

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

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



**MISSISSIPPI ASSESSMENT PROGRAM (MAP)  
ENGLISH LANGUAGE ARTS  
PRACTICE TESTLET  
GRADE 3**

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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.

### **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.

**Let’s Talk about Mississippi!**

*(Adapted from information presented on [www.ms.gov](http://www.ms.gov))*

**1** Did you know that Mississippi’s name comes from an Indian word meaning “great river of gathering waters”? Or that Mississippi became the 20<sup>th</sup> state on December 10<sup>th</sup>, 1817? If you didn’t know that, then you are probably not alone. Many people who live in the state of Mississippi do not know about its rich history and important state symbols. Here are a few facts about Mississippi that can help you tell people about the state.

**Mississippi’s State Symbols**

**2** Symbols are things that stand for something else. When the people in a state choose symbols, they choose them to represent who they are as a community. Mississippi adopted the State Coat-of-Arms in 1894. A coat-of-arms is a shield with symbols. The words on the coat-of-arms, “Virtute et Armis”, mean by **valor**<sup>1</sup> and arms. Another important symbol in the state is the mockingbird. The Women’s Federated Clubs and the State **Legislature**<sup>2</sup> selected the mockingbird as the state bird in 1944. This cheerful bird is found in all sections of Mississippi. In 1900, the school children of Mississippi chose the magnolia as the official state flower, and

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<sup>1</sup> **Valor** Courage

<sup>2</sup> **Legislature** A group of people who have the power to make and change laws

in 1952, the Legislature selected the magnolia as the official state tree. Mississippi even has a state beverage—milk!

### **Mississippi’s Economy, Inventions, and Manufactured Products**

**3** Cotton is the most important crop in Mississippi, but there are many other crops that are important to the state’s **economy**<sup>3</sup>. The other important crops in Mississippi are corn, rice, sugar cane, sweet potatoes, soybeans, food grains, poultry and eggs, animals for food, **dairy**<sup>4</sup> products, peanuts, and pecans. In fact, the world’s largest pecan **nursery**<sup>5</sup> is located in Lumberton, Mississippi. Catfish is also important to Mississippi: Belzoni, Mississippi is known as the Catfish Capital of the World.

**4** Many things that people all over the world use were invented in Mississippi! Pine Sol, a product that many people use for cleaning, was invented in 1929 by a Jackson, Mississippi chemist. A beverage that many people drink, root beer, was invented in 1898 in Biloxi, Mississippi, and in the 1970s, a man in Columbus, Mississippi invented the soft toilet seat.

**5** Mississippi is also famous for the items that it produces. For example, every commercial plane in the world has at least one **hydraulic**<sup>6</sup> part that is made by the Vickers Company in Jackson, Mississippi. Peavey Electronics in Meridian, Mississippi is the world’s largest producer of musical **amplification**<sup>7</sup> equipment, and The Flexible Flyer snow sled, often called the best snow sled in the country, is made in West Point, Mississippi.

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<sup>3</sup> **Economy** The system by which goods and services are produced, sold, and bought in a country or region

<sup>4</sup> **Dairy** Containing or made from milk

<sup>5</sup> **Nursery** An area where plants are grown

<sup>6</sup> **Hydraulic** Operated by water or fluid

<sup>7</sup> **Amplification** A device that increases the power of a signal

**6** So, the next time that someone asks you about Mississippi, be sure that you tell them about some of the things that make this state special.

1. Read the sentence below from paragraph 2 and answer the question that follows.

**When the people in a state choose symbols, they choose them to represent who they are as a community.**

Which of the following is a symbol that Mississippians chose to represent themselves as a community?

- a. A mockingbird
- b. A Flexible Flyer snow sled
- c. root beer
- d. Pine Sol

01-GR3-LV2-RI.3.1

2. Which of the following correctly describes the selection of the magnolia flower and magnolia tree as state symbols?
- a. The magnolia tree was selected as the official State Tree before the magnolia flower was selected as the official State Flower.
  - b. The magnolia flower was selected as the official State Flower before the magnolia tree was selected as the official State Tree.
  - c. The magnolia tree and the magnolia flower were selected as state symbols at the same time.
  - d. The magnolia flower and the magnolia tree represent the same state symbol.

02-GR3-LV3-RI.3.3



3. Which of the following is true about Mississippi's crops?
- a. The most important crop in Mississippi is corn.
  - b. Pecan crops are not important to Mississippi's economy.
  - c. Catfish has replaced cotton as the most important crop in Mississippi.
  - d. There are many crops that are important to Mississippi's economy.

03-GR3-LV2-RI.3.1

4. Read the sentence below from paragraph 2 and answer the question that follows.

**Mississippi even has a state beverage—milk!**

Which paragraph makes a connection between an important crop in Mississippi and the sentence above?

- a. Paragraph 3
- b. Paragraph 4
- c. Paragraph 5
- d. Paragraph 6

04-GR3-LV3-RI.3.8

5. How do the paragraph headings help the reader understand the text?
- a. The headings provide the reader with definitions of important words in the text.
  - b. The headings answer questions about how Mississippi got its name.
  - c. The headings give the reader clues about what the topic of each paragraph will be.
  - d. The headings tell the reader where to look for additional information about the topic.

05-GR3-LV2-RI.3.5

6. One main idea of the text is that there are many important things that happen in Mississippi. How does the title of the text, “Let’s Talk about Mississippi,” support this main idea?
- a. The title informs the reader that there will be information about Mississippi in the text.
  - b. The title explains how information about Mississippi will be given in the text.
  - c. The title gives the reader the meaning behind Mississippi’s name.
  - d. The title defines the meaning of Mississippi’s symbols in the text.

06-GR3-LV2-RI.3.2

7. Read these sentences below from paragraph 4 and answer the question that follows.

**Many things that people all over the world use were invented in Mississippi! Pine Sol, a product that many people use for cleaning, was invented in 1929 by a Jackson, Mississippi chemist.**

Based on the information in the paragraph, what does the word invented mean?

- a. to buy a product
- b. to create something new
- c. to use a popular product
- d. to clean with a liquid

07-GR3-LV2-RI.3.4

8. Read these sentences below from paragraph 5 and answer the question that follows.

**Mississippi is also famous for the items that it produces. For example, every commercial plane in the world has at least one hydraulic part that is made by the Vickers Company in Jackson, Mississippi.**

How does the word famous describe Mississippi in paragraph 5?

- a. It describes Mississippi's size.
- b. It describes how the products are made.
- c. It describes why the commercial planes need parts.
- d. It describes how some products are well known in other places.

08-GR3-LV2-RI.3.4

## Writing Prompt

9. You have read “Let’s Talk about Mississippi.” Write a report in which you explain why Mississippi is an important state in America. Include details from “Let’s Talk about Mississippi” in your report.

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

09-GR3-LV3-RI.3.1-2, W.3.2, L.3.1-3

**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.3.1-3	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 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.3.1-3	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	
L.3.1 and 3.3	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. <i>The writing may contain a few minor errors in grammar and usage, but they do not interfere with meaning.</i>	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>	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. Error! Bookmark not defined.</i>
L.3.2	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 <i>mechanics</i> 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 <i>mechanics</i> 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 <i>mechanics</i> that impede meaning.

## Answer Key

Item	Answer	Standard	Point Value
1	A	RI.3.1	1
2	B	RI.3.3	1
3	D	RI.3.1	1
4	A	RI.3.8	1
5	C	RI.3.5	1
6	A	RI.3.2	1
7	B	RI.3.4	1
8	D	RI.3.4	1
9	Answers will vary	RI.3.1, RI.3.2, W.3.2, L.3.1, L.3.2, L.3.3	12
Total Available Points			20

### Scoring Rules

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

Step #2: Item #9 is a constructed-response item worth 12 total points (See Writing Rubric).

Step #3: Add the total points earned by the student in steps #1 and #2.

Step #4: Divide the total points in step #3 by the total available points.

Step #5: Determine if the student earned at least 80% of the total points.

### Readability Metric<sup>89</sup>

Word Count	Lexile Level	Flesch-Kincaid Level
458	1190	10.4

<sup>8</sup> See Mississippi Assessment Program (MAP) Blueprint Interpretive Guide for grade specific guidelines.

<sup>9</sup> The readability scores are high due to the vocabulary that has been footnoted. With footnotes, this text falls into the range appropriate for this grade level.