

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

Minnesota Comprehensive Assessments-Series III

Mathematics Item Sampler Script
Grade 5

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

**MINNESOTA COMPREHENSIVE ASSESSMENTS
ITEM SAMPLER
GRADE 5 MATHEMATICS SCRIPT**

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| INSTRUCTIONS CONTAINED IN THE ITEM SAMPLER REFLECT THE CONTENT OF THE ACTUAL TEST AND MAY NOT APPLY TO THE ADMINISTRATION OF THE ITEM SAMPLER. |
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This script is for the Test Monitor only; it is not for students. This script is the **only** source a Test Monitor may use to read the Mathematics MCA test to students. **This script must be used in conjunction with the grade 5 Mathematics MCA regular print, large print, or braille test book.** For braille, Test Monitors should also refer to the *Test Administrator Notes* included with the braille test book.

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).
- Before students start the test, read scripted instructions to students from the *Directions for Paper Administrations*, as needed.
- 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 in bold 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.
- Reading additional 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 the question and all answer options have 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, you may 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.
- Signing additional 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 the question and all answer options have 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, you may ask, "Do you want the other answer options signed?" before continuing.

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.

READ ONLY WHAT IS IN BOLD TYPE

GRADE 5 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):

Divide (the expression shown).

Choose answer A, B, C, or D.

Question number two (2):

Which number has a five (5) in the ten thousandths place?

Choose answer A, B, C, or D.

Question number three (3):

Johan's race time was forty-five point zero three (45.03) seconds. Kyle's race time was zero point one (0.1) second less than Johan's time. What was Kyle's race time?

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

- A. Forty-four point zero three (44.03) seconds**
- B. Forty-four point nine three (44.93) seconds**
- C. Forty-five point one three (45.13) seconds**
- D. Forty-five point one four (45.14) seconds**

Question number four (4):

What is zero point four five eight three one (0.45831) rounded to the nearest thousandth?

Choose answer A, B, C, or D.

Question number five (5):

Add (the expression shown).

Choose answer A, B, C, or D.

Question number six (6):

A fraction model is shown.

What is represented by the model?

Choose answer A, B, C, or D.

Question number seven (7):

Yesterday, Jamal read seventeen (17) pages in his book. Today, he read more pages than he read yesterday. Which inequality shows p , the number of pages Jamal could have read today?

Choose answer A, B, C, or D.

Question number eight (8):

How many edges does a hexagonal prism have?

Choose answer A, B, C, or D.

STOP

This is the end of Segment One (1) of your mathematics test.

If you want to check your answers, you may do so now. You may ask me to repeat any question. You will not be able to come back to these questions later.

Pause while the student checks his or her answers.

After you have checked your answers, seal this segment of your test book.

GRADE 5 MATHEMATICS MCA SCRIPT
SEGMENT 2

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

Question number nine (9):

Jan has five hundred (500) pieces of paper. She prints as many copies as possible of a sixteen (16)-page report. How many pieces of paper are left?

Choose answer A, B, C, or D.

Question number ten (10):

A bookcase has four (4) shelves. The bottom shelf has ten (10) books. Each of the other shelves has five (5) more books than the shelf below it. How many books are in the bookcase?

Choose answer A, B, C, or D.

Question number eleven (11):

Five points are shown on a number line.

The letters on top of the number line, from left to right read: “J,” “K,” “L,” “M,” “N.”

Between which two (2) points is seven-sixteenths ($\frac{7}{16}$) located?

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

- A. J and K**
 - B. K and L**
 - C. L and M**
 - D. M and N**
-

Question number twelve (12):

Lydia used one twenty-fifth ($\frac{1}{25}$) of her notebook paper. What decimal amount did she use?

Choose answer A, B, C, or D.

Question number thirteen (13):

Jill is forty-eight and five-eighths ($48\frac{5}{8}$) inches tall. Lei is forty-seven point five (47.5) inches tall. What is the difference in their heights?

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

- A. Zero point one two five (0.125) inches**
 - B. One point zero eight (1.08) inches**
 - C. One point one two five (1.125) inches**
 - D. One point six two (1.62) inches**
-

Question number fourteen (14):

At a movie store, Erin pays a monthly fee and is charged for each movie she rents. The table shows the monthly cost when Erin rents different numbers of movies.

The title of the table is: “Monthly Cost.” The table has three (3) rows and two (2) columns. The column headings are labeled from left to right: “Number of Movies,” “Total Cost (dollars).”

How much is the monthly fee that Erin pays?

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

- A. Three dollars (\$3)**
- B. Six dollars (\$6)**
- C. Fifteen dollars (\$15)**
- D. Eighteen dollars (\$18)**

Question number fifteen (15):

Three points are shown on a grid.

Which rule was used to plot the points?

Choose answer A, B, C, or D.

Question number sixteen (16):

An expression is shown.

What is the value of the expression?

Choose answer A, B, C, or D.

Question number seventeen (17):

Which value makes the equation (shown) true?

Choose answer A, B, C, or D.

Question number eighteen (18):

What is the value of (the expression shown) when k equals three ($k = 3$) and j equals five ($j = 5$)?

Choose answer A, B, C, or D.

Question number nineteen (19):

Please write your answer in the space below the question. You may use the digits: zero through nine (0-9) and the symbols: slash for a fraction bar (/) and a decimal (.). If your answer is a mixed number, you must change it to an improper fraction or a decimal.

A triangle has a height of twenty-five (25) feet. The length of its base is twelve (12) feet. What is the area of the triangle?

Question number twenty (20):

Which net makes a cylinder?

Choose answer A, B, C, or D.

Question number twenty-one (21):

A trapezoid is shown.

Clockwise from the top the figure reads: “nine centimeters (9 cm),” “twelve centimeters (12 cm),” “fourteen centimeters (14 cm),” “thirteen centimeters (13 cm).”

What is the area of the trapezoid?

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

- A. Forty-eight square centimeters (48 cm²)**
- B. One hundred thirty-eight square centimeters (138 cm²)**
- C. One hundred sixty-eight square centimeters (168 cm²)**
- D. One hundred seventy-three square centimeters (173 cm²)**

Question number twenty-two (22):

Amy covers the box shown with paper.

From top to bottom, the figure reads: “**twelve centimeters (12 cm),**” “**eight centimeters (8 cm),**” “**ten centimeters (10 cm).**”

What is the surface area of the box?

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

- A. **One hundred eighty square centimeters (180 sq. cm)**
 - B. **Two hundred ninety-six square centimeters (296 sq. cm)**
 - C. **Five hundred ninety-two square centimeters (592 sq. cm)**
 - D. **Nine hundred sixty square centimeters (960 sq. cm)**
-

Question number twenty-three (23):

A rectangular prism has a height of h centimeters (h cm). The area of its base is B square centimeters (B cm²). How much does the volume of the prism increase when the height is increased by one centimeter (1 cm)?

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

- A. **One cubic centimeter (1 cm³)**
- B. **h plus one cubic centimeters ($h + 1$ cm³)**
- C. **B cubic centimeters (B cm³)**
- D. **B plus one cubic centimeters ($B + 1$ cm³)**

Question number twenty-four (24):

Anya listed the prices of meals on a menu.

Fourteen dollars and eighty-five cents (\$14.85), ten dollars and seventy-five cents (\$10.75), eight dollars and fifty cents (\$8.50), twelve dollars and forty-five cents (\$12.45), nine dollars and twenty cents (\$9.20).

What is the mean price of the meals?

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

- A. Six dollars and thirty-five cents (\$6.35)**
 - B. Eight dollars and fifty cents (\$8.50)**
 - C. Ten dollars and seventy-five cents (\$10.75)**
 - D. Eleven dollars and fifteen cents (\$11.15)**
-

Question number twenty-five (25):

Maria recorded the heights of two (2) plants for four (4) weeks.

The title of the graph is: “Plant Growth.” The horizontal axis is labeled: “Week.” The vertical axis is labeled: “Height (centimeters).” The key to the right of the graph is labeled, from top to bottom: “Plant one (1),” “Plant two (2).”

How much did plant two (2) grow from week one (1) to week two (2)?

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

- A. One centimeter (1 cm)**
- B. One and one-half centimeters ($1\frac{1}{2}$ cm)**
- C. Two centimeters (2 cm)**
- D. Four and one-half centimeters ($4\frac{1}{2}$ cm)**

STOP

This is the end of the mathematics test.

If you want to check your answers, you may do so now. You may ask me to repeat any question. You will not be able to come back to these questions later.

Pause while the student checks his or her answers.

After you have checked your answers, seal this segment of your test book.

Collect the test materials from the student as specified in the *Directions for Paper Administrations*.

READ ONLY WHAT IS IN BOLD TYPE

