

Minnesota

**Minnesota Test of Academic Skills (MTAS)
Reading Item Sampler
Grade 8**



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

**Minnesota Test of Academic Skills
Grade 8 Reading
Sample Tasks 1–3**

Everyone Can Bowl

- ¹ Bowling is a game for everyone. Children and adults can play in groups or alone. Bowlers use a heavy ball to knock down pins. The pins are heavy and smooth and look like white bottles. The pins sit at the end of a lane. A lane is a special wood path for the ball. The player rolls the ball down the lane toward the pins. The player gets a point for each pin that falls. A computer or a player keeps score.
- ² People in wheelchairs can bowl with special tools. One tool is a ramp. The player puts the ball on the ramp and pushes it down the ramp. The ball reaches the wooden floor and rolls down the lane. If the player aimed the ball correctly, some pins fall and the points are counted.
- ³ People who are blind can bowl with a partner or a rail. A partner can give the person directions on where to roll the ball. Some players use a rail to know where to roll the ball. A rail is like a little fence. The player slides one hand along the rail. The other hand holds the ball. The player rolls the ball toward the pins. The partner tells how many pins fall. Bowling is a game everyone can play.

Minnesota Test of Academic Skills

Grade 8 Reading

Sample Task 1

Test Administrator Instructions	Score	Student Responses
<p><i>Administration notes:</i></p> <ul style="list-style-type: none"> ▪ The reading passage may be presented as many times as needed for the student at any score point. ▪ Repeat the question exactly as it appears at score 3 as many times as needed until the student responds or until it is clear that the student will not respond. 		
<p><u>Present</u> "Everyone Can Bowl" or have the student read the passage.</p> <p>Say: Here is the first question about "Everyone Can Bowl."</p> <p><u>Present</u> R8_Sample 1.</p> <p>Say: What happens when a player knocks pins down?</p> <p><u>Present</u> the answer options in order. <i>Point to each option as you say it.</i></p> <p>A. The player gets points. B. The player finds a partner. C. The player uses a different ball.</p>	3	<p style="text-align: center;">The player gets points.</p> <p><i>If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 3. If the student chooses an incorrect answer, continue below.</i></p>
<p><i>Additional administration notes:</i></p> <ul style="list-style-type: none"> ▪ If the student responds incorrectly or not at all, present the task with support as scripted. ▪ Once additional support is provided, the task may not be re-administered for a score of 3. 		
<p>Say: The pins in this game are standing at the end of a lane. Players keep track of how many pins get knocked down. What happens when a player knocks down pins?</p> <p><u>Re-present</u> R8_Sample 1 and the answer options in order. <i>Point to each option as you say it.</i></p> <p>A. The player gets points. B. The player finds a partner. C. The player uses a different ball.</p>	2	<p style="text-align: center;">The player gets points.</p> <p><i>If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 2. If the student chooses an incorrect answer, the task should be scored a 1.</i></p>
	1	<p style="text-align: center;">The player finds a partner. or The player uses a different ball.</p>
	0	Unrelated or none

Grade 8 Reading 8.5.3.3: Describe the interactions between people, events, or ideas are presented in text.

Minnesota Test of Academic Skills

Grade 8 Reading

Sample Task 2

Test Administrator Instructions	Score	Student Responses
<p><i>Administration notes:</i></p> <ul style="list-style-type: none"> ▪ The reading passage may be presented as many times as needed for the student at any score point. ▪ Repeat the question exactly as it appears at score 3 as many times as needed until the student responds or until it is clear that the student will not respond. 		
<p><u>Re-present</u> "Everyone Can Bowl" as needed.</p> <p>Say: Here is the second question about "Everyone Can Bowl."</p> <p><u>Present</u> R8_Sample 2.</p> <p>Say: In the passage, what does a partner do?</p> <p><u>Present</u> the answer options in order. <i>Point to each option as you say it.</i></p> <p>A. Sets up pins B. Clears the lane C. Gives directions</p>	3	<p style="text-align: center;">Gives directions</p> <p><i>If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 3. If the student chooses an incorrect answer, continue below.</i></p>
<p><i>Additional administration notes:</i></p> <ul style="list-style-type: none"> ▪ If the student responds incorrectly or not at all, present the task with support as scripted. ▪ Once additional support is provided, the task may not be re-administered for a score of 3. 		
<p>Say: A partner does something to help a player who is blind roll the ball the right way. In the passage, what does a partner do?</p> <p><u>Re-present</u> R8_Sample 2 and the answer options in order. <i>Point to each option as you say it.</i></p> <p>A. Sets up pins B. Clears the lane C. Gives directions</p>	2	<p style="text-align: center;">Gives directions</p> <p><i>If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 2. If the student chooses an incorrect answer, the task should be scored a 1.</i></p>
	1	Sets up pins or Clears the lane
	0	Unrelated or none

Grade 8 Reading 8.5.3.3: Describe the interactions between people, events, or ideas are presented in text.

Minnesota Test of Academic Skills

Grade 8 Reading

Sample Task 3

Test Administrator Instructions	Score	Student Responses
<p><i>Administration notes:</i></p> <ul style="list-style-type: none"> ▪ The reading passage may be presented as many times as needed for the student at any score point. ▪ Repeat the question exactly as it appears at score 3 as many times as needed until the student responds or until it is clear that the student will not respond. 		
<p>Re-present "Everyone Can Bowl" as needed.</p> <p>Say: Here is the last question about "Everyone Can Bowl."</p> <p>Present R8_Sample 3.</p> <p>Say: What tool can a person in a wheelchair use to bowl?</p> <p>Present the answer options in order. Point to each option as you say it.</p> <p>A. A rail B. A ramp C. A computer</p>	3	<p>A ramp</p> <p><i>If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 3. If the student chooses an incorrect answer, continue below.</i></p>
<p><i>Additional administration notes:</i></p> <ul style="list-style-type: none"> ▪ If the student responds incorrectly or not at all, present the task with support as scripted. ▪ Once additional support is provided, the task may not be re-administered for a score of 3. 		
<p>Say: A person in a wheelchair can use a tool to aim the ball and roll it down the lane. What tool can a person in a wheelchair use to bowl?</p> <p>Re-present R8_Sample 3 and the answer options in order. Point to each option as you say it.</p> <p>A. A rail B. A ramp C. A computer</p>	2	<p>A ramp</p> <p><i>If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 2. If the student chooses an incorrect answer, the task should be scored a 1.</i></p>
	1	<p>A rail or A computer</p>
	0	<p>Unrelated or none</p>

Grade 8 Reading 8.5.1.1: Use textual evidence to determine what the text says explicitly and make inferences.

Everyone Can Bowl

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



- 1 Bowling is a game for everyone. Children and adults can play in groups or alone. Bowlers use a heavy ball to knock down pins. The pins are heavy and smooth and look like white bottles.



	1	2	3	4	5	6	7	8	9	10	Total	
J.	8	-9	-	X	X	9	-4	5	6	17	2	
P.	0	17	46	65	74	83	90	98				
S.	X	9	4	48	1	-7	-5	-9	1			
P.	20	34	42	52	59	66	71	80				
S.	-8	-7	0	-8	1	X	X	X	9	7		
P.	0	20	34	43	73	102	122	133				
P.	3	-	8	9	7	9	-7	2	0	-4	17	2
S.	3	11	30	39	48	56	61	70				

Player

Sat & Eve of PH: 9 am - 3am. T

The pins sit at the end of a lane. A lane is a special wood path for the ball. The player rolls the ball down the lane toward the pins. The player gets a point for each pin that falls. A computer or a player keeps score.



- 2 People in wheelchairs can bowl with special tools. One tool is a ramp. The player puts the ball on the ramp and pushes it down the ramp.



The ball reaches the wooden floor and rolls down the lane. If the player aimed the ball correctly, some pins fall and the points are counted.



- 3 People who are blind can bowl with a partner or a rail. A partner can give the person directions on where to roll the ball. Some players use a rail to know where to roll the ball. A rail is like a little fence. The player slides one hand along the rail.



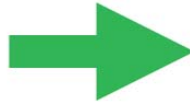
The other hand holds the ball. The player rolls the ball toward the pins. The partner tells how many pins fall.



Bowling is a game everyone can play.

What happens when a player knocks pins down?

R8_Sample 1
A



NAME	1	2	3	4	5	6	7	8	9	10	TOTAL

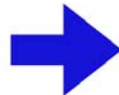
The player gets points.

R8_Sample 1
B



The player finds a partner.

R8_Sample 1
C

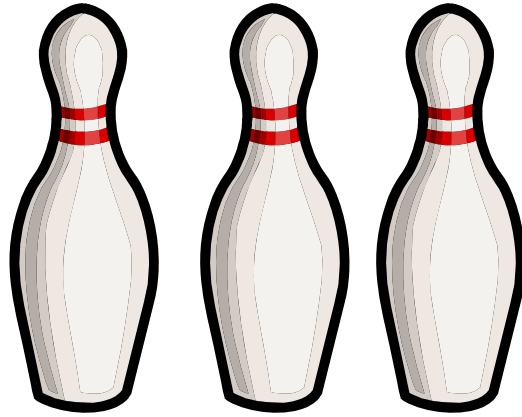


The player uses a different ball.

In the passage, what does a partner do?

R8_Sample 2

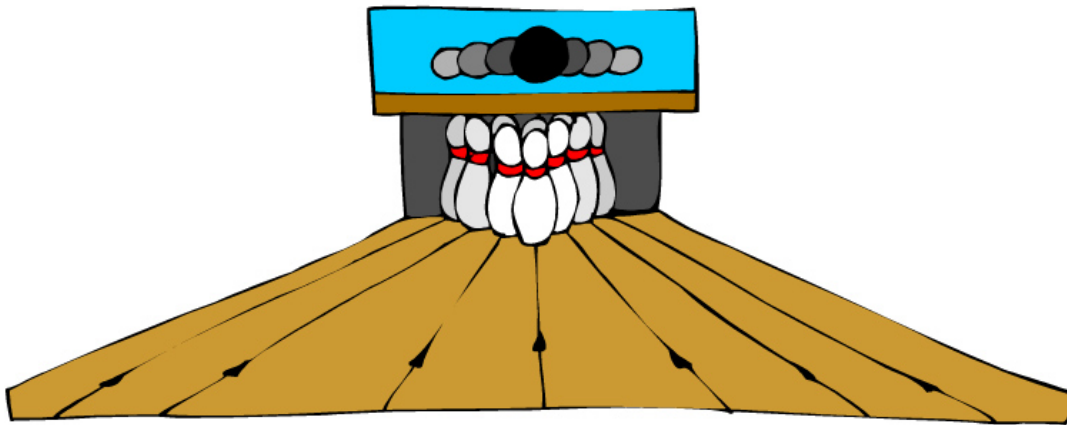
A



Sets up pins

R8_Sample 2

B



Clears the lane

R8_Sample 2

C



Gives directions

What tool can a person in a wheelchair use to bowl?

R8_Sample 3
A



A rail

R8_Sample 3
B



A ramp

R8_Sample 3
C



A computer

Minnesota Test of Academic Skills
Grade 8 Reading
Sample Tasks 1–3

The Man on the Dime

- 1 Do you know whose picture is on the coin called the dime? The man on the dime is Franklin D. Roosevelt. Roosevelt was president of the United States from 1933–1945. Roosevelt was a caring leader. He helped find a way to stop a terrible sickness called polio.
- 2 Before Roosevelt was president, he had polio. Many other people had the same sickness. Roosevelt got better, but he was disabled. He could not move his legs. He could not walk.
- 3 Roosevelt wanted to walk again. He exercised and got stronger. Finally, Roosevelt could walk a short distance with a cane. When Roosevelt became president, people helped him stand to give speeches. He used a wheelchair at home.
- 4 Roosevelt wanted to find a way to stop polio. He collected money to help scientists learn more about this sickness. He asked people all over the country to send him dimes. His idea worked. Scientists invented a vaccine, a kind of shot, to keep people from getting polio.
- 5 Now, people do not have to worry as much about getting the sickness called polio. In 1946, Roosevelt’s picture was put on the dime. Roosevelt was a great president.

Minnesota Test of Academic Skills

Grade 8 Reading

Sample Task 1

Test Administrator Instructions	Score	Student Responses
<p><i>Administration notes:</i></p> <ul style="list-style-type: none"> ▪ The reading passage may be presented as many times as needed for the student at any score point. ▪ Repeat the question exactly as it appears at score 3 as many times as needed until the student responds or until it is clear that the student will not respond. 		
<p><u>Present</u> "The Man on the Dime" or have the student read the passage.</p> <p><u>Say:</u> Here is the first question about "The Man on the Dime."</p> <p><u>Present</u> R8_Sample 1.</p> <p><u>Say:</u> Who was Franklin D. Roosevelt?</p> <p><u>Present</u> the answer options in order. <i>Point to each option as you say it.</i></p> <p>A. A doctor B. A president C. A scientist</p>	3	<p>A president</p> <p><i>If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 3. If the student chooses an incorrect answer, continue below.</i></p>
<p><i>Additional administration notes:</i></p> <ul style="list-style-type: none"> ▪ If the student responds incorrectly or not at all, present the task with support as scripted. ▪ Once additional support is provided, the task may not be re-administered for a score of 3. 		
<p><u>Say:</u> Franklin D. Roosevelt was a leader of the United States. Who was Franklin D. Roosevelt?</p> <p><u>Re-present</u> R8_Sample 1 and the answer options in order. <i>Point to each option as you say it.</i></p> <p>A. A doctor B. A president C. A scientist</p>	2	<p>A president</p> <p><i>If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 2. If the student chooses an incorrect answer, the task should be scored a 1.</i></p>
	1	<p>A doctor or A scientist</p>
	0	<p>Unrelated or none</p>

Grade 8 Reading 8.5.1.1: Use textual evidence to determine what the text says explicitly and make inferences.

Minnesota Test of Academic Skills

Grade 8 Reading

Sample Task 2

Test Administrator Instructions	Score	Student Responses
<p><i>Administration notes:</i></p> <ul style="list-style-type: none"> ▪ The reading passage may be presented as many times as needed for the student at any score point. ▪ Repeat the question exactly as it appears at score 3 as many times as needed until the student responds or until it is clear that the student will not respond. 		
<p>Re-present "The Man on the Dime" as needed.</p> <p>Say: Here is the second question about "The Man on the Dime."</p> <p>Present R8_Sample 2.</p> <p>Say: Why is Roosevelt's picture on the dime?</p> <p>Present the answer options in order. <i>Point to each option as you say it.</i></p> <p>A. He gave speeches. B. He raised money for a vaccine. C. He used a wheelchair.</p>	3	<p>He raised money for a vaccine.</p> <p><i>If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 3. If the student chooses an incorrect answer, continue below.</i></p>
<p><i>Additional administration notes:</i></p> <ul style="list-style-type: none"> ▪ If the student responds incorrectly or not at all, present the task with support as scripted. ▪ Once additional support is provided, the task may not be re-administered for a score of 3. 		
<p>Say: Franklin D. Roosevelt wanted to find a way to stop polio. Why is Roosevelt's picture on the dime?</p> <p>Re-present R8_Sample 2 and the answer options in order. <i>Point to each option as you say it.</i></p> <p>A. He gave speeches. B. He raised money for a vaccine. C. He used a wheelchair.</p>	2	<p>He raised money for a vaccine.</p> <p><i>If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 2. If the student chooses an incorrect answer, the task should be scored a 1.</i></p>
	1	<p>He gave speeches. or He used a wheelchair.</p>
	0	<p>Unrelated or none</p>

Grade 8 Reading 8.5.1.1: Use textual evidence to determine what the text says explicitly and make inferences.

Minnesota Test of Academic Skills

Grade 8 Reading

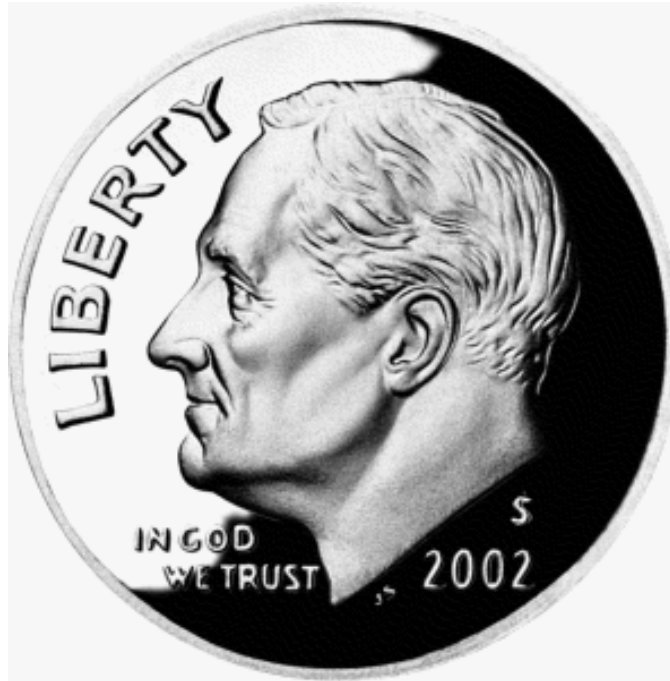
Sample Task 3

Test Administrator Instructions	Score	Student Responses
<p><i>Administration notes:</i></p> <ul style="list-style-type: none"> ▪ The reading passage may be presented as many times as needed for the student at any score point. ▪ Repeat the question exactly as it appears at score 3 as many times as needed until the student responds or until it is clear that the student will not respond. 		
<p>Re-present "The Man on the Dime" as needed.</p> <p>Say: Here is the last question about "The Man on the Dime."</p> <p>Present R8_Sample 3.</p> <p>Say: Roosevelt had a sickness called polio. What did Roosevelt do to get better?</p> <p>Present the answer options in order. <i>Point to each option as you say it.</i></p> <p>A. He exercised. B. He helped others. C. He met with leaders.</p>	3	<p style="text-align: center;">He exercised.</p> <p><i>If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 3. If the student chooses an incorrect answer, continue below.</i></p>
<p><i>Additional administration notes:</i></p> <ul style="list-style-type: none"> ▪ If the student responds incorrectly or not at all, present the task with support as scripted. ▪ Once additional support is provided, the task may not be re-administered for a score of 3. 		
<p>Say: Roosevelt had a sickness called polio. He wanted to get stronger and walk again. What did Roosevelt do to get better?</p> <p>Re-present R8_Sample 3 and the answer options in order. <i>Point to each option as you say it.</i></p> <p>A. He exercised. B. He helped others. C. He met with leaders.</p>	2	<p style="text-align: center;">He exercised.</p> <p><i>If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 2. If the student chooses an incorrect answer, the task should be scored a 1.</i></p>
	1	<p>He helped others. or He met with leaders.</p>
	0	Unrelated or none

Grade 8 Reading 8.5.1.1: Use textual evidence to determine what the text says explicitly and make inferences.

The Man on the Dime

Images used from Jupiter Images at <http://www.clipart.com>.
<http://www.fdrlibrary.marist.edu/>
United States coin images from the United States Mint.
<http://www.wpclipart.com>.



- 1 Do you know whose picture is on the coin called the dime? The man on the dime is Franklin D. Roosevelt. Roosevelt was president of the United States from 1933–1945.



Roosevelt was a caring leader. He helped find a way to stop a terrible sickness called polio.



2 Before Roosevelt was president, he had polio. Many other people had the same sickness. Roosevelt got better, but he was disabled. He could not move his legs. He could not walk.



- 3 Roosevelt wanted to walk again. He exercised and got stronger. Finally, Roosevelt could walk a short distance with a cane.



Franklin D. Roosevelt Library

When Roosevelt became president, people helped him stand to give speeches. He used a wheelchair at home.



4 Roosevelt wanted to find a way to stop polio. He collected money to help scientists learn more about this sickness.



He asked people all over the country to send him dimes. His idea worked. Scientists invented a vaccine, a kind of shot, to keep people from getting polio.



- 5 Now, people do not have to worry as much about getting the sickness called polio. In 1946, Roosevelt's picture was put on the dime. Roosevelt was a great president.

Who was Franklin D. Roosevelt?

R8_Sample 1

A



A doctor

R8_Sample 1

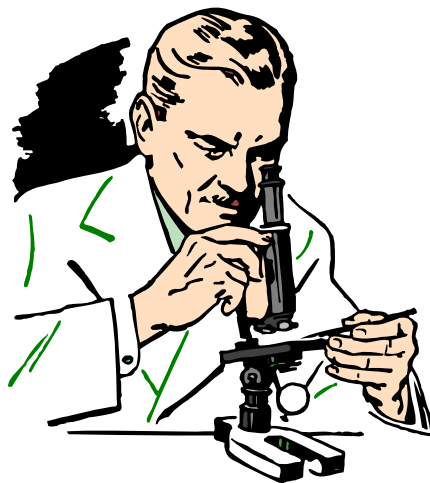
B



A president

R8_Sample 1

C



A scientist

Why is Roosevelt's picture on the dime?

R8_Sample 2

A



He gave speeches.

R8_Sample 2

B



He raised money for a vaccine.

R8_Sample 2

C



He used a wheelchair.

Roosevelt had a sickness called polio. What did Roosevelt do to get better?

R8_Sample 3

A



He exercised.

R8_Sample 3

B



He helped others.

R8_Sample 3

C



He met with leaders.