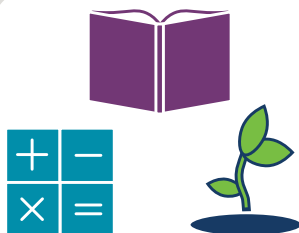


Information on the MTAS/Alternate MCA



What is the MTAS/Alternate?

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



Who takes the MTAS/Alternate MCA?

All students in Minnesota public districts and charter schools are required to participate in the statewide assessments. Assessments are provided for specific grades in reading (3–8 and 10), mathematics (3–8 and 11), and science (5, 8, and once in high school). The Individualized Education Program (IEP) team makes annual decisions about student participation.



How do students take the MTAS/Alternate MCA?

The MTAS/Alternate MCA are performance assessments that are administered by the student's teacher or familiar staff in a one-on-one setting. Tasks may be read aloud and presented with images to make them accessible. Students may respond in a variety of ways (such as speaking, pointing, or using eye gaze) to show what they know on tasks.



Why should students participate in statewide alternate academic assessments?

Statewide alternate academic assessments allow students with the most significant cognitive disabilities to show what they know and how they are doing in school. The assessments provide important data that allows schools to make sure all students have their educational needs met and receive rigorous instruction aligned to the standards.



Increased
data
accuracy



Informed
district
and school
decisions

Participation in the MTAS/Alternate MCA

Student participation in the alternate assessments is important because it gives your school and district the opportunity to evaluate their curriculum and instruction to ensure all students have access to a high-quality education. The more students who participate, the more accurate the data is for districts and schools to make informed decisions about how to use money and resources to support all students.