

AN UPDATE FROM STATEWIDE TESTING—APRIL 3, 2019

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## MCA and MTAS Accountability Window

The accountability window is the timeframe during which enrolled students will be included for accountability calculations. The accountability window for the standards-based accountability assessments (MCA and MTAS) is April 8–19.

Students in the applicable testing grades who are enrolled in your district at any point during the accountability window will be considered when determining accountability calculations. Districts should attempt to test all students who are enrolled at any time during the testing window, not only during the accountability window.

See page 125 of the [Procedures Manual](#) for more information (PearsonAccess Next > Resources & Training > Policies and Procedures).

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## ***April Q&A Webinar for New DACs: Save the Date***

The April Q&A webinar will be held on Tuesday, April 23, from 2–3 p.m. Similar to the March webinar, the April New DAC Q&A has no prerequisite readings or trainings to review. The focus will be on any questions related to test administration. Registration and a link to submit questions will be available in next week's *Assessment Update*.

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## ***Translated Word Lists***

As noted on page 108 of the [Procedures Manual](#), using a translated word list is a linguistic support available to English learners, former English learners, or students in immersion or dual language programs (PearsonAccess Next > Resources & Training > Policies and Procedures). This linguistic support is only available for Mathematics and Science MCA. Word lists are not permitted for Reading MCA.

The word lists are available in 12 languages, and districts choosing to use these word lists must print the current-year lists available on the [Translated Word Lists page](#) (PearsonAccess Next > Translated Word Lists). Districts may not translate additional terms, translate their own lists, or translate these lists in languages not available on PearsonAccess Next.

If a student needs a word-to-word support in a different language, districts can consider using a commercial word-to-word dual-language dictionary or online translation program if the student is familiar with using these supports during instruction; these supports are described on pages 106 and 107 of the [Procedures Manual](#).

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## ***Students Who Have Finished Testing***

This year, there have been questions from districts about MDE's policy regarding which students are allowed in the testing room. This policy is included in the *Freedom from Distractions* section of Chapter 8 of the *Procedures Manual*, "Only people involved in taking or administering the test are allowed to be in the room; other students, staff, or visitors are not permitted to enter the room while testing is in progress."

Students who finish testing within the testing session may stay in the testing room, if that is the district's policy, but students who have finished are not allowed to be in the testing room on subsequent days of testing. One reason for this policy is due to the fact that students who are done may cause a distraction for students who are still testing. Especially as the number of students who have completed testing increases, students who are still testing may feel pressure to rush or finish their test, which is not conducive for a positive testing experience.

In addition, students who are in the testing room but not actively testing may have additional access to test content that they would not have had if they were no longer in the testing room. This increases the risk for test security violations and invalidations due to cheating (e.g., a student who is not testing sees test content and

provides an answer to a student who is still testing) or device usage (e.g., a student who is no longer testing may be more likely to access a prohibited device).

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## ***Directions for Test Administrations***

MDE requires that the applicable *Directions for Administrations* (both [Directions for Online Administrations](#) and [Directions for Paper Administrations](#)) be used for all test administrations (PearsonAccess Next > Preparing for Testing > Testing Directions). Based on district feedback last spring, MDE revised the wording and format of the script that is read to students to make it easier for students to understand and easier for Test Monitors to use. In addition, the script was moved to the front of the document. MDE also added a Test Monitor checklist, as well as a section giving more guidance about how to appropriately answer student questions or provide assistance to students.

Consider the following information when determining how to share the testing directions within your district.

- Although the color scheme has been revised, the document will print clearly in black and white; printing in color is not required.
- Districts may choose to provide the full document electronically prior to testing and/or address in training, and only print the sections most applicable to the actual test sessions. Note: The Test Monitors should be familiar with the entire document, not just select pages, but they are only required to use the scripted portions (pages 2–7) during testing.
- Districts may also consider allowing Test Monitors to access the directions electronically during the test sessions, if they choose. Note: Test Monitors who use an electronic version must follow MDE and district policy regarding using devices (e.g., not checking email or using the device for other work).

### **Reminder for Student Directions in Reading**

As Pearson announced in a memo sent on March 18, text-to-speech functionality is not available in 2019 for the student directions in all online Reading MCA for grades 3–8 and 10. (There is no text-to-speech in the rest of the Reading MCA and has only previously been made available for the directions.) Due to potential issues that could be introduced during testing, Pearson will not correct the text-to-speech for the student directions in Reading MCA during the testing window.

Districts may consider the following alternatives for the student directions in the Reading MCA, as all of the information in the text-to-speech is provided in print on the screen:

- Students may read the student directions text on the screen to themselves.
- Test Monitors may read the student directions aloud, using the Transcript of Student Directions, which can be found on pages 23–24 of the [Directions for Online Administrations](#).

For the Reading MCA only, districts may need to skip or clarify the portion of the script that states, “Put your headphones on and select Test Audio on the Sign In screen to make sure you can hear the audio” since the text-to-speech is not available for the student directions.

## Reminder for Scheduling Science Administrations

As announced in the Jan. 30 *Assessment Update*, MDE clarified the information that is currently in Chapter 8 of the [Procedures Manual](#) (PearsonAccess Next > Resources & Training > Policies and Procedures), which includes the following information for districts to consider when scheduling testing.

- MDE recommends using the estimated test administration times to schedule test sessions based on time because students may exit the test at any point.
- If the district wishes to schedule testing so that most students complete testing in the same number of days, the number of items may be used as the guideline.

However, for Science MCA, the item numbers start over in each section and vary by grade and form. If you want to schedule Science MCA so that most students complete testing in the same number of days, MDE recommends dividing the test over two days and having students exit after completing the first section of the test. Even though section numbers are not included in their tests, students will know when they have completed the section when they see a review screen and go to the next section.

If you downloaded or printed the [Directions for Online Administrations](#) prior to Jan. 30, you may need to reprint page 2 (depending on how you schedule the Science MCA). In addition, the note about scheduling by section has been updated on page 10 of the Detailed Information section to clarify that it is specific to reading and mathematics. Note that scheduling by time, where students exit at different places, will still work for Science MCA, and no changes to the scripted directions are needed if you are scheduling by time. Similarly, the changes do not affect scheduling for Reading and Mathematics MCA.

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## Training Requirements and Confirmation

The DAC is responsible for ensuring that all individuals who may be associated with any aspect of test administration or test content receive training on test administration and test security policies and procedures each year prior to testing. Training requirements are described in the [Procedures Manual](#), starting on page 49 (PearsonAccess Next > Resources & Training > Policies and Procedures). In addition to the trainings specified by role in the *Procedures Manual*, remember that districts must also ensure they are providing information or training on their district- or school-specific policies and procedures for testing.

MDE also requires the DAC to complete certain training requirements, which are described in the [Procedures Manual](#), as well as in the [Resource Overview for District Assessment Coordinators](#) (MDE > Districts, Schools and Educators > Teaching and Learning > Statewide Testing).

Once all staff have completed their training requirements, the DAC needs to verify this on the District Confirmations page of Test WES. Actual training is required to be done before a staff's involvement with test administration or secure materials begins. The deadline for the DAC to confirm the completion of training in Test WES is May 3.

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## ***Reviewing User Accounts in PearsonAccess Next***

As many districts will soon begin (or continue) testing in April, it is important to review the PearsonAccess Next users within schools and districts to ensure accounts are up to date and current. District Assessment Coordinator (DAC) and Assessment Administrator (AA) user roles can create and restore accounts in PearsonAccess Next.

If a user has not logged in to PearsonAccess Next since last spring, their account has likely been disabled, and a DAC or AA will need to enable it. User accounts can be created and maintained either manually or through a file export/import. Instructions for confirming and enabling user accounts start on page 13 of the [PearsonAccess Next User Accounts Guide](#) (PearsonAccess Next > Resources & Training > User Guides). Contact the Pearson help desk with any questions at 888-817-8659 or [submit a Pearson help desk request](#).

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## ***MTAS Administration and Resource Reminder***

The [MTAS Data Entry User Guide](#) provides step-by-step instructions for entering Learner Characteristics Inventory (LCI) and MTAS scores (PearsonAccess Next > Resources & Training > User Guides). Districts can also view the optional training—*Entering MTAS Data in PearsonAccess Next*—available in the [Training Management System \(TMS\)](#) on the Other Trainings tab, in the District-Assigned Trainings category (PearsonAccess Next > Resources & Training > Training).

Remember staff no longer need to select the “Save” button before submitting scores when all MTAS scores are entered, which caused confusion last year.

- However, it is important that staff confirm they entered a score for each task before submitting, as there is no longer a warning message or confirmation that scores for all tasks have been entered. While tasks may be left blank if they were not able to be administered to students, most tests should have scores entered for all tasks.
- DACs can use On-Demand Reports to confirm expected valid scores; students receive a valid score when scores for all tasks are entered. On-Demand Reports that show Not Complete (NC) for a student that took the MTAS means there was not a score submitted for each task for that student.

Note: The MTAS Score Entry user role should not be added to users with the DAC or AA user role.

## Preparing for Administration

Test Administrators need to have access to MTAS test materials before test administration to prepare for individual student needs (e.g., enlarge material or find manipulatives). This includes the Task Administration Manual, Presentation Pages, and Response Option Cards. MTAS test materials must be kept secure by the Test Administrators as they prepare for testing.

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## Preliminary Student-Level Results

For MCA and MTAS, preliminary student-level results are available in PearsonAccess Next within 60 minutes after testing or data entry. These results in PearsonAccess Next are considered preliminary. It is up to the district to determine how preliminary student results will be shared.

Preliminary student assessment results can be shared with students, families, and staff for instructional purposes; however, preliminary results should not be discussed in public forums, reflected in public meeting minutes (e.g., school board meetings), or shared with the general public or media until the final assessment results have been released publicly. For more information see page 181 of the [Procedures Manual](#) (PearsonAccess Next > Resources & Training > Policies and Procedures).

Note: For ACCESS and Alternate ACCESS, an Excel file of early student-level results will be available on May 20 in Test WES. The rules regarding sharing and using preliminary assessment data noted above apply to ACCESS and Alternate ACCESS preliminary results as well.

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## Upcoming Opportunities

### Science Educators Opportunity

The 2019 MN K–12 Science Education Standards are being written, and MDE is seeking a diverse group of K–12 teacher leaders who will use their expertise to develop test specifications. For more information and to apply, see the [Test Specifications Committee for Science MCA-IV application](#). Share this opportunity and link with applicable staff.

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## Tech Update

### Support Added for iOS 12.2 and Chrome OS 73 in 2018–19

Pearson has recently confirmed compatibility with TestNav and added support for the following operating systems for the spring 2019 administration:

- iOS 12.2
- Chrome OS 73

Testing is currently in progress for the new iPad Air (3<sup>rd</sup> Generation). Pearson plans to add support once testing is complete and compatibility with TestNav is confirmed.

For more information, see the [TestNav System Requirements](#) (PearsonAccess Next > TestNav 8 Online Support [under Quick Links] > TestNav System Requirements).

## Proctor Cache Reminder

Pearson no longer recommends Proctor Cache for Mathematics MCA, Reading MCA, or any Data Entry sessions, yet it is important to keep in mind that users will still need to select a Precaching Computer when creating test sessions even if not proctor caching the test content. Pearson recommends Technology Staff create a placeholder computer name for users to select (e.g., “NoCache” or “None”) when creating test sessions for non-proctor cached tests.

The instructions for configuring TestNav for Proctor Caching were updated in mid-January and are outlined in Step 8 of the [Infrastructure Readiness Checklist](#) (PearsonAccess Next > Technology).

If you have additional questions on Proctor Cache, please see the [ProctorCache System Requirements](#) (PearsonAccess Next > TestNav 8 Online Support [under Quick Links] > ProctorCache System Requirements) or [submit a Pearson help desk request](#).

Note: Proctor Cache is still recommended for Science MCA and Science Script MCA.

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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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