

Minnesota

**Minnesota Test of Academic Skills (MTAS)
Science Item Sampler
Grade 8**

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Minnesota Department of
Education

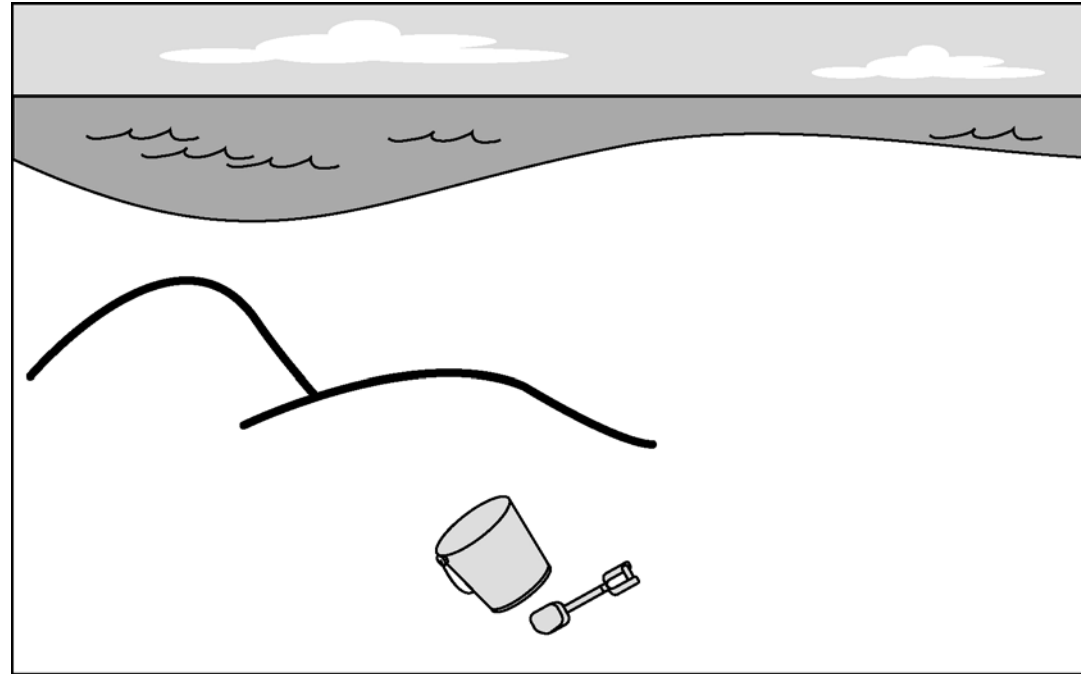
Minnesota Test of Academic Skills

Grade 8 Science

Sample Task 1

Test Administrator Instructions	Score	Student Responses
<p><i>Administration notes:</i></p> <ul style="list-style-type: none"> ▪ You may use objects when presenting questions and answer options. However, some tasks limit how objects can be used; any limitations will be specified on the task. ▪ Repeat the question exactly as it appears at score 3 as many times as needed until the student responds or until it is clear that the student will not respond. 		
<p><u>Present:</u> S8_Sample 1</p> <p><u>Say:</u> Here is a sandy beach. The sand has little hills. Point to the little hills. What happens to the sand when the wind blows?</p> <p><u>Present</u> the answer options in order. <i>Point to each option as you say it.</i></p> <p>A. The sand moves. B. The sand turns to rock. C. The sand stays the same.</p>	3	<p style="text-align: center;">The sand moves.</p> <p><i>If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 3. If the student chooses an incorrect answer, continue below.</i></p>
<p><i>Additional administration notes:</i></p> <ul style="list-style-type: none"> ▪ If the student responds incorrectly or not at all, present the task with support as scripted. ▪ Once additional support is provided, the task may not be re-administered for a score of 3. 		
<p><u>Re-present:</u> S8_Sample 1</p> <p><u>Say:</u> It is a windy day on the beach. Point to the graphic of the sandy beach. Think about what happens to sand when you blow on it. What happens to the sand when the wind blows?</p> <p><u>Re-present</u> the answer options in order. <i>Point to each option as you say it.</i></p> <p>A. The sand moves. B. The sand turns to rock. C. The sand stays the same.</p>	2	<p style="text-align: center;">The sand moves.</p> <p><i>If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 2. If the student chooses an incorrect answer, the task should be scored a 1.</i></p>
	1	<p>The sand turns to rock. or The sand stays the same.</p>
	0	Unrelated or none

Grade 8 Science 8.3.1.2.1: The student will identify the effects of weathering, erosion and deposition of sediment on landforms.

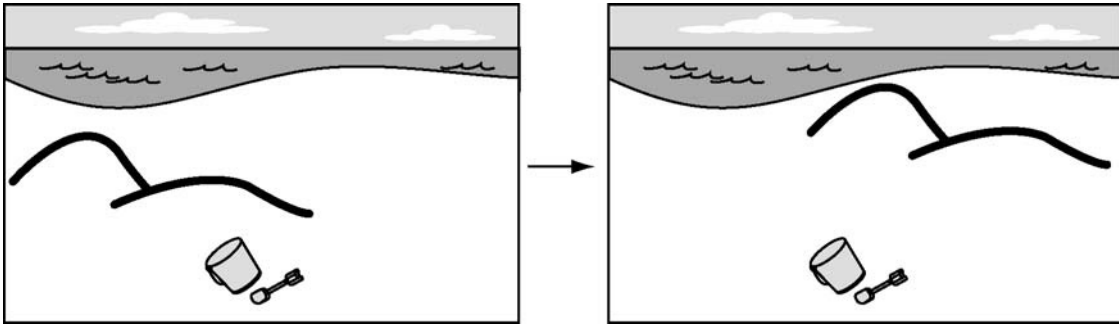


Sandy beach

What happens to the sand when the wind blows?

S8_Sample 1

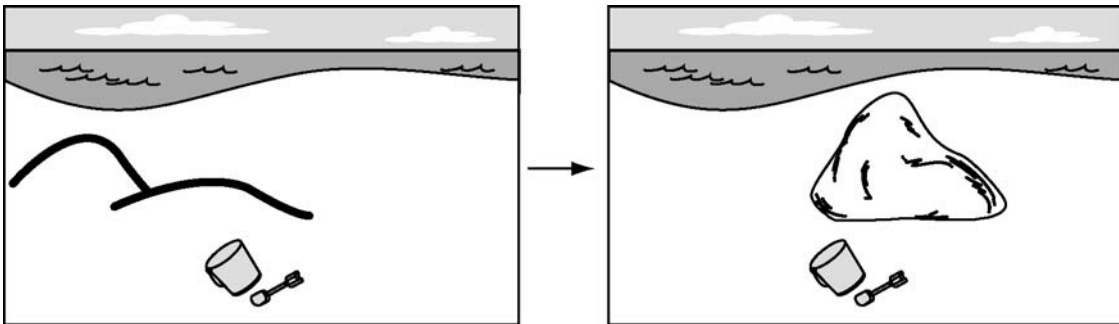
A



The sand moves.

S8_Sample 1

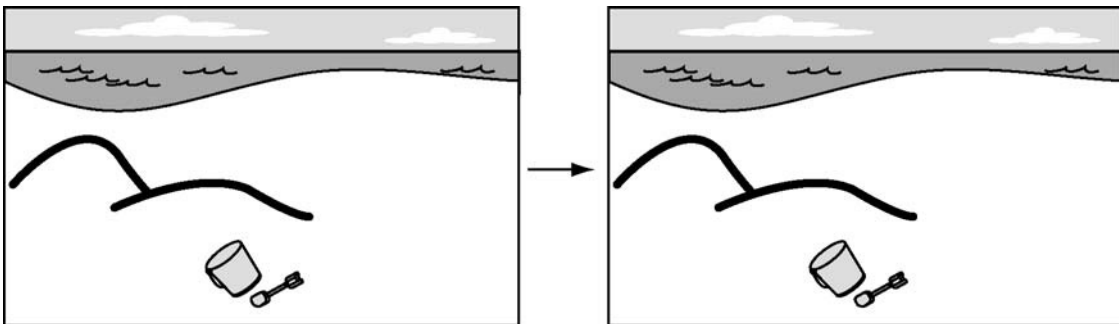
B



The sand turns to rock.

S8_Sample 1

C



The sand stays the same.

Minnesota Test of Academic Skills

Grade 8 Science

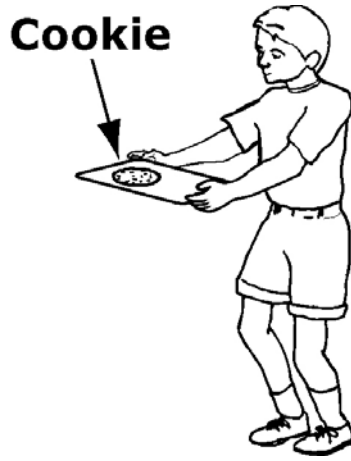
Sample Task 2

Test Administrator Instructions	Score	Student Responses
<p><i>Administration notes:</i></p> <ul style="list-style-type: none"> ▪ You may use objects when presenting questions and answer options. However, some tasks limit how objects can be used; any limitations will be specified on the task. ▪ Repeat the question exactly as it appears at score 3 as many times as needed until the student responds or until it is clear that the student will not respond. 		
<p><u>Present:</u> S8_Sample 2</p> <p><u>Say:</u> Here are cookies that come from 3 different places. Point to each of the answer options. Which cookie might have germs that make you sick?</p> <p><u>Present</u> the answer options in order. Point to each option as you say it.</p> <p>A. A cookie from the lunchroom B. A cookie from the floor C. A cookie from a package</p>	3	<p style="text-align: center;">A cookie from the floor</p> <p><i>If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 3. If the student chooses an incorrect answer, continue below.</i></p>
<p><i>Additional administration notes:</i></p> <ul style="list-style-type: none"> ▪ If the student responds incorrectly or not at all, present the task with support as scripted. ▪ Once additional support is provided, the task may not be re-administered for a score of 3. 		
<p><u>Re-present:</u> S8_Sample 2</p> <p><u>Say:</u> Here are cookies that come from 3 different places. Point to the cookies in each of the answer options. Germs will make you sick. Which cookie might have germs that make you sick?</p> <p><u>Re-present</u> the answer options in order. Point to each option as you say it.</p> <p>A. A cookie from the lunchroom B. A cookie from the floor C. A cookie from a package</p>	2	<p style="text-align: center;">A cookie from the floor</p> <p><i>If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 2. If the student chooses an incorrect answer, the task should be scored a 1.</i></p>
	1	<p style="text-align: center;">A cookie from the lunchroom or A cookie from a package</p>
	0	Unrelated or none

Grade 8 Science 7.4.4.2.1: The student will recognize that disease of the human body can be caused by other organisms.

Which cookie might have germs that make you sick?

S8_Sample 2
A



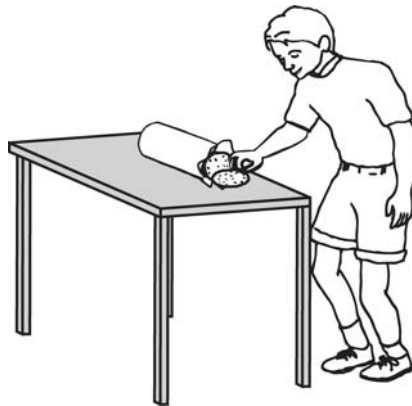
A cookie from the lunchroom

S8_Sample 2
B



A cookie from the floor

S8_Sample 2
C



A cookie from a package

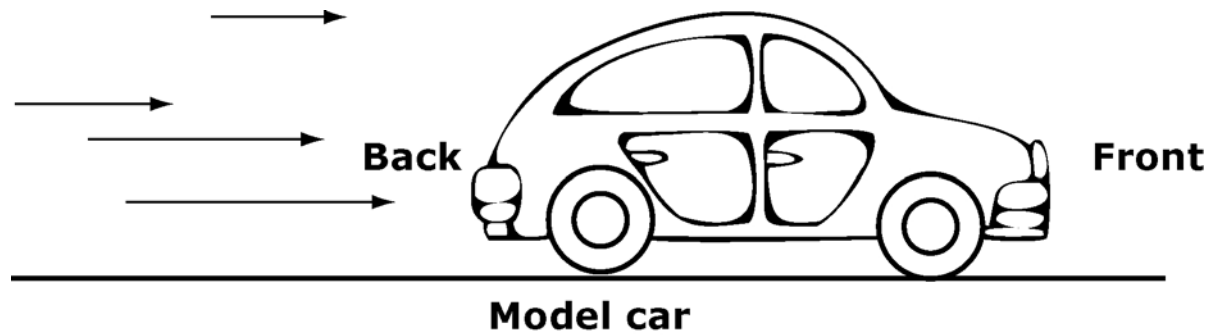
Minnesota Test of Academic Skills

Grade 8 Science

Sample Task 3

Test Administrator Instructions	Score	Student Responses
<p><i>Administration notes:</i></p> <ul style="list-style-type: none"> ▪ You may use objects when presenting questions and answer options. However, some tasks limit how objects can be used; any limitations will be specified on the task. ▪ Repeat the question exactly as it appears at score 3 as many times as needed until the student responds or until it is clear that the student will not respond. 		
<p><u>Present:</u> S8_Sample 3</p> <p>Say: Here is a model car. Which action makes the car move forward?</p> <p><u>Present</u> the answer options in order. <i>Point to each option as you say it.</i></p> <p>A. A push on the back of the car B. A push on the front of the car C. A push on the side of the car</p>	3	<p>A push on the back of the car</p> <p><i>If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 3. If the student chooses an incorrect answer, continue below.</i></p>
<p><i>Additional administration notes:</i></p> <ul style="list-style-type: none"> ▪ If the student responds incorrectly or not at all, present the task with support as scripted. ▪ Once additional support is provided, the task may not be re-administered for a score of 3. 		
<p><u>Re-present:</u> S8_Sample 3</p> <p>Say: Here is a model car. Pushing a car will make it move. Which action makes the car move forward?</p> <p><u>Re-present</u> the answer options in order. <i>Point to each option as you say it.</i></p> <p>A. A push on the back of the car B. A push on the front of the car C. A push on the side of the car</p>	2	<p>A push on the back of the car</p> <p><i>If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 2. If the student chooses an incorrect answer, the task should be scored a 1.</i></p>
	1	<p>A push on the front of the car or A push on the side of the car</p>
	0	<p>Unrelated or none</p>

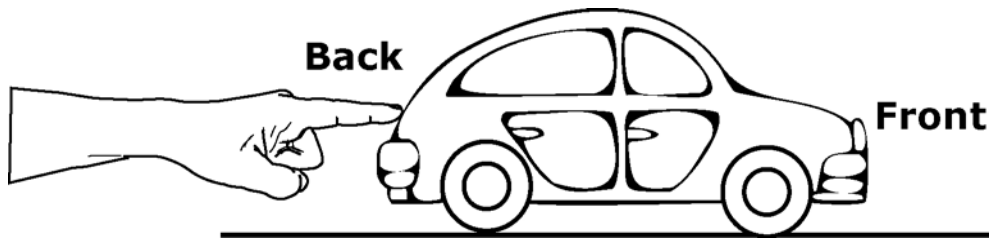
Grade 8 Science 6.2.2.2.1: The student will recognize the effects of balanced or unbalanced forces on an object.



Which action makes the car move forward?

S8_Sample 3

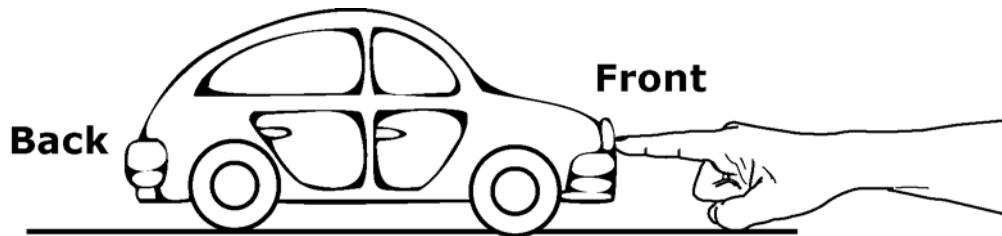
A



A push on the back of the car

S8_Sample 3

B



A push on the front of the car

S8_Sample 3

C



A push on the side of the car

MTAS Science Object List (OPTIONAL) Science Item Sampler

The MTAS Object Lists for mathematics and science include examples of objects and other variations in the presentation of the MTAS tasks. Some common ways to vary the task presentation include (1) using Braille text and tactile graphics, enlarging, or texturizing print and (2) supplementing numbers in tasks with some type of counter. These variations may be used with nearly all math and science tasks unless explicitly prohibited in the task script.

Keep in mind that these lists provide recommendations only; test administrators may use different objects and/or text formats to make tasks more accessible for individual students as long as students are not provided with additional content information. For example, several math tasks incorporate a number line with an unlabeled point. Number lines used in classrooms may not be appropriate for all of the MTAS tasks if all points are labeled.

Please contact MDE (mde.testing@state.mn.us) if you have questions about objects that may be used to represent MTAS tasks.

Task	Objects
Grade 8 Sample 01	<p>Present task using sand on a small tray: 1 small tray Sand 1 small fan to represent wind</p> <p>Present answer options using objects and demonstrations or tactile graphics to represent pictures on presentation page: Sand (may place in 6 small trays) 1 rock</p>
Grade 8 Sample 02	<p>Present task/answer options using objects or tactile graphics: 1 cookie on a lunch tray 1 cookie on the floor 1 cookie in a package</p>
Grade 8 Sample 03	<p>Present task using a toy: 1 car</p> <p>Present answer options using toy cars and demonstrations: 1 car pushed on the back 1 car pushed on the front 1 car pushed on the side</p>