

Not for student use.
Use in conjunction with a paper
mathematics item sampler.

Minnesota Comprehensive Assessments-Series III

Mathematics Item Sampler Script
Grade 4



**ITEM SAMPLERS ARE NOT SECURE TEST MATERIALS. THIS ITEM
SAMPLER SCRIPT MAY BE COPIED OR DUPLICATED.**

MINNESOTA COMPREHENSIVE ASSESSMENTS
ITEM SAMPLER
GRADE 4 MATHEMATICS SCRIPT

INSTRUCTIONS CONTAINED IN THE ITEM SAMPLER REFLECT THE CONTENT OF THE ACTUAL TEST AND MAY NOT APPLY TO THE ADMINISTRATION OF THE ITEM SAMPLER.

This script is for Test Monitor use only. Students take the test in a regular print, large print, or braille test book while the Test Monitor reads from the script.

GENERAL INSTRUCTIONS FOR TEST MONITORS:

- Prior to test administration, review the *Directions for Paper Administrations* for detailed policy and procedure information for test administration (e.g., stopping testing for the day).
- Read scripted instructions to students from the *Directions for Paper Administrations*, as directed, and refer to the directions throughout the test administration.
- For braille, Test Monitors should also refer to the *Test Monitor Notes for Braille* included with the braille test book.
- Do not discuss test content with the student during or after the test.
- Do not discuss any portion of the test or the student’s performance with others.
- Read the applicable guidelines on the following pages for reading the script aloud or signing the script (if the student requires the script to be signed).

GUIDELINES FOR READING THE SCRIPT ALOUD

Read Aloud ONLY what is in BOLD TYPE

- Read test content exactly as written, as steadily and clearly as possible without changing, emphasizing, or adding information.
- Do not paraphrase, clarify, define, or translate any part of the questions, answer options, or instructions in the script.
- This script is the only source you may use to read the test to the student. Reading any test content from the test book is not allowed and may require the test to be invalidated.
- Respond to student questions using only scripted directions from the *Directions for Paper Administrations*.

Respond to the Student’s Needs

- Adjust your reading speed and volume if requested by the student.
- After a question has been read, allow the student time to respond. If the pause has been lengthy, you may ask, “Do you want me to repeat the question or any part of it again?” before continuing.

Maintain Neutrality

- Communicate in a neutral tone and maintain a neutral facial expression and posture.
- Do not attempt to solve questions, or determine the correct answer to a question while reading, as this may result in pauses or changes in inflection which may mislead the student.
- Be careful to give equal emphasis to each answer option. If the student chooses an answer before all the answer options have been read, ask, “Do you want the other answer options read?” before continuing.

GUIDELINES FOR SIGNED INTERPRETATION OF SCRIPT

Sign ONLY what is in BOLD TYPE

- Sign test content exactly as written, as steadily and clearly as possible without changing, emphasizing, or adding information.
- Do not clarify or define any part of the questions, answer options, or instructions in the script.
- This script is the only source you may use to sign the test to the student. Signing any test content from the test book is not allowed and may require the test to be invalidated.
- Respond to student questions using only scripted directions from the *Directions for Paper Administrations*.

Use Professional Judgment when Signing

- Do your best to use the same signs if the student requests a portion to be repeated.
- Use signs that are conceptually accurate, with or without simultaneous voicing.
- When using an ASL sign that can represent more than one concept or English word, you must adequately contextualize the word to reduce any ambiguity. You may also spell the word after signing it to remove any doubt about which word is intended.
- If you are unsure how to sign and/or pronounce an unfamiliar word, advise the student of the uncertainty and spell the word.
- In cases where signs give clues to the answer, finger spelling must be used.

Respond to the Student's Needs

- Adjust your signing speed if requested by the student.
- Spell any words requested by the student during the test administration.
- After a question has been signed, allow the student time to respond. If the pause has been lengthy, you may ask, “Do you want me to sign the question or any part of it again?” before continuing.

Use Appropriate Physical/Facial Expressions

- Use facial expressions consistent with sign-language delivery; do not use expressions which may be interpreted by the student as approval or disapproval of the student's responses.
- Do not attempt to solve questions, or determine the correct answer to a question while signing, as this may result in pauses or changes in inflection which may mislead the student.
- Be careful to give equal emphasis to each answer option. If the student chooses an answer before all the answer options have been signed, ask, "Do you want the other answer options signed?" before continuing.

After reading the applicable scripted instructions in the *Directions for Paper Administrations*, say the following before you begin reading the questions on the next page:

After I read each question, I will pause for as much time as you need to answer the question. Then I will read the next question. You may ask me to repeat any question as many times as you need.

GRADE 4 MATHEMATICS MCA SCRIPT
SEGMENT 1

We will now begin Segment One (1). You MAY NOT use a calculator for this segment.

Question number one (1):

There are thirty-five (35) students going on a class trip. The students ride in vans. There are seven (7) students riding in each van. How many vans are needed to take all the students?

Choose answer A, B, C, or D.

Question number two (2):

A truck has fifty (50) boxes of jump ropes. Each box contains one hundred (100) jump ropes. How many jump ropes are on the truck?

Choose answer A, B, C, or D.

Question number three (3):

Two numbers are multiplied together.

Which digit goes in the box?

Choose answer A, B, C, or D.

Question number four (4):

Divide (the expression shown).

Choose answer A, B, C, or D.

Question number five (5):

What is nine point five eight two (9.582) rounded to the nearest tenth?

Choose answer A, B, C, or D.

Question number six (6):

Robert has fifty-four (54) pencils. He has one (1) box of pencils and three (3) packages of pencils. The box has twenty-four (24) pencils. Which equation can be used to find p , the number of pencils in each package?

Choose answer A, B, C, or D.

Question number seven (7):

A figure is shown.

Which shows a ninety degree (90°) counterclockwise rotation of the figure?

Choose answer A, B, C, or D.

STOP

Stop when the student reaches the end of Segment 1. Refer to the *Directions for Paper Administrations* as needed before continuing.

GRADE 4 MATHEMATICS MCA SCRIPT
SEGMENT 2

We will now begin Segment Two (2). You MAY use a calculator for this segment.

Question number eight (8):

A fraction model is shown.

Which shows an equivalent fraction?

Choose answer A, B, C, or D.

Question number nine (9):

Which point is shown at two-thirds ($\frac{2}{3}$)?

From left to right, the top of the figure reads: “W,” “X,” “Y,” “Z.”

Choose one of the following answers. (Read answers aloud.)

- A. *W***
- B. *X***
- C. *Y***
- D. *Z***

Question number ten (10):

In the number shown, which digit is in the hundredths place?

Choose answer A, B, C, or D.

Question number eleven (11):

Which shape is a rhombus?

Choose answer A, B, C, or D.

Question number twelve (12):

An angle is shown.

Which describes the angle?

Choose one of the following answers. (Read answers aloud.)

- A. Acute**
- B. Obtuse**
- C. Right**
- D. Straight**

Question number thirteen (13):

The shape of a floor is shown.

Clockwise from the top, the figure reads: “eight feet (8 ft.),” “five feet (5 ft.),” “fifteen feet (15 ft.),” “twelve feet (12 ft.)”

What is the area of the floor?

Choose one of the following answers. (Read answers aloud.)

- A. Forty square feet (40 sq. ft.)**
 - B. One hundred thirty-one square feet (131 sq. ft.)**
 - C. One hundred seventy-one square feet (171 sq. ft.)**
 - D. One hundred eighty square feet (180 sq. ft.)**
-

Question number fourteen (14):

A shape is shown.

Which shows a translation of the shape over the line?

Choose answer A, B, C, or D.

Question number fifteen (15):

A student creates a timeline for a history project. Which shows a timeline?

Choose answer A, B, C, or D.

Question number sixteen (16):

A camping group bought fifteen (15) sleeping bags that cost forty-two dollars (\$42) each and a tent that cost one hundred sixty dollars (\$160). What was the total cost of the sleeping bags and the tent?

Choose one of the following answers. (Read answers aloud.)

- A. Two hundred seventeen dollars (\$217)**
 - B. Six hundred thirty dollars (\$630)**
 - C. Seven hundred ninety dollars (\$790)**
 - D. Two thousand four hundred forty-two dollars (\$2,442)**
-

Question number seventeen (17):

Jason has eight (8) cupcakes.

He eats one-eighth ($\frac{1}{8}$) of the cupcakes and gives two-eighths ($\frac{2}{8}$) of the cupcakes to his friends. What fraction of the cupcakes are left?

Choose answer A, B, C, or D.

Question number eighteen (18):

A decimal number is shown on a grid.

Which number is less than the number shown on the grid?

Choose answer A, B, C, or D.

Question number nineteen (19):

Which fraction is equivalent to zero point two three (0.23)?

Choose answer A, B, C, or D.

Question number twenty (20):

A table is shown.

The table has three (3) rows and two (2) columns. The column headings are labeled from left to right: “f,” “g.”

What rule was used to make the table?

Choose answer A, B, C, or D.

Question number twenty-one (21):

An equation is shown.

Which symbol makes the equation true?

Choose answer A, B, C, or D.

Question number twenty-two (22):

Which statement is true about an obtuse triangle?

Choose one of the following answers. (Read answers aloud.)

- A. It has two (2) acute angles.**
 - B. It has two (2) obtuse angles.**
 - C. It can be a right triangle.**
 - D. It can be an acute triangle.**
-

Question number twenty-three (23):

Which shows a line of symmetry?

Choose answer A, B, C, or D.

Question number twenty-four (24):

Kira is using one (1)-inch square tiles to cover a table top. The table top is twenty-four (24) inches long and eighteen (18) inches wide. She lays the tiles into strips of six (6).

How many strips of tiles will Kira need to cover the table with no gaps or overlaps?

Choose answer A, B, C, or D.

Question number twenty-five (25):

Ron draws a trapezoid, then rotates it ninety degrees (90°).

Which statement is true about the two (2) trapezoids?

Choose one of the following answers. (Read answers aloud.)

- A. They are congruent because all trapezoids are congruent.**
- B. They are congruent because rotating a trapezoid does not change its size and shape.**
- C. They are not congruent because rotating the trapezoid changes its side lengths.**
- D. They are not congruent because rotating the trapezoid changes its angle measures.**

STOP

Refer to the *Directions for Paper Administrations* for information on collection and return of test materials.

