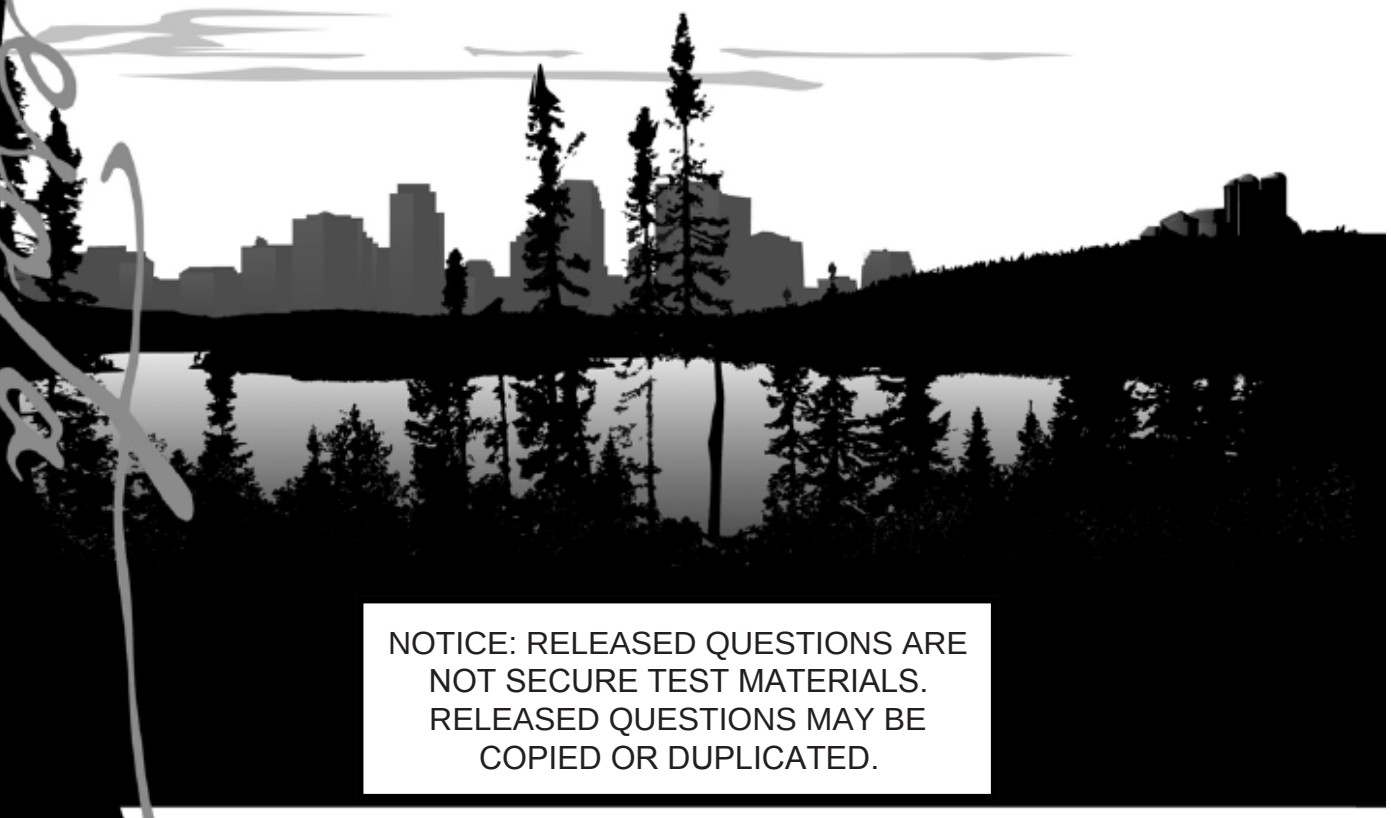
Minnesota Test of Academic Skills (MTAS)
Reading Released Questions
Grade 4



NOTICE: RELEASED QUESTIONS ARE NOT SECURE TEST MATERIALS. RELEASED QUESTIONS MAY BE COPIED OR DUPLICATED.

DEPARTMENT OF EDUCATION

Minnesota Test of Academic Skills
Grade 4 Reading
Sample Tasks 1–3

Two New Friends

1 One day, Anna and her mother were going for a walk in the park. Anna went to the sidewalk. There was a brown and white dog sitting on the sidewalk. "Woof!" barked the dog, wagging its tail.

2 "What a friendly, pretty dog," said Anna. "Can we keep it?"

3 Anna's mother said, "No, Anna. This dog is lost. We must find its owner."

4 Just then, someone whistled. A girl was walking toward Anna and her mother. The girl was Anna's age. The dog ran to the girl.

5 "Thanks for finding my dog!" said the girl.

6 "You are welcome," said Anna. "I really like your dog. What is your dog's name?"

7 "Her name is Silky. She likes to make new friends and I do too. My name is Chris. Would you like to be our friend? You can help me walk Silky after school."

8 "Sure!" said Anna. Anna was <u>delighted</u> that she had made two new friends in one day!

RELEASED QUESTIONS MAY BE DUPLICATED.

Minnesota Test of Academic Skills
Grade 4 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 “Two New Friends” or have the student read the passage.

Say: Here is the first question about “Two New Friends.”

Present R4_Sample 1.

Say: In paragraph 8, what does the word <u>delighted</u> mean? The test administrator or student may re-read paragraph 8.

Present the answer options in order. Point to each option as you say it.
A. Confused
B. Happy
C. Friendly</td><td>3</td><td>Happy

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: Anna goes on a walk and meets a girl named Chris and her dog, Silky. “Anna was <u>delighted</u> that she had made two new friends in one day!” In paragraph 8, what does the word <u>delighted</u> mean? The test administrator or student may re-read paragraph 8.

Re-present R4_Sample 1 and the answer options in order. Point to each option as you say it.
A. Confused
B. Happy
C. Friendly</td><td>2</td><td>Happy

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>Confused
or
Friendly</td></tr>
<tr><td>0</td><td>Unrelated or none</td></tr>
</table>

Grade 4 Reading 4.1.4.4: Determine the meaning of words and phrases as they are used in a text.

RELEASED QUESTIONS MAY BE DUPLICATED.

Minnesota Test of Academic Skills
Grade 4 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 “Two New Friends” as needed.

Say: Here is the second question about “Two New Friends.”

Present R4_Sample 2.

Say: What does Silky do to show she likes Anna?

Present the answer options in order. Point to each option as you say it.
A. She wags her tail.
B. She runs away.
C. She sits alone.</td><td>3</td><td>She wags her tail.

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: “Two New Friends” is a story about people and pets. When Silky sees Anna, she does something while she barks. What does Silky do to show she likes Anna?

Re-present R4_Sample 2 and the answer options in order. Point to each option as you say it.
A. She wags her tail.
B. She runs away.
C. She sits alone.</td><td>2</td><td>She wags her tail.

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>She runs away.
or
She sits alone.</td></tr>
<tr><td>0</td><td>Unrelated or none</td></tr>
</table>

Grade 4 Reading 4.1.1.1: Use details and examples in a text to determine what the text says explicitly and make inferences from the text.

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Minnesota Test of Academic Skills
Grade 4 Reading
Sample Task 3

<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 “Two New Friends” as needed.

Say: Here is the last question about “Two New Friends.”

Present R4_Sample 3.

Say: How does Anna meet Chris?

Present the answer options in order. Point to each option as you say it.
A. Anna finds Chris’s dog.
B. Anna’s mom introduces her to Chris.
C. Anna lives near the park.</td><td>3</td><td>Anna finds Chris’s dog.

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: This is a story of how two girls become friends because of something that happens on a walk outside. How does Anna meet Chris?

Re-present R4_Sample 3 and the answer options in order. Point to each option as you say it.
A. Anna finds Chris’s dog.
B. Anna’s mom introduces her to Chris.
C. Anna lives near the park.</td><td>2</td><td>Anna finds Chris’s dog.

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>Anna’s mom introduces her to Chris.
or
Anna lives near the park.</td></tr>
<tr><td>0</td><td>Unrelated or none</td></tr>
</table>

Grade 4 Reading 4.1.1.1: Use details and examples in a text to determine what the text says explicitly and make inferences from the text.

RELEASED QUESTIONS MAY BE DUPLICATED.

Two New Friends

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

1 One day, Anna and her mother were going for a walk in the park. Anna went to the sidewalk. There was a brown and white dog sitting on the sidewalk. “Woof!” barked the dog, wagging its tail.

2 “What a friendly, pretty dog,” said Anna. “Can we keep it?”

3 Anna’s mother said, “No, Anna. This dog is lost. We must find its owner.”

4 Just then, someone whistled. A girl was walking toward Anna and her mother. The girl was Anna’s age. The dog ran to the girl.

5 “Thanks for finding my dog!” said the girl.

6 “You are welcome,” said Anna. “I really like your dog. What is your dog’s name?”

7 “Her name is Silky. She likes to make new friends and I do too. My name is Chris. Would you like to be our friend? You can help me walk Silky after school.”

8 “Sure!” said Anna. Anna was <u>delighted</u> that she had made two new friends in one day!

In paragraph 8, what does the word delighted mean?

R4_Sample 1
A

Confused

R4_Sample 1
B

Happy

R4_Sample 1
C

Friendly

What does Silky do to show she likes Anna?

R4_Sample 2
A

She wags her tail.

R4_Sample 2
B

She runs away.

R4_Sample 2
C

She sits alone.

R4_Sample 3

How does Anna meet Chris?

R4_Sample 3
A

Anna finds Chris’s dog.

R4_Sample 3
B

Anna’s mom introduces her to Chris.

R4_Sample 3
C

Anna lives near the park.

Minnesota Test of Academic Skills
Grade 4 Reading
Sample Tasks 1–3

How to Make a Snowman

1 Winter is here, and snow covers the ground. What can you do? Make a snowman!

2 First, get bundled up. Put on your mittens and run outside. Grab some snow and shape it into a ball.

3 Next, roll the snowball in the snow. The snow from the ground will stick to your snowball. Roll it until the snowball is very big and heavy. This large snowball is the base of the snowman. The body and head will go on top of it.

4 Make two more snowballs. Roll one to make a medium-sized snowball for the snowman's body. Put it on top of the base. Roll the other ball to make another smaller snowball for the head. Stack it on top of the other two balls. Jab a long stick on each side of the medium-sized ball for arms.

5 Next, give your snowman a face. For the eyes, press two stones or buttons into the small ball on top. Push a carrot in for a nose. Sometimes animals eat the carrot, so have extra carrots in your fridge just in case. Press small stones in a half circle for a smile. Now, top off your work! Give the snowman a funny snowman hat.

6 Show your friends how to make a snowman. Together, you can make a snow family!

RELEASED QUESTIONS MAY BE DUPLICATED.

Minnesota Test of Academic Skills
Grade 4 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:
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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 “How to Make a Snowman” or have the student read the passage.

Say: Here is the first question about “How to Make a Snowman.”

Present R4_Sample 1.

Say: What should you do after stacking the snowballs?

Present the answer options in order. Point to each option as you say it.
A. Put on mittens
B. Use sticks for arms
C. Roll snow on the ground</td><td>3</td><td>Use sticks for arms

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 4, snowballs are stacked on top of each other to make the snowman. What should you do after stacking the snowballs? The test administrator or student may re-read paragraph 4.

Re-present R4_Sample 1 and the answer options in order. Point to each option as you say it.
A. Put on mittens
B. Use sticks for arms
C. Roll snow on the ground</td><td>2</td><td>Use sticks for arms

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>Put on mittens
or
Roll snow on the ground</td></tr>
<tr><td>0</td><td>Unrelated or none</td></tr>
</table>

Grade 4 Reading 4.2.3.3: Describe people, events, ideas, or procedures in text, including what happened and why.

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Minnesota Test of Academic Skills
Grade 4 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:
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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 “How to Make a Snowman” as needed.

Say: Here is the second question about “How to Make a Snowman.”

Present R4_Sample 2.

Say: What is paragraph 5 mostly about? The test administrator or student may re-read paragraph 5.

Present the answer options in order. Point to each option as you say it.
A. How to feed animals
B. How to shape snowballs
C. How to make the face</td><td>3</td><td>How to make the face

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: Paragraph 5 tells how to place stones and a carrot on the head of the snowman. What is paragraph 5 mostly about? The test administrator or student may re-read paragraph 5.

Re-present R4_Sample 2 and the answer options in order. Point to each option as you say it.
A. How to feed animals
B. How to shape snowballs
C. How to make the face</td><td>2</td><td>How to make the face

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>How to feed animals
or
How to shape snowballs</td></tr>
<tr><td>0</td><td>Unrelated or none</td></tr>
</table>

Grade 4 Reading 4.2.2.2: Determine the main idea of a text; recount key details from the text.

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Minnesota Test of Academic Skills
Grade 4 Reading
Sample Task 3

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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 “How to Make a Snowman” as needed.

Say: Here is the last question about “How to Make a Snowman.”

Present R4_Sample 3.

Say: What does <u>base</u> mean in paragraph 3? The test administrator or student may re-read paragraph 3.

Present the answer options in order. Point to each option as you say it.
A. Bottom
B. Middle
C. Top</td><td>3</td><td>Bottom

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:
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▪ 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 biggest snowball is the base of the snowman. The other two snowballs are stacked on the base. What does <u>base</u> mean in paragraph 3? The test administrator or student may re-read paragraph 3.

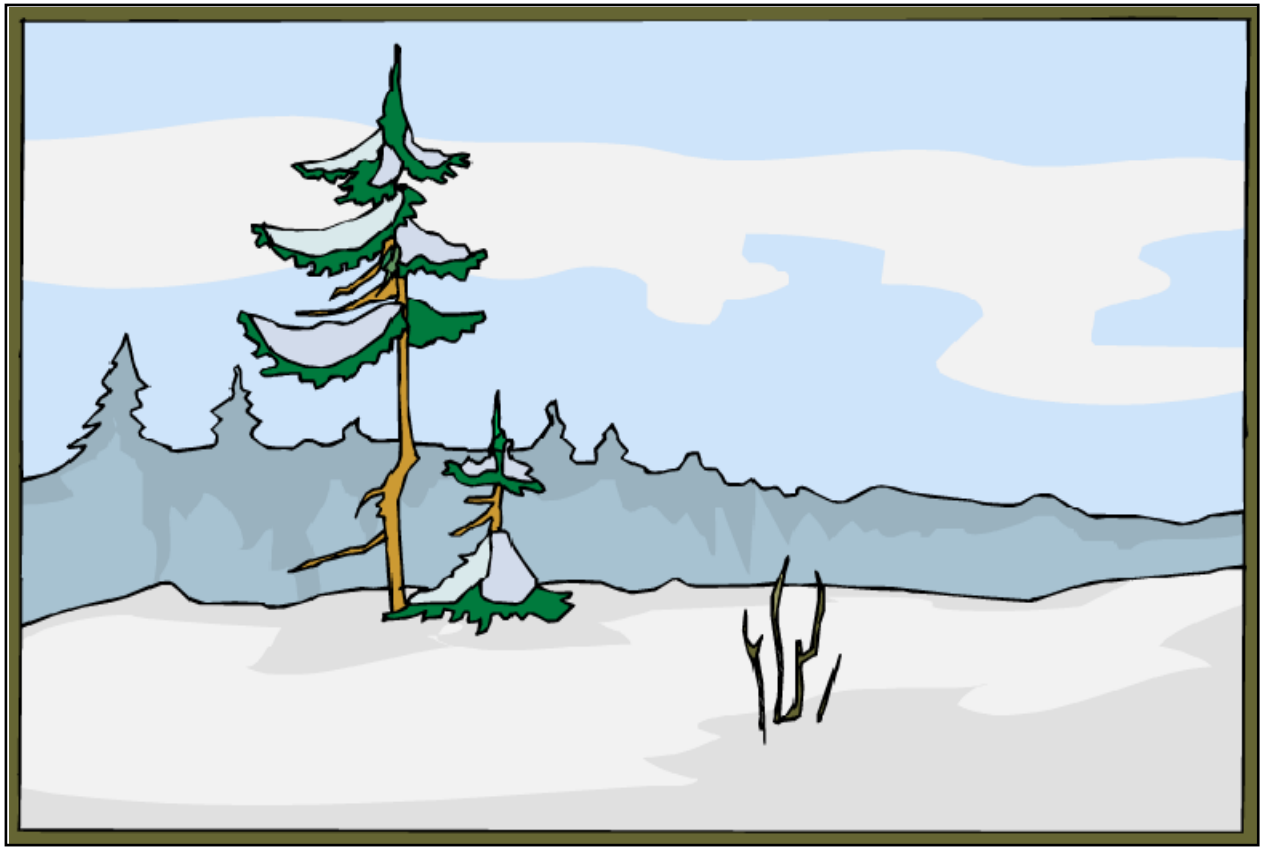
Re-present R4_Sample 3 and the answer options in order. Point to each option as you say it.
A. Bottom
B. Middle
C. Top</td><td>2</td><td>Bottom

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>Middle
or
Top</td></tr>
<tr><td>0</td><td>Unrelated or none</td></tr>
</table>

Grade 4 Reading 4.2.4.4: Determine the meaning of words and phrases in a text relevant to a grade 4 topic or subject area.

How to Make a Snowman

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

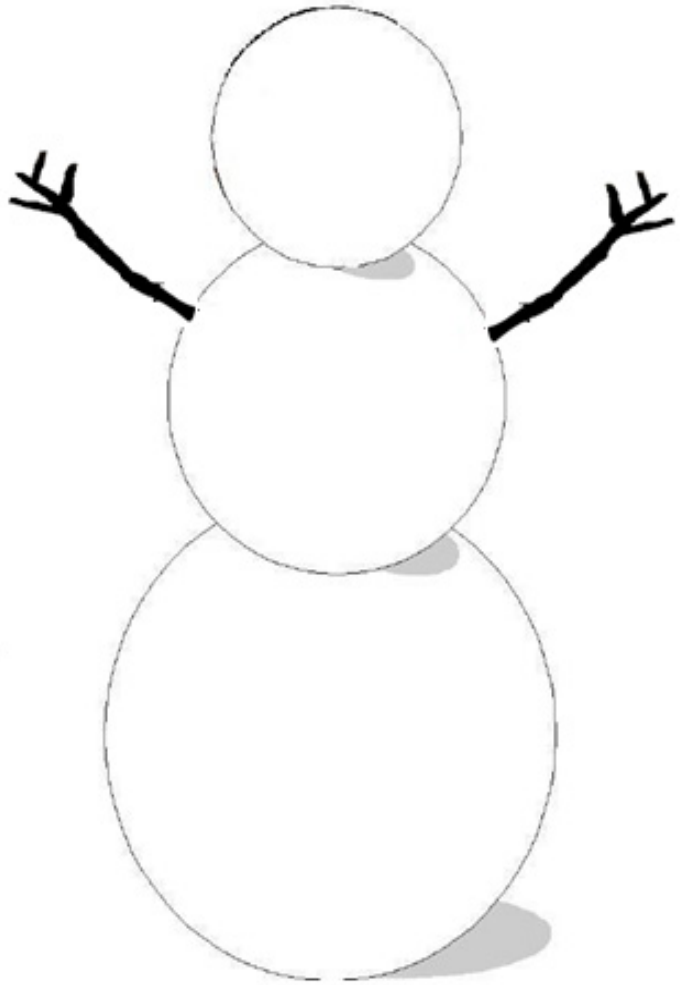


1 Winter is here, and snow covers the ground. What can you do? Make a snowman!

2 First, get bundled up. Put on your mittens and run outside. Grab some snow and shape it into a ball.

3 Next, roll the snowball in the snow. The snow from the ground will stick to your snowball. Roll it until the snowball is very big and heavy. This large snowball is the <u>base</u> of the snowman. The body and head will go on top of it.

4 Make two more snowballs. Roll one to make a medium-sized snowball for the snowman's body. Put it on top of the base. Roll the other ball to make another smaller snowball for the head. Stack it on top of the other two balls.



Jab a long stick on each side of the medium-sized ball for arms.

5 Next, give your snowman a face. For the eyes, press two stones or buttons into the small ball on top. Push a carrot in for a nose. Sometimes animals eat the carrot, so have extra carrots in your fridge just in case.

Press small stones in a half circle for a smile. Now, top off your work! Give the snowman a funny snowman hat.

6 Show your friends how to make a snowman. Together, you can make a snow family!

What should you do after stacking the snowballs?

R4_Sample 1
A

Put on mittens

R4_Sample 1
B

Use sticks for arms

R4_Sample 1
C

Roll snow on the ground

What is paragraph 5 mostly about?

R4_Sample 2
A

How to feed animals

R4_Sample 2
B

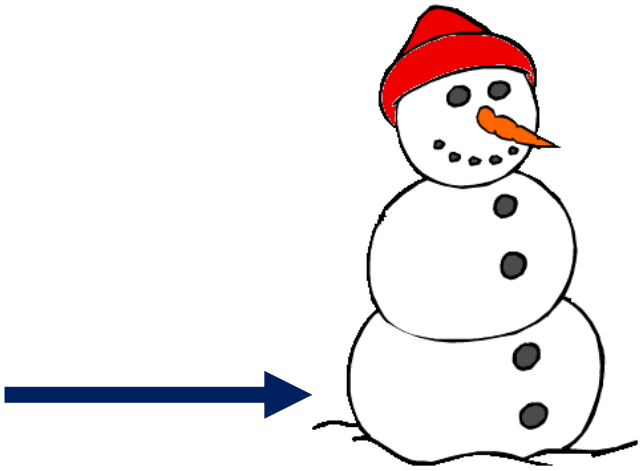
How to shape snowballs

R4_Sample 2
C

How to make the face

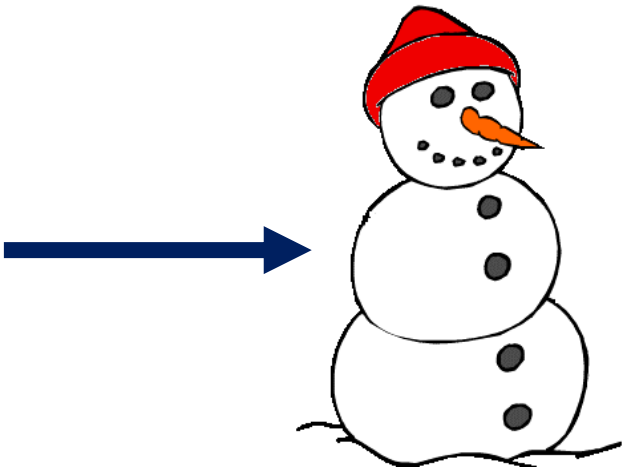
What does base mean in paragraph 3?

R4_Sample 3
A



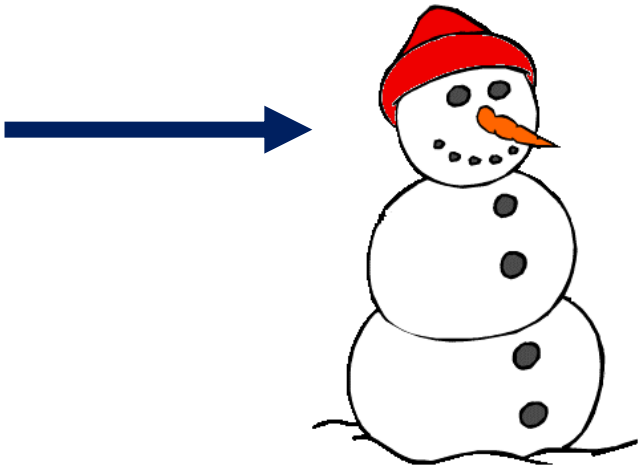
Bottom

R4_Sample 3
B



Middle

R4_Sample 3
C



Top