

AN UPDATE FROM STATEWIDE TESTING – FEBRUARY 28, 2018

QUICK LINKS	IMPORTANT DATES
<ul style="list-style-type: none"> <li><a href="#">Verifying MCA Accommodations and Linguistic Supports</a></li> <li><a href="#">Word-to-Word Translations</a></li> <li><a href="#">Online Calculator Update</a></li> <li><a href="#">Submitting an Incomplete Domain Update</a></li> <li><a href="#">Indicating a Test/Accountability Code in PearsonAccess Next</a></li> <li><a href="#">Pearson Reporting Focus Group and Usability Study</a></li> <li><a href="#">Tech Update</a></li> </ul>	<p><b>March 5:</b> Testing window for MCA and MTAS opens</p> <p><b>March 16:</b> Last day to order additional paper test materials in WIDA AMS for ACCESS and Alternate ACCESS</p> <p><b>March 23:</b> Last day of the testing window for ACCESS and Alternate ACCESS</p> <p><b>March 30:</b> Deadline to ship paper materials for ACCESS and Alternate ACCESS back to DRC</p>

## Verifying MCA Accommodations and Linguistic Supports

Districts can continue to make changes to accommodations and linguistic supports in Test WES throughout the testing window. Districts must ensure accommodations/linguistic support codes that affect the online test students take are indicated at least one business day prior to the student testing, including the accommodated text-to-speech (MC) and word-to-word pop-up translation (HM, SO, SP) codes for Mathematics and Science MCA.

Prior to test administration, it is important to verify that the codes for accommodated text-to-speech and pop-up translations have been indicated and appear in PearsonAccess Next; the session roster can be a helpful tool for this verification. Full details, including how to verify that the applicable codes appear in PearsonAccess Next, are included in the [MCA Online Testing User Guide](#) (PearsonAccess Next > Resources & Training > User Guides).

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## Word-to-Word Translations

Word-to-word translations are linguistic supports English learners may use when taking the Mathematics and Science MCA; word-to-word translation lists and word-to-word pop-up translations are new linguistic supports available this year. These linguistic supports are also available to former ELs and students in immersion or dual language programs who receive their mathematics and/or science instruction in a language other than English.

Districts will determine which students will benefit from word-to-word translations and how translations will be provided. Decisions about which students will be provided linguistic supports should be made on an individual basis and should not be provided automatically to all English learners. MDE recommends that districts apply the following considerations when selecting word-to-word translations as a linguistic support for students:

- EL teachers/educators and assessment staff work together to determine which students will benefit from the translations.
- English proficiency and primary language proficiency are the primary factors when determining the need for translations: not name, ethnicity, race, country of origin, or other demographic characteristics.
- Students who speak a language other than English may not be proficient readers of that language, and translated text may not be a useful support for these students.
- Students may have received most or all of their mathematics and science instruction in English and are unfamiliar with academic vocabulary in their primary language.
- Pop-up translations in the online tests may be a distraction and add testing time for students who would not benefit from them.

## **Word-to-Word Translation Word Lists on PearsonAccess Next**

Paper word-to-word translation word lists are available on the [Word-to-Word Translations page](#) (PearsonAccess Next > Preparing for Testing > Word-to-Word Translations). Districts can choose to assemble the lists by grade, grade band, or provide the entire cumulative list. Test Monitors may not translate additional terms or translate their own lists. If your district is using these word lists during test administration, make sure that you refer to the [Instructions for Translated Word Lists](#) (PearsonAccess Next > Preparing for Testing > Word-to-Word Translations) for additional information and guidance.

## **Item Samplers with Pop-Up Translations in PearsonAccess Next**

Mathematics and science online item samplers with word-to-word pop-up translations in Hmong, Somali, and Spanish are available on the [Item Samplers page](#) (PearsonAccess Next > Preparing for Testing > Item Samplers). Directions are included at the beginning of each item sampler. If students will use this linguistic support during testing, ensure that they have had a chance to become familiar with how to access the word-to-word translations ahead of time.

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## **Online Calculator Update**

Pearson previously communicated that Texas Instruments (TI) had made accessibility improvement updates to the TI calculators that increased key readability and usability. The update also slightly modified the rendered size of the calculators, which allowed for increased screen space, most notably for the graphing calculator.

Pearson has worked with TI to restore the size of all the calculators used in the online Mathematics and Science MCA tests to the sizes they appeared in the spring 2017 administration.

The item samplers are now updated with the resized calculators and reflect the size that will be available to students in the online Mathematics and Science MCA tests for the spring 2018 administration. All new accessibility improvements are still available on the resized calculators.

Additionally, as it was in the spring 2017 MCA administration, the TI calculators currently do not operate with external keyboards on iPads. Students testing on iPads should be instructed to operate the calculator using the touchscreen.

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## ***Submitting an Incomplete Domain Update***

For the ACCESS for ELLs 2.0 administration, the Listening and Reading domains must be completed before a student starts the Speaking and Writing domains. Should a rare instance arise in which a student is unable to complete the Listening or Reading domain, districts must “force submit” an incomplete domain in WIDA AMS. Detailed instructions for this process are in the attached *Submit Incomplete Domain* document.

NOTE: This document is no longer available to districts on the Minnesota-specific webpage on WIDA’s website as was recently communicated in an *Assessment Update*.

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## ***Indicating a Test/Accountability Code in PearsonAccess Next***

A District Assessment Coordinator (DAC) or Assessment Administrator (AA) may choose to document an invalidation or refusal test code in PearsonAccess Next during the testing window rather than wait for Posttest Editing. Test/accountability codes cannot be indicated in PearsonAccess Next until the testing window opens next week.

Note that the Test/Accountability Code dropdown menu will not display in PearsonAccess Next until approximately 15 minutes after a test has been submitted (MCA and MTAS) or marked complete (MCA only). See the [MCA Online Testing User Guide](#) or the [MTAS Score Entry User Guide for District Assessment Coordinators and Assessment Administrators](#) (PearsonAccess Next > Resources & Training > User Guides) for detailed information on indicating test/accountability codes in PearsonAccess Next.

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## ***Pearson Reporting Focus Group and Usability Study***

Pearson is looking for Minnesota teachers, principals, and administrators who regularly use and interact with assessment data to provide feedback on the new design, features, and functionality of a future redesigned reporting system. Knowledge of Pearson’s current reporting system is not required. We are simply looking for participants who regularly use and interact with student assessment data. Please share these opportunities with

educators in your district who use assessment data. **Teacher and Admin CEUs will be available to those who attend the in-person focus group.**

There are two opportunities to get involved:

- **Virtual Usability Study:** Participate in a virtual one-on-one usability session to review the prototype and discuss how you use student assessment data in your district, school(s), and/or classroom(s). The session should take no more than one hour and can be scheduled at your convenience by contacting the Pearson help desk at 888-817-8659 or [submit a Pearson help desk request](#).
- **In-Person Focus Group:** Join us for an in-person Focus Group on Wednesday, March 14 from 1–4 p.m. at the Minnesota Department of Education in Roseville. Pearson will be convening a group of Minnesota district assessment staff and educators to review the prototype, discuss findings from the usability studies, and discuss how Minnesota educators and district staff use assessment data in their classrooms, schools, and across their districts. [Register for the in-person focus group](#). **Space is limited; the deadline to sign up has been extended to March 9.**

NOTE: For those who attend the focus group, mileage will be reimbursed at the federal rate.

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## *Tech Update*

### Support for iOS 11.2.6

Pearson has confirmed compatibility between iOS 11.2.6 and TestNav and has added support for iOS 11.2.6 for the spring 2018 administration. Full system requirements for TestNav including supported devices, operating systems, and browsers can be found on the [TestNav 8 Support Page](#) (PearsonAccess Next > TestNav 8 Online Support (under Quick Links) > TestNav System Requirements).

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STATEWIDE TESTING: MEASURING EDUCATIONAL PROGRESS IN MINNESOTA

Minnesota Department of Education

[education.state.mn.us](http://education.state.mn.us) > Districts, Schools and Educators > Statewide Testing

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