

AN UPDATE FROM ACADEMIC STANDARDS, INSTRUCTION AND ASSESSMENT—MAY 18, 2022

QUICK LINKS	IMPORTANT DATES
<ul style="list-style-type: none"> Secure Test Materials Deadline Posttest Editing Starts Next Week Early Student-Level Results for ACCESS and Alternate ACCESS New Pathways to Exit EL Status The Minnesota Questions Tool (MQT) Mathematics Standards are Being Revised by Minnesotans from Varying Perspectives and Backgrounds Upcoming Opportunities 	<p>May 23: Retrieve early student-level results in Test WES for ACCESS and Alternate ACCESS</p> <p>May 23–June 10: Posttest Editing in Test WES</p> <p>June 9: Deadline to update MARSS data for Posttest Editing</p> <p>June 10: Deadline to confirm in Test WES if the district wants to receive student results labels and paper copies of ISRs for MCA/MTAS</p>

Secure Test Materials Deadline

Districts should have already shipped back all secure MCA and MTAS test materials that are required to be returned to Pearson via UPS. If you still have these secure test materials at your district, refer to [Returning Secure Test Materials](#), or contact the Pearson at 888-817-8659 or [submit a Pearson help desk request online](#).

Note: If you have any test materials related to late score entry requests, refer to the *Request for Late Score Entry Form* on page 249 of the [Procedures Manual](#) for instructions. Pearson must receive all *Request for Late Score Entry Forms* and **related testing materials** (e.g., MTAS Data Collection Forms, paper test books with student responses) **no later than noon on Wednesday, May 25**, to ensure the late score entry can be completed in time for Posttest Editing. More information is available in the [May 11 Assessment Update](#).

Materials that require secure disposal, including student testing tickets, scratch paper, and MTAS Response Option Cards, should no longer be in the district. If you still have these secure test materials, please securely dispose of them as soon as possible.

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Posttest Editing Starts Next Week

Posttest Editing in Test WES will be available May 23–June 10. Posttest Editing is an important window that gives districts the opportunity to update assessment records, correct demographic errors (wrong MARSS number or birth date for example), and enter test codes as needed, with help from the MARSS Coordinator or other staff familiar with the students.

For more information, refer to the [Test WES Posttest Editing User Guide](#), and the MDE DAC Posttest Editing Training posted in the Training Management System (TMS) on the District Assessment tab (under MDE Recorded Webinars).

Note: DACs who do not have the “District-User Read-Write” user role for Test WES must reach out to their EDIAM Identified Official with Authority (IOwA) to update their user role. Contact information for the IOwA in each district are available on the [Minnesota Department of Education-Organization Reference Glossary \(MDE-ORG\)](#).

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Early Student-Level Results for ACCESS and Alternate ACCESS

Early student-level results for the ACCESS and Alternate ACCESS for ELLs will be available starting on May 23 in Test WES. Test WES users will access these early student-level results from the Test WES Dashboard under File Transfer. The [ACCESS and Alternate ACCESS Early Student-Level Results](#) document provides additional information on the file.

Early results are not final results and can change based on edits made during Posttest Editing. Depending on the district’s policy, student-level data can be shared with teachers, students, and parents/guardians for instructional and informational purposes with the understanding that the scores are preliminary.

Please note that the early results file is not updated as changes are made in Posttest Editing; it is a static file.

MARSS Duplicate Numbers

As communicated in January, duplicate student records with incorrect MARSS numbers were generated in WIDA AMS when MDE submitted precode files to DRC for ACCESS and Alternate ACCESS.

If students tested under the incorrect MARSS number and/or if wrong labels were used on student’s booklets, DACs must resolve these assessment error discrepancies during Posttest Editing.

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New Pathways to Exit EL Status

As Minnesota continues to prioritize equity and to measure what matters, the Commissioner of the Minnesota Department of Education, using data and stakeholder input, approved the following two pathways to exit EL status. Note that specific student criteria must be met. The MDE EL division provided additional details via their newsletter this morning, May 18.

Exit Criteria for Students Who Cannot Complete All Four Domains of ACCESS

MDE will compute an alternate composite score for English Learners with Disabilities (ELSWD) who are not able to participate in a domain of the ACCESS (listening, speaking, reading, and writing) assessment with or without appropriate accommodations due to the student's disability, and who meet all of the following criteria:

- The student must have received a valid score for the completed domains.
- The domain(s) in which the student cannot participate must have a test code of special education deferred (SPD).
- The student must have completed (i.e., received a valid score) on at least two domains.

MDE will contact districts with students who are eligible to be reclassified after the District or School Student Results (DSR/SSR) files have been released in late June.

Pathway to Exit for Students Who Participate in Alternate ACCESS

ELSWD who participate in the Alternate ACCESS and receive a proficiency level of P1 or P2 on Alternate ACCESS in a given year may be exited from EL status. Additional criteria, which consists of consultation with the student's parent/guardian to determine if they would like to continue EL services and consultation with the IEP team to determine if continued EL services would benefit the student, must be conducted before the student can be exited from EL status.

These new pathways for exiting EL status can be used in making exit decisions in spring of 2022.

MDE will contact districts with students who are eligible to be reclassified after the DSR/SSR has been released. If you have questions regarding the new exiting pathways, contact mde.el@state.mn.us.

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The Minnesota Questions Tool (MQT)

Please share with your teachers.

MDE has developed a new resource for educators, the Minnesota Questions Tool (MQT), which will replace the Released Items and Passages Sets currently available on the MDE website. The MQT will provide educators with

content aligned to the Minnesota Academic Standards to support or supplement their grade-level instructional materials for the classroom.

Educators will have access to released content from past administrations of all grades of the Reading, Mathematics, and Science Minnesota Comprehensive Assessments (MCAs). In the long term, the plan is to also include content developed by educators and may contain Minnesota Academic Standards that are not assessed by the MCA (the physical education assessment, for example). MDE will release the MQT with Reading and Mathematics MCA-III and Science MCA-IV on June 13.

The Benchmark Achievement Level Descriptors (Benchmark ALDs) outline the knowledge, skills, and abilities demonstrated by students on the Reading and Mathematics MCA for each benchmark from the standards. Educators will continue to be able to explore the Benchmark ALDs to evaluate the rigor of instructional content across achievement levels. A training module for the Benchmark ALDs is now available on the [Success Criteria](#) page of the Testing 1, 2, 3 website (under the Benchmark Achievement Level Descriptors expandable header).

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Mathematics Standards are Being Revised by Minnesotans from Varying Perspectives and Backgrounds

In accordance with Minnesota Statutes, Minnesota's academic standards are reviewed and revised on a 10-year cycle. The department is in the process of facilitating a review of the Minnesota K–12 Academic Standards in Mathematics. This review began in 2021 and is ongoing. The standards are being revised for Minnesota public schools, by Minnesotans. The Minnesota K–12 Academic Standards for Mathematics review and revision is being conducted by a committee that includes members with varying perspectives and backgrounds from across Minnesota. Minnesota Statutes outline who must be represented on the committee, including parents/guardians, currently licensed and in the classroom teachers, licensed school administrators, school board members, postsecondary institution faculty teaching core subjects, and business community members.

Public Review and Comment Period for Version Two of the Mathematics Standards

[Version two of the Minnesota K-12 Academic Standards in Mathematics](#) were posted online on Monday, May 16. The public is invited to provide feedback through the [Minnesota K–12 Academic Standards in Mathematics Version Two Survey online survey](#). This public review and comment period is from May 16–June 13. Learn more information about the standards review process on the [Mathematics](#) page of the MDE website.

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Upcoming Opportunities

2022 Minnesota PearsonAccess Next Survey

Please share this information within your district, as needed.

To evaluate and improve its system and resources to better meet customer needs, Pearson emailed a PearsonAccess Next survey to all staff with a PearsonAccess Next user account on May 16–17. The survey was tailored by user role: District Assessment Coordinator, Assessment Administrator, Test Monitor/Data Entry, and MTAS Score Entry. Note: If the user had multiple user roles in PearsonAccess Next (that is Test Monitor/Data Entry and MTAS Score Entry user roles), the user received multiple surveys. The survey will take about 5 to 10 minutes to complete and will close on Friday, May 27. Pearson appreciates all the responses received so far.

MDE and DAC Coffee Break and Sharing

MDE will be holding the MDE and DAC Coffee Break and Sharing session on Thursday, May 19, from 2–3:30 p.m. This time is intended for DACs to share information and experiences from this year’s test administrations with their fellow DACs from across the state and MDE. MDE will also gather some information to inform next year’s resources and trainings.

This Coffee Break is optional; simply a time to connect and share experiences and successes. MDE will not provide any training or new information, and it will not be recorded. This event will be hosted on ZoomGov, a Zoom platform for government agencies, and registration will not be required. To access the Coffee Break on May 19, please use the information provided below.

- [Join ZoomGov Meeting](#)
- Meeting ID: 161 253 7088
- Passcode: 154965

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May Q&A Webinar for New DACs

The May New DAC Q&A webinar will be held on Tuesday, May 24, from 2–3 p.m. It will focus on wrapping up test administration and Posttest Editing. [Register for the May New DAC Q&A Webinar](#). Details for joining the webinar will be provided once participants register. Experienced DACs are also welcome to attend.

The following resources are prerequisites: Chapter 10 of the [Procedures Manual](#) and the *Posttest Editing Training*, which is posted in the [Training Management System \(TMS\)](#) on the District Assessment Coordinator tab under the MDE Recorded Webinars category.

MDE uses questions from DACs to prepare for the webinar. After reading Chapter 10 and watching the Posttest Editing Training, [submit questions for the New DAC Q&A Webinar](#).

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COMPASS Cohort Launch: Student Agency in Learning (SAIL) Pilot

When teachers implement formative assessment practices as a process, in collaboration with their students, it can have powerful effects on student learning. Part of COMPASS includes building capacity at the local level for

Data and Assessment Literacy. To support districts and schools in this work, MDE and WestEd are launching a year-long formative assessment cohort pilot.

In the 2022–23 school year, up to 20 teams of educators and leaders from across the state will have the opportunity to join Minnesota’s first [Student Agency in Learning \(SAIL\)](#) cohort pilot through COMPASS.

Teachers will participate in continuous learning cycles of new content, the application of formative assessment skills in the classroom, community of practice meetings, and self-reflection on progress within a blended, digital and in-person learning design. The blended learning design encourages teachers to take risks and integrate new content with existing expertise, while also developing an awareness of where they will lean in to improve student outcomes.

Leaders play a significant role in supporting the opportunities, culture and conditions that advance teacher learning. Schools that are most successful in SAIL have teachers and leaders working alongside one another to learn about and support the changing roles of students, through formative assessment. Each school-based team should include one school system leader, one school leader, and three to five teachers.

There will be an informational meeting for school and district leaders who would like to learn more about this opportunity on Tuesday, May 24, from 10–11:30 a.m. Please [register for the informational meeting](#) if you would like to attend.

To apply, school leaders should complete the [SAIL Cohort - interest form](#) by **June 16**.

For more information about [SAIL](#) and additional COMPASS Data and Assessment Literacy Pathways, visit [Testing 1, 2, 3](#) or contact [Kendra Olsen](#).

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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

If you have any questions or want to unsubscribe, please send an email to mde.testing@state.mn.us.