

AN UPDATE FROM ACADEMIC STANDARDS, INSTRUCTION AND ASSESSMENT—NOV. 16, 2022

QUICK LINKS	IMPORTANT DATES
<ul style="list-style-type: none"> • November Q&A Session 2: Pretest Editing • MCA Supports for Students with Dyslexia • Test Security Training: Options and Documentation • Required Distribution of Individual Student Reports (ISRs) • WIDA Supported System Requirements • Upcoming Opportunities • Odds and Ends • Tech Update 	<p>Nov. 28–Dec. 16: <i>Indicate the number of online testers for grades 1–12 and order test materials during Materials Ordering in the WIDA Assessment Management System (WIDA AMS)</i></p> <p>Nov. 28: <i>Pretest Editing window opens in Test WES</i></p>

November Q&A Session 2: Pretest Editing

The second November Q&A Session will be on Tuesday, Nov. 29, 2022, from 2–3 p.m. and will focus on Pretest Editing tasks. [Register for the November \(2\) Q&A Session](#). Details for joining are provided once participants register.

The prerequisites for the second November Q&A session are:

- *Pretest Editing Training*, which will be posted on the [Training Management System \(TMS\)](#) (on the District Assessment Coordinator tab, under MDE Recorded Webinars) on Nov. 18.
- Chapter 4 of the [Procedures Manual](#): General Supports, Linguistic Supports, and Accommodations for Statewide Assessments.

MDE collects questions from DACs prior to the event to help prepare and find relevant resources to share. After reading the chapters, [submit questions for the November DAC Q&A Session](#). Q&A Sessions will not be recorded nor will CEUs be provided as these are additional supports rather than a training event.

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MCA Supports for Students with Dyslexia

Recently, MDE received a few questions around which supports or accommodations are allowed for students with dyslexia on the Reading MCA. Supports and accommodations provided during statewide assessments should be familiar to a student through use in classroom instruction, classroom assessments, and district assessments. Depending on their experience with the listed supports and accommodations during instruction, the full list of available supports and accommodations found in Chapter 4 of the [Procedures Manual](#) should be reviewed and considered as supports and tools during MCA testing for a student diagnosed with dyslexia.

However, it is important to note that listening to the Reading MCA (whether through a screen reader, text-to-speech, or with a human reader) is not an allowable accommodation. The Reading MCA evaluates students' achievement on the Reading strand of the Minnesota K–12 Academic Standards in English Language Arts (2010), which is posted on the [English Language Arts](#) page of the MDE website under the Standards and Related Information header (toward the bottom of the page).

- A key goal of the standards is for all students to comprehend texts of steadily increasing complexity as they progress through school. By the time students complete high school, they must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in the workplace and college.
- The academic standards describe the College and Career Readiness Anchor Standards for Reading as focusing on text complexity and the growth of comprehension, placing an equal emphasis on the sophistication of what students read and the skill with which they read.

A main reason why there are no listening accommodations for the Reading MCA is because the skill of listening is different from the skill of reading, and these skills are described in different strands of the academic standards. The MCA cannot assess listening for one student and reading for another student and then state that the assessment measures equivalent skills.

Each year, MDE convenes a committee of educators—the Assessment Accommodations Review Panel (AARP)—to review proposed additions to the general supports, linguistic supports, and accommodations for the *Procedures Manual*. These reviews ensure that a student does not use a particular practice that could undermine the integrity of the resulting test score. They also consider whether additional individual practices proposed for use on statewide assessments should be included. Refer to the Statewide Testing Assessment Advisory Groups Overview section of the [District, Schools and Educators Statewide Testing](#) page of the MDE website for more information about this committee (under Opportunities for Participation).

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Test Security Training: Options and Documentation

The *Test Security Training* will be available in the [Training Management System \(TMS\)](#) on Friday, Nov. 18. The *Test Security Checklist*, which is the paper option that includes the same content and may be used for staff in place of the *Test Security Training*, will be posted the same day on the [Policies and Procedures](#) page of the

PearsonAccess Next website. Translated versions of the *Test Security Checklist* in Hmong, Somali, and Spanish will be available in early January.

The DAC is responsible for ensuring all applicable staff complete the *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 or test content.

The [Procedures Manual](#) provides additional information about each of the options for how the *Test Security Training* may be completed (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 164–166 for detailed information. MDE recommends that DACs review this information when determining the training plan for their district.

Note: For an overview of the Training Management System (TMS), refer to the Training Management System training posted on the District Assessment Coordinator tab under Pearson Video Trainings.

Active Monitoring

The *Active Monitoring for Statewide Assessments* training will also be available in the TMS on Friday, Nov. 18. This training is included in the courses for both MCA Test Monitors and ACCESS Test Administrators.

Considerations for Timing of Training

Each district determines their own timelines for when training must be completed in each school. While staff like Test Monitors must be trained before they administer or monitor tests (and therefore may not need to complete available trainings yet), consider other test administration tasks that may occur earlier, like handling secure materials. In addition, some students may be testing earlier (for example, for ACCESS or earlier scheduled testing for a given grade) so training may be needed earlier than when all staff may actually be administering tests.

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Required Distribution of Individual Student Reports (ISRs)

Individual Student Reports (ISRs) must be provided to parents/guardians no later than Dec. 1.

Each district decides if the paper copies of reports are distributed or if electronic versions are provided (such as through a secure parent portal). If provided electronically, the final version from WIDA AMS or Published Reports in PearsonAccess Next must be used. Paper reports must be securely disposed of if providing electronically.

Districts determine how to distribute ISRs following best practices for data privacy. Regardless of how reports are distributed, districts should consider how to provide families with information (for example, a letter or flyer, in discussions at conferences) about how the results are used in the context of other district and school information.

More information on ISRs and their distribution is available in Chapter 11 of the [Procedures Manual](#), starting on page 237.

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WIDA Supported System Requirements

Consult the [Tech Update](#) section below for information on WIDA supported system requirements.

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Upcoming Opportunities

Alternate ACCESS for ELLs Overview Webinar

Minnesota DACs and Test Administrators who want to learn more about the Alternate ACCESS for ELLs are invited to join a free webinar on Dec. 12 from 2–3:30 p.m. This webinar will provide participants with an overview of the Alternate ACCESS to support understanding and implementation. During this webinar, Test Administrators will explore how the WIDA Standards and Assessment System is connected to Alternate ACCESS in its unique test design. Participants will learn to administer and score this assessment. Time is built into the webinar for participants to ask questions. Note: The Alternate ACCESS field test will not be focused on in this webinar; this webinar is intended to provide information about the current Alternate ACCESS.

There is no need to register for this webinar. [Join the live webinar on Dec. 12 at 2 p.m.](#) A recording of the webinar will be posted on the webinar page of the [WIDA Secure Portal](#).

Note: This webinar is **not** a replacement for the online training course on the WIDA Secure Portal.

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Odds and Ends

WIDA Training Courses

Each district determines their own timelines for when training must be completed in each school. Even though WIDA courses are available at the beginning of the school year, for other states in the consortium who have earlier testing windows, districts may want staff to wait to complete the courses until closer to test administration. Detailed information regarding required trainings for ACCESS Test Administrators is available in Chapter 7 of the [Procedures Manual](#).

Test Administrators who are giving more than one type of ACCESS test (for example, administering both online and paper grades 1–12 ACCESS, or grades 1–12 and Kindergarten ACCESS) are required to complete multiple online WIDA Training Courses, but they are only required to complete any MDE-required trainings in the [Training Management System \(TMS\)](#) once each school year. Refer to Table 31 on page 168 of the *Procedures Manual* for training requirements for ACCESS and Alternate ACCESS.

Note: The WIDA grades 1–12 *Online* and *Paper ACCESS for ELLs: Administration* courses include numerous modules that explain tasks that are typically completed by District or School Assessment Coordinators. Only one module, *Administering the Test*, is required by MDE for Test Administrators. This one module in each course addresses all domains and grade clusters of the ACCESS and covers all of the content required to pass the certification quiz.

Thanksgiving Holiday

In observance of the Thanksgiving holiday, MDE will be closed on Thursday and Friday, Nov. 24–25.

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Tech Update

WIDA Supported System Requirements

Updated *Supported System Requirements for ACCESS for ELLs Online and WIDA Screener Online* have been posted to [WIDAAMS](#) (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 and download the memo from Nov. 3). These system requirements are valid for November 2022–February 2023.

Contact DRC Customer Support at wida@datarecognitioncorp.com or 855-787-9615 with any questions.

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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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