

AN UPDATE FROM ACADEMIC STANDARDS, INSTRUCTION AND ASSESSMENT—JANUARY 19, 2022

QUICK LINKS	IMPORTANT DATES
<ul style="list-style-type: none"> • Pretest Editing in Test WES • Test Security Training: Options and Documentation • Test Security Checklist Translated Versions • Statewide Testing Participation (Repeat) • ACCESS and Alternate ACCESS • High School Science MCA and MTAS • PearsonAccess Next Training: New DACs (1–2 years) • Transportation Service During Statewide Assessments for Online Schools • Upcoming Opportunities 	<p>Jan. 21: Receive paper test materials and student labels for ACCESS and Alternate ACCESS</p> <p>Jan. 21: ACCESS and Alternate ACCESS additional orders window opens in WIDA AMS</p> <p>Jan. 21: Deadline in Test WES for changes affecting initial test materials shipment for MCA/MTAS, ISR delivery confirmation, and MCA/MTAS test material delivery options</p> <p>Jan 31–March 25: ACCESS and Alternate ACCESS testing window</p>

Pretest Editing in Test WES

DACs need to complete the following Pretest Editing tasks in Test WES by this Friday, Jan. 21.

- On the District Confirmations page, confirm that your district delivered all individual student reports (ISRs) to families no later than Dec. 1.
- On the District Options page, select the appropriate options for MCA and MTAS test materials delivery:
 - Request materials be shipped to the district (default) or individual schools.
 - Request materials be delivered on either Feb. 22–24 (default) or March 1–3.
 - Receive MTAS test materials automatically (default), or, if your district has historically received more MTAS materials than needed, you can choose to order MTAS materials during the additional orders window.

- Note the address used to ship test materials will be populated from MDE-ORG and districts should verify the shipping address in MDE-ORG as needed. Refer to the [Jan. 5, 2022 Assessment Update](#) for additional details.
- The following changes can be made throughout the testing window; however, in order to receive paper test materials in the initial shipment automatically, any changes must be made by Jan. 21:
 - Enter accommodation codes to receive MCA paper test materials.
 - Change test assignments to receive MTAS test materials.

The [2021–22 Test WES Pretest Editing User Guide](#) provides step-by-step instructions on how to complete these tasks.

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Test Security Training: Options and Documentation

The DAC is responsible for ensuring all applicable staff complete *Test Security Training*, receive guidance for district-specific policies and procedures, and complete test-specific trainings prior to testing. Though training requirements vary by role and test, the *Test Security Training* is required for all individuals who are associated with any aspect of test administration and/or have access to test content or secure materials.

The [2021–22 Procedures Manual](#) provides additional information about each of the options for how the *Test Security Training* may be completed (i.e., viewing the training online, viewing the training as a group, or completing the checklist), as well as the required documentation for each. Refer to pages 158–160 for detailed information. MDE recommends that DACs review this information when determining the training plan for their district.

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Test Security Checklist Translated Versions

Translated versions of the *Test Security Checklist* in Hmong, Somali, and Spanish are available on the [Policies and Procedures](#) page of the PearsonAccess Next website in order to provide to staff who need the checklist available in another language.

Note: All versions of the *Test Security Checklist* are only available on the PearsonAccess Next website. They are not included in the *Procedures Manual*.

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Statewide Testing Participation (Repeat)

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

reading, mathematics, and science. Similarly, ESSA and Minnesota Statutes, section 124D.59, require that all public school English learners be assessed in English language proficiency. Districts should attempt to test all students who are enrolled at any time during the applicable testing window.

There are no participation exemptions from statewide assessment based on first date of enrollment or disability, regardless of the nature or severity of the disability.

- A recently arrived English learner (RAEL) is defined as a student who is designated as EL in MARSS and who first enrolled in a school in one of the 50 states in the United States or District of Columbia on or after April 15, 2021. 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 are included in test results summary information. These students are also required to participate in the English language proficiency accountability assessments during their first year of enrollment. Contact mde.el@state.mn.us for questions on RAEL identification, and contact mde.essa@state.mn.us for accountability questions for RAEL.
- Students with disabilities may participate in statewide assessments with or without accommodations, or by taking an alternate assessment for which they are eligible. More information on general supports, linguistic supports, and accommodations is available in Chapter 4 of the [Procedures Manual](#).

Ensure that relevant EL and Special Education staff are aware of the policies and available resources when making decisions about student participation and accommodations.

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ACCESS and Alternate ACCESS

Duplicate Student Records

The following information was communicated to District Assessment Coordinators earlier today.

It has been brought to MDE's attention that duplicate student records with incorrect MARSS numbers were generated in WIDA AMS when MDE submitted precode files to DRC. MARSS numbers were rounded up and incorrect MARSS numbers end with at least six zeros. The errors did not originate from MARSS records and no action is needed from MARSS Coordinators. MDE is working on creating a list of incorrect records for each district and will provide it to District Assessment Coordinators as soon as we are able.

However, DACs will need to complete the following tasks to ensure that these incorrect records do not get used for testing. Testing students under the wrong MARSS number or using an incorrect label will generate errors and affect early student results and Posttest Editing.

- Upon receiving your test materials this Friday, Jan. 21, you will need to locate and destroy the Pre-ID student labels with the incorrect MARSS numbers to ensure that the incorrect label will not be affixed to a student test booklet or writing response booklet. Do not start affixing labels to student booklets until you have verified that you are using the label with the correct MARSS number.

- For online ACCESS for grades 1–12, you will need to also remove the incorrect record from all test sessions (for each domain) in WIDA AMS. Detailed instructions are available on page 89 of the *WIDA AMS User Guide*, which is located on [WIDA AMS](#) (No log in required. In the second paragraph under the first heading, select “click here (login not required)” > on the Training Materials page, click the Show Documents button to display all documents > from the list of documents, locate the *WIDA AMS User Guide*.) Please contact DRC at WIDA@datarecognitioncorp.com or 855-787-9615 for additional support on editing test sessions.

Extended Time over Multiple Days Accommodation

Estimated testing times for ACCESS (online and paper) and Alternate ACCESS are available in Chapter 7 of the [Procedures Manual](#). When planning for the grades 1–12 ACCESS, each domain is scheduled in a separate testing session. Each domain is to be given in one sitting and cannot be scheduled across multiple days or times during a single day.

If a student is unable to finish the domain in the same sitting, the district must have plans in place for the student to finish it within the same day. For the rare case when an individual student is unable to complete the domain in the same day for any other reason (e.g., illness, emergency), the student may still finish on another day. However, Test Administrators must contact the District or School Assessment Coordinator so that it can be documented on the Test Administration Report (TAR).

MDE has been receiving a large number of requests for the Extended Time over Multiple Days Accommodation. This accommodation is rare and should not be requested just in case a student may not be able to complete a domain as planned. DACs must include the rationale for why a particular student needs extended time across multiple days, including why extended time within a day would not be sufficient for the student when submitting their request.

Note: For Kindergarten and Alternate ACCESS, extended testing time is part of the administrative procedures and is not indicated as an accommodation. Refer to the *ACCESS for ELLs Test Administration Manual*, which is available in the [WIDA Secure Portal](#), under Resources (login required).

Additional Materials

Paper test materials will be delivered on Friday, Jan. 21. The additional orders window will open on the same day.

- To ensure sites have all the materials they need for test administration, each district (that had more than 10 items in the initial shipment) will receive an overage of paper materials distributed between district and schools.
- WIDA requests that districts use both the district overage and school overage before requesting additional orders. Districts should combine all additional material needs from individual buildings as one district order, if possible.

For any questions about ordering additional test materials, contact DRC at WIDA@datarecognitioncorp.com or 855-787-9615.

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High School Science MCA and MTAS

The high school Science MCA is administered to students in the school year when they complete a life science/biology class that covers grades 9–12 Minnesota Academic Standards in Life Science (Strand 4) and the Nature of Science and Engineering (Strand 1). For MTAS, the high school Science MTAS is administered in the year students receive their life science instruction. Students who were unable to take the high school Science MCA or MTAS in spring 2020 or spring 2021 due to COVID-19 will not take the assessment in spring 2022 (or any other year), unless they are retaking their life science/biology coursework. Refer to page 28 of the [Procedures Manual](#) for more information.

In Pretest Editing in Test WES, assessment records of grades 9–12 students default to the precode Send Indicator is “Y” (Yes) for high school Science MCA in the following situations:

- Students who have not taken a high school science assessment
- Students who would have participated in high school Science MCA or MTAS and were not coded as EXC-N during spring 2020 or spring 2021 test administration

Step-by-step instructions on how to change the send indicator from “Y” (Yes) to “N” (No) are available in the [2021–22 Test WES Pretest Editing User Guide](#), starting on page 22.

Note: Students are not required to participate and/or achieve a specific score on the high school Science MCA or MTAS in order to graduate.

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PearsonAccess Next Training: New DACs (1–2 years)

Pearson will provide a comprehensive overview of PearsonAccess Next for first and second year District Assessment Coordinators (DACs) on Feb. 8 from 1–3 p.m. [Select this link to join the Feb. 8 PearsonAccess Next: New DACs \(1-2 years\) Training](#) (passcode: PearsonAcc).

For MCA, the training will focus on viewing student data, viewing accommodations and linguistic supports, creating and managing test sessions, printing student testing tickets and session rosters, resuming student tests, and indicating test codes. For MTAS, the training will cover assigning teachers to student tests, entering LCI and student scores, indicating test codes, and score entry status reports.

This training will be recorded and posted to the [Training Management System \(TMS\)](#) on Friday, Feb. 18 (on the District Assessment Coordinator tab under Pearson Recorded Webinars).

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Transportation Service During Statewide Assessments for Online Schools

Students enrolled in online schools (School Classification 46), including students attending online programs within districts, must participate in the applicable standards-based and English language proficiency accountability assessments in person.

[State-approved online providers](#) typically do not provide transportation, but often provide testing sites around the state within an hour's drive for enrolled students. Refer to [Student Reporting for Online and Blended Learning Options for the 2021-22 School Year](#) for more information or contact pupiltransportation.mde@state.mn.us with questions regarding transportation.

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Upcoming Opportunities

MDE Employment Opportunity: COMPASS Data Literacy Specialist

The Data Practices and Analytics division is currently seeking a data literacy specialist to support the [Collaborative Minnesota Partnerships to Advance Student Success \(COMPASS\)](#) initiative.

If you are interested (or know someone who may be interested) in a new and challenging opportunity, consult the position description and application instructions on the [State of Minnesota Careers](#) website and **apply by Jan. 24**. The Job ID is 51731.

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ACADEMIC STANDARDS, INSTRUCTION AND ASSESSMENT

Minnesota Department of Education

education.mn.gov > Districts, Schools and Educators > Teaching and Learning > Statewide Testing

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