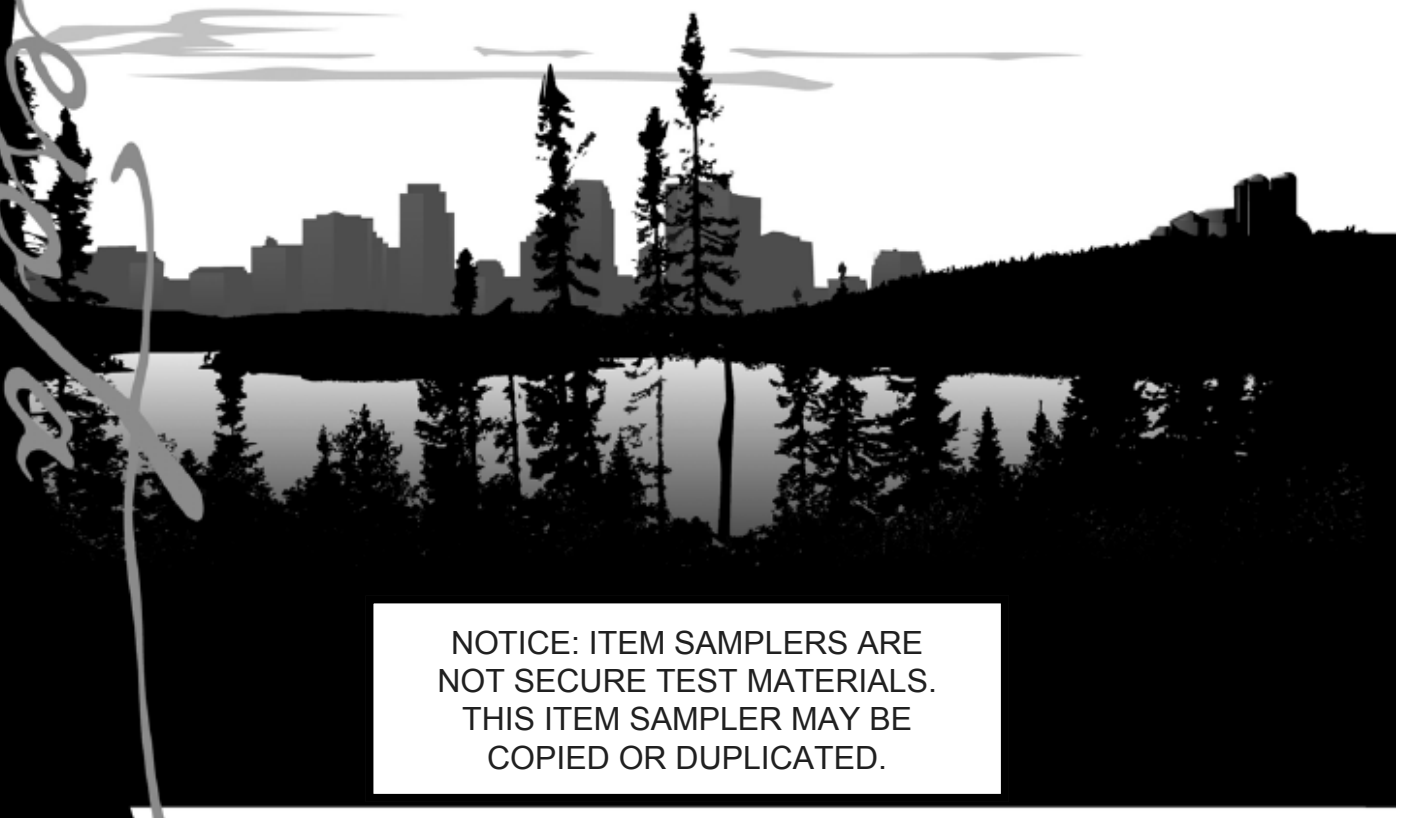
Minnesota Test of Academic Skills (MTAS)
Symbolated Reading Item Sampler
Grade 10



NOTICE: ITEM SAMPLERS ARE NOT SECURE TEST MATERIALS. THIS ITEM SAMPLER MAY BE COPIED OR DUPLICATED.

DEPARTMENT OF EDUCATION

Minnesota Test of Academic Skills
Grade 10 Reading
Sample Tasks 1–3

A Great Idea

1 "Class, your job is to make our neighborhood a better place," said the teacher, Mr. Roberts. "You will work with another student. You have one week. Then you will tell the class what you did." Mr. Roberts usually gave the students more guidance. But this time, Mr. Roberts did not give them more directions.

2 Leah and Sean wanted to work together. Sean was excited. "This will be great!" he said.

3 Leah was not sure. "How can we change anything in one week?" she asked.

4 "We just have to think of a great idea," said Sean. "I know! Let's pick up the trash in the park."

5 "The park is too big," said Leah. "How about planting a tree?"

6 "One tree? You want to plant one tree?" said Sean. He could not believe what he was hearing. "That is silly. We need to do something that will be good for lots of people."

7 "Well," said Leah. "Picking up all the trash in the park is just too hard for two people." Leah stared at her friend. Then she smiled. "I have an idea. Let's ask two other students to work with us. Then our work will be easier."

8 "That is a great idea!" said Sean.

ITEM SAMPLER MAY BE DUPLICATED.

Minnesota Test of Academic Skills
Grade 10 Reading
Sample Task 1

<table>
<tr><th>Test Administrator Instructions</th><th>Score</th><th>Student Responses</th></tr>
<tr><td colspan="3">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.</td></tr>
<tr><td rowspan="2">Present “A Great Idea” or have the student read the passage.

Say: Here is the first question about “A Great Idea.”

Present R10_Sample 1.

Say: Which word from the passage means the same as guidance in paragraph 1? The test administrator or student may re-read paragraph 1.

Present the answer options in order. Point to each option as you say it.
A. Work
B. Teacher
C. Directions</td><td>3</td><td>Directions
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.</td></tr>
<tr><td colspan="3">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.</td></tr>
<tr><td rowspan="3">Say: The students in this passage are not sure what to do for their class project. Which word from the passage means the same as guidance in paragraph 1? The test administrator or student may re-read paragraph 1.

Re-present R10_Sample 1 and the answer options in order. Point to each option as you say it.
A. Work
B. Teacher
C. Directions</td><td>2</td><td>Directions
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.</td></tr>
<tr><td>1</td><td>Work
or
Teacher</td></tr>
<tr><td>0</td><td>Unrelated or none</td></tr>
</table>

Grade 10 Reading 9.4.4.4: Determine the meaning of words and phrases as they are used in a text.

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Minnesota Test of Academic Skills
Grade 10 Reading
Sample Task 2

<table>
<tr><th>Test Administrator Instructions</th><th>Score</th><th>Student Responses</th></tr>
<tr><td colspan="3">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.</td></tr>
<tr><td rowspan="2">Re-present "A Great Idea" as needed.

Say: Here is the second question about "A Great Idea."

Present R10_Sample 2.

Say: Why does Sean say that it is silly to plant just one tree?

Present the answer options in order. Point to each option as you say it.
A. He wants to stay home.
B. He wants to help many people.
C. He wants to provide shade in the neighborhood.</td><td>3</td><td>He wants to help many people.

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.</td></tr>
<tr><td colspan="3">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.</td></tr>
<tr><td rowspan="3">Say: In paragraph 6, Sean says that they should do more. Planting one tree is not enough. Why does Sean say that it is silly to plant just one tree? The test administrator or student may re-read paragraph 6.

Re-present R10_Sample 2 and the answer options in order. Point to each option as you say it.
A. He wants to stay home.
B. He wants to help many people.
C. He wants to provide shade in the neighborhood.</td><td>2</td><td>He wants to help many people.

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.</td></tr>
<tr><td>1</td><td>He wants to stay home.
or
He wants to provide shade in the neighborhood.</td></tr>
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Grade 10 Reading 9.4.1.1: Use textual evidence to determine what the text says explicitly and make inferences.

Minnesota Test of Academic Skills
Grade 10 Reading
Sample Task 3

<table>
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<tr><td colspan="3">Administration notes:
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▪ 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.</td></tr>
<tr><td rowspan="2">Re-present “A Great Idea” as needed.

Say: Here is the last question about “A Great Idea.”

Present R10_Sample 3.

Say: What is the great idea in this passage?

Present the answer options in order. Point to each option as you say it.
A. Students plan to pick up trash in the park.
B. Students ask for more time to do their project.
C. Students tell their classmates what they did.</td><td>3</td><td>Students plan to pick up trash in the park.

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.</td></tr>
<tr><td colspan="3">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.</td></tr>
<tr><td rowspan="3">Say: The teacher talks about creating a better neighborhood. What is the great idea in this passage?

Re-present R10_Sample 3 and the answer options in order. Point to each option as you say it.
A. Students plan to pick up trash in the park.
B. Students ask for more time to do their project.
C. Students tell their classmates what they did.</td><td>2</td><td>Students plan to pick up trash in the park.

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.</td></tr>
<tr><td>1</td><td>Students ask for more time to do their project.
or
Students tell their classmates what they did.</td></tr>
<tr><td>0</td><td>Unrelated or none</td></tr>
</table>

Grade 10 Reading 9.4.1.1: Use textual evidence to determine what the text says explicitly and make inferences.

ITEM SAMPLER MAY BE DUPLICATED.

A Great Idea

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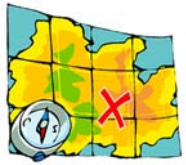
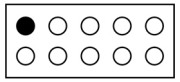
[1] "Class, your job is to make our



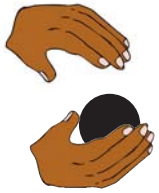
neighborhood a better place," said the

teacher, Mr. Roberts. "You will work with



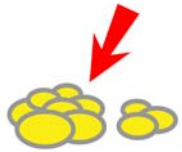
another student. You have one week.

Then you will tell the class what you



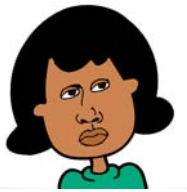
did.” Mr. Roberts usually gave the

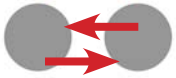
students more guidance. But this time,



Mr. Roberts did not give them more

directions.

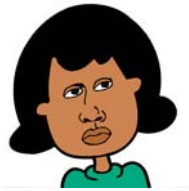




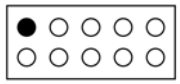
[2] Leah and Sean wanted to work together.

Sean was excited. “This will be great!” he

said.



[3] Leah was not sure. "How can we change

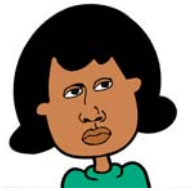


anything in one week?" she asked.

[4] "We just have to think of a great idea,"

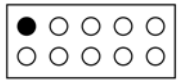
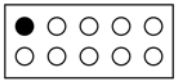
said Sean. "I know! Let's pick up the

trash in the park."



5 "The park is too big," said Leah. "How

about planting a tree?”

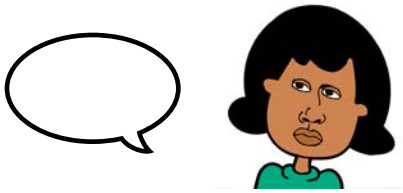
[6] “One tree? You want to plant one tree?”

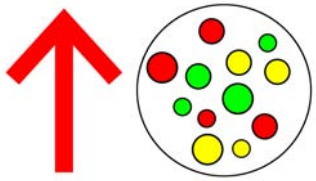
said Sean. He could not believe what he

was hearing. “That is silly. We need to

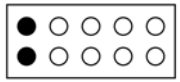
do something that will be good for lots

of people.”

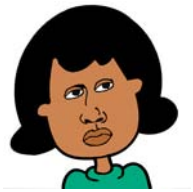




7 “Well,” said Leah. “Picking up all the trash

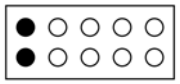


in the park is just too hard for two



people.” Leah stared at her friend. Then

she smiled. "I have an idea. Let's ask

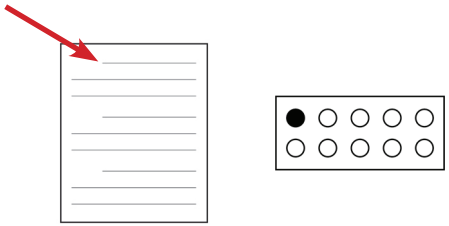


two other students to work with us.

Then our work will be easier."

8 “That is a great idea!” said Sean.

Which word from the passage means the same as



<u>guidance</u> in paragraph 1?

R10_Sample 1
A

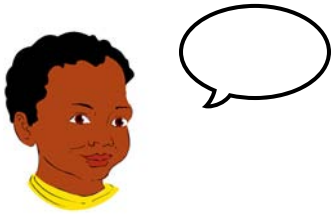
Work

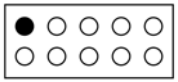
R10_Sample 1
B

Teacher

R10_Sample 1
C

Directions





Why does Sean say that it is silly to plant just one

tree?

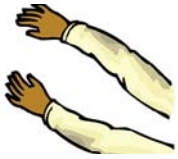
R10_Sample 2
A

He wants to stay home.

R10_Sample 2
B

He wants to help many people.

R10_Sample 2
C



He wants to provide shade in the

neighborhood.

What is the great idea in this passage?

R10_Sample 3
A

Students plan to pick up trash in the

park.

R10_Sample 3
B

Students ask for more time to do

their project.

R10_Sample 3
C

Students tell their classmates what

they did.

Minnesota Test of Academic Skills
Grade 10 Reading
Sample Tasks 1–3

The Minnesota Capitol Building

1 The Minnesota capitol building is located in Saint Paul, Minnesota. Saint Paul is the capital city of Minnesota. The Minnesota capitol building was completed and opened to the public more than 100 years ago. People around the country still say it is one of America's most beautiful public buildings. Each year, many people visit the capitol building. They learn about the history of the building and Minnesota.

2 The best way to learn about the history of the capitol building is to take a guided tour. Visitors touring the building see paintings, sculptures, and statues of famous events and people from Minnesota. Some of the statues are actually made of gold. There are many interesting facts to learn about the capitol building. For example, the upper walls and dome roof of the capitol building are made of white marble that came all the way from the southern state of Georgia.

3 History continues to be made in the Minnesota capitol building. People who work in the legislature make new laws in the capitol building. Visitors can watch the legislature in session. History is made every time a new law is passed. The capitol building will always be important.

ITEM SAMPLER MAY BE DUPLICATED.

Minnesota Test of Academic Skills
Grade 10 Reading
Sample Task 1

<table>
<tr><th>Test Administrator Instructions</th><th>Score</th><th>Student Responses</th></tr>
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▪ 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.</td></tr>
<tr><td rowspan="2">Present “The Minnesota Capitol Building” or have the student read the passage.

Say: Here is the first question about “The Minnesota Capitol Building.”

Present R10_Sample 1.

Say: Based on this passage, what is the best way to learn about the Minnesota capitol building?

Present the answer options in order. Point to each option as you say it.
A. Ask a visitor
B. Take a guided tour
C. Watch the lawmakers</td><td rowspan="2">3</td><td>Take a guided tour</td></tr>
<tr><td>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.</td></tr>
<tr><td colspan="3">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.</td></tr>
<tr><td rowspan="4">Say: At the state capitol, people can learn about the building by doing something. Based on this passage, what is the best way to learn about the Minnesota capitol building?

Re-present R10_Sample 1 and the answer options in order. Point to each option as you say it.
A. Ask a visitor
B. Take a guided tour
C. Watch the lawmakers</td><td rowspan="2">2</td><td>Take a guided tour</td></tr>
<tr><td>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.</td></tr>
<tr><td>1</td><td>Ask a visitor
or
Watch the lawmakers</td></tr>
<tr><td>0</td><td>Unrelated or none</td></tr>
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Grade 10 Reading 9.5.1.1: Use textual evidence to determine what the text says explicitly and make inferences.

Minnesota Test of Academic Skills
Grade 10 Reading
Sample Task 2

<table>
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▪ 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.</td></tr>
<tr><td rowspan="2">Re-present “The Minnesota Capitol Building” as needed.

Say: Here is the second question about “The Minnesota Capitol Building.”

Present R10_Sample 2.

Say: Which detail of the capitol building best shows that the building is important?

Present the answer options in order. Point to each option as you say it.
A. The roof has a dome shape.
B. Each wall is painted.
C. Some statues are made of gold.</td><td>3</td><td>Some statues are made of gold.

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.</td></tr>
<tr><td colspan="3">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.</td></tr>
<tr><td rowspan="3">Say: Sometimes important things are made of expensive materials. Which detail of the capitol building best shows that it is important?

Re-present R10_Sample 2 and the answer options in order. Point to each option as you say it.
A. The roof has a dome shape.
B. Each wall is painted.
C. Some statues are made of gold.</td><td>2</td><td>Some statues are made of gold.

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.</td></tr>
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Grade 10 Reading 9.5.1.1: Use textual evidence to determine what the text says explicitly and make inferences.

Minnesota Test of Academic Skills
Grade 10 Reading
Sample Task 3

<table>
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▪ 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.</td></tr>
<tr><td rowspan="2">Re-present "The Minnesota Capitol Building" as needed.

Say: Here is the last question about "The Minnesota Capitol Building."

Present R10_Sample 3.

Say: What does the art in the capitol building teach visitors about?

Present the answer options in order. Point to each option as you say it.
A. The southern state of Georgia
B. The work of the legislature
C. The history of Minnesota</td><td rowspan="2">3</td><td>The history of Minnesota</td></tr>
<tr><td>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.</td></tr>
<tr><td colspan="3">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.</td></tr>
<tr><td rowspan="4">Say: Visitors to the capitol can find out many interesting things by looking at the artwork throughout the building. What does the art in the capitol building teach visitors about?

Re-present R10_Sample 3 and the answer options in order. Point to each option as you say it.
A. The southern state of Georgia
B. The work of the legislature
C. The history of Minnesota</td><td rowspan="2">2</td><td>The history of Minnesota</td></tr>
<tr><td>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.</td></tr>
<tr><td>1</td><td>The southern state of Georgia
or
The work of the legislature</td></tr>
<tr><td>0</td><td>Unrelated or none</td></tr>
</table>

Grade 10 Reading 9.5.1.1: Use textual evidence to determine what the text says explicitly and make inferences.

The Minnesota Capitol Building

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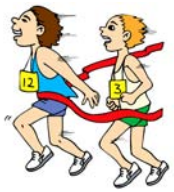
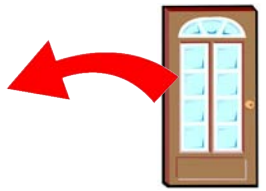
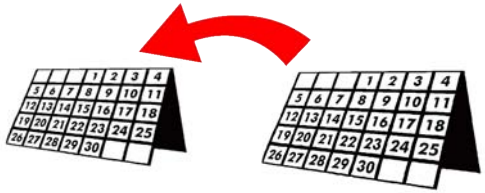
[1] The Minnesota capitol building is located

in Saint Paul, Minnesota. Saint Paul is the

capital city of Minnesota. The Minnesota

capitol building was completed and opened

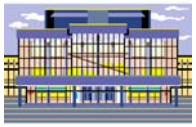
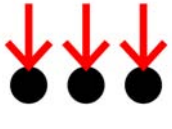


to the public more than 100 years ago.

People around the country still say it is

1

one of America's most beautiful public

buildings. Each year, many people visit

the capitol building. They learn about the

history of the building and Minnesota.

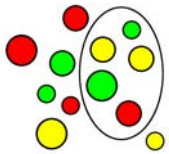
2 The best way to learn about the history

of the capitol building is to take a

guided tour. Visitors touring the building

see paintings, sculptures, and statues of

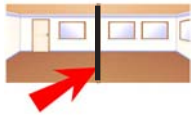
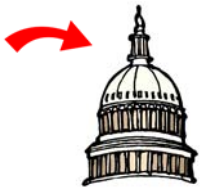
famous events and people from Minnesota.



Some of the statues are actually made

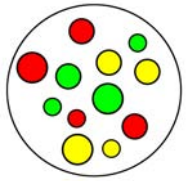
of gold. There are many interesting facts

to learn about the capitol building. For

example, the upper walls and dome roof

of the capitol building are made of



white marble that came all the way from

the southern state of Georgia.

[3] History continues to be made in the

Minnesota capitol building. People who

work in the legislature make new laws

in the capitol building. Visitors can watch

the legislature in session. History is made

every time a new law is passed. The

capitol building will always be important.

R10_Sample 1

Based on this passage, what is the best way

to learn about the Minnesota capitol building?

R10_Sample 1
A

Ask a visitor

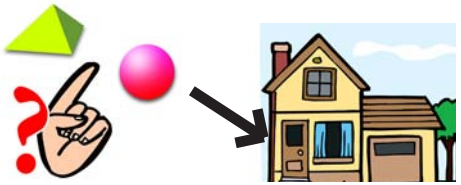
R10_Sample 1
B

Take a guided tour

R10_Sample 1
C

Watch the lawmakers

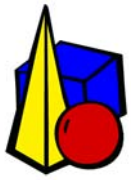
R10_Sample 2



Which detail of the capitol building best shows

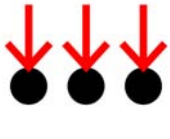
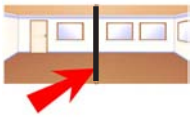
that the building is important?

R10_Sample 2
A



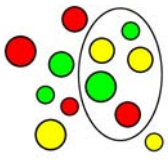
The roof has a dome shape.

R10_Sample 2
B

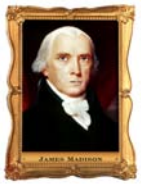



Each wall is painted.

R10_Sample 2
C



Some statues are made of gold.



What does the art in the capitol building

teach visitors about?

R10_Sample 3
A

The southern state of Georgia

R10_Sample 3
B

The work of the legislature

R10_Sample 3
C

The history of Minnesota