

Minnesota Department of

Educati**o**n

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http://education.state.mn.us

Authorization Letter

Authorized Users: District Testing Personnel

Work Authorized: Minnesota Test of Academic Skills (MTAS)

This letter contains the terms and conditions under which the State of Minnesota Department of Education is authorizing testing personnel as defined in the *Procedures Manual for the Minnesota Assessments 2016–2017* to administer the state-designated Minnesota Test of Academic Skills (MTAS). By accepting delivery of the tests and opening the testing materials for distribution, you agree to the terms and conditions set forth in this letter.

You are authorized to administer the MTAS only in strict accordance with the *Task Administration Manuals* accompanying the tests and in compliance with security requirements outlined in the *Procedures Manual for the Minnesota Assessments*.

The State of Minnesota is and remains the owner of all intellectual property and copyrights in this work at all times. Permission to administer the test is granted without fee to Minnesota public school students. Reproduction of these tests is permissible within the terms set forth in this manual for the MTAS. Unauthorized reproduction of these tests is a violation of the Federal Copyright Act, and may expose you to substantial liability. Under the Federal Copyright Act, 17 U.S.C. Subsections 504 and 505, the State may recover the actual damages caused by a violation, or statutory damages ranging from \$500 to \$100,000 per violation, as well as the State's attorney fees and other costs. Section 506 of the Act provides that certain copyright violations are criminal offenses, punishable by fines and imprisonment.

This test is nonpublic examination data and nonpublic security information under the Minnesota Government Data Practices Act, Minnesota Statutes Sections 13.34 and 13.37 (1994). The Data Practices Act provides for civil and criminal penalties for violations of the Act.

The permission granted for this limited use is given to testing personnel alone, on a non-exclusive basis, and testing personnel may not transfer this right to any other person or entity.

This letter describes the scope of authorization to use the above-described tests. By accepting delivery of the tests and opening the testing materials for distribution, you agree to be bound by all the terms and conditions set forth in this letter including the *Task Administration Manual*, the U.S. Copyright Act, 17 U.S.C. Section 101-810, Minnesota Data Practices Act, and Minnesota Statutes Chapter 13.

State of Minnesota
Department of Education
Date: January 2017

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Contact Information

| Minnesota Department of Education | Division of Statewide Testing 1500 Highway 36 West, Roseville, MN 55113 Fax: 651-582-8874 | |
|-----------------------------------|---|--|
| Main Contact | mde.testing@state.mn.us | |
| Assessment Contacts | MDE > Districts, Schools and Educators > Statewide Testing | |
| | Go to Assessment Contacts by Area Code | |

| MTAS Content Specialist | Contact | Telephone Number | Email Address |
|--|-------------|---------------------|-------------------------|
| Reading, Mathematics and Science | Donna Tabat | 651-582-8830 | Donna.Tabat@state.mn.us |



Pearson

888-817-8659

mnhelp@support.pearson.com

Monday – Friday, 6:00 am – 7:30 pm

Resources

The resources described in this section provide information and assistance to District and School Assessment Coordinators and Test Administrators who are preparing to administer the Minnesota Test of Academic Skills (MTAS).

Minnesota Department of Education (MDE) Website

On the MDE website (http://education.state.mn.us), the Division of Statewide Testing provides information about testing, including testing schedules, information to help District Assessment Coordinators use test data, and technical documents, such as test specifications, for each assessment.

| MDE Website Resource | Description | | |
|---|--|--|--|
| Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS) | This document helps Individualized Education Program (IEP) teams determine the most appropriate assessment option for students with disabilities. It consists of the | | |
| MDE website > Districts, Schools and Educators > Statewide Testing > Minnesota Tests | eligibility requirements and decision-making flowchart for the Minnesota Test of Academic Skills (MTAS), as well as a glossary of alternate assessment terminology. | | |
| Testing Schedules | The testing schedule for the current school year is provided. | | |
| MDE website > Districts, Schools and Educators > Statewide Testing > Minnesota Tests | | | |
| Test Specifications | Test specifications are specific rules and characteristics that | | |
| MDE website > Districts, Schools and Educators > Statewide Testing > Test Specifications | guide the development of a test's content and format. | | |
| Technical Reports | This section of the website includes the technical reports for | | |
| MDE website > Districts, Schools and Educators > Statewide Testing > Minnesota Tests > Technical Reports | MTAS, such as the raw-to-scale score tables for the Mathematics, Reading, and Science MTAS. | | |

| MDE Website Resource | Description | |
|--|--|--|
| Minnesota Manual of Accommodations for Students with Disabilities in Instruction and Assessment and Training Guide MDE website > Districts, Schools and Educators > Special Education > Statewide Assessment for Students with Disabilities | This manual was developed by the National Center on Educational Outcomes (NCEO) with a grant from MDE. This manual is designed to help IEP teams select, administer, and evaluate the use of accommodations for instruction and assessment. The NCEO has also developed a Training Guide for effectively using the <i>Minnesota Manual</i> . To link to the manual and training guide, refer to "Related offsite resources" on the Statewide Assessment for Students with Disabilities page of the MDE website. | |

PearsonAccess Next

All Pearson statewide testing resources and systems used by Minnesota districts and schools can be accessed in PearsonAccess Next. Resources related to administration of the MTAS are listed in the table below. Contact your District Assessment Coordinator for additional PearsonAccess Next resources during testing as needed.

| Resource Name | Description | |
|---|---|--|
| MTAS Task Administration Manual PearsonAccess Next > Resources & Training > Policies and Procedures | This version of the manual posted to PearsonAccess Next contains only the portion of the Task Administration Manual on administration guidelines, policies, and procedures. Grade-level Task Administration Manuals shipped to districts also contain secure items, such as task scripts, reading passages, and object lists. | |
| MTAS Data Collection Form PearsonAccess Next > Resources & Training > Policies and Procedures | Use this form to record student performance on the MTAS before entering the data in PearsonAccess Next. | |
| Learner Characteristics Inventory (LCI) Form PearsonAccess Next > Resources & Training > Policies and Procedures | Use this form to record Learner Characteristics Inventory (LCI) data for the MTAS before entering the data in PearsonAccess Next. | |
| Item Samplers PearsonAccess Next > Student Resources > Item Samplers > MTAS | Use item samplers to familiarize students and Test Administrators with the format of the test. Item samplers include mathematics, reading, and science examples that are similar to test administration materials; however, they cannot be used to predict how well students will perform on the MTAS. | |

| Resource Name | Description | |
|---|--|--|
| MTAS Score Entry Quick Guide for Test Administrators | This guide provides instructions on how to enter MTAS scores and LCI data in PearsonAccess Next. | |
| PearsonAccess Next > Resources & Training > User Guides | | |
| District Assessment Coordinator and Assessment Administrator Quick Guide for MTAS Score Entry PearsonAccess Next > Resources & Training > User Guides | This guide provides instructions for District Assessment Coordinators and Assessment Administrators on tasks related to assigning staff to complete score entry and viewing data entry progress. | |
| Procedures Manual for the Minnesota Assessments PearsonAccess Next > Resources & Training > Policies and Procedures | This manual provides information about responsible test administration practices, policies, and procedures for the Minnesota Assessments. | |

Training Management System (TMS)

All MDE and Pearson training modules used by Minnesota districts and schools can be accessed in the Training Management System (https://mn.tms.pearson.com).

| Resource Name | Description | |
|---|---|--|
| MTAS Training for Test Administrators | This training has three modules: Overview, covering the basics of the MTAS; Test Administration, covering MTAS test materials, policies, and procedures; and Scoring, on how to score the MTAS. Districts will assign the modules that Test Administrators are to complete. | |
| Standards-Based Accountability Assessments Overview | This training provides an overview of the Standards-Based Accountability Assessments, MCA and MTAS. | |

Overview

Minnesota Test of Academic Skills (MTAS)

This manual provides information about the MTAS test administration resources, roles and responsibilities, preparation, and administration policies. The *Procedures Manual for the Minnesota Assessments* provides further information about policies and procedures. Contact your District or School Assessment Coordinator with any questions, and refer to the *Resources* section at the beginning of this manual for available MTAS resources.

The Elementary and Secondary Education Act (ESEA) requires that all public school students in grades 3–8 and one grade in high school be assessed in mathematics and reading. The results from these tests are used to calculate Adequate Yearly Progress (AYP) and Multiple Measurement Ratings (MMR) for Minnesota schools and districts. ESEA also requires that all public school students be assessed in science in grades 5 and 8 and once in high school. Science participation is required by the ESEA but is not used to calculate AYP or MMR for Minnesota schools and districts. The MTAS, Minnesota's alternate assessment based on alternate achievement standards, is used to meet these requirements for eligible students.

The MTAS is part of the statewide assessment program and is designed to measure the extent to which students with significant cognitive disabilities are making progress in the general education curriculum. The MTAS consists of performance tasks, which are scored by the Test Administrator with the use of a script and a task-specific scoring rubric. Following the assessment administration, student score data must be entered online in PearsonAccess Next.

The MTAS assesses student performance in reading, mathematics, and science. Reading is assessed in grades 3–8 and 10; mathematics is assessed in grades 3–8 and 11; and science is assessed in grades 5, 8, and once in high school. There are 15 tasks in the MTAS for each subject. The total number of tasks presented will vary by grade. For example, a student in grade 5 taking the Reading, Mathematics, and Science MTAS will be presented with 45 total tasks. A student in grade 11, who takes only the Mathematics MTAS, will be presented with 15 total tasks. The following table shows the subjects and number of tasks by grade.

| MTAS TASKS BY GRADE | | | |
|---------------------|----------------------------|-------------|---------|
| | Number of Tasks by Subject | | |
| Grade | Reading | Mathematics | Science |
| 3 | 15 | 15 | _ |
| 4 | 15 | 15 | _ |
| 5 | 15 | 15 | 15 |
| 6 | 15 | 15 | _ |
| 7 | 15 | 15 | _ |
| 8 | 15 | 15 | 15 |
| 9 | _ | _ | * |
| 10 | 15 | _ | 15* |
| 11 | _ | 15 | * |
| 12 | _ | _ | * |

^{*}The high school Science MTAS should be administered in the year that the student receives life science instruction. While some students with significant cognitive disabilities may not be enrolled in a course called Life Science or Biology, all students should have access to the general education curriculum, which includes instruction in life science. The IEP team determines the most appropriate year for a student to take the high school Science MTAS.

Important Dates

Below are important dates to keep in mind for MTAS test preparation and administration. See the *Important Dates* sheets in the *Procedures Manual for the Minnesota Assessments* for a comprehensive list of all dates related to testing tasks and timelines and results reporting.

| Date | Event | | |
|---|---|--|--|
| January 23, 2017 | Test Administrators can access the MTAS Training for Test Administrators in the Training Management System. (See the Resources section at the beginning of this manual.) | | |
| February 21, 2017 or February 28, 2017 | MTAS test materials, including MTAS Task Administration Manuals, Presentation Pages, and Response Option Cards, are delivered to districts or schools on the date selected by the district. | | |
| February 27, 2017 | Data entry window opens for districts to begin entering LCI data in PearsonAccess Next for students who will take the MTAS. LCI data must be entered and saved once for each student who will take MTAS. | | |
| March 6, 2017 | Testing window opens for Mathematics, Reading, and Science MTAS. | | |
| Watch 6, 2017 | Districts and Test Administrators can access PearsonAccess Next to enter student MTAS score data. | | |
| May 5, 2017 | Testing window closes for Mathematics, Reading, and Science MTAS. | | |
| Way 5, 2017 | All MTAS assessments must be complete. All LCI data and MTAS score data must be entered in PearsonAccess Next by this date. | | |
| October 23, 2017 | Last day to request a late score entry. If MTAS scores are not entered for a student during the MTAS testing window, the District Assessment Coordinator can contact Pearson to arrange for a late score entry. | | |

Service Provider

Pearson is the testing service provider for the MTAS.

Pearson technical and customer support is available Monday through Friday for assistance with entry of LCI and MTAS score data, reporting functions, and other PearsonAccess Next features. Contact Pearson for questions regarding MTAS test materials orders, including receiving and returning materials.

Phone support: 888-817-8659

Monday – Friday, 6:00 a.m.–7:30 p.m.

Email support: <u>mnhelp@support.pearson.com</u>

Test Security

All Minnesota assessments must be administered under standard testing conditions. Refer to the *Procedures Manual for the Minnesota Assessments* for more information about ethical practices within the assessment process and roles and responsibilities for testing. The district must use the directions that are provided in this *Task Administration Manual*, the MTAS Training for Test Administrators, and the *Procedures Manual for the Minnesota Assessments*.

Assurance of Test Security and Non-Disclosure

Districts must keep documentation of completed *Assurances of Test Security and Non-Disclosure* for all personnel involved in any aspect of test administration. This assurance replaces the *Non-Disclosure Agreement* used in previous administrations.

District and school staff, including MTAS Test Administrators, who are involved in any aspect of administering or handling any statewide assessment must annually complete the *Assurance of Test Security and Non-Disclosure*, which outlines their responsibility to keep test content secure and to ensure the integrity of test results. By signing this agreement, staff assure that they understand these responsibilities and commit to fulfilling them as required by their role in test administration.

The Assurance of Test Security and Non-Disclosure is available in two formats, and either version is acceptable for district documentation.

- An online Assurance of Test Security and Non-Disclosure is available in the Training Management System (TMS). It must be completed before staff can access test materials, and the District Assessment Coordinator or Assessment Administrator can track completion of the online version within the TMS.
- ➤ A paper Assurance of Test Security and Non-Disclosure is available in Appendix A of the Procedures Manual for the Minnesota Assessments. It must be signed and sent to the District or School Assessment Coordinator upon completion.

This documentation must be kept on file at the district for two years after the end of the academic school year in which testing took place. An individual who completes an *Assurance of Test Security and Non-Disclosure* early in the school year does not need to complete another one before spring testing.

Test Material Security Requirements

To allow sufficient time to prepare for test administration, District and School Assessment Coordinators should distribute MTAS test materials upon delivery to Test Administrators. A secure, locked location must be available for all District and School Assessment Coordinators and Test Administrators to store all secure test materials when they are not being used. Do not leave secure test materials unattended before, during, or after testing. Objects and manipulatives gathered by MTAS Test Administrators may remain in the classroom for daily use.

Instructional Posters and Graphics

All instructional posters and graphics in the classroom or on desks or tables must be covered or removed during test administration. Any instructional information must be covered, even if it is not related to the subject being tested (e.g., science information must be covered even if reading is being tested). There is not a list of materials that can remain visible to students during testing. MDE has the authority to invalidate student tests if this requirement is not followed.

Violations of Test Security

Districts must report any known violations of test security to MDE. MDE must accept reports of a violation of test security from anyone with knowledge of such an incident and must investigate any reported incidents of breaches in test security. See Chapter 3 of the *Procedures Manual for the Minnesota Assessments* for more information.

The consequences of a violation of test security may include

- ➤ the invalidation of test scores if a violation is found to justify serious questions about the integrity of the results of the test administration, and/or
- > other reasonable sanctions that are necessary to preserve the security and confidentiality of future tests and test administrations.

Test Security Tip Line

If individuals have a concern about test security practices, they are encouraged to raise their concerns with their District Assessment Coordinator or the district's legal counsel before contacting MDE. However, educators, parents, students, and others can report suspected incidents of cheating or other improper or unethical behavior on statewide assessments to MDE using an online "tip line," sending an email, or calling MDE. If the report is submitted anonymously, MDE will not respond in writing. Depending upon the nature of each report and the amount of information provided, MDE will follow up with the district to investigate alleged irregularities.

Links to the Test Security Tip Line are available on each of the Statewide Testing sections of the MDE website:

- On the Statewide Testing page (MDE website > Districts, Schools and Educators > Statewide Testing).
- > On the Students and Families page (MDE website > Students and Families > Statewide Testing).

To submit a report by email, contact mde.testing@state.mn.us. To report a test security incident by phone, call 651-582-8512.

MDE takes test security practices and policies seriously and encourages any individual with firsthand knowledge of a test security concern to contact MDE.

Late Score Entry

If student responses for MTAS are not entered during the MTAS testing window, the District Assessment Coordinator can contact Pearson to arrange for a late score entry. Refer to the *Important Dates* section of this manual for the dates of the MTAS test administration window.

There is a \$125 fee for late score entry for up to 10 students after the close of the test window; contact Pearson for the fee associated with entry of more than 10 students. Refer to the *Important Dates* sheets at the beginning of the *Procedures Manual for the Minnesota Assessments* for the deadline to submit late score entry requests. See the *Request for Late Score Entry Form* in Appendix A of the *Procedures Manual* for instructions on requesting a late score entry or entries.

Suggestions for Program Improvements

Comments and suggestions for improvements in the Minnesota Assessments testing procedures are valuable to the growth and effectiveness of the testing program. The MDE and our service providers continually work to improve testing procedures for future administrations. To send a comment to MDE, use the Comment Form in Appendix A of the *Procedures Manual for the Minnesota Assessments*. Fax completed forms to MDE at 651-582-8874. You may also email your comments or suggestions to MDE at mde.testing@state.mn.us.

Roles and Responsibilities

Collaboration between the District and School Assessment Coordinators and MTAS Test Administrators is important for a smooth test administration.

District and School Assessment Coordinators

The District Assessment Coordinator is the district's main contact with MDE, Pearson, and the School Assessment Coordinators. The School Assessment Coordinator is typically the link between the District Assessment Coordinator and the Test Administrators. While the roles and responsibilities of the District and School Assessment Coordinators for MTAS may be filled by different people who may vary from district to district, they will be referred to as District and School Assessment Coordinators in this manual.

District and School Assessment Coordinators' MTAS responsibilities include ensuring that Test Administrators have received training in each year they will administer the MTAS. Training includes district training on test administration and test security, in addition to the required MTAS Training for Test Administrators. The District Assessment Coordinator can verify Test Administrators have completed the assigned modules for the MTAS Training for Test Administrators by viewing a record of completed modules in the Training Management System.

District and School Assessment Coordinators also inventory and distribute the testing materials before testing and collect these materials for return to Pearson after testing.

District and School Assessment Coordinators have an important role in maintaining security of assessment materials and the test administration. This involves collecting Test Administrator *Assurances of Test Security and Non-Disclosure*, training district and school staff on test security, ensuring test materials are kept secure, reporting security breaches to MDE, and documenting special circumstances during administration, including misadministrations.

To allow sufficient time to prepare for test administration, District and School Assessment Coordinators should distribute MTAS test materials upon delivery to Test Administrators. MTAS test materials include the Task Administration Manual, Presentation Pages, and Response Option Cards, and these test materials must be kept secure before, during, and after test administration.

The District Assessment Coordinator or Assessment Administrator is responsible for creating user accounts in PearsonAccess Next for any staff who will enter scores. The District Assessment Coordinator or Assessment Administrator will also manage teacher assignments to allow for data entry. For detailed information on creating user accounts in PearsonAccess Next, refer to the Minnesota Reference Page for the PearsonAccess Next Online User Guide. For instructions on managing teacher assignments, refer to the *District Assessment Coordinator and Assessment Administrator Quick Guide for MTAS Score Entry*.

The District Assessment Coordinator is responsible for ensuring that all LCI information and score data have been entered by the close of the testing window. Refer to the *Important Dates* section of this manual for the dates of the MTAS test administration window.

Test Administrators

Any district employee who completes both district training on test administration and test security and MTAS test administration training may administer the MTAS. However, the Test Administrator should be someone who is familiar with the student's response mode and with whom the student feels comfortable.

All MTAS Test Administrators must complete the assigned modules of the MTAS Training for Test Administrators prior to administering the MTAS each year. The training can be viewed individually or as a group (see the *Resources* section at the beginning of this manual). Individuals can print a record of completed trainings from the TMS, and your District Assessment Coordinator will verify that you have completed the applicable modules of the MTAS Training for Test Administrators.

The MTAS is administered to students in a one-on-one setting. Therefore, Test Administrators must schedule times to individually administer the tasks. Districts may administer the test and enter scores at any time during the testing window and are not required to set specific testing days for the MTAS. However, a district can designate certain days to administer the MTAS if it wishes.

During the testing window, MTAS scores for each subject and LCI data for each student must be entered by the district in PearsonAccess Next. The entry of student MTAS scores in PearsonAccess Next is how student responses are recorded and scored in order to report student results. For further information, see the *Data Collection* section of this manual.

Check with the District or School Assessment Coordinator for the deadline when student LCI data and MTAS scores must be entered in your district as it may be earlier than the close of the testing window. For further information, see the *Data Collection* section of this manual.

Test Administrators should immediately report any security breaches that occur during administration to their District or School Assessment Coordinator. Security breaches include—but are not limited to—misplacing secure testing materials, leaving materials in an unsecured location, or emailing any part of the content of tasks.

Test Administrators should also report any special circumstances that occur during administration to their District or School Assessment Coordinator. Special circumstances include any action that results in a test being invalidated, such as a student refusing to take all or part of an assessment or engaging in disruptive behavior. If such actions occur, contact the District or School Assessment Coordinator.

Preparing for the MTAS

To allow sufficient time to prepare for test administration, District and School Assessment Coordinators should distribute MTAS test materials upon delivery to Test Administrators. The materials delivered to the district or school include the Task Administration Manuals, Presentation Pages, and Response Option Cards. In addition, objects and manipulatives may be gathered and used with almost all tasks. Test Administrators must keep MTAS test materials secure at all times (e.g., in a locked cabinet) when not preparing materials or administering the assessment. Objects and manipulatives gathered by Test Administrators may remain in the classroom for daily use.

When preparing materials for administration, reproductions of the Presentation Pages and Response Option Cards are allowed only for adapting passages and tasks to individual student needs (e.g., enlarging materials or incorporating texture). The Presentation Pages and Response Option Cards may not otherwise be reproduced. The printed Task Administration Manuals contain secure materials to be used by the Test Administrator only and are not to be copied or duplicated for any reason.

If you have any questions or need additional materials, contact your District Assessment Coordinator.

Task Administration Manual

Districts and schools receive printed grade-level Task Administration Manuals. These printed manuals differ from the online *Task Administration Manual* that is posted on PearsonAccess Next (see the *Resources* section at the beginning of this manual). Like the online version, the printed Task Administration Manuals include test administration guidelines in the first part of the manual; however, the printed manuals have an additional section that contains all of the secure task scripts and reading passages. The optional object lists for mathematics and science are also included in the printed Task Administration Manuals sent to districts and schools.

The Task Administration Manual is to be used by Test Administrators, and is an essential component of the MTAS and test administration. The Task Administration Manual indicates precisely what the Test Administrator will say to the student, present to the student, and how to accurately score the student's response. The task scripts standardize the administration procedures for the MTAS so the State can make reliable judgments about what students know and can do. The MTAS rubric is embedded in each task script. Based on the student response and where the Test Administrator is in the script, the score of the student will be clearly identified. An example of a task script is available on page 16, and a stand-alone version of the rubric is available on page 17.

The printed grade-level Task Administration Manuals contain secure materials and are not to be copied or duplicated.

Presentation Pages

The Presentation Pages arrive in a spiral-bound book by grade. Designed to provide a logical workflow during the administration, the Presentation Pages can be shown to the student as the Test Administrator uses the script in the Task Administration Manual.

The task script tells the Test Administrator exactly what to do when presenting the Presentation Pages tasks and reading passages and how to interact with the student during the task. To identify which Presentation Pages accompany which tasks, each page has a task-specific code that incorporates the subject, grade, task number, and number of pages, if applicable. This coding appears on both the task script and on the presentation page. In mathematics, when new graphic supports are needed to administer the task for a score of 2, additional Presentation Pages are indicated in the script. In reading and science, additional information that the Test Administrator can provide to the student for a score of 2 is included in the script; there is only one presentation page for each reading and science task.

Each mathematics and science task is available in a single presentation format for the student. For reading, the passage and the tasks are available in both symbol book and picture book formats.

While the Presentation Pages contain secure material, reproductions are allowed only for testing purposes, which may include adapting materials to individual student needs (e.g., enlarging materials or incorporating texture).

Response Option Cards

The Response Option Cards are printed on perforated cardstock and can be torn apart and used to present the answer options to students. The three answer options for each task will come on a single perforated sheet of cardstock for all tasks.

While the Response Option Cards contain secure material, reproductions are allowed only for testing purposes, which may include adapting materials to individual student needs (e.g., enlarging materials or incorporating texture).

Objects and Manipulatives

The use of manipulatives is allowable on nearly all MTAS tasks, but Test Administrators most often use them for mathematics and science. Efforts have been made to develop mathematics and science tasks around easy-to-find objects, such as rulers, markers, and pennies. MDE does not provide objects, but optional mathematics and science object lists are available for your reference in Appendix C of the printed Task Administration Manuals that are shipped to districts and schools. **NOTE:** The grade 10 Task Administration Manual will not have Appendix C or an object list because that Task Administration Manual contains the subject of reading only.

Manipulatives are **not** allowed on a small number of mathematics tasks. In these cases, the task script clearly specifies that manipulatives are prohibited.

While objects, manipulatives, and other presentation materials can be adapted, the script and instructions must be followed exactly as written to ensure standardization.

Preparation

To help with preparation prior to administering the MTAS, Test Administrators should verify that each of the following has been completed.

- Review the Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS) (see the Resources section at the beginning of this manual) and work with the IEP team regarding assessment decisions.
- Attend district training on test administration and test security.
- Review the applicable modules of the MTAS Training for Test Administrators (see the Resources section at the beginning of this manual). The three modules—Overview, Test Administration, and Scoring—provide information about the MTAS, test administration policies and procedures, and instructions for scoring.
- Complete the Assurance of Test Security and Non-Disclosure in the TMS or a paper version. NOTE: The Assurance of Test Security and Non-Disclosure must also be completed by staff who will enter LCI data and MTAS scores, whether or not they will administer the MTAS to students.
- Review all MTAS materials that may be used in administration including:
 - All scripted tasks and passages in the Task Administration Manual
 - Response Option Cards
 - Presentation Pages
 - o Reading tasks and passages in symbol book and picture book formats
 - Mathematics and science tasks
- ➤ Determine any objects or manipulatives that may be needed for the presentation of the task to the student. See Appendix C of the printed Task Administration Manuals for optional mathematics and science object lists. (The grade 10 Task Administration Manual will not have Appendix C or an object list because that Task Administration Manual contains reading only.)
- Schedule times to administer tasks one-on-one.

Example Task Script

An example of a task script appears on the next page. The example provides an explanation of each of the components of the script Test Administrators will use in the administration of the MTAS.

Administration Notes

These notes at the top of the task provide instructions on using objects and about repeating the task for a score of 3. On reading tasks, the notes here also refer to reading passages.

Underline

Underline indicates an action a Test Administrator must complete.

Bold

Bold indicates the exact wording a Test Administrator will use to present the task and answer options.

Additional Administration Notes

These notes provide instructions about administering the task for a score of 2.

Italics

Italics indicate an instruction for Test Administrators.

Minnesota Test of Academic Skills **Grade 7 Mathematics** Sample Task 1

Test Administrator Instructions Score **Student Responses**

Administration notes:

- 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.

Present: M7_Sample 1.1

Say: Kari makes \$8.00 per hour at her job. The letter h stands for the number of hours she works. Which expression shows how much money she makes in hhours?

Present the answer options in order. Point to each option as you say it.

A. h+8

B. h-8

C. h×8

Additional administration notes:

Present: M7 Sample 1.2

If the student responds incorrectly or not at all, present the task with support as scripted.

3

2

1

0

Once additional support is provided, the task may not be re-administered for a score of 3.

Say: Kari makes \$8.00 for every hour she works. The letter h stands for the number of hours she works. For 1 hour, she makes \$8.00. Point to the top equation. For 2 hours, she makes \$16.00. Point to the second equation. Which expression shows how much money she makes in h hours?

Re-present the answer options in order. Point to each option as you say it.

A. h+8

B. h-8

C. $h \times 8$

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.

If you believe the student's

unintentional, reorder the answer

B, C), Repeat the question, If the

answer again, the task should be

scored a 2. If the student chooses

h + 8 or h - 8

Unrelated or none

options to B, C, A (instead of A,

student chooses the correct

an incorrect answer, the task

correct response was

should be scored a 1.

 $h \times 8$

The title identifies the grade, subject, and task number.

Title

Score

This column identifies the score students receive based on their performance at each level of Test Administrator instructions. The scores relate to the levels of the scoring rubric.

Correct Student Response

The student receives a score of 3 or 2 (depending on the level of support) if he or she provides the answer indicated here.

Intentionality Instructions

The shaded gray areas describe how Test Administrators should reorder the answer options and readminister the task if they believe that a student's response was unintentional. Scoring instructions for this process are also included.

Incorrect Student Response

Students receive a score of 1 for an incorrect response. Students receive a score of 0 if they do not respond or provide a response unrelated to the task.

MTAS Scoring Rubric

| 3 | 2 | 1 | 0 | |
|--|--|--|--|--|
| Correct Response | Correct Response with Additional Support | Incorrect Response | No Attempt or Unrelated to Task | |
| The student responds correctly without assistance. | The student responds correctly to the task after the Test Administrator provides additional support as indicated in the task script. | The student responds incorrectly to the task after the Test Administrator has provided additional support as indicated in the task script. | The student does not respond to the task or the student's response is unrelated to the task. | |

The MTAS scoring rubric provides Test Administrators with guidance for evaluating a student's response for each performance task. It is embedded in each of the task scripts but is shown here for reference.

Score 3 – Correct Response

The student responds correctly without assistance. Repetition and refocusing are allowed prior to a student response. If the student responds incorrectly or does not respond to the task, the Test Administrator provides additional support as indicated in the script for a score of 2.

Score 2 – Correct Response with Additional Support

The student responds correctly to the task after the Test Administrator provides additional support as indicated in the task script. Once the additional support has been provided, the highest score the student can receive for a correct response on the task is 2.

Score 1 - Incorrect Response

The student responds incorrectly to the task after the Test Administrator has provided additional support as indicated in the task script. To receive a score of 1, the student response must be clearly connected to the specific task.

Score 0 – No Attempt or Unrelated to Task

The student does not respond to the task or the student's response is unrelated to the task. The Test Administrator should attempt to refocus the student's attention, provide sufficient wait time, and provide clarifying information before recording a score of 0. Examples of score point 0 include echolalia (e.g., ba-ba-ba), saying something that is unrelated to the task (e.g., "I want juice."), giving a response that is not one of the answer options, a non-communicative gesture, or a lack of response.

Administering the MTAS

Test Administrators are responsible for administering the performance tasks for the MTAS. All tasks must be administered to every student. Test Administrators can administer the tasks at any time during the MTAS testing window and the administration may be spread over multiple days. Refer to the *Important Dates* section of this manual for the dates of the MTAS test administration window.

Allowed Administration Activities

Administration activities that are allowed include (but are not limited to):

- Using item samplers to familiarize the student with the format of the MTAS prior to administration (see the Resources section at the beginning of this manual)
- Adapting student-facing materials to meet student need, which includes enlarging materials or incorporating texture
- Using manipulatives, unless prohibited in the task script
- Reading passages aloud to the student
- Using assistive technology devices, including calculators
- Refocusing and repeating as needed
- Interrupting test administration to continue at a later date if needed; a task for which a student has already supplied a response cannot be re-administered, so try to finish a task before ending a session

Prohibited Administration Activities

Administration activities that are **not** allowed include (but are not limited to):

- Changing the content of the tasks or varying from the script
- Starting a task with a score 2 script
- Re-administering a task for a score of 3 after presenting a score 2 script
- Leading a student to the correct answer by voice inflection, placement of Response Option Cards, providing explanations or incentives, etc.
- Providing feedback to a student that a response is correct or incorrect
- Using manipulatives or naming answer options when doing so is prohibited in the script
- > Re-administering a task or reordering the Response Option Cards because it appears the student is guessing
 - Students are allowed to guess on the MTAS, just as students may guess on the MCA.

- Accepting a response as correct when the student's intent is in doubt
 - If a student's correct or incorrect response is ambiguous or appears unintentional (e.g., the student knocks a Response Option Card to the floor and it is unclear whether this is an indication of an answer choice or an involuntary gesture), you should follow the script in the shaded box in the right column and reorder the Response Option Cards in B, C, A order. Reordering the answer options should be a very rare occurrence.
 - If the student has responded incorrectly after the score 3 script has been presented, do not reorder the Response Option Cards. You must move to the script for score point 2.
 - If you have provided the score 2 script and the student responds incorrectly, do not reorder the Response Option Cards. The student should receive a score of 1.
 - Uncertainty about the meaning of a student's gesture, gaze, utterance, or other action is
 the only situation where the Test Administrator should reorder the Response Option
 Cards and re-administer the task at the same score point.

Responsibilities after Administration

During the testing window, MTAS scores for each subject and LCI data for each student must be entered by the district in PearsonAccess Next. The entry of student MTAS scores in PearsonAccess Next is how student responses are recorded and scored in order to report student results. The District Assessment Coordinator must ensure that all MTAS scores and LCI data are entered online before the close of the testing window.

Once administration is complete, all Task Administration Manuals and Presentation Pages must be returned to the District or School Assessment Coordinator. All Task Administration Manuals and Presentation Pages are secure materials and therefore must be shipped back to Pearson after testing. Return all adaptations (e.g., enlarged materials or materials with texture incorporated) to the District or School Assessment Coordinator.

The Response Option Cards do not need to be returned to Pearson; however, the Response Option Cards and any adaptations that were made must be securely disposed of following test administration. Your district may make arrangements for collecting and destroying these centrally.

Any manipulatives that were collected and used during administration can be returned to the classroom unless your district has made other arrangements for their collection and storage.

Data Collection

Data Entry in PearsonAccess Next

PearsonAccess Next is the system where district staff assign teachers for data entry, enter LCI and MTAS score data, and access score entry reports. A PearsonAccess Next username and password are required to access any of the secure features, such as entering LCI or score data. Step-by-step instructions for how to enter LCI and MTAS scores are found in the MTAS Score Entry Quick Guide for Test Administrators.

The following must be entered in PearsonAccess Next:

- LCI data
- MTAS scores
- MTAS reading passage access (for reading only)

The District Assessment Coordinator is responsible for ensuring that all LCI information and score data have been entered by the close of the testing window. Districts must determine who in the district will enter MTAS score data for each student to ensure that this step is completed during the MTAS testing window. In some districts, Test Administrators will enter MTAS score data in PearsonAccess Next. Other districts may choose to enter data centrally; in this situation, Test Administrators will record scores on paper (e.g., using the MTAS Data Collection Form) for someone else in the district to enter in PearsonAccess Next. Refer to the *Important Dates* section of this manual for the dates of the MTAS test administration window.

Immediate results reporting is not available for MTAS, but score entry reports will be available in PearsonAccess Next to help track data entry progress. For more information about score entry reports and assigning staff to complete score entry, refer to the *District Assessment Coordinator and Assessment Administrator Quick Guide for MTAS Score Entry*. For other questions about MTAS results reporting, contact the District or School Assessment Coordinator.

MTAS Data Collection Form

An MTAS Data Collection Form is available in Appendix B of this manual and on PearsonAccess Next. This form can be used to record scores during administration and subsequent entry in PearsonAccess Next.

MTAS Data Collection Forms, or similar forms created in your district, should be kept on file for one year following test administration.

Reading Passage Access

For each reading passage, Test Administrators must also indicate one of the following on the MTAS Data Collection Form and in PearsonAccess Next:

- Test Administrator read passage aloud to student
- Student read passage along with Test Administrator
- Student read passage independently

Test Administrators should use their best judgment when entering this information. For example, if the student read a couple of words along with the Test Administrator but most of the passage is read to the student, the "Test Administrator read passage aloud to student" option should be selected. Students may access the passage through a combination of methods, but the Test Administrator should indicate the most prevalent option.

Learner Characteristics Inventory (LCI)

The LCI is a research tool developed by the National Alternate Assessment Center (NAAC). The purpose of the LCI is to better understand the learning characteristics of students participating in alternate assessments based on alternate achievement standards to ensure that:

- The test is designed appropriately for students with the most significant cognitive disabilities.
- > The intended population is participating in the test.

The questions address the areas of classroom setting, augmentative communication systems, speech-language as a related service, expressive communication, receptive language, vision, hearing, motor, engagement, health issues/attendance, reading, and mathematics. The LCI is estimated to take 10 minutes per student to complete.

If a student will need to use an assistive technology device in response to any performance task, the Test Administrator will indicate on the LCI form the device(s) to be used.

The LCI form is available in Appendix A of this manual and is posted to the Policies and Procedures section of the Resources & Training page of PearsonAccess Next. View the Resources & Training page (PearsonAccess Next > Resources & Training). Each student who is administered the MTAS must also have an LCI form completed for him or her. LCI data must be entered and saved in PearsonAccess Next once for each student who will take the MTAS. LCI information can be entered up to one week before the testing window opens and at any time during the testing window.

Online Reports

MTAS Score Entry does not provide immediate results reporting, but users can obtain Score Entry reports as needed on PearsonAccess Next.

Score Entry Reports are only available for MTAS in PearsonAccess Next and are available under the Reports dropdown. PearsonAccess Next users have access to two status reports: Summary Report and Status Report. These reports are available to download in CSV format and display on screen and are updated in real time.

- ➤ The Summary Report generates an on-screen report that displays the score entry status of MTAS tests, sorted by grade and subject, giving users the ability to track MTAS data entry progress.
- ➤ The Status Report generates an on-screen report that displays the score entry status of each student's MTAS test assignment(s).

Users only have access to reports at the organization level to which they are assigned (district or school) and the organizations below it. District-level users must change their organization to a school prior to accessing school-level reports.

Appendix A: Learner Characteristics Inventory (LCI)

Learner Characteristics Inventory (LCI) for Alternate Assessments on Alternate Achievement Standards

Kearns, J., Kleinert, H., Kleinert, J., & Towles-Reeves, E. (2006). Learner Characteristics Inventory. Lexington, KY: University of Kentucky, National Alternate Assessment Center.

Use this form to collect student LCI data and assistive technology information for entry into PearsonAccess Next. This form must be kept in a secure location for one year following entry of data into PearsonAccess Next.

Select any of the assistive technology device(s) that the student will use on the assessment. If the student will not use any assistive technology device(s), select the "No assistive technology devices used" checkbox.

| Stu | dent Name (last, | first, MI): | |
|-------------|--|--|---|
| Gra | nde: MA | .RSS/SSID (13 digits): | Birth Date (mm/dd/yyyy): |
| Dis | trict and School: | Test | Administrator: |
| alte the | rnate assessme total student por | nts on alternate achievement stand | describing the population of students who take lards. These students represent less than 1% of disability categories but represent students with |
| 1. | ☐ Special scho ☐ Regular scho ☐ Regular scho ☐ Self-containe education (6 ☐ Resource rod classroom (a ☐ Inclusive/Col | ool, self-contained classroom for all bol self-contained classroom excepted (children go to some general editallor or more of school day in special om (e.g., children come for service at least 40% of the school day in gellaborative – students based in gen | most all activities t for homeroom, lunch, and "specials" ucation academic classes but return to special al education classes) s and then go back to their general education |
| 2. | Does your stude oral speech? No. Yes; uses or express simple quest interests). Yes; uses me functional interests answer quest yes; uses me yes; u | ally one symbol or sign at a time and ole or early intents (e.g., drink, eat, nbine two symbols together to exprisons, etc. (e.g., expresses greeting ostly iconic symbols (clear represents, extensive social interactions, tions. | the best description) unication system in addition to or in place of d is able to use only a few symbols in total to toilet, greeting, preferred activity, refusal). ress broader intents such as social content, answer s, peer names, social exchanges, personal intations) or signs together in sequence to express academic content, and to respond consistently to wrint in sentences or phrases on the augmentative academic, social, and self-initiated interactions. |

This instrument is the property of the National Alternate Assessment Center (NAAC).

Do Not Disseminate.

| 3 . | student is receiving speech/language as a related service) Direct services for communication/language therapy (pull-out) Direct services integrated into student's routine/classroom-collaboration Consultation services only Student does not currently receive speech language as a related service |
|------------|---|
| 4. | Expressive Communication (check one answer that best describes your student) Uses symbolic language to communicate: Student uses verbal or written words, signs, braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal. Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions. Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate. |
| 5. | Receptive Language (check the best description) ☐ Independently follows 1–2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues. ☐ Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1–2 step directions. ☐ Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions. ☐ Uncertain response to sensory stimuli (e.g., sound/voice, sight/gesture, touch, movement, smell). |
| 6. | Vision (check the best description) ☐ Vision within normal limits. ☐ Corrected vision within normal limits. ☐ Low vision; uses vision for some activities of daily living. ☐ No functional use of vision for activities of daily living, or unable to determine functional use of vision. |
| 7. | Hearing (check the best description) ☐ Hearing within normal limits. ☐ Corrected hearing loss within normal limits. ☐ Hearing loss aided, but still with a significant loss. ☐ Profound loss, even with aids. ☐ Unable to determine functional use of hearing. |
| 8. | Motor (check the best description) ☐ No significant motor dysfunction that requires adaptations. ☐ Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard). ☐ Uses wheelchair, positioning equipment, and/or assistive devices for most activities. ☐ Needs personal assistance for most/all motor activities. |
| 9. | Engagement (check the best description) ☐ Initiates and sustains social interactions. ☐ Responds with social interaction, but does not initiate or sustain social interactions. ☐ Alerts to others. ☐ Does not alert to others. |
| | This instrument is the property of the National Alternate Assessment Center (NAAC). Do Not Disseminate. |
| | |

| 10. | Health Issues/Attendance (check the best description) ☐ Attends at least 90% of school days. ☐ Attends approximately 75% of school days; absences primarily due to health issues. ☐ Attends approximately 50% or less of school days; absences primarily due to health issues. ☐ Receives Homebound Instruction due to health issues. ☐ Highly irregular attendance or homebound instruction due to issues other than health. |
|-----|--|
| 11. | Reading (check the best description) ☐ Reads fluently with critical understanding in print or braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.). ☐ Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or braille. ☐ Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or braille. ☐ Aware of text/braille, follows directionality, makes letter distinctions, or tells a story from the pictures that are not linked to the text. ☐ No observable awareness of print or braille. |
| Геа | Mathematics (check the best description) ☐ Applies computational procedures to solve real-life or routine word problems from a variety of contexts. ☐ Does computational procedures with or without a calculator. ☐ Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items. ☐ Counts by rote to 5. ☐ No observable awareness or use of numbers. acher Comments: Please share any additional information you would like for us to know about the learning characteristics of this student. Thank you for your time and honest answers. |
| | |
| | Passe check any assistive technology devices the student will use on the assessment. No assistive technology devices used Alternate computer input/access devices: keyboards including alternate keyboard layout, mouse, joystick, touch screen Portable electronic word processors, with or without voice output Alternate pointing system Augmentative communication devices, including a range of low and high tech, including talking switches and sign language Symbols of all types (e.g., objects, tactile, raised line drawings, photos, black/white & color, line drawings) Partner assisted scanning Calculator, all types Eye gaze board Colored overlays, visual screens or other visual supports Magnification devices/enlarged materials, including computer screen magnification Switches Braille Other |

This instrument is the property of the National Alternate Assessment Center (NAAC).

Do Not Disseminate.



Appendix B: MTAS Data Collection Form



Minnesota Test of Academic Skills (MTAS) Data Collection Form

Use this form to collect student scores during test administration. This Data Collection Form must be kept on file in a secure location for one year following test administration.

All MTAS Test Administrators must complete the applicable modules of the MTAS Training for Test Administrators each school year.

| Student Name (last, first, MI): | | | | |
|---------------------------------|--------------------------|--|--|--|
| Grade: MARSS/SSID: | Birth Date (mm/dd/yyyy): | | | |
| District and School: | Test Administrator: | | | |

| READING SCORES | | | | | | |
|----------------|-----------------------|---|---|----|---|--|
| Task | Score (circle one) | | | e) | Reading Passage Access (circle one) | |
| 1 | 3 | 2 | 1 | 0 | Read passage aloud to student | |
| 2 | 3 | 2 | 1 | 0 | Student read along | |
| 3 | 3 | 2 | 1 | 0 | Student read independently | |
| 4 | 3 | 2 | 1 | 0 | Read passage aloud to student | |
| 5 | 3 | 2 | 1 | 0 | Student read along | |
| 6 | 3 | 2 | 1 | 0 | Student read independently | |
| 7 | 3 | 2 | 1 | 0 | Read passage aloud to student | |
| 8 | 3 | 2 | 1 | 0 | Student read along | |
| 9 | 3 | 2 | 1 | 0 | Student read independently | |
| 10 | 3 | 2 | 1 | 0 | Read passage aloud to student | |
| 11 | 3 | 2 | 1 | 0 | Student read along | |
| 12 | 3 | 2 | 1 | 0 | Student read independently | |
| 13 | 3 | 2 | 1 | 0 | Read passage aloud to student | |
| 14 | 3 | 2 | 1 | 0 | Student read along | |
| 15 | 3 | 2 | 1 | 0 | Student read independently | |

MATHEMATICS SCORES

| Task | | | Score cle on | e) |
|------|---|---|-----------------|----|
| 1 | 3 | 2 | 1 | 0 |
| 2 | 3 | 2 | 1 | 0 |
| 3 | 3 | 2 | 1 | 0 |
| 4 | 3 | 2 | 1 | 0 |
| 5 | 3 | 2 | 1 | 0 |
| 6 | 3 | 2 | 1 | 0 |
| 7 | 3 | 2 | 1 | 0 |
| 8 | 3 | 2 | 1 | 0 |
| 9 | 3 | 2 | 1 | 0 |
| 10 | 3 | 2 | 1 | 0 |
| 11 | 3 | 2 | 1 | 0 |
| 12 | 3 | 2 | 1 | 0 |
| 13 | 3 | 2 | 1 | 0 |
| 14 | 3 | 2 | 1 | 0 |
| 15 | 3 | 2 | 1 | 0 |

SCIENCE SCORES

| Task | | Sco (circle | | |
|------|---|----------------|---|---|
| 1 | 3 | 2 | 1 | 0 |
| 2 | 3 | 2 | 1 | 0 |
| 3 | 3 | 2 | 1 | 0 |
| 4 | 3 | 2 | 1 | 0 |
| 5 | 3 | 2 | 1 | 0 |
| 6 | 3 | 2 | 1 | 0 |
| 7 | 3 | 2 | 1 | 0 |
| 8 | 3 | 2 | 1 | 0 |
| 9 | 3 | 2 | 1 | 0 |
| 10 | 3 | 2 | 1 | 0 |
| 11 | 3 | 2 | 1 | 0 |
| 12 | 3 | 2 | 1 | 0 |
| 13 | 3 | 2 | 1 | 0 |
| 14 | 3 | 2 | 1 | 0 |
| 15 | 3 | 2 | 1 | 0 |

| Test Administrator's signature: | Date: | |
|---------------------------------|-------|--|
| Data entry completed by: | Date: | |

