Mississippi Grade Level Testing Program
Mississippi Curriculum Test

Interpretive Guide for Teachers and Administrators

2004

Grades 2–8

44877

What's New for the 2004 Interpretive Guide

- MCT Retest Student Reports
- Addition of Grade 4 and Grade 7 Writing Assessment Score Reports Information

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Mississippi Grade Level Testing Program Overview

The Grade Level Testing Program has three parts:

1. Mississippi Curriculum Test

- Grades 2–8
- Reading, Language, and Mathematics
- Aligned with Mississippi Curriculum Frameworks
- Forty-five multiple-choice items and four open-ended items per content area
- Untimed

2. Writing Assessment

- Grade 4 and Grade 7
- One prompt (topic) per grade
- Photocopies of student responses returned with score reports
- Scored according to rubric (scoring guide) developed by Mississippi teachers
- Untimed

3. Norm-Referenced Test (*TerraNova*® Survey)

- Grade 6
- Reading/Language Arts and Mathematics
- Gauges achievement of Mississippi students relative to national performance
- Multiple-choice items only
- Timed

This guide is designed to provide Mississippi educators with information regarding the score reports for the Mississippi Curriculum Test, the Writing Assessment, and the MCT retest.

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General Information About the Mississippi Grade Level Testing Program

Mississippi Curriculum Test Standard Setting

In September 2001, Mississippi Department of Education and CTB/McGraw-Hill organized and led a standard setting conference in order to establish proficiency level standards for the Mississippi Curriculum Test in each content area—reading, language, and mathematics—in Grades 2–8. The standard setting committee comprised approximately 210 Mississippi teachers and administrators who were divided into nine subcommittees that covered the following grade/content groupings:

Reading: Grades 2–3, Grades 4–5, and Grades 6–8
Language: Grades 2–3, Grades 4–5, and Grades 6–8
Mathematics: Grades 2–3, Grades 4–5, and Grades 6–8

Committee members defined the four proficiency levels (Advanced, Proficient, Basic, and Minimal) by selecting three cut scores that set the boundaries for these levels. Scores that fall below the cut score for Basic are scores that are within the Minimal proficiency level. General descriptors have been written for each proficiency level; these descriptors are relatively broad and are used across grade levels and content areas.

Proficiency Level	General Descriptor
Advanced	Students at the Advanced level consistently perform in a manner clearly beyond that required to be successful at the next grade.
Proficient[1]	Students at the Proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. Students who perform at this level are well prepared to begin work on even more challenging material that is required at the next grade.
Basic	Students at the Basic level demonstrate partial mastery of the content area knowledge and skills required for success at the next grade. Remediation may be necessary for these students.
Minimal	Students at the Minimal level are below Basic and do not demonstrate mastery of the content area knowledge and skills required for success at the next grade. These students require additional instruction and remediation in the basic skills that are necessary for success at the grade tested.

[1]*The goal is for all students in Mississippi to perform at the Proficient level or above.*

The following page lists the scale score range for each proficiency level.

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Mississippi Curriculum Test (MCT)

Proficiency Level Standards

Test Level	READING				LANGUAGE				MATHEMATICS			
	Minimal	Basic	Proficient	Advanced	Minimal	Basic	Proficient	Advanced	Minimal	Basic	Proficient	Advanced
12	397 and below (10%)	398–420 (9.8%)	421–488 (58.8%)	489 and above (21.3%)	392 and below (11.1%)	393–430 (23.7%)	431–471 (34.2%)	472 and above (31%)	350 and below (3.8%)	351–386 (15.4%)	387–467 (60.5%)	468 and above (20.3%)
13	424 and below (10.5%)	425–451 (13.3%)	452–518 (57.3%)	519 and above (18.9%)	427 and below (10.3%)	428–463 (24.2%)	464–515 (46.5%)	516 and above (19%)	402 and below (5.1%)	403–439 (15.3%)	440–513 (60.7%)	514 and above (18.9%)
14	441 and below (10.2%)	442–461 (7%)	462–539 (64.2%)	540 and above (18.6%)	453 and below (14.6%)	454–490 (26.7%)	491–541 (41.1%)	542 and above (17.6%)	457 and below (17.2%)	458–487 (21.3%)	488–534 (38.5%)	535 and above (23%)
15	464 and below (10.2%)	465–482 (11%)	483–550 (53.4%)	551 and above (25.4%)	469 and below (12.1%)	470–510 (28.1%)	511–575 (48.7%)	576 and above (11.1%)	487 and below (22.8%)	488–519 (22.4%)	520–567 (38.4%)	568 and above (16.4%)
16	481 and below (17.1%)	482–507 (16.8%)	508–578 (54.2%)	579 and above (11.9%)	474 and below (12.9%)	475–524 (36.7%)	525–584 (41.3%)	585 and above (9.1%)	517 and below (32.8%)	518–542 (16.8%)	543–578 (26.9%)	579 and above (23.5%)
17	500 and below (21.8%)	501–532 (23%)	533–583 (41.1%)	584 and above (14.1%)	487 and below (13.1%)	488–542 (40.2%)	543–602 (39.2%)	603 and above (7.5%)	546 and below (42.2%)	547–567 (18.7%)	568–597 (22.4%)	598 and above (16.7%)
18	521 and below (25.8%)	522–551 (24.5%)	552–607 (40.1%)	608 and above (9.6%)	495 and below (13.8%)	496–555 (46.4%)	556–609 (31.9%)	610 and above (7.9%)	556 and below (38.3%)	557–583 (20.7%)	584–619 (27.7%)	620 and above (13.3%)

- Level 12 = Grade 2, Level 13 = Grade 3, etc.
- The 3-digit numbers in each column indicate the scale score range for each proficiency level.
- The percentages in each column indicate the percentage of students in each proficiency level according to a Spring 2001 research sample. Actual percentages that appear in the 2004 MCT State Summary Reports will vary.
- **Benchmark Scale Score Final Cut Point: GRADE 3 Reading 411, Language 414, Mathematics 387**
  GRADE 7 Reading 486, Language 473, Mathematics 534

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Implementation of Grades 3 and 7 Benchmarks for the Mississippi Curriculum Test

On July 20, 2001, the State Board of Education passed Policy IIC-4, which established benchmarks (passing scores in reading, language, and mathematics) for the Mississippi Curriculum Test administered in Grade 3 and Grade 7. The policy, which is printed below, was revised on March 15, 2002, and can also be found on the Mississippi Department of Education Web site at http://www.mde.k12.ms.us/public/IIc-4.htm.

Student Intervention and Review Teams

1. Each school *may* have a Student Intervention Team, comprised of teachers from that school, which will continually evaluate students and make ongoing recommendations about instructional decisions beginning in kindergarten through 8th grade.

2. Each school district *shall* form External School Review Teams that will recommend retention/promotion for a student failing grades 3 and 7 benchmarks, as described below. In order to provide objective reviews, the team members will consist of teachers who do not teach at the school where students are being evaluated. Team members can be from other schools within a school district or from another school district.

Timeline and Description of Retention/Promotion Process

Fall - Score reports from the spring Mississippi Curriculum Test (MCT) are returned in mid-July. Students who took the test at the end of 2nd and 6th grades are entering 3rd and 7th grades. At the beginning of the school year, the Student Intervention Team shall assist individual teachers in examining test scores and other data from these students' records in order to identify students who might be at risk of failing to reach the benchmarks established for grades 3 and 7.

Spring - Students take the MCT. Scores are returned in mid-July, and pass/fail is determined in each content area.

Fall - Students go on to the 4th or 8th grade (unless they are retained for reasons other than the results of the MCT). The Student Intervention Team may assist teachers in identifying specific areas in which students need instructional intervention and in mapping out strategies for increasing student achievement. These strategies may include, but are not limited to, extended day services, tutoring, compensatory classes, and parent contracts. Eighth grade students may be enrolled in compensatory classes of reading, writing, and mathematics as electives.

Winter - In January, students who failed the test are re-tested in the content area(s) they failed using the 3rd/7th grade MCT.

Spring - Scores are returned. Students who pass are eligible to go on to 5th/9th grades the next school year unless they are retained based on the district promotion/retention policy. Students who do not pass are referred to an External School Review Team. The team, using criteria set forth by the Mississippi Department of Education, will recommend retention or promotion to the school district.

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The district may exempt a student from retention provided:

there is an abundance of evidence that the student's test scores do not reflect his usual performance; or

complying with all facets of this policy would have an adverse impact on the student's educational program; or

other unusual or compelling circumstances exist.

If a student is exempted from retention, possible educational repercussions are discussed with parents/guardians, specifically including a detailed explanation of the graduation requirement of passing the subject area tests. Parental consent is given.

May - Students will take the 4th/8th grade MCT.

July - A student who was to be retained based on the recommendation of the External School Review Team may be promoted by the district if the student passes the 4th/8th grade test based on criteria established solely for this purpose.

Students with Disabilities

- The IEP committee will make promotion recommendations for students participating in instructional-level testing.
- The IEP committee will make promotion recommendations for students participating in an alternate assessment.

Students Absent from Testing

Students enrolled in the school but absent during test administration (including make-up testing) for the 3rd and 7th grade MCT

- The External Review Team will use information from other sources to identify students who need remediation. If identified as needing remediation, the student will participate in the re-test during the 4th/8th grade.

Students transferring into the school after the administration of the MCT

- Students entering a Mississippi public school from a public school of another state will not be required to pass the grades 3 and 7 benchmark tests.
- Students entering a Mississippi public school from a private school that is accredited regionally or by the state of Mississippi will not be required to pass the grades 3 and 7 benchmark tests.
- Students entering a Mississippi public school from a non-accredited school will take a grade placement test as required by the Mississippi Public School Accountability Standards. Appropriate decisions will be based on the results of the grade placement test.

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Questions and Answers

Q. What are the Grade 3 and Grade 7 benchmarks?

A. On July 20, 2001, the State Board of Education passed Policy IIC-4, which established benchmarks (passing scores in reading, language, and mathematics) for the Grade 3 and Grade 7 Mississippi Curriculum Tests. The policy was revised March 15, 2002. (See pages 3–4 for the complete text.) Grade 3 and Grade 7 students who took the Mississippi Curriculum Test in the spring of 2003 and whose scores fell below the benchmarks were retested during the winter of 2003–2004.

Q. Why is it necessary to have benchmarks in these grades?

A. The purpose of the benchmarks is to help determine whether students have the knowledge and skills needed to be successful at the next grade level. Grades 3 and 7 were chosen as benchmark grades in order to ensure that students do not go on to middle school or high school without the basic skills they need. Students who do not meet the benchmarks may need additional instruction and remediation in the basic skills that are necessary for success at the next grade level.

Q. Since there is so much emphasis on testing, won't some teachers tend to "teach to the test"?

A. The Mississippi Curriculum Test measures what students should know and be able to do as outlined in the Mississippi Curriculum Frameworks; therefore, it is appropriate for teachers to teach what the test is designed to measure.

Q. How will Grade 3 and Grade 7 special education students be affected by the Grade 3 and Grade 7 benchmark policy?

A. Grade 3 and Grade 7 special education students may take the level of the Mississippi Curriculum Test that corresponds with the level of the instruction that they are receiving as specified in their Individual Education Plans. Grade 3 and Grade 7 special education students whose Individual Education Plans indicate that their instructional levels for reading, language, and mathematics are below grade level are not affected by this policy.

Q. How will teachers and administrators know whether Grade 3 and Grade 7 students have met the benchmark scores?

A. The student score report (see page 17 for a sample report) indicates "met" or "not met" below each content area heading. Summary reports (see page 13 for a sample report) indicate the number and percentage of Grade 3 and Grade 7 students who "met" or "did not meet" the benchmark scores.

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Q. How can a Grade 3 or Grade 7 student meet the benchmark scores but still have a score that falls within the Minimal proficiency level?

A. During the standard setting for the Mississippi Curriculum Test, the teacher committees were instructed to think of the benchmark score as the scale score that sets the boundary between the Minimal and Basic proficiency levels. In other words, students whose Mississippi Curriculum Test scores fall below Basic would not meet the benchmarks. However, there is "potential" error in every test score, and while this error is negated when the number tested is large enough, it could be that a student who actually had enough knowledge and skills to meet the benchmark did not do so due to set error. Therefore, the benchmark scores for Grade 3 and Grade 7 are set one standard error of measurement below the cut point between the Minimal and Basic proficiency levels. The benchmarks are set slightly lower than the actual cut point that separates the Minimal and Basic proficiency levels because the benchmark cut scores will have an impact on individual students, not just schools and school districts.

For example, the scale score that sets the boundary between the Minimal and Basic proficiency levels for 3rd grade reading is 425, while the benchmark is 411; therefore, a student's score may exceed the benchmark and yet still fall within the Minimal proficiency level. Such students may require intervention or remediation in order to develop the skills and content knowledge necessary to be successful at the next grade level. (The Grade 3 and Grade 7 benchmark scores for each content area are listed at the bottom of page 2 of this guide.)

Q. What if a student fails to meet a benchmark score in only one of the content areas tested?

A. Students will be retested in only the content area or areas in which their scores fall below the benchmark. If a student's score falls below the benchmark in reading, but not in language or mathematics, the student will be retested in reading only.

Q. What is the primary purpose of the Grade 3 and Grade 7 benchmark policy?

A. The benchmark policy is intended to assist district personnel in identifying students who require instructional intervention. Implementation of this policy should begin with Grade 2 students whose scores fall within the Minimal proficiency level. Instructional intervention in the early grades can make a significant difference in student learning and—ultimately—in student success in middle and high school.

Using the Mississippi Curriculum Test results, making data-driven decisions regarding changes in instruction, and implementing appropriate instructional strategies can make a difference in students' academic achievement—and that is the purpose of the Grade 3 and Grade 7 benchmark policy.

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Mississippi Curriculum Test Reporting Categories

In addition to scale scores and proficiency levels, the score reports for the Mississippi Curriculum Test include information regarding the reporting categories for each content area. These reporting categories represent a group of benchmarks/items that define the skills/content assessed. The following are definitions of the reporting categories for each content area.

Reading

Context Clues (Semantic)

Items in this category assess students' ability to determine the meaning of unfamiliar words by utilizing picture and context clues; to decode unknown words using the three-cueing system; and to use multiple meanings of words in context.

Word Structure (Syntactic)

Items in this category assess students' ability to recognize and comprehend prefixes, suffixes, compound words, root words, and contractions; to distinguish between contractions and possessives; and to extend syntactic patterns.

Word Patterns (Phonetic Structure)

Items in this category assess students' ability to recognize vowel sounds; to decode words using phonetic generalizations; and to extend phonetic patterns. Word patterns are not measured in Grades 4 through 8.

Vocabulary

Items in this category assess students' ability to recognize and comprehend synonyms, antonyms, homonyms, and homographs.

Main Idea and Details (Textual)

Items in this category assess students' ability to comprehend the meaning of text by identifying main ideas, details, stated cause and effect, and story elements; by distinguishing fact and opinion; and by summarizing main ideas.

Expanded Comprehension (Metacognitive)

Items in this category assess students' ability to expand the meaning of text by drawing conclusions and making inferences; determining implied cause and effect; making predictions; comparing and contrasting; identifying author's purpose and tone; analyzing and describing story elements; connecting literature to real-life situations; and recognizing and interpreting figurative language.

Workplace Data (Evaluative)

Items in this category assess students' ability to utilize text features, such as visual aids, maps, graphs, charts, captions, headings, subheadings; utilize parts of books; identify a sequence of steps or activities; follow directions; locate and apply information; identify information that provides additional clarity; and interpret specialized vocabulary. Workplace data is not measured below Grade 4.

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Language

Editing: Capitalization and Punctuation

Items in this category assess students' ability to recognize the correct use of grade-level-appropriate punctuation marks and capitalization in sentences, paragraphs, and letters. Constructed-response (open-ended) items have students proofread a given sentence or paragraph and correct a specified number of errors.

Spelling

Items in this category assess students' ability to recognize the correct spelling of grade-level spelling words given in context by means of a sentence or a phrase.

Sentence Structure (Syntactic)

Items in this category assess students' ability to recognize sentences that are complete and that follow standard English conventions. Students distinguish complete sentences from fragments and run-on sentences; recognize subject/verb and pronoun agreement, correct adjective and adverb forms, appropriate verb tense, and general common syntax; and concisely and accurately combine related sentences. Constructed-response (open-ended) items have students write simple and compound sentences.

Meaning (Semantic)

Items in this category assess students' ability to identify the elements of a cohesive paragraph. Students identify appropriate topic sentences, choose relevant information to include in a paragraph, put sentences in order, and choose transitional words to relate sentences to one another. In constructed-response (open-ended) items, students write sentences or paragraphs in response to prompts, short sets of instructions, and letters, and they fill in information on forms or applications.

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Mathematics

Patterns, Algebraic Thinking

Items in this category assess students' ability to recognize, extend, and generate patterns, and to represent mathematical situations through the use of algebraic symbols and notation.

Data Analysis, Prediction

Items in this category assess students' ability to collect, organize, and display data; to select and use appropriate methods to analyze data; to develop predictions based on data; to determine combinations; and to apply basic concepts of probability.

Measurement

Items in this category assess students' ability to estimate and measure length, weight, and capacity using standard (English and metric) units of measurement; to utilize the procedures for telling time and using the calendar; and to apply appropriate techniques, tools, and formulas to determine measurements.

Geometric Concepts

Items in this category assess students' ability to analyze properties of two- and three-dimensional geometric shapes; to specify locations and describe spatial relationships using coordinate geometry; and to apply transformations and use symmetry.

Number Sense

Items in this category assess students' ability to understand numbers, ways of representing numbers, and relationships among numbers; to understand meanings of operations and their relation to one another; and to compute fluently and make reasonable estimates.

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Mississippi Curriculum Test Reports and Descriptions

The score reports for the Mississippi Curriculum Test are customized reports designed to present test results in a user-friendly format. Score reports for the Mississippi Curriculum Test are provided at the student, class, school, district, and state levels; these reports furnish information that can be used to improve instructional programs and increase student achievement.

A sample of each type of report, along with an explanation, appears on the following pages. The data provided in these reports are simulated and were created for demonstration purposes only.

A sample of the Student Report for the MCT retest is found at the end of this section.

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Mississippi Curriculum Test Summary Report

The Summary Report provides teachers and administrators with information about the performance of a given group of students (class, school, or district). The Summary Report specifies the number and percent of students who fall within each of the proficiency levels (Minimal, Basic, Proficient, and Advanced). Each part of the report provides information about group performance.

Proficiency Level Information

Ⓐ **Proficiency Level** (Minimal, Basic, Proficient, or Advanced) is determined by how many score points a student earns on a test. Each proficiency level represents a range of scale scores and therefore represents a broad range of student performance. Mississippi teachers established the score (called a cut score) that marks the point between proficiency levels. [See page 1 for an explanation of and general descriptors for proficiency levels. See page 2 for proficiency level scale score ranges.]

Ⓑ **Number of Students** indicates the number in the class, school, or district whose scores fell within each proficiency level scale score range. For example, in Clearlake School, Grade 3 Reading, 6 students scored within the Basic proficiency level. This means that these students attained scale scores from 425 to 451. [See pages 18 and 19 for a further explanation of Grade 3 proficiency level descriptors and scale score ranges.]

Ⓒ **Percent of Students** is the percent in the class, school, or district whose scores fell within each proficiency level scale score range. This information is useful in determining which content area needs to be examined in order to improve student achievement. This report contains no proficiency information for Language or Mathematics, because fewer than 10 students were in each group in which these content areas were tested. A double asterisk (**) indicates that this information is not shown in the content area sections and in the Average Points Earned sections. (See circle I below.)

Ⓓ **Mean Scale Score** is the average scale score achieved by the total group in each content area. The mean scale score may be similar for different groups, even when the percent of students achieving in each proficiency level is different. For example, in one class, most students may be achieving in the Minimal and Advanced proficiency levels. Another class may have a similar mean scale score, even though most students are achieving in the Basic and Proficient proficiency levels.

Ⓔ **Number of Students** under **Mean Scale Score** indicates the total number of students who received scores on the test for each content area.

Ⓕ **# Meeting Benchmark** indicates the number of students whose scores on the test were at or above the benchmark cut point for each content area. Benchmarks are set only for Grades 3 and 7.

Ⓖ **% Meeting Benchmark** indicates the percent of students whose scores on the test were at or above the benchmark cut point for each content area. Benchmarks are set only for Grades 3 and 7. This item and the item above do not appear on reports for other grade levels.

Objectives Information

Ⓗ **Reporting Category** titles are listed for each content area. Each category represents a group of benchmarks/items that define the skills/content assessed. [See pages 7–9 for definitions of each reporting category. See Appendix I, Test Blueprints, for a list of skills tested at each grade level in each reporting category.]

Ⓘ **Average Points Earned** specifies the average number of points earned in each reporting category by the students in the class, school, or district.

Ⓙ **Points Possible** specifies the total number of points that can be earned in each reporting category by the students in the class, school, or district. This number does not necessarily represent the number of items tested, because open-ended items may be assigned more than one point per item. [See Appendix I, Test Blueprints, for item types and points possible in each reporting category.] By comparing the **Average Points Earned** to the **Points Possible**, teachers and administrators can draw general conclusions about relative strengths and weaknesses of students in order to set instructional priorities within each content area.

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Mississippi
Grade Level Testing Program

Curriculum Test Summary Report

School: CLEARLAKE

Grade: 3

Simulated Data

Purpose
This report groups students into four proficiency levels and provides information about the group's performance in terms of curriculum objectives for reading, language, and mathematics. This report can be used along with other information to establish instructional priorities. Descriptions of the proficiency levels for each content area are printed on the opposite side of this report.

Benchmarks
Students in grade 3 are expected to meet the following benchmarks (minimum performance standards):

Reading	411
Language	414
Mathematics	387

Level: 13

Test Date: 5/04/04

Codes: XXXX-XXX
District: GREEN VALLEY

CTB McGraw-Hill

Proficiency Level Information

Reading

	Minimal	Basic	Proficient	Advanced
(A) Proficiency Level:	Minimal	Basic	Proficient	Advanced
(B) Number of Students:	1	6	7	0
(C) Percent of Students:	7%	43%	50%	0%

(D) Mean Scale Score:	670.1
(E) Number of Students:	14
(F) # Meeting Benchmark:	13
(G) % Meeting Benchmark	93%

Language

	Minimal	Basic	Proficient	Advanced
Proficiency Level:	Minimal	Basic	Proficient	Advanced
Number of Students:				
Percent of Students:				

Mean Scale Score:	**
Number of Students:	0
# Meeting Benchmark:	**
% Meeting Benchmark	**

Mathematics

	Minimal	Basic	Proficient	Advanced
Proficiency Level:	Minimal	Basic	Proficient	Advanced
Number of Students:				
Percent of Students:				

Mean Scale Score:	**
Number of Students:	0
# Meeting Benchmark:	**
% Meeting Benchmark	**

** Fewer than 10 students in this group

Objectives Information (I) (J)

(H) Reporting Category	Average Points Earned	Points Possible	Reporting Category	Average Points Earned	Points Possible	Reporting Category	Average Points Earned	Points Possible
Reading			**Language**	**		**Mathematics**	**	
Context Clues	3.3	5	Editing: Caps. & Punct.		16	Patterns, Algebraic Thinking		10
Word Structure	4.5	5	Spelling		4	Data Analysis, Prediction		9
Word Patterns	4.2	6	Sentence Structure		16	Measurement		10
Vocabulary	2.1	5	Meaning		17	Geometric Concepts		6
Main Idea and Details	4.2	19				Number Sense		22
Expanded Comprehension	3.1	17						

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Mississippi Curriculum Test Student List

The Student List lists students alphabetically within a given group (class or school) and provides descriptive information regarding each listed student's performance by content area. Each student's proficiency levels and scale scores are displayed by content area.

Ⓐ **The student information** column shows the name, date of birth, Mississippi Identification Number (MSIS ID), and Other. The Other field is used to report test sections that have been excluded from summary reports (an "R" will appear for Reading, an "L" for Language, and an "M" for Mathematics). In the Other field, an "I" represents IDEA.

Ⓑ **Scale Score** is the score the student receives for each content area. This score is based on the number of points earned on the test. The total number of score points earned is translated to a scale score.

Ⓒ **Proficiency Level** (Minimal, Basic, Proficient, or Advanced) is determined by how many score points a student earns on a test. The proficiency level achieved by each student is listed for each content area: Reading, Language, and Mathematics. Each proficiency level represents a range of scores. Mississippi teachers established the score (called a cut score) that marks the point between proficiency levels. Students' scores are at the Basic proficiency level, for example, if their score falls below the cut score for the Proficient proficiency level and above the cut score for the Minimal proficiency level. [See page 1 for an explanation of and general descriptors for proficiency levels. See pages 18–19, Curriculum Test Student Report (Back), for a further explanation of Grade 3 proficiency level descriptors.]

Ⓓ **Benchmark** indicates whether the student has "Met" or "Not Met" the benchmark cut point set by Mississippi teachers. Benchmarks are set only for Grades 3 and 7. This item does not appear on reports for other grade levels. Students whose scores did not meet the benchmark are below Basic and do not demonstrate mastery of the content area knowledge and skills required for success at the next grade level on this test. These students may require additional instruction and remediation in the basic skills that are necessary for success at the next grade level.

Ⓔ A double asterisk (**) indicates the test was invalidated or not taken. Special circumstances that affect individual or group performance may invalidate test results. For example, students who experience sudden illness during testing may need to have their tests marked invalid.

Ⓕ **Benchmarks** for Grade 3 are listed in the left-hand column. For example, the Grade 3 Student List report shows that the benchmark cut point for Reading is 411. Grade 3 students achieving a scale score of 411 or better have "Met" the Grade 3 Reading benchmark. Students achieving a scale score less than 411 have "Not Met" the Grade 3 Reading benchmark. [See the bottom of page 2 for benchmark cut points for Grades 3 and 7.]

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Mississippi
Grade Level Testing Program

Curriculum Test Student List

Class: HILL

Grade: 3

Simulated Data

Purpose
This report lists students alphabetically, with scale scores and proficiency levels reported for reading, language, and mathematics.

F

Benchmarks
Students in grade 3 are expected to meet the following benchmarks (minimum performance standards):

Reading	411
Language	414
Mathematics	387

No. of Students: 11

Level: 13

Test Date: 05/04/04

Codes: XXXX-XXX
School: WINCHESTER
District: CTB USD

CTB McGraw-Hill

A

Student	Score	Reading	Language	Mathematics
ADAMS, SARAH DOB: 03/21/93 MSIS ID: 902007278 Other:	Scale Score Proficiency Level Benchmark	B 461 Proficient C D Met	460 Basic Met	494 Proficient Met
BAIRD, JON M DOB: 03/23/93 MSIS ID: 902007286 Other:	Scale Score Proficiency Level Benchmark	581 Advanced Met	574 Advanced Met	561 Advanced Met
BROWN, STEVE DOB: 03/25/93 MSIS ID: 902007294 Other:	Scale Score Proficiency Level Benchmark	435 Basic Met	453 Basic Met	485 Proficient Met
BRUDOWSKI, ANN DOB: 03/27/92 MSIS ID: 902007302 Other:	Scale Score Proficiency Level Benchmark	465 Proficient Met	479 Proficient Met	396 Minimal Met
EVENS, BETTY L DOB: 03/29/93 MSIS ID: 902007310 Other: M	Scale Score Proficiency Level Benchmark	580 Advanced Met	584 Advanced Met	**
FRANKS, ALAN DOB: 03/31/92 MSIS ID: 902007328 Other:	Scale Score Proficiency Level Benchmark	420 Minimal Met	385 Minimal Not Met	351 Minimal Not Met
GARCIA, IAN W DOB: 04/01/93 MSIS ID: 902007336 Other: R	Scale Score Proficiency Level Benchmark	E **	463 Basic Met	425 Basic Met
HOUSMAN, DEBBI DOB: 04/03/92 MSIS ID: 902007344 Other:	Scale Score Proficiency Level Benchmark	463 Proficient Met	435 Basic Met	568 Advanced Met
LANG, SCOTT C DOB: 04/05/93 MSIS ID: 902007351 Other: I M	Scale Score Proficiency Level Benchmark	375 Minimal Not Met	450 Basic Met	**
MCKAY, SEAN DOB: 07/06/93 MSIS ID: 907728972 Other:	Scale Score Proficiency Level Benchmark	459 Proficient Met	580 Advanced Met	476 Proficient Met
NORTON, RICK DOB: 05/30/93 MSIS ID: 907728975 Other:	Scale Score Proficiency Level Benchmark	438 Basic Met	485 Proficient Met	424 Basic Met

** This test not taken or invalidated

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Mississippi Curriculum Test Student Report

The Student Report provides an individual student's results for each content area, including proficiency levels (Minimal, Basic, Proficient, and Advanced) and scale scores. Each part of the report provides information about the student's performance.

Ⓐ **Proficiency Level** (Minimal, Basic, Proficient, or Advanced) is determined by how many score points a student earns on a test. Each proficiency level represents a range of scale scores. Mississippi teachers established the score (called a cut score) that marks the point between proficiency levels. A Grade 3 student scores at the Minimal proficiency level in Mathematics, for example, if the score falls in the scale score range of 402 and below. Proficiency levels are described on the back of each Student Report. [See page 1 for an explanation of and general descriptors for proficiency levels. See pages 18–19, Curriculum Test Student Report (Back), for a further explanation of Grade 3 proficiency level descriptors and scale score ranges.]

Ⓑ **Scale Score** is the score the student receives for each content area. This score is based on the number of points earned on the test. The total number of score points earned is translated to a scale score.

Ⓒ **Benchmark** indicates whether the student has "Met" or "Not Met" the benchmark cut point set by Mississippi teachers. Benchmarks are set only for Grades 3 and 7. This item does not appear on reports for other grade levels. Students whose scores did not meet the benchmark are below Basic and do not demonstrate mastery on this test of the content area knowledge and skills required for success at the next grade level. These students may require additional instruction and remediation in the basic skills that are necessary for success at the next grade level.

Objectives Information

Ⓓ **Reporting Category** titles are listed for each content area. Each category represents a group of benchmarks/items that define the skills/content assessed. For example, one of the reporting categories for Grade 3 Mathematics is Measurement. Teachers use this information to plan instruction and remediation in the basic skills that are necessary for success at the grade tested. [See pages 7–9 for definitions of each reporting category. See Appendix I, Test Blueprints, for a list of skills tested at each grade level in each reporting category.]

Ⓔ **Points Earned** are the number of points earned by the student in each reporting category.

Ⓕ **Points Possible** are the total number of points that can be earned by the student. This number does not necessarily represent the number of items tested for this reporting category, because open-ended items in which students write answers or show their work may be assigned more than one point per item. The teacher may compare the **Points Earned** to the **Points Possible** to indicate the student's relative skill strengths and weaknesses in order to set instructional priorities within each content area. [See Appendix I, Test Blueprints, for item types and score points possible at each grade level in each reporting category.]

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Mississippi
Grade Level Testing Program

Curriculum Test Student Report

SARAH KEENE

Grade: 3

Simulated Data

Purpose
This report describes the student's performance in terms of proficiency levels and curriculum objectives for reading, language, and mathematics. Descriptions of the proficiency levels for each content area are printed on the opposite side of this report.

Benchmarks
Students in grade 3 are expected to meet the following benchmarks (minimum performance standards):

Reading	411
Language	414
Mathematics	387

Birthdate: 2/26/91
MSIS ID: 103246792
Other:

Level: 13

Test Date: 05/04/04

Codes: XXXX-XXX
Class: PARKER
School: WINFIELD
District: GREEN VALLEY

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Ⓐ Proficiency Level	Reading	Language	Mathematics
Advanced			
Proficient	✓	✓	
Basic			
Minimal			✓
Scale Score	Ⓑ 485	490	378
Benchmark	Ⓒ Met	Met	Not Met

Objectives Information Ⓔ Ⓕ

Ⓓ Reporting Category	Points Earned	Points Possible	Reporting Category	Points Earned	Points Possible	Reporting Category	Points Earned	Points Possible
Reading			**Language**			**Mathematics**		
Context Clues	3	5	Editing: Caps. & Punct.	10	16	Patterns, Algebraic Thinking	4	10
Word Structure	4	5	Spelling	3	4	Data Analysis, Prediction	3	9
Word Patterns	3	6	Sentence Structure	9	16	Measurement	5	10
Vocabulary	4	5	Meaning	14	17	Geometric Concepts	1	6
Main Idea and Details	15	19				Number Sense	18	22
Expanded Comprehension	11	17						

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Mississippi Curriculum Test Student Report (Back)

The back of each Mississippi Curriculum Test Report contains the scale score ranges and descriptions of each proficiency level for each content area tested. Proficiency level descriptors are intended to be valid descriptions of the knowledge, skills, and abilities of the students who place in the various proficiency levels. Mississippi educators established cut points for the proficiency levels during a standard setting conference. [See page 1 for information about the Mississippi Curriculum Test standard setting.]

Proficiency Level Information

Ⓐ **Proficiency Level** (Minimal, Basic, Proficient, or Advanced) is determined by how many score points a student earns on a test. Each proficiency level represents a range of scale scores. Mississippi teachers established the score (called a cut score) that marks the point between proficiency levels. A Grade 3 student's scores are at the Basic proficiency level in Mathematics, for example, if the score falls in the scale score range of 403 to 439. Proficiency levels are described on the back of each Student Report. [See page 1 for an explanation of and general descriptors for proficiency levels.]

Ⓑ **Scale Score Range** identifies the scores that are included in the proficiency level. For example, a Grade 3 student who achieves at the Proficient level in Language achieved a scale score of between 464 and 515. The range of scores for each proficiency level in each content area is listed above each proficiency level descriptor on the back of the report. [See page 2 for proficiency level scale score ranges for all test levels.]

Ⓒ **Proficiency level descriptors** describe the knowledge, skills, and abilities of the students who achieve in the various proficiency levels. Each student who attains a certain proficiency level can perform most of the tasks described for that level, as well as the tasks described for the proficiency levels below the level at which the student achieved. For example, a Grade 3 student whose scores were in the Basic proficiency level for Reading demonstrates partial mastery of the knowledge and skills necessary to perform at the next grade level in the categories tested: Context Clues, Word Structure, Word Patterns, Vocabulary, Main Idea and Details, and Expanded Comprehension. Remediation may be necessary for this student. [See Appendix I, Test Blueprints, for the reporting categories and a list of skills tested within each reporting category in each content area at each grade level.]

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Proficiency Level Information Based on Level 13

Proficiency Level	Reading	Language	Mathematics
Ⓐ **Advanced**	Ⓑ Scale Score Range (Level 13): 519 and above Ⓒ Students at the advanced level consistently perform in a manner clearly beyond that required to be successful at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Context Clues, Word Structure, Word Patterns, Vocabulary, Main Idea and Details, and Expanded Comprehension.	Scale Score Range (Level 13): 516 and above Students at the advanced level consistently perform in a manner clearly beyond that required to be successful at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Editing: Capitalization and Punctuation, Spelling, Sentence Structure, and Meaning.	Scale Score Range (Level 13): 514 and above Students at the advanced level consistently perform in a manner clearly beyond that required to be successful at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Patterns and Algebraic Thinking, Data Analysis and Prediction, Measurement, Geometric Concepts, and Number Sense.
Proficient	Scale Score Range (Level 13): 452 -518 Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Context Clues, Word Structure, Word Patterns, Vocabulary, Main Idea and Details, and Expanded Comprehension.	Scale Score Range (Level 13): 464 - 515 Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Editing: Capitalization and Punctuation, Spelling, Sentence Structure, and Meaning.	Scale Score Range (Level 13): 440 - 513 Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Patterns and Algebraic Thinking, Data Analysis and Prediction, Measurement, Geometric Concepts, and Number Sense.
Basic	Scale Score Range (Level 13): 425 - 451 Students at the basic level demonstrate partial mastery of the content area knowledge and skills required at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Context Clues, Word Structure, Word Patterns, Vocabulary, Main Idea and Details, and Expanded Comprehension. Remediation may be necessary for these students.	Scale Score Range (Level 13): 428 - 463 Students at the basic level demonstrate partial mastery of the content area knowledge and skills required at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Editing: Capitalization and Punctuation, Spelling, Sentence Structure, and Meaning. Remediation may be necessary for these students.	Scale Score Range (Level 13): 403 - 439 Students at the basic level demonstrate partial mastery of the content area knowledge and skills required at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Patterns and Algebraic Thinking, Data Analysis and Prediction, Measurement, Geometric Concepts, and Number Sense. Remediation may be necessary for these students.
Minimal	Scale Score Range (Level 13): 424 and below Students at the minimal level are below basic and do not demonstrate mastery of the content area knowledge and skills required for success at the next grade. These students require additional instruction and remediation in the basic skills that are necessary for success at the next grade level.	Scale Score Range (Level 13): 427 and below Students at the minimal level are below basic and do not demonstrate mastery of the content area knowledge and skills required for success at the next grade. These students require additional instruction and remediation in the basic skills that are necessary for success at the next grade level.	Scale Score Range (Level 13): 402 and below Students at the minimal level are below basic and do not demonstrate mastery of the content area knowledge and skills required for success at the next grade. These students require additional instruction and remediation in the basic skills that are necessary for success at the next grade level.

Important: Proficiency levels are defined in terms of what students know and can do. For each proficiency level, students can perform most of what is described for that level, as well as what is described for the levels below. Students may also be capable of performing some of what is described in the next higher level, but not enough to have reached that level.

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Mississippi Curriculum Test Student Report (Retest)

The Student Report provides an individual student's results for each content area, including proficiency levels (Minimal, Basic, Proficient, and Advanced) and scale scores. Each part of the report provides information about the student's performance. A student taking the MCT retest will probably have only one or two content area results reported.

Ⓐ **Proficiency Level** (Minimal, Basic, Proficient, or Advanced) is determined by how many score points a student earns on a test. Each proficiency level represents a range of scale scores. Mississippi teachers established the score (called a cut score) that marks the point between proficiency levels. A student taking the MCT for Grade 3 scores at the Minimal proficiency level in Mathematics, for example, if the score falls in the scale score range of 402 and below. Proficiency levels are described on the back of each Student Report. [See page 1 for an explanation of and general descriptors for proficiency levels. See page 18, Curriculum Test Student Report (Back), for a further explanation of Grade 3 proficiency level descriptors and scale score ranges.]

Ⓑ **Scale Score** is the score the student receives for each content area. This score is based on the number of points earned on the test. The total number of score points earned is translated to a scale score.

Ⓒ **Benchmark** indicates whether the student has "Met" or "Not Met" the benchmark cut point set by Mississippi teachers. Benchmarks are set only for Grades 3 and 7. This item does not appear on reports for other grade levels. Students whose scores did not meet the benchmark are below Basic and do not demonstrate mastery on this test of the content area knowledge and skills required for success at the next grade level. An External School Review Team will recommend retention or promotion for students who do not meet the benchmark in the MCT retest.

Objectives Information

Ⓓ **Reporting Category** titles are listed for each content area. Each category represents a group of benchmarks/items that define the skills/content assessed. For example, one of the reporting categories for Grade 3 Mathematics is Measurement. Teachers use this information to plan instruction and remediation in the basic skills that are necessary for success at the grade tested. [See pages 7–9 for definitions of each reporting category. See Appendix I, Test Blueprints, for a list of skills tested at each grade level in each reporting category.]

Ⓔ **Points Earned** are the number of points earned by the student in each reporting category.

Ⓕ **Points Possible** are the total number of points that can be earned by the student. This number does not necessarily represent the number of items tested for this reporting category, because open-ended items in which students write answers or show their work may be assigned more than one point per item. The teacher may compare the **Points Earned** to the **Points Possible** to indicate the student's relative skill strengths and weaknesses in order to set instructional priorities within each content area. [See Appendix I, Test Blueprints, for item types and score points possible at each grade level in each reporting category.]

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Mississippi
Grade Level Testing Program

Curriculum Test Student Report

SARAH KEENE

Grade: 4

Simulated Data

Purpose
This report describes the student's performance in terms of proficiency levels and curriculum objectives for reading, language, and mathematics. Descriptions of the proficiency levels for each content area are printed on the opposite side of this report.

Benchmarks
Students in grade 3 are expected to meet the following benchmarks (minimum performance standards):

Reading	411
Language	414
Mathematics	387

Birthdate: 2/26/91
MSIS ID: 103246792
Other:

Level: 13

Test Date: 01/13/04

Codes: XXXX-XXX
Class: PARKER
School: WINFIELD
District: GREEN VALLEY

Proficiency Level	Reading	Language	Mathematics
Advanced			
Proficient			
Basic			
Minimal (A)			✓
Scale Score	**	**	(B) 378
Benchmark	**	**	(C) Not Met

** This test not taken or invalidated

Objectives Information (E) (F)

(D) Reporting Category	Points Earned	Points Possible	Reporting Category	Points Earned	Points Possible	Reporting Category	Points Earned	Points Possible
Reading	**		**Language**	**		**Mathematics**		
Context Clues		5	Editing: Caps. & Punct.		16	Patterns, Algebraic Thinking	4	10
Word Structure		5	Spelling		4	Data Analysis, Prediction	3	9
Word Patterns		6	Sentence Structure		16	Measurement	5	10
Vocabulary		5	Meaning		17	Geometric Concepts	1	6
Main Idea and Details		19				Number Sense	18	22
Expanded Comprehension		17						

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Mississippi Curriculum Test Student Report (Back) (Retest)

The back of each Mississippi Curriculum Test Report contains the scale score ranges and descriptions of each proficiency level for each content area tested. Proficiency level descriptors are intended to be valid descriptions of the knowledge, skills, and abilities of the students who place in the various proficiency levels. Mississippi educators established cut points for the proficiency levels during a standard setting conference. [See page 1 for information about the Mississippi Curriculum Test standard setting.]

Proficiency Level Information

Ⓐ **Proficiency Level** (Minimal, Basic, Proficient, or Advanced) is determined by how many score points a student earns on a test. Each proficiency level represents a range of scale scores. Mississippi teachers established the score (called a cut score) that marks the point between proficiency levels. A Grade 3 student's scores are at the Basic proficiency level in Mathematics, for example, if the score falls in the scale score range of 403 to 439. Proficiency levels are described on the back of each Student Report. [See page 1 for an explanation of and general descriptors for proficiency levels.]

Ⓑ **Scale Score Range** identifies the scores that are included in the proficiency level. For example, a Grade 3 student who achieves at the Proficient level in Language achieved a scale score of between 464 and 515. The range of scores for each proficiency level in each content area is listed above each proficiency level descriptor on the back of the report. [See page 2 for proficiency level scale score ranges for all test levels.]

Ⓒ **Proficiency level descriptors** describe the knowledge, skills, and abilities of the students who achieve in the various proficiency levels. Each student who attains a certain proficiency level can perform most of the tasks described for that level, as well as the tasks described for the proficiency levels below the level at which the student achieved. For example, a Grade 3 student whose scores were in the Basic proficiency level for Reading demonstrates partial mastery of the knowledge and skills necessary to perform at the next grade level in the categories tested: Context Clues, Word Structure, Word Patterns, Vocabulary, Main Idea and Details, and Expanded Comprehension. [See Appendix I, Test Blueprints, for the reporting categories and a list of skills tested within each reporting category in each content area at each grade level.]

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Proficiency Level Information Based on Level 13

Ⓐ Proficiency Level	Reading	Language	Mathematics
Advanced	Ⓑ Scale Score Range (Level 13): 519 and above Ⓒ Students at the advanced level consistently perform in a manner clearly beyond that required to be successful at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Context Clues, Word Structure, Word Patterns, Vocabulary, Main Idea and Details, and Expanded Comprehension.	Scale Score Range (Level 13): 516 and above Students at the advanced level consistently perform in a manner clearly beyond that required to be successful at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Editing: Capitalization and Punctuation, Spelling, Sentence Structure, and Meaning.	Scale Score Range (Level 13): 514 and above Students at the advanced level consistently perform in a manner clearly beyond that required to be successful at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Patterns and Algebraic Thinking, Data Analysis and Prediction, Measurement, Geometric Concepts, and Number Sense.
Proficient	Scale Score Range (Level 13): 452 -518 Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Context Clues, Word Structure, Word Patterns, Vocabulary, Main Idea and Details, and Expanded Comprehension.	Scale Score Range (Level 13): 464 - 515 Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Editing: Capitalization and Punctuation, Spelling, Sentence Structure, and Meaning.	Scale Score Range (Level 13): 440 - 513 Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Patterns and Algebraic Thinking, Data Analysis and Prediction, Measurement, Geometric Concepts, and Number Sense.
Basic	Scale Score Range (Level 13): 425 - 451 Students at the basic level demonstrate partial mastery of the content area knowledge and skills required at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Context Clues, Word Structure, Word Patterns, Vocabulary, Main Idea and Details, and Expanded Comprehension. Remediation may be necessary for these students.	Scale Score Range (Level 13): 428 - 463 Students at the basic level demonstrate partial mastery of the content area knowledge and skills required at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Editing: Capitalization and Punctuation, Spelling, Sentence Structure, and Meaning. Remediation may be necessary for these students.	Scale Score Range (Level 13): 403 - 439 Students at the basic level demonstrate partial mastery of the content area knowledge and skills required at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Patterns and Algebraic Thinking, Data Analysis and Prediction, Measurement, Geometric Concepts, and Number Sense. Remediation may be necessary for these students.
Minimal	Scale Score Range (Level 13): 424 and below Students at the minimal level are below basic and do not demonstrate mastery of the content area knowledge and skills required for success at the next grade. These students require additional instruction and remediation in the basic skills that are necessary for success at the next grade level.	Scale Score Range (Level 13): 427 and below Students at the minimal level are below basic and do not demonstrate mastery of the content area knowledge and skills required for success at the next grade. These students require additional instruction and remediation in the basic skills that are necessary for success at the next grade level.	Scale Score Range (Level 13): 402 and below Students at the minimal level are below basic and do not demonstrate mastery of the content area knowledge and skills required for success at the next grade. These students require additional instruction and remediation in the basic skills that are necessary for success at the next grade level.

Important: Proficiency levels are defined in terms of what students know and can do. For each proficiency level, students can perform most of what is described for that level, as well as what is described for the levels below. Students may also be capable of performing some of what is described in the next higher level, but not enough to have reached that level.

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Writing Assessment Reports and Descriptions

The score reports for the Writing Assessment are customized reports designed to present test results in a user-friendly format. Score reports for the Writing Assessment are provided at the student, class, school, district, and state levels; these reports furnish information that can be used to improve instructional programs and increase student achievement.

A sample of each type of report, along with an explanation, appears on the following pages. The Writing Assessment reports include a scoring rubric that was developed by Mississippi teachers. The data provided in these reports are simulated and were created for demonstration purposes only.

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Writing Assessment Summary Report

Ⓐ The Writing Assessment Summary Report shows the number and percentage of students who received a score point value (4–0).

Ⓑ The Mean Score for the group is provided at the top of the Summary Report.

Ⓒ Summary Reports are generated for all students within a grade for each class, school, and district, and for the entire state. The sample Summary Report on the following page shows fourth-grade students summarized by school.

Ⓓ A description of each of the score points possible is included on the Summary Report. The score points are defined in the writing rubric or scoring guide that was developed by a committee of Mississippi teachers. The rubric defines a range of score points from 4 to 0. This rubric is based on what students should know and be able to do as defined by the Mississippi Language Arts Framework.

Ⓔ Condition codes are used to identify student responses that are blank, refusals to respond, illegible, written in a language other than English, copies of the prompt, or off-topic. These responses are assigned a score of zero. The Summary Report includes the total number of students within the group who have received a score of zero in each condition category.

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Mississippi

Grade Level Testing Program

Writing Assessment Summary Report

School: WINFIELD SCHOOL

Grade: 4 (C)

Simulated Data

Purpose
The Writing Assessment is designed to provide information about a student's ability to produce writing that reflects increasing proficiency, a goal for all Mississippi students.

No. of Students: 123

Level: 14

Test Date: 03/24/04

CODES: XXXX-XXX
District: GREEN VALLEY

Mean Score: 3.6 (B)

4	(A) No. of Students: 16 Percent of Students: 13%	The student's response a) is about the topic (fully develops the writing prompt) b) includes several details that support the topic c) is organized (maintains logical sequence) d) frequently contains interesting words (grade-level vocabulary or above) e) contains complete sentences f) follows punctuation, capitalization, spelling (both correct and phonetic), and usage rules (Two types of errors may occur: 1) those that appear as a consequence of risk-taking and 2) those that do not detract from overall quality.)
3	No. of Students: 67 Percent of Students: 54%	The student's response a) is about the topic (partially develops the writing prompt) b) includes some details that support the topic c) is organized (may not maintain logical sequence throughout) (D) d) contains some interesting words (grade-level vocabulary) e) contains complete sentences (may have occasional fragments and/or run-on sentences) f) follows punctuation, capitalization, spelling (both correct and phonetic), and usage rules (Occasional errors occur that may detract from overall quality.)
2	No. of Students: 24 Percent of Students: 20%	The student's response a) is about the topic (minimally develops the writing prompt) b) includes only a few details that support the topic c) shows minimal organization d) contains only a few interesting words (grade-level vocabulary) e) contains complete sentences (may have numerous fragments and/or run-on sentences) f) rarely follows correct punctuation, capitalization, spelling, and usage rules
1	No. of Students: 11 Percent of Students: 9%	The student's response a) attempts to address the topic (may digress from the writing prompt) b) includes vague or no details that support the topic c) shows no organization d) includes no interesting words (below grade-level vocabulary) e) contains numerous fragments and/or run-on sentences (may contain a complete sentence) f) does not follow correct punctuation, capitalization, spelling, or usage rules
0	No. of Students: 5 Percent of Students: 4%	A score of 0 may represent a response of poor quality that does not meet the requirements to earn a score of 1 or higher, or the student's response may have been incomprehensible or insufficient to score. The number of students with certain scoring conditions and the number with no scoring condition are shown to the right.

(E)

No. of Students	Condition
1	Blank/Refusal
2	Illegible
0	Language other than English
1	Copy of the prompt
0	Off-topic
1	No scoring condition

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Writing Assessment Student List

Ⓐ The Writing Assessment Student List shows student scores within a class. Students are listed alphabetically.

Ⓑ Student name, birth date, and other special codes are included on the Student List. Special codes (I for IDEA and E for Excluded from Summaries) are shown in the Other field.

Ⓒ A single asterisk (*) indicates the test was invalidated or not taken.

Ⓓ Note that zero (0) scores are assigned to student responses that do not merit a score of one (1) or higher. Scoring conditions, which may identify the reason the student received a zero (0) score, are included on the Student Report.

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Mississippi

Grade Level Testing Program

Writing Assessment Student List

Class: SCHAEFFER (A)

Grade: 7

Simulated Data

Purpose
The Writing Assessment is designed to provide information about a student's ability to produce writing that reflects increasing proficiency, a goal for all Mississippi students.

No. of Students: 10
No. of Students Invalidated: 1

Level: 17
Test Date: 03/24/04

CODES: XXXX-XXX
School: WINFIELD MID
District: GREEN VALLEY

Student	Score	Student	Score	Student	Score
BAIRD, JON M (B) DOB: 1/22/88 MSIS ID: 123456789 Other:	4	OTTENWALTER, KRISTEN DOB: 12/3/88 MSIS ID: Other: I	0		
BRAHM, DONNA J DOB: 6/27/88 MSIS ID: 125631099 Other: E	1				
CASTRO, BARRY DOB: 03/ /88 MSIS ID: 126532108 Other:	3				
DAVIDSON, ANN M DOB: 7/4/88 MSIS ID: Other:	3				
EVANS, CLARA DOB: 9/11/87 MSIS ID: 127610245 Other:	2				
FRANKS, SUSAN L DOB: / / MSIS ID: 128644330 Other:	*	(C)			
GRAHAM, TRACY A DOB: 10/14/88 MSIS ID: 121623498 Other: I	0				
HAMILTON, JEFF DOB: 5/4/88 MSIS ID: Other: I E	1				
JONES, CHRISTY L DOB: 6/12/88 MSIS ID: 127767701 Other:	3				
LEBLANC, ERIC DOB: 2/3/88 MSIS ID: 127768701 Other:	2				

(D) Zero Score: Some Writing Assessment scores of zero (0) were the result of certain scoring conditions. Scoring conditions are not identified on this report but are printed on individual student reports and labels.

*This test was invalidated.

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Writing Assessment Student Report, Grade 4

Ⓐ The Writing Assessment Student Report shows the student's score at the top of the page.

Ⓑ A description of each of the score points possible is included on the Student Report. The score points are defined in the writing rubric or scoring guide that was developed by a committee of Mississippi teachers. The rubric defines a range of score points from 4 to 0. This rubric is based on what students should know and be able to do as defined by the Mississippi Language Arts Framework.

Ⓒ The student-identifying information is shown on the left side of the report (including name, grade, birth date, class, school, and district name). Special codes (I for IDEA and E for Excluded from Summaries) are shown in the Other field.

Ⓓ Please note that a student will receive a score of zero (0) if the student's response is incomprehensible or the amount of writing is insufficient and thus does not meet the requirements to earn a score of one (1) or higher. In such cases, a condition may be assigned. The condition is printed in parentheses next to the student's score.

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Mississippi

Grade Level Testing Program

Writing Assessment Student Report

VALERIE TROIANI

Grade: 4 Ⓒ

Simulated Data

Purpose
The Writing Assessment is designed to provide information about a student's ability to produce writing that reflects increasing proficiency, a goal for all Mississippi students.

Birthdate: 2/26/93
MSIS ID: 124455671
Other:

Level: 14

Test Date: 03/24/04

CODES: XXXX-XXX
Class: PARKER
School: WINFIELD
District: GREEN VALLEY

CTB McGraw-Hill

Student Score: 3 Ⓐ

4
The student's writing
a) is about the topic (fully develops the writing prompt)
b) includes several details that support the topic
c) is organized (maintains logical sequence)
d) frequently contains interesting words (grade-level vocabulary or above)
e) contains complete sentences
f) follows punctuation, capitalization, spelling (both correct and phonetic), and usage rules (Two types of errors may occur: 1) those that appear as a consequence of risk-taking and 2) those that do not detract from overall quality.)

Ⓑ

3
The student's writing
a) is about the topic (partially develops the writing prompt)
b) includes some details that support the topic
c) is organized (may not maintain logical sequence throughout)
d) contains some interesting words (grade-level vocabulary)
e) contains complete sentences (may have occasional fragments and/or run-on sentences)
f) follows punctuation, capitalization, spelling (both correct and phonetic), and usage rules (Occasional errors occur that may detract from overall quality.)

2
The student's writing
a) is about the topic (minimally develops the writing prompt)
b) includes only a few details that support the topic
c) shows minimal organization
d) contains only a few interesting words (grade-level vocabulary)
e) contains complete sentences (may have numerous fragments and/or run-on sentences)
f) rarely follows correct punctuation, capitalization, spelling, and usage rules

1
The student's writing
a) attempts to address the topic (may digress from the writing prompt)
b) includes vague or no details that support the topic
c) shows no organization
d) includes no interesting words (below grade-level vocabulary)
e) contains numerous fragments and/or run-on sentences (may contain a complete sentence)
f) does not follow correct punctuation, capitalization, spelling, or usage rules

Ⓓ **0**
A score of 0 may represent a response of poor quality that does not meet the requirements to earn a score of 1 or higher, or the student's response may have been incomprehensible or insufficient to score. For certain responses scored 0, the reason will appear in parentheses at the top of the report.

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11/19/03

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Writing Assessment Student Report, Grade 7

Ⓐ The Writing Assessment Student Report shows the student's score at the top of the page.

Ⓑ A description of each of the score points possible is included on the Student Report. The score points are defined in the writing rubric or scoring guide that was developed by a committee of Mississippi teachers. The rubric defines a range of score points from 4 to 0. This rubric is based on what students should know and be able to do as defined by the Mississippi Language Arts Framework.

Ⓒ The student-identifying information is shown on the left side of the report (including name, grade, birth date, class, school, and district name). Special codes (I for IDEA and E for Excluded from Summaries) are shown in the Other field.

Ⓓ Please note that a student will receive a score of zero (0) if the student's response is incomprehensible or the amount of writing is insufficient and thus does not meet the requirements to earn a score of one (1) or higher. In such cases, a condition may be assigned. The condition is printed in parentheses next to the student's score.

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Mississippi

Grade Level Testing Program

Writing Assessment Student Report

JUDY ROBBINS Ⓒ

Grade: 7

Simulated Data

Purpose

The Writing Assessment is designed to provide information about a student's ability to produce writing that reflects increasing proficiency, a goal for all Mississippi students.

Birthdate: 2/26/90
MSIS ID: 124455671
Other:

Level: 17

Test Date: 03/24/04

CODES: XXXX-XXX
Class: PARKER
School: WINFIELD
District: GREEN VALLEY

CTB McGraw-Hill

Student Score: 3 Ⓐ

4

The student's response
a) addresses the specific writing prompt (fully develops the topic)
b) contains a clearly stated main idea (thesis)
c) shows a sense of audience and purpose
d) contains a minimum of three indented (or clearly delineated) paragraphs
e) has a clear beginning, middle, and end
f) has a main idea developed by supporting details that are well elaborated
g) exhibits logical order and appropriate sequencing of steps or ideas with adequate transitions

Ⓑ

h) contains precise and vivid language (grade-level vocabulary or above)
i) maintains a consistent point of view
j) contains no errors in grammar usage that detract from the overall delivery (Grammar/usage includes subject-verb agreement, verb tense, pronoun case and reference, and complete and varied sentences.)
k) may contain a few errors in the correct use of mechanics (i.e., underlining, quotation marks, commas, semicolons, apostrophes, capitalization, and spelling), but errors do not detract from overall delivery

3

The student's response
a) addresses the specific writing prompt (partially develops the topic)
b) contains a stated or implied main idea (thesis)
c) shows a sense of audience and purpose
d) contains a minimum of three indented (or clearly delineated) paragraphs
e) has a clear beginning, middle, and end
f) has a main idea developed by supporting details, but these are not consistently well elaborated
g) exhibits some logical order; sequences most steps or ideas with transitions

h) contains appropriate language, but word choice may be repetitive (grade-level vocabulary)
i) maintains a consistent point of view
j) may contain occasional errors in grammar/usage that may detract somewhat from the delivery (Grammar/usage includes subject-verb agreement, verb tense, pronoun case and reference, and complete and varied sentences.)
k) may contain some errors in the correct use of mechanics (i.e., underlining, quotation marks, commas, semicolons, apostrophes, capitalization, and spelling) that may detract somewhat from delivery

2

The student's response
a) addresses the specific writing prompt (minimally develops the topic)
b) contains a vaguely implied main idea (thesis)
c) shows little regard for audience and/or purpose
d) may not exhibit indented (or clearly delineated) paragraphing
e) has a beginning, middle, and end
f) addresses the main idea with minimal supporting details
g) exhibits some evidence of organization but does not sequence steps consistently and/or does not use transitions

h) contains some appropriate language; word choice is repetitive (grade-level vocabulary)
i) may not maintain a consistent point of view
j) may contain frequent errors in grammar/usage that may impede communication (Grammar/usage includes subject-verb agreement, verb tense, pronoun case and reference, and complete and varied sentences.)
k) may contain frequent errors in the correct use of mechanics (i.e., underlining, quotation marks, commas, semicolons, apostrophes, capitalization, and spelling) that may impede communication

1

The student's response
a) attempts to address the writing prompt (may digress from the topic)
b) does not contain a main idea (thesis) or contains only an implied focus on the topic
c) shows no regard for audience and/or purpose
d) may not exhibit indented (or clearly delineated) paragraphing
e) may lack a beginning, middle, and/or end
f) contains vague or no details that support the topic
g) lacks organization; presentation is rambling and repetitive

h) contains vague and imprecise language (below grade-level vocabulary)
i) does not maintain a consistent point of view
j) exhibits serious errors in grammar/usage that may severely impede communication (Grammar/usage includes subject-verb agreement, verb tense, pronoun case and reference, and complete and varied sentences.)
k) contains repeated errors in the correct use of mechanics (i.e., underlining, quotation marks, commas, semicolons, apostrophes, capitalization, and spelling) that may severely impede communication

Ⓓ **0**

A score of 0 may represent a response of poor quality that does not meet the requirements to earn a score of 1 or higher, or the student's response may have been incomprehensible or insufficient to score. For certain responses scored 0, the reason will appear in parentheses at the top of the report.

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Appendix I.

Test Blueprints for the Mississippi Curriculum Test

Test blueprints for the Mississippi Curriculum Test are available through the MDE Web site at http://www.mde.k12.ms.us/acad/osa/gltp.html.

The Reading and Language tests are aligned with the Mississippi Language Arts Framework 2000, which was delivered to districts in November 1999. The Mathematics tests are aligned with the Mississippi Mathematics Framework 2000, which was distributed to districts in July 1999, and the Mathematics Instructional Intervention Supplements 2000, which was delivered to districts in March 2000.

Test development teams made up of Mississippi teachers guided the development of the Mississippi Curriculum Test by delineating the curriculum to be assessed at each grade level in each content area. A separate committee of Mississippi educators also reviewed all test items for bias. There is one level of the Mississippi Curriculum Test for each grade, from 2 through 8. Each student will receive a scale score and proficiency level for each content area assessed. The scale scores and proficiency levels indicate how well a student performed in each content area.

The test blueprints for the Mississippi Curriculum Test provide two different kinds of information:

- the curriculum content addressed by the items in each reporting category on each test
- the approximate number of multiple-choice and open-ended items within each reporting category on each test

Note: The test blueprints reference the numbering system used in the Instructional Intervention Supplements for reading, writing, and mathematics. The test blueprints should not be used with older Mississippi curriculum documents, because the reference numbers will not match properly.

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Mississippi Curriculum Test (Reading)
Reading Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Reporting Category	GRADE 2 Mississippi Reading Benchmark/Item	
Context Clues (Semantic) **5–7 MC** **0 OE**	4 8 16 21	Demonstrates comprehension of words, sentences, directions, and stories Expands sight vocabulary Figures out unknown words in context, using meaning cues, sentence-structure cues, and phonetic generalizations Utilizes picture/context cues
Word Structure (Syntactic) **5–6 MC** **0 OE**	13 22	Recognizes word patterns (suffixes and prefixes) Recognizes synonyms, antonyms, homonyms, contractions, and compound words
Word Patterns (Phonetic Structure) **5–6 MC** **0 OE**	6 7 14 15	Identifies/spells many words Spells frequently used words correctly Recognizes vowel sounds Decodes words using phonemes
Vocabulary **5–6 MC** **0 OE**	8 21 22	Expands sight vocabulary Utilizes picture/context cues Recognizes synonyms, antonyms, homonyms, contractions, and compound words
Main Idea and Details (Textual) **11 MC** **2–3 OE**	1 4 18 20 21 24	Recognizes parts of a story Demonstrates comprehension of words, sentences, directions, and stories Determines cause and effect Reads with understanding Utilizes picture/context cues Recalls details
Expanded Comprehension (Metacognitive) **9–14 MC** **1–2 OE**	4 18 20 23 25 26	Demonstrates comprehension of words, sentences, directions, and stories Determines cause and effect Reads with understanding Draws conclusions from reading Makes and revises predictions Compares and contrasts
Workplace Data (Evaluative)		NOT ASSESSED

MC = Multiple-choice item, OE = Open-ended item

The numbers in this table refer to the numbers used in Reading Instructional Intervention Supplements, which are part of the Mississippi Language Arts Framework 2000. They appear in the Framework as Appendices V and VI.

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Mississippi Curriculum Test (Reading)
Reading Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Reporting Category	GRADE 3 Mississippi Reading Benchmark/Item	
Context Clues (Semantic) **5 MC** **0 OE**	4 11 14	Demonstrates comprehension of words, sentences, directions, and stories Decodes unknown words in context using meaning cues, sentence structure cues, and phonetic generalizations Utilizes picture/context cues
Word Structure (Syntactic) **5 MC** **0 OE**	10 11 15	Extends word patterns Decodes unknown words in context using meaning cues, sentence structure cues, and phonetic generalizations Recognizes synonyms, antonyms, homonyms, contractions, and compound words
Word Patterns (Phonetic Structure) **5–6 MC** **0 OE**	10 11	Extends word patterns Decodes unknown words in context using meaning cues, sentence structure cues, and phonetic generalizations
Vocabulary **5 MC** **0 OE**	8 15	Expands sight vocabulary Recognizes synonyms, antonyms, homonyms, contractions, and compound words
Main Idea and Details (Textual) **11–14 MC** **2 OE**	4 12 14 17 19 20	Demonstrates comprehension of words, sentences, directions, and stories Determines cause and effect Utilizes picture/context cues Recalls details Compares and contrasts Uses title page, table of contents, index, and glossary as information sources
Expanded Comprehension (Metacognitive) **10–14 MC** **2 OE**	4 12 16 18 19	Demonstrates comprehension of words, sentences, directions, and stories Determines cause and effect Draws conclusions from reading Makes and revises predictions Compares and contrasts
Workplace Data (Evaluative)		NOT ASSESSED

MC = Multiple-choice item, OE = Open-ended item

The numbers in this table refer to the numbers used in Reading Instructional Intervention Supplements, which are part of the Mississippi Language Arts Framework 2000. They appear in the Framework as Appendices V and VI.

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Mississippi Curriculum Test (Reading)
Reading Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Reporting Category	GRADE 4 Mississippi Reading Benchmark/Item	
Context Clues (Semantic) **6–8 MC** **0 OE**	7 8 13 15	Expands sight vocabulary Identifies multiple meanings of words Decodes unknown words using the three-cueing system (e.g., semantics/context meaning, syntax/sentence structure, graphophonic/sounding symbol correspondence) Identifies analogies
Word Structure (Syntactic) **5–6 MC** **0 OE**	5 7 9 12	Extends word patterns (e.g., prefixes, suffixes, inflectional endings) Expands sight vocabulary Recognizes synonyms, antonyms, homonyms, and compound words Differentiates between contractions and possessives
Word Patterns (Phonetic Structure)		NOT ASSESSED
Vocabulary **6–7 MC** **0 OE**	7 9 40	Expands sight vocabulary Recognizes synonyms, antonyms, homonyms, and compound words Interprets specialized vocabulary
Main Idea and Details (Textual) **8–9 MC** **1–2 OE**	16 17 19 21 22 23 25 29 41 42	Summarizes information Utilizes visual aids to completely understand the passage (e.g., picture, list, table, chart, graph) Identifies and summarizes main idea and supporting details Retells a story Describes story elements (e.g., characters, setting, plot, theme, mood/tone, conflict, and solution) Skims and scans to locate key information Utilizes parts of book (e.g., table of contents, title page, index, glossary, headings, captions) Understands the meaning of a passage from a selection Identifies information that provides additional clarity (e.g., bold-faced print, illustrations, italics) Locates and applies appropriate information (e.g., phone books, manuals, order forms)

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Mississippi Curriculum Test (Reading)
Reading Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Expanded Comprehension (Metacognitive) **13–15 MC** **0–1 OE**	14	Utilizes prior knowledge
	15	Identifies analogies
	16	Summarizes information
	18	Identifies and applies knowledge of organizational patterns (e.g., sequence, cause and effect, compare/contrast)
	20	Makes predictions, draws conclusions, and infers meaning
	22	Describes story elements (e.g., characters, setting, plot, theme, mood/tone, conflict, and solution)
	28	Identifies the author's purpose (e.g., inform, entertain, persuade, describe)
	29	Understands the meaning of a passage from a selection
	30	Knows the differences among the genres of fiction, nonfiction, poetry, and plays
	31	Connects literature to real-life situations
	32	Interprets figurative language/literary devices (e.g., similes, metaphors, personification, idioms)
	34	Identifies fact and opinion
	35	Identifies the author's position (author's personal view)
	36	Identifies informative and persuasive passages
Workplace Data (Evaluative) **4 MC** **1–3 OE**	16	Summarizes information
	17	Utilizes visual aids to completely understand the passage (e.g., picture, list, table, chart, graph)
	25	Utilizes parts of book (e.g., table of contents, title page, index, glossary, headings, captions)
	26	Identifies and utilizes variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer)
	37	Utilizes prior knowledge
	38	Follows the directions in a passage
	39	Explains the importance of correct sequence of activities in a procedure
	40	Interprets specialized vocabulary
	41	Identifies information that provides additional clarity (e.g., bold-faced print, illustrations, italics)
	42	Locates and applies appropriate information (e.g., phone books, manuals, order forms)
	43	Interprets graphic aides in a passage

MC = Multiple-choice item, OE = Open-ended item

The numbers in this table refer to the numbers used in Reading Instructional Intervention Supplements, which are part of the Mississippi Language Arts Framework 2000. They appear in the Framework as Appendices V and VI.

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Mississippi Curriculum Test (Reading)
Reading Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Reporting Category	GRADE 5 Mississippi Reading Benchmark/Item
Context Clues (Semantic) **6 MC** **0 OE**	4 Utilizes prior knowledge 8 Expands usage of antonyms, synonyms, and homonyms 11 Uses multiple meanings of words/homographs
Word Structure (Syntactic) **5 MC** **0 OE**	5 Extends word patterns (e.g., prefixes, suffixes, inflectional endings) 8 Expands usage of antonyms, synonyms, and homonyms 9 Differentiates between contractions and possessives
Word Patterns (Phonetic Structure)	NOT ASSESSED
Vocabulary **5 MC** **0 OE**	6 Expands sight vocabulary 8 Expands usage of antonyms, synonyms, and homonyms 12 Uses figurative language/sound devices (e.g., rhyming, alliteration, onomatopoeia) 15 Identifies analogies
Main Idea and Details (Textual) **12–13 MC** **0–2 OE**	16 Utilizes visual aids to completely understand the passage (e.g., picture, list, table, chart, graph) 18 Locates, summarizes, and combines information from different sources (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) 20 Skims and scans to locate key information 21 Retells stories 22 Utilizes parts of a book (e.g., table of contents, glossary, index, title page, headings, captions) 23 Identifies story elements (e.g., character, setting, plot, theme, mood/tone, conflict, and solution) 25 Identifies and summarizes main idea and supporting details 29 Identifies point of view (e.g., first person, third person) 34 Understands the meaning of a passage from a selection 36 Identifies fact and opinion

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Mississippi Curriculum Test (Reading)
Reading Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Expanded Comprehension (Metacognitive) **11–12 MC** **1–3 OE**	17	Identifies and applies knowledge of organizational patterns (e.g., sequence, cause and effect, compare/contrast)
	22	Utilizes parts of a book (e.g., table of contents, glossary, index, title page, headings, captions)
	30	Interprets figurative language/literary devices (e.g., similes, metaphors, personification, hyperboles)
	31	Identifies and creates genres (e.g., fiction, nonfiction, biography, poetry)
	32	Identifies author's purpose (e.g., inform, entertain, persuade, describe)
	33	Connects literature to real-life situations
	34	Understands the meaning of a passage from a selection
	37	Distinguishes between informative and persuasive passages
	38	Identifies author's position (author's personal view)
Workplace Data (Evaluative) **4–6 MC** **0–1 OE**	16	Utilizes visual aids to completely understand the passage (e.g., picture, list, table, chart, graph)
	18	Locates, summarizes, and combines information from different sources (e.g., dictionary, thesaurus, encyclopedia, atlas, computer)
	27	Identifies and utilizes variety of resource texts (e.g., encyclopedia, dictionary, thesaurus, atlas, computer)
	40	Follows the directions in a passage
	41	Locates and applies appropriate information (e.g., phone book, manuals, menu, order forms)
	42	Identifies sequence of activities needed to carry out a procedure
	43	Interprets specialized vocabulary
	44	Identifies information that provides additional clarity (e.g., bold-faced print, illustrations, italics)

MC = Multiple-choice item, OE = Open-ended item

The numbers in this table refer to the numbers used in Reading Instructional Intervention Supplements, which are part of the Mississippi Language Arts Framework 2000. They appear in the Framework as Appendices V and VI.

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Mississippi Curriculum Test (Reading)
Reading Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Reporting Category	GRADE 6 Mississippi Reading Benchmark/Item	
Context Clues (Semantic) **5–6 MC** **0 OE**	5	Decodes unknown words using the three-cueing system (e.g., semantics/context meaning, syntax/sentence structure, graphophonic/sound-symbol correspondence)
	9	Uses multiple meanings of words/homographs
	14	Identifies analogies
Word Structure (Syntactic) **5–6 MC** **0 OE**	5	Decodes unknown words using the three-cueing system (e.g., semantics/context meaning, syntax/sentence structure, graphophonic/sound-symbol correspondence)
	7	Extends word patterns (e.g., prefixes, suffixes, inflectional ending)
	10	Interprets the meaning of contractions and possessives
Word Patterns (Phonetic Structure)		NOT ASSESSED
Vocabulary **5 MC** **0 OE**	8	Uses synonyms, antonyms, and homonyms
	9	Uses multiple meanings of words/homographs
	11	Utilizes figurative language/sound devices (e.g., rhyming, alliteration, onomatopoeia)
	14	Identifies analogies
Main Idea and Details (Textual) **11–12 MC** **0–2 OE**	14	Identifies analogies
	15	Locates, summarizes, and combines information from different sources (e.g., dictionary, thesaurus, encyclopedia, atlas, computer)
	22	Rereads to determine meaning
	23	Retells a story
	24	Identifies the story elements (e.g., character, setting, plot, theme, mood/tone, conflict, and solution)
	30	Understands the meaning of a passage from a selection
	33	Distinguishes between fact and opinion
Expanded Comprehension (Metacognitive) **11–12 MC** **0–2 OE**	22	Rereads to determine meaning
	26	Identifies and creates genres
	27	Connects the content of the passage to real life or current events
	28	Determines author's purpose (e.g., entertain, describe, persuade, inform); mood/tone (e.g., humorous, persuasive, ominous); point of view (e.g., first person, third person, omniscient)
	29	Uses figurative language/literary devices (e.g., similes, metaphors, personification, hyperbole)
	30	Understands the meaning of a passage from a selection
	32	Understands the author's position (author's personal view)
	34	Recognizes persuasive and propaganda techniques (e.g., bias, slant, misinformation, propaganda)

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Mississippi Curriculum Test (Reading)
Reading Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Workplace Data (Evaluative) **5–7 MC** **0–3 OE**	14	Identifies analogies
	37	Interprets specialized vocabulary
	38	Compares the relationship between graphic aids and the content of the passage
	39	Determines the sequence of activities needed to carry out a procedure
	40	Locates and applies appropriate information (e.g., phone book, manuals, order forms)
	41	Identifies information that provides additional clarity (e.g., bold-faced print, illustrations, italics)

MC = Multiple-choice item, OE = Open-ended item

The numbers in this table refer to the numbers used in Reading Instructional Intervention Supplements, which are part of the Mississippi Language Arts Framework 2000. They appear in the Framework as Appendices V and VI.

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Mississippi Curriculum Test (Reading)
Reading Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Reporting Category	GRADE 7 Mississippi Reading Benchmark/Item	
Context Clues (Semantic) **5 MC** **0 OE**	6	Decodes unknown words using the three-cueing system (e.g., semantics/context meaning, syntax/sentence structure, graphophonic/sound-symbol correspondence)
Word Structure (Syntactic) **5 MC** **0 OE**	5	Utilizes root words, prefixes, and suffixes
Word Patterns (Phonetic Structure)		NOT ASSESSED
Vocabulary **5 MC** **0 OE**	7	Uses grade level vocabulary*
Main Idea and Details (Textual) **8–10 MC** **2–3 OE**	20	Locates and combines information from reference sources (e.g., dictionary, thesaurus, encyclopedia, atlas, computer)
	21	Retells a story
	22	Analyzes characters (e.g., physical characteristics, character traits, relationships)
	23	Identifies story elements (e.g., character, setting, conflict, climax, theme, mood, resolution)
	31	Compares and contrasts informative and persuasive passages
Expanded Comprehension (Metacognitive) **13–14 MC** **0–1 OE**	11	Interprets analogies
	13	Rereads to determine meaning
	16	Identifies and applies knowledge of organizational patterns (e.g., sequence, cause and effect, compare/contrast)
	18	Makes predictions, infers information, and draws conclusions
	22	Analyzes characters (e.g., physical characteristics, character traits, relationships)
	23	Identifies story elements (e.g., character, setting, conflict, climax, theme, mood, resolution)
	25	Interprets the meaning of passages
	26	Identifies characteristics of genres
	27	Recognizes author's tone (e.g., humorous, persuasive, ominous); purpose (e.g., entertain, persuade, inform); and point of view (e.g., first person, third person, omniscient)
	28	Recognizes figurative language/literary devices (e.g., metaphors, similes, personification, hyperbole)

* This Grade 7 benchmark/item is referenced in the Writing Instructional Intervention Supplement (Appendix VIII).

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Mississippi Curriculum Test (Reading)
Reading Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Workplace Data (Evaluative) **6–8 MC** **1 OE**	14	Utilizes parts of a book (e.g., table of contents, index, glossary, title page, headings, captions)
	15	Utilizes visual aids to completely understand a passage (e.g., sequence, cause and effect, compare/contrast)
	20	Locates and combines information from reference sources (e.g., dictionary, thesaurus, encyclopedia, atlas, computer)
	35	Identifies essential information in directions
	36	Supplies relevant information for forms
	37	Explains how organizational aids and/or graphics relate to the content of the text
	38	Interprets specialized vocabulary in a context
	39	Determines the sequence of activities in a procedure
	40	Locates and applies appropriate information (e.g., phone book, manuals, order forms)
	41	Identifies information that provides additional clarity (e.g., bold-faced print, illustrations, italics)

MC = Multiple-choice item, OE = Open-ended item

The numbers in this table refer to the numbers used in Reading Instructional Intervention Supplements, which are part of the Mississippi Language Arts Framework 2000. They appear in the Framework as Appendices V and VI. Exception: The Grade 7 Vocabulary benchmark/item is from the Writing Instructional Intervention Supplement (Appendix VIII). Benchmark/items may appear in more than one reporting category.

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Mississippi Curriculum Test (Reading)
Reading Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Reporting Category	GRADE 8 Mississippi Reading Benchmark/Item	
Context Clues (Semantic) **5–7 MC** **0 OE**	6 7 8 20	Uses multiple meanings Utilizes synonyms, antonyms, and homonyms Decodes unknown words using the three-cueing system (e.g., semantics/context meaning, syntax/sentence structure, and graphophonic/sound-symbol correspondence) Interprets and uses analogies
Word Structure (Syntactic) **5–6 MC** **0 OE**	5 8	Uses root words, prefixes, and suffixes Decodes unknown words using the three-cueing system (e.g., semantics/context meaning, syntax/sentence structure, and graphophonic/sound-symbol correspondence)
Word Patterns (Phonetic Structure)		NOT ASSESSED
Vocabulary **5–6 MC** **0 OE**	5 6 7 20	Uses root words, prefixes, and suffixes Uses multiple meanings Utilizes synonyms, antonyms, and homonyms Interprets and uses analogies
Main Idea and Details (Textual) **9–10 MC** **1 OE**	12 14 16 17 18 20 21 22 23 24 33	Utilizes visual aids to completely understand a passage (e.g., picture, list, table, chart, graph) Recalls details and justifies Skims and scans to locate key information Summarizes or paraphrases a story Retells a story Interprets and uses analogies Locates and combines information from reference sources (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) Rereads to determine meaning Summarizes main idea and supporting details Identifies story elements (e.g., character, setting, plot, theme, mood/tone, conflict, climax, resolution) Determines author's position (author's personal view) and defends/supports with details

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Mississippi Curriculum Test (Reading)
Reading Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Expanded Comprehension (Metacognitive) **10 MC** **1–3 OE**	13	Identifies and applies knowledge of organizational patterns (e.g., sequence, cause and effect, compare/contrast)
	15	Makes predictions, draws conclusions, and infers meaning
	20	Interprets and uses analogies
	22	Rereads to determine meaning
	24	Identifies story elements (e.g., character, setting, plot, theme, mood/tone, conflict, climax, resolution)
	26	Interprets the various types of genres
	27	Recognizes author's purpose (e.g., entertain, persuade, inform); mood/tone (e.g., humorous, persuasive, ominous); point of view (e.g., first person, third person, omniscient)
	28	Connects literature to real-life situations
	29	Interprets the meaning of passages
	30	Recognizes figurative language/literary devices (e.g., metaphors, similes, personification, hyperbole)
	32	Recognizes and uses persuasive techniques (e.g., bias, slant, misinformation, propaganda)
Workplace Data (Evaluative) **4–6 MC** **0–2 OE**	12	Utilizes visual aids to completely understand a passage (e.g., picture, list, table, chart, graph)
	19	Uses parts of a book (e.g., title page, table of contents, index, glossary, headings, captions)
	21	Locates and combines information from reference sources (e.g., dictionary, thesaurus, encyclopedia, atlas, computer)
	35	Reads and follows written and oral directions in passages
	36	Identifies and interprets specialized vocabulary in a context (jargon)
	37	Determines the sequence of activities for procedure
	38	Locates and applies appropriate information (e.g., phone book, manuals, and order forms)
	39	Identifies information that provides additional clarity (e.g., bold-faced print, illustrations, italics)

MC = Multiple-choice item, OE = Open-ended item

The numbers in this table refer to the numbers used in Reading Instructional Intervention Supplements, which are part of the Mississippi Language Arts Framework 2000. They appear in the Framework as Appendices V and VI.

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Mississippi Curriculum Test (Language)
Writing Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Reporting Category	GRADE 2 Mississippi Writing Benchmark/Item
Editing: Capitalization and Punctuation **19 MC** **1 OE**	5 Writes statements and questions 6 Recognizes exclamatory and command sentences 16 Revises to improve content of draft 17 Edits for errors
Spelling **7 MC** **0 OE**	11 Spells and writes frequently used words correctly 12 Uses basic sight words in writing 13 Recognizes and writes word patterns (rhyming words, suffixes, prefixes) 16 Revises to improve content of draft 17 Edits for errors
Sentence Structure (Syntactic) **12 MC** **1 OE**	4 Uses sentence patterns* (S, V, DO, and S, V, IO, DO) 16 Revises to improve content of draft 17 Edits for errors
Meaning (Semantic) **10 MC** **2 OE**	5 Writes statements and questions 6 Recognizes exclamatory and command sentences 7 Writes descriptive sentences 8 Writes simple paragraphs 10 Writes to retell a story 16 Revises to improve content of draft 17 Edits for errors 20 Writes to tell a personal story

MC = Multiple-choice item, OE = Open-ended item

The numbers in this table refer to the numbers used in the Writing Instructional Intervention Supplements, which are part of the Mississippi Language Arts Framework 2000. They appear in the Framework as Appendices VII and VIII. Benchmark/items may appear in more than one reporting category.

* Sentence patterns refer to the structure of a sentence and denote usage, not the labeling of parts of speech or functions.

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Mississippi Curriculum Test (Language)
Writing Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Reporting Category	GRADE 3 Mississippi Writing Benchmark/Item
Editing: Capitalization and Punctuation **13 MC** **1 OE**	4 Writes the four types of sentences 17 Edits writing to conventional standards in mechanics and spelling
Spelling **4 MC** **0 OE**	10 Spells frequently used words correctly 17 Edits writing to conventional standards in mechanics and spelling
Sentence Structure (Syntactic) **11 MC** **1 OE**	3 Uses a variety of sentence patterns when writing 4 Writes the four types of sentences 6 Develops sequential story lines 8 Makes appropriate and varied word choices
Meaning (Semantic) **14 MC** **2 OE**	5 Develops a paragraph by constructing several sentences on one topic in a logical order 6 Develops sequential story lines 16 Revises writing to clarify meaning 19 Writes to inform 21 Writes to entertain 22 Writes to describe

MC = Multiple-choice item, OE = Open-ended item

The numbers in this table refer to the numbers used in the Writing Instructional Intervention Supplements, which are part of the Mississippi Language Arts Framework 2000. They appear in the Framework as Appendices VII and VIII. Benchmark/items may appear in more than one reporting category.

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Mississippi Curriculum Test (Language)
Writing Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Reporting Category	GRADE 4 Mississippi Writing Benchmark/Item
Editing: Capitalization and Punctuation **12 MC** **1 OE**	2 Demonstrates proficiency in writing mechanics (capitalization, punctuation) 4 Self-corrects and corrects others' writing by editing/ proofreading (mechanics, usage, and spelling)
Spelling **8 MC** **0 OE**	2 Demonstrates proficiency in writing mechanics (capitalization, punctuation) 4 Self-corrects and corrects others' writing by editing/ proofreading (mechanics, usage, and spelling)
Sentence Structure (Syntactic) **14 MC** **1 OE**	1 Uses a variety of sentence patterns when writing 3 Demonstrates proficiency in writing usage (subject-verb agreement)
Meaning (Semantic) **11 MC** **2 OE**	5 Develops a paragraph by writing several sentences on one topic in a logical order 6 Uses grade-level vocabulary 7 Summarizes information in written form 8 Responds in writing using sequential order 15 Identifies and writes different types of compositions to inform, entertain, persuade, and describe 16 Writes for various audiences 17 Applies appropriate written information using specialized vocabulary (directions, instructions, recipes, etc.) 18 Creates graphic aids to illustrate written information

MC = Multiple-choice item, OE = Open-ended item

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Mississippi Curriculum Test (Language)
Writing Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Reporting Category	GRADE 5 Mississippi Writing Benchmark/Item
Editing: Capitalization and Punctuation **11 MC** **2 OE**	2 Demonstrates proficiency in writing mechanics (capitalization, punctuation) 4 Self-corrects and corrects others' writing by editing/proofreading (mechanics, usage, and spelling)
Spelling **8 MC** **0 OE**	4 Self-corrects and corrects others' writing by editing/proofreading (mechanics, usage, and spelling)
Sentence Structure (Syntactic) **14 MC** **0 OE**	1 Uses a variety of sentence patterns when writing 3 Demonstrates proficiency in writing usage (subject-verb agreement) 4 Self-corrects and corrects others' writing by editing/proofreading (mechanics, usage, and spelling)
Meaning (Semantic) **12 MC** **2 OE**	5 Uses grade level vocabulary 6 Summarizes passages in writing after reading 7 Predicts story endings in writing 8 Creates new endings for stories in writing 9 Describes characters in stories in writing 10 Responds to text by identifying and writing story elements 11 Responds to text by writing to retell a story 14 Researches various topics such as businesses, places, or jobs and creates written presentations 15 Writes about how a passage makes him/her feel 16 Writes about story elements that made a story fictional 17 Writes about how to identify with people in stories 18 Identifies and writes author's purpose 19 Writes for various audiences 20 Creates different types of compositions to inform, entertain, persuade, and describe

MC = Multiple-choice item, OE = Open-ended item

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Mississippi Curriculum Test (Language)
Writing Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Reporting Category	GRADE 6 Mississippi Writing Benchmark/Item
Editing: Capitalization and Punctuation **11 MC** **2 OE**	4 Demonstrates proficiency in writing mechanics 5 Self-corrects and corrects others' writing by editing/ proofreading (mechanics, usage, and spelling) 23 Writes friendly letters 25 Writes a business letter
Spelling **8 MC** **0 OE**	5 Self-corrects and corrects others' writing by editing/ proofreading (mechanics, usage, and spelling) 23 Writes friendly letters 25 Writes a business letter
Sentence Structure (Syntactic) **16 MC** **0 OE**	1 Demonstrates knowledge of sentence patterns 2 Uses a variety of sentence patterns when writing 3 Demonstrates proficiency in writing usage 5 Self-corrects and corrects others' writing by editing/ proofreading (mechanics, usage, and spelling)
Meaning (Semantic) **10 MC** **2 OE**	3 Demonstrates proficiency in writing usage 6 Uses grade level vocabulary 9 Writes in sequential order about a passage after reading 10 Summarizes key points of a passage 18 Responds to passages using an opinion-based approach 19 Responds to passages using a fact-based approach 20 Identifies and discusses in writing author's purpose for story or passage 22 Creates different types of composition to entertain, inform, persuade, and describe 23 Writes friendly letters 24 Writes thank-you notes 25 Writes a business letter 26 Completes a simple application 27 Creates a list of directions 28 Creates a menu

MC = Multiple-choice item, OE = Open-ended item

The numbers in this table refer to the numbers used in the Writing Instructional Intervention Supplements, which are part of the Mississippi Language Arts Framework 2000. They appear in the Framework as Appendices VII and VIII. Benchmark/items may appear in more than one reporting category.

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Mississippi Curriculum Test (Language)
Writing Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Reporting Category	GRADE 7 Mississippi Writing Benchmark/Item	
Editing: Capitalization and Punctuation **11 MC** **2 OE**	4 6 24 25	Demonstrates proficiency in writing mechanics Self-corrects and corrects others' writing by editing/ proofreading Composes business letters and memos Completes applications, order forms, etc.
Spelling **8 MC** **0 OE**	5 6	Demonstrates correct spelling and applies spelling concepts when writing and editing Self-corrects and corrects others' writing by editing/ proofreading
Sentence Structure (Syntactic) **16 MC** **0 OE**	1 2 3 6	Demonstrates knowledge of sentence patterns Uses a variety of sentence patterns when writing Demonstrates proficiency in writing usage Self-corrects and corrects others' writing by editing/ proofreading
Meaning (Semantic) **10 MC** **2 OE**	2 6 7 9 10 11 12 13 14 15 17 18 19 20 21 22 23 24 25	Uses a variety of sentence patterns when writing Self-corrects and corrects others' writing by editing/ proofreading Uses grade level vocabulary Summarizes main idea and supporting details Summarizes or paraphrases a literary passage Writes character analysis Recalls details and justifies Recreates storyline in sequential order Responds to text by addressing in writing story elements Responds to text by writing to retell a story Organizes content of texts, media, and other printed material to construct a written product Develops and presents a written project Identifies and explains author's purpose Writes to interpret ideas and opinions of others Identifies and composes many types of compositions (narrative, persuasive, expository or informative, descriptive) Writes for various audiences Creates various genres of literary writing (fiction, nonfiction, biography, autobiography, poetry, etc.) Composes business letters and memos Completes applications, order forms, etc.

MC = Multiple-choice item, OE = Open-ended item

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Mississippi Curriculum Test (Language)
Writing Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Reporting Category	GRADE 8 Mississippi Writing Benchmark/Item
Editing: Capitalization and Punctuation **12 MC** **2 OE**	4 Uses proper mechanics and usage 5 Self-corrects and corrects others' writing by editing/ proofreading (proper mechanics, usage, and spelling)
Spelling **8 MC** **0 OE**	5 Self-corrects and corrects others' writing by editing/ proofreading (proper mechanics, usage, and spelling)
Sentence Structure (Syntactic) **14 MC** **0 OE**	1 Identifies and demonstrates knowledge of sentence patterns 2 Utilizes a variety of sentence patterns 4 Uses proper mechanics and usage 7 Writes sequentially to present what has been read
Meaning (Semantic) **11 MC** **2 OE**	2 Utilizes a variety of sentence patterns 5 Self-corrects and corrects others' writing by editing/ proofreading (proper mechanics, usage, and spelling) 6 Utilizes appropriate grade level vocabulary 7 Writes sequentially to present what has been read 9 Summarizes or paraphrases a literary passage 10 Writes character analysis 11 Responds to passages by addressing story elements 12 Compiles information from texts, media, and other printed materials to construct a written product 13 Organizes content of texts, media, and other printed materials to construct a written product 14 Develops and presents a written product 16 Explains and writes author's purpose (inform, entertain, persuade, describe) 17 Writes to interpret ideas and opinions of others 19 Creates different types of composition to entertain, inform, persuade, and describe 20 Creates various genres of literary writing (fiction, nonfiction, biography, autobiography, poetry, etc.) 22 Completes applications, forms, etc. 23 Writes sequence of activities to complete a procedure (directions, instructions)

MC = Multiple-choice item, OE = Open-ended item

The numbers in this table refer to the numbers used in the Writing Instructional Intervention Supplements, which are part of the Mississippi Language Arts Framework 2000. They appear in the Framework as Appendices VII and VIII. Benchmark/items may appear in more than one reporting category.

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Mississippi Curriculum Test (Mathematics)
Mathematics Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Reporting Category	GRADE 2 Mississippi Mathematics Benchmark/Item	
Patterns, Algebraic Thinking **7 MC** **1 OE**	1	Identifies, models, and extends figure patterns
	2	Uses patterns to count pennies, nickels, dimes, and quarters
	3	Skip counts 2s, 3s, 5s, and 10s
	23	Adds and subtracts to find missing addends and subtrahends
Data Analysis, Prediction **7 MC** **1 OE**	4	Tallies, interprets, predicts, and records outcomes based on given information
	5	Creates line, bar, and pictorial graphs using collected data from students and other resources
	6	Interprets graphical data in terms of "more, less, same, most, and least"
	7	Investigates and applies concepts of probability through explorative activities (e.g., always, maybe, sometimes, and never events)
Measurement **8 MC** **0 OE**	2	Uses patterns to count pennies, nickels, dimes, and quarters
	8	Uses appropriate tools and terms to explore measurement
	9	Estimates and measures length, weight, and capacity using standard units of measurement
	10	Categorizes measurement terms according to length, weight, and capacity
	11	Uses convincing arguments to justify the selection of a specific unit of measurement for a given item
	12	Collects and compares seasonal temperatures using a thermometer
	13	Identifies vocabulary terms for time (e.g., before, after, until)
	14	Reads and writes time to the hour, half-hour, quarter of an hour, and five-minute intervals
	15	Uses time to sequence events of the day
	16	Uses the calendar to determine past and future days
	17	Identifies the parts of a clock
	31	Selects and uses the appropriate symbols for dollars and cents
	32	Identifies quarters and half-dollars to count groups of coins
	33	Determines the value of money up to $5.00
	34	Compares given values of money up to $5.00
	35	Finds equal money amounts with different coin and dollar combinations
	36	Makes change up to $1.00
Geometric Concepts **6 MC** **1 OE**	1	Identifies, models, and extends figure patterns
	18	Recognizes, identifies, and creates a circle, quadrilateral, rhombus, square, triangle, trapezoid, hexagon, and parallelogram
	19	Compares and contrasts the characteristics of shapes using various resources
	20	Models and finds the perimeter of simple shapes
	21	Recognizes, describes, and presents models of three-dimensional figures

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Mississippi Curriculum Test (Mathematics)
Mathematics Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Number Sense **17 MC** **1 OE**	3	Skip counts 2s, 3s, 5s, and 10s
	22	Computes the basic facts 0 to 18 for addition and subtraction with and without manipulatives
	23	Adds and subtracts to find missing addends and subtrahends
	24	Uses the inverse relationship of addition and subtraction
	25	Adds and subtracts numbers presented in vertical and horizontal format
	26	Adds two- and three-digit whole numbers with and without regrouping
	27	Subtracts two-digit whole numbers with and without regrouping
	28	Subtracts three-digit whole numbers without regrouping
	29	Models and multiplies numbers 0 to 5 using repeated addition
	30	Uses addition and/or subtraction to solve one- and two-step problems by drawing, discussing, modeling, and writing explanations
	37	Computes multiplication facts 0 to 5
	38	Models multiplication problems by drawing and writing explanations
	39	Identifies, models, and writes numbers 0 to 1000 in order
	40	Sequences numbers using the following terms: before, after, and between
	41	Identifies place value of a given digit in a four-digit number
	42	Identifies and models even and odd numbers
	43	Identifies, discusses, and draws representations of equivalent fractions through one-third
	44	Estimates quantities to the nearest multiple of ten
	45	Groups items by ones, tens, and hundreds
	46	Rounds two-digit whole numbers to the nearest multiple of ten
	47	Uses the symbols <, >, and = to compare two numbers

MC = Multiple-choice item, OE = Open-ended item

The numbers in this table refer to the numbers used in the Mathematics Instructional Intervention Supplements, a resource supplement for the Mississippi Mathematics Framework 2000. Benchmark/items may appear in more than one category.

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Mississippi Curriculum Test (Mathematics)
Mathematics Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Reporting Category	GRADE 3 Mississippi Mathematics Benchmark/Item
Patterns, Algebraic Thinking **7 MC** **1 OE**	1 Recognizes, describes, and extends patterns (e.g., colors, shapes, numbers, and letters) 2 Creates patterns using manipulatives 3 Demonstrates and explains the relationship between numeration and patterns 54 Determines the value of variables to complete number sentences 55 Constructs fact families for the basic operations 56 Models, identifies, and explains the properties of basic operations using appropriate manipulatives • Zero property of multiplication • Inverse operations of addition, subtraction, multiplication, division • Commutative and associative properties of addition and multiplication • Identity property of addition and multiplication
Data Analysis, Prediction **7 MC** **0–1 OE**	17 Compares and interprets quantities represented on different types of graphs (line, bar, circle), and makes predictions based on the information collected 18 Compares data represented on charts and tables 19 Uses appropriate technology and manipulatives to collect, organize, and display data 20 Explores, predicts, and models the number of different combinations of two or more objects 21 Experiments and describes the concepts of probability
Measurement **8 MC** **1 OE**	22 Identifies and compares differences among length, weight/mass, and capacity/volume (English and metric measures) 23 Chooses appropriate units of measurement for length, weight/mass, and capacity/volume 24 Converts between pints, quarts, and gallons 25 Converts miles to feet and yards 26 Compares metric measurements to English measurements 27 Measures using various types of instruments: • Length in millimeters, meters, kilometers, inches, feet, yards • Weight in grams, kilograms, ounces, pounds • Capacity in milliliters, liters, pints, quarts, gallons • Time to nearest minute • Temperature in Celsius and Fahrenheit 28 Uses manipulatives and gridded regions to determine area of shapes 29 Estimates elapsed time 30 Estimates measures of length, weight/mass, and capacity/volume 37 Estimates solutions to problems using basic operations 38 Estimates sums and differences in money problems up to $100.00 39 Uses mental math to solve problems

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Mississippi Curriculum Test (Mathematics)
Mathematics Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Geometric Concepts **6 MC** **0 OE**	32	Identifies polygons with three, four, five, six, eight, and ten sides
	33	Identifies and distinguishes between parallel, intersecting, and perpendicular lines
	34	Identifies right angles and compares them to acute and obtuse angles
	35	Establishes three-dimensional relationships (e.g., circle/sphere, square/cube, triangle/pyramid, and rectangle/rectangular prism)
	36	Explores geometric concepts through appropriate technology and resources
Number Sense **17 MC** **1–2 OE**	4	Reads, models, and counts up to five-digit numbers
	5	Reads and writes number words up to five-digit numbers
	6	Recognizes place value to the ten thousands' place
	7	Identifies the value of a given digit in a five-digit number
	8	Compares and orders five-digit numbers using <, >, and =
	9	Expresses numbers in expanded notation
	10	Regroups hundreds, thousands, and ten-thousands
	11	Identifies points on a number line
	12	Rounds numbers to the nearest 1,000
	13	Recognizes, draws, models, and orders fractions with fourths, fifths, sixths, and eighths
	14	Recognizes, draws, and models equivalent fractions
	15	Reads and writes Roman Numerals 1 to 100
	16	Uses appropriate multimedia resources and manipulatives to explore number values and relationships
	31	Solves word problems using time, money, and measurements
	40	Chooses appropriate operational signs to complete number sentences
	41	Adds and subtracts five-digit numbers with and without regrouping
	42	Adds up to three four-digit addends
	43	Recalls multiplication facts 0 to 5
	44	Models, explores, and states multiplication facts 6 to 12, and division facts 1 to 12
	45	Multiplies up to three-digit numbers by one-digit multipliers with and without regrouping
	46	Divides three-digit numbers by one-digit divisors
	47	Adds and subtracts fractions with like denominators
	48	Models, explores, and recognizes decimals to tenths
	49	Adds and subtracts numbers with decimals to tenths
	50	Adds amounts of money up to $999.99 represented with decimal notation
	51	Subtracts amounts of money from $100.00 or less
	52	Counts change from $5.00 or less
	53	Uses a variety of multimedia and technology resources to solve problems involving basic operations
	57	Solves one- and two-step word problems using the four basic operations
	58	Analyzes word problems to determine if the given information is required for the solution
	59	Creates and writes word problems using one or more of the basic operations
	60	Uses multimedia resources to investigate and solve word problems

MC = Multiple-choice item, OE = Open-ended item

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Mississippi Curriculum Test (Mathematics)
Mathematics Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Reporting Category	GRADE 4 Mississippi Mathematics Benchmark/Item
Patterns, Algebraic Thinking **5 MC** **1 OE**	9 Recognizes, describes, and extends a given pattern 10 Analyzes a given pattern and generates a similar pattern 27 Uses variables and open sentences to solve problems with the four basic operations
Data Analysis, Prediction **7 MC** **1 OE**	11 Collects, organizes, and interprets data using bar graphs, circle graphs, line graphs, pictographs, charts, tables, and tally charts 12 Formulates and solves problems that involve data analysis and prediction 13 Investigates the concepts of probability
Measurement **8 MC** **1 OE**	14 Measures a given object to the nearest fourth of an inch 15 Selects, uses, compares, and converts within the appropriate standard (English and metric) system of measurement 16 Determines the perimeter and areas (grid areas) of appropriate standard and nonstandard geometric figures 17 Identifies the attributes of length, weight, capacity, mass, volume, time, and temperature using English and metric units of measurement 18 Calculates and solves problems with elapsed time
Geometric Concepts **7 MC** **1 OE**	19 Constructs two- and three-dimensional geometric figures with concrete materials 20 Identifies, describes, classifies, and compares two- and three-dimensional geometric shapes, figures, and models 21 Investigates transformational results of slides, flips, and turns 22 Identifies and models points, lines (including parallel, perpendicular, and intersecting lines), line segments, and rays 23 Recognizes right, acute, and obtuse angles 24 Defines and labels the following parts of a circle: center, radius, diameter, chord, and explores the meaning of circumference of a circle 25 Identifies congruent and symmetrical figures 26 Investigates geometric concepts using interactive materials and resources

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Mississippi Curriculum Test (Mathematics)
Mathematics Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Number Sense **18 MC** **0 OE**	1	Reads and writes fractions, six-digit whole numbers, and decimal numbers through hundredths
	2	Orders and compares six-digit whole numbers, decimal numbers through hundredths, and fractions with denominators of twelve or less
	3	Rounds whole numbers to one hundred thousand and rounds decimal numbers through hundredths
	4	Identifies, draws, and models equivalent fractions
	5	Uses real-life objects to represent, draw, and explain the relationships between fractions and decimals
	6	Utilizes a variety of multimedia and technology resources to explore numerical relationships
	7	Models and identifies factors and multiples of whole numbers to one hundred
	8	Counts change to $10.00
	28	Estimates sums, differences, products, and quotients using a variety of techniques
	29	Determines whether estimated answers are reasonable and units are appropriate
	30	Estimates and uses mental computation to solve real-life problems
	31	Adds and subtracts six-digit whole numbers with and without regrouping
	32	Adds and subtracts decimals to tenths, hundredths, and thousandths
	33	Multiplies whole numbers by one-digit multipliers and divides by one-digit divisors with and without remainders
	34	Adds, subtracts, multiplies, and divides money amounts
	35	Explores the four basic operations through appropriate multimedia resources
	36	Adds and subtracts fractions with like and unlike denominators
	37	Applies problem-solving techniques to solve one- and two-step problems involving the basic operations

MC = Multiple-choice item, OE = Open-ended item

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Mississippi Curriculum Test (Mathematics)
Mathematics Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Reporting Category	GRADE 5 Mississippi Mathematics Benchmark/Item	
Patterns, Algebraic Thinking **6 MC** **0 OE**	35	Uses symbols and variables in addition, subtraction, multiplication, and division problems
Data Analysis, Prediction **7 MC** **1 OE**	8	Investigates the probability and patterns in tossing coins, number cubes, and spinners
	9	Draws and labels bar, line, and circle graphs, and pictographs
	10	Gathers, organizes, and analyzes data to create tables, charts, and graphs
	11	Incorporates appropriate technology and manipulatives to explore data collection, organization, and interpretation
Measurement **8 MC** **1 OE**	12	Finds measurement of length to the nearest millimeter in the metric system and one-eighth inch in the English system
	13	Determines appropriate units of measurement for mass, length, distance, volume, and time in the standard (English and metric) systems
	14	Uses appropriate tools to measure area, perimeter, circumference, radius, and diameter in the standard (English and metric) systems
	15	Converts units within a given measurement system
	16	Estimates measurements of various objects
	17	Solves multi-step problems using suitable measurements
	18	Incorporates appropriate technology and manipulatives to explore measurements
Geometric Concepts **9 MC** **1 OE**	19	Draws, labels, describes, classifies, and identifies points, lines, line segments, and rays
	20	Identifies, classifies, and finds the perimeter of polygons
	21	Finds the area of squares and rectangles
	22	Incorporates appropriate technology and manipulatives to explore geometric figures
	23	Solves multi-step problems using geometric ideas
	24	Models, draws, and describes transformations (flips, slides, and turns) of two-dimensional figures
	25	Draws, measures, labels, describes, and classifies angles, quadrilaterals, and triangles

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Mississippi Curriculum Test (Mathematics)
Mathematics Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Number Sense **15 MC** **1 OE**	1	Compares and orders nine-digit whole numbers, decimals to the nearest thousandth, like and unlike fractions, and mixed numerals using appropriate symbols
	2	Reads and writes standard form and expanded notation for numbers through hundred millions
	3	Uses divisibility rules to identify factors and multiples of whole numbers to 500
	4	Models and distinguishes between prime and composite numbers, factors, and common factors, multiples and common multiples
	5	Models and shows relationships among fractions, decimals, and percents
	6	Models, identifies, and writes equivalent fractions, including improper fractions and mixed numerals with like and unlike denominators
	7	Develops the terminology relating to percent and computes percentages of 10, 20, 25, and 50 percent of a number
	26	Adds and subtracts nine-digit numbers with and without regrouping
	27	Multiplies four-digit by two-digit number multipliers
	28	Divides by two-digit divisors with and without remainders
	29	Adds and subtracts like/unlike fractions and mixed numerals
	30	Adds and subtracts decimals
	31	Solves problems dealing with money
	32	Determines unit price when given total cost of items
	33	Incorporates appropriate technology and manipulatives to explore basic operations of whole numbers, fractions, mixed numbers, and decimals
	34	Solves multi-step word problems using the four basic operations with computation and estimation
	35	Uses symbols and variables in addition, subtraction, multiplication, and division problems
	36	Selects and uses estimation techniques appropriate to specific problems

MC = Multiple-choice item, OE = Open-ended item

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Mississippi Curriculum Test (Mathematics)
Mathematics Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Reporting Category	GRADE 6 Mississippi Mathematics Benchmark/Item	
Patterns, Algebraic Thinking **7 MC** **1 OE**	1	Solves equations in one variable using addition and subtraction
	2	Models simple addition and subtraction problems using integers on a number line
	3	Recognizes and continues a number pattern and/or geometric representation (e.g., triangular numbers)
	4	States a rule to explain a number pattern
	5	Uses whole numbers to complete a function table based on a given rule
	18	Locates points in all four quadrants of the coordinate plane
Data Analysis, Prediction **7 MC** **1 OE**	7	Reads and constructs line and bar graphs as well as pictographs
	8	Reads and interprets circle graphs using percents
	9	Constructs and explains a frequency table
	10	Uses probability to predict the outcome of a single event, and expresses the result as a fraction or decimal
	11	Estimates and compares data to include mean, median, and mode
	12	Solves problems involving combinations
Measurement **8 MC** **1 OE**	13	Measures length to the nearest one-sixteenth inch
	14	Identifies appropriate units for measuring length, weight, volume, and temperature in the standard (English and metric) systems
	15	Uses appropriate mathematical tools for determining length, weight, volume, and temperature in the standard (English and metric) systems
	16	Uses estimation to solve problems in the standard (English and metric) systems
	17	Converts units within a measurement system
	40	Explores the relationships among integers
Geometric Concepts **8 MC** **1 OE**	19	Draws points, lines (parallel, perpendicular, intersecting), line segments, and rays
	20	Identifies, classifies, and measures right, acute, obtuse, and straight angles
	21	Creates tessellations with polygons
	22	Explores the relationships of three-dimensional figures, including vertices, faces, and edges, using manipulative materials
	23	Describes, compares, constructs, classifies, and identifies flips, slides, and turns (reflections, translations, and rotations)
	24	Calculates the area of parallelograms (squares and rectangles) without using calculators
	25	Finds the circumference of a circle with and without the use of manipulative materials
	26	Determines the area of a circle with and without the use of a calculator
	27	Finds the volume of cubes and rectangular prisms with and without the use of calculators

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Mississippi Curriculum Test (Mathematics)
Mathematics Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Number Sense	6	Creates and solves proportional equations using one variable
	28	Reads, writes, and rounds twelve-digit whole numbers
15 MC	29	Compares and orders whole numbers using <, >, and =
0 OE	30	Writes twelve-digit whole numbers using expanded notation
	31	Reads, writes, and rounds decimal numbers to the nearest ten-thousandth
	32	Compares and orders decimal numbers using <, >, and =
	33	Writes decimal numbers through the nearest ten-thousandth using expanded notation
	34	Uses estimation to determine accuracy of solutions
	35	Multiplies a three-digit decimal number by a two-digit decimal number
	36	Divides a five-digit decimal number by a two-digit decimal number
	37	Rounds decimal quotients to the nearest whole number, tenth, and hundredth
	38	Estimates and solves one- and two-step problems involving addition, subtraction, multiplication, and division of decimals, with and without calculators
	39	Uses the rules of divisibility to determine factors and multiples of a given number
	41	Models and writes the prime factorization of a number using exponential notation
	42	Distinguishes between prime and composite numbers with and without the use of calculators
	43	Uses the greatest common factor (GCF) to simplify fractions
	44	Uses the least common multiple (LCM) to find common denominators
	45	Converts among fractions, decimals, and percents
	46	Finds the percent of a number
	47	Estimates and calculates sale price and/or original price using discount rates
	48	Compares and orders fractions as well as mixed numerals
	49	Determines equivalent forms of fractions
	50	Uses a variety of techniques to express a fraction in simplest form
	51	Locates fractions, decimals, and mixed numerals on a number line
	52	Adds and subtracts mixed numerals with and without regrouping, expressing the answer in simplest form using like and unlike denominators
	53	Multiplies and divides proper fractions as well as mixed numerals expressing the answer in simplest form
	54	Estimates, solves, and compares solutions to one- and two-step problems involving addition, subtraction, multiplication, and division of proper fractions and mixed numerals
	55	Demonstrates different ways to express ratios

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Mississippi Curriculum Test (Mathematics)
Mathematics Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Reporting Category	GRADE 7 Mississippi Mathematics Benchmark/Item	
Patterns, Algebraic Thinking **9 MC** **1 OE**	3	Translates between simple algebraic expressions and verbal phrases
	4	Solves linear equations using the addition, subtraction, multiplication, and division properties of equality with integer solutions
	5	Writes a real-world situation from a given equation
	6	Writes and solves equations that represent problem-solving situations
	40	Uses the order of operations to simplify and/or evaluate numerical and algebraic expressions with and without calculators
Data Analysis, Prediction **7 MC** **1 OE**	7	Organizes data in a frequency table
	8	Interprets and constructs histograms, line graphs, and bar graphs
	9	Interprets and constructs circle graphs when given degrees
	10	Interprets and constructs stem-and-leaf plots and line plots from data
	11	Estimates and compares data, including mean, median, mode, and range of a set of data
	12	Predicts and recognizes data from statistical graphs
	13	Determines probability of a single event
	14	Uses simple permutations and combinations
Measurement **5 MC** **1 OE**	15	Converts within a standard measurement system (English and metric)
	16	Converts temperature using the Fahrenheit and Celsius formulas
	17	Uses standard units of measurement to solve application problems
Geometric Concepts **9 MC** **1 OE**	18	Identifies polygons with up to twelve sides
	19	Classifies and compares the properties of quadrilaterals
	20	Classifies and measures angles
	21	Classifies triangles by sides and angles
	22	Finds the perimeter of polygons
	23	Finds the area of triangles and quadrilaterals
	24	Finds the circumference and area of a circle
	25	Identifies congruent segments, angles, and polygons
	26	Develops relationships of faces, vertices, and edges of three-dimensional figures
	27	Performs transformations (rotations, reflections, translations) on plane figures using physical models and graph paper
	28	Investigates symmetry of polygons
	29	Develops and applies the Pythagorean Theorem to find missing sides of right triangles

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Mississippi Curriculum Test (Mathematics)
Mathematics Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Number Sense **15 MC** **0 OE**	1	Describes and extends patterns in sequences
	2	Identifies and uses the commutative, associative, distributive, and identity properties
	30	Graphs ordered pairs on a coordinate plane
	31	Uses powers of ten to multiply and divide decimals
	32	Uses patterns to develop the concept of exponents
	33	Writes numbers in standard and exponential form
	34	Converts between standard form and scientific notation
	35	Finds and uses prime factorization with exponents to obtain the greatest common factor (GCF) and least common multiple (LCM)
	36	Uses patterns to develop the concept of roots of perfect squares with and without calculators
	37	Recognizes and writes integers, including opposites and absolute value
	38	Compares and orders integers
	39	Adds, subtracts, multiplies, and divides integers with and without calculators
	41	Compares, orders, rounds, and estimates decimals
	42	Adds, subtracts, multiplies, and divides decimals in real-life situations with and without calculators
	43	Converts decimals, fractions, and mixed numbers
	44	Expresses ratios as fractions
	45	Adds, subtracts, multiplies, and divides fractions and mixed numbers
	46	Uses estimation to add, subtract, multiply, and divide fractions
	47	Explores equivalent ratios and expresses them in simplest form
	48	Solves problems involving proportions
	49	Determines unit rates
	50	Uses models to illustrate the meaning of percent
	51	Converts decimals, fractions, mixed numbers, and percents
	52	Determines the percent of a number
	53	Estimates decimals, fractions, and percents
	54	Uses proportions and equations to solve problems with rate, base, and part with and without calculators
	55	Finds the percent of increase and decrease
	56	Solves problems involving sales tax, discount, and simple interest with and without calculators

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Mississippi Curriculum Test (Mathematics)
Mathematics Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Reporting Category	GRADE 8 Mississippi Mathematics Benchmark/Item	
Patterns, Algebraic Thinking **8 MC** **1 OE**	1	Identifies and applies the commutative, associative, and distributive properties
	2	Distinguishes between numerical and algebraic expressions, equations, and inequalities
	3	Converts between word phrases or sentences and algebraic expressions, equations, or inequalities
	4	Simplifies and evaluates numerical and algebraic expressions
	5	Solves and checks one- and two-step linear equations and inequalities
	6	Solves and checks multi-step linear equations using the distributive property
	7	Graphs solutions to inequalities on a number line
	8	Writes a corresponding real-life situation from an algebraic expression
	29	Identifies the *x*- and *y*-axis, the origin, and the quadrants of a coordinate plane
	30	Plots ordered pairs
	31	Labels the *x* and *y* coordinates for a given point
	32	Uses tables and graphs simple linear equations
Data Analysis, Prediction **7 MC** **1 OE**	9	Interprets and constructs frequency tables and charts
	10	Finds the mean, median, mode, and range of a given set of data
	11	Interprets and constructs bar graphs, line graphs, circle graphs, and pictographs from given data
	12	Interprets and constructs stem-and-leaf, box-and-whisker, and scatter plots from given data
	13	Predicts patterns or trends based on given data
	14	Uses combinations and permutations in application problems
	15	Calculates and applies basic probability
Measurement **5 MC** **1 OE**	16	Converts, performs basic operations, and solves word problems using standard measurements
	17	Measures line segments and finds dimensions of given figures using standard measurements
	18	Writes and solves real-life problems involving standard measurements
	19	Selects appropriate units of measurement for real-life problems

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Mississippi Curriculum Test (Mathematics)
Mathematics Benchmark/Items Assessed Within Each Reporting Category
May 30, 2001

Geometric Concepts **9 MC** **1 OE**	20	Identifies parallel, perpendicular, intersecting, and skew lines
	21	Identifies and describes characteristics of polygons
	22	Finds the perimeter and area of polygons and the circumference and area of circles
	23	Classifies, draws, and measures acute, obtuse, right, and straight angles
	24	Identifies and finds the missing angle measure for adjacent, vertical, complementary, and supplementary angles
	25	Locates and identifies angles formed by parallel lines cut by a transversal (e.g., corresponding, alternate interior, and alternate exterior)
	26	Classifies triangles by sides and angles, and finds the missing angle measure
	27	Identifies three-dimensional figures and describes their faces, vertices, and edges
	28	Uses the Pythagorean Theorem to solve problems with/without a calculator
Number Sense **15 MC** **0 OE**	33	Simplifies expressions using order of operations
	34	Uses the rules of exponents when multiplying or dividing like bases and when raising a power to a power
	35	Multiplies and divides numbers by powers of ten
	36	Converts between standard form and scientific notation
	37	Multiplies and divides numbers written in scientific notation
	38	Evaluates and estimates powers, squares, and square roots with and without calculators
	39	Classifies and gives examples of real numbers such as natural, whole, integers, rational, and irrational
	40	Identifies, compares, and orders fractions and decimals
	41	Rounds and estimates using fractions and decimals
	42	Solves real-life problems involving addition, subtraction, multiplication, and division of fractions, decimals, and mixed numbers
	43	Determines the absolute value and additive inverse of real numbers
	44	Classifies, compares, and orders integers and rational numbers
	45	Adds, subtracts, multiplies, and divides integers and rational numbers with and without calculators
	46	Writes ratios comparing given data
	47	Converts among ratios, decimals, and percents
	48	Solves proportions
	49	Solves for part, rate, or base
	50	Finds commissions and rates of commission, discounts, sale prices, sales tax, and simple interest
	51	Finds percent of increase and decrease
	52	Writes and solves real-life word problems using percents with and without calculators

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Appendix II.

TestMate Clarity/Data Exchange

The Mississippi Department of Education provided each school district with basic TestMate Clarity® software in September 2000. TestMate Clarity is a tool for managing student test results, rerostering student data, and creating custom reports. In December 2001, the Department also provided districts with the Data Exchange module as an enhancement to the software system.

Using this software system, districts can restructure test information to meet local instructional purposes at any time during the school year. For example, using the prior year's test data, reports generated at the beginning of the school year can be compared to reports created at the end of the year in order to determine student progress.

TestMate Clarity software can generate reports at the district, school, and classroom levels to support information needs for various users. For instance, once student schedules are prepared, the schedule information can be added into the TestMate Clarity software. Reports printed by class for educators will show the new schedule and the prior year's test results.

The software allows users to preselect the following: the criteria for grouping students to be included in a report, the subject and scores to be reported, and the order in which the students are sorted and/or ranked in the report.

The Data Exchange module makes it easy for districts to import or export test information and scored data. The software offers other useful features, such as the ability to create graphic reports and to send data to a graphic program (e.g., Excel). In July 2004, individual student test scores from the Mississippi Curriculum Test will be delivered to districts on CD/ROM for data input into the software system.

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Resources

1. **MDE Web site address:** http://www.mde.k12.ms.us/
   (See Web site links noted below.)
2. **MS Language Arts Curriculum Framework 2000**
   - Reading Instructional Intervention Supplements, which include benchmarks, assessments, and strategies
   - Writing Instructional Intervention Supplements, which include benchmarks, assessments, and strategies
     - *Links from MDE Web site: Publications/K12 Curriculum Frameworks* and *Reading and Writing Resources*
3. **MS Mathematics Curriculum Framework 2002**
   - Benchmarks, assessments, and strategies
     - *Links from MDE Web site: Publications/K12 Curriculum Frameworks*
4. **MS Curriculum Test Blueprints**
     - *Links from MDE Web site: Student Assessment/Grade Level Testing Program/Mississippi Curriculum Test/Test Blueprints*
5. **Sample Items**
   - Mississippi Grade Level Testing Program Sample Items, Grades 2–8, Reading, Language, and Mathematics
     - *Links from MDE Web site: Student Assessment/Grade Level Testing Program/Mississippi Curriculum Test/Practice Tests*
   - MS Grade Level Testing Program Writing Assessment, Grades 4 and 7
     - *Links from MDE Web site: Student Assessment/Grade Level Testing Program/Grades 4 and 7 Writing Assessment/Sample Writing Rubrics and Student Writing Responses*
6. ***Writing Assessment in the Mississippi Public Schools* video, 2001**
7. ***Mississippi Curriculum Testing: Interpreting and Using the Data* video with companion training manual, 2001**
8. ***Understanding and Implementing the Grade 3 and Grade 7 Benchmark Policy* video, 2002**
9. **Guide for Teachers**
10. **Parent Guide**
11. **A Home Guide to Understanding Tests (brochure)**
12. **Interpretive Guide for Teachers and Administrators 2004**

Contact your District Test Coordinator for information regarding the resources provided to your school district.

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Notes

Notes

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