Minnesota Test of Academic Skills (MTAS)
Reading Released Questions
Grade 3

m̓ DEPARTMENT OF EDUCATION

Cookie Time

1 I walk into the kitchen and see cookie sheets on the counter. Mom is holding a mixing bowl. My brother Mike is holding a bag of chocolate chips. Mom says, "It is cookie time, Amy!" We all cheer. There is nothing like our fresh cookies. We all love to bake.

2 Mike puts butter, sugar, and vanilla in a bowl. Mom mixes it up. Then, Mom mixes in the eggs. I read the recipe. I measure the flour we need in a marked cup. Then, I <u>measure</u> salt in a teaspoon. The cookies will not be good if we use too much salt. I rip open the bag of chocolate chips. Of course, I have to taste a few. Mom and my brother do too. Then, I dump the chips into the bowl. Mom mixes one last time. Yum! I can't wait.

3 Mike and I scoop up cookie dough with spoons. We plop the dough onto the cookie sheets. Mom puts the cookies in the oven. It seems like we have to wait forever. The smell of baking cookies fills the air. Finally, we hear the oven timer go off. Our tasty cookies are done. It's cookie time!

Minnesota Test of Academic Skills
Grade 3 Reading
Sample Task 1

Test Administrator Instructions	Score	Student Responses
Administration notes: ▪ *The reading passage may be presented as many times as needed for the student at any score point.* ▪ *Repeat the question exactly as it appears at score 3 as many times as needed until the student responds or until it is clear that the student will not respond.*		
<u>Present</u> "Cookie Time" or have the student read the passage. <u>Say</u>: **Here is the first question about "Cookie Time."** <u>Present</u> R3_Sample 1. <u>Say</u>: **Why does the family cheer?** <u>Present</u> the answer options in order. *Point to each option as you say it.* **A. They like to bake.** **B. They taste the chocolate chips.** **C. They find the mixing bowl.**	**3**	They like to bake. *If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 3. If the student chooses an incorrect answer, continue below.*
Additional administration notes: ▪ *If the student responds incorrectly or not at all, present the task with support as scripted.* ▪ *Once additional support is provided, the task may not be re-administered for a score of 3.*		
<u>Say</u>: **We just read a story about a family. The family does something they love to do together in the kitchen. Why does the family cheer?** <u>Re-present</u> R3_Sample 1 and the answer options in order. *Point to each option as you say it.* **A. They like to bake.** **B. They taste the chocolate chips.** **C. They find the mixing bowl.**	**2**	They like to bake. *If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 2. If the student chooses an incorrect answer, the task should be scored a 1.*
	1	They taste the chocolate chips. or They find the mixing bowl.
	0	Unrelated or none

Grade 3 Reading 3.1.1.1: Ask and answer questions to demonstrate an understanding of text using information provided explicitly in the text.

Minnesota Test of Academic Skills
Grade 3 Reading
Sample Task 2

Test Administrator Instructions	Score	Student Responses
Administration notes: ▪ *The reading passage may be presented as many times as needed for the student at any score point.* ▪ *Repeat the question exactly as it appears at score 3 as many times as needed until the student responds or until it is clear that the student will not respond.*		
<u>Re-present</u> "Cookie Time" as needed. <u>Say</u>: **Here is the second question about "Cookie Time."** <u>Present</u> R3_Sample 2. <u>Say</u>: **What does <u>measure</u> mean in paragraph 2?** *The test administrator or student may re-read paragraph 2.* <u>Present</u> the answer options in order. *Point to each option as you say it.* **A. Open a bag** **B. Start the timer** **C. Put in the correct amount**	3	Put in the correct amount
		If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 3. If the student chooses an incorrect answer, continue below.
Additional administration notes: ▪ *If the student responds incorrectly or not at all, present the task with support as scripted.* ▪ *Once additional support is provided, the task may not be re-administered for a score of 3.*		
<u>Say</u>: **Amy knows how much flour and salt are needed for the cookies. She measures the flour and salt. What does <u>measure</u> mean in paragraph 2?** *The test administrator or student may re-read paragraph 2.* <u>Re-present</u> R3_Sample 2 and the answer options in order. *Point to each option as you say it.* **A. Open a bag** **B. Start the timer** **C. Put in the correct amount**	2	Put in the correct amount
		If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 2. If the student chooses an incorrect answer, the task should be scored a 1.
	1	Open a bag or Start the timer
	0	Unrelated or none

Grade 3 Reading 3.1.4.4: Determine the meaning of words and phrases as they are used in a text.

Minnesota Test of Academic Skills
Grade 3 Reading
Sample Task 3

Test Administrator Instructions	Score	Student Responses
Administration notes: ▪ *The reading passage may be presented as many times as needed for the student at any score point.* ▪ *Repeat the question exactly as it appears at score 3 as many times as needed until the student responds or until it is clear that the student will not respond.*		
<u>Re-present</u> "Cookie Time" as needed. <u>Say</u>: **Here is the last question about "Cookie Time."** <u>Present</u> R3_Sample 3. <u>Say</u>: **What happens at the end of this story?** <u>Present</u> the answer options in order. *Point to each option as you say it.* **A. The cookies are done.** **B. The cookie dough is mixed.** **C. The cookie sheets are on the counter.**	3	The cookies are done. *If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 3. If the student chooses an incorrect answer, continue below.*
Additional administration notes: ▪ *If the student responds incorrectly or not at all, present the task with support as scripted.* ▪ *Once additional support is provided, the task may not be re-administered for a score of 3.*		
<u>Say</u>: **A story has a beginning, a middle, and an end. The end is the last thing that happens. What happens at the end of this story?** <u>Re-present</u> R3_Sample 3 and the answer options in order. *Point to each option as you say it.* **A. The cookies are done.** **B. The cookie dough is mixed.** **C. The cookie sheets are on the counter.**	2	The cookies are done. *If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 2. If the student chooses an incorrect answer, the task should be scored a 1.*
	1	The cookies dough is mixed. or The cookie sheets are on the counter.
	0	Unrelated or none

Grade 3 Reading 3.1.1.1: Ask and answer questions to demonstrate an understanding of text using information provided explicitly in the text.

Cookie Time

1   I walk into the kitchen and see cookie sheets on the counter. Mom is holding a mixing bowl. My brother Mike is holding a bag of chocolate chips.

Mom says, "It is cookie time, Amy!" We all cheer. There is nothing like our fresh cookies. We all love to bake.

2   Mike puts butter, sugar, and vanilla in a bowl. Mom mixes it up. Then, Mom mixes in the eggs.

I read the recipe. I measure the flour we need in a marked cup. Then, I <u>measure</u> salt in a teaspoon. The cookies will not be good if we use too much salt.

I rip open the bag of chocolate chips. Of course, I have to taste a few. Mom and my brother do too. Then, I dump the chips into the bowl. Mom mixes one last time. Yum! I can't wait.

3   Mike and I scoop up cookie dough with spoons. We plop the dough onto the cookie sheets. Mom puts the cookies in the oven. It seems like we have to wait forever.

The smell of baking cookies fills the air. Finally, we hear the oven timer go off. Our tasty cookies are done. It's cookie time!

Why does the family cheer?

They like to bake.

They taste the chocolate chips.

They find the mixing bowl.

What does <u>measure</u> mean in paragraph 2?

Open a bag

Start the timer

Put in the correct amount

What happens at the end of this story?

The cookies are done.

The cookie dough is mixed.

The cookie sheets are on the counter.

A Beautiful Insect

1   Have you ever seen a monarch butterfly? The monarch butterfly is an insect. It has six legs. The monarch butterfly is orange and black. The bright orange color keeps the monarch butterfly safe. Birds will not eat the orange butterfly.

2   The wings of the monarch butterfly feel soft like silk. The monarch butterfly moves its wings up and down to fly. The monarch butterfly can fly a long way.

3   Many monarch butterflies are born in Minnesota. You will see monarch butterflies in Minnesota in the summer. Winter in Minnesota is too cold for monarch butterflies. They fly all the way to Mexico!

Minnesota Test of Academic Skills
Grade 3 Reading
Sample Task 1

Test Administrator Instructions	Score	Student Responses
Administration notes: ▪ *The reading passage may be presented as many times as needed for the student at any score point.* ▪ *Repeat the question exactly as it appears at score 3 as many times as needed until the student responds or until it is clear that the student will not respond.*		
<u>Present</u> "A Beautiful Insect" or have the student read the passage. <u>Say</u>: **Here is the first question about "A Beautiful Insect."** <u>Present</u> R3_Sample 1. <u>Say</u>: **What is the story mostly about?** <u>Present</u> the answer options in order. *Point to each option as you say it.* **A. Butterflies travel each year.** **B. Butterflies like Minnesota winters.** **C. Butterflies are born in Minnesota.**	3	Butterflies travel each year. *If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 3. If the student chooses an incorrect answer, continue below.*
Additional administration notes: ▪ *If the student responds incorrectly or not at all, present the task with support as scripted.* ▪ *Once additional support is provided, the task may not be re-administered for a score of 3.*		
<u>Say</u>: **The story "A Beautiful Insect" is about one main thing. What is the story mostly about?** <u>Re-present</u> R3_Sample 1 and the answer options in order. *Point to each option as you say it.* **A. Butterflies travel each year.** **B. Butterflies like Minnesota winters.** **C. Butterflies are born in Minnesota.**	2	Butterflies travel each year. *If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 2. If the student chooses an incorrect answer, the task should be scored a 1.*
	1	Butterflies like Minnesota winters. or Butterflies are born in Minnesota.
	0	Unrelated or none

Grade 3 Reading 3.2.2.2: Determine the main idea of a text; recount key details from the text.

Minnesota Test of Academic Skills
Grade 3 Reading
Sample Task 2

Test Administrator Instructions	Score	Student Responses
Administration notes: ▪ *The reading passage may be presented as many times as needed for the student at any score point.* ▪ *Repeat the question exactly as it appears at score 3 as many times as needed until the student responds or until it is clear that the student will not respond.*		
<u>Re-present</u> "A Beautiful Insect" as needed. <u>Say</u>: **Here is the second question about "A Beautiful Insect."** <u>Present</u> R3_Sample 2. <u>Say</u>: **What keeps the monarch butterfly safe from birds?** <u>Present</u> the answer options in order. *Point to each option as you say it.* **A. The butterfly's color** **B. The butterfly's legs** **C. The butterfly's wings**	3	The butterfly's color *If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 3. If the student chooses an incorrect answer, continue below.*
Additional administration notes: ▪ *If the student responds incorrectly or not at all, present the task with support as scripted.* ▪ *Once additional support is provided, the task may not be re-administered for a score of 3.*		
<u>Say</u>: **A monarch butterfly is an insect. Many birds eat insects. What keeps the monarch butterfly safe from birds?** <u>Re-present</u> R3_Sample 2 and the answer options in order. *Point to each option as you say it.* **A. The butterfly's color** **B. The butterfly's legs** **C. The butterfly's wings**	2	The butterfly's color *If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 2. If the student chooses an incorrect answer, the task should be scored a 1.*
	1	The butterfly's legs or The butterfly's wings
	0	Unrelated or none

Grade 3 Reading 3.2.1.1: Ask and answer questions to demonstrate an understanding of text using information provided explicitly in the text.

# Minnesota Test of Academic Skills
Grade 3 Reading
Sample Task 3

Test Administrator Instructions	Score	Student Responses
Administration notes: ▪ *The reading passage may be presented as many times as needed for the student at any score point.* ▪ *Repeat the question exactly as it appears at score 3 as many times as needed until the student responds or until it is clear that the student will not respond.*		
<u>Re-present</u> "A Beautiful Insect" as needed. <u>Say</u>: **Here is the last question about "A Beautiful Insect."** <u>Present</u> R3_Sample 3. <u>Say</u>: **Why do monarch butterflies go to Mexico?** <u>Present</u> the answer options in order. *Point to each option as you say it.* **A. To get to warm weather** **B. To eat other insects** **C. To get exercise**	**3**	To get to warm weather *If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 3. If the student chooses an incorrect answer, continue below.*
Additional administration notes: ▪ *If the student responds incorrectly or not at all, present the task with support as scripted.* ▪ *Once additional support is provided, the task may not be re-administered for a score of 3.*		
<u>Say</u>: **Monarch butterflies are insects that cannot survive in the cold. Why do monarch butterflies go to Mexico?** <u>Re-present</u> R3_Sample 3 and the answer options in order. *Point to each option as you say it.* **A. To get to warm weather** **B. To eat other insects** **C. To get exercise**	**2**	To get to warm weather *If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 2. If the student chooses an incorrect answer, the task should be scored a 1.*
	1	To eat other insects or To get exercise
	0	Unrelated or none

Grade 3 Reading 3.2.1.1: Ask and answer questions to demonstrate an understanding of text using information provided explicitly in the text.

A Beautiful Insect
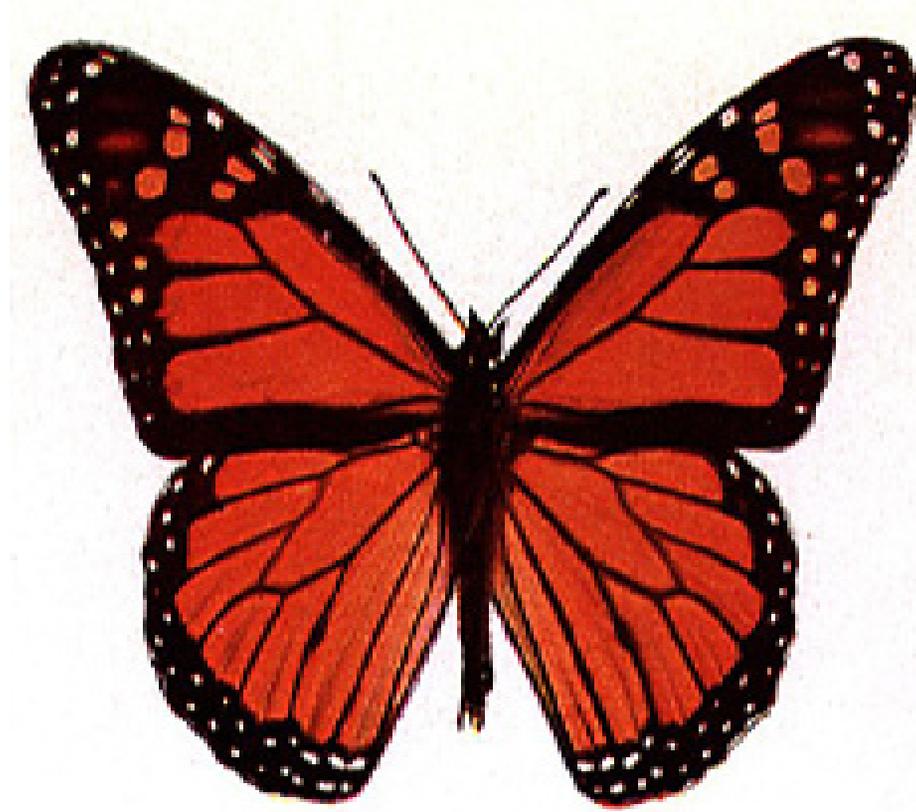
1   Have you ever seen a monarch butterfly? The monarch butterfly is an insect. It has six legs.

The monarch butterfly is orange and black. The bright orange color keeps the monarch butterfly safe. Birds will not eat the orange butterfly.

2 The wings of the monarch butterfly feel soft like silk. The monarch butterfly moves its wings up and down to fly. The monarch butterfly can fly a long way.
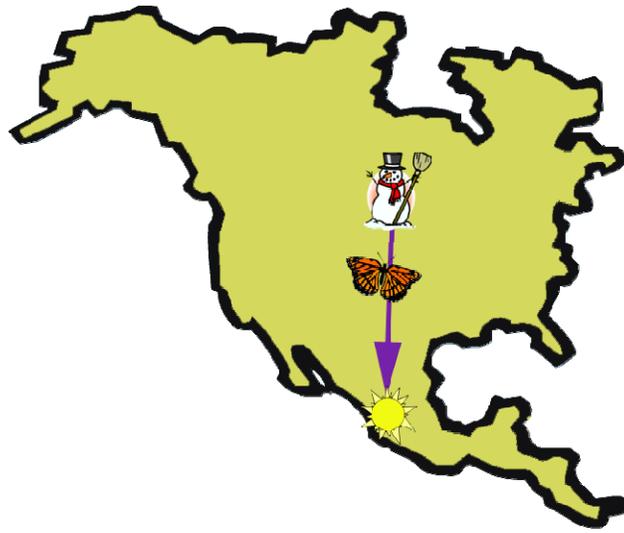
3   Many monarch butterflies are born in Minnesota. You will see monarch butterflies in Minnesota in the summer.
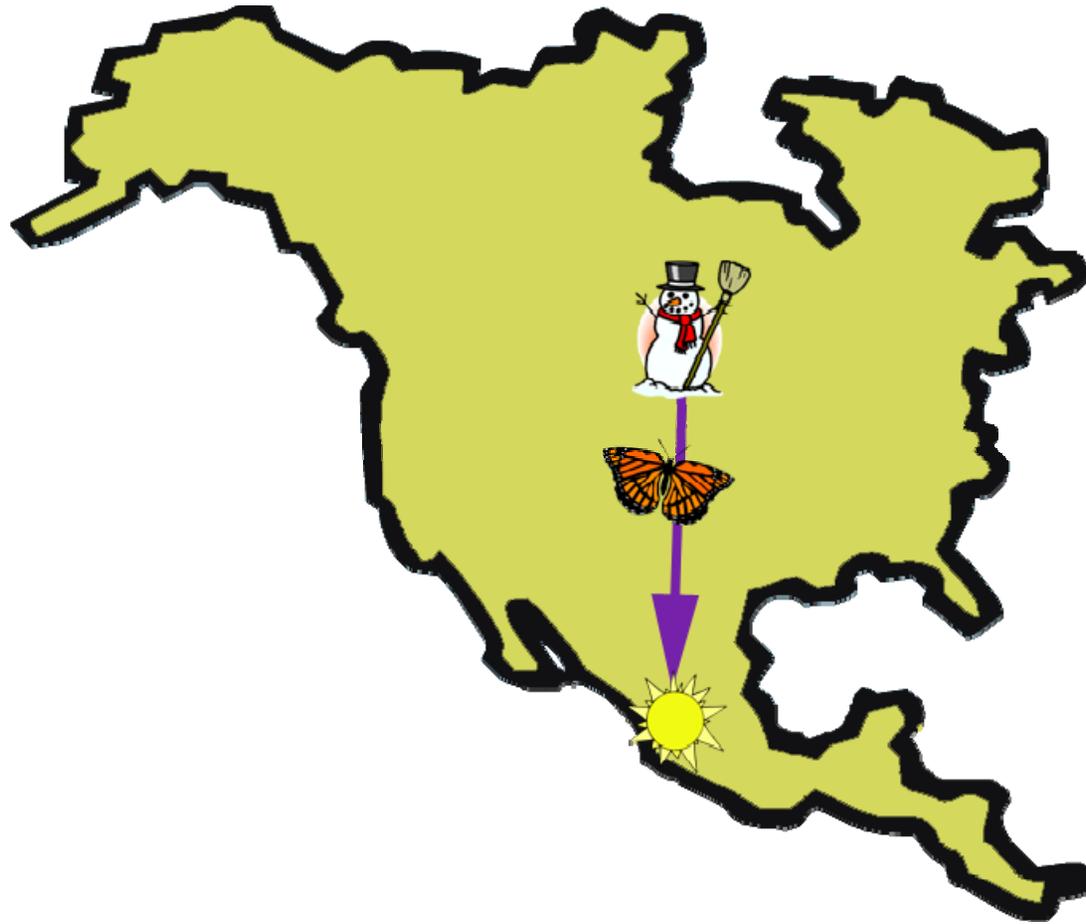
Winter in Minnesota is too cold for monarch butterflies. They fly all the way to Mexico!

What is the story mostly about?

Butterflies travel each year.

Butterflies like Minnesota winters.

Butterflies are born in Minnesota.
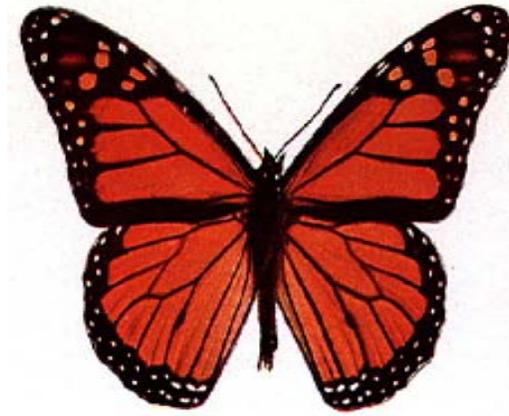
What keeps the monarch butterfly safe from birds?

The butterfly's color

The butterfly's legs

The butterfly's wings

Why do monarch butterflies go to Mexico?

To get to warm weather

To eat other insects

To get exercise