



## Assessment Details

### Important Test Dates (2019-2020)

<b>Online testing and data entry:</b>
March 2 - May 1

### Estimated Test Administration Times for Reading MCA (2018-2019)

<b>Grade and Test</b>	<b>Total Test Administration</b>
3 Reading MCA	2.5-3.5 Hours

### Lexile Readability Ranges by Grade

<b>Grade</b>	<b>Bottom Lexile Range</b>	<b>Middle Lexile Range</b>	<b>Top Lexile Range</b>
3	300-445	450-790	795-860

### Target Word Count Ranges

<b>Grade</b>	<b>Minimum</b>	<b>Maximum</b>
3	2000	2400

### Passage Length

Word Counts categorized as Short, Medium and Long Passage Lengths

<b>Grade</b>	<b>Short Passage</b>	<b>Medium Passage</b>	<b>Long Passage</b>
3	<300	300-600	>600

## Target Item Counts by Substrand

The tables show the target numbers of passages and items and the minimum and maximum target item counts for the Literature and Information Text substrands for the operational online adaptive test and paper accommodated test.

Online Adaptive: Passage and Item Count targets by Literature and Informational Text Substrands

Grades	Number of Passages	Number of Items	Number and Percent of Items for Literature Min-Max	Number and Percent of Items for Informational Text Min-Max
3-5	4 to 7	40	16-24 40-60%	16-24 40-60%

Paper Accommodated: Passage and Item Count Targets by Literature and Informational Text Substrands

Grades	Number of Passages	Number of Items	Number and Percent of Items for Literature Min-Max	Number and Percent of Items for Informational Text Min-Max
3-5	5 to 7	48	21-27 45-55%	21-27 45-55%

## Target Item Counts by Skill Domain

The 2010 Minnesota K–12 Academic Standards in Language Arts include 10 standards organized under four skill domains. The skill domains are Key Ideas and Details (standards 1-3), Craft and Structure (standards 4-6), Integration of Knowledge and Ideas (standards 7-9), and Range of Reading and Level of Text Complexity (standard 10). Standards 7, 9 and 10 are best assessed using classroom measures and are not assessed in the MCA-III. The tables show the target item counts for the three skill domains represented in the MCA-III online adaptive test and paper accommodated test.

Online Adaptive: Item Count Targets by Skill Domain

Grades	Key Ideas and Details 50-75%	Craft and Structure 25-50%	Integration of Knowledge and Ideas 0-10%
3-5	20-30	10-20	1-4

Paper Accommodated: Item Count Targets by Skill Domain

<b>Grades</b>	<b>Key Ideas and Details 50-75%</b>	<b>Craft and Structure 25-50%</b>	<b>Integration of Knowledge and Ideas 0-5%</b>
3-5	24-36	12-24	0-2

One item is the target minimum for standard 8 on the operational test. Two items is the target minimum each for standards 1 through 6 on the operational test.

### Target Item Counts by Depth of Knowledge (DOK) Levels

The MCA-III are constructed with minimum target percentages for items at DOK levels 1, 2 and 3. The table shows the target percentages and item counts by DOK levels.

**Table 6.** Minimum Item Count Targets by DOK Level

<b>Grades</b>	<b>DOK Level 1 10% minimum</b>	<b>DOK Level 2 30% minimum</b>	<b>DOK Level 3 10% minimum</b>
3-5	4	12	4

### Target Item Counts by Item Type

A variety of item types will be used on the Reading MCA-III, including multiple-choice (MC) items and technology-enhanced (TE) items. Technology-enhanced items may consist of, but are not limited to, the following types of responses: hot-spot (students select multiple correct responses) and drag-and-drop (students formulate, rather than select, a response using drag-and-drop response options).

The table shows the target minimum and maximum numbers of multiple-choice items and technology-enhanced items in the online assessments. Accommodated paper materials contain only multiple-choice items.

#### Online Item Type Targets

<b>Grades</b>	<b>Total Items</b>	<b>Multiple-Choice Items Min-Max</b>	<b>Technology Enhanced Items Min-Max</b>
3-5	40	30-38	2-10