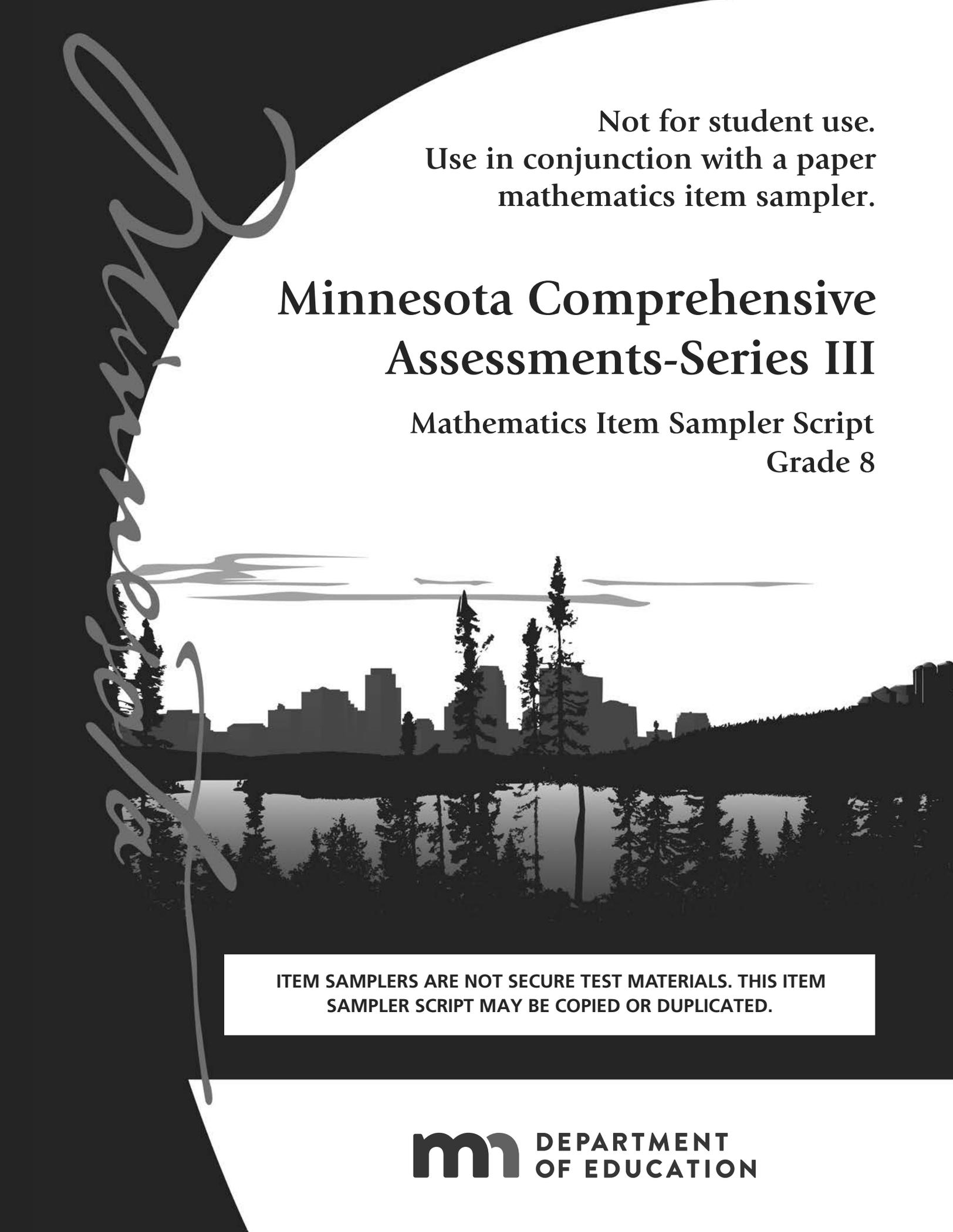


Not for student use.
Use in conjunction with a paper
mathematics item sampler.

Minnesota Comprehensive Assessments-Series III

Mathematics Item Sampler Script
Grade 8



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

**MINNESOTA COMPREHENSIVE ASSESSMENTS
ITEM SAMPLER
GRADE 8 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.
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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 8 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 8 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 expression results in a rational number?

Choose answer A, B, C, or D.

Question number two (2):

Simplify (the expression shown).

Choose answer A, B, C, or D.

Question number three (3):

Simplify (the expression shown).

Choose answer A, B, C, or D.

Question number four (4):

Which table of values does **not** represent a function?

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

- A. The table has three (3) rows and two (2) columns. The column headings are labeled from left to right: “***x***,” “***y***.”
 - B. The table has three (3) rows and two (2) columns. The column headings are labeled from left to right: “***x***,” “***y***.”
 - C. The table has three (3) rows and two (2) columns. The column headings are labeled from left to right: “***x***,” “***y***.”
 - D. The table has three (3) rows and two (2) columns. The column headings are labeled from left to right: “***x***,” “***y***.”
-

Question number five (5):

The number of cakes needed for a party, ***c***, is dependent upon the number of guests at the party, ***g***. Which equation shows the number of cakes as a function of the number of guests?

Choose answer A, B, C, or D.

Question number six (6):

A graph is shown.

The title of the graph is: “Cost Per Hour.” The horizontal axis is titled: “Time (hours),” and the vertical axis is titled: “Cost (dollars).”

Which situation is represented by the graph?

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

- A. It costs two dollars (\$2) per hour to rent a bike for ten (10) hours.
 - B. It costs sixty dollars (\$60) to rent a boat for eight (8) hours.
 - C. It costs five dollars (\$5) per hour to rent ice skates.
 - D. It costs forty dollars (\$40) to rent a snowboard.
-

Question number seven (7):

Ann sells bracelets for four dollars (\$4) each and necklaces for eight dollars (\$8) each. Which inequality shows x , the number of bracelets, and y , the number of necklaces Ann must sell to make at least one hundred dollars (\$100)?

Choose answer A, B, C, or D.

Question number eight (8):

A rectangle is drawn on a coordinate grid. The equation for one (1) side of the rectangle is three x minus two y equals twelve ($3x - 2y = 12$). Which could be an equation for another side of the rectangle?

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.

READ ONLY WHAT IS IN BOLD TYPE

GRADE 8 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 sequence is arithmetic?

Choose answer A, B, C, or D.

Question number ten (10):

Jayda makes a graph to show the weight of a jar when it contains different numbers of marbles.

The title of the graph is: “Weight of a Jar with Marbles.” The x -axis is titled: “Number of Marbles,” and the y -axis is titled: “Weight (grams).”

What does the y -intercept represent?

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

- A. The weight of each marble**
- B. The weight of the jar by itself**
- C. The number of marbles when the weight is zero (0) grams**
- D. The number of marbles when the weight is ten (10) grams**

Question number eleven (11):

An equation is shown.

When p is increased by two (2), how much does m increase?

Choose answer A, B, C, or D.

Question number twelve (12):

A sequence is shown.

What is the seventh term in the sequence?

Choose answer A, B, C, or D.

Question number thirteen (13):

Which property is used in the equation (shown)?

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

- A. Associative**
- B. Commutative**
- C. Distributive**
- D. Identity**

Question number fourteen (14):

Which is the equation of the same line as y equals three x minus eight ($y = 3x - 8$)?

Choose answer A, B, C, or D.

Question number fifteen (15):

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 (/), a decimal (.), and a negative sign (-). If your answer is a mixed number, you must change it to an improper fraction or a decimal.

An equation is shown.

The equation has two (2) solutions. One solution is x equals five ($x = 5$). What is the other solution?

Question number sixteen (16):

Lisa has five (5) more green marbles than blue marbles. She has a total of forty (40) green and blue marbles. Which system of equations represents this situation if x is the number of green marbles and y is the number of blue marbles?

Choose answer A, B, C, or D.

Question number seventeen (17):

What is the distance between (four, seven (4, 7)) and (negative three, nine (-3, 9)) on a coordinate grid?

Choose answer A, B, C, or D.

Question number eighteen (18):

Which function forms a geometric sequence when x equals (=) (the values shown)?

Choose answer A, B, C, or D.

Question number nineteen (19):

A sequence is shown.

What is the function rule for the sequence?

Choose answer A, B, C, or D.

Question number twenty (20):

What is the value of (the expression shown) when x equals negative four ($x = -4$) and y equals five ($y = 5$)?

Choose answer A, B, C, or D.

Question number twenty-one (21):

Leon plants three (3) rows of tomatoes with n plants in each row. He also plants one (1) row of beans with five (5) plants in the row. Which equation can be used to find t , the total number of plants Leon planted?

Choose answer A, B, C, or D.

Question number twenty-two (22):

What is the value of p when two p plus ten equals twenty-four ($2p + 10 = 24$)?

Choose answer A, B, C, or D.

Question number twenty-three (23):

A number line is shown.

Which equation has the solution shown on the number line?

Choose answer A, B, C, or D.

Question number twenty-four (24):

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 (/), a decimal (.), and a negative sign (-). If your answer is a mixed number, you must change it to an improper fraction or a decimal.

A triangle is shown.

Clockwise from the top, the figure reads: “A,” “C,” “five (5) feet,” “B,” “six (6) feet.”

What is AC ?

Question number twenty-five (25):

The graph of a line is shown.

What is the equation of a line that is perpendicular to the line shown and goes through the point (three, negative one (3, -1))?

Choose answer A, B, C, or D.

Question number twenty-six (26):

The scatterplot shows the heights of Ferris wheels and the years they were built.

The title of the scatterplot is: “Ferris Wheel Data.” The horizontal axis is titled: “Year Built.” The vertical axis is titled: “Height (meters).”

Which statement is true about the scatterplot?

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

- A. All Ferris wheels built before nineteen eighty (1980) must have been less than sixty (60) meters high.**
- B. Based on the line of best fit, Ferris wheel heights increase about twenty-five (25) meters every ten (10) years.**
- C. Each Ferris wheel is taller than all Ferris wheels that were built earlier.**
- D. Each year, more Ferris wheels were built than the year before.**

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

