

Statewide Assessment Websites

Website Name	Website URL	Description	
Minnesota Department of Education	http://education.state.mn.us	The MDE website includes information for parents, educators, and District Assessment Coordinators, including testing calendars, user guides for MDE systems, test specifications, and technical reports.	
		These MDE systems are used by District Assessment Coordinators and other district staff. Access must be granted for each site separately. Assessment Secure Reports: Secured section of	
Doto		the MDE website for obtaining student, school, and district test data.	
<u>Data</u> <u>Submissions</u> <u>Page of the</u> <u>MDE Website</u>	http://education.state.mn.us/M DE/dse/datasub/	Test WES: MDE system for a variety of activities before statewide testing begins and after it ends, including working with precode files, providing information for Pretest Editing, performing essential edits for Posttest Editing, and submitting Test Security Notifications.	
		GRR System: MDE system for requesting reimbursement for students participating in college entrance exams.	
PearsonAccess Next	http://minnesota. pearsonaccessnext.com/	PearsonAccess Next is used for the administration of MCA and MTAS. It allows users to sign in to create and manage users, set up test sessions for online testing, and access results. Districts are also able to download user guides and resources, access trainings, and access student resources without signing in.	
WIDA http://www.wida.us	http://www.wida.us	The WIDA website is used to access test administration, technology and reporting resources and training courses for the ACCESS and Alternate ACCESS for ELLs.	
MIDA Assessment Management System (WIDA AMS) https://www.drcedirect.com/all eca-portal-ui/welcome/WIDA		The WIDA Assessment Management System (WIDA AMS) is used for managing student data and test sessions, ordering paper and accommodated test materials, and accessing score reports for ACCESS and Alternate ACCESS.	

MDE Contacts

1500 Highway 36 West, Roseville, MN 55113-4266 EMAIL: mde.testing@state.mn.us, FAX: (651) 582-8874

Assessment Administration

- District Contact: Sequoia Block, (651) 582-8674, mde.testing@state.mn.us
- Test Security and Data Integrity: Jeff Holtz, (651) 582-8309, jeff.holtz@state.mn.us; Andrea Hansen Bishop, (651) 582-8512, andrea.hansen.bishop@state.mn.us
- MCA and MTAS: Pearson
 - o 888-817-8659; submit a Pearson help desk request
- English Language Proficiency Accountability Assessments: WIDA and DRC
 - o WIDA: 866-276-7735; help@wida.us
 - o Data Recognition Corporation (DRC): 855-787-9615; WIDA@datarecognitioncorp.com

Students with Disabilities

- Students with IEPs (Policy): Eric Kloos, Special Education, (651) 582-8268, eric.kloos@state.mn.us
- Students with 504 Plans: Carolyn Ellstra, Office of Compliance and Assistance, (651) 582-8689, carolyn.ellstra@state.mn.us
- English Learners with Disabilities: Elizabeth Watkins, Special Education, (651) 582-8678, elizabeth.watkins@state.mn.us
- Accommodations: See District Contact above under Assessment Administration.

English Learner (EL) Education Program

- EL Program Policies: Leigh Schleicher, (651) 582-8326, <u>leigh.schleicher@state.mn.us</u>
- EL Programs: Michael Bowlus, (651) 582-8254, michael.bowlus@state.mn.us
- Linguistic Supports: See District Contact above under Assessment Administration.

Accountability System

- Accountability Policies: Michael Diedrich, Office of Equity and Opportunity, (651) 582-8332, michael.diedrich@state.mn.us
- Accountability and Growth Results: mde.analytics@state.mn.us

National Assessment of Educational Progress (NAEP)

• Jenny Cain, NAEP Coordinator, (651) 582-8218, jennifer.cain@state.mn.us

Minnesota Automated Reporting Student System (MARSS)

Marilynn Loehr, MARSS, (651) 582-8456, marss@state.mn.us

Important Dates for 2017–18

Important Dates for 2017–18 Standar	ds-Based Acco	untability Assess	ments ¹	
Event	Dates for Reading and Math MCA Science MTAS		Dates for Science MCA	
Student enrollment data sent in precode files	Oct. 16			
Complete Pretest Editing in Test WES	Dec. 1	1–May 3	Dec. 11-May 10	
Pretest Editing deadline for initial test materials shipment ²		Jan. 19		
Student eligibility data sent in precode files	Jan. 1	9–May 3	Jan. 19-May 10	
Test administration resources available by		Jan. 22		
Eligible students initially loaded into PearsonAccess Next		Jan. 29		
Begin creating reporting groups for MCA and MTAS 2018 in PearsonAccess Next	Jan. 29			
Begin creating test sessions, adding students to test sessions, and proctor caching in PearsonAccess Next	Feb. 19	N/A	Feb. 19	
Receive MCA paper accommodated and MTAS test materials	Feb. 20–21 or Feb. 27–28			
Order additional MCA paper accommodated and MTAS test materials in PearsonAccess Next ³	Feb. 2	0–May 3	Feb. 20-May 10	
LCI data entry available in PearsonAccess Next ⁴	N/A	Feb. 26	N/A	
TESTING DATES (including make-ups)⁵	March 5-May 4 data entry:		Online testing and data entry: March 5–May 11	
Ship secure accommodated and MTAS test materials to Pearson by	May 14			
Posttest Editing in Test WES	May 21–June 8			
Last day to update MARSS data for accountability ⁶ June 6				
Assessment results Reporting timelines have		imelines have not l	been finalized.	

¹ The MDE Statewide Testing Division provides dates for the administration and reporting of statewide assessments. Accountability data release dates are communicated by the MDE Division of Student Support.

² MARSS updates must be submitted by Jan. 18 in order for students to be included in this precode file. This date may be earlier if you use a student information service provider; check with your provider for dates.

³ Additional test materials can be ordered until noon on the day before the last day of the testing window so that test materials will arrive in time for test administration.

⁴ Data entry opens ONLY to allow for earlier Learner Characteristics Inventory (LCI) data entry. No MTAS tests may be administered and no scores can be entered prior to the MTAS testing window.

⁵ Preliminary test results are available in PearsonAccess Next after online testing and data entry for MCA and MTAS.

⁶ This date may be earlier if you use a student information service provider; check with your provider for dates.

Important Dates for 2017–18 English Language Proficiency Accountability Assessments ⁷			
Event	Dates for ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs		
Indicate the number of online testers for grades 1–12 and order test materials in WIDA Assessment Management System (AMS) ⁸	Nov. 27–Dec. 15		
Deadline to submit MARSS updates for ELs to be sent in precode for loading students into WIDA AMS and printing student labels ⁹	Dec. 19		
Complete administration tasks in WIDA AMS	Jan. 8–March 23		
Receive paper test materials and student labels	Jan. 19		
Order additional paper accommodated and other paper test materials in WIDA AMS	Jan. 19–March 16		
TESTING DATES	Jan. 29–March 23		
Make-up Dates	Any day in the window after scheduled testing		
Ship paper accommodated and other paper test materials to DRC by	March 30		
Retrieve early student-level results in Test WES	May 21		
Posttest Editing in Test WES	May 21–June 8		
Assessment results	Reporting timelines have not been finalized.		

⁷ The MDE Statewide Testing Division provides dates for the administration and reporting of statewide assessments. Accountability data release dates are communicated by the MDE Division of Student Support.

⁸ Paper accommodated test materials are available to order for eligible students for online testing. Other paper test materials that can be ordered include Kindergarten ACCESS and Alternate ACCESS.

⁹ This date may be earlier if you use a student information service provider; check with your provider for dates. The precode file will be sent on Dec. 20 and include all ELs identified in MARSS.

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Chapter 1 — Introduction

Purpose of This Manual

This *Procedures Manual* has been prepared for District Assessment Coordinators (DACs), administrators, and others with a role in administering Minnesota Assessments. It contains information about responsible test administration practices that will help you make informed decisions about properly administering statewide assessments in your district or charter school. (Throughout this manual, the term "district" is used to denote both districts and charter schools.) It is important that test administration practices are standardized across the state so that all students, schools, and districts are operating on a level playing field and test security is maintained.

There are several ways to use this manual:

- Keep an electronic copy on your computer and make frequent use of the Find function (Ctrl-F, Command-F) or use the indexing and search features in Pearson's Avocet tool to find information. Access Avocet from the PearsonAccess Next home page under Quick Links.
- Print some of the lists to use as checklists.
- Use the MDE Contacts page in the front of the manual to find someone who can help you.
- Use the *Important Dates* in the front of the manual to schedule testing in your district and make sure you do not miss an important event.

We have tried to make this manual as definitive as possible, and procedures in this manual should be followed. However, we realize that with the implementation of Minnesota's state plan under the Every Student Succeeds Act (ESSA) and any legislative changes, as well as suggestions we receive from those who use this manual, that revised editions will always be needed annually.

Assessment Update and Teacher Newsletter

Clarifications and updates between publications of this *Procedures Manual*, as well as important reminders, will be published in the weekly *Assessment Update*. DACs and District Technology Coordinators indicated in MDE-ORG and superintendents/directors automatically receive the weekly *Assessment Update*. Other interested district staff may email their name, email address, and district name and number to mde.testing@state.mn.us to receive the newsletter.

The Statewide Testing Division also distributes a *Teacher Newsletter* to teachers and educators monthly during the school year. The *Teacher Newsletter* includes articles from *Assessment Updates* that are relevant to educators, such as training opportunities and available resources. Since DACs are the assessment experts in their own districts, teachers will be instructed to contact their DAC with any questions. This is to ensure teachers and educators receive a consistent message that aligns to the district-specific policies and procedures. Educators may email mde.testing@state.mn.us to receive the newsletter.

Both the Assessment Update and Teacher Newsletter are posted on PearsonAccess Next under the MDE Updates tab.

Information for New District Assessment Coordinators

In addition to this *Procedures Manual*, there are many resources available on the MDE website and on the service providers' websites for new District Assessment Coordinators.

In particular, new District Assessment Coordinators should review the *New DAC Information for Accessing Systems and Resources*. This document describes the steps that must be completed in order to be listed as the DAC contact for your district in MDE-ORG and how to get login information for service providers' systems and MDE secure systems.

The *DAC Resources Checklist* is also available to help DACs track resources and trainings they have completed. In the checklist, resources in bold are required for all DACs to be considered trained for the school year. New District Assessment Coordinators should review all resources.

Both of these documents are available on the <u>Statewide Testing page</u> (MDE > Districts, Schools and Educators > Statewide Testing).

Service Providers

Pearson

Pearson is the service provider for the standards-based accountability assessments: Reading, Mathematics, and Science Minnesota Comprehensive Assessments (MCA) and Reading, Mathematics, and Science Minnesota Test of Academic Skills (MTAS).

Pearson also provides other assessment resources, like Perspective described in Chapter 10 and <u>WriteToLearn</u> (PearsonAccess Next > WriteToLearn (under Quick Links)). WriteToLearn is optional literacy tool for students in grades 8 and 10.

For questions regarding online testing and TestNav, PearsonAccess Next, Perspective, or WriteToLearn, please contact the Pearson help desk:

- Submit a Pearson help desk request.
 Pearson no longer uses a help desk email and
 has moved to an online form in order to improve customer service and support as using the
 link automatically submits a support ticket. The link to submit a help desk request is also
 available on the PearsonAccess Next Home page under Contact Us.
- Phone: 888-817-8659
- Website: The PearsonAccess Next website is used to access test administration activities
 and preliminary test results. Districts are also able to download user guides and resources,
 access trainings, and access student resources without signing in. View PearsonAccess
 Next (http://minnesota.pearsonaccessnext.com).
- Hours of operation: Monday–Friday, 6 a.m.–7:30 p.m.

WIDA and DRC

Minnesota is a member of the WIDA Consortium. As a member, Minnesota districts administer the ACCESS for ELLs 2.0 (ACCESS) and Alternate ACCESS for ELLs (Alternate ACCESS) assessments to all English learners (ELs) in grades K–12. WIDA is the service provider for the ACCESS and Alternate ACCESS. WIDA has subcontracted with Data Recognition Corporation (DRC) to support administration of the assessments. Please contact the applicable Help Desk with questions:

 WIDA: Contact WIDA for questions on training, interpreting score reports from WIDA assessments, access to the WIDA website, policies and procedures, and WIDA resources.

o Email: help@wida.us

o Phone: 866-276-7735

- Website: The WIDA website is used to access test administration, technology, and reporting resources and training courses for ACCESS and Alternate ACCESS for ELLs.
 View the WIDA website (www.wida.us).
- Hours of operation:
 - November–March: Monday–Thursday, 7 a.m.–7 p.m.; Friday, 7 a.m.–5 p.m.
 - April–October: Monday–Friday, 7 a.m.–5 p.m.
- DRC: Contact DRC for questions on WIDA AMS functionality and account setup, ordering and processing paper test materials, technology support and online test software, and data and reporting:

o Email: WIDA@datarecognitioncorp.com

o Phone: 855-787-9615

- The WIDA Assessment Management System (WIDA AMS) is used for managing student data and test sessions, ordering paper and accommodated test materials, and accessing score reports for ACCESS and Alternate ACCESS. <u>View WIDA AMS</u> (https://www.drcedirect.com/all/eca-portal-ui/welcome/WIDA).
- Hours of operation: Monday–Friday, 6 a.m.–8 p.m.

Comments and Suggestions

Comments, suggestions, and feedback for improvements for the Minnesota Assessments are valuable to the growth and effectiveness of the testing program. The Minnesota Department of Education and our service providers continually work to improve testing procedures for future administrations. To send feedback to MDE, email mde.testing@state.mn.us.

New for 2017-18

The ("new") symbol indicates significant additions or revisions to the 2017–18 edition of this manual. The ("i") symbol is used to indicate clarifications of existing policies and procedures.

This list highlights the major changes for this year, but districts must read this manual for further details related to all the changes.

Legislative Changes and Accountability

- The following changes are based on the implementation of a new accountability system under ESSA:
 - A separate accountability window for English language proficiency accountability assessments has been determined.
 - Beginning in 2017–18, students identified as Recently Arrived English Learners (RAEL; formerly New to Country) are required to participate in all subjects of the standardsbased accountability assessments during their first year of enrollment, including reading. Results for students identified as RAEL are included in test results summary information.
- Districts must post the complete, 3-page Parent/Guardian Guide and Refusal for Student
 Participation in Statewide Testing Form on the district website and include it in the district's
 student handbook. (Note: including in the handbook may not have been possible in 2017–18
 if handbooks were printed before the updated form was provided.) The form was updated to
 include additional information as required by legislation.
- Students who do not meet or exceed the Minnesota Academic Standards, as measured by the MCA administered in high school, are to be informed that admission to a public school is free and available to any resident under 21 years of age. Districts determine how this notification will be provided.
- MDE will only reimburse districts for students who are eligible for a free or reduced-price
 meal for the administration of college entrance exams. MDE will also reimburse districts for
 students that are unable to pay for the exam; this may be on a prorated basis depending on
 funds available. The requirements for offering a college entrance exam to students have not
 changed.
- Nonpublic schools will no longer be able to request reimbursement for the administration of college entrance exams but are able to use nonpublic pupil textbook aid to pay for this testing.

Assessments

- The Reading and Mathematics Optional Local Purpose Assessment (OLPA) are no longer administered.
- The symbol format of Reading MTAS Presentation Pages and Response Option Cards has been removed from the test materials received in the initial test materials shipment. This format can be ordered as an additional order if most appropriate for a student.

- Bureau of Indian Education (BIE) is now a member of the WIDA consortium. The BIE pays for and oversees the implementation of the ACCESS and Alternate ACCESS tests administered in BIE-funded schools across the WIDA Consortium.
- For grades 1–12 ACCESS, Writing Tier A has an updated testing time.

Accommodations and Linguistic Supports

- Additional guidelines for the administration of a test with the script, scribe, and signed interpretation accommodations/linguistic supports will be available on PearsonAccess Next. The script guidelines will also be provided in the script.
- Extended testing is no longer considered an accommodation/linguistic support for MCA online administrations because the tests do not allow students to return to previously completed items when they have exited for more than 20 minutes.
- Word-to-word pop-up translations of academic terms and direction words have been added as a linguistic support in the online Mathematics and Science MCA in Hmong, Somali, and Spanish. These are the three languages spoken by the greatest numbers of English learners in Minnesota.
- Word-to-word translation vocabulary lists of academic terms and direction words are available for Mathematics and Science MCA as a linguistic support in the following languages: Spanish, Somali, Hmong, Vietnamese, Karen, Arabic, Chinese, Russian, Oromo, Laotian, Amharic, and Khmer. These lists may be used with the online tests or paper accommodated test materials.
- A commercial word-to-word dictionary can now be provided electronically following the requirements in Chapter 6.
- Any of the word-to-word translation options and translated directions linguistic supports are available for English learners as well as former English learners and students in immersion or dual language programs who receive their instruction in a language other than English.
- To better align with the new word-to-word translation supports, the code for word-to-word translations using online translation programs and dual-language dictionaries has been changed from OA (other accommodation) to OL (other linguistic support).

Test Security

- A comprehensive list of the policies and procedures that must be determined by the district is included in the *District Test Security Procedure Requirements* in Appendix B.
- Additional guidance from MDE on conducting test security investigations is included in the Test Security Investigations Guide in Appendix B.
- The Assurance of Test Security and Non-Disclosure has been updated to include the school
 year and additional information about staff's responsibility to cooperate with MDE and school
 officials in regards to test security-related activities, included monitoring visits, desk audits,
 and investigations.
- The online Assurance of Test Security and Non-Disclosure is included in the Test Security Training and is completed as part of that training.

- Districts must develop a process for tracking which students tested with which Test Monitors; any other adult(s) who are present in the testing room (e.g., staff providing assistance, paraprofessionals) must be included. Districts will keep this documentation on file at the district for two years after the end of the academic school year in which testing took place.
- In addition to cell phones and other devices, students also may not wear or access "wearable" technology (e.g., smart watches, fitness trackers) during testing if the device can electronically send or receive information. If one of these devices is worn during testing, the student's test must be invalidated.
- If a student has completed testing and accesses a cell phone or other prohibited device (including wearable technology), the district will now need to take further action to determine if the test should be invalidated, rather than automatically invalidating the test.
- To allow Test Monitors to continue active monitoring with the least disruption, districts may
 choose to allow Test Monitors to use their cell phones ONLY to alert other staff of issues. It is
 important that if a district chooses to allow Test Monitors to use cell phones for contacting
 staff during testing, district training places particular emphasis on proper and improper use.

Training

- MDE has developed a Test Security Training that all staff, including District Assessment
 Coordinators, are required to complete annually. This training provides details on test
 security policies and procedures and addresses the Assurance of Test Security and NonDisclosure, which staff are also required to complete.
 - Districts may have staff complete the training individually in the TMS, present the training to a group, or have staff review and sign the *Test Security Training Checklist*, a paper checklist created by MDE that includes the content from the training.
 - The ability to document group trainings in Pearson's Training Management (TMS) is being developed.
- For ACCESS and Alternate ACCESS, Test Administrators must annually complete required MDE trainings annually in the TMS, in addition to the required WIDA Training Courses.
- For MCA, Test Monitors must annually complete the applicable course in TMS based on whether they are monitoring online and/or paper administrations.
- The MTAS Training for Test Administrators courses now include the Test Security Training.

Student Resources

- Rather than requiring specific resources be provided to all students to prepare for testing,
 MDE requires each district to determine which student resources will be used and how they
 will be used. MDE requires districts to ensure that all students are familiar with the test they
 will be taking and are able to successfully navigate, use the online and accessibility tools,
 and respond to different item types.
- MDE has created a *Purposes of Student Resources* document that may be shared with administrators and educators to help determine which resources will be used to prepare students for testing.

 The MCA student tutorial has been broken down into three shorter components: navigation, tools, and item types. Detailed information for educators is provided in new Teacher Guides that accompany each tutorial.

Administration

- Students are no longer required to complete a section before exiting the online Reading,
 Mathematics, or Science MCA. Once students exit the test for more than 20 minutes or stop testing for the day, they cannot access any items completed previously.
 - In order to implement this functionality, students must answer each item before going to the next item for Science MCA; this was already in place for Reading and Mathematics MCA.
 - Exiting instructions for students are no longer provided since students are not required to complete a section.
 - o If students are exited from the MCA due to technical issues and the issue is resolved within 20 minutes, the students can review any previously completed items in the section. However, if issues are not resolved within 20 minutes, students cannot review previously completed items.
- The Test Monitor and Student Directions have been renamed to Directions for Online
 Administrations and Directions for Paper Administrations. These directions are posted to
 their own page on PearsonAccess Next (Preparing for Testing > Testing Directions) to make
 easier for Test Monitors to access.
- The Student Directions are embedded in the first section of each online MCA rather than a separate presentation projected prior to testing. Students must review these directions after they sign in and before they begin each test.
- Since the student directions have text-to-speech available, headphones are recommended for the Reading MCA. They must be provided for the Mathematics and Science MCA.
- For Reading and Mathematics MCA, no section numbers appear in student tests. For Science MCA, the sections following the student directions section appear as Section 2 and Section 3.
- LCI data must be entered in PearsonAccess Next before any MTAS scores can be entered.

Reporting

- The attemptedness criteria for the online ACCESS Speaking domain have been updated: the record button must be clicked for at least one scored item.
- The not complete (NC) and not attempted (NA) score code definitions for MCA have been updated. Students who responded to one or more items but fewer than 90 percent are considered to have attempted the test and will receive the NC score code; student who do not respond to any items receive an NA score code.
- On-demand reports for MTAS are available in PearsonAccess Next once online score entry is submitted.

- In Historical Student Data in PearsonAccess Next, historical test results are planned to be available for all students who are currently enrolled in the district, regardless of where they tested; this will be in addition to data for students who previously tested in the district.
- Beginning in 2017–18, Mathematics MCA ISRs will include Quantile scores; Quantiles will be included on On-Demand Reports in future years.
 - In order to report Quantile measures, the online administration of the test includes a set of Quantile items for the 2018 administration only.
 - o These are multiple-choice items that may appear differently than the MCA items.

MDE Systems

- Site readiness confirmation is no longer collected in Test WES. Instead, MDE will provide timely technology reminders, updates, and resources to District Technology Coordinators, technology staff, and District Assessment Coordinators throughout the school year.
- Test WES will no longer be used to submit information used for accountability, like an alternate assessment waiver or an accountability appeal. Further information will be communicated by the MDE Division of Student Support.
- The Test Administration Information section in Test WES under Pretest Editing has been separated into two sections: District Options and District Confirmations.
- Home Schooled will be the only student characteristic code collected for standards-based accountability assessments through Test WES. Foreign exchange and RAEL (formerly New to Country) will be collected through MARSS or other MDE data systems; significant gap in enrollment will not be collected in Test WES.
- If foreign exchange students do test, they will not be included in test results summary information; districts no longer have the choice of whether to include them during Posttest Editing.

Communication

- Both the Assessment Update and Teacher Newsletter are posted on PearsonAccess Next under the MDE Updates tab.
- Pearson no longer uses a help desk email and has moved to an online form in order to improve customer service; districts submit a request using a link available on PearsonAccess Next and in resources.

Chapter 2 — Minnesota Assessments

Overview

This chapter focuses on the assessments available in the Minnesota Assessment System taken by Minnesota students. First, it discusses the purpose behind the Minnesota Assessment System. Next, it gives an overview of the standards-based and English language proficiency accountability assessments and outlines the district requirements for assisting students with career and college readiness. Finally, the chapter describes NAEP and local testing time limitations. The process of building an assessment in the state of Minnesota is described in Appendix B.

Purpose of the Minnesota Assessment System

The Minnesota Assessment System has three purposes:

- To measure achievement towards meeting the Minnesota Academic Standards (for the standards-based accountability assessments) and to measure progress towards meeting the WIDA English Language Development Standards (for English language proficiency accountability assessments). Each assessment is designed to measure student performance on the academic or language development standards.
 - Refer to the <u>Academic Standards</u> section of the MDE website and the *Frequently Asked Questions about Minnesota's K-12 Academic Standards* for more information about the Minnesota Academic Standards (MDE website > Districts, Schools and Educators > Academic Standards (K-12)).
 - For the standards-based accountability assessments, the <u>test specifications</u> (MDE website > District, Schools and Educators > Statewide Testing > Test Specifications) indicate which strands, sub-strands, standards, and benchmarks will be assessed on the test and in what proportions.¹⁰
- 2. **To measure the academic progress of students over time.** Minnesota has implemented multiple approaches to measuring academic progress of students across time, including student progress and career-and-college-readiness scores and growth. Refer to Chapter 10 for additional information about these approaches.
- 3. To provide Minnesota graduates information related to career and college readiness. Minnesota expects its high school graduates to demonstrate the skills and knowledge necessary for success beyond high school; districts are required to assist students with career and college readiness. These requirements will be discussed in detail later in this chapter.

¹⁰ Test specifications provide information on how the academic standards are addressed on a test. They are **not** meant to be used as the basis for curriculum and instruction. Instead, test specifications guide test developers on what must be included in each test. Some concepts in the academic standards can only be assessed in the classroom and not on a standardized statewide assessment.

Standards-Based Accountability Assessments

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Education Act (ESEA), and Minnesota Statutes, section 120B.30 require that public school students be assessed annually in reading, mathematics, and science.

- Students enrolled in grades 3-8 and 10 take a reading test.
- Students enrolled in grades 3–8 and 11 take a mathematics test.
- Students enrolled in grades 5 and 8 take a science test. High school students also take a science test; it is taken when they complete their instruction in life science (usually in a biology course) in grades 9–12. See the next section for additional guidance.

Most students take the MCA, but students who receive special education services and meet the MTAS eligibility requirements may take the MTAS. Students take one test in each subject.

The standards-based accountability assessments are aligned to the Minnesota Academic Standards, and the primary purpose of the assessments is to measure achievement on these standards. As academic standards are revised, a new series of assessments is developed to align with those standards. In MDE's official documents and test data, the series number is added—at least in the initial reference—to indicate the academic content standards that are being measured (e.g., MCA-III to designate the mathematics academic standards adopted in 2007). Table 1 shows the academic standards to which the current assessments are aligned. The *Building a Test* procedure in Appendix B contains the schedule for the revision of academic standards.

Table 1. 2017–18 Standards-Based Accountability Assessments Overview

Test	Subject	Administered in Grades	Academic Standards Alignment	
	Reading MCA	3–8, 10	2010 Standards	
MCA-III	Mathematics MCA	3–8, 11	2007 Standards	
	Science MCA	5, 8, High School*	2009 Standards	
MTAS-III	Reading MTAS	3–8, 10	2010 Standards	
	Mathematics MTAS	3–8, 11	2007 Standards	
	Science MTAS	5, 8, High School*	2009 Standards	

^{*} Students in grades 9-12 take the Science MCA or Science MTAS once in high school.

Minnesota Comprehensive Assessments (MCA)

The Reading, Mathematics, and Science MCA are administered online, with paper accommodated test materials available only for eligible students. Students take the applicable assessments for their grade, and the scores are used for final reports and accountability.

To meet state legislative requirements, the online grades 3–8 Reading and Mathematics MCA include off-grade items to provide additional information about student achievement. Only on-grade

items are used for accountability calculations; additional information about how off-grade items are used in the calculation of the progress score is in Chapter 10. Any off-grade items will be no more than two grade levels above or below a student's grade. For grade 3, students may see on-grade items or above grade items; there are no below grade items. For grade 8, students may see on-grade items or below grade items; there are no above grade items.

The grades 3–8 and 10 **Reading MCA** assessments are aligned to the 2010 Minnesota Academic Standards.

- The Reading MCA assessments are adaptive, which means that the test adjusts to each student's skills at the passage level. In other words, a student's responses on a set of items associated with a passage or passages determine the next group of passages and items a student receives. This provides a more precise measure of students' skills and knowledge.
- The Reading MCA assessments contain multiple-choice items along with technologyenhanced items where students manipulate reading content, such as demonstrating a sequence of actions or events, making connections between a cause and its effect, and choosing supporting details of a main idea.

The grades 3–8 and 11 **Mathematics MCA** assessments are aligned to the 2007 Minnesota Academic Standards.

- The Mathematics MCA assessments are adaptive assessments, which means that the test
 adjusts to each student's skills at an item level. Every time a student answers a question,
 that response determines the next question the student receives. This provides a more
 precise measure of students' skills and knowledge.
- The Mathematics MCA assessments contain multiple-choice items along with technology-enhanced items where students drag and drop a graphic from one location to another, enter numbers for an answer, or manipulate a graph. Students have access to an online calculator when allowed and, in grades 5–8 and 11, can use online formula sheets that are accessible on every item. All mathematics items are designed to be accessible to English learners.

The grades 5, 8, and high school **Science MCA** assessments are aligned to the 2009 Minnesota Academic Standards.

- The Science MCA assessments contains multiple-choice items along with technologyenhanced items where students create a graph or data table, select a hot spot, type in numbers, or drag images or words into designated response areas. The Science MCA also incorporates simulations. Simulations are scenarios that have one or more scenes that require students to manipulate variables and then use the results to answer items.
- Students in grades 9–12 take the Science MCA (or Science MTAS) once in high school.
 - The high school Science MCA covers the grades 9–12 Minnesota Academic Standards in Life Science (Strand 4) and the Nature of Science and Engineering (Strand 1) in the context of life science.

- Districts determine when high school students will participate based on when they have received instruction on all Strand 4 and Strand 1 standards related to life science/biology during the school year.
- Students who transfer into a new district and have already completed their life science/biology coursework in the previous district will not take the high school assessment in the new district, even if the student did not take the Science MCA previously.
- However, students who are re-taking their life science/biology course must take the Science MCA again, even if they took it previously.

Minnesota Test of Academic Skills (MTAS)

The MTAS is a performance-based assessment in reading, mathematics, and science for students with the most significant cognitive disabilities, and it is available in every grade in which the MCA is available. It is an alternate assessment based on alternate achievement standards that feature substantial reductions in the complexity of the academic content standards. MTAS test materials include Task Administration Manuals, Presentation Pages, and Response Option Cards that incorporate the use of pictures and symbols. The Reading MTAS includes brief passages that may be read aloud to students. The Mathematics and Science MTAS include object lists that provide guidance on the provision of objects for students who need this type of support.

Participation in the MTAS is limited to students whose IEP team determines that the student meets the eligibility requirements for the test (additional information can be found in Chapter 5). The same grade-level considerations for the Science MCA apply in determining which high school students will take the Science MTAS. The Science MTAS can be administered in any of the grades 9–12, depending upon when students receive instruction in the life science standards. While some students with significant cognitive disabilities may not be enrolled in a course called Life Science or Biology, they should have access to the general education curriculum, which includes instruction in life science. The IEP team determines the most appropriate year for a high school student to take the Science MTAS.

District staff must enter the MTAS scores for each subject and student online during the testing window. The entry of student MTAS scores online is how student responses are scored in order to report student results.

For each student, the student's Learner Characteristics Inventory (LCI) must be completed and entered online before MTAS scores may be entered. The LCI is a research tool developed by the National Alternate Assessment Center (NAAC). The purpose of the LCI is to better understand the learning characteristics of students participating in alternate assessments based on alternate achievement standards. It is an instrument that helps Minnesota answer validity questions and extends our knowledge of the assessment population to ensure that the test is designed appropriately for students with the most significant cognitive disabilities; it also ensures that the intended population is participating in the test. The LCI form is available in Appendix A of this manual.

English Language Proficiency Accountability Assessments

ESEA requires that all English learners be assessed in grades K–12 in English language proficiency. ACCESS for ELLs 2.0 (ACCESS) and Alternate ACCESS for ELLs (Alternate ACCESS) developed by the multi-state WIDA Consortium are used to meet this federal requirement. English learner (EL) refers to a student who is identified in MARSS as eligible for participation in English as a Second Language (ESL) or Bilingual Education programs. See Table 2 for an overview of the assessments.

Table 2. 2017–18 English Language Proficiency Accountability Assessments Overview

Test	Grade-Level Clusters	Language Domains	Format	Description
ACCESS for ELLs 2.0	К	Reading, Writing, Listening, and Speaking	Paper	The domains of listening, speaking, reading, and writing are assessed within the context of two stories. The test is individually administered, and materials include manipulatives and an activity board. The test is scored by the Test Administrator.
ACCESS for ELLs 2.0	1 2–3* 4–5 6–8 9–12	Reading, Writing, Listening, and Speaking	Online (R, L, S, W**) Paper (W**)	The Listening and Reading tests contain multiple-choice and technology-enhanced items. The Writing Test contains a set of tasks to which students respond. The Speaking Test consists of speaking prompts delivered online; students respond by speaking into the microphone of their headsets and their responses are recorded and sent for scoring by DRC.
Alternate ACCESS for ELLs	1–2 3–5 6–8 9–12	Reading, Writing, Listening, and Speaking	Paper	The Listening and Reading Tests contain selected response items and the Writing and Speaking Tests contain constructed response items. The tests are individually administered and all sections are scored by the Test Administrators.

^{*}For paper accommodations for ACCESS, grades 2 and 3 are separate.

ACCESS for ELLs 2.0

The ACCESS is an English language proficiency accountability assessment based on the WIDA English Language Development Standards. There are four language domains assessed by the ACCESS: reading, writing, listening, and speaking. The test is available in six grade-level clusters: K, 1, 2–3, 4–5, 6–8, and 9–12. While the Kindergarten ACCESS remains paper-based, the ACCESS is primarily administered online. Paper accommodations are available for eligible students.

^{**}Writing is paper based for grades 1–3. Grades 4–5 view the prompt online and respond on paper. Grades 6–12 take the writing test entirely online.

Alternate ACCESS for ELLs

Alternate ACCESS is an individually administered English language proficiency accountability assessment developed specifically for English learners who have significant cognitive disabilities severe enough to prevent meaningful participation in the ACCESS assessment. The Alternate ACCESS is based on WIDA's Alternate Model Performance Indicators (AMPIs), which have been developed to augment WIDA's existing English Language Development Standards, and allow English learners with significant cognitive disabilities to demonstrate language growth.

There are four language domains assessed by the Alternate ACCESS: reading, writing, listening and speaking. The test is available in four grade-level clusters: 1–2, 3–5, 6–8, and 9–12 and remains a paper-based assessment. The Alternate ACCESS is not available for kindergarten.

Career and College Readiness

This section outlines career and college readiness requirements for students first enrolled in grade 8 in 2012–13 and later. Based on Minnesota Statutes, sections 120B.30 and 120B.125, districts have a number of requirements to fulfill for student career and college planning; however, students are not required to achieve a specified score on an assessment in order to graduate or meet graduation assessment requirements.

Note: Students first enrolled in grade 8 in 2011–12 and earlier (likely students older than grade 12 in school year 2017–18) must meet graduation assessment requirements in reading, mathematics, and writing in order to be eligible for a diploma from a Minnesota public high school. Contact mde.testing@state.mn.us for questions about a student in this cohort.

Overview

Districts must assist students with career and college readiness, including the following. Each of these will be addressed in detail below.

- Offering students in grades 11 and 12 an opportunity to participate in a nationally recognized college entrance exam on a school day.
- Monitoring student's development of and growth in career and college readiness.
- Assisting students no later than grade 9 in exploration and planning activities for career interests or postsecondary education.

MDE does not track graduation assessment requirements for students first enrolled in grade 8 in 2012–2013 or later through MDE systems. Districts must ensure they are assisting students with each of the areas outlined in the bullets above, and it is up to the district to determine how these areas are met.

Students who do not meet or exceed the Minnesota Academic Standards, as measured by the MCA administered in high school, are to be informed that admission to a public school is free and available to any resident under 21 years of age until at least one of the following occurs: 1) the first September 1 after the student's 21st birthday; 2) the student's completion of academic and course credits for graduation requirements; 3) the student's withdrawal with no subsequent enrollment

within 21 calendar days; or 4) the end of the school year. Districts determine how this notification will be provided.

Minnesota Statutes, section 120B.30 requires a school or district to record student progress toward career and college readiness on the high school transcripts of students.

- The statute states a student is college and career ready if the student is able to successfully
 complete credit-bearing coursework at a two- or four-year college or university or other
 credit-bearing postsecondary program without need for intervention.
- Schools, districts, and charter schools are best positioned to make individual determinations about a student's progress toward career and college readiness. The statute does not prescribe a specific tool or method for measuring progress toward career and college readiness.

OFFER OPPORTUNITY FOR COLLEGE ENTRANCE EXAM

Districts must provide students the opportunity to participate in a college entrance exam on a school day, but individual students are not required to participate. Only the ACT (ACT and ACT with Writing) and SAT (SAT and SAT with Essay) are considered nationally recognized college entrance exams. MDE expects districts to administer the versions of the exams with the writing component included to provide students the most comprehensive information. While a district may offer other assessment options to students at their discretion (e.g., ASVAB or ACCUPLACER), a college entrance exam must still be offered. Even though revisions to Minnesota Statutes, section 120B.30, subdivision 1e, changed the reimbursement of college entrance exams (see below for details), the requirements for offering a college entrance exam to students have not changed.

Districts annually determine which assessment(s) will be offered and enter into a contract with the service provider(s), ACT or College Board. Districts work with the service provider(s) directly to determine administration mode, test materials needed, test date, and any administration policies and procedures.

The following provides additional clarification about student participation.

- The district determines which assessment to offer or may choose to offer both (i.e., both ACT with Writing and SAT with Essay).
- The district must offer a college entrance exam each year on a school day to students. Even
 if the district already offers one of the assessments on a national test date, the assessment
 must be offered to all students on a school day.
- The college entrance exam must be offered in both grade 11 and grade 12; students will
 decide if they will participate and in which grade they will participate. It must be offered in
 both grades 11 and 12 as a student may choose not to participate in grade 11, for example,
 but may choose to participate in grade 12. Students will only have one college entrance
 exam reimbursed by the state.
- Each district will determine how the assessment opportunity will be communicated to students and families (e.g., letters to students/families, notification on the district/school website).

- Students can choose to take the college entrance exam on a national test date, and the district can request reimbursement for eligible students.
- The opportunity to participate should be available to all students. However, an appropriate
 college entrance exam is not available for students with significant cognitive abilities who are
 eligible to take the MTAS. Therefore, it is not necessary to offer a college entrance exam to
 these students.

Districts are expected to contract and pay for the administration of the college entrance exam and can request reimbursement from MDE.

- Beginning in the 2017–18 school year, MDE will only reimburse districts for students who are eligible for a free or reduced-price meal.
 - While a school district may require a student who is not eligible for a free or reducedprice meal to pay the cost of taking a nationally recognized college entrance exam, these charges create barriers to student participation. MDE encourages that, whenever possible, fees should be avoided.
 - A district may not charge a fee to a student who is unable to pay for the college entrance exam. The legislation does not provide for a specific reimbursement to districts for students unable to pay. Further, no criteria was provided to determine ability to pay so districts can determine who is in the unable to pay category.
 - MDE may reimburse districts on a prorated basis for students that are unable to pay for the exam. MDE will not know if there will be funds available until reimbursements are made for students qualifying for free and reduced-price meals are made.
- MDE will reimburse only one college entrance exam per student. Districts can use the Student Assessment History Report under Assessment Secure Reports on the MDE website to determine if reimbursement has been previously provided for a student.

Districts use the Graduation Requirements Records (GRR) system to request reimbursement once results are received from the service provider. Refer to Chapter 9 for additional information on the GRR system. Student results must first be received to ensure that the students who districts are requesting reimbursement for actually completed testing. During an audit of reimbursements, MDE will request student results. Further information regarding reimbursement, including the deadline to request reimbursement for the 2017–18 school year, will be communicated through the *Assessment Update*.

Beginning in the 2017–18 school year, MDE will only reimburse public districts and charter schools as outlined above. Nonpublic schools will not be able to request reimbursement but are able to use nonpublic pupil textbook aid to pay for this testing.

MONITOR STUDENT DEVELOPMENT IN CAREER AND COLLEGE READINESS

Districts must monitor student development of and growth in career and college readiness. Districts regularly identify needed curricular and instructional adjustments, as well as individual students' academic strengths and needs for targeted interventions or remediation.

To support districts in this monitoring, student progress scores for grades 3–8 and student career and college readiness (CCR) scores for (grades 10 and 11) are provided for reading and mathematics on Individual Student Reports (ISRs) and District and School Student Results (DSR and SSR) files. Goal scores have been established for both student progress scores and student CCR scores to compare whether students are on track to pass a college entrance exam by the end of grade 11. Refer to Chapter 10 for additional information.

ASSIST STUDENTS IN EXPLORATION AND PLANNING ACTIVITIES

Districts must also assist students no later than grade 9 in exploration and planning activities for career interests or postsecondary education.

This plan must be reviewed and revised at least annually by the student, the student's parent or guardian, and the school or district. The plan also requires providing an interest inventory to the student. MDE does not endorse a particular product for the career interest survey, and it is up to the district to determine how to best meet the requirement.

National Assessment of Educational Progress (NAEP)

National Assessment of Educational Progress (NAEP) is known as the "Nation's Report Card." It is the only assessment that allows performance comparisons from Minnesota to other states, jurisdictions, and the nation as a whole. The assessments are administered uniformly and serve as a common metric across all states. NAEP results are based on a representative sample of the student population and do not provide individual student or school results.

The frameworks are not the same as the academic standards that are used to build Minnesota assessments. Like Minnesota's assessments, the NAEP frameworks were developed by educators. All NAEP items are reviewed by community members, parents, educators, and curriculum specialists from each state. The NAEP assessments include multiple-choice items, constructed-response items, and scenario-based tasks.

Schools and students are randomly selected to be part of the assessment. Federal ESEA legislation requires districts that accept Title I funds to participate if chosen for NAEP assessments. States applying for Title I funds have had to include the assurance they will comply with all requirements of federal legislation, including participation in NAEP. While participation is required to receive Title I funding, no sanctions or awards are given for performance on the NAEP. However, NAEP results are used by policymakers, media, and the state education department as a fair and accurate measure of student progress.

NAEP Schedule of Administration

Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and technology and engineering literacy. Not all subjects are tested each year. Odd-numbered years are main NAEP years where state data are provided for grades 4 and 8, and over 275 schools in Minnesota participate. Even-numbered years produce only national results, so a smaller number of schools need to participate. Other special assessments or studies can occur as well.

Testing for NAEP 2018 will take place from Jan. 29 to March 9, 2018. The program will include the assessments listed in Table 3 below. In addition, pilot assessments will be conducted in Science (grades 4, 8, and 12); Mathematics and Reading (grade 12); and a special study examining scenario-based tasks and discrete items in Reading (grades 4, 8, and 12).

Table 3. NAEP Projected Schedule of Assessments

Year	National Results	State Results
2018	U.S. History (8) Civics (8) Geography (8) Technology and Engineering Literacy (8)	
2019	Reading (4, 8, 12) Mathematics (4, 8, 12) Science (4, 8, 12) National Indian Education Study High School Transcript Study	Reading (4, 8) Mathematics (4, 8)
2020		
2021	Reading (4, 8) Mathematics (4, 8) Writing (4, 8, 12)	Reading (4, 8) Mathematics (4, 8) Writing (8)

NAEP Resources

- See the NAEP website (nces.ed.gov/nationsreportcard) for further information.
- See the Nation's Report Card (www.nationsreportcard.gov) for NAEP results.
- See MDE's website for <u>NAEP results for Minnesota students</u> (MDE website > Districts, Schools and Educators > Statewide Testing > National Assessment of Educational Progress (NAEP)).
- NAEP Frameworks (NAEP > Assessments > Assessment Framework) are blueprints that guide the development of the assessments and determine the subject-specific content and skills to be assessed.
- The <u>NAEP Questions Tool</u> (NAEP > Data Tools > NAEP Questions Tool) contains released items from NAEP assessments with student responses, item statistics, and scoring guides.

Local Testing Time Limitations

Minnesota Statutes, section 120B.301 places local testing time limitations on districts. For students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. Schools and districts determine what constitutes a schoolwide or districtwide assessment.

The following assessments or types of assessments are not included in the limitations:

- Statewide assessments like the MCA, MTAS, and ACCESS and Alternate ACCESS
- International Baccalaureate and Advanced Placement exams
- Nationally recognized college entrance exams
- Career interest inventories
- NAEP
- Identification for services, such as special education or English learner programs

Districts should use published estimated testing times to determine the time for each test. It is not necessary to track actual times by student. Achieve provides a free <u>Student Assessment Inventory</u> (achieve.org > Our Initiatives > Assessments > Student Assessment Inventory).

If a district or school plans to exceed the maximum number of hours testing, it should be specified in the World's Best Work Force (WBWF) Plan. The explanation or justification for these assessments should be developed in consultation with the exclusive representative of the district's or school's teachers. Contact MDE.WorldsBestWorkForce@state.mn.us for additional information about WBWF Plans.

Chapter 3 — Responsible and Ethical Practices to Maintain Test Security and Test Score Integrity

Overview

This chapter discusses the responsible and ethical practices needed when administering and interpreting the Minnesota Assessments in order to maintain test security and test score integrity. These practices apply to any individuals involved with assessment, including District and School Assessment Coordinators, teachers, Test Monitors and Test Administrators, school counselors, principals, school psychologists, superintendents, other district staff, MDE staff, and educational research and policy professionals.

Much of the following information is adapted from general principles of test use set forth in the *Standards for Educational and Psychological Testing* (developed jointly by the American Educational Research Association [AERA], American Psychological Association [APA], and the National Council on Measurement in Education [NCME] [2014]) and in the *Code of Professional Responsibilities in Educational Measurement* by the National Council on Measurement in Education (1995).

A primary goal of the Minnesota Assessment System is to be able to make valid inferences about student achievement. The principles discussed in this chapter provide guidance for determining whether a practice related to the administration of Minnesota Assessments or use of Minnesota Assessment results supports this goal.

- Part I provides the general principles of responsible assessment practice. The guidelines are
 the professional standards to which all those involved in the assessment process should
 refer when determining what practices are appropriate and what practices are
 unprofessional, unethical, and/or inappropriate.
- Part II has specific examples of ethical and unethical practices in the administration of Minnesota Assessments.
- Part III provides examples of appropriate and inappropriate uses and interpretation of Minnesota Assessment results.
- Part IV concerns test security for Minnesota Assessments. Although test security is addressed throughout this manual, this section concentrates on the importance of test security, the process for security breaches, and security documentation required.
- Part V addresses training requirements for staff involved in test administration.
- Part VI addresses monitoring and auditing processes required and used by MDE.

In addition to this *Procedures Manual*, policies and procedures related to responsible and ethical test administration are specified in the *Test Security Training* and other resources and guides provided for test administration.

Part I: General Principles of Professionally Responsible Practice

When considering administration of the Minnesota Assessments and interpretation or use of assessment results, each district shall use, but not be limited to, the following standards for determining which practices are appropriate and which practices are unprofessional, unethical, or inappropriate.

Because of the complex nature of standardized assessments, any practice not specifically permitted in this manual should be presumed inappropriate until and unless specifically authorized by MDE. Districts should submit questions to mde.testing@state.mn.us.

Districts and schools must:

- Thoroughly review this *Procedures Manual* as well as the other applicable resources and guides prior to testing, and understand the procedures needed to administer the assessments and maintain test security and test score integrity.
- Maintain security of the test materials and test content before, during, and after the administration of the assessment.
- Avoid any conditions in the preparation, administration, submission, and return of a test or test materials that might invalidate the results.
- Ensure that all students enrolled are tested.
- Provide and document the use of an accommodation or linguistic support for each eligible student.
- Prepare students for testing and provide reasonable opportunities for students to ask
 questions about assessment procedures or directions prior to the administration of the
 assessment.
- Protect the rights of all students to privacy and due process.
- Avoid actions or conditions that would permit or encourage individual students or groups of students to receive scores that misrepresent their actual levels of achievement.

Those who interpret, use, and communicate results must:

- Avoid making (and actively discourage others from making) inaccurate reports, unsubstantiated claims, inappropriate interpretations, or other false or misleading statements that can lead to false or misleading conclusions about assessment results.
- Avoid any practice that provides an interpretation or suggests uses of assessment results
 without due consideration of the purpose(s) of the assessment, limitations of the
 assessment, student characteristics, irregularities in administering the assessment, or other
 factors affecting the results.
- Communicate assessment results in an understandable manner, including proper interpretations and likely misinterpretations.
- Avoid any practice that supports or leads others to interpret or use assessment results in unethical or inappropriate ways.

- Avoid any practice that permits staff without the necessary knowledge and training to interpret results of the assessment.
- Report any apparent misuse of assessment results to those responsible for the assessment process in the school, district, and state.
- Avoid any practice that places personally identifiable or other private information at risk or violates confidentiality.
- Share student data on as limited a basis as possible to serve the needs of the students while also protecting their rights and privacy.
- Use multiple sources and types of relevant data about individuals or programs whenever possible when making educational decisions.

Part II: Practices in Preparation and Administration of Minnesota Assessments

The examples of ethical and unethical practices below illustrate the standards and principles of professionally responsible practices in the administration of Minnesota Assessments. An unethical assessment practice is anything that would knowingly and deliberately jeopardize test score integrity or not support or enhance student learning, such as teaching the specific content from an assessment. Teaching specific test items does not enhance student learning, whereas developing a curriculum based on the Minnesota Academic Standards is appropriate.

Ethical Behavior and Practice for Minnesota Assessments

PREPARATION

- Prepare students to take the Minnesota Assessments by aligning curriculum and instruction
 to the Minnesota Academic Standards and the WIDA English Language Development
 Standards. Since the assessments are aligned to these standards, the best preparation is
 providing instruction aligned to the depth and breadth of the standards and implementing
 multiple formative checks of student understanding.
- Make changes in instruction that enhance student skills, learning, and achievement.
- Determine which student resources will be used to prepare students for testing; this decision may vary by school, grade, or student, depending on familiarity with the test format.
- Encourage parents and teachers to motivate students to do their best on the assessment.
- Ensure students understand their role in maintaining security of test content and the
 expectations that they will act with honesty and integrity during test administration, as
 outlined by the code of conduct viewed by students prior to testing.
- Set a testing calendar within the state-designated testing window that provides sufficient time for students to complete the assessments, including planning for make-up days.

ADMINISTRATION

- Everyone involved with administering tests in the district should:
 - Complete MDE required trainings, and any district required trainings, based on their role in test administration.

- o Be knowledgeable about district-specific policies and procedures for test administration.
- Promptly report any violations of the prescribed administration conditions, including test security breaches, to the appropriate administrator at the school or to the District Assessment Coordinator.
- Follow the district-determined testing calendar, provided it does not conflict with state testing windows.
- Administer all tests in strict accordance with the instructions contained in this
 Procedures Manual as well as the other resources and guides.
- Follow security policies and procedures for distribution and return of secure test materials, accounting for all secure test materials before, during, and after testing.

District Assessment Coordinators should:

- Provide adequate and appropriate staffing of testing rooms, ensuring all staff present in testing rooms have completed required trainings annually.
- Ensure every student enrolled in a grade in which accountability assessments are given participates in the assessment or verify documentation is recorded for students who are not testing (i.e., test/accountability codes).
- Account for all secure test materials, and store them in a locked, secure location throughout the testing process when not being used for administration.
- Return all used and unused secure test materials to the service provider as specified in the applicable instructions, and report any missing test materials to the service provider.
- Promptly report any test security breaches to MDE.

Test Monitors should:

- Provide students the opportunity to demonstrate what they know independently without any support, guidance, or unauthorized interference during test administration.
- Verify that the correct test and/or accommodations or linguistic supports are provided to students.
- Follow all requirements outlined in applicable *Directions for Administrations* and provide only the scripted directions in those documents to students during test administration.
- Administer all ACCESS and Alternate ACCESS tests as scripted in the Test Administrator's Scripts.
- Make sure all procedures related to allowable and prohibited materials are followed during test administration.
- Actively monitor students during all test sessions:
 - Circulate repeatedly around the entire room to ensure students are following directions and making progress in the test.
 - Make sure students are focused only on their tests.
 - Watch for any unusual behavior or signs of cheating.

- Ensure that students who have finished their tests are engaged in allowable activities that do not distract students still testing.
- MTAS Test Administrators should:
 - Administer the MTAS tasks as scripted.
 - Adapt the student-facing materials presented, which may include enlarging materials, incorporating texture, or providing braille versions of text and graphics to meet student needs.
 - Use manipulatives as appropriate for a given student unless prohibited in the task script.
 - Read tasks and reading passages aloud to students, if appropriate, to meet student needs
 - Allow the use of assistive technology devices, including calculators, as needed, to meet student needs.
 - Refocus and repeat information as needed.
- Scribes must record student responses exactly as provided into the online test or accommodated test materials. See Chapter 5 for additional information about the scribe accommodation.
- Staff entering student responses from MCA paper accommodated test books must enter student responses exactly as written.
- Staff entering MTAS scores must enter scores exactly as recorded during test administration.

Unethical Behavior and Practice for Minnesota Assessments

Educators and any staff involved in any aspect of test administration should not engage in any of the following behaviors or practices in this section.

UNETHICAL PREPARATION AND ADMINISTRATION

- Limit curricula and instruction based on the test specifications, rather than developing instructional objectives based on the Minnesota Academic Standards or WIDA English Language Development Standards.
 - While test specifications for the standards-based accountability assessments provide information on how the academic standards are addressed on the test, they do not indicate what should be taught.
 - Instead, test specifications guide test developers on the information that must be included in each test. Some concepts in the academic standards can only be assessed in the classroom and not on a standardized statewide assessment. That does not mean that these skills should not be taught or assessed. Teachers need to instruct and assess their students on all of the academic standards.
- Reproduce or distribute any portions of reading passages, test items, writing prompts, or student responses from an actual assessment for use in instructional planning, classroom instruction, or assessment.

UNETHICAL PREPARATION AND ADMINISTRATION (CONTINUED)

- Make a copy of a test, give students access to test content, or prepare a student study guide based on the items on a particular test.
- Make answer keys and provide them to students.
- Present an item, either verbatim or by paraphrasing, from the assessment before or after test administration.
- Leave secure test materials in an unlocked location.
- Fail to account for, return, or dispose of secure test materials as instructed.
- Remove secure test materials from school grounds unless explicitly allowed.
- Capture and/or share any secure test content in a public forum or through any media.
- Copy, reproduce, retain, or use any portion of any secure test materials in any manner inconsistent with test security policies and procedures.
- Allow a parent, community member, or member of the media to see the contents of secure test materials and/or receive a copy of secure test content.
- Encourage IEP teams to base assessment decisions on anything other than student need, such as assessing a student with MTAS or the Alternate ACCESS even though the student does not meet eligibility requirements or participation guidelines.
- Exclude students from the assessments (e.g., by encouraging parents or students to refuse testing).
- Restrict or deny access to accommodations or linguistic supports allowed on the assessments that a student uses during instruction or that are indicated in an IEP or 504 plan.
- Fail to provide proper training to all individuals who have any involvement in testing.
- Deviate knowingly from the prescribed administration procedures specified in this *Procedures Manual* as well as the other resources and guides in order to assist student performance.
- Leave instructional posters and graphics, including strategy techniques and methods, on testing room walls or student desks. See *Materials Not Allowed during Testing* in Chapter 8.
- Assign testing personnel to a room where a relative is being tested.
- Allow students to use materials or devices that are not allowed during test administration as noted in this manual and/or in the *Directions for Administrations*.
- Allow students to have access to cell phones or other devices at any time during test administration unless explicitly allowed as an accommodation or other approved exception.
- Knowingly allow a student to breach test security, including retaining secure test materials, making a copy of or capturing secure test content, sharing answers with other students, and sharing test content with adults and/or students through text messaging, email, or other social media.

UNETHICAL PREPARATION AND ADMINISTRATION (CONTINUED)

- "Look over the shoulder" to read test items when monitoring students taking a test.
- View test items for any reason except as allowed for administering an accommodation or when required for MTAS or Alternate ACCESS.
- Read aloud the passages, questions, and/or answer options of a reading assessment for any student with the exception of students taking the MTAS.
- Offer an opinion to a student, class, or other staff member that a question is "bad" or does
 not have a correct answer. Any concerns regarding items should be sent to MDE using the
 process outlined in Chapter 8.
- Review a student's assessment for correct responses.
- Suggest that a student reconsider an answer already given.
- Score student responses before entering student responses online.
- Change student responses in the assessment.
- Intentionally change student responses from accommodated test books or student scores for MTAS when entering them online.
- Transcribe or enter the essence of a student's response rather than the exact student response when scribing or entering student responses online.
- Coach students during testing or influence, alter, or interfere with student responses in any
 way, including telling students the correct responses or allowing them to discuss answers
 among themselves.
- Refuse to cooperate with MDE at any point during test administration or MDE audits, monitoring, or investigations.
- Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this section.
- Engage in any of the following as a Test Monitor instead of actively monitoring students:
 - Failing to provide proper directions to students, as specified in the *Directions for Administrations*.
 - Leaving the room unattended or under the supervision of untrained staff at any time.
 - o Allowing students to leave the room unattended during test administration.
 - Standing or sitting in one place for more than a few minutes if unable to observe all students who are testing.
 - Grading papers, checking email, performing other work, or reading material unrelated to administering the test.
 - o Engaging in behavior that is potentially distracting to test-takers.
 - Using cell phones or other prohibited devices for purposes other than alerting others if assistance is needed.
 - Engaging in any other tasks unrelated to test administration and monitoring.

UNETHICAL PREPARATION AND ADMINISTRATION (CONTINUED)

- Engage in any of the following activities during an MTAS administration:
 - Changing the content of an MTAS task.
 - Starting an MTAS task with the script for score 2.
 - o Re-administering a task for a score of 3 after presenting a score 2 script.
 - Leading a student to the correct answer (voice inflection, placement of response option cards, providing explanations or incentives, etc.).
 - o Providing feedback to a student that a response is correct or incorrect.
 - Using manipulatives or naming answer options when those actions are prohibited in the script.
 - Accepting a response as correct when a student's intent is in doubt; when the test administrator is uncertain about a student's intent, the instructions in the script must be followed.

Although MDE does not have a policy against monetary incentives for student participation or performance in statewide assessments, MDE does not encourage the practice. The statewide assessment is a measure of what the students have learned through instruction in a curriculum aligned to the Minnesota Academic Standards. Providing monetary incentives is not consistent with encouraging students to do their best academically for the sake of valuing education. Other incentives may be provided at the discretion of the district.

Part III: Practices in the Use and Interpretation of Minnesota Assessments Results

Examples of ethical and unethical assessment practices are provided to illustrate the standards and principles of professionally responsible practices needed when using and interpreting results from the Minnesota Assessments.

Ethical Behavior and Practice

- Use the results of Minnesota Assessments as only one part of a body of evidence when making educational decisions about individuals.
 - Minnesota Statutes, section 120B.30, subdivision 1a(h) allows schools and districts to use student performance on a statewide assessment as one of multiple criteria to determine grade promotion or retention.
 - In addition, schools or districts may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course. The score of the high school assessment may also be placed on the student's transcript.
 - However, final assessment results are not available before final grades would be determined, and preliminary test results should be used with caution as the score may change.
- Identify strengths and gaps in the curriculum in order to improve future instruction.

- Provide teachers and counselors with the information they need to correctly interpret the results of Minnesota Assessments.
- Communicate the assessment results to appropriate audiences in an honest, clear, and understandable manner, which includes providing a correct interpretation of results and explanations of common misinterpretations.

Unethical Behavior and Practice

- Assign students to assessments in order to maximize success on accountability measures, rather than optimize appropriateness of the assessment for the student.
- Base student retention or promotion or program/activity participation decisions solely on the results of Minnesota Assessments.
- Knowingly use results of Minnesota Assessments to provide a misleading picture of the district's/school's educational programs, instruction, or student population.
- Fail to report apparent misuses of assessment results to those responsible for the assessment process in the school, district, or state.
- Deliberately hide information or provide false and misleading interpretations that imply a falsely positive (or negative) and misleading picture of any individual, school, or district.
- Reveal the test scores of one student to another student or to others not directly involved with the education of that student.
- Use results of Minnesota Assessments in a manner that runs counter to the purposes of the assessment.

Part IV: Test Security

Minnesota Assessments require the highest level of test security. As a result of national attention on the integrity of test results, the United States Department of Education's (USDE) emphasis on security, and recommendations by Minnesota's National Technical Advisory Committee (TAC) and Test Policies and Procedures Committee (TPPC), MDE continues to review and update policies and procedures as needed to maintain a fair and valid assessment system. MDE's policies around test security are applicable to all statewide assessments and, generally speaking, are best practice.

Test security refers to policies and procedures designed to protect test content and ensure the integrity of test scores. Keeping test content secure and following test security procedures is how the integrity of the test scores that students receive is ensured. The <u>Frequently Asked Questions: Why Statewide Test Results Matter</u> document (MDE website > Students and Families > Statewide Testing) explains the purpose for statewide testing and why it is important to ensure the integrity of test scores.

Developing and maintaining a secure system of statewide test administration serves to:

- Preserve the security of the test content.
- Protect the significant financial investment necessary to develop a comprehensive system of assessments.
- Enhance the opportunity for fairness among all districts.
- Maintain the integrity of the assessment results.

A breach of security is any action that jeopardizes the security of test content and/or gives an unfair advantage to a student or group of students. A breach may be committed by various individuals and/or precipitated by a number of events. The unethical behavior and practice section in Part II of this chapter provides some examples of security breaches. In addition, the MDE *Internal Test Security Procedures for All Statewide Assessments* can be found in Appendix B, which describes MDE's responsibility and the steps followed to investigate and resolve all alleged breaches in test security on a statewide basis.

Required District Test Security Procedure

Each school district must have a written district test security procedure that addresses how test security policies and procedures will be implemented. This procedure must be reviewed and updated annually, as needed, before training or resources on district-specific policies and procedures is provided.

Appendix B contains a list of the specific topics that must be minimally addressed in the district test security procedure. A comprehensive list of the policies and procedures that each district must determine has been included. Districts can include additional documentation as needed for their district and specify policies by school, as needed. Roles (e.g., DAC, principal) or individual staff member names should be included to specify who is responsible for the given tasks. Districts can use the sample district test security procedure template available on PearsonAccess Next or create their own procedure.

Annually, MDE will request and review copies of district test security procedures from a sampling of districts. After the review process, MDE will provide feedback to the DAC about the district's test security procedure and any recommended changes.

Defining Secure Test Content and Secure Test Materials

Security of test content and test materials must be maintained before, during, and after the test administration.

- All content in a test is considered secure, and includes, but is not limited to, reading
 passages and titles; science scenarios and titles; all components of test items in online
 assessments, paper accommodated test materials, and MTAS test materials; and student
 responses.
- Student testing tickets used to sign in to online tests are secure because they provide access to online tests and contain private student data.

Student scratch paper (including materials that may be used as scratch paper, like hard copy
mathematics formula sheets and translated word lists) is secure because students may write
test items on it.

Maintaining Security of Test Content and Test Materials

Follow the guidelines in this manual as well as the other resources and guides for the distribution, administration, collection, return, and disposal of all secure test materials to preserve the confidentiality and security of the test content.

Assessment staff must have access to locked storage space to maintain the security of all test materials in their possession. While paper test materials should be inventoried upon arrival and can be organized prior to testing, security of the test materials must be maintained at all times.

- District and School Assessment Coordinators should keep record of the staff who have access to secure areas, inventory materials, and complete the security checklists.
- Teachers and other school staff may not have access to secure test materials until the day tests are administered to students. Note these exceptions to this rule:
 - Under the supervision of the District or School Assessment Coordinator, a Test Monitor administering a braille test may access the *Test Administrator Notes* and the corresponding test books up to 48 hours prior to the scheduled administration.
 - For MTAS, Test Administrators need to have access to the materials upon delivery to prepare for individual student needs (enlarge material, find manipulatives, etc.). This includes the Task Administration Manual, Presentation Pages, and Response Option Cards. MTAS materials must be kept secure by Test Administrators as they prepare for testing.
 - o For Kindergarten ACCESS and Alternate ACCESS, Test Administrators need to have access to test materials beforehand (including the *Test Administrator's Script*) to prepare for test administration. However, all test materials must be kept secure, and Test Administrators must ensure that students do not have access to the test materials prior to administration.
- During test administration, Test Monitors and Test Administrators are not allowed to read, review, discuss, or copy any reading passages, test questions, answer options, writing prompts, or student responses for later use in instructional planning, classroom instruction or assessments, or other purposes.
- Students are not allowed to disclose or discuss test items or answer options after test administration.
 - Each district determines their policy on whether staff can discuss the test administration experience with students. If the test administration experience is discussed, district staff should not ask students about specific items.
 - If students ask about a specific item following testing, remind them that items are secure and not to be discussed. District staff may, however, provide instruction on the general concept but must not address or solve the specific test item.

- No one may reproduce or copy any part of any test or script, whether written or in audio, paper or electronic format without proper authorization. Reproduction of secure test materials is a security breach and a Federal Copyright Act violation.
- No one may alter student responses during or after test administration.

All secure test materials must be returned to the service provider by the dates specified in the *Important Dates* or securely disposed of following testing (no more than 48 hours after the close of the testing window) as instructed in Chapter 8 of this manual and other resources and guide.

Local newspapers or television stations occasionally run stories on statewide testing. However, media representatives cannot be allowed to photograph test books, related test materials, and computer/device screens displaying test content. Item samplers are available on service provider websites, which the media can photograph or televise to show what testing looks like.

Test Security Information for Students

MDE expects that all students will follow all state and district policies for test administration. As part of a culture of academic integrity, districts are responsible for reminding students of the importance of test security and the expectations that students will keep test content secure and act with honesty and integrity during test administration. These expectations can be communicated through routes determined by the district (e.g., student handbooks, district and school websites, newsletters). In addition, students view code of conduct information at the beginning of the online test and in the paper test books:

On this test, do your own best work to show what you know and can do.

- Do not accept help finding answers to test questions.
- Do not give answers to other students.
- Do not tell others what is on the test.
- There may be consequences if you do not follow directions or if you behave dishonestly.

Districts should also provide information to students and families about the online Test Security Tip Line on the MDE website so that any suspected incidents of cheating or other improper or unethical behavior on statewide assessments can be reported to MDE; see *Test Security Tip Line* later in this chapter.

Test Security Forms Used for Minnesota Assessments

ASSURANCE OF TEST SECURITY AND NON-DISCLOSURE

Any district or school staff involved in any aspect of test administration must sign an *Assurance of Test Security and Non-Disclosure*. This includes, but is not limited to, all Test Monitors, MTAS Test Administrators, School Assessment Coordinators, translators, scribes, paraprofessionals, ACCESS and Alternate ACCESS Test Administrators, staff receiving and organizing test materials, and technology staff, including any individuals contracted at the district for technology support. It also includes individuals in leadership roles (principals, superintendents), and custodial and support staff who may have keys, and therefore access, to secure test materials.

The Assurance of Test Security and Non-Disclosure outlines the responsibility to keep test content secure and to ensure the integrity of test results. By signing this assurance annually, staff affirm that they understand these responsibilities and commit to fulfilling them as required by their role in test administration. The assurance now includes the school year and additional information about

activities, included monitoring visits, desk audits, and investigations.

staff's responsibility to cooperate with MDE and school officials in regards to test security-related

The assurance is available in two formats, and the District Assessment Coordinator will determine which format will be used.

- Beginning this year, the online Assurance of Test Security and Non-Disclosure is included in the Test Security Training and is completed as part of that training; it is no longer available as a separate online form in the Training Management System (TMS).
 - All staff are required to review the *Test Security Training* annually; see the *Training* section later in this chapter for additional information.
 - District Assessment Coordinators and users with the Assessment Administrator user role in PearsonAccess Next can track completion of the training and assurance in the TMS.
- An updated version of the paper Assurance of Test Security and Non-Disclosure is available
 in Appendix A of this manual and on PearsonAccess Next. This updated form must be used
 and previous versions should be deleted.

Documentation of completion must be kept at the district for two years after the end of the academic school year in which testing took place and must be available upon request for MDE audits or monitoring.

An individual who completes an *Assurance of Test Security and Non-Disclosure Agreement* early in the school year does not need to sign another one before spring testing begins. However, the DAC may want to confirm that staff are aware of the responsibilities and requirements to maintain test security prior to test administration.

Although WIDA and DRC have developed a consortium-wide *Agreement to Maintain Confidentiality* form for all of the states in the consortium, Minnesota district staff will only need to complete the MDE *Assurance of Test Security and Non-Disclosure Agreement* as part of the *Test Security Training* for the ACCESS and Alternate ACCESS.

TEST ADMINISTRATION REPORT

The *Test Administration Report*, located in Appendix A, is used to record special circumstances that occur, including, but not limited to, test misadministrations and reasons for invalidations. This report may help answer questions from district staff, parents, and the media about what occurred during testing when student results are available. It may also be requested by MDE for audits or monitoring conducted by MDE. Districts may create their own version of this form to more efficiently collect information from staff or schools (i.e., collect information electronically). District Assessment Coordinators need to develop a process for how misadministrations, special circumstances, and invalidations will be communicated and documented in the district.

The following are examples of situations that should be documented:

- A student is administered the incorrect assessment or accommodation.
- There is a misadministration during testing, which refers to any actions that vary from the policies and procedures specified in guides and resources (e.g., Student A signs into Student B's test.)
- A student's test is invalidated for any reason (e.g., student action that affects the validity of the test, prohibited device access or use).
- The district uses a translator to translate test directions to an English learner.

Districts may also choose to document any students who refuse testing or who experience technical issues during online testing that affect their testing experience.

Completed *Test Administration Reports* must be kept at the district for two years after the end of the academic school year in which testing took place. If completed by the School Assessment Coordinator, a copy of the report (or access to the information collected at the school) should be forwarded to the District Assessment Coordinator. Districts do not submit *Test Administration Reports* to MDE or service providers, unless requested.

TEST SECURITY NOTIFICATION

The *Test Security Notification* in Test WES is completed by the District Assessment Coordinator to report security breaches involving a state assessment. Security breaches involve actions that jeopardize the integrity of test results and/or give an unfair advantage to a student or group of students, including, but not limited to, leaving test materials unsecured, discussing secure test items with staff or students, distributing secure test content via email or social media, and reviewing or changing student responses.

District Assessment Coordinators need to develop a process for how security breaches will be communicated and documented in the district. When a security breach occurs, the District Assessment Coordinator should **immediately** (or no later than 24 hours after the security breach occurs) contact the MDE District Contact, who will advise whether the report should be submitted. If

a report is necessary, it should be submitted as soon as possible, even if investigation into the incident is still taking place, as additional documentation can be submitted at a later time.

- MDE recommends each District Assessment Coordinator check with the appropriate district personnel to find out current investigation protocol. The District Assessment Coordinator needs to be aware of local school district rules that apply during an investigation.
 - Additional guidance from MDE is included in the *Test Security Investigations Guide* in Appendix B.
- If an investigation requires that students be interviewed, staff should follow district guidelines regarding parent/guardian notification.
- If district administrators are implicated or if other circumstances so warrant, external investigators may be hired to conduct an independent investigation.

The *Test Security Notification* must be submitted online in Test WES by the District Assessment Coordinator within 48 hours of the security breach. A help document is available in Test WES with detailed instructions. The District Assessment Coordinator is responsible for coordinating the collection of required documentation and uploading it in Test WES. Once a *Test Security Notification* has been submitted, it cannot be edited in Test WES, but additional documentation can be attached. To correct any information in the submitted report, email mde.testing@state.mn.us.

All documentation related to a security breach must be kept on file for two years after the end of the academic school year in which testing took place; *Test Security Notifications* can be tracked by school year in Test WES. Because it is available in Test WES, it is up to the district to determine whether to keep the paper records of documentation.

When MDE receives a completed *Test Security Notification*, agency staff review the incident and the provided documentation.

- For the majority of cases, a letter will be sent to the District Assessment Coordinator from the Division of Statewide Testing detailing the reported incident and requesting any additional documentation needed.
- If MDE determines the incident merits a formal investigation, then MDE Compliance and Assistance staff conducts an investigation to gather more information about the alleged test security violation. See *Internal Test Security Procedures for All Statewide Assessments* in Appendix B for more information.

When the review is complete, the District Assessment Coordinator receives a confirmation email from MDE. It is the district's responsibility to communicate to others in their organization any security findings.

Note that while all security breaches must be reported to MDE, there may be some breaches beyond the control of a District Assessment Coordinator. Often, security breaches are the result of a miscommunication or misunderstanding and not a deliberate act to affect the validity of the results; similarly, an action by a single student or staff member cannot be prevented in all instances even with safeguards and training in place. However, a *Test Security Notification* is still required in these instances.

SECURITY CHECKLISTS

To maintain security of MCA paper accommodated and MTAS test materials, districts must track them from receipt until return using the security checklists that are included in the test materials shipments (or the electronic versions available in PearsonAccess Next) and the Test Monitor Test Materials Security Checklist in Appendix A. Refer to the instructions included in the shipment for further information about notifying Pearson if there are any discrepancies between the security checklists and secure test materials received.

- **Security Checklists** provided in the test materials shipment include all secure test materials, including the security numbers assigned to each secure material.
- The Test Monitor Test Materials Security Checklist is provided by MDE in Appendix A of this manual and is used to document the names of students and the security number for the accommodated test materials they have been assigned. Districts may also create their own checklist from the reports files provided in PearsonAccess Next; see Tracking Secure Test Materials Provided to Students in Chapter 8. A separate checklist is required for each group of students assigned to a Test Monitor. The school makes a copy for its files and sends the original to the District Assessment Coordinator once testing is completed.

For ACCESS and Alternate ACCESS secure test materials, districts are provided with a *Security Checklist* in the test materials shipment, which contains every serial number assigned to each test material. It can be used to inventory test materials, record the name of the Test Administrator who received and returned the test materials, and record which student was assigned to each serially-numbered test.

Security checklists must be kept on file for two years after the end of the academic school year in which testing took place. Do not return to service providers or MDE, unless requested.

Refer to *Missing Secure Test Materials* in Chapter 8 for information on actions required if secure test materials are missing at any point while in the possession of the district or school (whether identified at the district/school or by the service provider after materials are returned).

Test Security Tip Line

Educators, parents, students, and others can report suspected incidents of cheating or other improper or unethical behavior on statewide assessments to MDE using an online Test Security Tip Line, sending an email, or calling MDE. If the report is submitted anonymously, MDE will not respond in writing. Depending upon the nature of each report and the amount of information provided, MDE will follow up with the district to investigate alleged irregularities. Any information submitted to MDE via the Tip Line is considered public information.

Links to the Test Security Tip Line are available on the Statewide Testing sections of the MDE website:

- <u>View the Statewide Testing page for districts, schools, and educators</u> (MDE website > Districts, Schools and Educators > Statewide Testing).
- <u>View the Statewide Testing page for students and families</u> (MDE website > Students and Families > Statewide Testing).

To submit a report by email, contact <u>mde.testing@state.mn.us</u>. To report a test security incident by phone, call 651-582-8674.

MDE takes test security practices and policies very seriously and encourages any individual with firsthand knowledge of a test security concern to contact MDE.

Before contacting MDE, individuals are encouraged to first raise their concerns about test security with their District Assessment Coordinator or the district's administration or legal counsel. However, districts should inform staff about the MDE Test Security Tip Line and other contact information so that staff are aware of their options to report security concerns. The district will determine how information on reporting security concerns or incidents is provided (e.g., staff handbook, district training, staff websites, newsletters).

Part V: Training

This section provides detailed information about training requirements. Many of the training resources provided by MDE have been updated for 2017–18.

The District Assessment Coordinator is responsible for ensuring that all individuals who may be associated with any aspect of test administration or test content receive training on test administration and test security policies and procedures **each year** prior to testing.

Each district determines the timelines for when training must be completed in each school. While staff, like Test Monitors, must be trained before they administer or monitor tests, consider other test administration tasks that may occur earlier, like handling secure materials. In addition, some students may be testing earlier (e.g., for ACCESS, earlier scheduled testing for a given grade) so training may be needed earlier than when all staff may actually be administering tests.

"All" individuals involved in test administration not only includes staff administering tests, but also any staff who help organize secure test materials, have keys (and therefore access) to areas where secure test materials are stored, or are in the room during testing, like paraprofessionals. While all staff may not need the same level of training, all staff need to be aware of test security and what is allowed and not allowed.

What is required for annual training will differ, and requirements by role are listed below. However, as roles vary within each district, requirements may also vary. Districts may also require additional trainings that are above and beyond those required by MDE.

Training Documentation

Each district determines how training components will be documented (e.g., records of completion from vendor systems, sign-in sheets, signed documents). Documentation of district training completion must be kept on file for two years after the end of the academic school year in which testing took place and must be available upon request for MDE audits or monitoring. In addition, District Assessment Coordinators need to certify (during Pretest Editing) that all staff have received district training on test administration and test security. If there is a security breach, documentation of the required training for each staff member involved will be requested by MDE. It is considered a security breach if untrained staff monitor a test session.

Accessing Trainings

The majority of the training resources described in the following sections are available online in service provider systems.

- The Training Management System (TMS) is accessed from PearsonAccess Next and contains training modules and recordings of training webinars provided by MDE and Pearson. Users access the TMS by entering their email and selecting their district and school (if applicable). Trainings for test administration are organized by role.
- The My Account and Secure Portal section of the WIDA website contains the required Training Courses and quizzes and other resources for ACCESS and Alternate ACCESS. District Assessment Coordinators (or the designated staff person) must provide Test Administrators with logins and passwords for their training accounts on the WIDA website to complete trainings.

Test Security Training

MDE has developed an online *Test Security Training* that all staff, as identified earlier, are required to complete annually. This training provides details on test security policies and procedures and addresses the *Assurance of Test Security and Non-Disclosure*, which staff are also required to complete annually.

- This training replaces the train-the-trainer version for test security that was provided to District Assessment Coordinators in past years.
- For ACCESS Test Administrators, MCA Test Monitors, and MTAS Test Administrators, this
 training is embedded in their required training course as outlined in the next section. It is also
 available as a stand-alone training for staff who are not required to complete other trainings
 in the TMS.
- Districts may have staff complete the training individually in the TMS, present the training to a group, or have staff review and sign the *Test Security Training Checklist*, a paper checklist that includes the content from the training. Any variety of these methods may be used in the district as long as all staff are trained and documentation for each individual staff member is maintained.
 - maintained. The ability to document group trainings in TMS is being developed additional information will be provided in the Assessment Update when available.
 - o If the training is presented in a group or the paper checklist provided by MDE is used, staff will need to complete the *Assurance of Test Security and Non-Disclosure* on paper in order to ensure that staff are able to read and agree to the requirements outlined. The paper checklist includes the *Assurance of Test Security and Non-Disclosure*.
 - o If the district documents the completion of a group training for the *Test Security Training* in the TMS, the *Assurance of Test Security and Non-Disclosure* will also be documented as completed. It is up to the district to determine whether to keep the paper records of completion.
 - If the paper checklist and assurance are completed, the paper copies must be kept on file for two years unless documented in TMS.

District Policies and Procedures Training

While the *Test Security Training* addresses MDE policies and procedures for testing, each district has additional policies and procedures for test administration that must be communicated and followed. Because they are specific to each district, it is the District Assessment Coordinator's responsibility to identify these policies and procedures in the district test security procedure; see *Required District Test Security Procedure* earlier in this chapter for further information. Each district determines how they will be communicated to staff as appropriate for their role. The information may be provided in a district or school training or in writing (e.g., email, handout, etc.).

Test-Specific Trainings

There are test-specific training resources required for MCA Test Monitors, MTAS Test Administrators, and ACCESS and Alternate ACCESS Test Administrators. These test-specific trainings must be completed as outlined below for each role, and are in addition to any district-provided trainings or resources on district policies and procedures for test administration.

Completion of these trainings is tracked annually through the service provider's systems. If staff are involved in different test administrations, they must complete the required trainings for each administration. However, they only need to complete a given module once annually. This may mean that one course may not appear as completed in the TMS but District Assessment Coordinators can verify that the applicable modules have been completed through the reports in the TMS.

District Assessment Coordinators may also require other staff members, like School Assessment Coordinators or administrators, to complete any of these courses as needed so that they are familiar with the requirements for the staff in their buildings.

ACCESS AND ALTERNATE ACCESS TEST ADMINISTRATORS

All ACCESS and Alternate ACCESS Test Administrators complete the applicable online WIDA Training Courses and pass the applicable quizzes prior to administration of any assessment.

Required MDE trainings in the TMS must also be completed once annually (i.e., staff only need to complete the ACCESS Test Administrations course or Test Security Training once per year). Refer to the Table 4 on the following page for training requirements for ACCESS and Alternate ACCESS for ELLs.

Table 4. Training Requirements for ACCESS and Alternate ACCESS

Grades and Test Administrations	When Required	Trainings Required on WIDA Website	Trainings Required on TMS
Kindergarten ACCESS	Annually	 Kindergarten Training Course: All material in the Preparing, Testing, Afterward, and Domains tabs Quizzes tab > ACCESS Kindergarten Quiz 	Test Security Training
Grades 1–12 ACCESS Online	Annually	 Online Grades 1–12 Training Course*: Testing tab > Administering the Test Quizzes tab > ACCESS Online Administration Quiz Grades 1–12 	ACCESS Test Administrations course (Test Security Training and Active Monitoring for Statewide Tests)
Grades 1–12 ACCESS Paper Accommodations	First year for full training Annually for Speaking domain	 Paper-Based Grades 1–12 Training Course, first year: All material in the Preparing, Testing, Afterward, and Domains tabs Quizzes tab > ACCESS Paper Administration Quiz Grades 1–12 and ACCESS & Screener Speaking Quiz Grades 1–5 and/or Grades 6–12 Paper-Based Grades 1–12 Training Course, annual refresher: Domains tab > Speaking** Quizzes tab > ACCESS & Screener Speaking Quiz Grades 1–5 and/or Grades 6–12 	ACCESS Test Administrations course (Test Security Training and Active Monitoring for Statewide Tests)
Alternate ACCESS	Annually	 Alternate ACCESS Grades 1–12 Training Course: All material in the Preparing, Testing, Afterward, and Domains tabs Quizzes tab > Alternate ACCESS for ELLs Quiz 	Test Security Training

^{*} MDE also recommends that Test Administrators view information about each domain in the Domains section of the Grades 1–12 Online training, as needed.

^{**} Training for the listening, reading and writing domains should be reviewed as needed.

MCA TEST MONITORS

For online MCA administrations, the *Test Monitor Training* course in the TMS must be completed annually. This training includes three modules: the *Test Security Training*, *Active Monitoring for Statewide Tests*, and *Preparing for Online Testing*.

For paper MCA administrations, the *Test Monitor for Paper Administrations* course in the TMS must be completed annually. This training includes three modules: *Test Security Training, Active Monitoring for Statewide Tests*, and *Preparing for Testing with Paper Accommodated Test Materials*.

MTAS TEST ADMINISTRATORS

MTAS Test Administrators must complete the applicable *MTAS Training for Test Administrators* course in the TMS based on their years of experience administering the MTAS. These courses now include the *Test Security Training*.

- Test Administrators with fewer than three years of experience administering the MTAS complete the MTAS Training for New Test Administrators, which contains four modules: Test Security Training, MTAS Overview, MTAS Test Administration, and MTAS Scoring.
- Test Administrators with three or more years of experience administering the MTAS
 complete the MTAS Training for Experienced Test Administrators, which contains two
 modules: Test Security Training and MTAS Scoring.

Training Resources for Other Staff

Additional optional trainings will be available in the TMS for districts to assign to staff as needed. Some trainings are related to test administration, such as *Managing Test Sessions in PearsonAccess Next* or *Understanding MCA Accommodations and Linguistic Supports*, while others provide background information on the Minnesota Assessments, such as the *Assessment Life Cycle* course. MDE will provide information on the availability of optional modules through the *Assessment Update*.

Training Resources for District Assessment Coordinators

In addition to the resources listed above, MDE and the service providers provide training opportunities specifically for District Assessment Coordinators throughout the year via live webinars/in-person trainings and online training modules. The *Assessment Update* provides detailed information on available trainings as they are offered or available.

For new District Assessment Coordinators, a series of trainings address roles, responsibilities, and upcoming tasks throughout the year. These New DAC modules, which are available in the TMS, include information on scheduling testing, training requirements, district policies and procedures, and student precode files.

It is the District Assessment Coordinator's responsibility to annually review applicable MDE training resources and/or attend MDE trainings specific to test security and test administration. A <u>DAC</u> <u>Resources Checklist</u>, is available on the MDE website (MDE > Districts, Schools and Educators > Statewide Testing). The checklist identifies the following resources that are required for District Assessment Coordinators to be considered trained:

- Review weekly Assessment Update email newsletters.
- Review the current version of this Procedures Manual.
 - New DACs should review the entire manual.
 - Experienced DACs should minimally review new or clarified information and review complete chapters as needed.
- Complete the Test Security Training.
- Attend (or watching the recording of) the spring MDE test administration training.

As part of the staff training certification in Pretest Editing, District Assessment Coordinators need to certify that they will complete all required DAC trainings and resources. If there is a security breach, documentation of trainings will be requested by MDE.

Though not required, District Assessment Coordinators may also want to complete any of the trainings or courses that are required for staff so that they are familiar with the requirements and can support staff who may have questions.

District Assessment Coordinators can use any of the training resources from MDE or service provider trainings to create training materials for the district or provide to district staff to view or read.

Part VI: Monitoring and Audits

District Monitoring of Test Administration

MDE requires District and School Assessment Coordinators (or any of their designated, trained staff) to conduct random, unannounced visits to testing rooms to observe adherence to state and district policies and procedures by Test Monitors and other staff. Similar visits can be conducted for other aspects of test administration, like inventorying and organizing secure test materials, distributing test materials on the day of testing, and preparing technology for online testing. Districts can develop their own list for this monitoring or use the *Minnesota Assessments Monitoring List* in Appendix B, as needed. It is up to the district to determine how many schools and testing rooms to observe.

MDE Monitoring of Schools

MDE visits schools to monitor test administration as part of an overall strategy to improve the administration of Minnesota's assessments and to verify that test security requirements are followed. What MDE learns from these visits is used to clarify policies and procedures and develop training resources that will help districts construct uniform testing conditions across the state. A school may be chosen based upon past concerns, issues reported through the Test Security Tip Line, district request, or random selection. The *Minnesota Assessments Monitoring List* in Appendix B outlines the areas that MDE monitors will observe or request during site visits.

In order for MDE to visit schools on testing days, testing calendars for each grade and subject must be posted and kept current throughout the school year. MDE may follow up with the District Assessment Coordinator to confirm that testing calendars are up to date. Refer to Chapter 8 for additional information about posting testing calendars.

Schools are expected to allow MDE to conduct site visits during test administration. Schools or staff that refuse access to the MDE staff person or do not cooperate with requests for information may jeopardize the student results for the selected school (e.g., scores may be invalidated by MDE). Any school that refuses access to the MDE staff person or does not cooperate with requests for information will be selected for required monitoring the following year.

During site visits, an MDE staff person will arrive unannounced at the school office and request to see the School Assessment Coordinator. The MDE staff person will stay on site until at least one testing session has been completed; depending on the test administration schedule, he or she may stay on site for the full day of testing. The MDE staff person is there only to observe, not to participate in the administration of the test or clarify MDE policies or procedures.

Following the site visit, the District Assessment Coordinator will receive a letter from MDE. This letter will include notification of any concerns raised by the site visit. If there were concerns during the site visit, the District Assessment Coordinator will need to submit appropriate documentation and a plan to help prevent any issues from occurring in the future. The letter may also include recommendations from MDE.

MTAS Field Audits

Each year, MDE employs Field Auditors to observe MTAS administrations in selected schools. Release of the limited student information provided to the Field Auditors during the course of their observations is allowed without consent under the Family Educational Rights and Privacy Act (FERPA).

PURPOSE

The primary purpose of MTAS field audits is to gather evidence to evaluate the validity and reliability of the assessment. Since the assessment is scored by the Test Administrator at the school site, it is critical that the Test Administrator be properly trained in MTAS administration and scoring and be able to apply that training consistently when assessing each student. Likewise, it is critical for test score integrity that all Test Administrators are applying this training consistently across the state. MTAS Field Auditors serve as evidence-gatherers. Their job is to obtain evidence that will determine 1) the extent to which the training of the administrator was properly implemented and 2) the consistency of the administration for students across the state.

Field Auditors serve the role of second raters for administration and scoring of the MTAS at the school level. Their role is similar to that of "back readers" on writing assessments or responses to open-ended questions. They verify the training and application of the scoring process for the Test Administrator and recommend retraining or note potential issues or areas of emphasis that should be addressed for a particular test administrator, school, district or the state as a whole.

PARTICIPATION OF SELECTED SCHOOLS

Schools selected for an audit are required to participate. It is the responsibility of the school and district administration to provide full cooperation and access to the various components needed for the Field Auditor's review. Schools or staff that refuse access to the Field Auditor or do not cooperate with requests for information may jeopardize the student results for the selected school (e.g., scores may be invalidated by MDE). Any school that refuses access to the Field Auditor or does not cooperate with requests for information will be selected for review the following year and will not be excused from that audit.

Schools that are selected as eligible for an audit may request to be excused from the audit when the review would place a hardship on the students or staff. This request must be submitted to MDE and demonstrate overwhelming evidence of the hardship. After review by MDE, any school that is excused because of a demonstrated hardship will be automatically selected for review the following year and may not request to be excused in that year.

SCHOOL NOTIFICATION AND SCHEDULING PROCESS

MDE will send the Superintendent, District Assessment Coordinator, and Special Education Director a letter via email indicating the school or schools selected for MTAS administration observation within the district. The District Assessment Coordinator must provide the schedule of MTAS administrations at the selected schools following the instructions and timeline in the letter. If the District Assessment Coordinator does not provide the schedule of MTAS administrations by the due date, the Field Auditor will contact MDE. Once Field Auditors receive the schedules for selected schools, they will notify District Assessment Coordinators of the date and time of their visit.

Following the observation, MDE will contact the District Assessment Coordinator and Test Administrator if nonadjacent scores were assigned by the Test Administrator and Field Auditor, and the student's score on a given task or tasks has been changed to the score assigned by the Field Auditor. District Assessment Coordinators and Test Administrators will be notified if the Field Auditor observes a misadministration of the assessment and the test must be invalidated.

Summary

Table 5 provides an overview of the documentation discussed in this chapter that districts are required to keep for test security purposes. The durations are two years so districts can respond to investigations of possible test security breaches for the previous and current school year (e.g., a security breach discovered later needs to be reported for a prior school year, an investigation for a security breach takes more than one year to be fully resolved). Refer to the *Document Retention Policy for Districts* in Appendix B for additional documentation required to be kept by districts.

Table 5. Security Documentation Required for Districts for Minnesota Assessments

Documentation	Duration	Notes		
Assurance of Test Security and Non-Disclosure	2 years	Keep paper copies on file; electronic versions can be tracked through Pearson's Training Management System		
Test Administration Report	2 years	Keep on file; requested by MDE in case of MDE audit or monitoring		
Test Security Notification	2 years	Submitted online to MDE in Test WES; access past years as needed through Test WES		
Test Materials Security Checklists	2 years	Keep on file; submit as documentation for missing materials and/or <i>Test Security Notifications</i> involving secure test materials		
		If completed online, tracked through TMS for MCA and MTAS; tracked through the WIDA website for ACCESS and Alternate ACCESS		
Record of staff training completions	2 years	If provided in a district/school training or on paper, keep records of staff completions		
		Attach as needed when submitting Test Security Notifications		

Chapter 4 — Roles and Responsibilities for Testing

Overview

This chapter defines roles and responsibilities to ensure state and district policies and procedures are followed and test security is maintained throughout test administration. Depending on the number of staff in your district or charter school, you may be assigned to more than one of the roles with the corresponding responsibilities identified below. Throughout this chapter, the term "district" is used to denote both districts and charter schools.

References to additional information in the applicable chapter/appendix are included in parentheses. While any new responsibilities or changes for this year are included in this chapter, the "new" and "clarification" symbols are not used to call them out as the changes are discussed in detail in other chapters. (Symbols are used if this chapter contains the only mention of a change.)

In addition to this manual, staff will need to ensure that the policies and procedures in the applicable resources and guides are followed.

Superintendent's/Executive Director's Roles and Responsibilities for Testing

The Superintendent or Executive Director is responsible for providing the resources a district needs to administer assessments.

Superintendent's/Executive Director's Responsibilities before Testing

- 1. Designate a District Assessment Coordinator (DAC) and District Technology Coordinator (DTC), or an Assessment Technology Coordinator, if a separate role, who will complete the responsibilities listed below. This should be done no later than early fall so these individuals receive necessary training to fulfil these roles.
- 2. Ensure the Site Verification Coordinator (SVC) has designated these contacts in the Minnesota Department Education-Organization Reference Glossary (MDE-ORG) through the District and School Site Verification system, and verifies their contact information annually.
- 3. Designate alternate contacts to fulfill the responsibilities for testing in case of absence, as needed. Alternate District Assessment Coordinators may be designated in MDE-ORG or contacts may just be designated in the district. If no alternate is designated and the DAC is absent, then all responsibilities default to the Superintendent/Executive Director.
- 4. Ensure you (or a designated person) are identified in MDE-ORG as the Identified Official with Authority (IOwA). As the IOwA, pre-authorize staff access for applicable MDE secure systems in the External User Access Recertification System as needed, including Test WES, MDE Secure Reports, and Graduation Requirements Records (GRR).
- 5. In conjunction with the DAC, ensure that a district test security procedure is in place and up to date, and that information or training on district policies and procedures has been provided to staff.

- 6. Complete the *Test Security Training* and *Assurance of Test Security and Non-Disclosure* annually to confirm your understanding of, and intention to implement, policies and procedures applicable to your role to ensure test security and test score integrity.
- Confirm that the DAC has annually reviewed applicable MDE training resources and/or attended MDE trainings specific to test security and the administration of the statewide assessments.
- 8. As part of establishing a culture of academic integrity, communicate the importance of test security and the expectation that staff will keep test content secure and act with honesty and integrity during test administration.
- 9. Designate staff who will confirm that all eligible students have unique state student identification (SSID) or MARSS numbers, and make corrections as needed in the Student Identity Validation Interface.
- 10. Designate a MARSS Coordinator who will submit MARSS data on an ongoing basis throughout test administrations, as needed, to ensure accurate student enrollment eligibility and information.
- 11. Confirm that the DAC will have time to complete Pretest Editing in Test WES.
- 12. Fully cooperate with MDE representatives conducting site visits or audits, as applicable, during testing.

Superintendent's/Executive Director's Responsibilities after Testing

- 1. Verify with the DAC that all test security issues have been reported to MDE and are being followed up on as needed.
- 2. Verify with the DAC that any missing secure test materials have been reported to the service provider or MDE and are being followed up on as needed.
- 3. Confirm that both the DAC and the MARSS Coordinator will have time to complete Posttest Editing in Test WES.
- 4. Confirm that the MARSS Coordinator has updated all student records for Posttest Editing so that accurate information is used for accountability calculations and final assessment reports.
- 5. Confirm that the DAC has finalized the district's assessment records prior to the close of Posttest Editing in Test WES.
- Confirm that the DAC or another designated staff person has access to the GRR system and has time to request applicable reimbursement for eligible students for college entrance exams as needed.
- 7. Discuss the final assessment results with the DAC as well as district and school administrators.
- 8. Prepare for questions from local media and constituents about final test results.

District Assessment Coordinator's Roles and Responsibilities for Testing

The District Assessment Coordinator is the district's main contact with MDE, the service providers, and the School Assessment Coordinators for statewide testing. If your district does not have staff assigned as School Assessment Coordinators, all responsibilities listed under that role also apply to the DAC.

The DAC should be the person who calls or emails MDE with policy and procedure questions related to test administration and then distributes the information within the district as needed. In general, the DAC should not direct other district and school staff to contact MDE with questions. This ensures that the DAC 1) knows testing policies and procedures and can serve as the source of information across the district and 2) is aware of all test administration issues within the district. However, if your district experiences any technical issues related to online testing, please remind your Technology Coordinators and Test Monitors (following your district policies) to contact the applicable service provider help desk to report the issue and receive further instructions as soon as possible. While MDE should be contacted for questions related to testing policies and procedures, the service providers can provide the immediate assistance needed for technical issues.

District Assessment Coordinator's Responsibilities before Testing

- 1. Establish district test administration and test security policies and procedures (Chapter 3).
 - Confirm that there is a written district test security procedure on file. If a district test security procedure does not exist, write such a procedure in collaboration with other administrators prior to test administration (Chapter 3 and Appendix B).
 - Annually review test administration and test security policies detailed in this *Procedures Manual*, the *Test Security Training*, and other applicable resources and guides; incorporate these policies into the district policies and procedures as needed.
 - Determine how information on district policies and procedures will be provided to staff: through training or other written resource (Chapter 3).
 - Provide the district test security procedure to MDE, if requested.
- 2. Complete and verify training(s) completed by all staff involved with testing (Chapter 3).
 - Use the DAC Resources Checklist to identify DAC trainings and resources to review and attend MDE trainings (Chapter 3).
 - Complete the Test Security Training and Assurance of Test Security and Non-Disclosure to confirm your understanding of, and intention to implement, policies and procedures applicable to your role to ensure test security and test score integrity.
 - Provide training to School Assessment Coordinators on district policies and procedures and assign other training resources, as needed.
 - Collaboratively develop and implement with each School Assessment Coordinator a plan for ensuring all staff involved with testing complete required trainings (Chapter 3).
 - Verify that all staff complete the Test Security Training and Assurance of Test Security and Non-Disclosure (as a standalone training or as part of a required training course).

- Verify that all Test Administrators who will administer ACCESS and Alternate ACCESS have completed the applicable online *Training Courses* and *Quizzes*, in addition to MDE required trainings.
- Verify that staff who will administer the MCA have completed the applicable Test Monitor Training course.
- Verify that staff who will administer the MTAS have completed the applicable MTAS Training for Test Administrators course.
- Verify that staff have completed any other trainings required by the district.
- Verify that all staff have received applicable training or information on district policies and procedures for testing.
- Keep records of completed trainings and Assurances of Test Security and Non-Disclosure for 2 years after the end of the academic school year in which testing took place.
- 3. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
 - Collaboratively determine with the MARSS Coordinator that all student data are current and submitted to MARSS as needed.
 - In conjunction with the MARSS Coordinator and Special Education and English learner staff, ensure Special Education students and English learners are correctly identified in MARSS.
 - Identify and manually add any students not included in the precode files who will be testing (e.g., home-schooled students) using Precode Student Eligibility in Test WES.
 - Identify students who may change grades between the start of the school year and the start of testing, and ensure that each student's test matches the grade in MARSS at the time of testing.
 - o Determine which college entrance exam will be offered and establish a contract with the applicable service provider (Chapter 2).
 - Work with the English learner and Special Education staff to determine which ELs in grades 1–12 require accommodations for ACCESS, as specified in their IEPs and 504 plans.
 - Determine the appropriate ACCESS tiers (A, B, or C) to order for ELs with disabilities who will use paper accommodated tests.
 - Work with the Special Education and English learner staff to determine which students, according to participation guidelines (Chapter 5), will take the Alternate ACCESS.
 - Order ACCESS test materials (Kindergarten ACCESS and paper accommodations for grades 1–12) and Alternate ACCESS test materials in WIDA Assessment Management System (WIDA AMS).
 - Collaboratively determine and document—with School Assessment Coordinators and Special Education and English learner staff—any accommodations, supports, or

- linguistic supports needed by individual students for standards-based accountability assessments (Chapters 5 and 6).
- Work with the Special Education staff to determine which students, according to state eligibility requirements (Chapter 5), will take the Reading, Mathematics, and/or Science MTAS.
- Complete Pretest Edit tasks in Test WES for MCA and MTAS to determine quantities of MCA paper accommodated and MTAS test materials and ensure students are sent in precode for online testing (Chapter 8).
- Complete District Options and District Confirmations in Test WES during Pretest Editing to indicate shipping preferences and confirm information for MCA and MTAS (Chapter 8).
- 4. Establish the district testing calendar within the testing windows specified in the *Important Dates* (Chapter 8).
 - Determine the district testing calendar for MCA/MTAS and ACCESS/Alternate ACCESS.
 - Publish the district testing calendar before the first day of the school year; ensure testing dates (by grade and subject) for each school in the district are indicated and up to date. (Chapter 8).
 - In collaboration with the School Assessment Coordinator, schedule testing sessions and testing rooms and ensure sufficient staff are available to monitor them (Chapter 8).
- 5. Prepare testing conditions.
 - Ensure that the applicable staff involved with administering MCA and MTAS are set up as users in PearsonAccess Next. This includes creating reporting groups if teachers in the district will access preliminary reports in PearsonAccess Next (Chapter 10).
 - Ensure that the applicable staff involved with administering the ACCESS and Alternate ACCESS are set up with teacher accounts for the WIDA website to access required trainings/resources and are set up as users for WIDA AMS.
 - In collaboration with the Technology Coordinator, use technical resources on the service provider websites to ensure readiness for ACCESS and MCA online testing (Chapter 8).
 - Work with technology staff to prepare computer labs for online testing, including ensuring all hardware and software requirements are met and equipment is available (e.g., headphones, headsets for ACCESS).
 - For MCA, ensure accommodations and linguistic supports are indicated in Pretest Editing in Test WES throughout the testing window, as needed.
 - For ACCESS, ensure accommodations and test codes are indicated in WIDA AMS throughout the testing window, as needed.

- In collaboration with School Assessment Coordinators, ensure the following preparations are completed for MCA online testing:
 - Verify students are showing in PearsonAccess Next as enrolled in the correct school and district, and eligible for the correct test when setting up test sessions.
 - Print student testing tickets to provide to students and keep them secure until test administration.
- In collaboration with School Assessment Coordinators, ensure the following preparations are completed for ACCESS online testing:
 - Verify students are showing in WIDA AMS as enrolled in the correct school and district when verifying test sessions.
 - Print test session rosters and student tickets to provide to students and keep them secure until test administration.
- Determine which student resources will be used to prepare students for testing (Chapter 8).
- Ensure students are familiar with the test they will be taking and are able to successfully navigate, use tools, and respond to different item types.
- With School Assessment Coordinators, review and prepare for any accommodations and/or linguistic supports and specific test administration procedures as described in this *Procedures Manual*, including scheduling for small group and individual administrations and preparing for translated directions and scribes (Chapters 5 and 6).
- Establish a process for inventorying and distributing secure test materials to each school building if the district chooses to have paper accommodated and MTAS test materials shipped to the district (a decision made under District Options in Test WES for MCA and MTAS). Materials for ACCESS and Alternate ACCESS are shipped only to the district. The DAC may want to establish the process collaboratively with School Assessment Coordinators.
- Notify School Assessment Coordinators when test materials will be arriving and the quantities of test materials to expect.
- Determine district policies and procedures for test administration, such as restroom breaks while testing, what to do if a student becomes ill during testing, and what individual students will do when finished testing (Chapter 8 and Appendix B).
- In conjunction with the School Assessment Coordinator, determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
- 6. Maintain security of test content and test materials.
 - Receive secure paper test materials from the service providers, and immediately lock them in a previously identified secure area.
 - If schools are receiving test materials directly from the service providers, confirm that each school has received test materials and that they are locked in a secure area.

- Confirm paper test materials have been inventoried using the security checklists, and contact the applicable service provider if there are any discrepancies (Chapter 3).
- Keep a record of staff having access to secure areas, inventorying materials, and completing the security checklists.
- Organize secure test materials remaining at the district, ensuring that they are kept secure and not distributed unless needed for test administration.
- Verify that there are sufficient paper test materials for each school, and order additional test materials as needed.
- In collaboration with the School Assessment Coordinator, organize secure test
 materials for online administrations, including student testing tickets and scratch paper,
 and keep them secure.
- In collaboration with School Assessment Coordinators, define the chain of custody for providing secure test materials to Test Monitors, ACCESS and Alternate ACCESS Test Administrators, and MTAS Test Administrators.
 - The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - Secure test materials should not be distributed prior to day of testing. Exceptions to this are specified in Chapter 3.
- o For ACCESS and Alternate ACCESS, if students are using Writing Response Booklets (dependent upon grade level) or paper accommodated test booklets, confirm that all students have the appropriate test materials and that preprinted student information on the label is accurate. Arrange for student information to be filled in (hand-bubbled) on blank test materials as needed (Chapter 8).

District Assessment Coordinator's Responsibilities on Testing Days

- Answer questions from School Assessment Coordinators, as needed.
- 2. In conjunction with School Assessment Coordinators, conduct (or designate trained staff members to conduct) random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures (Chapter 3).
- 3. Fully cooperate with MDE representatives conducting site visits or audits, as applicable.
- 4. If security breaches occur, contact MDE within 24 hours and submit the *Test Security Notification* in Test WES within 48 hours (Chapter 3).
- 5. Monitor testing progress to ensure all students complete testing during the testing window.
- 6. For MCA and MTAS, enter invalidations and refusals in PearsonAccess Next, as needed. For other test/accountability codes, keep notes for entry during Posttest Editing (Chapter 8).
- 7. For ACCESS and Alternate ACCESS, indicate appropriate test codes in WIDA AMS, as needed (Chapter 8).

District Assessment Coordinator's Responsibilities after Testing

- Collaboratively work with School Assessment Coordinators to ensure that designated staff
 have entered student responses from MCA paper accommodated test materials and MTAS
 scores online. All information must be entered before the testing windows close in order for
 the tests to be scored and reported.
- 2. With School Assessment Coordinators, arrange for secure disposal of all test materials that are not required to be returned as outlined in the applicable resources and guides. The secure disposal must be completed within 48 hours after the close of the testing window.
- Collaboratively work with School Assessment Coordinators to follow procedures for returning secure test materials as outlined in the applicable resources, and returning scorable and secure test materials as outlined in the ACCESS and Alternate ACCESS manuals and resources.
- 4. Ensure that all materials returned are received by the service providers.
- 5. Complete a *Test Administration Report* for all administered assessments as needed, and keep on file at the district for 2 years following test administration; completed *Test Administration Reports* must be available if requested by MDE (Chapter 3).
- 6. Collect security documents (e.g., security checklists) from the School Assessment Coordinators. Keep on file at the district for 2 years from the end of the academic school year in which testing took place (Chapter 3).
- 7. Review student assessment data in Test WES during Posttest Editing (Chapter 9), and resolve discrepancies as necessary in Test WES. Work with the MARSS coordinator to resolve any issues in MARSS. Verify or indicate test/accountability, accommodation, linguistic support, and student characteristic codes.
- Retrieve final assessment results from Assessment Secure Reports, and prepare for media/stakeholder questions (Chapter 10). Work with principals and School Assessment Coordinators to ensure the requirements for embargoed final assessment results are followed.
- 9. Distribute paper Individual Student Reports (ISRs) to parents/guardians no later than fall parent/teacher conferences (Chapter 10).
- 10. Request reimbursement for eligible students for college entrance exam(s) as needed (Chapter 9).

School Principal's Roles and Responsibilities for Testing

The School Principal's role is to designate the School Assessment Coordinator and other school staff members who will serve as Test Monitors or Test Administrators.

School Principal's Responsibilities before Testing

- 1. Designate a School Assessment Coordinator and Technology Coordinator for the school.
- 2. Be knowledgeable about proper test administration and test security as outlined in this *Procedures Manual* as well as other applicable resources and guides.

- 3. Complete the *Test Security Training* and *Assurance of Test Security and Non-Disclosure* annually to confirm your understanding of, and intention to implement, policies and procedures applicable to your role to ensure test security and test score integrity.
- 4. Complete or attend any district required trainings and/or review information on district policies and procedures for testing.
- 5. Verify with the School Assessment Coordinator that all staff involved in testing, including Test Monitors and Test Administrators, complete the required trainings for administering the tests.
- 6. As part of establishing a culture of academic integrity, communicate the importance of test security and the expectation that staff will keep test content secure and act with honesty and integrity during test administration.
- 7. Provide adequate secure storage space for all secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
- 8. In conjunction with the Technology Coordinator, ensure that adequate computers and/or devices are in place and rooms are set up appropriately for online testing.
- 9. Ensure students have had a chance to become familiar with the test format, item types, and tools prior to test administration using available student resources.

School Principal's Responsibilities on Testing Days

- 1. Ensure that all test administration policies and procedures and test security requirements in this *Procedures Manual* and other applicable resources and guides are followed.
- 2. Fully cooperate with MDE representatives conducting site visits or audits, as applicable.

School Principal's Responsibilities after Testing

- 1. In conjunction with School Assessment Coordinator, ensure that all secure test materials are collected, returned, and/or securely disposed of as required (Chapter 8).
- Discuss the assessment results with the School Assessment Coordinator as well as district administrators and the District Assessment Coordinator. In conjunction with the District Assessment Coordinator, ensure the requirements for embargoed final assessment results are followed.
- 3. Prepare for questions about test results.

School Assessment Coordinator's Roles and Responsibilities for Testing

The School Assessment Coordinator is an important link between the DAC and the Test Monitors. In conjunction with the DAC, the School Assessment Coordinator is responsible for implementing the test administration procedures that maintain test security and the integrity of the test results.

School Assessment Coordinator's Responsibilities before Testing

- Implement test administration and test security policies and procedures (Chapter 3).
 - Be knowledgeable about test administration and test security policies and procedures detailed in this *Procedures Manual* and other applicable resources and guides, and review district policies and procedures related to statewide testing.

- In collaboration with the DAC, provide information to staff on district policies and procedures through training or other written resource.
- 2. Complete training and train staff (Chapter 3).
 - Complete the Test Security Training and Assurance of Test Security and Non-Disclosure to confirm your understanding of, and intention to implement, policies and procedures applicable to your role to ensure test security and test score integrity.
 - Complete or attend any other trainings required by the district and/or or review information on district policies and procedures for testing.
 - Following the plan developed with the DAC, verify all staff involved with testing complete required trainings.
 - Verify that all staff complete the Test Security Training and Assurance of Test Security and Non-Disclosure (as a stand-alone training or as part of a required training course).
 - Verify that all Test Administrators who will administer ACCESS and Alternate ACCESS have completed the applicable online *Training Courses* and *Quizzes*, in addition to the required MDE trainings.
 - Verify that staff who will administer the MCA have completed the applicable Test Monitor Training course.
 - Verify that staff who will administer the MTAS have completed the applicable MTAS Training for Test Administrators course.
 - Verify that staff have complete any other trainings required by the district.
 - Verify that all staff have received applicable training or information on district policies and procedures for testing.
- 3. Identify appropriate tests for students and ensure student data sent to service providers for testing is correct.
 - o With the DAC, determine which students:
 - Indicated as special education will be taking the MTAS.
 - Need accommodations or linguistic supports for MCA.
 - Indicated as EL in MARSS will be taking the ACCESS and which will be taking the Alternate ACCESS.
 - Need accommodations for ACCESS.
 - If directed by the DAC, complete Pretest Editing in Test WES.
- 4. Prepare testing conditions.
 - Schedule rooms and computer labs for testing, as needed.
 - Arrange for Test Monitor(s) and Test Administrator(s) to administer the test(s), and assign students to Test Monitor(s) and Test Administrator(s).
 - o Plan seating or testing room arrangements for students to ensure independent work.

- In collaboration with the DAC, ensure the following preparations are completed for MCA online testing:
 - Verify students are showing in PearsonAccess Next as enrolled in the correct school and eligible for the correct test when setting up test sessions.
 - Print student testing tickets to provide to students and keep them secure until test administration.
- In collaboration with the District Assessment Coordinator, ensure the following preparations are completed for ACCESS online testing:
 - Verify students are showing in WIDA AMS as enrolled in the correct school when verifying test sessions.
 - Print test session rosters and student tickets to provide to students and keep them secure until test administration.
- Ensure students are familiar with the test they will be taking and are able to successfully navigate, use tools, and respond to different item types.
- For MCA, ensure accommodations and linguistic supports are indicated in Pretest
 Editing in Test WES throughout the testing window, as needed.
- For ACCESS, ensure accommodations and test codes are indicated in WIDA AMS throughout the testing window, as needed.
- Verify with the DAC how secure paper test materials will be arriving and the quantities of test materials to expect.
- Set up for any accommodations and/or linguistic supports and specific test administration procedures as described in this *Procedures Manual*, including scheduling for small group and individual test administrations and preparing for translated directions and scribes (Chapters 5 and 6).
- o In conjunction with the DAC, determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
- 5. Maintain security of test content and test materials.
 - When secure test materials are received from the service providers or the DAC, immediately lock test materials in a previously identified secure area.
 - o Inventory paper test materials using the security checklists, and contact the DAC if there are any discrepancies (Chapter 3).
 - Keep a record of staff having access to secure areas, inventorying materials, and completing the security checklists.
 - Organize secure test materials for online administrations, including student testing tickets and scratch paper, and keep them secure.
 - Record and assign all secure paper test materials on the Test Monitor Test Materials
 Security Checklists or the ACCESS and Alternate ACCESS Security Checklist.
 - Contact the DAC if additional test materials are needed.

- In collaboration with the DAC, define the chain of custody for providing secure test materials to Test Monitors, ACCESS and Alternate ACCESS Test Administrators, and MTAS Test Administrators.
 - The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - Distribute MTAS materials to MTAS Test Administrators prior to testing for administration preparation and adaptation of materials to meet individual student needs (Chapter 3). MTAS materials must be kept secure by the Test Administrators as they prepare for testing; objects and manipulatives gathered by Test Administrators may remain in the classroom for daily use.
- Provide MTAS Data Collection Forms if student scores will be centrally entered by the district or school.
- Distribute the applicable ACCESS and Alternate ACCESS Test Administrator's Scripts and Test Administration Manuals to Test Administrators so they can become familiar with the script and prepare for test administration.
- For ACCESS and Alternate ACCESS, if students are using Writing Response Booklets (dependent upon grade level) or paper accommodated test booklets, confirm that all students have the appropriate test materials and that preprinted student information on the label is accurate. Arrange for student information to be filled in (hand-bubbled) on blank test materials as needed (Chapter 8).

School Assessment Coordinator's Responsibilities on Testing Days

- Distribute materials to Test Monitors and ACCESS Test Administrators on the day of testing and ensure secure test materials are kept secure between testing sessions, including student testing tickets and scratch paper, according to district procedures.
- 2. Ensure that MCA *Directions for Administrations* and ACCESS and Alternate ACCESS *Test Administrator Scripts* are followed.
- 3. Be available to answer questions from Test Monitors and Test Administrators.
- 4. Fully cooperate with MDE representatives conducting site visits or audits, as applicable.
- 5. In conjunction with the DAC, conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures (Chapter 3).
- 6. Report testing irregularities to the DAC using the Test Administration Report.
- 7. Report security breaches to the DAC as soon as possible.

School Assessment Coordinator's Responsibilities after Testing

- Ensure that secure paper test materials, student testing tickets, and scratch paper are kept in a locked, secure location after testing. Following district procedures, materials may be collected at the district or school level or kept secure between testing sessions by the Test Monitor or Test Administrator.
- Use security checklists to verify receipt of all secure paper test materials from the assigned Test Monitor or Test Administrator after testing is completed. Return copies of the security checklists to the DAC.
- 3. Ensure that designated staff have entered student responses from MCA paper accommodated test materials and MTAS scores online. All information must be entered before the testing windows close in order to have the tests scored and reported.
- 4. Arrange for secure disposal of all test materials that are not required to be returned as outlined in the applicable guides and resources. The secure disposal must be completed within 48 hours after the close of the testing window.
- 5. Follow procedures for returning MCA and MTAS secure test materials as outlined in the applicable resources.
- 6. Follow procedures for returning scorable and secure test materials as outlined in the ACCESS and Alternate ACCESS manuals and resources. For ACCESS and Alternate ACCESS, test materials must be returned to the DAC so that all test materials can be sent in one complete shipment for the district.
- 7. Prepare materials for pickup by the carrier designated on the designated date(s). Ensure that all boxes containing the secure testing materials are in a secure location known to appropriate school staff or are returned to the district office, if directed by the DAC.
- 8. If directed by the DAC, complete Posttest Editing in Test WES.
- 9. In conjunction with the DAC and principal, ensure the requirements for embargoed final assessment results are followed.

Technology Coordinator's Roles and Responsibilities for Testing

The District/Assessment Technology Coordinator is responsible for ensuring that the district is prepared for online test administration and providing technical support to district staff.

- 1. Acquire a user ID and password for PearsonAccess Next and WIDA AMS from the District Assessment Coordinator (DAC).
- 2. Complete the *Test Security Training* and *Assurance of Test Security and Non-Disclosure* annually to confirm your understanding of, and intention to implement, policies and procedures applicable to your role to ensure test security and test score integrity.
- 3. Complete or attend any district-required trainings and any service provider technology trainings.

- 4. Review all technical documentation available on the service provider websites (Chapter 8).
 - Prepare computers and devices for online testing following requirements outlined in the Online Testing Infrastructure Readiness Checklist for MCA.
 - Use technical resources on WIDA website to ensure readiness for online testing.
- 5. Fully cooperate with MDE representatives conducting site visits or audits, as applicable.
- 6. Provide technical support/troubleshooting during test administration and contact the service provider help desks, as needed.

Test Monitor's Roles and Responsibilities for Testing

The Test Monitor is responsible for the maintaining test security during test administration, including actively monitoring test sessions and keeping test materials secure. The following information applies to ACCESS and Alternate ACCESS Test Administrators except as noted below. Requirements for selecting Test Monitors are available under *Selecting Test Monitors and Test Administrators* in Chapter 8.

Test Monitor's Responsibilities before Testing

- Complete or attend any required test-specific or district trainings annually to confirm your understanding of, and intention to implement, policies and procedures applicable to your role to ensure test security and test score integrity.
 - o For MCA, complete the applicable required *Test Monitor Training* course.
 - For ACCESS and Alternate ACCESS, complete the online *Training Courses* and *Quizzes* on the WIDA website for the tests being administering, in addition to required MDE trainings in the Training Management System.
 - Ensure you have received information on district policies and procedures for testing.
- 2. Review the *Directions for Online Administrations* and/or *Directions for Paper Administrations* for the responsibilities and step-by-step instructions for each test administration. For ACCESS and Alternate ACCESS, review the *Test Administrator Scripts*.
- 3. Know how to contact the District or School Assessment Coordinator during testing if any test-related issues or questions arise.
- 4. Know where to pick up secure test materials on the day of the test.
- 5. Know the school's plan for keeping test materials and test content secure between test sessions when students are taking an assessment over multiple days or taking a break on the same day.
- 6. In conjunction with District or School Assessment Coordinator, know which students are to be provided with appropriate accommodations and/or linguistic supports and any related specific test administration procedures.
- Remove or cover any instructional posters or graphics, including strategy techniques or methods, in the testing room or on student desks. This step can be taken shortly before testing begins.

Test Monitor's Responsibilities on Testing Days — Before Students Arrive

- 1. Receive secure test materials from the District or School Assessment Coordinator and keep them secure until the test session.
- 2. Make sure there are enough computers/devices or paper accommodated test materials for the number of students taking the test.
- 3. For online testing, make sure you have the student testing tickets for the students in your test session. Ensure all allowable materials for students (e.g., scratch paper, pens, or pencils) are ready to distribute to students as needed
- 4. Check paper test materials to verify that all the test materials listed on the *Test Monitor Test Materials Security Checklist* or the ACCESS and Alternate ACCESS *Security Checklist* are in the test materials you receive.
- 5. Use the *Test Monitor Test Materials Security Checklist* or the ACCESS and Alternate ACCESS *Security Checklist* to assign numbered test booklets to individual students.
- Fill in appropriate information on a new Writing Response Booklet or paper accommodated test booklet for a student for ACCESS or Alternate ACCESS, if directed to do so by the District or School Assessment Coordinator. Ensure that all hand-bubbled information matches MARSS.
- 7. Record extra test materials on the *Test Monitor Test Materials Security Checklist* or the ACCESS and Alternate ACCESS *Security Checklist*.

Test Monitor's Responsibilities on Testing Days — During the Test

- 1. Verify that students are logged in and taking the correct test.
- 2. For ACCESS, verify that the students testing with the paper accommodated test materials are using the correct grade-level and tier test booklet.
- 3. Follow the script in the *Directions for Administrations* exactly. For ACCESS and Alternate ACCESS, follow the *Test Administrator Scripts* exactly.
- 4. Follow the district policies and procedures for restricting student access to cell phones and other devices during testing.
- 5. Stay in the room and actively monitor during the entire test session.
- 6. Know what to do and whom to contact if an emergency or unusual circumstance arises (e.g., a student gets sick, the fire alarm goes off) so that you can continue to actively monitor the students who are testing.
- 7. Know what to do and whom to contact if technology issues are encountered during an online test administration so that you can continue to actively monitor the students who are testing.
- 8. Do not review, discuss, capture, email, post, or share test content in any format.
- 9. Ensure all students have been provided the opportunity to independently demonstrate their knowledge.
- 10. Fully cooperate with MDE representatives conducting site visits or audits, as applicable.

- 11. Document students who require a scribe or translated directions or any unusual circumstances and provide the information to the District or School Assessment Coordinator.
- 12. Notify the District or School Assessment Coordinator of any possible security breaches as soon as possible.

Test Monitor's Responsibilities on Testing Days — After the Test

- 1. Follow the *Directions for Administration* exactly. For ACCESS and Alternate ACCESS, follow the *Test Administrator Scripts* exactly.
- Collect all student testing tickets, scratch paper, and other materials provided during testing (e.g., formula sheets) and keep them secure after each testing session. When testing is completed, return these materials to the District or School Assessment Coordinator or securely dispose of them, if instructed (no more than 48 hours after the close of the testing window).
- 3. Use the *Test Monitor Test Materials Security Checklist* or the ACCESS and Alternate ACCESS *Security Checklist* to verify receipt of all test books from the assigned students before they leave the testing room.
- 4. Enter student responses from MCA paper accommodated test materials online, or return test materials to the District or School Assessment Coordinator if the district enters data centrally.
- 5. Keep paper test materials secure after the test session, and return them to the District or School Assessment Coordinator or to a secure location, as directed.
- 6. Immediately notify the District or School Assessment Coordinator if any test materials are missing.

MTAS Test Administrator's Roles and Responsibilities for Testing

MTAS Test Administrator's Responsibilities before Testing

- Complete or attend any required test-specific or district trainings annually to confirm your understanding of, and intention to implement, policies and procedures applicable to your role to ensure test security and test score integrity.
 - Complete the applicable modules of the required MTAS Training for Test Administrators course.
 - o Ensure you have received information on district policies and procedures for testing.
- 2. Review the MTAS Task Administration Manual for policies and procedures related to test administration.
- 3. Know when and where to pick up MTAS materials.
- 4. Know the school's plan for keeping test materials secure when not preparing for test administration or administering the test.
- 5. Prepare test materials for administration.
 - Plan for objects and manipulatives for mathematics and science. Objects and manipulatives gathered may remain in the classroom for daily use.

- Become familiar with the test materials, including special instructions for certain tasks in the Task Administration Manual (e.g., not reading aloud the question or answer options, presenting a second presentation page for some subjects, knowing when objects and manipulatives can be used and when they are prohibited).
- Plan specific adaptations for each student, as needed, to meet individual student needs. Reproduction of Presentation Pages and Response Options Cards is allowed only for adapting passages and tasks to a student's individual needs, which includes enlarging materials or incorporating texture. The MTAS Task Administration Manual, Presentation Pages, and Response Option Cards may not otherwise be reproduced.
- Notify the District or School Assessment Coordinator if a student requires the symbol format of Presentation Pages and Response Option Cards so that materials can be ordered as an additional order.

MTAS Test Administrator's Responsibilities on Testing Days — Before Students Arrive

- 1. Keep materials secure until the test session. Objects and manipulatives gathered may remain in the classroom for daily use.
- 2. Ensure the appropriate MTAS test materials are available and prepared for the student who is being administered the test.

MTAS Test Administrator's Responsibilities on Testing Days — During the Test

- 1. Administer each task to each student for the appropriate subject/grade, and record the score.
- 2. Know how to contact the District or School Assessment Coordinator during testing if any testrelated issues or questions arise.
- 3. Know what to do if an emergency or unusual circumstance arises (e.g., a student gets sick, the fire alarm goes off).
- 4. Fully cooperate with MDE representatives conducting site visits or audits, as applicable.
- 5. Document any unusual circumstance and report it to the District or School Assessment Coordinator.

MTAS Test Administrator's Responsibilities on Testing Days — After the Test

- 1. Keep materials secure after administering the test.
- Return all MTAS materials provided, including materials that were adapted (e.g., enlarged materials or those with texture incorporated), to the District or School Assessment Coordinator and report if any materials are missing. If directed by District or School Assessment Coordinator, securely dispose of Response Option Cards (no more than 48 hours after the close of the testing window).
- 3. Return objects and manipulatives to the classroom unless directed to return them to the District or School Assessment Coordinator.
- 4. Enter MTAS scores online or return Data Collection Forms and Learner Characteristics Inventory (LCI) data to the District or School Assessment Coordinator if entered centrally.

MARSS Coordinator's Roles and Responsibilities for Testing

MARSS Coordinator's Responsibilities before Testing

- Confirm that all eligible students have unique state student IDs (SSIDs) or MARSS numbers so that students are included in assessment precode files, and, if authorized, make corrections as needed in the Student Identity Validation Interface. A unique MARSS/SSID number is required for students to be sent in precode files to service providers for testing.
- 2. Ensure EL and Special Education designations are up to date and correct for students who are taking an assessment based on their EL or Special Education status.
- 3. Submit MARSS data on an ongoing basis so the student information is correct and available for the assessment precode files prior to and throughout test administrations.

MARSS Coordinator's Responsibilities after Testing

- Ensure accurate enrollment of students in schools during the accountability windows. The
 enrollment from MARSS for these windows will serve as the basis for accountability
 calculations.
- 2. Ensure State Aid Categories and other MARSS identifying characteristics are correct, especially for shared-time students, Foreign Exchange students, and any other students who are not expected to test.
- Work with the District Assessment Coordinator to edit discrepancies during Posttest Editing in Test WES, which may include multiple submissions to MARSS before the Posttest Editing window close.

Chapter 5 — Participation of Students with Individualized Education Programs (IEPs) and 504 Plans

Overview

This chapter provides information on supports available to all students, participation of students with an Individualized Education Program (IEP) or 504 plan in statewide testing, and descriptions of accommodations available to students with an IEP or 504 plan for the MCA. See Chapter 6 for an overview of linguistic supports for MCA and accommodations available for the English language proficiency accountability assessments.

The MDE Accommodations Advisory Review Panel evaluates proposed additions to the approved accommodations and non-standard test administration practices for this manual. These reviews ensure that a student does not use a particular accommodation or non-standard practice that could invalidate interpretations of the resulting test score. Refer to <u>Statewide Testing Advisory Groups</u> for more information about this panel (MDE website > Districts, Schools and Educators > Statewide Testing).

Supports and Accommodations

All public school students participate in statewide assessments. However, it is important to clarify the role of supports and accommodations in these decisions when considering *how* students will participate in assessments. Supports and accommodations do not change the construct intended to be measured by the assessment or the integrity of test results.

- Supports are features or practices available for all students that tailor the testing experience
 based on student needs or preferences. Supports include accessibility tools available in
 online assessments and general test-taking practices. The use of a support may remove the
 need for an accommodation, depending on the student's disability.
- Accommodations are changes in the way that a test is administered which reduce or
 eliminate the effects of a disability. Accommodations are only available to students with an
 IEP or 504 plan. All needed accommodations are documented annually in the IEP prior to
 testing. Likewise, a 504 plan team should document its decision to provide an
 accommodation in the 504 plan.
- English learner linguistic supports are available for students who are identified as EL in MARSS. While these linguistic supports are not accommodations, they are different from the supports that are available to all students because they are specific to the needs of English learners. Specific information about linguistic supports available for the MCA is provided in Chapter 6.

Many supports and accommodations provided to a student during statewide assessments must also be provided during classroom instruction, classroom assessments, and district assessments. In general, a new support or accommodation should not be introduced to a student at the time of statewide assessment administration because it may negatively affect the student's performance. In rare occasions, there are some that are not commonly provided during instruction or classroom assessments, and a student's lack of prior experience with them is unlikely to hinder performance.

Some examples include using a scribe or listening to a script. The decision to provide a support or accommodation for the first time during testing should be made carefully by an IEP or 504 plan team who is very familiar with the needs of the student.

Some instructional supports and accommodations may not be appropriate for use on certain statewide assessments, and educators should consult policies in this chapter before determining the supports and accommodations to be provided on statewide assessments. Supports and accommodations must be selected and implemented in ways that maintain the integrity of the assessment so that valid inferences can be made about what students know and can do. For the English language proficiency accountability assessments, refer to WIDA's <u>Accessibility and Accommodations Supplement</u> (WIDA > Assessment > ACCESS for ELLs 2.0).

Supports Available to All Students

Supports include accessibility tools available in online assessments and general test-taking practices that are available for any student who needs them, including general education students. These supports are available for the standards-based accountability assessments (MCA and MTAS) and the English language proficiency accountability assessments (ACCESS and Alternate ACCESS).

Supports are not considered accommodations and documentation of their use is not required. However, if a student has an IEP or 504 plan, supports are often documented to ensure they are provided during testing.

In Table 6, supports are organized by presentation (how an assessment is given or accessed by the student), setting, timing/scheduling, and response (ways students solve or organize test items).

Table 6. Summary of Supports Available for All Students

Support	Administration Guidelines
Presentation	
Amplification devices	Student uses an amplification device, including personal hearing aids, FM systems, or other amplification systems.
Classroom materials:	
 Color overlay 	
 Highlighter 	
 Low-vision aids 	Student uses provided materials while testing. Examples of
 Magnifier 	low-vision aids are magnifying glasses, electronic magnifiers, cardboard cut-outs, and colored overlays.
 Pencil grips 	magniners, carabbara cur-outs, and colored overlays.
Place marker	
 Templates to reduce the visual print field 	
Different monitor screen size and resolution	Student uses larger monitor screen size and different resolution for online assessments.
Repeated directions or written version of directions	Test Monitor repeats or writes out scripted directions in the applicable <i>Directions for Administrations</i> . Additional prompts are not allowed.
Sensory tools (e.g., fidgets, weighted pads)	Student uses, or has access to, sensory tools during testing. These should only be provided to students who have used them in instructional and other assessment settings and their use must not be a disruption to other students. No test content or writing may be present on the tools.
	Student uses tools available in the online test.
Tools in online assessments	 For MCA, available online tools include answer eliminator, highlighter, notepad, calculator, ruler, and straightedge. The following accessibility tools are also available for all students: standard text-to- speech, magnifier, zoom, color contrast, line reader mask, and answer masking.
	 For ACCESS 2.0, available accessibility tools include a highlight tool, line guide, screen magnifier, sticky notes, color contrast, and color overlay.

Support	Administration Guidelines
Voice feedback	Voice feedback devices and whisper phones allow students to vocalize as they read and work problems.
devices/whisper phones or student reading the test out loud	Students may not read the test aloud directly to the Test Monitor and the Test Monitor cannot provide verbal or nonverbal prompts.
	This support must be provided in an individual setting.
Setting	
Individual or small-group settings	Student is tested individually or in a small-group setting.
	Music and noise buffers provided by the district may be used, but only by students who have used them in instructional and other assessment settings. Noise buffers (white noise) reduce noise distractions for the student taking the test. Noise buffers may include individual study carrels, headsets, earplugs, and individual portable buffers set on the student's desk or an audio player that generates white noise or instrumental music.
Music or noise buffers	 Noise buffers or instrumental music are provided at an individual level, not to an entire group on the assumption that all will benefit. The noise buffer or instrumental music can be accessed through headphones or in an individual setting.
	Individuals must be able to control on/off and volume.
	 Audio players must be school owned, and the audio must be provided by the school.
Special settings	The assessment is administered in a special setting (e.g., certain lights, acoustics, seating arrangements).
Timing/Scheduling	
Different time of day	The time of day an assessment is given is changed.
Extended testing time	Testing time in same testing session is extended. (Extended testing time over multiple testing sessions is considered an accommodation only for the administration of paper accommodations when students cannot complete an entire segment during the testing session; see Table 8 for details.)

Support	Administration Guidelines
Response	
Calculator use	Student uses a calculator (except where specifically prohibited). The type of calculator allowed (online or handheld) depends on the test being administered; see <i>Calculator Use</i> in Chapter 8 for additional information.
Lattices, diagrams, or charts	Student draws lattices, diagrams (like number lines), or charts (like multiplication or hundreds chart) on scratch paper. Students must create their own drawings; these cannot be displayed in the classroom or handed out during testing.
	Since a calculator is allowed on all sections/segments of the grade 11 Mathematics MCA, the use of an abacus or mathematics manipulatives is considered a general support and not documented as an accommodation.
Mathematics manipulatives and an abacus for grade 11 Mathematics MCA	An abacus or manipulatives must be used in an individual setting with the online test or paper accommodated test materials. MDE does not produce a comprehensive list of allowable manipulatives; email mde.testing@state.mn.us for specific questions about providing manipulatives for statewide testing.
	Note: mathematics manipulatives and an abacus are accommodations for grades 3–8. See Table 8 in this chapter for additional information.
	Students may use scratch paper. The following material may be used as scratch paper:
	Blank paper (notebook paper is acceptable)
	 Individual whiteboards (must be blank before and after administration)
	 Commercially-produced graph paper (blank except for grid)
Scratch paper	 Hard-copy mathematics formula sheets (if provided to students)
	Student testing tickets
	For paper accommodated test materials, students can also use blank spaces in the test book or use the grid paper and formula sheets included in the test book to work items and make notes. See <i>Materials Allowed during Testing Provided by School or Student</i> in Chapter 8 for additional information about the use and security of scratch paper.

General Information about Statewide Testing Participation for Students with IEPs or 504 Plans

There are no exemptions from participation in statewide assessments for students with disabilities, regardless of the nature or severity of the disability. IEP teams or 504 plan teams determine the appropriate manner for students with disabilities to participate in statewide assessments. Students with disabilities may participate in statewide assessments in these ways:

- Without accommodations. The majority of students with disabilities takes the statewide assessments without accommodations and may or may not use supports available to all students.
- With accommodations. IEP and 504 plan teams determine what accommodations or supports, if any, are appropriate for students with disabilities. Accommodations are documented in the IEP or 504 plan and must be provided based on individual need as long as they do not invalidate the assessment. It is recommended, although not required, that teams also document any supports that students will use, particularly if they are locally provided, such as a magnification device, audio amplification, plastic color overlay, etc. This ensures that the student has access to the support during the assessment.
- By taking an alternate assessment for which they are eligible. Only students with IEPs are eligible for alternate assessments. The IEP team documents the decision to administer an alternate assessment in the IEP.
 - For students who meet the eligibility requirements, the IEP team may determine that MTAS is the most appropriate measure of academic skills in one or more subject areas. Access the Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS) on the MDE website (MDE website > Districts, Schools and Educators > Statewide Testing > Minnesota Tests).
 - For English learners with significant cognitive disabilities, it is recommended that the IEP team collaborates with EL staff to determine if the Alternate ACCESS is the most appropriate English language proficiency accountability assessment. <u>Access</u> <u>information on the Alternate ACCESS for ELLs participation criteria on WIDA's website</u> (WIDA website > Assessment > Alternate ACCESS for ELLs > Participation Criteria).

General Information about Statewide Testing Accommodations

For a student served under the Individuals with Disabilities Education Act (IDEA), all needed accommodations are documented annually in the IEP prior to testing. Likewise, a 504 plan team should document in the 504 plan its decision to provide an accommodation. For more information about documenting accommodations in the IEP or 504 plan, refer to the contacts listed at the front of this manual.

Providing Accommodations in Injury Situations

In some cases, a general education student with an injury may be allowed to have an accommodation if supported by medical documentation (e.g., student with a broken arm having the scribe accommodation, student with a concussion requiring a paper test book). Refer to Table 8 or

email <u>mde.testing@state.mn.us</u> to verify if an accommodation is allowed. The instance must be documented on the *Test Administration Report*.

MTAS Accommodations

Indicating accommodations for the MTAS is not required. Accommodating student needs is integral to the MTAS, and the Test Administrator may provide needed supports (e.g., objects, tactile graphics, counters, any type of calculator, braille, and signed interpretation) as long as the type of support is not specifically prohibited in the task script. For signed interpretation, if the Test Administrator determines that a sign or signs will give away the answers to items, he or she must finger spell those words. For information on allowable test administration activities, see the MTAS Task Administration Manual or Chapter 3 of this *Procedures Manual*.

Timeline for Accommodation Decisions

The decision on which accommodations will be used must be made prior to test administration. While districts may set timelines within their district for accommodation decisions to be made in order to facilitate timely ordering of test materials, accommodation decisions can be made throughout the year, as long as they are made prior to the administration of the assessment.

Unlike accommodations, supports available to all students can be selected for use at the time of testing. However, it is recommended that IEP and 504 plan teams document the need for supports in students' plans to help ensure that the supports are provided for testing.

Indicating Accommodations on Assessments

Accommodation codes are used to inform MDE which accommodations were used at the time of testing.

- As noted previously, accommodations are not indicated for MTAS.
- For MCA, accommodation codes are indicated, removed, or changed in Pretest Editing in Test WES throughout the testing windows. After testing, districts are able to indicate or correct accommodation codes in Posttest Editing in Test WES.
- For ACCESS and Alternate ACCESS, accommodation codes are indicated in the WIDA
 Assessment Management System (WIDA AMS) during the testing window. After testing,
 districts are able to indicate, remove, or change accommodation codes in Posttest Editing in
 Test WES.

Ordering Accommodated Test Materials

While some accommodations and linguistic supports are built into an assessment (like accommodated text-to-speech) or are part of the administration (like a scribe), some require paper test materials.

In order to receive MCA paper accommodated test materials in the initial test materials shipment, districts indicate the applicable code in Pretest Editing in Test WES. If the accommodation/linguistic support code is entered in Test WES by the date when precode data is used for the initial test materials shipment (see the *Important Dates* at the front of this manual), the appropriate test materials will automatically be sent:

- Braille versions of test materials (BR)
- Handheld calculator (HC) or mathematics manipulatives/abacus (HC); a regular print paper test book is sent
- Large print test book (18 or 24)
- Scripts for Mathematics MCA (MS); a regular print paper test book and script are sent (if a student requires a large print test book, that applicable accommodation code also must be entered)
- Scripts for Science MCA (MS); a script is sent (if a student requires a large print test book, that applicable accommodation code also must be entered)
- Regular print test books for Reading and Mathematics MCA (12)

After this date, any needed test materials must be ordered through the additional orders window in PearsonAccess Next. (See Chapter 8 for more information.)

For ACCESS and Alternate ACCESS, paper accommodations are ordered through WIDA AMS. Refer to the *Important Dates* for the initial and additional ordering windows, and refer to the *District and School Test Coordinator Manual* for more information on accommodated test materials.

When Two or More Codes Are in Conflict

Some accommodations and linguistic supports can be used together, but others cannot. Make sure pairs of accommodations or linguistic supports are compatible and that you indicate the accommodation codes correctly. Contact mde.testing@state.mn.us if you have questions.

- Paper accommodated test books (12, 18, 24, or BR) cannot be indicated or used together.
- Both the MC (accommodated text-to-speech) and MS (script) codes cannot be indicated or used together.
- The MC (accommodated text-to-speech) code cannot be indicated with the codes for paper accommodated test books (12, 18, 24, or BR) or used together.
- The 12 (regular print test book), HC (handheld calculator), and/or MS (script) codes cannot be indicated together in Test WES during Pretest Editing for Mathematics MCA since only one code that generates paper test materials can be entered. If a student requires a script, the MS code must be indicated. Additional codes can be indicated during Posttest Editing.
- The HM (Hmong), SP (Spanish), and SO (Somali) online pop-up translation linguistic support codes cannot be used together or indicated with any of the following:
 - Codes for paper accommodated test books (12, 18, 24, or BR)
 - Codes that require paper test materials (HC or MS for mathematics)

Entering Student Responses Online

In order to be scored, student responses in paper accommodated test books for Reading, Mathematics, and Science MCA must be entered online in a Data Entry form in TestNav. Refer to Data Entry for MCA and MTAS in Chapter 8 for additional information. For test security purposes, TestNav can only be accessed during the school day for entry of student responses.

The 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's answers cannot be modified if they did not follow these instructions.

Note: student responses in MCA paper accommodated test materials will NOT be scored when received by the service provider. Only student responses entered online are scored.

Summary and Explanation of Accommodations for the MCA

The tables below list accommodations that may be considered for students with an IEP or 504 plan for the MCA. Table 7 provides a summary of the accommodations available, and is organized under the headings of presentation, timing/scheduling, and response format. Table 8 explains these accommodations in more detail. Tables 7 and 8 provide an extensive—but not exhaustive—list of possible testing accommodations. MDE recognizes that IEP and 504 plan teams may consider accommodations for the MCA that are not specifically addressed in this chapter yet are entirely appropriate for a particular student and assessment. If IEP and 504 plan teams determine the need to provide an accommodation not specifically addressed in this chapter, contact MDE by sending an email to mde.testing@state.mn.us to verify the accommodation will not invalidate the assessment.

Chapter 6 addresses available linguistic supports for students identified as English learners in MARSS for the MCA. In cases where English learners also have an IEP or 504 plan, decision makers should refer to both Chapters 5 and 6 when determining appropriate assessment accommodations for the MCA. Chapter 6 also provides information on accommodations for English language proficiency accountability assessments.

Table 7. Summary of Accommodations on the MCA

SUMMARY OF ACCOMMODATIONS	Code	Test Materials Required
Presentation		
12-point regular print paper test book for reading and mathematics	12	Х
Accommodated text-to-speech for mathematics and science	МС	
Assistive technology	AT	
Braille versions of test books	BR	Х
Handheld calculator for online grades 3–8 mathematics (requires use of paper test book)	НС	Х
Large print test book	18 or 24	Х
Mathematics manipulatives and an abacus for online grades 3–8 mathematics (requires use of paper test book)	HC	Х
Recording a reading test	MT	
Scripts for mathematics (requires use of paper test book)	MS	Х
Scripts for science (for use with online assessment or paper accommodated test materials)	MS	Х
Signed interpretation of mathematics and science scripts	OA	
Signed interpretation of test directions	TD	
Timing/Scheduling		
Extended testing time of segments over multiple days for paper accommodated test materials	OA	
Response Format		
Assistive technology	AT	
Audio recording for transcription	SC	
Braille or other note-taking device	AT	
Scribe (with transcription into the test book or online test)	SC	
Other Accommodations		
If an IEP or 504 plan team decides to use an accommodation not on this list, contact MDE at mde.testing@state.mn.us .	Varies	

Table 8. Explanation of Accommodations on the MCA

EXPLANATION OF ACCOMMODATIONS	Reading	Math	Science	Code
12-point regular print test books for Reading and Mathematics MCA may be used by students with IEPs or 504 plans whose disability prevents them from accessing the content of the assessment on a computer. Requests for this accommodation must be based on IEP or 504 team determination rather than student or administrator preference. A 12-point regular print paper test book is not available for the Science MCA.				
All student responses must be entered online by district staff. See <i>Entering Student Responses Online</i> in this chapter.	Х	Х		12
Note: In some cases, a general education student with an injury that prevents them from testing online (e.g., concussion restrictions) may be allowed to use a paper test book if supported by medical documentation. The instance must be documented on the <i>Test Administration Report</i> .				
Accommodated text-to-speech is available for Mathematics and Science MCA. Accommodated text-to-speech provides computer-generated audio for charts and graphs in addition to the question and answer options that are provided for standard text-to-speech. With either type of text-to-speech, students can select the parts of the item they want to listen to (e.g., question and answer options, graph only, selected text).		v	x	MC
Because accommodated text-to-speech reads not only the questions and answer options but also all the labels, graphs, and charts, it may be a heavy language load beneficial for a limited number of students with an IEP or 504 plan. Typically, only a small number of students need accommodated text-to-speech; the default should be the standard text-to-speech. Refer to the item samplers on PearsonAccess Next to hear examples of both types of text-to-speech.		X	*	IVIC

Table 8. Explanation of Accommodations on the MCA (continued)

EXPLANATION OF ACCOMMODATIONS	Reading	Math	Science	Code
Assistive technology refers to technology that is used to maintain, increase or improve the functional capabilities of students with disabilities. In general, Internet access cannot be available and calculator use must follow the guidelines in Chapter 8.				
The following are the approved uses of assistive technology devices. Failure to comply with all conditions specified below may result in invalidation of the test. For online testing, the device used as assistive technology must be in addition to the device used for testing because TestNav will not allow other programs or applications to run at the same time as the test; this means a student may be using two tablets or a tablet and a computer, for example.				
 Use of a device for scratch paper is allowed as long as Internet access is turned off and other applications are not accessed. In addition, the student must be the one to recreate the item as needed and all test content must be erased at the end of each test session and each use of the device. The student must test in an individual setting to ensure the device is used only for scratch paper. 	х	х	x	АТ
 Use of a device calculator application is allowed as long as the calculator used follows the guidelines in Chapter 8 (including calculator memory clearing), Internet access is turned off, and other applications are not accessed. The student must test in an individual setting to ensure the device is used only as a calculator. The device cannot be used in conjunction with the online grades 3–8 Mathematics MCA or Science MCA, only a paper accommodation. For grade 11 Mathematics MCA, the device could be used in conjunction with the online test or a paper accommodation. 				
For all other questions on the use of assistive technology for a student or specific devices or software, contact MDE at mde.testing@state.mn.us .				

Table 8. Explanation of Accommodations on the MCA (continued)

EXPLANATION OF ACCOMMODATIONS	Reading	Math	Science	Code
Audio recording for transcription may be used by the student in an individual setting to record and edit answers for paper accommodated test materials if the student is unable to mark their answers.				
A scribe will enter the student's responses exactly as recorded; refer to the scribe accommodation below and <i>Entering Student Responses Online</i> for additional information.	х	x	х	sc
The device used for the audio recording must be school owned, and any recordings must be deleted after transcription. Audio recording cannot be used with the online MCA because the items must be answered to move forward in the test.				
Braille or other note-taking devices may be used by students competent in their use as determined by the IEP or 504 plan team. Student responses must be entered online by district staff. Refer to <i>Entering Student Responses Online</i> for further information.				
Use of talking features on a note-taking device is allowable if the IEP or 504 plan specifies it and it is used with headphones or in an individual setting to play back text the student has entered. The Test Monitor is responsible for monitoring the student who is using the talking feature; the student may only enter and play back notes, not any portion of the passage or test items. Any notes must be deleted following test administration.	x	х	x	AT
Internet access cannot be available and calculator use must follow the guidelines in Chapter 8.				

Table 8. Explanation of Accommodations on the MCA (continued)

EXPLANATION OF ACCOMMODATIONS	Reading	Math	Science	Code
Braille versions (contracted and uncontracted) of test books are available to a student who is blind or partially sighted and is competent in the braille system, as determined by the student's IEP team. Unified English Braille (UEB) format for braille test materials is used.				
Student responses may be recorded in one of the following ways; some require additional accommodation codes to be documented:				
In the braille test book by the student				
With a typewriter or word processor by the student (AT)				
Dictated to a scribe by the student (SC)	Х	Х	Х	BR
With braille writer, slate, and stylus used by the student (AT)				
Test Administrator Notes are provided along with the braille test books for reference by the Test Monitor during test administration. Under the supervision of the District or School Assessment Coordinator, a Test Monitor administering a braille test may access the Test Administrator Notes and the corresponding test books up to 48 hours prior to the scheduled administration.				
All student responses must be entered online by district staff. See <i>Entering Student Responses Online</i> in this chapter.				

Table 8. Explanation of Accommodations on the MCA (continued)

EXPLANATION OF ACCOMMODATIONS	Reading	Math	Science	Code
Extended testing time of segments over multiple days is considered an accommodation for paper accommodated test materials for Reading, Mathematics, and Science MCA. Allowing students additional time to finish a segment in the same testing session is not considered an accommodation. Scripted instructions to end testing if a student will not complete a segment during the testing session are included in the <i>Directions for Paper Administrations</i> .				
 For Reading and Science MCA, students must complete all questions associated with a given passage or scenario in one testing session. For Mathematics MCA, the last item completed must be the last item on the right-hand page so the next item is not visible. 	x	x	x	OA
 Students must seal the pages completed in the test book at the end of the testing session. 				
Students may not return to items completed in the previous test session.				
Extended testing is not considered an accommodation for MCA online administrations because the tests do not allow students to return to previously completed items when they have exited for more than 20 minutes.				
Handheld calculators are considered an accommodation for the online grades 3–8 Mathematics MCA. The student must use a paper test book, follow the calculator use policies in Chapter 8, and use the calculator only for the segments where calculators are allowed.				
Standard, scientific, or graphing calculators with a talking feature may also be used in an individual setting if its use is documented in the IEP or 504 plan and the calculator policies in Chapter 8 are followed.		х		НС
All student responses must be entered online by district staff. See <i>Entering Student Responses Online</i> in this chapter.				
Note: See <i>Calculator Use</i> in Chapter 8 for grade 11 Mathematics MCA calculator guidelines; calculators with a talking feature may be used in an individual setting.				

Table 8. Explanation of Accommodations on the MCA (continued)

EXPLANATION OF ACCOMMODATIONS	Reading	Math	Science	Code
Large print test books are for students with low vision who need a large print test book to see the test items. Large print test books are available in 18 point and 24 point fonts.				10
For students without low vision, a large print test book may be provided for Science MCA if the IEP or 504 plan specifies a paper test book since the only paper test book available is in large print.	х	х	х	18 or 24
All student responses must be entered online by district staff. See <i>Entering Student Responses Online</i> in this chapter.				
Mathematics manipulatives and an abacus are considered an accommodation for the online grades 3–8 Mathematics MCA. Mathematics manipulatives (like unifix cubes or base-10 blocks) can be the same color or different colors, but must not be grouped or organized by the Test Monitor. The student must use a paper test book in an individual setting and use the mathematics manipulatives or an abacus only on the segments where calculators are allowed. MDE does not produce a comprehensive list of allowable manipulatives; email mde.testing@state.mn.us for specific questions about providing manipulatives for statewide testing. All student responses must be entered online by district staff See Entering Student Responses Online in this chapter. Note: Since a calculator is allowed on all sections/segments of the grade 11 Mathematics MCA, the use of mathematics manipulatives or an abacus is not documented as an accommodation. Refer to Table 6 earlier in this chapter.		x		НС
Recording a reading test must be done in an individual setting. Students may record their voice while reading the reading test aloud and replay the recording while taking the test. Recording must be done independently by the student without the Test Monitor providing verbal or nonverbal prompts. Students may not read the test aloud directly to the Test Monitor. The device used for the audio recording must be school owned; the Internet or applications other than what is used for the recording cannot be accessed. Any recordings must be deleted after testing.	x			MT

Table 8. Explanation of Accommodations on the MCA (continued)

EXPLANATION OF ACCOMMODATIONS	Reading	Math	Science	Code
A scribe may be provided to students in instances when visual or motor difficulties, including injuries, prevent them from indicating their own responses. This accommodation must be provided in an individual setting so as not to disrupt other students who are testing.				
 Scribes for online assessments will navigate the test, access text-to- speech and other tools (as requested by the student), and indicate the responses provided by the student for multiple-choice and technology- enhanced items directly into the online test. 				
 Scribes for paper accommodated test materials will indicate the responses provided by the student into the paper test book. All student responses must be entered online by district staff. See Entering Student Responses Online in this chapter. 				
Additional guidelines for the administration of a test with the scribe accommodation will be available on PearsonAccess Next.	x	x	x	SC
The student's IEP or 504 plan should document the need for a scribe, except in injury situations. The student should be competent in the use of a scribe as determined by the student's IEP or 504 plan team. Scribes must be impartial and experienced in transcription. Students must be given the opportunity to review their responses. Scribes cannot read aloud student responses or any part of the test.				
All scribes must complete the <i>Test Security Training</i> and the <i>Assurance of Test Security and Non-Disclosure</i> , and the use of a scribe, including the name(s) of the district staff completing the transcription, must be documented on the <i>Test Administration Report</i> .				
Note: Entering student responses online from paper accommodated test books is not considered a scribe accommodation. For example, if students use a large print test book, they indicate their responses directly in the test book. The student responses must be entered online by district staff in order to be scored, but this is not considered a scribe accommodation.				

Table 8. Explanation of Accommodations on the MCA (continued)

EXPLANATION OF ACCOMMODATIONS	Reading	Math	Science	Code
Scripts for Mathematics MCA may be provided to students with an IEP or 504 plan. Because the online test is adaptive, the script can only be used in conjunction with a regular print, large print, or braille test book. (Scripts cannot be created for adaptive tests because the test items presented vary by student.)				
The Test Monitor reads from the script while the student responds directly into the test book. The script can be administered in a small group or individual				
setting. Additional guidelines for the administration of a test with a script will be provided in the script and available on PearsonAccess Next.		x		MS
All student responses must be entered online by district staff. See <i>Entering Student Responses Online</i> in this chapter.		^		IVIO
The script requires that the Test Monitor read not only all the questions and answer options but also all the labels, graphs, and charts. This may be a heavy language load and beneficial for a limited number of students with IEP or 504 plans. Typically, only a small number of students need the script; the default should be the standard text-to-speech available in the online test. Refer to the item samplers on PearsonAccess Next to hear examples of the standard text-to-speech.				
Scripts for Science MCA may be provided to students with an IEP or 504 plan, and can be administered in a small group or individual setting. The script can be used in conjunction with the online test because the test is not adaptive; it can also be used in conjunction with large print and braille test books.				
 For administration of the script in conjunction with the online test, the Test Monitor reads from the script while the student enters responses directly into the online test. 				
 For administration of the script with large print or braille test books, the student enters responses into the test book. All student responses must be entered online by district staff. See Entering Student Responses Online in this chapter. 			x	MS
Additional guidelines for the administration of a test with a script will be provided in the script and available on PearsonAccess Next.				
The script requires that the Test Monitor read not only all the questions and answer options but also all the labels, graphs, and charts. This may be a heavy language load and beneficial for a limited number of students with IEP or 504 plans. Typically, only a small number of students need the script; the default should be the standard text-to-speech available in the online test. Refer to the item samplers on PearsonAccess Next to hear examples of the standard text-to-speech.				

Table 8. Explanation of Accommodations on the MCA (continued)

EXPLANATION OF ACCOMMODATIONS	Reading	Math	Science	Code
Signed interpretation (e.g., ASL, signed English) of the Mathematics MCA and Science MCA scripts may be provided for deaf or hard-of-hearing students. The script is used in conjunction with the corresponding test book or online form (science only) during administration. Additional guidelines for a signed interpretation of the script will be provided in the script and available on PearsonAccess Next.				
The interpretation must strictly adhere to the literal meaning of the text in the script. The interpreter must review the script prior to administration to determine when a sign or signs will give away the answer to items. The interpreter will have access to the script up to 48 hours prior to the scheduled test administration. The script must be used by the interpreter for the signed interpretation. In cases where signs give clues to the answer, interpreters must use finger spelling for those words.		x	x	OA
All interpreters must complete the <i>Test Security Training</i> and the <i>Assurance of Test Security and Non-Disclosure</i> , and the use of an interpreter must be documented on the <i>Test Administration Report</i> .				
Signed interpretation (e.g., ASL, signed English) of test directions may be provided for deaf or hard-of-hearing students. Only the scripted <i>Directions for Administrations</i> may be signed; no interpretations of test items or reading passages are allowed. For online testing, Test Monitors may assist a student who is deaf or hard-of-hearing if needed with the online or accessibility tools or navigation in the test (e.g., moving forward and backward in the test, reviewing items) only if a student is unable to access an item, respond to an item, or move within a test. Additional guidelines for the administration of a test with signed interpretation of test directions will be available on PearsonAccess Next. All interpreters must complete the <i>Test Security Training</i> and the <i>Assurance of Test Security and Non-Disclosure</i> , and the use of an interpreter must be documented on the <i>Test Administration Report</i> .	x	x	х	TD

Chapter 6 — Participation of English Learners

Overview

This chapter includes a discussion of English learners as they relate to identification, participation in statewide assessments, and accommodations and supports.

The acronyms EL (English learner) and ELL (English language learner) are used throughout this manual. Both acronyms refer to a K–12 student with a home language other than English who has not developed language proficiency in English sufficient to participate fully in classes taught in English.

All identified English learners in grades K–12 participate in the Minnesota Assessment System, including the English language proficiency and standards-based accountability assessments.

- English Language Proficiency Accountability Assessments: English learners in grades K–12 take the ACCESS for ELLs 2.0 (ACCESS) or Alternate ACCESS for ELLs, developed by the multi-state WIDA Consortium, to measure progress towards meeting the WIDA English Language Development Standards. There are four language domains addressed by these tests: reading, writing, listening, and speaking.
- Standards-Based Accountability Assessments: English learners take the MCA or MTAS in mathematics in grades 3–8 and 11; reading in grades 3–8 and 10; and science in grades 5 and 8 and once in high school to measure achievement on the Minnesota Academic Standards. These assessments are taken in addition to the English language proficiency accountability assessments.

Identification of English Learners

In Minnesota, an English learner:

- 1. First learned a language other than English, comes from a home where a language other than English is usually spoken, or usually speaks a language other than English; **and**
- 2. Lacks the necessary English skills to fully participate in academic classes taught in English.

English learners are identified through a two-step statewide standardized EL identification process:

1) identification of primary language using responses from parents or guardians on the Minnesota Language Survey completed upon enrollment, and 2) screening for English language ability using a state-approved language proficiency screener. Questions can be directed to mde.el@state.mn.us.

There are three approved English Language Proficiency (ELP) screeners in Minnesota: the WIDA Screener (online and paper versions), the Kindergarten W-APT, and the Kindergarten MODEL. WIDA no longer supports the W-APT for grades 1–12. Note: there is a cost for districts that choose to use the WIDA Screener Paper.

Students who meet conditions 1 and 2 are designated in MARSS as EL. Students who do not meet both conditions may be bilingual but should not be identified as EL.

If a student qualifies for EL services, the MARSS Coordinator sets the EL flag in the student's MARSS enrollment record to "Y."

- Students designated as EL in MARSS and enrolled in school during the ACCESS and Alternate ACCESS testing window must take an English language proficiency accountability assessment. Any student designated as EL in MARSS is expected to have an ACCESS assessment record (or, if appropriate and the student is designated as EL and Special Education in MARSS, an Alternate ACCESS assessment record).
- When EL services are provided, the MARSS Coordinator enters a valid EL Start Date. If a student is identified as an English learner but services are refused by the parents/guardians, no EL Start Date is entered in MARSS. However, because the student was designated as EL in MARSS, an ACCESS or Alternate ACCESS record is still expected. If the parents/guardians refuse testing, DEC (declined) is indicated in the WIDA Assessment Management System (WIDA AMS) during the testing window.
- The EL indicator in MARSS reflects identification of each EL during the current school year. If a student is identified as EL at any time during the school year before the testing window ends, the student should take the ACCESS or Alternate ACCESS.
- If the district is in the process of identifying students as English learners during the ACCESS and Alternate ACCESS accountability window, the students should be tested.
- If an English learner from another Minnesota district moves in during the ACCESS or Alternate ACCESS testing window, check to see that the student has tested in the other district. If not, the student should be tested if possible. Refer to *Moving Into or Out of the District during Testing* in Chapter 7 for additional information.
- If an English learner moves from another state and was administered the ACCESS or Alternate ACCESS in that state, the student must be tested again in Minnesota if they are enrolled during the ACCESS or Alternate ACCESS accountability window.

If a student is not identified as an English learner using the statewide standardized EL identification criteria, the MARSS Coordinators sets the EL flag in the student's MARSS enrollment record to "N." If a student takes the ACCESS or Alternate ACCESS and has a MARSS record with the EL flag set to "N," the test will be invalidated.

Questions about identification of and exiting of English learners from EL services should be directed to mde.el@state.mn.us. View information regarding English learners (MDE website > Districts, School and Educators > English Learner Education).

Participation of English Learners with Disabilities

Students designated as English learners who also have an IEP or 504 plan must participate in the standards-based accountability assessments. Refer to *Linguistic Supports for MCA* below for information related to accommodations for these assessments; refer to Chapter 5 for information on the MTAS.

These same students must also participate in an English language proficiency accountability assessment (ACCESS or Alternate ACCESS). See *Supports and Accommodations for English Language Proficiency Accountability Assessments* in this chapter for additional information.

Students with disabilities should participate in as many domains of the ACCESS or the Alternate ACCESS as possible. If it is impossible to administer the test in a given domain due to the student's disability (e.g., the listening domain for a deaf student), indicate "Deferred Special Education (SPD)" for that domain in WIDA AMS during the testing window.

Recently Arrived English Learners (RAEL)

A recently arrived English learner (RAEL; formerly referred to as "new-to-country") is a student who is designated as EL in MARSS and who first enrolled in a U.S. school less than 12 months from the first day of the MCA/MTAS accountability window. A student can only be identified as RAEL one time. Districts identify RAEL students in the Student Support Data Collection System.

Beginning in 2017–18, students identified as RAEL are required to participate in all subjects of the standards-based accountability assessments during their first year of enrollment, including reading. Students identified as RAEL continue to be required to participate in the English language proficiency accountability assessments during their first year of enrollment.

Contact <u>mde.el@state.mn.us</u> for questions on RAEL identification, and contact <u>mde.essa@state.mn.us</u> for accountability questions for RAEL.

English Learners Who Are Foreign Exchange Students

Foreign exchange students come through foreign exchange student agencies, which are registered with the U.S. Department of State, and are issued a J-1 visa. Districts and charter schools choose to participate in foreign exchange student programs and enter into agreements with exchange student agencies. These students are designated as State Aid Category 2 in MARSS. In contrast, other foreign students who enroll under an F-1 student visa and do not participate in a program registered with the U.S. Department of State do not generate state aid of any kind. These students are designated as MARSS State Aid Category 15 and are not considered to be foreign exchange students for the purposes of testing.

Participation in the standards-based accountability assessments is optional for foreign exchange students; see Chapter 7 for additional information. Typically, foreign exchange students are screened by the sending agency and are required to possess the necessary English skills to be successful in classrooms; thus they are unlikely to meet criteria to be designated as EL in Minnesota. If a foreign exchange student (State Aid Category 2) lacks the necessary English skills to fully participate in classes in English, they may be designated as EL in MARSS and served in the district's EL program. Foreign exchange students (State Aid Category 2) who are designated as EL in MARSS and are served in an EL program must participate in ACCESS.

For questions on whether a certain visa is eligible to generate state aid and how to report that student in MARSS, contact marss@state.mn.us.

Supports and Accommodations for English Language Proficiency Accountability Assessments

Refer to the <u>Accessibility and Accommodations Supplement</u> on the WIDA website for complete information on available accommodations for the ACCESS for ELLs 2.0 (WIDA > Assessment >

ACCESS for ELLs 2.0). WIDA only provides recommendations so the definitive policy for administering the ACCESS with accommodations or supports is determined by MDE and outlined in this chapter and Chapter 5.

Supports and accommodations that are available for the English language proficiency accountability assessments (ACCESS and Alternate ACCESS) differ from those listed later in this chapter for MCA. Linguistic supports are not available on the ACCESS and Alternate ACCESS because these assessments are measuring language proficiency.

- A scribe accommodation may be provided to ELs in instances when visual or motor difficulties, including injuries, prevent them from indicating their own responses.
 - This accommodation must be provided in an individual setting so as not to disrupt other students who are testing.
 - Scribes for online assessments will navigate in the test, access tools (as requested by the student), and indicate the responses provided by the student directly into the online test. Scribes for paper accommodated test materials will indicate the responses provided by the student directly into the test booklet.
 - Scribes must be impartial and understand what they can and cannot do in secure test administrations. Students must be given time, if desired, to review their responses.
 Scribes cannot read aloud student responses.
 - o For the ACCESS Writing test, see the "Guidelines for Using the Scribed Response Accommodation" in the Accessibility and Accommodations Supplement. For constructed responses, the student must indicate all capitalization and punctuation, and must provide the exact spelling of nouns and verbs relevant to the context the first time they are used.
- Large print, braille, or regular paper test materials may be ordered for students who have the
 accommodation indicated in their IEP or 504 plan for the online grades 1–12 ACCESS.
 Students must take all four subtests—reading, writing, speaking, and listening—using the
 paper accommodation. The accommodation code for regular print test materials (12) must be
 entered during Posttest Editing as it cannot be entered into WIDA AMS.
- Tier B Listening, Reading, and Writing braille tests are available for order for English learners in grades 1–12 who have some proficiency in reading braille and who have this accommodation indicated in their IEP. Contracted or uncontracted format must be specified when ordering braille materials. Grades 1–5 materials are in Unified English Braille (UEB). Materials for grades 6–12 are in English Braille American Edition (EBAE). District Assessment Coordinators should only order braille materials if they are certain they will be used.
 - In addition to braille text, the testing materials include tactile graphics and written descriptions of graphics where appropriate as well as test administration instructions.
 For scoring purposes, student responses on the braille form must be transferred into a regular ACCESS test booklet.

The Speaking test is not available in braille. Administration of the Speaking test to a blind student may be accomplished by using a regular test booklet and describing graphics in the student's first language. Graphics cannot be described in English.

Supports and Accommodations for Standards-Based Accountability Assessments

Because they are in the process of acquiring English, English learners are eligible to receive linguistic supports that enable them to demonstrate what they know and can do to meet academic content standards in reading, mathematics, and science. These supports are different from the supports that are available to all students because they address the unique linguistic needs of English learners. English learners who have an IEP or 504 plan may also need accommodations, such as large print or braille, in order to access statewide tests. When considering how English learners will participate in assessments, it is important to clarify the role of supports and accommodations in these decisions.

- English learner linguistic supports are generally available for students who are identified as EL in MARSS. Specific information about linguistic supports available for the MCA is provided later in this chapter.
- Supports are features or practices available for all students that tailor the testing experience based on student needs or preferences. Supports include accessibility tools available in online assessments and general test-taking practices. See Chapter 5 for a list of supports available to all students.
- Accommodations are changes in the way that a test is administered in order to reduce or eliminate the effects of a disability. Accommodations are only available to students with an IEP or 504 plan. English learners who also have an IEP or 504 plan may also receive accommodations; information on accommodations for MCA is in Chapter 5.

The MDE Accommodations Advisory Review Panel evaluates proposed additions to the approved accommodations and non-standard test administration practices for this *Procedures Manual*. These reviews ensure that a student does not use a particular accommodation or non-standard practice that could invalidate interpretations of the resulting test score. Refer to <u>Statewide Testing Advisory Groups</u> for more information about this panel (MDE website > Districts, Schools and Educators > Statewide Testing).

Who May Receive Linguistic Supports?

For the majority of linguistic supports, English learners must be designated as EL in MARSS in order

to use linguistic supports. Word-to-word translations in mathematics and science and translated directions are also available for former English learners and students in immersion or dual language programs who receive or have received their instruction in a language other than English. Districts will determine how word-to-word translations will be provided: online pop-ups, vocabulary lists provided by MDE, word-to-word dictionaries, or word-to-word translation using an online application. Detailed information on these linguistic supports is included in Table 10.

English learners with an IEP or 504 plan are also eligible to receive accommodations based on their IEP or 504 plan. Districts must ensure that all linguistic supports received by students are justified

and supported by data teachers collect during instruction. When an eligible English learner demonstrates the need for a linguistic support, it must be provided as long as it does not invalidate the assessment.

Selecting Linguistic Supports

The district determines the linguistic supports individual English learners will use when taking the MCA. Each district must establish a process to determine an appropriate course of action for testing students whose first language is not English.

Districts are encouraged to develop individual learning plans for English learners that include testing supports. Districts are encouraged to involve parents in these decisions related to their student's learning plan; translators may be needed to allow full participation of students' families. A collaborative dialogue between EL teachers, general education teachers, and parents and families can help determine what is best for the individual student based on the instruction that student is receiving at the classroom level. A similar team of personnel should also be considered for former English learners and students in immersion or dual language programs. Personnel designated to determine appropriate linguistic supports may include:

- The student's bilingual or EL teacher
- The EL program coordinator
- The student's other classroom teachers
- District or School Assessment Coordinators
- The student's parent(s) or guardian(s), when appropriate
- The student, when appropriate
- IEP and 504 plan teams, if the student has a disability (this team should be involved in the selection of both linguistic supports and accommodations)

When making decisions about appropriate linguistic supports for an English learner, the district should consider the following information:

- Current English language proficiency level
- Literacy in home language and in English
- Opportunity to learn the content areas assessed
- The primary language of instruction in the content areas
- Experience and length of time in U.S. schools
- Degree of familiarity with using the support in instruction and assessment
- Grade level
- Other school- or district-level related data

When making decisions about selecting word-to-word translations for English learners, former English learners, or students in immersion or dual language programs, the district should also consider the following information:

- English and primary language proficiency are the primary factors when determining the need for translations and not name, ethnicity, race, country of origin, or other demographic characteristics.
- Students who speak a language other than English may not be proficient readers of that language. Translated text may not be a useful support for these students.
- Students may have received most or all of their instruction in English and are unfamiliar with academic vocabulary in their primary language.
- Pop-up translations in the online tests may be a distraction and add testing time for students who do not need them or cannot derive benefit from them.

Practices that English learners have not used in instructional settings prior to the assessment should **not** be introduced for the first time during a state assessment because they could be distracting or confusing. For example, an English learner should be provided the opportunity to use accommodated text-to-speech or a pop-up translation in an item sampler prior to testing. EL teachers and test administrators need to consider students' needs for linguistic supports well ahead of test administration and familiarize students with their use during instruction, if appropriate. Students may require multiple linguistic supports, such as translated directions and a dual language word-to-word dictionary.

Timeline for Linguistic Support Decisions

The decision on which linguistic supports will be used must be made prior to test administration. While districts may set timelines in order to facilitate timely ordering of test materials, decisions about linguistic supports can be made throughout the year, as long as they are made prior to the administration of the assessment.

Linguistic Supports for MTAS

Indicating linguistic supports for the MTAS is not required. Accommodating student needs is integral to the MTAS, and the Test Administrator may provide needed supports as long as the type of support is not specifically prohibited in the task script. Test Administrators may give directions in a student's first language. Full translations of the tasks themselves are not allowed, although students may use a word-to-word translation application or dictionary to translate academic vocabulary in math and science tasks.

- Word-to-word translation: mathematics and science terms in the task (bold text in the Task Administration Manual and/or information on the Presentation Page) or response options may be entered into a translation program, as requested by the student. The student may enter the term or may request the Test Administrator to enter it. Only individual terms may be entered, not the entire test item.
- Directions in primary language: The Test Administrator may use the student's primary language to focus attention and give direction for how to interact with the task. The bold text

in the Task Administration Manual scripts and text on Presentation Pages and Response Option Cards may not be translated except as described above for word-to-word translations.

Linguistic Supports for MCA

On the MCA, English learners may be provided any appropriate EL linguistic supports from Tables 9 and 10 on the following pages. These linguistic supports may be provided to English learners whether or not they have an IEP or 504 plan. If an English learner has an IEP or 504 plan, refer to the tables of accommodations for students with disabilities in Chapter 5. Information on indicating the codes for linguistic supports and ordering mathematics and science scripts for MCA are also included in Chapter 5 under *General Information about Statewide Testing Accommodations*.

The summary of English learner-responsive supports displayed in Table 9 was guided by the work of the Center for Equity and Excellence in Education at George Washington University (GW-CEEE). The team at GW-CEEE identified direct linguistic supports in English, direct linguistic supports in the student's first language, and indirect linguistic supports. A panel of experts then recommended the use of the identified supports at various proficiency levels. Table 9 shows the linguistic supports allowed on the MCA organized by type and English language proficiency level. The supports in Table 9 are described in greater detail in Table 10.

Extended testing has been removed as a linguistic support because the online MCA does not allow students to return to previously completed items when they have exited for more than 20 minutes. For extended time for paper accommodated test materials for Reading, Mathematics, and Science MCA, refer to Chapter 5. English learners only use paper accommodated test materials if they also have an IEP or 504 plan that requires those accommodations.

Table 9. Summary of Direct and Indirect Linguistic Supports on the MCA*

English Language Proficiency Level							
Linguistic Supports	Beginning	Intermediate	Advanced/ Transitional				
Direct Linguistic Support in English							
Scripted oral English							
Use accommodated text-to-speech for math/science		Optional					
Read aloud math/science scripts	Optional	Optional					
Clarification							
Simplify test directions	Optional	Recommended					
Clarify test directions		Optional					
Direct Linguistic Support in First Language	·						
Dual-language/first-language reference materials							
Provide word-to-word translations for math/science (online pop-up, translated vocabulary list, word-to-word dictionary, or online translation application)	Optional	Recommended	Recommended				
Written translation							
Provide written translation of test directions in student's first language	Recommended						
Scripted oral translation							
Read aloud written translation of test directions in student's first language	Recommended	Optional					
Sight translation							
Translate directions in student's first language	Recommended	Optional					
Clarify/explain test directions in student's first language	Recommended	Optional					
Indirect Linguistic Support							
Allow student to read a reading test aloud, recording his or her voice for later playback	Optional	Optional	Optional				

^{*}Recommended = Recommended for ELs at this English language proficiency level
Optional = Optional for ELs at this English language proficiency level based on individual student need

Table 10. Explanation of Linguistic Supports on the MCA

EXPLANATION OF LINGUISTIC SUPPORTS	Reading	Math	Science	Code
Accommodated text-to-speech is available for Mathematics and Science MCA. Accommodated text-to-speech provides computer-generated audio for charts and graphs in addition to the question and answer options that are provided for standard text-to-speech. With either type of text-to-speech, students can select the parts of the item they want to listen to (e.g., question and answer options, graph only, selected text).				
Because accommodated text-to-speech reads not only the questions and answer options but also all the labels, graphs, and charts, it may be a heavy language load that is beneficial for a limited number of English learners. Typically, only a small number of students need the accommodated text-to-speech; the default should be the standard text-to-speech. Refer to the item samplers on PearsonAccess Next to hear examples of both types of text-to-speech.		x	X	MC
Recording a reading test must be done in an individual setting. Students may record their voice while reading the reading test aloud and replay the recording while taking the test. Recording must be done independently by the student without the Test Monitor providing verbal or nonverbal prompts. Students may not read the test aloud directly to the Test Monitor.	x			MT
The device used for the audio recording must be school owned; the Internet or applications other than what is used for the recording cannot be accessed. Any recordings must be deleted after testing.				

Table 10. Explanation of Linguistic Supports on the MCA (continued)

EXPLANATION OF LINGUISTIC SUPPORTS	Reading	Math	Science	Code
Scripts for Mathematics MCA may be provided to English learners. Because the online test is adaptive, the script can only be used in conjunction with a regular print, large print, or braille test book. (Scripts cannot be created for adaptive tests because the test items presented vary by student.)				
The Test Monitor reads from the script while the student responds directly into the test book. The script can be administered in a small group or individual				
setting. Additional guidelines for the administration of a test with a script will be provided in the script and available on PearsonAccess Next.		X		MS
All student responses must be entered online by district staff. See <i>Entering Student Responses Online</i> in Chapter 5.		^		IVIO
The script requires that the Test Monitor read not only all the questions and answer options but also all the labels, graphs, and charts. This may be a heavy language load and may be beneficial for a limited number of English learners. Typically, only a small number of students need the script; the default should be the standard text-to-speech available in the online test. Refer to the item samplers on PearsonAccess Next to hear examples of the standard text-to-speech.				
Scripts for Science MCA may be provided to English learners, and can be administered in a small group or individual setting. The script can be used in conjunction with the online test because the test is not adaptive; it can also be used in conjunction with large print and braille test books.				
 For administration of the script in conjunction with the online test, the Test Monitor reads from the script while the student enters responses directly into the online test. 				
 For administration of the script with large print or braille test books, the student enters responses into the test book. All student responses must be entered online by district staff. See Entering Student Responses Online in Chapter 5. 			x	MS
Additional guidelines for the administration of a test with a script will be provided in the script and available on PearsonAccess Next.				
The script requires that the Test Monitor read not only all the questions and answer options but also all the labels, graphs, and charts. This may be a heavy language load and may be beneficial for a limited number of English learners. Typically, only a small number of students need the script; the default should be the standard text-to-speech available in the online test. Refer to the item samplers on PearsonAccess Next to hear examples of the standard text-to-speech.				

Table 10. Explanation of Linguistic Supports on the MCA (continued)

EXPLANATION OF LINGUISTIC SUPPORTS	Reading	Math	Science	Code
Simplified or clarified directions are not provided by MDE for English learners. The Test Monitor can simplify or clarify the scripted <i>Directions for Administrations</i> using vocabulary that the individual student would understand and then know how to take the test. However, the Test Monitor cannot change the meaning of the directions or provide information that would lead or cue the student. The use of simplified or clarified directions should be documented on the <i>Test Administration Report</i> .	х	х	х	TD
Translated directions (oral or written) in first language are allowed for English learners, former English learners, or students in immersion or dual language programs. Only the scripted <i>Directions for Administrations</i> may be translated; no translations of test items or reading passages are allowed. For online testing, Test Monitors may assist a student if needed with the online tools, accessibility tools, or navigation in the test (e.g., moving forward and backward in the test, reviewing items) only if a student is unable to access an item, respond to an item, or move within a test.				
Translators cannot be family members. If a translator is needed to provide allowable translations, districts must use a local process to hire a qualified person. Districts arrange for and provide all translations. A <u>database of English learner interpreters</u> is available (MDE website > Districts, Schools and Educators > Special Education > Diverse Populations > English Learner Disability Resources > Interpreter Database (under Related MDE Resources)).	х	х	x	TD
All translators must complete the <i>Test Security Training</i> and the <i>Assurance of Test Security and Non-Disclosure</i> , and the use of a translator, including the name(s) of the people completing the translation, must be documented on the <i>Test Administration Report</i> .				

Table 10. Explanation of Linguistic Supports on the MCA (continued)

EXPLANATION OF LINGUISTIC SUPPORTS	Reading	Math	Science	Code
Word-to-word translations using commercial word-to-word dual- language dictionaries are allowed for English learners, former English learners, or students in immersion or dual language programs on the Mathematics and Science MCA.				
The student must use the dictionary to look up individual terms; Test Monitors cannot translate the terms.				
A commercial word-to-word dual language dictionary contains mathematical and scientific terms in English and in the first language of a given learner. No definitions or pictures may be provided—only direct translations of the terms.				
Mathematics and science word-to-word dictionaries are available on the <u>Steinhardt Metropolitan Center website</u> .				
ACT maintains a <u>list of bilingual word-to-word dictionaries</u> available commercially.				
 The following English-Spanish mathematics dictionary is another online example of a bilingual mathematics dictionary. <u>View the English-Spanish Math Dictionary</u> (http://www.math2.org/math/spanish/eng-spa.htm). 		x	x	OL
Word-to-word dictionaries can be printed and provided to the student or made available electronically. If accessed electronically, the student must test in an individual setting to ensure only the dictionary is accessed. The Internet or applications other than what is used for the translation cannot be accessed.				
If printed, the dictionary must be collected at the end of each test session and kept secure, as students may have written parts of test items on it. Following test administration, the dictionary must be securely disposed of.				
Consider that a word-to-word dictionary ought to be appropriate for the grade level, containing only the words a learner at a given grade should be expected to know (for example, a fifth grade dual-language word-to-word dictionary would likely contain mathematical or scientific words children learn in fifth grade as well as words from lower grades). The Minnesota Academic Standards provide the basis for determining appropriate mathematical and scientific terms for each grade level.				
The code has been updated from "OA" to "OL" to better align with the new word-to-word translation supports.				

Table 10. Explanation of Linguistic Supports on the MCA (continued)

EXPLANATION OF LINGUISTIC SUPPORTS	Reading	Math	Science	Code
Word-to-word translation using online translation programs are allowed for English learners, former English learners, or students in immersion or dual language programs on the Mathematics and Science MCA. The student must use the translation program to look up individual terms; Test Monitors cannot translate the terms. An entire test question cannot be typed into a translation program. A word-to-word translation may be provided to the student using an online translation program, like SYSTRANet (www.systranet.com/translate/). When looking at applications or programs to provide this support, ensure that no				
 definitions or pictures are provided. For questions on the use of other applications or programs, contact mde.testing@state.mn.us. This linguistic support must be administered in an individual setting to ensure the device is used only for word-to-word translation. The device used for the translation must be in addition to the testing device because TestNav will not allow other programs or applications to run at the same time as the test. The Internet or applications other than what is used for the translation cannot be accessed. The code has been updated from "OA" to "OL" to better align with the new		×	x	OL
word-to-word translation supports. Word-to-word translation using pop-up translations are allowed for English learners, former English learners, or students in immersion or dual language programs. Pop-up translations are available in the online Mathematics and Science MCA in Hmong (HM), Somali (SO), and Spanish (SP). Academic term and direction words that have been translated are underlined in		х	x	SO SP HM

Table 10. Explanation of Linguistic Supports on the MCA (continued)

EXPLANATION OF LINGUISTIC SUPPORTS	Reading	Math	Science	Code
Word-to-word translation using vocabulary lists are allowed for English learners, former English learners, or students in immersion or dual language programs on the Mathematics and Science MCA.				
Academic terms and direction words are translated in the following languages: Spanish, Somali, Hmong, Vietnamese, Karen, Arabic, Chinese, Russian, Oromo, Laotian, Amharic, and Khmer. The lists must be printed versions of the current-year lists posted on PearsonAccess Next. Districts can choose to assemble the lists by grade or grade band or provide the entire cumulative list. Test Monitors may not translate additional terms or translate their own lists.		x	X	OL
The list may be provided in conjunction with the online test (with or without other linguistic supports, including the pop-up translation) or with paper accommodated test materials (for students with an IEP or 504 plan).				
The list must be collected at the end of each test session and kept secure, as students may have written parts of test items on it. Following test administration, the lists must be securely disposed of.				

Chapter 7 — Students in Special Circumstances and Situations

Overview

This chapter provides definitions and clarifications for the wide variety of circumstances and situations that affect student participation in the standards-based and English language proficiency accountability assessments. Questions on some of the information referenced in this chapter (e.g., MARSS indications, accountability calculations) may need to be addressed by other divisions at MDE; refer to the *MDE Contacts* at the beginning of this manual for contact information.

504 Plan Students

Students with a 504 plan must take the applicable standards-based and English language proficiency accountability assessments. Refer to Chapter 5 and the <u>Section 504 page</u> for further information on accommodations and participation (MDE website > Districts, Schools and Educators > Section 504).

Alternative Learning Centers (ALC), Alternative Learning Programs (ALP), and Private Contract Alternatives

School Classifications 41, 42, and 43 provide educational alternatives for certain students. With the exception of facilities located in Cities of the First Class (i.e., population over 100,000), these sites must accept any student who meets the entrance criteria, space permitting. All students at these sites must take the applicable standards-based and English language proficiency accountability assessments.

Care and Treatment and Private Facilities

School Classifications 70, 71, 72, 74, 76, 77, 78, and 79 are care and treatment programs that provide a range of medical and mental health services to students. These students must take the applicable standards-based and English language proficiency accountability assessments unless they have been medically excused.

Determining a Student's Grade Level

There will be situations in which the student's grade sent in the precode file is incorrect due to inaccurate data submitted in MARSS.

- For MCA and MTAS, grade changes must be submitted in MARSS at least two business days prior to testing and data entry. The grade for a student cannot be changed in PearsonAccess Next. The grade must be correct in PearsonAccess Next before the student starts testing or data entry begins.
- For ACCESS and Alternate ACCESS, grade changes are made in WIDA Assessment
 Management System (WIDA AMS). For grades 1–5 writing and for students using
 accommodated paper materials, change the grade in WIDA AMS and use the incorrect label
 on the appropriate grade-level cluster test booklet.

Students must take the assessment for the grade indicated in MARSS during the accountability window. (Refer to *Accountability Windows* in Chapter 8 for standards-based and English language proficiency accountability assessments.) For example, a student enters an alternative high school and is indicated in MARSS as a grade 10 student based on earned credits. Before the accountability window, this student has earned enough credits to be promoted to grade 11, and the grade indicated in MARSS is changed to grade 11. In this case, the school should administer the grade 11 Mathematics MCA, not a grade 10 Reading MCA.

If possible, it is best to avoid changing grades during the accountability window. If students change grades during the accountability window for those assessments, additional assessments must be administered.

- For students changing grades during the MCA/MTAS accountability window, districts need to
 ensure that there are assessments for all of the grades indicated during the accountability
 window. For example, if a student was promoted from grade 10 to grade 11 during the
 accountability window, both a grade 10 Reading MCA and grade 11 Mathematics MCA
 would be expected.
- For ELs who change grades during the ACCESS/Alternate ACCESS accountability window, districts need to ensure that there are assessments for all of the grades indicated during the accountability window if they are not within the same grade cluster. If students' grades are changed within any of the ACCESS for ELLs grade clusters, they cannot take the ACCESS for ELLs again in the new grade because it is the same test.

The District Assessment Coordinator should ask the counselors if there are any students who will be changing grades during testing.

In the unusual circumstance when a student is enrolled in one grade in a high school and in another grade in an ALC (or dual-enrolled in different grades across districts), the student will only be sent in precode for the school that has the student indicated in the lower grade; however, the student will need to test for both grades. See *Dual-Enrolled Students or Concurrent-Enrolled Students* below for more detailed information. For ACCESS and Alternate ACCESS, all students who are EL-identified in MARSS are sent in precode.

Dual-Enrolled Students or Concurrent-Enrolled Students

The term dual-enrolled indicates that a student is taking classes in two sites and at least one of them is an ALC or ALP. The typical dual-enrolled student is enrolled in a traditional middle or high school full-time and an ALC or ALP for additional courses.

A concurrent-enrolled student attends two sites part-time. The concurrent sites may be a traditional middle or high school and an ALP or ALC, an ALC and an ALP, or two traditional schools.

- A student will be sent for precode for only one of the schools for MCA and MTAS, which means that only one school will have the student loaded for online testing or data entry.
- For ACCESS and Alternate ACCESS, dual-enrolled students are sent in precode for only one school within a district; if a student is enrolled in two districts, both districts will have the

student included in their precode. The districts will need to collaborate to ensure the student is only tested once.

The student's test results, including the preliminary results in PearsonAccess Next and the Individual Student Report (ISR) are provided only to the site where the student completed the test.

The bullets below provide additional information about testing dual-enrolled students.

- For dual-enrolled students who are in the same grade at both sites: students are sent for precode for only one school, and only one site will test the student. The testing location can be changed using Precode Student Eligibility in Test WES if needed.
- For dual-enrolled students who are in different grades at each site: the school that has
 the student indicated at the lowest grade will have the student loaded for testing. If the sites
 come to agreement on the student's grade, the grade must be changed in MARSS so they
 match; see the previous bullet for further information on testing and refer to *Determining a*Student's Grade Level above. However, if the grade remains different between the sites,
 both sites must test the student in the grade in which the student is enrolled in MARSS.
 - o For online MCA, one site will test the student in the grade indicated in MARSS. Once testing is completed, the second site will change the student's grade and testing location in Precode Student Eligibility. Once the updated student information appears in PearsonAccess Next, the second site will test the student in the grade it has indicated in MARSS.
 - o For data entry of MCA student responses from paper accommodated test materials and MTAS, both sites can test the student using the test materials for the appropriate grade. One site will enter the responses/scores online for the grade indicated in MARSS. Once data entry is complete, the second site will change the student's grade and testing location in Precode Student Eligibility. Once the updated student information appears in PearsonAccess Next, the second site can enter the responses/scores online for the grade it has indicated in MARSS.
 - o For ACCESS and Alternate ACCESS, if the two grades are within the same grade band, the student can only test once. If the two grades are in separate grade bands (e.g., grade 8 and grade 9), the student's grade can be changed in WIDA AMS (or hand-bubbled on a test booklet, as applicable) for the second test once the first is completed.

In the case where students take the MTAS or an English language proficiency accountability assessment (ACCESS or Alternate ACCESS), the district that reports the student as special education or indicates EL in MARSS should be the same district that administers the test in order for the test to be valid.

English Learners

English learners are students designated as EL in MARSS. Refer to Chapter 6 for further information on the process for identifying English learners.

All English learners in grades K–12 must take the ACCESS or Alternate ACCESS. If an English learner takes an English language proficiency accountability assessment but is not identified as EL

in MARSS, the student will appear to be ineligible for the test, and the test will be invalidated. This potential situation illustrates the importance of keeping MARSS enrollment information up to date and accurate.

A standards-based accountability assessment (MCA or MTAS) must be taken by English learners in addition to the English language proficiency accountability assessment (ACCESS or Alternate ACCESS).

Enrolled in Another State (MARSS State Aid Category = 14 or 52)

Students who reside in Minnesota but are enrolled in a district in another state, usually in a neighboring state, are indicated in MARSS using the State Aid Category of 14 or 52. These students are not expected to participate in the Minnesota Assessments; presumably the state where they are enrolled will include the students in its assessment system.

Expelled Students

Expelled students who are still enrolled in the district are required to take the applicable standards-based and English language proficiency accountability assessments. If the expelled student is unable to test, districts will indicate the ABS test/accountability code in Test WES during Posttest Editing.

Foreign Exchange Students (MARSS State Aid Category = 2)

Foreign exchange status will be validated against MARSS. See Chapter 6 for additional information about foreign exchange students. Although these students are enrolled full-time in a public school, their participation in the standards-based accountability assessments is optional. If foreign exchange students will not participate in MCA or MTAS, no action is needed. The student's record will appear in PearsonAccess Next but no test record will be expected if the State Aid Category is indicated

correctly in MARSS. If foreign exchange students do test, they will not be included in test results summary information; districts no longer have the choice of whether to include them during Posttest Editing.

If a foreign exchange student lacks the necessary English skills to fully participate in classes in English, they may be identified as EL in MARSS and served in the district's EL program. Foreign exchange students who are designated as EL in MARSS and are served in an EL program must participate in the English language proficiency accountability assessment.

GED Students

GED students do not need to participate in standards-based and English language proficiency accountability assessments or fulfill any applicable graduation assessment requirements because they are not considered public school students.

Homebound/Non-Attendance Students

These students are enrolled in a district even though they may not actually attend. Educational services are provided as appropriate, given the circumstances of the student. Students must take the applicable standards-based and English language proficiency accountability assessments. The usual security and test administration procedures apply when administering tests during educational services, and district and state test dates must be followed. Homebound students are expected to test online, unless the student has an IEP or 504 plan that requires a paper accommodation or the student is administered an alternate assessment. School-owned devices must be used, and the student should test where educational services are provided.

Homeless Shelters

School Classification 73 defines shelters as temporary housing for students in crisis. Educational services are provided as appropriate, given the circumstances of the student. Students must take the applicable standards-based and English language proficiency accountability assessments.

Home-Schooled Students

Home-schooled students are not public school students. Therefore, they are not required to participate in the standards-based accountability assessments, no matter which courses or classes they are taking in the public school. If the student has a MARSS enrollment and is not designated as a shared-time student (MARSS State Aid Category = 16, 17, or 18), then the student cannot be considered home schooled.

Home-schooled students who wish to test are charged a fee (see Chapter 8) and must have the test administered by public school staff. Districts may include home-schooled students when they test their students on the standards-based accountability assessments.

Home-schooled students must be manually added to precode files using Precode Student Eligibility in Test WES with the Homeschool Student enrollment code; see Chapter 9 for further information about Precode Student Eligibility.

Incarcerated Students at Correctional Facilities

School Classification 70 defines students placed in a correctional program but still enrolled in a district; these students are required to participate in the applicable standards-based and English language proficiency accountability assessments. For online testing, correctional facilities need to provide the resources necessary for students to test. There is no alternative paper administration mode available to general education students. If the student is unable to test, indicate the ABS test/accountability code during Posttest Editing.

Independent Study Students

Students participating in independent study programs are required to participate in the applicable standards-based and English language proficiency accountability assessments. These students must take the accountability assessment for the grade indicated in MARSS during the testing window.

Individualized Education Program (IEP) Students

Students with an IEP must take the applicable standards-based and English language proficiency accountability assessments. Refer to Chapter 5 and the <u>Statewide Assessment for Students with Disabilities</u> page for further information on accommodations and participation (MDE website > Districts, Schools and Educators > Special Education > Statewide Assessment for Students with Disabilities).

Intermediate Districts

Students enrolled in these districts are required to participate in the applicable standards-based and English language proficiency accountability assessments. It is important for regular school districts to work with intermediate districts to make sure that dual-enrolled students are tested; see *Dual-Enrolled Students* or *Concurrent-Enrolled Students* above.

Medical Excuse

There may be circumstances beyond a district's control when a student cannot be assessed at any time during the testing window due to a significant medical condition (e.g., a student is hospitalized due to an accident). The district will indicate the ME (medical excuse) test/accountability code during Posttest Editing in Test WES for a student unable to take the test because of a medical condition officially documented at the district.

MDE requires that the medical condition be verified annually by a licensed medical professional, operating under the scope of their medical professional license. For any future audit, districts should have the documentation on file that confirms the students coded with a medical excuse could not have appropriately tested; this documentation must be kept on file for two years after the end of the academic school year in which testing took place.

For ACCESS or Alternate ACCESS, districts will need to indicate the ME test code during Posttest Editing in Test WES.

Moving Into or Out of the District during Testing

Districts should attempt to test all students who are enrolled during the testing windows. If a student moves into a district during a testing window and has not taken a test, the district should test the student.

Since the testing windows are longer than the accountability windows, students who enroll during the accountability windows must be tested, even if other students in the school complete testing prior to or after the accountability windows.

A student who moves from one district to another near the end of the testing window and has not yet taken the test should be tested if possible. From the points of view of the family and teacher, the test will provide useful information.

If a student moves from another state and was administered the ACCESS or Alternate ACCESS in that state, the student must be tested again in Minnesota if they are enrolled during the ACCESS or Alternate ACCESS accountability window.

Students Moving Prior to Testing

For students who move out of your district before the accountability window opens:

- MCA and MTAS: No action is needed. The student's test eligibility will be removed from PearsonAccess Next once submitted MARSS data indicates the student is no longer enrolled.
- ACCESS and Alternate ACCESS: No action is required for online testing. For paper accommodated or paper test materials, securely dispose of the preprinted labels. If labels have already been attached to the test booklets, return the test booklets to DRC with the Do Not Process labels attached.

For students who move out during the accountability window but before the test is administered:

- MCA and MTAS: Indicate the NE (not enrolled) test/accountability code during Posttest Editing in Test WES. The NE code will be validated against MARSS.
- ACCESS and Alternate ACCESS: indicate the ABS (absent) in WIDA AMS during the testing window. During Posttest Editing, the code can be changed to NE (not enrolled). If students started but did not complete all domains before moving, indicate ABS (absent) for the domains not completed in WIDA AMS during the testing window; the code for those domains can be changed to NE (not enrolled) during Posttest Editing.

Students Completing Part of Assessments

If a student moves to a new school or district and has not started the MCA, the student's test eligibility will automatically move to the new school when updated MARSS data is submitted and sent to Pearson through the precode files. No additional action is needed. However, if a student moves to a new school or district and the test has already been started, the student's test will NOT automatically move. Even if updated MARSS data is submitted and Precode Student Eligibility reflects the updated information, the test will not move to the new school or district in PearsonAccess Next. The district will need to take further action depending on whether the student has moved to a different school in the same district or has moved into a new district. Refer to the Online Testing Situations and Misadministrations on PearsonAccess Next for detailed instructions.

For grades 1–12 online ACCESS, if a student takes one or more domains of the ACCESS for ELLs 2.0 test in one district and transfers to another district, the new district will complete the online Student Transfer Form in WIDA AMS. This will allow the student to finish testing at the new district.

Online Schools (Virtual Schools)

Students enrolled in online schools (School Classification 46) must participate in the applicable standards-based and English language proficiency accountability assessments. It is the online school's responsibility to test these students. Because of the technical requirements involved, only

district-owned computers/devices can be used for online tests; student-owned computers/devices are not permitted.

The online school may arrange to have resident districts test these students. It is up to the resident district to determine if they will accommodate these requests. The online school is responsible for the security of any test materials and ensuring that the tests are administered in accordance with all policies and procedures outlined in this *Procedures Manual* and related resources. In addition, a student must be known to the Test Monitor in order to test. When students are unfamiliar to the Test Monitor, the Test Monitor should ask for a picture ID to verify each student's identity.

Open Enrollment/Parent Choice Program Students

Districts that enroll students through the open enrollment process should treat them as if they were residents of the district. These students must participate in applicable standards-based and English language proficiency accountability assessments. The accepting district becomes the *de facto* resident district for open-enrolled students, and they test at their open-enrolled site.

Physical Limitations (Temporary)

Sometimes students encounter circumstances immediately before or during testing (e.g., a broken arm, concussion) that make it impossible to take a test as usually administered. If such a special circumstance requires the student to have an accommodation for testing (e.g., a scribe is needed for a student who breaks his or her arm, a paper administration is required due to concussion restrictions), the student may use it. See Chapter 5 for additional information. Districts should document the instance on the *Test Administration Report*.

Postsecondary Enrollment Options (PSEO) Students

Full-time PSEO students are public school students who attend a postsecondary institution **full time**. These students are identified as PSEO in MARSS. Districts are responsible for testing these students on the standards-based accountability assessments if they are present when testing is scheduled. If not present, the student's record will appear in PearsonAccess Next but the student will not test; no further action is needed.

In some special cases, districts pay the college directly, and PSEO is not indicated in MARSS. This creates a discrepancy in Posttest Editing if the student did not test, and the district will need to submit information to MDE during Posttest Editing to resolve the discrepancy. Detailed information is provided in the *Posttest Editing User Guide*. The close of Posttest Editing is the deadline for submitting information on these PSEO students.

Part-time PSEO students must participate in the standards-based accountability assessments.

For either full-time or part-time PSEO students, if the student is designated as EL in MARSS, the student must participate in the English language proficiency accountability assessments.

Private Schools (Nonpublic Schools)

Private/nonpublic schools are not required to participate in the standards-based and English language proficiency accountability assessments but may choose to participate at a cost. Refer to Chapter 8 for cost information.

For each test they administer, private/nonpublic schools must follow all test administration and security policies and procedures outlined in this *Procedures Manual* and related resources, including following state-designated testing windows. Private/nonpublic schools that do not adhere to these policies and procedures may be disallowed from participating in future statewide assessments.

Students attending a nonpublic school through an IEP or for care and treatment are reported in MARSS through the resident district using the State Aid Category of 28. These students are sent in precode because MDE does not know if it is a permanent or temporary placement for the student. They are not expected to participate in the standards-based or English language proficiency accountability assessments.

Recently Arrived English Learner (RAEL)

Formerly referred to as "New to Country" English learners. A recently arrived English learner (RAEL) is defined as a student who is designated as EL in MARSS and who first enrolled in a U.S. school less than 12 months from the first day of the MCA/MTAS accountability window. A student can only be identified as RAEL one time. Districts identify RAEL students in the Student Support Data Collection System.

Beginning in 2017–18, students identified as RAEL are required to participate in all subjects of the standards-based accountability assessments during their first year of enrollment, including reading. Their results will be included in test results summary information.

Students identified as RAEL continue to be required to participate in the English language proficiency accountability assessments during their first year of enrollment.

Refusal by Parent

Parents may refuse to allow their children to take the standards-based and English language proficiency accountability assessments.

- A parent refusal must be submitted to the district in writing before testing. MDE requires that
 parent refusals are documented annually; this documentation must be kept on file for two
 years after the end of the academic school year in which testing took place.
- In compliance with Minnesota Statutes, section 120B.31, subdivision 4a, MDE provides a
 form that includes information about statewide testing that parents and guardians may use to
 document if they refuse to have their student participate. The <u>Parent/Guardian Guide and</u>
 <u>Refusal for Student Participation in Statewide Testing Form</u> is available on the MDE website

(MDE website > Students and Families > Statewide Testing). The form was updated to include additional information as required by legislation.

- Districts must post the complete, 3-page form on the district website and include it in the district's student handbook. (Note: including in the handbook may not have been possible in 2017–18 if handbooks were printed before the updated form was provided.)
- Similar to last year, each district determines what documentation they require for parent refusals and may require additional documentation than the form provided by MDE. Though districts can choose to collect other forms or documentation for refusals, refusals must be documented annually and in writing.
- In order for parents to make fully informed decisions regarding their child's participation in statewide assessments, districts must provide complete and transparent information when asked by parents if they can refuse testing. Complete parent refusal information must be provided upon request in a timely manner. However, districts are not required to send out specific communications related to the option to refuse testing. If a district does choose to communicate this information, they should consider including information on how the district uses information from statewide assessments and the value it provides, in addition to the information provided by MDE.
- The school is required by state and federal law to ensure participation by all students in statewide accountability assessments. A student not participating in the statewide assessments will be counted as "not proficient" for the purposes of school and district accountability, which has implications for support and recognition opportunities.
- For students whose parents refused testing, the school is not required to provide alternative educational opportunities on demand for those students while other students are testing.

If a student has started or completed the assessment at the time of the parent refusal, the test will be submitted as is for scoring. The district cannot invalidate the test because the portion the student completed is still valid; however, the district should indicate on the *Test Administration Report* that the parent's request for refusal could not be honored. The district will determine with the parent if the student report generated will be provided to the parent.

For MCA and MTAS, the test/accountability code for parent refusals is REF-P, and districts can indicate parent refusals in PearsonAccess Next during the testing window. For ACCESS and Alternate ACCESS, districts indicate a parent refusal (DEC) in WIDA AMS during the testing window. For all assessments, parent refusals may also be indicated in Test WES during Posttest Editing.

Refusal by Student

Districts may require that students provide written refusals for the standards-based and English language proficiency accountability assessments. The district may also determine if student behavior prevents the student from testing. In the case of behavior, districts can attempt to administer on another day before documenting the refusal. Student refusals are not required to be documented on the *Test Administration Report* but districts may choose to document the circumstances surrounding student refusals as needed to address questions from parents/guardians or staff during reporting.

For MCA and MTAS, the code for student refusals is REF-S, and districts can indicate student refusals in PearsonAccess Next during the testing window. For ACCESS and Alternate ACCESS, districts indicate a student refusal (DEC) in WIDA AMS during the testing window. For all assessments, student refusals may also be indicated in Test WES during Posttest Editing.

If a student has started an assessment and then refuses to finish it, the test will be submitted as is for scoring since the student did participate in part of the test. The district should indicate on the *Test Administration Report* that the student refused to finish the test in case there are questions.

The expectation is that students will test. The REF-S code exists for documentation purposes, like the collection of other test codes, and does not imply MDE condones the behavior. Districts are to address student refusals according to district policy.

Retained Students

Students who have been retained are required to participate in the applicable standards-based accountability and English language proficiency accountability assessments for the grade indicated in MARSS, even though they took the assessment the previous year. For example, if a student took the grade 7 Reading and Mathematics MCA in 2017 and is retained in grade 7 for 2018, the student will take the grade 7 Reading and Mathematics MCA again, regardless of proficiency the previous year.

Shared-Time Students (MARSS State Aid Categories = 16, 17, or 18)

These students are enrolled full-time in a private/nonpublic school or home school and attend public school for one or more classes (e.g., world language, band, a special education class) during the school day. Even if they take a mathematics or reading class at the public school, they are not public school students and—for accountability purposes—are not required to test at the public school. If shared-time students will not participate in MCA or MTAS, no action is needed. No test record will be expected if the State Aid Category is correctly indicated in MARSS.

If shared-time students do want to test, they must be manually added using Precode Student Eligibility in Test WES with the Homeschool Student enrollment code. The student's results are not included in test results summaries.

Shared-time students who receive eligible EL instruction through the public school and are ELidentified in MARSS must take an English language proficiency accountability assessment. These students must be indicated as shared-time in MARSS.

Special Education Sites, Combined Special Education/Vocational Education Programs

School Classifications 50 and 55 are sites that provide central placement options for students whose resident districts do not have the resources to serve them locally. Students at these sites are placed through an IEP process that has determined the site to be the least restrictive environment. Students at these sites typically come from multiple districts.

To meet legislative requirements, students at these sites must participate in the applicable standards-based and English language proficiency accountability assessments, with the IEP team determining the assessment for which student is eligible.

Suspended Students

Suspended students who are still enrolled in the district are required to participate in the applicable standards-based accountability and English language proficiency accountability assessments. If the student is unable to test, the district indicates the ABS (absent) test/accountability code in Test WES during Posttest Editing.

Summary

Most students in special circumstances discussed in this chapter must participate in a standards-based accountability assessment, and, if designated EL in MARSS, an English language proficiency accountability assessment. For students in special circumstances who are not required to test, it is important that either their MARSS information or the test/accountability code indicates that they are part of a group of students who do not have to take the assessment. Table 11, on the next page, provides a summary of how students participate in accountability assessments.

Table 11. Do These Students Have to Take Accountability Assessments?

		Must	test?
Circumstance	Comment	Yes	No
ALC, ALP, and Private Alternate Program	School classifications 41, 42, and 43. Dual-enrolled students (e.g., in the high school full-time and at an ALC for additional classes) are included in precode for one school only.	х	
Care and Treatment, etc.	School Classifications 70, 71, 72, 74, 76, 77, 78, and 79.	х	
Expelled	If the expelled student is unable to test, indicate the ABS test/accountability code.	х	
Foreign Exchange	Testing is optional for standards-based accountability assessments. If the student is designated as EL in MARSS, the student must take the English language proficiency accountability assessment.		X
Homebound	District staff person administers tests where educational services are provided.	х	
Home School	Parent of home-schooled student may request student participates in standards-based accountability assessments. District will be charged the standard fee for each test. (See <i>Shared Time</i> below.)		х
Incarcerated	School Classification 70. If the student is unable to test, indicate the ABS test/accountability code.	х	
PSEO (Full-time)	These students do not have to test, but if they are present when testing is scheduled, they take the test.		Х
PSEO (Part-time)	Part-time PSEO students are required to test.	Х	
Private School	Private school students who take the standards-based accountability assessments will be charged the standard fee. (See <i>Shared Time</i> below.)		X
Shared Time	Home-schooled or private school students who attend a public school for any part of their education are not expected to take the standards-based accountability assessments. If they do, the district will be charged the standard fee. However, if a student is indicated as EL, the student must take the English language proficiency accountability assessment. There is no fee.		X
Suspended	If the student is unable to test, indicate the ABS test/accountability code.	Х	

Chapter 8 — Test Administration

Overview

This chapter contains information on the many policies and procedures related to planning and administering the Minnesota Assessments in a school district. The topics are organized in the sequence a District Assessment Coordinator would likely encounter them, and focus primarily on the MCA and MTAS.

- While some information related to ACCESS and Alternate ACCESS is included in this chapter, refer to the WIDA website for manuals and other resources for detailed information.
- For detailed information on administering the MCA and MTAS, refer to the user guides on PearsonAccess Next and the applicable *Directions for Administrations*.

Important Dates

The *Important Dates* in the front of this manual has a chronological list of tasks, arranged by test, which District Assessment Coordinators must be aware of and follow during the 2017–18 school year.

Which Students Should Test

Districts are required to have as many students as possible participate in the standards-based accountability assessments (MCA or MTAS) and as many English learners participate in the English language proficiency accountability assessments (ACCESS and Alternate ACESS). See Chapter 7 for further information for students in special circumstances and situations.

What Test Students Will Take

Before test administration, districts must determine which assessments and, if applicable, which accommodations or linguistic supports each student will receive. Specific requirements must be followed when determining which students should be assessed with MTAS or Alternate ACCESS. Chapters 5 and 6 include additional information about alternate assessments and available supports and accommodations.

The decision regarding which assessment to administer must be made before a student takes any assessment for the year. However, if a student changes school districts, and the new district determines a different test is appropriate, the new district should administer that test. Note: If multiple test records are received for a student, the most accommodated test becomes the test used for accountability purposes (e.g., MTAS is used instead of MCA).

Establishment of Testing Windows for Minnesota Standards-Based Accountability Tests

Minnesota Statutes, section 120B.30 charges MDE with establishing a uniform testing calendar each year; districts set their testing calendars within the state-designated testing windows. Several factors

are evaluated when establishing a testing window, including security and the impact on scoring, reporting, and accountability calculation timelines. MDE continues to evaluate how to keep testing windows as long as possible to allow the most scheduling flexibility for districts and to allow students to test as close to the end of the school year as possible, while balancing test security and the need for data. MDE sets the standards-based accountability assessments testing windows to end in May for the following reasons:

- To ensure accurate accountability calculations and correct student information on reports, MDE provides a Posttest Editing window for districts in late May—early June. This window allows districts the opportunity to verify that all students enrolled who are expected to test have the appropriate test record matched to their enrollment record. The testing windows need to end early enough in May for data to be available for Posttest Editing while district staff—especially staff contracted only during the school year—are available to make the edits.
- In years without standard setting, final data are available to districts in the summer. ("Standard setting" is the process by which performance level expectations are set the first year after tests are administered operationally; see *Building a Test* in Appendix B for additional information.)
 This allows districts time to review their data during the summer and prepare for curriculum and instruction for the following year.

Extension of Testing Windows

MDE expects districts to schedule test administrations early enough in the testing window to ensure students have the opportunity to complete testing. To ensure a smooth online testing experience, MDE expects districts to follow all recommended steps and procedures for online testing preparation at each of their sites prior to testing. If a school or district experiences technical difficulties at the local level, MDE does not grant an extension of the testing window. The same is true for weather conditions: the length or frequency of the online testing windows mitigates the need to extend online testing windows for inclement weather.

- Districts scheduled to test the final week of the online testing window must have a contingency plan (such as an alternative site to test students) should they experience technical issues in a building.
- If the state experiences a systemic failure of an online test due to widespread issues such as service provider delivery failure affecting the entire state, MDE may consider additional time for a testing window at its sole discretion.

Testing window extension announcements are made in as timely a manner as possible—once all factors have been considered and new timelines are established. Such rare extensions could affect the dates for other events that occur after the testing window, such as Posttest Editing or test results releases.

Accountability Windows

The accountability window is the timeframe during which enrolled students will be included for accountability calculations. With the implementation of a new accountability system under ESSA, a separate accountability window for English language proficiency accountability assessments has been determined.

- Accountability window for English language proficiency accountability assessments:
 Feb. 5–16. 2018
- Accountability window for standards-based accountability assessments: April 9–20, 2018

Students who are reported as enrolled in your district at any point during the accountability window will be included in the calculations. MDE uses the Status Begin and End Dates of a student's MARSS enrollment record to determine if a student was enrolled during the accountability window.

Districts should attempt to test all students who are enrolled at any time during the testing window, not only during the accountability window. See *Dual-Enrolled Students or Concurrent Enrolled Students* and *Moving Into or Out of the District during Testing* in Chapter 7 for additional information.

District Testing Calendar

To increase transparency on assessments, both state legislation and ESSA include requirements for a comprehensive district testing calendar. Legislation requires this calendar to be posted before the first day of the school year. If MDE discovers that a testing calendar is not available, they will follow up with the District Assessment Coordinator.

Districts must post the information that follows on the district website; this information may also be posted on the school-level websites if the district chooses. Districts may choose how to display the information and the format (e.g., in a chart, in calendar format). While links to the information may be provided rather than including all of the information in one place, consideration should be given to

making it as easy to access as possible. This is especially important for test administration dates. For example, the test administration dates for each school can be directly posted on the district's website with the other testing calendar information, or links to each school's website could be provided on the district's website.

On the testing calendar, districts must:

- Provide information about all tests administered, which includes both statewide testing and any
 local districtwide assessments given. Schools and districts determine what constitutes a
 schoolwide or districtwide assessment. Generally, if most students within a grade are being
 given the same assessment, it would be included on the testing calendar.
- Provide the subject matter for each assessment.
- Provide the purpose for which each assessment is used. The rationale for administering the assessment and the source of the requirement must also be included. Sample information for

statewide assessments is provided in Table 12. Districts may develop their own language or adapt this language as needed.

Table 12. Purposes and Rationales of Statewide Assessments

Test	Purpose	Rationale	Source of the Requirement
MCA and MTAS	To measure achievement on the Minnesota Academic Standards and measure academic progress of students over time	Minnesota Statutes, section 120B.30 and ESEA	Minnesota Statutes 120B.30 ESEA
ACCESS and Alternate ACCESS for ELLs	To annually assess English language proficiency of all English learners	ESEA	<u>ESEA</u>
College Entrance Exams (ACT and/or SAT)	To provide Minnesota graduates information related to career and college readiness	Minnesota Statutes, section 120B.30	Minnesota Statutes 120B.30

- Include the amount of time students will spend taking the assessment. For statewide
 assessments, MDE recommends using the estimated times provided in this chapter to
 determine the time for each test. Since the *Procedures Manual* is not posted before the
 beginning of the school year, districts should use information from the current version of the *Procedures Manual* and adjust as needed once the updated manual is posted.
 - While not a requirement, districts may consider including information about the amount of time spent in their district on test preparation and test administration, as well as how much overall instructional time is spent on testing, to help provide a frame of reference for parents and other stakeholders.
 - For local district/school assessments, information about the testing time limitations (see Chapter 2) may also be addressed.
- Post the specific dates when the majority of students will be testing for each grade and subject
 at each school within the district. The actual test administration dates must be posted, not just
 the dates of the state-designated testing window.
 - For alternate assessments (MTAS and Alternate ACCESS), the range of dates the
 assessments will be administered should be indicated, which may be a large portion of the
 testing window. Individual student administrations should not be indicated on the calendar.
 - At the beginning of the school year, districts should include the best estimates for test administration windows. Specific testing schedules by grade and subject should be updated as changes are identified, preferably no later than two months before the testing window.

- Include the timeline and format for disseminating assessment results.
 - Depending on the district's process for providing final assessment results, this could include a link to the Minnesota Report Card section of the MDE website for school and district results, or information on how results are provided through the district's parent portal.
 - Information about the delivery and distribution of Individual Student Reports (ISRs) should be included.
 - o If the district provides preliminary results from a service provider's system, this process could be included as well.
 - At the beginning of the school year, the general process for disseminating results may be included; once defined by MDE, specific reporting dates can be added.

While not required, districts may consider providing hard copies of the testing calendar to parents along with other information about testing and/or translations of testing calendar information.

Scheduling Requirements and Estimated Test Administration Times

This section provides information for districts to schedule test administration, including estimated test administration times. All tests must be administered within the testing window and follow any requirements outlined in this section. The testing windows for each assessment are located in the *Important Dates* at the front of this manual.

The scheduling of test sessions is determined by the district. MDE asks that districts develop a schedule that prioritizes the best interests of students. Administering the entire test on one day may work well for scheduling, but it is likely overly demanding for some students. District Assessment Coordinators can check with Test Monitors to find out what has worked well for scheduling in their district in the past. The MCA and MTAS are not timed, and students should be allowed to continue working on a test as long as they are making progress.

Scheduling Reading, Mathematics, and Science MCA Administrations

Districts administer the Reading, Mathematics, and Science MCA during the state-designated testing windows. The testing schedule can be set separately for each school and grade across the district as needed.

- To maintain test security, it is best practice to schedule and administer one subject on the same days in a school for the majority of the students in a given grade before administering the next subject.
- For high school science, test administration may be scheduled based on coursework completion (i.e., high school students who completed their life science course in the fall can take the Science MCA at the beginning of the testing window, while students completing their life science course in the spring can test near the end of the window).
- Students who are absent or not enrolled on the day(s) tests are administered can make up their test at any point within the testing window. However, the make-up test session should occur after the initial administration in the school.

Students are no longer required to complete a section before exiting the test. Once students exit the test for more than 20 minutes or stop testing for the day, they cannot access any items completed previously. Students must answer each item before going to the next item, which is a change for Science MCA. Items can be reviewed before going to the next section or exiting the test.

- Test Monitors should use scripted language in the *Directions for Online Administrations* to alert students prior to the end of the day's testing so that they have time to review their answers before exiting.
- Students may exit the test at any point. They are not required to complete a section before exiting, complete the same number of items, or exit in the same place as other students.
- For Reading and Science MCA, students are not required to complete a passage or scenario
 before exiting because the information they need to answer the items appears on the page they
 are viewing. However, students may choose to complete a passage or scenario before exiting
 so they do not need to read the passage or scenario again when they resume testing.
- Test Monitors may not review student tests to determine where students should exit.

Even though completion of a section is not required before exiting, all subjects continue to have multiple sections for test security and test construction purposes. However, scheduling should not be based on these sections because they are not equal in length and are not designed to be used as a way to schedule test administration.

- There are 6 sections in the Reading and Mathematics MCA and 3 sections in the Science MCA.

 The Student Directions are embedded in the first section of each test; see the Directions for Administrations section later in this chapter for more information.
- For Reading and Mathematics MCA, no section numbers appear in student tests. For Science MCA, the sections following the directions section appear as Section 2 and Section 3.

Information about test design and the tables for estimated test administration times are separated by subject in the following sections.

- The "Total Test Administration" column takes into account the time needed for students to sign in to the test and review student directions, for Test Monitors to provide scripted directions from the *Directions for Online Administrations* and answer student questions, and for students to take the test. Estimated test administration times have not been increased with the addition of the student directions at the beginning of each test. The estimated times do not include time for completing student resources (student tutorial or item samplers).
- When using the estimated times, keep in mind that the types of items (multiple choice or technology enhanced) and length of time to read passages and complete items will vary by student.
- The number of items represents the total number of items on the test, including operational items (which count towards the student's score), field test items, and off-grade items (for grades 3–8 Reading and Mathematics MCA only).

READING MCA

In the Reading MCA, items are associated with a reading passage and appear on multiple pages. Title pages appear at the beginning of each passage, and students will know when they have completed a passage when they see the title page for the next passage or complete a section. If there are two passage titles on the title page, the next set of items is associated with a text set (paired passages), which means there will be two passages associated with one set of items. Text sets count as two passages.

The Reading MCA total test administration times have not changed from last year. Because the test is adaptive, the number of passages may vary by student.

Table 13. Estimated Test Administration Times for Reading MCA

Grade and Test	Total Number of Passages and Items	Total Test Administration
3 Reading MCA	9–10 passages, 64 items	2.5–3.5 hours
4–5 Reading MCA	8–10 passages, 64 items	2.5–3.5 hours
6–7 Reading MCA	9 passages, 69 items	2.5–3.5 hours
8 Reading MCA	9–10 passages, 69 items	2.5–3.5 hours
10 Reading MCA	8–10 passages, 69 items	2–3 hours

MATHEMATICS MCA

The Mathematics MCA total test administration times have not changed from last year.

In order to report Quantile measures for the Mathematics MCA, the online administration of the test include a set of Quantile items for the 2018 administration only. These are multiple-choice items that may appear differently than the MCA items. Although these Quantile items do not count toward the MCA score, student responses on these items are important for establishing the relationship between MCA and Quantile scores. Refer to Chapter 10 for more information about Quantiles.

Table 14. Estimated Test Administration Times for Mathematics MCA

Grade and Test	Total Number of Items	Total Test Administration
3–4 Mathematics MCA	58	1.5–2 hours
5–6 Mathematics MCA	60	1.5–2.5 hours
7–8 Mathematics MCA	63	2–3 hours
11 Mathematics MCA	55	1.5–2.5 hours

SCIENCE MCA

In the Science MCA, items associated with specific scenarios appear on multiple pages. Title pages appear at the beginning of each scenario, and students will know when they have completed a scenario when they see the title page for the next scenario or complete the second section.

The Science MCA total test administration times have not changed from last year.

Table 15. Estimated Test Administration Times for Science MCA

Grade and Test	Total Number of Items	Total Test Administration
5 Science MCA	54	1.5–2 hours
8 Science MCA	65–66	1.5–2 hours
High School Science MCA	83	2–2.5 hours

ADMINISTRATIONS OF MCA PAPER ACCOMMODATED TEST MATERIALS

For students using paper accommodated test materials, the testing window is the same and the same total test administration times listed in the previous sections can be used as a general timeframe to schedule testing. The paper accommodated test books are divided into segments. Students may complete any number of segments during a testing session, but students are not required to complete the same number of segments as other students. If a student will not complete a segment during the testing session, scripted instructions for ending testing are included in the *Directions for Paper Administrations*.

Students will respond directly into the paper accommodated test books. Student responses must be entered online by a staff person during the testing window. See *Data Entry for MCA and MTAS* later in this chapter for further information.

Scheduling Reading, Mathematics, and Science MTAS Administrations

The MTAS is a performance-based assessment in which the Test Administrator uses MTAS materials to administer the test individually to each student. Student scores must be entered online by the Test Administrator or another staff person during the testing window. The entire testing window may be used to administer the assessment and enter the scores. Test administration times will vary for each student. The following estimated times have been determined based on feedback from MTAS auditors.

Table 16. Estimated Test Administration Times for MTAS

Subject and Test	Estimated Time
Reading MTAS	45–90 minutes
Mathematics MTAS	30–60 minutes
Science MTAS	30–60 minutes

Learner Characteristics Inventory (LCI) data must be entered online once for each student who will take

the MTAS; refer to the LCI form in Appendix A of this manual. LCI data must be entered before any MTAS scores can be entered. Data entry opens one week prior to the start of the MTAS testing window to allow for earlier entry of LCI data. However, MTAS tasks cannot be administered and MTAS scores cannot be entered until the MTAS testing window opens. All MTAS student scores must be entered online before the end of the testing window.

Scheduling ACCESS and Alternate ACCESS Administrations

Districts administer the ACCESS and Alternate ACCESS during the state-designated testing window. The testing schedule can be set separately for each school, grade, and language domain—Listening, Reading, Writing, and Speaking—across the district as needed.

- While the scheduling is left to the discretion of each district, MDE asks districts to develop a schedule that prioritizes the best interests of the students.
- For the grades 1–12 online ACCESS, a student's tier placement for Writing and Speaking will be determined by their performance on Listening and Reading tests; therefore, the Listening and Reading tests must be administered first. The recommended order of administration is Listening followed by Reading, with the Writing and Speaking tests following in either order.
- For Kindergarten and Alternate ACCESS, WIDA recommends a sequence of Listening/Reading, followed by Writing, and then the Speaking test.
- Make-up test sessions can be scheduled any day after the initial administration days but must be completed before the end of the testing window.
- Each domain must be completed in the same day and cannot be scheduled across multiple days. Do not start testing a domain if a student will not be able to finish it (e.g., before a lunch break or the end of the day).
 - Students may take a short break during a domain within the same day, but the test must be completed within the day.
 - o If a student cannot finish the domain within the day, the District or School Assessment Coordinator must submit the incomplete domain.
 - The only exceptions to completing within one day are in cases of illness, emergency, or technology issues that cannot be resolved by the service provider. The student may resume testing during a make-up session, but the student may not change answers to items already attempted. The Test Administrator should remind the student not to return to previously completed items.

Table 17 lists the testing times for the grades 1–12 ACCESS. Only Writing Tier A has an updated testing time. Unlike MCA, the testing times do not take into account the time needed for Test Administrators to answer student questions or for students to sign in to the test and go through the test directions and practice items.

Note: the Kindergarten ACCESS is an individually administered assessment designed to take an average of 45 minutes per student.

- The tests are designed to take no more time than indicated below. However, Test
 Administrators may use their judgement to extend more time to a student who will productively
 use a reasonable amount of additional time.
- IEP and 504 plan teams may indicate that individual students need additional time on the ACCESS.

Table 17. Testing Times for Grades 1-12 ACCESS

Test	Minutes per Test (student work only)
Listening	Up to 40 Minutes
Reading	Up to 35 Minutes
Speaking	Up to 30 Minutes
Writing Tier A	Up to 50 Minutes
Writing Tier B/C	Up to 65 Minutes

Table 18 lists the testing times for administering the Alternate ACCESS. The test administration times do not include the time that may be needed to set up the testing space, prepare the students for test administration, and distribute test materials. Times for the Alternate ACCESS are recommendations, and Test Administrators should adjust the times as necessary based on individual student needs.

Table 18. Testing Times for Alternate ACCESS

Test	Minutes per Test (student work only)
Listening	20 Minutes
Reading	20 Minutes
Speaking	20 Minutes
Writing	20 Minutes

Refer to the *Test Administrator Manual* on the WIDA website for further information on scheduling and test administration.

Technology Preparation

To ensure that districts are prepared to administer online assessments, District Technology Coordinators and District Assessment Coordinators must collaborate to ensure they have taken the necessary steps to prepare school computers and supported devices for online testing.

For MCA, PearsonAccess Next is where district and school users sign in to create and manage users, review students loaded for testing, and create and manage monitor test sessions for online testing. Online tests are delivered to students using TestNav, which is accessed through an application (installable TestNav; recommended) or a URL on the supported browser (browser-based TestNav). The Online Testing Infrastructure Readiness Checklist, in conjunction with the Infrastructure Trial User Guide, outline all steps to prepare for online testing. These documents are updated annually; supported system requirements, training webinars, and other technology support are also available. Access these resources from PearsonAccess Next (PearsonAccess Next > Technology).

For ACCESS, WIDA AMS is where district and school users sign in to create and manage users, review students loaded for testing, and monitor test sessions for online testing. Online tests are delivered to students using DRC INSIGHT, which is installed on each device. A number of resources are available on the WIDA website for Technology Coordinators to ensure readiness for online testing, including a *Technology Readiness Checklist, Technology User Guide*, supported system requirements, training webinars, and other user guides. <u>Access these resources on the WIDA website</u> (WIDA website > Assessment > ACCESS for ELLs 2.0 > Technology tab).

Site readiness confirmation is no longer collected in Test WES. Instead, MDE will provide timely technology reminders, updates, and resources to District Technology Coordinators, technology staff, and District Assessment Coordinators throughout the school year. It is expected that districts will use the available resources, including the service provider's technology support staff, to make certain their schools are ready for online testing.

Pretest Editing for MCA and MTAS

Pretest Editing for MCA and MTAS is the opportunity for districts to complete important tasks to ensure students are sent for online testing and data entry, and that the appropriate MCA paper accommodated test materials and MTAS test materials are ordered. Districts also have the opportunity to select options for the initial test materials shipment (e.g., delivery date, whether to receive MTAS test materials automatically) and confirm tasks completed at the district (e.g., certifying that staff have received district training, verifying ISRs from the past year have been delivered). Pretest Editing is completed in Test WES beginning in December and throughout the online testing windows.

Test Materials Quantities for MCA and MTAS

Test materials are shipped to the district or school based on the option selected during Pretest Editing under District Options. When possible, Pearson will implement options to reduce waste and improve cost efficiency in their packaging process.

For MCA, students are sent to Pearson in precode files for testing or data entry based on the test assignment and accommodations indicated during Pretest Editing. Paper accommodated test materials are automatically sent based on the accommodations indicated in Test WES during Pretest Editing; however, these indications must be made by the date when precode data is used for the initial test materials shipment (Jan. 19 for 2017–18).

Table 19. MCA Test Materials Available from Pearson¹¹

Test Materials	Reading MCA	Mathematics MCA	Science MCA
Regular print test books ¹²	X	X	N/A
18-pt large print test book	X	X	X
24-pt large print test book	X	X	X
Braille test book (contracted, uncontracted)	X	X	X
Mathematics or science script ¹³	N/A	X	Х

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¹¹ All students using paper accommodated test books for MCA respond directly into their accommodated test books. District staff must enter their responses online; no answer documents are used.

¹² For the Reading and Mathematics MCA, a regular test book is available as an accommodation for students with an IEP or 504 plan. See Chapter 5 for more information.

¹³ For the Mathematics MCA, the script must be used in conjunction with a paper test book. For the Science MCA, the script can be used in conjunction with the online test or with large print or braille test books.

For MTAS, students are sent to Pearson if the MTAS test assignment is indicated during Pretest Editing. MTAS test materials are automatically sent if MTAS is indicated by the date when precode data is used for the initial test materials shipment (Jan. 19 for 2017–18). However, districts may choose if they want to order MTAS test materials in additional orders, rather than receiving them automatically. Since test materials can be used by a Test Administrator for more than one student, districts may choose to order them during additional orders if they have historically received more materials than are needed.

The symbol format of Reading MTAS Presentation Pages and Response Option Cards has been removed from the test materials received in the initial test materials shipment. This format can be ordered as an additional order if most appropriate for a student.

Table 20: MTAS Test Materials Available from Pearson

Grade and Subject(s) included in Test Materials	Test Materials	
Grade 3 Reading and Mathematics		
Grade 4 Reading and Mathematics	nce Task Administration Manual,	
Grade 5 Reading, Mathematics, and Science		
Grade 6 Reading and Mathematics		
Grade 7 Reading and Mathematics	Presentation Pages, Response Option	
Grade 8 Reading, Mathematics, and Science	Cards	
Grade 10 Reading		
Grade 11 Mathematics		
High School Science		
Grade 3 Reading		
Grade 4 Reading		
Grade 5 Reading	Symbol ONLY - Presentation Pages and Response Option Cards ¹⁴	
Grade 6 Reading		
Grade 7 Reading		
Grade 8 Reading		
Grade 10 Reading		

¹⁴ Available only as an additional order in PearsonAccess Next.

After Jan. 19 (when precode data is used for the initial test materials shipment), the District Assessment Coordinator can order additional MCA paper accommodated and MTAS test materials during the additional orders window in PearsonAccess Next for new students who enroll in the district or when new or different accommodation or MTAS decisions are made. Additional test materials can be ordered until noon on the day before the last day of the testing windows so that any MCA paper accommodated and MTAS test materials arrive in time for test administration. The *Important Dates* at the beginning of this manual has the additional orders windows for each assessment.

Test Materials Quantities for English Language Proficiency Accountability Assessments

The grades 1–12 ACCESS for ELLs is administered online. Students identified in MARSS as English learners are sent to DRC one time each December for loading into WIDA AMS. Paper accommodated test materials are available to order for students with an IEP or 504 plan that require them. There are some paper test materials automatically sent for the writing domain for grades 1–5:

- For grades 1–3, DRC automatically sends Test Booklets based on the number of online testers the district indicates in WIDA AMS for those grades. Students view the writing prompts and provide a hand-written response in the test booklet.
- For grades 4–5, DRC automatically sends Writing Response Booklets based on the number of online testers the district indicates in WIDA AMS for those grades. Students view the writing prompt online and provide a hand-written response in the Writing Response Booklet.

The Kindergarten ACCESS for ELLs and the Alternate ACCESS for ELLs are individually administered using paper test materials. Kindergarten and Alternate ACCESS test materials are automatically sent based on the number of students the district indicates for each test in WIDA AMS.

Preprinted labels with student information based on the precode file sent in December are shipped with the test materials. For grades 1–5, these labels are used for the writing test; for Kindergarten ACCESS and Alternate ACCESS, these labels are used on the test booklet. For grades 6–12, these labels are only used if a paper accommodated Test Booklet is needed. Unused labels must be securely disposed of.

All test materials will be shipped to the district. District Assessment Coordinators can order additional materials during the additional orders window in WIDA AMS for new students who enroll in the district or when new or different accommodation or Alternate ACCESS decisions are made. The *Important Dates* at the beginning of this manual include the additional orders window.

Bureau of Indian Education (BIE) Schools

Bureau of Indian Education (BIE) is now a member of the WIDA consortium. The BIE pays for and oversees the implementation of the ACCESS and Alternate ACCESS tests administered in BIE-funded schools across the WIDA Consortium. Contact Brian.Bough@bie.edu with questions.

For the MCA and MTAS, BIE schools are automatically included in the same process for statewide testing as public school districts and charter schools.

Nonpublic School Participation in Statewide Accountability Assessments

The option to participate in the standards-based and English language proficiency accountability assessments is available to nonpublic schools at a cost. Nonpublic schools must administer the tests during the state-designated testing windows and must follow all test administration and security policies and procedures outlined in this and related resources. Nonpublic schools that do not adhere to these policies and procedures may be disallowed from participating in future statewide assessments.

Details for nonpublic school participation in statewide testing, including how to get access to systems and add students for testing, are available in the <u>Nonpublic School Participation in Minnesota</u>

<u>Assessments</u> document (MDE website > Districts, Schools and Educators > Statewide Testing).

Cost to Test

The test materials, scoring, and the results for the Minnesota standards-based and English language proficiency accountability assessments are provided at no cost to public school districts testing public school students. See Table 21 for 2017–18 costs of tests for nonpublic and home-schooled students.

Pearson will invoice nonpublic schools directly. For any home-schooled students participating in the district's MCA or MTAS testing, Pearson will invoice the district and the district may request payment from the parent/guardian. The MCA does meet the definition of a standardized test under Minnesota Statutes, section 123B.41, which means nonpublic pupil textbook aid may be used by the nonpublic school or home school to pay for this testing. For ACCESS and Alternate ACCESS, nonpublic schools will contract directly with DRC, and DRC will bill the nonpublic school directly.

Results for nonpublic schools participating in the standards-based accountability assessments are included with other public results reported on MDE's website. This is because students must be added to precode in order to participate in these assessments so the results follow the same process as public school districts. In contrast, because the English language proficiency accountability assessments are contracted directly with DRC, MDE does not receive the data and will not report it on the MDE website.

Table 21. 2017–18 Cost of Tests for Nonpublic and Home-Schooled Students

Test	Per Student Cost
MCA (reading, mathematics, science)	\$6.36 per subject \$6.55 per subject for paper accommodated tests
MTAS (reading, mathematics, science)	\$56.91
ACCESS	\$25.75 + processing fee ¹⁵
Alternate ACCESS	\$75.00 + processing fee ¹⁵

¹⁵ Cost noted above is per student (includes test materials, scoring, and basic reporting services), plus an additional 3 percent processing fee (minimum \$25, maximum \$600). DRC is the contact for ordering and invoicing information.

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Preparing for Test Administration

Choice of Testing Rooms

- Rooms should have adequate lighting, comfortable temperature, and a quiet atmosphere.
- If testing in a large room, ensure the room can be set up to maintain test security; see *Seating Arrangements* below.
- For online administrations:
 - Tests may be administered in a computer lab or a regular classroom with laptop computers or supported devices.
 - Workstations (computer monitors, laptop screens, or student desks) must be adequately spaced apart.
 - Only school-owned computers or devices can be used for online tests; student-owned computers or devices are not permitted. Devices issued to students by the school can be used for testing; these devices can be used for activities other than testing or taken home, as permitted by the district.
 - For MCA, students cannot access the test without the testing ticket, and on subsequent days of testing, student tests must also be resumed in PearsonAccess Next before they can log in.
 - For ACCESS, students cannot access any domain test without the domain-specific testing ticket. Because each domain must be finished in the same day, there are no subsequent days of testing.
- For paper administrations:
 - o The ideal testing room is a typical classroom.
 - Each student should have a writing surface that accommodates the test book and any allowable materials (e.g., calculator) with adequate space between students.

Freedom from Distractions

- Only people involved in taking or administering the test are allowed to be in the room; do not allow other staff or visitors to enter the room while testing is in progress.
- The location must be a closed room with a quiet atmosphere that is being used only for testing, not a public venue.
- Take appropriate actions to reduce noise such as limiting the use of alarms (except fire alarms), bells, and announcements.
- The doors of each testing room are to be closed during test administration. Post signs on the doors which state "Testing—Do Not Disturb."

Seating Arrangements

- Enough space should be allowed between students to ensure that students work independently.
 The chances for student cheating can be minimized by arranging seating so students cannot easily see other students' tests.
 - Separate computer monitors as much as possible.
 - Spread students around the computer lab or classroom to the extent possible. This is especially important for the ACCESS Speaking domain so that each student's headset is only recording their speech.
 - If students are testing at tables and not individual desks, ensure that there is enough space between students.
- Consider using commercial privacy screens or something similar using materials in the district (e.g., taping cardboard to the sides of monitors so that it extends out from the front of the screen). For desktop computers, the towers may also be used to provide a barrier.
- If space is limited and students can potentially see other screens or test materials, active monitoring of student testing must be heightened. Districts may also consider assigning multiple Test Monitors.

Materials Allowed during Testing Provided by School or Student

Refer to the applicable *Directions for Administrations* for complete lists of materials allowed during MCA test administrations. Specific information for ACCESS is included below as applicable. Since students are no longer required to complete a section before exiting, MCA exiting instructions have been removed.

- Pencils or Pens—For online testing, students may use pencils or pens with scratch paper. For
 paper accommodated test materials, students may use pencils or pens to mark answers in the
 paper test book for district staff to enter online. For test booklets for ACCESS (e.g., paper
 accommodations, writing responses, Kindergarten and Alternate ACCESS), a Number 2 pencil
 must be used in order to be scanned and scored.
- Stylus—Students may use stylus pens on supported devices as needed.
- Calculators—Handheld calculators, when allowed, may be supplied by the school, or students
 may use their own. Handheld calculators are not allowed on the online grades 3–8 Mathematics
 MCA or the Science MCA. See Calculator Use section later in this chapter for more details on
 calculators.
- **Headphones**—Headphones may be supplied by the school, or students may use their own. Headphones must be available to all students as specified below, but students are not required to use them.
 - Headphones must be provided for the online Mathematics and Science MCA because text-to-speech is available. Since the student directions in the first section of the test have text-to-speech available, headphones are also recommended for the Reading MCA.

- Headphones must be provided for the online reading, listening, and writing domains of ACCESS.
- Headsets with microphones are required for the speaking domain of grades 1–12
 ACCESS. For more information on headsets for ACCESS, refer to the <u>ACCESS for ELLs 2.0 Headset Specifications</u> (WIDA > Assessment > ACCESS for ELLs 2.0 > Technology).

 Sufficient headsets with microphones are needed to administer to recommended group sizes of 3 to 5 students.
- Keyboard—A wired keyboard is recommended for students testing on a supported tablet.
 TestNav hardware requirements indicate that a keyboard is required for tablets, but students can respond to all MCA item types using the on-screen keyboard and touch screen capabilities.
 Minnesota does not require that keyboards be provided.
- Hard-copy mathematics formula sheets—Schools may provide hard-copy versions of the mathematics formula sheets to students for mathematics tests. The formula sheets must be printed versions of the current year's formula sheets posted on PearsonAccess Next.
- Scratch paper—Schools may provide scratch paper for the MCA and ACCESS.
 - o For online assessments, districts may provide (or allow) scratch paper. Students must write their name on the scratch paper, and Test Monitors must treat the scratch paper as secure test materials. It must be collected at the end of each testing session and securely disposed of following testing (no more than 48 hours after the close of the testing window). The following material may be used as scratch paper:
 - Blank paper (notebook paper is acceptable)
 - Individual whiteboards (must be blank before and after administration)
 - Commercially-produced graph paper (blank except for grid)
 - Hard-copy mathematics formula sheets, if provided
 - Student testing tickets
 - o For paper accommodated test books for MCA, districts may also provide scratch paper as needed, following the requirements for online administrations listed above. However, students can also use blank spaces in the test book or use the grid paper and formula sheets provided in the mathematics test books to work items and make notes. If students remove the grid paper or formula sheets from the test book, they must write their names on the sheets. All materials must be collected after each testing session and securely disposed of following testing (no more than 48 hours after the close of the testing window).
- Seals—Seals are included in the test materials shipment for paper accommodated test
 materials and are used by students for securing the segments in the accommodated test books
 after completion. If a district runs out of seals, tape may be used instead. District staff must
 break the seals in order to enter student responses online after testing. Segments do not need
 to be re-sealed after data entry.
- Highlighters—Students may use highlighters in their paper accommodated test books.

Materials Not Allowed during Testing

It is not possible to provide an exhaustive list of what is not allowed during testing. Below are some common items that are not allowed. Refer to the applicable *Directions for Administrations* for complete lists of materials that are allowed for MCA test administrations. Unless explicitly allowed, students should remove or put away all other materials before test administration.

- Dictionaries, thesauruses, and other reference materials, including text books, are not permitted (see word-to-word dual-language dictionary in Chapter 6 for the exception for English learners). Calculator manuals are not permitted.
- Students may NOT use cell phones or any other devices at any time during testing, including during breaks or when testing is completed (if students remain in the testing room). Follow district policies for ensuring students do not use cell phones or other devices. See Cell Phone and Device Policy later in this chapter for more information.
- All instructional posters and graphics, including strategy techniques or methods, in the testing
 room or on a student's desk must be covered or removed during test administration for MCA
 and MTAS. Any instructional information or strategies must be covered, even if it is not related
 to the subject being tested (e.g., science information must be covered even if reading is being
 tested).
 - o MDE does not have a list of materials that can remain visible to students during testing.
 - MDE has the authority to invalidate student tests if the requirements outlined in this section are not followed.
 - Note: For ACCESS and Alternate ACCESS, even though content is referenced in the test items, a student's content knowledge is not part of the language proficiency scoring.
 Materials on the walls or on a student's desk can stay as determined by the district.

Selecting Test Monitors and Test Administrators

All students must be assigned to a Test Monitor or Test Administrator who will administer the test, monitor the students, and maintain test security throughout test administration for MCA, MTAS, and ACCESS and Alternate ACCESS. (See Chapter 4 for Test Monitor roles and responsibilities.)

In addition to Test Monitors and Test Administrators, any individuals in the room during test administration must complete required trainings and the *Assurance of Test Security and Non-Disclosure* annually. (See Chapter 3 for detailed information.) It is considered a security breach if untrained staff are monitoring statewide assessments.

Only staff involved in testing are allowed in the room during testing. A student's parent/guardian cannot be involved in a test administration or be in the same room during testing. Since student teachers are involved in daily instruction of students, they are allowed to be in the testing room during test administration. However, student teachers cannot be the sole Test Monitor and must complete required trainings and the *Assurance of Test Security and Non-Disclosure*.

If there are any non-school personnel involved with testing (e.g., volunteers assisting as hall monitors), there must be school personnel directly responsible for supervising them. Non-school personnel cannot

be Test Monitors or Test Administrators, and they must complete required trainings, as relevant for their role, and complete the *Assurance of Test Security and Non-Disclosure*.

Test Monitors for MCA

There should be at least one Test Monitor for every 30 students.

Test Monitors should be selected from the highest possible ranking from this list. If a school has exhausted the availability of persons in category "1," it should select staff in category "2," and so on.

- 1. Licensed teachers or administrators who work in the **school**
- 2. Licensed teachers or administrators who work in the **district**
- 3. Paraprofessionals who work in the school
- 4. School district personnel employed by the school district
- 5. Licensed substitute teachers who are employed by the district for the purpose of administering the test

Test Administrators for MTAS

For the MTAS, Test Administrators may be any district employee who has completed the applicable *MTAS Training for Test Administrators* in that year. However, the Test Administrator should be someone who is familiar with the student's response mode and with whom the student feels comfortable.

Test Administrators for ACCESS and Alternate ACCESS

For ACCESS and Alternate ACCESS, Test Administrators should be selected using the criteria indicated by grade and domain below.

- For all domains of Kindergarten ACCESS and Alternate ACCESS, Test Administrators must be licensed teachers.
- For grades 1–12 of the ACCESS:
 - For the online administration of the grades 1–12 ACCESS, the Test Administrator may be selected using the ranked criteria provided above for MCA.
 - o For the paper-based administration of the speaking domain, the Test Administrator must be a licensed teacher. It is strongly recommended that raters of the Speaking test be trained in second language acquisition. For the other domains, the Test Administrator may be selected using the ranked criteria provided above for MCA.

Student Resources for Testing

Several resources listed below are available to help students prepare for test administration. MDE requires that districts ensure that all students are familiar with the test and are able to successfully navigate, use the online and accessibility tools, and respond to different item types, but MDE no longer specifies which resources must be used. Each district determines which resources will be used and how they will be used. This decision may vary by school, grade, or student, depending on familiarity

with the testing format and related components, like navigation, tools, and answering different items types.

For MCA and MTAS, student resources are available on PearsonAccess Next under Preparing for

Testing by selecting the applicable page. The *Purpose of Student Resources* document on PearsonAccess Next provides additional information about two student resources for MCA: the student tutorial and the item samplers. Districts may use this document as a resource to share with administrators and educators.

The **student tutorial** is available for the online MCA on PearsonAccess Next. The tutorial has been broken down into three shorter components: navigation, tools, and item types. The tutorial is used to familiarize students and educators with the general functionality of the online test, tools, and item types in an interactive format. Detailed information for educators is provided in accompanying Teacher Guides.

Item samplers are provided to help students and educators become familiar with the content-specific format and items included in both paper and online assessments. Corresponding Teacher Guides are available for all grades and subjects of the MCA, which provide item images that show correct answers and rationales for correct and incorrect answer options.

- Online item samplers for all grades and subjects of the MCA are available, including
 mathematics and science item samplers with accommodated text-to-speech. Mathematics and
 science item samplers with pop-up translations will also be available.
- Paper accommodated item samplers for all grades and subjects of the MCA are available, including 18- and 24-point large print item samplers and mathematics and science scripts.
 Braille item samplers can be ordered from Pearson.
- For MTAS, sample versions of the Task Administration Manual task scripts, Presentation Pages, and Response Option Cards are available.

Stand-alone online calculators are available to allow students to practice using them outside of the item samplers.

Several resources are available on the WIDA website to help students prepare for ACCESS test administration. MDE expects districts to ensure students have had a chance to use the Test Practice and Sample Items so they are familiar with the test format, item types, and tools prior to test administration.

- The Test Practice items can be used to familiarize students with the test format of ACCESS for ELLs. These items are very easy but will help students become familiar with the test environment.
- The **Sample Items** can be used for familiarize students with the content and grade-level appropriate language development expectations. These items are representative of the item difficulty a student will experience on the actual test.

Tracking Secure Test Materials Provided to Students

Secure test materials must be kept in a secure, locked location except when they are being used for testing. Each district determines its procedures for keeping test materials secure, and documents the necessary steps in the district's test security procedure. See Chapter 3 for additional information.

Secure test materials for online tests include student testing tickets (because they provide access to tests and contain private student data), and, after testing has begun, student scratch paper (because students may have written test items on it). Similarly, any hard-copy mathematics formula sheets or word-to-word translation vocabulary lists provided to students must be treated as secure materials because students could have used them as scratch paper. Any materials used as scratch paper must also contain the student's name. Student testing tickets and any materials used as scratch paper must be collected at the end of each testing session before students leave the testing room. These secure materials must be kept secure between testing sessions following the district's policies (e.g., Test Monitors secure materials, Test Monitors return them to the District or School Assessment Coordinator between testing sessions).

Districts must keep paper accommodated test materials secure at all times and track them from receipt until they are returned. The security checklists, which are included in the test materials shipments, are used for this tracking. Each district determines how it will use the security checklists to track secure test materials. Assessment Coordinators and Test Monitors can use the *Test Monitor Test Materials*Security Checklist (available in Appendix A) to assign materials to students. Districts also have access to similar versions of their security checklists in PearsonAccess Next once test materials have shipped, which can be helpful in inventorying and assigning students' test materials.

Districts should have all applicable test materials (e.g., student testing tickets, accommodated test books, scratch paper) organized by Test Monitor for each student at least one day before test administration. Be sure to maintain security by following all test security procedures throughout administration.

Calculator Use

All mathematics test items can be solved in a variety of ways. Therefore, calculators are not required for any Minnesota Assessment. However, they may be used to answer all items except those in non-calculator sections.

Calculator Use with Online Tests

This section addresses the use of calculators on the Mathematics MCA and Science MCA. These tests have an online calculator tool available; see Table 22 for information on the type of online calculator available.

• For the online grades 3–8 Mathematics MCA, the online calculator tool is available in sections where a calculator can be used. Review screens divide calculator and non-calculator sections. Students may only use the online calculator on the grades 3–8 Mathematics MCA. Use of a handheld calculator by a student on the online grades 3–8 Mathematics MCA invalidates the assessment. If a student's IEP or 504 plan states that a handheld calculator must be used, the student must take the test using a regular print test book (see Chapter 5 for further information).

- For the grade 11 Mathematics MCA, the online calculator will be available throughout the entire test. In addition, handheld calculators may be used on the entire grade 11 Mathematics MCA since there are no non-calculator sections; see below for requirements related to the use of handheld calculators, specifically the policy for clearing calculator memory.
- For Science MCA, the online calculator is available for individual items if the item requires simple mathematical computations. Handheld calculators are not allowed for the Science MCA.

Table 22. Calculator Use for Online Assessments

Test	Type of Online Calculator	Can Handheld be Used?	Notes
Grade 3–8 Mathematics MCA	 Grades 3–5: Basic (TI-108™) Grade 6–7: Scientific (TI-30XS™) Grade 8: Graphing (TI-84 Plus™) 	No	The online calculator is available in the sections that allow calculator use. If an IEP or 504 plan states that a handheld calculator must be used, a paper test book must be used in conjunction with it.
Grade 11 Mathematics MCA	Graphing (TI-84 Plus™)	Yes; see notes in following sections	The online calculator is available throughout the test.
Science MCA	Basic (TI-108™)	No	The online calculator is available for items on the test that require simple mathematical computations.

Calculator Use with Paper Accommodated Test Materials

This section addresses using a calculator with paper test materials, including the paper accommodated test materials for the online Mathematics and Science MCA and Mathematics and Science MTAS. In most instances in this manual, the paper accommodated test materials for these assessments are considered "online" assessments because the student responses from the paper accommodated test books must be entered online. However, since this section focuses on students using paper test materials, the requirements for calculator usage are based on the type of test materials.

For Mathematics MCA, handheld calculators are allowed on the paper accommodated test materials (regular print, large print, and braille test books), except for the non-calculator segments in grades 3–8. Ensure students in grades 3–8 are **not** allowed a calculator in Segment 1 of the paper accommodated test materials. Students in grade 11 are allowed a calculator in any segment of the paper accommodated test materials. A student who does not follow directions and uses a calculator for any items during a non-calculator segment will have his or her test invalidated because the assessment no longer measures what was intended.

For Science MCA, some items in the large print and braille tests may require simple mathematical calculations, and a calculator may be used for these items. Since these types of items are not included on the science test each year, the item in the large print or braille test book will indicate whether a calculator can be used.

For Mathematics and Science MTAS, calculators or anything that the student uses as a calculator (e.g., assistive technology devices) may be used on any tasks.

Calculator Use General Guidelines

The information in this section is intended to be a general description of allowable practices related to calculator use. It is not meant to be an exhaustive list of specific calculators, devices, or technologies. Refer to the previous sections for specific information on the use of handheld calculators. As technology changes, these policies will be reviewed and may be updated.

- Students must be given an opportunity to become familiar with the handheld calculator or online calculator before testing. During testing, Test Monitors will not be able to assist students with the use of calculators. The only exceptions are if a handheld calculator is broken (e.g., dead batteries) or if the online calculator prevents a student from accessing an item, responding to an item, or moving within a test. For further information, see *What Help Can Test Monitors Give to Students* later in this chapter.
- Students may use their own calculator or one provided by the school when a handheld calculator is allowed.
- Students may not share calculators.
- Students may not use instructions for their handheld calculators during the test.
- Students with memory-enabled graphing calculators are not allowed to bring stored examples
 into the testing session, access programs during testing, or store the test questions afterwards.
 See below for additional requirements for memory-enabled calculators.
- Students may be asked at any time to surrender their calculator for examination by a Test Monitor and may be asked to delete programs on the calculator.
- When handheld calculators are allowed, the following are permitted:
 - Standard or four-function calculators (recommended for grades 3–5)
 - Scientific calculators (recommended for grades 6–7)
 - o Graphing calculators (e.g., the TI-83, TI-84 Plus series, and TI-Nspire, without computer algebra systems, are acceptable; recommended for grades 8 and 11)
 - Standard, scientific, or graphing calculators with a talking feature may also be used in an individual setting if its use is documented in the IEP or 504 plan.
 - Note: while specific Texas Instruments calculators are available in TestNav for online testing (as indicated in Table 22), any brand of calculator may be used when handheld calculators are allowed.

- The following are prohibited (except as an approved accommodation as specified under Assistive Technology in Chapter 5):
 - Calculators with built-in computer algebra systems (CAS)
 - Tablets or laptop computers, including PDAs
 - o Electronic writing pads or pen-input/stylus-driven devices
 - Calculators built into cell phones or any other communication devices
 - Calculators with a typewriter keypad (e.g., a QWERTY keyboard is a mini-keyboard similar in appearance and function to a word-processing keyboard with function and letter keys)
 - Calculators with an infrared data port (students will be required to completely cover the infrared data port with heavy opaque material such as duct tape.)

CALCULATOR MEMORY CLEARING POLICY

Students with memory-enabled calculators are not allowed to bring stored examples into the test session, access programs during testing, or store the test questions afterwards. For this reason, a graphing calculator must either:

- Have its memory cleared both before and after each test session, or
- Have a feature that temporarily disables all flash applications and calculator files (e.g., the TI-NSpire has "Press to Test" mode).

Test Monitors are required to check memory-enabled calculators before the test and disable any stored programs and applications by either clearing the memory both before and after the test session or by using the temporary disabling feature. Test Monitors must invoke the temporary disabling feature at the beginning of each test session and can return it to normal functionality at the end of each test session. Note that clearing the calculator memory will delete stored programs or applications. Students should be told prior to test day to save all data and stored programs on a computer or different calculator that is not being used for the test.

If a calculator can neither have its memory cleared nor have the applications and files temporarily disabled prior to test administration, students are not permitted to use that calculator during the test. Failure on the part of the Test Monitor to verify that each calculator meets the above requirements will constitute a security breach and the student's test may be invalidated.

Verifying and Correcting Student Information for Testing

Student information loaded into the service provider's systems may include a student's name, grade, MARSS/SSID number, and birth date, as well as district and school information. This information may appear in online tests or may be preprinted on ACCESS student demographic labels for Kindergarten ACCESS, Alternate ACCESS, and some grades 1–12 ACCESS materials. **Never allow a student to take an online test assigned to another student; never provide a student with an ACCESS booklet that has another student's label on it.** This will result in test scores being attributed to the wrong student.

MCA and MTAS Administrations

For online testing and data entry, District Assessment Coordinators should verify that all students are loaded to PearsonAccess Next and eligible for the subject and test expected.

- MDE sends student information to Pearson through precode files, and districts cannot manually
 add student information directly into PearsonAccess Next. The information sent in precode files
 is pulled from MARSS data submitted to MDE. Districts may also use Precode Student Eligibility
 in Test WES to manually add students who are not enrolled in MARSS to be sent in precode
 (see Chapter 9 for more information).
- Likewise, student demographic information cannot be changed in PearsonAccess Next and
 must be updated in MARSS. Students submitted in MARSS will typically be reflected in
 PearsonAccess Next in two business days; students manually added to precode through
 Precode Student Eligibility in Test WES will typically be visible in PearsonAccess Next the next
 business day.
- Test Monitors must confirm the accuracy of student information in their test sessions.

If a new student enrolls in your district and the updated information is submitted in MARSS and appears in Pearson's systems, but no test assignment is available, it could mean:

- The student already completed the test in another district. Contact Pearson to confirm since the student's on-demand reports do not move with the student.
- The student started a test in another district. Contact Pearson to move the test so the student can finish in the new district.
- A test/accountability code was entered for the student in another district. Contact Pearson to
 confirm since the student's on-demand reports do not move with the student. If the test was
 invalidated, the student may not resume testing. If the student or parent refused testing, the new
 district may request Pearson to reset the test assignment if the student will now test.

ACCESS and Alternate ACCESS Administrations

District Assessment Coordinators should verify that all English learners are loaded to WIDA AMS. MDE sends English learners to DRC through a single precode file. After this initial precode file is sent, districts must add newly enrolled or newly identified students directly into the WIDA AMS.

For Kindergarten ACCESS, Alternate ACCESS, ACCESS accommodated test materials, and the writing domain for ACCESS, verify the student information on preprinted labels prior to applying them to the test booklet. If a preprinted label is incorrect, the label may still be used but the information should be corrected in WIDA AMS.

If a student that needs to test, but does not receive a preprinted label, a District/School label must be used and the demographic information for the student must be completed. Both the front and back of the test booklet contain student demographic and other data fields collected by other states in the WIDA consortium; however, only the following student information is required to be hand bubbled for Minnesota:

- Last Name
- First Name
- Middle Initial
- District Name
- School Name
- State Name Abbreviation

- Birth Date (MM/DD/YYYY)
- Grade Level
- Gender
- State Student ID Number (MARSS number)
- District Student ID Number (MARSS LOC DIST DATA; if used in the district)

The Date of Testing field is optional; the date the test was completed for the student may be indicated in situations where the student has left the district.

Directions for Administrations

The Test Monitor and Student Directions have been renamed to Directions for Online Administrations and Directions for Paper Administrations. These directions are for Test Monitors and must be followed exactly as written to maintain a standardized test administration. Directions for Administrations are available on PearsonAccess Next.

- MCA online administrations:
 - The Student Directions component of the directions has been embedded in the first section of each student's test. Students must review these directions after they sign in and before they begin each test. Text-to-speech is available for these directions in all subjects.
 - The Directions for Online Administrations document is for Test Monitors; it contains general instructions for Test Monitors about test administration, scripted directions that must be provided to students, and a transcript of the directions embedded in the student tests. Note: Test Monitors may use this transcript to repeat directions to students as needed, but they may not read directions from the student's screen.
- MCA paper accommodated administrations: The Directions for Paper Administrations are used by the Test Monitor for administering any MCA paper accommodated test materials. They include instructions for Test Monitors and scripted directions to be read aloud to students before testing begins; when testing over multiple days, the applicable scripted directions must be read each day prior to testing.

The MTAS does not have a separate directions component since all instructions for the Test Administrator and the student are part of the scripted instructions in the Task Administration Manual.

ACCESS and Alternate ACCESS provide the scripted instructions for students and the specific directions for Test Administrators in the *Test Administrator Scripts*.

General Test Administration Considerations

Districts must develop a process for tracking which students tested with which Test Monitors; any other adult(s) who are present in the testing room (e.g., staff providing assistance, paraprofessionals) must be included. This applies to each test session (initial administration and any make-up test sessions) for the standards-based and English language proficiency accountability assessments. Districts will keep this documentation on file at the district for two years after the end of the academic school year in which testing took place. It must be available upon request for MDE audits, monitoring, or test security investigations.

A student must be known to the Test Monitor in order to test. When students are unfamiliar to the Test Monitor (e.g., Test Monitors for online schools), the Test Monitor should ask for a picture ID to verify each student's identity.

Districts must decide the process for signing students in to the online MCA or ACCESS. Some districts may have students sign themselves in, while others may sign students in before their arrival at the computer lab or testing room. Decisions will likely be based on the age of the students and their experience with the computers or devices they are using. Once signed in, students must start or resume the test themselves so that test content is not exposed on the student's screen.

Test Administration Considerations for ACCESS

For online testing of the grades 1–12 ACCESS, students who are sent in the MDE precode file will automatically be placed into test sessions based on grade cluster and domain. Districts can edit these test sessions as needed. Rosters of students in test sessions may be printed and provided to Test Administrators. Student tickets are provided by domain and contain student login information for testing. The student tickets must be printed and provided to students; since these printed tickets contain private student information and provide access to the online tests, they must be kept secure when they are not being used for testing.

While the ACCESS for grades 1–12 is administered primarily online, there are provisions for the writing subtest as follows:

- The grades 1–3 writing test is entirely a paper administration. This means students will read prompts and write their responses in a paper test booklet.
- The grades 4–5 writing prompts are presented to students online and students respond in a
 writing response booklet. If students in grades 4–5 are competent at keyboarding and wish to
 respond online, the school should determine if individual students will be allowed to respond
 online. Students who will respond online need to be moved to a keyboarding test session in
 WIDA AMS.
- Students in grades 6–12 who are inexperienced, unfamiliar, or uncomfortable with keyboarding
 may write their responses in a writing response booklet. The writing prompts are presented to
 students online. Students who will respond on paper need to be moved to a hand writing test
 session in WIDA AMS.

Paper administrations of the entire ACCESS test are considered accommodations for students with disabilities (see Chapter 6) or supports for ELs who have been enrolled in Minnesota schools for less than a year **and** have an English proficiency level of 2.9 or below on the WIDA English Language Development Standards or the equivalent. ELs must be first enrolled within 12 months of the first day of the ACCESS testing window to be eligible for paper administrations. Before ordering a paper test for a student who meets these two criteria, please consider the following:

- Other than the provisions for the writing test noted above, it is not possible to combine administration modes. Students cannot take some tests on paper and some online.
- All ELs that will test online must be provided the opportunity to become familiar with the test format, tools, and item types using the student resources provided by WIDA prior to actual testing.
- Students should be included in the decision-making process before selecting a paper administration.

Test Administration Considerations for MCA

For online testing, test sessions are created and managed in PearsonAccess Next. A user guide is updated annually and provided on PearsonAccess Next.

For test security purposes for MCA, access to student tests through TestNav is limited to the hours of 6 a.m. to 5 p.m. on weekdays throughout the testing window. For data entry tests, staff access through TestNav is limited to the hours of 6 a.m. to 7 p.m. on weekdays throughout the testing windows. If the district needs to test students or enter data outside of these hours, the District Assessment Coordinator must contact mde.testing@state.mn.us at least two business days in advance and provide the rationale and dates and times of the planned test administrations. MDE will review the rationale and determine if an exception is allowed.

Students using paper accommodated test materials enter their responses directly in the paper accommodated test book (unless they require the scribe accommodation). After testing is complete, student responses in the accommodated test book must be entered online during the testing window. See *Data Entry for MCA and MTAS* later in this chapter for more information.

Supports are small changes in test administration procedures that are available to all students, and include general test-taking practices and accessibility tools available in online assessments. Chapter 5 includes information on supports that are available for any student who needs them.

Cell Phone and Device Policy

Students may NOT use or access cell phones, wearable technology, or any other devices at any time during testing, including during breaks or when testing is completed. District and School Assessment Coordinators must develop and train staff on school-specific policies and procedures (i.e., how they will implement the no-cell phone policy) prior to test administration.

- If a student has a cell phone or device out at any point during a test session, the student's test has been compromised and needs to be invalidated, even if the student did not use the cell phone or device.
- Students also may not wear or access "wearable" technology (e.g., smart watches, fitness trackers) during testing if the device can electronically send or receive information. If one of these devices is worn during testing, the student's test must be invalidated. As technology continues to change, districts will need to discuss the types of technology students have and the plans for ensuring students do not access them during testing.
- Districts must implement policies and procedures restricting student access to cell phones and
 other devices during test administration in order to maintain test security and prevent disruptions
 for other students. Examples of district procedures include collecting student phones, verifying
 phones are turned off, and requiring students to store phones and other devices so they are
 inaccessible during test administration. Test Monitors must inform students they cannot make or
 receive calls, or send or view texts or other alerts during test administration.
- Districts must determine what action will be taken to minimize disruptions during testing if the
 district cell phone procedure is not followed. For example, if a student receives a notification
 (e.g., ringtone, vibration), the district procedure may be that the student will hand the phone
 directly to the Test Monitor and/or silence the phone without looking at it. In these cases, MDE
 does not require the district to invalidate the test if the student simply hands over the phone or
 silences it without looking at it; however, if there is any question that the student accessed the
 phone or other device, the test must be invalidated.
- Even if the student has completed testing, cell phones or other devices cannot be used in the testing room. If the student has completed testing and accesses a cell phone or other prohibited device (including wearable technology), the district will need to take further action to determine if the test should be invalidated, following their policies and procedures for accessing student devices. If the district cannot definitively determine that test security and test integrity has been maintained, the test must be invalidated.
- The only exceptions to this policy are the use of supported devices, like tablets, for taking the online test or if the device is used as a medical monitor.
 - For supported devices used to take the test, these devices cannot be used for any other purpose during testing sessions, including during test session breaks, and must be turned off or put away after the student has completed testing.
 - o If used as a medical monitor, the use must be officially documented by a medical professional, such as a licensed school nurse or licensed family doctor. The documentation should be kept at the district. If testing in a group, the student must notify

the Test Monitor before accessing the device; the Test Monitor must ensure the device is not accessed for other purposes. The student may also test in an individual setting.

• The test/accountability code for invalidations due to cell phone or device access is INV-D. The invalidation of a student's test must be documented on the *Test Administration Report*, which is kept on file at the district. Only if there was a breach of security (e.g., student uses the cell phone to take a picture of the test) does a *Test Security Notification* also need to be submitted in Test WES. Following their policies and procedures for accessing student devices, the district may need to verify whether or not test security has been breached by checking text messages or what applications the student was accessing during the test session.

Test Monitors must be focused on active monitoring throughout test administration. Districts must determine how Test Monitors will alert others if issues arise (e.g., sick student in the room, technical issues), like using a landline phone, email, text or instant message, or hanging a sign outside the door.

To allow Test Monitors to continue active monitoring with the least disruption, districts may choose to allow Test Monitors to use their cell phones to alert other staff of issues. Test Monitors may use cell phones or other electronic devices ONLY to alert others that assistance is needed. Test content can never be photographed or communicated, including when the Test Monitor needs to alert others of an issue (see *Reporting Suspected Item Errors and Issues* below). Test Monitors cannot check email or work on their cell phones, and cell phones should be silenced to reduce disruptions. If a district chooses to allow Test Monitors to use cell phones for contacting other staff during testing, the district training places particular emphasis on proper and improper cell phone use.

Staff who may be going between rooms or helping troubleshoot technical issues, like the District Assessment Coordinator or Technology Coordinator, can use also cell phones to contact the service provider's help desk, for example. However, they should step out of the room to make calls, if possible, to minimize disruptions.

Monitoring Test Administration

A critical component of successful test administration is for Test Monitors to actively monitor students at all times. "Active monitoring" means carefully observing student behavior throughout testing and ensuring students are working independently and making progress in their tests. There should be at least one Test Monitor for every 30 students.

This may mean different things depending on the type of testing room and the number of students in the testing session. For example, in a small computer lab or classroom with a small group of students, Test Monitors may be able to stay in the front of the room and actively see that all students are working independently and making progress in their tests. However, in a large computer lab or classroom, Test Monitors will need to circulate around the room to ensure that test security is maintained and students are working independently. Depending on the setting, more than one Test Monitor may be needed to ensure that students are working independently and not accessing unallowable materials. Walking around the test room discourages prohibited behavior and also makes Test Monitors available to answer allowable questions and respond to unexpected situations.

Test Monitors must actively monitor students throughout the entire test administration, even after students have been successfully testing for a period of time and do not have any questions. Examples of Test Monitor activities that are unrelated to administration of the test and that are not allowed include planning lessons, grading papers, working online, or talking casually with other staff. While the Test Monitor may need to check online test status on the computer, or stop to answer a student question, the primary focus must remain on actively monitoring students who are testing, even when test administration or technical issues arise. Districts must have a plan for providing assistance to Test Monitors in these situations (e.g., additional Test Monitors, technology staff) so active test monitoring can continue.

What Help Can Test Monitors Give to Students?

- The only directions Test Monitors can provide to students during test administration are the scripted directions in the applicable *Directions for Administrations*.
- Test Monitors may not paraphrase scripted directions in the *Directions for Administrations*,
 define or pronounce a word within a test item, discuss a test item, or give an opinion regarding a
 test item.
- If students need any of the student directions that appear in the beginning of their tests repeated, Test Monitors must use the transcript included in the *Directions for Administrations* and may not read them from the screen.
- During testing, Test Monitors may not remind students of any test-taking strategies or offer them
 encouragement, other than what is scripted in the *Directions for Administrations*. Help of this
 sort should be provided on an occasion prior to test administration, like when the student tutorial
 or item samplers are used.
- Test Monitors also may not control the pace at which students test, as the tests are not timed and students should be allowed to continue as long as they are making progress.
 - o For example, if a Test Monitor notices that a student is moving quickly through their test, he or she can remind all the students by repeating the relevant directions in the *Directions for Administrations*. It is not permissible to say to an individual student, "Did you mean to answer those items so quickly?" or "Take your time." Help of this kind is a short step from saying something that guides the student to changing answers to test items.
 - Test Monitors must follow the district policies and procedures regarding what to do if a student finishes early or needs extra time.
- Students must be familiar with how to answer different types of items—Test Monitors cannot
 provide assistance. Test Monitors cannot clarify or interpret any test item, give any indication
 that there may be a different approach or answer, or help students with answers to items in any
 way.
- Students must be familiar with the functionality of the calculator and online/accessibility tools
 and how to navigate in the test prior to the start of testing. However, Test Monitors may assist a
 student if needed with the online/accessibility tools or navigation in the test (e.g., moving
 forward and backward in the test, reviewing items) only if it prevents a student from accessing

- an item, responding to an item, or moving within a test. For handheld calculators, Test Monitors may assist if the calculator is broken (e.g., dead batteries).
- Following testing, Test Monitors or other staff may not ask students about specific test items. If students ask about a specific item following testing, Test Monitors should remind students that items are secure and not to be discussed. The Test Monitor may, however, provide instruction on the general concept but must not address or solve the specific test item.

Reporting Suspected Item Errors and Technical Issues

If a student points out a test item that appears to have an error, the Test Monitor should instruct the student to continue the test and note the grade, subject, test session, item number, student MARSS/SSID number, and information on how the online test was accessed (i.e., device or operating system, app, or browser). Similarly, if a student receives an error message in an online test, the Test Monitor should write down the error message and number along with the student information. If the technical issue prevents the student from responding to the item, the student should exit the test.

- Following the test session, the Test Monitor should notify the School Assessment Coordinator, who will notify the District Assessment Coordinator, about any test items that appear to have an error. For technical issues, the Test Monitor should contact district technology staff following the district's procedure, as needed.
- The District Assessment Coordinator contacts MDE or the service provider and gives the information collected by the Test Monitor.

The contents 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 the service provider because doing so is a breach of security.

Misadministrations Occurring during Test Administration

If a Test Monitor creates a non-standard situation during test administration, the student's test will be scored if it still reliably measures what is being assessed. However, if the misadministration compromises the validity of the test results, the test will be invalidated. Similarly, security breaches will result in invalidations of student tests if the validity of the students' tests is compromised or each student was not allowed an opportunity to independently demonstrate their knowledge.

Misadministrations, and invalidations if applicable, must be documented on the *Test Administration Report*; security breaches must be reported on the *Test Security Notification*.

The *Online Testing Situations or Misadministrations* procedure outlines some situations or misadministrations that may occur during online testing that require action by the district, MDE, or Pearson; the procedure is updated annually and posted to PearsonAccess Next prior to test administration. In many cases, the District Assessment Coordinator will contact the Pearson help desk and provide detailed information about the issue that occurred and the student or students who were affected. The Pearson help desk will follow up with further information following the guidelines outlined in the procedure. While not an exhaustive list, the procedure provides examples of possible test administration situations or misadministrations and the likely outcomes.

Test Responses for MCA and MTAS

For online assessments, only student responses that are entered online are scored. Students using MCA paper accommodated test materials must have their responses entered online by district staff. Similarly, scores for the MTAS tasks must be entered online by the Test Administrator or other district staff. All student responses/scores must be entered by the close of the testing window. Responses on scratch paper, paper accommodated test materials, or MTAS Data Collection Forms are not scored.

If a student begins to respond in another student's test, have the student stop immediately; contact the Pearson help desk for instructions on how to correct the situation. Refer to the *Online Testing Situations or Misadministrations* procedure for additional information.

Valid Score Rules

The rules for determining how many responses are required to generate a valid score (VS) score code that can be reported for a student vary by test. Information about not complete (NC) and not attempted (NA) score codes is included below as applicable.

MCA and MTAS Valid Score Rules

For all MCA grades and subjects, students must respond to 90 percent of the accountability portion of the assessment to receive a VS. Students responding to one or more items but fewer than 90 percent receive an NC score code. Students who do not respond to any items receive an NA score code.

For MTAS, a Test Administrator score entry for every task is required in order to receive a VS. When scores are submitted for at least one but not all tasks, an NC score code is received. If no score responses are submitted, an NA score code is received.

ACCESS and Alternate ACCESS Valid Score Rules

For any domain that does not have a Declined (DEC), Absent (ABS), Invalid (INV) or Special Education Deferred (SPD) code indicated, the criteria outlined in Table 23 are used to determine how many responses are required to generate a valid score in each domain of the ACCESS for ELLs 2.0 and

Alternate ACCESS. The criteria have been updated for the online Speaking domain.

Table 23. ACCESS and Alternate ACCESS Domain Attemptedness Criteria

Domain	Minimum Criteria for "Attempting" the Domain*
Listening	Online: there is at least one response captured to a scored item. Paper accommodations, Kindergarten, and Alternate ACCESS: there is one response entered in the test booklet to a scored item.
Reading	Online: there is at least one response captured to a scored item. Paper accommodations, Kindergarten, and Alternate ACCESS: there is one response entered in the test booklet to a scored item.
Speaking	Online: the record button was clicked for at least one scored item. Paper accommodations, Kindergarten, and Alternate ACCESS: there is one response entered in the test booklet to a scored item.
Writing	Keyboarding: a visible key stroke is captured to a scored item (example: a letter, a symbol.) Space bar and returns do not count as attempted. Hand Writing: there is some marking on the booklet in the response space. Kindergarten and Alternate ACCESS: there is one response entered in the test booklet to a scored item.

^{*} Practice items are not scored, and therefore do not count towards an "attempt."

Refer to Table 24 for information on determining composite scores for ACCESS and Alternate ACCESS.

Table 24. Determining Composite Scores for ACCESS and Alternate ACCESS

Domain Scores	Composite Scores		
All domains have valid scores.	Composite score is valid score (VS).		
Some, but not all, domains have valid scores.	Score code of not complete (NC) is assigned for the composite code.		
No domain has a valid score.	Score code of not attempted (NA) is assigned for the composite score. OR If the same test code is indicated for all domains, the test code is assigned for the composite score.		

Breaks and Leaving During Testing

- After approximately every 30 minutes of testing (or on a schedule determined by the district), students may be allowed a short break. Test Monitors must continue to actively monitor students during a break to ensure students do not discuss the test.
- Whenever leaving the testing room during online testing (e.g., bathroom break, break in testing), the students should exit the test or cover the test content in some way (e.g., close the laptop, turn off the monitor, turn over the device) unless an emergency prevents them from doing so.
 For paper accommodated test materials, students should close their test books.
- Only one student at a time should be allowed to leave the room, or there must be a plan and staff to monitor students if more than one student must leave. If multiple testing rooms are being used, there must be a procedure to coordinate and/or supervise the absence of students from different rooms. Test security must be maintained, and any prolonged absences or repeated requests for breaks must be investigated for a security breach.
- If the entire group must leave because of an emergency (e.g., fire alarm), the Test Monitor should close the door and secure the room when leaving, if possible. Test Monitors and staff must be available to monitor that students do not discuss the test during their time away from the testing location.
- If students are exited from the MCA due to technical issues and the issue is resolved within 20 minutes, the students can review any previously completed items in the section. However, if issues are not resolved within 20 minutes, students cannot review previously completed items.
- Any student who leaves a test session and is unable to return because of an illness or other
 emergency will resume testing during a make-up session. For online administrations, the
 student cannot return to previously completed items. For paper accommodated test
 administrations, Test Monitor should remind students that they cannot go back to previously
 completed items.
 - For online MCA, if the student does not return for the remainder of the testing window, the items the student has completed will be scored. All incomplete tests will automatically be marked complete by Pearson at the end of the testing window. However, districts may choose to mark tests complete if they wish.
 - For paper accommodations for MCA, if the student does not return for the remainder of the testing window, the responses to the items the student completed should be entered online during the testing window for scoring.
 - For ACCESS, if the student will not complete the domain, the District or School Assessment Coordinator must submit the incomplete domain.

Defective or Damaged Test Materials

If a paper accommodated test book is defective, obtain another test book (ensuring it does not also contain the defect) and give the new test book to the student. Secure test materials that contain a defect or that are torn or damaged must be returned, following the instructions provided by the service

provider. If the security number is illegible or the secure test material has been destroyed, report the security number of the affected material(s) to the service provider.

Any paper accommodated test book that is damaged by vomit or blood must have the responses entered online (or transferred to a new test booklet for ACCESS), if possible. If the answers cannot be entered or transferred, the student may complete any segments or domains not yet taken during a make-up session in a new test book. The incident, including the name of the staff person entering the responses, must be included on the *Test Administration Report*. The test book should be destroyed or disposed of in a secure manner (e.g., shredding, burning) and the security number of the destroyed test book reported to the service provider. These test books should not be returned to the service providers.

What Students May Do after They Complete a Test

After exiting or submitting a test, students may either stay in the testing room until the test session is over, or they may leave if permitted by the district. It is the District Assessment Coordinator's responsibility to make sure the district has established its procedure before testing begins.

If students stay in the testing room, disruptions for other students must be kept to a minimum. Cell phones or other devices cannot be used at any time, even if the student has completed testing or is working on something unrelated. Students may read a paper book, complete activities on paper, or sit quietly. Allowing students to have cell phones or device poses a potential security risk (e.g., student takes a picture of another student's test, student uses device to provide answers to another student). If a student accesses a cell phone or device after completing testing, the district must determine if test security has been breached; refer to the *Cell Phone and Device Policy* earlier in this chapter for further information.

Test/Accountability Codes

For standards-based and English language proficiency accountability assessments, test/accountability codes are used to describe why a student did not participate in an accountability assessment, or, in the case of invalidations, why the student's test is not a valid measure.

- Test/accountability codes for MCA and MTAS are entered in Test WES during Posttest Editing.
 Test/accountability codes for invalidations and refusals may also be entered in PearsonAccess Next during the testing window.
- Because the ACCESS and Alternate ACCESS are designed for all states in the WIDA consortium, some of the Minnesota-specific test codes can only be indicated during Posttest Editing in Test WES. There are four test codes available for indication in WIDA AMS and on the test booklets during the testing window: Absent (ABS), Invalid (INV), Declined (DEC; used for both parent and student refusal), and Deferred Special Education (SPD). Not Enrolled (NE) and Medical Excuse (ME) can only be indicated in Posttest Editing. More information on test codes for ACCESS and Alternate ACCESS is available in the District and School Test Coordinator Manual.

The close of Posttest Editing is the deadline for entering test/accountability codes for standards-based and English language proficiency accountability assessments.

Absent (ABS)

Student was absent. Indicates that the student was absent on the testing date for a subject and was unable to make up the test at any time during the entire testing window. This includes students expelled/suspended from school and unable to be tested. Do not indicate ABS if the student took part of the test—ABS should be indicated only for students who were absent and unable to be tested at all.

Invalidations

Student's test was invalidated. There are three different codes listed below for MCA and MTAS invalidations. For ACCESS and Alternate ACCESS, one code (INV) is used for all invalidations. Invalidations can be indicated during the testing window and during Posttest Editing.

The reason for the invalidation must be documented on the *Test Administration Report* for all invalidations. If the reason for the invalidation was the result of a security breach, a *Test Security Notification* must also be submitted to MDE.

INVALIDATION DUE TO STUDENT ACTION (INV-S)

INV-S is indicated if a student engages in inappropriate activity or behavior before, during, or after testing that affects the validity of the test. Inappropriate activity or behavior by students includes, but is not limited to, copying from another student, providing answers to another student, using prohibited aids such as notes, and having prohibited materials out during testing even if not used (like a calculator or text book). Note that accessing or using prohibited cell phones or devices is a separate code and not indicated as INV-S.

MDE has the authority to require a student's test to be invalidated with INV-S if a student's actions create a security breach that compromises the validity of the test results.

If the student rushed through the test and did not appear to be taking the test seriously or did not complete the test, the test should **not** be invalidated; the test should be returned for scoring and documentation can be added on the *Test Administration Report*.

INVALIDATION DUE TO DEVICE (INV-D)

INV-D is indicated when a student accesses a cell phone or other device at any point during test administration (including breaks), even if the student did not use it. The INV-D code is also used in circumstances where test security is breached using a device (e.g., capturing test content, looking up answers). If a student accesses a cell phone or device after completing testing, the district must determine if test security has been breached before invalidating the test. Refer to *Cell Phone and Device Policy* earlier in this chapter for more information.

INVALIDATION OTHER (INV-0)

INV-O is indicated for misadministrations or other situations, including staff actions, which compromise the validity of test results. Inappropriate activity or behavior by staff includes, but is not limited to, giving answers or unauthorized help or cues to students, making any attempt to improve a student's test score or altering a student's responses, allowing instructional posters and graphics or other prohibited

materials in the testing room or on a student's desk, leaving the room unattended during testing, or allowing students to leave the room unattended during testing.

MDE has the authority to require a student's test to be invalidated with INV-O if staff actions create a misadministration or security breach that compromises the validity of the test results.

Medical Excuse (ME)

Student has a medical excuse for not taking the test. A student coded ME is unable to be assessed at any time during the testing window because of a significant medical condition officially documented at the district. Do not use ME if a student took a part of the test. Use ME only for students who were unable to be tested at all.

MDE requires that the medical condition be verified annually by a licensed medical professional, operating under the scope of their medical professional license. For any future audit, districts should have the documentation on file that confirms that the students coded with a medical excuse could not have appropriately tested; this documentation must be kept on file for two years after the end of the academic school year in which testing took place.

Not Enrolled (NE)

Student was not enrolled when the test was administered in the district. Do not use NE if a student started taking the test. Districts determine when tests will be administered and should attempt to test all students who are enrolled during and after those testing dates. Students may be enrolled for one subject and not enrolled for another depending on when they enroll or drop in enrollment.

Refusal

For MCA and MTAS, there are two different codes based on whether the parent or student is refusing testing. For ACCESS and Alternate ACCESS, both parent and student refusals are indicated as Declined (DEC).

Refusals can be indicated during the testing window in PearsonAccess Next for MCA and MTAS and/or during Posttest Editing for all assessments.

REFUSAL BY PARENT (REF-P)

Student did not take the test because the student's parent or guardian requested that the district not administer the test to their child. A parent refusal must be submitted to the district in writing prior to testing. Each district determines what documentation they require for parent refusals. MDE provides a form parents/guardians may use to document their refusal for testing, but districts may require other documentation. MDE requires that parent refusals are documented annually; this documentation must be kept on file for two years after the end of the academic school year in which testing took place. Refer to Chapter 7 for additional information.

Do not indicate REF-P if a student has started or completed the assessment at the time of the parent refusal; the test will be submitted as is for scoring since the student did participate in part of the test. However, the district should indicate on the *Test Administration Report* that the parent's request for

refusal could not be honored. The district will determine with the parent if the student report generated will be provided to the parent.

REFUSAL BY STUDENT (REF-S)

Student did not take the test because the student refused to test. Districts may require that students provide written refusals. The district may also determine if student behavior prevents the student from testing. In the case of behavior, districts can attempt to administer on another day before documenting the refusal. Student refusals are not required to be documented on the *Test Administration Report* but districts may choose to document the circumstances surrounding student refusals as needed to address questions after testing.

Do not indicate REF-S if a student has started the assessment and then refuses to finish it; the test will be submitted as is for scoring since the student did participate in part of the test. The refusal to finish may be a stated refusal or based on behavior that prevents the student from finishing the test. The district should indicate on the *Test Administration Report* that the student refused to finish the test.

Summary of Codes

Table 25 provides a summary of the test/accountability codes that can be indicated on student tests. In general, test/accountability codes provide a reason why a student did not test (with the exception of some invalidations).

Table 25. Summary of Test/Accountability and Student Characteristic Codes

Code	Enter If Test Is Not Started	Enter After Test is Started or Completed	Enter in PearsonAccess Next	Enter in Posttest Editing
ABS (Absent)	Х			X
INV-S (Invalid: Student Behavior)	Х	X	Х	Х
INV-D (Invalid: Device Use)	Х	X	Х	Х
INV-O (Invalid: Other)	Х	Х	Х	Х
ME (Medical Excuse)	Х			Х
NE (Not Enrolled)	Х			Х
REF-P (Parent Refusal)	×		Х	Х
REF-S (Student Refusal)	X		Х	Х

Data Entry for MCA and MTAS

Student responses from paper accommodated test materials for the Reading, Mathematics, and Science MCA must be entered online by district staff in a Data Entry form in TestNav during the testing window. These test materials cannot be submitted to Pearson for scoring—student responses must be entered online in order to be scored. For test security purposes, TestNav can only be accessed during the hours of 6 a.m. to 7 p.m. on weekdays throughout the testing window for entry of student responses. A data entry user guide is updated annually and provided on PearsonAccess Next.

MTAS scores also must be entered online in PearsonAccess Next during the testing window. Data Collection Forms cannot be submitted to Pearson for scoring—student scores must be entered online in order to be scored. For the MTAS, the Learner Characteristics Inventory (LCI) must also be submitted before scores can be entered (refer to the *Important Dates* for the date that LCI scores can begin to be entered). Score entry user guides for MTAS are updated annually and provided on PearsonAccess Next. MTAS Data Collection Forms and LCI forms should be kept on file for one year after entering scores online in case there are any questions about scores/data entered.

If the student responses or MTAS scores were entered for the wrong student, the District Assessment Coordinator must contact the Pearson help desk as soon as the issue is discovered. The test will be reset by Pearson so the correct responses or scores can be entered.

Collection and Return of Secure Test Materials

When testing is completed, Test Monitors must verify that they have accounted for all secure test materials and return them to the District or School Assessment Coordinator. While some secure materials must be returned, others can be securely disposed of at the district. Detailed information for MCA and MTAS is provided with the shipment of test materials. Detailed information for ACCESS and Alternate ACCESS is provided in the *District and School Test Coordinator Manual*.

- Refer to the *Important Dates* sheet at the front of this manual for the date to ship secure test
 materials to service providers. The District or School Assessment Coordinator is responsible for
 collecting, packaging, and preparing all test materials for return.
- "Securely dispose" is defined as destroying materials so they are not accessible. This can be done through shredding or incineration. Each district determines the procedure to follow, including which staff will be responsible for the secure disposal (e.g., at a central location, securely disposed of by each Test Monitor). The secure disposal must be completed no more than 48 hours after the close of the testing window.

Missing Secure Test Materials

If secure test materials are missing at any point while in the district or school's possession (whether identified at the district/school or by the service provider after materials are returned), the District Assessment Coordinator must take action to search for materials and collect documentation on the chain of custody or procedure the district follows to track secure materials.

Table 26 outlines the actions taken, based on the circumstances surrounding the missing materials and whether they are located.

Table 26. Actions to Take for Missing Secure Test Materials

Circumstance	District Action		
Materials missing because of known circumstance (e.g., inadvertently shredded at the school, never received in shipment)	The District Assessment Coordinator (DAC) contacts the service provider and provides the security number. The service provider documents status of the material. See <i>Defective or Damaged Test Materials</i> in this chapter for more information. Document circumstances caused by the district (e.g., shredding) on the <i>Test Administration Reports</i> .		
Materials missing during testing window and status is unknown	 School staff notify the DAC that materials are missing, and the DAC works with school to account for the missing materials, following the chain of custody. If materials are found, determine if they were ever left unsecured (e.g., left out in a classroom) or always secured (e.g., locked in someone's desk). If unsecured at any point while missing, the DAC submits a <i>Test Security Notification</i>. If materials are not found when all other secure materials are returned, the DAC continues to work with the school to locate missing test materials. If materials are not located, the service provider and MDE will follow up and request additional documentation (refer to next row). 		
Materials missing after the close of the testing window	 The service providers and MDE will follow up with the DAC and superintendent/director on missing materials. If materials are found, determine if they were ever left unsecured (e.g., left out in a classroom) or always secured (e.g., locked in someone's desk). If unsecured at any point while missing, the DAC submits a <i>Test Security Notification</i>. If materials have not been found, the DAC must provide an account for why the materials are missing (e.g., provide description of steps taken to locate materials, security checklists documenting the chain of custody). If materials are not found and the DAC has not accounted for them after a reasonable period following the return deadline, MDE will instruct the DAC to submit a <i>Test Security Notification</i>. 		

Since the return of secure materials occurs close to the end of the school year, District Assessment Coordinators will need to develop a process with schools to ensure all test materials are returned. If the District Assessment Coordinator is not available to respond to requests, another staff member must be aware of the chain of custody in order to respond to requests to locate missing materials over the

summer. If missing test materials are located at a much later point in time, the District Assessment Coordinator should contact the service provider for instructions on returning.

Posttest Editing

After testing is completed, District Assessment Coordinators edit student assessment records (as needed) through Posttest Editing in Test WES. Posttest Editing in Test WES is available for the standards-based accountability assessments and English language proficiency accountability assessments. It is important to verify or correct student information on assessment records during Posttest Editing to ensure that reporting and accountability calculations are based on accurate and complete information. See Chapter 9 for additional information.

Late Entry of Student Responses or MTAS Scores

If student responses in MCA paper accommodated test materials or MTAS scores are not entered during the testing windows, districts can contact Pearson to arrange for a late score entry. There is a \$125 fee for late score entry for up to 10 students after the close of the test window; contact Pearson for the fee associated with entry for more than 10 students. The *Request for Late Score Entry* form in Appendix A includes instructions regarding the return of late score entry materials.

A late entry can only be requested if no scores were entered during the testing window. Changing or making additions to scores entered during the testing window cannot be submitted as late entries since these are changes to an existing test.

Depending on when requests are submitted to Pearson, late score entries may or may not be entered in time for the district to verify the records during Posttest Editing or for the records to be included in accountability calculations.

Rescores

A rescore may be requested when a parent/guardian or school district staff disagrees with the final MCA score a student received. Parents/guardians should work with the school district to initiate a rescore. District Assessment Coordinators must email mde.testing@state.mn.us with the student's MARSS number and the rationale for requesting a rescore. MDE will review the request. If approved, further information will be collected. The cost for rescoring a test is \$125 per test.

A rescore does not include test/accountability or score code changes (INV, NC, etc.) or the late entry of student responses for paper accommodated test materials or the MTAS. Any questions regarding a test/accountability code must be addressed during Posttest Editing.

Score Appeals

Scoring appeals may be available for the ACCESS Speaking and/or Writing score of a particular student. District Assessment Coordinators must email mde.testing@state.mn.us with the student's MARSS number and the rationale for requesting a score appeal. MDE will review the request. If approved by MDE, there may be a \$200 fee. Score appeals cannot be requested for Reading or Listening scores or if a test code was indicated for any domain.

Chapter 9 — Student Demographics and Data Editing

Overview

Minnesota uses student demographic data throughout the testing and reporting processes. Correct demographic data are necessary for accurate reporting, and districts and schools have opportunities to edit incorrect student data used for testing or accountability calculations. The majority of this chapter addresses data files and processes for MCA and MTAS; specific references for ACCESS and Alternate ACCESS are included as applicable.

MDE requires that a particular MARSS or state student ID (SSID) number be held by just one student. MDE's Student Identity Validation Interface is used by authorized staff (often the MARSS Coordinator) to search for known students, to validate new students, and to resolve student identity issues with submitted data. MARSS data are used as the primary source of student demographics for all assessments, and validations are run on student identities in MARSS. For testing, students must have a unique, valid MARSS/SSID number to be sent to service providers.

- MARSS Coordinators should maintain current and accurate student enrollment information in MARSS by submitting updated data through MDE's MARSS Web Edit System (MARSS WES).
- MARSS/SSID numbers for new students are created through the Student Identity Validation Interface. If there is a student identity issue with MARSS data, it must be resolved using the Student Identity Validation Interface and then updated and submitted to MARSS.
- More information on MARSS WES and the Student Identity Validation Interface is available
 by going to the <u>Data Submissions page</u> and then picking the applicable system on the left
 side of the page (MDE website > Districts, Schools and Educators > Data Submissions).

Demographic Data Elements and Assessment Precode Data

"Precode" refers to the data files that are sent to service providers with student information for testing. The precode files contain information from the MARSS enrollment record (such as the school the student is enrolled in), as well as the assessments for which the student is eligible along with any related information (such as any accommodations requested). Districts can improve the accuracy of their student records sent in precode by promptly updating student demographic and enrollment changes in MARSS.

Demographic fields included in precode data:

- District Number, District Type
- School Number
- Grade
- Last Name
- First Name
- Middle Name
- Gender

- Birth Date
- MARSS/SSID Number
- MARSS Local Use Data (an optional field that may be created by the district for internal student identification purposes. MDE does not assign or track this number.)

Demographic fields that affect enrollment record selection for precode:

- English Learner
- Special Education Status

- State Aid Category
- Status End Date

Precode Files

The precode file sent to DRC for ACCESS and Alternate ACCESS includes all students designated as English learners in MARSS; it is used to load students into the WIDA Assessment Management System (WIDA AMS) for online testing and to print student labels for paper test materials. This precode file is only sent once each year; any MARSS updates need to be submitted at least one day prior to the date when the precode data is sent. Any English learners who are newly enrolled or newly identified as EL after the precode file has been sent must be manually added into WIDA AMS.

For MCA and MTAS, precode files with student enrollment information for grades 3–12 are sent to Pearson nightly throughout the school year, beginning in the fall. Test eligibility information is sent in the precode files nightly beginning in late January through the day before the last day of the testing windows. (Refer to the *Important Dates*; since precode files are sent nightly, the last file is sent the night before the last day of the testing window.)

- The precode files include accommodations and any changes in test assignments indicated in Pretest Editing in Test WES.
- Quantities of MCA accommodated test materials and MTAS test materials will be sent automatically based on the precode file on the date indicated in the *Important Dates* (for 2017–18, this date is Jan. 19). Any MARSS updates need to be submitted at least one day prior to this date.
- After this date, any changes must continue to be made in Pretest Editing, and precode files
 will continue to be sent nightly. Though subsequent updates do not change the test materials
 that are sent (after Jan. 19, all additional test materials must be ordered during the additional
 orders window), information continues to be sent to Pearson to ensure students are eligible
 for the correct assessments and accommodations.
- When students are dropped from enrollment in MARSS, their test eligibility is removed from PearsonAccess Next.

In order for students to be loaded in PearsonAccess Next for online testing or data entry, any MARSS enrollment updates must be submitted at least two business days in advance. Once MARSS is submitted to MDE, that data is gathered overnight and is available the next business day in Test WES to make changes in Precode Student Eligibility (e.g., changing schools) or Pretest Editing (e.g., test assignments or accommodations). Any changes made in Precode Student Eligibility or Pretest Editing will be sent in the next precode file and will typically be reflected in PearsonAccess Next the following business day.

Please note: Districts that work with a Regional Management Information Center (RMIC) or other service provider to submit their MARSS data might need to provide their MARSS data earlier than the precode dates listed under the *Important Dates*. Districts should verify dates and timelines with their provider.

Accessing MDE Secure Systems

MDE's secure systems that are related to assessment include Test WES, Assessment Secure Reports, Graduation Requirements Records (GRR) system, MARSS WES, and Student Identity Validation Interface. Although dependent on their roles in the district, the District Assessment Coordinator typically has access to Test WES, Assessment Secure Reports, and the GRR system, while the MARSS coordinator typically has access to MARSS WES and the Student Identity Validation Interface. Access all of these sites via the Data Submissions page of the MDE website.

The process for requesting and modifying access to MDE secure systems is also available on the Data Submissions page of the MDE website. Prior to accessing a secure system, the Identified Official with Authority (IOwA) must pre-authorize the user's access to the system. After the user has been pre-authorized, he or she must log in to the system and request access. For questions about access to MDE secure systems, contact mde.testwes@state.mn.us.

Test WES

MDE's Test WES (Web Edit System) is used throughout the year by District Assessment Coordinators and other district staff for the following activities related to data editing and other assessment tasks:

- Viewing precode files sent to service providers, using Precode Student Eligibility to verify student eligibility, and manually adding students for testing
- Completing Pretest Editing
- Selecting District Options and completing District Confirmations
- Submitting *Test Security Notifications* (refer to Chapter 3 for more information)
- Completing Posttest Editing

Historically, Test WES has also been used to submit information used for accountability, like an alternate assessment waiver or an accountability appeal. This information will no longer be submitted in Test WES, and further information will be communicated by the MDE Division of Student Support.

Precode Student Eligibility

If students are not included in the precode files sent to Pearson, districts may use Precode Student Eligibility in Test WES to investigate why. If the student's enrollment has been submitted in MARSS, the student's demographic information and test eligibility information will be displayed after the MARSS/SSID number is entered. In addition, the message and status will indicate whether the student has been sent in precode or not.

If blank demographic fields appear instead of student information after the MARSS/SSID number is entered, then either the student's enrollment has not been submitted in MARSS or there is an error on the student's record that is preventing it from being submitted. Work with the MARSS Coordinator to submit the student's enrollment record in MARSS so that the student will be able to test.

In addition, Precode Student Eligibility is used to manually add students for testing who will not be enrolled in MARSS (e.g., home-schooled students who are participating in MCA) or to change schools when a student is dual enrolled and the student was sent in precode for the school at which they will not be testing. Students must have a valid MARSS/SSID number in order to be manually added to Precode Student Eligibility.

In general, Precode Student Eligibility should not be used in place of a MARSS submission to add students for testing. However, students can be manually added if they need to test before the next MARSS file will be submitted. Once a record is manually added or changed, subsequent MARSS updates (like a change in grade or school) will not be reflected until the manual record is deleted. Manually added or updated records in Test WES do not update student data in MARSS and are not required to be deleted once testing is over.

Additional information about Precode Student Eligibility is available in a user guide under the Help link in Test WES. Note: Eligibility for ACCESS and Alternate ACCESS do not appear in Precode Student Eligibility.

Pretest Editing

It is important that districts verify or enter the requested information during Pretest Editing in Test WES so students are sent in precode for the correct assessment (with or without accommodations) and that the appropriate MCA paper accommodated test materials or MTAS test materials will be shipped (as needed) to the district or schools by Pearson.

The following tasks are completed during Pretest Editing:

- Review students enrolled: Review the students currently enrolled in MARSS and loaded to Test WES since these are the students expected to test this spring.
- Confirm student test assignment: Each student has been assigned an MCA or MTAS in reading, mathematics, and science (when applicable) based on their past assessments. Change the test assignment as appropriate. Any students with an MTAS test assignment on Jan. 19 will have MTAS test materials automatically sent for them (unless otherwise indicated in District Options; see below).
- Indicate student accommodations and linguistic supports for MCA: Select the accommodations and linguistic supports individual students will need during testing. Codes

- can be entered or removed, as needed, throughout the online testing windows. Any accommodations or linguistic supports that require paper accommodated test materials will have those test materials automatically sent if they are entered by Jan. 19.
- Indicate custom group (optional): If you choose, a custom group name can be entered in Test WES to organize students in PearsonAccess Next for easier test session set up (e.g., Mr. Smith's class).

Pretest Editing continues until the day before the last day of the testing windows so that student enrollment and eligibility information can continue to be updated in PearsonAccess Next. However, if accommodations or test assignments are changed or entered after the precode data is sent for the initial test materials shipment, any MCA accommodated test materials or MTAS test materials must be ordered through additional orders.

Detailed information about completing Pretest Editing is available in a user guide under the Help link in Test WES.

District Options and District Confirmations

Formerly Test Administration Information, two separate screens are available in Test WES for districts to provide information to MDE. While many of these tasks are completed during Pretest Editing and described in that user guide, some timelines are later and described in other user guides. The deadlines for completing each of these are indicated on the applicable screen in Test WES.

DISTRICT OPTIONS

- District options for test materials shipment: Districts have the following options for the shipment of MCA paper accommodated and MTAS test materials and final student results.
 The options selected apply to both MCA and MTAS.
 - Delivery location: District Assessment Coordinators will identify whether they want MCA paper accommodated and MTAS test materials delivered to a central district site or to each individual school. The shipping addresses in MDE-ORG for each site will be used and must be verified. The default is to have test materials delivered to the district.
 - Delivery date: District Assessment Coordinators will choose from two different date ranges for the delivery of MCA paper accommodated and MTAS test materials. The default delivery date is the first delivery date option listed on the *Important Dates*.
- District option for MTAS test materials: Districts may choose if they want to receive MTAS
 test materials automatically or if they want to order them in additional orders. The default is
 that all sites will receive MTAS materials automatically for students who are indicated to the
 take the MTAS. Since test materials can be used by a Test Administrator for more than one
 student, districts may choose to order them during additional orders if they have historically
 received more materials than are needed.
- District option for student results labels: District Assessment Coordinators will indicate
 whether the district wants to receive individual student results labels to place in cumulative
 folders. The default is that labels will NOT be provided for MCA and MTAS.

DISTRICT CONFIRMATIONS

- District confirmation of Individual Student Reports (ISRs) delivery: Minnesota is required to
 document that districts have delivered ISRs from the past year's administration to families.
 District Assessment Coordinators must confirm that their district provided the ISRs to families
 by fall conferences.
- District certification of MTAS eligibility: Test WES will default students who took an MTAS subject last year to take the MTAS subject again this year. IEP teams must verify each year that students meet the eligibility requirements, and District Assessment Coordinators must confirm before the end of the MTAS testing window that all students selected to take the MTAS will meet the requirements at the time of testing.
- District certification of training: District Assessment Coordinators must confirm before testing
 that all staff with any role in test administration have completed required trainings, including
 the District Assessment Coordinator.

Posttest Editing

District Assessment Coordinators verify and correct student assessment records (as needed) through Posttest Editing in Test WES for the standards-based accountability assessments (Reading, Mathematics, and Science MCA and MTAS) and English language proficiency accountability assessments (ACCESS and Alternate ACCESS).

The ultimate goal of Posttest Editing is to have each student's MARSS enrollment record accurately link to the assessment records for whatever tests the student took. In order to link these records, it is important that the student's enrollment record is accurate in MARSS. Student enrollment and demographic information submitted in the most recent MARSS submissions are used for Posttest Editing. It is important to verify or correct student information on assessment records during Posttest Editing to ensure that reporting and accountability calculations are based on accurate and complete information. Test scores are not available during this period, but attempt status (see *Valid Score Rules* in Chapter 8) is indicated for all assessment records.

Nonpublic schools can participate in Posttest Editing, but in a limited way since MARSS enrollment data is not submitted; test/accountability codes can be added or changed and student demographics on the assessment record can be updated.

Detailed information about completing Posttest Editing is available in a user guide under the Help link in Test WES.

Graduation Requirements Records (GRR) System

The Graduation Requirements Records (GRR) system is used to request reimbursement for the administration of college entrance exams for eligible students. Districts can request reimbursement for ACT (ACT and ACT with Writing) and SAT (SAT and SAT with Essay) in the summer following the receipt of student results. The deadline to enter reimbursements for 2017–18 will be communicated through the *Assessment Update*. Refer to Chapter 2 for additional information.

Information on entering information into GRR is available in a user guide posted to the MDE website.

Validation against MARSS and Assessment Records

Validation against MARSS

MDE uses the Status Begin and End Dates of a student's MARSS enrollment record to determine if a student was enrolled. Often a student's Status End Date is later than the actual date the student stopped attending school.

Students' assessments will also be validated against their MARSS enrollment record. Students taking the MTAS must be designated as special education in MARSS during the testing window, or the reported score code will be set to INV-O; similarly, students taking the ACCESS or Alternate ACCESS must be designated as EL in MARSS. If a district does not make a correction in MARSS during Posttest Editing, there is no way to remove the INV score code after Posttest Editing; the request for rescore process cannot be used to change the code since rescores are used only to verify the correct score and not change a score code.

Grade is also validated against students' MARSS enrollment records. For example, if a student takes a grade 6 test, but MARSS shows the student enrolled in grade 7, the student's test record will receive a wrong grade (WG) score code instead of a score. This situation may also require a correction in MARSS during Posttest Editing.

Validation against Assessment Records

Students must take only one assessment per subject (e.g., Reading MCA or Reading MTAS). The assessment a student is to take must be identified prior to a student testing. If a student has two test records for the same subject, the most accommodated test becomes the test used for accountability purposes. For example, if a student takes the Reading MCA and the Reading MTAS, the MTAS will be used for accountability purposes.

If a student inadvertently takes the incorrect assessment, the incorrect assessment must be invalidated (INV-O) and the *Test Administration Report* completed. If the incorrect test is invalidated, then the student will receive the score on the correct test and that score will be used for accountability purposes.

Chapter 10 — Minnesota Assessment Results

Reporting Overview

Assessment results are the final component of Minnesota's assessment system. All stakeholders, including parents, students, teachers, and policymakers, can use the summative information in the results to find out how well students are achieving on the Minnesota Academic Standards or WIDA English Language Development Standards. The accuracy of the data reported for individuals, schools, districts, or the state is dependent on the accuracy and completeness of the information provided by the districts. Therefore, it is important that every District Assessment Coordinator and MARSS Coordinator ensure that all available data about each student are up-to-date and correct.

Assessment results for individual students, schools, districts, and the state are distributed to a variety of audiences through different media. The content and format of the results and reports vary by test. To aid the interpretation of the results, differences in report format across tests are minimized as much as possible.

This chapter provides an overview of the different assessment reports and results for the standardsbased and English language proficiency accountability assessments, and also clarifies the use of preliminary and final assessment results.

Preliminary Reporting in PearsonAccess Next

In PearsonAccess Next, data are available at the student, roster, school, and district levels, depending on the type of report accessed and the user role. Teachers must have student reporting groups assigned to them in order to access available results.

Reporting resources and user guides for PearsonAccess Next are available under Reporting Resources on the <u>Additional Reporting Resources page</u> (PearsonAccess Next > Reporting Resources > Additional Reporting Resources).

On-Demand Reports

Preliminary results documenting a student's score are available in On-Demand Reports within 60 minutes after testing is completed. On-demand reports at the student level are available for all MCA online assessments and student responses from MCA paper accommodated test materials entered

online. Beginning in 2017–18, on-demand reports will be available for MTAS once online score entry is submitted.

Results in on-demand reports can be exported as a data file, downloaded in a list report, or generated as PDFs. Student reporting groups can be created and assigned to teachers to provide them access to these reports.

Longitudinal Reports

Longitudinal Reports include historical test results for review and comparison at the student, school, district, and/or state level by administration, performance, and student group. Results in Longitudinal Reports are available to school or district users only.

Historical Student Data

Historical test results for a student who has previously tested in the district are available in Historical

Student Data. Historical test results are also planned to be available for all students who are currently enrolled in the district, regardless of where they tested; additional information will be provided in the *Assessment Update* when available. Student reporting groups can be created and assigned to teachers to provide them access to this data.

Published Reports

Published Reports are PDF versions of final reports. Published Reports include reports that are delivered to districts (rosters and electronic copies of the ISRs) and Benchmark Reports. Results in Published Reports are available to school or district users only.

Benchmark Reports are produced by grade for Reading, Mathematics, and Science at the school and district levels. Benchmark Reports compare school-level performance on MCA items from each benchmark against the performance expected in the school, given student scores on the entire test. The reports are a tool teachers can use to identify benchmarks and standards on which students in their school show performance above, below, or at the same level, relative to expectations based on overall test performance. A synthetic measure of expected state performance is also included as a reference for interpretation of school performance. Benchmark reports are not produced when student counts at the school or district level fall below 20— the results are less reliable, and it is difficult to identify any benchmarks that differ statistically from expectation. Benchmark Report User Guides are available on PearsonAccess Next.

Use of Results in PearsonAccess Next

The preliminary results and data in PearsonAccess Next must not be used for official accountability purposes; all official accountability data are provided by MDE. Results in PearsonAccess Next are considered preliminary for the following reasons:

- Periodic reviews of student responses are conducted, which could result in score changes.
 - All items are reviewed multiple times before and during testing to ensure they are scored and functioning correctly.
 - In a process called adjudication, student responses to technology-enhanced items are reviewed at multiple times during and after testing so that any unanticipated responses are considered.
- Test administration situations (e.g., test invalidations or misadministrations) could lead to changes from the preliminary results.

- MCA and MTAS assessment data go through Posttest Editing in Test WES before final reports are generated, and changes made during this process could lead to final results that differ from the preliminary results available in On-Demand Reports.
- Although results available in Published Reports and Longitudinal Reports will reflect edits
 made during Posttest Editing, any changes made after Posttest Editing would only be
 reflected in data at MDE. Even though this would be a rare occurrence, it is why final data
 are provided by MDE.

It is up to the district to determine how preliminary student results will be shared.

- Preliminary student assessment results provided in PearsonAccess Next can be printed and shared with students, families, and staff for instructional purposes. Similarly, summary-level data may also be used for instructional and planning purposes. However, for other purposes, like teacher evaluation, final assessment results provided by MDE must be used.
- Preliminary student assessment results should not be discussed in public forums, reflected in public meeting minutes (e.g., school board meetings), or shared with the general public or media until the final assessment results have been released publicly. This includes any summarization, growth, or accountability calculations determined by the district.
- Since school board members and charter school authorizers are not part of the school's administrative staff, preliminary assessment results may not be shared with these groups.

Early Student-Level Results for English Language Proficiency Accountability Assessments

An Excel file of early student-level results for ACCESS and Alternate ACCESS is provided in Test WES to allow districts to make decisions about instruction or placement. However, districts should not use this file to calculate school or district summaries to share with the public. Early results are not final: while the score of the student is final (except in very special circumstances), actions taken during Posttest Editing (e.g., district making changes to student data, validations against MARSS to confirm EL designations) could affect final results. Early results are not updated during Posttest Editing, and final results are provided following Posttest Editing.

Assessment Secure Reports

The Assessment Secure Reports section on <u>Secure Reports page</u> (MDE website > Data Center > Secure Reports) is where districts can view official assessment results for students, schools, and the district, as well as accountability and school improvement reports. Each district decides who has access to Secure Reports; for more information on access to MDE systems, refer to Chapter 9.

Reports provided by multiple divisions at MDE are available under Secure Reports. The Statewide Testing division is responsible for the reports under the Assessment Secure Reports heading.

User guides for each report are available on each report's page and on a separate page on the MDE website, the <u>Assessment Secure Reports Data Submissions page</u> (MDE website > Districts, Schools and Educators > Data Submissions > Assessment Secure Reports). For general questions and system functionality issues, contact mde.analytics@state.mn.us.

- District and School Student Results (DSR and SSR): The DSR and SSR files contain all
 the student-level data from the assessments, including demographic information,
 achievement level information, and test scores.
 - These reports can either be opened directly in Excel or the tab-delimited text files can be imported into a student information system.
 - Information about the contents and structure, including the location and contents of each field in the file, are contained in the user guide.
- Growth Detail Download: This report contains individual student records based on Minnesota's growth z-score calculations. These growth calculations are required under state statute but are not planned for use in Minnesota's new accountability system under ESSA.
- Growth Summary Report and Download: This report uses the Minnesota Growth Model to summarize the growth students have made during the past year. These growth calculations are required under state statute but are not planned for use in Minnesota's new accountability system under ESSA.
- Student Assessment History Report: This report allows districts to look up the individual student test history for any student who has been enrolled in their district during the current school year. The student test history look-up is conducted on an individual student basis by MARSS/SSID number, and results include historical test records validated through the Student Identity System. There is a short period of time each fall when test history is not available in the Student Assessment History Report; once the district submits MARSS enrollment for the new school year, the test history becomes available again.
- **Test Results Summary**: Summary reports are available for standards-based and English language proficiency accountability assessments. Grade-level summary reports can be generated at the district or school level. The report information generated can be printed in a PDF format or downloaded in Excel or tab-delimited text files.

Release of Final Assessment Results

At the time of publication of this manual, the timelines for reporting final assessment results are still to be determined. Previously, the general timelines for the release of results has been as follows below; any changes to this process will be communicated through the *Assessment Update*.

- 1. Embargoed final assessment results are available for district review in Assessment Secure Reports (beginning with DSR/SSR files and then Test Results Summary reports).
- Additional assessment data is provided to districts shortly before the public release, including downloadable data files and reports in the service provider systems.
- 3. When MDE lifts the embargo, final assessment results are made available publicly on the Minnesota Report Card and Data and Analytics pages of the MDE website (summary level data; student-level data omitted).

Note: Minnesota statutes require MDE to treat all data the department receives, collects, or creates to determine accountability calculations, set state growth targets, and determine student growth as nonpublic data until it is released publicly by the commissioner.

Embargoed Final Assessment Results

When final assessment results are released through Assessment Secure Reports, they are embargoed until released publicly. Final assessment results include the DSR and SSR files (student-level data) and Test Results Summary reports (district- and school-level data) described under Secure Reports above.

The embargo period typically lasts a month or more until results are released publicly. During the embargo, districts can use the final assessment results to prepare for questions from the media and local stakeholders.

This means that districts may share the results with district teachers and staff but **final assessment results cannot be shared publicly**.

Individual student results can be shared with parents and students for instructional purposes.

Final assessment summary results should not be discussed in public forums, posted online, or reflected in public meeting minutes (e.g., school board meetings) until the embargo has ended. This includes any summarization, growth, or accountability calculations determined by the district. Since school board members and charter school authorizers are not part of the school's administrative staff, embargoed final assessment results may not be shared with these groups; see *Sharing Private Student Information Outside the School and District* later in this chapter for information about providing results to school board members and charter school authorizers.

If media outlets contact the district for results during the embargo period, they should be directed to the MDE Communications division.

In order for MDE to continue to provide final assessment results to districts prior to the public release, it is important that all districts abide by the embargo constraints and timelines.

Additional Data Provided to Districts

Historically, downloadable data files have been provided under Test Results Summary in Assessment Secure Reports shortly before the public release. These files allow districts to access and compare test results for districts and schools across the state to prepare for the public release of results. However, final assessment results are still embargoed until released publicly.

Results from the current year have also been released in the service provider systems shortly before the public release. While the reports available in these systems may also be used to help prepare for the public release, results in service provider systems are considered preliminary and any summary information is embargoed until the public release.

Public Release of Final Assessment and Accountability Results

Once results are released publicly, the information is available through the <u>Minnesota Report Card</u> (MDE website > Data Center > Minnesota Report Card). It allows users to see how various groups of students across the state and within districts and schools performed on various tests and subjects over the years. Summary data is suppressed on the public MDE website when there are fewer than 10 students in a student group. The limitation helps protect student privacy and discourages making inferences from the results of a small group of students.

The public release of results also includes public downloadable data files. The downloadable data files are available in the Accountability and Assessment section of the Data Reports and Analytics) and Analytics).

Communicating Assessment Results to the Media and Public

Communicating assessment results is often the responsibility of the District Assessment Coordinator. The suggestions below come from experienced District Assessment Coordinators.

- The District Assessment Coordinator should work closely with district administrators (e.g., Superintendent, Assistant Superintendent, Curriculum Director) on the plan and procedures for sharing test results with the school board, school administrators, staff, families, and the media. This plan should include:
 - Who will share the test results with each group
 - When will the test results be shared with each group
 - o How and where will the test results be shared with each group
 - What level of results will be shared with each group
- Keep these points in mind when communicating your test results:
 - Specify the test on which you are reporting.
 - Explain the purpose of the test and any changes in the test, including changes in the academic standards assessed, or test administration.
 - Explain how the results are used within the district and at the state.
 - Use acronyms sparingly; spell out names as much as possible or at least the first time they are introduced in your reports.
 - Create tables and graphs that the general public can understand.
 - Be proactive in your reporting message. The initial story will be the first time the public hears about the results.
 - Explain how the data will be used in the district and schools. Avoid defensive comments or making excuses for the results.
 - Highlight new district programs and innovations put in place to improve student achievement.

Possible questions that media and stakeholders may ask include:

- What is your general reaction to the results?
- What are the highlights and lowlights of the data?
- What is the district/school doing to increase achievement?
- What about achievement gaps?
- Why are the scores different from last year?

Technical Reports

This section provides additional information on the technical reports provided by MDE. Technical reports provide background and technical information about the construction, scoring, and psychometric characteristics of the MCA and other statewide assessments. View the Technical Reports (MDE website > Districts, Schools and Educators > Statewide Testing > Minnesota Tests > Technical Reports). The types of reports available on this section of the website include:

- Achievement Level Cut Scores: Document that provides the minimum scale scores required for each achievement level on the Reading, Mathematics, and Science MCA.
- **Alignment Reviews**: Information about studies conducted to evaluate the alignment of the grade-level assessments and the Minnesota Academic Standards.
- Comparability Studies: Reports on the comparability of student performance across testing mode (online versus paper).
- Raw-to-Scale-Score Tables: Documents that provide the correspondence between raw score (number of questions correct) and scale score for a specific test subject and grade. They are provided for the Science MCA and all subjects of the MTAS; raw-to-scale score conversion approaches are feasible only when all students take the same fixed form of the test.
- Scale Score-Percentile Rank Tables: Documents that provide the scale scores that correspond to the achievement level and percentile rank for each grade and subject. While the percentile ranks are updated annually, the scale score cuts for the achievement levels remain consistent from year to year until new academic standards are implemented. For Reading and Mathematics MCA, the scale score is not based on a raw score total but on the specific pattern of correct and incorrect responses given by the student to the particular set of items that they were administered.
- **Standard Setting Technical Reports**: Reports on the process used to set the achievement levels for assessments that categorize student performance.
- Technical Manuals and Yearbooks: Technical Manuals provide detailed information on the
 construction, scoring, reporting, and psychometric characteristics for assessments. The
 corresponding Yearbooks provide statistics on the measurement properties and score
 distributions of the assessments for administrations during an academic year.

Final Student Reports (Standards-Based Accountability Assessments)

Reports for MCA and MTAS are shipped to the district and include the paper copies of the Individual Student Reports (ISR) and optional student results labels (if the district requested them).

The ISR includes the student's overall results as well as performance within the subject. Performance level descriptions are also included on the ISRs to facilitate interpretation. The ISR may include school, district, and state averages for comparison and the performance history and student progress scores. A number of resources are available on PearsonAccess Next for the ISRs, including the *Interpretive Guide*, *ISR Quick Guides*, and ISR videos (PearsonAccess Next > Reporting Resources > Individual Student Reports (ISRs) Resources).

Hard copies of the ISRs are sent to the district to be sent home to parents/guardians. MDE will post (on its website) the date paper reports have been shipped to districts and parents can ask the local district/school for them at that time. Federal legislation requires that student reports are distributed to parents/guardians. DVDs containing PDF images of the student reports (electronic district copy) are provided with the final reports. Electronic versions of the printed ISRs are also available in Published Reports in PearsonAccess Next.

- For the 2017–18 school year, ISRs must be distributed to parents no later than fall conferences. (In years when standard setting must take place and reports are distributed later in the fall, ISRs must be delivered within 30 days of receipt.)
- While preliminary on-demand reports available on PearsonAccess Next or district-created reports based on final test data can be provided to parents earlier than the receipt of the ISRs, MDE requires that districts distribute the state-produced results, which have gone through rigorous quality checks.
- However, it is a district decision if the hard-copy reports are distributed or if electronic versions are provided (i.e., through a secure parent portal); if provided electronically, the final version from the DVD or Published Reports must be used.

If requested by the district, adhesive student results labels with test score information are provided for every student tested. These labels can be used on student permanent hard-copy filed. Districts select whether they want to receive the student results labels under District Options in Test WES.

Final Reports (English Language Proficiency Accountability Assessments)

Final reports for ACCESS and Alternate ACCESS, including hard-copy Individual Student Reports (ISRs), Roster Reports, and School and District Frequency reports, are provided by WIDA and DRC and are sent directly to the district. Like standards-based accountability assessments, student reports for 2017–18 ACCESS and Alternate ACCESS must be distributed to parents no later than fall conferences.

The following reports are available in WIDA AMS for ACCESS: District and School Student Response Files, Individual Student Reports, Student Roster Reports, District and School Frequency Reports, Parent/Guardian Reports for K, Translated Student Reports, and Translated Parent/Guardian Reports for K. As with standards-based accountability assessments, these results in WIDA AMS are considered preliminary and must not be used for official accountability purposes. Final accountability data is provided by MDE. Any results in WIDA AMS are considered embargoed until the public release of results (see *Embargoed Final Assessment Results* above). Preliminary student results provided in WIDA AMS can be printed and shared with students, families, and staff for instructional purposes.

WIDA provides resources for using the reports, including Interpretive Guides and a user guide on viewing student reports. Access these resources from the WIDA website (WIDA website > Assessment > ACCESS for ELLs 2.0 > Scores & Reports).

Making Comparisons using Results

Districts or schools may want to know how well they did this year compared with last year or how well they did this year compared to another district or school. Similarly, districts and schools may want to know how to track student progress over time.

Comparing District and School Summary Results

Districts can use test results summary reports and data files, described in this chapter, as well as growth data and accountability data provided by MDE to compare district and school results over time.

Making appropriate comparisons and inferences can be complicated when changes in test content and scoring, test participation, or test administration context have occurred. Some information is included in this section, but a history of the Minnesota Assessments is included in the applicable *Technical Manuals*, described previously.

The first consideration to keep in mind is the academic standards that are assessed. Results should only be compared across years where the same versions of the academics standards were assessed. Refer to Table 27 for additional information; the schedule for academic standards revisions is in Appendix B, *Building a Test*.

Table 27. Comparing Assessment Results from Year to Year

Test	Grades	Year Academic Standards Last Revised	First Year Assessed on Revised Standards	Years Scores Are Comparable
Mathematics MCA and MTAS	3–8	2007	2011	2011 to present
Mathematics MCA and MTAS	11	2007	2014	2014 to present
Science MCA and MTAS	5, 8, HS	2009	2012	2012 to present
Reading MCA and MTAS	3–8, 10	2010	2013	2013 to present

Even within the period of time where the same academic standards are assessed, there may be other changes to keep in mind. Some examples are listed below.

- When individual student graduation stakes associated with high school MCA tests changed in 2013–14, students no longer needed to achieve proficiency as a way to meet graduation assessment requirements. Consideration should be given to the extent to which performance changes are attributed to content mastery versus motivation.
- Similarly, comparing the results of the 2012 Mathematics MCA-III, with three online testing
 opportunities, against those of single-opportunity administrations in 2013 or afterward poses
 a number of interpretive challenges.
- From 2011 to 2014, schools could offer the MCA-Modified to persistently low-performing special education students in place of the MCA. As a result, participation on the MCA by

special education students may have declined in some districts and schools. Starting in 2015, the MCA-Modified was no longer offered, and thus special education student participation in the MCA may have increased.

Comparing Individual Student Results

A common tendency is to compare scale scores from the past year to those in the current year, but these comparisons do not provide an adequate basis for making inferences about student progress. In order to appropriately evaluate individual student results over time, MDE provides a few different measures.

ACHIEVEMENT LEVELS

The achievement level a student's score represents (e.g., Meets the Standards, Partially Meets the Standards) provides a general measure to compare a student's performance from year to year. Corresponding <u>achievement level descriptors (ALDs)</u> are available (MDE website > Districts, Schools and Educators > Statewide Testing > Achievement Level Descriptors). The ALDs provide well-defined descriptions of the skills and knowledge associated with each of the four achievement levels for a particular grade and subject.

STUDENT PROGRESS AND CCR SCORES

Student progress scores for grades 3–8 and student career and college readiness (CCR) scores for grades 10 and 11 are provided for reading and mathematics on Individual Student Reports (ISRs) and District and School Student Results (DSR and SSR) files. These scores, required by Minnesota Statutes, section 120B.30, are measures of students' career and college readiness. They are not reported for science.

Goal scores have been established for both student progress scores and student CCR scores to compare whether students are on track to pass a college entrance exam by the end of grade 11. Additional information about the student progress and CCR scores, including the goal progress scores, is available in the <u>District and School Student Results (DSR/SSR) User Guide</u> (MDE website > Districts, Schools and Educators > Data Submissions >Assessment Secure Reports).

For **grades 3–8**, the student progress scores may be based on both on-grade and off-grade test items in reading and mathematics. The progress score puts the on-grade and off-grade items onto an across-grade vertical scale that has equivalent meaning across grades. These progress scores can be more meaningful when used to infer progress toward grade-level expectations.

- A student who has a progress score at or above the goal progress score is expected to be on track to meet grade-level expectations in the next grade's coursework.
- A student who has a progress score below or near the goal progress score may not be on track to meet grade-level expectations in the next grade's coursework and may benefit from additional instruction.

For **grades 10 and 11**, the student's MCA reading or mathematics scale score is on the same scale as the CCR goal score and can help determine if a student is on track to demonstrate career and college readiness.

- Students who are at or above the CCR goal score are expected to be on track to
 demonstrate college and career readiness in that subject on a college admissions test at the
 end of grade 11 and be able to successfully complete coursework in their respective subject
 without remediation.
- Student scores below the CCR goal score may indicate that the student's performance is not on track to meet career and college readiness.

Minnesota Statutes, section 120B.30 indicates that Minnesota State colleges and universities may use the student's high school MCA scale score as one measure to inform course placement. Minnesota State colleges and universities have established MCA-III Placement Score Ranges to determine whether a student should be enrolled in a credit bearing college level course or enrolled in a developmental non-credit bearing college course. For more information about how Minnesota State colleges and universities may use high school MCA reading and mathematics scores to assist in determining college course enrollment, go to the Minnesota State website.

Progress score averages for schools and districts are difficult to interpret, in part because student progress scores vary greatly by grade and prior achievement. Analyzing and interpreting progress scores should be done by individuals skilled in addressing these and other technical issues. MDE recommends that across-grade average progress scores not be used to measure progress for a school or district. Rather, growth data is better suited for these comparisons.

GROWTH Z-SCORES

Minnesota's growth z-scores are another measure of student progress over time that can also be summarized to determine growth at a student group, school, and district level. It is a separate measure from the student progress and CCR scores; growth z-scores compare student performance to other students, whereas the student progress and CCR scores provide information about student performance related to proficiency.

Students receive individual growth results by comparing their score from last year to an expected score in the current year. This growth result tells us whether students are progressing from year to year at expected rates based on similar peers. Expectations for students are set based on average improvements from year to year on statewide assessments. These growth scores, which are reported as differences around a mean in standard deviation units are commonly referred to as z-scores.

Student growth (high, medium, and low) is currently reported on the ISR, the DSR/SSR files, and the Growth Detail Download Report in Assessment Secure Reports. Districts can use the growth target files available on the MDE website (under Data Center > Data Reports and Analytics > Assessment and Growth Files) to determine student growth expectations for the current year.

District and school growth information is currently provided in the Growth Detail Download in Assessment Secure Reports. Growth z-scores are not planned for use in Minnesota's new accountability system under ESSA.

Additional Reporting Resources

Perspective and Learning Locators

Pearson's Perspective website provides learning resources for educators (through the Perspective for Educators site) and families (through the Perspective for Families site). Both of the Perspective sites are available on PearsonAccess Next under Quick Links.

- Perspective for Families can be accessed without logging in or creating an account.
- For Perspective for Educators, resources are available to browse without an account; however an account is required in order to create assignments and quizzes to assign to students. To browse resources in Perspective for Educators without an account, enter the "mn_edu" pass phrase.

Learning Locator codes are provided for students on MCA On-Demand Reports and Individual Student Reports. Learning Locator codes lead directly to targeted instructional resources within Perspective. Students, families, and educators can enter these codes into Perspective to access resources aligned to the student's achievement level. The Learning Locator Codes for Educators provides a reference of the Learning Locator codes by grade and performance standard. For details on how to use Perspective, refer to the quick start guides available on the Perspective sites.

Lexile Scores

Reading MCA On-Demand Reports and ISRs include Lexile scores. View the Lexile Framework for Reading (Lexile.com). The Lexile Framework, developed by MetaMetrics® Inc., measures not only a student's reading ability but the reading level of various texts. Parents and teachers can use Lexiles to determine whether a text with a known Lexile level is too easy, too difficult, or at the right level for a student. Students who read text at the right level are more likely to improve their reading skills.

Quantiles

Beginning in 2017–18, Mathematics MCA ISRs will include Quantile scores; Quantiles will be included on On-Demand Reports in future years. View the Quantile Framework for Mathematics (Quantiles.com). The Quantiles Framework, developed by MetaMetrics® Inc., describes a student's ability to solve mathematical problems and the demand of mathematical skills and concepts. Quantile measures provide insight into a student's readiness to learn more advanced mathematical skills and concepts.

Public and Parental Access for Review of Statewide Assessments Policy

Parents and guardians who want to see their child's responses to a statewide test must make the request in writing to the Division of Statewide Testing. Parental review of an actual test is allowed only by setting up a mutually agreeable time to view materials at MDE in Roseville. See Appendix B for the *Policy for Public and Parental Review of Statewide Assessments*. Parents are not allowed to see the test before it is administered.

Use of Student Information

This section includes detailed information data practices and use of student information.

Sharing Student Information in the School and District

Two laws govern how districts and schools must use and manage student information: the Family Educational Rights and Privacy Act (FERPA) and the Minnesota Government Data Practices Act (MGDPA).

FERPA (20 U.S.C. § 1232g; 34 C.F.R Part 99) is a federal law that protects the privacy of student education records. The law applies to all districts and schools that receive funds under an applicable program of the U.S. Department of Education.

- View FERPA language on the U.S. Department of Education website (http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html).
- <u>View FERPA language on the Electronic Code of Federal Regulations page of the U.S.</u>
 <u>Government Printing Office website</u> (http://www.ecfr.gov/cgi-bin/ECFR?page=browse).

MGDPA, Chapter 13 of the Minnesota Statutes, also governs student information and establishes general requirements for data practices in schools. It applies to all public schools, including charter schools.

- View MDGPA language on the Minnesota Revisor's webpage (https://www.revisor.leg.state.mn.us/statutes/?id=13)/?id=13).
- <u>View MGDPA language governing educational data on the Minnesota Revisor's website</u> (https://www.revisor.leg.state.mn.us/statutes/?id=13.32).

Much of the information in the student test reports and data files, such as test scores and eligibility for free or reduced-priced meal, is classified as private data under both FERPA and the MGDPA. If the information is directly related to an individual student, then it is classified as private educational data and cannot be shared, even within the school community, unless either the district and school has parental consent to do so or an exception in state or federal law allows the data to be shared with the intended recipient. The responsibility to keep this information private applies to all individuals who have access to it, including teachers, teacher aides, and other education professionals working in the school and district.

One exception in FERPA allows the school and district to share information from a student's record with school officials who have a legitimate educational interest in knowing the information. Each school and district makes its own determination as to whether teachers have a legitimate educational interest in a specific piece of information from a student's record (such as eligibility for a free or reduced-price meal) and should proactively make this determination for any teachers or other personnel being allowed access to specific information about individual students **before** giving the access. The MGDPA also requires that individuals should not have access to private data on individuals unless they have a work assignment that requires access to the information. Therefore, information from a student's test reports and data files, including eligibility for a free or reduced-price meal, should be shared only with individuals who are directly involved in administering and enforcing an educational program, and who have a specific legitimate educational interest in knowing.

If a school plans to share information about all students with all teachers in the school, then it must be able to justify that all of the teachers have a legitimate educational interest in knowing the information about individual students, such as to coordinate services and training or help students improve educational outcomes. However, schools should consider whether this method of sharing is most useful to the students (as opposed to convenience for staff). From a best practices perspective, schools should share student data on as limited a basis as possible to serve the needs of the students while also protecting their rights and privacy. MDE does not recommend that schools share all student test reports and data files with all teachers.

Sharing Students' Private Information Outside the School and District

Schools and districts may only share student information (such as test scores and other information about the student in test data files) with the parent's consent or if a state or federal law allows the data to be shared with the intended recipient.

Schools and districts may choose to share educational data within the educational agency—including with the school board. Like all FERPA exceptions, the exception allowing schools to share educational data within the educational agency is permissive but not required. If a school chooses to share data with the school board, it should do so selectively and only when it has determined that the board has a legitimate educational interest in the information. Because the school board is not part of school administrative staff, schools must not share any data about tests with the school board, including summary data, during the embargo period for final assessment results.

Charter schools also may wish to report some information to their charter school authorizers to show how students are performing on statewide tests.

- If a charter school does not want to share student-level data with the charter authorizer, it can share summary data that reports testing information about groups of students in a way that does not potentially identify any individual student.
- If a charter school is considering sharing private student-level data with their authorizer, a FERPA exception allows schools to do so with an authorized representative for purposes of evaluating or auditing an educational program, or for purposes of ensuring compliance with federal education program requirements. To share student data with its authorizer under this exception, a charter school must determine that the purpose is compliant with FERPA; must designate the authorizer as an authorized representative; and must enter into a data sharing agreement with the authorizer.

As a best practice, MDE recommends that charter schools limit the amount of private information shared to that which is necessary, and that schools consider removing identifying information even if they enter into an authorized representative data sharing agreement. The school should work with its legal counsel or other qualified person to ensure that the data sharing agreement satisfies FERPA requirements. However, because the charter school authorizers are not part of school administrative staff, schools must not share any data, including summary data, about tests with the authorizers during the embargo period for final assessment results.

FERPA and the MGDPA place similar restrictions on MDE. FERPA regulations authorize MDE to redisclose private information about a student without consent only in limited situations:

- If the redisclosure is to an organization conducting studies for, or on behalf of, educational agencies or institutions for the purpose of improving instruction, or
- If the redisclosure is to authorized representatives for evaluation or audit of a state or federally funded education program.

If MDE shares data with outside researchers or authorized representatives, it must enter a data sharing agreement before any data is shared. The agreement must identify the entity that will receive the data, the purpose for which the data will be used, the scope of data that will be shared, and how the entity will protect the privacy and security of the data. When sharing private student information from assessment data files with researchers or authorized representatives, MDE takes additional steps to protect data privacy. For example, all requests are reviewed by the MDE Data Sharing Review Team, and generally MDE does not share student identifiers such as name, MARSS number, or date of birth with researchers. MDE requests that districts and schools take similar steps to comply with FERPA and protect student privacy when sharing data with researchers.

Any entity (e.g., law firm, research organization) or individual outside of a school district that wishes to request assessment data must complete a data request. <u>View the Data Practices section for more information</u> (MDE website > About MDE > Data Practices).

Secure Methods for Sharing Student Information

MDE recommends that schools and districts avoid using email to share student testing results with staff members. If you choose to use email to share data, MDE requests that you use a secure email method ensuring the content of the email cannot be viewed by someone other than the intended recipient. Please remember that complete student demographic information (i.e., combination of student name, date of birth, and MARSS/SSID number) should **not** be emailed outside your network for any reason. This includes screenshots or attachments where student information is included.

In addition, please remember to send only a student's MARSS number to MDE when requesting help on student records. Do not send multiple demographic data elements (e.g., a combination of student name, date of birth, and MARSS number) electronically. This includes screenshots of MDE systems or attachments where student information is shown. Districts should use the File Exchange in Test WES to upload a file if secure information needs to be provided to MDE.

Providing Assessment Results When Students Move or Are Not Enrolled

When a student moves between schools or districts, the school/district where the student tested is authorized under a FERPA exception to release test results to the receiving school or district. Minnesota law also requires that when a student transfers, the school must transmit the student's educational records to the new school where the student enrolls. Parents/guardians requesting test scores will need to contact the school district where their child was tested to receive them.

MDE expects districts and schools to provide statewide assessment results (and districts may also include any local assessment results, if they choose) to the receiving school or district when a student moves. However, if the sending school or district does not provide the test results, the receiving school or district may use the Student Assessment History Report to look up the individual

student statewide assessment history for any student enrolled in their district. Note: requests for student test scores for recently transferred students sent to MDE on *Request for Test Scores* form will not be fulfilled.

To obtain assessment history for students who are no longer enrolled (e.g., ABE students, "super seniors" who have completed all coursework but still need to meet graduation assessment requirements), the district should first contact the district where the student was previously enrolled. If the District Assessment Coordinator in the previous district cannot locate the requested test scores or does not respond, the District Assessment Coordinator in the new district must contact MDE since their testing history cannot be accessed in the Student Assessment History Report. As needed, email mde.testing@state.mn.us to request a copy of the appropriate Request for Test Scores form to request test scores for these students.

Note: Since students enrolled in nonpublic schools are not submitted in MARSS, nonpublic schools cannot look up assessment history through the Student Assessment History Report.

Appendix A — Forms



ASSURANCE OF TEST SECURITY AND NON-DISCLOSURE

Effective for school year 2017-2018

The Minnesota Department of Education (MDE) is required by state statute to implement statewide testing programs. Test security must be maintained to provide an equal opportunity to all students to demonstrate their academic achievement and to ensure the validity of test scores and the integrity of state assessments. Failure to maintain test security jeopardizes district and state accountability requirements and the accuracy of student, school, district, and state data. Test scores are included in important decisions about students' future success; it is essential that they reflect the truth about what students know and can do. This form must be signed prior to being involved in any aspect of test administration.

All test content, secure test materials, and student responses, whether in draft or final form, are considered secure, and only authorized persons are permitted to have access to them. Authorized persons:

- Are administrators, educators, staff, or other persons designated by the district who have a role in storing, distributing, coordinating, or administering tests.
- Have received appropriate training to fulfill their assigned roles.
- Have signed this agreement.

Responsibilities of authorized persons who may potentially interact with secure test content, student responses, and data are outlined in the *Procedures Manual of the Minnesota Assessments* (hereafter *Procedures Manual*). By signing this form, you agree to the following assurances:

- As required for my role in the administration of the statewide testing program, I am responsible for understanding
 relevant information contained in the current year's *Procedures Manual* and directions for test administration. I will
 abide by policies and procedures detailed in the resources for statewide test administration.
- As required for my role, I am or will be trained in the administration policies and procedures for statewide tests before participating in any part of statewide test administration.
- As required for my role, I will instruct staff on state and district procedures for maintaining test security and will not
 allow unauthorized persons to distribute, coordinate or administer tests, or have access to secure test content and
 materials.
- As required for my role, I will follow the procedures in the *Procedures Manual* to investigate and notify the appropriate school and district staff or the Minnesota Department of Education immediately upon learning of potential misconduct or irregularities, whether intentional or unintentional.
- I understand that MDE has the responsibility to oversee the administration of the statewide tests. I will cooperate fully with MDE representatives, and school officials when applicable, in all aspects of test security compliance including but not limited to monitoring visits, desk audits, and investigations.
- I understand that test data and documents that contain student-level information are considered confidential and secure. I will follow all applicable federal and state data privacy laws related to student educational data, including data within reports and data accessible in electronic systems provided by MDE or its service provider(s).
- I understand my responsibility to enforce proper testing procedures and to ensure the security and confidential
 integrity of the test(s). I will apply and follow procedures designed to keep test content secure and to ensure the
 validity of test results, including but not limited to:
 - Recognizing the rights of students and families to accurate test results that reflect students' individual, unassisted achievement.

- Protecting the confidentiality of statewide assessments and ensuring the validity of students' results by safeguarding secure test content, keeping test materials in a secure area, and adhering to chain of custody requirements.
- Never retaining secure test materials in my custody beyond the allowed times to process, distribute, coordinate, administer, and return them, as appropriate for my role.
- Ensuring that no part of the paper or online tests are outlined, summarized, paraphrased, discussed, released, distributed to unauthorized personnel, printed, reproduced, copied, photographed, recorded, or retained in original or duplicated format, without the explicit permission of MDE or as authorized in the Procedures Manual.
- Never permitting or engaging in the unauthorized use of a student's MARSS or Secure Student Identification Number (SSID) to log in to the online testing system or access an online test.
- Never engaging in, or allowing others to engage in, unauthorized viewing, discussion, or analysis of test content before, during, or after testing.
- Actively monitoring students during test administration for prohibited behavior.
- Never leaving students unattended during test administration or under the supervision of unauthorized staff or volunteers.
- Never influence test results by providing students with answers to secure test items, suggesting how to respond to secure test items, or influencing student responses to secure test items. Prohibited actions include but are not limited to providing clues or hints; providing reminders of content or testing strategies; prompting students to correct or check/recheck specific responses; permitting access to curricular materials (e.g., textbooks, notes, review materials, bulletin boards, posters, charts, maps, timelines, etc.); or using voice inflection, facial gestures, pointing, gesturing, tapping, or other actions to indicate a response or accuracy of a student's response.
- Never formally or informally scoring secure tests or individual test items except as required by the testspecific manuals and directions. Prohibited actions include but are not limited to creating an answer key; reviewing or scoring a student's item response or responses unless items are designed to be scored by the test administrator using a rubric or script; retaining, reviewing, or scoring student scratch paper or accommodated test materials; or tracking student performance on test items.
- o Never altering or engaging in other prohibited involvement with student responses.
- Never inducing or encouraging others to violate the procedures outlined above or to engage in any conduct that jeopardizes test security or the validity of test scores.

By accepting the terms of this agreement, you name yourself as an employee of the School District or as an authorized person selected by the District, and affirm that you are authorized by the District during the current academic school year to have access to secure test materials or student data related to statewide test administrations and hereby agree to be bound by the terms of this agreement.

Failure to follow procedures can lead to the invalidation of students' tests. Consequences for violating the terms of this agreement may result in a complaint filed with the local School Board, the Board of Teaching, or the Board of School Administrators for evaluation and investigation. The findings of the appropriate Board may result in disciplinary action up to and including termination and/or loss of license.

Signature	Date	
Name (printed)	Work telephone	
District and School Names	Email Address	



TEST ADMINISTRATION REPORT (TAR)

District Name/Number: _									
School Name/Number:									
Date:	Form Completed By:								
Role:	Signature:								
Test:									
Subject (if applicable):	☐ Matl	nematics 🗌 Reading 🗌 Sc	cience						
limited to, test misadminis district staff, parents, and requested by MDE for aud	tration the me dits or r	s and reasons for invalidation and reasons for invalidation and the courred during the same and the courred during the course and the course are considered as the course ar	ence of a variety of special circumstances, including, but not ons. This report may be used to help answer questions from uring testing when student results are available. It may also be DE. Refer to Chapter 3 of the <i>Procedures Manual</i> for document on this form.						
		·	mstance or incident below. If an adult was involved (e.g., est administration. Attach additional sheets to this form as						
after the end of the acade answer questions when re	mic sc ports a	hool year in which testing to	Report. However, districts must maintain records for two years book place for audits or monitoring conducted by MDE or to by the School Assessment Coordinator, a copy of the report						
Name of Student	Gr.	MARSS (13 digits)	Description and Name and Signature						



REQUEST FOR LATE SCORE ENTRY FORM

Pearson Help Desk Fax: 319-358-4299

Use this form to request late score entry if student responses in MCA paper accommodated test materials or MTAS scores were not entered during the testing windows. Only one student's late score may be submitted per request. There is a **\$125 fee** for late score entry for up to 10 students after the close of the test window; contact Pearson for the fee associated with entry for more than 10 students. A purchase order (PO) made payable to Pearson must be included with the completed form. Please keep a copy of this completed form for your records.

For MTAS, fax this completed form, purchase order, reading, mathematics and/or science scores, and Learner Characteristic Inventory (LCI) data to the Pearson help desk.

For paper accommodated test materials for the online Reading, Mathematics and Science MCA:

- If test materials **have** been returned to Pearson, fax this completed form and purchase order to the Pearson help desk using the fax number shown above. Indicate when test materials were shipped and ensure the test book security number(s) are provided below.
- If the test materials have not yet been returned to Pearson, FAX this completed form and purchase order to the
 Pearson. SHIP the used test materials to Pearson at the following address: Pearson, Attn: Minnesota Program
 Team; 2510 North Dodge Street, Iowa City, IA 52245. Pearson does not supply return labels for this shipment.
 Once secure materials are received by Pearson, they will be removed from the missing materials list.

District/Sc	hool Information					
District and S	School Name:					
District #:	School #:	Phone #:	PO #:			
District Asse	ssment Coordinator:		_ Fax:			
Shipment Tra	acking Number:	Date Shipped to Pearson:				
Student Inf	formation					
Name (last, f			Birth Date (mm/dd/yyyy):			
Gender:	Grade:	MARSS/SSID (13 digits):				
School When	re Tested:					
Late Score	Entry Information					
Test:	Subject:	Test Book Security Number:	Date Tested:			
☐ MCA	☐ Mathematics					
☐ MTAS	Reading					
	Science					
	DAC Signature		Date			
	Print Name		Print Title			



LEARNER CHARACTERISTICS INVENTORY (LCI) FOR ALTERNATE ASSESSMENTS ON ALTERNATE ACHIEVEMENT STANDARDS

Kearns, J., Kleinert, H., Kleinert, J., & Towles-Reeves, E. (2006). Learner Characteristics Inventory. Lexington, KY: University of Kentucky, National Alternate Assessment Center.

Use this form to collect student LCI data and assistive technology information for entry into PearsonAccess Next. This form must be kept in a secure location for one year following entry of data into PearsonAccess Next.

Select any of the assistive technology device(s) that the student will use on the assessment. If the student will not use any

assistive technology device(s), select the "No assistive technology devices used" checkbox. Student Name (last, first, MI): _____ Grade: ______ MARSS/SSID (13 digits): _____ Birth Date (mm/dd/yyyy): _____ District and School: Test Administrator: Purpose: This inventory will be used to assist states in describing the population of students who take alternate assessments on alternate achievement standards. These students represent less than 1% of the total student population and come from a variety of disability categories but represent students with the "most significant cognitive disabilities." 1. Classroom Setting (check the best description) ☐ Special school ☐ Regular school, self-contained classroom for almost all activities Regular school self-contained classroom except for homeroom, lunch, and "specials" ☐ Self-contained (children go to some general education academic classes but return to special education (61% or more of school day in special education classes) Resource room (e.g., children come for services and then go back to their general education classroom (at least 40% of the school day in general education classes) ☐ Inclusive/Collaborative – students based in general education classes, special education services delivered in the general education class (at least 80% of the school day in general education classes) 2. Augmentative Communication System (check the best description) Does your student use an augmentative communication system in addition to or in place of oral speech? □ No Yes: uses only one symbol or sign at a time and is able to use only a few symbols in total to express simple or early intents (e.g., drink, eat, toilet, greeting, preferred activity, refusal). Yes: can combine two symbols together to express broader intents such as social content, answer simple questions, etc. (e.g., expresses greetings, peer names, social exchanges, personal interests). Yes; uses mostly iconic symbols (clear representations) or signs together in sequence to express functional intents, extensive social interactions, academic content, and to respond consistently to answer questions. Yes; uses multiple abstract symbols, signs, or print in sentences or phrases on the augmentative communication system to express a variety of academic, social, and self-initiated interactions. 3. Speech Language as a Related Service (check the best description of the extent to which the student is receiving speech/language as a related service) ☐ Direct services for communication/language therapy (pull-out) ☐ Direct services integrated into student's routine/classroom-collaboration

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☐ Consultation services only

☐ Student does not currently receive speech language as a related service

4.	 Expressive Communication (check one answer that best describes your student) Uses symbolic language to communicate: Student uses verbal or written words, signs, braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal. Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions. □ Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.
5.	 Receptive Language (check the best description) Independently follows 1–2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues. Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1–2 step directions. Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions. Uncertain response to sensory stimuli (e.g., sound/voice, sight/gesture, touch, movement, smell).
6.	Vision (check the best description) ☐ Vision within normal limits. ☐ Corrected vision within normal limits. ☐ Low vision; uses vision for some activities of daily living. ☐ No functional use of vision for activities of daily living, or unable to determine functional use of vision.
7.	Hearing (check the best description) Hearing within normal limits. Corrected hearing loss within normal limits. Hearing loss aided, but still with a significant loss. Profound loss, even with aids. Unable to determine functional use of hearing.
8.	Motor (check the best description) ☐ No significant motor dysfunction that requires adaptations. ☐ Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard). ☐ Uses wheelchair, positioning equipment, and/or assistive devices for most activities. ☐ Needs personal assistance for most/all motor activities.
9.	Engagement (check the best description) ☐ Initiates and sustains social interactions. ☐ Responds with social interaction, but does not initiate or sustain social interactions. ☐ Alerts to others. ☐ Does not alert to others.
10.	Health Issues/Attendance (check the best description) ☐ Attends at least 90% of school days. ☐ Attends approximately 75% of school days; absences primarily due to health issues. ☐ Attends approximately 50% or less of school days; absences primarily due to health issues. ☐ Receives Homebound Instruction due to health issues. ☐ Highly irregular attendance or homebound instruction due to issues other than health.

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Do Not Disseminate.

11. Reading (check the best description)	
□ Reads fluently with critical understanding in print or braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.).	
Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational to in print or braille.	exts
Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or braille.	
Aware of text/braille, follows directionality, makes letter distinctions, or tells a story from the pictures that are no linked to the text.	ot
☐ No observable awareness of print or braille.	
12. Mathematics (check the best description)	
 Applies computational procedures to solve real-life or routine word problems from a variety of contexts. Does computational procedures with or without a calculator. 	
☐ Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.	
Counts by rote to 5.	
☐ No observable awareness or use of numbers.	
Teacher Comments: Please share any additional information you would like for us to know about the learning	
characteristics of this student. Thank you for your time and honest answers.	
Please check any assistive technology devices the student will use on the assessment.	
☐ No assistive technology devices used	
 □ No assistive technology devices used □ Alternate computer input/access devices: keyboards including alternate keyboard layout, mouse, joystick, touch 	h
 No assistive technology devices used ☐ Alternate computer input/access devices: keyboards including alternate keyboard layout, mouse, joystick, touc screen ☐ Portable electronic word processors, with or without voice output 	
 No assistive technology devices used Alternate computer input/access devices: keyboards including alternate keyboard layout, mouse, joystick, touc screen Portable electronic word processors, with or without voice output Alternate pointing system Augmentative communication devices, including a range of low and high tech, including talking switches and s 	
 No assistive technology devices used Alternate computer input/access devices: keyboards including alternate keyboard layout, mouse, joystick, touc screen Portable electronic word processors, with or without voice output Alternate pointing system Augmentative communication devices, including a range of low and high tech, including talking switches and s language Symbols of all types (e.g., objects, tactile, raised line drawings, photos, black/white & color, line drawings) 	
 No assistive technology devices used Alternate computer input/access devices: keyboards including alternate keyboard layout, mouse, joystick, touc screen Portable electronic word processors, with or without voice output Alternate pointing system Augmentative communication devices, including a range of low and high tech, including talking switches and s language Symbols of all types (e.g., objects, tactile, raised line drawings, photos, black/white & color, line drawings) Partner assisted scanning 	
 No assistive technology devices used Alternate computer input/access devices: keyboards including alternate keyboard layout, mouse, joystick, touc screen Portable electronic word processors, with or without voice output Alternate pointing system Augmentative communication devices, including a range of low and high tech, including talking switches and s language Symbols of all types (e.g., objects, tactile, raised line drawings, photos, black/white & color, line drawings) 	
 No assistive technology devices used Alternate computer input/access devices: keyboards including alternate keyboard layout, mouse, joystick, touc screen Portable electronic word processors, with or without voice output Alternate pointing system Augmentative communication devices, including a range of low and high tech, including talking switches and s language Symbols of all types (e.g., objects, tactile, raised line drawings, photos, black/white & color, line drawings) Partner assisted scanning Calculator, all types Eye gaze board Colored overlays, visual screens or other visual supports 	
 No assistive technology devices used Alternate computer input/access devices: keyboards including alternate keyboard layout, mouse, joystick, touch screen Portable electronic word processors, with or without voice output Alternate pointing system Augmentative communication devices, including a range of low and high tech, including talking switches and slanguage Symbols of all types (e.g., objects, tactile, raised line drawings, photos, black/white & color, line drawings) Partner assisted scanning Calculator, all types Eye gaze board Colored overlays, visual screens or other visual supports Magnification devices/enlarged materials, including computer screen magnification 	
 No assistive technology devices used Alternate computer input/access devices: keyboards including alternate keyboard layout, mouse, joystick, touc screen Portable electronic word processors, with or without voice output Alternate pointing system Augmentative communication devices, including a range of low and high tech, including talking switches and s language Symbols of all types (e.g., objects, tactile, raised line drawings, photos, black/white & color, line drawings) Partner assisted scanning Calculator, all types Eye gaze board Colored overlays, visual screens or other visual supports Magnification devices/enlarged materials, including computer screen magnification Switches 	
 No assistive technology devices used Alternate computer input/access devices: keyboards including alternate keyboard layout, mouse, joystick, touch screen Portable electronic word processors, with or without voice output Alternate pointing system Augmentative communication devices, including a range of low and high tech, including talking switches and slanguage Symbols of all types (e.g., objects, tactile, raised line drawings, photos, black/white & color, line drawings) Partner assisted scanning Calculator, all types Eye gaze board Colored overlays, visual screens or other visual supports Magnification devices/enlarged materials, including computer screen magnification 	
 No assistive technology devices used Alternate computer input/access devices: keyboards including alternate keyboard layout, mouse, joystick, touc screen Portable electronic word processors, with or without voice output Alternate pointing system Augmentative communication devices, including a range of low and high tech, including talking switches and s language Symbols of all types (e.g., objects, tactile, raised line drawings, photos, black/white & color, line drawings) Partner assisted scanning Calculator, all types Eye gaze board Colored overlays, visual screens or other visual supports Magnification devices/enlarged materials, including computer screen magnification Switches Braille 	

This instrument is the property of the National Alternate Assessment Center (NAAC).

Do Not Disseminate.



MINNESOTA TEST OF ACADEMIC SKILLS (MTAS) DATA COLLECTION FORM

Use this form to collect student scores during test administration. This Data Collection Form must be kept on file in a secure location for one year following test administration.

All MTAS Test Administrators must complete the applicable MTAS Training for Test Administrators course each school year.

SCHOO	ı yea	ar.															
Studer	nt Na	me ((last	, firs	t, MI):												
Grade	Grade: MARSS/SSID:							Birth Date (mm/dd/yyyy):									
District	sistrict and School: Test Administrator:																
		RE	AD	ING	SCORES		MAT	ГНЕМ	ATIC	s scoi	RES			SCIE	NCE SC	ORES	
Task	(c	Scc ircle		e)	Reading Passage Access (circle one)		Task Score (circle one)			Task		Sco (circle					
1	3	2	1	0	 Read passage aloud to student 		1	3	2	1	0		1	3	2	1	0
2	3	2	1	0	 Student read along 		2	3	2	1	0	L	2	3	2	1	0

Student read independently o Read passage aloud to student o Student read along Student read independently Read passage aloud to student o Student read along Student read independently o Read passage aloud to student Student read along o Student read independently Read passage aloud to student o Student read along Student read independently

SCIENCE SCORES								
Task	Score (circle one)							
1	3	2	1	0				
2	3	2	1	0				
3	3	2	1	0				
4	3	2	1	0				
5	3	2	1	0				
6	3	2	1	0				
7	3	2	1	0				
8	3	2	1	0				
9	3	2	1	0				
10	3	2	1	0				
11	3	2	1	0				
12	3	2	1	0				
13	3	2	1	0				
14	3	2	1	0				
15	3	2	1	0				

Test Administrator's signature:	Date:
Data entry completed by:	Date:



TEST MONITOR TEST MATERIALS SECURITY CHECKLIST

ool Name:					Grado:
this form to assign secure ents leave the testing room dinator as soon as possib	n. Return ALL used an	d unused sed			
STUDENT NAME	Security Barcode	Subject/ Test	Type of Material (e.g., script, braille test book)	Date Returned	Notes
					_
ort any missing secure test essment Coordinator imme		cumstances s	urrounding missing	g items to th	e District or School
ify that I have accounted f	or all secure materials			•	•

Appendix B — Policies and Procedures



Division of Statewide Testing

BUILDING A TEST: FROM ACADEMIC STANDARDS TO SCORING

The development of a Minnesota Assessment is a meticulous process; an overview of the assessments in the Minnesota Assessment System is included in Chapter 2. Minnesota contracts with assessment service providers in the process of building tests.

ACCESS for ELLs 2.0 (ACCESS) and Alternate ACCESS for ELLs (Alternate ACCESS) were developed by the WIDA Consortium as a collaborative effort of consortium member states, and they are aligned to the WIDA English Language Development Standards. The development of the ACCESS and Alternate ACCESS is not described in this section but further information is available on the WIDA website. View information about the development of the ACCESS for ELLs 2.0 (WIDA website > Assessments > ACCESS for ELLs 2.0). View information about the development of the Alternate ACCESS for ELLs (WIDA website > Assessments > Alternate ACCESS for ELLs).

Test Development

It takes at least two years to create and evaluate a test item before it is ready to be included in an assessment. Each step of the process makes an important contribution to the reliability and validity of the assessment. Minnesota Academic Standards play the primary role in the development of statewide assessments. The steps below outline how academic standards are aligned to statewide assessments.

- Academic content standards are defined. Minnesota teachers and content experts write the Minnesota Academic Standards that delineate the skills and knowledge students at each grade level should possess.
- 2. Academic content standards to be assessed are defined. Committees of teachers and content experts identify which standards can and should be assessed, either in a classroom or as part of the MDE-developed Minnesota Assessments.
- 3. **Test specifications are developed.** Test specifications define the content and format of an assessment. They also describe the types, number, and limits of questions that may be asked on the assessments. Since test specifications are intended to remain consistent from year to year, the content of the tests is similar from one year to the next.
- 4. Test questions are developed and reviewed. The service provider is responsible for the development of, publication, scoring, and reporting for Minnesota's statewide assessment program. Minnesota subscribes to the principle of universal design when constructing test items. In this process, test items are linguistically modified to clarify and simplify the text without simplifying or significantly altering the construct that is being tested.
 - Professional item writers develop questions to meet Minnesota's mathematics and reading specifications, and Minnesota science educators are trained to develop items and simulations for the science assessments.
 - All items in all subjects are subsequently reviewed by Minnesota educators (on Item Review panels) and community members (on Bias Review panels) and advise MDE on whether each

- question should be approved, edited, or rejected. For example, the Item Review panel checks the appropriateness of each item's benchmark alignment.
- A question does not appear on an operational assessment until it has been both field-tested and reviewed by a number of assessment advisory panels. <u>Additional information about serving on</u> <u>panels is available on the MDE website</u> (MDE website > Districts, Schools and Educators > Statewide Testing > Register for Advisory Panels).
- 5. The test questions are assembled into a test form. Once test questions have been approved, MDE and the service provider construct a test form or build an adaptive algorithm that matches the test specifications. For example, if the mathematics test specifications require that Strand 4 (Data Analysis) make up a particular percentage of a test's points, the appropriate number of Strand 4 questions will be included on the test. MDE assessment specialists review all aspects of the proposed test items, such as clarity of tables and illustrations and layout.

The schedule for revising statewide standards is found in Minnesota Statutes, section 120B.021, subdivision 4 and outlined in the table below. The table below reflects possible implementation of statewide assessments based on the revised schedule for statewide standards.

Introduction of the MCA-IV as required by Minnesota Statutes, Section 120B.021

Year	Reading	Mathematics	Science
2017–18			
2018–19			Revise Standards
2019–20	Revise Standards		Write MCA-IV Test Specifications
2020–21	Write MCA-IV Test Specifications		Develop MCA-IV Items
2021–22	Develop MCA-IV Items	Revise Standards	MCA-IV Items Field Tested
2022–23	MCA-IV Items Field Tested	Write MCA-IV Test Specifications	MCA-IV Operational

The development schedules for the Reading, Mathematics, and Science MTAS aligned to new standards follow the schedule for the MCA.

Scoring

After the assessments have been administered to students and student answers are received by the service provider, every item is scored by machine or by a person.

- Multiple-choice and technology-enhanced (fill-in, drag and drop, hot spot, and graphing) items on online
 tests are captured by the test delivery system and scored electronically. Numerous quality control (QC)
 steps ensure that the responses are captured accurately.
- Performance tasks from the MTAS are scored by the teacher administering the test, and the scores are entered online.

Standard Setting

The first year that tests are administered operationally, they must go through a process to set the performance level expectations for students; this process is called "standard setting."

Prior to the standard setting committees, a team of MDE content specialists, assessment specialists, and Minnesota educators develop Achievement Level Descriptors (ALDs) based on the Minnesota Academic Standards and the test specifications for a given assessment. The ALDs provide a well-defined set of descriptions of the skills and knowledge associated with each of the four achievement levels for a particular grade and subject.

The standard setting committees begin their work once scoring and preliminary data analysis is completed. Minnesota educators (in Standard Setting panels) and community members (in Stakeholder panels) review the ALDs and the content of the assessment; they then set cut scores to determine student performance levels that correspond to the four achievement levels. The committees also consider how proposed cut scores could impact students and schools before they recommend standards to the Minnesota Commissioner of Education.

The process used to establish the standards is determined by psychometric staff at MDE and the service provider, and employs rigorous, carefully defined procedures that have been widely used and validated in Minnesota and many other states. After the Commissioner has approved the standards, specific methodology is documented in standard setting reports, which are available on the Technical Resources page (MDE website > Districts, Schools and Educators > Statewide Testing > Minnesota Tests > Technical Reports). Scoring must be completed before standard setting can begin; therefore, reporting for new assessments is delayed while the standards are set.



Division of Statewide Testing and the Division of Compliance and Assistance

INTERNAL TEST SECURITY PROCEDURES FOR ALL STATEWIDE ASSESSMENTS

The Minnesota Department of Education is charged with the duty to investigate and resolve all alleged breaches in test security. An action taken by staff that creates a breach in test security or data integrity is subject to consequences outlined in Minnesota Statutes, section 122A.20.

Test security is vitally important to the integrity of the statewide testing system. Developing and maintaining a secure system of statewide test administration serves to:

- Preserve the security of the assessment instruments.
- Protect the significant financial investment necessary to develop a comprehensive system of assessments.
- Enhance the opportunity for fairness among all districts.
- Maintain the integrity of the assessment results.

Internal investigative procedures are necessary to ensure equitable enforcement of test security measures on a statewide basis. The investigative steps, which vary depending on the type of allegation, are outlined below.

I. DEFINITIONS AND FIELDS OF INVESTIGATION

Testing irregularities or misadministrations are any actions that vary from directions in applicable resources and guides or this *Procedures Manual*. The *Test Administration Report* is used for documenting test irregularities and misadministrations and is found in this *Procedures Manual*. Local personnel may use this form, or a similar form created in the district, to document irregularities and misadministrations that occur during test administration.

A test security breach is any action that jeopardizes the security of test content, the integrity of the data, and/or gives an unfair advantage to a student or group of students. The *Test Security Notification* is used for reporting breaches and information about submitting this notification online is found in this *Procedures Manual*. A breach may be committed by various individuals and/or precipitated by a number of events. Refer to *Unethical Behavior and Practice* in Chapter 3 for some examples of security breaches.

District Assessment Coordinators are responsible for investigating and documenting irregularities and security breaches within the district. The District Assessment Coordinator needs to be aware of local school district rules that apply during an investigation, and MDE recommends each District Assessment Coordinator check with the appropriate district personnel for current investigation protocol. Additional guidance from MDE is included in the *Test Security Investigations Guide*.

II. INITIAL REPORT ALLEGING A SPECIFIC VIOLATION OF TEST SECURITY

A report is received by MDE from any individual or agency alleging that a specific breach in test security has potentially occurred in an individual district or testing site.

- If a security breach occurs in the district, the District Assessment Coordinator collects information and submits it to MDE via the *Test Security Notification* in Test WES.
- If individuals submit test security concerns to MDE through the Test Security Tip Line on the MDE
 website or via phone, MDE will follow up with the district to investigate alleged irregularities depending
 upon the nature of each report and the amount of information provided.

MDE staff will review the *Test Security Notification*. Additional information may be requested from district personnel as the review moves forward.

III. LEVEL ONE RESOLUTION

Based upon the severity of the incident, MDE may choose to resolve each allegation in one of the following ways:

- 1. Through technical assistance from the MDE District Contact.
- 2. Through a formal letter of reprimand from the Division of Statewide Testing.
- 3. Through a formal investigation by Compliance and Assistance.

IV. FORMAL INVESTIGATION

When a reported allegation is assigned to Compliance and Assistance, an investigation is conducted. Investigative procedures will vary but may include telephone or on-site interviews, further requests for written submissions, reviews of test security procedures, or other procedures deemed necessary.

Compliance and Assistance reviews the results of the investigations and recommends action, which may include:

- 1. Closure of the case after finding that no violation has occurred.
- 2. A plan for corrective action. If the investigation confirms a breach in test security, a drafted plan for corrective action will be incorporated into the investigative report.

The final decision and report is sent to the district and/or testing site.

V. POTENTIAL CONSEQUENCES OF A VIOLATION OF TEST SECURITY

If a violation is found to justify serious questions about the integrity of the test results, MDE will instruct the district to invalidate test scores. Additional training for all staff or only those involved in the issue will also be required. Depending on the severity of the security breach, MDE may also recommend that the individual(s) involved are no longer able to monitor or administer tests.

Complaints of misconduct made to the Minnesota Board of Teaching or Board of School Administrators are referred to the Attorney General's office for evaluation and investigation. Pursuant to Minnesota Statute 122A.20 subdivision 1(a), the Board of Teaching or Board of School Administrators, whichever has jurisdiction, may conduct an inquiry to determine whether disciplinary action against a license is warranted for confirmed reports involving educator misconduct. Educators found to have engaged in misconduct are subject to sanctions that may include censure, license placed on probationary status, suspended, or revoked.

The district may determine any additional consequences for staff involved if misconduct is found to have occurred. Note: it is the district's responsibility to communicate findings related to test security to others in their organization.

VI. REPORT OF MISSING MATERIALS RECEIVED FROM SERVICE PROVIDER

Service providers are expected to issue missing testing materials reports to the Division of Statewide Testing.

Service providers dispatch two subsequent communications to school districts for immediate response to missing materials report. School districts are requested to return the missing test materials (if found) and provide the following documentation:

- A copy of the district and/or school security checklist(s) that shows the number sequence(s) of the missing test materials.
- An explanation of the test security procedures the school(s) followed in handling these materials.
- The measures the school(s) has taken to date to account for the missing materials.

If the Division of Statewide Testing needs to dispatch a third communication, it will include a warning that failure to respond will result in an investigation into the missing materials report from that district.

After the third communication is dispatched, a report of the remaining missing materials is compiled for internal MDE review. The district is instructed to complete a *Test Security Notification* and further follow-up with the district is conducted as needed.

Once a district has returned or accounted for all of the missing materials, a confirmation notice will be emailed by the service provider to the district.



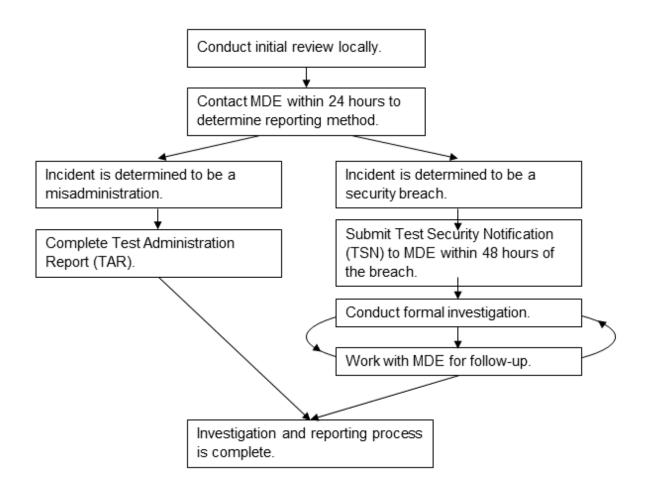
Division of Statewide Testing

TEST SECURITY INVESTIGATION GUIDE

In carrying out the Minnesota Department of Education's role of maintaining the security and integrity of statewide assessments, MDE has created this guide to help schools and districts ensure that best practices are carried out when testing irregularities occur. This document is designed to serve as a guide for local test security investigations by districts as well as a foundation for districts to develop their own test security investigation plans. This document is advisory and any questions should be sent to mde.testing@state.mn.us.

When a security breach or other event occurs that threatens test data integrity, the District Assessment Coordinator sets in motion a process of determining the facts of the incident and reporting them to MDE. The process is illustrated below and is described in greater detail in this guide.

Testing Irregularity Investigation Process



Incident Discovery

Possible testing irregularities are reported in various ways. There are multiple ways to discover an irregularity and there are protocols to follow once one has been discovered. Here are some of the more common ways an incident is reported:

- Staff informs the School Assessment Coordinator and/or District Assessment Coordinator (DAC); DAC informs MDE.
- A student, parent or other member of the public reports an incident to school staff or to MDE. Reports to MDE may be received through the tip line, email, or phone call.
- A student, parent, or other member of the public reports an incident to the media; MDE reviews the report and determines follow-up is required.

Employees who report incidents have whistleblower protections and their identities are considered confidential during the investigation.

Initial Review vs. Formal Investigation

The initial review determines what may have occurred. This review is often, but not always, performed by the District or School Assessment Coordinator. Therefore, these individuals need to be aware of district protocols for involving administrators or human resources representatives when initiating reviews of incidents impacting test administrations. After gathering initial information, the next step is to contact MDE to determine the appropriate reporting method. Incidents that are misadministrations and are unlikely to impact student results, test security, and/or test validity should be reported with a *Test Administration Report* (TAR) which the district keeps on file.

If MDE indicates the incident should be reported as a *Test Security Notification* (TSN), then it should be completed within 48 hours of the incident. If it has not occurred already, the District or School Assessment Coordinator should inform the building administrator and/or district administration so that a formal investigation can be initiated according to internal district policy. It is also highly recommended that the district stay in contact with MDE during this process.

Key Questions and Steps in a Formal Investigation

When creating or carrying out an investigation plan, take into account the following considerations to ensure the investigation is effective and satisfies all procedural requirements, including protecting the rights and privacy of all parties involved. In cases of educator misconduct, many of these steps will likely be completed by building or district administration and/or the district's human resources department. To be prepared for the need to conduct a formal investigation into a testing irregularity, it is strongly recommended that districts create a plan that outlines the roles and responsibilities of all who may be involved with a test security and/or data integrity incident, the starting point and the end point of an investigation and the required steps that must occur. An internal plan can be used in staff trainings and serve as the go-to document when an incident arises.

DETERMINE THE SCOPE OF THE INCIDENT

Ask and answer the following questions:

- What is the nature of the incident, who is involved, and what is the risk to students, test security, and data integrity?
- Are all secure test materials accounted for and secure?

- Has cheating occurred and is it necessary to take steps to ensure data integrity?
- Is the incident over or does it continue to pose a threat to test security or data integrity locally or statewide?

FACT FINDING

- Coordinate with the building/district administrator; follow the district's investigation plan if one exists.
- Determine and document what evidence exists to support the determination that an irregularity occurred.
- Collect and retain all pertinent documents, such as signed assurances, documentation of completed training, etc.
- Interview all individuals who were involved or may have information about the incident.

DUE DILIGENCE

- Notify all involved that the investigation is confidential and cannot be discussed with others.
- Consider whether an attorney or union representative is needed when interviewing staff.
- Consider whether a parent or guardian should be present when interviewing a student.
- Consult with MDE during the investigation and carry out any state required mitigation communicated by MDE.



DISTRICT TEST SECURITY PROCEDURE REQUIREMENTS

Each school district must have a written district test security procedure that addresses how test security policies and procedures will be implemented in the district. Districts may create their own procedure or use the template available on PearsonAccess Next but all areas specified below must be addressed. Districts may add areas or elements to the procedure, and separate procedures may be specified by school, as needed. If the district test security procedure references other district policies and procedures that are in place, they should be included with this procedure.

- Identifying who the District Assessment Coordinator(s) and School Assessment Coordinator(s) are for the current school year. Specific names may be included directly in the procedure, identifying who is responsible for each task, or provided separately.
- Developing the plan for district monitoring of test administration by district personnel (Chapter 3).
- Specifying who is responsible for determining the testing calendar, ensuring it is posted to the district website by the start of the school year, and keeping test administration dates updated (Chapter 8).
- Ensuring all staff involved in test administration are completing Assurances of Test Security and Non-Disclosure annually, as part of the online Test Security Training or on paper prior to the start of statewide test administration (Chapter 3).
- Ensuring all staff involved in any aspect of testing have annually completed required trainings for their role before test administration and keeping documentation of completed trainings (Chapter 3).
- Providing additional information to staff prior to testing:
 - Providing MDE test security tip line and MDE contact information for reporting security concerns (Chapter 3).
 - o Communicating the district-specific policies and procedures as specified below (Chapter 3).
- Determining district policies and procedures for testing:
 - Preparing students for test administration using the provided student resources, including determining which resources will be used (Chapter 8).
 - Reminding students of the importance of keeping test content secure and acting with honesty and integrity (Chapter 3).
 - o Preparing rooms for test administration, including student seating/spacing to maintain test security and the plan for removing or covering materials on walls and desks (Chapter 8).
 - Verifying materials allowed/prohibited for testing and how allowable materials (e.g., headphones, scratch paper) will be gathered and provided (Chapter 8).
 - Developing a plan to get students to their correct locations for testing (e.g., testing rooms and computer labs, small group or individual settings).
 - Developing a plan to track which students test with which Test Monitor for all administrations (including any other adults present in the testing room, like staff providing assistance, paraprofessionals) (Chapter 8).

- Ensuring students do not access or use cell phones, wearable technology, or other devices (e.g., collecting cell phones devices, verifying they are turned off and put away) and determining what action will be taken if the procedure is not followed (Chapter 8).
- Determining the district's plan for the following situations, including how to monitor students in each (Chapter 8):
 - Breaks for all students during testing (e.g., whether they are planned, duration) and how test content will be secured during breaks.
 - Use of the restroom or other interruptions during testing, including coordinating or supervising students from multiple rooms.
 - What to do if an unexpected situation arises with students during testing (e.g., illness, behavioral issue, early dismissal for activity).
 - What to do if an entire group of students needs to leave during testing (e.g., emergency situation, fire drill).
 - What to do when the Test Monitor becomes ill or needs to leave during testing.
 - What students will do if they complete testing early (e.g., go to another location or remain in the testing room) and what paper activities they will complete if they remain in the testing room.
 - What students will do if they need extra time to complete testing (e.g., go to another room, make-up testing on another day).
- o Determining the points of contact and the processes for the following situations:
 - Who will provide assistance/answer questions and what the process is for contacting others for assistance if a problem or question arises during the testing so active monitoring can continue (Chapter 8).
 - What to do if a student reports an error or technical issue with a test item and who to communicate that information to following testing (Chapter 8).
 - Who Test Monitors should contact in case of emergency (Chapter 8).
 - Who to report misadministrations and security breaches to within each school and how that information will be communicated to the District Assessment Coordinator (Chapter 3).
- o Determining what Test Monitors and staff may and may not discuss with students about the test administration experience, following test administration (Chapter 3).
- Establishing the process and assigning staff for entering student responses in MCA paper accommodated test materials and MTAS scores online following testing (Chapter 8).
- Establishing the process and chain of custody for how all secure test materials for both online and paper administrations will be kept secure before, during, and after testing, including:
 - Who has access to secure test materials (Chapter 3).
 - Who will receive, secure, and distribute materials to schools (if applicable) (Chapter 3).
 - Who will inventory and organize secure test materials (Chapter 3).
 - The specific locations where secure materials are stored in each school prior to, during, and after testing at each school.

- How will distribution of test materials for test administrations be handled and who is responsible (Chapter 3).
- What the process is for securing test materials between test sessions (Chapter 8).
- Who will be responsible for collecting, inventorying, and returning secure test materials, as well as securely disposing of materials as required (Chapter 8).
- Determining the plan for providing access to test results (Chapter 10):
 - Whether preliminary results will be provided to students, families, and/or staff and what will be communicated about preliminary results.
 - Who the embargoed final results will be shared with.
 - How final results will be shared within the district (e.g., load to data warehouse or student information system, provide access to service provider systems).



MINNESOTA ASSESSMENTS MONITORING LIST

This list outlines the areas that MDE monitors will observe or request to review during a monitoring site visit.

Questions

- Are secure test materials secured in locked storage areas with limited access?
- How do you ensure that no person, other than the student to be assessed, is allowed to review or take an assessment?
- Have all staff involved in any aspect of test administration completed the Test Security Training and Assurances of Test Security and Non-Disclosure?
- Have all staff completed the trainings required for their role and any other trainings required by the district?
- Have all staff received training or information on district policies and procedures for testing?
- Is the school following the testing calendar posted on the district website?
- What is the process for documenting information on *Test Administration Reports* and providing the information to the District Assessment Coordinator?
- What is the process for tracking which students tested with which Test Monitor and for tracking other adults present in the testing room?

Observations

- Test Monitors collect student testing tickets/scratch paper or paper accommodated test materials day of testing from locked storage, or materials are securely handed off to Test Monitors (at no time are materials left unattended).
- Online test items are not visible until time of testing or accommodated test books remain closed until students are instructed to begin.
- All instructional materials on walls or desks are covered or taken down, even if not related to the subject being tested.
- All devices not used for test administration are turned off and stored out of reach of the student.
- Student questions about directions or testing procedures are answered before testing begins.
- Only materials authorized for use during testing are on student desks during the administration.
- Directions are provided exactly as scripted in the applicable Directions for Administrations.
- Designated staff members are available to Test Monitors for troubleshooting, providing assistance, and answering questions.
- The testing room is not left unsupervised at any time.
- If a student needs to leave the room (restroom, illness, etc.), only one student is allowed to leave at a time, or there is a plan in place for staff to monitor multiple students.

- If a student needs to leave the room, the online test is exited/content is covered (items not viewable) or the accommodated test books are closed. The test is resumed/uncovered or materials are reopened upon return.
- Students are allowed to work at their own pace without being pressured to finish or slow down.
- Test Monitors actively monitor test administration by moving through classroom and observing students are working independently.
- The testing room is quiet for the entire administration.
- The Test Monitor maintains order and disruptions are kept to a minimum.
- Incidents of prohibited or questionable behavior are reported to the District or School Assessment Coordinator for prompt resolution.
- Possible security breaches are reported immediately to District Assessment Coordinator for reporting to MDE.
- There is at least one Test Monitor for every 30 students
- Students are spaced around the testing room or barriers/screens are used. If space is limited, active monitoring is heightened or additional Test Monitors are present.
- When students finish testing, the process for leaving the room or working on other paper materials is not disruptive to students still testing.
- Student testing tickets and any materials used as scratch paper are collected at the end of the testing session and properly secured. Test Monitors account for all materials before returning them to the District or School Assessment Coordinator.



POLICY FOR PUBLIC AND PARENTAL REVIEW OF STATEWIDE ASSESSMENTS

The Minnesota Department of Education (MDE) provides public and parental access to tests pursuant to Minnesota Statutes, section 120B.30 as stated below:

Subdivision 4. Access to tests.

Consistent with section 13.34, the commissioner must adopt and publish a policy to provide public and parental access for review of Minnesota-developed assessments which would not compromise the objectivity or fairness of the testing or examination process. Upon receiving a written request, the commissioner must make available to parents or guardians a copy of their student's actual responses to the test questions for their review.

Parental Request for Review

Parents/guardians who want to see their child's responses to a statewide test must make a written request to MDE no later than January 1 of the next school year but not before the delivery of final Individual Student Reports. The parent/guardian must provide a copy of their child's Individual Student Report with the written request.

The child's parent/guardian must also complete the *Request of Parent/Guardian to Review Student Responses* form and send it to MDE. MDE will set up a mutually agreeable time for the parent/guardian to view materials at MDE in Roseville. This opportunity is open only to parents/guardians of the student. Because the student's responses and test materials are secure materials, all security procedures will apply. The review of student responses and test materials will be done under the supervision of staff not necessarily familiar with the content of the assessment.

Review of materials cannot begin until the parent/guardian and the child, if present, have signed a non-disclosure agreement. The parent/guardian is not allowed to make copies or to take notes from the test out of the room. At the end of the review MDE will collect all materials that the parent/guardian and child may have generated (e.g., notes, solutions to problems).

Public Request for Review

Individuals who want to review a test following the release of results must make a written request to the Division of Statewide Testing. The review of the test will be conducted at MDE in Roseville. All security procedures will apply, including signing the *Assurance of Test Security and Non-Disclosure* prior to reviewing any materials. The review of materials will be done under supervision and at a time mutually agreeable to the individual and MDE. The individual reviewing the materials is not allowed to make copies or take notes out of the room.



Division of Statewide Testing

REQUEST OF PARENT/GUARDIAN TO REVIEW STUDENT RESPONSES

Step 1: Provide all information requested, including signature and date. Request must be made by January 1 of the next school year but not before the delivery of the final Individual Student Report. Only those who have signed this request form will be allowed to review the assessments.

Step 2: Submit this form and a copy of the child's Individual Student Report.* The Individual Student Report must be submitted to provide the Minnesota Department of Education (MDE) with the necessary information to retrieve the appropriate documents. Information may be submitted by fax or U.S. mail:

Fax: 651-582-8874 U.S. Mail: Minnesota Department of Education

Statewide Testing Division Attn: Request Coordinator

Division of Statewide Testing Attn: Request Coordinator 1500 Highway 36 West Roseville, MN 55113–4286

Step 3: MDE staff will call to arrange a time that is mutually agreeable for the parent/guardian to view materials at MDE. Review of the materials may be supervised by staff not familiar with the content of the assessment.

Student Information							
Name (last, first, MI):							
Birth Date (mm/dd/yyyy):		Grade When Tested:					
MARSS/SSID (13 digits):		Year Tested: Month Tested:					
District Name/Number:		School Name/Number:					
Parent/Guardian Informati	Parent/Guardian Information						
Name:							
Phone:		Email:					
Test Information							
	Test MCA MTAS	Subject Mathematics Reading Science					
Parent/Guardian Signature			Date:				

^{*} Service providers send the Individual Student Reports to school districts for distribution to parents.



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DOCUMENT RETENTION POLICY FOR DISTRICTS

The table below indicates the minimum amount of time that assessment-related documents must be retained. If your district policy is above and beyond this policy, follow your district policy. If documents are completed or stored electronically, ensure you have copies of documentation for the required time period or are able to continue to track online.

Outside the customary test administration period, all test materials are to be located only at MDE or the service provider. No secure testing materials may remain at the district or school after the service provider's courier picks up the test materials. MDE also follows a retention policy; contact mde.testing@state.mn.us to view it.

Test-Related Document	Retention Duration	Notes
Assurances of Test Security and Non-Disclosure	2 years after the end of the academic school year in which testing took place	Keep paper copies on file; electronic versions can be tracked through Pearson's Training Management System (TMS).
Test Administration Reports	2 years after the end of the academic school year in which testing took place	Keep on file; requested by MDE in case of MDE audit or monitoring.
Test Security Notifications	2 years after the end of the academic school year in which testing took place	Submitted online to MDE in Test WES; access past years as needed through Test WES.
Test materials security checklists	2 years after the end of the academic school year in which testing took place	Keep on file; submit as documentation if requested for missing secure test materials.
Record of staff trainings	2 years after the end of the academic school year in which testing took place	If completed online, completions can be tracked through service provider systems. If provided in a district/school training or on paper, keep records of staff completions. Submit as documentation if requested by MDE.
Records of which students tested with which Test Monitor(s), including any other adult(s) present in the testing room	2 years after the end of the academic school year in which testing took place	Keep on file; requested by MDE in case of MDE audit or monitoring.

Test-Related Document	Retention Duration	Notes
MTAS Data Collection and Learner Characteristics Inventory forms	1 year after the end of the academic school year in which testing took place	Keep on file after entering scores online in case there are any questions about scores/data entered.
Parent refusal and medical exemption documentation for test/accountability codes	2 years after the end of the academic school year in which testing took place	Keep on file; requested by MDE in case of MDE audit or monitoring.
Final test results reports provided by service provider (e.g., rosters, student reports for MCA/MTAS, ACCESS/Alternate ACCESS, and college entrance exams the district is requesting reimbursement for)	3 years beyond the scheduled graduation date	Keep on file.

