

ST. LOUIS PUBLIC SCHOOLS

# Parent

## PULSE

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Special MAP Testing Edition



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*Parent Pulse* is a publication created by the Office of Public Information. It is designed to keep parents of the St. Louis Public School District informed about news and events associated with their school system.

If you have questions, please contact Julie Linder at (314) 345-2367 or via email at [Julie.Linder@slps.org](mailto:Julie.Linder@slps.org).

## MAP & EOC: What Do They Mean?



The Missouri Assessment Program (MAP) is one of several educational reforms mandated by the Outstanding Schools Act of 1993. As a result of this legislation, the State Board of Education directed the Missouri Department of Elementary and Secondary Education (DESE) to identify the knowledge, skills, and competencies that Missouri students should acquire by the time they complete high school and to assess student progress toward these academic standards.

DESE staff worked with educators, parents, and business professionals from throughout the state to develop the Show Me Standards and to create the MAP as a tool for evaluating the proficiencies represented by the Standards.

### Who takes the Grade-Level Assessment?

All students in grades 3-8 in Missouri will take the MAP tests in communications arts and mathematics. Students

in grades 5 and 8 also take the science MAP test. High School students take the MAP EOC (End of Course) tests in Algebra 1, English II, Biology, and American Government.

### Who is exempt from taking the MAP exams?

A few groups of students may be exempt from certain portions or all of the assessment. Those include:

- Students whose IEP teams have determined that the MAP-A is the appropriate assessment do not have to take the Grade-Level assessment.
- English Language Learners (ELL) who have been in the United States 12 months or fewer at the time of administration may be exempt from taking the Communication Arts portion. All other content areas must be assessed.
- Foreign exchange students are allowed, but are not required to take the assessment. This is a district decision.
- Homeschooled students may take part in the assessment at the local district's discretion.
- Private school students are not

required to take the Grade-Level assessment.

### What kinds of questions are on the test?

There are two types of questions on the Grade-Level assessment:

- Multiple choice items are composed of selected response questions developed specifically for Missouri, or the survey portion of TerraNova, a nationally norm-referenced test.
- Constructed response items require students to supply an appropriate response rather than making a selection from a list of choices.

### Is the Grade-Level Assessment available in languages other than English?

No. The test is available only in English.



# Sample Communication Arts MAP Question Provided by DESE



**3rd Grade:** Once there were two sisters. Hannah was the older sister. Mary was the younger sister. Hannah was much older. And Mary was much younger.

They lived in a cottage beside the road. They were very poor, but they were happy.

Mary thought Hannah was the best sister in the world. She was a wonderful cook. She kept the cottage neat and clean. And she took such good care of Mary.

Hannah thought Mary was the best sister in the world. She was always jolly. And she was so very clever. No matter what Mary did, Hannah thought it was right.

As time went by, they grew poorer and poorer. They were so poor that all they had left in the world was their horse. Their old cow and pig had died. They had eaten their ducks.

One day, Hannah said, "Today is market day. Take the horse and sell him. Or trade him for something useful."

"What do you have in mind?" Mary asked.

"Whatever you do will be right," said Hannah.

Off to town went Mary, riding on the horse.

There were many other people on their way to market. A young man was leading a small goat.

"That's a fine goat," said Mary. "Would you care to trade it for my horse?"

"Yes, I would," answered the young man, for anyone knew a horse was better than a goat.

"My sister will be pleased to have a goat to milk," said Mary.

She started back home.

She met a woman who was carrying a fat, gray goose.

"My sister would like that goose," Mary said. "She could make a feather pillow. And she could cook us a fine goose dinner. Would you trade it for this goat?"

"But of course," said the woman, for anyone knew a goat was better than a goose.

Next she met a little girl carrying a red hen.

"Oh, what a pretty little hen," said Mary. "If my sister had that little hen she would have all the eggs she needed. She could make fine cakes and puddings."

"I'll trade you for your goose," said the little girl.

The trade was made. The little girl skipped off, carrying the goose.



Mary met a small boy. He was carrying a big sack over his shoulder. The boy was crying.

"What is wrong?" asked Mary. "And what have you in the sack?"

"Apples," sniffled the boy. "Old apples. All that was left on the ground after our neighbor finished his picking. Maybe I can sell them for a few pennies. My mother is very ill . . ." The boy began to cry harder than ever.

"There, there," said Mary. "Give me the apples and take this little hen. Her eggs will be good for your mother."

Off ran the boy, carrying the little red hen under his arm.

When Mary got home, she found Hannah in the cottage spinning wool into yarn on a spinning wheel.

"What did you trade the horse for, sister?" asked Hannah.

"For a goat," Mary answered.

"Oh, fine," cried Hannah. "A goat will give us milk."

"But I traded the goat for a goose," Mary said.

Well, a goose is good," said Hannah. "We can bake it and make a pillow with the feathers."

"But sister," said Mary. "I traded the goose for a hen."

"Oh, the hen will lay eggs!" exclaimed Hannah. "I can make cakes and puddings."

"Dear sister," said Mary. "I met a boy whose mother was very ill. I traded the hen for his sack of apples. The little hen's eggs will be good for his mother."

"How kind you are," said Hannah. She opened the sack of apples.

"Oh, Mary," she sighed. "These are not good apples. They are nearly rotten. What can we do with them?"

Mary smiled. "We will make apple cider. We will sell it at market. We will plant the seeds and grow a fine orchard. We will no longer be poor."

"Of course!" cried Hannah. "Oh Mary, you are always right!"

**Which of these tells the order of the story "Mary Is Always Right"?**

- a) Hannah's and Mary's lives are described. Then the story tells the events of one day in their lives.
- b) Directions for an activity are given. Then the story tells how Hannah and Mary do the activity.
- c) The story starts when Hannah and Mary are young and describes their lives until the present.
- d) The story starts at the beginning of a week in Hannah's and Mary's lives and ends at the end of the week.

*Answers found on Page 4.*





# Sample Math MAP Questions

**3rd Grade:** Jason is 14 years old. Devon is 5 years younger than Jason. Which number sentence can be used to find how old Devon is?

- a)  $14 + \underline{\quad} = 5$
- b)  $5 + 14 = \underline{\quad}$
- c)  $\underline{\quad} - 5 = 14$
- d)  $14 - 5 = \underline{\quad}$

**4th Grade:** Study the number patterns: 195, 190, 185, 180, 175, ... What rule is used to find the next number in the pattern?

- a) add 10
- b) subtract 15
- c) add 5
- d) subtract 5

**5th Grade:** A jump rope is 5 feet 8 inches long. What is the length, in inches, of the jump rope?

- a) 12 inches
- b) 40 inches
- c) 58 inches
- d) 68 inches

**6th Grade:** Each of the 3 sixth-grade classes at Jefferson School has 25 students. On picture day, a few students were absent. Which expression shows how many sixth-grade students had their pictures taken? ( $p$  = number of sixth-grade students who were absent on picture day)

- a)  $(25 - p) \times 3$
- b)  $(25 - p) / 3$
- c)  $(25 \times 3) - p$
- d)  $(25 / 3) - p$

**7th Grade:** Look at the pattern: 8, 15, 29, 57, ... Which rule represents this pattern?

- a) Add 7 to the previous number.
- b) Add 14 to the previous number.
- c) Multiply the previous number by 2 and add 1.
- d) Multiply the previous number by 2 and subtract 1.

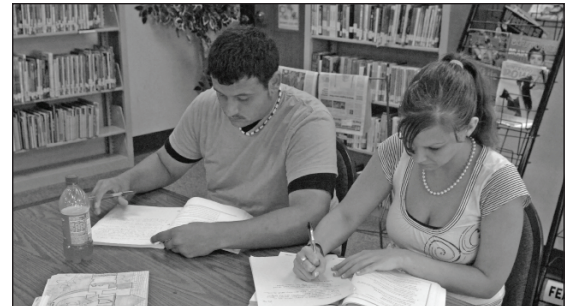
**8th Grade:** Joe has a sales job that pays him \$3,000 per month and he also earns 10% of his monthly sales as a commission. On the line below, write an expression that can be used to find Joe's total earnings for a month. Let "D" represent his sales for the month, in dollars.

Expression:

One month Joe's total sales were \$34,000. What was the amount of Joe's earnings for that month?

*ALL MAP Sample Questions provided by the Missouri Department of Elementary and Secondary Education*

*Answers found on Page 4.*



# Sample Science MAP Questions

**5th Grade:** The fifth grade class raised Monarch caterpillars. They kept the eggs in a cage at 25 ° C. Several of the eggs hatched at the end of the first day. Every day the class fed each caterpillar three leaves from the Missouri milkweed plant. The class decided that they would monitor the growth rate of the caterpillars. The students measured the caterpillars at 1:30 p.m. every day for five days.

Put these steps of an experiment in the correct order.

- Collect, record data
- Write a hypothesis
- Write a conclusion
- Write a testable question
- Do the experiment

The first one has been done for you.

1. Write a testable question
- 2.
- 3.

- 4.
- 5.

**8th Grade:** Carlos and Kim did a science project about friction, testing different surfaces on a ramp. They wondered if surfaces with more friction would slow toy cars down so that they would not travel as far. They decided to test three surfaces, sand paper, waxed paper, and painted wood, using the following procedure:

1. They made a wooden ramp and covered the ramp with paint.
2. They held a toy car at a starting line at the top of the ramp and then released it.
3. Using a metric ruler, they measured how far the car rolled after it left the ramp and recorded their results.
4. They repeated steps 2 and 3 using waxed paper on top of

the painted surface.

5. They repeated steps 2 and 3 using sandpaper on top of the painted surface.

Write a reasonable hypothesis for the experiment that Carlos and Kim conducted.

*Answers found on Page 4.*



## Sample MAP Question Answers

3rd Grade Communication Arts Answer: A

3rd Grade Math Answer: D

4th Grade Math Answer: D

5th Grade Math Answer: D

6th Grade Math Answer: C

7th Grade Math Answer: D

8th Grade Math Answers: 1) \$3,000+(10%D) 2) \$6,400.00

5th Grade Science Answers: 1) Write a testable question 2) Write a hypothesis 3) Do the experiment 4) Collect, record data 5) Write a conclusion

**8th Grade Science Answer Options:** If the type of surface gets rougher, then the car will not travel as far; If the amount of friction increases, then the car will not travel as far; If there is less friction, then the car will travel further; OR any reasonable hypothesis based on the testable question that predicts an effect, or the lack of effect, of the independent variable on the dependent variable.



## Test Taking Tips

By, [www.TestTakingTips.com](http://www.TestTakingTips.com)

- Bring a watch to the test with you so that you can better pace yourself.
- Keep a positive attitude throughout the whole test and try to stay relaxed. If you start to feel nervous take a few deep breaths to relax.
- Keep your eyes on your own paper, you don't want to appear to be cheating and cause unnecessary trouble for yourself.
- Do the easiest problems first. Don't stay on a problem that you are stuck on especially when time is a factor.
- Don't rush but pace yourself. Read the entire question and look for keywords.
- Write legibly. If the grader can't read what you wrote, they'll most likely mark it wrong.
- Always read the whole question carefully. Don't make assumptions about what the question might be.
- If you don't know an answer, skip it. Go on with the rest of the test and come back to it later. Other parts of the test may have some information that will help you out with that question.
- Don't worry if others finish before you. Focus on the test in front of you.
- If you have time left when you are finished, look over your test. Make sure that you have answered all the questions. Only change an answer if you misread or misinterpreted the question because the first answer that you put is usually the correct one. Watch out for careless mistakes and proofread your essay and/or short answer questions.
- Double check to make sure that you put your first and last name on the test.

*The St. Louis Public Schools District has provided an email address to submit questions and/or comments. Please feel free to contact the St. Louis Public Schools District with MAP comments or questions by emailing [MAP-EOC@slps.org](mailto:MAP-EOC@slps.org)*

## SLPS SUPPORT NUMBERS

Weather Emergency Hotline:  
(314) 345-2466

Events Hotline:  
(314) 345-INFO (4636)

School Safety Anonymous Tips Hotline:  
(314) 345-SLPS (7577)

Transportation Support:  
(314) 633-5100

Recruitment and Enrollment:  
(314) 633-5200

