Task Administration Manual
Minnesota Test of Academic Skills (MTAS)
Spring 2018
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 2017–2018 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.


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; the Minnesota Data Practices Act; and Minnesota Statutes Chapter 13.

State of Minnesota
Department of Education
Date: January 2018
# Table of Contents

- **Table of Contents** ....................................................................................................................... 3
- **Contact Information** .................................................................................................................. 1
- **Resources** ............................................................................................................................... 2
  - Minnesota Department of Education (MDE) Website............................................................... 2
  - PearsonAccess Next .................................................................................................................. 3
  - Training Management System (TMS) ....................................................................................... 4
- **Overview** ................................................................................................................................. 5
  - Minnesota Test of Academic Skills (MTAS) ........................................................................... 5
  - Important Dates ......................................................................................................................... 6
  - Test Security ............................................................................................................................. 7
    - Assurance of Test Security and Non-Disclosure ................................................................. 7
    - Training ............................................................................................................................... 7
    - Test Material Security Requirements ............................................................................... 8
    - Instructional Posters and Graphics .................................................................................... 8
    - Violations of Test Security .................................................................................................. 8
    - Test Security Tip Line ......................................................................................................... 8
  - Late Score Entry ....................................................................................................................... 9
  - Suggestions for Program Improvements .............................................................................. 9
- **Roles and Responsibilities** ......................................................................................................... 10
  - District and School Assessment Coordinators ..................................................................... 10
  - Test Administrators .............................................................................................................. 11
- **Preparing for the MTAS** .......................................................................................................... 12
  - Task Administration Manual ................................................................................................. 12
  - Presentation Pages .................................................................................................................. 13
  - Response Option Cards ......................................................................................................... 13
  - Symbol ONLY - Presentation Pages and Response Option Cards (Optional) ..................... 13
  - Objects and Manipulatives ...................................................................................................... 14
  - Preparation ............................................................................................................................. 15
  - Example Task Script ............................................................................................................. 15
- **MTAS Scoring Rubric** .............................................................................................................. 17
  - Score 3 – Correct Response .................................................................................................. 17
  - Score 2 – Correct Response with Additional Support .......................................................... 17
  - Score 1 – Incorrect Response ............................................................................................... 17
  - Score 0 – No Attempt or Unrelated to Task ....................................................................... 17
- **Administering the MTAS** ......................................................................................................... 18
  - Accommodations ................................................................................................................... 18
  - Allowed Administration Activities ....................................................................................... 18
  - Prohibited Administration Activities .................................................................................... 19
  - Responsibilities after Administration .................................................................................. 19
- **Data Collection** ....................................................................................................................... 21
  - Data Entry in PearsonAccess Next ...................................................................................... 21
  - MTAS Data Collection Form ............................................................................................... 21
  - Reading Passage Access ...................................................................................................... 22
  - Learner Characteristics Inventory (LCI) .............................................................................. 22
Online Reports ........................................................................................................................ 23
Preliminary On-Demand Reports ....................................................................................... 23
Score Entry Reports .......................................................................................................... 23
Appendix A: Learner Characteristics Inventory (LCI) .......................................................... 24
Appendix B: MTAS Data Collection Form ............................................................................. 28
## Contact Information

<table>
<thead>
<tr>
<th>MTAS Content Specialist</th>
<th>Contact</th>
<th>Telephone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, Mathematics, and Science</td>
<td>Cheryl Alcaya</td>
<td>651-582-8419</td>
<td><a href="mailto:Cheryl.Alcaya@state.mn.us">Cheryl.Alcaya@state.mn.us</a></td>
</tr>
</tbody>
</table>

**Division of Statewide Testing**

1500 Highway 36 West, Roseville, MN 55113

Fax: 651-582-8874

**Sequoia Block**

(651) 582-8674

mde.testing@state.mn.us

Phone: 888-817-8659
Fax: 319-358-4299

Monday – Friday, 6:00 a.m. – 7:30 p.m. (CST)

Submit a Pearson help desk request.
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 districts use test data, and technical documents, such as test specifications, for each assessment.

<table>
<thead>
<tr>
<th>MDE Website Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS)</strong></td>
<td>This document helps Individualized Education Program (IEP) teams determine the most appropriate assessment option for students with disabilities. It consists of the eligibility requirements for the Minnesota Test of Academic Skills (MTAS), as well as a glossary of alternate assessment terminology.</td>
</tr>
<tr>
<td><strong>Testing Schedules</strong></td>
<td>The testing schedule for the current school year is provided.</td>
</tr>
<tr>
<td><strong>Test Specifications</strong></td>
<td>Test specifications are specific rules and characteristics that guide the development of a test’s content and format.</td>
</tr>
<tr>
<td><strong>Technical Reports</strong></td>
<td>This section of the website includes the technical reports for MTAS, such as the raw-to-scale score tables for the Mathematics, Reading, and Science MTAS.</td>
</tr>
</tbody>
</table>
**PearsonAccess Next**

All Pearson statewide testing resources and systems used by Minnesota districts and schools can be accessed in PearsonAccess Next (http://minnesota.pearsonaccessnext.com/). 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.

<table>
<thead>
<tr>
<th>Resource Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MTAS Task Administration Manual</strong></td>
<td>This version of the manual posted to PearsonAccess Next contains only the portion of the <em>Task Administration Manual</em> 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.</td>
</tr>
<tr>
<td><strong>MTAS Data Collection Form</strong></td>
<td>Use this form to record student performance on the MTAS before entering the data in PearsonAccess Next.</td>
</tr>
<tr>
<td><strong>Learner Characteristics Inventory (LCI) Form</strong></td>
<td>Use this form to record Learner Characteristics Inventory (LCI) data for the MTAS before entering the data in PearsonAccess Next.</td>
</tr>
<tr>
<td><strong>Item Samplers</strong></td>
<td>Use item samplers to familiarize students and Test Administrators with the format of the test. Item samplers include mathematics, reading, and science. Item samplers cannot be used to predict how well students will perform on the MTAS.</td>
</tr>
<tr>
<td><strong>MTAS Score Entry User Guide for Test Administrators</strong></td>
<td>This guide provides instructions on how to enter MTAS scores and LCI data in PearsonAccess Next.</td>
</tr>
</tbody>
</table>
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.

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 (TMS) (https://mn.tms.pearson.com).

<table>
<thead>
<tr>
<th>Resource Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTAS Training for New Test Administrators</td>
<td>This course has four modules: Test Security Training, which provides information on test security policies and procedures and addresses the Assurance of Test Security and Non-Disclosure; MTAS Overview, covering the basics of the MTAS; MTAS Test Administration, covering MTAS test materials, policies, and procedures; and MTAS Scoring, on how to score the MTAS.</td>
</tr>
<tr>
<td>MTAS Training for Experienced Test Administrators</td>
<td>This course has two modules: Test Security Training, covering the basics of test security, which provides information on test security policies and procedures and addresses the Assurance of Test Security and Non-Disclosure; and MTAS Scoring, on how to score the MTAS.</td>
</tr>
<tr>
<td>Minnesota Assessments Overview</td>
<td>This training provides an overview of the Minnesota assessments administered to public school students.</td>
</tr>
</tbody>
</table>
The MTAS, Minnesota's alternate assessment based on alternate achievement standards, is used to meet these requirements for eligible students.

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 interact with 45 total tasks. A student in grade 11, who takes only the Mathematics MTAS, will interact with 15 total tasks. The following table shows the subjects and number of tasks by grade.

<table>
<thead>
<tr>
<th>Number of MTAS Tasks by Grade and Subject</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td></td>
<td>15</td>
<td></td>
<td>15</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

* Administer the high school Science MTAS in the year 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 22, 2018</td>
<td>Test Administrators can access the applicable MTAS Training for Test Administrators in the Training Management System. (See the Resources section at the beginning of this manual.)</td>
</tr>
<tr>
<td>Feb. 20–21, 2018 or Feb. 27–28, 2018</td>
<td>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.</td>
</tr>
<tr>
<td>Feb. 20 – May 3, 2018</td>
<td>Additional orders window for any additional MTAS test materials needed.</td>
</tr>
<tr>
<td>Feb. 26, 2018</td>
<td>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.</td>
</tr>
<tr>
<td>March 5, 2018</td>
<td>Testing window opens for Mathematics, Reading, and Science MTAS. Districts and Test Administrators can access PearsonAccess Next to enter student MTAS score data.</td>
</tr>
<tr>
<td>May 4, 2018</td>
<td>Testing window closes for Mathematics, Reading, and Science MTAS. All MTAS assessments must be complete. All LCI data and MTAS score data must be entered in PearsonAccess Next by this date.</td>
</tr>
<tr>
<td>Oct. 22, 2018</td>
<td>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.</td>
</tr>
</tbody>
</table>
Test Security

All Minnesota assessments must be administered under standard testing conditions. 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, as needed.

Assurance of Test Security and Non-Disclosure

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. It must be completed before staff can access test materials. By completing 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 the District or School Assessment Coordinator will determine which format will be used.

- An online Assurance of Test Security and Non-Disclosure is embedded in the Test Security Training module in each MTAS Training for Test Administrators and is completed as part of the required training. The District and School Assessment Coordinators can track completion of the online version within the Training Management System (TMS).
- A paper Assurance of Test Security and Non-Disclosure may be provided by the District or School Assessment Coordinator. It must be signed and returned to the District or School Assessment Coordinator upon completion.

Training

Test Administrators must annually review the applicable MTAS Training for Test Administrators course prior to administering the MTAS. The courses are accessed through the TMS. These courses now include the Test Security Training, which provides details on test security policies and procedures and addresses the Assurance of Test Security and Non-Disclosure.

- **New** MTAS Test Administrators (those with less than three years of experience administering the MTAS) must complete all four modules (Test Security Training, Overview, Test Administration, and Scoring) prior to administering the MTAS.

- **Experienced** MTAS Test Administrators (those with three or more years of experience administering the MTAS) must complete two modules (Test Security Training and Scoring module) prior to administering the MTAS.

The District or School Assessment Coordinator will provide information on any other trainings or resources required by the district, including information on district policies and procedures for 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 to store all secure test materials when they are not being used to prepare for or administer the assessment. Do not leave secure test materials unattended before, during, or after testing. Objects and manipulatives gathered for administration may remain in the classroom for daily use.

Instructional Posters and Graphics

All instructional posters and graphics, including strategy techniques or methods, in the classroom or on desks or tables must be covered or removed during test administration. Any instructional information or strategies 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

If you observe or become aware of actions that violate test security, follow the district procedure for notifying the District or School Assessment Coordinator as soon as possible. Even if a security breach seems unintentional, it is important that the situation is reported. You may be asked to provide information related to the test security breach.

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 you have a concern about test security practices, you are encouraged to raise your concerns with your District or School 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. Any information submitted to MDE via the Tip Line is considered public information.

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

- [View the Statewide Testing page for districts, schools, and educators](MDE website > Districts Schools and Educators > Statewide Testing).
- [View the Statewide Testing page for students and families](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 651-582-8674.

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. If scores were not entered during the testing window, contact your District or School Assessment Coordinator as soon as possible for next steps.

Refer to the *Important Dates* section of this manual for the dates of the MTAS test administration window and the deadline to submit a late score entry. 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.

**Suggestions for Program Improvements**

Comments and suggestions for improvements in 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 or suggestion to MDE, email 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 completed required trainings each year they will administer the MTAS. They can verify Test Administrators have completed the applicable MTAS Training for Test Administrators course by viewing a record of completed modules in the Training Management System (TMS).

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 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 is responsible for creating user accounts in PearsonAccess Next for any staff who will enter scores. The District Assessment Coordinator will also manage teacher assignments to allow for data 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 the applicable MTAS Training for Test Administrators course 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.

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 required to set specific testing days for the MTAS and to include those dates on the posted testing schedule for the district.

During the testing window, LCI data for each student must be entered in PearsonAccess Next before the MTAS scores for each subject and student can be entered. 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.

**NOTE:** The reading passages and response options presented in symbol format have been removed from the Presentation Pages and Response Option Cards. The Symbol ONLY - Presentation Pages and Response Option Cards are now optional and districts are able to order as an additional order only.

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.

**NOTE:** MTAS test materials can be used by a Test Administrator for more than one student.

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 MDE 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 tasks are available in the picture-book format in the materials provided.

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).

Symbol ONLY - Presentation Pages and Response Option Cards (Optional)

The symbol reading passage format has been removed from the Presentation Pages and the symbol response option cards have been removed from the Response Option Cards in the initial test materials shipment for districts and schools. The symbol format Presentation Pages and Response Option Cards can be ordered by the District or School Assessment Coordinator during additional orders. The Symbol ONLY - Presentation Pages and Response Option Cards are ordered and packaged together as a kit.
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.
- Complete the applicable MTAS Training for Test Administrators course (see the Resources section at the beginning of this manual).
- Complete any additional trainings or resources that your district may require.
- Complete the Assurance of Test Security and Non-Disclosure as part of the MTAS Training for Test Administrators course 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:
  - Review all scripted tasks and passages in the Task Administration Manual, Presentation Pages, and Response Option Cards.
  - Determine if the symbol version of the Presentation Pages and Response Option Cards is appropriate for any of your students and work with your District or School Assessment Coordinator to order the materials in additional orders.
  - 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.

## Italic
Italics indicate an instruction for Test Administrators.

---

### Minnesota Test of Academic Skills

#### Grade 7 Mathematics

#### Sample Task 1

<table>
<thead>
<tr>
<th>Test Administrator Instructions</th>
<th>Score</th>
<th>Student Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administration notes:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Present:</strong> M7_Sample 1.1</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Say:</strong> 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 h hours?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Present</strong> the answer options in order. <strong>Point to each option as you say it.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. ( h + 8 )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. ( h - 8 )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. ( h \times 8 )</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Additional administration notes:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- If the student responds incorrectly or not at all, present the task with support as scripted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Once additional support is provided, the task may not be re-administered for a score of 3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Present:</strong> M7_Sample 1.2</td>
<td>2</td>
<td>If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 2. If the student chooses an incorrect answer, the task should be scored a 1.</td>
</tr>
<tr>
<td><strong>Say:</strong> 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?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Re-present</strong> the answer options in order. <strong>Point to each option as you say it.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. ( h + 8 )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. ( h - 8 )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. ( h \times 8 )</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intentionality Instructions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Correct Student Response</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student receives a score of 3 or 2 (depending on the level of support) if he or she provides the answer indicated here.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Incorrect Student Response</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MTAS Scoring Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Correct Response</td>
</tr>
<tr>
<td>2</td>
<td>Correct Response with Additional Support</td>
</tr>
<tr>
<td>1</td>
<td>Incorrect Response</td>
</tr>
<tr>
<td>0</td>
<td>No Attempt or Unrelated to Task</td>
</tr>
</tbody>
</table>

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.

Accommodations

Indicating accommodations for the MTAS is not required. Accommodating student needs is integral to the MTAS, and the Test Administrator may provide needed supports (e.g., objects, tactile graphics, counters, any type of calculator, braille, and signed interpretation) as long as the type of support is not specifically prohibited in the task script.

- For signed interpretation, if the Test Administrator determines that a sign or signs will give away the answers to items, he or she must finger spell those words.
- For linguistic support for English learners (ELs), Test Administrators may give directions in a student's first language. Full translations of the tasks themselves are not allowed, although ELs may use a word-to-word translation application or dictionary to translate academic vocabulary in math and science tasks.
  - Word-to-word translation: mathematics and science terms in the task (bold text in the Task Administration Manual and/or information on the Presentation Page) or response options may be entered into a translation program, as requested by the student. The student may enter the term or may request the Test Administrator to enter it. Only mathematics and science terms may be entered, not the entire test item.
  - Directions in primary language: The Test Administrator may use the student's primary language to focus attention and give direction for how to interact with the task. The bold text in the Task Administration Manual scripts and text on Presentation Pages and Response Option Cards may not be translated except as described above for word-to-word translations.

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.

  - 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.

☑ 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.**

Responsibilities after Administration

During the testing window, MTAS scores for each subject and LCI data for each student must be entered 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. LCI data for each student must be entered before the MTAS scores for each subject can be entered.

Once administration is complete, all Task Administration Manuals and Presentation Pages (including the presentation pages of the Symbol ONLY - Presentation Pages and Response Option Cards, if ordered) 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 User 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.

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 MTAS Score Entry User Guide for District Assessment Coordinators and Assessment Administrators. 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 User Guides page of PearsonAccess Next (PearsonAccess Next > Resources & Training > User Guides > MTAS User Guides & Administration Resources). 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 before any MTAS score data can be entered for the student. LCI information can be entered up to one week before the testing window opens and at any time during the testing window.

The LCI form, or similar forms created in your district, should be kept on file for one year following test administration.
Online Reports

Preliminary On-Demand Reports

Preliminary On-Demand Reports will be available in PearsonAccess Next under the Reports dropdown menu within 60 minutes after score entry is submitted.

Score Entry Reports

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


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.

Student Name (last, first, MI): __________________________________________________________

Grade: _____ MARSS/SSID (13 digits): ______________________ Birth Date (mm/dd/yyyy): ________

District and School: ________________________ Test Administrator: ________________________

Purpose: This inventory will be used to assist states in describing the population of students who take alternate assessments on alternate achievement standards. These students represent less than 1% of the total student population and come from a variety of disability categories but represent students with the “most significant cognitive disabilities.”

1. Classroom Setting (check the best description)
   - [ ] Special school
   - [ ] Regular school, self-contained classroom for almost all activities
   - [ ] Regular school self-contained classroom except for homeroom, lunch, and “specials”
   - [ ] Self-contained (children go to some general education academic classes but return to special education (61% or more of school day in special education classes)
   - [ ] Resource room (e.g., children come for services and then go back to their general education classroom (at least 40% of the school day in general education classes)
   - [ ] Inclusive/Collaborative – students based in general education classes, special education services delivered in the general education class (at least 80% of the school day in general education classes)

2. Augmentative Communication System (check the best description)
   Does your student use an augmentative communication system in addition to or in place of oral speech?
   - [ ] No.
   - [ ] Yes; uses only one symbol or sign at a time and is able to use only a few symbols in total to express simple or early intents (e.g., drink, eat, toilet, greeting, preferred activity, refusal).
   - [ ] Yes; can combine two symbols together to express broader intents such as social content, answer simple questions, etc. (e.g., expresses greetings, peer names, social exchanges, personal interests).
   - [ ] Yes; uses mostly iconic symbols (clear representations) or signs together in sequence to express functional intents, extensive social interactions, academic content, and to respond consistently to answer questions.
   - [ ] Yes; uses multiple abstract symbols, signs, or print in sentences or phrases on the augmentative communication system to express a variety of academic, social, and self-initiated interactions.

This instrument is the property of the National Alternate Assessment Center (NAAC). Do Not Disseminate.
3. **Speech Language as a Related Service** (check the best description of the extent to which the 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.
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.

12. 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.

Teacher 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.

Please 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.
This page is intentionally left blank.
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 MTAS Training for Test Administrators course each school year.

Student Name (last, first, MI):

Grade:
MARSS/SSID: ______________ Birth Date (mm/dd/yyyy):

District and School: ______________ Test Administrator: ______________

### READING SCORES

<table>
<thead>
<tr>
<th>Task</th>
<th>Score (circle one)</th>
<th>Reading Passage Access (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3 2 1 0</td>
<td>o Read passage aloud to student</td>
</tr>
<tr>
<td>2</td>
<td>3 2 1 0</td>
<td>o Student read along</td>
</tr>
<tr>
<td>3</td>
<td>3 2 1 0</td>
<td>o Student read independently</td>
</tr>
<tr>
<td>4</td>
<td>3 2 1 0</td>
<td>o Read passage aloud to student</td>
</tr>
<tr>
<td>5</td>
<td>3 2 1 0</td>
<td>o Student read along</td>
</tr>
<tr>
<td>6</td>
<td>3 2 1 0</td>
<td>o Student read independently</td>
</tr>
<tr>
<td>7</td>
<td>3 2 1 0</td>
<td>o Read passage aloud to student</td>
</tr>
<tr>
<td>8</td>
<td>3 2 1 0</td>
<td>o Student read along</td>
</tr>
<tr>
<td>9</td>
<td>3 2 1 0</td>
<td>o Student read independently</td>
</tr>
<tr>
<td>10</td>
<td>3 2 1 0</td>
<td>o Read passage aloud to student</td>
</tr>
<tr>
<td>11</td>
<td>3 2 1 0</td>
<td>o Student read along</td>
</tr>
<tr>
<td>12</td>
<td>3 2 1 0</td>
<td>o Student read independently</td>
</tr>
<tr>
<td>13</td>
<td>3 2 1 0</td>
<td>o Read passage aloud to student</td>
</tr>
<tr>
<td>14</td>
<td>3 2 1 0</td>
<td>o Student read along</td>
</tr>
<tr>
<td>15</td>
<td>3 2 1 0</td>
<td>o Student read independently</td>
</tr>
</tbody>
</table>

### MATHEMATICS SCORES

<table>
<thead>
<tr>
<th>Task</th>
<th>Score (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>2</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>3</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>4</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>5</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>6</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>7</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>8</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>9</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>10</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>11</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>12</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>13</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>14</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>15</td>
<td>3 2 1 0</td>
</tr>
</tbody>
</table>

### SCIENCE SCORES

<table>
<thead>
<tr>
<th>Task</th>
<th>Score (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>2</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>3</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>4</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>5</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>6</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>7</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>8</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>9</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>10</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>11</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>12</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>13</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>14</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>15</td>
<td>3 2 1 0</td>
</tr>
</tbody>
</table>

Test Administrator’s signature: __________________________ Date: __________________

Data entry completed by: __________________________ Date: __________________
This page is intentionally left blank.