



**Mississippi Assessment Program  
(MAP)**

**English Language Arts, Grades 3-8**

**Blueprint Interpretive Guide**

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**State Superintendent of Education**

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

A Joint Publication

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# 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	<b>RL.3.1</b> - 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	<b>RL.3.2</b> - 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	<b>RL.3.3</b> - 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, 2<sup>nd</sup> priority, 3<sup>rd</sup> 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

# Mississippi Assessment Program Third Grade Blueprint

Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
<b><i>Reading Literature</i></b>	<b><i>0</i></b>	<b><i>12-13</i></b>	<b><i>4-5</i></b>	<b><i>17</i></b>	<b><i>20</i></b>
<b>RL.3.1</b> - 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	
<b>RL.3.2</b> - 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	
<b>RL.3.3</b> - Describe characters in a story and explain how their actions contribute to the sequence of events.	0	1-2	0-1	1-2	
<b>RL.3.4</b> - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	0	2-3	0-1	2-3	
<b>RL.3.5</b> - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	0	1-2	0-1	1-2	
<b>RL.3.6</b> - Distinguish their own point of view from that of the narrator or those of the characters.	0	1-2	0-1	1-2	
<b>RL.3.7</b> - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	0	1-2	0-1	1-2	
<b>RL.3.8</b> - (not applicable to literature)	0	0	0	0	
<b>RL.3.9</b> - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.		1-2	0-1	1-2	
<b>RL.3.10</b> - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	0	0	0	0	
<b><i>Reading Informational Text</i></b>	<b><i>0</i></b>	<b><i>12-13</i></b>	<b><i>4-6</i></b>	<b><i>17</i></b>	<b><i>20</i></b>
<b>RI.3.1</b> - 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	
<b>RI.3.2</b> - Determine the main idea of a text; recount the key details and explain how they support the main idea.	0	2-3	0-1	2-3	

# Mississippi Assessment Program Third Grade Blueprint

Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
<b>RI.3.3</b> - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	0	2-3	0-1	2-3	
<b>RI.3.4</b> - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	0	2-3	0-1	2-3	
<b>RI.3.5</b> - Use text features and search tools to locate information relevant to a given topic efficiently.	0	1-2	0-1	1-2	
<b>RI.3.6</b> - Distinguish their own point of view from that of the author of a text.	0	1-2	0-1	1-2	
<b>RI.3.7</b> - Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	0	1-2	0-1	1-2	
<b>RI.3.8</b> - Describe the logical connection between particular sentences and paragraphs in a text.	0	2-3	0-1	2-3	
<b>RI.3.9</b> - Compare and contrast the most important points and key details presented in two texts on the same topic.	0	1-2	0-1	1-2	
<b>RI.3.10</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 2–3 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.3.4</b> - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	0	1-2	0-1	1-3	
<b>L.3.5</b> - Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	0	1-2	0-1	1-3	
<b>L.3.6</b> - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	0	1-2	0-1	1-3	

# Mississippi Assessment Program Third Grade Blueprint

Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
<b>Writing</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>12</b>
<p><b>W.3.1</b> - Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>W.3.2</b> - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.3</b> - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>L.3.1</b> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.3.2</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.3.3</b> - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	1	0	0	1	12
<b>Technical Notes:</b> The Writing standard measured (W.3.1, W.3.2, or W.3.3) will be dependent on the writing prompt, which may vary by form. L.3.1-3 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.					

<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
2–3	42 – 54	1.98 – 5.34	420 – 820	300 – 800

# Mississippi Assessment Program Fourth Grade Blueprint

Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
<b>Reading Literature</b>	<b>0</b>	<b>12-13</b>	<b>4-5</b>	<b>17</b>	<b>20</b>
<b>RL.4.1</b> Refer to details and examples in 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.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	0	2-3	0-1	2-3	
<b>RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	0	2-3	0-1	2-3	
<b>RL.4.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	0	2-3	0-1	2-3	
<b>RL.4.5</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	0	1-2	0-1	1-2	
<b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	0	1-2	0-1	1-2	
<b>RL.4.7</b> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	0	2-3	0-1	2-3	
<b>RL.4.8</b> Not applicable to literature.	0	0	0	0	
<b>RL.4.9</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	0	2-3	0-1	2-3	

# Mississippi Assessment Program Fourth Grade Blueprint

Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
<b>RL.4.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	0	0	0	0	
<b>Reading Informational Text</b>	<b>0</b>	<b>12-13</b>	<b>4-5</b>	<b>17</b>	<b>20</b>
<b>RI.4.1</b> Refer to details and examples in 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.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.	0	2-3	0-1	2-3	
<b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	0	1-2	0-1	1-2	
<b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	0	2-3	0-1	2-3	
<b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	0	1-2	0-1	1-2	
<b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	0	1-2	0-1	1-2	
<b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	0	1-2	0-1	1-2	
<b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.	0	1-2	0-1	1-2	

# Mississippi Assessment Program Fourth Grade Blueprint

Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
<b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	0	1-2	0-1	1-2	
<b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	0	0	0	0	
<b>Language</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>8</b>
<b>L.4.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	0	1-2	0-1	1-3	
<b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	0	1-2	0-1	1-3	
<b>L.4.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	0	1-2	0-1	1-3	

# Mississippi Assessment Program Fourth Grade Blueprint

<b>Writing</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>12</b>
<p><b>W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>L.4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.4.3</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.4.1, W.4.2, W.4.3) will be dependent on the writing prompt, which may vary by form. L.4.1-3 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>	
<b>Genre</b>	<b>Number of Passages</b>
Literature	2
Informational	2
Embedded Field Test	1

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

# Mississippi Assessment Program Fifth Grade Blueprint

Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
<b>Reading Literature</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>Reading Informational Text</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	

# Mississippi Assessment Program Fifth Grade Blueprint

Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
<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	

# Mississippi Assessment Program Fifth Grade Blueprint

Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
<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
<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.					

<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

# Mississippi Assessment Program Sixth Grade Blueprint

Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
<b><i>Reading Literature</i></b>	<b><i>0</i></b>	<b><i>15-16</i></b>	<b><i>4-5</i></b>	<b><i>20</i></b>	<b><i>22</i></b>
<b>RL.6.1</b> - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	0	3-4	0-1	3-4	
<b>RL.6.2</b> - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	0	3-4	0-1	3-4	
<b>RL.6.3</b> - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	0	2-3	0-1	2-3	
<b>RL.6.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	0	3-4	0-1	3-4	
<b>RL.6.5</b> - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	0	1-2	0-1	1-2	
<b>RL.6.6</b> - Explain how an author develops the point of view of the narrator or speaker in a text.	0	1-2	0-1	1-2	
<b>RL.6.7</b> - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	0	2-3	0-1	2-3	
<b>RL.6.8</b> - Not applicable to literature.	0	0	0	0	
<b>RL.6.9</b> - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	0	2-3	0-1	2-3	
<b>RL.6.10</b> - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	0	0	0	0	
<b><i>Reading Informational Text</i></b>	<b><i>0</i></b>	<b><i>19-20</i></b>	<b><i>4-5</i></b>	<b><i>24</i></b>	<b><i>30</i></b>
<b>RI.6.1</b> - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	0	2-3	0-1	2-3	

## Mississippi Assessment Program Sixth Grade Blueprint

Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
<b>RI.6.2</b> - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	0	3-4	0-1	3-4	
<b>RI.6.3</b> - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	0	3-4	0-1	3-4	
<b>RI.6.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	0	3-4	0-1	3-4	
<b>RI.6.5</b> - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	0	2-3	0-1	2-3	
<b>RI.6.6</b> - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	0	2-3	0-1	2-3	
<b>RI.6.7</b> - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	0	2-3	0-1	2-3	
<b>RI.6.8</b> - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	0	3-4	0-1	3-4	
<b>RI.6.9</b> - Compare and contrast one author's presentation of events with that of another.	0	2-3	0-1	2-3	
<b>RI.6.10</b> - By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	0	0	0	0	
<b>Language</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>8</b>
<b>L.6.4</b> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	0	1-2	0-1	1-3	
<b>L.6.5</b> - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	0	1-2	0-1	1-3	

# Mississippi Assessment Program Sixth Grade Blueprint

Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
<b>L.6.6</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	0	2-3	0-1	1-3	
<b>Writing</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>12</b>
<p><b>W.6.1</b> - Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>W.6.2</b> - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>W.6.3</b> - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>L.6.1</b> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.6.2</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.6.3</b> - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	1	0	0	1	12
<b>Technical Notes:</b> The Writing standard measured (W.6.1, W.6.2, or W.6.3) will be dependent on the writing prompt, which may vary by form. L.6.1-3 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.					

# Mississippi Assessment Program

## Sixth Grade Blueprint

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

<i>Text Complexity Guidelines</i>				
MS CCRS Grade	Degrees of Reading Power® (DRP)	Flesch-Kincaid	The Lexile Framework®	Total Word Counts per Passage/Paired
6–8	57 – 67	6.51 – 10.34	925 – 1185	650 – 1000

## Mississippi Assessment Program Seventh Grade Blueprint

Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
<b><i>Reading Literature</i></b>	<b><i>0</i></b>	<b><i>15-16</i></b>	<b><i>4-5</i></b>	<b><i>20</i></b>	<b><i>22</i></b>
<b>RL.7.1</b> - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	0	3-4	0-1	3-4	
<b>RL.7.2</b> - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	0	3-4	0-1	3-4	
<b>RL.7.3</b> - Analyze how particular elements of a story or drama interact.	0	2-3	0-1	2-3	
<b>RL.7.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.	0	3-4	0-1	3-4	
<b>RL.7.5</b> - Analyze how a drama's or poem's form or structure contributes to its meaning.	0	2-3	0-1	2-3	
<b>RL.7.6</b> - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	0	2-3	0-1	2-3	
<b>RL.7.7</b> - Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.	0	2-3	0-1	2-3	
<b>RL.7.8</b> - Not applicable to literature.	0	0	0	0	
<b>RL.7.9</b> - Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	0	2-3	0-1	2-3	
<b>RL.7.10</b> - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	0	0	0	0	
<b><i>Reading Informational Text</i></b>	<b><i>0</i></b>	<b><i>19-20</i></b>	<b><i>4-5</i></b>	<b><i>24</i></b>	<b><i>30</i></b>
<b>RI.7.1</b> - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	0	2-3	0-1	2-3	

## Mississippi Assessment Program Seventh Grade Blueprint

Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
<b>RI.7.2</b> - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	0	3-4	0-1	3-4	
<b>RI.7.3</b> - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	0	3-4	0-1	3-4	
<b>RI.7.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	0	3-4	0-1	3-4	
<b>RI.7.5</b> - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	0	2-3	0-1	2-3	
<b>RI.7.6</b> - Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	0	2-3	0-1	2-3	
<b>RI.7.7</b> - Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	0	2-3	0-1	2-3	
<b>RI.7.8</b> - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	0	3-4	0-1	3-4	
<b>RI.7.9</b> - Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	0	2-3	0-1	2-3	
<b>RI.7.10</b> - By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	0	0	0	0	
<b>Language</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>8</b>
<b>L.7.4</b> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	0	1-2	0-1	1-3	

## Mississippi Assessment Program Seventh Grade Blueprint

Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
<b>L.7.5</b> - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	0	1-2	0-1	1-3	
<b>L.7.6</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	0	1-2	0-1	1-3	
<b>Writing</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>12</b>
<p><b>W.7.1</b> - Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>W.7.2</b> - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>W.7.3</b> - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>L.7.1</b> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.7.2</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.7.3</b> - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	1	0	0	1	12
<b>Technical Notes:</b> The Writing standard measured (W.7.1, W.7.2, or W.7.3) will be dependent on the writing prompt, which may vary by form. L.7.1-3 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.					

# Mississippi Assessment Program

## Seventh Grade Blueprint

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

<i>Text Complexity Guidelines</i>				
MS CCRS Grade	Degrees of Reading Power® (DRP)	Flesch-Kincaid	The Lexile Framework®	Total Word Counts per Passage/Paired
6–8	57 – 67	6.51 – 10.34	925 – 1185	650 – 1000

# Mississippi Assessment Program Eighth Grade Blueprint

Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
<b>Reading Literature</b>	<b>0</b>	<b>15-16</b>	<b>4-5</b>	<b>20</b>	<b>22</b>
<b>RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	0	3-4	0-1	3-4	
<b>RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	0	3-4	0-1	3-4	
<b>RL.8.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	0	2-3	0-1	2-3	
<b>RL.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	0	3-4	0-1	3-4	
<b>RL.8.5</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	0	2-3	0-1	2-3	
<b>RL.8.6</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	0	2-3	0-1	2-3	
<b>RL.8.7</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	0	2-3	0-1	2-3	
<b>RL.8.8</b> Not applicable to literature.	0	0	0	0	
<b>RL.8.9</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	0	2-3	0-1	2-3	

# Mississippi Assessment Program Eighth Grade Blueprint

Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
<b>RL.8.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	0	0	0	0	
<b><i>Reading Informational Text</i></b>	<b>0</b>	<b>19-20</b>	<b>4-5</b>	<b>24</b>	<b>30</b>
<b>RI.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	0	2-3	0-1	2-3	
<b>RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	0	3-4	0-1	3-4	
<b>RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	0	3-4	0-1	3-4	
<b>RI.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	0	3-4	0-1	3-4	
<b>RI.8.5</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	0	2-3	0-1	2-3	
<b>RI.8.6</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	0	2-3	0-1	2-3	
<b>RI.8.7</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	0	2-3	0-1	2-3	

## Mississippi Assessment Program Eighth Grade Blueprint

Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
<b>RI.8.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	0	3-4	0-1	3-4	
<b>RI.8.9</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	0	2-3	0-1	2-3	
<b>RI.8.10</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 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.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	0	1-2	0-1	1-3	
<b>L.8.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	0	1-2	0-1	1-3	
<b>L.8.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	0	1-2	0-1	1-3	

# Mississippi Assessment Program Eighth Grade Blueprint

<i>Writing</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>12</i>
<p><b>W.8.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>W.8.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>W.8.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.8.3</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.8.1, W.8.2, or W.8.3) will be dependent on the writing prompt, which may vary by form. L.8.1-3 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>					

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

<i>Text Complexity Guidelines</i>				
MS CCRS Grade	Degrees of Reading Power® (DRP)	Flesch-Kincaid	The Lexile Framework®	Total Word Counts per Passage/Paired
6–8	57 – 67	6.51 – 10.34	925 – 1185	650 – 1000

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

Appendix B

English Language Arts Standards, Grades 3-8

<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/MS-CCR-Standards-ELA.pdf>