

# READING **Grade 3**

2015 Released Test Questions

## TEST ADMINISTRATOR INSTRUCTIONS

### Question 1

Grade	3	Subject	Reading	Question	1
<b>Reporting Category 2</b>	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.				
<b>Knowledge and Skill Statement 3.8</b>	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.				
<b>Essence Statement</b>	Identifies plot and character interaction in literary texts.				
<b>Prerequisite Skill</b>	ask and answer appropriate questions about the book (P-K)				

### Question 2

Grade	3	Subject	Reading	Question	2
<b>Reporting Category 2</b>	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.				
<b>Knowledge and Skill Statement 3.8</b>	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.				
<b>Essence Statement</b>	Identifies plot and character interaction in literary texts.				
<b>Prerequisite Skill</b>	ask and answer appropriate questions about the book (P-K)				

### Question 3

Grade	3	Subject	Reading	Question	3
<b>Reporting Category 2</b>	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.				
<b>Knowledge and Skill Statement 3.8</b>	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.				
<b>Essence Statement</b>	Identifies plot and character interaction in literary texts.				
<b>Prerequisite Skill</b>	describe characters in a story and the reasons for their actions (K)				

## Question 4

<b>Grade</b>	3	<b>Subject</b>	Reading	<b>Question</b>	4
<b>Reporting Category 2</b>		Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.			
<b>Knowledge and Skill Statement 3.8</b>		Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.			
<b>Essence Statement</b>		Identifies plot and character interaction in literary texts.			
<b>Prerequisite Skill</b>		describe characters in a story and the reasons for their actions and feelings (1)			

## Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to Stimulus 1. Communicate the title and the text.
- Communicate: **Find Ava.**

### Stimulus 1

## The Winning Play

Ava plays on the girls' basketball team.



### Scoring Instructions

Student Action		Test Administrator Action
If the student finds Ava,	➡	mark <b>A</b> for question 1 and move to question 2.
If the student does not find Ava,	➡	<ul style="list-style-type: none"><li>• remove the stimulus;</li><li>• wait at least five seconds; and</li><li>• replicate the initial presentation instructions.</li></ul>
After the five-second wait time, if the student finds Ava,	➡	mark <b>B</b> for question 1 and move to question 2.
After the five-second wait time, if the student does not find Ava,	➡	mark <b>C</b> for question 1 and move to question 2.

## Presentation Instructions for Question 2

- Present Stimulus 2a and 2b. *Communicate:* **Here is more of the story “The Winning Play.”**
- *Direct* the student to the girl playing basketball in Stimulus 2a. *Communicate* the title and the text.
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **This girl is dribbling the basketball. This girl is shooting the basketball.**
- *Communicate:* **Find the girl shooting the basketball.**

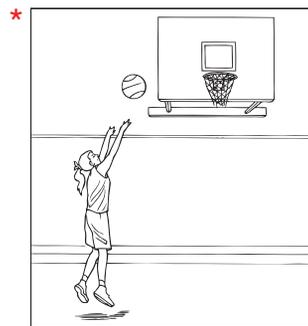
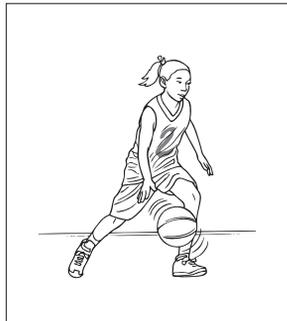
### Stimulus 2a

## The Winning Play

Ava plays on the girls' basketball team. Ava practiced shooting baskets each afternoon so she could score points for her team.



### Stimulus 2b



## Scoring Instructions

Student Action		Test Administrator Action
If the student finds the girl shooting the basketball,	➡	mark <b>A</b> for question 2 and move to question 3.
If the student does not find the girl shooting the basketball,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the girl shooting the basketball and <i>communicate</i> <b>“This is the girl shooting the basketball”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the girl shooting the basketball,	➡	mark <b>B</b> for question 2 and move to question 3.
After teacher modeling, if the student does not find the girl shooting the basketball,	➡	mark <b>C</b> for question 2 and move to question 3.

### Presentation Instructions for Question 3

- Present Stimulus 3a and 3b. *Communicate:* **Here is more of the story “The Winning Play.”**
- Direct the student to Stimulus 3a. *Communicate* the title and the text.
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find why Ava thought she could win the basketball game.**

#### Stimulus 3a

### The Winning Play

Ava plays on the girls' basketball team. Ava practiced shooting baskets each afternoon so she could score points for her team.

The day of the game, Ava's team needed one point to win. There was not much time left in the game.

Ava had the ball. She dribbled the ball down the court. Her teammate Tasha was under the basket. "Over here!" Tasha shouted.

"I can do it!" Ava thought. She shot the ball, but the ball missed the basket and fell to the floor as the buzzer sounded. The game was over. Ava's team lost.



### Stimulus 3b

Ava saw that her teammate was under the basket.

\* Ava had practiced shooting the basketball every day.

Ava knew that there was not much time left in the game.

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Ava had practiced shooting the basketball every day" in Stimulus 3b,	➡	mark <b>A</b> for question 3 and move to question 4.
If the student does not find "Ava had practiced shooting the basketball every day" in Stimulus 3b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"><li>• Have the student identify how Ava got ready for the game. <b>OR</b></li><li>• Have the student describe the picture.</li></ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Ava had practiced shooting the basketball every day" in Stimulus 3b,	➡	mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "Ava had practiced shooting the basketball every day" in Stimulus 3b,	➡	mark <b>C</b> for question 3 and move to question 4.

## Presentation Instructions for Question 4

- Present Stimulus 4a and 4b. *Communicate:* **Here is more of the story “The Winning Play.”**
- Direct the student to Stimulus 4a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate:* **Find how Ava feels at the end of the story.**

### Stimulus 4a

When the game was over, Ava felt her teammates stare at her as they walked into the locker room. The coach said, “Ava, why didn't you pass the ball?”



Ava answered, “I wanted to win the game for the team.”

“You mean you wanted to win the game for yourself,” said the coach. “If you want the team to win, you need to play as part of the team. Every player needs a chance to play.”

Ava looked at her teammates. “I learned a lesson. It's better to win as a team than to lose all by yourself.”

### Stimulus 4b

\* Ava is sorry that she lost the game for the team.

Ava is determined to practice shooting more baskets.

Ava is happy to be the best player on the team.

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence "Ava is sorry that she lost the game for the team" in Stimulus 4b,	➡	mark <b>A</b> for question 4.
If the student does not find the sentence "Ava is sorry that she lost the game for the team" in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the sentence "Ava is sorry that she lost the game for the team" in Stimulus 4b,	➡	mark <b>B</b> for question 4.
After the teacher repeats the instructions, if the student does not find the sentence "Ava is sorry that she lost the game for the team" in Stimulus 4b,	➡	mark <b>C</b> for question 4.