

Grade 10 Reading MCA Item Sampler Key Guide

An Introduction to the MCA

The Minnesota Comprehensive Assessments are reading, mathematics, and science tests that help schools and districts measure student progress toward the state's academic standards. The grades 3-8 mathematics assessments became operational in 2011 as the Minnesota Comprehensive Assessments-Series III (MCA-III) and are aligned to the 2007 Minnesota Academic Standards. In 2012, the science assessments became operational as the Minnesota Comprehensive Assessments-Series III (MCA-III) and are aligned to the 2009 Minnesota Academic Standards. In 2013, the grades 3-8 and 10 reading assessments are aligned to the 2010 Minnesota Academic Standards as the Minnesota Comprehensive Assessments-Series III (MCA-III). In 2014, the grade 11 mathematics assessments are aligned to the 2007 Minnesota Academic Standards as the Minnesota Comprehensive Assessments-Series III (MCA-III).

The Purpose of the MCA Item Samplers

An item sampler is not a complete test. It contains a smaller number of the items than students will see on a full-length test in the spring. The MCA Item Samplers were developed to familiarize students and teachers with the format of the MCA and the kinds of items that will appear on them.

The MCA Item Sampler is not a real test. It should not be used to predict how well students will do on the tests. However, students may feel more comfortable with the tests if they have reviewed the Item Samplers prior to the test.

How the MCA Item Samplers Were Created

The Item Samplers mirror the format of the MCA. The functionality, navigation and how students answer items reflect the way the test will look in the spring, except that the Item Sampler is shorter than the actual test. As with all MCAs, the reading passages and the math and reading questions have been thoroughly review by Minnesota teachers prior to testing. Minnesota students have answered these questions on previous tests.

The distribution of question types and their aligned content selected for the Item Sampler generally reflects a range of items from each strand in the Minnesota Academic Standards. Whenever possible, the Item Samplers have the following designs:

Reading:

- Four segments
- Three passages
 - Literature passages, informational passages and text sets will be used if available and aligned for test specifications for that grade level.
- Multiple-choice items
 - Five to eleven multiple-choice items for single passages
 - Ten to fifteen multiple-choice items for text sets
- Technology-enhanced items
 - Four to six technology-enhanced items for single passages
 - Five to ten technology-enhanced items for text sets
- Appropriate Lexile of passages for the test specifications of the grade

The Contents of This Teacher’s Guide

The Answer Key identifies the answers to the questions. The key also identifies the strand/sub-strand/standard/benchmark from the Minnesota Academic Standards to which each question is aligned.

State Standards and Test Specifications

The Item Samplers are primarily intended to familiarize teachers and students with the format of the MCA. The best preparation for the content of the MCA is done as a part of your curriculum planning. When doing that, reference the Minnesota Academic Standards and the test specifications for the MCA. For further questions about the MCAs, email us at mde.testing@state.mn.us.

MCA-III Online Item Sampler Answer Key Grade 10 Reading

Section 1

11 Questions

Item #	Correct Answer	Item Type	Skill Domain	SSB	Depth of Knowledge
1	A	MC	Key Ideas and Details	9.4.3.3	II
2	B	MC	Craft and Structure	9.4.4.4	I
3	B	MC	Craft and Structure	9.4.6.6	II
4	C	MC	Key Ideas and Details	9.4.3.3	III
5	C	MC	Key Ideas and Details	9.4.3.3	III
6	*TE key guide	TE	Key Ideas and Details	9.4.2.2	II
7	D	MC	Key Ideas and Details	9.4.3.3	II
8	D	MC	Key Ideas and Details	9.4.3.3	III
9	C	MC	Key Ideas and Details	9.4.3.3	III
10	A	MC	Craft and Structure	9.4.6.6	II
11	*TE key guide	TE	Key Ideas and Details	9.4.1.1	II

Section 2

9 Questions

Item #	Correct Answer	Item Type	Skill Domain	SSB	Depth of Knowledge
1	C	MC	Craft and Structure	9.5.6.6	II
2	C	MC	Craft and Structure	9.5.4.4	II
3	D	MC	Craft and Structure	9.5.4.4	III
4	*TE key guide	TE	Craft and Structure	9.5.4.4	II
5	A	MC	Integration of Knowledge and Ideas	9.5.8.8	III
6	D	MC	Key Ideas and Details	9.5.1.1	I
7	D	MC	Craft and Structure	9.5.4.4	I
8	D	MC	Key Ideas and Details	9.5.2.2	II
9	*TE key guide	TE	Key Ideas and Details	9.5.3.3	II

Section 3

19 Questions

Item #	Correct Answer	Item Type	Skill Domain	SSB	Depth of Knowledge
1	B	MC	Key Ideas and Details	9.5.2.2	III
2	B	MC	Craft and Structure	9.4.5.5	II
3	A	MC	Key Ideas and Details	9.4.3.3	II
4	A	MC	Craft and Structure	9.4.4.4	II
5	B	MC	Key Ideas and Details	9.5.3.3	II
6	*TE key guide	TE	Craft and Structure	9.4.6.6	II
7	B	MC	Craft and Structure	9.4.4.4	II
8	A	MC	Craft and Structure	9.5.6.6	III
9	*TE key guide	TE	Key Ideas and Details	9.5.1.1	III
10	*TE key guide	TE	Key Ideas and Details	9.5.1.1	II
11	*TE key guide	TE	Craft and Structure	9.5.6.6	III
12	*TE key guide	TE	Key Ideas and Details	9.5.3.3	III
13	C	MC	Craft and Structure	9.4.4.4	II
14	*TE key guide	TE	Key Ideas and Details	9.4.3.3	II
15	C	MC	Key Ideas and Details	9.4.1.1	II
16	C	MC	Craft and Structure	9.5.6.6	II
17	B	MC	Craft and Structure	9.5.6.6	II
18	*TE key guide	TE	Key Ideas and Details	9.5.3.3	III
19	*TE key guide	TE	Key Ideas and Details	9.5.1.1	II

*Answers for TEs can be found in the *Grade 10 Key Guide for Technology-enhanced Sampler Items*.

Passage Characteristics

Segment	Title	Type	Lexile	Word Count
1	Uncoiling	L	N/A	101
2	Rescuing the World's Rarest Porpoise	I	1370	655
3	The Eiffel Tower/From the Diary of Pierre	Paired	1260/770	2030

Legend:

Correct Answer — Answers to multiple-choice questions are listed.

Item Type — Multiple Choice **(MC)**

Skill Domain — The Skill Domain to which the item is aligned. The Skill Domains are the following:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

SSB — The SSB includes the grade, sub-strand, standard and benchmark to which an item is aligned.

Depth of Knowledge (DOK) — A classification of the complexity of an item based on Norman L. Webb's Depth of Knowledge. See the test specifications for an explanation of DOKs.

- Level I: Recall
- Level II: Skill/Concept
- Level III: Strategic Thinking

Passage Characteristics — Each passage has several characteristics that are used when constructing the MCAs:

- Type: The reading MCAs use literature passages, informational passages and text sets.
- Lexile: Lexile is a readability measure used on the MCAs to determine text difficulty. (Lexile does not apply to poems.)
- Word Count: The total number of words in the passage, not including the introduction contained before the title.

Grade 10 Key Guide for Technology-enhanced Sampler Items

Section 1

11 Questions

Question 6

Which phrases from the poem convey the destructive power of the storm?

Select two phrases from the poem that convey the destructive power of the storm.

"She sighs clouds,"

(line 5)

"She spews gusts and thunder,"

(line 10)

"They sing lace lullabies"

(line 14)

"howling

leaves off trees,"

(lines 17–18)

Question 11

Read lines 15–22 of the poem.

Then, select the phrases that complete the sentence.

As described in lines 15–22, the storm “uncoils” by

unleashing strong and noisy winds



until “she” eventually

dies slowly in the desert



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Section 2

9 Questions

Question 4

Read paragraph 6.

What does stringent mean as it is used in paragraph 6?

Select the correct meaning of stringent.

Then, select two phrases from the paragraph that provide evidence to support the meaning.

Meaning

Tough

Biased

Honest

Previous

Evidence

With a number of fishermen on board, *stringent* regulations were enacted in late 2002, limiting bycatch in the northern gulf to 50 percent of the total catch. In addition, trawling was prohibited when damage to the sea floor could be proved. With some legal protections in place, vaquita advocates are now working to raise public awareness of the marine mammal's plight through television, radio and newspaper advertisements. In Mexico City, for example, leading environmental activist and photographer Patricio Robles Gil, founder and president of Agrupación Sierra Madre and Unidos para la Conservación, recently spearheaded the installation of sculptures

Question 9

The article describes many events that help preserve the rare vaquita.

Drag the events into the order in which they happened with the first event at the top.

The vaquita is listed as an endangered species.

A protected habitat for the vaquita is established.

The Mexican government limits trawling and fishing activities.

Fishermen become involved in gulf management of the fisheries.

Awareness about the vaquita is increased through acts such as sculptures and media.

Section 3

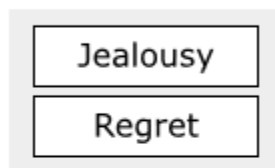
19 Questions

Question 6

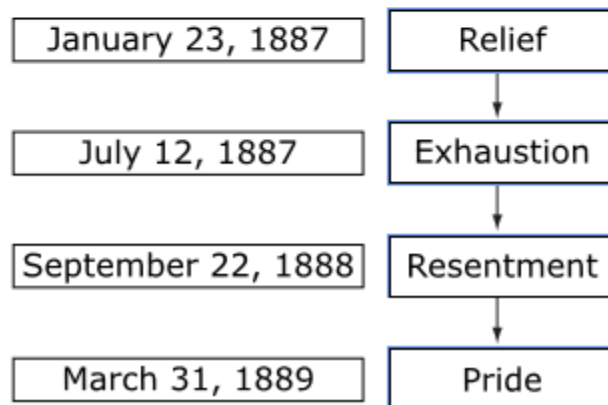
Each diary entry in this passage exudes a different mood. Show the order in which each mood occurs in the passage.

Drag the four appropriate moods into the correct sequence in the diagram.

Moods in Pierre Rocher's Diary



Sequence of Moods in Pierre Rocher's Diary



Question 9

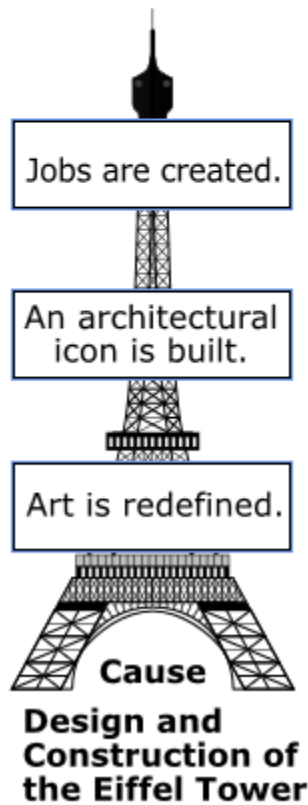
Complete the cause-and-effect diagram.

Drag the three appropriate effects into the boxes.

Possible Effects

Artists are given a voice.

Property is damaged.



Question 10

Which of the following statements represent Parisian artists' claims about the Eiffel Tower during its construction?

Select the boxes next to the statements that apply.

- The tower was not a work of art.
- The tower would not hold up in the wind.
- The design was ugly and structurally flawed.
- The iron girders would hurt people and property.

Question 11

How is the author's approach in the article different from the author's approach in the diary entries?

Select the most likely approach for each author's text.

Author's Approach in Article	Author's Approach in Diary Entries
Emphasizes phases of construction	Encourages sympathy for the people involved with the construction
Explains the process of construction	Showcases how individuals can work together on a project
Describes accidents that happened during construction	Presents a broad overview of the construction
Exhibits how individuals can impede a project	Focuses on a personal interpretation of the project

Question 12

Gustave Eiffel confronted several obstacles during the construction of the Eiffel Tower.

Drag the appropriate images into the sequence diagram to represent the order in which Eiffel encountered obstacles.

Obstacles Confronted by Gustave Eiffel



Question 14

Based on his diary, which statements accurately reflect Pierre Rocher's feelings?

Select the boxes next to the three appropriate statements.

- He is proud of his years of work on the Eiffel Tower.
- He appreciates the simplicity of the Eiffel Tower's structure.
- He is proud that the Eiffel Tower is the tallest building in the world.
- He recognizes the beauty of the Eiffel Tower's steel arches.
- He is puzzled that the Eiffel Tower has no walls.
- He believes the Eiffel Tower will be a major attraction at a fair.

Question 18

Which two pairs of feelings experienced by the main characters are supported by evidence in both the article and the diary entries?

Select the boxes next to the two pairs of feelings that apply.

- Generosity and compassion
- Animosity and anger
- Fear and despair
- Accomplishment and pride

Question 19

Many events that took place during the construction of the Eiffel Tower are described in both the article, "The Eiffel Tower," and the diary entries, "From the Diary of Pierre Rocher."

Indicate whether each event is described in the article, the diary entries, or both by dragging your choice into the box to the right.

"The Eiffel Tower"

"From the Diary of Pierre Rocher"

Both

Event	Title
Gustave Eiffel is personally invested in the construction of the tower.	Both
The tower construction provides jobs for the citizens of Paris.	"From the Diary of Pierre Rocher"
Artists protest the construction of the tower.	Both
Poor weather conditions plague the workers of the tower.	"From the Diary of Pierre Rocher"
The tower supports dozens of radio antennae.	"The Eiffel Tower"