

Minnesota

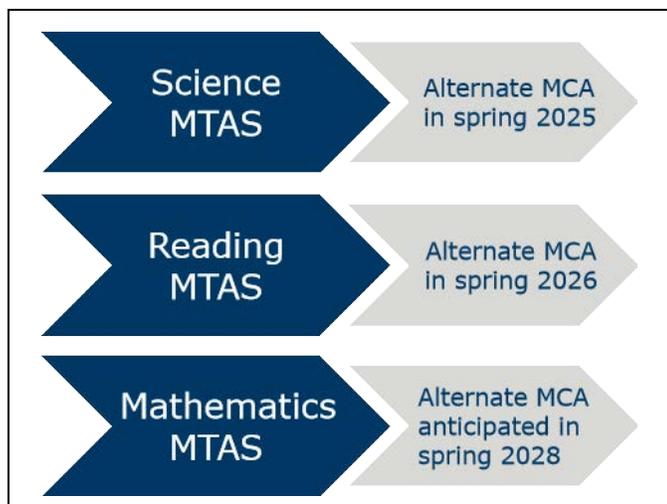
Alternate MCA Sample Task
Reading
Grade 3



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 passage. Each passage is associated with three tasks, or nine items per passage. This sample contains one Alternate MCA reading task script that would be used by the Test Administrator and the presentation pages and passage book used by the student. In this simplified task script, administration instructions are condensed and representations of the passage and items are included for reference.

The Test Administrator presents the task's passage and each item using the materials in the Passage Book and in the Presentation Pages, which include the response options, to the student. For the reading passage, the Test Administrator can read the passage aloud to the student, the student can read the passage along with the Test Administrator, or the student can read the passage independently. 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. Although not reflected in this sample, there may be items that reference a specific paragraph in the passage and include directions that state the Test Administrator should turn to the referenced paragraph in the separate Passages and/or Phenomena Book, read the referenced paragraph to the student, and then present the item to the student.

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 passage, 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 Reading Alternate MCA is available for review.

Passage Book

The Passage Book contains the passage for the Alternate MCA reading sample task that is presented to the student. The passage 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 reading 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 Passage 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, passage, and presentation page for the Alternate MCA reading 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 passage to students.

Alternate MCA Reading Example Task Script

Title

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

Task

For reading tasks, each task is associated with a passage and three items.

Administration Instructions

Simplified instructions above the passage and items provide instructions on administering the reading tasks. All text on the Presentation Pages and passages 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 passage.

Alternate MCA Sample Task Grade 3 Reading Task 1

Test Administrator Instructions

Present the passage R3_1 located in the separate passage 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.

Cookie Time

1 I walk into the kitchen and see cookie sheets on the counter. Mom is holding a mixing bowl. My brother Mike is holding a bag of chocolate chips. Mom says that it is time to bake cookies. We all cheer. We all love to bake.



Alternate MCA Sample Task Grade 3 Reading Item 1.1

Test Administrator Instructions

Present item R3_1.1 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

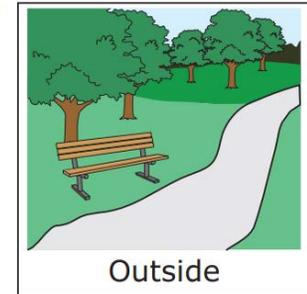
Where does this story take place?

A.



Kitchen

B.



Outside

Recording Student Responses

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

Passage

Each task is associated with one passage.

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 Reading Sample Task
Administration Instructions**

Alternate MCA Sample Task

Grade 3 Reading

Task 1

Test Administrator Instructions

*Present the passage R3_1 located in the separate passage 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.

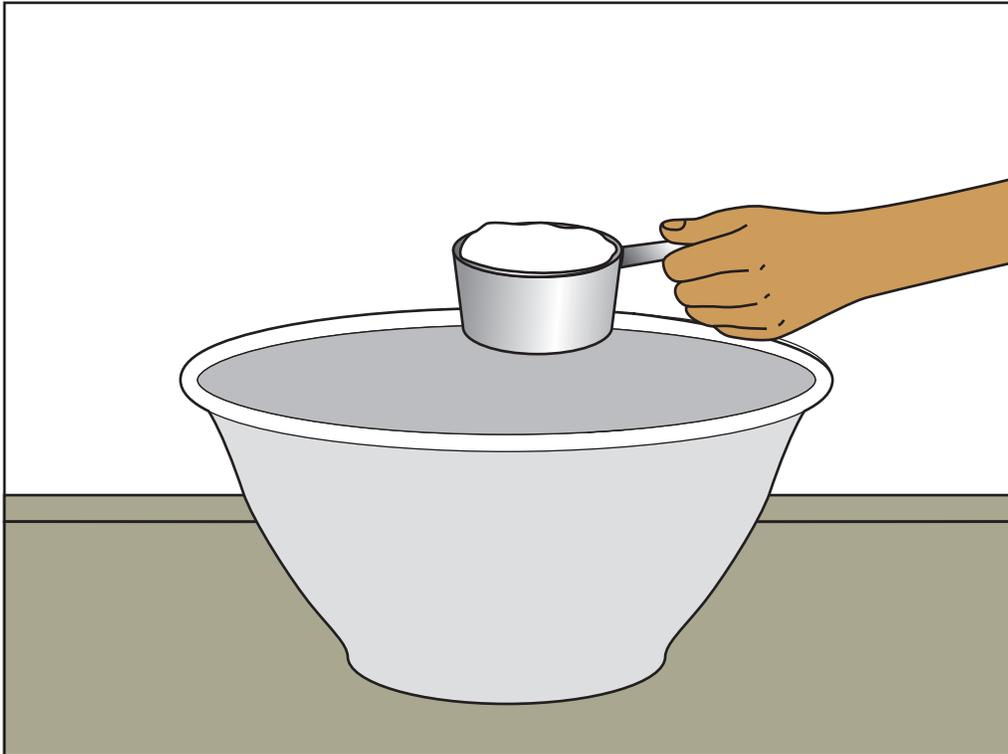
Cookie Time

- 1 I walk into the kitchen and see cookie sheets on the counter. Mom is holding a mixing bowl. My brother Mike is holding a bag of chocolate chips. Mom says that it is time to bake cookies. We all cheer. We all love to bake.



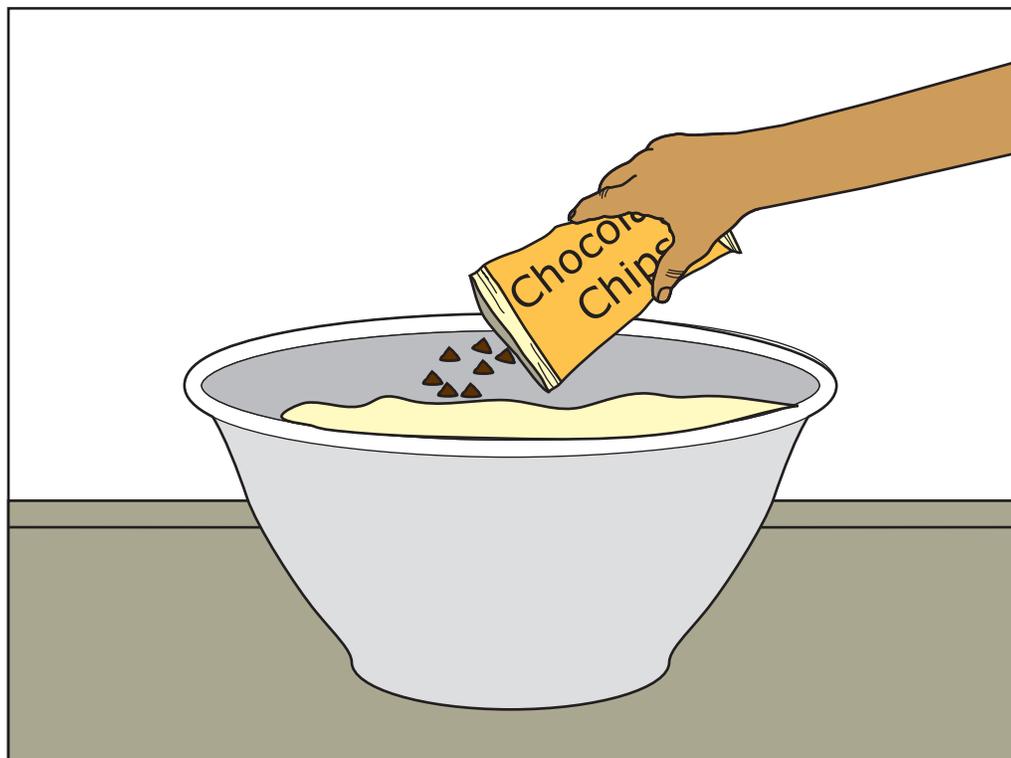
Alternate MCA Sample Task
Grade 3 Reading
Task 1

- 2 Mike puts butter, sugar, and vanilla in a bowl. Mom mixes it up. Then Mom mixes in the eggs. I read the recipe. I put the flour we need in a measuring cup. Then I measure salt in a teaspoon. The cookies will taste bad if we use too much salt.



Alternate MCA Sample Task
Grade 3 Reading
Task 1

- 3 I rip open the bag of chocolate chips. Of course, I have to taste a few. Mom and my brother do too. Then I dump the chips into the bowl. Mom mixes one last time. Yum! I can't wait.



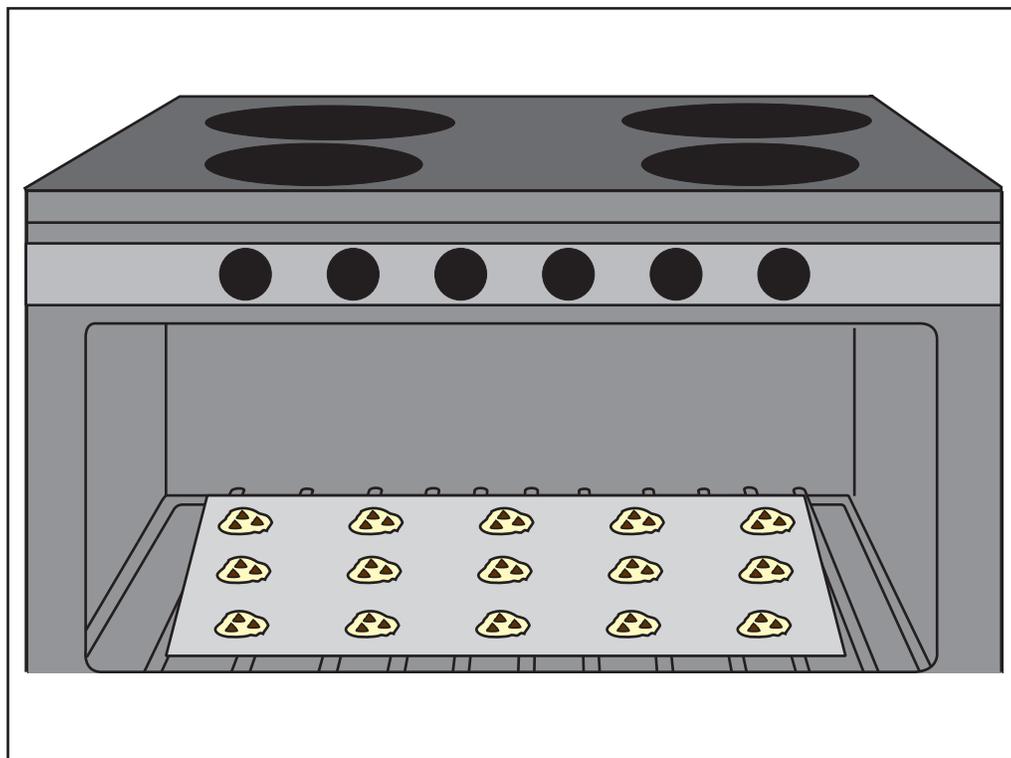
Alternate MCA Sample Task
Grade 3 Reading
Task 1

- 4 Mike and I scoop up cookie dough with spoons. We plop the dough onto the cookie sheets. Mom puts the cookies in the oven.



Alternate MCA Sample Task
Grade 3 Reading
Task 1

- 5 It seems like we have to wait forever. The smell of baking cookies fills the air. Finally, we hear the oven timer go off. Our tasty cookies are done. It's cookie time!



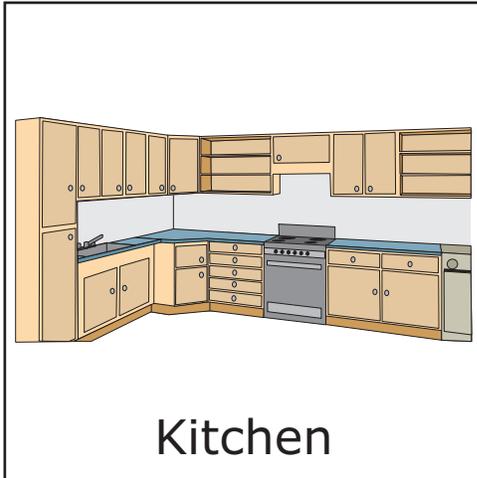
Alternate MCA Sample Task
Grade 3 Reading
Item 1.1

Test Administrator Instructions

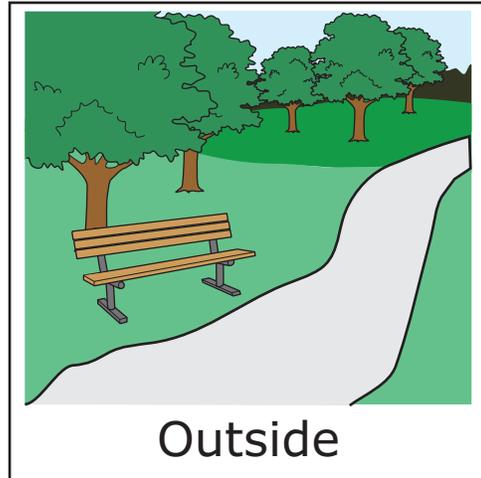
Present item R3_1.1 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

Where does this story take place?

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.

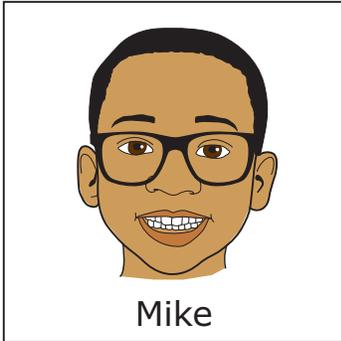
**Alternate MCA Sample Task
Grade 3 Reading
Item 1.2**

Test Administrator Instructions

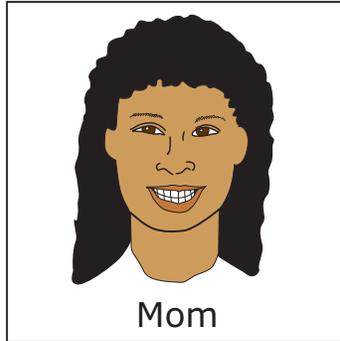
Present item R3_1.2 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

Who puts the cookies in the oven?

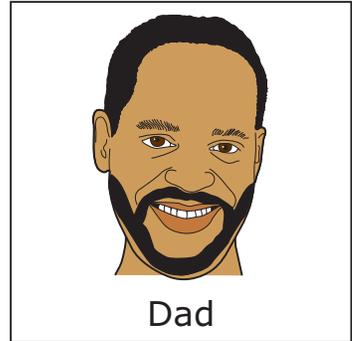
A.



B.



C.



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**.

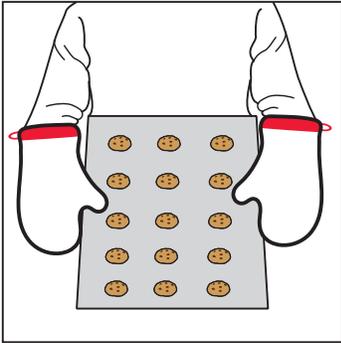
**Alternate MCA Sample Task
Grade 3 Reading
Item 1.3**

Test Administrator Instructions

Present item R3_1.3 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

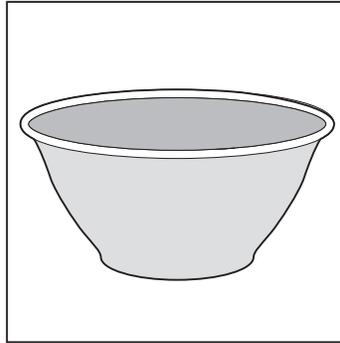
What does the family cheer about?

A.



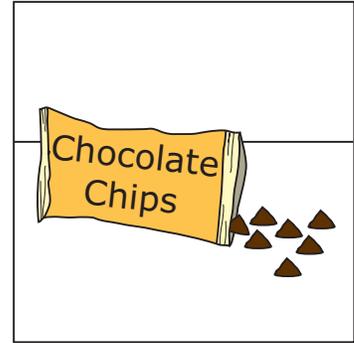
They love to bake.

B.



They find the
mixing bowl.

C.



They taste the
chocolate chips.

Recording Student Responses

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

**Alternate MCA Reading Sample Task
Passage Book**

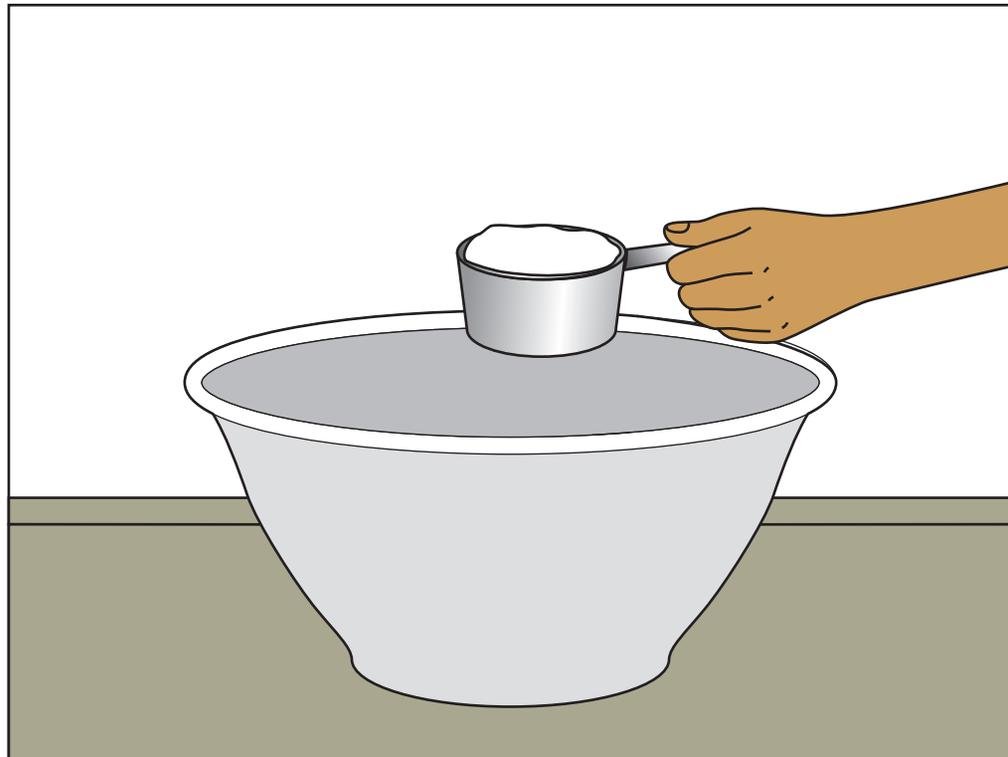
Read the text and look at the pictures. Then, answer 3 questions.

Cookie Time

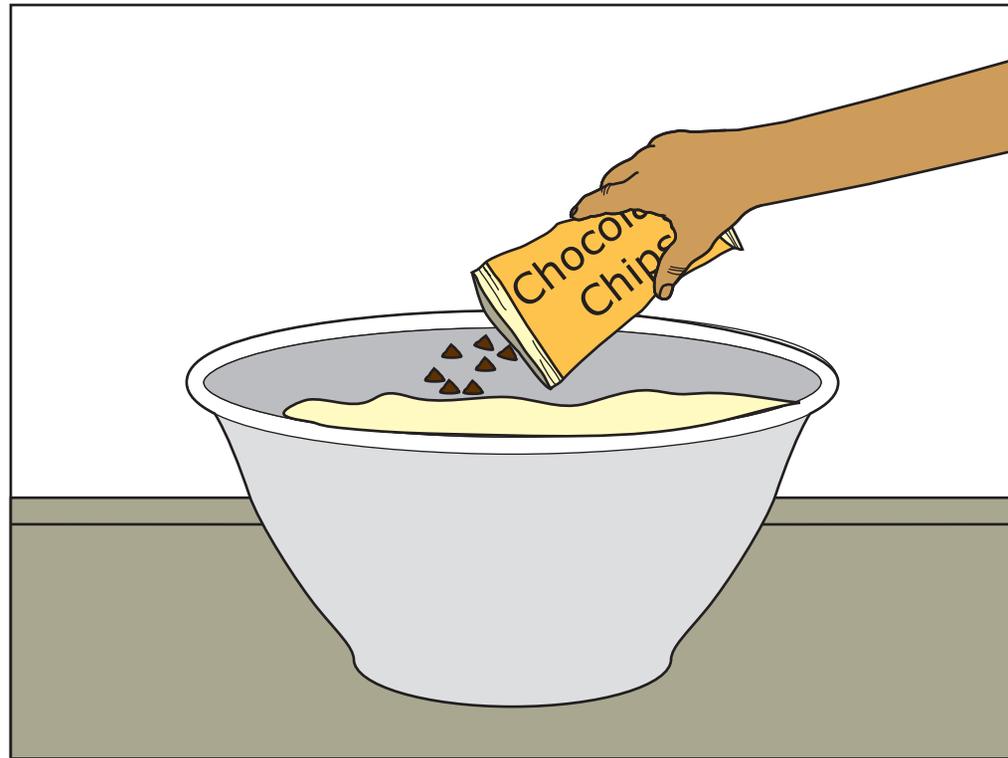
- 1 I walk into the kitchen and see cookie sheets on the counter. Mom is holding a mixing bowl. My brother Mike is holding a bag of chocolate chips. Mom says that it is time to bake cookies. We all cheer. We all love to bake.



- 2 Mike puts butter, sugar, and vanilla in a bowl. Mom mixes it up. Then Mom mixes in the eggs. I read the recipe. I put the flour we need in a measuring cup. Then I measure salt in a teaspoon. The cookies will taste bad if we use too much salt.



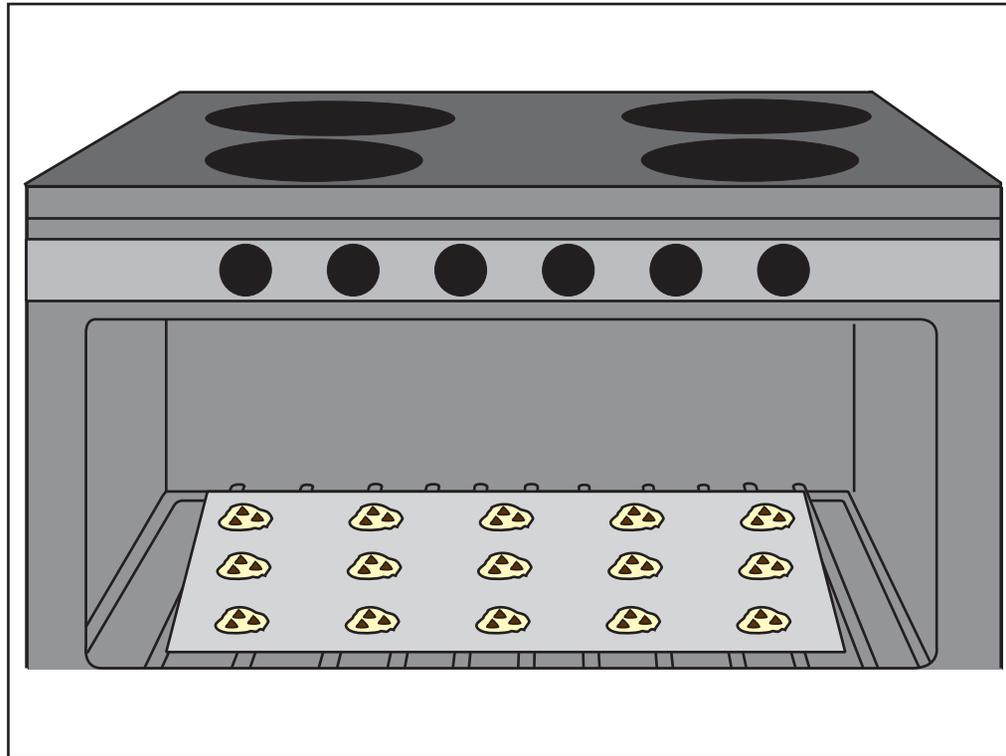
- 3 I rip open the bag of chocolate chips. Of course, I have to taste a few. Mom and my brother do too. Then I dump the chips into the bowl. Mom mixes one last time. Yum! I can't wait.



- 4 Mike and I scoop up cookie dough with spoons. We plop the dough onto the cookie sheets. Mom puts the cookies in the oven.



- 5 It seems like we have to wait forever. The smell of baking cookies fills the air. Finally, we hear the oven timer go off. Our tasty cookies are done. It's cookie time!

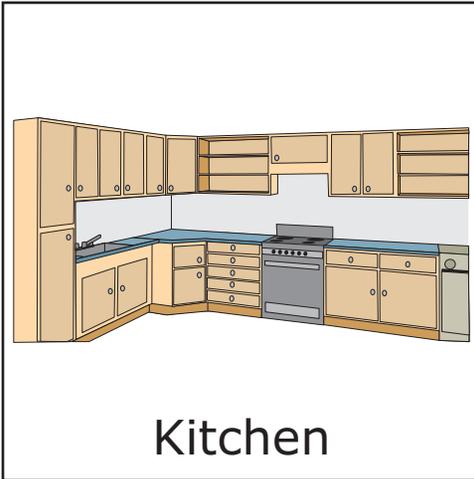


**Alternate MCA Reading Sample Task
Presentation Pages**

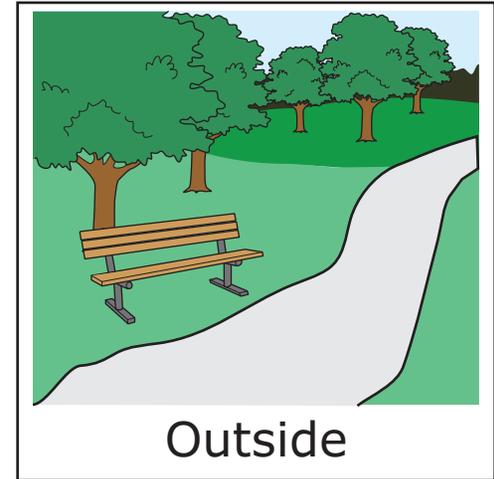
R3_1.1

Where does this story take place?

A.



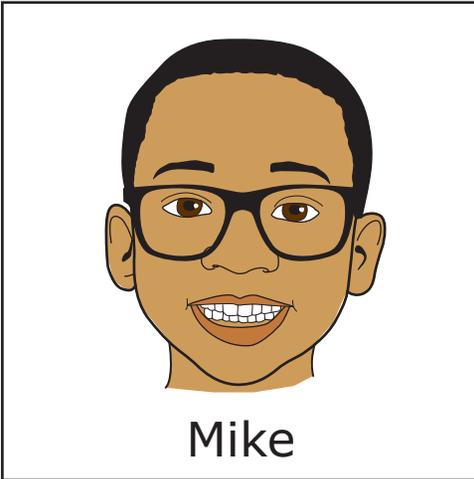
B.



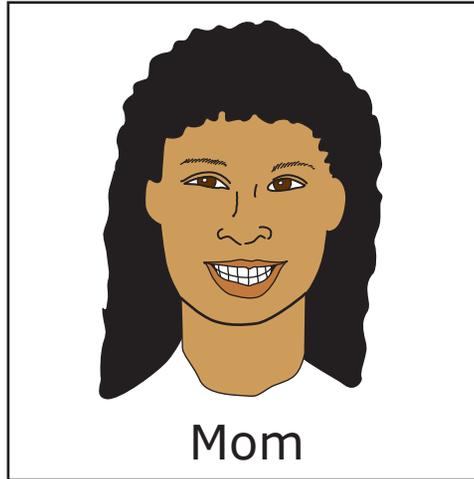
R3_1.2

Who puts the cookies in the oven?

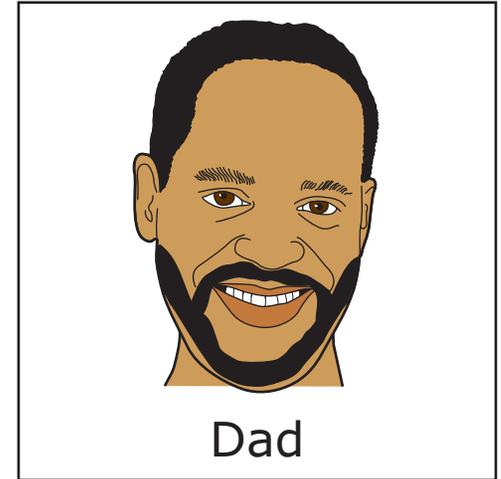
A.



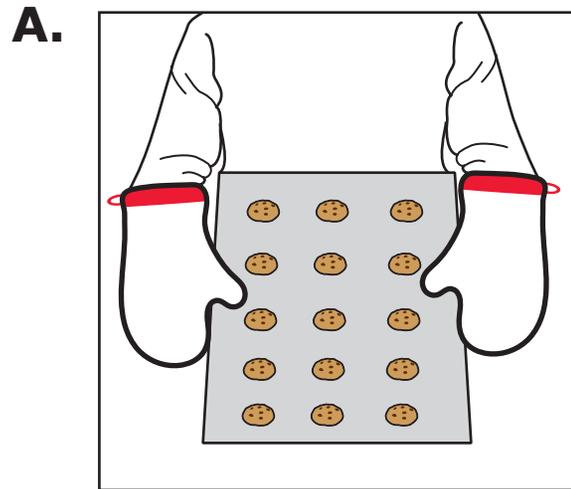
B.



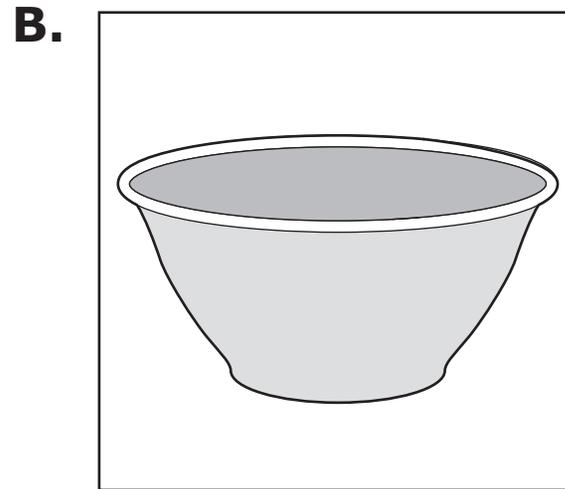
C.



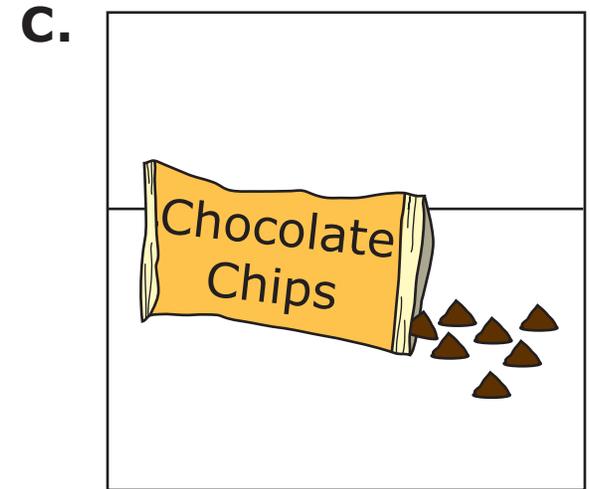
What does the family cheer about?



They love to bake.



They find the
mixing bowl.



They taste the
chocolate chips.

