----------------------------------|---------------------------------|----------------|-----------------------|--------------------------------------|
| MS CCRS Grade                     | Degrees of Reading Power® (DRP) | Flesch-Kincaid | The Lexile Framework® | Total Word Counts per Passage/Paired |
| 4–5                               | 52 – 60                         | 4.51 – 7.73    | 740 – 1010            | 450 – 800                            |