

Minnesota

MCA Paper
Student Readiness Tools
Mathematics Script
Grades 5–6

Overview of Student Readiness Tool Scripts

The Paper Student Readiness Tools (SRTs) are resources used to familiarize students and educators with the paper MCAs. For students with an Individualized Education Program (IEP) or 504 plan who require read-aloud support, a mathematics 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 a paper 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. SRT scripts are provided for all grade-level SRTs containing a mathematics section.

For mathematics, the script must be administered with a paper test book (regular print, large print, or braille).

Accessing the Scripts and Corresponding SRTs

Paper SRT scripts are 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 appropriate script in conjunction with the paper SRT being taken by the student. Test Monitors will need to provide the student with the appropriate grade-level paper SRT.

Paper SRTs

The paper SRTs are available for students taking the MCA using 12-point, 18-point, and 24-point paper test materials for each grade-level grouping. Braille test materials are available to order.

[Paper SRTs Guide for Educators >](#)

Grades 3-4 Mathematics and Reading MCA Paper SRT ▾

- Grades 3-4 Mathematics and Reading MCA 12-point Paper SRT
- Grades 3-4 Mathematics and Reading MCA 18-point Paper SRT
- Grades 3-4 Mathematics and Reading MCA 24-point Paper SRT
- Grades 3-4 Mathematics MCA SRT Script**

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 directions 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 20XX
GRADE 8 MATHEMATICS SCRIPT**

FOR USE BY TEST MONITOR ONLY.

This script is to be read aloud by a Test Monitor to students who are taking their test in a regular, large print, or braille test book. It cannot be used with the online Mathematics MCA.

Students must be given a test book prior to starting testing.

GENERAL INSTRUCTIONS FOR TEST MONITORS:

- Prior to test administration, review the *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 from the *Testing Directions: Paper*, as directed, and refer to the directions throughout the test administration.
- For braille, Test Monitors should also refer to the *Test Monitor Notes for Braille* included with the braille test book.
- 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.

GUIDELINES FOR READING THE SCRIPT ALOUD

General Guidelines

- Read aloud test content in **bold type** 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 questions, answer options, or instructions in the script.
- This script is the only source you may use to read the test to the student. Reading any test content from the test book is not allowed and will require the test to be invalidated.
- Respond to student questions using only the scripted directions and guidance provided in the *Testing Directions: Paper*.

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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 notification box is included as a reminder that only bolded text may be read aloud to students.

Instructions Read Aloud to Students and Bolded Text Reminder

After reading the applicable scripted instructions in the *Testing Directions: Paper*, say the following before you begin reading the questions on the next page:

After I read each question, I will pause for as much time as you need to answer the question. Then I will read the next question. You may ask me to repeat any questions as many times as you need.

READ ONLY WHAT IS IN BOLD TYPE

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Scripted questions are organized according to the segment in which they appear in the MCA and are separated by dividing lines. The scripted questions match the wording of questions in the test, and descriptions of charts, tables, and other graphics are included. At the bottom of each script page containing test content, a Secure Materials warning box is included as a reminder that test content is confidential.

Scripted MCA Questions and Secure Materials Warning

**GRADE 6 MATHEMATICS MCA SCRIPT
SEGMENT 1**

We will now begin Segment One (1). You **MAY NOT** use a calculator for this segment.

Question number one (1):

Which is equivalent to four to the third power (4^3)?

Choose answer A, B, C, or D.

Question number two (2):

Divide (the expression shown).

Choose answer A, B, C, or D.

Question number three (3):

Riley has two hundred (200) stamps.

- **Thirty-five percent (35%) are from Europe.**
- **Ten percent (10%) are from Asia.**
- **Twenty percent (20%) are from Australia.**

The rest of the stamps are from North America. How many of Riley's stamps are from North America?

Choose answer A, B, C, or D.

**SECURE MATERIALS
DO NOT DUPLICATE** **READ ONLY WHAT IS IN BOLD TYPE**

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Example of Scripted Question and Test Question for Paper MCA

Scripted Question

Question number seventeen (17):

Four students each flipped a coin fifty (50) times and recorded the results in the table.

The table has four (4) rows and three (3) columns. The column headings are labeled from left to right: "Student," "Heads," "Tails." The Student column is labeled from top to bottom: "Mai Ka," "Heather," "Jose," "Tyrone."

Who had a relative frequency of three-fifths ($\frac{3}{5}$) of flipping tails?

Choose one of the following answers. (Read answers aloud.)

- A. Mai Ka
- B. Heather
- C. Jose
- D. Tyrone

Test Question

17. Four students each flipped a coin 50 times and recorded the results in the table.

Student	Heads	Tails
Mai Ka	31	19
Heather	15	35
Jose	21	29
Tyrone	20	30

Who had a relative frequency of $\frac{3}{5}$ of flipping tails?

- A. Mai Ka
- B. Heather
- C. Jose
- D. Tyrone

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

Sample End of Segment Notification for MCA

STOP

When the student reaches the end of the segment, repeat any questions as requested by the student. The student may review answers and must seal the segment before continuing. Refer to the *Testing Directions: Paper* if stopping testing for the day at this point.

Sample End of Test Notification for MCA

STOP

When the student reaches the end of the test, repeat any questions as requested by the student. The student may review answers and must seal the final segment when finished. Refer to the *Testing Directions: Paper* for information on collection and return of test materials.

Using the SRT Scripts

To reflect test administration with a script as closely as possible, the SRT scripts are similar to the MCA scripts in content and function, with a few notable exceptions. To allow for the inclusion of additional content in the SRTs, such as sample questions and instructions for answering test questions, the layout of the SRT scripts differs slightly from the MCA scripts. The following examples illustrate how SRT sample and practice questions appear in the SRT scripts.

Sample Question in SRT Scripts and SRTs

SRT Scripts

GRADE 11 MATHEMATICS SCRIPT
FOR USE WITH THE PAPER STUDENT READINESS TOOL

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

Sample Question:

Sample Question Answered in Test Book:

What is the value of p when four p plus twenty equals negative three hundred twenty ($4p + 20 = -320$)?

Choose answer A, B, C, or D.

Practice Question:

Practice

Practice answering this multiple-choice question by circling option C.

Question number one (1):

What is the value of x if x minus two equals three minus x ($x - 2 = 3 - x$)?

Choose answer A, B, C, or D.

SRT MAY BE
DUPLICATED

READ ONLY WHAT IS IN BOLD TYPE


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SRTs

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

Sample Question Answered in Test Book:

What is the value of p when $4p + 20 = -320$?


 **A.** -85

B. -75

C. 75

D. 85

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Go on to the next page. 

Practice Question in SRT Scripts and SRTs

SRT Scripts

GRADE 11 MATHEMATICS SCRIPT
FOR USE WITH THE PAPER STUDENT READINESS TOOL

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

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Sample Question Answered in Test Book:

What is the value of p when four p plus twenty equals negative three hundred twenty ($4p + 20 = -320$)?

Choose answer A, B, C, or D.

Practice Question:

Practice

Practice answering this multiple-choice question by circling option C.

Question number one (1):

What is the value of x if x minus two equals three minus x ($x - 2 = 3 - x$)?

Choose answer A, B, C, or D.

SRT MAY BE DUPLICATED

READ ONLY WHAT IS IN BOLD TYPE

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SRTs


Practice

Practice answering this multiple-choice question by circling option C.

1. What is the value of x if $x - 2 = 3 - x$?

A. 1.5
B. 2
C. 2.5
D. 3

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Go on to the next page. 

Because the SRTs contain fewer questions than the MCAs, test questions are not organized into segments. Therefore, end of segment pages do not appear in the SRTs and are not reflected in the SRT scripts. Instead, SRTs are organized into sections by subject, and an end of SRT notification appears at the end of the mathematics SRT script.

End of SRT Notification for SRTs

STOP

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

STUDENT READINESS TOOLS (SRTS) GRADES 5–6 SCRIPT

FOR USE BY TEST MONITOR ONLY.

This script is to be read aloud by a Test Monitor to students who are preparing for testing with the paper Student Readiness Tools.

Students must be provided the corresponding grade-level paper SRT.

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.
- 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 Support and Accommodations Resources expandable heading).

GUIDELINES FOR READING THE SCRIPT ALOUD

General Guidelines

- Read aloud SRT content in **bold type** 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 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 book or screen is not allowed.

Respond to the Student's Needs

- Adjust your reading speed and volume if requested by the student.
- After a 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 question or any part of it again?” before continuing. The student may also ask you to repeat any 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 SRT content in **bold type** as steadily and clearly as possible without changing, emphasizing, or adding information.
- Do not clarify or define any part of the 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 book 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 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 question or any part of it again?" before continuing. The student may also ask you to sign any 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.

SCRIPT FOR USE WITH THE MATHEMATICS PAPER STUDENT READINESS TOOL

Say the following before you begin reading the questions in the script below:

After I read each question, I will pause for as much time as you need to answer the question. Then I will read the next question. You may ask me to repeat any questions as many times as you need.

READ ONLY WHAT IS IN BOLD TYPE

GRADES 5–6 MATHEMATICS SCRIPT
FOR USE WITH THE PAPER STUDENT READINESS TOOL

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

Sample Question:

Sample Question Answered in Test Book:

Add.

Choose answer A, B, C, or D.

Practice Question:

Practice

Practice answering this multiple-choice question by circling option B.

Question number one (1):

Which model shows six (6)?

Choose answer A, B, C, or D.

Practice Question:

Practice

Practice answering this multiple-choice question by circling option C.

Question number two (2):

Students were asked to vote for their favorite dessert.

The bar graph is titled: Dessert Choices. The horizontal axis is labeled: Dessert. The vertical axis is labeled: Number of Students. The horizontal axis reads, from left to right: Pie, Cookies, Cake, Ice cream, Pudding.

Which dessert received the most votes?

Choose one of the following answers. (Read answers aloud.)

- A. Cookies**
- B. Cake**
- C. Ice cream**
- D. Pudding**

For fill-in-the-blank questions, you will need to write the answer in the space provided. You can also use this space to solve the question. The sample below shows you how to do this.

Note: Every fill-in-the-blank question includes instructions about which numbers and symbols can be used in your answer. It is important to follow these instructions when writing your answers.

Sample Question:

Sample Question Answered in Test Book:

Please write your answer in the space below the question. You may use the digits: zero to nine (0–9) and the symbols: slash for a fraction bar (/) and a decimal (.). If your answer is a mixed number, you must change it to an improper fraction or a decimal.

What is fifteen thousand plus one ($15,000 + 1$)?

For some fill-in-the-blank questions, you will need to write answers with decimals. The sample below shows you how to do this.

Sample Question:

Sample Question Answered in Test Book:

Please write your answer in the space below the question. You may use the digits: zero to nine (0–9) and the symbols: slash for a fraction bar (/) and a decimal (.). If your answer is a mixed number, you must change it to an improper fraction or a decimal.

What is one-fourth ($\frac{1}{4}$) written as a decimal?

Practice Question:

Practice

Practice answering this question in the space provided by writing zero point three (0.3).

Question number three (3):

Please write your answer in the space below the question. You may use the digits: zero to nine (0–9) and the symbols: slash for a fraction bar (/) and a decimal (.). If your answer is a mixed number, you must change it to an improper fraction or a decimal.

What is the difference between zero point six (0.6) and zero point three (0.3)?

For some fill-in-the-blank questions, the answer may be a mixed number. It is important to change mixed numbers into improper fractions or decimals because a space is not an accepted symbol. If an answer is given as a mixed number, it will be marked as incorrect. The sample below shows you how to answer the question correctly.

Sample Question:

Sample Question Answered in Test Book:

Please write your answer in the space below the question. You may use the digits: zero to nine (0–9) and the symbols: slash for a fraction bar (/) and a decimal (.). If your answer is a mixed number, you must change it to an improper fraction or a decimal.

What is the sum of three and one-half ($3\frac{1}{2}$) and four point two five (4.25)?

Practice Question:

Practice

Practice answering this question in the space provided by converting the answer ten and seven-eighths ($10\frac{7}{8}$) to an improper fraction or a decimal. The improper fraction is eighty-seven eighths ($\frac{87}{8}$), and the decimal is ten point eight seven five (10.875).

Question number four (4):

Please write your answer in the space below the question. You may use the digits: zero to nine (0–9) and the symbols: slash for a fraction bar (/) and a decimal (.). If your answer is a mixed number, you must change it to an improper fraction or a decimal.

Add six and one-half ($6\frac{1}{2}$) and four and three-eighths ($4\frac{3}{8}$).

STOP

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