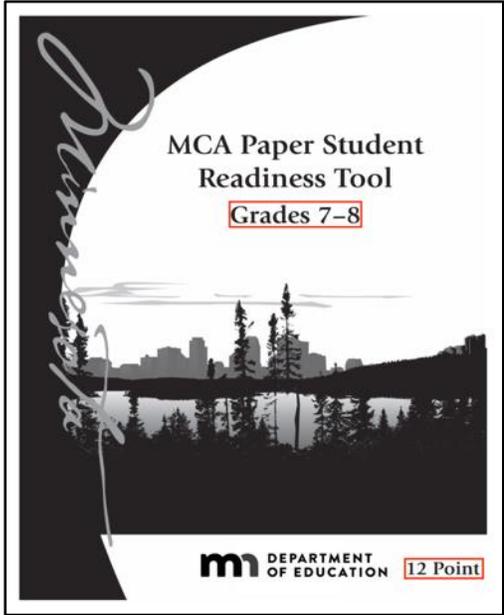


Paper Student Readiness Tools (SRTs) Teacher Guide

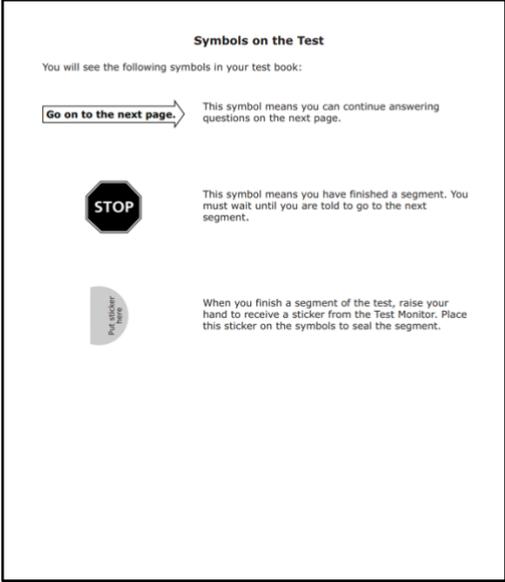
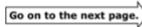
This guide provides educators with information on [the paper Student Readiness Tools \(SRTs\)](#) (PearsonAccess Next > Preparing for Testing > Student Readiness Tools) for students preparing to take a paper MCA. The paper SRTs can be used to familiarize students with the look and feel of a paper MCA, the types of items they will answer, and how to correctly indicate their answers. It is important that students understand how to indicate their answers, as district staff must enter student responses into an online data entry form during testing in order for their responses to be scored.

Educators can familiarize themselves with the paper SRTs before using the tools with students. Educators may also use this tool in conjunction with the [online SRTs](#) to identify the appropriate accommodations for their students.

This guide outlines the various portions of the paper SRTs and how they can be effectively used to prepare students for the MCA they will take. Note: Braille and script SRTs will not be available for 2022–23, but will be available next year.

Information	Sample Screenshot
<p>Title Page</p> <p>The title page indicates the grade-level grouping and the type of resource.</p> <p>The paper SRTs are offered in 12-point, 18-point, and 24-point fonts. The SRTs are available for the following grade-level groupings:</p> <ul style="list-style-type: none"> • Grades 3–4 • Grades 5–6 • Grades 7–8 • Grade 10 Reading • Grade 11 Mathematics • High School Science 	 <p>Sample shown: Grades 7–8 MCA Paper SRT</p>



Information	Sample Screenshot
<p>Symbols on the Test</p> <p>The <i>Symbols on the Test</i> page is included in all versions of the paper SRT. It provides information about the symbols students will see on the paper MCA.</p> <p>Educators may take time to discuss these symbols with students and point them out to students as they move through the paper SRT.</p>	 <p>The screenshot shows a page titled "Symbols on the Test" with the following content:</p> <p>Symbols on the Test</p> <p>You will see the following symbols in your test book:</p> <ul style="list-style-type: none"> This symbol means you can continue answering questions on the next page. This symbol means you have finished a segment. You must wait until you are told to go to the next segment. When you finish a segment of the test, raise your hand to receive a sticker from the Test Monitor. Place this sticker on the symbols to seal the segment.

Information	Sample Screenshot						
<p>General Information</p> <p>A general information page is included for each subject within a grade-level grouping resource. This page includes important information that familiarizes students with the format and types of questions they will encounter on the paper MCA.</p> <p>Note: The subjects within each resource vary depending on the grade-level grouping. For example, the grade-level 3–4 resource contains mathematics and reading sections while the grade-level 5–6 resource contains mathematics, reading, and science sections.</p> <p>Note: Science sections include a disclaimer indicating which students within a grade-level grouping should use the subject section. For example, in the grade-level 7–8 resource, the science section is only applicable to grade 8 students taking the paper MCA.</p>	<div data-bbox="922 241 1421 856" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Mathematics Test General Information</p> <ul style="list-style-type: none"> Your test will contain different segments. Segment pages look like this: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;">Segment 1</p> <p>You will be told when to begin this segment. You MAY NOT use a calculator for this segment.</p>  </td> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;">Segment 2</p> <p>You will be told when to begin this segment. You MAY use a calculator for this segment.</p>  </td> </tr> </table> <ul style="list-style-type: none"> You are allowed to use a calculator for certain segments of the test. These symbols tell you whether a calculator is allowed. <table style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> </tr> <tr> <td>Allowed</td> <td>Not Allowed</td> </tr> </table> <ul style="list-style-type: none"> You can write in your test book or use scratch paper. You must answer each question in the test book. Your mathematics test includes multiple-choice and fill-in-the-blank questions. </div> <p style="text-align: center;">Sample Shown: Mathematics Test General Information page</p> <div data-bbox="922 989 1421 1604" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p style="text-align: center;">SCIENCE ONLY</p> <p style="text-align: center;">Grade 5</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>The following section is used only by 5th graders who will take the Science MCA. Do not use this section unless you are taking the 5th grade Science MCA.</p> </div> </div> <p style="text-align: center;">Sample Shown: SCIENCE ONLY Grade 5 page</p>	<p style="text-align: center;">Segment 1</p> <p>You will be told when to begin this segment. You MAY NOT use a calculator for this segment.</p> 	<p style="text-align: center;">Segment 2</p> <p>You will be told when to begin this segment. You MAY use a calculator for this segment.</p> 			Allowed	Not Allowed
<p style="text-align: center;">Segment 1</p> <p>You will be told when to begin this segment. You MAY NOT use a calculator for this segment.</p> 	<p style="text-align: center;">Segment 2</p> <p>You will be told when to begin this segment. You MAY use a calculator for this segment.</p> 						
							
Allowed	Not Allowed						



Information

Sample Screenshot

Sample Questions and Practice Pages

Each subject section contains a Sample Question Answered in Test Book and Practice page. These pages give students the opportunity to view sample test questions and practice answering each type of question they may encounter on the test.

Paper Mathematics and Science MCAs contain various types of questions that require students to input answers differently. The purpose of the sample and practice questions is to show students how to correctly mark their answers for each type of question within a test book, not to practice getting the "right" answer. At the top of each sample question and practice page, an explanation is provided to help guide students on how to correctly indicate an answer.

Educators may practice each item type with students by reviewing the sample question first, having students practice independently, and then reviewing the students' approaches together, practicing again if needed.

Note: The answers to all practice questions are provided at the top of the page. This ensures that students are able to focus on practicing marking their answer rather than on identifying the correct answer.

For additional tips on using sample items with students, refer to the Appendix: Tips for Sample Items section of this document.

Sample Question Answered in Test Book:

For some fill-in-the-blank questions, the answer may be a mixed number. It is important to change mixed numbers into improper fractions or decimals because the space bar character is not an accepted symbol. If an answer is given as a mixed number, it will be marked as incorrect. The sample below shows you how to do this.

What is the sum of $3\frac{1}{2}$ and 4.25?

$3\frac{1}{2} + 4.25$
 $3\frac{1}{2} + 4\frac{1}{4}$
 $7/2 + 17/4$
 $14/4 + 17/4 = 31/4$

Practice

Practice answering this question in the space provided by writing the sum of the mixed numbers in the form of the improper fraction $\frac{a}{b}$.

3. Add $5\frac{1}{2}$ and $4\frac{3}{4}$.

STOP

Sample shown: Grades 5–6 Mathematics Paper SRT, pages 9–10

Sample Question Answered in Test Book:

Instructions are included at the top of each passage. Read the passage. Then answer each multiple-choice question by circling the answer in your test book. The sample below shows you how to do this.

Read the following story about caves. Then answer the questions. Some questions may ask you about certain paragraphs. The paragraphs are numbered on the left side.

Out of the Dark
written for the Minnesota Department of Education

1 Jason tried to force a smile as his classmates lined up to enter the cave. "This will be great," he whispered to Dawn, his best friend, who was standing in front of him. Jason wiped his sweaty palms on his pants and swallowed hard. The rest of his classmates were laughing and talking excitedly to one another. Jason hoped that no one would discover how he really felt about this field trip.

2 Dawn inched closer to Jason and turned to face him. "What did you say?"

3 "I said, 'This will be so great,'" he replied. "Don't you think so?"

4 "Well, maybe," Dawn replied, sounding a bit unsure of herself. She swung away from him then looked past the tour guide, who was standing at the cave entrance. Her eyes darted back and forth, searching the ceiling of the cave.

Who is the narrator of this story?

A. Dawn
 B. A person outside the story
 C. Jason
 D. The tour guide in the story

Practice

Practice answering this multiple-choice question by circling option C.

Read the following story about caves. Then answer the questions. Some questions may ask you about certain paragraphs. The paragraphs are numbered on the left side.

Out of the Dark
Minnesota Department of Education

1 Jason tried to force a smile as his classmates lined up to enter the cave. "This will be great," he whispered to Dawn, his best friend, who was standing in front of him. Jason wiped his sweaty palms on his pants and swallowed hard. The rest of his classmates were laughing and talking excitedly to one another. Jason hoped that no one would discover how he really felt about this field trip.

2 Dawn inched closer to Jason and turned to face him. "What did you say?"

3 "I said, 'This will be so great,'" he replied. "Don't you think so?"

4 "Well, maybe," Dawn replied, sounding a bit unsure of herself. She swung away from him then looked past the tour guide, who was standing at the cave entrance. Her eyes darted back and forth, searching the ceiling of the cave.

1. In paragraph 1, why does the author write that "Jason wiped his sweaty palms on his pants and swallowed hard"?

A. To show Jason is excited about the field trip
 B. To show Jason is bored during the field trip
 C. To show Jason is nervous about the field trip
 D. To show Jason is calm during the field trip

STOP

Sample shown: Grades 3–4 Reading Paper SRT, pages 7–8

Sample Question Answered in Test Book:

For some graphing questions, you will need to write a "+" above each bar where the top of the bar should be. The sample below shows you how to do this.

Make a graph of the air temperatures inside and outside of a cave at 7 a.m.

Air Temperature	
Inside	Outside
7 a.m. 5°C (41°F)	-2°C (28°F)

Write a "+" above each bar where the top of the bar should be.

Air Temperature at 7 a.m.

Practice

Practice answering this graphing question by writing a "+" above "Inside the cave" at 13°C and a "+" above "Outside the cave" at 18°C.

3. Make a graph of the air temperatures inside and outside of a cave at 6 p.m.

Air Temperature	
Inside	Outside
6 p.m. 13°C (55°F)	18°C (65°F)

Write a "+" above each bar where the top of the bar should be.

Air Temperature at 6 p.m.

STOP

Sample shown: High School Science Paper SRT, pages 11–12

Appendix: Tips for Sample Items

Best practice for using these tools with students is at the discretion of the educator and should be tailored to student needs. For example, some educators may choose to practice all subjects with a student in a given day while others may focus on only one subject per day.

The following pages provide additional information on how to best utilize the information within the *Sample Questions Answered in Test Book* and *Practice* pages.

Grades 3–4 Paper SRT

The 3–4 grade-level grouping consists of mathematics and reading sections. The following tables include important information about sample questions and their corresponding practice pages. It is recommended to have the Grades 3–4 Paper SRT available when reviewing this section.

Mathematics

Page Numbers	Sample Question Answered in Test Book	Practice
4–5	Shows a multiple-choice question. Educators and students should focus on the answer being marked by circling an option.	<p>Educators should allow students to practice circling option B.</p> <p>Tips:</p> <ul style="list-style-type: none"> • Students may circle the letter, the text, or both the letter and text of the option. • Students should not circle multiple options.

Reading

Page Numbers	Sample Question Answered in Test Book	Practice
7–8	Shows a passage and a multiple-choice question. Educators and students should focus on the format of the passage (including the instructions in the text box at the top of the passage) and on the answer being marked by circling an option.	<p>Educators should allow students to read the passage and practice circling option C.</p> <p>Tips:</p> <ul style="list-style-type: none"> • Students may circle the letter, the text, or both the letter and text of option. • Students should not circle multiple options.



Grades 5–6 Paper SRT

The 5–6 grade-level grouping consists of mathematics, reading, and science sections. The following tables include important information about sample questions and their corresponding practice pages. It is recommended to have the Grades 5–6 Paper SRT available when reviewing this section.

Mathematics

Page Numbers	Sample Question Answered in Test Book	Practice
4–5	Shows a multiple-choice question. Educators and students should focus on the answer being marked by circling an option.	Educators should allow students to practice circling option B. Tips: <ul style="list-style-type: none"> • Students may circle the letter, the text, or both the letter and text of the option. • Students should not circle multiple options.
6	Shows a fill-in-the-blank question. Educators and students should focus on the importance of using only symbols that are allowed when writing an answer.	N/A
7–8	Shows a fill-in-the-blank question with an answer that is a decimal number. Educators and students should focus on the question’s bolded instructions, which indicate that a decimal number is one of the accepted formats for this type of question.	Educators should allow students to practice writing 0.3 in the space provided. Tip: Students can read the bolded instructions again independently in order to better understand the importance of using accepted symbols in their answer.
9–10	Shows a fill-in-the-blank question with a mixed-number answer that is changed into an improper fraction. Educators and students should focus on the question’s bolded instructions, which indicate that a mixed number must be converted into an improper fraction or decimal because a mixed number is not one of the of the accepted formats for this type of question. Tip: The educator should note that 7.75 is also an acceptable answer.	Educators should allow students to practice writing $\frac{87}{8}$ in the space provided. Tips: <ul style="list-style-type: none"> • Students may read the bolded instructions again independently in order to better understand the importance of changing a mixed number to an improper fraction or decimal. • Students should not use a horizontal fraction bar when inputting the answer. • The educator should note that 10.875 is also an acceptable answer.

Reading

Page Numbers	Sample Question Answered in Test Book	Practice
12–13	Shows a passage and a multiple-choice question. Educators and students should focus on the format of the passage (including the instructions in the text box at the top of the passage) and on the answer being marked by circling an option.	<p>Educators should allow students to read the passage and practice circling option C.</p> <p>Tips:</p> <ul style="list-style-type: none"> • Students may circle the letter, the text, or both the letter and text of the option. • Students should not circle multiple options.

Science

Page Numbers	Sample Question Answered in Test Book	Practice
16–18	Shows a scenario and two diagram questions in which multiple answers may be circled. Educators and students should focus on the format of a scenario followed by a question(s) and on the answers being marked by circling an option(s).	<p>Educators should allow students to read the scenario and practice circling the options Cattails and Leech.</p> <p>Tips:</p> <ul style="list-style-type: none"> • Students may circle the label or the entire picture. • Students should not draw lines between pictures, make any checkmarks/x-marks, etc., or write down their answer.
19–20	<p>Shows a diagram question in which answers must be written into the provided boxes. Educators and students should focus on the answers being marked by writing label letters within the provided boxes.</p> <p>Educators should explain to students that sometimes boxes may contain more than one letter label. Instructions on whether only one letter or multiple letters are allowed will be explicit within the question. Educators and students should focus on this portion of the sample question.</p>	<p>Educators should allow students to practice writing letters A, B, and C in the designated boxes.</p> <p>Tips:</p> <ul style="list-style-type: none"> • Students should focus on writing labels legibly within the provided boxes. • The educator should note that students can write multiple letters in a box (such as BC or B,C) but can only use the letter one time in each box (for example, BB is not allowed/permitted/an acceptable answer).
21–22	Shows a graphing question in which answers must be marked directly on the graph using a “+” symbol. Educators and students should focus on the instructions for marking multiple answers on a graph.	<p>Educators should allow students to practice marking two “+” symbols in the designated areas.</p> <p>Tips:</p> <ul style="list-style-type: none"> • The educator should encourage students to make clear marks in the designated areas only in the format provided in the instructions. • Students should not circle, draw lines, make any checkmarks/x-marks, etc., or write down their answer for this type of graphing question.



23-24	Shows a multiple-choice question. Educators and students should focus on the answer being marked by circling an option.	Educators should allow students to practice circling option C. Tips: <ul style="list-style-type: none"> • Students may circle the letter, the text, or both the letter and text of the option. • Students should not circle multiple options.
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Grades 7–8 Paper SRT

The 7–8 grade-level grouping consists of mathematics, reading, and science sections. The following tables include important information about sample questions and their corresponding practice pages. It is recommended to have the Grades 7–8 Paper SRT available when reviewing this section.

Mathematics

Page Numbers	Sample Question Answered in Test Book	Practice
4-5	Shows a multiple-choice question. Educators and students should focus on the answer being marked by circling an option.	Educators should allow students to practice circling option C. Tips: <ul style="list-style-type: none"> • Students may circle the letter, the text, or both the letter and text of the option. • Students should not circle multiple options.
6	Shows a fill-in-the-blank question. Educators and students should focus on the importance of using only symbols that are allowed when writing an answer.	N/A
7-8	Shows a fill-in-the-blank question with an answer that is a negative decimal number. Educators and students should focus on the question’s bolded instructions, which indicate that a negative and/or decimal number is one of the accepted formats for this type of question.	Educators should allow students to practice writing -0.32 in the space provided. Tips: <ul style="list-style-type: none"> • Students can read the bolded instructions again independently in order to better understand the importance of using accepted symbols in their answer. • Students should practice clearly writing a negative sign in front of a decimal number.
9-10	Shows a fill-in-the-blank question with a mixed-number answer that is changed into an improper fraction. Educators and students should focus on the question’s bolded instructions, which indicate that a mixed number must be converted into an improper fraction or decimal because a mixed number is not one of the of the accepted formats for this type of question.	Educators should allow students to practice writing $3\frac{25}{4}$ in the space provided. Tips: <ul style="list-style-type: none"> • Students may read the bolded instructions again independently in order to better understand the importance of changing a mixed number to an improper fraction or decimal.

	<p>Tip: The educator should note that 1.125 is also an acceptable answer.</p>	<ul style="list-style-type: none"> • Students should not use a horizontal fraction bar when inputting the answer. • The educator should note that 81.25 is also an acceptable answer.
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Reading

Page Numbers	Sample Question Answered in Test Book	Practice
12–13	Shows a passage and a multiple-choice question. Educators and students should focus on the format of the passage (including the instructions in the text box at the top of the passage) and on the answer being marked by circling an option.	Educators should allow students to read the passage and practice circling option C. Tips: <ul style="list-style-type: none"> • Students may circle the letter, the text, or both the letter and text of the option. • Students should not circle multiple options.

Science

Page Numbers	Sample Question Answered in Test Book	Practice
16–18	Shows a scenario and two diagram questions in which multiple answers may be circled. Educators and students should focus on the format of a scenario followed by a question(s) and on the answers being marked by circling an option(s).	Educators should allow students to read the scenario and practice circling the options Moon and Earth. Tips: <ul style="list-style-type: none"> • Students may circle the label or the entire picture. • Students should not draw lines between pictures, mark any checkmarks/x-marks, etc., or write down their answer.
19–20	Shows a diagram question in which answers must be written into the provided boxes. Educators and students should focus on the answers being marked by writing label letters within the provided boxes. Educators should explain to students that sometimes boxes may contain more than one letter label. Instructions on whether only one letter or multiple letters are allowed will be explicit within the question. Educators and students should focus on this portion of the sample question.	Educators should allow students to practice writing letters A, B, C, and D in the designated boxes. Tips: <ul style="list-style-type: none"> • Students should focus on writing labels legibly within the provided boxes. • The educator should note that students can write multiple letters in a box (such as BCD or B,C,D) but can only use the letter one time in each box (for example, BBB is not allowed/permitted/an acceptable answer).
21–22	Shows a graphing question in which answers must be marked directly on the graph using a “+” symbol. Educators and students should focus on the instructions for marking multiple answers on a graph.	Educators should allow students to practice marking two “+” symbols in the designated areas. Tips: <ul style="list-style-type: none"> • The educator should encourage students to make clear marks in the



		<p>designated areas only in the format provided in the instructions.</p> <ul style="list-style-type: none"> Students should not circle, draw lines, mark any checkmarks/x-marks, etc., or write down their answer for this type of graphing question.
23–25	Shows a scenario with a fill-in-the-blank question. Educators and students should focus on the importance of using only the symbols and characters listed within the question directions (for example, “Your answer cannot be more than 5 digits”) as well as on permissible tools such as a handheld calculator.	<p>Educators should allow students to read the scenario and practice writing 5,924 in the box provided.</p> <p>Tips:</p> <ul style="list-style-type: none"> Students should write their response without a comma (5924) as commas are not allowed during data entry, which is completed by designated staff during the testing window. Students should practice writing legibly within the box using only up to 5 digits.
26–27	Shows a multiple-choice question. Educators and students should focus on the answer being marked by circling an option.	<p>Educators should allow students to practice circling option C.</p> <p>Tips:</p> <ul style="list-style-type: none"> Students may circle the letter, the text, or both the letter and text of the option. Students should not circle multiple options.

Grade 10 Reading Paper SRT

The grade 10 resource consists only of a reading section for grade 10 students. This resource includes multiple-choice questions only. The following table includes important information about sample questions and their corresponding practice pages. It is recommended to have the Grade 10 Reading paper SRT available when reviewing this section.

Page Numbers	Sample Question Answered in Test Book	Practice
4–5	Shows a passage and a multiple-choice question. Educators and students should focus on the format of the passage (including the instructions in the text box at the top of the passage) and on the answer being marked by circling an option.	<p>Educators should allow students to read the passage and practice circling option C.</p> <p>Tips:</p> <ul style="list-style-type: none"> Students may circle the letter, the text, or both the letter and text of the option. Students should not circle multiple options.

Grade 11 Mathematics Paper SRT

The grade 11 resource consists only of a mathematics section for grade 11 students. The following table includes important information about sample questions and their corresponding practice pages. It is recommended to have the Grade 11 Mathematics Paper SRT available when reviewing this section.

Page Numbers	Sample Question Answered in Test Book	Practice
4–5	Shows a multiple-choice question. Educators and students should focus on the answer being marked by circling an option.	Educators should allow students to practice circling option C. Tips: <ul style="list-style-type: none"> Students may circle the letter, the text, or both the letter and text of the option. Students should not circle multiple options.
6	Shows a fill-in-the-blank question. Educators and students should focus on the importance of using only symbols that are allowed when writing an answer.	N/A
7–8	Shows a fill-in-the-blank question with an answer that is a decimal number. Educators and students should focus on the question's bolded instructions, which indicate that a negative and/or decimal number is one of the accepted formats for this type of question. Tip: The educator should note that the improper fraction $-\frac{21}{20}$ is also an acceptable answer.	Educators should allow students to practice writing -39.4 in the space provided. Tips: <ul style="list-style-type: none"> Students can read the bolded instructions again independently in order to better understand the importance of using accepted symbols in their answer. Students should practice clearly writing a negative sign in front of a decimal number. The educator should note that the improper fraction $-\frac{197}{5}$ is also an acceptable answer.
9–10	Shows a fill-in-the-blank question with a mixed-number answer that is changed into an improper fraction. Educators and students should focus on the question's bolded instructions, which indicate that a mixed number must be converted into an improper fraction or decimal because a mixed number is not one of the of the accepted formats for this type of question. Tip: The educator should note that 3.75 is also an acceptable answer.	Educators should allow students to practice writing $10/9$ in the space provided. Tips: <ul style="list-style-type: none"> Students may read the bolded instructions again independently in order to better understand the importance of changing a mixed number to an improper fraction or decimal. Students should not use a horizontal fraction bar when inputting the answer. The educator should note that 1.111 is also an acceptable answer.



High School Science Paper SRT

The high school science resource consists only of a science section for students in high school who will be taking the Science MCA. The following table includes important information about sample questions and their corresponding practice pages. It is recommended to have the High School Science Paper SRT available when reviewing this section.

Page Numbers	Sample Question Answered in Test Book	Practice
4-6	Shows a scenario and two diagram questions in which multiple answers may be circled. Educators and students should focus on the format of a scenario followed by a question(s) and on the answers being marked by circling an option(s).	Educators should allow students to read the scenario and practice circling the options Moon and Earth. Tips: <ul style="list-style-type: none"> • Students may circle the label or the entire picture. • Students should not draw lines between pictures, make any checkmarks/x-marks, etc., or write down their answer.
7-10	Shows a diagram question in which answers must be written into the provided boxes. Educators and students should focus on the answers being marked by writing label letters within the provided boxes. Educators should explain to students that sometimes boxes may contain more than one letter label. Instructions on whether only one letter or multiple letters are allowed will be explicit within the question. Educators and students should focus on this portion of the sample question.	Educators should allow students to practice writing letters A, B, and C in the designated boxes. Tips: <ul style="list-style-type: none"> • Students should focus on writing labels legibly within the provided boxes. • The educator should note that students can use the letter only one time in one box.
11-12	Shows a graphing question in which answers must be marked directly on the graph using a "+" symbol. Educators and students should focus on the instructions for marking multiple answers on a graph.	Educators should allow students to practice marking two "+" symbols in the designated areas. Tips: <ul style="list-style-type: none"> • Educators should encourage students to make clear marks in the designated areas only in the format provided in the instructions. • Students should not circle, draw lines, make any checkmarks/x-marks, etc., or write down their answer for this type of graphing question.
13-14	Shows a multiple-choice question. Educators and students should focus on the answer being marked by circling an option.	Educators should allow students to practice circling option C. Tips: <ul style="list-style-type: none"> • Students may circle the letter, the text, or both the letter and text of the option. • Students should not circle multiple options.