

AN UPDATE FROM STATEWIDE STUDENT ASSESSMENT AND DATA ANALYTICS—SEPTEMBER 9, 2020

QUICK LINKS	IMPORTANT DATES
<ul style="list-style-type: none"> • Deadline This Friday: Reimbursement Requests • Day with DACs: Registration • Virtual New DAC Orientation: Save the Dates • DAC Resources Available • ACCESS Resources • ACCESS Scoring Appeal Requests • Upcoming Opportunities 	<p>Sept. 11: Last day for districts to enter reimbursement requests for college entrance exams</p>

Deadline This Friday: Reimbursement Requests

Districts must enter requests for reimbursements for college entrance exams (ACT or SAT) in the [Graduation Requirements Records \(GRR\) system](#) for eligible students **no later than this Friday, Sept. 11**. After requesting reimbursement, the district should confirm expected records using the reimbursement reports, which are refreshed each morning.

- The *Claimed Student Detail Report* shows what records will be reimbursed and provides the reason for any record that will not be reimbursed.
- The *Estimated Student Amount Report* gives an estimate of the total reimbursement amount.

For additional information, use the [Graduation Requirements Records \(GRR\) User Guide](#) and [GRR training](#) (available in the Training Management System on the District Assessment Coordinator tab under MDE Recorded Webinars).

Note: As was previously communicated, the money allocated for school year 2019–20 reimbursement for college entrance exams will carry forward and will be available for school year 2020–21 reimbursement. **If your district did not administer any college entrance exams in 2019–20, then there is no action needed for the deadline this Friday.** Requests can be entered before the September 2021 deadline for any fall or spring administrations offered by districts in 2020–21. Refer to the *Graduation Requirements Records (GRR) User Guide*, as needed, for reminders about student eligibility for reimbursement.

Day with DACs: Registration

On Sept. 29, 2020, MDE's Statewide Student Assessment and Data Analytics Division will host a virtual conference for DACs. This event will feature a "State of the Statewide Assessment" presentation by division director, Jennifer Dugan. Following this talk, Jennifer will host a roundtable discussion with three prominent Minnesota assessment data experts:

- Dr. Johnna Rohmer-Hirt: Director of Research, Evaluation, and Testing from the Anoka-Hennepin School District
- Dr. Michael Rodriguez: Interim Dean of the University of Minnesota's College of Education and Human Development
- Joe Munnich: Managing Director from Generation Next (a coalition of civic, business, and education leaders from across Minneapolis and Saint Paul dedicated to closing achievement and opportunity gaps)

This conversation will center around topics regarding the MCA and MTAS, addressing how to utilize statewide assessment data, the importance of balanced assessment systems, and the connection between educational equity and Minnesota's statewide assessments. There will also be a question and answer period following the roundtable.

During the lunch hour, attendees will be able have their own virtual conversation corners to meet casually with other DACs.

The afternoon sessions will include small group breakout sessions facilitated by MDE staff. These groups will be working sessions and focus on developing ideas and approaches for specific district-level groups (students, parents/guardians, or teachers/administrators) to address the role of the assessment system, including participation, and achieving educational equity. DACs will pick one group for each breakout session. We hope open conversation will lead to collaboration, with DACs providing MDE their district-specific insight and articulating district-level needs for the coming school years.

The schedule for the conference is as follows:

9–10:00 a.m. "State of the Statewide Assessments", Jennifer Dugan

10–11:30 a.m. Panel conversation and Q&A

11:30 a.m.–12:30 p.m. Virtual conversation corners and lunch

12:45–1:45 p.m. Session 1: Breakout conversations (students, parents/guardians, or teachers/administrators)

2–3:00 p.m. Session 2: Breakout conversations (students, parents/guardians, or teachers/administrators)

[Register for Day with DACs](#). Note: Registration is required, and when registering, participants will select the two breakout session conversations in which they want to participate.

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Virtual New DAC Orientation: Save the Dates

In October, MDE and Pearson will provide a Virtual New DAC Orientation. In the past, this orientation was provided in one in-person, full-day session. For this year, in order to provide the best training experience for participants, this virtual event will be spread across three days for a few hours each day, and each session will cover unique topics. MDE recommends that DACs attend the live sessions if possible as they will include interactive information sharing as well as time to discuss topics with colleagues. However, the presentation will be recorded for each day's sessions if participants are unable to attend all three sessions live.

MDE will provide an overview of the various roles and responsibilities of a DAC, the Minnesota Assessments, relevant MDE and WIDA systems, available resources, and training opportunities. Pearson will provide information on PearsonAccess Next, TestNav, and reporting resources.

Though designed as an introduction for new DACs in their first or second year, other relatively new DACs are also welcome to attend.

The dates and session times are as follows; links to register will be provided in an upcoming *Assessment Update*:

- Session 1: Tuesday, Oct. 20, from 9–11 a.m.
- Session 2: Wednesday, Oct. 21, from 9 a.m.–noon
- Session 3: Thursday, Oct. 22, from 9–11:30 a.m.

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DAC Resources Available

The 2020–21 versions of the following DAC Resources are available on the [District Resources page](#). Only minor updates were made for the 2020–21 version.

- The *Resource Overview for District Assessment Coordinators* is designed for all DACs and provides a description of the various resources designed for DACs.
- The *New District Assessment Coordinators: Getting Access* document provides information for new District Assessment Coordinators on access to systems and resources used for the Minnesota Assessments.

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ACCESS Resources

Resources for 2019–20 Results and Reports

Since the ACCESS score reports have now arrived in your districts, please ensure that EL educators are aware of the following resources. These resources are designed to be used when communicating score report information to students, families, and other educators.

- Translated Individual Student Reports (ISRs) are available in 47 languages in [WIDA AMS](#) ([Sign in] > My Applications > Report Delivery > On-Demand Reports).
- There are various resources (available in several languages) designed for parents on [the Resource Types page](#) including the following:
 - *ACCESS for ELLs Parent Guide for Score Reports*: A document that summarizes key information about the ISRs
 - *ACCESS for ELLs Parent Handout*: A flyer that answers basic questions about the ACCESS
 - *ACCESS for ELLs Parent Letter*: A cover letter that is designed to accompany the score reports
- See the ACCESS/Alternate ACCESS Score Interpretation Resources article from the [Assessment Update from Aug. 19](#) for additional resources.

Resources for Preparing for 2020–21 Administration

As districts prepare to administer the ACCESS and Alternate ACCESS this year, WIDA has developed a webpage with important information about WIDA Screener, WIDA MODEL, and ACCESS, plus tips for safer testing, into a [welcome back news article](#) that districts can view as needed.

WIDA has updated or created the following resources:

- The *Test Administrator Manual* is an in-depth reference document for test administration processes and procedures.
- The *District and School Test Coordinator Manual* is an in-depth reference document for coordinating test processes and procedures.
- The *Test Administrator Essentials* is a new resource that combines seven stand-alone flyers and provides reference tips and test administration best practices

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ACCESS Scoring Appeal Requests

In rare circumstances, ACCESS scoring appeals may be available for either the Writing (paper or online) or Speaking (online only) domains of the grades 1–12 ACCESS when there is a concern that a student’s test may have been scored incorrectly. When applicable, DACs must email mde.testing@state.mn.us with the student’s

MARSS number and the rationale for the score appeal. The deadline for submitting a scoring appeal request to MDE is Wednesday, Sept. 16. MDE will review the request and gather all information needed by DRC. If approved by MDE, there may be a \$200 fee.

Note: Score appeals cannot be requested for Reading or Listening scores or for any domain in which a test code was indicated. Scoring appeals are not applicable for Kindergarten ACCESS or Alternate ACCESS because they contain multiple choice items only.

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Upcoming Opportunities

WIDA Webinar: Welcome Back

WIDA will have a Welcome Back webinar on Sept. 15 from 1–2 p.m. to introduce new items in WIDA AMS, in the WIDA training process, and on the WIDA website. This webinar is for DACs, Technology Coordinators, and Test Administrators. [Join WIDA's Welcome Back: What's New This Year webinar on Sept. 15 at 1 p.m.](#)

Test Specifications Development Committee: Alternate MCA

MDE is looking for diverse group of K–12 special education, reading, and science educators to use their expertise to develop test specifications for the Alternate MCA (previously MTAS) in science and reading. The Alternate MCA is the redesigned alternate assessment aligned to alternate achievement standards designed for students with the most significant cognitive disabilities.

The purpose of the committee is to decrease the depth, breadth, and complexity of the science and reading standards on the Alternate MCA by developing assessment boundaries and access points for students with the most significant cognitive disabilities. The committee will meet virtually throughout the 2020–21 school year.

Share this opportunity with educators in your districts who work with students with the most significant cognitive disabilities. View the [Specifications Committee for Alternate MCA: 2020–21 application](#) for more information and to apply. Interested educators must complete the application by Sept. 18.

Teaching and Learning Led by Evidence Webinar Series

This series of webinars is for any teacher or school leader who wants to center instruction on evidence of student learning. Kendra Olsen, MDE's Outreach Specialist in Statewide Student Assessment and Data Analytics, will facilitate each session to engage teachers and school leaders in making sense of assessment and data, so that it can be used to build trust and collaboration and develop fluency in decision making to help close gaps in instruction and learning.

Registration is required for each WebEx session, using the links in the table below. Participants will earn one continuing education unit (CEU) for each session. All sessions will be recorded and posted for future reference. Please contact Kendra at kendra.olsen@state.mn.us with any questions.

Note: The first two sessions have already taken place. Staff can join any session, and if someone did not attend the first two sessions, they are still encouraged to attend any session of interest.

SESSION #	DATE AND TIME	TOPIC AND DETAILS	LEARNING OBJECTIVES
3	Thursday, Sept. 24, 4–5 p.m.	Leading Instructional Decisions with Evidence Register for Session 3	Participants will be able to: <ul style="list-style-type: none"> • Use or modify an ORID (Objective, Reflective, Interpretive, Decisional) framework to facilitate staff discussions about student learning led by evidence • Understand how data use cycles can influence systems in schools, which impact student achievement
4	Thursday, Oct. 22, 4–5 p.m.	Assessment <i>for</i> Learning – How do we know what our students really know? Register for Session 4	Participants will be able to: <ul style="list-style-type: none"> • Integrate simple, frequent “checks for understanding” into existing instructional plans that elicit an accurate picture of the depth of what students know • Improve rigor and alignment of formative assessment to the standards • Define success criteria for students
5	Thursday, Nov. 12, 4–5 p.m.	Assessment <i>of</i> Learning – Summative Assessments for your Classroom Register for Session 5	Participants will be able to: <ul style="list-style-type: none"> • Improve alignment of classroom assessments to standards • Increase the rigor of questions to eliminate student misconceptions • Ensure assessments measure the extent students have mastered

SESSION #	DATE AND TIME	TOPIC AND DETAILS	LEARNING OBJECTIVES
			the standards for an instructional unit

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STATEWIDE STUDENT ASSESSMENT AND DATA ANALYTICS

Minnesota Department of Education

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

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