Not for student use.
Use in conjunction with a paper
mathematics item sampler.

Minnesota Comprehensive Assessments-Series III

Mathematics Item Sampler Script
Grade 3

m DEPARTMENT OF EDUCATION

MINNESOTA COMPREHENSIVE ASSESSMENTS
ITEM SAMPLER
GRADE 3 MATHEMATICS SCRIPT

> INSTRUCTIONS CONTAINED IN THE ITEM SAMPLER REFLECT THE CONTENT OF THE ACTUAL TEST AND MAY NOT APPLY TO THE ADMINISTRATION OF THE ITEM SAMPLER.

This script is for Test Monitor use only. Students take the test in a regular print, large print, or braille test book while the Test Monitor reads from the script.

GENERAL INSTRUCTIONS FOR TEST MONITORS:

- Prior to test administration, review the *Directions for Paper Administrations* for detailed policy and procedure information for test administration (e.g., stopping testing for the day).
- Read scripted instructions to students from the *Directions for Paper Administrations*, as directed, and refer to the directions throughout the test administration.
- For braille, Test Monitors should also refer to the *Test Monitor Notes for Braille* included with the braille test book.
- Do not discuss test content with the student during or after the test.
- Do not discuss any portion of the test or the student's performance with others.
- Read the applicable guidelines on the following pages for reading the script aloud or signing the script (if the student requires the script to be signed).

GUIDELINES FOR READING THE SCRIPT ALOUD

Read Aloud ONLY what is in BOLD TYPE

- Read test content exactly as written, as steadily and clearly as possible without changing, emphasizing, or adding information.
- Do not paraphrase, clarify, define, or translate any part of the questions, answer options, or instructions in the script.
- This script is the only source you may use to read the test to the student. Reading any test content from the test book is not allowed and may require the test to be invalidated.
- Respond to student questions using only scripted directions from the *Directions for Paper Administrations*.

Respond to the Student's Needs

- Adjust your reading speed and volume if requested by the student.
- After a question has been read, allow the student time to respond. If the pause has been lengthy, you may ask, "Do you want me to repeat the question or any part of it again?" before continuing.

Maintain Neutrality

- Communicate in a neutral tone and maintain a neutral facial expression and posture.
- Do not attempt to solve questions, or determine the correct answer to a question while reading, as this may result in pauses or changes in inflection which may mislead the student.
- Be careful to give equal emphasis to each answer option. If the student chooses an answer before all the answer options have been read, ask, "Do you want the other answer options read?" before continuing.

GUIDELINES FOR SIGNED INTERPRETATION OF SCRIPT

Sign ONLY what is in BOLD TYPE

- Sign test content exactly as written, as steadily and clearly as possible without changing, emphasizing, or adding information.
- Do not clarify or define any part of the questions, answer options, or instructions in the script.
- This script is the only source you may use to sign the test to the student. Signing any test content from the test book is not allowed and may require the test to be invalidated.
- Respond to student questions using only scripted directions from the *Directions for Paper Administrations*.

Use Professional Judgment when Signing

- Do your best to use the same signs if the student requests a portion to be repeated.
- Use signs that are conceptually accurate, with or without simultaneous voicing.
- When using an ASL sign that can represent more than one concept or English word, you must adequately contextualize the word to reduce any ambiguity. You may also spell the word after signing it to remove any doubt about which word is intended.
- If you are unsure how to sign and/or pronounce an unfamiliar word, advise the student of the uncertainty and spell the word.
- In cases where signs give clues to the answer, finger spelling must be used.

Respond to the Student's Needs

- Adjust your signing speed if requested by the student.
- Spell any words requested by the student during the test administration.
- After a question has been signed, allow the student time to respond. If the pause has been lengthy, you may ask, "Do you want me to sign the question or any part of it again?" before continuing.

Use Appropriate Physical/Facial Expressions

- Use facial expressions consistent with sign-language delivery; do not use expressions which may be interpreted by the student as approval or disapproval of the student's responses.
- Do not attempt to solve questions, or determine the correct answer to a question while signing, as this may result in pauses or changes in inflection which may mislead the student.
- Be careful to give equal emphasis to each answer option. If the student chooses an answer before all the answer options have been signed, ask, "Do you want the other answer options signed?" before continuing.

After reading the applicable scripted instructions in the *Directions for Paper Administrations*, say the following before you begin reading the questions on the next page:

After I read each question, I will pause for as much time as you need to answer the question. Then I will read the next question. You may ask me to repeat any question as many times as you need.

We will now begin Segment One (1)**. You MAY NOT use a calculator for this segment.**

Question number one (1)**:**

    What is another way to show (the number shown)?

    Choose answer A, B, C, or D.

Question number two (2)**:**

    There are twenty-three thousand, six hundred fifty (23,650) **people in a stadium.**

    The stadium can hold one thousand (1,000) **more people.**

    How many people can the stadium hold?

    Choose answer A, B, C, or D.

Question number three (3)**:**

    What is (the number shown) rounded to the nearest thousand?

    Choose answer A, B, C, or D.

Question number four (4):

      Subtract (the expression shown).

      Choose answer A, B, C, or D.

Question number five (5):

      Which model shows six times three (6×3)**?**

      Choose answer A, B, C, or D.

Question number six (6):

      Malik has sixty-four (64) **marbles.**

      He puts an equal number of marbles into each of four (4) **jars.**

      How many marbles are in each jar?

      Choose answer A, B, C, or D.

Question number seven (7):

      Multiply (the expression shown).

      Choose answer A, B, C, or D.

Question number eight (8)**:**

   Two lines are shown.

   Which describes the relationship between the lines?

   Choose one of the following answers. (Read answers aloud.)

   A. **Parallel**
   B. **Perpendicular**
   C. **Square**
   D. **Straight**

STOP

Stop when the student reaches the end of Segment 1. Refer to the *Directions for Paper Administrations* as needed before continuing.

We will now begin Segment Two (2). You MAY use a calculator for this segment.

Question number nine (9):

     Which number has a five (5) in the ten thousands place?

     Choose answer A, B, C, or D.

Question number ten (10):

     Connie lists her scores from a video game.

     Which list shows the scores listed from greatest to least?

     Choose answer A, B, C, or D.

Question number eleven (11):

     Jeff had one thousand, three hundred fifty (1,350) glass beads and six hundred ninety-five (695) clay beads.

     He sold one hundred thirty-eight (138) glass beads and forty-seven (47) clay beads.

     How many beads did Jeff have left?

     Choose answer A, B, C, or D.

Question number twelve (12)**:**

Cory has two (2) **red crayons and one** (1) **blue crayon.**

What fraction of Cory's crayons is red?

Choose answer A, B, C, or D.

Question number thirteen (13):

Gavin has four (4) **green apples and four** (4) **red apples.**

Tara has four (4) **green apples and eight** (8) **red apples.**

Who has a greater fraction of green apples?

Choose one of the following answers. (Read answers aloud.)

A. **Gavin, because four-eighths (** $\frac{4}{8}$ **) is greater than four-twelfths (** $\frac{4}{12}$ **).**

B. **Tara, because four-twelfths (** $\frac{4}{12}$ **) is greater than four-eighths (** $\frac{4}{8}$ **).**

C. **Tara, because twelve** (12) **is greater than eight** (8)**.**

D. **They both have the same fraction of green apples.**

Question number fourteen (14)**:**

Ellen has a vase of flowers.

- **One-eighth ($\frac{1}{8}$) are red.**

- **One-third ($\frac{1}{3}$) are blue.**

- **One-sixth ($\frac{1}{6}$) are purple.**

- **One-fourth ($\frac{1}{4}$) are yellow.**

Which is the greatest fraction?

Choose answer A, B, C, or D.

Question number fifteen (15)**:**

A table is shown.

The table has three (3) **rows and two** (2) **columns. The column headings are labeled from left to right: "Input," "Output."**

What is the output number when the input number is twelve (12)**?**

Choose answer A, B, C, or D.

Question number sixteen (16)**:**

Which story problem can be solved using the number sentence (shown)?

Choose one of the following answers. (Read answers aloud.)

A. **Tom had eighteen (18) pencils. He gave _n_ pencils away and had two (2) left over. How many pencils did Tom give away?**
B. **Alice bought _n_ books and spent eighteen dollars ($18). Each book cost two dollars ($2). How many books did Alice buy?**
C. **Maya had _n_ rocks and two (2) baskets. She put eighteen (18) rocks in each basket. How many rocks did Maya have?**
D. **Pedro saw two (2) kinds of birds. He saw eighteen (18) robins and _n_ crows. How many crows did Pedro see?**

_____

Question number seventeen (17)**:**

An equation is shown.

What number makes the number sentence true?

Choose answer A, B, C, or D.

_____

Question number eighteen (18)**:**

Which shape has the fewest angles?

Choose one of the following answers. (Read answers aloud.)

A. **Hexagon**
B. **Octagon**
C. **Pentagon**
D. **Trapezoid**

Question number nineteen (19)**:**

The perimeter of a rectangle is sixteen (16) **inches.**

Its length is five (5) **inches.**

What is its width?

Choose one of the following answers. (Read answers aloud.)

A. **Three** (3) **inches**
B. **Six** (6) **inches**
C. **Eleven** (11) **inches**
D. **Twenty-one** (21) **inches**

_____

Question number twenty (20)**:**

Mai Ka starts reading a book at the time shown on the clock.

She stops reading one (1) **hour and twelve** (12) **minutes later.**

What time does Mai Ka stop reading?

Choose answer A, B, C, or D.

_____

Question number twenty-one (21)**:**

A movie is two (2) **hours and twenty-eight** (28) **minutes long.**

How many minutes long is the movie?

Choose one of the following answers. (Read answers aloud.)

A. **Eighty-eight** (88) **minutes**
B. **One hundred twenty** (120) **minutes**
C. **One hundred forty-eight** (148) **minutes**
D. **Two hundred twenty-eight** (228) **minutes**

Question number twenty-two (22):

Gina buys a snack for fifty-nine cents (59¢).

She pays with a one dollar bill ($1).

She receives the fewest possible coins in change.

What change does Gina receive?

Choose one of the following answers. (Read answers aloud.)

A. One (1) quarter, one (1) dime, one (1) nickel and one (1) penny
B. Two (2) quarters and one (1) penny
C. Two (2) quarters, one (1) nickel and four (4) pennies
D. Four (4) dimes and one (1) penny

Question number twenty-three (23):

A thermometer is shown.

From left to right, the thermometer is labeled: "Degrees Fahrenheit (°F)," "Degrees Celsius (°C)."

What temperature is shown on the thermometer?

Choose one of the following answers. (Read answers aloud.)

A. Eleven degrees Celsius (11°C)
B. Twelve degrees Fahrenheit (12°F)
C. Fifty-four degrees Celsius (54°C)
D. Fifty-four degrees Fahrenheit (54°F)

Question number twenty-four (24)**:**

Leon asked his friends to choose a favorite dessert.

The title of the bar graph is: "Dessert Choices." The horizontal axis is titled: "Dessert" and the vertical axis is titled: "Number of Friends." From left to right, the horizontal axis reads: "Pie," "Cookies," "Cake," "Ice cream," "Pudding."

How many more friends chose ice cream than pie?

Choose answer A, B, C, or D.

STOP

Refer to the *Directions for Paper Administrations* for information on collection and return of test materials.

READ ONLY WHAT IS IN BOLD TYPE