MAP-A Exemplar Samples

Sample 1- Communication Arts- Grade 11

Strand: Apply a writing process in composing text or write effectively in various forms and types of writing.

Big Idea: Write effectively in various forms and types of writing.

Concept: Narrative and Descriptive Writing

API: (WP 2.3) Relate a series of events in chronological order, including beginning and end.

Task/Activity: Chet was shown 5 pictures of himself engaged in different activities throughout the school day; Chet was instructed to put the pictures in chronological order so he could share the events of his school day with his parents at parent-teacher conferences, particularly his activity at the beginning of the day and end of the day. Through eye gaze, Chet indicated to the para in what order to assemble the pictures.

Level of Accuracy: Chet was able to put 3 of the 5 pictures in the correct order for 60% accuracy. Level of Accuracy = 60%.

Level of Independence: Chet required task-specific assistance to place each of the pictures in order. This gave him a 0% level of independence. Level of Independence = 0%.

Notes: In this example, the teacher chose to provide task-specific assistance for each step in the activity in order to make the activity accessible to the student.

MAP-A Exemplar Samples

Sample 2- Communication Arts- Grade 6

Strand: Develop and apply skills and strategies to the reading process.

Big Idea: Develop and apply skills and strategies to the reading process.

Concept: Post-reading

API: (RP 3.3) Recount beginning, middle, and end of story.

Task/Activity: The teacher read a short story to Randy. For his sharing time activity, Randy was asked to share what the story was about with his classmates who had not heard the story; Randy did this by selecting symbols that represent the beginning, middle, and end of the story.

Level of Accuracy: The teacher read *Artemis and the Aardvark* to Randy. Using symbols that represent details from the story, Randy was able to accurately recount the beginning, middle, and end of the story to his classmates. Level of Accuracy = 100%.

Level of Independence: Randy required no prompting for the beginning or the end of the story. Randy had trouble remembering the middle of the story and was prompted by the teacher with a leading question. Randy received 2 out of 3 for independence. Level of Independence = 67%.

MAP-A Exemplar Samples

Sample 3- Communication Arts- Grade 4

Strand: Compose well-developed text using standard English conventions.

Big Idea: Compose well-developed text using standard English conventions.

Concept: Spelling

API: (WC 4.1) Use correct spelling of own first and last names, and/or personal information.

Task/Activity: In order for Orville to check out books in the future, he needed to fill out an application for a new library card. The application was filled out for Orville, and he was instructed to sign it using the correct spelling of his first and last name.

Level of Accuracy: There were total of 10 letters in Orville's first and last name. Orville correctly wrote his first and last name, giving him an accuracy rate of 100%. Level of Accuracy = 100%.

Level of Independence: Orville needed task-specific assistance to select the letter "y" in order to spell his last name. He independently selected the other nine letters for an independence score of 90%. Level of Independence = 90%.

MAP-A Exemplar Samples

Sample 4- Mathematics- Grade 3

Strand: Algebraic Relationships

Big Idea: Understand patterns, relations, and functions

Concept: Create and analyze patterns

API: (AR 2.1a) Create a simple repeating pattern with concrete materials.

Task/Activity: In art class, Harry made a simple pattern with beads when making a necklace for his mother. The para placed two bowls of beads, one with red beads and one with blue beads, on the table in front of Harry. Harry decided on a pattern of one red bead and two blue beads. Harry used eye gaze to indicate to the para from which bowl to select the next bead in the pattern. The para would then string the bead and show Harry, who would acknowledge by shaking his head if the bead was correct. Data was collected on Harry selecting 3 beads in sequence to repeat the pattern four times.

Level of Accuracy: Harry accurately continued the pattern of one red bead two blue beads for three out of four sets. Level of Accuracy = 75%.

Level of Independence: Harry needed 3 redirection prompts from the para to maintain his attention to the beads. He independently selected 4 sets of 3 beads for the para to complete the necklace. Level of Independence =100%.

Notes: Redirection prompts are only to focus Harry's attention to the beads. They are not task-specific, but it is important to note that the description of level of independence specifically mentions the purpose of the tasks as redirecting the student's attention. If the first sentence read only "Harry needed 3 prompts," it would be unclear that the prompts were not task-specific and therefore had no impact on the level of independence.

MAP-A Exemplar Samples

Sample 5- Mathematics- Grade 10

Strand: Measurement

Big Idea: Understand measurable attributes of objects and the units, systems, and processes of measurement

Concept: Count and compute money

API: (ME 3.4a) Select the coins and/or bills needed to make a purchase.

Task/Activity: Milton will buy a soda from the machine in the cafeteria for lunch each day of the week. On each day, Milton is given an assortment of change equaling one dollar and must select 60 cents in order to buy his soda.

Level of Accuracy: Over a five-day period, Milton was able to correctly select the needed coins to make a purchase five out of five times. Level of Accuracy = 100%.

Level of Independence: Milton required task-specific assistance two out of the five days to select the needed coins. His level of independence was 3 out of 5 for 60%. Level of Independence = 60%.

MAP-A Exemplar Samples

Sample 6- Mathematics- Grade 7

Strand: Data and Probability

Big Idea: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them

Concept: Represent and interpret data

API: (DP3.1a) Attend to charts, graphs, or tables.

Task/Activity: In preparation for a class outing, the teacher made a table on the board using picture symbols representing possible restaurant choices for lunch. Each student, including Rick, indicated the restaurant they would prefer. Tally marks were placed next to the restaurant symbols as students made their choices.

Level of Accuracy: The class discussion took 20 minutes, and Rick had to pay attention for each of the four 5-minute segments. Rick paid attention to the class discussion for all four segments. 4/4 accuracy. Level of Accuracy = 100%.

Level of Independence: Rick was prompted to pay attention during one of the four 5-minute segments. This gave him 3 out of 4 for independence. Level of Independence = 75%.

Notes: Rick's choice is not part of the activity score. Prompting the student to pay attention is task-specific in this activity because the API calls for the student to "attend to" something.

MAP-A Exemplar Samples

Sample 7- Science- Grade 5

Process Strand: Impact of Science, Technology, and Human Activity

Big Idea: The nature of technology can advance, and is advanced by, science as it seeks to apply scientific knowledge in ways that meet human needs.

Concept: Designed objects are used to do things better or more easily and to do some things that could not otherwise be done at all.

Process API: (ST1.2) Explore objects that have been designed and made by people (e.g., houses, cars, airplanes, pencils, telephones).

Content Strand: Changes in Ecosystems and Interactions of Organisms with their Environments

Big Idea: Organisms are interdependent with one another and with their environment.

Concept: All populations living together within a community interact with one another and with their environment in order to survive and maintain a balanced ecosystem.

Content API: (EC1.4a) Explore one or more ways in which humans need more clothing for warmth during cold weather.

Task/Activity: Olaf will explore the classroom thermometer which is mounted outside of the window. The thermometer has pre-determined temperature ranges color coded for cold (coat weather), cool (jacket weather), and hot (no-jacket weather). After stepping outside to examine the thermometer and feeling the outside temperature, Olaf will state why or why not he and his classmates should wear their coats for outside recess.

Level of Accuracy: This activity had 2 accuracy points possible. 1- for exploring the thermometer to determine the outside temperature. 1 - for correctly indicating whether the class would need coats. Olaf correctly identified that the temp. range was in the color code for cold weather on the thermometer and instructed the class to wear their coats outside for recess because it was cold outside. Level of Accuracy = 100%.

Level of Independence: Olaf completed both segments of this activity independently. Level of Independence = 100%.

MAP-A Exemplar Samples

Sample 8- Science- Grade 11

Process Strand: Scientific Inquiry

Big Idea: Scientific understanding is developed through the use of scientific process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking.

Concept: Scientific inquiry relies upon gathering evidence from qualitative and quantitative observations.

Process API: (IN2.2) Use tools, equipment, and/or techniques.

Content Strand: Process and Interactions of the Earth's Systems (Geosphere, Atmosphere, and Hydrosphere)

Big Idea: Earth's systems (geosphere, atmosphere, and hydrosphere) interact with one another as they undergo change by common processes.

Concept: Constantly changing properties of the atmosphere occur in patterns which are described as weather.

Content API: (ES8.10) Identify trends between weather data collected over a period of time (e.g., determine the warmest temperature during a day; rain tends to occur on cloudy days; record the direction of wind over a period of time).

Task/Activity: Lawrence had been asked to find out the outside temperature by using a thermometer this week. He took the temperature five days of the week and charted it on his weather graph. He also made a note whether each day was a cold or warm day. The teacher asked Lawrence to look at his weather graph for the week and to discuss any trends he saw. Lawrence's observations were added to his weather graph and placed in the classroom weather center.

Level of Accuracy: The task was divided into 6 portions, one for each day's use of the thermometer and one for the recognition of trends. Lawrence used the thermometer each day and recognized that the temperatures had dropped from the beginning of the week to the end. 6/6. Level of Accuracy = 100%.

Level of Independence: Lawrence needed task-specific assistance to use the thermometer on one day. 5/6. Level of Independence = 83%.

MAP-A Exemplar Samples

Sample 9- Science- Grade 8

Process Strand: Scientific Inquiry

Big Idea: Scientific understanding is developed through the use of scientific process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking.

Concept: Scientific inquiry includes the ability of students to formulate a testable question and explanation and to select appropriate investigative methods in order to obtain evidence relevant to the explanation.

Process API: (IN1.2b) Conduct a simple investigation to answer a question (e.g., on which ramp will the marble go faster?; which material is magnetic?).

Content Strand: Properties and Principles of Matter and Energy

Big Idea: Changes in properties and states of matter provide evidence of the atomic theory of matter.

Concept: Mass is conserved during any physical or chemical change.

Content API: (ME5.1) Investigate that the total weight of a material remains constant whether it is together, in parts, or in a different state of matter (e.g., weigh two sets of 10 M&Ms individually and compare with the total weight of 20 M&Ms; place a candy bar inside a storage bag, and weigh the bag before and after the candy bar is crushed into many pieces).

Task/Activity: During cooking activities this week, Tootsie was in charge of preparing ingredients for the class. The cookie recipe the class was going to make called for 1 pound of crumbled up chocolate. First, Tootsie was given a solid bar of chocolate. She weighed the chocolate bar and saw that it weighed 1 pound. She was then instructed to crumble up the chocolate bar into many pieces. After doing this, she put the pieces back on the scale to verify she still had 1 pound of chocolate. The class then used the crumbled up pieces of chocolate to make the cookies.

Level of Accuracy: Tootsie had 3 opportunities this week to see if the crumbled up pieces of chocolate weighed the same as the solid bar of chocolate. She did this successfully 3/3 times for 100%.

Level of Independence: Tootsie independently participated in the investigations.
3/3. Level of Independence = 100%.