

Testing Directions: Paper

Spring 2025

These directions provide the information you need while administering the Reading, Mathematics, and Science Minnesota Comprehensive Assessments (MCAs) with paper test materials; the following sections are included:

- A script you will read aloud to students throughout testing.
- Information about what assistance you may provide and how to address student questions during testing.
- A checklist to verify and confirm important tasks during testing.
- Detailed information about testing policies and procedures.
- Information about entering student responses online after testing.

Using these directions ensures that tests are administered the same way for all students across the state, and that all students receive a score that accurately reflects what they know without any support, guidance, or unauthorized interference.

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Script to Read to Students

Review this script before testing so you are comfortable with the instructions you must read aloud. There are separate instructions for the first day of testing and any following days.

- All instructions that must be read to students are in shaded boxes and start with the word SAY.
- The text in brackets [] should be read only if applicable.
- If you see a blank line, fill in the appropriate information. Your District or School Assessment Coordinator may also provide this information to you.

First Day of Testing for a Subject

Starting Testing

Provide information to students based on how testing is scheduled (for example, students will stop after completing a certain number of segments/sections or after a certain period of time).

SAY: Peb tau teeb sij hawm thaj tsam li _____ feeb rau kev ntsuam sim.

Koj yuav tso tseg kev ntsuam sim _____. Nws yog qhov tseem ceeb uas koj ua kom zoo tshaj plaws. Qhov kev ntsuam sim tsis teeb sij hawm yog li ntawd koj tuaj yeem siv sij hawm ntxiv tuaj tom qab los tau yog tias koj siv.

Thaum koj ua tiav lawm, tsa koj sab tes thiab tag ntawd koj yuav _____ [piv txwv, nyem ib phau ntawv.]

Follow your school policy for collecting cell phones/wearable technology/devices, or ensure students have put them away. Depending on your school policies, students may have water/gum/snacks out during testing.

SAY: Ncuu sij hawm ua kev ntsuam sim, yam uas tej zaum koj muaj tau ces yog koj phau ntawv ntsuam sim, tej yam uas yuav tau siv los sau, thiab tej cov ntaub ntawv uas kuv muab rau koj xwb.

[For mathematics and science: Tej zaum koj kuj yuav siv tau lub tshuab zam zauv.]

Yog tias koj muaj lwm yam dab tsi, muab nws cia tam sim no.

Koj yuav tsis tuaj yeem siv tau koj lub xov tooj ntawm tes los sis lwm yam cuab yeej ncuu sij hawm ua kev xeem. Hle koj lub moos koj los sis lwm yam cuab yeej tev naus laus yis uas koj koj. Yog tias koj siv lub xov tooj ntawm tes, lub moos koj, los sis lwm yam cuab yeej, koj qhov kev xeem yuav tsis tau qhab nia.

Distribute regular print, large print, or braille test books; for science, distribute the phenomena book with the test book. If providing any other materials (for example, scratch paper or translated word lists), distribute them as well.

SAY: Sau koj lub npe rau plhaub khw ntawm phau ntawv xeem.

[If providing other materials: Sau koj lub npe rau saum hau ntawm lwm cov ntaub ntawv uas kuv tau muab rau koj. Thaum koj ua tiav qhov koj ntsuam sim, kuv yuav los sau cov ntaub ntawv.]

Provide the following instructions for the applicable subject. Assist students as needed.

| Subject | Scripted Instructions |
|-------------|--|
| Reading | <p>SAY: Tam sim no peb tab tom tev qhov nplaum nyob rau ntawm phau ntawv ntsuam sim. Tev qhov nplaum los ntawm kev laws daim ntaub nplaum. Tag ntawd, qhib koj phau ntawv ntsuam sim.</p> |
| Mathematics | <p>SAY: Tam sim no peb tab tom tev qhov nplaum nyob rau ntawm phau ntawv ntsuam sim. Tev qhov nplaum los ntawm kev laws daim ntaub nplaum.</p> <p>[<i>Grades 3–4:</i> Tag ntawd, qhib koj phau ntawv ntsuam sim. Koj yuav pom nplooj ntawv ua kem nyob rau sab nraum qab ntawm phau ntawv ntsuam sim. Tej zaum koj yuav tuaj yeem dua tau tawm ntawm koj phau ntawv ntsuam sim coj los siv thaum ua kev ntsuam sim. Sau koj lub npe rau hauv daim ntawv ua kem ntawd.]</p> <p>[<i>Grades 5–8 and 11:</i> Tag ntawd, qhib koj phau ntawv ntsuam sim. Koj yuav pom daim ntawv muaj cov qauv xam zauv nyob ntawm hauv ntej ntawm phau ntawv ntsuam sim thiab nplooj ntawv ua kem nyob rau sab raum qab. Tej zaum koj yuav tuaj yeem dua nws tawm ntawm koj phau ntawv ntsuam sim coj los siv thaum ua kev ntsuam sim. Sau koj lub npe rau hauv daim ntawv muaj cov qauv xam zauv thiab/los sis nplooj ntawv ua kem ntawd.]</p> |
| Science | <p>SAY: Tam sim no peb tab tom tev daim ntaub yas qhwv rau ntawm phau ntawv kev xeem ntawv thiab phau ntawv xwm txheej. Tev daim ntaub yas qhwv los ntawm kev laws daim ntaub nplaum. Tag ntawd, ces qhib txhua phau ntawv.</p> |

Read the directions from the student test books.

SAY: Mus rau nplooj ntawv muab Lus Qhia.

- [*Kev Nyeem Ntawv thiab Lej*] Rau txhua tej nqe lus nug, xaiv nqe lus teb uas koj xav tias raug zoo tshaj plaws.
- [*Yam Kawm Fab Kev Tshawb Fawb*] Rau txhua nqe lus nug, muab qhov lus teb los sis cov lus teb uas koj xav tias raug zoo tshaj plaws.
- Koj yuav tsum teb txhua nqe lus nug nyob rau hauv koj phau ntawv xeem ntawv.
- Koj tuaj yeem siv tau daim ntawv seem los sis sau rau hauv koj phau ntawv xeem ntawv los pab koj teb cov lus nug.
- Thaum koj ua tiav ib kab los sis ib tshooj lawm, ces tshab xyuas koj cov lus teb. Tag ntawd tsa koj sab tes los thov daim ntawv lo ntaub nplaum los nplaum rau kab los sis tshooj ntawd. Thaum koj muab nws nplaum cia lawm, koj yuav tsis tuaj yeem rov mus ua tau.
- Nyob rau qhov kev xeem ntawv no, koj yuav tau ua kom kawg koj lub peev xwm txhawm rau qhia kom pom txog tej yam uas koj paub los sis tuaj yeem ua tau.
 - Tsis txhob lees txais kev pab nrhiav lus teb rau cov lus nug ntawm kev xeem ntawv.
 - Tsis txhob muab cov lus teb rau lwm tus tub ntxhais kawm.
 - Tsis txhob qhia txog yam uas nyob rau hauv qhov kev xeem ntawv rau lwm tus.
 - Tej zaum yuav muaj qhov tshwm sim tsis zoo rau koj yog tias koj tsis ua raws li cov lus qhia los sis yog tias koj coj tsis ncaj.

For science only, read the directions from the student phenomena book.

SAY: Mus rau nplooj ntawv muab Lus Qhia nyob rau hauv phau ntawv xwm txheej.

- Koj yuav siv phau ntawv xwm txheej no los nyeem cov ntaub ntawv uas yuav pab koj teb cov lus nug.
- Txhua nqe lus nug muaj nyob rau hauv koj phau ntawv xeem ntawv lawm. Koj yuav tsum teb txhua nqe lus nug nyob rau hauv koj phau ntawv xeem ntawv.

For mathematics and science only, provide information about calculators. For reading, go to the next SAY box on the next page. Ensure students are using the correct handheld calculator; refer to the *Detailed Information* section for requirements. For graphing calculators, ensure students have cleared the memory or disabled applications for testing. You will verify whether calculators may be used as students move between segments for mathematics.

SAY: [*Mathematics grades 3–8:* Tej zaum koj yuav siv tsis tau lub tshuab xam zauv nyob rau Feem 1. Tej zaum koj yuav siv tau lub tshuab xam zauv nyob rau txhua lwm feem.]

[*Mathematics grade 11:* Tej zaum koj yuav siv tau lub tshuab xam zauv nyob rau txhua feem.]

[*Science:* Tej zaum koj yuav siv tau lub tshuab xam zauv li qhov xav siv.]

Instruct students to begin testing.

SAY: Tam sim no nthuav cov nplooj ntawv thiab pib ua Kab Ntawv 1 los sis Tshooj 1.

Actively monitor students throughout the entire test administration. If students have questions during testing, refer to the *Answering Questions and Providing Assistance* section for instructions you may provide.

Breaks

If students will take a break during testing, instruct them to close their test books. Make sure students do not talk about the test during the break.

End of Segments/Sections

As students finish a segment/section, read these instructions and provide them a sticker to seal it. If you run out of stickers, tape can be used instead.

SAY: Thaum koj ua tiav ib kab ntawv los sis ib tshooj lawm, tshab xyuas koj cov lus teb thiab ua kom ntseeg siab tias koj tau teb txhua nqe lus nug lawm. Thaum koj nplaum kab ntawv los sis tshooj ntawd lawm, koj yuav tsis muaj peev xwm rov qab mus teb tau cov lus nug ntawd lawm.

Ending Testing

When getting to the end of the day's scheduled testing time, read these instructions to students. Students must seal the pages that were completed in the test book at the end of the test session.

SAY: Peb yuav tso tseg kev xeem ntawv nyob rau _____ feeb.

Tshab xyuas kab ntawv los sis tshooj uas koj tab tom ua, raws li yuav tsum tau tshab xyuas, thiab ua kom ntseeg siab tias koj tau teb tag nrho txhua nqe lus nug lawm.

Koj yuav tsis muaj peev xwm rov qab mus teb tau cov lus nug ntawd lawm.

If students will not finish a segment/section during the time scheduled for testing, use the following guidelines and script below. Otherwise, go to the next SAY box following the table.

SAY: Yog tias koj yuav ua tsis tau tiav kab ntawv los sis tshooj uas koj tab tom ua, kuv yuav pab koj nplaum cov nplooj ntawv uas koj tau ua tiav lawm.

| Subject | Guidelines | Scripted Instructions |
|-------------|--|---|
| Reading | Students must complete all items associated with a passage. Seal the pages so that the next passage is visible. | SAY: Koj yuav tsum ua kom tiav txhua cov lus nug rau cov ntawv nyeem uas koj tab tom ua. |
| Mathematics | The last item completed must be the last item on the right-hand page so that the next item is not visible. | SAY: Koj yuav tsum ua kom tiav txhua cov lus nug nyob rau cov nplooj ntawv uas koj tab tom ua. |
| Science | Students must complete all items associated with a phenomenon. In the Phenomena Book, a title page will indicate the beginning of the next phenomenon. Seal the pages so that the title page for the next phenomenon is visible. | SAY: Koj yuav tsum ua kom tiav txhua cov lus nug rau qhov xwm txheej uas koj tab tom ua. |

To end testing, read the following script to students.

SAY: Peb ua kev ntsuam sim tiav lawm. Kuv yuav sau koj phau ntawv ntsuam sim thiab txhua lwm cov ntaub ntawv.

Collect test materials from students. For graphing calculators, ensure students have cleared the memory.

Following Days of Testing for a Subject

Resuming Testing

Provide information to students based on how testing is scheduled (for example, students will stop after completing a certain number of segments/sections; completing the test; or a after certain period of time).

SAY: Peb tau teeb sij hawm thaj tsam li _____ feeb rau kev ntsuam sim.

Koj yuav tso tseg kev ntsuam sim _____. Nws yog qhov tseem ceeb uas koj ua kom zoo tshaj plaws. Qhov kev ntsuam sim tsis teeb sij hawm yog li ntawd koj tuaj yeem siv sij hawm ntxiv tuaj tom qab los tau yog tias koj siv.

Thaum koj ua tiav lawm, tsa koj sab tes thiab tag ntawd koj yuav _____ [piv txwv, nyeem ib phau ntawv.]

Follow your school policy for collecting cell phones/wearable technology/devices, or ensure students have put them away. Depending on your school policies, students may have water/gum/snacks out during testing.

SAY: Ncuaj sij hawm ua kev ntsuam sim, yam uas tej zaum koj muaj tau ces yog koj phau ntawv ntsuam sim, tej yam uas yuav tau siv los sau, thiab tej cov ntaub ntawv uas kuv muab rau koj xwb.

[For math and science: Tej zaum koj kuj yuav siv tau lub tshuab zam zauv.]

Yog tias koj muaj lwm yam dab tsi, muab nws cia tam sim no.

Koj yuav tsis tuaj yeem siv tau koj lub xov tooj ntawm tes los sis lwm yam cuab yeej ncuaj sij hawm ua kev ntsuam sim. Hle koj lub moos coj los sis lwm yam cuab yeej tev naus laus yis uas koj coj. Yog tias koj siv lub xov tooj ntawm tes, lub moos coj, los sis lwm yam cuab yeej, koj qhov kev ntsuam sim yuav tsis tau qhab nia.

For mathematics and science only, provide information about calculators. Ensure students are using the correct handheld calculator; refer to the *Detailed Information* section for requirements. For reading, go to the next SAY box. For graphing calculators, ensure students have cleared the memory or disabled applications for testing. You will verify whether calculators may be used as students move between segments for mathematics.

SAY: [*Mathematics grades 3–8:* Koj tuaj yeem siv tau lub tshuab xam zauv nyob rau Cov Feem Xyuam 2, 3, thiab 4.]

[*Mathematics grade 11:* Tej zaum koj yuav siv tau lub tshuab xam zauv nyob rau txhua feem.]

[*Science:* Tej zaum koj yuav siv tau lub tshuab xam zauv li qhov xav siv.]

Distribute test books and any other test materials (for example, phenomena book for science, grid paper or formula sheets removed from the test book, scratch paper, translated word lists).

SAY: Kuaj xyuas kom pom tias muaj koj lub npe nyob rau hauv cov ntaub ntawv uas kuv tau muab rau koj lawm.

Nco ntsoov tshab xyuas koj cov lus teb thaum koj ua tiav ib kab ntawv los sis ib tshooj ntawm kev xeem ntawv. Tag ntawd koj yuav tsa sab tes kom muab daim ntawv lo ntaub nplaum los nplaum rau kab ntawv los sis tshooj ntawd.

Students will begin with the next unsealed part of test.

SAY: Qhib koj phau ntawv ntsuam sim. Tam sim no tej zaum koj tuaj yeem ua tau koj qhov kev ntsuam sim txuas mus.

Actively monitor students throughout the entire test administration. If students have questions during testing, refer to the *Answering Questions and Providing Assistance* section for instructions you may provide.

Breaks

If students will take a break during testing, instruct them to close their test books. Make sure students do not talk about the test during the break.

End of Segments/Sections

As students finish a segment/section, read these instructions and provide them a sticker to seal it. If you run out of stickers, tape can be used instead.

SAY: Thaum koj ua tiav ib kab ntawv los sis ib tshooj lawm, tshab xyuas koj cov lus teb thiab ua kom ntseeg siab tias koj tau teb txhua nqe lus nug lawm. Thaum koj nplaum kab ntawv los sis tshooj ntawd lawm, koj yuav tsis muaj peev xwm rov qab mus teb tau cov lus nug ntawd lawm.

Ending Testing

When getting to the end of the time scheduled for that day's testing, read these instructions to students. Students must seal the pages that were completed in the test book at the end of the test session.

SAY: Peb yuav tso tseg kev xeem ntawv nyob rau _____ feeb.

Tshab xyuas kab ntawv los sis tshooj uas koj tab tom ua, raws li yuav tsum tau tshab xyuas, thiab ua kom ntseeg siab tias koj tau teb txhua nqe lus nug lawm.

Koj yuav tsis muaj peev xwm rov qab mus teb tau cov lus nug ntawd lawm.

If students will not finish a segment/section during the time scheduled for testing, use the following guidelines and script below. Otherwise, go to the next SAY box following the table.

SAY: Yog tias koj yuav ua tsis tau tiav kab ntawv los sis tshooj uas koj tab tom ua, kuv yuav pab koj nplaum cov nplooj ntawv uas koj tau ua tiav lawm.

| Subject | Guidelines | Scripted Instructions |
|-------------|--|---|
| Reading | Students must complete all items associated with a passage. Seal the pages so that the next passage is visible. | SAY: Koj yuav tsum ua kom tiav txhua cov lus nug rau cov ntawv nyeem uas koj tab tom ua. |
| Mathematics | The last item completed must be the last item on the right-hand page so that the next item is not visible. | SAY: Koj yuav tsum ua kom tiav txhua cov lus nug nyob rau cov nplooj ntawv uas koj tab tom ua. |
| Science | Students must complete all items associated with a phenomenon. In the Phenomena Book, a title page will indicate the beginning of the next phenomenon. Seal the pages so that the title page for the next phenomenon is visible. | SAY: Koj yuav tsum ua kom tiav txhua cov lus nug rau qhov xwm txheej uas koj tab tom ua. |

To end testing, read the following script to students.

SAY: Peb ua kev ntsuam sim tiav lawm. Kuv yuav sau koj phau ntawv ntsuam sim thiab txhua lwm cov ntaub ntawv.

Collect test materials from students. For graphing calculators, ensure students have cleared the memory.

Answering Questions and Providing Assistance

To ensure that all students receive a score that accurately reflects what they know, you cannot provide guidance on test content or test-taking strategies when answering questions or providing assistance during testing. This section includes information and guidance on what assistance may be provided and how to address student questions during testing.

Test-Related Scenarios

Students must be familiar with how to answer different types of items. The only exceptions where additional guidance may be provided are scripted below.

| Scenario | Scripted Instructions |
|--|---|
| A student has a question on test content (for example, how do I add fractions?) or how to answer an item. | SAY: Kuv yuav pab tsis tau koj teb cov lus nug ua kev ntsuam sim. Koj yuav tau ua kom zoo tshaj plaws. |
| A student does not think there is a correct answer or reports an issue with the test content. | SAY: Qhia kuv txog tej nqe lus nug uas koj tab tom ua, thiab kuv yuav muab nws cim cia. <i>[Reading and Mathematics, SAY: Xaiv qhov lus teb uas koj xav tias raug tshaj plaws.</i> <i>Yam Kawm Fab Kev Tshawb Fawb, HAIS: Muab nqe lus teb los sis cov lus teb uas koj xav tias raug zoo tshaj plaws.</i> Refer to <i>Documenting Suspected Issues</i> on page 18 for the information you need to take note of if this occurs.] |
| A student does not know how to answer an item type that is not multiple-choice (for mathematics or science). | SAY: Saib cov lus qhia saum toj ntawm qhov lus nug txhawm rau pab teb nqe lus nug. <i>[You may verbally describe how to answer the type of item in general but cannot show the student how to answer the item in the test or provide assistance on the test content.]</i> |

Student or Classroom Management Scenarios

While not an exhaustive list, these scenarios may help you evaluate what is appropriate to say and do for similar situations while ensuring that students are able to demonstrate what they know independently.

If you are unsure how to assist in a situation that arises, follow your school procedures for asking for assistance from others (like your School Assessment Coordinator) before proceeding if possible.

| Scenario | Guidance |
|---|--|
| A student is off task or being disruptive. | Redirect the student’s attention to the test without assisting the student on the test in any way. Examples may include verbal reminders or visual cues to stay on task (for example, SAY: Qhov tseem ceeb tshaj ces yog koj ua kom zoo tshaj plaws, or SAY: Tsom rau ua koj qhov xeem). |
| A student needs to leave and will not return (for example, illness or emergency). | Instruct the student to close the test books and turn in test materials. The segment/section the student was working on should not be sealed. Note: For reading and science, when the student resumes testing, they may need to go back to access the passage or phenomenon; however, the student cannot change answers to previously completed items. |
| A student needs to use the restroom. | Follow school procedures regarding restroom breaks during testing (for example, only one student can leave at a time or hallway monitors ensure students are not talking during breaks). Ensure the test books are closed. |
| A student is discouraged and not making progress. | Encourage the student without assisting the student on the test in any way. Examples may include verbal reminders or visual cues (for example, SAY: Ua li qhov koj ua tau zoo tshaj plaws, or SAY: Koj tuaj yeem ua tau qhov no). If the student is not making progress after encouragement, instruct the student to stop testing using scripted instructions and contact your District or School Assessment Coordinator for appropriate next steps. |
| A student is not using a strategy or material that is used during instruction. | You cannot remind students of test-taking or academic strategies (for example, using their scratch paper or re-reading the passage). |
| A student is rushing through the test. | You cannot control the pace a student is testing or instruct a student to slow down. Follow your school procedures for what to do when students finish early. |

Test Monitor Checklist

Use this checklist to ensure you have verified or completed the following tasks for testing. The “Section to Reference” column indicates where more information can be found in the *Detailed Information* section that follows.

| Overview | | Section to Reference |
|----------------------------------|---|--|
| <input type="checkbox"/> | Confirm the days and times scheduled for test administration. | Testing Schedules (pp. 13–14) |
| <input type="checkbox"/> | Confirm what plans have been made for students who finish early or need extra time during the testing session. | Testing Schedules (pp. 13–14) |
| <input type="checkbox"/> | Confirm what plans have been made for students who finished testing in an earlier testing session, as they are not allowed to be in the testing room on subsequent days of testing. | What Students May Do (p. 19) |
| <input type="checkbox"/> | Confirm if additional resources are needed to administer any accommodations and/or universal supports. | Materials Allowed and Not Allowed During Testing (pp. 14–15) |
| Prepare for Testing | | Section to Reference |
| <input type="checkbox"/> | Remove or cover academic or instructional posters and graphics on testing room walls and desks. | Prepare the Testing Room (p. 14) |
| <input type="checkbox"/> | Confirm which allowable materials will be provided to students (for example, scratch paper) during testing. | Materials Allowed and Not Allowed During Testing (pp. 14–15) |
| <input type="checkbox"/> | Review materials not allowed during testing, and verify school procedures for ensuring students do not access them. | Materials Allowed and Not Allowed During Testing (pp. 14–15) |
| Start/Resume and Monitor Testing | | Section to Reference |
| <input type="checkbox"/> | Provide materials to students and have students start testing using scripted instructions. | Provide Test Materials to Students (p. 17) |
| <input type="checkbox"/> | If applicable, review how to access and navigate the recorded translated <i>Testing Directions</i> and associated Test Monitor instructions. | Recorded Translated Testing Directions (p. 13) |
| <input type="checkbox"/> | Actively monitor student testing. | Active Monitoring (p. 17) |
| <input type="checkbox"/> | Answer student questions, following the guidance in these directions. | Policies on Providing Assistance (pp. 17–18) |
| <input type="checkbox"/> | As needed, follow school procedures to request assistance from other staff. | Requesting Assistance from Others (p. 18) |
| <input type="checkbox"/> | Document any suspected item or translation errors. | Documenting Suspected Issues (p. 18) |
| <input type="checkbox"/> | If applicable, provide breaks to students. | Breaks and Leaving During Testing (p. 19) |

| End Testing | Section to Reference |
|--|---|
| <input type="checkbox"/> Remind students that testing is almost over by reading verbal instructions and help students seal completed pages, as needed. | End Testing (p. 19) |
| <input type="checkbox"/> If students finish testing at different times during the testing session, direct students on what to do (for example, read a book). | What Students May Do (p. 19) |
| <input type="checkbox"/> Collect test books and any other materials provided. | Collecting Secure Test Materials (p. 19) |
| <input type="checkbox"/> Return test materials, or keep them secure, as instructed. | Collecting Secure Test Materials (p. 19) |
| <input type="checkbox"/> Know how to answer student questions about the testing experience. | Discussing the Testing Experience (p. 20) |
| <input type="checkbox"/> Report any suspected item or translation errors. | Reporting Suspected Issues (p. 20) |
| <input type="checkbox"/> Report any misadministrations or test security issues. | Reporting Misadministrations and Test Security Violations (p. 20) |
| Enter Student Responses Online | Section to Reference |
| <input type="checkbox"/> Enter student responses online for scoring, if applicable. | Enter Student Responses Online (p. 21) |

Detailed Information

This section provides additional details about testing. Review this information before testing and refer to it as needed during and after testing.

Overview

This section contains information about the administration of the MCA with paper test materials.

Changes to Statewide Assessments

As the [Minnesota Academic Standards](#) to which the assessments are aligned change, the assessments themselves must also change. 2024–25 is the first year of a new Science MCA aligned to revised academic standards. The new science assessments will be aligned to the [2019 Minnesota Academic Standards in Science](#). With new assessments, MDE seeks to continuously improve the supports, tools, and accommodations available. As a result, some accommodations and supports will only be available for the Science MCA, as they are developed along with the new assessment.

Science Phenomena Book

New for 2024–25: A separate phenomena book will be provided automatically with the Science MCA paper test book to make it easier for students to access phenomena information alongside the items included in the test book. Students must answer all items in the test book.

Science Large Print Accommodation Change

New for 2024–25: For the Science MCA, the 24-point large print test book will not be available for the MCA-IV series. Instead, the 18-point large print test book format will be improved to maximize the layout of the content on an 8.5" x 11" page size, making the materials more manageable for students.

Resource for Script, Signed Interpretation, and Scribe

If you are administering the test with a script, signed interpretation, or a scribe, refer to the [Guidance for Universal Supports and Accommodations for Minnesota Statewide Assessments](#) before testing. This resource is available on the MDE website (education.mn.gov) under Districts, Schools and Educators > Teaching and Learning > Statewide Testing > District Resources (under the Universal Supports and Accommodations Resources expandable heading).

Administration of the Script

Administering the Mathematics or Science MCA with a script requires an individual setting or a small group setting with other students who require the script accommodation. The Test Monitor reads each question from the script while the student answers in the test book. Additional guidelines for the administration of a script are provided in the script.

Braille Administrations and Braille Test Administration Notes

The method the student will use to record answers to the questions (for example, dictated to a scribe or with a braille writer) should be discussed with the student prior to testing.

Braille Test Administration Notes are included with each braille test and must be used in addition to these directions to administer the braille test. If you are administering a braille test, use the *Script to Read to Students* section that is included in the *Braille Test Administration Notes*; that version of the script is tailored to the braille administration.

New for 2024–25: A student may use the braille test materials with the Science MCA online assistive technology forms. Many students need the extra support of braille materials or tactile graphics for more complicated test content like graphs, images, and charts. The braille paper test book and assistive technology online forms can be paired together as they contain the same content. Refer to the *Braille Test Administration Notes* for additional details.

Recorded Translated Testing Directions

New for 2024–25: Recorded translated testing directions to play for students are available in Hmong, Somali and Spanish on [PearsonAccess Next](#) (Preparing for Testing > Testing Directions). These recorded directions are intended to be used by multilingual learners, including English learners, former English learners, or students in immersion or dual-language programs. If you are administering a test using the recorded translated *Testing Directions* provided by MDE, refer to the specific guidance for the use of these directions available on [PearsonAccess Next > Preparing for Testing > Testing Directions](#).

Note: Districts may translate the scripted directions into additional languages as needed. For detailed guidance, refer to Translated Directions (MCA) (Written, Oral, Signed) in the *Guidance for Universal Supports and Accommodations* on MDE’s website (MDE > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > District Resources > under the Universal Supports and Accommodations Resources expandable heading).

Testing Schedules

Verify how testing is scheduled and the scheduled testing time for each day with your District and School Assessment Coordinator.

Each table includes different information to help Test Monitors if testing is scheduled over multiple days. If a student will not complete a segment/section during the testing session, use the applicable scripted instructions to end testing. Know what plans have been made for students who finish early or need extra time during the testing session, based on how testing is scheduled.

Number of Items for Paper Reading MCA

| Grade and Test | Number of Items in Segment 1 | Number of Items in Segment 2 | Number of Items in Segment 3 | Number of Items in Segment 4 | Total Number of Items |
|----------------------|------------------------------|------------------------------|------------------------------|------------------------------|-----------------------|
| Grade 3 Reading MCA | 8 | 14 | 15 | 11 | 48 |
| Grade 4 Reading MCA | 17 | 16 | 6 | 9 | 48 |
| Grade 5 Reading MCA | 15 | 9 | 18 | 6 | 48 |
| Grade 6 Reading MCA | 21 | 10 | 13 | 10 | 54 |
| Grade 7 Reading MCA | 17 | 16 | 8 | 13 | 54 |
| Grade 8 Reading MCA | 18 | 17 | 8 | 11 | 54 |
| Grade 10 Reading MCA | 19 | 7 | 13 | 21 | 60 |

Detailed Information

Number of Items for Paper Mathematics MCA

| Grade and Test | Number of Items in Segment 1 | Number of Items in Segment 2 | Number of Items in Segment 3 | Number of Items in Segment 4 | Total Number of Items |
|--------------------------|------------------------------|------------------------------|------------------------------|------------------------------|-----------------------|
| Grade 3 Mathematics MCA | 10 | 16 | 12 | 12 | 50 |
| Grade 4 Mathematics MCA | 12 | 11 | 14 | 13 | 50 |
| Grade 5 Mathematics MCA | 12 | 12 | 14 | 12 | 50 |
| Grade 6 Mathematics MCA | 11 | 14 | 13 | 12 | 50 |
| Grade 7 Mathematics MCA | 9 | 15 | 14 | 12 | 50 |
| Grade 8 Mathematics MCA | 12 | 15 | 15 | 8 | 50 |
| Grade 11 Mathematics MCA | 14 | 14 | 14 | 14 | 56 |

Number of Items for Paper Science MCA

| Grade and Test | Number of Items in Section 1 | Number of Items in Section 2 | Total Number of Items |
|-------------------------|------------------------------|------------------------------|-----------------------|
| Grade 5 Science MCA | 20 | 23 | 43 |
| Grade 8 Science MCA | 21 | 22 | 43 |
| High School Science MCA | 27 | 27 | 54 |

Prepare for Testing

Prepare the Testing Room

Ensure all academic or instructional posters and graphics, including strategy techniques or methods, in the testing room or on desks are covered or removed during test administration. This also includes academic or instructional information not related to the subject being tested (for example, mathematics information must be covered during a reading test). This policy is required to ensure that students are answering items independently, without extra support or guidance that could be present in academic or instructional materials. For example, information in a historical poster about a scientist may provide an advantage for a reading passage or science phenomenon; likewise, information on a mathematics concept may provide information that could be used to answer a science item.

If you choose, you may write information specific to test administration on the board or in the room. Examples of allowable information include information about scheduling (for example, “We will stop after completing two segments or sections” , or “We will stop testing at the end of the class period”) and what students may do when they are done with testing (for example, “Read a book when you are done testing”).

Materials Allowed and Not Allowed During Testing

Materials Allowed

- A pencil or pen
- Stickers
- Handheld calculators (only in specified tests and segments/sections; see below)
- Paper copy of translated word lists/English glossary (mathematics and science only; see below)
- Paper copy of mathematics multiplication or hundreds tables (mathematics only; see below)

- Scratch paper (if providing; see below)

Materials Not Allowed

- Dictionaries, thesauruses, and other reference materials
- Calculator manuals
- Cell phones (see below)
- Wearable technology or other devices (see below)

Cell Phones, Wearable Technology, and Other Devices

Students may not use cell phones or any other devices (for example, Chromebook, laptop), including wearable technology (for example, smartwatch, fitness tracker), at any time during testing, including during breaks or when testing is completed (if students remain in the testing room). If applicable, follow your school procedure for collecting all devices or ensuring that students leave devices outside the testing room. If students are allowed to bring devices inside the testing room, they must remove them (for wearable technology), turn them off, and put them away before testing begins. Note: For the rare situation where a student may need to use a cell phone or device as a support or accommodation (for example, as a medical monitor, personal hearing aid, amplification system, or assistive technology), contact your District or School Assessment Coordinator to confirm if the use is an allowable exception to the policy.

Calculators

Students must be familiar with the functionality of the handheld calculator prior to test administration. The following table specifies which type of handheld calculator may be used by grade for Mathematics MCA. Using a more technologically-advanced calculator than the one specified provides assistance that invalidates what is being assessed (for example, using a scientific calculator instead of a four-function calculator for grade 5). Using a less technologically-advanced calculator than the type specified (for example, using a four-function calculator instead of a graphing calculator for grade 8) is allowed but not recommended as students do not have the same access to additional functions the more advanced calculator provides.

For the Science MCA, any type of handheld calculator that meets the allowable requirements may be used. Because these items require only simple mathematical computations, using a more or less technologically-advanced calculator does not invalidate what is being assessed.

Calculator Type Required for Paper MCAs

| Test | Type of Calculator Required |
|---------------------------------|---|
| Grade 3–5 Mathematics MCA | Basic or four-function |
| Grades 6–7 Mathematics MCA | Scientific |
| Grades 8 and 11 Mathematics MCA | Graphing |
| Science MCA | Any (basic or four-function calculators are all that is required; however, scientific or graphing calculators are also allowed) |

Contact your District or School Assessment Coordinator with questions on the types of handheld calculators that may be used. Note: Web-based calculators or calculator apps accessed from another device (for example, Chromebook) are not allowed.

- For grades 3–8 Mathematics MCA, calculators are not allowed during Segment 1 of the test.
- For grade 11 Mathematics MCA, calculators are allowed on all segments of the test.
- For Science MCA, a calculator may be used on any items as needed.

Graphing calculators must either have the memory cleared before and after each testing session, or have a feature that temporarily disables all flash applications and calculator files (for example, TI-NSpire has “Press to Test” mode).

Translated Word Lists and Mathematics Tables

For Mathematics MCA, translated word lists are available as well as paper versions of mathematics multiplication and hundreds tables. **New for 2024–25:** For Science MCA, the translated word lists have been updated to include glossed definitions, which are concise definitions of terms in English. In addition, with the transition to a new assessment, the science translated word lists have been updated for all grades.

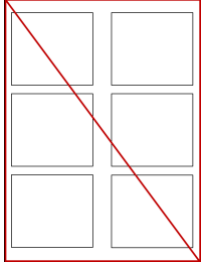
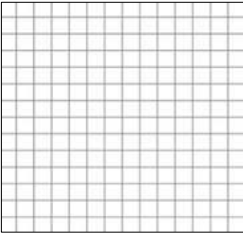
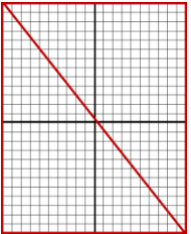
If providing a paper copy of a translated and glossed word list or mathematics multiplication or hundreds table, it must be a printed version of the document posted to PearsonAccess Next under Preparing for Testing. Verify with your District or School Assessment Coordinator which students may be provided translated or glossed word lists and/or which students may be provided the mathematics tables as a universal support.

Note: Mathematics multiplication and hundreds tables must only be used on the segments where calculators are allowed (Segments 2, 3, and 4; calculators are allowed on all segments for grade 11). Contact your District or School Assessment Coordinator for more information.

Scratch Paper

Students can use blank spaces in the test book to work on items and make notes; for mathematics, students may also use the grid paper and formula sheets provided inside the test books. If students remove the grid paper or formula sheets from inside the test book, they must write their names on the sheets. Note: Ensure students do not tear off the back page of the test book for scratch paper; the back page contains the secure barcode number for the test book, which is needed to confirm secure materials are returned.

If other scratch paper will be provided, the following materials outlined below may be used. Students may draw lattices, diagrams (for example, number lines), or charts (for example, multiplication table or hundreds chart) on scratch paper if they choose, but examples cannot be displayed in the classroom or handed out during testing.

| Scratch Paper | Guidelines | Examples |
|-----------------------------------|---|---|
| Blank paper | Lined notebook paper is acceptable but the paper must be blank; no boxes or numbers may be added to guide students to show their work, and paper may not be pre-folded into sections. Sticky notes are also allowed, but they must be provided as a pad and not strategically pre-arranged by the Test Monitor. | Not allowed:  |
| Individual white- or blackboards | Must be blank before and after administration. Must not contain pre-printed numbers, coordinates, or numbered boxes. | N/A |
| Commercially-produced graph paper | Must not contain numbers, coordinates, or numbered boxes. | Allowed:  Not Allowed:  |

Start/Resume and Monitor Testing

Provide Test Materials to Students

- Provide students with the correct test book according to the security number assigned to them on the *Test Materials Assigned to Students Checklist* or other checklist provided in the school. The security number is located on the back cover.
- On the first day of testing, the student should write their name on all materials provided: test book, scratch paper, grid paper (if removed from inside the test book), mathematics formula sheets (if removed from inside the test book), translated or glossed word lists (if provided), and mathematics tables (if provided). All materials must be turned in at the end of the test session.
- Mathematics and science scripts are not provided to students; they are used by the Test Monitor to administer the test to students who require a script/human reader accommodation.

Active Monitoring

Actively monitor students throughout the entire test administration to carefully observe student behavior and ensure that all students are working independently and making progress on their tests. You cannot complete other tasks, including planning lessons, grading papers, or talking casually with other staff. Note: If your school procedures allow you to access these directions electronically, ensure your primary focus is still on active monitoring.

If space is limited and students can potentially see other test materials, ensure through your active monitoring that students are working independently.

Student Responses and Sealing Segments/Sections

Students respond directly in the regular or large print test book, unless they require the scribe accommodation. As students finish each segment/section, you will provide a sticker and may assist them in applying the sticker to seal the appropriate pages, if needed. If you run out of stickers, tape may be used instead.

Policies on Providing Assistance

The *Answering Questions and Providing Assistance* section of this document gives specific guidance regarding the type of help that may be provided during testing. Keep the following requirements in mind:

| Type of Assistance | Requirements |
|--|---|
| Repeating or clarifying directions | <ul style="list-style-type: none"> You may repeat the scripted instructions in this document. New for 2024 – 25: As needed, scripted directions can be explained or clarified only after the scripted directions are provided as written. The explanation can only clarify the directions to ensure that the meaning of specific words or sentences are accurately understood. The Test Monitor cannot change the meaning of the directions or provide information that would lead or cue the student. You may not read directions from the student’s test book. If you believe a student missed any item(s), you may remind them to make sure they have answered all items using only scripted instructions from this document. You may not point out specific items or provide any other instructions that may lead the student to change or reconsider their answers. |
| Assistance with the test | <ul style="list-style-type: none"> You may not define or pronounce a word on a test item, discuss a test item, or give an opinion regarding a test item. Do not give any indication that there may be a different approach or answer; do not help students with answers to items in any way. You cannot remind students of any test-taking strategies or academic strategies (such as using scratch paper). Help of this sort should be provided prior to testing, such as when the Student Readiness Tools (SRTs) are used. For mathematics and science, students must be familiar with the functionality of the calculator prior to the start of testing, and you cannot provide assistance. The only exception is if a calculator is not functioning (for example, dead batteries). |
| Pacing and monitoring student progress | <ul style="list-style-type: none"> You must not control the pace at which a student tests, as the tests are not timed and students should be allowed to continue as long as they are making progress. For example, if you notice a student is moving quickly through the test, you can re-read any scripted instructions from this document, but it is not permissible to say, “Slow down” or “Take your time.” You may monitor student tests to verify where students are at in terms of how testing is scheduled (such as verifying how many items students have completed or verifying which segment/section they are in). However, you need to make sure that you are not viewing secure test content. Unauthorized viewing of secure test content is when you view the content long enough to determine the essence of it. |

Requesting Assistance from Others

During testing, you will follow your school procedures for alerting others if assistance is needed (for example, sick student in the room) so that you can continue actively monitoring. Your primary focus must remain on the students who are testing, even when an unexpected issue arises.

Your school procedure may require you to use a cell phone, computer, or other device to alert others if assistance is needed; however, these devices may be used for that purpose only. You cannot check email or work on your computer/device, and cell phones and wearable technology should be silenced to reduce disruptions.

Documenting Suspected Issues

All items on statewide assessments go through numerous educator reviews, as well as reviews at MDE and at the service providers, before being placed on a test. However, there may be times when a student feels that there is no correct answer. In order to maintain test security, MDE requires that a specific process be followed to report this to MDE.

If a student does not think there is a correct answer or points out a test item that appears to have an error, note the following information:

- Grade
- Subject
- Student's MARSS/SSID number
- Item number

The student should select the answer they think is best and continue testing. This same process is used if a student points out a translation that appears to be incorrect in a translated or glossed word list. You will report these issues when the testing session is over.

Breaks and Leaving During Testing

Depending on your school's testing schedule and procedures for testing, students may be allowed a short break. Whenever leaving the testing room (such as a restroom break) or when there is a break in testing, students should close their test books unless an emergency prevents them from doing so. Ensure that students do not discuss test items and answers.

In the case of an emergency, such as a fire alarm or a severe weather warning, it is important to follow all safety procedures and exit as quickly as possible. To maintain test security when all students must leave the room, you should close the door and secure the room, if possible.

End Testing

You must read the verbal instructions to alert students prior to the end of the day's testing so that they have time to review their answers.

What Students May Do

If students finish testing early and stay in the testing room, students may read a paper book, complete activities on paper that are not related to the subject(s) being tested (such as word searches, drawings, or coloring sheets), or sit quietly. Disruptions for other students must be kept to a minimum.

- Students may read a paper book, even if reading is being tested, but textbooks for any subject(s) being tested are not allowed.
- If multiple subjects are being tested (which may happen during a makeup session), the materials students can use must be taken into consideration.
- Cell phones or other devices (including wearable technology) cannot be used at any time, even if the student has completed testing or is working on something unrelated.

Note: Students who have finished testing in a previous test session are not allowed to be in the testing room on subsequent days of testing. Follow your school procedures to ensure students who have finished testing in a previous test session are not in the room during future testing sessions. This policy is required in order to reduce distractions for students who are still testing and to ensure test security is maintained.

Collecting Secure Test Materials

At the end of each testing session, **all materials must be collected** before students leave the testing room.

- Verify that all regular print, large print, and braille test books have been collected, using the *Test Materials Assigned to Students Checklist*.
- Verify that additional materials provided (scratch paper, translated or glossed word lists, and/or mathematics tables) have been collected. For mathematics, any formula sheets or grid paper removed by students from inside the test book must also be collected.
- Verify you have all scripts, using the *Test Materials Assigned to Students Checklist*.
- Immediately report any missing test materials to your District or School Assessment Coordinator.

These materials must be kept secure between testing sessions following your school procedures (for example, you will secure test materials in a locked drawer or cabinet, or return them to the District or School Assessment Coordinator between testing sessions).

Once testing is completed, all secure materials must be securely disposed of or returned to the District or School Assessment Coordinator for secure disposal (following school procedures). The secure disposal must be completed no more than 2 business days after the close of the testing window. This also applies to any formula sheets or grid paper, if removed from inside the test book, scratch paper, any translated or glossed word lists or mathematics tables, if provided to students.

Discussing the Testing Experience

Remember that you cannot ask students about specific test items, even after testing is over. If students ask about a specific item following testing, remind them that items are secure and cannot be discussed. If all testing is completed for the grade and subject in the school, you may provide instruction on the general academic standards assessed. However, targeted instruction as a result of student questions is not allowed if any students still need to complete testing. In any case, you must not address or solve the specific test item.

Reporting Suspected Issues

If a student reported a suspected content issue during testing, provide the information you documented to the District or School Assessment Coordinator or other designated contact, following your school procedures.



The content of the item itself should never be referenced, captured as an image, or emailed within the school or district or in a communication with MDE or Pearson. Doing any of these actions is a security violation.

Reporting Misadministrations and Test Security Violations

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

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 the online [Test Security Tip Line](https://education.mn.gov/Districts%2C%20Schools%20and%20Educators/Teaching%20&%20Learning/Statewide%20Testing) (education.mn.gov > Districts, Schools and Educators > Teaching & Learning > Statewide Testing).

Enter Student Responses Online

In order for a paper test to be scored, district or school staff **must enter** student responses from the test book **into a Data Entry form in TestNav** during the testing window. Student responses in MCA paper test books will NOT be scanned and scored when they are returned to Pearson; **only student responses entered online are scored.**



Designated staff are responsible for entering student responses from the test book into TestNav. **Students cannot enter their own responses into TestNav, and student test books cannot be mailed to Pearson for scoring.** If student scores are not entered online by the end of testing, there is a \$200 fee for late student response entry.

After testing, staff must break the test book stickers to enter student responses online. Test books must remain secure before being returned to Pearson, but do not need to be resealed.

Student responses must be entered exactly as the student responded, without edits or changes. The test items include specific instructions for students on how the item should be answered, and the student answers cannot be modified if they did not follow these instructions. If the student missed an item and it is not discovered until responses are entered, the student may not go back to complete the item.

For more information on how to enter student responses online, refer to the [MCA Data Entry User Guide](#) on PearsonAccess Next under Resources & Training > User Guides.