
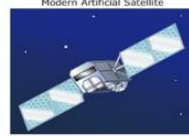


Science MCA-IV New Items Tutorial Teacher Guide

This guide provides educators with details on the new tabbed phenomena and constructed-response items students will experience as field test items on the Science MCA in spring 2023. In order for tabbed phenomena and constructed response items to be included in the Science MCA-IV, they need to be field tested in the current Science MCA.

To ensure that students are familiar with these new elements, MDE has created the [Science MCA-IV New Items Tutorial](#) (PearsonAccess Next > Preparing for Testing > Student Tutorial). Educators may also access the tutorial to familiarize themselves with it before using it with students. Standard text-to-speech is available if students want audio support for the tutorial..

Note: Field test items do not count towards a student’s score, but it is critical that students are familiar with these new elements and complete them to the best of their abilities. Field testing is the process MDE uses to develop and construct tests for future years. As with all items, field test items are considered secure content, and the same test security procedures apply to them.

Science MCA-IV	Sample Screenshot
<p>Tabbed Phenomena</p> <p>For Science MCA-IV, the stimuli will be based on phenomena, which are observable events occurring in the universe that can be explained or predicted with scientific reasoning. The text, graphics, animations, or simulations included in the phenomena will be used to provide context for the student to engage in the items. For MCA-IV, the items will be organized within phenomena instead of scenarios.</p> <p>Students will see a split screen showing the science phenomenon and question. The left side of the screen will display the phenomenon, while the question and answer choice(s) are shown on the right.</p> <p>Phenomena may be shown on multiple tabs. Students must select each tab to view the full phenomenon. Students may need to drag the scrollbar up or down to see the whole tab or question.</p> <p>The tab that appears with the question usually has all the information students need to answer the question. Students can use text-to-speech to listen to the information on this tab. Occasionally, an item will ask a student to view information on other tabs in order to determine an answer. However, text-to-speech is only available on the tab that first appears next to the question.</p>	<div data-bbox="828 882 1518 1207"> <p>Tab A Tab B</p> <p>Satellites are natural or artificial objects that orbit a planet or star. The Moon and Earth are both natural satellites. For thousands of years, humans have used natural satellites and stars to determine the time of day and predict the change of the seasons.</p>  <p>Photography has assisted study of the solar system. Which advancement resulted from photographs taken from Earth of the night sky?</p> <ul style="list-style-type: none"> <input type="radio"/> A. Viewing the Moon became possible. <input type="radio"/> B. Tracking stars and planets became easier. <input type="radio"/> C. Pictures proved there is water on the Moon. <input type="radio"/> D. Pictures showed life forms on other planets. </div> <div data-bbox="828 1218 1518 1543"> <p>Tab A Tab B</p> <p>The first artificial satellite, Sputnik, was launched in 1957. Since then, many other countries, including the United States, have launched artificial satellites. These satellites are powered by an energy source such as batteries or the Sun.</p> <p>Modern Artificial Satellite</p>  <p>Photography has assisted study of the solar system. Which advancement resulted from photographs taken from Earth of the night sky?</p> <ul style="list-style-type: none"> <input type="radio"/> A. Viewing the Moon became possible. <input type="radio"/> B. Tracking stars and planets became easier. <input type="radio"/> C. Pictures proved there is water on the Moon. <input type="radio"/> D. Pictures showed life forms on other planets. </div>



Science MCA-IV

Sample Screenshot

Constructed Response Items

For constructed response items, students compose their own answer to the question or prompt by entering their response into the text box using the keyboard or touchscreen on their device. Students must enter at least one character for the question before they can go to the next item. Students will be scored based on their understanding of science concepts and practices, not on their grammar, spelling, or sentence mechanics.

- A variety of text formatting options are available within the text box: bold, italics, underline, bulleted lists, and numbered lists. Students may use these formatting tools, but they are not required. Note: On iPads, once selected, the formatting buttons cover the first line of text, making it difficult to format text on the first line.
- The Undo and Redo buttons are available to remove or add back text entered.
- Spell Check is available for students to confirm correct spelling if they wish. If the Spell Check button is selected, words that may be incorrectly spelled will appear with a red underline. Students can select the red underlined word to view suggested spelling corrections.

The response is limited to 1,000 characters (for example, letters, numbers, punctuation, spacing) for all constructed response items.

Responses entered into the text box are automatically saved. Students do not need to take any further action before navigating to the next item.

The screenshot shows a digital assessment interface. On the left, there are two tabs labeled 'Tab A' and 'Tab B'. Below the tabs, there is a text box containing the following text: 'The first artificial satellite, Sputnik, was launched in 1957. Since then, many other countries, including the United States, have launched artificial satellites. These satellites are powered by an energy source such as batteries or the Sun.' Below this text is an image of a satellite in space, labeled 'Modern Artificial Satellite'. To the right of the image is a red-bordered text input area. At the top of this area is the question: 'Describe the force that keeps a satellite in orbit around Earth and explain how the force depends on the mass of the satellite and its height above Earth's surface.' Below the question are three bullet points: 'Identify the type of force that keeps the satellite in orbit.', 'Explain how the mass of the satellite affects the strength of the force that keeps the satellite in orbit around Earth.', and 'Explain how the height of the satellite above Earth's surface affects the strength of the force that keeps the satellite in orbit around Earth.' Below the bullet points is a text input area with a rich text editor toolbar containing buttons for bold, italic, underline, list, link, and undo, along with a character count of 1000.