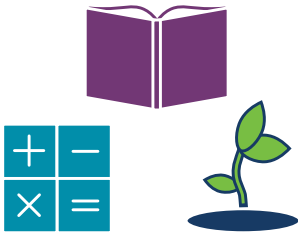


Information on the MTAS/Alt MCAs



What is the MTAS/Alt MCAs?

The Minnesota Test of Academic Skills (MTAS) and the Alternate Minnesota Comprehensive Assessment (Alt MCAs) are alternate assessments for students with the most significant cognitive disabilities. They are based on extended benchmarks of the Minnesota Academic Standards in reading, mathematics, and science. These assessments represent high expectations while allowing students to demonstrate their learning. The Alt MCA is replacing the MTAS as new standards are taught in each subject.



Who takes the MTAS/Alt MCAs?

All students in Minnesota public schools take the statewide assessments. Students who qualify for an alternate assessment take the Reading Alt MCA in grades 3–8 and 10, the Mathematics MTAS in grades 3–8 and 11, and the Science Alt MCA in grades 5, 8, and once in high school. The Individualized Education Program (IEP) team makes decisions each year about student participation.



How do students take the MTAS/Alt MCAs?

Students take the MTAS/Alt MCA in a one-on-one setting with a teacher or a familiar staff member. The MTAS is a paper test, and the Alt MCA can be taken on paper, online, or a combination of the two. If needed, the tests can be read out loud and presented with images to make it more accessible for the student. Students respond to test questions in a variety of ways (such as speaking, pointing, or using eye gaze).



Why do students take the MTAS/Alt MCAs?

The MTAS/Alt MCAs allow students with the most significant cognitive disabilities to show what they know and can do in school. Teachers and schools use the test results to help understand how their students are learning. Schools also use the test results to make sure all students have their educational needs met with instruction aligned to the state standards.



Participation in the MTAS/Alt MCAs

When your student takes the MTAS/Alt MCA, it helps your school and district see how well their teaching and programs are working for all students. The more students who participate, the more information districts and schools have to make informed decisions about how to use money, staff, and resources to support every student's learning.