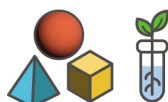




These are CONTROL's results from the Science Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



CONTROL took the Science Alternate MCA this year using either online or paper test materials. Contact your student's teacher for more information about their mode of administration.

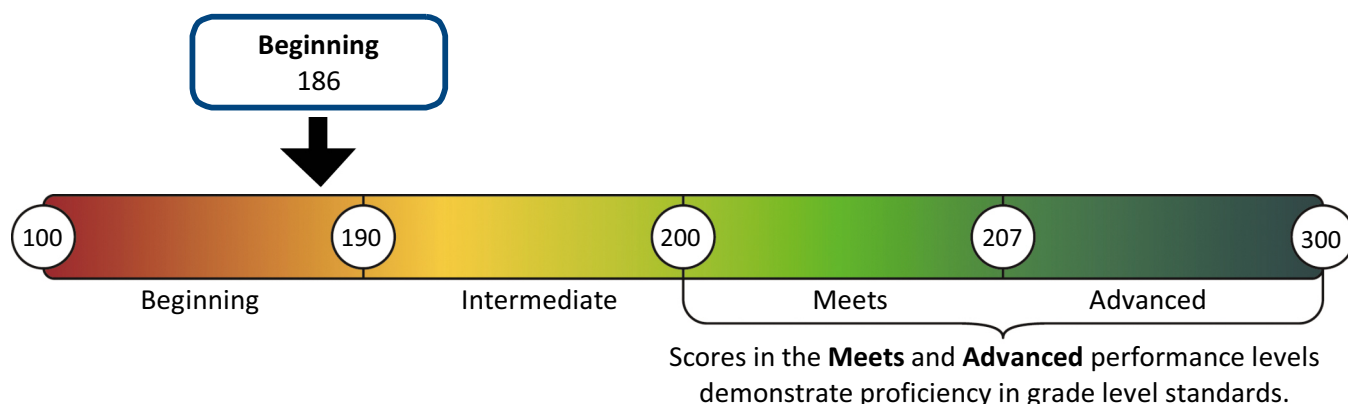


Science: CONTROL's Overall Alt MCA Results

CONTROL's score of 186 shows evidence of learning at the **Beginning** level for grade-level expectations in science. The Science Alternate MCA measures learning of the extended benchmarks based upon the Minnesota Academic Standards in Science.

A grade 5 student with a score at the Beginning level needs significant levels of support and scaffolding of skills when completing academic tasks and shows evidence of being able to:

- Identify precipitation types and recognize the Moon can be present during the day and night.
- Identify what a plant needs, a characteristic of an animal, and the birth and adult stages of an animal or human.
- Identify a physical property of an object and a living thing that needs food or sunlight to survive.



Student Results Video



Scan the **QR Code** to access a video of your student's results or contact your student's school for a link to the video. Your student's school can provide information on how to use these results.

English Video



Grade 5 Science Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **63%** of grade 5 students in Minnesota who took the Science Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks of the academic standards.



Performance Related to Cognitive Complexity

On the Science Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphs. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: - Identify the position of the Sun and different types of precipitation. - Identify ways to protect Earth's resources. - Identify that an animal needs energy from food to live. - Identify a plant from a set of living things. - Identify variations in characteristics between two organisms of the same species. - Identify that an object will go down when dropped. - Identify the difference between the beginning stage and adult stage of an animal or human. - Identify materials to the correct observable property.	9 / 9
Middle	Questions at this level generally require students to: - Describe the positions of the Sun and the Moon. - Identify the parts of the water cycle. - Identify ways people negatively impact Earth's resources. - Identify the stages of animal and human life. - Identify how sunlight and water affect plants. - Identify characteristics of organism survival. - Compare similar materials based on their physical properties. - Predict the direction an object in motion will go. - Explain how animals need energy from food to grow, heal, move and stay warm.	0 / 9
High	Questions at this level generally require students to: - Make predictions based on data of the Sun and Moon. - Use the water cycle to identify and answer questions. - Use evidence to describe Earth's resources. - Compare models of different animals and humans throughout their life cycles. - Identify variables to investigate the impact of sun and water on plants. - Use evidence to explain characteristics that help organisms to survive. - Determine which information or data to collect to identify a material's property. - Use a model to explain animal energy. - Use data or evidence to support how forces change the direction of an object.	0 / 9

How to request this report in a translated language or an alternative format:

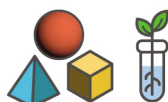
If a QR code is present on page 1, a video summary of your student's results may be available. If a home language was reported to your student's school or district, an audio translation with captions may be available. This report may also be made available in an accessible format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are CONTROL's results from the Science Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



CONTROL took the majority of the Science Alternate MCA using online test materials independently with Test Administrator supervision.

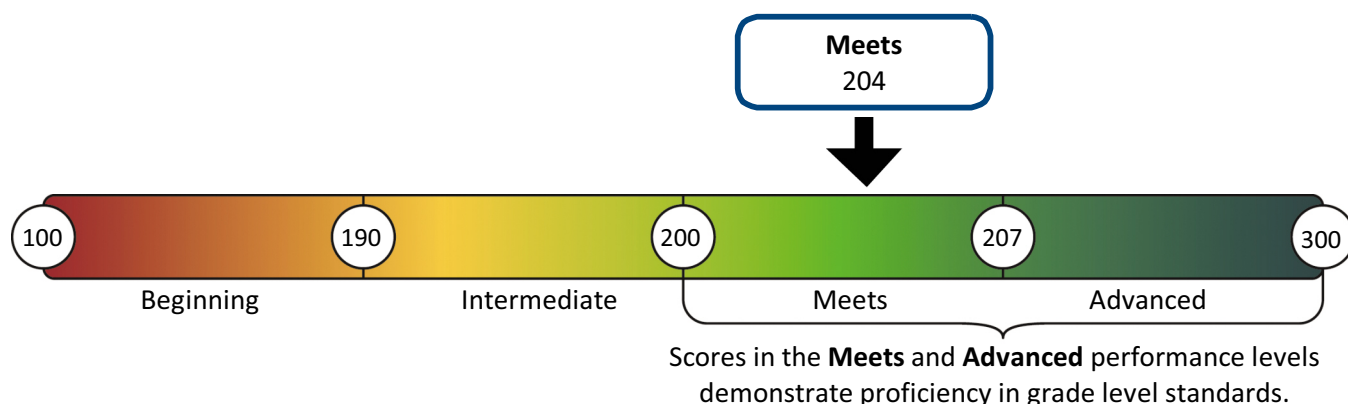


Science: CONTROL's Overall Alt MCA Results

CONTROL's score of 204 shows evidence of learning at the **Meets** level for grade-level expectations in science. The Science Alternate MCA measures learning of the extended benchmarks based upon the Minnesota Academic Standards in Science.

A grade 5 student with a score at the Meets level needs minimal levels of support and scaffolding of skills when completing academic tasks and shows evidence of being able to:

- Describe the patterns of motion of the Sun and Moon at different times of the day, identify ways that people can harm Earth's resources, and determine which questions can be answered using the water cycle model.
- Identify the characteristics of what humans, animals, and plants need to survive, compare how different variables affect plant growth, and compare models of different life cycles to identify common stages.
- Compare similar materials based on common physical properties, predict the direction an object will go after being set in motion, and explain that animals need energy from food to grow, heal, move and stay warm.



Student Results Video



Scan the **QR Code** to access a video of your student's results or contact your student's school for a link to the video. Your student's school can provide information on how to use these results.

English Video



Grade 5 Science Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **63%** of grade 5 students in Minnesota who took the Science Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks of the academic standards.



Performance Related to Cognitive Complexity

On the Science Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphs. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: - Identify the position of the Sun and different types of precipitation. - Identify ways to protect Earth's resources. - Identify that an animal needs energy from food to live. - Identify a plant from a set of living things. - Identify variations in characteristics between two organisms of the same species. - Identify that an object will go down when dropped. - Identify the difference between the beginning stage and adult stage of an animal or human. - Identify materials to the correct observable property.	9 / 9
Middle	Questions at this level generally require students to: - Describe the positions of the Sun and the Moon. - Identify the parts of the water cycle. - Identify ways people negatively impact Earth's resources. - Identify the stages of animal and human life. - Identify how sunlight and water affect plants. - Identify characteristics of organism survival. - Compare similar materials based on their physical properties. - Predict the direction an object in motion will go. - Explain how animals need energy from food to grow, heal, move and stay warm.	9 / 9
High	Questions at this level generally require students to: - Make predictions based on data of the Sun and Moon. - Use the water cycle to identify and answer questions. - Use evidence to describe Earth's resources. - Compare models of different animals and humans throughout their life cycles. - Identify variables to investigate the impact of sun and water on plants. - Use evidence to explain characteristics that help organisms to survive. - Determine which information or data to collect to identify a material's property. - Use a model to explain animal energy. - Use data or evidence to support how forces change the direction of an object.	0 / 9

How to request this report in a translated language or an alternative format:

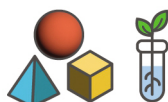
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These are CONTROL's results from the Science Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.

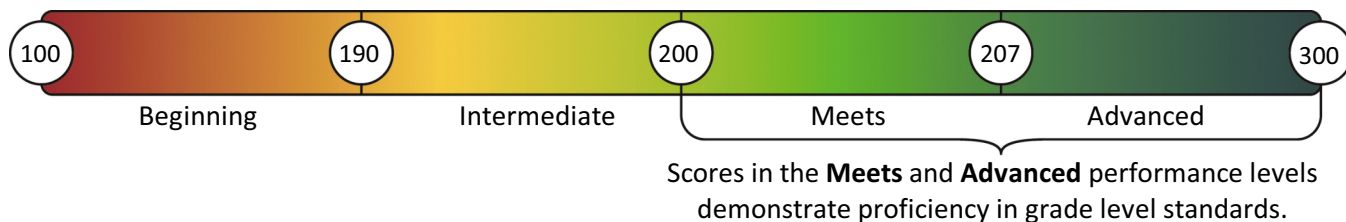


CONTROL did not complete the test.



Science: CONTROL's Overall Alt MCA Results

No score is available. The student did not complete a sufficient number of items to receive a score. Please contact your student's school for further information.



Student Results Video

There is no video report available because there is no test data

Grade 5 Science Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **63%** of grade 5 students in Minnesota who took the Science Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks of the academic standards.



Performance Related to Cognitive Complexity

On the Science Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphs. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: - Identify the position of the Sun and different types of precipitation. - Identify ways to protect Earth's resources. - Identify that an animal needs energy from food to live. - Identify a plant from a set of living things. - Identify variations in characteristics between two organisms of the same species. - Identify that an object will go down when dropped. - Identify the difference between the beginning stage and adult stage of an animal or human. - Identify materials to the correct observable property.	No Test Data Available
Middle	Questions at this level generally require students to: - Describe the positions of the Sun and the Moon. - Identify the parts of the water cycle. - Identify ways people negatively impact Earth's resources. - Identify the stages of animal and human life. - Identify how sunlight and water affect plants. - Identify characteristics of organism survival. - Compare similar materials based on their physical properties. - Predict the direction an object in motion will go. - Explain how animals need energy from food to grow, heal, move and stay warm.	No Test Data Available
High	Questions at this level generally require students to: - Make predictions based on data of the Sun and Moon. - Use the water cycle to identify and answer questions. - Use evidence to describe Earth's resources. - Compare models of different animals and humans throughout their life cycles. - Identify variables to investigate the impact of sun and water on plants. - Use evidence to explain characteristics that help organisms to survive. - Determine which information or data to collect to identify a material's property. - Use a model to explain animal energy. - Use data or evidence to support how forces change the direction of an object.	No Test Data Available

How to request this report in a translated language or an alternative format:

If a QR code is present on page 1, a video summary of your student's results may be available. If a home language was reported to your student's school or district, an audio translation with captions may be available. This report may also be made available in an accessible format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are CONTROL's results from the Science Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.

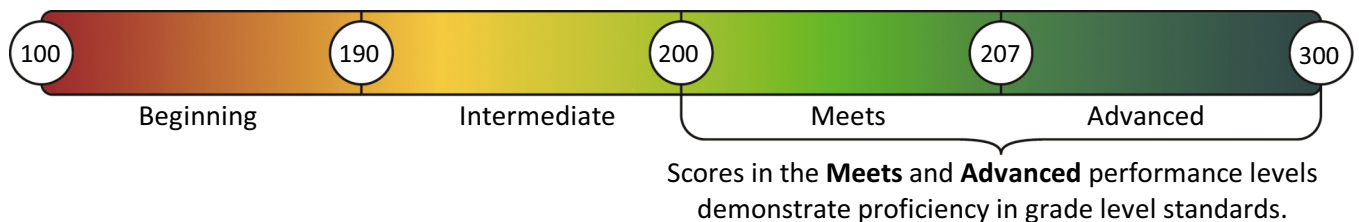


CONTROL's test was invalidated.



Science: CONTROL's Overall Alt MCA Results

No score is available. The student's test was invalidated by the school due to other action. Please contact your student's school for further information.



Student Results Video

There is no video report available because there is no test data

Grade 5 Science Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **63%** of grade 5 students in Minnesota who took the Science Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks of the academic standards.



Performance Related to Cognitive Complexity

On the Science Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphs. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Identify the position of the Sun and different types of precipitation. • Identify ways to protect Earth's resources. • Identify that an animal needs energy from food to live. • Identify a plant from a set of living things. • Identify variations in characteristics between two organisms of the same species. • Identify that an object will go down when dropped. • Identify the difference between the beginning stage and adult stage of an animal or human. • Identify materials to the correct observable property.	No Test Data Available
Middle	Questions at this level generally require students to: • Describe the positions of the Sun and the Moon. • Identify the parts of the water cycle. • Identify ways people negatively impact Earth's resources. • Identify the stages of animal and human life. • Identify how sunlight and water affect plants. • Identify characteristics of organism survival. • Compare similar materials based on their physical properties. • Predict the direction an object in motion will go. • Explain how animals need energy from food to grow, heal, move and stay warm.	No Test Data Available
High	Questions at this level generally require students to: • Make predictions based on data of the Sun and Moon. • Use the water cycle to identify and answer questions. • Use evidence to describe Earth's resources. • Compare models of different animals and humans throughout their life cycles. • Identify variables to investigate the impact of sun and water on plants. • Use evidence to explain characteristics that help organisms to survive. • Determine which information or data to collect to identify a material's property. • Use a model to explain animal energy. • Use data or evidence to support how forces change the direction of an object.	No Test Data Available

How to request this report in a translated language or an alternative format:

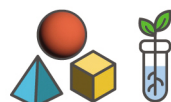
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These are CONTROL's results from the Science Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



CONTROL took the majority of the Science Alternate MCA using online test materials with Test Administrator guidance and support.



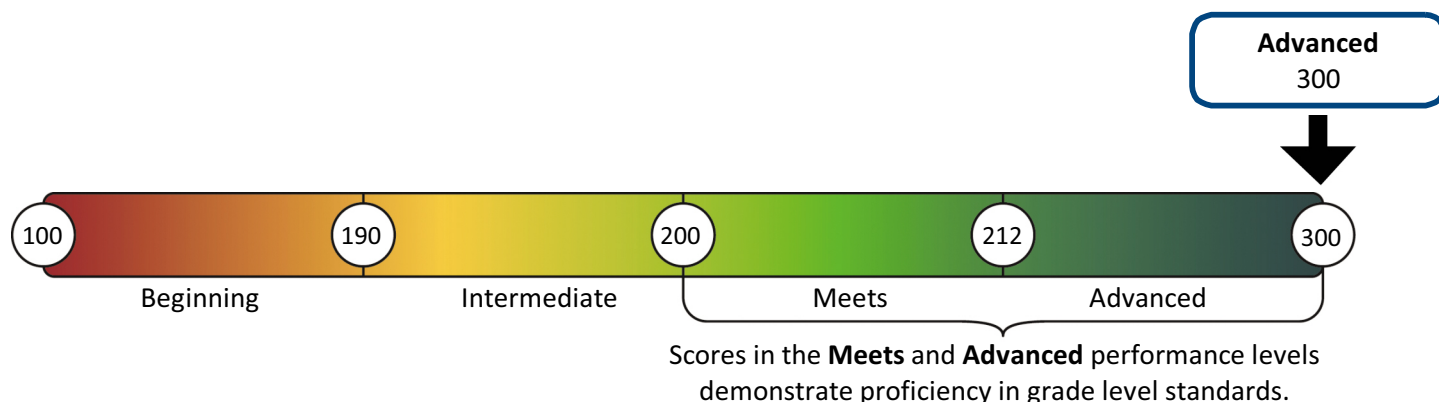
CONTROL engaged in some or all of the questions using educational objects or manipulatives as part of their test materials (for example: using math counters or models to show food webs, life cycles or other science topics).

Science: CONTROL's Overall Alt MCA Results

CONTROL's score of 300 shows evidence of learning at the **Advanced** level for grade-level expectations in science. The Science Alternate MCA measures learning of the extended benchmarks based upon the Minnesota Academic Standards in Science.

A grade 8 student with a score at the Advanced level needs minimal levels of support and scaffolding of skills when completing academic tasks and shows evidence of being able to:

- Interpret data or a model to identify atmospheric patterns that result in changing weather, use data or evidence to assess how solutions impact the environment, and identify which questions to ask about causes of temperature change over time.
- Use data or a model to predict the effects of the availability of food, shelter, and water on populations within an ecosystem, use data or a model to describe the cycle of matter or flow of energy among parts of an ecosystem, and use information to interpret patterns of interactions within ecosystems (for example: invasive species, mutualism).
- Assess the positive and negative impacts on society of using natural resources to make synthetic materials.



Student Results Video



Scan the **QR Code** to access a video of your student's results or contact your student's school for a link to the video. Your student's school can provide information on how to use these results.

English Video



Grade 8 Science Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **72%** of grade 8 students in Minnesota who took the Science Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks of the academic standards.



Performance Related to Cognitive Complexity

On the Science Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphs. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: - Identify weather conditions. - Identify producers, consumers, and decomposers within an ecosystem. - Identify that synthetic materials are made from natural resources. - Identify what indicates a chemical change. - Identify human activities that affect temperature over time. - Identify human impact on the environment. - Identify that plants and animals are made of cells and are different. - Identify the predator of a given animal. - Identify that living things need food, water and shelter to survive.	9 / 9
Middle	Questions at this level generally require students to: - Identify patterns resulting in weather changes. - Identify a solution that minimizes human impact on the environment. - Identify the effects of the availability of food, water and shelter on a living thing. - Identify the movement of energy among living things within a food chain or web. - Compare plant and animal cells. - Determine if chemical reactions have occurred. - Use a data set or food web to predict competition between plants and/or animals. - Determine how variables within human activities and natural processes affect changes in temperature over time. - Describe the risks and benefits of using natural resources to make synthetic materials.	9 / 9
High	Questions at this level generally require students to: - Use data to identify atmospheric patterns that result in changes in weather conditions. - Assess solutions that minimize human impact on the environment. - Describe the cycling of matter and/or movement of energy among parts of an ecosystem. - Use information from various cultural communities to interpret patterns of interactions within an ecosystem, including invasive species impacts and/or mutualism. - Compare questions about changes in temperature over time. - Describe the steps of an investigation that demonstrates that plants and animals are made of different types of cells and/or either one cell or many cells.	9 / 9

How to request this report in a translated language or an alternative format:

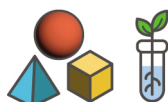
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These are CONTROLLER's results from the Science Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



CONTROLLER took the Science Alternate MCA this year using either online or paper test materials. Contact your student's teacher for more information about their mode of administration.

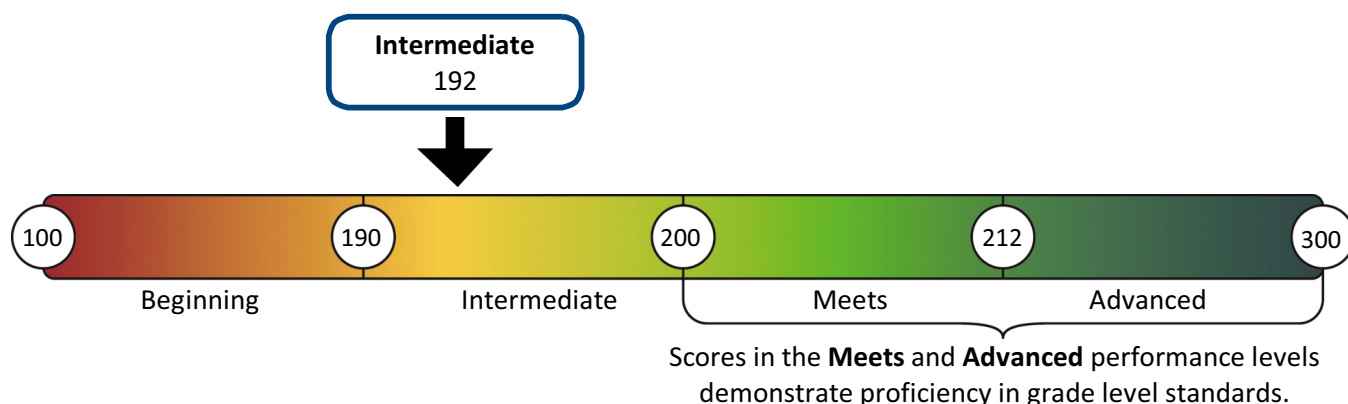


Science: CONTROLLER's Overall Alt MCA Results

CONTROLLER's score of 192 shows evidence of learning at the **Intermediate** level for grade-level expectations in science. The Science Alternate MCA measures learning of the extended benchmarks based upon the Minnesota Academic Standards in Science.

A grade 8 student with a score at the Intermediate level needs moderate levels of support and scaffolding of skills when completing academic tasks and shows evidence of being able to:

- Identify ways to minimize human impact on the environment, and identify human activities and natural processes that cause increases in temperature over time.
- Identify that plant and animal cells are different and which tools are used to observe cells, identify the effects of resource availability on living things, and trace the movement of energy among living things in a food chain or food web.
- Determine if a chemical change has occurred based on observations and identify synthetic materials made from natural resources.



Student Results Video



Scan the **QR Code** to access a video of your student's results or contact your student's school for a link to the video. Your student's school can provide information on how to use these results.

English Video



Grade 8 Science Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **72%** of grade 8 students in Minnesota who took the Science Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks of the academic standards.



Performance Related to Cognitive Complexity

On the Science Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphs. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: - Identify weather conditions. - Identify producers, consumers, and decomposers within an ecosystem. - Identify that synthetic materials are made from natural resources. - Identify what indicates a chemical change. - Identify human activities that affect temperature over time. - Identify human impact on the environment. - Identify that plants and animals are made of cells and are different. - Identify the predator of a given animal. - Identify that living things need food, water and shelter to survive.	2 / 9
Middle	Questions at this level generally require students to: - Identify patterns resulting in weather changes. - Identify a solution that minimizes human impact on the environment. - Identify the effects of the availability of food, water and shelter on a living thing. - Identify the movement of energy among living things within a food chain or web. - Compare plant and animal cells. - Determine if chemical reactions have occurred. - Use a data set or food web to predict competition between plants and/or animals. - Determine how variables within human activities and natural processes affect changes in temperature over time. - Describe the risks and benefits of using natural resources to make synthetic materials.	2 / 9
High	Questions at this level generally require students to: - Use data to identify atmospheric patterns that result in changes in weather conditions. - Assess solutions that minimize human impact on the environment. - Describe the cycling of matter and/or movement of energy among parts of an ecosystem. - Use information from various cultural communities to interpret patterns of interactions within an ecosystem, including invasive species impacts and/or mutualism. - Compare questions about changes in temperature over time. - Describe the steps of an investigation that demonstrates that plants and animals are made of different types of cells and/or either one cell or many cells.	5 / 9

How to request this report in a translated language or an alternative format:

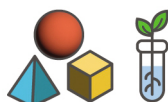
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These are CONTROL's results from the Science Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



CONTROL took the majority of the Science Alternate MCA using online test materials with Test Administrator guidance and support.

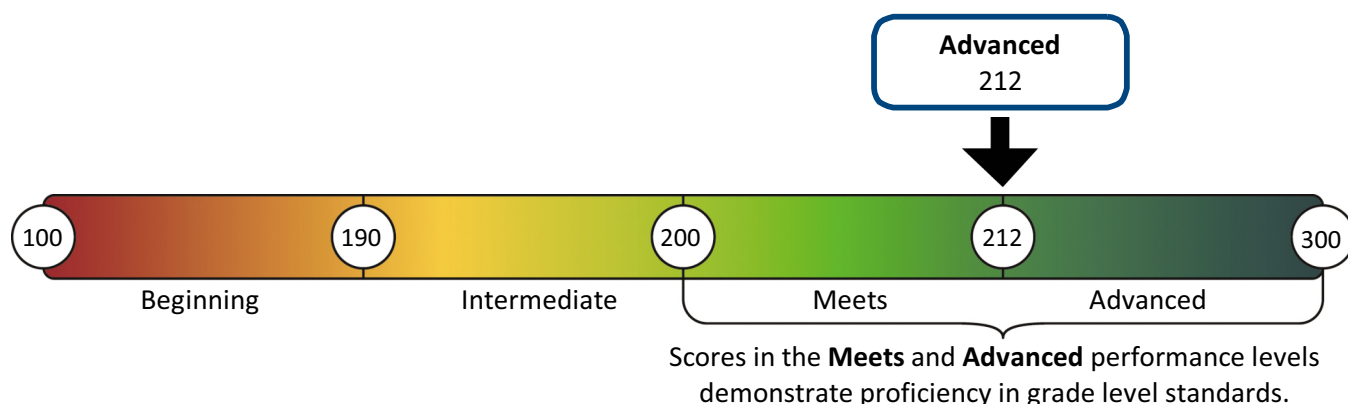


Science: CONTROL's Overall Alt MCA Results

CONTROL's score of 212 shows evidence of learning at the **Advanced** level for grade-level expectations in science. The Science Alternate MCA measures learning of the extended benchmarks based upon the Minnesota Academic Standards in Science.

A grade 8 student with a score at the Advanced level needs minimal levels of support and scaffolding of skills when completing academic tasks and shows evidence of being able to:

- Interpret data or a model to identify atmospheric patterns that result in changing weather, use data or evidence to assess how solutions impact the environment, and identify which questions to ask about causes of temperature change over time.
- Use data or a model to predict the effects of the availability of food, shelter, and water on populations within an ecosystem, use data or a model to describe the cycle of matter or flow of energy among parts of an ecosystem, and use information to interpret patterns of interactions within ecosystems (for example: invasive species, mutualism).
- Assess the positive and negative impacts on society of using natural resources to make synthetic materials.



Student Results Video



Scan the **QR Code** to access a video of your student's results or contact your student's school for a link to the video. Your student's school can provide information on how to use these results.

English Video



Grade 8 Science Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **72%** of grade 8 students in Minnesota who took the Science Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks of the academic standards.



Performance Related to Cognitive Complexity

On the Science Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphs. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: - Identify weather conditions. - Identify producers, consumers, and decomposers within an ecosystem. - Identify that synthetic materials are made from natural resources. - Identify what indicates a chemical change. - Identify human activities that affect temperature over time. - Identify human impact on the environment. - Identify that plants and animals are made of cells and are different. - Identify the predator of a given animal. - Identify that living things need food, water and shelter to survive.	9 / 9
Middle	Questions at this level generally require students to: - Identify patterns resulting in weather changes. - Identify a solution that minimizes human impact on the environment. - Identify the effects of the availability of food, water and shelter on a living thing. - Identify the movement of energy among living things within a food chain or web. - Compare plant and animal cells. - Determine if chemical reactions have occurred. - Use a data set or food web to predict competition between plants and/or animals. - Determine how variables within human activities and natural processes affect changes in temperature over time. - Describe the risks and benefits of using natural resources to make synthetic materials.	9 / 9
High	Questions at this level generally require students to: - Use data to identify atmospheric patterns that result in changes in weather conditions. - Assess solutions that minimize human impact on the environment. - Describe the cycling of matter and/or movement of energy among parts of an ecosystem. - Use information from various cultural communities to interpret patterns of interactions within an ecosystem, including invasive species impacts and/or mutualism. - Compare questions about changes in temperature over time. - Describe the steps of an investigation that demonstrates that plants and animals are made of different types of cells and/or either one cell or many cells.	0 / 9

How to request this report in a translated language or an alternative format:

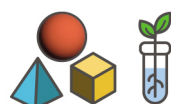
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These are CONTROLLER's results from the Science Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



CONTROLLER took the Science Alternate MCA this year using either online or paper test materials. Contact your student's teacher for more information about their mode of administration. They exited the test after providing no response to the first 6 questions using a rule that allows students to exit the test early in some cases. This early stopping rule may be used for students who do not yet have a consistent, observable system of expressive communication and consistently are not responding to the test questions. This report reflects the anticipated score if they had completed the test.

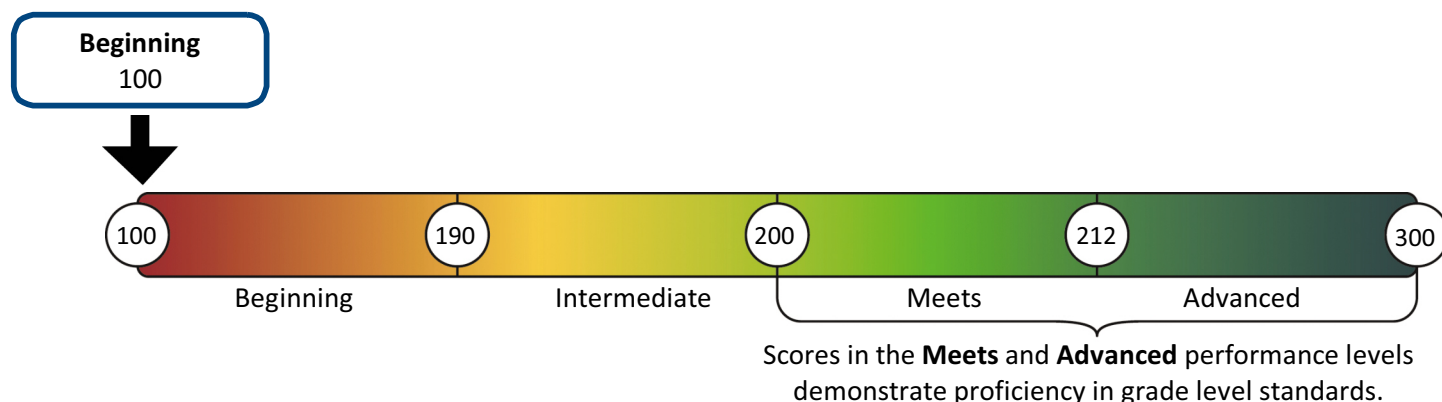


Science: CONTROLLER's Overall Alt MCA Results

CONTROLLER's score of 100 shows evidence of learning at the **Beginning** level for grade-level expectations in science. The Science Alternate MCA measures learning of the extended benchmarks based upon the Minnesota Academic Standards in Science.

A grade 8 student with a score at the Beginning level needs significant levels of support and scaffolding of skills when completing academic tasks and shows evidence of being able to:

- Identify weather conditions and ways that humans impact the environment.
- Identify living things, including predators and prey, within ecosystems and what living things need to survive.
- Identify natural resources and indicators of a chemical change.



Student Results Video



Scan the **QR Code** to access a video of your student's results or contact your student's school for a link to the video. Your student's school can provide information on how to use these results.

Grade 8 Science Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **72%** of grade 8 students in Minnesota who took the Science Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks of the academic standards.



Performance Related to Cognitive Complexity

On the Science Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphs. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: - Identify weather conditions. - Identify producers, consumers, and decomposers within an ecosystem. - Identify that synthetic materials are made from natural resources. - Identify what indicates a chemical change. - Identify human activities that affect temperature over time. - Identify human impact on the environment. - Identify that plants and animals are made of cells and are different. - Identify the predator of a given animal. - Identify that living things need food, water and shelter to survive.	0 / 9
Middle	Questions at this level generally require students to: - Identify patterns resulting in weather changes. - Identify a solution that minimizes human impact on the environment. - Identify the effects of the availability of food, water and shelter on a living thing. - Identify the movement of energy among living things within a food chain or web. - Compare plant and animal cells. - Determine if chemical reactions have occurred. - Use a data set or food web to predict competition between plants and/or animals. - Determine how variables within human activities and natural processes affect changes in temperature over time. - Describe the risks and benefits of using natural resources to make synthetic materials.	0 / 9
High	Questions at this level generally require students to: - Use data to identify atmospheric patterns that result in changes in weather conditions. - Assess solutions that minimize human impact on the environment. - Describe the cycling of matter and/or movement of energy among parts of an ecosystem. - Use information from various cultural communities to interpret patterns of interactions within an ecosystem, including invasive species impacts and/or mutualism. - Compare questions about changes in temperature over time. - Describe the steps of an investigation that demonstrates that plants and animals are made of different types of cells and/or either one cell or many cells.	0 / 9

How to request this report in a translated language or an alternative format:

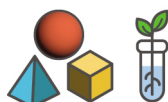
If a QR code is present on page 1, a video summary of your student's results may be available. If a home language was reported to your student's school or district, an audio translation with captions may be available. This report may also be made available in an accessible format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are CONTROLLER's results from the Science Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



CONTROLLER took the Science Alternate MCA this year using either online or paper test materials. Contact your student's teacher for more information about their mode of administration.

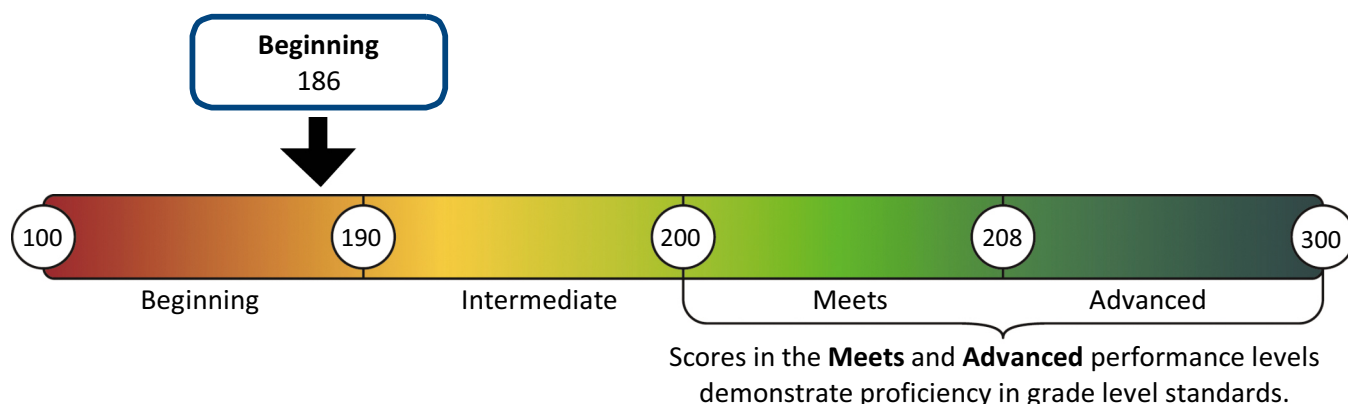


Science: CONTROLLER's Overall Alt MCA Results

CONTROLLER's score of 186 shows evidence of learning at the **Beginning** level for grade-level expectations in science. The Science Alternate MCA measures learning of the extended benchmarks based upon the Minnesota Academic Standards in Science.

A high school student with a score at the Beginning level needs significant levels of support and scaffolding of skills when completing academic tasks and shows evidence of being able to:

- Identify an environmental condition and food for plants or animals.
- Identify photosynthesis as a process that happens only in plant cells, cellular respiration as a process that happens in both plant and animal cells, and which human actions help or harm a species or environment.
- Identify a physical trait of a living thing.
- Identify a simple pattern such as number of traits within a population, match species to the environment to which they are best suited and identify that a fossil came from a living thing that lived a long time ago.



Student Results Video



Scan the **QR Code** to access a video of your student's results or contact your student's school for a link to the video. Your student's school can provide information on how to use these results.

English Video



High School Science Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **64%** of high school students in Minnesota who took the Science Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks of the academic standards.



Performance Related to Cognitive Complexity

On the Science Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphs. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: - Identify a living thing's physical response to maintain homeostasis given an environmental condition. - Identify the role of food in providing energy for living things. - Recognize that a plant takes in carbon dioxide and releases oxygen. - Identify which human actions help or harm a species or environment. - Identify a physical trait in a living thing. - Identify traits that vary within a population. - Identify a simple pattern such as frequency or number of traits within a population. - Identify which environment a species is best suited to. - Recognize that a fossil is part of a living thing that lived a long time ago.	9 / 9
Middle	Questions at this level generally require students to: - Predict how a living thing will adapt to an environment. - Use a model to describe how oxygen and food provide energy to living things. - Identify the relationship between photosynthesis and cellular respiration. - Describe how a strategy can protect a species or environment. - Recognize that DNA is a set of directions that affect the physical traits of a living thing. - Use data to identify the most common trait in a population. - Identify which trait helps a living thing survive and reproduce given a pattern or specific environmental condition. - Match a living thing to a fossil based on similar structure.	0 / 9
High	Questions at this level generally require students to: - Use evidence to compare how two different living things adapt to the same environmental condition. - Use a model to show that cellular respiration produces energy for living things and releases carbon dioxide. - Use evidence to describe the relationship between photosynthesis and cellular respiration. - Draw connections to solutions to problems that hurt the environment and people. - Ask questions about how known traits are passed from parents to offspring. - Use data to predict which traits will most likely occur in offspring based on their parents. - Use data to predict which traits become more common over time in a population. - Use evidence to explain how traits help increase survival for individuals in a species. - Describe similarities between living things and infer if they are related.	0 / 9

How to request this report in a translated language or an alternative format:

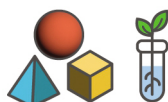
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These are CONTROLLER's results from the Science Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



CONTROLLER took the majority of the Science Alternate MCA using paper test materials with Test Administrator guidance and support.

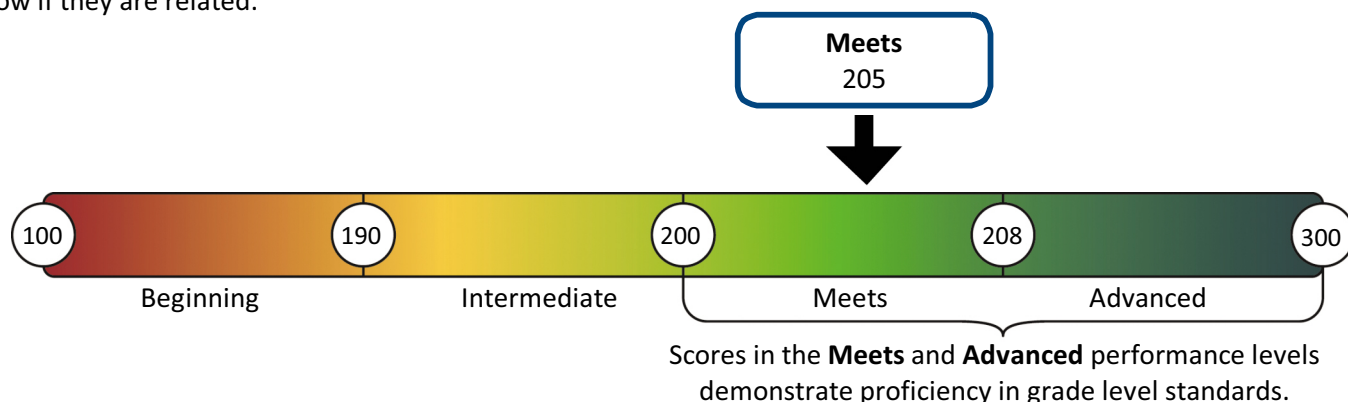


Science: CONTROLLER's Overall Alt MCA Results

CONTROLLER's score of 205 shows evidence of learning at the **Meets** level for grade-level expectations in science. The Science Alternate MCA measures learning of the extended benchmarks based upon the Minnesota Academic Standards in Science.

A high school student with a score at the Meets level needs minimal levels of support and scaffolding of skills when completing academic tasks and shows evidence of being able to:

- Use a model to describe how oxygen and food provide energy for living things and predict how a living thing will adapt to an environment.
- Identify the relationship between photosynthesis and cellular respiration and draw connections between environmental problems and negative impacts on people or the environment.
- Ask questions about how traits are passed from parents to offspring and use data to identify which traits will most likely occur in a population.
- Use data to predict which trait or group of traits will become more common over time in a population, describe how a trait helps an individual within a species compete for survival, and describe how the similarities between living things show if they are related.



Student Results Video



Scan the **QR Code** to access a video of your student's results or contact your student's school for a link to the video. Your student's school can provide information on how to use these results.

English Video



High School Science Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **64%** of high school students in Minnesota who took the Science Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks of the academic standards.



Performance Related to Cognitive Complexity

On the Science Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphs. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: - Identify a living thing's physical response to maintain homeostasis given an environmental condition. - Identify the role of food in providing energy for living things. - Recognize that a plant takes in carbon dioxide and releases oxygen. - Identify which human actions help or harm a species or environment. - Identify a physical trait in a living thing. - Identify traits that vary within a population. - Identify a simple pattern such as frequency or number of traits within a population. - Identify which environment a species is best suited to. - Recognize that a fossil is part of a living thing that lived a long time ago.	9 / 9
Middle	Questions at this level generally require students to: - Predict how a living thing will adapt to an environment. - Use a model to describe how oxygen and food provide energy to living things. - Identify the relationship between photosynthesis and cellular respiration. - Describe how a strategy can protect a species or environment. - Recognize that DNA is a set of directions that affect the physical traits of a living thing. - Use data to identify the most common trait in a population. - Identify which trait helps a living thing survive and reproduce given a pattern or specific environmental condition. - Match a living thing to a fossil based on similar structure.	9 / 9
High	Questions at this level generally require students to: - Use evidence to compare how two different living things adapt to the same environmental condition. - Use a model to show that cellular respiration produces energy for living things and releases carbon dioxide. - Use evidence to describe the relationship between photosynthesis and cellular respiration. - Draw connections to solutions to problems that hurt the environment and people. - Ask questions about how known traits are passed from parents to offspring. - Use data to predict which traits will most likely occur in offspring based on their parents. - Use data to predict which traits become more common over time in a population. - Use evidence to explain how traits help increase survival for individuals in a species. - Describe similarities between living things and infer if they are related.	0 / 9

How to request this report in a translated language or an alternative format:

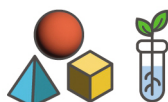
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These are CONTROLLER's results from the Science Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.

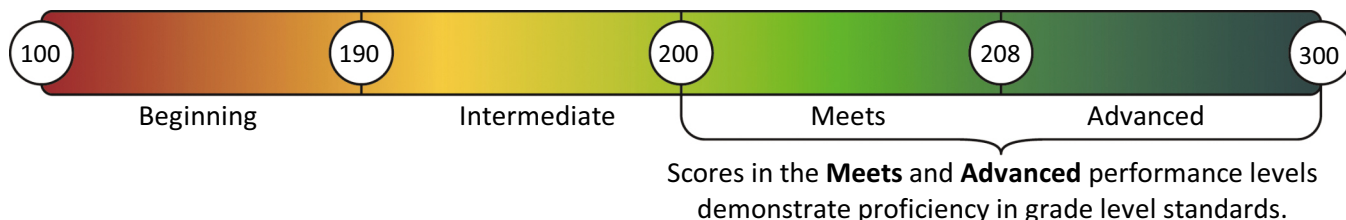


CONTROLLER did not participate in the test.



Science: CONTROLLER's Overall Alt MCA Results

No test scores are available. The student had a medical excuse during the testing window for this subject. Please contact your student's school for further information.



Student Results Video

There is no video report available because there is no test data

High School Science Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **64%** of high school students in Minnesota who took the Science Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks of the academic standards.



Performance Related to Cognitive Complexity

On the Science Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphs. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: - Identify a living thing's physical response to maintain homeostasis given an environmental condition. - Identify the role of food in providing energy for living things. - Recognize that a plant takes in carbon dioxide and releases oxygen. - Identify which human actions help or harm a species or environment. - Identify a physical trait in a living thing. - Identify traits that vary within a population. - Identify a simple pattern such as frequency or number of traits within a population. - Identify which environment a species is best suited to. - Recognize that a fossil is part of a living thing that lived a long time ago.	No Test Data Available
Middle	Questions at this level generally require students to: - Predict how a living thing will adapt to an environment. - Use a model to describe how oxygen and food provide energy to living things. - Identify the relationship between photosynthesis and cellular respiration. - Describe how a strategy can protect a species or environment. - Recognize that DNA is a set of directions that affect the physical traits of a living thing. - Use data to identify the most common trait in a population. - Identify which trait helps a living thing survive and reproduce given a pattern or specific environmental condition. - Match a living thing to a fossil based on similar structure.	No Test Data Available
High	Questions at this level generally require students to: - Use evidence to compare how two different living things adapt to the same environmental condition. - Use a model to show that cellular respiration produces energy for living things and releases carbon dioxide. - Use evidence to describe the relationship between photosynthesis and cellular respiration. - Draw connections to solutions to problems that hurt the environment and people. - Ask questions about how known traits are passed from parents to offspring. - Use data to predict which traits will most likely occur in offspring based on their parents. - Use data to predict which traits become more common over time in a population. - Use evidence to explain how traits help increase survival for individuals in a species. - Describe similarities between living things and infer if they are related.	No Test Data Available

How to request this report in a translated language or an alternative format:

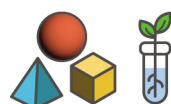
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These are CONTROLLER's results from the Science Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



CONTROLLER took the majority of the Science Alternate MCA using online test materials with Test Administrator guidance and support. They exited the test after providing no response to the first 6 questions using a rule that allows students to exit the test early in some cases. This early stopping rule may be used for students who do not yet have a consistent, observable system of expressive communication and consistently are not responding to the test questions. This report reflects the anticipated score if they had completed the test.



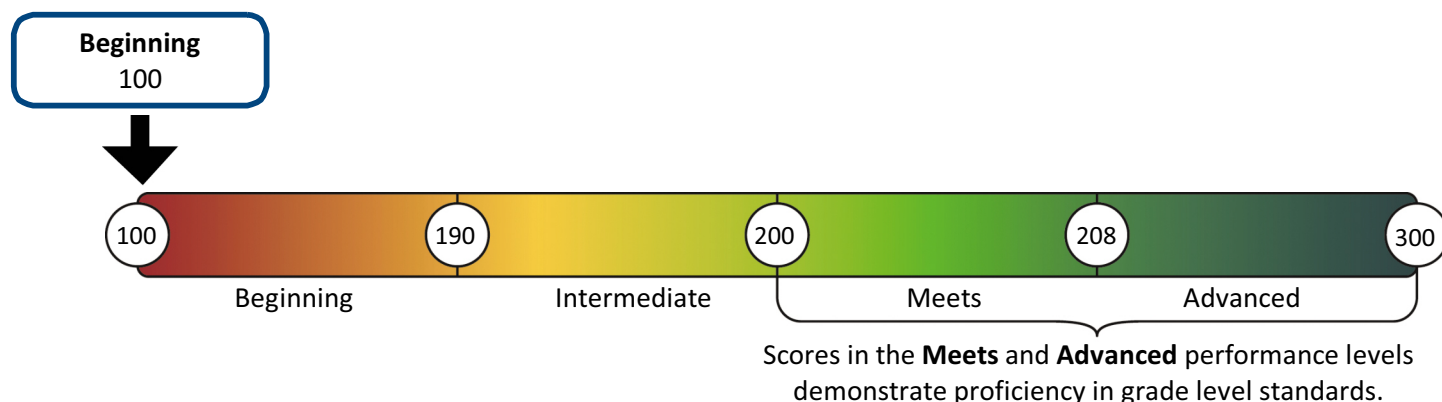
CONTROLLER engaged in some or all of the questions using educational objects or manipulatives as part of their test materials (for example: using math counters or models to show food webs, life cycles or other science topics).

Science: CONTROLLER's Overall Alt MCA Results

CONTROLLER's score of 100 shows evidence of learning at the **Beginning** level for grade-level expectations in science. The Science Alternate MCA measures learning of the extended benchmarks based upon the Minnesota Academic Standards in Science.

A high school student with a score at the Beginning level needs significant levels of support and scaffolding of skills when completing academic tasks and shows evidence of being able to:

- Identify an environmental condition and food for plants or animals.
- Identify photosynthesis as a process that happens only in plant cells, cellular respiration as a process that happens in both plant and animal cells, and which human actions help or harm a species or environment.
- Identify a physical trait of a living thing.
- Identify a simple pattern such as number of traits within a population, match species to the environment to which they are best suited and identify that a fossil came from a living thing that lived a long time ago.



Student Results Video



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High School Science Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **64%** of high school students in Minnesota who took the Science Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks of the academic standards.



Performance Related to Cognitive Complexity

On the Science Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphs. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: - Identify a living thing's physical response to maintain homeostasis given an environmental condition. - Identify the role of food in providing energy for living things. - Recognize that a plant takes in carbon dioxide and releases oxygen. - Identify which human actions help or harm a species or environment. - Identify a physical trait in a living thing. - Identify traits that vary within a population. - Identify a simple pattern such as frequency or number of traits within a population. - Identify which environment a species is best suited to. - Recognize that a fossil is part of a living thing that lived a long time ago.	0 / 9
Middle	Questions at this level generally require students to: - Predict how a living thing will adapt to an environment. - Use a model to describe how oxygen and food provide energy to living things. - Identify the relationship between photosynthesis and cellular respiration. - Describe how a strategy can protect a species or environment. - Recognize that DNA is a set of directions that affect the physical traits of a living thing. - Use data to identify the most common trait in a population. - Identify which trait helps a living thing survive and reproduce given a pattern or specific environmental condition. - Match a living thing to a fossil based on similar structure.	0 / 9
High	Questions at this level generally require students to: - Use evidence to compare how two different living things adapt to the same environmental condition. - Use a model to show that cellular respiration produces energy for living things and releases carbon dioxide. - Use evidence to describe the relationship between photosynthesis and cellular respiration. - Draw connections to solutions to problems that hurt the environment and people. - Ask questions about how known traits are passed from parents to offspring. - Use data to predict which traits will most likely occur in offspring based on their parents. - Use data to predict which traits become more common over time in a population. - Use evidence to explain how traits help increase survival for individuals in a species. - Describe similarities between living things and infer if they are related.	0 / 9

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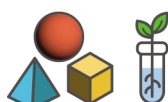
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These are CONTROLLER's results from the Science Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



CONTROLLER took the majority of the Science Alternate MCA using online test materials independently with Test Administrator supervision.

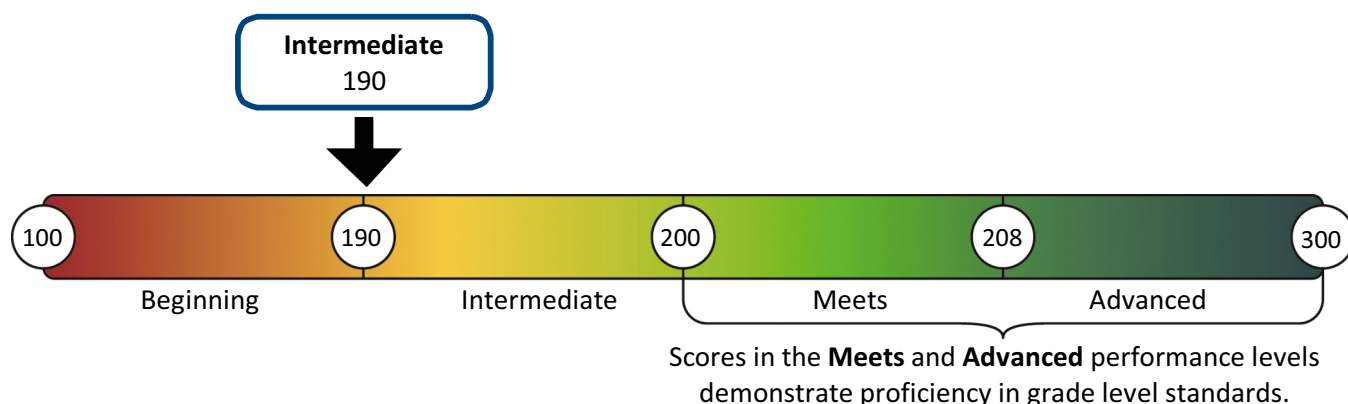


Science: CONTROLLER's Overall Alt MCA Results

CONTROLLER's score of 190 shows evidence of learning at the **Intermediate** level for grade-level expectations in science. The Science Alternate MCA measures learning of the extended benchmarks based upon the Minnesota Academic Standards in Science.

A high school student with a score at the Intermediate level needs moderate levels of support and scaffolding of skills when completing academic tasks and shows evidence of being able to:

- Identify the role of food in providing energy for living things and living things' response to an environmental condition.
- Identify that a plant takes in carbon dioxide and releases oxygen and describe a strategy to protect a species or environment.
- Recognize that DNA is a set of directions that affect the physical traits of a living thing and identify traits that vary within a population.
- Identify traits that are beneficial for a living thing's ability to survive and reproduce, identify traits that help individuals of a species to survive and reproduce under certain environmental conditions, and match a living thing to a fossil that has a similar structure.



Student Results Video



Scan the **QR Code** to access a video of your student's results or contact your student's school for a link to the video. Your student's school can provide information on how to use these results.

English Video



High School Science Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **64%** of high school students in Minnesota who took the Science Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks of the academic standards.



Performance Related to Cognitive Complexity

On the Science Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphs. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: - Identify a living thing's physical response to maintain homeostasis given an environmental condition. - Identify the role of food in providing energy for living things. - Recognize that a plant takes in carbon dioxide and releases oxygen. - Identify which human actions help or harm a species or environment. - Identify a physical trait in a living thing. - Identify traits that vary within a population. - Identify a simple pattern such as frequency or number of traits within a population. - Identify which environment a species is best suited to. - Recognize that a fossil is part of a living thing that lived a long time ago.	5 / 9
Middle	Questions at this level generally require students to: - Predict how a living thing will adapt to an environment. - Use a model to describe how oxygen and food provide energy to living things. - Identify the relationship between photosynthesis and cellular respiration. - Describe how a strategy can protect a species or environment. - Recognize that DNA is a set of directions that affect the physical traits of a living thing. - Use data to identify the most common trait in a population. - Identify which trait helps a living thing survive and reproduce given a pattern or specific environmental condition. - Match a living thing to a fossil based on similar structure.	4 / 9
High	Questions at this level generally require students to: - Use evidence to compare how two different living things adapt to the same environmental condition. - Use a model to show that cellular respiration produces energy for living things and releases carbon dioxide. - Use evidence to describe the relationship between photosynthesis and cellular respiration. - Draw connections to solutions to problems that hurt the environment and people. - Ask questions about how known traits are passed from parents to offspring. - Use data to predict which traits will most likely occur in offspring based on their parents. - Use data to predict which traits become more common over time in a population. - Use evidence to explain how traits help increase survival for individuals in a species. - Describe similarities between living things and infer if they are related.	2 / 9

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