

*Minnesota*

**Minnesota Test of Academic Skills (MTAS)  
Reading Item Sampler  
Grade 5**



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NOT SECURE TEST MATERIALS.  
THIS ITEM SAMPLER MAY BE  
COPIED OR DUPLICATED.

**Minnesota Test of Academic Skills  
Grade 5 Reading  
Sample Tasks 1–3**

**Historic Murphy’s Landing**

- 1 Historic Murphy’s Landing is a great Minnesota park. Many children come to the park on school field trips. It is not a park with swings and slides. It is a place to learn about how people lived long ago. These people are called pioneers.
- 2 Pioneers made their own houses out of logs. They also made their own clothes and grew their own food. Pioneers were tired at the end of each day.
- 3 People who work at the park wear clothes like the pioneers wore. The women wore long dresses and cotton hats called bonnets. The men wore cotton pants and long-sleeved shirts. Children can try on old-style clothes at the park. They can look like pioneers too.
- 4 Park workers use old tools to plant food. They show children how the pioneers used the tools. Children get to use the old tools too. They can even help care for the plants.
- 5 Historic Murphy’s Landing is a fun park to visit. You can learn how pioneers lived long ago.

# Minnesota Test of Academic Skills

## Grade 5 Reading

### Sample Task 1

Test Administrator Instructions	Score	Student Responses
<p><i>Administration notes:</i></p> <ul style="list-style-type: none"> <li>▪ The reading passage may be presented as many times as needed for the student at any score point.</li> <li>▪ 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.</li> </ul>		
<p><u>Present</u> "Historic Murphy's Landing" or have the student read the passage.</p> <p><b>Say: Here is the first question about "Historic Murphy's Landing."</b></p> <p><u>Present</u> R5_Sample 1.</p> <p><b>Say: In this story, what do people learn about at Historic Murphy's Landing?</b></p> <p><u>Present</u> the answer options in order. <i>Point to each option as you say it.</i></p> <p><b>A. How pioneers lived long ago</b>  <b>B. How pioneers took trips</b>  <b>C. How pioneers made tools</b></p>	<b>3</b>	<p style="text-align: center;">How pioneers lived long ago</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"> <li>▪ If the student responds incorrectly or not at all, present the task with support as scripted.</li> <li>▪ Once additional support is provided, the task may not be re-administered for a score of 3.</li> </ul>		
<p><b>Say: People often visit special parks like Historic Murphy's Landing to learn what life was like in the days of the pioneers. In this story, what do people learn about at Historic Murphy's Landing?</b></p> <p><u>Re-present</u> R5_Sample 1 and the answer options in order. <i>Point to each option as you say it.</i></p> <p><b>A. How pioneers lived long ago</b>  <b>B. How pioneers took trips</b>  <b>C. How pioneers made tools</b></p>	<b>2</b>	<p style="text-align: center;">How pioneers lived long ago</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>
	<b>1</b>	<p style="text-align: center;">How pioneers took trips or How pioneers made tools</p>
	<b>0</b>	<p>Unrelated or none</p>

**Grade 5 Reading 5.2.2.2:** Determine the main idea in a passage; summarize the passage.

# Minnesota Test of Academic Skills

## Grade 5 Reading

### Sample Task 2

Test Administrator Instructions	Score	Student Responses
<p><i>Administration notes:</i></p> <ul style="list-style-type: none"> <li>▪ The reading passage may be presented as many times as needed for the student at any score point.</li> <li>▪ 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.</li> </ul>		
<p>Re-present "Historic Murphy's Landing" as needed.</p> <p><b>Say: Here is the second question about "Historic Murphy's Landing."</b></p> <p>Present R5_Sample 2.</p> <p><b>Say: In this story, what can people do at Historic Murphy's Landing?</b></p> <p>Present the answer options in order. Point to each option as you say it.</p> <p><b>A. Make their own clothes</b>  <b>B. Use the old tools</b>  <b>C. Build log houses</b></p>	<b>3</b>	<p style="text-align: center;">Use the old tools</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"> <li>▪ If the student responds incorrectly or not at all, present the task with support as scripted.</li> <li>▪ Once additional support is provided, the task may not be re-administered for a score of 3.</li> </ul>		
<p><b>Say: The story tells about many things people can try from pioneer days. In this story, what can people do at Historic Murphy's Landing?</b></p> <p>Re-present R5_Sample 2 and the answer options in order. Point to each option as you say it.</p> <p><b>A. Make their own clothes</b>  <b>B. Use the old tools</b>  <b>C. Build log houses</b></p>	<b>2</b>	<p style="text-align: center;">Use the old tools</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>
	<b>1</b>	<p>Make their own clothes or Build log houses</p>
	<b>0</b>	Unrelated or none

**Grade 5 Reading 5.2.1.1:** Use textual evidence to determine what the text says explicitly and make inference.

# Minnesota Test of Academic Skills

## Grade 5 Reading

### Sample Task 3

Test Administrator Instructions	Score	Student Responses
<p><i>Administration notes:</i></p> <ul style="list-style-type: none"> <li>▪ The reading passage may be presented as many times as needed for the student at any score point.</li> <li>▪ 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.</li> </ul>		
<p>Re-present "Historic Murphy's Landing" as needed.</p> <p><b>Say: Here is the last question about "Historic Murphy's Landing."</b></p> <p>Present R5_Sample 3.</p> <p><b>Say: What was life like for pioneers?</b></p> <p>Present the answer options in order. Point to each option as you say it.</p> <p><b>A. It was the same as today.</b>  <b>B. It was fun all the time.</b>  <b>C. It was hard work.</b></p>	<b>3</b>	<p style="text-align: center;">It was hard work.</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"> <li>▪ If the student responds incorrectly or not at all, present the task with support as scripted.</li> <li>▪ Once additional support is provided, the task may not be re-administered for a score of 3.</li> </ul>		
<p><b>Say: The story tells how pioneers lived. Think about how the pioneers got their food and clothing. What was life like for pioneers?</b></p> <p>Re-present R5_Sample 3 and the answer options in order. Point to each option as you say it.</p> <p><b>A. It was the same as today.</b>  <b>B. It was fun all the time.</b>  <b>C. It was hard work.</b></p>	<b>2</b>	<p style="text-align: center;">It was hard work.</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>
	<b>1</b>	<p>It was the same as today. or It was fun all the time.</p>
	<b>0</b>	Unrelated or none

**Grade 5 Reading 5.2.1.1:** Use textual evidence to determine what the text says explicitly and make inferences.

# Historic Murphy's Landing

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



- 1 Historic Murphy's Landing is a great Minnesota park. Many children come to the park on school field trips. It is not a park with swings and slides. It is a place to learn about how people lived long ago. These people are called pioneers.



2 Pioneers made their own houses out of logs. They also made their own clothes and grew their own food. Pioneers were tired at the end of each day.





- 3 People who work at the park wear clothes like the pioneers wore. The women wore long dresses and cotton hats called bonnets.



The men wore cotton pants and long-sleeved shirts. Children can try on old-style clothes at the park. They can look like pioneers too.



- 4 Park workers use old tools to plant food. They show children how the pioneers used the tools. Children get to use the old tools too. They can even help care for the plants.



5 Historic Murphy's Landing is a fun park to visit. You can learn how pioneers lived long ago.

In this story, what do people learn about at Historic Murphy's Landing?

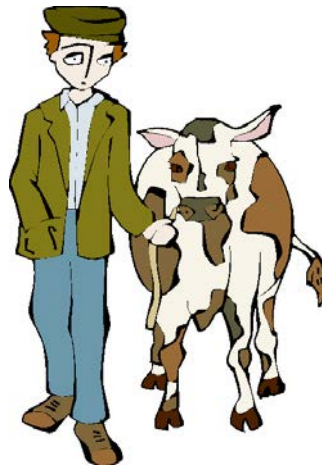
R5\_Sample 1  
A



How pioneers lived long ago

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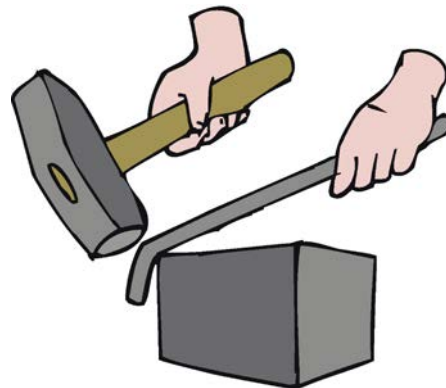
R5\_Sample 1  
B



How pioneers took trips

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R5\_Sample 1  
C



How pioneers made tools

In this story, what can people do at Historic Murphy's Landing?

R5\_Sample 2  
A



Make their own clothes

---

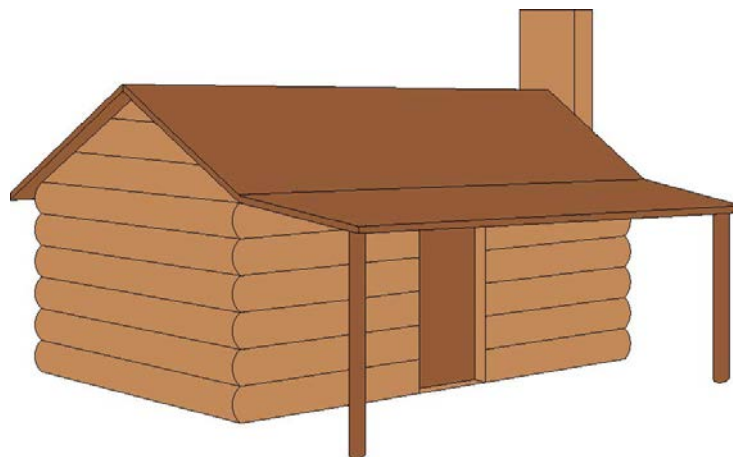
R5\_Sample 2  
B



Use the old tools

---

R5\_Sample 2  
C



Build log houses



What was life like for pioneers?

R5\_Sample 3

A



It was the same as today.

---

R5\_Sample 3

B



It was fun all the time.

---

R5\_Sample 3

C



It was hard work.

**Minnesota Test of Academic Skills**  
**Grade 5 Reading**  
**Sample Tasks 1–3**

**Polar Bears**

- 1 Have you ever seen a polar bear? Polar bears are the biggest bears in the world. One of the largest polar bears lives at the San Diego Zoo in California. This polar bear weighs a lot. The polar bear weighs as much as a truck.
  
- 2 A habitat is a place where animals live. The polar bears' habitat at the zoo is a small cave. The cave was made by people. Polar bears sleep through the winter in the cave.
  
- 3 Polar bears like to play and swim in the pool near the cave. Splash!
  
- 4 Many polar bears live near the North Pole. The North Pole is a place of ice and snow. Polar bears like the cold snow and the cold water of the ocean. Polar bears swim in the cold ocean water. Polar bears can walk and run on ice chunks. They can leap from one piece of ice to another without getting wet.
  
- 5 At the San Diego Zoo, you can get close to polar bears. When they come out of their caves, you can see how big they are. You can see that the polar bears have fur as white as snow. You can see polar bears swimming. These polar bears do not swim in the ocean. They swim in a pool. Splash!
  
- 6 Would you like to visit the polar bears at the San Diego Zoo? Many people go to watch the polar bears every year. You can too. The polar bears at the San Diego Zoo really make a splash with people!

# Minnesota Test of Academic Skills

## Grade 5 Reading

### Sample Task 1

Test Administrator Instructions	Score	Student Responses
<p><i>Administration notes:</i></p> <ul style="list-style-type: none"> <li>▪ The reading passage may be presented as many times as needed for the student at any score point.</li> <li>▪ 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.</li> </ul>		
<p><u>Present</u> "Polar Bears" or have the student read the passage.</p> <p><b>Say: Here is the first question about "Polar Bears."</b></p> <p><u>Present</u> R5_Sample 1.</p> <p><b>Say: What is the main idea of paragraph 1? The test administrator or student may re-read paragraph 1.</b></p> <p><u>Present</u> the answer options in order. <i>Point to each option as you say it.</i></p> <p><b>A. Polar bears like cold water.</b>  <b>B. Polar bears are very big.</b>  <b>C. Polar bears live in caves.</b></p>	<b>3</b>	<p style="text-align: center;">Polar bears are very big.</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"> <li>▪ If the student responds incorrectly or not at all, present the task with support as scripted.</li> <li>▪ Once additional support is provided, the task may not be re-administered for a score of 3.</li> </ul>		
<p><b>Say: The first paragraph of the story tells us something special about polar bears. What is the main idea of paragraph 1? The test administrator or student may re-read paragraph 1.</b></p> <p><u>Re-present</u> R5_Sample 1 and the answer options in order. <i>Point to each option as you say it.</i></p> <p><b>A. Polar bears like cold water.</b>  <b>B. Polar bears are very big.</b>  <b>C. Polar bears live in caves.</b></p>	<b>2</b>	<p style="text-align: center;">Polar bears are very big.</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>
	<b>1</b>	<p>Polar bears like cold water. or Polar bears live in caves.</p>
	<b>0</b>	Unrelated or none

**Grade 5 Reading 5.2.2.2:** Determine the main idea in a passage; summarize the passage.

# Minnesota Test of Academic Skills

## Grade 5 Reading

### Sample Task 2

Test Administrator Instructions	Score	Student Responses
<p><i>Administration notes:</i></p> <ul style="list-style-type: none"> <li>▪ The reading passage may be presented as many times as needed for the student at any score point.</li> <li>▪ 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.</li> </ul>		
<p><u>Re-present</u> "Polar Bears" as needed.</p> <p><b>Say: Here is the second question about "Polar Bears."</b></p> <p><u>Present</u> R5_Sample 2.</p> <p><b>Say: What does <u>leap</u> mean in paragraph 4? The test administrator or student may re-read paragraph 4.</b></p> <p><u>Present</u> the answer options in order. <i>Point to each option as you say it.</i></p> <p><b>A. Swim</b>  <b>B. Jump</b>  <b>C. Splash</b></p>	<b>3</b>	<p>Jump</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"> <li>▪ If the student responds incorrectly or not at all, present the task with support as scripted.</li> <li>▪ Once additional support is provided, the task may not be re-administered for a score of 3.</li> </ul>		
<p><b>Say: Polar bears are moving on the ice pieces in paragraph 4. What does <u>leap</u> mean in paragraph 4? The test administrator or student may re-read paragraph 4.</b></p> <p><u>Re-present</u> R5_Sample 2 and the answer options in order. <i>Point to each option as you say it.</i></p> <p><b>A. Swim</b>  <b>B. Jump</b>  <b>C. Splash</b></p>	<b>2</b>	<p>Jump</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>
	<b>1</b>	Swim or Splash
	<b>0</b>	Unrelated or none

**Grade 5 Reading 5.2.4.4:** Determine the meaning of general academic words and phrases in a text relevant to a grade 5 topic or subject area.

# Minnesota Test of Academic Skills

## Grade 5 Reading

### Sample Task 3

Test Administrator Instructions	Score	Student Responses
<p><i>Administration notes:</i></p> <ul style="list-style-type: none"> <li>▪ The reading passage may be presented as many times as needed for the student at any score point.</li> <li>▪ 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.</li> </ul>		
<p><u>Re-present</u> "Polar Bears" as needed.</p> <p><b>Say: Here is the last question about "Polar Bears."</b></p> <p><u>Present</u> R5_Sample 3.</p> <p><b>Say: Where can people see polar bears in California?</b></p> <p><u>Present</u> the answer options in order. <i>Point to each option as you say it.</i></p> <p><b>A. In the snow</b>  <b>B. By the ocean</b>  <b>C. At a zoo</b></p>	<b>3</b>	<p style="text-align: center;">At a zoo</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"> <li>▪ If the student responds incorrectly or not at all, present the task with support as scripted.</li> <li>▪ Once additional support is provided, the task may not be re-administered for a score of 3.</li> </ul>		
<p><b>Say: One of the largest polar bears lives in sunny California. People go to watch the polar bears. Where can people see polar bears in California?</b></p> <p><u>Re-present</u> R5_Sample 3 and the answer options in order. <i>Point to each option as you say it.</i></p> <p><b>A. In the snow</b>  <b>B. By the ocean</b>  <b>C. At a zoo</b></p>	<b>2</b>	<p style="text-align: center;">At a zoo</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>
	<b>1</b>	<p>In the snow or By the ocean</p>
	<b>0</b>	Unrelated or none

**Grade 5 Reading 5.2.1.1:** Use textual evidence to determine what the text says explicitly and make inferences.

# **Polar Bears**

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



- 1 Have you ever seen a polar bear? Polar bears are the biggest bears in the world.





One of the largest polar bears lives at the San Diego Zoo in California. This polar bear weighs a lot. The polar bear weighs as much as a truck.



- 2 A habitat is a place where animals live. The polar bears' habitat at the zoo is a small cave. The cave was made by people. Polar bears sleep through the winter in the cave.



3 Polar bears like to play and swim in the pool near the cave. Splash!



- 4 Many polar bears live near the North Pole. The North Pole is a place of ice and snow. Polar bears like the cold snow and the cold water of the ocean.



Polar bears swim in the cold ocean water. Polar bears can walk and run on ice chunks. They can leap from one piece of ice to another without getting wet.



- 5 At the San Diego Zoo, you can get close to polar bears. When they come out of their caves, you can see how big they are. You can see that the polar bears have fur as white as snow.



You can see polar bears swimming. These polar bears do not swim in the ocean. They swim in a pool. Splash!



6 Would you like to visit the polar bears at the San Diego Zoo? Many people go to watch the polar bears every year. You can too. The polar bears at the San Diego Zoo really make a splash with people!



What is the main idea of paragraph 1?

R5\_Sample 1  
A



Polar bears like cold water.

---

R5\_Sample 1  
B



Polar bears are very big.

---

R5\_Sample 1  
C



Polar bears live in caves.

What does leap mean in paragraph 4?

R5\_Sample 2  
A



Swim

R5\_Sample 2  
B



Jump

R5\_Sample 2  
C



Splash

Where can people see polar bears in California?

R5\_Sample 3  
A



In the snow

---

R5\_Sample 3  
B



By the ocean

---

R5\_Sample 3  
C



At a zoo