

MKAS²

**3rd Grade Reading Summative
Assessment**

**Test Blueprint and
Sample Item Booklet**



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Table of Contents

Introduction	2
MKAS ² 3 rd Grade Reading Summative Assessment Content Blueprint	2
Blueprint Key Points	2
Blueprint Charts	4
Practice Items	8
Sample Items	9
Sample Item Answer Key	22

Introduction

This booklet provides an overview of the blueprint and item samples on the MKAS² 3rd Grade Reading Summative Assessment. The assessment’s purpose is to determine a third grade promotion or retention decision based on students’ reading proficiency level at the end of third grade. The booklet provides information about the test blueprint, identifies the skills that the test measures, and explains how these skills align with the Mississippi College and Career-Ready Standards (MCCRS). It also provides 24 sample assessment items—one item for each skill area that is assessed.

MKAS² 3rd Grade Reading Summative Assessment Content Blueprint

This section contains the test blueprint for the MKAS² 3rd Grade Reading Summative Assessment.

- **Blueprint definition:** Test blueprints are “[w]ritten documents, often in chart form, that detail the number of questions to be included on a test, the item formats, and the content and skills that each set of items will assess. In the case of standards-based tests, it is important for the test blueprints to consider the performance standards as well as the content standards so that the items cover the intended depth as well as breadth of the standards.” (p. 112)¹
- **Treatment of test specifications and test blueprints as interchangeable terms:** Test specifications are “[s]ometimes used interchangeably with **test blueprints**.” Further, they “provide a framework that specifies the proportion of items that assess each content and process/skill area; as well as the format of items, responses, and scoring protocols and procedures. These frameworks additionally specify the desired psychometric properties of the test and test items, such as the distribution of item difficulty and discrimination indices.” (p. 112)

Blueprint Key Points

Following is a brief discussion of key points in the blueprint definition cited above.

1. **Standards:** The MKAS² 3rd Grade Reading Summative Assessment is a criterion-referenced test that will measure how well Mississippi third graders perform in terms of the Reading standards that are part of the English Language Arts (ELA) standards in the MCCRS. A criterion-referenced assessment is a test that is designed to measure how well a student performs in terms of a set of academic or educational standards. These standards are listed on pages 6–7 of this booklet.
2. **Test format:** The MKAS² 3rd Grade Reading Summative Assessment is a computer-adaptive test. A computer adaptive test is one in which the web-based software continually tailors the test based on a student’s response to the current question—increasing the difficulty after a correct answer and decreasing the difficulty after an incorrect answer. The software selects an appropriate test question from the pool of available questions that aligns with the student’s ability and the content to be assessed. In the course of the test, each item will be selected so as to match item difficulty to the student’s performance level, consistent with content specifications for the test. The student’s performance level will be updated following each item response. This means that each student’s test is individualized and that each individual test concentrates its content at the performance level of the student as exhibited in the assessment, so that the score is a reliable and accurate measure of the student’s reading ability.

¹ Redfield, D. (2001). *Critical issues in large-scale assessment: A resource guide*. Washington DC: Council of Chief State School Officers.

Item selection will be limited to include only items that require application of skills specified in the MCCRS Grade 3 Reading or lower grade-level reading skills. Approximately two-thirds of the questions in the pool available for use on a test assess grade 3 standards, which will include a maximum of 55 words in each passage. Approximately one-third of the available items assess grade 2 standards, which will include a maximum of 40 words in each passage. The exact mix of grade 2 and grade 3 questions on each student’s test will vary, depending on the student’s performance.

- 3. Item response format:** All items will employ the selected response (multiple-choice) format, and each item response will be scored as either correct or incorrect.
- 4. Number of test questions:** Each student will be presented with 50 questions. The questions presented will depend on the student’s performance on the question that precedes each new question and will be adaptively selected from a much larger bank of items. Selection of each item will be based on item difficulty and student performance up to that point and will be consistent with the content specifications for the test.
- 5. Content and skills:** Each item in the item bank is identified by the MCCRS Reading domain, heading, skill area, and specific skill. The blueprint specifies the numbers of items to be administered from each domain and heading. It also specifies minimum and maximum numbers of items that may be administered from any single skill area. As many as one to four items may be administered from a given skill area, but generally no more than one item measuring a specific skill will be administered.

Not all skill areas will be represented within a student’s test, but all domains and headings will be represented, as specified by the blueprint. The intent of the blueprint specifications is to ensure that every student’s test includes items measuring the breadth of Grade 3 level MCCRS Reading domains and headings, with no one skill area or specific skill receiving disproportionate emphasis. Table 2 on the following page presents the standards, domains, and headings—and the number of test questions a student sees in each domain and heading—on the MKAS² 3rd Grade Reading Summative Assessment.

- 6. Scoring procedures:** A single scale score will be calculated for each student’s test. Each will be scored using IRT (Item Response Theory) methods. Specifically, the student’s location on an IRT scale will be estimated by means of maximum likelihood. The estimate will be a function of the calibrated difficulty values of the items the student encountered as well as the pattern of correct and incorrect responses to those items. All items in the MKAS² 3rd Grade Reading Summative Assessment item bank were calibrated with a minimum of 1000 students.

Blueprint Charts

Table 1 displays the overall blueprint chart for the MKAS² 3rd Grade Reading Summative Assessment. It specifies the number of items each test shall include from each MCCRS domain and heading.

Table 1. MKAS² 3rd Grade Reading Summative Assessment Content Blueprint

MCCRS Reading Domain and Heading Level Item Count Specifications				
MCCRS Standard	Domain	Heading	Prescribed Item Counts	
			50 Items Total	
			Per Domain	Per Heading
MCCRS.ELA-Literacy.RF.3.3.A MCCRS.ELA-Literacy.RF.3.3.B MCCRS.ELA-Literacy.RF.3.3.C MCCRS.ELA-Literacy.RF.3.3.D	Reading: Foundational Skills	Phonics and Word Recognition	6	3
MCCRS.ELA-Literacy.RF.3.4A		Fluency		3
MCCRS.ELA-Literacy.RI.3.1 MCCRS.ELA-Literacy.RI.3.2 MCCRS.ELA-Literacy.RI.3.3	Reading: Informational Text	Key Ideas and Details	18	6
MCCRS.ELA-Literacy.RI.3.4 MCCRS.ELA-Literacy.RI.3.5 MCCRS.ELA-Literacy.RI.3.6		Craft and Structure		5
MCCRS.ELA-Literacy.RI.3.7 MCCRS.ELA-Literacy.RI.3.8 MCCRS.ELA-Literacy.RI.3.9		Integration		3
MCCRS.ELA-Literacy.RI.3.10		Range of Reading & Text Complexity		4
MCCRS.ELA-Literacy.RL.3.1 MCCRS.ELA-Literacy.RL.3.2 MCCRS.ELA-Literacy.RL.3.3	Reading: Literature	Key Ideas and Details	18	6
MCCRS.ELA-Literacy.RL.3.4 MCCRS.ELA-Literacy.RL.3.5 MCCRS.ELA-Literacy.RL.3.6		Craft and Structure		5
MCCRS.ELA-Literacy.RL.3.7 MCCRS.ELA-Literacy.RL.3.9		Integration		3
MCCRS.ELA-Literacy.RL.3.10		Range of Reading & Text Complexity		4
MCCRS.ELA-Literacy.L.3.4 MCCRS.ELA-Literacy.L.3.5 MCCRS.ELA-Literacy.L.3.6	Language Standards	Vocabulary Acquisition and Use	8	8

Table 2 displays amplifying details: the minimum and maximum numbers of items to be administered from each of the MCCRS Reading skill areas represented in the item bank.

Table 2. Reading Skill Area Item Count Specifications

Domain	Heading	Skill Area	Skill Counts Per Area	
			Minimum	Maximum
Reading: Foundational Skills	Phonics and Word Recognition	3. Decoding Words	3	3
	Fluency	4. Read w/ Comp.	3	3
Reading: Informational Text	Key Ideas and Details	1. Ask/Answer	2	2
	Key Ideas and Details	2. Main Idea	2	2
	Key Ideas and Details	3. Relationships	2	2
	Craft and Structure	4. Meaning	1	2
	Craft and Structure	5. Structure	1	2
	Craft and Structure	6. Differences	1	2
	Integration	7. Illustrations	0	1
	Integration	8. Author's Purpose	0	1
	Integration	9. Compare	0	1
	Range of Reading & Text Complexity	10. Read and Comprehend	4	4
Reading: Literature	Key Ideas and Details	1. Ask/Answer	2	2
	Key Ideas and Details	2. Main Idea	2	2
	Key Ideas and Details	3. Relationships	2	2
	Craft and Structure	4. Meaning	1	2
	Craft and Structure	5. Structure	1	2
	Craft and Structure	6. Differences	1	2
	Integration	7. Illustrations	1	2
	Integration	9. Compare	1	2
	Range of Reading & Text Complexity	10. Read and Comprehend	4	4
Language Standards	Vocabulary Acquisition and Use	4. Clarify	1	3
	Vocabulary Acquisition and Use	5. Word	1	3
	Vocabulary Acquisition and Use	6. Words	1	3

Table 3 lists the Mississippi College and Career-Ready Standards assessed by the MKAS² 3rd Grade Reading Summative Assessment.

Table 3. Mississippi Standards assessed by the MKAS² 3rd Grade Reading Summative Assessment

Standard Name and Number	Text of the Standard
MCCRS.ELA-Literacy.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
MCCRS.ELA-Literacy.RF.3.3.B	Decode words with common Latin suffixes.
MCCRS.ELA-Literacy.RF.3.3.C	Decode multisyllable words
MCCRS.ELA-Literacy.RF.3.3.D	Read grade-appropriate irregularly spelled words.
MCCRS.ELA-Literacy.RF.3.4.A	Read grade-level text with purpose and understanding.
MCCRS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
MCCRS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
MCCRS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
MCCRS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
MCCRS.ELA-Literacy.RI.3.5	Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
MCCRS.ELA-Literacy.RI.3.6	Distinguish their own point of view from that of the author of a text.
MCCRS.ELA-Literacy.RI.3.7	Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).
MCCRS.ELA-Literacy.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third sequence).
MCCRS.ELA-Literacy.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
MCCRS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
MCCRS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
MCCRS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
MCCRS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of

Standard Name and Number	Text of the Standard
	events.
MCCRS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in text, distinguishing literal from nonliteral language.
MCCRS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
MCCRS.ELA-Literacy.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
MCCRS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).
MCCRS.ELA-Literacy.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series).
MCCRS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
MCCRS.ELA-Literacy.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and context, choosing flexibly from a range of strategies.
MCCRS.ELA-Literacy.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
MCCRS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g. after dinner that night we went looking for them).

Practice Items

When students take the assessment, they will first receive three practice items. These items do not count toward the students' score. Instead, they help students to become familiar with selecting responses using the online test interface. Two sample practice items are shown below.

The image displays two overlapping screenshots of a web-based practice test interface. The top screenshot shows a question: "We went for a _____ in the car." with four radio button options: 1 ride, 2 house, 3 green, and 4 fun. The bottom screenshot shows a reading passage: "Tal gets in bed. Then Dad tells a story. Now Tal will go to sleep." followed by the question "Where is Tal?" and three radio button options: 1 in a park, 2 in a bed, and 3 in a car. A "Next" button is visible at the bottom of the second screenshot. Both screenshots have a blue header bar with a home icon, the name "John Doe", and the label "(Practice)".

John Doe (Practice)

We went for a _____ in the car.

- 1 ride
- 2 house
- 3 green
- 4 fun

John Doe (Practice)

Tal gets in bed. Then Dad tells a story. Now Tal will go to sleep.

Where is Tal?

- 1 in a park
- 2 in a bed
- 3 in a car

Next

Sample Items

This section includes 24 sample test items—one item for each skill area measured by the MKAS² 3rd Grade Reading Summative Assessment. For each item, you will see the following information:

- The MCCRS domain (Reading: Foundational Skills, Reading: Informational Text, etc.)
- The MCCRS heading (Key Ideas and Details, Craft and Structure, etc.)
- The aligned Mississippi standard
- A screenshot of a sample item showing the question (stem) and answer choices

An answer key for the sample items is provided on page 22.

Domain: Reading: Foundational Skills

Heading: Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

MCCRS.ELA-Literacy.RF.3.3

John Doe 1 / 24

Which does the word *armful* mean?

- 1 as much as the arms can carry
- 2 one who works with his arms
- 3 something that looks like arms

Next

Domain: Reading: Foundational Skills

Heading: Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

MCCRS.ELA-Literacy.RF.3.4

John Doe 2 / 24

A shark never runs out of teeth. If a shark loses a tooth, another tooth takes its place. During its life, a shark grows thousands of teeth!

Which tells about the paragraph?

- 1 It tries to get you to buy a shark book.
- 2 It explains true things about sharks.
- 3 It tells you a story about a shark.

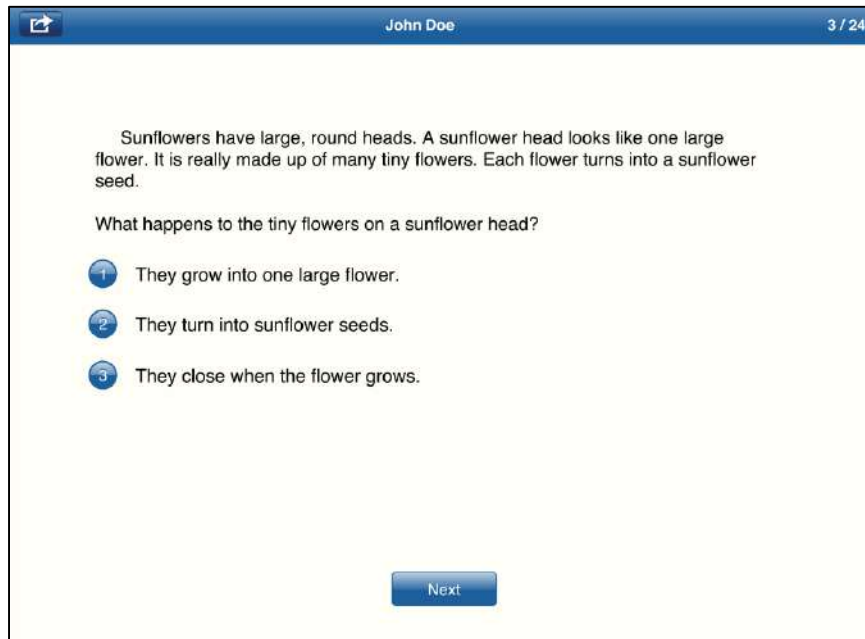
Next

Domain: Reading: Informational Text

Heading: Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

MCCRS.ELA-Literacy.RI.3.1



John Doe 3 / 24

Sunflowers have large, round heads. A sunflower head looks like one large flower. It is really made up of many tiny flowers. Each flower turns into a sunflower seed.

What happens to the tiny flowers on a sunflower head?

- 1 They grow into one large flower.
- 2 They turn into sunflower seeds.
- 3 They close when the flower grows.

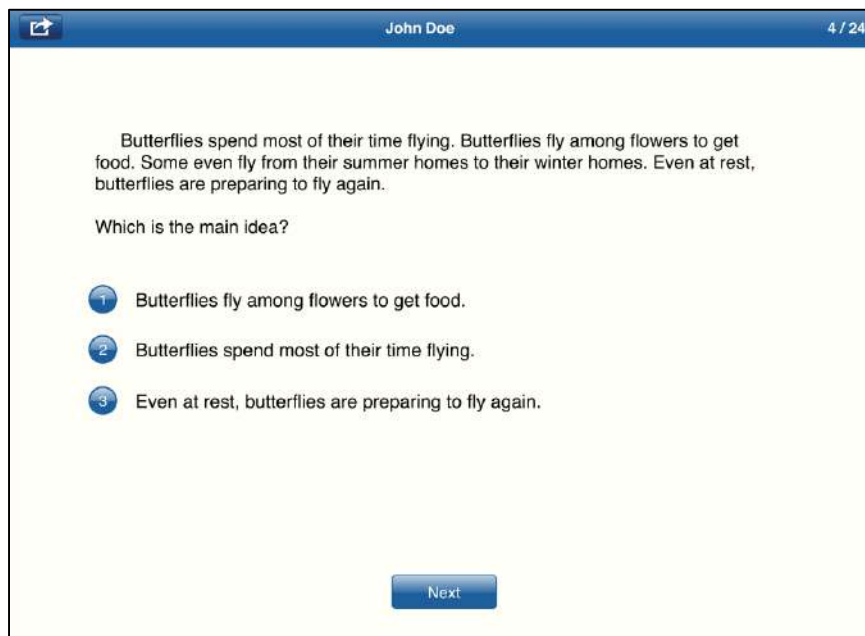
Next

Domain: Reading: Informational Text

Heading: Key Ideas and Details

2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

MCCRS.ELA-Literacy.RI.3.2



John Doe 4 / 24

Butterflies spend most of their time flying. Butterflies fly among flowers to get food. Some even fly from their summer homes to their winter homes. Even at rest, butterflies are preparing to fly again.

Which is the main idea?

- 1 Butterflies fly among flowers to get food.
- 2 Butterflies spend most of their time flying.
- 3 Even at rest, butterflies are preparing to fly again.

Next

Domain: Reading: Informational Text

Heading: Key Ideas and Details

3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

MCCRS.ELA-Literacy.RI.3.3

The screenshot shows a digital reading interface with a blue header bar containing a home icon, the name "John Doe", and the page number "5 / 24". The main content area has a light yellow background. It contains a paragraph about kangaroos, a question, and three multiple-choice options, each preceded by a numbered blue circle. A "Next" button is at the bottom.

A baby kangaroo is called a joey. When a kangaroo is first born, it is very small, about the size of a bean. Then the tiny joey must climb into its mother's pouch. It stays there until it has grown enough. After that, it will come out for short times.

What must the joey do after it is first born?

- 1 climb into its mother's pouch
- 2 come out for short times
- 3 grow to the size of a bean

Next

Domain: Reading: Informational Text

Heading: Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

MCCRS.ELA-Literacy.RI.3.4

The screenshot shows a digital reading interface with a blue header bar containing a home icon, the name "John Doe", and the page number "6 / 24". The main content area has a light yellow background. It contains a paragraph about Lucia, a question, and three multiple-choice options, each preceded by a numbered blue circle. A "Next" button is at the bottom.

Lucia frowned at all the books scattered around her room. She picked them up, and then she arranged them on her shelf. "That's better," she said.

What does *arranged* mean?

- 1 ordered
- 2 removed
- 3 counted

Next

Domain: Reading: Informational Text

Heading: Craft and Structure

5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

MCCRS.ELA-Literacy.RI.3.5

The screenshot shows a digital interface with a blue header bar containing a share icon, the name "John Doe", and the page number "7 / 24". The main content area is white and contains the following text:

This is from a book's index. The book is called *Pioneers*.

E
Entertainment
 hay rides, 26–28
 music, 24–25
 quilting bees, 22–23

Which page might tell about songs the pioneers sang?

- 1 page 26, 27, or 28
- 2 page 24 or 25
- 3 page 22 or 23

At the bottom center is a blue button labeled "Next".

Domain: Reading: Informational Text

Heading: Craft and Structure

6. Distinguish their own point of view from that of the author of a text.

MCCRS.ELA-Literacy.RI.3.6

The screenshot shows a digital interface with a blue header bar containing a share icon, the name "John Doe", and the page number "8 / 24". The main content area is white and contains the following text:

You don't have to be a kid to draw for fun. Drawing is something grown-ups can enjoy too. All you need is some paper and something to draw with. Don't worry about drawing something fancy. Just draw what comes to your mind.

Who would like this writer's ideas the most?

- 1 a person who likes making art
- 2 a person who likes fancy paintings
- 3 a person who likes books with pictures

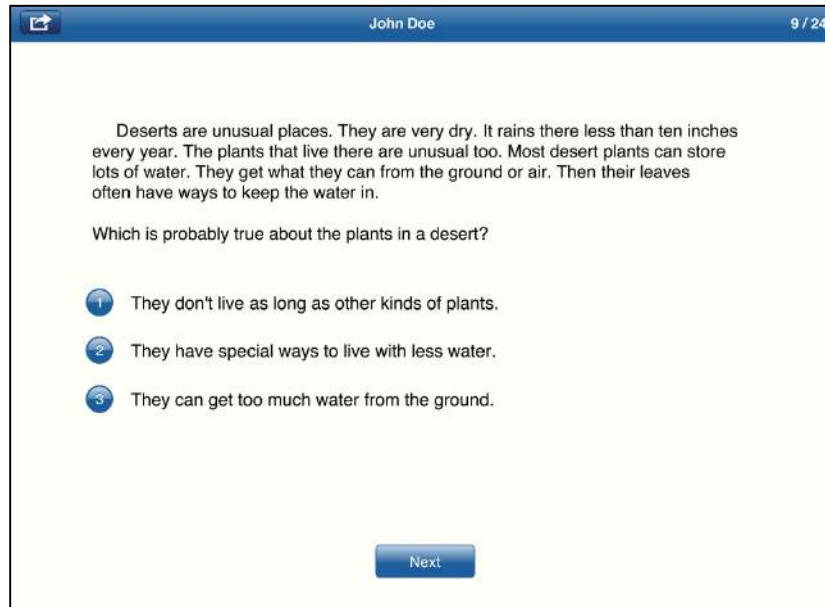
At the bottom center is a blue button labeled "Next".

Domain: Reading: Informational Text

Heading: Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

MCCRS.ELA-Literacy.RI.3.7



John Doe 9 / 24

Deserts are unusual places. They are very dry. It rains there less than ten inches every year. The plants that live there are unusual too. Most desert plants can store lots of water. They get what they can from the ground or air. Then their leaves often have ways to keep the water in.

Which is probably true about the plants in a desert?

- 1 They don't live as long as other kinds of plants.
- 2 They have special ways to live with less water.
- 3 They can get too much water from the ground.

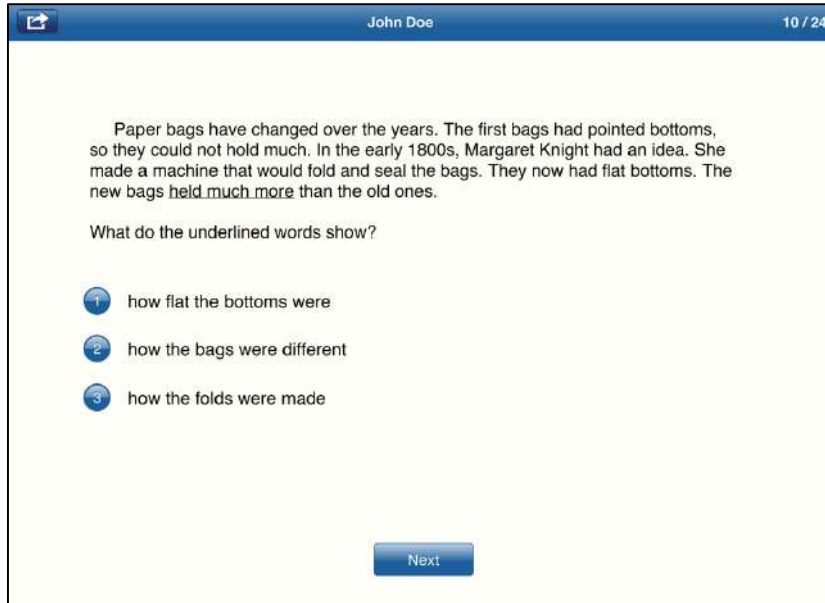
Next

Domain: Reading: Informational Text

Heading: Integration of Knowledge and Ideas

8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

MCCRS.ELA-Literacy.RI.3.8



John Doe 10 / 24

Paper bags have changed over the years. The first bags had pointed bottoms, so they could not hold much. In the early 1800s, Margaret Knight had an idea. She made a machine that would fold and seal the bags. They now had flat bottoms. The new bags held much more than the old ones.

What do the underlined words show?

- 1 how flat the bottoms were
- 2 how the bags were different
- 3 how the folds were made

Next

Domain: Reading: Informational Text

Heading: Integration of Knowledge and Ideas

9. Compare and contrast the most important points and key details presented in two texts on the same topic.

MCCRS.ELA-Literacy.RI.3.9

The screenshot shows a digital reading interface with a blue header bar containing a share icon, the name "John Doe", and the page number "11 / 24". The main content area has a light yellow background. It contains a paragraph of text about frogs and a multiple-choice question. The question asks how a frog is different from a flea, and there are three options. A "Next" button is at the bottom.

There is an insect called a frog. It is very good at jumping. A frog can jump over two feet into the air. This helps it move from one plant to another. A flea is another insect that can jump almost as high. But it is not as good a jumper. A frog weighs sixty times more than a flea, but still jumps higher.

How is a frog different from a flea?

- 1 A frog is an insect that can jump high.
- 2 A frog weighs more and can jump higher.
- 3 A frog can jump from one plant to another.

Next

Domain: Reading: Informational Text

Heading: Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

MCCRS.ELA-Literacy.RI.3.10

The screenshot shows a digital reading interface with a blue header bar containing a share icon, the name "John Doe", and the page number "12 / 24". The main content area has a light yellow background. It contains a paragraph of text about Betsy Ross and a multiple-choice question. The question asks what word best describes Betsy Ross's situation in 1776, and there are four options. A "Next" button is at the bottom.

In 1775, Betsy Ross and her husband John ran a shop in Philadelphia, Pennsylvania. In their shop, they sewed clothes and other things for people. John Ross joined the war and died in 1776. Then Betsy ran the shop by herself. This was very _____ in those times. Women did not often own businesses then.

- 1 silent
- 2 greedy
- 3 forgotten
- 4 unusual

Next

Domain: Reading: Literature

Heading: Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

MCCRS.ELA-Literacy.RL.3.1

The screenshot shows a digital reading interface with a blue header bar containing a share icon, the name "John Doe", and the page number "13 / 24". The main content area has a light yellow background. It contains a paragraph of text, a question, and three radio button options. At the bottom is a blue "Next" button.

Jamel went into the kitchen to find something to eat. He saw a sandwich and a pickle on a plate. Jamel thought he might eat the sandwich. Then he remembered something. His dad was the only one in the family who liked pickles. Jamel carried the plate out to his dad in the backyard.

Jamel is careful not to take things that aren't his. How does the story show you this?

- ☐ 1 Jamel wants the sandwich but takes it out to his dad.
- ☐ 2 Jamel looks in the kitchen to find something to eat.
- ☐ 3 Jamel wants the sandwich but doesn't like the pickle.

Next

Domain: Reading: Literature

Heading: Key Ideas and Details

2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

MCCRS.ELA-Literacy.RL.3.2

The screenshot shows a digital reading interface with a blue header bar containing a share icon, the name "John Doe", and the page number "14 / 24". The main content area has a light yellow background. It contains a paragraph of text, a question, and three radio button options. At the bottom is a blue "Next" button.

Once a week, Hiro goes to a game group after school. Each week, he asks a new friend to come with him. He likes to talk to the other kids in the group too. Hiro likes it when everyone has a fun time together.

Which word best tells about Hiro?

- ☐ 1 bossy
- ☐ 2 friendly
- ☐ 3 quiet

Next

Domain: Reading: Literature

Heading: Key Ideas and Details

3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

MCCRS.ELA-Literacy.RL.3.3

The screenshot shows a digital reading interface with a blue header bar containing a home icon, the name "John Doe", and the page number "15 / 24". The main content area has a light yellow background. It contains a paragraph of text, a question, and three multiple-choice options, each preceded by a numbered blue circle. A "Next" button is at the bottom.

Keisha was ready to start the parade. She took her place right in front of the flag team, and she blew a loud whistle. That meant it was time to start the parade. Keisha smiled and waved as she started marching.

What causes the parade to start?

- 1 Keisha stands in the front.
- 2 Keisha smiles and waves.
- 3 Keisha blows a loud whistle.

Next

Domain: Reading: Literature

Heading: Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

MCCRS.ELA-Literacy.RL.3.4

The screenshot shows a digital reading interface with a blue header bar containing a home icon, the name "John Doe", and the page number "16 / 24". The main content area has a light yellow background. It contains a paragraph of text, a question, and three multiple-choice options, each preceded by a numbered blue circle. A "Next" button is at the bottom.

Hank told his friend Kurt that he had a huge surprise. "What is it?" Kurt asked with excitement. Hank just smiled and said nothing. "Come on," begged Kurt, "spill the beans." Hank finally told Kurt that his family was moving to Kurt's street. "That's great news!" said Kurt, smiling.

What does *spill the beans* mean?

- 1 share food with others
- 2 let something fall
- 3 tell a secret

Next

Domain: Reading: Literature

Heading: Craft and Structure

5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

MCCRS.ELA-Literacy.RL.3.5

John Doe 17 / 24

Ji's school needed paper, pencils, crayons, and paints. They were running out. Ji wondered how to help. He told his mom and dad and called his aunt and uncle. They brought him many things the school needed. He put all the things into a big box. The next day, he brought the box to school.

How is the problem solved?

- 1 Ji's family brings him things the school needs.
- 2 Ji puts all the things from his family into a big box.
- 3 Ji's school needs paper, pencils, crayons, and paints.

Next

Domain: Reading: Literature

Heading: Craft and Structure

6. Distinguish their own point of view from that of the narrator or those of the characters.

MCCRS.ELA-Literacy.RL.3.6

John Doe 18 / 24

The wind was strong on top of the hill. Jane closed her jacket and held her hat so it wouldn't blow away. She looked down at the picnic tables and laughed at what she saw. The people looked like ants to her. She turned her head and saw the pond. It looked like a puddle!

What does Jane think about being at the top of the hill?

- 1 She thinks it would be better to have the picnic at the top.
- 2 She thinks there is too much wind and wants to go back.
- 3 She thinks it is fun to look down at the people and the pond.

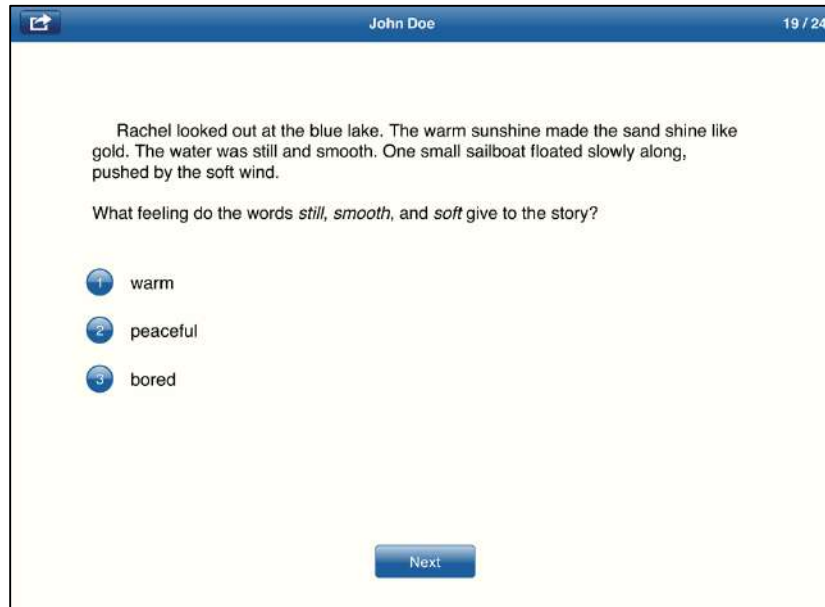
Next

Domain: Reading: Literature

Heading: Integration of Knowledge and Ideas

7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

MCCRS.ELA-Literacy.RL.3.7



John Doe 19 / 24

Rachel looked out at the blue lake. The warm sunshine made the sand shine like gold. The water was still and smooth. One small sailboat floated slowly along, pushed by the soft wind.

What feeling do the words *still*, *smooth*, and *soft* give to the story?

- 1 warm
- 2 peaceful
- 3 bored

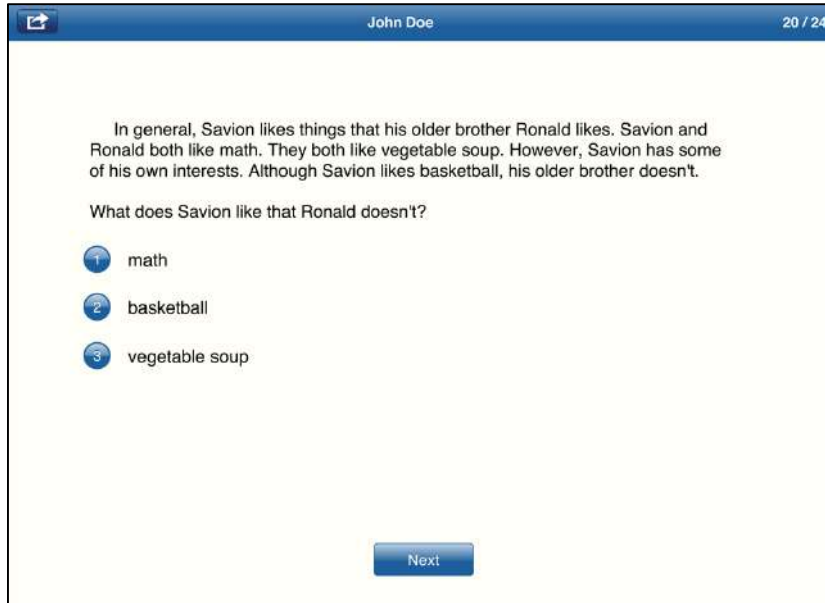
Next

Domain: Reading: Literature

Heading: Integration of Knowledge and Ideas

9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

MCCRS.ELA-Literacy.RL.3.9



John Doe 20 / 24

In general, Savion likes things that his older brother Ronald likes. Savion and Ronald both like math. They both like vegetable soup. However, Savion has some of his own interests. Although Savion likes basketball, his older brother doesn't.

What does Savion like that Ronald doesn't?

- 1 math
- 2 basketball
- 3 vegetable soup

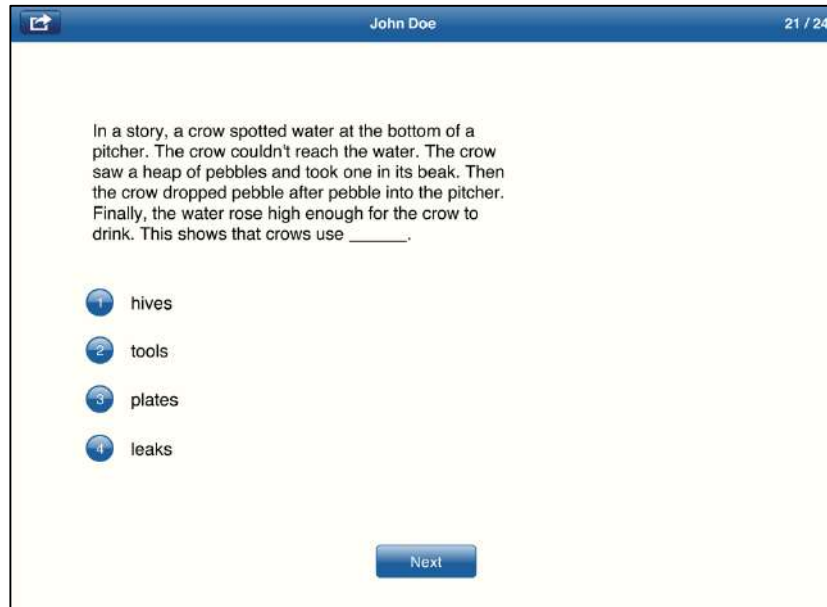
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Domain: Reading: Literature

Heading: Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

MCCRS.ELA-Literacy.RL.3.10



John Doe 21 / 24

In a story, a crow spotted water at the bottom of a pitcher. The crow couldn't reach the water. The crow saw a heap of pebbles and took one in its beak. Then the crow dropped pebble after pebble into the pitcher. Finally, the water rose high enough for the crow to drink. This shows that crows use _____.

- 1 hives
- 2 tools
- 3 plates
- 4 leaks

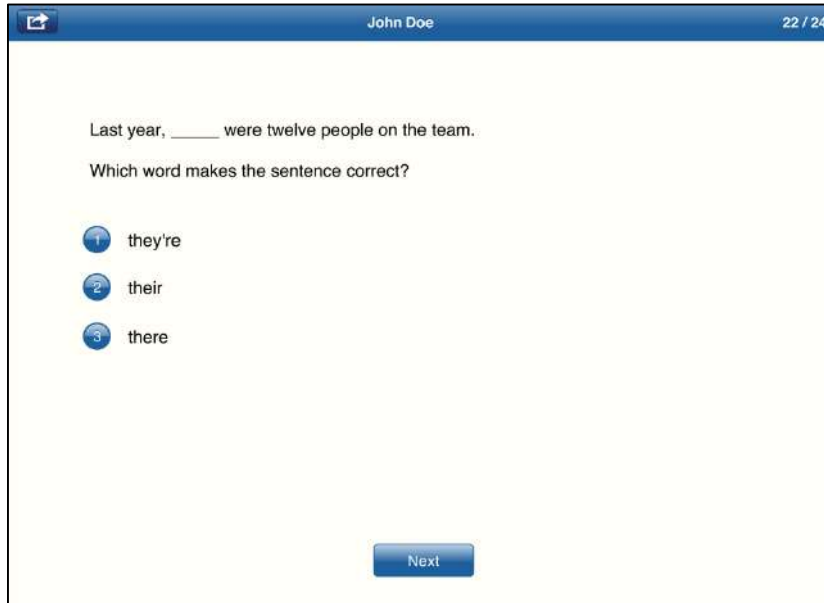
Next

Domain: Language

Heading: Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

MCCRS.ELA-Literacy.L.3.4



John Doe 22 / 24

Last year, _____ were twelve people on the team.

Which word makes the sentence correct?

- 1 they're
- 2 their
- 3 there

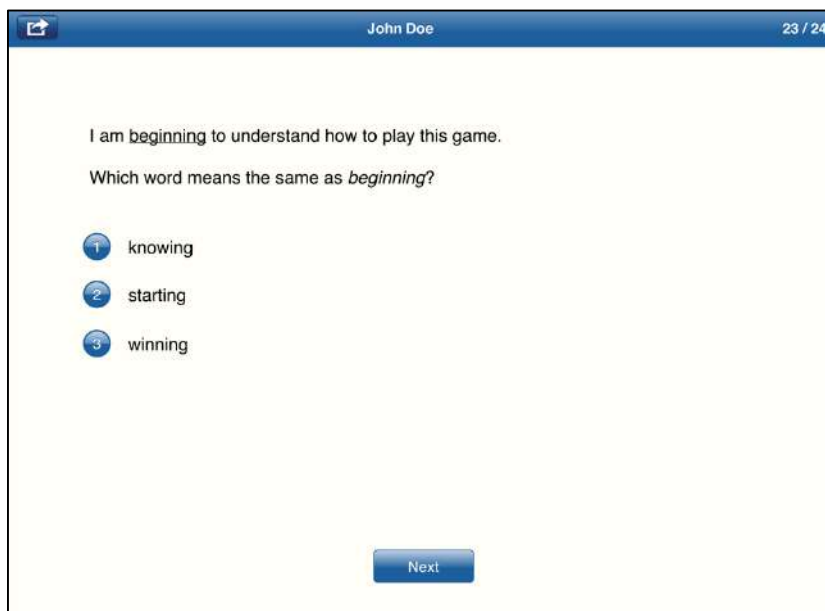
Next

Domain: Language

Heading: Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

MCCRS.ELA-Literacy.L.3.5



John Doe 23 / 24

I am beginning to understand how to play this game.

Which word means the same as *beginning*?

☐ 1 knowing

☐ 2 starting

☐ 3 winning

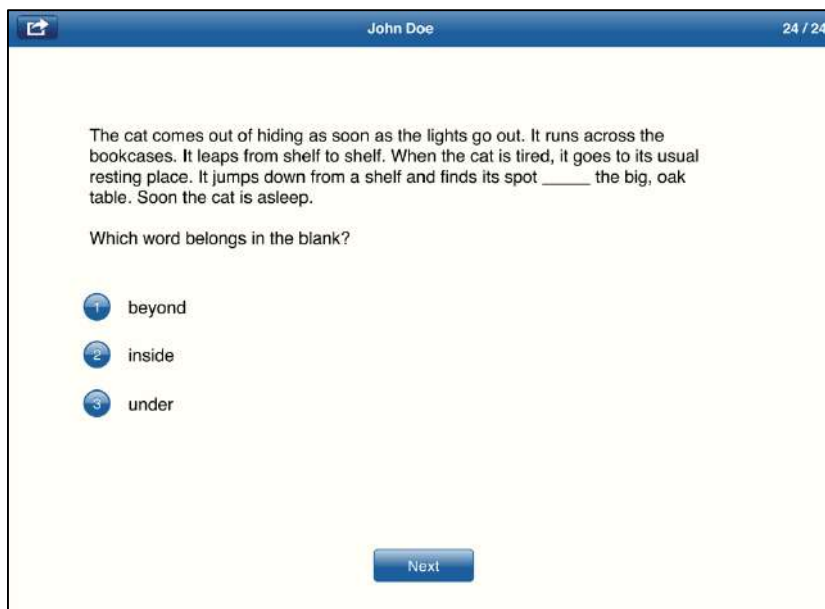
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Domain: Language

Heading: Vocabulary Acquisition and Use

6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

MCCRS.ELA-Literacy.L.3.6



John Doe 24 / 24

The cat comes out of hiding as soon as the lights go out. It runs across the bookcases. It leaps from shelf to shelf. When the cat is tired, it goes to its usual resting place. It jumps down from a shelf and finds its spot _____ the big, oak table. Soon the cat is asleep.

Which word belongs in the blank?

☐ 1 beyond

☐ 2 inside

☐ 3 under

Next

Table 4. Sample Item answer key

Item Number	Correct Response
1/24	1—As much as the arms can carry
2/24	2—It explains true things about sharks
3/24	2—They turn into sunflower seeds
4/24	2—Butterflies spend most of their time flying
5/24	1—Climb into its mother’s pouch
6/24	1—Ordered
7/24	2—Page 24 or 25
8/24	1—A person who likes making art
9/24	2—They have special ways to live with less water
10/24	2—How the bags were different
11/24	2—A frog hopper weighs more and can jump higher
12/24	4—Unusual
13/24	1—Jamel wants the sandwich but takes it out to his dad
14/24	2—Friendly
15/24	3—Keisha blows a loud whistle
16/24	3—Tell a secret
17/24	1—Ji’s family brings him things the school needs
18/24	3—She thinks it is fun to look down at the people and the pond
19/24	2—Peaceful
20/24	2—Basketball
21/24	2—Tools
22/24	3—There
23/24	2—Starting
24/24	3—Under