

Minnesota

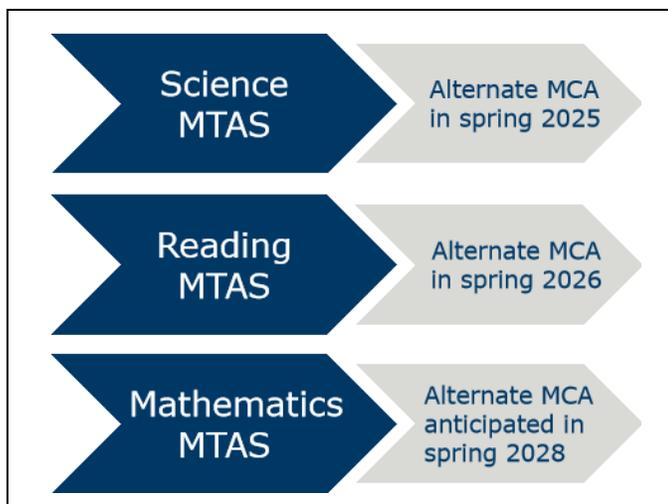
Alternate MCA Sample Task
Mathematics
Grade 6



Overview

Preparation for New Assessment: Alternate MCA

With the transition to new academic standards, MDE is developing the Alternate MCA, a redesigned alternate assessment that will replace the Minnesota Test of Academic Skills (MTAS). The timeline for the first administration of the Science Alternate MCA is school year 2024–25, Reading Alternate MCA is school year 2025–26, and Mathematics Alternate MCA is anticipated in school year 2027–28.



In preparation for the new assessments, Alternate MCA tasks will be field tested in both reading and mathematics. These field test tasks are embedded in the MTAS test materials and are administered differently than MTAS tasks. While these tasks do not count towards a student’s score, it is important that these tasks are administered to the best of the Test Administrator’s abilities as response data from field testing is used by MDE to develop tests for future years.

Test Materials

This section outlines the sample test materials that are available in preparation for the Alternate MCA. These materials can be used to familiarize students and educators with how Alternate MCA content is presented. While these resources are useful for preparing students for testing, they are not meant to be used as practice tests or be predictive of student performance.

Task Administration Manual

A task is comprised of three separate items that are associated with the same scenario. This sample contains one Alternate MCA mathematics task script that would be used by the Test Administrator and the presentation pages and scenario book used by the student. In this simplified task script, administration instructions are condensed and representations of the scenario and items are included for reference.

The Test Administrator presents the task's scenario and each item using the materials in the Scenario Book and Presentation Pages, which include the response options, to the student. Repetition and refocusing are allowed prior to a student response. If choosing to repeat the presentation of the item, the Test Administrator should follow the same administration instructions as the first time. Once the student responds, the Test Administrator records the response of A, B, C, or NR (No Response) and moves to the next item in the task; items are not presented again. Note that Test Administrators will not give a score point (0-3) for these tasks but instead will record the student's response as A, B, C, or NR.

If the student does not respond or if the student's response is ambiguous or appears unintentional (e.g., the student knocks the question to the floor), the Test Administrator may attempt to refocus the student's attention, re-present the item and/or scenario, and give the student sufficient time to respond before recording NR. Examples of unrelated or non-responses that would also be recorded this way include echolalia (for example, "ba-ba-ba-ba" or repeating the question back to the Test Administrator), random grabbing of an answer option, saying something that is unrelated to the task (for example, "I want juice."), or a non-communicative gesture.

Scenario Book

The corresponding Scenario Book contains the scenario for the Alternate MCA mathematics sample task that is presented to the student. The scenario is associated with the three items for the task in the Presentation Pages.

Presentation Pages

The corresponding Presentation Pages contain the three items for the Alternate MCA mathematics sample task that is presented to the student. Students will respond to answer options on the item presentation page; there is not a separate Response Option Cards document for Alternate MCA field test items. Note that the student response options on the item presentation page will not be perforated. Test Administrators may choose to photocopy and separate response options if needed for an individual student.

Both the Scenario Book and Presentation Pages with the item and response options should be visible to the student.

Example Task Script

An example of the task script, scenario, and presentation page for the Alternate MCA mathematics task is provided on the following page.

Alternate MCA Mathematics Example Task Script

Title

The title identifies the grade, subject, and task number.

Task

For math tasks, each task is associated with a scenario and three items.

Administration Instructions

Simplified instructions above the scenario and items provide instructions on administering the math tasks. All text on the Presentation Pages and scenarios should be read to students and is not bolded in the Task Script.

Item

Each task is comprised of three separate items associated with the same scenario.

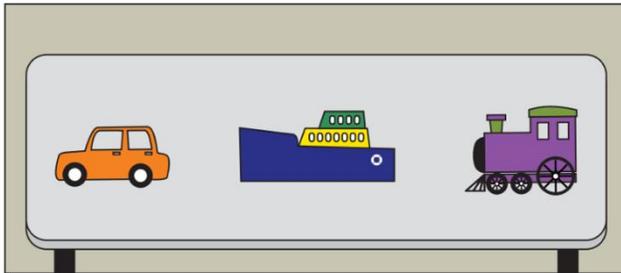
Alternate MCA Sample Task Grade 4 Mathematics Task 1

Test Administrator Instructions

Present the scenario M4_1 located in the separate scenario book **once** before presenting the three associated items. Read the text aloud and point to each graphic as you read.

Read the text and look at the pictures. Then, answer 3 questions.

Vamika measures the lengths of some toys.

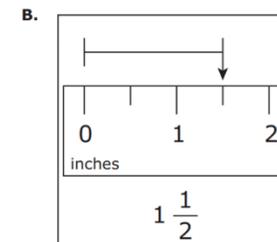
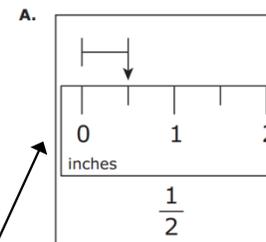
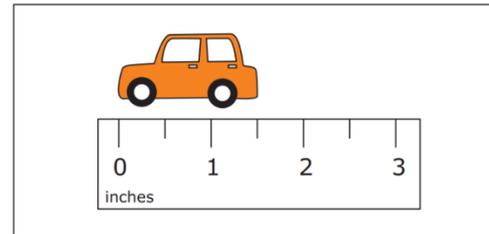


Alternate MCA Sample Task Grade 4 Mathematics Item 1.1

Test Administrator Instructions

Present item M4_1.1 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

How long is the car?



Recording Student Responses

Record the student's response as A, B, or NR (No response). Move to the **next** item within the **same** task.

Scenario

Each task is associated with one scenario.

Response

Students respond to answer options on the item presentation page. There are no separate item response option cards.

Record

Record the student response on the Data Collection Form. Move to the next item within the same task.

**Alternate MCA Mathematics Sample Task
Administration Instructions**

Alternate MCA Sample Task

Grade 6 Mathematics

Task 1

Test Administrator Instructions

*Present the scenario M6_1 located in the separate scenario book **once** before presenting the three associated items. Read the text aloud and point to each graphic as you read.*

Read the text and look at the pictures. Then, answer 3 questions.

Students think of ways to raise money for a class event.



**Alternate MCA Sample Task
Grade 6 Mathematics
Item 1.1**

Test Administrator Instructions

Present item M6_1.1 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

What event has **more** votes?

Votes for Class Event

Event	Number of Votes
Dance	
Field trip	

Key:

 = 1 vote

A.



Dance

B.



Field trip

Recording Student Responses

Record the student's response as A, B, or NR (No response). Move to the **next item** within the **same** task.

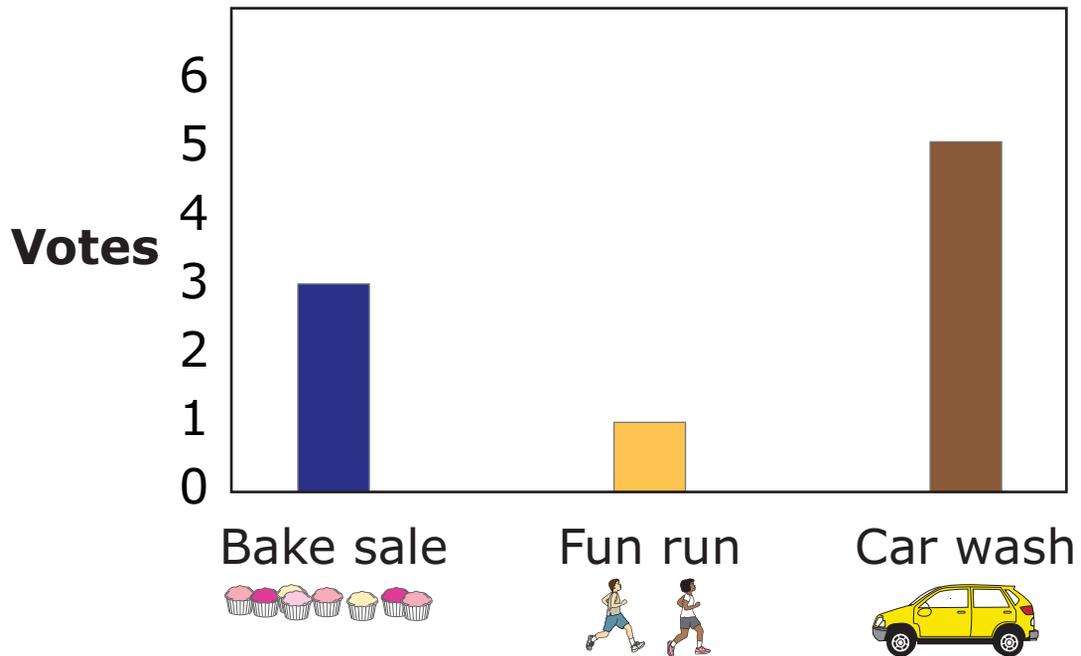
**Alternate MCA Sample Task
Grade 6 Mathematics
Item 1.2**

Test Administrator Instructions

Present item M6_1.2 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

What event did the **least** number of students vote for?

Ways to Raise Money



A. Bake sale

B. Fun run

C. Car wash

Recording Student Responses

Record the student's response as A, B, C, or NR (No response). Move to the **next item** within the **same** task.

Alternate MCA Sample Task
Grade 6 Mathematics
Item 1.3

Test Administrator Instructions

Present item M6_1.3 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

Here is a graph. It shows the votes for ways of raising money for the event.



Which sentence describes the number of votes for the bake sale?

- A.** It is the same number as the fun run.
B. It is more than the fun run.
C. It is less than the fun run.

Recording Student Responses

Record the student's response as A, B, C, or NR (No response). Move to the **next task**.

**Alternate MCA Mathematics Sample Task
Scenario Book**

M6_1

Read the text and look at the pictures. Then, answer 3 questions.

Students think of ways to raise money for a class event.

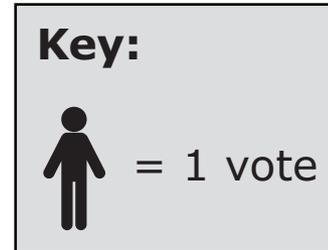


**Alternate MCA Mathematics Sample Task
Presentation Pages**

What event has **more** votes?

Votes for Class Event

Event	Number of Votes
Dance	
Field trip	



A.



B.



What event did the **least** number of students vote for?



A. Bake sale

B. Fun run

C. Car wash

Here is a graph. It shows the votes for ways of raising money for the event.



Which sentence describes the number of votes for the bake sale?

- A.** It is the same number as the fun run.
- B.** It is more than the fun run.
- C.** It is less than the fun run.

