

SAMPLE TEST

Reading/Literature

2011-2013



GRADE 3

Vocabulary

Read to Perform a Task

Demonstrate General
Understanding

Develop an Interpretation

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age or handicap in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the State Superintendent of Public Instruction at the Oregon Department of Education.

Office of Assessment & Information Services
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310
(503) 947-5600



Susan Castillo
State Superintendent of Public Instruction

Doug Kosty
Assistant Superintendent

Steve Slater
Manager, Scoring, Psychometrics and Validity

Kathleen Vanderwall
Manager, Test Design and Administration

Holly Carter
Assessment Operations and Policy Analyst

Michelle McCoy
ELPA and Assessment Implementation Specialist

Ken Hermens
Language Arts Assessment Specialist

James Leigh
Mathematics Assessment Specialist

Dianna Carrizales
Director, Monitoring, Systems, and Outcomes

Bradley J. Lenhardt
Monitoring and Assessment Specialist

Sheila Somerville
Electronic Publishing Specialist

Kathy Busby
Project Manager

DIRECTIONS

Read each of the passages. Then read the questions that follow and decide on the BEST answer. There are a lot of different kinds of questions, so read each question carefully before marking an answer on your answer sheet.

A THORNY PROBLEM

Read this story by Gertrude Chandler Warner to find out how Jessie and her family carefully help a dog in trouble.



JESSIE WHISPERED, "KEEP STILL!"

The three children did not say a word. They sat quietly in the boxcar, looking at the bushes.

"I wonder if it's a bear," thought Benny.

Soon something came out. But it wasn't a bear. It was a dog, which hopped along on three legs, crying softly and holding up a front paw.

"It's all right," said Jessie. "It's only a dog, but I think he is hurt."

The dog looked up and saw the children, and then he wagged his tail.

"Poor dog," said Jessie. "Are you lost? Come over here and let me look at your paw."

The dog hopped over to the boxcar, and the children got out.

Jessie looked at the paw and said, "Oh, dear! You poor dog! There is a big thorn in your foot."

Reading and Literature ▼

The dog stopped crying and looked at Jessie.

“Good dog,” said Jessie. “I can help you, but maybe it will hurt.”

The dog looked up at Jessie and wagged his tail again.

“Violet,” ordered Jessie, “please wet my handkerchief in the brook.”

Jessie sat down on the stump and took the dog in her lap. She patted him and gave him a little piece of bread. Then she began to pull out the thorn. It was a long thorn, but the dog did not make any noise. Jessie pulled and pulled, and at last the thorn came out.

Violet had a wet handkerchief ready. Jessie put it around the dog’s paw, and he looked up at her and wagged his tail a little.

“He wants to say ‘Thank You,’ Jessie!” cried Violet. “He is a good dog not to cry.”

“Yes, he is,” agreed Jessie. “Now I had better hold him awhile so that he will lie down and rest his leg.”

1

From the way it is talked about in the story, you can tell that a brook is most like

- A. a tree.
- B. a stream.
- C. a thorn.
- D. a tongue.

2

From the story and the two parts of the word, what do you think boxcar means?

- A. A train car that is in a box shape
- B. A small cardboard box
- C. A box that holds toy cars
- D. A car that holds boxes

3

From Jessie's actions in this story you can tell she is

- A. the youngest in her family.
- B. kind to animals.
- C. bossy to her sister.
- D. afraid of animals.

4

Why did Jessie whisper when she said, "Keep still!" in this story?

- A. She didn't want to wake up Violet.
- B. She didn't want them to scare the dog.
- C. She didn't want to bother the neighbors.
- D. She didn't want what was in the bushes to hear them.

5

Why did Jessie want to keep the dog in her lap after taking out the thorn?

- A. She was afraid the dog would run away.
- B. She wanted the dog to rest his leg.
- C. She thought there might be more thorns to take out.
- D. She didn't want to share the dog with the other children.

A SON REMEMBERS

Dr. Martin Luther King Jr. was an important man in United States history. This article is about both his family and his important work. Read it to learn about this special man.

AS A YOUNG BOY, Martin Luther King III liked to play sports with his father, Dr. Martin Luther King Jr. They swam and rode bikes together. "We also played baseball in the backyard," Martin says. However, the Kings were not free to do all the things they enjoyed.

For example, they could not go to an amusement park near their home in Atlanta, Georgia. A law prevented them from going because of their skin color. Laws also kept children of different races from attending the same

Reading and Literature ▼

schools. Dr. King worked to change unfair laws like these. He led peaceful marches and gave many speeches.

“He traveled a lot to fight prejudice in different places in the country,” Martin says. Prejudice is hatred or unjust treatment based on unfair opinions about a group of people.



Dr. King convinced most Americans that all people should be treated fairly. The laws began to change. As a third-grader, Martin was among the first African-American children in the South to go to school with white children.

Dr. King was killed in 1968. Today, Martin leads a group started by his father. The group wants to make America a better place for all people. “Have hope!” Martin says. “By working together as one community, we can solve our problems.”

6

Why did Dr. King travel so much?

- A. He liked to see lots of different places.
- B. His parents lived in another part of America.
- C. The company he worked for sent him.
- D. He was fighting prejudice all over America.

7

As used in this selection, the word prevented means

- A. stopped.
- B. encouraged.
- C. allowed.
- D. attended.

8

Which statement best describes the main idea of this selection?

- A. Dr. King was a good dad who played sports with his son.
- B. Martin went to third grade at a school with white children.
- C. Dr. King's family was not allowed to go to the amusement park.
- D. Dr. King worked to change laws to help African-Americans.

9

Dr. King worked to change laws in our country. Why did he choose to lead marches and make speeches in order to make the changes?

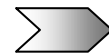
- A. He didn't know how laws were made in America.
- B. He was too young to have any other job.
- C. He wanted many people involved and paying attention.
- D. He was too busy with his family to try other things.

10

In the passage, it says Dr. King traveled to fight prejudice. What does *prejudice* mean?

- A. Thoughtfulness
- B. A disease
- C. Unfair treatment
- D. A baseball team

CONTINUE ON TO THE NEXT PAGE



ENJOYING LIFE

The country of Thailand has many festivals. Read about some of them in this chart in order to answer a few questions

FESTIVAL	WHEN IT IS CELEBRATED	HOW IT IS CELEBRATED
Chiang Mai Flower Festival	February	The town of Chiang Mai celebrates its beautiful blooms with parades of flower floats and displays, marching bands, and contests.
Songkran (Thai New Year)	April	People throw and spray water at one another. This symbolizes the washing away of bad luck.
Royal Plowing Ceremony	May	The King and Queen oversee the ceremony, which celebrates the beginning of the rice-planting season.
Bun Bang Fai (Rocket Festival)	May	People fire home-made rockets into the sky, hoping that the rockets will bring rain for a good rice harvest.
Loy Krathong (Candle Festival)	October or November	People place candles on bamboo boats and float them down a river. This is believed to carry away bad deeds.

11

If you traveled to Thailand in October, which festival might you see?

- A. Flower Festival
- B. Candle Festival
- C. Thai New Year
- D. Rocket Festival

12

You can attend two festivals during which month?

- A. February
- B. May
- C. October
- D. November

13

Which two festivals have to do with rice?

- A. Songkran and Bun Bang Fai
- B. Loy Krathong and Flower Festival
- C. Royal Plowing and Songkran
- D. Bun Bang Fai and Royal Plowing

14

Which festival is named after a town?

- A. Chiang Mai
- B. Songkran
- C. Bun Bang Fai
- D. Loy Krathong

EGGS FOR MR. KODINSKI

Sometimes it is hard to make friends, especially when there is a misunderstanding. Read this story by Patricia Polacco to see how three children solved a hard problem.



IN MY KITCHEN the next day we thought and thought.

“How can we win him over when he thinks that we threw those eggs?” Stewart asked.

“He doesn’t even like us,” Winston chirped.

“Eggs,” I said quietly.

“Eggs?” Stewart asked.

“Eggs!” I screamed.

I went to the kitchen drawer and took out a lump of beeswax, a candle, a small funnel with a wooden handle, and some packets of yellow, red, and black dye.

Mom helped me show the boys how to decorate eggs the way my bubbie had taught us. The way they do it in the old country. We made designs on the eggshells with

Reading and Literature ▼

hot wax, then dyed them and finally melted the wax patterns off.

We put the eggs in a basket and, even though we were afraid, marched into Mr. Kodinski's shop and put them on the counter.

He raised his eyebrows and glowered at us. Then his eyes dropped to the basket.

"*Spaseeba*," he said softly. That means "thank you" in Russian. "Pysanky eggs!" he said as he looked closely. "I haven't seen these since I left my homeland."

"We didn't throw those eggs at your door, Mr. Kodinski," we told him.

He looked at us for a minute. "Well, then, you have great courage to be here. Chutzpah, you have chutzpah!" Then his eyes glistened and his mouth curled into a warm smile. "Come, have some tea with me."

15

Mr. Kodinski said, "You have chutzpah!" He meant you are

- A. artistic.
- B. brave.
- C. beautiful.
- D. rude.

16

What is the first step to decorate Pysanky eggs?

- A. Melt the wax patterns off the egg shells.
- B. Put the egg shells in a basket.
- C. Use hot wax to put designs on the egg shells.
- D. Dye the egg shells different colors.

17

Who is telling this story?

- A. Winston
- B. Stewart
- C. A different child
- D. Mr. Kodinski

18

When the children first went into the shop, Mr. Kodinski raised his eyebrows and glowered at them. This means he is

- A. happy.
- B. frightened.
- C. friendly.
- D. angry.

19

Why were the children afraid to walk into Mr. Kodinski's shop?

- A. They didn't have money to buy anything.
- B. They used up all the beeswax.
- C. They felt their eggs were not pretty enough.
- D. Mr. Kodinski thought the children threw eggs at his shop.

MAKE WAY FOR MACHINES!

This selection is from a book called If YOU GREW UP WITH ABRAHAM LINCOLN by Ann McGovern. It talks about the big difference the invention of machines made for people living over 100 years ago.

IF YOU LIVED in Springfield just before Lincoln was elected President, you could buy many things that used to be made at home.

When Lincoln was a boy, all the clothes were made by hand. Women spent hours working at their spinning wheels and looms.

Reading and Literature ▼

But machines changed that. Machines were invented that used water power and steam power to make them go.



Machines spun thread and wove it into cloth. Hundreds of people had jobs running machines in the factories and mills of New England. Cloth and other things made in factories were sent from New England to stores all over the United States.

Cotton cloth cost about three cents a yard. Women in Springfield bought cotton, wool, and silk cloth. They bought sheets, towels, curtains, and tablecloths that were made on the new sewing machines.

Stores in Springfield sold factory-made gloves, hats, and shoes. You could buy steel pens, buttons, clocks, carpets, and silver-plated knives and forks and spoons.

People no longer spent days making their own soap and candles. Soap and candles were sold in the stores for a few cents.

When Lincoln was a boy, he had never heard of rubber balls and balloons. Now he could buy these toys for his sons.

More and more farmers were buying new machines to make their work easier. One man running a machine could do as much work as ten men.

There was a machine to shell corn. The farmer turned a crank to make the machine work. A machine called a reaper cut wheat. Horses pulled the reaper across the field.

A farmer could take his vegetables to market in a wagon with iron springs.

A farmer's wife did not have to cook over the fireplace. She could use her new iron stove. And she could keep foods fresh in an icebox.

20

The story tells you that there was a machine to shell corn. When used this way, what does *shell* mean?

- A. Eat the corn kernels
- B. Remove the corn kernels
- C. Grow the corn kernels
- D. Sell the corn kernels

21

What gave machines power during Lincoln's time?

- A. Teams of horses
- B. Mills and factories
- C. Water and steam
- D. Iron springs

22

What kind of machine was invented to cut wheat?

- A. A reaper
- B. A loom
- C. A crank
- D. An iron stove

23

Which sentence best explains why machines were so important?

- A. Machines were invented that used water power to make them go.
- B. Stores in Springfield sold factory-made gloves, hats, and shoes.
- C. One man running a machine could do as much work as ten men.
- D. A farmer's wife did not have to cook over the fireplace.

24

Women spent hours working at their spinning wheels and looms. A *loom* is a machine used to

- A. wash clothes.
- B. cook meals.
- C. weave thread or yarn.
- D. get wrinkles out of clothes.

Grade 3 Sample Test Key 2011-2013

Item	Key	Score Reporting Category
1	B	Vocabulary
2	A	Vocabulary
3	B	Develop an Interpretation
4	D	Develop an Interpretation
5	B	Demonstrate General Understanding
6	D	Develop an Interpretation
7	A	Vocabulary
8	D	Demonstrate General Understanding
9	C	Develop an Interpretation
10	C	Vocabulary
11	B	Reading to Perform a Task
12	B	Reading to Perform a Task
13	D	Reading to Perform a Task
14	A	Reading to Perform a Task
15	B	Vocabulary
16	C	Demonstrate General Understanding
17	C	Demonstrate General Understanding
18	D	Vocabulary
19	D	Develop an Interpretation
20	B	Vocabulary
21	C	Demonstrate General Understanding
22	A	Demonstrate General Understanding
23	C	Develop an Interpretation
24	C	Vocabulary

CONVERTING TO A RIT SCORE			
Number correct	RIT Score	Number Correct	RIT Score
1	172.7	13	208.0
2	180.3	14	209.8
3	185.0	15	211.7*
4	188.6	16	213.7
5	191.5	17	215.8
6	194.1	18	218.1
7	196.4	19	220.6
8	198.5	20	223.5
9	200.5	21	227.0**
10	202.4	22	231.7
11	204.3	23	239.2
12	206.1	24	246.4
*Likely to meet Grade 3 standards		**Likely to exceed Grade 3 standards	

Oregon Reading/Literature Sample Test

Use number 2 pencil.
Do NOT use ink or ball point pen.
Make heavy dark marks that completely fill the circle.
Erase completely any marks you wish to change.

Name of Student

Name of Teacher

Name of School

- | | | | |
|----|-----------------|----|-----------------|
| 1 | (A) (B) (C) (D) | 13 | (A) (B) (C) (D) |
| 2 | (A) (B) (C) (D) | 14 | (A) (B) (C) (D) |
| 3 | (A) (B) (C) (D) | 15 | (A) (B) (C) (D) |
| 4 | (A) (B) (C) (D) | 16 | (A) (B) (C) (D) |
| 5 | (A) (B) (C) (D) | 17 | (A) (B) (C) (D) |
| 6 | (A) (B) (C) (D) | 18 | (A) (B) (C) (D) |
| 7 | (A) (B) (C) (D) | 19 | (A) (B) (C) (D) |
| 8 | (A) (B) (C) (D) | 20 | (A) (B) (C) (D) |
| 9 | (A) (B) (C) (D) | 21 | (A) (B) (C) (D) |
| 10 | (A) (B) (C) (D) | 22 | (A) (B) (C) (D) |
| 11 | (A) (B) (C) (D) | 23 | (A) (B) (C) (D) |
| 12 | (A) (B) (C) (D) | 24 | (A) (B) (C) (D) |