

Minnesota

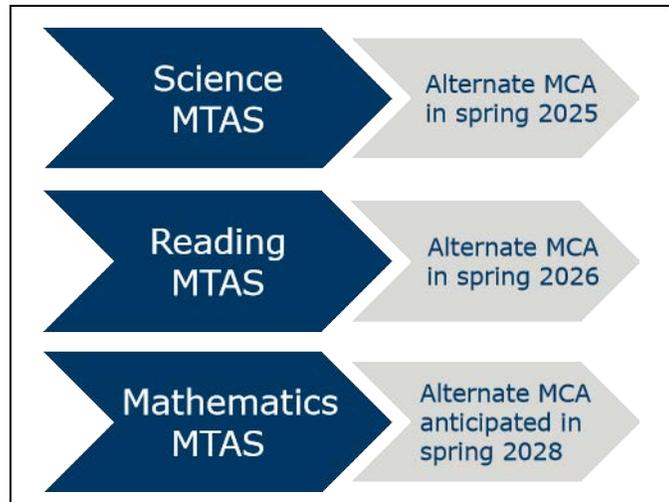
Alternate MCA Sample Task
Science
High School (9–12)



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 science and reading. These field test tasks are embedded in the MTAS test materials and are administered differently than MTAS tasks. While the redesigned tasks in the Reading and Science MTAS do not count towards a student's score, it is required that all students are administered every task.

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 phenomenon. This sample contains one Alternate MCA science task script that would be used by the Test Administrator and the presentation pages and phenomenon book used by the student. In this simplified task script, administration instructions are condensed and representations of the phenomenon and items are included for reference.

The Test Administrator presents the task's phenomenon and each item using the materials in the Phenomenon Book and in the 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 (for example, 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 phenomenon, 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 (for example, hand flapping).

A [demonstration](#) of how to administer the Science Alternate MCA is available for review.

Phenomenon Book

The Phenomenon Book contains the phenomenon for the Alternate MCA science sample task that is presented to the student. The phenomenon is associated with the three items for the task in the Presentation Pages.

Presentation Pages

The Presentation Pages contain the three items for the Alternate MCA science 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. 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 Phenomenon 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, phenomenon, and presentation page for the Alternate MCA science task is provided on the following page. The task script does not bold words to indicate what the Test Administrator should read to the student. Test Administrators should read all the text that is located on the presentation pages and phenomenon to students.

Alternate MCA Science Example Task Script

Title

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

Task

For science tasks, each task is associated with a phenomenon and three items.

Administration Instructions

Simplified instructions above the phenomenon and items provide instructions on administering the science tasks. All text on the Presentation Pages and phenomenon 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 phenomenon.

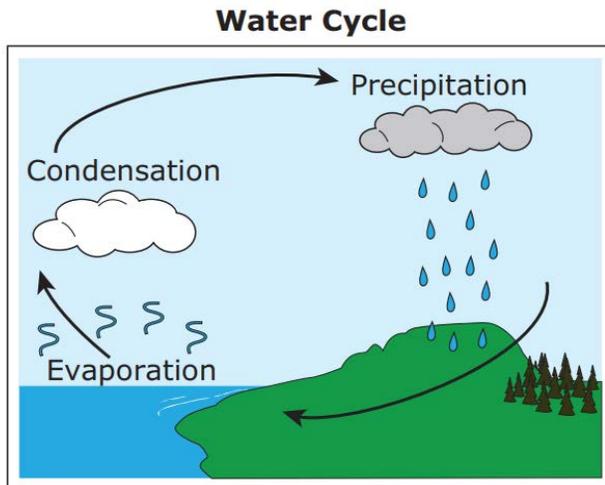
Alternate MCA Sample Task Grade 5 Science Task 1

Test Administrator Instructions

Present the phenomenon S5_1 located in the separate phenomenon 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.

A student saw clouds form over a lake. Later it rained on the land. The student made this picture of the water cycle.



Phenomenon

Each task is associated with one phenomenon.

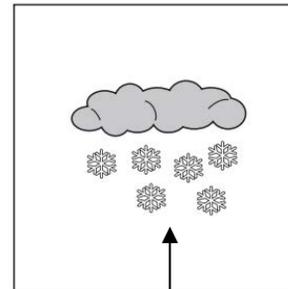
Alternate MCA Sample Task Grade 5 Science Item 1.1

Test Administrator Instructions

Present item S5_1.1 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

What picture shows rain?

A.



B.



Recording Student Responses

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

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 Science Sample Task
Administration Instructions**

Alternate MCA Sample Task

High School Science

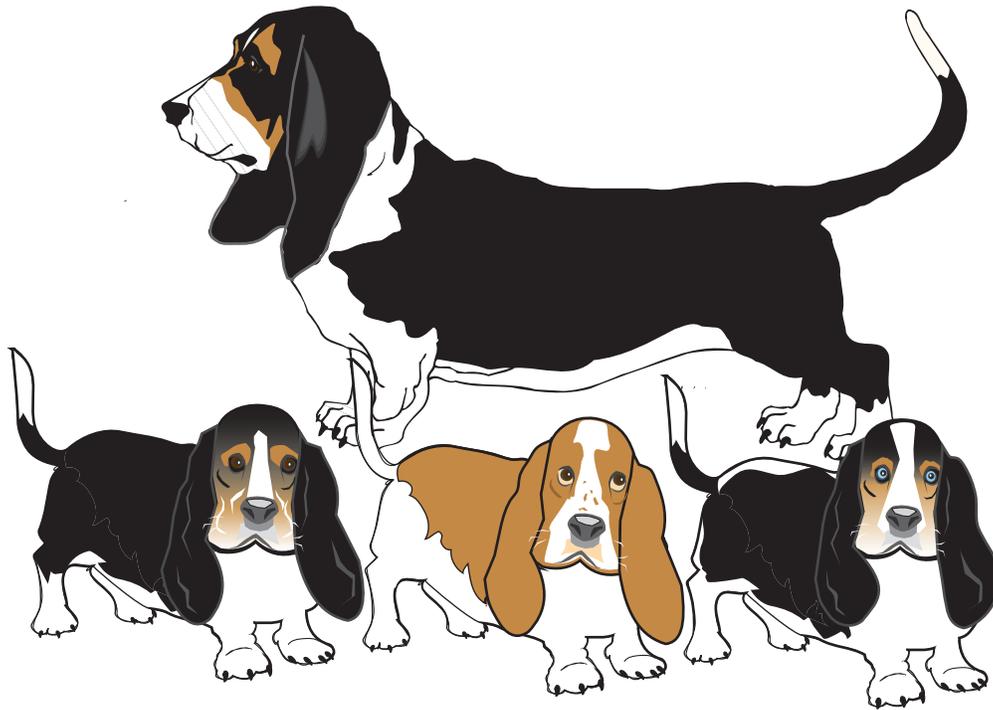
Task 1

Test Administrator Instructions

Present the phenomenon SHS_1 located in the separate phenomenon 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.

A mother dog and her 3 puppies have some similar traits. Here is a picture showing the mother dog and her puppies.



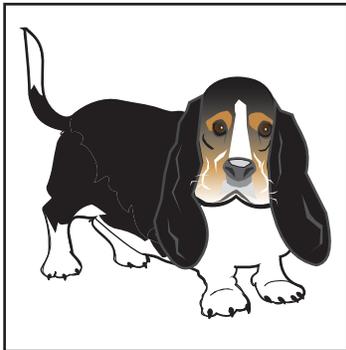
**Alternate MCA Sample Task
High School Science
Item 1.1**

Test Administrator Instructions

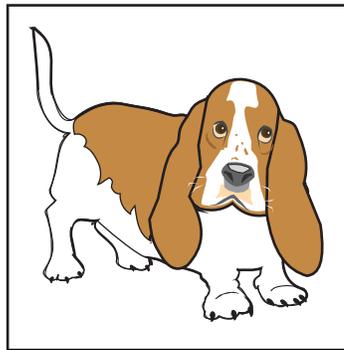
Present item SHS_1.1 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

What puppy looks **most like** its mother?

A.



B.



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
High School Science
Item 1.2**

Test Administrator Instructions

Present item SHS_1.2 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

The table shows traits from the litter of puppies.

Traits from the Litter of Puppies

Puppy	Traits		
1	Black fur	Floppy ears	Brown eyes
2	Tan fur	Floppy ears	Brown eyes
3	Black fur	Floppy ears	Blue eyes

Which trait is most common in the litter of puppies?

A. Black fur

B. Brown eyes

C. Floppy ears

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
High School Science
Item 1.3**

Test Administrator Instructions

Present item SHS_1.3 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

The mother dog has a new litter of puppies. The table shows the traits of the mother and father of the puppies.

Traits of Parent Dogs

Mother Dog	Father Dog
Black fur	Black fur
Brown eyes	Blue eyes

What is the **best** prediction about what the new litter might look like?

- A.** Most of the puppies will have tan fur.
- B.** Most of the puppies will have black fur.
- C.** Most of the puppies will have blue eyes.

Recording Student Responses

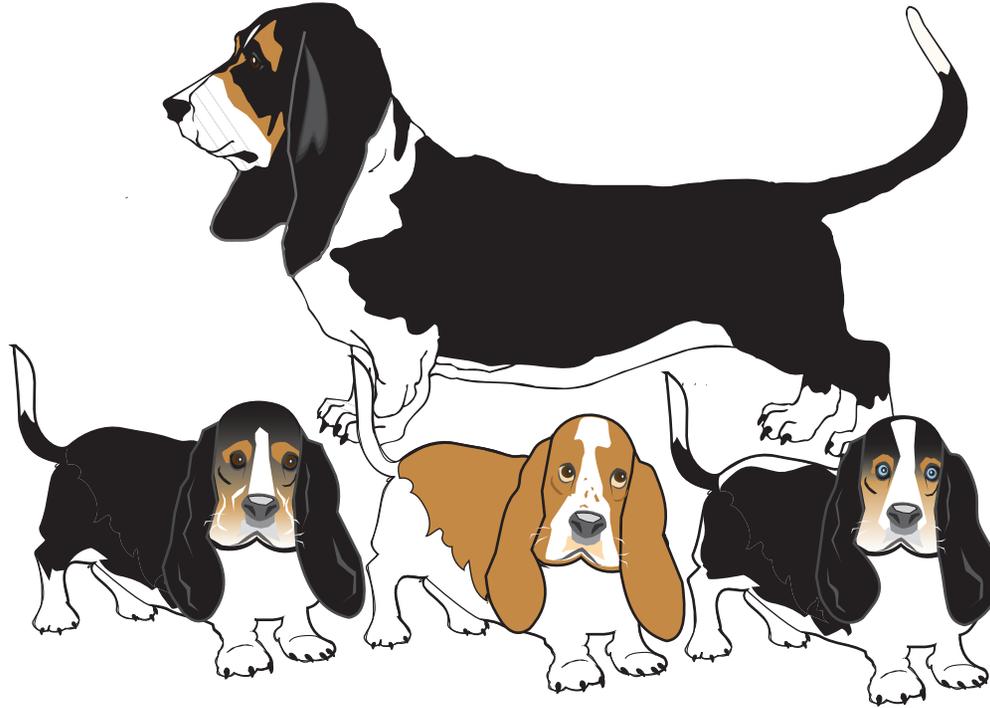
Record the student's response as A, B, C, or NR (No response). Move to the **next task**.

**Alternate MCA Science Sample Task
Phenomenon Book**

SHS_1

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

A mother dog and her 3 puppies have some similar traits. Here is a picture showing the mother dog and her puppies.

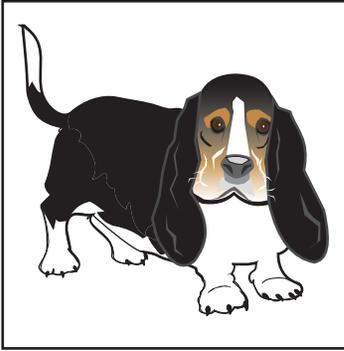


**Alternate MCA Science Sample Task
Presentation Pages**

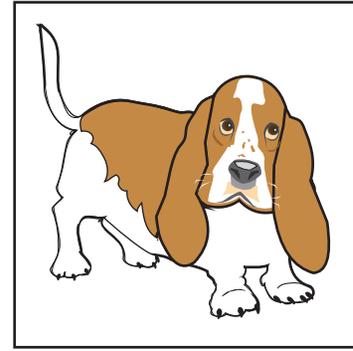
SHS_1.1

What puppy looks **most like** its mother?

A.



B.



The table shows traits from the litter of puppies.

Traits from the Litter of Puppies

Puppy	Traits		
1	Black fur	Floppy ears	Brown eyes
2	Tan fur	Floppy ears	Brown eyes
3	Black fur	Floppy ears	Blue eyes

Which trait is most common in the litter of puppies?

A. Black fur

B. Brown eyes

C. Floppy ears

The mother dog has a new litter of puppies. The table shows the traits of the mother and father of the puppies.

Traits of Parent Dogs

Mother Dog	Father Dog
Black fur	Black fur
Brown eyes	Blue eyes

What is the **best** prediction about what the new litter might look like?

- A.** Most of the puppies will have tan fur.
- B.** Most of the puppies will have black fur.
- C.** Most of the puppies will have blue eyes.

