

# 2026 MTAS/Alt MCA Task Administration Manual

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# MTAS/Alt MCA Test Administration Checklist

Use this checklist to ensure you have verified or completed the following tasks for testing. The “Section to Reference” column indicates where more information can be found in the *MTAS/Alt MCA Task Administration Manual*.

Preparation Before Administering the MTAS/Alt MCA	Section to Reference
<input type="checkbox"/> Verify that the student’s IEP indicates the student will take the MTAS/Alt MCA and whether they would be eligible to use the early stopping rule during administration.	Preparing for the MTAS/Alt MCA (pages 13-16)
<input type="checkbox"/> Determine the mode of administration for Reading and Science Alt MCAs (online, paper, or hybrid (any combination of online and paper)).	Preparing for the MTAS/Alt MCA (pages 13-16)
<input type="checkbox"/> Receive MTAS/Alt MCA test materials from District or School Assessment Coordinator upon delivery.	MTAS/Alt MCA Test Materials (pages 16-17)
<input type="checkbox"/> For students testing using an assistive technology online form, use the PearsonAccess Next Training Center to confirm AT compatibility with TestNav.	Preparing for the MTAS/Alt MCA (pages 13-16)
<input type="checkbox"/> For Reading and Science Alt MCAs, DACs set up and verify test session information in PearsonAccess Next.	Alt MCA Online or Hybrid Administrations (pages 20-21)
<input type="checkbox"/> Ensure secure test materials are not left unattended at any point before, during, or after testing, and that a secure, locked location is available for storing all secure test materials when not in use.	MTAS/Alt MCA Test Materials (pages 16-17)
<input type="checkbox"/> Familiarize yourself with your district's procedures for returning materials between test administrations if necessary.	Preparing for the MTAS/Alt MCA (pages 13-16)
Preparation Checklist for Administering the MTAS/Alt MCA	Section to Reference
<input type="checkbox"/> Complete the required MTAS/Alt MCA Test Administrator trainings and any additional courses or resources that your district may require.	Preparing for the MTAS/Alt MCA (pages 13-16)
<input type="checkbox"/> Schedule times for one-on-one test administrations.	Preparing for the MTAS/Alt MCA (pages 13-16)

Preparation Checklist for Administering the MTAS/Alt MCA	Section to Reference
<input type="checkbox"/> Determine which room(s) will be used for testing, ensuring no other students are present during testing.	Preparing for the MTAS/Alt MCA (pages 13-16)
<input type="checkbox"/> Ensure students are familiar with test materials and administration using MTAS released questions and the Alt MCA Student Readiness Tools (SRTs).	Preparing for the MTAS/Alt MCA (pages 13-16)
<input type="checkbox"/> Review and prepare all applicable MTAS/Alt MCA materials for administration, including scripted tasks, Presentation Pages, Passages, Scenarios and/or Phenomena Books, Response Option Cards, Visual Descriptions, and braille materials.	Preparing for the MTAS/Alt MCA (pages 13-16)
<input type="checkbox"/> Make adaptations (for example, enlarging materials or incorporating texture) to Presentation Pages and Response Option Cards for individual student needs.	Preparing for the MTAS/Alt MCA (pages 13-16)
<input type="checkbox"/> Determine and gather any objects or manipulatives needed for task presentation.	Preparing for the MTAS/Alt MCA (pages 13-16)
<input type="checkbox"/> Complete the LCI (Learning Characteristics Inventory) once for each student and follow your district's process for data entry in PearsonAccess Next or TestNav. These forms are perforated and can be removed from the Task Administration Manual.	Preparing for the MTAS/Alt MCA (pages 13-16)
<input type="checkbox"/> Cover or remove all academic or instructional posters and graphics in the testing room, including information not related to the subject being tested.	Preparing for the MTAS/Alt MCA (pages 13-16)
<input type="checkbox"/> For Reading and Science Alt MCA administrations, confirm the DAC has provided student testing tickets to Test Administrators for the test to be accessed in TestNav.	Alt MCA Online or Hybrid Administrations (pages 20-21)

Administering the MTAS/Alt MCA	Section to Reference
<input type="checkbox"/> Administer all MTAS/Alt MCA tasks to each student during the MTAS/Alt MCA testing window and follow the appropriate scripts and instructions for task presentation.	Administering the MTAS/Alt MCA Overview of the Administration (page 32)
<input type="checkbox"/> Follow the scoring guidelines and be aware of specific guidelines for Mathematics MTAS tasks 1-9 and tasks 10-15. Follow the student response guidelines for Reading and Science Alt MCA tasks.	MTAS Tasks 1-9 and Tasks 10-15 Alternate MCA Tasks (pages 32-34)
<input type="checkbox"/> Ensure only allowed administration activities are followed and refrain from prohibited ones.	Allowed Administration Activities and Prohibited Administration Activities (pages 35-37)
<input type="checkbox"/> Document student scores and/or responses on the MTAS/Alt MCA Data Collection Forms for paper administrations or in TestNav if taking Alt MCA in an online or hybrid administration. Data Collection Forms are perforated and can be removed from the Task Administration Manual.	Documenting Student Scores/Responses and Reading Passage Access Mode (pages 37-38)
<input type="checkbox"/> For Reading Alt MCA, document how students accessed the majority of the reading passages and use your best judgment when noting “Passage Access” on the Reading Alt MCA Data Collection Form or in TestNav on the Test Administrator Survey Questions.	Reading Passages (page 34)
<input type="checkbox"/> Before submitting the student’s Reading and Science Alt MCA test in TestNav, complete the Test Administrator Survey Questions at the end of the test. These questions are related to administration mode, use of object lists or passage access, and any general feedback.	Documenting Alt MCA Student Responses and Test Administrator Questions (page 37-38)
<input type="checkbox"/> Follow district procedures for notifying your District or School Assessment Coordinator about misadministrations or test security violations, and report suspected incidents of cheating or other improper behavior through the designated tip line, if necessary.	Reporting Misadministrations and Test Security Violations (page 37)

Responsibilities After Administration	Section to Reference
<input type="checkbox"/> Return all Task Administration Manuals, Passages, Scenarios, and/or Phenomena Books, Presentation Pages, Visual Descriptions, and braille materials to the District or School Assessment Coordinator.	Collecting and Returning Materials (page 38)
<input type="checkbox"/> Securely dispose of Response Option Cards and adaptations.	Collecting and Returning Materials (page 38)
<input type="checkbox"/> Return objects or manipulatives to the classroom if applicable.	Collecting and Returning Materials (page 38)
<input type="checkbox"/> Ensure LCI information for all subjects and Mathematics MTAS scores/responses are entered into PearsonAccess Next. Reading and Science Alt MCA responses are entered into TestNav.	Reading and Science Alt MCA Data Entry in TestNav  Mathematics MTAS Data Entry in PearsonAccess Next (pages 38-40)
<input type="checkbox"/> Ensure LCI forms and Data Collection Forms are kept on file following your district's process for one year if you are the person who completed data entry.	Reading and Science Alt MCA Data Entry in TestNav  Mathematics MTAS Data Entry in PearsonAccess Next (pages 38-40)
<input type="checkbox"/> Check Science Alt MCA and Mathematics MTAS On-Demand Reports in PearsonAccess Next if access is provided by your district.	On-Demand Reports (page 40)

## Contact Information

The District Assessment Coordinator (DAC) is your district's main contact with MDE, Pearson, and any School Assessment Coordinators. The School Assessment Coordinator is typically the link between the District Assessment Coordinator and the Test Administrators. While the roles and responsibilities of the District and School Assessment Coordinators for MTAS/Alt MCA may be filled by other people in each district, they will be referred to as District and School Assessment Coordinators in this manual.

Be sure to contact your District or School Assessment Coordinator if you have any questions about policies and procedures for testing.

As needed or as directed by your District or School Assessment Coordinator, contact MDE or Pearson for the following:

- MDE: Contact MDE for questions on determining eligibility for the alternate assessment, training requirements, or test administration policies and procedures.
  - Email: [mde.testing@state.mn.us](mailto:mde.testing@state.mn.us)
- Pearson: Contact the Pearson helpdesk for questions on test materials receipt and return, technical issues with online Reading and Science Alt MCA tests (TestNav), and Mathematics MTAS data entry (PearsonAccess Next).
  - Phone: 888-817-8659
  - Submit a Pearson [help desk request](#) on the Minnesota Assessment Hub (Minnesota Assessment Hub > Support)
  - Hours: Monday-Friday, 6 a.m.-7:30 p.m.



## Overview

The Every Student Succeeds Act (ESSA) and Minnesota statutes require that public school students be assessed annually in reading, mathematics, and science. The Minnesota alternate assessments (MTAS/Alt MCA) in reading, mathematics and science are based on extended benchmarks of the Minnesota Academic Standards and are used to meet the ESSA requirements for students with the most significant cognitive disabilities. Eligibility for the alternate assessments is determined annually by the Individual Education Program (IEP) team using the *Eligibility Requirements and Decision-Making Tool for Minnesota Alternate Assessments*, which is available on the [Alternate Assessment Participation](#) page of the MDE website (MDE > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Minnesota Tests > Alternate Assessment Participation).

The MTAS assesses student performance on extended benchmarks of the Minnesota Academic Standards in Mathematics while the Alt MCA assesses student performance on extended benchmarks of the Minnesota Academic Standards in Reading and Science. Extended benchmarks are based upon the Minnesota Academic Standards, but are reduced in depth, breadth and complexity. They were written by Minnesota educators based on the benchmark language in the Minnesota Academic Standards. The extended benchmarks developed for use with the MTAS/Alt MCA are found in the MTAS and Alt MCA [test specifications](#) documents on the MDE website (MDE > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Test Specifications).

- Reading is assessed in grades 3-8 and 10.
- Mathematics is assessed in grades 3-8 and 11.
- Science is assessed in grades 5, 8, and once in high school. The high school Science Alt MCA is administered in the year the student receives life science instruction. While some students with significant cognitive disabilities may not be enrolled in a course called life science or biology, all students should have access to the general education curriculum, which includes life science instruction. The IEP team determines the most appropriate year for a high school student to take the high school Science Alt MCA.

## A New Assessment: Alternate MCA

With the transition to new academic standards, MDE is developing the Alternate MCA (Alt MCA), a redesigned alternate assessment that will replace the MTAS. The first administration of the Science Alt MCA was in the 2024-25 school year. Reading Alt MCA will be first administered in school year 2025-26, and Mathematics Alt MCA in school year 2027-28. In preparation for the new assessments, tasks will be field tested for mathematics this year.

Details on differences in administration for Mathematics MTAS as a result of these assessment changes will be called out throughout the manual in sections labeled “MTAS Tasks 10-15”. Reading and Science Alt MCA details on differences in administration will be called out throughout the manual in sections labeled “Alt MCA”. Full examples of similar Alt MCA task formats and test materials are available on the [Alternate MCA Sample Tasks](#)

page of the Minnesota Assessment Hub website (Minnesota Assessment Hub > Resources & Training > Student Readiness Tools (SRTs)).

Reading and Science Alt MCA Student Readiness Tools (SRTs) are also available for students taking online, paper, or hybrid administrations. Educators can use the SRTs to familiarize themselves with the Alt MCA test environment and then simulate the test for students using the online and paper practice questions. Alt MCA SRTs are available on the [Student Readiness Tools](#) page of the Minnesota Assessment Hub website (Minnesota Assessment Hub > Resources & Training > Student Readiness Tools (SRTs)).

## Number of Tasks

In preparation for the new assessment, field testing for mathematics continues with the same number of tasks as last year. Note: While the redesigned tasks in the Mathematics MTAS do not count towards a student's score, it is required that all students are administered every task. It is critical that Test Administrators are familiar with how to administer field test tasks and record student responses. Field testing is the process MDE uses to develop and construct tests for future years. As with all tasks, field test tasks are considered secure content, and the same test security procedures also apply to them.

For 2025-26, the following table outlines the number of tasks by subject. The total number of tasks presented will vary by grade. For example, a student in grade 5 taking the Mathematics MTAS as well as the Reading and Science Alt MCA will be administered 45 total tasks. A student in grade 11, who takes only the Mathematics MTAS, will be administered 15 total tasks. Note: Alt MCA tasks include 3 individual items per task.

**Number of Tasks by Grade and Subject**

Subject	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Reading	15 (45 items)	15 (45 items)	15 (45 items)	15 (45 items)	15 (45 items)	15 (45 items)		15 (45 items)		
Mathematics*	15 (27 items)	15 (27 items)	15 (27 items)	15 (27 items)	15 (27 items)	15 (27 items)			15 (27 items)	
Science			15 (45 items)			15 (45 items)	15** (45 items)			

\*The Math MTAS has 9 operational tasks and 6 field test tasks (with 3 items each).

\*\*The high school science assessment can be administered in any of the grades 9-12, depending on when students receive instruction in the life science standards. Note: Students who received life science instruction in 2019-20 or 2020-21 and were unable to take the Science MTAS in either year due to the COVID-19 pandemic are excused/exempt from taking the High School Science Alt MCA, unless they receive life science instruction again this school year.

## Important Dates

Below are important dates for MTAS/Alt MCA test preparation, administration, and data entry.

Date	Event
January	For Reading and Science Alt MCA, District Assessment Coordinators indicate in MDE's Test WES system if students will need an assistive technology online form. This data will be sent in nightly precode files to Pearson so the proper form is assigned to the student. The default is the standard, non-assistive technology online form.
Feb. 16	<p>PearsonAccess Next opens for District and School Assessment Coordinators to begin the following tasks:</p> <ul style="list-style-type: none"> <li>• MTAS/Alt MCA: Create reporting groups</li> <li>• Reading and Science Alt MCA: Set up test sessions and distribute TestNav testing tickets</li> <li>• Mathematics MTAS: Assign users for MTAS data entry</li> </ul>
Feb. 24-26	MTAS/Alt MCA test materials (Task Administration Manuals, Passages, Scenarios, and/or Phenomena Books, Presentation Pages, and Response Option Cards (MTAS only)) are delivered to districts or schools.
Feb. 24-April 28 (noon)	Additional orders window for districts to order any additional MTAS/Alt MCA test materials needed. Alt MCA Response Option Cards, Visual Descriptions, and braille materials can only be ordered during additional orders.
Feb. 16-May 1	Data entry window for districts to enter Learner Characteristics Inventory (LCI) data in PearsonAccess Next for students who will take the MTAS/Alt MCA.
March 2	Testing window opens for Mathematics MTAS and Reading and Science Alt MCA. Student Mathematics MTAS scores are entered in PearsonAccess Next. Reading and Science Alt MCA student responses are entered in TestNav.

Date	Event
May 1	<p>Testing window closes. All Mathematics MTAS and Reading and Science Alt MCA administrations must be complete. All LCI data and MTAS score data must be entered in PearsonAccess Next. All Alt MCA student response data must be entered in TestNav.</p> <p>Note: The Science Alt MCA window ends with the Reading Alt MCA and Mathematics MTAS testing window, not the Science MCA window.</p>
May 11	Deadline to ship secure MTAS/Alt MCA test materials to Pearson.

## Training

As a Test Administrator, you must annually complete the required MTAS/Alt MCA Test Administrator trainings prior to administering the MTAS and/or Alt MCA. Trainings are accessed through the [Learning Management System \(LMS\)](#) on the Minnesota Assessment Hub (Minnesota Assessment Hub > Resources & Training > Training). The following trainings must be completed prior to administering the MTAS/Alt MCA: *Test Security Training*, *MTAS/Alt MCA Administration Overview*, and *MTAS/Alt MCA Administration and Scoring Practice*. Note: The *MTAS/Alt MCA Administration Overview* is required for all MTAS/Alt MCA Test Administrators, as it contains information on the Alt MCA which will be administered for the first time for reading this year; and within this training, you will indicate if you are new to administering the MTAS (2 or less years experience administering the MTAS) or if you are an experienced MTAS Test Administrator (more than 2 years administering the MTAS) and just need information on the Alt MCA. Doing so will provide you with the information specific to your experience.

## Learner Characteristics Inventory (LCI)

Each student who is administered the MTAS/Alt MCA must also have a Learner Characteristics Inventory (LCI) completed for them. The purpose of the LCI is to better understand the learning characteristics of students participating in alternate assessments based on extended standards to ensure that:

- The test is designed appropriately for students with the most significant cognitive disabilities.
- The intended population is participating in the test.

The LCI is estimated to take 10 minutes per student to complete. The [LCI form](#) is available in Appendix A of this manual and is posted on the Test Administration Resources page of the Minnesota Assessment Hub (Minnesota Assessment Hub > Resources & Training > Test Administration Resources).

LCI data must be entered and submitted in PearsonAccess Next once for each student before any MTAS scores or Alt MCA student responses can be entered for the student. LCI information can be entered up to two weeks before the testing window opens and at any time during the testing window. The LCI form is available as both a

paper form and a fillable electronic form to make collecting student information easier; however, it is still required to enter the LCI data into PearsonAccess Next ahead of testing. The [MTAS/Alt MCA Data Entry and Online Testing User Guide](#) on the Minnesota Assessment Hub contains information about entering LCI data. Refer to the Data Collection section of this manual for more information (Minnesota Assessment Hub > Resources & Training > Test Administration Resources).

## Preparing for the MTAS/Alt MCA

To allow sufficient time to prepare for test administration, District and School Assessment Coordinators should distribute MTAS/Alt MCA test materials to you upon delivery. **Important:** You must have adequate time to prepare prior to test administration. Ensure that you have a secure, locked location available to store all secure test materials when they are not being used to prepare for or administer the assessment or follow your district's procedures to return these materials to the designated contact at the school. Do not leave secure test materials unattended before, during, or after testing. However, objects and manipulatives gathered for administration may remain in the classroom for daily use.

To help with preparation prior to administering the MTAS/Alt MCA, verify that each of the following has been completed.

- Verify that the student's IEP indicates that the student will take the MTAS/Alt MCA and whether they would be eligible to use the early stopping rule during administration. See a description of eligibility in the *Reading and Science Alternate MCA Early Stopping Rule* section on pages 34-35.
- Determine the best mode of administration for the Reading and Science Alt MCA. Online, paper, and hybrid (any combination of online and paper) modes are available to meet student needs (refer to the *Alt MCA Administration Mode Decision and Actions* graphic in Appendix C):
  - An online administration is one where the student interacts either independently with the online test questions and materials or with the Test Administrator guiding interactions and supporting the student's use of the online test form. Note: Using objects or manipulatives to support the student's use of the online test form is still considered an online administration.
  - A paper administration is one where the student and Test Administrator are using only paper materials for testing. The Test Administrator or district staff then enters the student responses into the TestNav form online.
  - A hybrid administration is one where both paper test materials and the online test form are used to support the student during test administration. The following scenarios are examples of a hybrid administration:
    - The Test Administrator presents and reads the reading passages or science phenomena and items from a device showing the online test form. The student uses the paper Presentation Pages to indicate their response to the Test Administrator.

- The Test Administrator presents and reads the passages or phenomena and items to the student using the paper materials and the student responds on a device (such as a tablet) with their answers.
- A student begins using the online test form, but the Test Administrator observes that they need to change to the paper test materials part of the way through testing based on the student's needs during testing. In this case, the Test Administrator continues the administration with the student using paper test materials and uses a Data Collection Form to record student responses. The responses on the Data Collection Form are entered online into TestNav at a later time.
- When deciding the best mode of administration for a student two areas need to be considered: how the student engages with the presentation of materials and how they communicate their responses in their daily instruction.
  - If the majority of the student's daily instruction is presented online or technology based and they communicate responses in a way that can be shown in the online test form, an online administration may be chosen. If choosing an online mode of administration, decide if the student is able to more independently interact with online or technology-based content or do they need assistance to navigate their instruction so you can prepare for the support the student will need during an online administration.
  - If the majority of the student's daily instruction is presented with paper materials and the student communicates responses in a way that needs a paper material, a paper administration may be chosen.
  - If the student's daily instruction is presented with a combination of paper materials and online or technology-based and the student communicates responses in a way that can be shown in the online test form or with paper materials meaning they need a combination of online and paper materials, then a hybrid administration may be chosen.
- The administration mode for a student should be planned with the administration mode the Individual Education Program (IEP) team feels is best for the student. The mode can be changed at any point during the administration based on student needs. If changing modes of administration after items have been presented, the new mode can be used starting with the items that have not been answered. Once a student gives a response to an item, the item cannot be presented again.
- The device the student will use for an online or hybrid administration should be the same device they use in daily classroom instruction. Computers (laptop or desktop), tablets (such as an iPad) and Chromebooks are a few devices that are commonly used by students. Devices can be used with the [Alt MCA Student Readiness Tools](#) on the Minnesota Assessment Hub (Minnesota Assessment Hub > Resources & Training > Student Readiness Tools (SRTs) > Alternate MCA SRTs > Online Alternate MCA Student Readiness Tools (SRTs)) to check compatibility.
- Complete the applicable MTAS/Alt MCA Test Administrator required trainings.
- Complete any additional courses or resources that your district may require.
- Schedule times to administer tasks one-on-one.

- Ensure that students are familiar with the test materials and administration of the MTAS using the released questions. Mathematics MTAS released questions are available for each grade on the [Minnesota Assessment Hub](#), including examples of the field test task formats (Minnesota Assessment Hub > Resources & Training > Student Readiness Tools (SRTs) > MTAS and Additional Alternate MCA Resources).
- Reading and Science Alt MCA Student Readiness Tools (SRTs) are also available for students taking online, paper, or hybrid administrations. Educators can use the SRTs to familiarize themselves with the Alternate MCA test environment and then simulate the test for students using the online and paper practice questions. [Alternate MCA SRTs](#) are available on the Minnesota Assessment Hub (Minnesota Assessment Hub > Resources & Training > Student Readiness Tools (SRTs) > Alternate MCA SRTs).
- Once test materials are delivered, review and prepare all MTAS/Alt MCA materials that may be used in administration including:
  - Reviewing all scripted tasks in the Task Administration Manual, Presentation Pages, Passages, Scenarios, and/or Phenomena Books, and Response Option Cards.
  - Making adaptations (for example, enlarging materials or incorporating texture) to Presentation Pages and Response Option Cards for individual student needs.
  - Determining any objects or manipulatives that may be needed for the presentation of the task to the student. The object lists are located at the beginning of each math and science section of the printed Task Administration Manuals that are shipped to districts and schools.
  - Ensure any assistive technology devices are compatible with TestNav by using the PearsonAccess Next Training Center. Refer to the *Assistive Technology Online Forms* section for more information. Assistive technology educator resources are also available on the [Minnesota Assessment Hub](#) (Minnesota Assessment Hub > Resources & Training > Student Tools and Supports > Assistive Technology Online Forms).
- Complete the LCI form once for each student and follow your district's process for entering the LCI data in PearsonAccess Next or providing the LCI form to the designated staff for data entry. The LCI form is perforated in the printed Task Administration Manuals and can be removed for ease of use during administration but is also available to download as a fillable form. Since this form contains private student data, it must be kept in a secure location. If used to record data, ensure these forms are removed before returning the Task Administration Manual with other secure materials. For more information on entering LCI data, refer to the [MTAS/Alt MCA Data Entry and Online Testing User Guide](#) on the Minnesota Assessment Hub. Refer to *Reading and Science Alt MCA Data Entry in TestNav* or *Mathematics MTAS Data Entry in PearsonAccess Next* section for more information on keeping this form on file following administration.
- Determine which room(s) will be used for testing. The test may be administered in a classroom or other room where instruction is typically provided. However, no other students may be present in the room while the test is being administered.
- Cover or remove all academic or instructional posters and graphics, including strategy techniques or methods, in the testing room or on a student's desk during test administration.

- This also includes academic or instructional information not related to the subject being tested (for example, science information must be covered even if reading is being tested). This step can be taken shortly before test administration.

## MTAS/Alt MCA Test Materials

This section outlines the test materials that are used to administer the MTAS/Alt MCA. **Important:** It is important that you have adequate time to prepare for administering the MTAS/Alt MCA. The materials should be opened and reviewed before administration to allow for preparation of Response Option Cards, planning for and adapting materials for individual students, and becoming familiar with the test administration modes for the grades and subjects that you will be administering to students. Materials must be kept secure when not being used to prepare for the administration. If you have any questions or need additional materials, contact your District Assessment Coordinator.

**New for 2025-26:** Paper test materials will be organized in separate kits by grade and subject. MTAS and Alt MCA test materials will have different covers to differentiate the materials. Reference the table below for the materials included in each kit. Appendix C includes the *Materials by Administration Mode* graphic that outlines the test materials needed for each test (MTAS or Alt MCA) and administration mode (Alt MCA only - online, hybrid, or paper).

Grade	MTAS Kit	Alt MCA Kit(s)
3	Mathematics MTAS Task Administration Manual, Presentation Pages, Scenarios Book, Response Option Cards	Reading Alt MCA Task Administration Manual, Presentation Pages, Passages Book
4	Mathematics MTAS Task Administration Manual, Presentation Pages, Scenarios Book, Response Option Cards	Reading Alt MCA Task Administration Manual, Presentation Pages, Passages Book
5	Mathematics MTAS Task Administration Manual, Presentation Pages, Scenarios Book, Response Option Cards	Reading Alt MCA Task Administration Manual, Presentation Pages, Passages Book  Science Alt MCA Task Administration Manual, Presentation Pages, Phenomena Book



Grade	MTAS Kit	Alt MCA Kit(s)
6	Mathematics MTAS Task Administration Manual, Presentation Pages, Scenarios Book, Response Option Cards	Reading Alt MCA Task Administration Manual, Presentation Pages, Passages Book
7	Mathematics MTAS Task Administration Manual, Presentation Pages, Scenarios Book, Response Option Cards	Reading Alt MCA Task Administration Manual, Presentation Pages, Passages Book
8	Mathematics MTAS Task Administration Manual, Presentation Pages, Scenarios Book, Response Option Cards	Reading Alt MCA Task Administration Manual, Presentation Pages, Passages Book  Science Alt MCA Task Administration Manual, Presentation Pages, Phenomena Book
10	n/a	Reading Alt MCA Task Administration Manual, Presentation Pages, Passages Book
11	Mathematics MTAS Task Administration Manual, Presentation Pages, Scenarios Book, Response Option Cards	n/a
High School	n/a	Science Alt MCA Task Administration Manual, Presentation Pages, Phenomena Book

## Task Administration Manuals

This Task Administration Manual exists in two versions: online and in print and includes administration procedures for the MTAS and Alt MCA. Districts and schools receive printed grade-level Task Administration Manuals for MTAS and/or Alt MCA based on what assessments students are taking. Note: For the printed test materials, the MTAS Task Administration Manual and Alt MCA Task Administration Manual have the same test administration guidelines but only include the secure task materials for the applicable test/subject. These printed manuals differ from the online version that is posted on the Minnesota Assessment Hub:

- While the printed Task Administration Manuals include test administration guidelines in the first part of the manual like the online version, the printed manuals have an additional section that contains all of the secure task scripts, reading passages, math scenarios, or science phenomena.
- The Learner Characteristics Inventory (LCI) and Data Collection Forms are perforated in the printed version to allow for easy removal so the forms are easier to fill in student data. Since these forms contain private student data, they must be kept in a secure location. If used to record data, ensure these forms are removed before returning the Task Administration Manual with other secure materials. Both a paper version and an electronic fillable form version of the LCI form is now available to make collecting student information easier; however, it is still necessary to enter the LCI data into PearsonAccess Next ahead of testing. For more information on entering LCI data, refer to the [MTAS/Alt MCA Data Entry and Online Testing User Guide](#) on the Minnesota Assessment Hub. Refer to the *Reading and Science Alt MCA Data Entry in TestNav* or *Mathematics MTAS Data Entry in PearsonAccess Next* section for more information on keeping these forms on file following test administration. The optional object lists for mathematics and science are also included in the printed Task Administration Manuals sent to districts and schools. The object lists appear at the beginning of each subject's section.
- The printed grade-level MTAS or Alt MCA Task Administration Manuals must not be copied or duplicated because they contain secure materials to be used by the Test Administrator only.

During test administration, Test Administrators use the Task Administration Manual. The task scripts indicate precisely what to say and present to the student as well as how to accurately score or record the student's response. The task scripts standardize the administration procedures to ensure the MTAS/Alt MCA consistently measures what students know and can do. Examples of task scripts for the MTAS and Alt MCA are available at the end of this section.

# Mathematics MTAS Script and Scoring

The MTAS scoring rubric is embedded in each applicable task script so the score is clearly identified based on the student response and where you are in the script. A stand-alone version is shown here for reference.

3	2	1	0
Correct Response	Correct Response with Additional Support	Incorrect Response	No Attempt or Unrelated to Task
The student responds correctly without assistance.	The student responds correctly to the task after the Test Administrator provides additional support as indicated in the task script.	The student responds incorrectly to the task after the Test Administrator has provided additional support as indicated in the task script.	The student does not respond to the task or the student's response is unrelated to the task.

If administering the Mathematics MTAS: An example of how to record student responses for tasks 10-15 is shown here. Note that you will not be giving a score point (0-3) for these tasks but instead will record the student's response as A, B, C, or No response (NR).

Recording Student Responses
Record the student's response as A, B, C, or NR (No response). Move to the <b>next item</b> within the <b>same</b> task.

# Alt MCA Script and Recording Student Responses

The Alt MCA Task Administration Manual includes the scripts and instructions for administering the Reading and Science Alt MCAs for all administration modes. The Reading and Science Alt MCAs Test Administrator instructions include directions for the Test Administrator to present the items to the student. All text in the Presentation Pages, Passages Book, and Phenomena Books are expected to be read to the student. Note: Bolding of text is used for emphasis. Test Administrators must also point to images as they are presented to students. If a label or title is provided for an image, the text provided should be read to the student. If an answer option does not include a label, the answer option should be read as the printed letter (A, B, or C) next to the answer option. Stand-alone versions of the directions for the Presentation Pages, Passages Book, and Phenomena Book if using a paper administration mode or the online test form are shown here for reference.

### ***Reading Passages Test Administrator Instructions***

*Present Passage X located in the separate Passages Book or online test **once** before presenting the nine associated items. Read the text aloud and point to each graphic as you read. If using paper test materials to support a student testing online, the passages book can be used along with the online test to present the passage.*

### ***Science Phenomena Test Administrator Instructions***

*Present Phenomenon X located in the separate Phenomena Book or online test **once** before presenting the three associated items. Read the text aloud and point to each graphic as you read. If using paper test materials to support a student testing online, the phenomena book can be used along with the online test to present the phenomenon.*

### ***Reading and Science Item Test Administrator Instructions***

*Present Item XX located in the Presentation Pages or online test. Read the text aloud and point to each answer option as you read. If using paper test materials to support a student testing online, the presentation pages can be used along with the online test to present the item.*

When students give a response to an item, Test Administrators record their response in the online test form in TestNav or on the Data Collection Form, depending on the administration mode being used. All data must be entered in TestNav before the close of the testing window. An example of how to record student responses for tasks is shown below. You will record the student's response as A, B, C, or No response (NR).

### **Recording Student Responses**

If using a paper only administration, record the student's response as A, B, C, or NR (No response) in the Data Collection Form. If using a hybrid or online administration, the response must be recorded in the online test.

## **Alt MCA Online or Hybrid Administrations**

The Reading and Science Alt MCAs can be administered in online or hybrid (any combination of online and paper) modes to meet student needs:

- An online administration is one where the student interacts either independently with the online test questions and materials or with the Test Administrator guiding interactions and supporting the student's

use of the online test form. Note: Using objects or manipulatives to support the student's use of the online test form is still considered an online administration.

- A hybrid administration is one where both paper test materials and the online test form are used to support the student during test administration.

## Assistive Technology Online Forms

In addition to the main online Alt MCA test form, there are separate online forms, one for screen readers and one for non-screen readers, that allow assistive technology (AT) devices to interact directly with the test in order to maintain, increase, or improve the functional capabilities of a student with disabilities. Refer to the *Alt MCA Online Test Form Decisions* graphic in Appendix C for a visual representation of the online forms. The AT online form for screen readers is used with screen readers and braille devices. The non-screen reader AT online form is used for all other AT devices that are compatible with TestNav. Note: Braille materials can be used with both AT forms.

Prior to administration, it is important to verify that AT devices will work with TestNav. The District or School Assessment Coordinator will need access to the PearsonAccess Next Training Center. In the Training Center, users can create sample students and add these sample students to AT online form test sessions. A testing ticket can be provided to the Test Administrator and student who can then log in to TestNav and confirm the AT device(s) the student will use during testing are compatible with TestNav and/or works as expected. Additional assistive technology guidance and educator resources are available on the [Minnesota Assessment Hub](#) (Minnesota Assessment Hub > Resources & Training > Student Tools and Supports > Assistive Technology Online Forms). Any questions on the use of assistive technology for a student, including a specific device or software, should be sent to MDE at [mde.testing@state.mn.us](mailto:mde.testing@state.mn.us).

- Decide if the student will use the screen reader or non-screen reader AT form and communicate this to the District Assessment Coordinator (DAC) so they can enter the appropriate code in MDE's Test WES system so the form is assigned to the student.
- Collaboration with District Assessment Coordinators, Technology Coordinators, and/or Assistive Technology Coordinators will be required to prepare for an AT form administration, including testing the AT device with a practice form in TestNav to verify its compatibility and allowing the student to practice using their AT device.
- If a student-owned device will be used with the AT form, contact [mde.testing@state.mn.us](mailto:mde.testing@state.mn.us) to request approval for using the device.

Test sessions are created and managed (including printing testing tickets) in PearsonAccess Next by District and School Assessment Coordinators, or other staff as assigned. All student responses, regardless of how the test is administered, are entered in TestNav for scoring. To view additional detailed information about the Alternate MCA online testing platform (TestNav), refer to the [Alternate MCA SRTs](#) (Minnesota Assessment Hub > Resources and Training > Student Readiness Tools (SRTs) > Alternate MCA SRTs).

## MTAS Presentation Materials

### Presentation Pages and Scenarios Book

The Presentation Pages are in a spiral-bound book by grade and contain the tasks that are presented to the student. For tasks 10-15, they also contain the student response options for each item.

The separate Scenarios Book is also a spiral-bound book by grade and contains the math scenarios for tasks 10-15. This material is used in conjunction with the Presentation Pages so the student can view both the math scenario and associated item together.

Designed to provide a logical workflow during the administration, the Presentation Pages and Scenarios Book are shown to the student, and you use the task script in the Task Administration Manual. To identify which Presentation Pages and math scenario goes with which tasks, each page has a task-specific code that incorporates the subject, grade, task number, and number of pages, if applicable. This coding appears on both the task script and on the presentation page and math scenario.

- In mathematics tasks 1-9, when new graphic supports are needed to administer the task for a score of 2, additional presentation pages are indicated in the script.

Even though the Presentation Pages and Scenarios Book contain secure material, reproductions are allowed for testing purposes. These may include adapting materials to individual student needs (for example, enlarging materials or incorporating texture).

### MTAS Tasks 10-15

#### Mathematics:

- Scenarios are located in the separate Scenarios Book. Each math scenario is associated with one task or three items.
- Each task is comprised of three separate items associated with the same scenario. The items are located in the Presentation Pages.
- The Scenarios Book with the scenario and the Presentation Pages with the items and student response options should be visible to the student.
- The Test Administrator may reread the item and response options to the student if needed until the student has chosen a response option. If choosing to reread the item, the Test Administrator should follow the same administration instructions as the first time.

### MTAS Response Option Cards

In mathematics tasks 1-9, the Response Option Cards are printed on perforated cardstock that are torn apart and used to present the answer options to students. The three answer options for each task will come on a single perforated sheet of cardstock for all tasks.

Even though the Response Option Cards contain secure material, reproductions are allowed for testing purposes, which may include adapting materials to individual student needs (for example, enlarging materials or incorporating texture).

## **MTAS Tasks 10-15**

In mathematics tasks 10-15, students will not respond using Response Option Cards. They will respond to answer options on the item's Presentation Page. 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.

## **Alt MCA Presentation Materials**

The Presentation Pages for a paper or hybrid administration of the Reading and Science Alt MCAs are in a spiral-bound book by subject and grade and contain the tasks that are presented to the student. They contain the student response options for each item. The online test form has the same presentation pages embedded into the test form.

The separate Passages Book or Phenomena Book for a paper or hybrid administration is also a spiral-bound book by subject and grade and contains the passages or phenomena for the tasks. This material is used in conjunction with the Presentation Pages so the student can view both the passage or phenomenon and associated item together. The online test form will present the passage or phenomenon first and then add the presentation page with the passage or phenomenon for each item so the student can see both at the same time.

Designed to provide a logical workflow during the administration, the Presentation Pages and Passages Book or Phenomena Book are shown to the student, and you use the task script in the Task Administration Manual for all administration modes. To identify which Presentation Pages and passage or phenomenon accompanies each item, each page has a code that incorporates the phenomenon or item number. This coding appears on both the task script and on the presentation page and passage or phenomenon. The online test form presents the items in the same order as the paper materials.

The Reading and Science Alt MCAs have optional supplemental materials that can be ordered during additional orders to provide support for students who use these supports in their instruction. Response Option Cards, Visual Descriptions, and braille materials are available.

- The Response Option Cards provide additional support for students who use this format to communicate responses in the daily instruction.
  - Some examples of ways Response Option Cards may support students include students picking up the Response Option Cards to hand to the Test Administrator to show their response, Test Administrators placing them on an eye gaze board for students to indicate their response, or Test Administrators adapting them with tactile materials for supporting fine motor or vision needs.

- Response Option Cards are printed on perforated cardstock that can be torn apart and used to present the answer options to students. The answer options for each task will come on a single perforated sheet and need to be prepared before administration.
- Even though the Response Option Cards contain secure material, reproductions are allowed for testing purposes, which may include adapting materials to individual student needs (for example, enlarging materials or incorporating texture).
- Braille materials and Visual Descriptions provide additional support for students who are blind or have low vision and who use these supports during classroom instruction.
  - Braille versions of the Reading and Science Alt MCA Presentation Pages, Passages Book, Phenomena Book, and Response Option Cards are available in uncontracted UEB format for Reading and UEB Math/Science format for Science to any student who is blind or has low vision and is competent in the braille system, as determined by the IEP or 504 plan team. Tactile graphics are also provided as part of the braille materials.
  - Visual Descriptions provide alternate text for images that are read to students by the Test Administrator.

### Science and Reading Materials Details

- Phenomena and passages are located in the separate Phenomena or Passages Book. Each phenomenon is associated with one task, or three items. Each passage is associated with three tasks, or nine items.
- Each task is comprised of three separate items associated with the same phenomenon or passage. The items are located in the Presentation Pages.
- Both the Phenomena or Passages Book and the Presentation Pages with the items and student response options should be visible to the student.
- The Test Administrator may reread the item and response options to the student if needed until the student has chosen a response option. If choosing to reread the item, the Test Administrator should follow the same administration instructions as the first time.

## MTAS/Alt MCA Objects and Manipulatives

The use of manipulatives is allowed on nearly all MTAS/Alt MCA tasks but are used most often for mathematics and science. Efforts have been made to develop mathematics and science tasks around easy-to-find objects, such as rulers, markers, and pennies. MDE does not provide objects, but optional mathematics and science object lists are available. The object lists are located at the beginning of the Mathematics MTAS and Science Alt MCA sections of the printed Task Administration Manuals that are shipped to districts and schools. Note: The grade 10 Task Administration Manual will not have an object list because that Task Administration Manual contains reading only.

Manipulatives are **not** allowed on a small number of mathematics tasks. In these cases, the task script clearly specifies that manipulatives are prohibited.



## MTAS Tasks 10-15 and Science Alt MCA Tasks

In Math MTAS tasks 10-15 and Science Alt MCA tasks, the object lists are formatted differently than in Math MTAS tasks 1-9 with examples and suggestions instead of item specific object lists.

## MTAS/Alt MCA Universal Supports and Accommodations

Districts are not required to document for MDE which universal supports or accommodations are provided on the MTAS/Alt MCA; however, the assistive technology online forms for the Alt MCA require a code to be indicated in order for the students to be assigned this test. Accommodating student needs is integral to the MTAS/Alt MCA, and the Test Administrator may provide needed supports (for example, objects, tactile graphics, counters, or any type of calculator) or adapt test materials (for example, enlarging materials or providing a braille version) as long as the type of support is not specifically prohibited in the task script.

A separate resource has been created for staff who have a role in decision-making and/or test administration with accommodations and supports: [Guidance for Universal Supports and Accommodations for Minnesota Statewide Assessments](#) (MDE > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > District Resources > under the Universal Supports and Accommodations Resources expandable heading). Within the *Guidance*, if the universal supports and accommodations described for MCA are also applicable for MTAS/Alt MCA, MTAS/Alt MCA is included in the “Allowed for” description.

Test Administrators should use the *Guidance* to determine appropriate supports for students taking the MTAS and Alt MCA. However, since adapting to student needs is integral to MTAS/Alt MCA, there may be other supports and accommodations to consider for MTAS/Alt MCA that are not included in the *Guidance*; contact [mde.testing@state.mn.us](mailto:mde.testing@state.mn.us) with questions.

For Reading and Science Alt MCAs, all embedded tools and accessibility supports are considered online tools. Available online tools in TestNav include the following:

- Alternate Pointer: Students can use a larger pointer or alternative colored pointer to increase the visibility of the pointer.
- Answer Masker: The answer masking accessibility feature lets a student choose which answer choices will show on the screen. This feature may be most beneficial for a student with attention difficulties, print disabilities, and students who are blind or have low vision who use a similar strategy or feature during instruction to visually reduce content. The Test Administrator is allowed to select answer choices to be masked and assist in using this feature.
- Color Contrast: Students can see different colors on the screen background and words in TestNav. This feature may be most beneficial for a student who uses various contrasts between the text and background color on other devices during instruction for any reason including attention difficulties, print disabilities, and certain visual impairments. The Test Administrator is allowed to select the color contrast and assist in using this feature.

The available color choices are:

- Black text on White (Default)
  - Black text on Cream
  - Black text on Light Blue
  - Black text on Rose
  - White text on Black
  - Yellow text on Blue
  - Gray text on Green
- Line Reader: Students can use the Line Reader to highlight a row of text. This tool can also help students focus/read test content by moving the tool line-by-line. The Test Administrator is allowed to assist in using this feature.
  - Line Reader Mask: Students can use this feature to block out part of the screen using a gray box with a small window. The size of both the gray box and window can be adjusted. This feature helps a student focus on one part of a question or phenomenon at a time by blocking out part of the screen. A student who uses a similar strategy or feature during instruction for any reason including visual processing needs may benefit from this feature. The Test Administrator is allowed to adjust the mask to block out the part of the screen to be masked and assist in using this feature.
  - Progress Mode: Test Administrators and students can enable Progress Mode to use the progress bar to see a student's current position in the test. All passages or phenomena and questions will be listed in the progress bar. A dot will appear below the passage or phenomenon or question, indicating a student's current position in the test. When a response to a question is selected, a smiley face will appear below it in the progress bar. Question numbers in the progress bar align with the question numbers in the paper test materials and Data Collection Forms. Data entry users may find the progress bar helpful for ensuring the online question number matches with the Data Collection Forms when entering student responses.
  - Text-to-speech: Students can use the text-to-speech tool to listen to computer-generated audio. The student or Test Administrator can select the parts of the item they want to listen to.
  - Zoom: Students can see the entire screen enlarged by using keyboard commands or pinching on touchscreen devices. TestNav supports zoom levels of up to 500%; However, the maximum recommended zoom level is 120% for compatibility with all tools. This feature may be most beneficial for a student with low vision who uses a similar strategy or feature during instruction. The user interface is designed to respond to zoom by making the assessment content larger, and also collapsing menu systems (much like when the mobile version of a website is accessed). This means that a student who is using zoom within a browser during daily instruction may have a similar experience within TestNav.

More information about online tools can be found in the [Student Readiness Tools \(SRTs\)](#) on the Minnesota Assessment Hub website (Minnesota Assessment Hub > Resources and Training > Student Readiness Tools)

(SRTs)). In addition, the educator resources contain important information on how tools and accessibility features in TestNav interact with each other.

Students must be familiar with online tools prior to test administration. Test Administrators can select if a tool is available to a student from the test settings screen. During test administration, Test Administrators can access the test settings any time during the administration to make changes to the online tools available. Test Administrators are able to assist students in using these online tools during administration but must not use the supports in a way that clues answers for students.

## **MTAS/Alt MCA Example Task Scripts**

### **MTAS Tasks 1-9**

An example of a task script for MTAS tasks 1-9 appears on page 28. The example provides an explanation of each of the components of the script you will use in the administration of the MTAS.

### **MTAS Tasks 10-15**

Examples of the task scripts, a math scenario, and presentation pages for tasks 10-15 are provided on page 30. Administration instructions are simplified, and representations of the math scenario and items are included for reference within the task script. The script for tasks 10-15 uses bolding on words to indicate emphasis, not what the Test Administrator should read to the student. Test Administrators should read all text on the Presentation Pages and Scenarios Book to students and point to all images as they are presented.

### **Reading and Science Alt MCA Tasks**

Examples of the task scripts, passage, phenomenon, and presentation pages are provided on page 29 and page 31. Administration instructions are simplified, and representations of the passage or phenomenon and items are included for reference within the task script. The script does not bold words to indicate what the Test Administrator should read to the student. Test Administrators should read all text on the Presentation Pages and Passages Book or Phenomena Book to students and point to all images as they are presented.

# MTAS Tasks

## Minnesota Test of Academic Skills Grade 7 Mathematics Sample Task 1

### Administration Notes

These notes at the top of the task provide instructions on using objects and about repeating the task for a score of 3. On reading tasks, the notes here also refer to reading passages.

### Underline

Underline indicates an action a Test Administrator must complete.

### Bold

Bold indicates the exact wording a Test Administrator will use to present the task and answer options.

### Additional Administration Notes

These notes provide instructions about administering the task for a score of 2.

### Italics

Italics indicate an instruction for Test Administrators.

Test Administrator Instructions	Score	Student Responses
<b>Administration notes:</b> <ul style="list-style-type: none"> <li>You may use objects when presenting questions and answer options. However, some tasks limit how objects can be used; any limitations will be specified on the task.</li> <li>Repeat the question exactly as it appears at score 3 as many times as needed until the student responds or until it is clear that the student will not respond.</li> </ul>		
<u>Present:</u> M7_Sample 1.1  <b>Say: Kari makes \$8.00 per hour at her job. The letter <math>h</math> stands for the number of hours she works. Which expression shows how much money she makes in <math>h</math> hours?</b>  <u>Present</u> the answer options in order. <i>Point to each option as you say it.</i> <b>A. <math>h + 8</math></b> <b>B. <math>h - 8</math></b> <b>C. <math>h \times 8</math></b>	3	$h \times 8$  If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 3. If the student chooses an incorrect answer, continue below.
<b>Additional administration notes:</b> <ul style="list-style-type: none"> <li>If the student responds incorrectly or not at all, present the task with support as scripted.</li> <li>Once additional support is provided, the task may not be re-administered for a score of 3.</li> </ul>		
<u>Present:</u> M7_Sample 1.2  <b>Say: Kari makes \$8.00 for every hour she works. The letter <math>h</math> stands for the number of hours she works. For 1 hour, she makes \$8.00. Point to the top equation. For 2 hours, she makes \$16.00. Point to the second equation. Which expression shows how much money she makes in <math>h</math> hours?</b>  <u>Re-present</u> the answer options in order. <i>Point to each option as you say it.</i> <b>A. <math>h + 8</math></b> <b>B. <math>h - 8</math></b> <b>C. <math>h \times 8</math></b>	2	$h \times 8$  If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 2. If the student chooses an incorrect answer, the task should be scored a 1.
	1	$h + 8$ or $h - 8$
	0	Unrelated or none

### Title

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

### Score

This column identifies the score students receive based on their performance at each level of Test Administrator instructions. The scores relate to the levels of the scoring rubric.

### Correct Student Response

The student receives a score of 3 or 2 (depending on the level of support) if he or she provides the answer indicated here.

### Intentionality Instructions

The shaded gray areas describe how Test Administrators should reorder the answer options and readminister the task if they believe that a student's response was unintentional. Scoring instructions for this process are also included.

### Incorrect Student Response

Students receive a score of 1 for an incorrect response. Students receive a score of 0 if they do not respond or provide a response unrelated to the task.

# Reading Alternate MCA Example Task Script

## Title

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

## Task

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

## 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 has three separate items associated with the same passage.

### Alternate MCA Sample Task Grade 3 Reading Passage 1

#### Test Administrator Instructions

Present Passage 1 located in the separate Passages Book or online test **once** before presenting the nine associated items. Read the text aloud and point to each graphic as you read. If using paper test materials to support a student testing online, the passages book can be used along with the online test to present the passage.

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



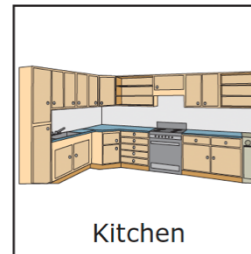
### Alternate MCA Sample Task Grade 3 Reading Item 1

#### Test Administrator Instructions

Present Item 1 located in the Presentation Pages or online test. Read the text aloud and point to each answer option as you read. If using paper test materials to support a student testing online, the presentation pages can be used along with the online test to present the item.

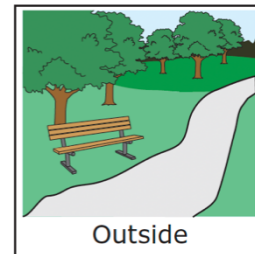
Where does this story take place?

A.



Kitchen

B.



Outside

#### Recording Student Responses

If using a paper only administration, record the student's response as A, B, or NR (No response) in the Data Collection Form. If using a hybrid or online administration, the response must be recorded in the online test. Move to the **next item** associated with the **same** passage.

## Passage

Three tasks, or 9 items total, are associated with one passage.

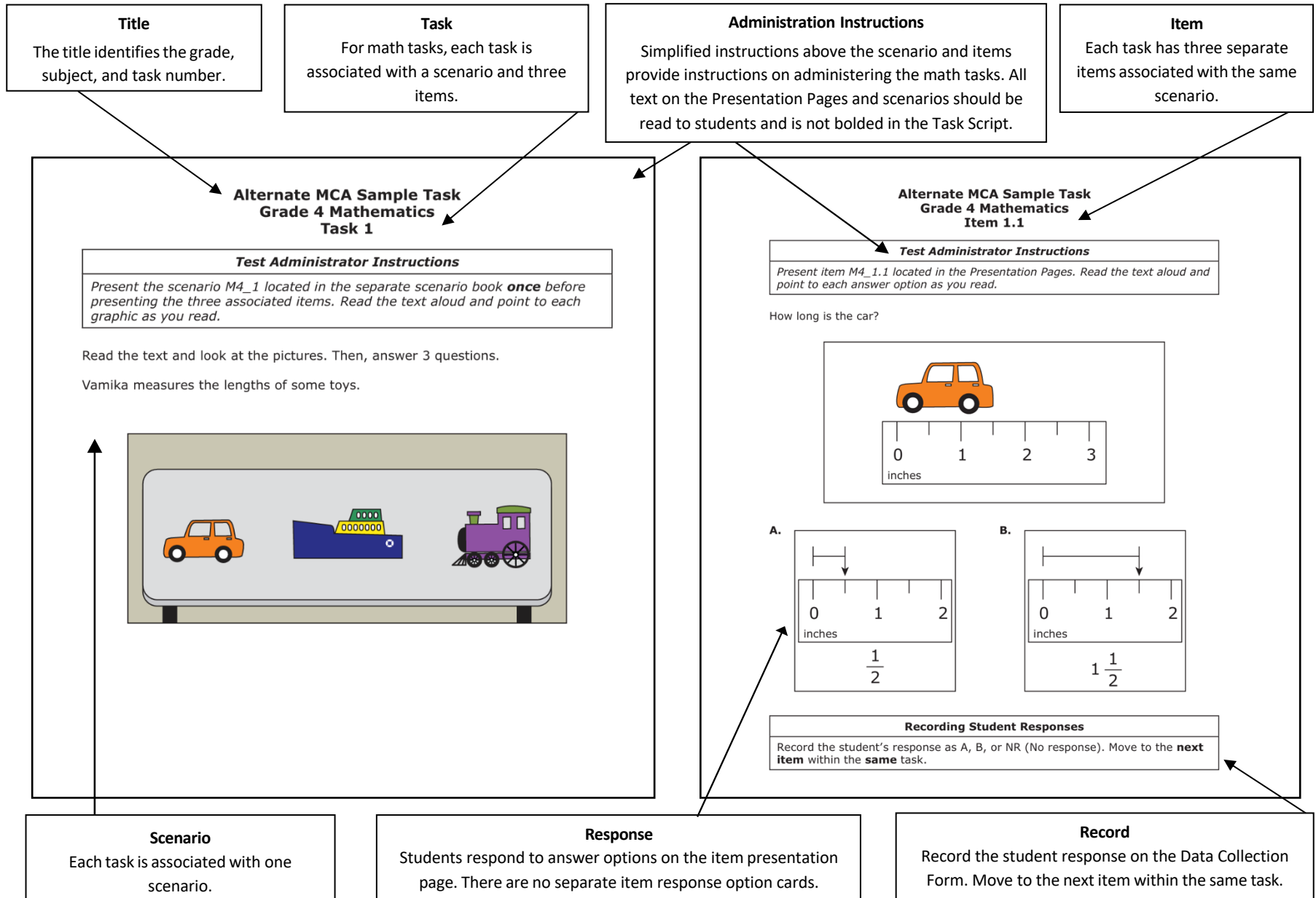
## Response

Students respond to answer options on the item presentation page. Optional item response option cards are available to order.

## Record

Record the student response on the Data Collection Form or in TestNav. Move to the next item associated with the same passage.

# Mathematics MTAS Tasks 10-15





# Science Alternate MCA Example Task Script

## Title

The title identifies the grade, subject, and phenomenon 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 has three separate items associated with the same phenomenon.

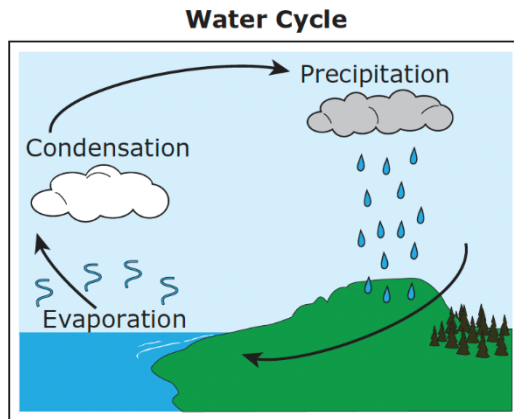
### Alternate MCA Sample Task Grade 5 Science Phenomenon 1

#### Test Administrator Instructions

*Present Phenomenon 1 located in the separate Phenomena Book or online test **once** before presenting the three associated items. Read the text aloud and point to each graphic as you read. If using paper test materials to support a student testing online, the phenomena book can be used along with the online test to present the phenomenon.*

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.

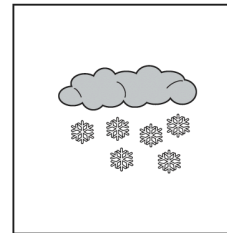
### Alternate MCA Sample Task Grade 5 Science Item 1

#### Test Administrator Instructions

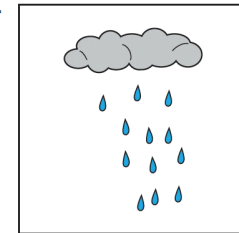
*Present Item 1 located in the Presentation Pages or online test. Read the text aloud and point to each answer option as you read. If using paper test materials to support a student testing online, the presentation pages can be used along with the online test to present the item.*

What picture shows rain?

A.



B.



#### Recording Student Responses

If using a paper only administration, record the student's response as A, B, or NR (No response) in the Data Collection Form. If using a hybrid or online administration, the response must be recorded in the online test. Move to the **next item** associated with the **same** phenomenon.

## Response

Students respond to answer options on the item presentation page. Optional item response option cards are available to order.

## Record

Record the student response on the Data Collection Form or in TestNav. Move to the next item associated with the same phenomenon.

# Administering the MTAS/Alt MCA

You are responsible for administering **all** MTAS/Alt MCA tasks to each student in the order presented in the Task Administration Manual. The tasks can be administered at any time during the MTAS/Alt MCA testing window and the administration may be spread over multiple days. Refer to the *Important Dates* section of this manual for the MTAS/Alt MCA testing window.

## Overview of the Administration

### Mathematics MTAS Tasks 1-9

All tasks must be administered and are designed to be administered in order.

Present the task for 3 points, reading the bold text in the Task Administration Manual and following the instructions to present the Presentation Pages and Response Option Cards to the student. Repetition and refocusing are allowed prior to a student response. If the student answers correctly, indicate a score of 3 and move on to the next task.

If the student does not answer or answers incorrectly, present the task for 2 points, providing additional support as scripted in the Task Administration Manual and presenting the Presentation Pages and Response Option Cards. Once the additional support has been provided, the highest score the student can receive for a correct response on the task is 2.

- If the student answers correctly, indicate a score of 2 and move on to the next task.
- If the student provides an incorrect answer related to the task, indicate a score of 1 and move on to the next task. To receive a score of 1, the student response must be clearly connected to the specific task.

If the student does not respond or if the student's response is unclear or appears unintentional (for example, the student knocks the question to the floor), attempt to refocus the student's attention, re-present the item and give the student sufficient time to respond before recording NR (No Response). Time needed for each student to respond is individual and is best determined by the Test Administrator who knows the student's typical response rate. Examples of unrelated or non-responses that would also be scored 0 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).

Note: If a student's response is ambiguous or appears unintentional (for example, the student knocks a Response Option Card to the floor and it is unclear whether this is an indication of an answer choice or an involuntary gesture), follow the script in the shaded box in the right column of the task script and reorder the Response Option Cards in B, C, A order. **Reordering the answer options should be a very rare occurrence.**



## Mathematics MTAS Tasks 10-15

In mathematics tasks 10-15, each task is comprised of three items that are associated with one scenario. Present the task's scenario and each item, which includes the response options, to the student. The scenario and items may be presented again to the student if the student has not given a response. Repetition and refocusing are allowed prior to a student response, but once the student responds, the Test Administrator records the response of A, B, C, or NR (No Response) and moves on to the next item in the task. Unlike tasks 1-9, items in tasks 10-15 are not presented again if an incorrect response is given.

If the student does not respond or if the student's response is unclear or appears unintentional (for example, the student knocks the question to the floor), attempt to refocus the student's attention, re-present the item and give the student sufficient time to respond before recording NR (No Response). Time needed for each student to respond is individual and is best determined by the Test Administrator who knows the student's typical response rate. The scenario can also be re-presented if needed. 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).

Because of the change in format of the materials for tasks 10-15, the Test Administrator may decide for an individual student if it is appropriate to take a short break before administering these tasks to ensure a smooth transition to the new task format. However, these tasks are still required to be administered.

## Reading and Science Alternate MCA Tasks

The Alt MCA consists of tasks that each have three items, or test questions, each with an increasing level of complexity. The first item in the task is at the lowest complexity level with two visual answer options and less text. Most students should be able to access these items. The second item is at the medium level complexity with less visual support and increased language. Fewer students will be able to answer these items, but many students should be able to access these items. The third item is at the highest complexity level with very limited visual support and increased vocabulary and text. The fewest number of students may be able to access these items. All students need to be administered all items and items are designed to be administered in order of least to highest complexity.

Each task is comprised of three items that are associated with one passage or phenomenon. While each phenomenon is associated with one task, or three items, each passage is associated with three tasks, or nine items. Present the task's passage or phenomenon and each item, which includes the response options, to the student. The passage or phenomenon and items may be presented again to the student if the student has not given a response. Repetition and refocusing are allowed prior to a student response, but once the student responds, a response of A, B, C, or NR (No Response) is recorded and moves on to the next item in the task. Items are not presented again if an incorrect response is given.

If the student does not respond or if the student's response is unclear or appears unintentional (for example, the student knocks the question to the floor), attempt to refocus the student's attention, re-present the item and/or passage or phenomenon, and give the student sufficient time to respond before recording NR (No

Response). Time needed for each student to respond is individual and is best determined by the Test Administrator who knows the student's typical response rate. 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).

## **Reading Alternate MCA Passages**

Students can access passages by reading them independently, reading them along with you, or listening while you read the passage aloud to them. You will need to document student responses and how students accessed the majority of the passages online:

- Test Administrator read passage aloud to student
- Student read passage along with Test Administrator
- Student read passage independently

Use your best judgment when noting "Passage Access" on the Reading Alt MCA Data Collection Form or in TestNav. The decision of how to describe the level of support provided to the student for reading passages is based on your experience with the student and knowledge of the student's access to similar reading passages during instruction. For example, "Student read independently" may be applied differently from district to district and student to student. You should make a decision based on what "Student read independently" looks like in daily instruction for a student and compare that to the experience during testing. Students may access the passages through a combination of methods, but you should indicate the most prevalent option (type of access used for 3 out of 5 passages). The chosen description of support does not affect the student's score and the intention is to provide context and information to the parent on the student's Individual Student Report (ISR).

## **Reading and Science Alternate MCA Early Stopping Rule**

Test Administrators are expected to follow the script from beginning to end for all students. It is important that each student has an opportunity to attempt the assessment, even if the Test Administrator believes the student will not respond. Careful consideration should be given to using the most accessible presentation and response modes for the student.

The early stopping rule can be used for a very small percentage of students with the most significant cognitive disabilities who have no consistent, observable system of expressive communication to communicate responses to participate in assessments. For the Reading and Science Alt MCAs only, the early stopping rule can be applied so these students do not have to take the entire test. Students who would be eligible to use the early stopping rule are students who:

- Use gestures (for example, waving, nodding and shaking head), eye gaze, pointing, and/or vocalizations to communicate intentionally but do not yet use symbols or sign language.
- Communicate primarily through cries, facial expressions, change in muscle tone, etc., but do not yet use symbols or sign language.

If a student is unable to respond to an item, record a response of No Response (or NR). After indicating NR for the first task of three items on the test, decide whether the student should continue testing after a break or on another day. Administer the next three items of the second task. If the student has No Response indicated after the administration of the first six items, testing should be stopped.

After Test Administrators record No Response (NR) for the first six items in TestNav they will navigate to the end of the test to answer survey questions before submitting the test without indicating responses for any additional items.

The early stopping rule should not be applied based on a student's behavior, frustration level, or knowledge of the content. The test can be paused as appropriate. Use of the early stopping rule for the Alt MCA results in a complete test and a valid score.

The early stopping rule is only available for the Reading and Science Alt MCAs. The early stopping rule is not available for Mathematics MTAS and the test must be completed to receive a valid score.

### **MTAS/Alt MCA Student Behavior and Refusals**

Repeated student refusals to answer items or other communication shown through behaviors should be addressed by taking a break from testing or stopping testing for the day to ensure the student is able to show what they know and can do. If after attempting testing on a second day the student continues with refusals or communication through behaviors that interfere with completing the test, the Test Administrator can stop testing and communicate this with their District or School Assessment Coordinator to determine next steps.

### **MTAS/Alt MCA Allowed Administration Activities**

Administration activities that **are** allowed on the MTAS/Alt MCA include (but are not limited to):

- Using released questions to familiarize the student with the format of the MTAS prior to administration.
- Using Alternate MCA Student Readiness Tools (SRTs) to familiarize the student with the administration mode (online, paper, or hybrid) of the Alt MCA prior to administration.
- Adapting student-facing materials to meet student needs, which includes enlarging materials or incorporating texture.
- For mathematics tasks 10-15 and Reading and Science Alt MCA tasks: Photocopying and separating response options found in the Presentation Pages if needed for an individual student.
- Using objects or manipulatives, unless prohibited in the task script.
- Reading passages aloud to the student.
- Using assistive technology devices, including calculators.
- Refocusing and repeating information as needed.

- Interrupting test administration to continue at a later date if needed. However, an item that a student has already supplied a response for cannot be re-administered, so try to finish a task before ending a session.
- Token boards or reward systems to encourage engagement if they are given based on participation of answering items and not on performance of items.
- Student guessing of answers is allowed, just as it is on the MCA.

## MTAS/Alt MCA Prohibited Administration Activities

Administration activities that are **not** allowed on the MTAS/Alt MCA include (but are not limited to):

- Changing the content of the tasks or varying from the script. While objects, manipulatives, and other presentation materials can be adapted, the script and instructions must be followed exactly as written to ensure standardization.
- Leading a student to the correct answer by voice inflection, placement of Response Option Cards, providing explanations or incentives tied to performance on items, etc.
- Providing feedback to a student that a response is correct or incorrect.
- Using objects/manipulatives or naming answer options when doing so is prohibited in the script.
- Accepting a response as correct when the student's intent is in doubt.
- Intentionally skipping tasks or portions of the test. All tasks must be administered and are designed to be administered in order.

## MTAS Tasks 1-9

- Starting a task with a score 2 script.
- Not administering a task with a score 2 script if a student answers incorrectly or gives no response when presented the task with a score 3 script.
- Re-administering a task for a score of 3 after presenting a score 2 script.
- Re-administering a task or reordering the Response Option Cards because it appears the student is guessing. Students are allowed to guess on the MTAS, just as students may guess on the MCA.
  - If the student has responded incorrectly after the score 3 script has been presented, **do not reorder** the Response Option Cards. You must move to the script for score point 2.
  - If you have provided the score 2 script and the student responds incorrectly, **do not reorder** the Response Option Cards. The student should receive a score of 1.
  - Uncertainty about the meaning of a student's gesture, gaze, utterance, or other action is the only situation where you should reorder the Response Option Cards and re-administer the task at the same score point.

## MTAS Tasks 10-15 and Reading and Science Alt MCA

In mathematics tasks 10-15 and all tasks in the Reading and Science Alt MCAs, administration activities that are **not** allowed include (but are not limited to):

- Providing feedback to a student that a response is correct or incorrect.
- Recording a response when the student's intent is in doubt.
- Intentionally skipping tasks or portions of the test. All tasks must be administered and are designed to be administered in order.

## MTAS/Alt MCA Reporting Misadministrations and Test Security Violations

If a misadministration (a non-standard situation) or security violation occurs during testing, contact your District or School Assessment Coordinator as soon as possible for next steps. Similarly, if you observe or become aware of actions that violate test security, follow the district procedure for notifying the District or School Assessment Coordinator as soon as possible.

Specifically for test security, while you are encouraged to first raise your concerns within the district, you can report suspected incidents of cheating or other improper or unethical behavior on statewide assessments to MDE using the online Test Security Tip Line. The [tip line](#) is available on the MDE website (MDE > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > under the Reporting Testing Administration Concerns expandable heading).

## Documenting MTAS Student Scores

During test administration, student scores and responses must be documented on the MTAS Data Collection Form or district-created forms. The [Data Collection Form](#) is available on the Minnesota Assessment Hub (Minnesota Assessment Hub > Resources & Training > Test Administration Resources > MTAS/Alt MCA Administration Resources) and in Appendix B of this manual. The Mathematics MTAS Data Collection Form is perforated in the printed Task Administration Manual and can be removed from the manual for ease of use during administration. Since this form contains private student data, it must be kept in a secure location. Refer to *Mathematics MTAS Data Entry in PearsonAccess Next* for more information on keeping this form on file following administration.

## Documenting Alt MCA Student Responses, Reading Passage Access, and Test Administrator Survey Questions

During test administration, student responses must be entered into the online test form in TestNav or documented on the Reading or Science Alt MCA Data Collection Form. The Data Collection Forms and online test also include Test Administrator Survey Questions. For Reading Alt MCA, the second survey question is a passage access question where you will enter how the student accessed the majority (3 out of 5 passages) of the reading

passage content. For Science Alt MCA, the second survey question asks about use of objects with the items during test administration. These questions must be answered to report this information on the student's Individual Student Report (ISR). If not entered during test administration, all student responses must be entered in the online test form in TestNav before the end of the testing window. The [Alt MCA Data Collection Forms](#) are available on the Minnesota Assessment Hub (Minnesota Assessment Hub > Resources & Training > Test Administration Resources > MTAS/Alt MCA Administration Resources) and in Appendix B of this manual. The Data Collection Forms are perforated in the printed Task Administration Manual and can be removed from the manual for ease of use during administration. Since these forms contain private student data, if used, they must be kept in a secure location. Refer to *Reading and Science Alt MCA Data Entry in TestNav* for more information on keeping these forms on file following administration.

## Responsibilities After Administration

### MTAS/Alt MCA Collecting and Returning Materials

Once administration is complete, all Task Administration Manuals, Passages Books, Scenarios Books, Phenomena Books, Presentation Pages, and any braille materials, including Visual Descriptions, must be returned to the District or School Assessment Coordinator. These test materials are secure materials and must be shipped back to Pearson after testing.

The Response Option Cards do not need to be returned to Pearson. If any adaptations were made to the Response Option Cards, both the Response Option Cards and any adaptations that were made (for example, enlarged materials or materials with texture incorporated) must be securely disposed of following test administration. Return these materials to your District or School Assessment Coordinator. Your district may make arrangements for collecting and destroying these centrally.

Any objects or manipulatives that were collected and used during administration can be returned to the classroom unless your district has made other arrangements for their collection and storage.

### Mathematics MTAS Data Entry in PearsonAccess Next

The District Assessment Coordinator is responsible for ensuring that all LCI information and MTAS data have been entered by the end of the testing window. The entry of student MTAS scores and student responses in PearsonAccess Next is how the test is scored in order to report student results. Data Collection Forms cannot be submitted to Pearson for scanning and scoring. LCI information can be entered starting two weeks before the testing window opens and at any time during the testing window. MTAS scores and responses must be entered and submitted during the testing window.

Districts determine who will enter this information during the MTAS testing window, and you will follow the process determined by your district.

- In some districts, Test Administrators enter LCI information and MTAS scores/responses in PearsonAccess Next.
- Other districts may choose to enter data centrally. In this situation, Test Administrators record scores and student responses on paper (using the LCI form and Mathematics MTAS Data Collection Form) for someone else in the district to enter in PearsonAccess Next.

Step-by-step instructions for how to enter LCI and MTAS scores and responses are found in the [MTAS/Alt MCA Data Entry and Online Testing User Guide](#) on the Minnesota Assessment Hub website (Minnesota Assessment Hub > Resources & Training > Test Administration Resources) and the *MTAS/Alt MCA Administration Overview* course in the [Learning Management System \(LMS\)](#) (Minnesota Assessment Hub > Resources & Training > Training).

LCI forms and MTAS Data Collection Forms, or similar forms created in your district, must be kept on file for one year following test administration and data entry, following your district's policies and procedures. Talk with your District or School Assessment Coordinator about the procedure for keeping these forms on file. Since these forms contain private student data, they must be kept in a secure location. If used to record data, ensure these forms are removed before returning the Task Administration Manual with other secure materials.

## Reading and Science Alt MCA Data Entry in TestNav

The District Assessment Coordinator is responsible for ensuring that all LCI information and Alt MCA responses have been entered by the end of the testing window. The entry of student Alt MCA responses in the online test form in TestNav is how the test is scored in order to report student results. Test Administrator Survey questions are also included on the Data Collection Forms and the online test. Data Collection Forms cannot be submitted to Pearson for scanning and scoring. LCI information must be entered in PearsonAccess Next and can be entered starting two weeks before the testing window opens and at any time during the testing window. Alt MCA student responses must be entered in the online test form in TestNav and submitted during the testing window.

**Note: The Science Alt MCA window ends with the Reading Alt MCA and Mathematics MTAS testing window, not the Science MCA window. All data for all subjects must be entered by the end of the testing window.**

Districts determine who will enter this information during the Alt MCA testing window, and Test Administrators will follow the process determined by your district.

- In some districts, Test Administrators enter data online. This would include the LCI information in PearsonAccess Next and Alt MCA responses in the online test form in TestNav. Note: If administering the Alt MCA in an online or hybrid mode, it is expected that the student or Test Administrator is entering responses during test administration.
- Other districts may choose to enter data centrally. In this situation, Test Administrators record student responses on paper (using the LCI form and Alternate MCA Data Collection Forms for administrations using paper test materials) for someone else in the district to enter in PearsonAccess Next and TestNav.

Step-by-step instructions for how to enter LCI and Alt MCA responses are found in the [MTAS/Alt MCA Data Entry and Online Testing User Guide](#) on the Minnesota Assessment Hub website (Minnesota Assessment Hub > Resources & Training > Test Administration Resources) and the *MTAS/Alt MCA Administration Overview* course in the [Learning Management System \(LMS\)](#) (Minnesota Assessment Hub > Resources & Training > Training).

When using a Data Collection Form to enter student responses in TestNav for a paper administration, the Progress Bar is a helpful tool for guiding the entry of student responses. The Progress Bar shows the total number of questions, which question you are on, which questions have responses entered, and those that need a response entered. The Progress Bar numbers align with the item numbers on the Data Collection Form to help keep track of the items you are entering.

LCI forms and Reading and Science Alternate MCA Data Collection Forms, or similar forms created in your district, must be kept on file for one year following test administration and data entry, following your district's policies and procedures. Talk with your District or School Assessment Coordinator about the procedure for keeping these forms on file. Since these forms contain private student data, they must be kept in a secure location. If used to record data, ensure these forms are removed before returning the Task Administration Manual with other secure materials. If entering Reading and Science Alt MCA student responses directly into the online test form in TestNav during an online or hybrid administration, the Data Collection Form is not required to be used or kept on file.

## Mathematics MTAS and Science Alt MCA On-Demand Reports

On-Demand Reports are available in PearsonAccess Next within 60 minutes after scores/responses are submitted for Mathematics MTAS and Science Alt MCA. Your District Assessment Coordinator must assign you to a reporting group in order to access these reports for your students. Each district determines whether access to these reports will be provided. On the On-Demand Reports, you can view student scores and verify that all data was entered correctly. If the student's On-Demand Report has an NC (Not Complete) code, this means that all data was not entered for that student's test. If the data was entered incorrectly, contact your District or School Assessment Coordinator for next steps.

Note: On-Demand Reports will not be available for the new Reading Alt MCA this year due to this being a new assessment.



## Appendix A: Learner Characteristics Inventory (LCI)

### Learner Characteristics Inventory (LCI) for the Minnesota Alternate Assessment

- Use this form to collect student LCI data and assistive technology information for entry into PearsonAccess Next.
- Districts must enter LCI data online in PearsonAccess Next during the test window (entries can be entered beginning one week before the testing window opens).
- This form must be kept on file in a secure location for one year following test administration.
- A fillable PDF form can be downloaded from PearsonAccess Next.

Student Name (last, first, middle Initial):

MARSS/SSID:

Grade:

Test Administrator:

District:

School:

**Purpose:** This inventory will be used to assist in describing the population of students who take alternate assessments on extended standards of the Minnesota Academic Standards that have been reduced in breadth, depth, and complexity. These students are expected by the United States Department of Education to represent approximately 1.0 percent of each states' overall student population and are considered to have "the most significant cognitive disabilities." This is not a new category of disability, and these students are diverse in many ways, including their disability categories.

#### 1. Expressive Communication (check the best description)

Uses speech to express communication needs.

Uses sign language in addition to or in place of speech to express communication needs.

Uses augmentative or alternative communication in addition to or in place of speech, sign language or braille to meet expressive communication needs.

Uses gestures (e.g., waving, nodding and shaking head), looking, pointing, and/or vocalizations to communicate intentionally but does not yet use symbols or sign language.

Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but does not yet use symbols or sign language.

# Learner Characteristics Inventory (LCI) for the Minnesota Alternate Assessment

Student Name (last, first, MI):

MARSS/SSID:

## 2. Receptive Communication (check the best description)

Follows two-step directions given verbally or signed (e.g., gets an assignment and starts working, gives out items to peers for an activity)

Responds appropriately to phrases and sentences (spoken or signed) in any modality (sign, gestures, facial expressions)

Responds appropriately to single words (spoken or signed) in any modality (sign, gestures, facial expressions)

Responds appropriately when offered a preferred item in any modality (sign, gestures, facial expressions)

Can perform simple actions, movements or activities when asked (e.g., jumps when given an action direction, gives an object to teacher or peer, finds an object)

Can point to, look at, or touch things in the immediate area when asked (e.g., pictures, objects, body parts)

## 3. Vision (check the best description)

No vision loss documented.

Normal vision corrected with glasses or contact lenses.

Low vision, medically verified and determined by a licensed teacher of the blind/visually impaired (TBVI).

No functional use of vision as medically determined and verified by a TBVI or unable to determine functional use of vision.

## 4. Hearing (check the best description)

No hearing loss as documented by an audiogram or other hearing test.

Hearing loss documented with an audiogram or other hearing test, and aided with hearing aids, cochlear implant or other device.

Hearing loss documented with an audiogram or other hearing test, but not aided.

## 5. Motor (check the best description)

High motor ability-no adaptations needed.

Moderate motor ability-requires some adaptations (for example, walker, adapted utensils or keyboard).

Low motor ability-requires use of a wheelchair, positioning equipment or assistive devices for most activities.

Very low motor ability- requires personal assistance for most/all motor activities.

# Learner Characteristics Inventory (LCI) for the Minnesota Alternate Assessment

Student Name (last, first, MI):

MARSS/SSID:

## 6. Social Interactions (check the best description)

Initiates and sustains social interactions.

Responds with or to social interaction but does not initiate or sustain social interactions.

Attends to the presence of others.

Demonstrates little or no awareness of the presence of others.

## 7. Reading (check the best description)

Reads text in print or Braille with comprehension from short passages

Reads text in print or Braille with literal comprehension from paragraphs

Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or braille.

Matches sounds to symbols or signs to symbols

Aware of text/braille, follows directionality, or tells a story from the pictures that are not linked to the text.

No observable awareness of print or braille.

## 8. Mathematics (check the best description)

Applies computational procedures to solve real-life problems from a variety of contexts.

Does computational procedures with or without a calculator.

Counts with 1:1 correspondence to at least 10.

Sorts objects by common properties.

No observable awareness or use of math concepts.

## 9. Computer Use During Instruction (check the best description)

Uses a computer independently

Uses a computer independently given assistive technology

Uses a computer with human support (with or without assistive technology)

This student has not yet had the opportunity to use a computer

This student cannot use a computer with human support or assistive technology

# Learner Characteristics Inventory (LCI) for the Minnesota Alternate Assessment

Student Name (last, first, MI):

MARSS/SSID:

**Please check any assistive technology the student will use on the assessment. If the student will not use any assistive technology, select the “No assistive technology used” checkbox.**

No assistive technology used

Alternate computer input/access devices: keyboards including alternate keyboard layout, mouse, joystick, touch screen

Portable electronic word processors, with or without voice output

Alternate pointing system

Online or app-based augmentative and alternative communication (AAC) devices

Augmentative and alternative communication (AAC) devices (other than online or app-based devices)

Symbols of all types (e.g., objects, tactile, raised line drawings, photos, black/white & color, line drawings)

Partner-assisted scanning

Calculator, all types

Eye gaze board

Eye gaze technology

Colored overlays, visual screens or other visual supports

Magnification devices/enlarged materials, including computer screen magnification

Switches

Braille

Other:

**Additional Student Information: Please share any additional information you would like for us to know about the learning characteristics of this student. *Thank you for your time.***

# Appendix B: MTAS/Alt MCA Data Collection Forms

## Reading Alternate Minnesota Comprehensive Assessment (Alt MCA) Data Collection Form

Student Name (last, first, MI): \_\_\_\_\_ MARSS/SSID: \_\_\_\_\_

Date of Birth (mm/dd/yyyy): \_\_\_\_\_ Grade: \_\_\_\_\_ Test Administrator: \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_

- Use this form to collect student responses during test administration.
- Administer all tasks in numerical order.
- Districts must enter Reading data online in TestNav during the test window; Pearson does not score any paper materials.
- This form must be kept on file in a secure location for one year following test administration.

### READING RESPONSES

PASSAGE NUMBER	PASSAGE ACCESS (CIRCLE ONE)	ITEM	RESPONSE (CIRCLE ONE)			
<b>PASSAGE 1</b>	<ul style="list-style-type: none"> <li>Read passage aloud to student</li> <li>Student read along</li> <li>Student read independently</li> </ul>	1	A	B		NR
		2	A	B	C	NR
		3	A	B	C	NR
		4	A	B		NR
		5	A	B	C	NR
		6	A	B	C	NR
		*If the student has no responses (NR) for the first six items, consider if this student is eligible to use the Early Stopping Rule.				
		7	A	B		NR
		8	A	B	C	NR
		9	A	B	C	NR

PASSAGE NUMBER	PASSAGE ACCESS (CIRCLE ONE)	ITEM	RESPONSE (CIRCLE ONE)			
<b>PASSAGE 2</b>	<ul style="list-style-type: none"> <li>• Read passage aloud to student</li> <li>• Student read along</li> <li>• Student read independently</li> </ul>	<b>10</b>	A	B		NR
		<b>11</b>	A	B	C	NR
		<b>12</b>	A	B	C	NR
		<b>13</b>	A	B		NR
		<b>14</b>	A	B	C	NR
		<b>15</b>	A	B	C	NR
		<b>16</b>	A	B		NR
		<b>17</b>	A	B	C	NR
		<b>18</b>	A	B	C	NR
<b>PASSAGE 3</b>	<ul style="list-style-type: none"> <li>• Read passage aloud to student</li> <li>• Student read along</li> <li>• Student read independently</li> </ul>	<b>19</b>	A	B		NR
		<b>20</b>	A	B	C	NR
		<b>21</b>	A	B	C	NR
		<b>22</b>	A	B		NR
		<b>23</b>	A	B	C	NR
		<b>24</b>	A	B	C	NR
		<b>25</b>	A	B		NR
		<b>26</b>	A	B	C	NR
		<b>27</b>	A	B	C	NR
<b>PASSAGE 4</b>	<ul style="list-style-type: none"> <li>• Read passage aloud to student</li> <li>• Student read along</li> <li>• Student read independently</li> </ul>	<b>28</b>	A	B		NR
		<b>29</b>	A	B	C	NR
		<b>30</b>	A	B	C	NR
		<b>31</b>	A	B		NR
		<b>32</b>	A	B	C	NR
		<b>33</b>	A	B	C	NR
		<b>34</b>	A	B		NR
		<b>35</b>	A	B	C	NR
		<b>36</b>	A	B	C	NR

PASSAGE NUMBER	PASSAGE ACCESS (CIRCLE ONE)	ITEM	RESPONSE (CIRCLE ONE)			
PASSAGE 5	<ul style="list-style-type: none"> <li>• Read passage aloud to student</li> <li>• Student read along</li> <li>• Student read independently</li> </ul>	37	A	B		NR
		38	A	B	C	NR
		39	A	B	C	NR
		40	A	B		NR
		41	A	B	C	NR
		42	A	B	C	NR
		43	A	B		NR
		44	A	B	C	NR
		45	A	B	C	NR

## Administration Questions for Test Administrators

### Question 1: Administration Mode

This assessment can be administered in an online, paper, or hybrid mode to meet student needs.

For the majority of this administration, how did the student engage in the test form?

Online with Test Administrator Support: The Test Administrator guides interactions and supports the student's use of the online test form.

Online independently: The student interacts directly with the online test questions and materials with test administrator supervision.

Paper: The student and Test Administrator use only paper materials for testing.

Hybrid: The student and Test Administrator use both paper test materials and the online test form for support during test administration.

### Question 2: Passage Access

For the majority of the reading passages (3 out of 5 passages), how did the student access the passage content? (Select one answer)

Read passage aloud to student.

Student read along.

Student read independently.



### Question 3: General Feedback

What should MDE consider in the future to support the administration and recording of student responses for this alternate assessment?

# Science Alternate Minnesota Comprehensive Assessment (Alt MCA) Data Collection Form

Student Name (Last, First, MI): \_\_\_\_\_ MARSS/SSID: \_\_\_\_\_

Date of Birth (mm/dd/yyyy): \_\_\_\_\_ Grade: \_\_\_\_\_ Test Administrator: \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_

- Use this form to collect student responses during test administration.
- Administer all tasks in numerical order.
- Districts must enter Science data online in TestNav during the test window; Pearson does not score any paper materials.
- This form must be kept on file in a secure location for one year following test administration.

## SCIENCE RESPONSES

Phen	Item	RESPONSE (CIRCLE ONE)			
<b>1</b>	<b>1</b>	A	B		NR
	<b>2</b>	A	B	C	NR
	<b>3</b>	A	B	C	NR
<b>2</b>	<b>4</b>	A	B		NR
	<b>5</b>	A	B	C	NR
	<b>6</b>	A	B	C	NR
	*If the student has no responses (NR) for the first six items, consider if this student is eligible to use the Early Stopping Rule.				
<b>3</b>	<b>7</b>	A	B		NR
	<b>8</b>	A	B	C	NR
	<b>9</b>	A	B	C	NR
<b>4</b>	<b>10</b>	A	B		NR
	<b>11</b>	A	B	C	NR
	<b>12</b>	A	B	C	NR
<b>5</b>	<b>13</b>	A	B		NR
	<b>14</b>	A	B	C	NR
	<b>15</b>	A	B	C	NR
<b>6</b>	<b>16</b>	A	B		NR
	<b>17</b>	A	B	C	NR
	<b>18</b>	A	B	C	NR
<b>7</b>	<b>19</b>	A	B		NR
	<b>20</b>	A	B	C	NR
	<b>21</b>	A	B	C	NR

Phen	Item	RESPONSE (CIRCLE ONE)			
<b>8</b>	<b>22</b>	A	B		NR
	<b>23</b>	A	B	C	NR
	<b>24</b>	A	B	C	NR
<b>9</b>	<b>25</b>	A	B		NR
	<b>26</b>	A	B	C	NR
	<b>27</b>	A	B	C	NR
<b>10</b>	<b>28</b>	A	B		NR
	<b>29</b>	A	B	C	NR
	<b>30</b>	A	B	C	NR
<b>11</b>	<b>31</b>	A	B		NR
	<b>32</b>	A	B	C	NR
	<b>33</b>	A	B	C	NR
<b>12</b>	<b>34</b>	A	B		NR
	<b>35</b>	A	B	C	NR
	<b>36</b>	A	B	C	NR
<b>13</b>	<b>37</b>	A	B		NR
	<b>38</b>	A	B	C	NR
	<b>39</b>	A	B	C	NR
<b>14</b>	<b>40</b>	A	B		NR
	<b>41</b>	A	B	C	NR
	<b>42</b>	A	B	C	NR
<b>15</b>	<b>43</b>	A	B		NR
	<b>44</b>	A	B	C	NR
	<b>45</b>	A	B	C	NR

# Administration Questions for Test Administrators

## Question 1: Administration Mode

**This assessment can be administered in an online, paper, or hybrid mode to meet student needs. For the majority of this administration, how did the student engage in the test form?**

Online with Test Administrator Support: The Test Administrator guides interactions and supports the student's use of the online test form.

Online independently: The student interacts directly with the online test questions and materials with test administrator supervision.

Paper: The student and Test Administrator use only paper materials for testing.

Hybrid: The student and Test Administrator use both paper test materials and the online test form for support during test administration.

## Question 2: Object Usage

**Were objects or manipulatives used when administering any part of the test to this student?**

Yes

No

## Question 3: General Feedback

**What should MDE consider in the future to support the administration and recording of student responses for this alternate assessment?**

# Mathematics Minnesota Test of Academic Skills (MTAS)

## Data Collection Form

Student Name (last, first, MI): \_\_\_\_\_ MARSS/SSID: \_\_\_\_\_

Date of Birth (mm/dd/yyyy): \_\_\_\_\_ Grade: \_\_\_\_\_ Test Administrator: \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_

- Use this form to collect student scores and responses during test administration.
- Administer all tasks in numerical order for each subject given.
- Districts must enter MTAS data online in PearsonAccess Next during the test window; Pearson does not score any paper materials.
- This form must be kept on file in a secure location for one year following test administration.
- In preparation for the new Alternate MCA, tasks 10–15 of the Math MTAS are field test items. Although they do not count towards the student's score, these tasks are required to be administered to students.

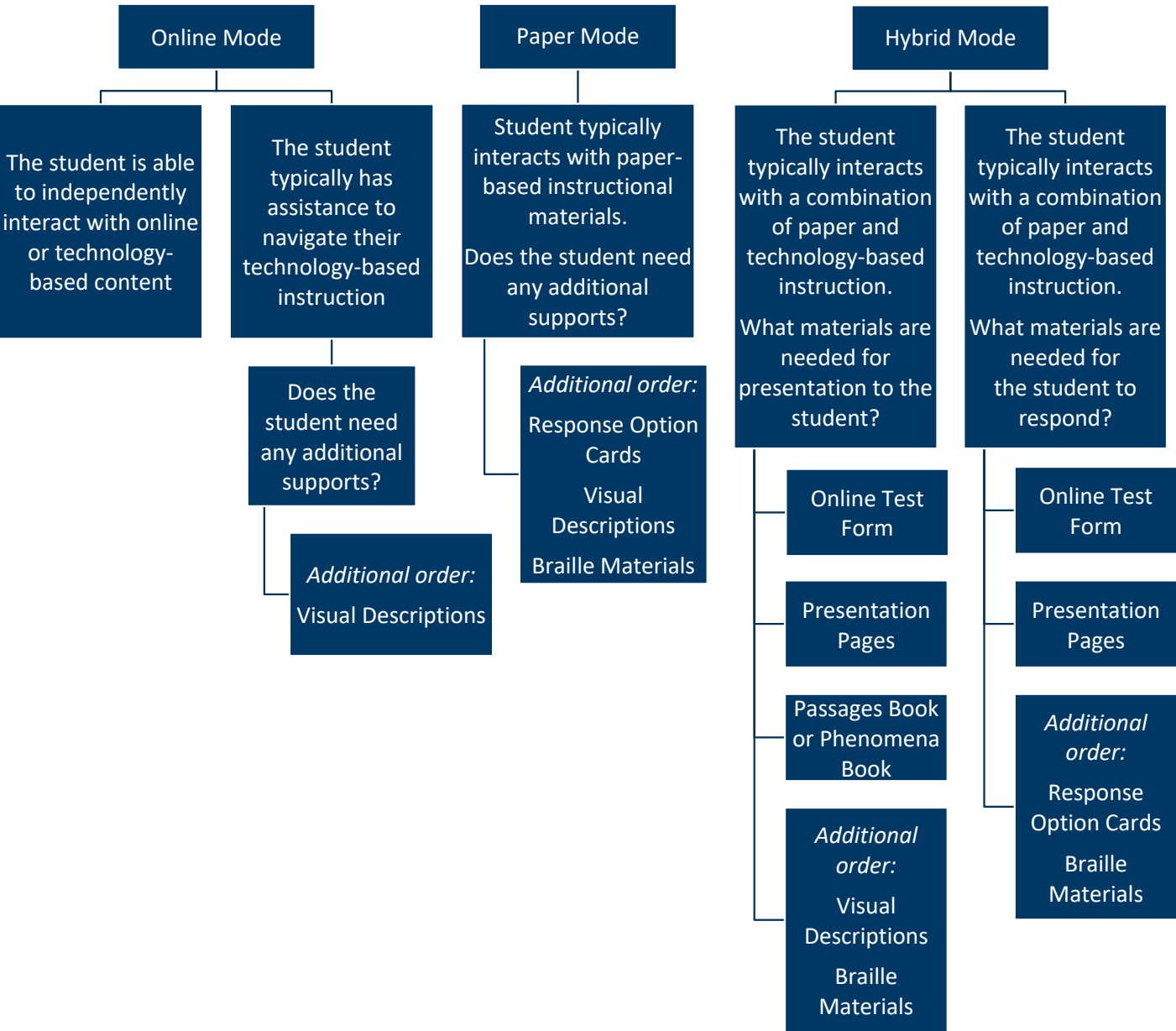
### MATHEMATICS SCORES AND RESPONSES

Task	SCORE (CIRCLE ONE)			
1	3	2	1	0
2	3	2	1	0
3	3	2	1	0
4	3	2	1	0
5	3	2	1	0
6	3	2	1	0
7	3	2	1	0
8	3	2	1	0
9	3	2	1	0

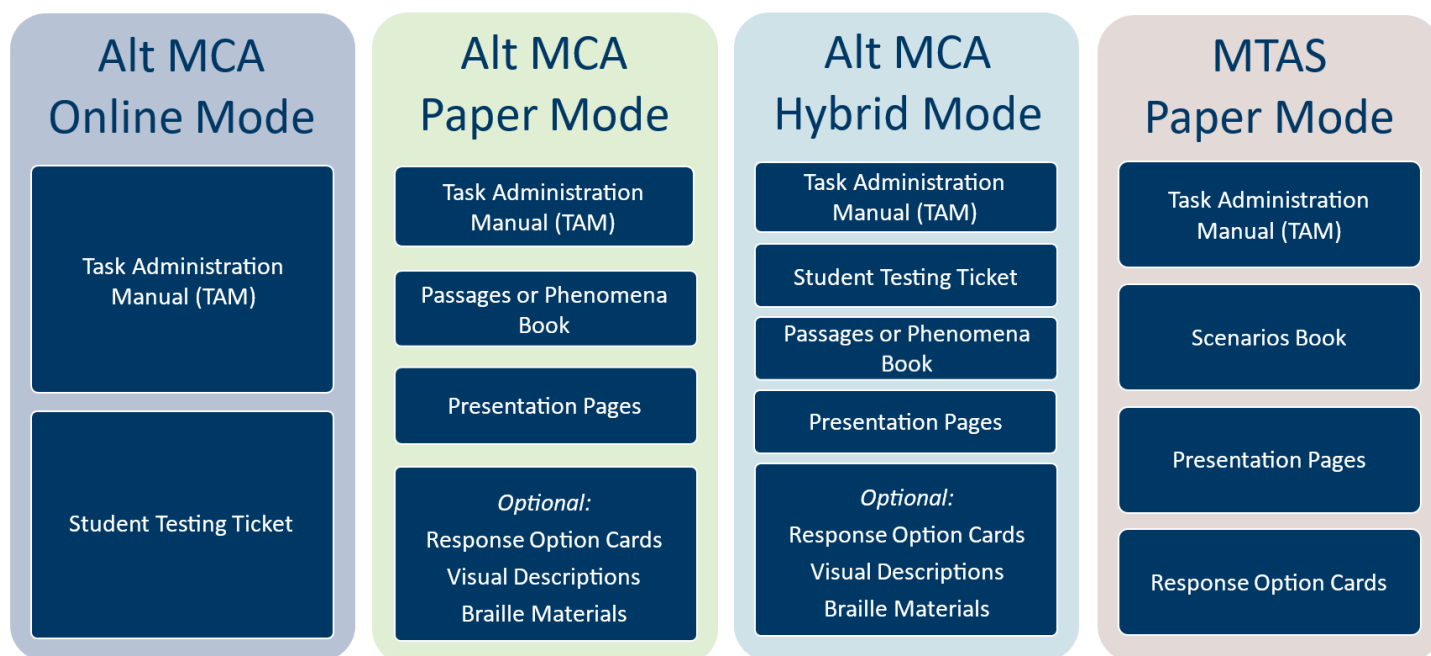
Task	RESPONSE (CIRCLE ONE)			
	<i>For tasks 10–15, select NR if student did not provide a response</i>			
10.1	A	B		NR
10.2	A	B	C	NR
10.3	A	B	C	NR
11.1	A	B		NR
11.2	A	B	C	NR
11.3	A	B	C	NR
12.1	A	B		NR
12.2	A	B	C	NR
12.3	A	B	C	NR
13.1	A	B		NR
13.2	A	B	C	NR
13.3	A	B	C	NR
14.1	A	B		NR
14.2	A	B	C	NR
14.3	A	B	C	NR
15.1	A	B		NR
15.2	A	B	C	NR
15.3	A	B	C	NR

# Appendix C: Alt MCA Test Form Decisions and Materials Graphics

## Alt MCA Administration Mode Decision and Actions



## Materials By Administration Mode



## Alt MCA Online Test Form Decisions

