

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

Minnesota Comprehensive Assessments-Series III

Mathematics Item Sampler Script
Grade 6



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

MINNESOTA COMPREHENSIVE ASSESSMENTS
ITEM SAMPLER
GRADE 6 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 6 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):

Which is equivalent to four to the third power (4^3)?

Choose answer A, B, C, or D.

Question number two (2):

Divide (the expression shown).

Choose answer A, B, C, or D.

Question number three (3):

Riley has two hundred (200) stamps.

Thirty-five percent (35%) are from Europe.

Ten percent (10%) are from Asia.

Twenty percent (20%) are from Australia.

The rest of the stamps are from North America. How many of Riley's stamps are from North America?

Choose answer A, B, C, or D.

Question number four (4):

What is the prime factorization of six hundred thirty (630)?

Choose answer A, B, C, or D.

Question number five (5):

An equation is shown.

When the value of k increases by two (2), by what amount does the value of j increase?

Choose answer A, B, C, or D.

Question number six (6):

A graph is shown.

What is the equation of the line on the graph?

Choose answer A, B, C, or D.

Question number seven (7):

Simplify (the expression shown).

Choose answer A, B, C, or D.

Question number eight (8):

A rhombus is shown.

The figure is labeled: “seventy-five degrees (75°).”

The rhombus is used to make a design.

The figure is labeled: “one (1).”

What is the measure of angle one ($m\angle 1$)?

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

- A. Fifteen degrees (15°)**
- B. Seventy-five degrees (75°)**
- C. One hundred five degrees (105°)**
- D. One hundred fifty degrees (150°)**

STOP

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

GRADE 6 MATHEMATICS MCA SCRIPT
SEGMENT 2

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

Question number nine (9):

Which statement is true?

Choose answer A, B, C, or D.

Question number ten (10):

Kelly makes twelve (12) candles in three (3) hours. Lee makes six (6) candles in one (1) hour. What is the difference in the numbers of candles they each make in eight (8) hours?

Choose answer A, B, C, or D.

Question number eleven (11):

A bottle of soap costs three dollars and forty-five cents (\$3.45) for sixty-four (64) ounces. What is the cost per ounce?

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

- A. Five cents (\$0.05)
- B. Nineteen cents (\$0.19)
- C. Twenty-two cents (\$0.22)
- D. Sixty-four cents (\$0.64)

Question number twelve (12):

A company is printing two hundred fifty (250) calendars. In one (1) hour, seventy-five (75) calendars are printed. What percent of the calendars are printed in one (1) hour?

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

- A. Three percent (3%)**
 - B. Three point three percent (3.3%)**
 - C. Thirty percent (30%)**
 - D. Thirty-three percent (33%)**
-

Question number thirteen (13):

The surface area of a cube is three hundred eighty-four (384) square inches. What is the volume of the cube?

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

- A. Eight (8) cubic inches**
- B. Sixteen (16) cubic inches**
- C. Two hundred fifty-six (256) cubic inches**
- D. Five hundred twelve (512) cubic inches**

Question number fourteen (14):

A heart shape is cut from a gridded piece of paper.

What is the approximate area of the heart?

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

- A. Fifty (50) square units**
 - B. Seventy (70) square units**
 - C. Ninety (90) square units**
 - D. One hundred forty-four (144) square units**
-

Question number fifteen (15):

Joleen bought twelve (12) apples. Each apple weighed one point eight (1.8) ounces. How many pounds of apples did Joleen buy?

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

- A. One point three five (1.35) pounds**
 - B. Two point four (2.4) pounds**
 - C. Twenty-one point six (21.6) pounds**
 - D. Twenty-eight point eight (28.8) pounds**
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Question number sixteen (16):

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 decimal.

Eli has a cube with sides numbered one through six (1–6) and a spinner with three (3) equal sections labeled A, B, and C. He rolls the cube and spins the spinner. How many outcomes are possible?

Question number seventeen (17):

Four students each flipped a coin fifty (50) times and recorded the results in the table.

The table has four (4) rows and three (3) columns. The column headings are labeled from left to right: “Student,” “Heads,” “Tails.” Row one (1) is labeled: “Mai Ka.” Row two (2) is labeled: “Heather.” Row three (3) is labeled: “Jose.” Row four (4) is labeled: “Tyrone.”

Who had a relative frequency of three-fifths ($\frac{3}{5}$) of flipping tails?

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

- A. Mai Ka**
 - B. Heather**
 - C. Jose**
 - D. Tyrone**
-

Question number eighteen (18):

Which is equivalent to zero point zero four percent (0.04%)?

Choose answer A, B, C, or D.

Question number nineteen (19):

What is the greatest common factor of forty-eight (48) and sixty-four (64)?

Choose answer A, B, C, or D.

Question number twenty (20):

A paint color is made using four (4) drops of red and five (5) drops of blue for each five (5) gallons of paint. How many gallons of paint are being colored when forty-five (45) drops of color are used?

Choose answer A, B, C, or D.

Question number twenty-one (21):

A phone company uses the equation (shown) to find y , the monthly charge for a customer sending x text messages. How many text messages are sent if the monthly charge is seventy-seven dollars and fifty cents (\$77.50)?

Choose answer A, B, C, or D.

Question number twenty-two (22):

A scale drawing of a kite is shown.

Clockwise from the top, the scale drawing is labeled: “six centimeters (6 cm),” “ten centimeters (10 cm),” “six centimeters (6 cm),” “six centimeters (6 cm).”

What is the area of the kite?

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

- A. Twenty-eight square centimeters (28 cm²)**
- B. Sixty square centimeters (60 cm²)**
- C. Ninety-six square centimeters (96 cm²)**
- D. One hundred ninety-two square centimeters (192 cm²)**

Question number twenty-three (23):

A triangle is shown.

Clockwise from the top, the outside of the figure reads: “*K*,” “*L*,” “*J*.” From left to right, the inside of the figure reads: “forty-five degrees (45°),” “ninety-three degrees (93°).”

What is the measure of angle *L* ($m\angle L$)?

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

- A. Forty-two degrees (42°)**
 - B. Forty-five degrees (45°)**
 - C. Forty-eight degrees (48°)**
 - D. One hundred thirty-eight degrees (138°)**
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Question number twenty-four (24):

A building has nine (9) windows. Each window is five (5) feet tall.

About how tall is the building?

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

- A. Fifteen (15) feet**
- B. Twenty-five (25) feet**
- C. Forty (40) feet**
- D. Forty-five (45) feet**

Question number twenty-five (25):

Tyler has a stack of cards. He picks a card, records the color, and returns the card to the stack. He repeats this sixty (60) times and chooses a red card twenty-four (24) times. What is the experimental probability of choosing a red card from the stack?

Choose answer A, B, C, or D.

STOP

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

