DEPARTMENT OF EDUCATION

Assessment Update

QUICK LINKS	IMPORTANT DATES
- Pretest Editing Opening in Test WES - Preparing for ACCESS for ELLs 2.0 - December Q&A Webinar for New DACs - Assessment and Accountability Reporting - Can ACCESS Data Be Used to Predict MCA Proficiency? - Upcoming Training Opportunities - Odds and Ends - Tech Update	*Dec. 11:* Pretest Editing opens in Test WES *Dec. 15:* Deadline to indicate online testers and order materials in WIDA AMS *Dec. 19:* Deadline to submit MARSS updates for ELs to be sent in precode for loading students into WIDA AMS

Pretest Editing Opening in Test WES

Beginning Monday, Dec. 11, DACs can start working in Pretest Editing in Test WES to ensure that students are loaded for online MCA testing and that the appropriate MCA paper accommodated test materials and MTAS test materials will be shipped to the district or schools from Pearson.

While much of Pretest Editing is the same as prior years, the following are new:

- Formerly Test Administration Information, two separate screens will be available in Test WES for districts to provide information to MDE: District Options and District Confirmations. Use these screens to select options for test materials shipping, confirm delivery of ISRs, and choose whether you want to receive MTAS materials automatically (districts may choose not to if they have historically received more materials than needed).
- Site readiness verification will no longer be collected in Test WES. Instead, MDE will email reminders for preparing for online testing to District Technology Coordinators (DTCs) and Assessment Coordinators throughout the school year.
- The option to enter custom groups for MCA test session set up (which is different from setting up reporting groups) can be entered manually or uploaded as a file. The deadline to indicate a custom group has been extended this year to allow districts more time to set up these groups. The deadline to indicate custom groups is now Feb. 16. After this date, custom groups cannot be indicated or edited using either method.
- With the later deadline for indicating custom groups, the deadline to upload files under Precode Download/Upload has also been extended to Feb. 16. However, in order to receive any test materials automatically, applicable accommodations and linguistic supports must be entered by Jan. 19.

User Guide and Training

An updated *Test WES Pretest Editing User Guide* should be posted by Friday, Dec. 8, to the Test WES webpage (MDE website > Districts, Schools and Educators > Business and Finance > Data Submissions > Test WES), or you will be able to access it under Help in Test WES. See the *Upcoming Training Opportunities* article below for information about the Pretest Editing Training webinar.

Access to Test WES

It is important that the DAC and all staff who will work in Pretest Editing are preauthorized to access Test WES. Once preauthorized, staff must log in to Test WES to request access. For more information, refer to the *New DAC Information for Accessing Systems and Resources* (MDE website > Districts, Schools and Educators > Teaching and Learning > Statewide Testing).

Preparing for ACCESS for ELLs 2.0

Test Administration Information in WIDA AMS

It is very important that districts complete the following tasks in WIDA AMS by Dec. 15.

- Indicate the number of online testers by school for each grade band.
- Indicate the number of kindergarten testers by school.
- Indicate quantities of large print, braille, or paper test booklets needed for accommodations.
- Indicate the quantities of Alternate ACCESS for ELLs test booklets needed.

For more information, please refer to the *WIDA AMS User Guide* (wida.us > Assessment > WIDA AMS) or log in to WIDA's website to view the *Ordering Materials* tutorial (My Account & Secure Portal > Online Grades 1–12 > Preparing).

Changes to ACCESS and Alternate ACCESS Test Material Quantities

WIDA is implementing new ordering processes to ensure districts and schools have the needed materials when testing begins. The changes this year include the following:

- Distributing more paper materials than in the past to ensure sites have all the materials they need, especially those in high demand.
- Reducing the need for Additional Materials Orders through sharing of overage within the district and making non-secure materials available electronically.

Test Administrator Selection

All students taking the ACCESS or Alternate ACCESS must be assigned to a Test Administrator who will administer the test, monitor the students, and maintain test security throughout test administration. These Test

Administrators must complete required trainings and the *Assurance of Test Security and Non-Disclosure* annually.

Test Administrators should be selected using the criteria indicated by grade and domain below.

- For all domains of Kindergarten ACCESS and Alternate ACCESS, Test Administrators must be licensed teachers.
- For grades 1–12 of the ACCESS:
    - o For the online administration of the grades 1–12 ACCESS, the Test Administrator should be selected from the highest possible ranking from the following list. If a school has exhausted the availability of persons in category "1," it should select staff in category "2," and so on.

        1. Licensed teachers or administrators who work in the **school**
        2. Licensed teachers or administrators who work in the **district**
        3. Paraprofessionals who work in the school
        4. School district personnel employed by the school district
        5. Licensed substitute teachers who are employed by the district for the purpose of administering the test

    - o For the paper-based administration of the speaking domain, the Test Administrator must be a licensed teacher. It is strongly recommended that raters of the Speaking test be trained in second language acquisition. For the other domains, the Test Administrator may be selected using the ranked criteria provided above.

Refer to Chapter 8 of the *Procedures Manual* for full details regarding criteria for selecting Test Administrators and Chapter 3 for details on training requirements.

December Q&A Webinar for New DACs

The prerequisite for the December Q&A webinar for New DACs is to review Chapters 5 and 6 of the *2017–18 Procedures Manual* (PearsonAccess Next > Resources & Training > Policies and Procedures). Experienced DACs are welcome to attend as well. Chapter 5 focuses on general testing supports available to all students and the participation of students with IEPs and 504 plans and available accommodations. Chapter 6 focuses on the participation of English learners in statewide assessments and available linguistic supports. Participants will need to call in to hear the audio or use their computer to connect to audio via the webinar.

- Date: Tuesday, Dec. 19
- Join webinar: 1:30–2 p.m.
- Webinar: 2–3 p.m.
- Select this link to register for the webinar.
- Phone number: 206-596-0378
- Access code: 805 621 255

After reviewing the prerequisites, please submit questions to MDE via this link before the webinar.

Assessment and Accountability Reporting

As shared with superintendents/directors and DACs last week, the public release of statewide assessment results and district accountability ratings will be released on the same day in late August. MDE is streamlining our public release of assessment and accountability data in order to provide clearer context of assessment scores and accountability ratings and to ensure consistency with regards to ESSA and the World's Best Workforce. In the past, assessment scores were released separately than accountability ratings. The public release of statewide test results and accountability system results will be in late August 2018, in an effort to provide a more consolidated data release. The change in process from recent years is in an effort to have a more coordinated release of assessment and accountability results and aid in interpretation.

Important Dates

- **June 25**: Districts retrieve embargoed final individual student test results.
- **July 23**: Districts retrieve embargoed final school and district summary results.
- **Aug. 30 or 31**: Public release of final assessment and accountability results in data center and delivery of the Individual Student Reports (ISRs) to districts.

Agency wide, MDE is aware of the change in process and the potential impact to district reporting deadlines for various programs (e.g., QComp, Title I plans). The necessary adjustments and communications will be provided by the program areas.

Can ACCESS Data Be Used to Predict MCA Proficiency?

Overview of the Purposes of Statewide Assessments

In the past few months, there have been discussions about the ability to use data from the ACCESS for ELLs 2.0 to predict a student's performance on the MCA. MDE does not recommend this approach, but if a district decides to use ACCESS data in this way, the following information should be considered.

- The ACCESS for ELLs measures a student's English language skills. It measures multiple domains used in academic contexts to engage with grade-level content. The MCA measures a student's mastery of grade-level academic standards.
- A proficient ACCESS score does not suggest a student will be proficient on the MCA, nor does a non-proficient score on the MCA suggest a student needs additional English language instruction. There are native English speakers who are not proficient on the MCA, but that is not necessarily related to their English proficiency.
- Similarly, a student may not be proficient on the ACCESS and still be proficient on the MCA. A proficient MCA score does not imply a student is proficient in all language domains or ready to exit English language instruction, since that is not what the MCA measures. For example, a student with strong

literacy skills may be proficient on the MCA and struggle to fully participate in the classroom due to developing oral skills.

Predictors of Proficiency

There are many predictors of English language proficiency such as proficiency and literacy in native language, quality and type of English language development program, special education status, socioeconomic status, and peer dynamics. The list is similar for predicting academic success.

An English learner's performance on the MCA may be impacted by their language proficiency. If a student does well on the ACCESS, they may do better on the MCA because they are proficient in the English language and can read the words on the MCA more efficiently.

Cautions in Using Predictive Modeling

Although not recommended, if a district analyzes ACCESS scores to develop a predictive model, great caution should be exercised. If scale scores are used, separate analyses must be run for each grade and subject. If achievement levels are used, analyses should be done separately by subject or domain. The likelihood of being proficient on both the ACCESS and MCA may vary by grade and subject.

Any analysis comparing MCA and ACCESS scores should not be based on normative measures such as percentiles. Once a student becomes proficient on ACCESS, they are no longer identified as EL and stop participating in the ACCESS. Conversely, students who are proficient on the MCA continue to take the MCA.

If you would like assistance analyzing your district or school's ACCESS data, please contact Dennis Duffy at dennis.duffy@state.mn.us.

Upcoming Training Opportunities

Pretest Editing Training Registration

The MDE Pretest Editing Training for New DACs will provide detailed information about tasks DACs must complete during Pretest Editing in Test WES. This training is intended for New DACs who have been in the position for less than 3 years. Experienced DACs are also welcome to attend; any new functionality will be addressed in the user guide as well.

- Date: Tuesday, Dec. 12
- Join webinar: 12:30–1 p.m.
- Webinar: 1–3 p.m.
- Select this link to register for the webinar.
- Phone number: 206-596-0378
- Access Code: 808 684 238

During the webinar, all attendees should have access to the updated *Pretest Editing User Guide*, which should be posted by Friday, Dec. 8, to the Test WES webpage (MDE website > Districts, Schools and Educators > Business and Finance > Data Submissions > Test WES)*.* The training will include time for questions. Registration is required, and a copy of the presentation slides will be available to download the day of the webinar. The webinar will be recorded and posted in the Training Management System.

Participants will need to call in to hear the audio or use their computer to connect to audio via the webinar.

Technology Trainings from Pearson

The *Upcoming Pearson Trainings* document includes detailed information on upcoming technology trainings; the document is available on the Additional Technology Resources tab of the Technology page (PearsonAccess Next > Technology > Additional Technology Resources > Upcoming Pearson Trainings).

TRAINING	DATE	REGISTRATION LINK
New Technology Coordinator Training	Tuesday, Dec. 12: 1–2 p.m.	Select this link to join the webinar on Dec. 12.
Experienced Technology Coordinator Training	Wednesday, Dec. 13: 10–11 a.m.	Select this link to join the webinar on Dec. 13.

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Odds and Ends

- **Pearson Help Desk**: For questions about PearsonAccess Next, TestNav, or technology requirements, contact the Pearson help desk by calling (888) 817-8659 or by submitting an online help desk form.

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Tech Update

Technology Training from Pearson

Pearson will provide training sessions to support technology staff in preparation for the 2018 MCA test administration. See *Upcoming Training Opportunities* above for more details.

Support for iOS 11.2

Apple recently released iOS 11.2, and Pearson is reviewing overall compatibility with TestNav. Pearson plans to add support for 11.2 after confirming compatibility with TestNav. Note: iOS 11.1 is currently supported.

STATEWIDE TESTING: MEASURING EDUCATIONAL PROGRESS IN MINNESOTA

Minnesota Department of Education

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