

AN UPDATE FROM ACADEMIC STANDARDS, INSTRUCTION AND ASSESSMENT—JUNE 8, 2022

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## Posttest Editing: Final Reminders

Tomorrow, June 9, is the last day to submit a MARSS file to MDE for Posttest Editing. After that, assessment records may still be edited, but any discrepancies that require a MARSS update can no longer be resolved. All Posttest Editing work must be completed by 10 p.m. on Friday, June 10.

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.
- The New DAC Posttest Editing Training is posted in the [Training Management System \(TMS\)](#) on the District Assessment Coordinator tab (under the MDE Recorded Webinars category).

## Indicating EL in MARSS

For English learners to be eligible to take the ACCESS or Alternate ACCESS, they **must be indicated** as EL in MARSS. If a student took the assessment but their enrollment record indicates they are not EL, the report code

will be set to INV (Invalid) when published. It is not possible to reverse this invalidation. If these students are ELs, your MARSS Coordinator **must update** their enrollment record in MARSS **by tomorrow, June 9**.

## Enrollment Matching Issues

Blank assessment records must be created for students who did not participate in statewide assessments, and the correct test code (for example, absent, parent/guardian refusal) needs to be indicated. Detailed instructions are available on page 33 of the [Test WES Posttest Editing User Guide](#).

## Late Score Entries Loaded to Test WES

All late score entry requests for MCA or MTAS made by noon on May 25 are now available in Posttest Editing in Test WES. Any late score entry requests made after May 25 will not be loaded in Test WES or included in the releases of final results this summer.

## 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. 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).

Note: MDE has processed all requests submitted by today, June 8, at 11 a.m. If your district pays a college directly for your PSEO students and you have yet to submit a file to MDE, please do so by **this Friday, June 10, at noon**.

## District Confirmation

Once you complete Posttest Editing, confirm it on the District Confirmation page in Test WES:

- You must complete this confirmation if there were no edits needed for your district.
- You may also complete this confirmation to let MDE know that all posttest editing has been completed for your district.

Note: The District Confirmations page is on the left-hand column of the Dashboard under Pretest Edit.

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## Test Security Checklist

Most of the trainings in the Training Management System (TMS) will be removed on June 10, including the *Test Security Training*. If your district hires a new DAC this summer—or another person working closely with testing—use the [Test Security Checklist](#) to provide training and basic information about test security before the updated

training is available in the following year. The *Test Security Checklist* is available in Hmong, Somali, and Spanish for staff who may need the checklist in another language.

Note: If using paper copies of the *Test Security Checklist*, it is required to keep the copies signed by staff on file for two years after the year of administration in case of a security violation.

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## ***Entering Reimbursement Requests in GRR***

Districts who have received assessment results for the college entrance exam they administered (ACT or SAT) should enter requests for reimbursements in the [Graduation Requirements Records \(GRR\)](#) system for eligible students. If a district has not previously received reimbursement for a grade 11 or 12 student, the following criteria applies to reimbursement requests:

- Districts will be reimbursed for students eligible for a free/reduced-priced meal (FRP) who are entered into GRR.
- Districts may also be reimbursed on a prorated basis (if necessary) for students who are unable to pay for the exam. Districts must determine the criteria for unable to pay and enter those requests in GRR.

Districts must submit eligible reimbursement requests no later than Sept. 9.

### **Common Issues**

Any student identity error must first be resolved in MARSS and/or the Student ID Validation system before the record can be added into GRR. Student data entered in GRR must match MARSS data. If you receive the “Student match based on matching rules, but ID is different” message, check the following:

- A nickname has been entered instead of the full name (e.g., “Ben” instead of “Benjamin” for example).
- The student’s last name is incomplete or not entered correctly (for example, “Carlson” or “Carlson-Hernandez” instead of “Carlson Hernandez”).

### **Reimbursement Reports**

After districts enter reimbursement requests in GRR, they must confirm that the students for which they expect reimbursement are included in the reimbursement reports; these reports are refreshed each morning. It is important to confirm student information is entered correctly to avoid incorrect reimbursements made to the district. The following reports are available:

- The *Claimed Student Detail Report* details what records will be reimbursed (or the reason records will not be reimbursed).
- The *Estimated Student Amount Report* gives an estimate of the amount that will be received.

## Resources

More information is in the [Graduation Requirements Records \(GRR\) User Guide](#) and in the *MDE Graduation Requirements Records (GRR) Training*, which is posted in the [Training Management System \(TMS\)](#) on the District Assessment Coordinator tab under the MDE Recorded Webinars category.

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## ***2022 Testing Time Report Available in PearsonAccess Next (Repeat)***

The *Testing Time Report* for the 2022 MCA test administration is now available for District Assessment Coordinators (DACs) 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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## ***Version 2 of the 2022 Math Standards and Benchmarks***

The Minnesota Math Standards Committee would love the public's feedback on Version 2 of their work. The window for feedback closes on **June 13 at 5 p.m.** Provide your feedback using the [Minnesota K–12 Academic Standards in Mathematics Version 2](#). Note that you do not need to answer every question on the survey and can answer only the questions you have feedback on. Additional information is available on the [Mathematics Academic Standards](#) page of MDE website.

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## ***Call for District and School Assessment Literacy Examples to Spotlight***

MDE is seeking schools and districts who would like to be featured in the [Minnesota Data and Assessment Literacy \(MnDAL\)](#) on-demand learning modules, as part of the professional learning opportunities available through COMPASS. MDE has partnered with WestEd's Formative Insights team to develop a series of online

learning modules and resources aimed at supporting teachers and leaders in their data and assessment literacy goals. Assessment literacy refers to the knowledge and skills needed by teachers and leaders to gather accurate information about student learning and the ability to use assessment as a process for improving instruction and ultimately student achievement.

If you have been working on exploring, implementing, or refining resources in your district or school to advance teacher and school leader assessment literacy, we would like to feature your efforts! Specifically, we are looking for schools or districts who would like to share examples or approaches they have used to address the following:

- Communicating and aligning each assessment's purpose toward a [comprehensive and balanced assessment system](#);
- Aligning learning goals to classroom-level learning targets and success criteria, and the relationship to measuring student learning of the academic standards at various levels (classroom, school, district);
- Teacher-developed common summative assessments and performance assessments;
- Formative assessment practices that integrate student-centered learning into classroom instruction;
- Developing equitable grading practices that ensure all students receive meaningful, accurate grades;
- Communicating about assessment results with school staff and families;
- Using assessment data and student work to guide decisions at various levels (classroom, school, district)

Additionally, if you have been exploring ways to increase student involvement in the assessment process, improve the feedback cycle of assessment as a process to guide learning and instruction, and a solution-oriented approach to using assessment data toward improving instruction for all students, we would like to hear from you! If you would like to share any resources or approaches you have been using so others around the state can learn and engage from the work in your district, please contact [MDE COMPASS](#).

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## ***Student Agency in Learning (SAIL) Pilot Cohort***

An information session about the first statewide formative assessment cohort, SAIL, was held on May 24. A recording of the session can be accessed [here](#) along with the presentation slides linked in the [agenda](#). Additional resources that may be of interest to you include:

- [Leaders' Guide to Getting Started in SAIL](#)
- [Student Impact Data](#)

By the end of the year-long participation in SAIL, teachers who participated in other states reported significant shifts in their students' development of formative assessment practice over time. Through SAIL, teachers will learn how to explicitly model and teach students to:

- Use success criteria to guide their learning

- Talk about evidence of their learning
- Persevere in their learning
- Give more thoughtful and extended answers during classroom dialogue
- Engage with feedback to further their own, and peers', learning
- Set academic and personal goals
- Ask questions of themselves and others
- Reflect on and learn from mistakes

All materials and training on facilitation will be provided through the cohort and can be used to enhance or replace existing teacher professional development materials at your school. MDE and WestEd will also support you in coordinating your professional learning calendar to support SAIL implementation. Six live virtual meetings will also be provided for site leaders and facilitators to support successful implementation at your site. All participants will earn educator and administrative CEUs for cohort completion.

We are excited to offer this opportunity to merge current research about formative assessment with student identity, and classroom culture – to support you in deepening instructional practices in service of student agency and learning.

**To apply for the 2022-23 cohort, complete this [interest form](#) for your team by June 16.**

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

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## ***Upcoming Opportunities***

### **MDE Summer Training Opportunities for DACs**

As announced in the [May 25 Assessment Update](#), MDE is providing the following virtual events to support DACs. Use the links below to access a description and register for each ZoomGov event. All of the events listed below start at 2 p.m.

- Thursday, June 30 – [New DAC Reporting Training 1](#)
- Tuesday, July 19 – [July Q&A Webinar for New DACs](#)
- Thursday, July 28 – [New DAC Reporting Training 2](#)
- Tuesday, Aug. 9 – [August Q&A Webinar for New DACs](#)

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Minnesota Department of Education

[education.mn.gov](http://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](mailto:mde.testing@state.mn.us).