

## AN UPDATE FROM STATEWIDE TESTING—MARCH 4, 2020

QUICK LINKS	IMPORTANT DATES
<ul style="list-style-type: none"> <li>• <a href="#">New DAC Q&amp;A Webinar Registration</a></li> <li>• <a href="#">Monitoring Completion of ACCESS Testing in WIDA AMS</a></li> <li>• <a href="#">Returning ACCESS and Alternate ACCESS Materials</a></li> <li>• <a href="#">Student Resources</a></li> <li>• <a href="#">Testing Directions Correction</a></li> <li>• <a href="#">Testing Reminders: MCA</a></li> <li>• <a href="#">On-Demand Reports in PearsonAccess Next</a></li> <li>• <a href="#">Indicating Test Codes for Students Who Do Not Test</a></li> <li>• <a href="#">Students in Special Circumstances</a></li> <li>• <a href="#">Graduation Data Release</a></li> </ul>	<p><b>March 13:</b> Last day for additional orders for ACCESS or Alternate ACCESS materials</p> <p><b>March 18:</b> Deadline for districts to submit their Assurance, Rationale, and Context (ARC) response to MDE</p> <p><b>March 20:</b> Last day of the ACCESS and Alternate ACCESS testing window</p> <p><b>March 27:</b> Deadline to ship ACCESS and Alternate ACCESS paper test materials to DRC</p>

## ***New DAC Q&A Webinar Registration***

The March Q&A webinar will be held on Tuesday, March 17, from 2–3 p.m. For the March webinar, there are no prerequisite readings or trainings to review. The focus will be on any questions you may have for the end of the ACCESS and Alternate ACCESS testing window and the beginning of the MCA and MTAS testing windows.

[Submit your questions for the March webinar.](#)

[Register for the New DAC Q&A Webinar.](#) At the time of the webinar, use the following information:

- Phone number: 415-655-0003
- Access code: 266 928 799
- Password for webinar: newDACsrock!

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# ***Monitoring Completion of ACCESS Testing in WIDA AMS***

## **Student Status Dashboard**

To monitor the completion of online grades 1–12 ACCESS testing, you can use the Student Status Dashboard in WIDA AMS to display student testing status by school as well as filter student test data by testing status, grade, content area, and assessment (or any combinations of these). The dashboard data is displayed in real time.

## **Status Reports**

WIDA AMS also provides a number of status reports that can be used to track testing activity. During testing, these reports are updated at the end of each day for the online assessments. The Daily Cumulative Student Status Report displays all students in a test session and shows the test status for each student. This report includes Testing Status of Completed, In Progress, or Not Started for each student by domain and can be compared to your school roster to ensure that all students have completed their online tests.

Note: For more information on the Student Status Dashboard or the Status Reports in WIDA AMS refer to the [WIDA AMS User Guide](#).

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## ***Returning ACCESS and Alternate ACCESS Materials***

As districts complete ACCESS and Alternate ACCESS testing, they may return the paper test materials as early as possible; it is not necessary to wait until the end of the test window to return materials. For more information about returning paper materials, use the *State-Specific Directions* document posted to [WIDA's Minnesota page](#).

Note: Some items do not need to be returned to DRC such as the *District and School Test Coordinator Manual(s)* and *Test Administrator Manual(s)*. Any unused Pre-ID student labels or district/school labels should be securely destroyed within the district rather than being returned to DRC. For more information about what items do not need to be returned, see page 70 of the [District and School Test Coordinator Manual](#).

## **Consequences of Late Returns for ACCESS and Alternate ACCESS**

If districts are unable to return materials early, it is critical that districts return paper materials no later than the final ship-by date (March 27) to ensure that all paper tests can be scanned and scored before data is provided to MDE. If the deadline is missed, the following are likely to be impacted:

- Assessment records for Posttest Editing in Test WES
- Early student-level results
- Embargoed and final release of data
- Individual Student Reports (ISRs)

- Accountability calculations

The above items would be unavailable or incomplete (missing a composite score) for any result that has a paper component, including the following:

- All Kindergarten ACCESS testers
- All students in grades 1–3, since they take the Writing domain on paper
- Any students in grades 4–12 who took the Handwriting Session for the Writing domain
- All students who take the paper ACCESS
- All Alternate ACCESS testers

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## ***Student Resources***

MDE requires districts to ensure that all students are familiar with the test they will be taking. Students should be able to successfully navigate the test, use the applicable tools, and respond to different item types. Each district determines which resources will be used and how they will be used. MDE does not require students to use certain resources; districts may use different resources for different schools, grades, or students.

The [Purposes of Student Resources](#) document helps clarify the purposes of the resources available for MCA and MTAS, including the student tutorial and item samplers.

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## ***Testing Directions Correction***

The *Testing Directions: Online* has/had an error on page 14. It states the formula sheets could be used for mathematics or science, but the formula sheets are for mathematics only. The error was corrected today on the version currently posted on the [Testing Directions page](#), and will be correct moving forward if districts or Test Monitors access them electronically or print the current version.

The inaccurate information will still be printed on the hard copies ordered through additional orders in PearsonAccess Next or copies that have already been printed in the district. Districts should communicate the needed correction to applicable testing staff.

Note: Any formulas that a student would need on the Science MCA are embedded in the test questions; there is no benefit or advantage for students having a formula sheet when they are taking the Science MCA.

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## Testing Reminders: MCA

The MCA and MTAS testing windows are now open. It is important to follow policies and procedures for test administration and security in order to protect test content and ensure the integrity of test scores. The [Procedures Manual](#) is the most comprehensive document for DACs on MDE policies for testing.

### Testing Directions for MCA Test Monitors

Test Monitors must be familiar with the directions (either [Testing Directions: Online](#) or [Testing Directions: Paper](#)) of the test they will be monitoring. Test Monitors must use the script while administering the test and have access (either on paper or electronically) to the first two sections of the *Testing Directions*, and they must know what is allowed when students ask questions or need assistance.

**New for 2019–20:** Test Monitors may write information specific to test administration on the board or in the room. Permitted examples include information about scheduling (e.g., *We will stop after answering 24 questions.*), what students may do when they are done with testing (e.g., *Read a book when you are done testing.*), and scripted responses such as how to change the graphing calculator from radians to degrees (i.e., *Select MODE, use the arrow keys to highlight DEGREE, and press ENTER.*).

### Active Monitoring

A critical component of successful test administration is having Test Monitors actively monitor students at all times. “Active monitoring” means carefully observing student behavior throughout testing and ensuring students are working independently and making progress in their tests.

### What Students Can Do After Testing

After exiting or submitting a test, students may either stay in the testing room until the test session is over, or they may leave if permitted by the district. It is the DAC’s responsibility to make sure the district has established its procedure before testing begins. If students stay in the testing room after they exit or submit their test, disruptions for other students must be kept to a minimum. Students who have exited their test may: read a paper book, work on activities on paper that are not related to the subject(s) being tested, or sit quietly.

Students who have finished testing in a previous test session are not allowed to be in the testing room on subsequent days of testing. Districts must ensure they have plans in place for students who have finished testing in a previous test session.

### Covering Instructional Materials

All academic or instructional posters and graphics, including strategy techniques or methods, in the testing room or on a student’s desk must be covered or removed during testing. Even if it is not related to the subject being tested (e.g., science information must be covered even if reading is being tested), it must be removed or covered. MDE does not have a list of materials that can remain visible to students during testing.

This policy is required to ensure that students are answering items independently, without extra support or guidance that could be present in academic or instructional materials. For example, information in a historical poster about a scientist may provide an advantage for a reading passage or science scene; likewise, information on a mathematics concept may provide information that could be used to answer a science item.

## Headphones

Because text-to-speech is available as a general support for all students, headphones must be provided for the online Mathematics and Science MCA. The student directions in the Reading MCA have text-to-speech available, so headphones are also recommended. Although headphones must be provided to all students for the MCA, students are not required to use them.

**New for 2019–20:** Bluetooth headphones are not allowed as they have the ability to connect to and receive information from a device other than the testing device.

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## *On-Demand Reports in PearsonAccess Next*

On-demand reports provide preliminary student scores for MCA and MTAS within 60 minutes after testing or data entry is completed. Results in on-demand reports can be generated as student detail reports (as PDFs) for individual students or downloaded in a list report (as a PDF or Excel spreadsheet). See the [On-Demand Reports and Export User Guide](#) for more detailed information.

Note: Districts determine whether or not to share on-demand reports with students, families, and teachers.

## Reporting Groups

District Assessment Coordinators (DACs) and Assessment Administrators (AAs) can create reporting groups in PearsonAccess Next to provide staff access to student results, including on-demand reports and historical student data. There are two options for creating reporting groups—manually or uploading a file. For more information, refer to the [Reporting Groups User Guide](#) or the *Reporting Groups in PearsonAccess Next* video training in [Training Management System \(TMS\)](#); this module is available on the Data and Reporting tab in the Pearson Data and Reporting Trainings category.

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## *Indicating Test Codes for Students Who Do Not Test*

### ACCESS and Alternate ACCESS

For students who will not participate in ACCESS or Alternate ACCESS, districts can indicate a test code directly in WIDA AMS (referred to as Do Not Score codes) during the testing window, or they can indicate the test codes in

Test WES during Posttest Editing. Detailed information about indicating test/Do Not Score codes starts on page 72 of the [WIDA AMS User Guide](#).

Note: Certain test codes (i.e., Not Enrolled and Medical Excuse) can only be indicated during Posttest Editing in Test WES; for more information, refer to the *Test Codes* section in the [Procedures Manual](#).

## MCA and MTAS

For students who will not participate in MCA or MTAS, a District Assessment Coordinator (DAC) or Assessment Administrator (AA) may document most test codes in PearsonAccess Next during the testing window. Step-by-step instructions for indicating test codes are available in the [MCA Online Testing User Guide](#) or [MTAS Data Entry User Guide](#). It is important to only indicate test codes that adhere to the following eligibility rules:

- Refusal (REF-P and REF-S) and Medical Excuse (ME) test codes can only be indicated for students who **have not completed** any test items.
- Invalidation (INV-D, INV-O, and INV-S) test codes can only be indicated for students who **have completed** at least one test item.

Note: The Not Enrolled and Absent codes can only be indicated during Posttest Editing.

If districts want to indicate one of the refusal codes or the medical excuse code for a High School Science MCA/MTAS, the test code must be assigned in PearsonAccess Next during the testing window rather than during Posttest Editing.

If districts want to assign a test code to an MTAS record, it is important that the student is first assigned to MTAS in Pretest Editing in Test WES before indicating a test code in PearsonAccess Next. If districts wait until Posttest Editing, a test code can only be added to a blank assessment, which defaults to MCA and cannot be changed to MTAS at that time.

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## *Students in Special Circumstances*

For students in special circumstances, such as foreign exchange, home-schooled, or dual-enrolled students, refer to Chapter 7 of the [Procedures Manual](#), which provides definitions and clarity for student participation in the statewide assessments.

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## *Graduation Data Release*

As was communicated in the Feb. 21 Superintendent's Mail, users with access to [Secure Accountability Reports](#) were able to download their *Secure Graduation Rosters* for 2019 beginning on Monday, March 2. The rosters contain both private student-level data and summary data at the school and district levels. These rosters were

released under an embargo, so the summary data they contain should not be shared publicly before the official public release of results. Student-level data should always remain private. The 2019 graduation information will be released as public files tomorrow morning, March 5, in the [Minnesota Report Card](#). Media will also get access to this data on March 5.

Data and communications staff at MDE hosted webinars this week to prepare for the public release and support interpretation of results. For questions about the calculation of graduation rates and interpretation of data, contact Michael Diedrich at [michael.diedrich@state.mn.us](mailto:michael.diedrich@state.mn.us) or 651-582-8332. A summary of the graduation rates indicator and a graduations rates FAQ are currently available on the [Accountability Indicators page](#).

Note: The Minnesota Report Card is currently unavailable this afternoon, March 4, in preparation for tomorrow's public release.

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STATEWIDE TESTING: MEASURING EDUCATIONAL PROGRESS IN MINNESOTA

Minnesota Department of Education

[education.mn.gov](http://education.mn.gov) > Districts, Schools and Educators > Teaching and Learning > Statewide Testing

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