

AN UPDATE FROM ACADEMIC STANDARDS, INSTRUCTION AND ASSESSMENT—MAY 25, 2022

QUICK LINKS	IMPORTANT DATES
<ul style="list-style-type: none"> • Posttest Editing Reminders • Guidance for Test Codes • Early Student-Level Results for ACCESS and Alternate ACCESS in Test WES • Sharing Preliminary Results • 2022 Testing Time Report Available in PearsonAccess Next • Secure Materials Status Report Available in PearsonAccess Next • 2023 Science MCA Test Materials • 2022 Minnesota PearsonAccess Next Survey • MDE Summer Training Opportunities • Odds and Ends • Upcoming Opportunities 	<p>May 23: <i>Posttest Editing in Test WES opened</i></p> <p>May 23–June 28: <i>Retrieve early student-level results in Test WES for ACCESS and Alternate ACCESS</i></p> <p>June 9: <i>Deadline to update MARSS data for Posttest Editing</i></p> <p>June 10: <i>Deadline to confirm in Test WES if the district wants to receive student results labels and paper copies of ISRs for MCA/MTAS</i></p> <p>June 10: <i>Posttest Editing in Test WES closes at 10 p.m.</i></p>

Posttest Editing Reminders

The following resources are available for districts working on Posttest Editing:

- The *Test WES Posttest Editing User Guide 2021–22* posted on the [Test WES](#) page of the MDE website, provides detailed information on Posttest Editing for DACs. Note: MDE recently updated website domains and you may need to refresh your screen (using F5) to display resources.
- The New DAC Posttest Editing Training, which is posted in the [Training Management System \(TMS\)](#) on the District Assessment Coordinator tab (under the MDE Recorded Webinars category).

Creating Blank Assessments to Indicate Test Codes

To indicate a test code, use the Add Blank Assessment function to create a blank record. For step-by-step instructions, refer to page 33 of the [Test WES Posttest Editing User Guide](#). Before adding any blank assessments, verify that you have already resolved all assessment errors or other warnings.

Postsecondary Enrollment Options (PSEO) Students

Full-time PSEO students are not required to test and generally will not show up as discrepancies in Test WES if indicated correctly in MARSS. In special cases in which the district pays the college directly, a matching discrepancy will exist in Posttest Editing for the student. In these cases, districts submit a file to MDE via File Exchange in Test WES with the required information to indicate PSEO. Refer to page 32 of the [Test WES Posttest Editing User Guide](#) for full details.

Note: The district's statement must include all the bulleted items listed on page 32 of the user guide and must be uploaded in Test WES (do not email the document).

Confirming Inactive Records are Correct for ACCESS

In the case where a record is missing one or more domains for ACCESS, the report code will be NC (not complete). These are not necessarily discrepancies in Posttest Editing, and districts often notice these by seeing no composite score in the early student-level results file. If the student did not participate in the missing domain, you can indicate the reason by changing the test code for the applicable domain(s).

If the student did participate in the missing domain, then the records were not merged by DRC because student information on the two records did not match. Test WES may have been able to match (but not merge) the records; in such cases, districts can confirm the scores will be merged by ensuring that the demographic information matches on both the active and inactive records. More information starts on page 41 of the [Test WES Posttest Editing User Guide](#).

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Guidance for Test Codes

As you work in for Posttest Editing, the following article provides guidance on test codes for all MCA and MTAS. This guidance was first shared in the [Feb. 16 Assessment Update](#).

EXC Test Codes

In spring 2020 and 2021, the Extenuating Circumstances test codes (EXC-N, not attempted, and EXC-A, attempted) were available to document that tests could not be attempted or completed due to COVID-19. These EXC test codes are not available for spring 2022.

Existing Test Codes

All existing test codes should be applied consistent with the definitions in Chapter 9 of the [Procedures Manual](#). However, the following guidance may be used when considering situations that may not be addressed in the manual, such as student absences due to quarantines and students who are enrolled in online programs.

- For students attending school in person:
 - If a student is absent due to required quarantine at the time of testing and unable to make up the test before the end of a testing window, the ABS (absent) test code should be indicated during Posttest Editing in Test WES.
 - If a student has started testing, is absent due to required quarantine, and unable to complete the test before the end of a testing window, no test code is indicated and the portion completed is scored.
 - Note: The same guidance applies if a classroom, school, or district is required to temporarily move to online learning during the testing windows and unable to start or complete testing.
- For students attending an online program:
 - In terms of refusals, the applicable refusal test code should only be indicated if it is the assessment itself that is being refused. The test codes are REF-P (refusal by parent/guardian) and REF-S (refusal by student).
 - If the district has received a refusal that they determine is more related to concerns for health and safety or other logistics (for example, distance from testing site), the ABS (absent) test code may be more appropriate. Similarly, if the district arranges logistics for testing and a student does not show up, the ABS test code may be most appropriate if there is no communication about the test itself.

Districts determine on which test codes to apply, as needed for their situations. Note that there is no difference in terms of how refusal or absent test codes are handled for accountability purposes, and differentiating between the two is more for district data collection and analysis. For more information on accountability calculations, refer to [Accountability Indicators](#) page of the MDE website or contact mde.essa@state.mn.us.

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Early Student-Level Results for ACCESS and Alternate ACCESS in Test WES

Early student-level results for the ACCESS and Alternate ACCESS for ELLs are now available in Test WES. These early student-level results may be accessed from the Test WES Dashboard under File Transfer; the file is available for download in either an Excel or text format. The [ACCESS and Alternate ACCESS Early Student-Level](#)

[Results](#) document provides additional information on the file. EL staff may need the DAC to retrieve the file if they do not have access to Test WES.

Early results are not final and can change based on edits made during Posttest Editing. Depending on the district's policy, student-level data may 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.

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Sharing Preliminary Results

It is up to the district to determine whether to share preliminary or embargoed assessment data with students, families, and staff for instructional purposes. However, preliminary or embargoed results cannot be discussed in public forums, reflected in public meeting minutes (school board meetings for example), or shared with the general public or media until the final assessment results have been released publicly.

Data Privacy

Only those who have a legitimate educational interest in the assessment results should have access to preliminary or embargoed final assessment and accountability results in any form, including summary results. This includes classroom teachers, school/district staff, and school board members, or other school officials.

Schools should limit the number of individuals who have access to preliminary or final embargoed assessment results. Schools must collect and retain data privacy and nondisclosure agreements for all school officials who have access to assessment results in any form. Districts should follow their district data privacy policies for district and school staff access to preliminary and embargoed results.

Districts need to develop a process for school board members or other school officials who have not completed a data privacy agreement and will have access to preliminary or final embargoed assessment results. Districts may use or adapt the *Sample Nondisclosure Agreement for Sharing Assessment and Accountability Results* on page 257 of the [Procedures Manual](#) as needed (PearsonAccess Next > Resources & Training > Policies and Procedures). These agreements must be kept on file for two years after the end of the academic school year in which testing took place.

Important Reminders

If preliminary or embargoed assessment data will be shared, it cannot be discussed in public forums, posted online, or reflected in public meeting minutes until the embargo has ended on Aug. 25. Be sure to remind building principals and any other staff who have access to preliminary data of this policy regarding sharing preliminary or embargoed data.

Individually identifying student results should not be shared publicly at any point as required under FERPA regulations. Student-level results should only be shared with those who have a legitimate educational interest or

others who are permitted by the Minnesota Government Data Practices Act or FERPA to access private educational data.

For more information refer to Chapter 11 of the [Procedures Manual](#).

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2022 Testing Time Report Available in PearsonAccess Next

The *Testing Time Report* for the 2022 MCA test administration will be available for District Assessment Coordinators (DACs) on Friday, May 27, in [PearsonAccess Next](#) under Published Reports. *MCA Testing Time Reports* are available at the district-level and provide cumulative testing time information by student. The time (in seconds) indicates the total time a student spent on both scorable and non-scorable (for example, student directions, section end pages, start of section) items.

This report is intended to provide districts information to plan for future administrations by confirming the amount of time students tested, or to identify trends by grade or subject across the district. The data provided in this report is not meant to be used to make decisions about individual students. Refer to the [Published Reports Quick Guide](#) for detailed instructions on how to access published reports in PearsonAccess Next.

Contact Pearson at 888-817-8659 or submit a [Pearson help desk request online](#) with any questions.

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Secure Materials Status Report Available in PearsonAccess Next

The Secure Materials Status Report is now available for download in PearsonAccess Next under Published Reports. This report includes any secure test materials for MCA and MTAS that have not been returned or scanned at the Pearson warehouse. If this report is not available for your district, that means Pearson received all your materials, and there are no missing materials. The report will be updated nightly through the mid-June as materials are scanned, and then weekly until Sept. 26. For more information, refer to [Accessing the Secure Materials Status Report](#) guide.

Note: When Pearson receives the materials in the warehouse, it may take some time to scan the items. Pearson will complete scanning of all returned secure materials by Tuesday, June 7. The Secure Materials Status Report available on Wednesday, June 8, will include all missing materials returned by this final scan date. If any missing materials are still unaccounted for, Pearson will contact your district to return the outstanding materials. The report will be updated weekly starting in mid-June.

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2023 Science MCA Test Materials

Please share this newly available accommodation with your Special Education Teachers.

A 12-point regular print test book will be available for the Science MCA next spring. It may be used by any student with an IEP or 504 plan whose disability prevents them from accessing the content on a computer. Requests for this accommodation must be determined by the IEP or 504 team rather than student or administrator preference.

Large print test book for the Science MCA will continue to be available for students with low vision who need an increased font size to see the test items. Large print test books are available in 18-point and 24-point fonts.

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2022 Minnesota PearsonAccess Next Survey

The PearsonAccess Next survey will close this Friday, May 27. The survey is tailored by user role (District Assessment Coordinator, Assessment Administrator, Test Monitor/Data Entry, and MTAS Score Entry) and will take about 5 to 10 minutes to complete.

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MDE Summer Training Opportunities

MDE has two scheduled training opportunities for DACs this summer and is adding two Q&A Webinar events for new DACs. MDE is currently transitioning to ZoomGov for virtual events. Registration links for each event is included below to help with summer planning for DACs.

New DAC Reporting Training 1

The *New DAC Reporting Training 1: Purpose of Assessments, Reporting Stages, Secure Systems, and District and School Student Results (DSR/SSR) Files* training will be held on Thursday, June 30, from 2–3:30 p.m. The training will also be recorded and posted on July 1 in the [Training Management System](#) (TMS). [Register for the New DAC Reporting Training 1](#).

This is the first of two reporting trainings geared toward new DACs about reporting. The prerequisite for this training is Chapter 11 of the [Procedures Manual](#), which provides an overview of the reports and results available and addresses when and how they can be used and shared.

July Q&A Webinar for New DACs

The July Q&A Webinar for New DACs will be held on Tuesday, July 19, from 2–3 p.m. It will focus on reporting. Experienced DACs are also welcome to attend. [Register for the July Q&A Webinar for New DACs](#). Registrants will receive a form to collect questions prior to the event.

The prerequisites for this webinar are to attend the New DAC Reporting Training 1 on Thursday, June 30, or watch the recording after July 1 in the [Training Management System \(TMS\)](#) on the District Assessment Coordinator tab under the MDE Recorded Webinars category.

Note: Q&A webinars are intended to provide a conversational setting where new DACs can receive support on existing resources and upcoming tasks. Q&A webinars are not recorded as they are not trainings and do not provide any new content, as all answers are available in the prerequisites.

New DAC Reporting Training 2

The *New DAC Reporting Training 2: Test Results Summary Reports and Public Reporting* training will be held on Thursday, July 28, from 2–3:30 p.m. The training will also be recorded and posted July 29 in the [Training Management System \(TMS\)](#). [Register for the New DAC Reporting Training 2](#).

This is the second of two trainings geared to new DACs about reporting; a recording of the first training will be available in the TMS on the District Assessment Coordinator tab under MDE Recorded Webinars by Friday, July 1. The prerequisites for the second training are Chapter 11 of the [Procedures Manual](#) and the *Appropriate and Inappropriate Uses of MCA and ACCESS Results* infographics available on the [District Resources](#) page under the Test Score Interpretation Resources expandable heading.

August Q&A Webinar for New DACs

The August Q&A Webinar for New DACs will be held on Tuesday, Aug. 9, from 2–3 p.m. It will focus on reporting. Experienced DACs are also welcome to attend. [Register for the August Q&A Webinar for New DACs](#). Registrants will receive a form to collect questions prior to the event.

The prerequisites for this webinar are to attend the New DAC Reporting Training 1 on Thursday, June 30, or watch the recording after July 1 in the [Training Management System \(TMS\)](#) on the District Assessment Coordinator tab under the MDE Recorded Webinars category.

Note: Q&A webinars are intended to provide a conversational setting where new DACs can receive support on existing resources and upcoming tasks. Q&A webinars are not recorded as they are not trainings and do not provide any new content, as all answers are available in the prerequisites.

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Odds and Ends

MDE will be closed on Monday, May 30, in observance of Memorial Day.

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Upcoming Opportunities

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

MDE and WestEd are launching a year-long formative assessment cohort pilot, in which up to 20 teams of educators and leaders for across the state will have the opportunity to join Minnesota's first [Student Agency in Learning \(SAIL\)](#) cohort pilot through COMPASS.

To apply, school leaders should complete the [SAIL Cohort - interest form](#) by **June 16**. Refer to the [May 11 Assessment Update](#) for detailed information.

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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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