

Minnesota

**Minnesota Test of Academic Skills (MTAS)
Reading Released Questions
Grade 7**



NOTICE: RELEASED QUESTIONS ARE
NOT SECURE TEST MATERIALS.
RELEASED QUESTIONS MAY BE
COPIED OR DUPLICATED.

Minnesota Test of Academic Skills
Grade 7 Reading
Sample Tasks 1–3

My Favorite Day

- 1 Yesterday was the best day ever! I went to TwinsFest with my brother. TwinsFest is a special day for baseball fans. My brother and I saw the Minnesota Twins at TwinsFest.
- 2 First, we put on our blue Minnesota Twins baseball caps. They look just like the ones the players wear. We wanted to meet a famous player. We wanted him to sign our caps. Wouldn't that be fun? Just think—an autograph from a real Minnesota Twin!
- 3 Finally, my brother and I got to the baseball stadium. It is huge!
- 4 We got to see the locker room inside the stadium. The locker room is where players get ready for their games. The players put on their uniforms. Once players are dressed in their baseball clothes, they are ready to play!
- 5 Then came the best part of TwinsFest. My brother and I got to meet some of the baseball players. We took off our blue Minnesota Twins baseball caps. The players signed our caps. We even got a picture taken with our favorite player.
- 6 Yesterday was a day I will never forget!

Minnesota Test of Academic Skills

Grade 7 Reading

Sample Task 1

Test Administrator Instructions	Score	Student Responses
<p><i>Administration notes:</i></p> <ul style="list-style-type: none"> ▪ 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. 		
<p><u>Present</u> "My Favorite Day" or have the student read the passage.</p> <p>Say: Here is the first question about "My Favorite Day."</p> <p><u>Present</u> R7_Sample 1.</p> <p>Say: Why did the children wear their Minnesota Twins baseball caps?</p> <p><u>Present</u> the answer options in order. <i>Point to each option as you say it.</i></p> <p>A. They liked the color blue. B. They knew the stadium would be cold. C. They wanted something for the players to sign.</p>	3	<p>They wanted something for the players to sign.</p> <p><i>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.</i></p>
<p><i>Additional administration notes:</i></p> <ul style="list-style-type: none"> ▪ 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. 		
<p>Say: Famous Twins players were going to be at TwinsFest. Why did the children wear their Minnesota Twins baseball caps?</p> <p><u>Re-present</u> R7_Sample 1 and the answer options in order. <i>Point to each option as you say it.</i></p> <p>A. They liked the color blue. B. They knew the stadium would be cold. C. They wanted something for the players to sign.</p>	2	<p>They wanted something for the players to sign.</p> <p><i>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.</i></p>
	1	<p>They liked the color blue. or They knew the stadium would be cold.</p>
	0	<p>Unrelated or none</p>

Grade 7 Reading 7.4.3.3: Describe a character, setting or sequence of events in a passage/story or poem, drawing on specific details in the text.

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Grade 7 Reading

Sample Task 2

Test Administrator Instructions	Score	Student Responses
<p><i>Administration notes:</i></p> <ul style="list-style-type: none"> ▪ 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. 		
<p>Re-present "My Favorite Day" as needed.</p> <p>Say: Here is the second question about "My Favorite Day."</p> <p>Present R7_Sample 2.</p> <p>Say: What are uniforms? The test administrator or student may re-read paragraph 4.</p> <p>Present the answer options in order. Point to each option as you say it.</p> <p>A. Clothes B. Autographs C. Pictures</p>	3	<p>Clothes</p> <p><i>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.</i></p>
<p><i>Additional administration notes:</i></p> <ul style="list-style-type: none"> ▪ 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. 		
<p>Say: In the locker room, the players put on their uniforms so they are ready to play baseball. What are uniforms? The test administrator or student may re-read paragraph 4.</p> <p>Re-present R7_Sample 2 and the answer options in order. Point to each option as you say it.</p> <p>A. Clothes B. Autographs C. Pictures</p>	2	<p>Clothes</p> <p><i>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.</i></p>
	1	<p>Autographs or Pictures</p>
	0	<p>Unrelated or none</p>

Grade 7 Reading 7.4.4.4: Determine the meaning of words and phrases as they are used in a text.

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Grade 7 Reading

Sample Task 3

Test Administrator Instructions	Score	Student Responses
<p><i>Administration notes:</i></p> <ul style="list-style-type: none"> ▪ 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. 		
<p><u>Re-present</u> "My Favorite Day" as needed.</p> <p>Say: Here is the last question about "My Favorite Day."</p> <p><u>Present</u> R7_Sample 3.</p> <p>Say: Why do the children remember the day?</p> <p><u>Present</u> the answer options in order. <i>Point to each option as you say it.</i></p> <p>A. They sat by other fans. B. They met their favorite player. C. They played baseball.</p>	3	<p style="text-align: center;">They met their favorite player.</p> <p><i>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.</i></p>
<p><i>Additional administration notes:</i></p> <ul style="list-style-type: none"> ▪ 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. 		
<p>Say: Something exciting happened while the children were at TwinsFest. Why do the children remember the day?</p> <p><u>Re-present</u> R7_Sample 3 and the answer options in order. <i>Point to each option as you say it.</i></p> <p>A. They sat by other fans. B. They met their favorite player. C. They played baseball.</p>	2	<p style="text-align: center;">They met their favorite player.</p> <p><i>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.</i></p>
	1	<p>They sat by other fans. or They played baseball.</p>
	0	Unrelated or none

Grade 7 Reading 7.4.1.1: Use textual evidence to determine what the text says explicitly and make inferences.

My Favorite Day

Images used from Jupiter Images at <http://www.clipart.com>.



1 Yesterday was the best day ever! I went to TwinsFest with my brother. TwinsFest is a special day for baseball fans. My brother and I saw the Minnesota Twins at TwinsFest.



2 First, we put on our blue Minnesota Twins baseball caps. They look just like the ones the players wear. We wanted to meet a famous player. We wanted him to sign our caps. Wouldn't that be fun? Just think—an autograph from a real Minnesota Twin!



3 Finally, my brother and I got to the baseball stadium. It is huge!



- 4 We got to see the locker room inside the stadium. The locker room is where players get ready for their games. The players put on their uniforms. Once players are dressed in their baseball clothes, they are ready to play!



5 Then came the best part of TwinsFest. My brother and I got to meet some of the baseball players. We took off our blue Minnesota Twins baseball caps. The players signed our caps. We even got a picture taken with our favorite player.



6 Yesterday was a day I will never forget!

Why did the children wear their Minnesota
Twins baseball caps?

R7_Sample 1
A



They liked the color blue.

R7_Sample 1
B



They knew the stadium would be cold.

R7_Sample 1
C



They wanted something for the players to sign.

What are uniforms?

R7_Sample 2
A



Clothes

R7_Sample 2
B



Autographs

R7_Sample 2
C



Pictures

Why do the children remember the day?

R7_Sample 3

A



They sat by other fans.

R7_Sample 3

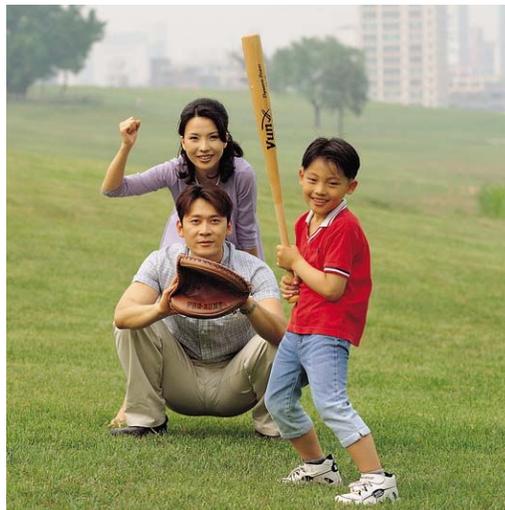
B



They met their favorite player.

R7_Sample 3

C



They played baseball.

Minnesota Test of Academic Skills
Grade 7 Reading
Sample Tasks 1–3

The Gray Wolf

- 1 The gray wolf lives mostly in the northern half of Minnesota. It is also called the timber wolf. Gray wolves are usually gray with yellowish sides, but they may also have white, red, or black fur.
- 2 Gray wolves do not like to be around humans. Humans hardly ever see them up close. However, like humans, gray wolves are social creatures. They move together in family groups called packs that usually have between five and eight wolves.
- 3 The wolves live, hunt, and play together. They even take care of one another's young. The wolves live in dens. The den can be a cave or a hole dug under the large roots of a tree. Wolves are great hunters. They have terrific eyesight. Their sense of smell is much better than people's sense of smell. They will travel up to fifty miles to track their food. Gray wolves eat a variety of large and small animals but mostly white-tailed deer in the winter and beaver in the spring and summer.
- 4 Gray wolves communicate with one another in interesting ways. A wolf will show its fangs when it is angry. The leader of the pack shows it is the leader by pointing its tail and standing tall. Gray wolves also howl to tell each other things. Each cry or howl has a different meaning.
- 5 Minnesota is unique because it has a large number of gray wolves. Alaska is the only state with more.

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Grade 7 Reading

Sample Task 1

Test Administrator Instructions	Score	Student Responses
<p><i>Administration notes:</i></p> <ul style="list-style-type: none"> ▪ 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. 		
<p>Present "The Gray Wolf" or have the student read the passage.</p> <p>Say: Here is the first question about "The Gray Wolf."</p> <p>Present R7_Sample 1.</p> <p>Say: What does a gray wolf do to prove it is the leader of the pack?</p> <p>Present the answer options in order. <i>Point to each option as you say it.</i></p> <p>A. Howl or cry B. Show its fangs C. Point its tail and stand tall</p>	3	<p style="text-align: center;">Point its tail and stand tall</p> <p><i>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.</i></p>
<p><i>Additional administration notes:</i></p> <ul style="list-style-type: none"> ▪ 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. 		
<p>Say: Gray wolves can communicate with each other. What does a gray wolf do to prove it is the leader of the pack?</p> <p>Re-present R7_Sample 1 and the answer options in order. <i>Point to each option as you say it.</i></p> <p>A. Howl or cry B. Show its fangs C. Point its tail and stand tall</p>	2	<p style="text-align: center;">Point its tail and stand tall</p> <p><i>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.</i></p>
	1	<p>Howl or cry or Show its fangs</p>
	0	Unrelated or none

Grade 7 Reading 7.5.1.1: Use textual evidence to determine what the text says explicitly and make inferences.

Minnesota Test of Academic Skills

Grade 7 Reading

Sample Task 2

Test Administrator Instructions	Score	Student Responses
<p><i>Administration notes:</i></p> <ul style="list-style-type: none"> ▪ 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. 		
<p>Re-present "The Gray Wolf" as needed.</p> <p>Say: Here is the second question about "The Gray Wolf."</p> <p>Present R7_Sample 2.</p> <p>Say: Why does the gray wolf need a good sense of smell?</p> <p>Present the answer options in order. Point to each option as you say it.</p> <p>A. To track animals to eat B. To find the northern part of the state C. To play with family members</p>	3	<p style="text-align: center;">To track animals to eat</p> <p><i>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.</i></p>
<p><i>Additional administration notes:</i></p> <ul style="list-style-type: none"> ▪ 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. 		
<p>Say: The gray wolf uses its sense of smell to help it do something each day. Why does the gray wolf need a good sense of smell?</p> <p>Re-present R7_Sample 2 and the answer options in order. Point to each option as you say it.</p> <p>A. To track animals to eat B. To find the northern part of the state C. To play with family members</p>	2	<p style="text-align: center;">To track animals to eat</p> <p><i>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.</i></p>
	1	<p style="text-align: center;">To find the northern part of the state or To play with family members</p>
	0	Unrelated or none

Grade 7 Reading 7.5.1.1: Use textual evidence to determine what the text says explicitly and make inferences.

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Grade 7 Reading

Sample Task 3

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<p><i>Administration notes:</i></p> <ul style="list-style-type: none"> ▪ 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. 		
<p>Re-present "The Gray Wolf" as needed.</p> <p>Say: Here is the last question about "The Gray Wolf."</p> <p>Present R7_Sample 3.</p> <p>Say: Based on the story, how are wolves like people?</p> <p>Present the answer options in order. Point to each option as you say it.</p> <p>A. They live in dens. B. They have terrific eyesight. C. They like to be together.</p>	3	<p style="text-align: center;">They like to be together.</p> <p><i>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.</i></p>
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<p>Say: Gray wolves and people do some things the same way. Based on the story, how are wolves like people?</p> <p>Re-present R7_Sample 3 and the answer options in order. Point to each option as you say it.</p> <p>A. They live in dens. B. They have terrific eyesight. C. They like to be together.</p>	2	<p style="text-align: center;">They like to be together.</p> <p><i>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.</i></p>
	1	<p>They live in dens. or They have terrific eyesight.</p>
	0	Unrelated or none

Grade 7 Reading 7.5.1.1: Use textual evidence to determine what the text says explicitly and make inferences.

The Gray Wolf

Images used from Jupiter Images at <http://www.clipart.com>.



- 1 The gray wolf lives mostly in the northern half of Minnesota. It is also called the timber wolf.



Gray wolves are usually gray with yellowish sides, but they may also have white, red, or black fur.



- 2 Gray wolves do not like to be around humans. Humans hardly ever see them up close. However, like humans, gray wolves are social creatures. They move together in family groups called packs that usually have between five and eight wolves.



- 3 The wolves live, hunt, and play together. They even take care of one another's young. The wolves live in dens. The den can be a cave or a hole dug under the large roots of a tree.



Wolves are great hunters. They have terrific eyesight. Their sense of smell is much better than people's sense of smell. They will travel up to fifty miles to track their food.



Gray wolves eat a variety of large and small animals but mostly white-tailed deer in the winter and beaver in the spring and summer.



- 4 Gray wolves communicate with one another in interesting ways. A wolf will show its fangs when it is angry. The leader of the pack shows it is the leader by pointing its tail and standing tall.



Gray wolves also howl to tell each other things. Each cry or howl has a different meaning.



- 5 Minnesota is unique because it has a large number of gray wolves. Alaska is the only state with more.

What does a gray wolf do to prove it is the leader of the pack?

R7_Sample 1
A



Howl or cry

R7_Sample 1
B



Show its fangs

R7_Sample 1
C



Point its tail and stand tall

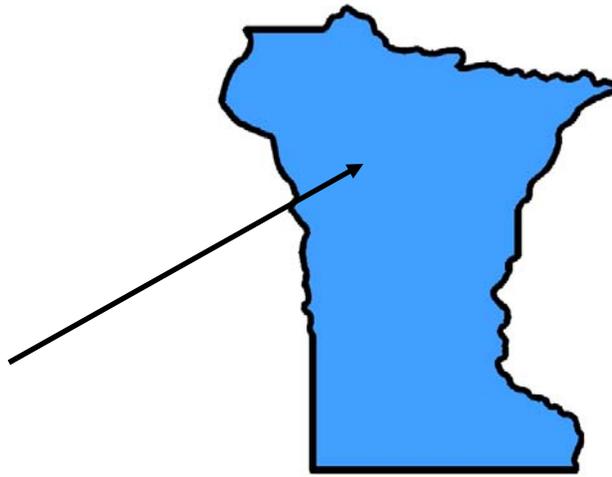
Why does the gray wolf need a good sense of smell?

R7_Sample 2
A



To track animals to eat

R7_Sample 2
B



To find the northern part of the state

R7_Sample 2
C



To play with family members

Based on the story, how are wolves like people?

R7_Sample 3
A



They live in dens.

R7_Sample 3
B



They have terrific eyesight.

R7_Sample 3
C



They like to be together.