MKAS^2

3rd Grade Reading Summative Assessment

Test Blueprint and

Sample Item Booklet

December 2014

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Introduction

This booklet provides an overview of the blueprint and item samples on the MKAS^2 3rd Grade Reading Summative Assessment. The assessment's purpose is to determine a third grade promotion or retention decision based on students' reading proficiency level at the end of third grade. The booklet provides information about the test blueprint, identifies the skills that the test measures, and explains how these skills align with the Common Core State Standards (CCSS). It also provides 24 sample assessment items—one item for each skill area that is assessed.

MKAS^2 3rd Grade Reading Summative Assessment Content Blueprint

This section contains the test blueprint for the MKAS^2 3rd Grade Reading Summative Assessment.

- **Blueprint definition:** Test blueprints are "[w]ritten documents, often in chart form, that detail the number of questions to be included on a test, the item formats, and the content and skills that each set of items will assess. In the case of standards-based tests, it is important for the test blueprints to consider the performance standards as well as the content standards so that the items cover the intended depth as well as breadth of the standards." (p. 112)[1]

- **Treatment of *test specifications* and *test blueprints* as interchangeable terms:** Test specifications are "[s]ometimes used interchangeably with **test blueprints**." Further, they "provide a framework that specifies the proportion of items that assess each content and process/skill area; as well as the format of items, responses, and scoring protocols and procedures. These frameworks additionally specify the desired psychometric properties of the test and test items, such as the distribution of item difficulty and discrimination indices." (p. 112)

Blueprint Key Points

Following is a brief discussion of key points in the blueprint definition cited above.

1. **Standards:** The MKAS^2 3rd Grade Reading Summative Assessment is a criterion-referenced test that will measure how well Mississippi third graders perform in terms of the Reading standards that are part of the English Language Arts (ELA) standards in the CCSSA. A criterion-referenced assessment is a test that is designed to measure how well a student performs in terms of a set of academic or educational standards. These standards are listed on pages 6–7 of this booklet.

2. **Test format:** The MKAS^2 3rd Grade Reading Summative Assessment is a computer-adaptive test. A computer adaptive test is one in which the web-based software continually tailors the test based on a student's response to the current question—increasing the difficulty after a correct answer and decreasing the difficulty after an incorrect answer. The software selects an appropriate test question from the pool of available questions that aligns with the student's ability and the content to be assessed. In the course of the test, each item will be selected so as to match item difficulty to the student's performance level, consistent with content specifications for the test. The student's performance level will be updated following each item response. This means that each student's test is individualized and that each individual test concentrates its content at the performance level of the student as exhibited in the assessment, so that the score is a reliable and accurate measure of the student's reading ability.

[1] Redfield, D. (2001). *Critical issues in large-scale assessment: A resource guide*. Washington DC: Council of Chief State School Officers.

Item selection will be limited to include only items that require application of skills specified in the CCSS Grade 3 Reading or lower grade-level reading skills. Approximately 75% of the questions in the pool available for use on a test assess grade 3 standards, and approximately 25% of the available items assess grade 2 standards. The exact mix of grade 2 and grade 3 questions on each student's test will vary, depending on the student's performance.

The reading level of the grade 2 questions ranges from 1.8 to 2.7, which means they are appropriate for a student from the eighth month of grade 1 (1.8) to the seventh month of grade 2 (2.7). There is a maximum of 40 words in each passage at these levels. The reading level of the grade 3 questions ranges from 2.8 (the eighth month of grade 2) to 3.7 (the seventh month of grade 3), and there is a maximum of 55 words in each passage at these levels.

3. **Item response format:** All items will employ the selected response (multiple-choice) format, and each item response will be scored as either correct or incorrect.

4. **Number of test questions:** Each student will be presented with 50 questions. The questions presented will depend on the student's performance on the question that precedes each new question and will be adaptively selected from a much larger bank of items. Selection of each item will be based on item difficulty and student performance up to that point and will be consistent with the content specifications for the test.

5. **Content and skills:** Each item in the item bank is identified by the CCSS Reading domain, heading, skill area, and specific skill. The blueprint specifies the numbers of items to be administered from each domain and heading. It also specifies minimum and maximum numbers of items that may be administered from any single skill area. As many as one to four items may be administered from a given skill area, but generally no more than one item measuring a specific skill will be administered.

   Not all skill areas will be represented within a student's test, but all domains and headings will be represented, as specified by the blueprint. The intent of the blueprint specifications is to ensure that every student's test includes items measuring the breadth of Grade 3 level CCSS Reading domains and headings, with no one skill area or specific skill receiving disproportionate emphasis. Table 2 on the following page presents the standards, domains, and headings—and the number of test questions a student sees in each domain and heading—on the MKAS^2 3rd Grade Reading Summative Assessment.

6. **Scoring procedures:** A single scale score will be calculated for each student's test. Each will be scored using IRT (Item Response Theory) methods. Specifically, the student's location on an IRT scale will be estimated by means of maximum likelihood. The estimate will be a function of the calibrated difficulty values of the items the student encountered as well as the pattern of correct and incorrect responses to those items. All items in the MKAS^2 3rd Grade Reading Summative Assessment item bank were calibrated with a minimum of 1000 students.

Blueprint Charts

Table 1 displays the overall blueprint chart for the MKAS^2 3rd Grade Reading Summative Assessment. It specifies the number of items each test shall include from each CCSS domain and heading.

Table 1. MKAS^2 3rd Grade Reading Summative Assessment Content Blueprint

CCSS Reading Domain and Heading Level Item Count Specifications				
CCSS Standard	Domain	Heading	Prescribed Item Counts 50 Items Total Per Domain	Per Heading
CCSS.ELA-Literacy.RF.3.3.A CCSS.ELA-Literacy.RF.3.3.B CCSS.ELA-Literacy.RF.3.3.C CCSS.ELA-Literacy.RF.3.3.D	Reading: Foundational Skills	Phonics and Word Recognition	6	3
CCSS.ELA-Literacy.RF.3.4A		Fluency		3
CCSS.ELA-Literacy.RI.3.1 CCSS.ELA-Literacy.RI.3.2 CCSS.ELA-Literacy.RI.3.3	Reading: Informational Text	Key Ideas and Details	18	6
CCSS.ELA-Literacy.RI.3.4 CCSS.ELA-Literacy.RI.3.5 CCSS.ELA-Literacy.RI.3.6		Craft and Structure		5
CCSS.ELA-Literacy.RI.3.7 CCSS.ELA-Literacy.RI.3.8 CCSS.ELA-Literacy.RI.3.9		Integration		3
CCSS.ELA-Literacy.RI.3.10		Range of Reading & Text Complexity		4
CCSS.ELA-Literacy.RL.3.1 CCSS.ELA-Literacy.RL.3.2 CCSS.ELA-Literacy.RL.3.3	Reading: Literature	Key Ideas and Details	18	6
CCSS.ELA-Literacy.RL.3.4 CCSS.ELA-Literacy.RL.3.5 CCSS.ELA-Literacy.RL.3.6		Craft and Structure		5
CCSS.ELA-Literacy.RL.3.7 CCSS.ELA-Literacy.RL.3.9		Integration		3
CCSS.ELA-Literacy.RL.3.10		Range of Reading & Text Complexity		4
CCSS.ELA-Literacy.L.3.4 CCSS.ELA-Literacy.L.3.5 CCSS.ELA-Literacy.L.3.6	Language Standards	Vocabulary Acquisition and Use	8	8

Table 2 displays amplifying details: the minimum and maximum numbers of items to be administered from each of the CCSS Reading skill areas represented in the item bank.

Table 2. Reading Skill Area Item Count Specifications

Domain	Heading	Skill Area	Skill Counts Per Area	
			Minimum	Maximum
Reading: Foundational Skills	Phonics and Word Recognition	3. Decoding Words	3	3
	Fluency	4. Read w/ Comp.	3	3
Reading: Informational Text	Key Ideas and Details	1. Ask/Answer	2	2
	Key Ideas and Details	2. Main Idea	2	2
	Key Ideas and Details	3. Relationships	2	2
	Craft and Structure	4. Meaning	1	2
	Craft and Structure	5. Structure	1	2
	Craft and Structure	6. Differences	1	2
	Integration	7. Illustrations	0	1
	Integration	8. Author's Purpose	0	1
	Integration	9. Compare	0	1
	Range of Reading & Text Complexity	10. Read and Comprehend	4	4
Reading: Literature	Key Ideas and Details	1. Ask/Answer	2	2
	Key Ideas and Details	2. Main Idea	2	2
	Key Ideas and Details	3. Relationships	2	2
	Craft and Structure	4. Meaning	1	2
	Craft and Structure	5. Structure	1	2
	Craft and Structure	6. Differences	1	2
	Integration	7. Illustrations	1	2
	Integration	9. Compare	1	2
	Range of Reading & Text Complexity	10. Read and Comprehend	4	4
Language Standards	Vocabulary Acquisition and Use	4. Clarify	1	3
	Vocabulary Acquisition and Use	5. Word	1	3
	Vocabulary Acquisition and Use	6. Words	1	3

Table 3 lists the Common Core standards assessed by the MKAS^2 3rd Grade Reading Summative Assessment.

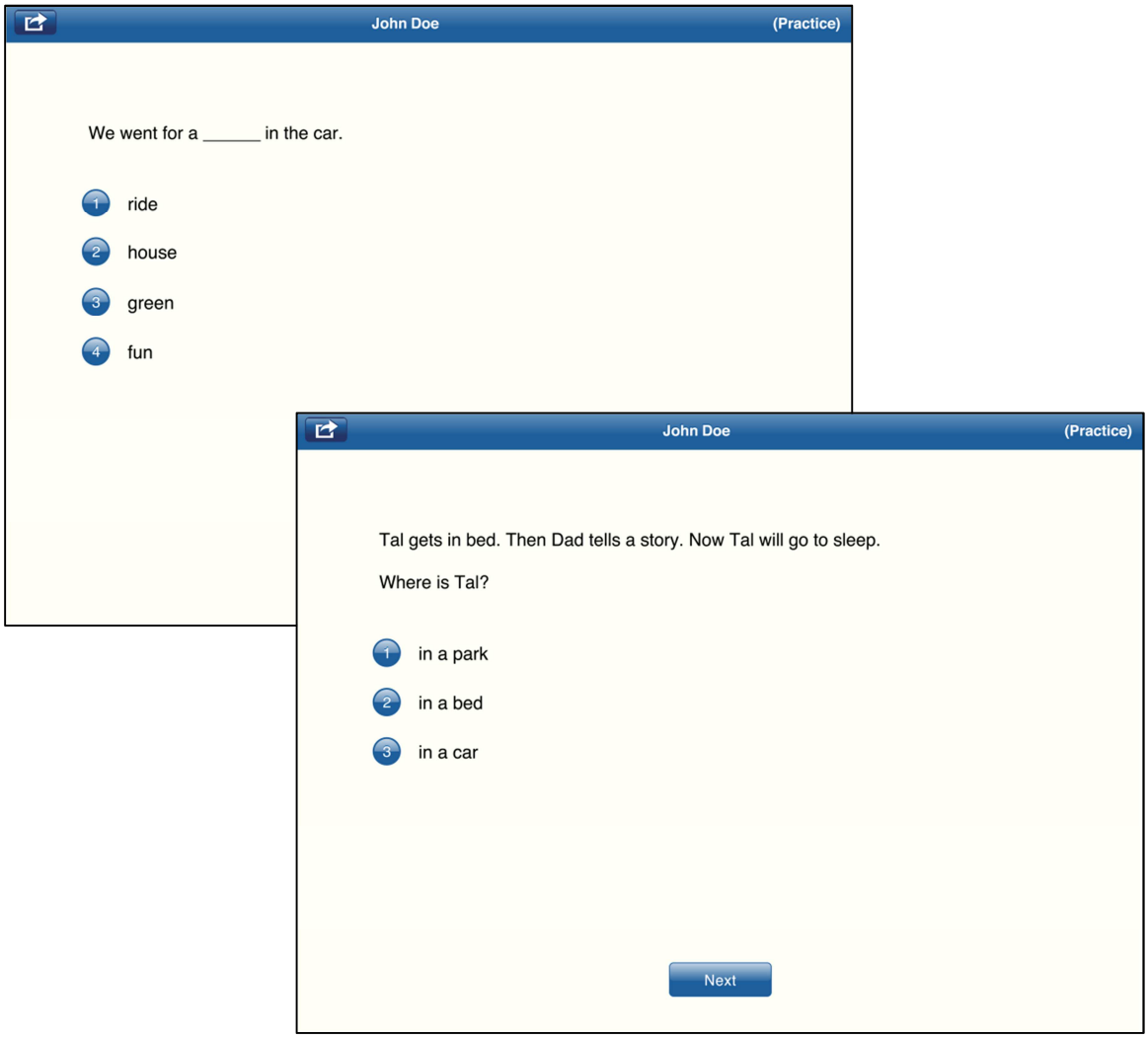
Table 3. Common Core State Standards assessed by the MKAS^2 3rd Grade Reading Summative Assessment

Standard Name and Number	Text of the Standard
CC CCSS.ELA-Literacy.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
CC CCSS.ELA-Literacy.RF.3.3.B	Decode words with common Latin suffixes.
CC CCSS.ELA-Literacy.RF.3.3.C	Decode multisyllable words
CC CCSS.ELA-Literacy.RF.3.3.D	Read grade-appropriate irregularly spelled words.
CC CCSS.ELA-Literacy.RF.3.4.A	Read grade-level text with purpose and understanding.
CC CCSS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
CC CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CC CCSS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
CC CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CC CCSS.ELA-Literacy.RI.3.5	Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
CC CCSS.ELA-Literacy.RI.3.6	Distinguish their own point of view from that of the author of a text.
CC CCSS.ELA-Literacy.RI.3.7	Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).
CC CCSS.ELA-Literacy.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third sequence).
CC CCSS.ELA-Literacy.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
CC CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
CC CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CC CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
CC CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Standard Name and Number	Text of the Standard
CC CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in text, distinguishing literal from nonliteral language.
CC CCSS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
CC CCSS.ELA-Literacy.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
CC CCSS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).
CC CCSS.ELA-Literacy.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series).
CC CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
CC CCSS.ELA-Literacy.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and context, choosing flexibly from a range of strategies.
CC CCSS.ELA-Literacy.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CC CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g. after dinner that night we went looking for them).

Practice Items

When students take the assessment, they will first receive three practice items. These items do not count toward the students' score. Instead, they help students to become familiar with selecting responses using the online test interface. Two sample practice items are shown below.



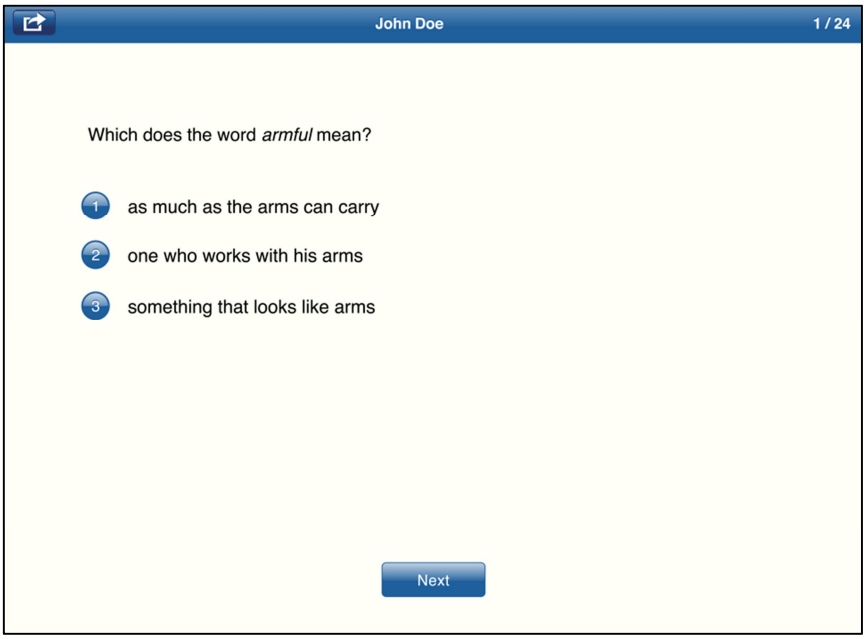
Sample Items

This section includes 24 sample test items—one item for each skill area measured by the MKAS^2 3rd Grade Reading Summative Assessment. For each item, you will see the following information:

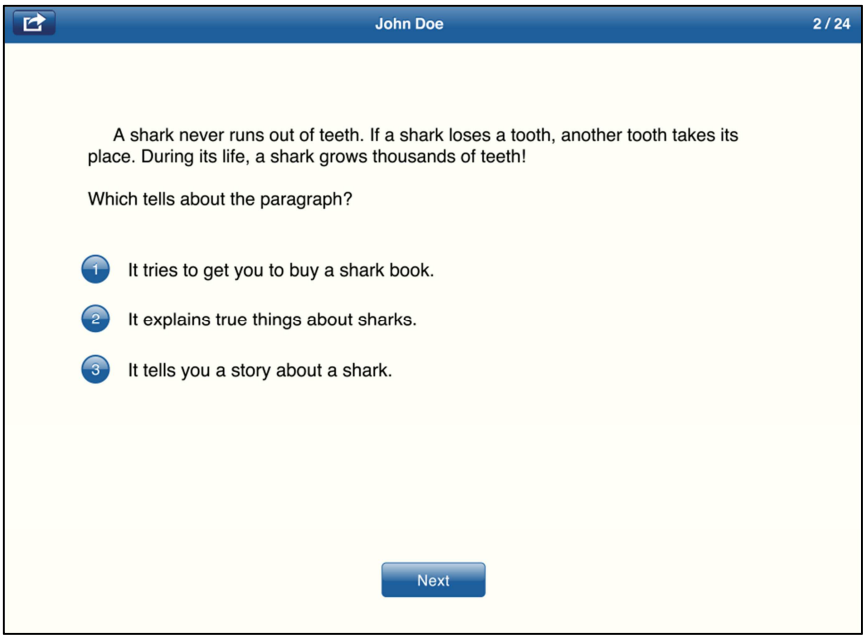
- The Common Core domain (Reading: Foundational Skills, Reading: Informational Text, etc.)
- The Common Core heading (Key Ideas and Details, Craft and Structure, etc.)
- The aligned Common Core State Standard
- A screenshot of a sample item showing the question (stem) and answer choices

An answer key for the sample items is provided on page 21.

Domain: Reading: Foundational Skills	**Heading:** Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.ELA-Literacy.RF.3.3	



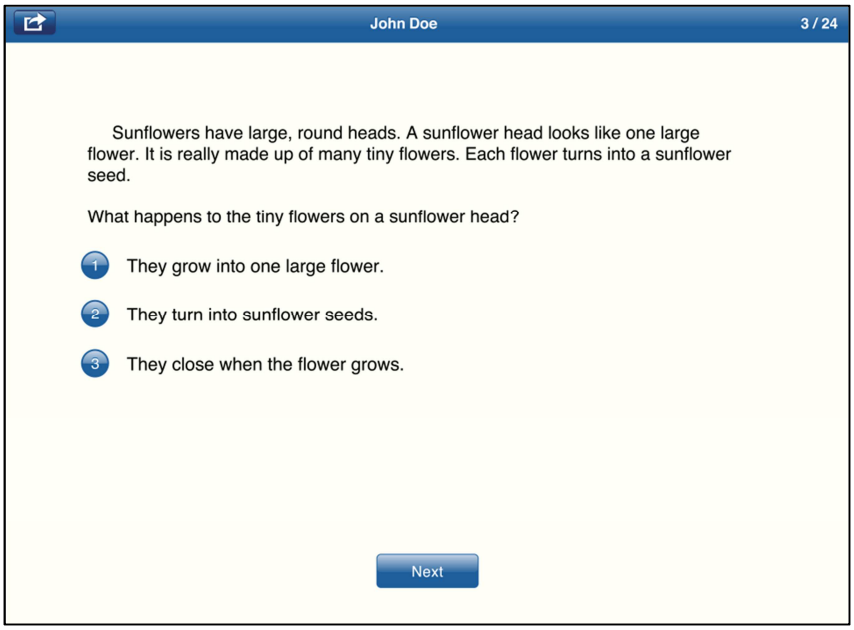
Domain: Reading: Foundational Skills	**Heading:** Fluency
4. Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-Literacy.RF.3.4	



Domain: Reading: Informational Text	**Heading:** Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

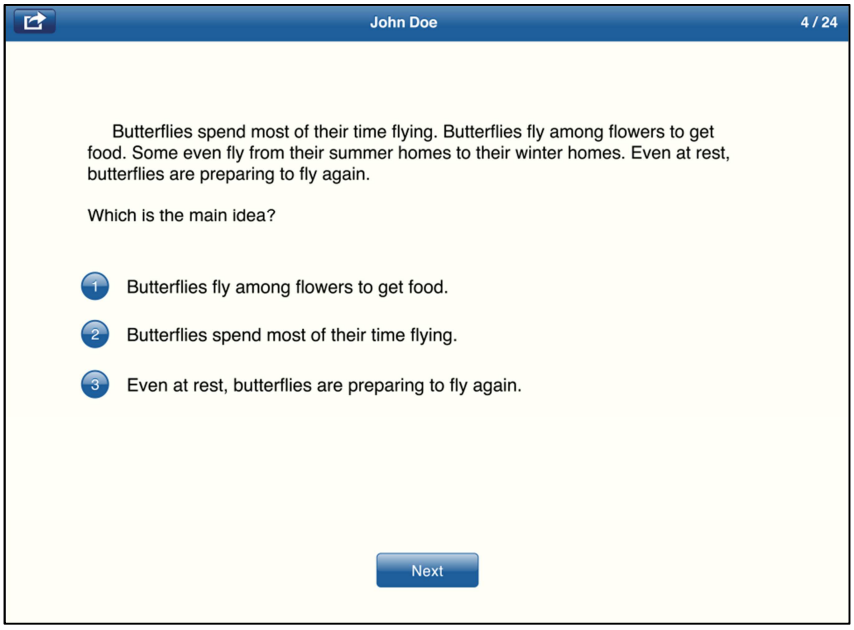
CCSS.ELA-Literacy.RI.3.1



Domain: Reading: Informational Text	**Heading:** Key Ideas and Details

2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

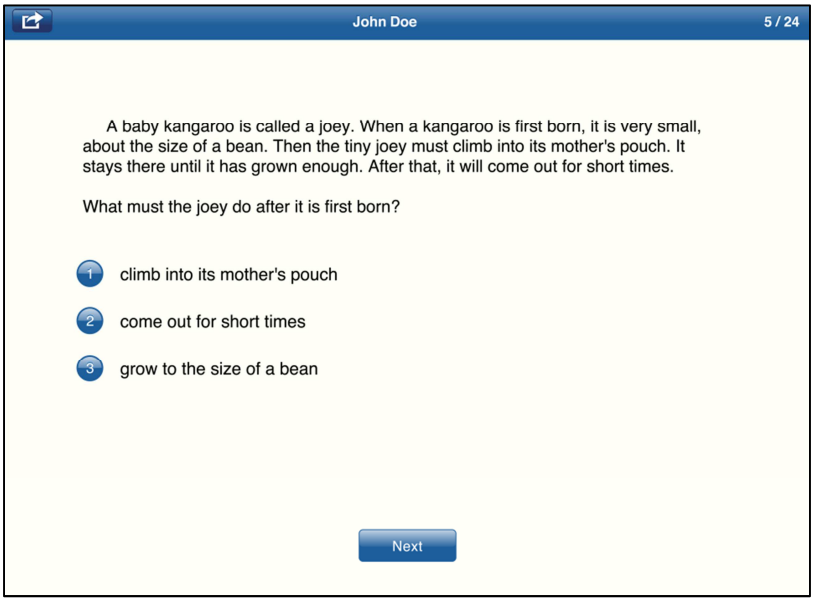
CCSS.ELA-Literacy.RI.3.2



Domain: Reading: Informational Text	**Heading:** Key Ideas and Details

3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

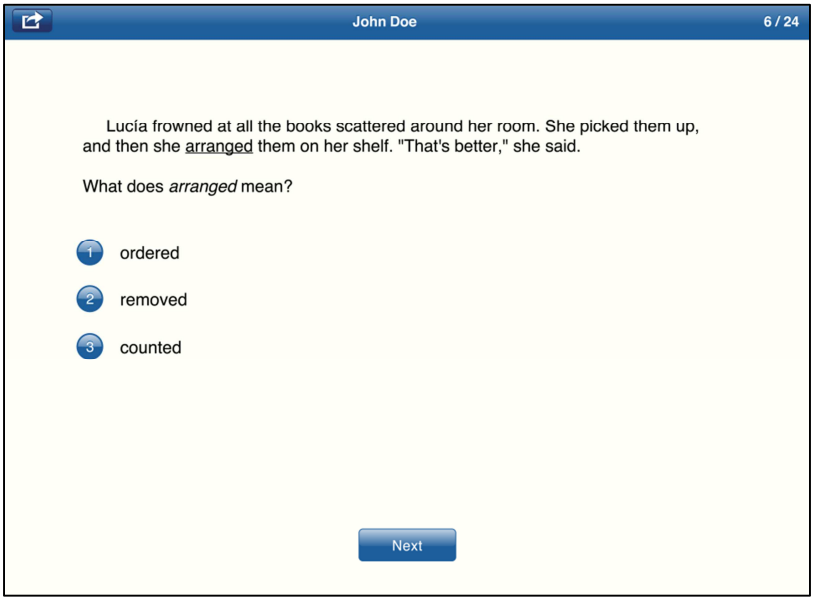
CCSS.ELA-Literacy.RI.3.3



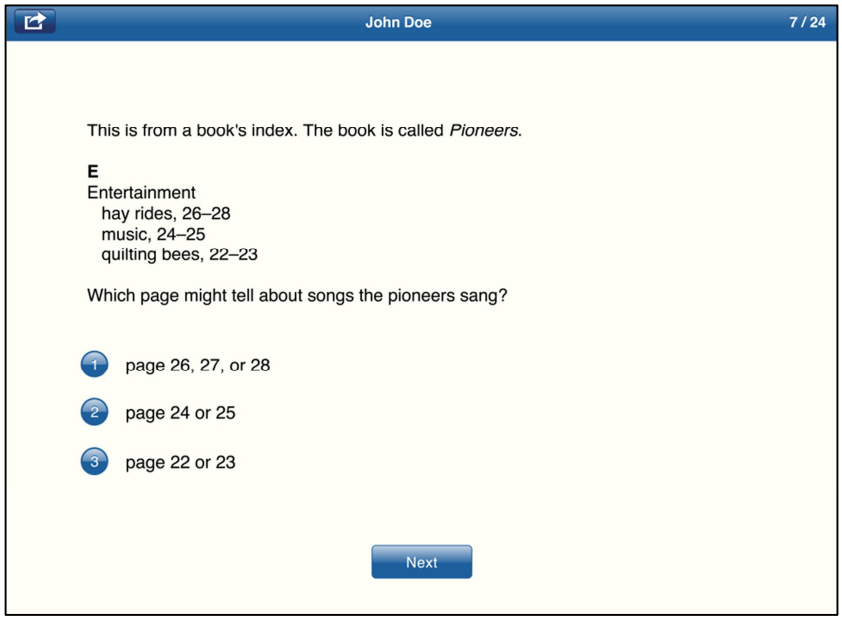
Domain: Reading: Informational Text	**Heading:** Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

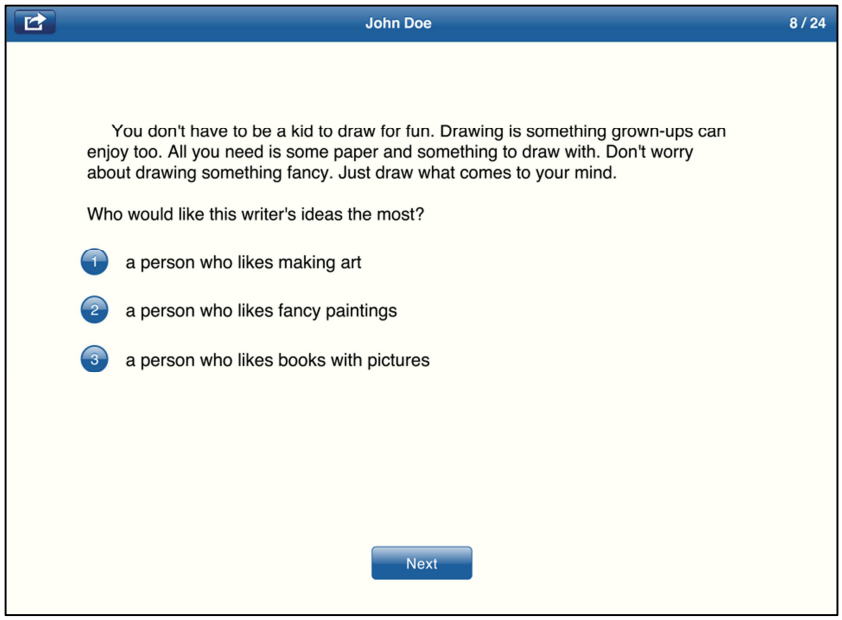
CCSS.ELA-Literacy.RI.3.4



Domain: Reading: Informational Text	**Heading:** Craft and Structure
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. CCSS.ELA-Literacy.RI.3.5	



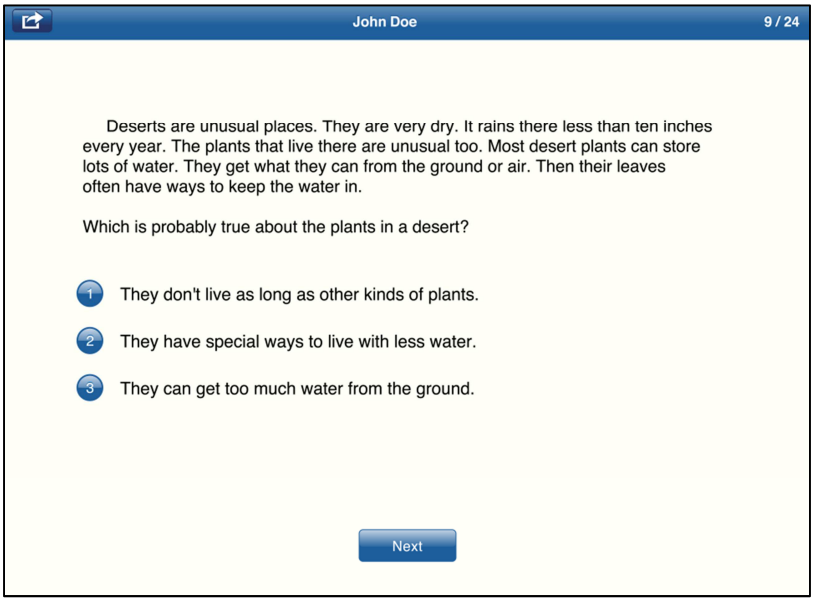
Domain: Reading: Informational Text	**Heading:** Craft and Structure
6. Distinguish their own point of view from that of the author of a text. CCSS.ELA-Literacy.RI.3.6	



Domain: Reading: Informational Text	**Heading:** Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

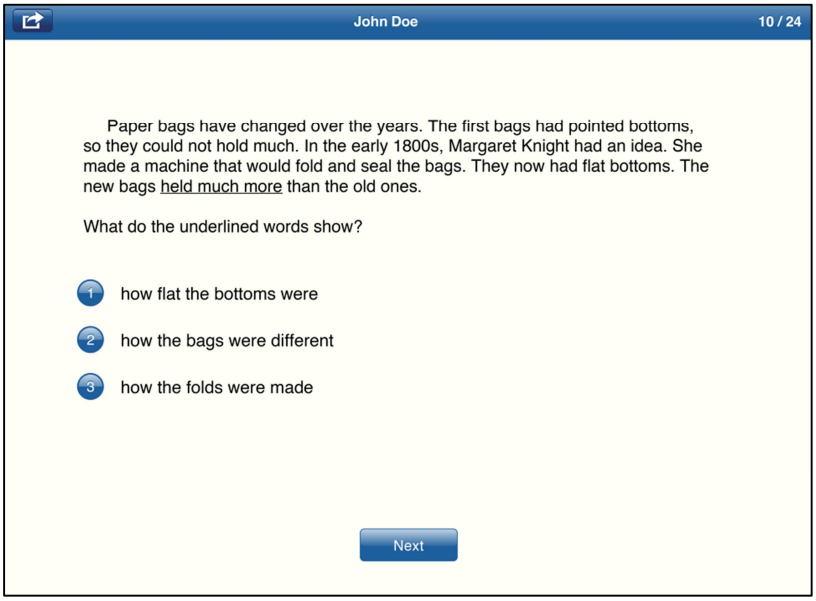
CCSS.ELA-Literacy.RI.3.7



Domain: Reading: Informational Text	**Heading:** Integration of Knowledge and Ideas

8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

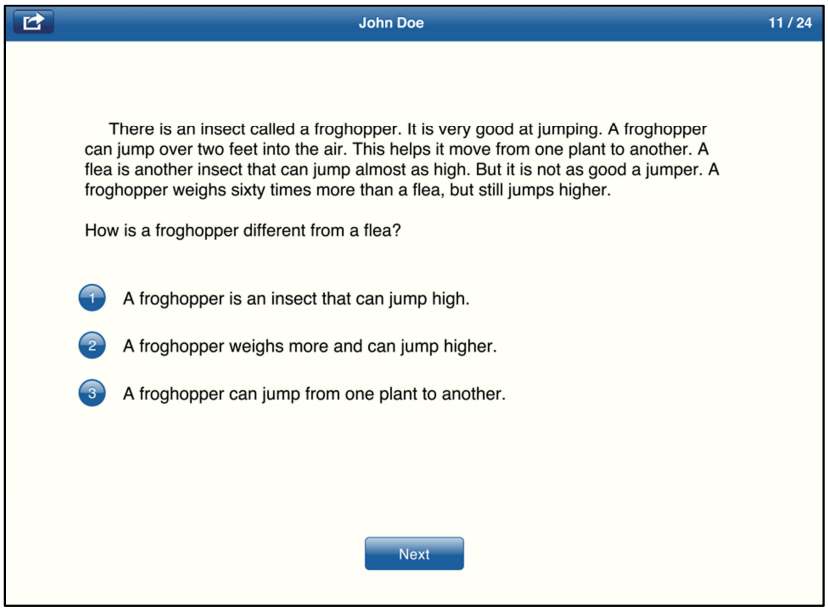
CCSS.ELA-Literacy.RI.3.8



Domain: Reading: Informational Text	**Heading:** Integration of Knowledge and Ideas

9. Compare and contrast the most important points and key details presented in two texts on the same topic.

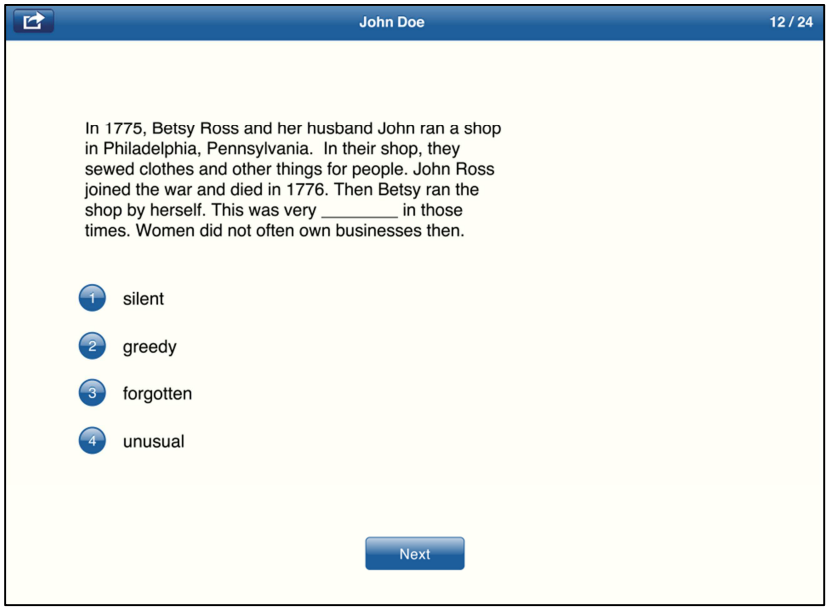
CCSS.ELA-Literacy.RI.3.9



Domain: Reading: Informational Text	**Heading:** Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

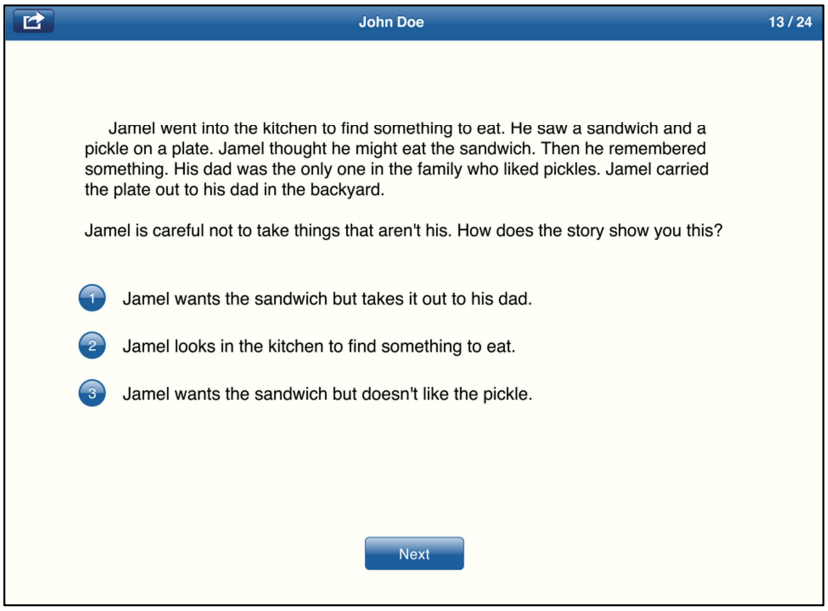
CCSS.ELA-Literacy.RI.3.10



Domain: Reading: Literature	**Heading:** Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

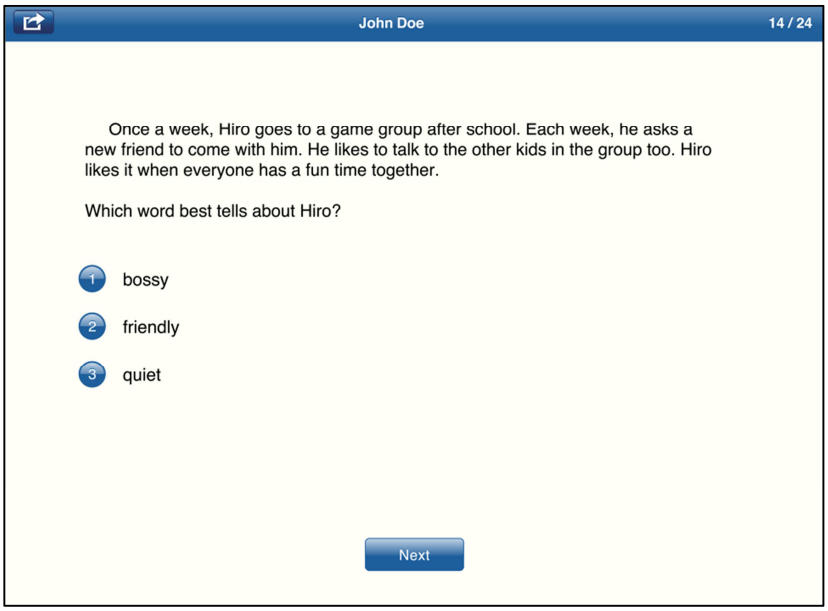
CCSS.ELA-Literacy.RL.3.1



Domain: Reading: Literature	**Heading:** Key Ideas and Details

2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

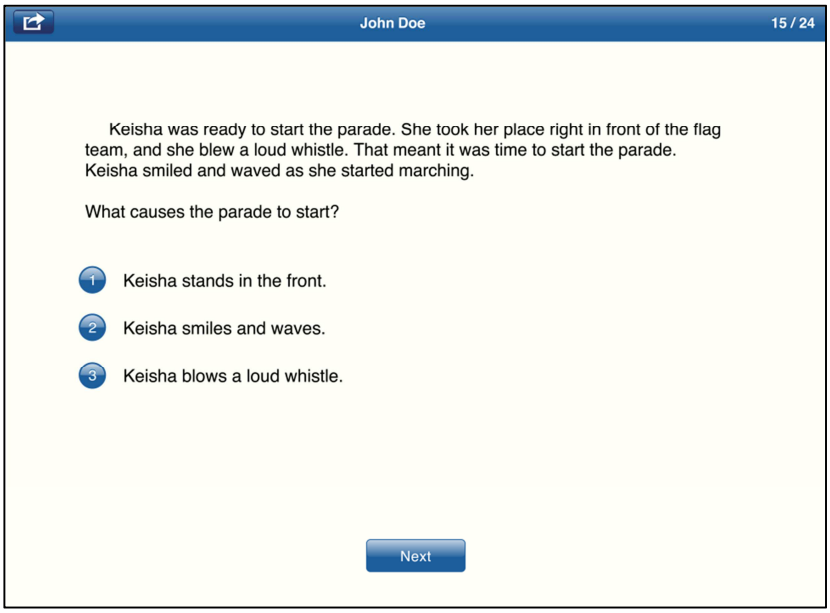
CCSS.ELA-Literacy.RL.3.2



Domain: Reading: Literature	**Heading:** Key Ideas and Details

3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

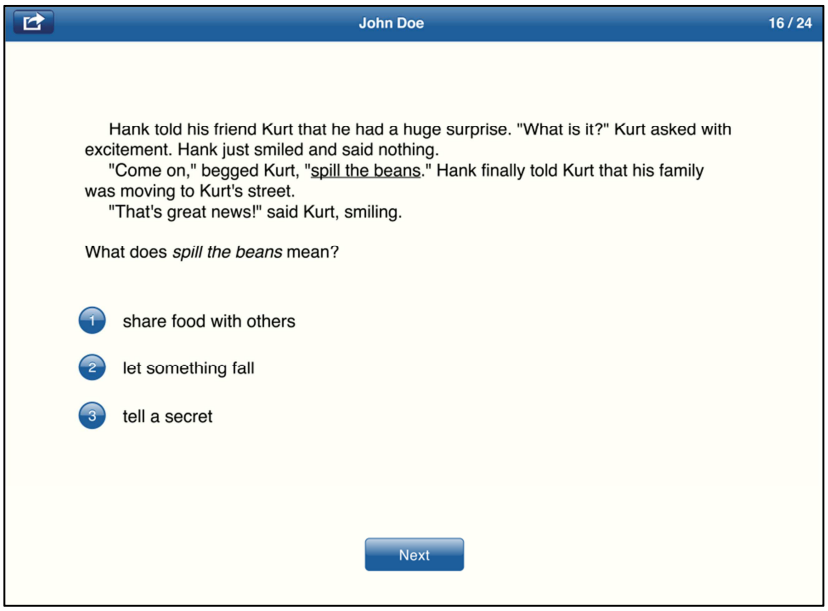
CCSS.ELA-Literacy.RL.3.3



Domain: Reading: Literature	**Heading:** Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

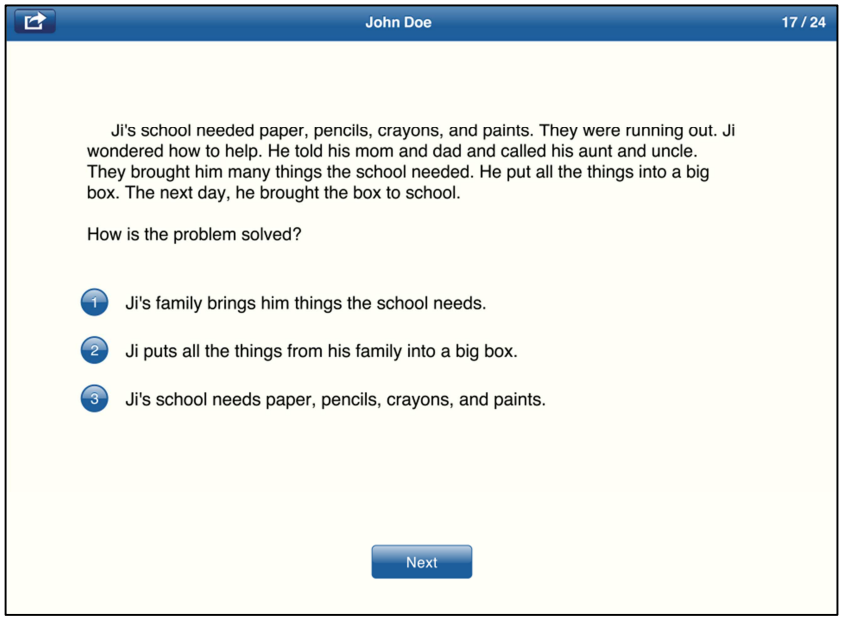
CCSS.ELA-Literacy.RL.3.4



Domain: Reading: Literature	**Heading:** Craft and Structure

5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

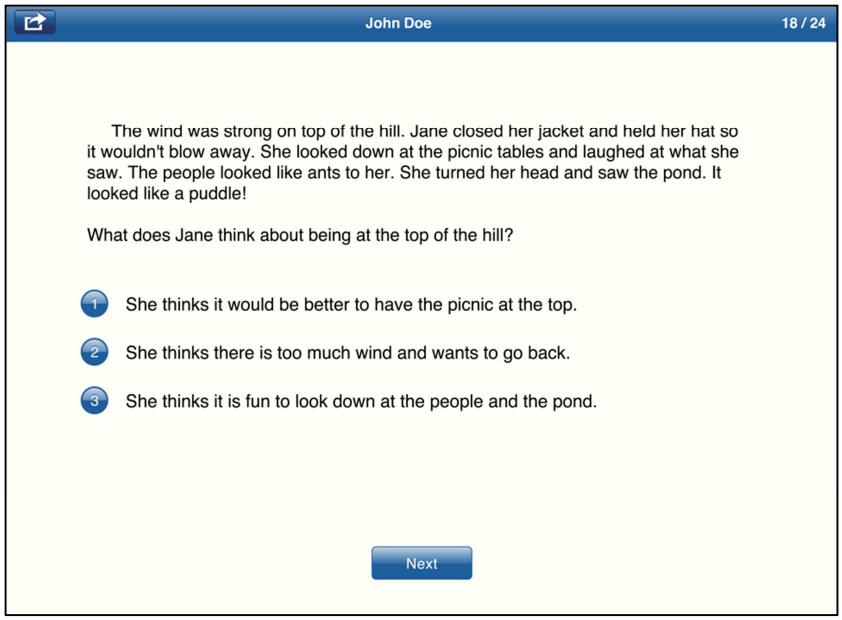
CCSS.ELA-Literacy.RL.3.5



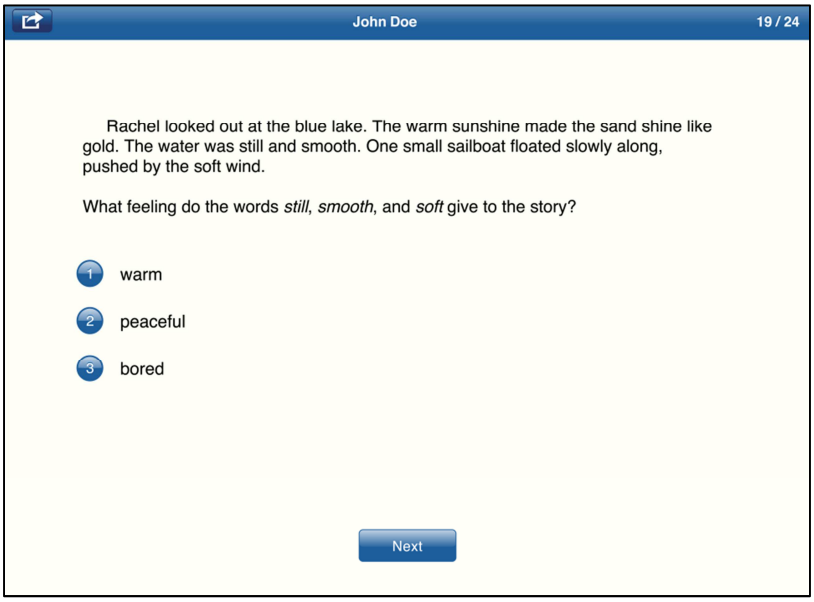
Domain: Reading: Literature	**Heading:** Craft and Structure

6. Distinguish their own point of view from that of the narrator or those of the characters.

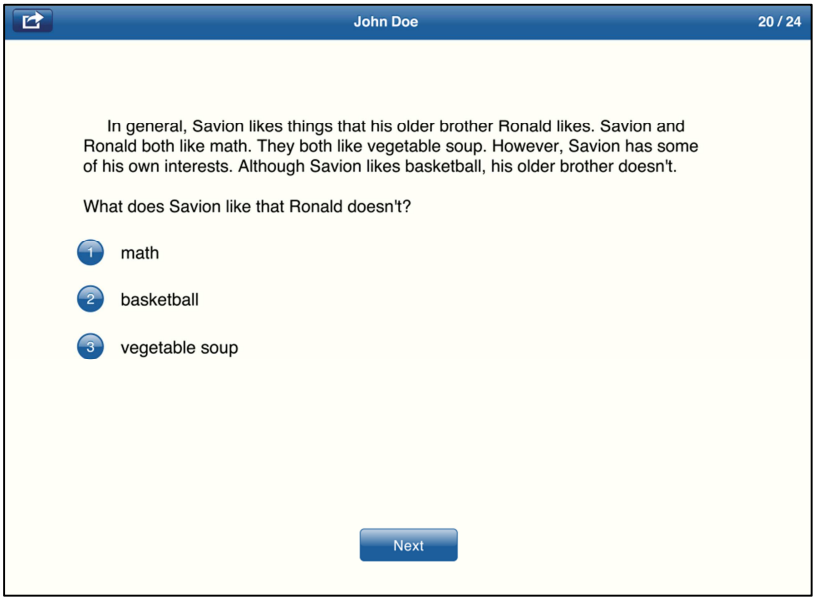
CCSS.ELA-Literacy.RL.3.6



Domain: Reading: Literature	**Heading:** Integration of Knowledge and Ideas
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). CCSS.ELA-Literacy.RL.3.7	



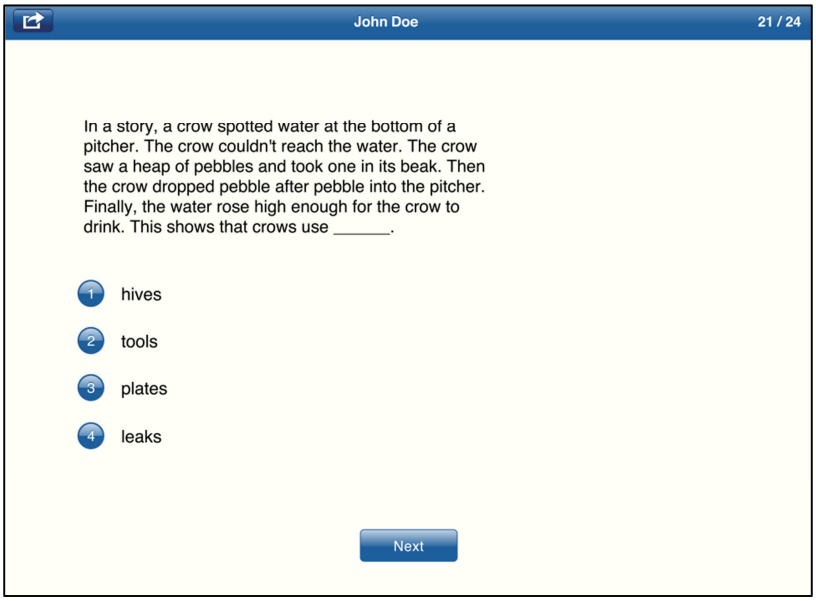
Domain: Reading: Literature	**Heading:** Integration of Knowledge and Ideas
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). CCSS.ELA-Literacy.RL.3.9	



Domain: Reading: Literature	**Heading:** Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

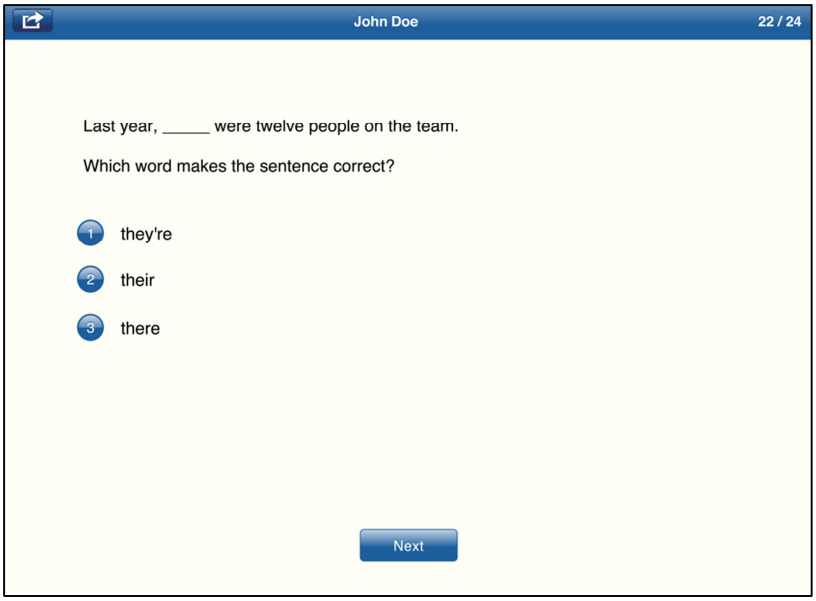
CCSS.ELA-Literacy.RL.3.10



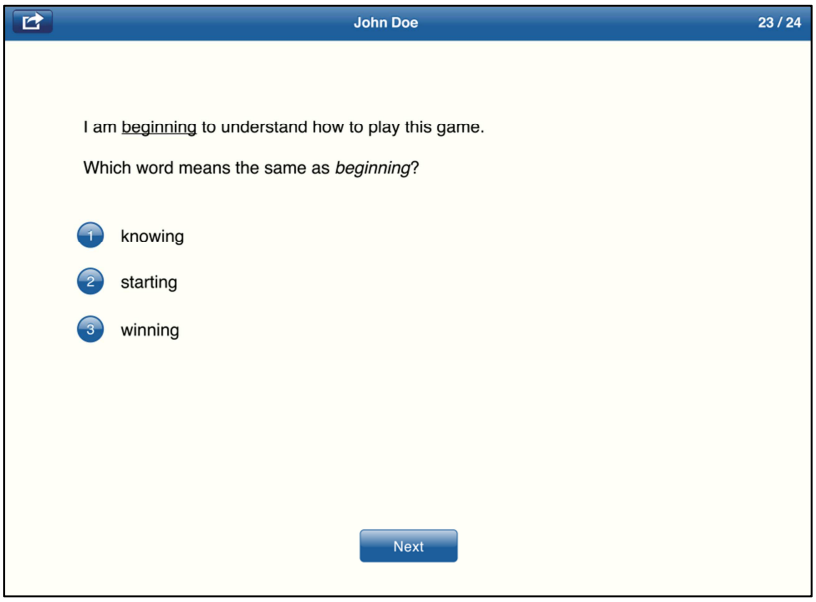
Domain: Language	**Heading:** Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.3.4



Domain: Language	**Heading:** Vocabulary Acquisition and Use
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. CCSS.ELA-Literacy.L.3.5	



Domain: Language	**Heading:** Vocabulary Acquisition and Use
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). CCSS.ELA-Literacy.L.3.6	

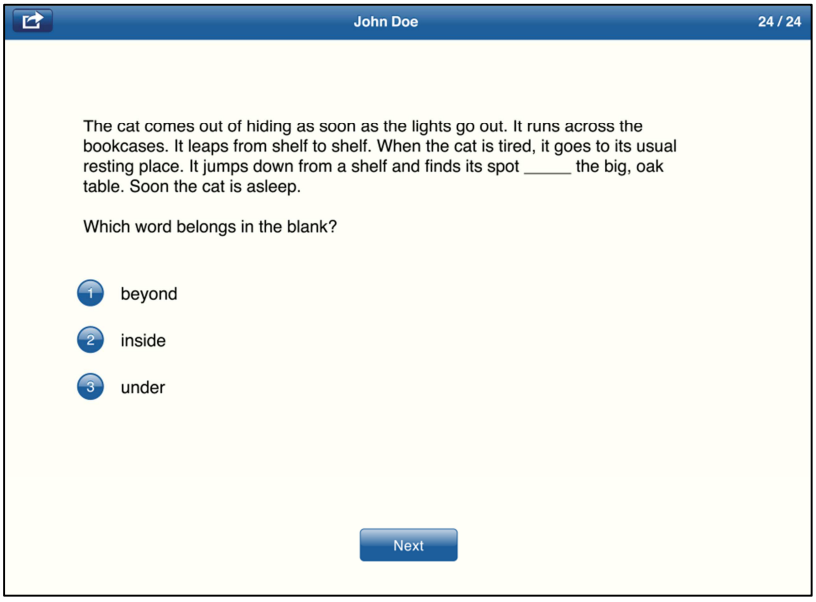


Table 4. Sample Item answer key

Item Number	Correct Response
1/24	1—As much as the arms can carry
2/24	2—It explains true things about sharks
3/24	2—They turn into sunflower seeds
4/24	2—Butterflies spend most of their time flying
5/24	1—Climb into its mother's pouch
6/24	1—Ordered
7/24	2—Page 24 or 25
8/24	1—A person who likes making art
9/24	2—They have special ways to live with less water
10/24	2—How the bags were different
11/24	2—A froghopper weighs more and can jump higher
12/24	4—Unusual
13/24	1—Jamel wants the sandwich but takes it out to his dad
14/24	2—Friendly
15/24	3—Keisha blows a loud whistle
16/24	3—Tell a secret
17/24	1—Ji's family brings him things the school needs
18/24	3—She thinks it is fun to look down at the people and the pond
19/24	2—Peaceful
20/24	2—Basketball
21/24	2—Tools
22/24	3—There
23/24	2—Starting
24/24	3—Under