



MCA Paper Student  
Readiness Tool

Mathematics Script

Grade 11



# Overview of Student Readiness Tool Scripts

The Student Readiness Tools (SRTs) are resources used to familiarize students and educators with the online and paper MCAs. For students with an Individualized Education Program (IEP) or 504 plan who require read-aloud support, a mathematics or science script may be used by the Test Monitor during test administration. This introductory information and accompanying scripts are intended to support Test Monitors in familiarizing themselves and students with an MCA testing environment that includes the administration of a script.

For students eligible for the script accommodation, the Test Monitor uses the script to read aloud specified portions of the test to the student. SRT scripts are provided for all grade-level SRTs containing a mathematics or science section.

For mathematics, the script must be administered with a paper test book (regular print, large print, or braille). For science, the script can be administered with the online test or with a paper test book (regular print, large print, or braille).

## Accessing the Scripts and Corresponding SRTs

Both paper and online SRT scripts are located alongside the corresponding grade-level paper SRT under Paper SRTs on [PearsonAccess Next](#) (PearsonAccess Next > Preparing for Testing > Student Readiness Tools > Paper SRTs). Test Monitors are encouraged to reference this introductory information and the appropriate script in conjunction with the paper or online SRT being taken by the student.

If a student will be taking the MCA using a paper test book and script, Test Monitors will need to provide the student with the appropriate grade-level paper SRT under Paper SRTs in [PearsonAccess Next](#) (PearsonAccess Next > Preparing for Testing > Student Readiness Tools > Paper SRTs).

**Paper SRTs**

The Paper SRTs are available for students taking the MCA using 12-point, 18-point, and 24-point paper test materials for each grade-level grouping. Braille test materials are available to order.

[Paper SRTs Guide for Educators >](#)

Grades 3-4 MCA Paper SRT ▾

- Grades 3-4 MCA 12-point Paper SRT
- Grades 3-4 MCA 18-point Paper SRT
- Grades 3-4 MCA 24-point Paper SRT
- Grades 3-4 Mathematics MCA SRT Script**

Grade 11 Mathematics MCA Paper SRT ▾

High School Science MCA Paper SRT ▾

If a student will be taking the online Science MCA with a script, Test Monitors will need to refer the student to the Science Script Read-Aloud section of the [online SRTs](#) under Test Supports and Accommodations (Online Student Readiness Tools > Test Supports and Accommodations > Science Script Read-Aloud). The student can then later take the remainder of the grade-level online SRTs to prepare for other components of the online test administration.

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## Student Readiness Tools

Welcome to your Student Readiness Tools (SRTs)!  
Play the video to the right to learn about the SRTs.  
Then select your grade below to learn more.

3rd Grade 4th Grade 5th Grade  
6th Grade 7th Grade 8th Grade  
10th Grade 11th Grade HS Science

### Test Supports and Accommodations

For test supports and accommodations, select the button below.

All Grades

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## Test Supports

Grades 3-5 Grades 6-HS Science

### Pop-up Translations

Hmong Spanish Somali

### Accommodated Text-to-Speech

All Grades

### Science Script Read-Aloud

All Grades

Online SRTs Home

## Preparing for MCA Administrations with a Script

Prior to reading the script aloud to students during testing, Test Monitors are required to carefully read the introduction included at the beginning of the script. These guidelines and instructions discuss important directions that Test Monitors must follow to ensure the script is administered correctly to students. This introductory section should not be read aloud to students.

### MCA Script Guidelines and Instructions Sample Text

**MINNESOTA COMPREHENSIVE ASSESSMENTS  
SPRING 20XX  
GRADE 8 MATHEMATICS SCRIPT**

**FOR USE BY TEST MONITOR ONLY.**

This script is to be read aloud by a Test Monitor to students who are taking their test in a regular, large print, or braille test book. It cannot be used with the online Mathematics MCA.

Students must be given a test book prior to starting testing.

**GENERAL INSTRUCTIONS FOR TEST MONITORS:**

- Prior to test administration, review the *Testing Directions: Paper* for detailed policy and procedure information for test administration. Ensure you know how testing is scheduled and when students will stop testing for the day.
- Read scripted instructions to students from the *Testing Directions: Paper*, 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).
- For signed interpretation, also refer to the *Guidance for Universal Supports and Accommodations for Minnesota Statewide Assessments* for detailed American Sign Language (ASL) guidance. Contact your District or School Assessment Coordinator for this guidance, as needed.

**GUIDELINES FOR READING THE SCRIPT ALOUD**

*General Guidelines*

- Read aloud test content in **bold type** 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 will require the test to be invalidated.
- Respond to student questions using only the scripted directions and guidance provided in the *Testing Directions: Paper*.

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For grades 5, 8, and high school science, both online and paper script sections are included within the script. The *General Instructions for Test Monitors* section at the beginning of the science script lists the page ranges where the online and paper script sections can be found. Both scripts are indicated by labeled tabs that appear on each page of the script sections.

### General Instructions for Test Monitors MCA Sample Text

**GENERAL INSTRUCTIONS FOR TEST MONITORS:**

- Prior to test administration, review the *Testing Directions: Online* or *Testing Directions: Paper* for detailed policy and procedure information for test administration. Ensure you know how testing is scheduled and when students will stop testing for the day.
- Read scripted instructions to students, as directed, and refer to the applicable *Testing Directions* throughout the test administration.
  - Refer to the *Testing Directions: Online* if using the script in conjunction with the online test.
  - Refer to the *Testing Directions: Paper* if using the script in conjunction with the regular, large print, or braille test book.
- For braille, Test Monitors should also refer to the *Test Monitor Notes for Braille* included with the braille test book.
- This script contains two sets of instructions: the first set is used for administering the script with the online test, and the second set is used for administering the script in conjunction with the regular, large print, or braille test book. Use the tabs on the pages to confirm you are using the correct script.
  - Refer to pages 6–47 when using the script in conjunction with an online test.
  - Refer to pages 48–77 when using the script in conjunction with the regular, large print, or braille test book.
  - In these sections, read aloud to students **ONLY** what is in **BOLD TYPE**.
- Do not discuss test content with the student during or after the test.

## Online MCA Script Section

Online Section

### SCRIPT FOR USE WITH THE ONLINE TEST

After reading the applicable scripted instructions in the *Testing Directions: Online*, say the following before you begin reading the questions on page 7.

**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 questions as many times as you need.**

## Paper MCA Script Section

Paper Test Books Section

### SCRIPT FOR USE WITH PAPER TEST BOOKS

After reading the applicable scripted instructions in the *Testing Directions: Paper*, say the following before you begin reading the questions on page 49.

**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 questions as many times as you need.**

Following the guidelines and instructions at the beginning of the script, the first text that Test Monitors will read aloud to students appears. Beginning on this page and continuing throughout the script, a notification box is included as a reminder that only bolded text may be read aloud to students.

### Instructions Read Aloud to Students and Bolded Text Reminder

After reading the applicable scripted instructions in the *Testing Directions: Paper*, 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 questions as many times as you need.**

**READ ONLY WHAT IS IN BOLD TYPE**

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Scripted questions are organized according to the segment or section in which they appear in the MCA and are separated by dividing lines. The scripted questions match the wording of questions in the test, and descriptions of charts, tables, and other graphics are included. At the bottom of each script page containing test content, a Secure Materials warning box is included as a reminder that test content is confidential.

### Scripted MCA Questions and Secure Materials Warning

GRADE 5 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):

Divide (the expression shown).

Choose answer A, B, C, or D.

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Question number two (2):

Which number has a five (5) in the ten thousandths place?

Choose answer A, B, C, or D.

---

Question number three (3):

Johan's race time was forty-five point zero three (45.03) seconds. Kyle's race time was zero point one (0.1) second less than Johan's time. What was Kyle's race time?

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

- A. Forty-four point zero three (44.03) seconds
- B. Forty-four point nine three (44.93) seconds
- C. Forty-five point one three (45.13) seconds
- D. Forty-five point one four (45.14) seconds

SECURE MATERIALS  
DO NOT DUPLICATE

**READ ONLY WHAT IS IN BOLD TYPE**

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# Example of Scripted Question and Test Question for Paper MCA

## Scripted Question

Scene:

Twenty years later, grasses are growing where the pond was. The teacher and some students dig up shells.

**Question number three (3):**

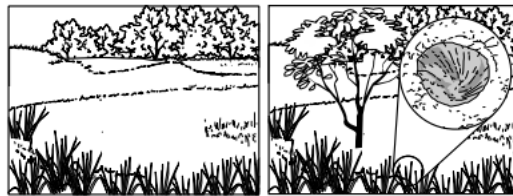
The shells are sorted by shape. Sort the remaining three (3) shells by shape.

Each remaining shell is labeled A, B, or C. Write the letter of each shell in the correct group. You may only use each letter one (1) time.

The diagram is labeled, from left to right: Group one (1), Group two (2). The answer options are titled: Shells. The diagrams are labeled, from left to right: A, B, C.




## Test Question

Twenty years later, grasses are growing where the pond was. The teacher and some students dig up shells.



**3.** The shells are sorted by shape. Sort the remaining 3 shells by shape.

Each remaining shell is labeled A, B, or C. Write the letter of each shell in the correct group. You may only use each letter 1 time.

Group 1	Group 2
	 

**Shells**

A.      B.      C.





# Example of Scripted Question and Test Question for Online Science MCA

## Scripted Question

Scene:

Twenty years later, grasses are growing where the pond was. The teacher and some students dig up shells.

---

**Question number nine (9):**

The shells are sorted by shape. Sort the remaining three (3) shells by shape.

Drag each shell into the correct group.

The boxes are labeled, from left to right: Group one (1), Group two (2). The answer options are titled: Shells.




Select the Blue arrow at the top to go on.

## Test Question

Twenty years later, grasses are growing where the pond was. The teacher and some students dig up shells.



The shells are sorted by shape. Sort the remaining 3 shells by shape.  
Drag each shell into the correct group.

Group 1	Group 2
	 

**Shells**



Each segment or section of scripted questions is concluded by an end of segment/section notification with instructions for Test Monitors. An end of test notification appears at the end of the script.

**Sample End of Segment/Section Notification for MCA (Paper)**

**STOP**

When the student reaches the end of the segment, repeat any questions as requested by the student. The student may review answers and must seal the segment before continuing. Refer to the *Testing Directions: Paper* if stopping testing for the day at this point.

**Sample End of Test Notification for MCA (Online)**

**STOP**

When the student reaches the end of the test, repeat any questions as requested by the student. The student may review answers online before submitting the test. Refer to the *Testing Directions: Online* for information on collection and return of test materials.

## Using the SRT Scripts

To reflect test administration with a script as closely as possible, the SRT scripts are similar to the MCA scripts in content and function, with a few notable exceptions. To allow for the inclusion of additional content in the SRTs, such as sample questions and instructions for answering test questions, the layout of the SRT scripts differs slightly from the MCA scripts. The following examples illustrate how SRT sample and practice questions appear in the SRT scripts.

### Sample Question in SRT Scripts and SRTs

#### SRT Scripts

GRADE 11 MATHEMATICS SCRIPT  
FOR USE WITH THE PAPER STUDENT READINESS TOOL

For multiple-choice questions, circle the answer in your test book. The sample below shows you how to do this.

Sample Question:

**Sample Question Answered in Test Book:**

What is the value of  $p$  when four  $p$  plus twenty equals negative three hundred twenty ( $4p + 20 = -320$ )?

Choose answer A, B, C, or D.

Practice Question:

Practice

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

Question number one (1):

What is the value of  $x$  if  $x$  minus two equals three minus  $x$  ( $x - 2 = 3 - x$ )?

Choose answer A, B, C, or D.

SRT MAY BE DUPLICATED      READ ONLY WHAT IS IN BOLD TYPE

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Paper Math SRT

#### SRTs

For multiple-choice questions, circle the answer in your test book. The sample below shows you how to do this.

**Sample Question Answered in Test Book:**


What is the value of  $p$  when  $4p + 20 = -320$ ?

  A. -85

B. -75

C. 75

D. 85

Go on to the next page. 

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## Practice Question in SRT Scripts and SRTs

### SRT Scripts

GRADE 11 MATHEMATICS SCRIPT  
FOR USE WITH THE PAPER STUDENT READINESS TOOL

For multiple-choice questions, circle the answer in your test book. The sample below shows you how to do this.

Sample Question:

Sample Question Answered in Test Book:

What is the value of  $p$  when four  $p$  plus twenty equals negative three hundred twenty ( $4p + 20 = -320$ )?

Choose answer A, B, C, or D.

Practice Question:

Practice

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

Question number one (1):

What is the value of  $x$  if  $x$  minus two equals three minus  $x$  ( $x - 2 = 3 - x$ )?

Choose answer A, B, C, or D.

Paper Math SRT

SRT MAY BE DUPLICATED

READ ONLY WHAT IS IN BOLD TYPE

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### SRTs

Practice

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

1. What is the value of  $x$  if  $x - 2 = 3 - x$ ?

A. 1.5  
B. 2  
C. 2.5  
D. 3

Go on to the next page.

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Because the SRTs contain fewer questions than the MCAs, test questions are not organized into segments or sections. Therefore, end of segment pages (for paper tests) or review screens (for online tests) do not appear in the SRTs and are not reflected in the SRT scripts. Instead, SRTs are organized into sections by subject, and a simplified notification appears at the end of each subject's section in the SRT scripts. An end of SRT notification appears at the end of the scripts.

### End of Subject Section Notification for SRTs

**STOP**

When the student reaches the end of a subject section, repeat any questions as requested by the student. The student may review answers before continuing.

### End of SRT Notification for SRTs

**STOP**

When the student reaches the end of the SRT, repeat any questions as requested by the student. The student may review answers before finishing the SRT.

## STUDENT READINESS TOOLS (SRTS) GRADE 11 MATHEMATICS SCRIPT

### FOR USE BY TEST MONITOR ONLY.

This script is to be read aloud by a Test Monitor to students who are preparing for testing with the paper Student Readiness Tools.

Students must be provided the corresponding grade-level paper SRT.

### GENERAL INSTRUCTIONS FOR TEST MONITORS FOR SRTS

- 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).
- If the student will be testing with a braille test book, refer to the *SRT Test Monitor Notes for Braille* included with the braille SRT.
- To prepare for test administration, refer to the [Guidance for Universal Supports and Accommodations for Minnesota Statewide Assessments](#) for detailed script administration and signed interpretation administration, including American Sign Language (ASL) guidance (MDE > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > District Resources).

### GUIDELINES FOR READING THE SCRIPT ALOUD

#### *General Guidelines*

- Read aloud SRT content in **bold type** 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 SRT to the student. This prepares the student for test administration since reading any test content from the test book is not allowed.

#### *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. The student may also ask you to repeat any questions as many times as they need.

### *Maintain Neutrality*

- Communicate in a neutral tone and maintain a neutral facial expression and posture.
- Do not attempt to determine the correct answer to a question while reading, as this may result in pauses or changes in inflection that may mislead the student or suggest the correct answer.
- 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

### *General Guidelines*

- Sign SRT content in **bold type** 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 SRT to the student. This prepares the student for test administration since signing any test content from the test book is not allowed.

### *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, fingerspelling 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.
- 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. The student may also ask you to sign any questions as many times as they need.

### *Use Appropriate Physical/Facial Expressions*

- Use facial expressions consistent with sign-language delivery; do not use expressions that may be interpreted by the student as approval or disapproval of the student's responses.
- Do not attempt to determine the correct answer to a question while signing, as this may result in pauses or changes in inflection that may mislead the student or suggest the correct answer.
- 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.

SCRIPT FOR USE WITH THE MATHEMATICS PAPER STUDENT READINESS TOOL

Say the following before you begin reading the questions in the script below:

**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 questions as many times as you need.**



GRADE 11 MATHEMATICS SCRIPT  
FOR USE WITH THE PAPER STUDENT READINESS TOOL

For multiple-choice questions, circle the answer in your test book. The sample below shows you how to do this.

Sample Question:

**Sample Question Answered in Test Book:**

**What is the value of  $p$  when four  $p$  plus twenty equals negative three hundred twenty ( $4p + 20 = -320$ )?**

**Choose answer A, B, C, or D.**

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Practice Question:

**Practice**

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

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**Question number one (1):**

**What is the value of  $x$  if  $x$  minus two equals three minus  $x$  ( $x - 2 = 3 - x$ )?**

**Choose answer A, B, C, or D.**

Practice Question:

**Practice**

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

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**Question number two (2):**

**A veterinarian recorded the weights of animals in a histogram.**

**The histogram is titled: Animal Weights. The horizontal axis is labeled: Weight (pounds). The vertical axis is labeled: Number of Animals.**

**Which statement about animal weights is true?**

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

- A. The number of animals that weigh between zero (0) and four point nine (4.9) pounds is five (5).**
- B. The number of animals that weigh between five (5) and nine point nine (9.9) pounds is fifteen (15).**
- C. The number of animals that weigh between ten (10) and fourteen point nine (14.9) pounds is ten (10).**
- D. The number of animals that weigh between fifteen (15) and nineteen point nine (19.9) pounds is eighteen (18).**

**For fill-in-the-blank questions, you will need to write the answer in the space provided. You can use this space to solve the question.**

For 12- and 18-point: **The sample below shows you how to do this.**

For 24-point: **The sample shows you how to do this.**

**Note: Every fill-in-the-blank question includes instructions about which numbers and symbols can be used in your answer. It is important to follow these instructions when writing your answers.**

Sample Question:

**Sample Question Answered in Test Book:**

**Please write your answer in the space below the question. You may use the digits: zero to 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 fence is being built around an area with the dimensions shown.**

**The outside of the figure is labeled, from top to bottom: three hundred fifty feet (350 ft.), two hundred fifty feet (250 ft.). The inside of the diagram is labeled: Area.**

**The fencing will be three hundred fifty (350) feet long and two hundred fifty (250) feet wide. What is the total area, in square feet, within the fencing?**

For some fill-in-the-blank questions, you will need to write answers with negative signs and/or decimals. The sample below shows you how to do this.

Sample Question:

**Sample Question Answered in Test Book:**

Please write your answer in the space below the question. You may use the digits: zero to 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.

What is the value of (the equation shown) when  $x$  equals negative zero point three ( $x = -0.3$ ) and  $y$  equals one-fourth ( $y = \frac{1}{4}$ )?

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Practice Question:

**Practice**

Practice answering this question in the space provided by writing negative thirty-nine point four (–39.4).

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**Question number three (3):**

Please write your answer in the space below the question. You may use the digits: zero to 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.

What is the value of (the equation shown) when  $x$  equals negative one point three ( $x = -1.3$ ) and  $y$  equals three point one five ( $y = 3.15$ )?

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.

For 12- and 18-point: **The sample below shows you how to do this.**

For 24-point: **The sample shows you how to do this.**

Sample Question:

**Sample Question Answered in Test Book:**

**Please write your answer in the space below the question. You may use the digits: zero to 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.**

**Triangle STW is similar to triangle PQR.**

**The triangle on the left is labeled, beginning at the top and continuing clockwise: T, W, S. The diagram on the right is labeled, beginning at the top and continuing clockwise: Q, R, P.**

**What is the length of line segment  $TW$  ( $\overline{TW}$ )?**

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Practice Question:

**Practice**

**Practice answering this question in the space provided by converting the answer  $b$  equals one and one-half ( $b = 1\frac{1}{2}$ ) into an improper fraction or a decimal. The improper fraction is three-halves ( $\frac{3}{2}$ ), and the decimal is one point five (1.5).**

**Question number four (4):**

**Please write your answer in the space below the question. You may use the digits: zero to 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.**

**The Pythagorean Theorem is shown.**

**What is the value of  $b$  if  $a$  equals two ( $a = 2$ ) and  $c$  equals two and one half ( $c = 2\frac{1}{2}$ )?**

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**STOP**

When the student reaches the end of the SRT, repeat any questions as requested by the student. The student may review answers before finishing the SRT.