



Assessment Details for Grade 3 Reading

Important Testing Dates (2020-2021)

Online testing and data entry:
March 8–May 21*

* The actual dates your students take the exam varies by district. Testing calendars for each grade should be posted on your District or school’s website.

Estimated Test Administration Times for Reading MCA (2020-2021)

Grade and Test	Total Test Administration
3 Reading MCA	1-2.5 Hours**

** The Typical Range provides the length of time approximately 70% of students finished in 2019. This MDE estimated range for scheduling should be adjusted as needed based on each district’s experience.

Lexile Readability Ranges by Grade

Grade	Bottom Lexile Range	Middle Lexile Range	Top Lexile Range
3	300-445	450-790	795-860

Target Word Count Ranges

Grade	Minimum	Maximum
3	2000	2400

Passage Length

Word Counts categorized as Short, Medium and Long Passage Lengths

Grade	Short Passage	Medium Passage	Long Passage
3	<300	300-600	>600

Target Item Counts by Substrand

The tables show the target numbers of passages and items and the minimum and maximum target item counts for the Literature and Information Text substrands for the operational online adaptive test and paper accommodated test.

Online Adaptive: Passage and Item Count targets by Literature and Informational Text Substrands

Grades	Number of Passages	Number of Items	Number and Percent of Items for Literature Min-Max	Number and Percent of Items for Informational Text Min-Max
3-5	4 to 7	40	16-24 40-60%	16-24 40-60%

Paper Accommodated: Passage and Item Count Targets by Literature and Informational Text Substrands

Grades	Number of Passages	Number of Items	Number and Percent of Items for Literature Min-Max	Number and Percent of Items for Informational Text Min-Max
3-5	5 to 7	48	21-27 45-55%	21-27 45-55%

Target Item Counts by Skill Domain

The 2010 Minnesota K–12 Academic Standards in Language Arts include 10 standards organized under four skill domains. The skill domains are Key Ideas and Details (standards 1-3), Craft and Structure (standards 4-6), Integration of Knowledge and Ideas (standards 7-9), and Range of Reading and Level of Text Complexity (standard 10). Standards 7, 9 and 10 are best assessed using classroom measures and are not assessed in the MCA-III. The tables show the target item counts for the three skill domains represented in the MCA-III online adaptive test and paper accommodated test.

Online Adaptive: Item Count Targets by Skill Domain

Grades	Key Ideas and Details 50-75%	Craft and Structure 25-50%	Integration of Knowledge and Ideas 0-10%
3-5	20-30	10-20	1-4

Paper Accommodated: Item Count Targets by Skill Domain

Grades	Key Ideas and Details 50-75%	Craft and Structure 25-50%	Integration of Knowledge and Ideas 0-5%
3-5	24-36	12-24	0-2

One item is the target minimum for standard 8 on the operational test. Two items is the target minimum each for standards 1 through 6 on the operational test.

Target Item Counts by Depth of Knowledge (DOK) Levels

The MCA-III are constructed with minimum target percentages for items at DOK levels 1, 2 and 3. The table shows the target percentages and item counts by DOK levels.

Table 6. Minimum Item Count Targets by DOK Level

Grades	DOK Level 1 10% minimum	DOK Level 2 30% minimum	DOK Level 3 10% minimum
3-5	4	12	4

Target Item Counts by Item Type

A variety of item types will be used on the Reading MCA-III, including multiple-choice (MC) items and technology-enhanced (TE) items. Technology-enhanced items may consist of, but are not limited to, the following types of responses: hot-spot (students select multiple correct responses) and drag-and-drop (students formulate, rather than select, a response using drag-and-drop response options).

The table shows the target minimum and maximum numbers of multiple-choice items and technology-enhanced items in the online assessments. Accommodated paper materials contain only multiple-choice items.

Online Item Type Targets

Grades	Total Items	Multiple-Choice Items Min-Max	Technology Enhanced Items Min-Max
3-5	40	30-38	2-10