MCA-IV
Minnesota Comprehensive Assessments-Series IV

Science Script

m DEPARTMENT OF EDUCATION
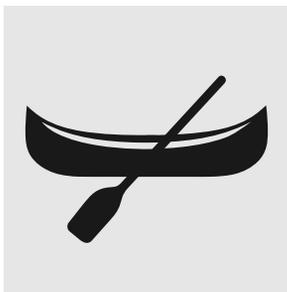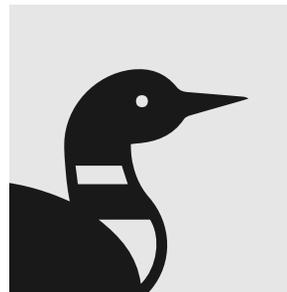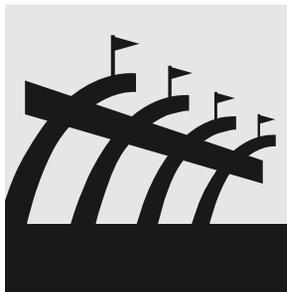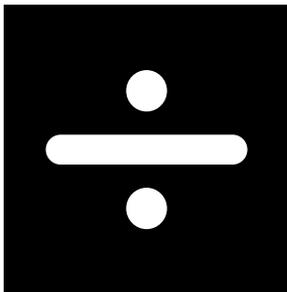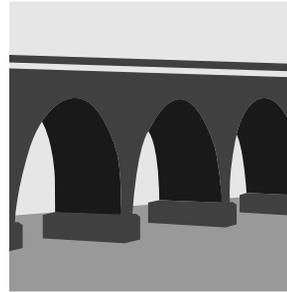
# Overview of Student Readiness Tool Scripts

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

For students eligible for the script accommodation, the Test Monitor uses the script to read aloud specified portions of the test to the student. A single SRT script is provided for the All Grades Science SRT materials to reflect the format of the Science MCA script.

Science MCA Script Administration Modes: Online and Paper

For Science MCA, the script can be administered with the online test because the test is not adaptive. It can also be administered with paper test materials (regular print, large print, or braille test books) or with the assistive technology (AT) online forms.

There is only one version of the science MCA script, and it is used for both paper and online administrations, including the AT online forms.

> **Grade 5 Science MCA Script**
> **For use with Online and Paper Tests**
> **Section 1**
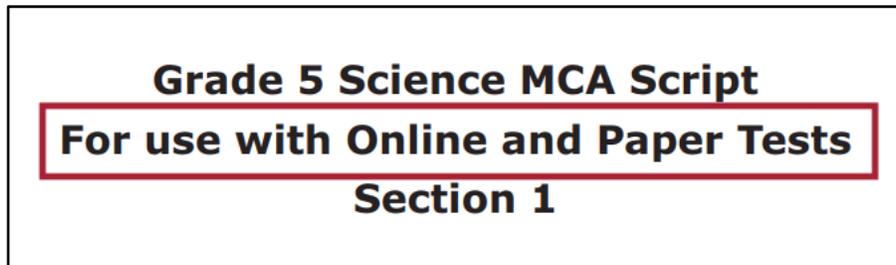
- For administration of the script with the online test (including the AT online forms), the Test Monitor reads from the script while the student enters responses directly into the online test.
- For administration of the script with regular print, large print, or braille test materials, the student enters responses into the test book.
- For more information on the administration of the script for Science MCA, refer to chapter 4 of the *Procedures Manual for Minnesota Statewide Assessments* on PearsonAccess Next (PearsonAccess Next > Resources & Training > Policies and Procedures > Procedures Manual).

## Preparing for MCA Administrations with a Script

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

MCA Script Guidelines and Instructions Sample Text

Minnesota Comprehensive Assessments
Spring 2025
Grade 8 Science Script

Verify Prior to Online Test Administration

- Attention: Prior to administering the script with an online test (including use of an assistive technology device with an online test), verify with your District or School Assessment Coordinator that the correct test for the science script has been assigned. **If not set up correctly, the student's test will not match the script.**

General Instructions for Test Monitors

- Prior to test administration, review the *Testing Directions: Online or Testing Directions: Paper* for detailed policy and procedure information for test administration. Ensure you know how testing is scheduled and when students will stop testing for the day.
- Read scripted instructions to students, as directed, and refer to the applicable *Testing Directions* throughout the test administration.
  - Refer to the *Testing Directions: Online* if using the script with the online test.
  - Refer to the *Testing Directions: Paper* if using the script with the regular, large print, or braille test book.
- For braille, Test Monitors should also refer to the *Braille Test Administration Notes* included with the braille test materials.
- In the science test, questions are based on a phenomenon. Title pages appear at the beginning of each phenomenon. In the script, scripted content from each phenomenon precedes the questions, and all questions are numbered.
  - For paper test materials, students will use the phenomena book to access information about the phenomena and a separate test book to answer questions. Ensure students answer questions in the test book.
  - For online tests, students access phenomena on the left side of their screen. A phenomenon may include multiple tabs. All questions appear on the right side of the screen.
  - All of the information in the phenomenon will be read first in the script. The student may ask you to repeat part of the phenomenon as they answer questions. This means you may need to navigate within the script to go back to the phenomenon or forward to a question.
- Do not discuss test content with the student during or after the test.
- Do not discuss any portion of the test or the student's performance with others.
- Read the applicable guidelines on the following pages for reading the script aloud or signing the script (if the student requires the script to be signed).
- For signed interpretation, also refer to the *Guidance for Universal Supports and Accommodations for Minnesota Statewide Assessments* for detailed American Sign Language (ASL) guidance. Contact your District or School Assessment Coordinator for this guidance, as needed.

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

Instructions Read Aloud to Students and "Say" Speech Bubble

Grade 5 Science MCA Script
For use with Online and Paper Tests
Section 1

(Say) We will now begin Section 1.

Scripted phenomena and questions are organized according to the section in which they appear in the MCA and are encased in separate text boxes. The scripted content matches the wording of the phenomena in the Science Phenomena Book and the questions in the Science Test Book. Descriptions of charts, tables, and other graphics are included. At the bottom of each script page containing test content, a secure materials warning label is included as a reminder that test content is confidential.

Scripted MCA Questions and Secure Materials Warning

Grade 5 Science MCA Script
For use with Online and Paper Tests
Section 1

(Say) We will now begin Section 1.

(Say) Pet Species

(Say) Tab A

Many people have pets. The most common pet species include dogs, fish, and cats. There is a wide variety of breeds within each species. The chart below lists different breeds by pet species.

Table 1. Pets. Dogs. Fish. Cats. Spaniel. Dalmatian. Pug. Koi. Beta. Goldfish. Sphynx. Siamese. American Shorthair.

(Say) Tab B

Students took a survey about the species of their pets. Below is a chart showing how many students own each species of pet.

Table 1. Student Pets. Dogs. Fish. Cats.

Secure | **Do Not Duplicate**

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Example of Scripted Phenomenon and Test Question for Paper and Online Science MCAs

In the Science MCA, questions are based on a phenomenon. Title pages appear at the beginning of each phenomenon. In the script, scripted content from each phenomenon precedes the questions.

For paper MCAs, students will use the phenomena book to access information about the phenomena and a separate test book to answer questions.

For the online MCAs, students access phenomena on the left side of their screen. A phenomenon may include multiple tabs. All questions appear on the right side of the screen.

All of the information in the phenomenon will be read first in the script. The student may ask you to repeat part of the phenomenon as they practice answering questions. This means you may need to navigate within the script to go back to the phenomenon or forward to a question.

Sample of Scripted Phenomenon and Questions

Phenomenon

Pet Species

(Say) Pet Species

(Say) Tab A

Many people have pets. The most common pet species include dogs, fish, and cats. There is a wide variety of breeds within each species. The chart below lists different breeds by pet species.

Pets

Dogs. Fish. Cats. Spaniel. Dalmatian. Pug. Koi. Beta. Goldfish. Sphynx. Siamese. American Shorthair.

(Say) Tab B

Students took a survey about the species of their pets. Below is a chart showing how many students own each species of pet.

Student Pets

Dogs. Fish. Cats.

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Questions

Pet Species

(Say) 1. Based on the information in Tab A, which breeds belong to the cat species?

Select 3 kinds of breeds that belong to the cat species.

☐. Sphynx
☐. Beta
☐. Siamese
☐. Dalmatian
☐. American Shorthair

(Say) 2. Using the information in Tabs A and B, identify your favorite pet species and explain why.

In your response, be sure to do the following:

- Identify your favorite pet species
- Explain why this species is your favorite

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Sample Phenomenon and Test Question (Online)

Tab A | Tab B

Many people have pets. The most common pet species include dogs, fish, and cats. There is a wide variety of breeds within each species. The chart below lists different breeds by pet species.

Pets

Dogs	Fish	Cats
Spaniel	Koi	Sphynx
Dalmatian	Beta	Siamese
Pug	Goldfish	American Shorthair

Based on the information in Tab A, which breeds belong to the cat species?

Select 3 kinds of breeds that belong to the cat species.

☐ Sphynx

☐ Beta

☐ Siamese

☐ Dalmatian

☐ American Shorthair

Sample Phenomenon and Test Question (Paper)

Pet Species — Tab A

Many people have pets. The most common pet species include dogs, fish, and cats. There is a wide variety of breeds within each species. The chart below lists different breeds by pet species.

Pets

Dogs	Fish	Cats
Spaniel	Koi	Sphynx
Dalmatian	Beta	Siamese
Pug	Goldfish	American Shorthair

1. Based on the information in Tab A, which breeds belong to the cat species?

   Select 3 kinds of breeds that belong to the cat species.

   ☐. Sphynx

   ☐. Beta

   ☐. Siamese

   ☐. Dalmatian

   ☐. American Shorthair

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

Sample End of Section Notification for Science MCA

STOP

When the student reaches the end of the section, repeat any phenomena or questions as requested by the student. For both online and paper forms, the student may review their answers before continuing to the next section. For paper forms only, they must seal the current section before continuing. Refer to the *Testing Directions* if today's testing stops at this current point.

Sample End of Test Notification for Science MCA

STOP

When the student reaches the end of the test, repeat any phenomena or questions as requested by the student. For both online and paper forms, the student may review their answers before final submission. For paper forms only, they must seal the final section when finished. Refer to the *Testing Directions* for information on how to collect and return test materials.

Accessing the All Grades Science SRT Script and Corresponding SRTs

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

If a student will be taking the Science MCA using paper test materials and the script, Test Monitors will need to provide the student with the All Grades Science MCA Paper SRT under Paper SRTs in PearsonAccess Next (PearsonAccess Next > Preparing for Testing > Student Readiness Tools > Paper SRTs).
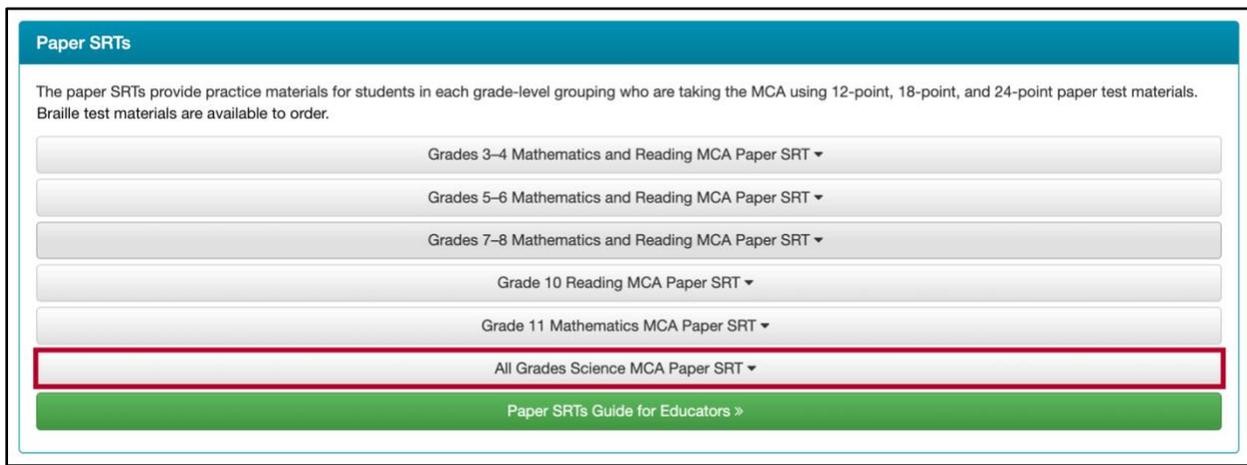
If a student will be taking the online Science MCA with a script, Test Monitors will need to refer the student to the Script/Human Reader (HR) section of the online SRTs under Test Supports and Accommodations (Online Student Readiness Tools > Test Supports and Accommodations > Language Supports and Accommodations > Science > Script/Human Reader (HR)). The student can then later take the remainder of the grade-level online SRTs to prepare for other components of the online test administration.

Student Readiness Tools

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

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

SRTs
Student Readiness Tools

▶ 0:00 / 3:20

Test Supports and Accommodations

For test supports and accommodations, select the button below.

All Grades

Science

English Glossary

This section shows you how to use the English glossary to see and hear the definitions of certain words.

All Grades

Script/Human Reader (HR)

This section allows you to practice answering test questions as your teacher reads them aloud.

All Grades

TestNav Extensions

This section allows you to practice setting up and using Co:Writer Universal and Read&Write tools on your test.

Learn about Setup   Co:Writer Universal   Read&Write

Back

Script for Use with the Student Readiness Tools

To reflect test administration with a script as closely as possible, the SRT script is similar to the MCA script in content and function. However, to allow for the inclusion of additional and varying content within the paper and online SRTs, the SRT script differs slightly from the MCA scripts. Because the instructions for answering test questions in the SRT test book and the Script/Human Reader (HR) SRT are different, the instructions in the SRT script have been modified to accommodate both. Additionally, because the SRTs contain fewer questions than the MCAs, test questions are not organized into sections. The following examples indicate the modified language and item instructions in the SRT scripts.

All Grades Science SRT Script Sample

All Grades Science SRT Script
For use with Online and Paper SRTs

(Say) Use the information in the phenomena to answer the questions.

(Say) Pond Ecosystem

(Say) Tab A

A teacher brings her students to observe a small pond. They notice many kinds of animals, including fish, snails, mussels, leeches, and ducks.

(Say) Tab B

A student saw clouds form over a lake near the pond. Later it rained on the land. The student made this picture of the water cycle.

Water Cycle. Condensation. Precipitation. Evaporation.

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Pond Ecosystem

(Say) For multiple choice questions, select your answer or circle the answer in your test book.

Based on the information in Tab A, which organisms from the pond ecosystem have shells??

A. Fish

B. Snails

C. Leeches

D. Ducks

(Say) For constructed response questions, enter your answer in the box provided using your keyboard or write your answer on the lines provided in your test book.

Using the information in Tab B, explain how the water cycle affects the pond.

In your response, be sure to do the following:

• Describe each part of the water cycle

• Describe how the water cycle affects the pond

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All Grades Science Paper SRT Sample Questions

Pond Ecosystem

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

Sample Question

Based on the information in Tab A, which organisms from the pond ecosystem have shells?

A. Fish
B. Snails
C. Leeches
D. Ducks

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Pond Ecosystem

For constructed response questions, write your answer on the lines provided in your test book. The sample below shows you how to do this.

Sample Question

Using the information in Tab B, explain how the water cycle affects the pond.

In your response, be sure to do the following:

• Describe each part of the water cycle
• Describe how the water cycle affects the pond

The water cycle consists of evaporation.
The water cycle consists of condensation.
The water cycle consists of precipitation.
The water cycle affects the pond.

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Script/HR Online SRT Sample Questions

Tab A | Tab B

A teacher brings her students to observe a small pond. They notice many kinds of animals, including fish, snails, mussels, leeches, and ducks.
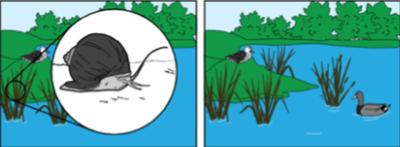
For multiple choice questions, select your answer.

Based on the information in Tab A, which organisms from the pond ecosystem have shells?

○ A. Fish

○ B. Snails

○ C. Leeches

○ D. Ducks

Tab A | Tab B

A student saw clouds form over a lake near the pond. Later it rained on the land. The student made this picture of the water cycle.
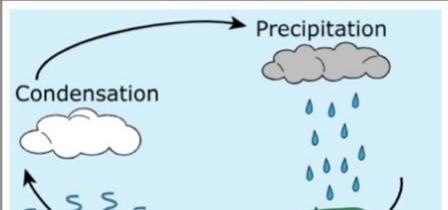
Water Cycle

For constructed response questions, enter your answer in the box provided using your keyboard.

Using the information in Tab B, explain how the water cycle affects the pond.

In your response, be sure to do the following:

• Describe each part of the water cycle
• Describe how the water cycle affects the pond

B I U ≔ ≣ ↶ ↷ ✍   1000

Because questions are not organized into sections in the SRT, end of section pages do not appear in the SRTs and are not reflected in the SRT scripts. Instead, only an end of SRT notification appears at the end of the scripts.

End of SRT Notification for SRTs

STOP

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

Student Readiness Tools (SRTs)
All Grades Script

Verify Prior to Online Test Administration

- This script is to be read aloud by a Test Monitor to students who are preparing for testing with the All Grades Science paper Student Readiness Tools or the Script/Human Reader (HR) online Student Readiness Tool.

General Instructions for Test Monitors for SRTs

- Read the applicable guidelines on the following pages for reading the script aloud or signing the script (if the student requires the script to be signed).
- If the student will be testing with a braille test book, refer also to the SRT *Braille Test Administration Notes* included with the braille SRT materials.
- In the all grades science SRT, questions are based on a phenomenon. Title pages appear at the beginning of each phenomenon. In the script, scripted content from each phenomenon precedes the questions.
  - For paper SRT materials, students will use the phenomena book to access information about the phenomena and a separate test book to answer questions. Ensure students practice answering questions in the test book.
  - For the Script/Human Reader (HR) online SRT, students access phenomena on the left side of their screen. A phenomenon may include multiple tabs. All questions appear on the right side of the screen.
  - All of the information in the phenomenon will be read first in the script. The student may ask you to repeat part of the phenomenon as they practice answering questions. This means you may need to navigate within the script to go back to the phenomenon or forward to a question.
- To prepare for test administration, refer to the *Guidance for Universal Supports and Accommodations for Minnesota Statewide Assessments* for detailed script administration and signed interpretation administration, including American Sign Language (ASL) guidance (MDE > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > District Resources > under the Universal Supports and Accommodations Resources expandable heading).

Guidelines for Reading the Script Aloud

General Guidelines

- Read aloud all SRT content, including text in parentheses, exactly as written, as steadily and clearly as possible without changing, emphasizing, or adding information.
- Do not paraphrase, clarify, define, or translate any part of the phenomena or questions, answer options, or instructions in the script.
- This script is the only source you may use to read the SRT to the student. This prepares the student for test administration since reading any test content from the test materials or screen is not allowed.

Respond to the Student's Needs

- Adjust your reading speed and volume if requested by the student.
- After a phenomenon or question has been read, allow the student time to respond. If the pause has been lengthy, you may ask, "Do you want me to repeat the phenomenon or question or any part of it again?" before continuing. The student may also ask you to repeat any phenomena or questions as many times as they need.

Maintain Neutrality

- Communicate in a neutral tone and maintain a neutral facial expression and posture.
- Do not attempt to determine the correct answer to a question while reading, as this may result in pauses or changes in inflection that may mislead the student or suggest the correct answer.
- Be careful to give equal emphasis to each answer option. If the student chooses an answer before all the answer options have been read, ask, "Do you want the other answer options read?" before continuing.

Guidelines for Signed Interpretation of Script

General Guidelines

- Sign all SRT content, including text in parentheses, as steadily and clearly as possible without changing, emphasizing, or adding information.
- Do not clarify or define any part of the phenomena or questions, answer options, or instructions in the script.
- This script is the only source you may use to sign the SRT to the student. This prepares the student for test administration since signing any test content from the test materials or screen is not allowed.

Use Professional Judgment when Signing

- Do your best to use the same signs if the student requests a portion to be repeated.
- Use signs that are conceptually accurate, with or without simultaneous voicing.
- When using an ASL sign that can represent more than one concept or English word, you must adequately contextualize the word to reduce any ambiguity. You may also spell the word after signing it to remove any doubt about which word is intended.
- If you are unsure how to sign and/or pronounce an unfamiliar word, advise the student of the uncertainty and spell the word.
- In cases where signs give clues to the answer, fingerspelling must be used.

Respond to the Student's Needs

- Adjust your signing speed if requested by the student.
- Spell any words requested by the student.
- After a phenomenon or question has been signed, allow the student time to respond. If the pause has been lengthy, you may ask, "Do you want me to sign the phenomenon or question or any part of it again?" before continuing. The student may also ask you to sign any phenomena or questions as many times as they need.

Use Appropriate Physical/Facial Expressions

- Use facial expressions consistent with sign-language delivery; do not use expressions that may be interpreted by the student as approval or disapproval of the student's responses.
- Do not attempt to determine the correct answer to a question while signing, as this may result in pauses or changes in inflection that may mislead the student or suggest the correct answer.
- Be careful to give equal emphasis to each answer option. If the student chooses an answer before all the answer options have been signed, ask, "Do you want the other answer options signed?" before continuing.

All Grades Science SRT Script
For use with Online and Paper SRTs

Say) Use the information in the phenomena to answer the questions.

Say) Pond Ecosystem

Say) Tab A

A teacher brings her students to observe a small pond. They notice many kinds of animals, including fish, snails, mussels, leeches, and ducks.

Say) Tab B

A student saw clouds form over a lake near the pond. Later it rained on the land. The student made this picture of the water cycle.

Water Cycle. Condensation. Precipitation. Evaporation.

(Say) For multiple choice questions, select your answer or circle the answer in your test book.

Based on the information in Tab A, which organisms from the pond ecosystem have shells?

A. Fish

B. Snails

C. Leeches

D. Ducks

(Say) For constructed response questions, enter your answer in the box provided using your keyboard or write your answer on the lines provided in your test book.

Using the information in Tab B, explain how the water cycle affects the pond.

In your response, be sure to do the following:

• Describe each part of the water cycle

• Describe how the water cycle affects the pond

Pond Ecosystem

Pond Ecosystem# Pond Ecosystem

(Say) For multiple response questions, select your answers or select your answers by marking the boxes provided.(Say) For multiple response questions, select your answers or select your answers by marking the boxes provided.(Say) For multiple response questions, select your answers or select your(Say) For multiple response questions, select your answers or select your answers by marking the boxes provided.

Based on the information in Tab A, which kind of animals did the students observe in the pond ecosystem?

Select 2 kinds of animals that were observed in the pond ecosystem.

☐. Coyotes

☐. Ducks

☐. Mussels

☐. Snails

☐. Tigers

(Say) For fill-in-the-blank questions, you will need to enter your answer into the box provided using your keyboard or write the answer in the box provided.

Based on the information in Tab B, how many steps are included in the water cycle picture made by the student?

Enter your answer in the box.

(Blank) steps.

Say Pet Species

Say Tab A

Many people have pets. The most common pet species include dogs, fish, and cats. There is a wide variety of breeds within each species. The chart below lists different breeds by pet species.

Pets

Dogs. Fish. Cats. Spaniel. Dalmatian. Pug. Koi. Beta. Goldfish. Sphynx. Siamese. American Shorthair.

Say Tab B

Students took a survey about the species of their pets. Below is a chart showing how many students own each species of pet.

Student Pets

Dogs. Fish. Cats.

Say 1. Based on the information in Tab A, which breeds belong to the cat species?

Select 3 kinds of breeds that belong to the cat species.

- ☐. Sphynx
- ☐. Beta
- ☐. Siamese
- ☐. Dalmatian
- ☐. American Shorthair

Say 2. Using the information in Tabs A and B, identify your favorite pet species and explain why.

In your response, be sure to do the following:

- Identify your favorite pet species
- Explain why this species is your favorite

Say 3. Based on the information in Tab B, which species of pet is most popular among the students?

A. Dogs

B. Fish

C. Cats

D. Birds

Say 4. Based on the information in Tab B, how many students own both dogs and fish?

Enter your answer in the box.

(Blank) students.

STOP

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

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