# Task Administration Manual

## Minnesota Test of Academic Skills (MTAS)

## Spring 2019

**mn DEPARTMENT OF EDUCATION**

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# Contact Information

The District Assessment Coordinator is your district's main contact with MDE, Pearson, and any 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 other people in each district, they will be referred to as District and School Assessment Coordinators in this manual.

Be sure to contact your District or School Assessment Coordinator if you have any questions about policies and procedures for testing.

As needed or as directed by your District or School Assessment Coordinator, contact MDE or Pearson for the following:

- MDE: Contact Sequoia Block at MDE for questions on determining eligibility for the MTAS, training requirements, or test administration policies and procedures.

    o Phone: 651-582-8674

    o Email: mde.testing@state.mn.us

- Pearson: Contact the Pearson helpdesk for questions on test materials receipt and return and data entry.

    o Phone: 888-817-8659

    o Submit a Pearson help desk request on PearsonAccess Next (http://minnesota.pearsonaccessnext.com) under Support > Contact Us.

    o Hours: Monday – Friday, 6:00 a.m. – 7:30 p.m.

# Overview

The Every Student Succeeds Act (ESSA) and Minnesota Statutes, section 120B.30 require that public school students be assessed annually in reading, mathematics, and science. The MTAS, Minnesota's alternate assessment based on extended standards of the Minnesota Academic Standards, is used to meet these requirements for eligible students. It is designed to measure the extent to which students with significant cognitive disabilities are making progress in the general education curriculum. Eligibility for the MTAS is determined annually by the IEP team using the *Eligibility Requirements for the MTAS*, which are available on the MDE website.

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.

- Science is assessed in grades 5, 8, and once in high school. The high school Science MTAS is administered 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 high school student to take the high school Science MTAS.

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

**Number of MTAS Tasks by Grade and Subject**

|  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|
| **Reading** | 15 | 15 | 15 | 15 | 15 | 15 |  | 15 |  |  |
| **Mathematics** | 15 | 15 | 15 | 15 | 15 | 15 |  |  | 15 |  |
| **Science** |  |  | 15 |  |  | 15 | 15* | | | |

\* The high school science assessment can be administered in any of the grades 9–12, depending on when students receive instruction in the life science standards.

## Important Dates

Below are important dates for MTAS test preparation, administration, and data entry.

| Date | Event |
|---|---|
| **Feb. 19–20 or Feb. 26–27** | MTAS test materials (MTAS Task Administration Manuals, Presentation Pages, and Response Option Cards) are delivered to districts or schools on the date range selected by the district. |
| **Feb. 19 – May 1** | Additional orders window for any additional MTAS test materials needed. |
| **Feb. 25 – May 3** | Data entry window for districts to enter Learner Characteristics Inventory (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 the MTAS. |
| **March 4** | Testing window opens for Mathematics, Reading, and Science MTAS. Student MTAS scores can be entered in PearsonAccess Next. |
| **May 3** | Testing window closes. All MTAS administrations must be complete. All LCI data and MTAS score data must be entered in PearsonAccess Next. |

# Training

Test Administrators must annually complete the applicable *MTAS Training for Test Administrators* course prior to administering the MTAS. The courses are accessed through the [Training Management System (TMS)](#) on PearsonAccess Next (http://minnesota.pearsonaccessnext.com) under Resources & Training > Training.

- If this is your first or second year administering the MTAS, you must complete the *MTAS Training for New Test Administrators*, which contains three modules: *Test Security Training*, *MTAS Administration Overview*, and *MTAS Administration and Scoring Practice*.

- If you have administered the MTAS for three or more years, you must complete the *MTAS Training for Experienced Test Administrators*, which contains two modules: *Test Security Training* and *MTAS Administration and Scoring Practice*.

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.

# Learner Characteristics Inventory (LCI)

Each student who is administered the MTAS must also have a Learner Characteristics Inventory (LCI) completed for him or her. 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 LCI is estimated to take 10 minutes per student to complete. The LCI form is available in Appendix A of this manual and is posted on PearsonAccess Next (http://minnesota.pearsonaccessnext.com) under Resources & Training > User Guides.

LCI data must be entered and saved in PearsonAccess Next once for each student 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. Refer to the Data Collection section of this manual for more information.

# MTAS Test Materials

This section outlines the test materials that are used to administer the MTAS. If you have any questions or need additional materials, contact your District Assessment Coordinator.

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

## Task Administration Manual

Districts and schools receive printed grade-level Task Administration Manuals. These printed manuals differ from the online version that is posted on PearsonAccess Next:

- While the printed Task Administration Manuals include test administration guidelines in the first part of the manual like the online version, 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 printed grade-level Task Administration Manuals must not be copied or duplicated because they contain secure materials to be used by the Test Administrator only.

During test administration, the Task Administration Manual is used by the Test Administrator. The task scripts indicate precisely what the Test Administrator will say and 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. An example of a task script is available at the end of this section.

The MTAS rubric is embedded in each task script so the score is clearly identified based on the student response and where the Test Administrator is in the script. A stand-alone version is shown here for reference.

| 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. |

## Presentation Pages

The Presentation Pages are in a spiral-bound book by grade and contain the tasks that are presented to the student. For reading, the Presentation Pages also contain the reading passages in a picture book format.

Designed to provide a logical workflow during the administration, the Presentation Pages are shown to the student as the Test Administrator uses the task script in the Task Administration Manual. 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.

Even though the Presentation Pages contain secure material, reproductions are allowed 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 that are 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.

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

# Symbol Format Presentation Pages and Response Option Cards (Optional)

If a student uses symbolated materials during instruction, the symbol format Presentation Pages and Response Option Cards may be ordered by the District or School Assessment Coordinator during additional orders. These materials are ordered and packaged together as a kit. To see examples of the symbol format, refer to the MTAS item samplers on PearsonAccess Next (http://minnesota.pearsonaccessnext.com) under Preparing for Testing > Item Samplers.

# 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 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.

# Accommodations and Linguistic Supports

Indicating accommodations or linguistic supports to MDE for the MTAS is not required. Accommodating student needs is integral to the MTAS, and you 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.

The following are guidelines for some supports that may be provided for the MTAS.

- For signed interpretation, if you determine that a sign or signs will give away the answers to items, you must finger spell those words. If the interpreter is not the Test Administrator, ensure the interpreter is provided the MTAS test materials up to 48 hours prior to test administration for review; materials must be kept secure when not being used to prepare for the administration. The interpreter is required to complete the *Test Security Training*; the other modules in the *MTAS Training for New Test Administrators* are also recommended so the interpreter is familiar with how the test is administered.

- For linguistic supports for students who are also English learners (ELs), you 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.
  - Directions in primary language: You 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.
  - 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 you to enter it. Only mathematics and science terms may be entered, not the entire test item.

# 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.

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

**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.

**Title**

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

| Test Administrator Instructions | Score | Student Responses |
|---|---|---|
| *Administration notes:*<br>▪ *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.*<br>▪ *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.* | | |
| <u>Present</u>: M7_Sample 1.1<br><br><u>Say</u>: **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?**<br><br><u>Present</u> the answer options in order. *Point to each option as you say it.*<br>A. $h + 8$<br>B. $h - 8$<br>C. $h \times 8$ | 3 | $h \times 8$<br><br>*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.* |
| *Additional administration notes:*<br>▪ *If the student responds incorrectly or not at all, present the task with support as scripted.*<br>▪ *Once additional support is provided, the task may not be re-administered for a score of 3.* | | |
| <u>Present</u>: M7_Sample 1.2<br><br><u>Say</u>: **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?**<br><br><u>Re-present</u> the answer options in order. *Point to each option as you say it.*<br>A. $h + 8$<br>B. $h - 8$<br>C. $h \times 8$ | 2 | $h \times 8$<br><br>*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.* |
| | 1 | $h + 8$ or $h - 8$ |
| | 0 | Unrelated or none |

**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.

**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.

# Preparing for the MTAS

To allow sufficient time to prepare for test administration, District and School Assessment Coordinators should distribute MTAS test materials to you upon delivery. Ensure that you have a secure, locked location available to store all secure test materials when they are not being used to prepare for or administer the assessment, or follow your district's procedures to return these materials to the designated contact at the school. Do not leave secure test materials unattended before, during, or after testing. However, objects and manipulatives gathered for administration may remain in the classroom for daily use.

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

- Verify that the student's IEP indicates that the student will take the MTAS.

- Complete the applicable *MTAS Training for Test Administrators* course.

- Complete any additional trainings or resources that your district may require.

- Schedule times to administer tasks one-on-one.

- Ensure that students are familiar with the test materials and administration of the MTAS using the item samplers. MTAS item samplers are available for each grade and subject on PearsonAccess Next (http://minnesota.pearsonaccessnext.com) under Preparing for Testing > Item Samplers.

- Once test materials are delivered, review and prepare all MTAS materials that may be used in administration including:

    o Reviewing all scripted tasks and passages in the Task Administration Manual, Presentation Pages, and Response Option Cards.

    o Making adaptations (e.g., enlarging materials or incorporating texture) to Presentation Pages and Response Option Cards to individual student needs.

    o Determining 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.

    o Determining 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.

- Complete the LCI once for each student and follow your district's process for entering the LCI in PearsonAccess Next or providing the LCI form to the designated staff for data entry.

- Cover or remove all instructional posters and graphics, including strategy techniques or methods, in the classroom or on desks or tables during test administration. This step can be taken shortly before test administration.

    o 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.

    o MDE has the authority to invalidate student tests if this requirement is not followed.

# Administering the MTAS

You are responsible for administering all MTAS tasks to each student. The tasks can be administered 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 MTAS testing window.

## Overview of Administration

### Reading Passages

For reading, present the reading passage. Students can access passages by reading them independently, reading them along with you, or listening while you read the passage aloud to them. You will need to document how students accessed each passage as this information must be entered online along with the student scores for each task:

- Test Administrator read passage aloud to student

- Student read passage along with Test Administrator

- Student read passage independently

Use your best judgment when documenting this information. For example, if the student read a couple of words along with you 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 you should indicate the most prevalent option.

### Tasks

Present the task for 3 points, reading the bold text in the Task Administration Manual and following the instructions to present the Presentation Pages and Response Option Cards to the student. Repetition and refocusing are allowed prior to a student response. If the student answers correctly, indicate a score of 3 and move on to the next task.

If the student does not answer or answers incorrectly, present the task for 2 points, providing additional support as scripted in the Task Administration Manual and presenting the Presentation Pages and Response Option Cards. Once the additional support has been provided, the highest score the student can receive for a correct response on the task is 2.

- If the student answers correctly, indicate a score of 2 and move on to the next task.

- If the student provides an incorrect answer related to the task, indicate a score of 1 and move on to the next task. To receive a score of 1, the student response must be clearly connected to the specific task.

If the student does not respond, attempt to refocus the student's attention, provide sufficient wait time, and provide clarifying information before recording a score of 0. Examples of unrelated or non-responses that would also be scored 0 include echolalia (for example, "ba-ba-ba-ba"), random grabbing of an answer option, saying something that is unrelated to the task (for example, "I want juice."), or a non-communicative gesture.

Note: If a student's 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), follow the script in the shaded box in the right column of the

task script and reorder the Response Option Cards in B, C, A order. **Reordering the answer options should be a very rare occurrence**.

# 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.
- Adapting student-facing materials to meet student needs, 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. However, 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. While objects, manipulatives, and other presentation materials can be adapted, the script and instructions must be followed exactly as written to ensure standardization.
- 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.

# Reporting Misadministrations and Test Security Breaches

If a misadministration (i.e., a non-standard situation) or security breach occurs during testing, contact your District or School Assessment Coordinator as soon as possible for next steps. Similarly, 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.

Specifically for test security, while you are encouraged to raise your concerns within the district, you can report suspected incidents of cheating or other improper or unethical behavior on statewide assessments to MDE using an online test security "tip line." The tip line is available on the MDE website (https://education.mn.gov) under Districts, Schools and Educators > Teaching and Learning > Statewide Testing.

# Documenting Student Scores and Reading Passage Access

During test administration, you may document the student scores on the MTAS Data Collection Form. This Data Collection Form is available in Appendix B of this manual and is posted on PearsonAccess Next (http://minnesota.pearsonaccessnext.com) under Resources & Training > User Guides. For each reading passage, you must also indicate how the student accessed each reading passage.

# Responsibilities After Administration

## Collecting and Returning Materials

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 Entry in PearsonAccess Next

The District Assessment Coordinator is responsible for ensuring that all LCI information and MTAS scores have been entered by the close of the testing window. The entry of student MTAS scores in PearsonAccess Next is how student responses are recorded and scored in order to report student results. Data Collection Forms cannot be submitted to Pearson for scoring. LCI information can be entered up to one week before the testing window opens and at any time during the testing window; MTAS scores must be entered and submitted during the testing window.

Districts determine who will enter this information during the MTAS testing window, and you will follow the process determined by your district.

- In some districts, Test Administrators enter LCI information and MTAS scores in PearsonAccess Next.

- Other districts may choose to enter data centrally; in this situation, Test Administrators record scores on paper (using the LCI form and MTAS Data Collection Form) for someone else in the district to enter in PearsonAccess Next.

Step-by-step instructions for how to enter LCI and MTAS scores are found in the *MTAS Score Entry User Guide for Test Administrators* on PearsonAccess Next (http://minnesota.pearsonaccessnext.com) under Resources & Training > User Guides.

LCI forms and MTAS Data Collection Forms, or similar forms created in your district, must be kept on file for one year following test administration, following your district's process.

## Preliminary On-Demand Reports

On-Demand Reports are available in PearsonAccess Next within 60 minutes after scores are submitted. Your District Assessment Coordinator must assign you to a reporting group in order to access these preliminary results for your students. Each district determines whether access to these preliminary reports will be provided. Contact your District or School Assessment Coordinator with questions.

# 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.

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.

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

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# Appendix B: MTAS Data Collection Form

**mn** DEPARTMENT OF EDUCATION

## 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

| Task | Score (circle one) | 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 (circle one) |
|------|--------------------|
| 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 | Score (circle one) |
|------|--------------------|
| 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: _____