Alternate MCA Sample Task

Science

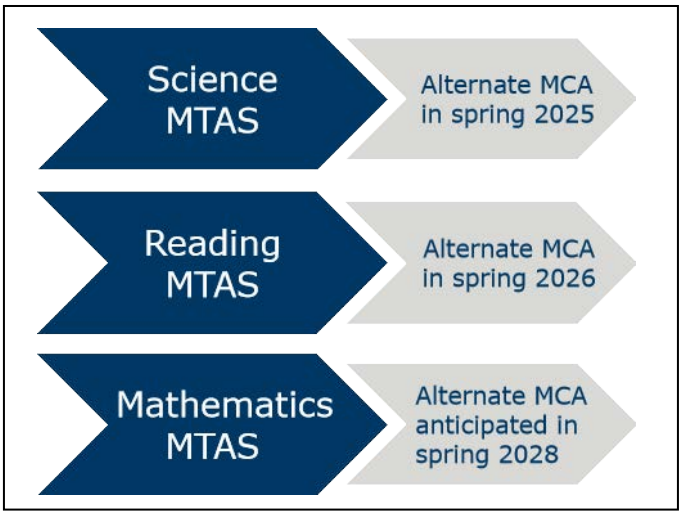
Grade 8

DEPARTMENT OF EDUCATION

Overview

Preparation for New Assessment: Alternate MCA

With the transition to new academic standards, MDE is developing the Alternate MCA, a redesigned alternate assessment that will replace the Minnesota Test of Academic Skills (MTAS). The timeline for the first administration of the Science Alternate MCA is school year 2024–25, Reading Alternate MCA is school year 2025–26, and Mathematics Alternate MCA is anticipated in school year 2027–28.



In preparation for the new assessments, Alternate MCA tasks will be field tested in both science and reading. These field test tasks are embedded in the MTAS test materials and are administered differently than MTAS tasks. While the redesigned tasks in the Reading and Science MTAS do not count towards a student's score, it is required that all students are administered every task.

Test Materials

This section outlines the sample test materials that are available in preparation for the Alternate MCA. These materials can be used to familiarize students and educators with how Alternate MCA content is presented. While these resources are useful for preparing students for testing, they are not meant to be used as practice tests or be predictive of student performance.

Task Administration Manual

A task is comprised of three separate items that are associated with the same phenomenon. This sample contains one Alternate MCA science task script that would be used by the Test Administrator and the presentation pages and phenomenon book used by the student. In this simplified task script, administration instructions are condensed and representations of the phenomenon and items are included for reference.

The Test Administrator presents the task's phenomenon and each item using the materials in the Phenomenon Book and in the Presentation Pages, which include the response options, to the student. Repetition and refocusing are allowed prior to a student response. If choosing to repeat the presentation of the item, the Test Administrator should follow the same administration instructions as the first time. Once the student responds, the Test Administrator records the response of A, B, C, or NR (No Response) and moves to the next item in the task; items are not presented again. Note that Test Administrators will not give a score point (0-3) for these tasks but instead will record the student's response as A, B, C, or NR.

If the student does not respond or if the student's response is ambiguous or appears unintentional (for example, the student knocks the question to the floor), the Test Administrator may attempt to refocus the student's attention, re-present the item and/or phenomenon, and give the student sufficient time to respond before recording NR. 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).

A demonstration of how to administer the Science Alternate MCA is available for review.

Phenomenon Book

The Phenomenon Book contains the phenomenon for the Alternate MCA science sample task that is presented to the student. The phenomenon is associated with the three items for the task in the Presentation Pages.

Presentation Pages

The Presentation Pages contain the three items for the Alternate MCA science sample task that is presented to the student. Students will respond to answer options on the item presentation page; there is not a separate Response Option Cards document for Alternate MCA. 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.

Both the Phenomenon Book and Presentation Pages with the item and response options should be visible to the student.

Example Task Script

An example of the task script, phenomenon, and presentation page for the Alternate MCA science task is provided on the following page. The task script does not bold words to indicate what the Test Administrator should read to the student. Test Administrators should read all the text that is located on the presentation pages and phenomenon to students.

Alternate MCA Science Example Task Script

Title
The title identifies the grade, subject, and task 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 is comprised of three separate items associated with the same phenomenon.

Alternate MCA Sample Task
Grade 5 Science
Task 1

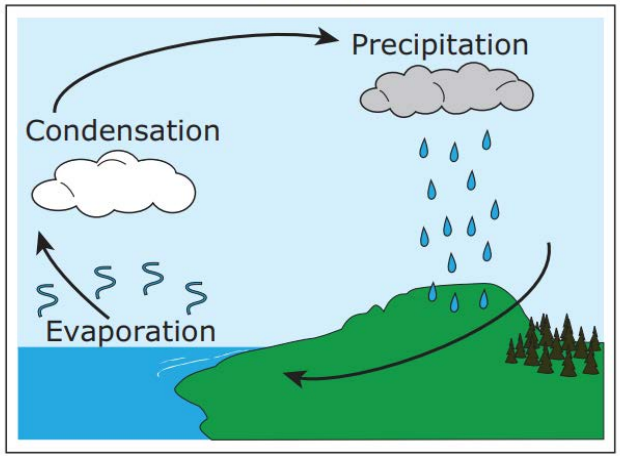
Test Administrator Instructions

*Present the phenomenon S5_1 located in the separate phenomenon book **once** before presenting the three associated items. Read the text aloud and point to each graphic as you read.*

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.

Water Cycle



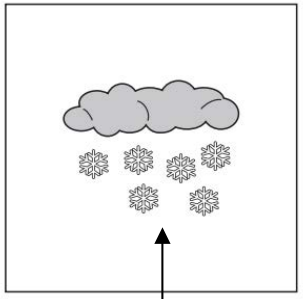
Alternate MCA Sample Task
Grade 5 Science
Item 1.1

Test Administrator Instructions

Present item S5_1.1 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

What picture shows rain?

A.



B.

Recording Student Responses

Record the student's response as A, B, or NR (No response). Move to the next item within the same task.

Phenomenon
Each task is associated with one phenomenon.

Response
Students respond to answer options on the item presentation page. There are no separate item response option cards.

Record
Record the student response on the Data Collection Form. Move to the next item within the same task.

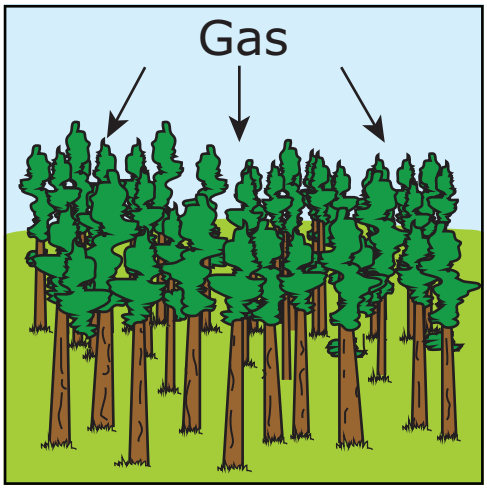
Alternate MCA Science Sample Task Administration Instructions

Alternate MCA Sample Task
Grade 8 Science
Task 1

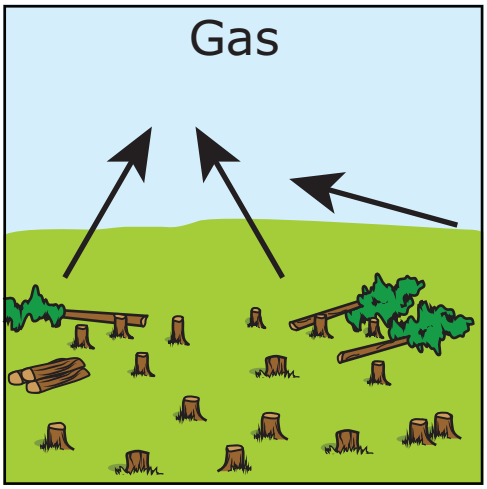
Test Administrator Instructions
Present the phenomenon S8_1 located in the separate phenomenon book ***once*** *before presenting the three associated items. Read the text aloud and point to each graphic as you read.*

Read the text and look at the pictures. Then, answer 3 questions.

Plants help clean the air by removing gases. When trees are cut down in a forest, there are fewer plants to help clean the air. Here are pictures that show how cutting down trees can change the air.



Forest



Trees cut down

Alternate MCA Sample Task
Grade 8 Science
Item 1.1

Test Administrator Instructions
Present item S8_1.1 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

What picture shows how forests become smaller?

A.

B.

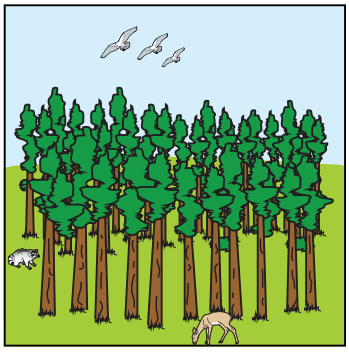
Recording Student Responses
Record the student's response as A, B, or NR (No response). Move to the **next item** within the **same** task.

Alternate MCA Sample Task
Grade 8 Science
Item 1.2

Test Administrator Instructions
Present item S8_1.2 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

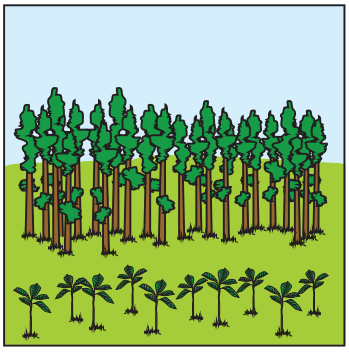
What can humans do to make the air cleaner?

A.



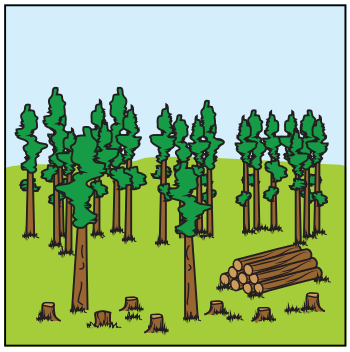
Place forest animals in new homes

B.



Plant more trees

C.



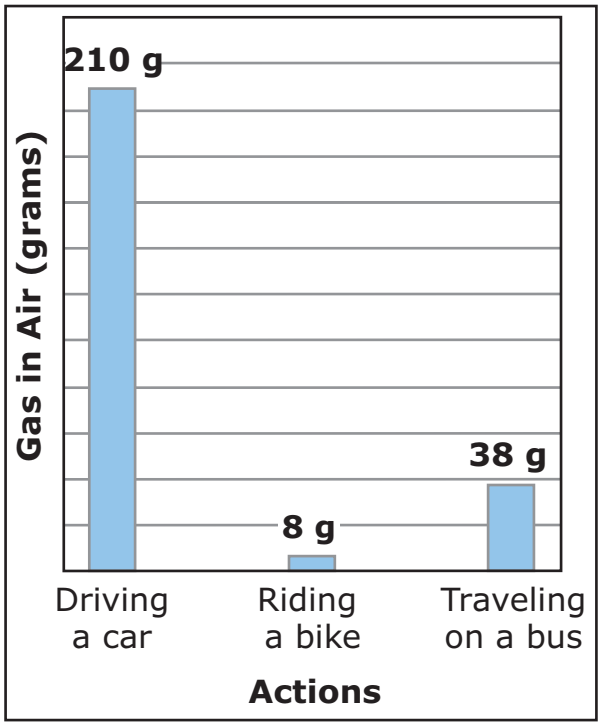
Cut down trees in forests

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

Alternate MCA Sample Task
Grade 8 Science
Item 1.3

Test Administrator Instructions
Present item S8_1.3 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

Which action puts the smallest amount of gas into the air?



A. Driving a car

B. Riding a bike

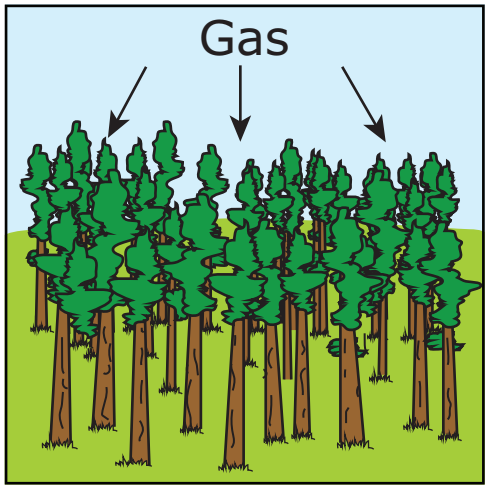
C. Traveling on a bus

Recording Student Responses
Record the student's response as A, B, C, or NR (No response). Move to the **next task**.

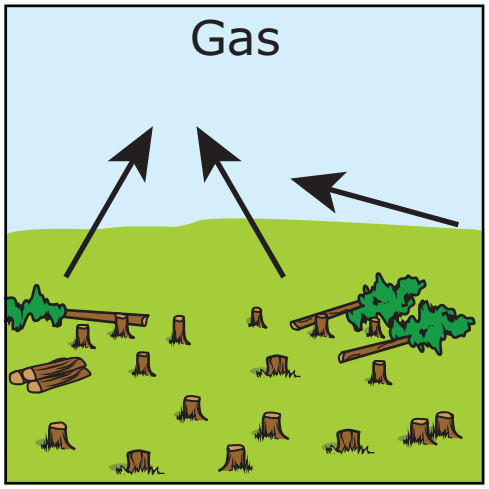
Alternate MCA Science Sample Task
Phenomenon Book

Read the text and look at the pictures. Then, answer 3 questions.

Plants help clean the air by removing gases. When trees are cut down in a forest, there are fewer plants to help clean the air. Here are pictures that show how cutting down trees can change the air.



Forest



Trees cut down

Alternate MCA Science Sample Task
Presentation Pages

S8_1.1

What picture shows how forests become smaller?

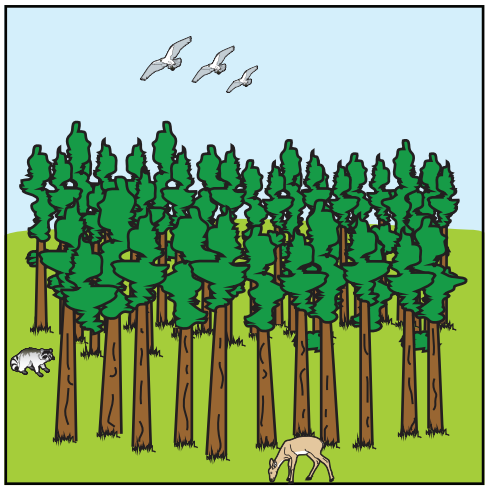
A.

B.

S8_1.2

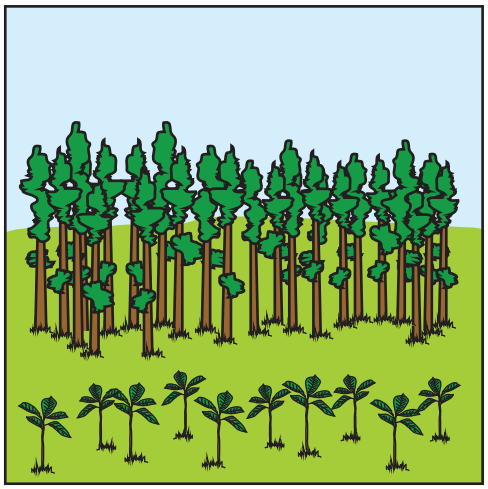
What can humans do to make the air cleaner?

A.



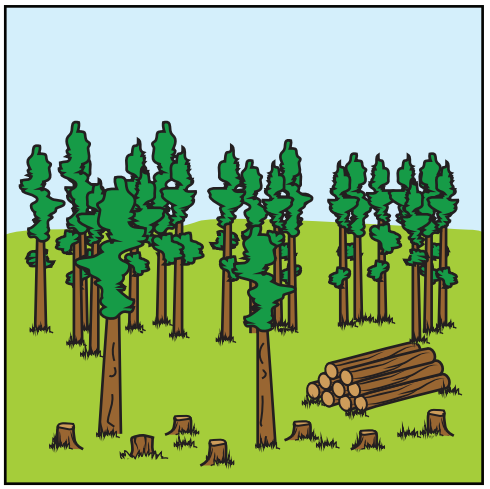
Place forest animals in new homes

B.



Plant more trees

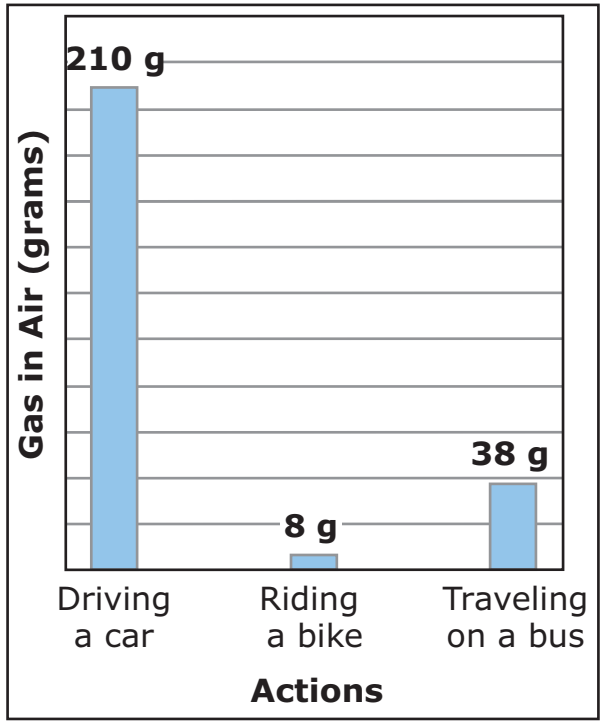
C.



Cut down trees in forests

S8_1.3

Which action puts the smallest amount of gas into the air?



A. Driving a car

B. Riding a bike

C. Traveling on a bus