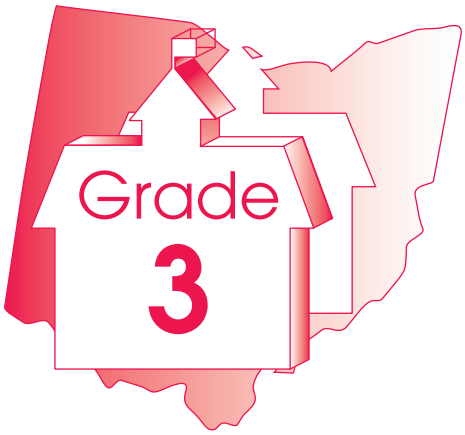
Department of Education

Student Name _____

Ohio Achievement Tests



STOP

Do not place student label in space below. Place on back cover.

Reading

Student Test Booklet

October 2008

This test was originally administered to students in October 2008.

Not all items from the October 2008 administration will be released in this document. According to Ohio Revised Code (ORC) 3301.07.11:4(b) . . . not less than forty percent of the questions on the test that are used to compute a student's score shall be a public record. The department (of education) shall determine which questions will be needed for reuse on a future test and those questions shall not be public records and shall be redacted from the test prior to its release as public record.

This publicly released material is appropriate for use by Ohio teachers in instructional settings. This test is aligned with Ohio's Academic Content Standards for Mathematics.

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Acknowledgments

Reading

Selection 1: Caterpillars
From NO BONES, © 1988, by Elizabeth Shepherd.

Selection 3: How NOT to Clean Your Room!
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Directions:

Today you will be taking the Ohio Grade 3 Reading Achievement Test. This is a test of how well you understand what you read. The test consists of vocabulary questions and reading selections followed by questions about each reading selection. Three different types of questions appear on this test: multiple choice, short answer and extended response.

There are several important things to remember:

1. Read each reading selection carefully. You may look back at the reading selection as often as necessary. You may underline or mark parts of any selection.

2. Read each question carefully. Think about what is being asked. If a graph or other diagram goes with the question, look at it carefully to help you answer the question. Then choose or write the answer that you think is best.

3. When you write your answers, write them neatly and clearly in the space provided using a pencil.

4. When you answer a multiple choice question, make sure you fill in the circle next to the answer. Mark only one answer.

5. If you do not know the answer to a question, skip it and go on. If you have time, go back to the questions you skipped and answer them before you hand in your Student Test Booklet.

6. If you finish the test early, you may check over your work. When you are finished and your Student Test Booklet has been collected, you may take out your silent work.

Items 1–5 have not been slated for public release in 2009.

R Reading

Directions: Read the selection.

Caterpillars

by Elizabeth Shepherd

One day eggs are shining on a leaf like specks of gold or green. Soon some tiny, wormlike animals hatch. They have many legs and big mouths. They are caterpillars, ready to munch on plants.

The inchworm caterpillar has 10 legs. Its six front legs have five joints. Each leg ends in a tiny claw.

The four back legs have no joints. Soft and wrinkly, each one stands on tiny hooks. The soft legs help the hind end catch up to the head end.

The woolly bear caterpillar has six jointed legs and 10 soft legs. Few caterpillars have more than 10 legs without joints.

You can feel how the legs with joints differ from the legs without joints just by letting a caterpillar walk on your hand. But please do not try this with a hairy one. The hairs give some people rashes.

Go to next page

A caterpillar cannot run off or bite. Still, holding one is not easy. It may try some tricks to get away. It may hump up its back. It may jerk the front part of its body into the air or sway like a snake.

Caterpillars do little but chew. In a few days their tough skin cannot stretch anymore. Then the caterpillar sheds its old skin and crawls out in a soft, new one. Before the new skin gets stiff, the caterpillar puffs itself with air.

The wrinkly new skin becomes smooth. There is now room inside for growing.

The young caterpillar goes on eating. Soon its new skin is too tight, and it sheds again. Each time it may change color. It may grow horns or knobs or hairs. It may get new stripes or spots. Such things help it match the plants it is eating—or scare away an enemy.

The caterpillar grows as big as its parents, and then even a bit bigger. When it is fully grown, it grows a hard skin around itself and becomes a **pupa** (P • YOU • PA). Some caterpillars may first wrap themselves in a **cocoon** (KUH • COON) of silk and hairs. They may just bury themselves in the ground. Other caterpillars make cases that match the plants around them.

The word pupa means "doll," and, like a doll, the pupa does not move. Its back part, or **abdomen** (AB • DO • MEN), may twitch if you touch it. Inside the hard cover, the animal is changing. It loses its wormlike shape and its soft legs. It gets new mouth parts and it gets wings.

The changes may happen quickly or slowly. Each animal changes at its own rate and in its own time.

Go to next page

At last, the animal pushes out of its case and slowly spreads its wings. The wings are soft and flabby. The animal gives them little shakes as blood moves through them. Now it is ready to fly.

"from No Bones by Elizabeth Shepherd"

Word Bank
abdomen — the back part of a caterpillar **cocoon —** an outer covering that protects a caterpillar while its body is changing **pupa —** stage in a caterpillar's life when it grows a hard skin around itself

Directions: Use the selection to answer questions 6 – 14.

6. An important idea in the selection is "how caterpillars grow." What detail from the selection supports this idea?

   ○ A. Caterpillars have 10 legs.
   ○ B. Caterpillars shed their skins.
   ○ C. Caterpillars try tricks to get away.

7. What do caterpillars eat?

- ○ A. insects
- ○ B. plants
- ○ C. eggs

8. Write in order the ways a caterpillar changes from when it hatches to when it has wings. Use information from the selection in your answer.

First, _____

_____

Next, _____

_____

Then, _____

_____

Finally, _____

_____

9. Why might the new skin of a caterpillar be a different color than its old skin?

- ○ A. to protect itself
- ○ B. to look prettier
- ○ C. to be easier to find

10. People should not let a hairy caterpillar walk on their hand because the caterpillar might

- ○ A. tickle.
- ○ B. bite.
- ○ C. cause a rash.

11. A caterpillar's body changes so that it can grow.

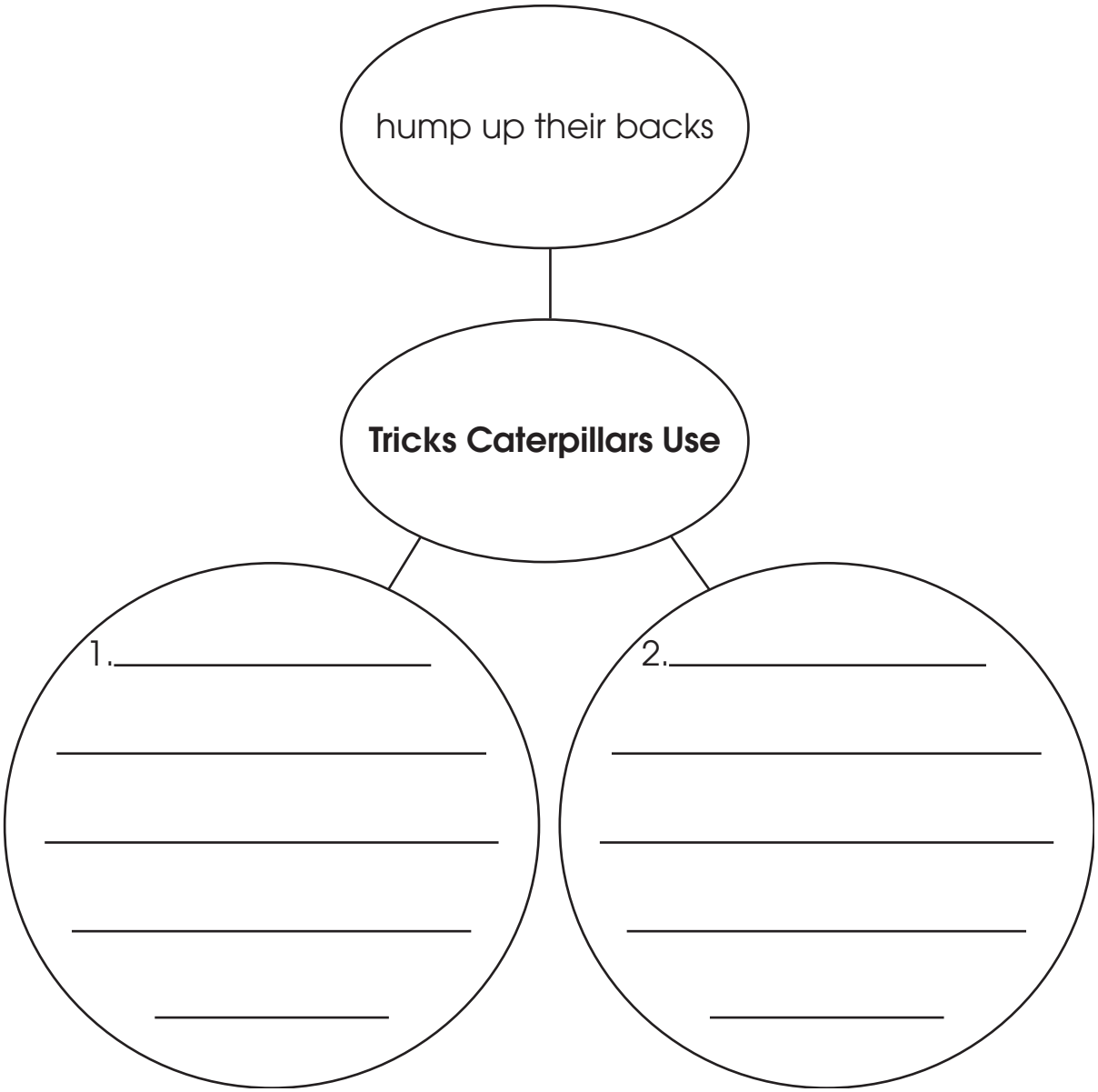
What detail from the reading selection supports this central idea?

- ○ A. The caterpillar puffs itself with air before its new skin is stiff.
- ○ B. The caterpillar may sway like a snake or hump up its back.
- ○ C. The caterpillar's hind legs are soft and wrinkly and have hooks.

12. Someone would read this selection to learn about

- ○ A. the different types of butterflies and moths.
- ○ B. the enemies and friends that caterpillars have.
- ○ C. the way a caterpillar grows and changes.

13. Using the reading selection, write two other tricks caterpillars use to try to get away from their enemies.



14. This sentence is from the selection.

"Then the caterpillar **sheds** its old skin and crawls out in a soft, new one."

Which phrase means the same as **sheds**?

- ○ A. gets sick of
- ○ B. gets more of
- ○ C. gets rid of

Items 15–20 have not been slated for public release in 2009.

R Reading

Directions: Read the selection.

How NOT to Clean Your Room!

by Leslie Dendy

Darren is my name, and I get plenty of ideas. Some of them work great.

There was my "decomposer" plan. That one started Tuesday morning.

Mom said, "Clean up that mess in your room."

I said "OK." But when I went to my room, I realized I had a major problem. There was a huge pile of junk on the floor.

All the way to school I tried to get ideas for how to clean my room without working too hard.

Not much happened at school until we did **ecology**. We had put dirt in an aquarium and planted grass and bean seeds. We added water. Then we put in some crickets and lizards.

Go to next page

Mateo got to put in some earthworms, and I got to add a few pillbugs.

The worms and pillbugs were the decomposers (DEE-kum-POSE-erz). Mrs. Ripp explained that these decomposers eat up dead leaves, rotten logs, and dead bodies. There are lots of other decomposers in nature too—like mushrooms and molds.

Mrs. Ripp said that without decomposers, nature's "leftovers" would pile up.

Bingo! That's when the idea hit me. If decomposers can clean up nature's litter, it would be easy for them to clean up my room.

Once Mom and I got into the house that evening, I got busy.

I got a bucket and shovel and started scouting around outside. I found six earthworms. I picked mushrooms from the lawn. I found some pillbugs. Then I found a rotting log.

When I'd filled the bucket with all the stuff, I sneaked it into my bedroom closet.

After Mom said goodnight, I spread all the decomposers over my junk pile and went to bed. When I woke up, my room smelled funny. I figured that just meant the decomposers were working.

I could hardly wait for Mom to pick me up. As soon as I opened the front door, Mom started sniffing. The house really did smell funny. Mom checked out the rooms. Then she yelled, "Darren, what have you done to your room? You're going to have to clean it up *now*."

"I can't!" I said. "The decomposers need another day."

Go to next page

"The de-what?"

Explaining it was hard. At first she looked angry. Then she laughed. She told me, "That works in the woods because the decomposers have lots of time and everything they need."

"It can take years for decomposers to clear away litter," she said. "Come on, I'll help you clean this up."

So we cleaned. She made me vacuum the carpet, and catch all the bugs.

Later she said, "If you're really interested in decomposers, you can help me start a **compost** pile in the garden. We can put kitchen scraps in the pile. The worms and **bacteria** will turn it into soil. OK?"

"Sure!" I said.

Word Bank
bacteria — living things so small they can only be seen with a microscope; some bacteria cause sickness, others make useful changes in other living things
compost — rotting leaves, grass, fruits, vegetables, and other material that can be added to soil to help lawns and gardens grow better
ecology — the study of how different plants and animals live together

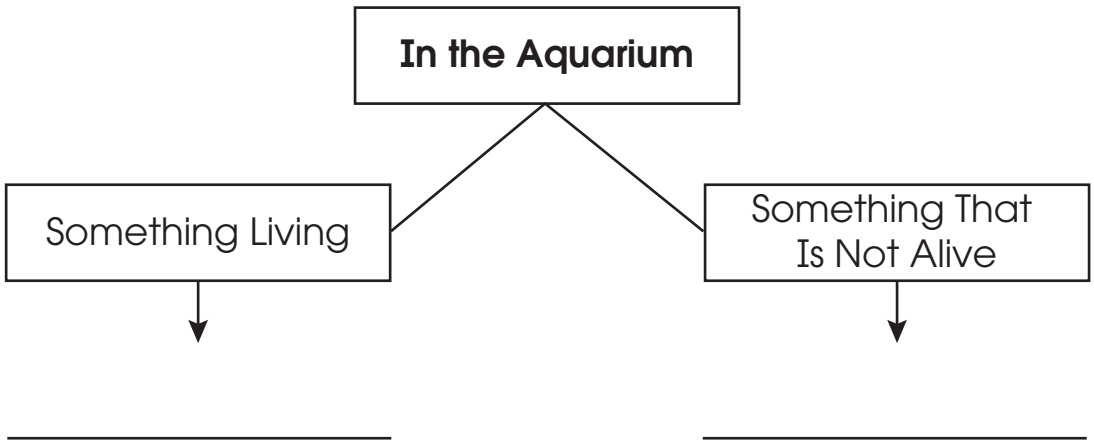
Go to next page

Directions: Use the selection to answer questions 21 – 29.

21. What is a theme of this selection?

- ○ A. Everything found in nature is beautiful.
- ○ B. Learn all the facts before you try something.
- ○ C. Telling lies causes everyone a lot of trouble.

22. The students put two different kinds of things in the aquarium: living things and things that are not alive. Write one example on each line.



23. When does Darren get the idea to use decomposers in his room?

- ○ A. on Tuesday morning when his mother tells him to clean up his room
- ○ B. when he smells something funny coming from his bedroom
- ○ C. after his teacher tells him how decomposers clean up nature

24. These sentences are from the selection.

"I got a bucket and shovel and started **scouting** around outside. I found six earthworms."

What does the word **scouting** mean in this sentence?

- ○ A. jumping
- ○ B. searching
- ○ C. building

25. This sentence is from the selection.

"When **I'd** filled the bucket with all the stuff, I sneaked it into my bedroom closet."

I'd is the contraction for which words?

- ○ A. I did
- ○ B. I had
- ○ C. I could

26. What happens right after Darren spreads the decomposers all over his junk pile?

- ○ A. Darren goes to bed.
- ○ B. Darren's mother starts sniffing.
- ○ C. Darren and his mother start cleaning.

27. Why does Darren decide to put decomposers in his room?

- ○ A. He wants to make a really big mess.
- ○ B. He wants to do an extra project for school.
- ○ C. He wants an easy way to get rid of the junk.

28. What was Darren's problem? Tell how he tried to solve it and made things worse. Then tell how the problem was solved at the end.

Darren's problem:

a. _____

What happened next:

b. _____

c. _____

How the problem was solved:

d. _____

29. When Darren's mother offers to help him make a compost pile, what does this show about her?

- ○ A. She likes decomposers in the house.
- ○ B. She helps Darren learn from his mistakes.
- ○ C. She does not care about Darren's ideas and feelings.

Items 30–36 have not been slated for public release in 2009.

R