

Alaska

COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT STANDARDS BASED ASSESSMENTS (SBA)

Reading Item Sampler

Grade 3



Alaska Department of Education & Early Development

INTRODUCTION

The Assessment Item Sampler is designed to help teachers assist students to do their best on the Alaska Comprehensive System of Student Assessment, Standards Based Assessments in grades 3 through 9. Data Recognition Corporation, the contractor designing the Standards Based Assessments, produced this item sampler from questions developed for Alaska.

The Standards Based Assessments are designed to estimate the degree to which students have mastered the Academic Performance Standards for reading, writing, and mathematics outlined in the Grade Level Expectations. These assessments are written specifically for Alaska and are the foundation of the Alaska school accountability system. Results are valuable for districts, schools, and students. Results are used to measure a school's Adequate Yearly Progress in accordance with No Child Left Behind. Additionally, these assessments, because they are consistent across grade levels, provide the ability to gauge students' academic progress. This test combined with other information from classroom and local assessments provides districts with valuable student performance data and degrees of mastery.

The Assessment Item Sampler was developed to give students and teachers a practical way to become familiar with the kinds of test questions that will appear on the Standards Based Assessments. The Assessment Item Sampler is in no way a predictor of the test taker's ability to perform on the actual Standards Based Assessments, nor are the questions the same as those on the actual test. The questions on the item sampler reflect the type of questions one might see on the actual assessment. The length of the item sampler does not reflect the amount of time it will take for a student to complete the actual Standards Based Assessments. The purpose of the sampler is to help teachers become familiar with the Standards Based Assessments and give them a tool to use with students as they prepare for the assessment.

Additional copies of the Assessment Item Sampler can be downloaded from the Alaska Department of Education & Early Development Web site by going to <http://www.eed.state.ak.us/tls/assessment/sba.html>.

Read the passage about a special project. Then, answer the questions that follow.

The Bakers of Barnaby Street

by Echo Ann Lewis

Nine-year-old Becky Petroski plopped onto the top step outside their little brick apartment building on Barnaby Street.

“I’m bored,” she complained, flipping her pigtails back over her shoulders. “There’s nothing fun to do around here.”

Becky’s 12-year-old sister, Deborah, shoved her glasses more securely on her nose and looked up from her crossword puzzle.

“I’m bored too,” she said. “What’ll we do?”

“Well, I’m going back in for a cookie,” Becky decided. “That’ll help me think.”

Marching straight through the living room and dining room, she landed in the kitchen and flung a cupboard door open. No cookies in sight. She pushed aside cans of green beans, boxes of noodles, jars of pickled pigs’ feet, and packages of raspberry jello. Still no cookies.

Becky hitched up her jeans, fetched a stool and climbed up. Balancing on the seat, she rose to her tiptoes and stretched as high as she could. She fumbled in the dust

on the top of the cupboard, reaching way back behind the waffle iron. No luck.

“There’s only one thing left to do,” she muttered. “I’m going to make my own.”

“What in the world is going on in here?” Deborah cried, wandering into the kitchen several minutes later. “You’re covered with flour, and that bowl you’re holding has raw eggs in it!”

“I know that.” Becky stated, blinking away the flour dust on her eyelashes. “There isn’t a single cookie in this whole apartment, so I’m making some.”

“You’re crazy!” Deborah yelled. “You don’t even know how to cook.”

“I’m going to learn right now,” Becky declared, nearly dropping the egg bowl as she tried to pick the end of one blue hair ribbon out of it.

“You’re impossible,” Deborah sighed, pushing back her perpetually-sliding glasses. “Come on, I’ll show you a really easy recipe for raisin cookies that taste great.”

“Hooray!” Becky cheered.

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“That’s just what I’ve been hoping for. And I’ve got an idea!”

“It better be a good one,” Deborah said. “Where’s Mom’s other apron? Here, tie it for me, will you?”

This’ll be lots of fun,” Becky said, resisting the temptation to braid Deborah’s apron strings into a long knot. “Let’s wrap up some of the cookies and take them down the street to Anthony. He’s sick again.”

“Hey,” Deborah said, pulling the raisins out of the cupboard, “that’s a good idea. And what about Miss Taylor? She went by with a sad look on her face while you were in here. I’m sure she could use some cheering up.”

“And Mr. Walker,” Becky added. “He hardly ever gets treats. Let’s pool our allowances, get a bunch of raisins and stuff, and do a whole secret project! We can make cookies for everybody on Barnaby Street who needs cheering up!”

“All right!” Deborah cried, scrounging through drawers for

wrapping paper and scissors.

“This will keep us busy the whole summer. Hello, secret project and goodbye, boredom!”

Buried in mountains of flour, raisins, and brightly-colored wrapping paper, Becky hardly noticed the next days fly by. At the end of the week, she burst into the apartment and raced to the kitchen.

“Look, Deborah, look!” she cried, waving the current copy of *The Barnaby Street Blurp*. “Our secret project has made the news!” She slapped the neighborhood bulletin onto the table.

Closing the oven door on a freshly-loaded cookie sheet, Deborah pushed her glasses back and read the headline for the front page, lead article, “Will we ever discover the identity of those phenomenal bakers of Barnaby Street?”

“Isn’t it great!” Becky exclaimed, her pigtails bouncing. “What’ll we do next week?”

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Reporting Category: Forming a General Understanding
Grade Level Expectation: 1.5.1

1. Which sentence from the passage **best** states the main idea?
- Ⓐ “She slapped the neighborhood bulletin onto the table.”
 - Ⓑ “Becky hitched up her jeans, fetched a stool and climbed up.”
 - Ⓒ “ ‘She went by with a sad look on her face while you were in here.’ ”
 - Ⓓ “ ‘We can make cookies for everybody on Barnaby Street who needs cheering up!’ ”

Reporting Category: Word Identification Skills
Grade Level Expectation: 1.1.1

2. What is the suffix in the word “cheering”?
- Ⓐ ch
 - Ⓑ ing
 - Ⓒ ring
 - Ⓓ cheer

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Reporting Category: Forming a General Understanding
Grade Level Expectation: 1.4.2

3. Becky hardly notices the next days fly by because she is
- Ⓐ lazy.
 - Ⓑ sick.
 - Ⓒ busy.
 - Ⓓ bored.

Reporting Category: Analysis of General Content and Structure
Grade Level Expectation: 1.10.1

4. News of the secret project most likely turns up in the neighborhood bulletin because
- Ⓐ the sisters tell someone about the secret.
 - Ⓑ Deborah likes to work on crossword puzzles.
 - Ⓒ Becky signs her name on the wrapping paper.
 - Ⓓ the neighbors tell about the cookies they receive.

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Reporting Category: Forming a General Understanding

Grade Level Expectation: 1.5.1

Short Constructed Response (2 points)

5. Explain how Becky and Deborah are alike. Use one example from the passage to support your response.

ACKNOWLEDGEMENT

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