

Statewide Assessment Websites

Website Name	Website URL	Description
Minnesota Department of Education	http://education.state.mn.us	The MDE website includes information for parents, educators, and District Assessment Coordinators, including testing calendars, user guides for MDE systems, test specifications, and technical reports.
		These MDE systems are used by District Assessment Coordinators and other district staff. Access must be granted for each site separately.
Data		Assessment Secure Reports: Secured section of the MDE website for obtaining student, school, and district test data.
Submissions Page of the MDE Website	http://education.state.mn.us/M DE/dse/datasub/	Test WES: MDE system for a variety of activities before statewide testing begins and after it ends, including performing pretest edits, verifying site readiness for online testing, checking student eligibility, and performing posttest edits.
		GRR System: MDE system for requesting reimbursement for students participating in college entrance exams.
PearsonAccess Next	http://minnesota. pearsonaccessnext.com/	PearsonAccess Next is used for the administration of OLPA, MCA, and MTAS. It allows users to sign in to create and manage users, set up test sessions for online testing, and access results. Districts are also able to download manuals and directions, access training resources, and access item samplers without signing in.
WIDA	http://www.wida.us	The WIDA website is used to access test administration, technology and reporting resources and training courses for the ACCESS and Alternate ACCESS for ELLs.
WIDA Assessment Management System (WIDA AMS)	https://www.drcedirect.com/all/ eca-portal-ui/welcome/WIDA	The WIDA Assessment Management System (WIDA AMS) is used for managing student data and test sessions, ordering paper and accommodated test materials, and accessing score reports for ACCESS and Alternate ACCESS.

Minnesota Department of Education Contacts

1500 Highway 36 West, Roseville, MN 55113-4266 EMAIL: mde.testing@state.mn.us, FAX: (651) 582-8874

Assessment Administration

- District Contact: Sequoia Block, (651) 582-8674, mde.testing@state.mn.us
- Test Security and Data Integrity: Jeff Holtz, (651) 582-8309, jeff.holtz@state.mn.us; Andrea Hansen Bishop, (651) 582-8512, andrea.hansen.bishop@state.mn.us
- MCA, MTAS, and OLPA: Pearson
 - o 888-817-8659; mnhelp@support.pearson.com
- English Language Proficiency Accountability Assessments: WIDA and DRC
 - WIDA: 866-276-7735; help@wida.us
 - Data Recognition Corporation (DRC): 855-787-9615; WIDA@datarecognitioncorp.com

Students with Disabilities

- Alternate Assessments: Donna Tabat, (651) 582-8830, <u>donna.tabat@state.mn.us</u>, Division of Statewide Testing
- Students with IEPs (Policy): Eric Kloos, Special Education, (651) 582-8268, eric.kloos@state.mn.us
- Students with 504 Plans: Carolyn Ellstra, Office of Compliance and Assistance, (651) 249-7864, carolyn.ellstra@state.mn.us
- English Learners with Disabilities: Elizabeth Watkins, Special Education, (651) 582-8678, elizabeth.watkins@state.mn.us
- Accommodations: See District Contact above under Assessment Administration.

English Learner (EL) Education Program

- EL Program Policies: Leigh Schleicher, (651) 582-8326, leigh.schleicher@state.mn.us
- EL Programs: Michael Bowlus, (651) 582-8254, michael.bowlus@state.mn.us
- Accommodations: See District Contact above under Assessment Administration.

Accountability System

 Accountability Policies: Michael Diedrich, Division of School Support, (651) 582-8332, michael.diedrich@state.mn.us

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Accountability and Growth Results: mde.analytics@state.mn.us

National Assessment of Educational Progress (NAEP)

Kate Beattie, NAEP Coordinator, (651) 582-8532, <u>kate.beattie@state.mn.us</u>

Minnesota Automated Reporting Student System (MARSS)

Marilynn Loehr, MARSS, (651) 582-8456, marss@state.mn.us

Important Dates for 2016–2017

Important Dates for 2016–2017 OLPA ¹	
Event	Dates for Reading and Mathematics OLPA
Student data sent in precode files ²	Sept. 16–Feb. 9
Test administration resources available by	Sept. 26
Eligible students initially loaded into PearsonAccess Next	Sept. 26
Begin creating test sessions, adding students to test sessions, and proctor caching	Oct. 3
TESTING DATES	Oct. 17–Feb. 10

¹ Test results are available in PearsonAccess Next. No results are available through MDE's Data Center, and paper reports are not provided.

² 2016–2017 MARSS data must be submitted in order to have student information and test eligibility sent in precode files for OLPA.

Important Dates for 2016–2017	7 Standards-Based	Accountability A	ssessments ³
Event	Dates for Reading and Math MCA	Dates for Reading, Math, and Science MTAS	Dates for Science MCA
Confirm Site Readiness in Test WES for MCA		Dec. 12–March 3	
Complete Pretest Editing in Test WES	Dec. 12	–May 4	Dec. 12–May 11
Pretest Editing deadline for initial test materials shipment ⁴	Jan. 20		
Student data sent in precode files	Jan. 20-	–May 4	Jan. 20–May 11
Test administration resources available by		Jan. 23	
Eligible students initially loaded into PearsonAccess Next	Jan. 30		
Begin creating test sessions, adding students to test sessions, and proctor caching	Feb. 20		
Receive paper accommodated and MTAS test materials	Feb. 21 or 28		
Order additional paper accommodated and MTAS test materials in PearsonAccess Next ⁵	Feb. 21–May 4 Feb. 21–May		Feb. 21–May 11
Data entry available in PearsonAccess Next for LCI data ⁶	N/A	Feb. 27	N/A
TESTING DATES (including make-ups)	Online testing a March 6	•	Online testing and data entry: March 6–May 12
Ship secure accommodated and MTAS test materials to Pearson by		May 15	
Posttest Editing in Test WES		May 22-June 9	
Last day to update MARSS data for accountability ⁷	June 7		
Assessment results ⁸		nentation of state and imelines have not bee	_

³ Alternate Assessment Waiver and accountability data release dates are communicated by the MDE Division of Student Support.

⁴ MARSS updates must be submitted by Jan. 19 in order for students to be included in this precode file. This date may be earlier if you use a student information service provider; check with your provider for dates.

⁵ Additional test materials can be ordered until noon on the day before the end of the testing window so that test materials will arrive in time for test administration.

⁶ Data entry opens ONLY to allow for earlier Learner Characteristics Inventory (LCI) data entry. No MTAS tests may be administered and no scores can be entered prior to the MTAS testing window.

⁷ This date may be earlier if you use a student information service provider; check with your provider for dates.

⁸ Preliminary test results are available in PearsonAccess Next following MCA online testing and data entry for MCA.

Important Dates for 2016–2017 English Language Proficiency Accountability Assessments ⁹		
Event	Dates for ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs	
Indicate the number of online testers for grades 1–12 and order test materials in WIDA Assessment Management System (AMS) ¹⁰	Nov. 28–Dec. 16	
Student data sent in precode to load students into WIDA AMS and to print student labels ¹¹	Dec. 20	
Complete administration tasks in WIDA AMS	Jan. 9–March 24	
Receive paper test materials and student labels	Jan. 20	
Order additional paper accommodated and other paper test materials in WIDA AMS	Jan. 20–March 17	
TESTING DATES	Jan. 30–March 24	
Make-up Dates	Any day in the window after scheduled testing	
Ship paper accommodated and other paper test materials to DRC by	March 31	
Retrieve early student-level results in Test WES	May 22	
Posttest Editing in Test WES	May 22-June 9	
	Due to the implementation of state and federal	

Assessment results

legislation, reporting timelines have not been

finalized.

⁹ Accountability data release dates are still to be determined and will be communicated by the MDE Division of Student Support.

¹⁰ Paper accommodated test materials are available to order for eligible students for online testing. Other paper test materials that can be ordered include Kindergarten ACCESS and Alternate ACCESS.

¹¹ MARSS updates must be submitted by Dec. 19 in order for students to be included in this precode file. This date may be earlier if you use a student information service provider; check with your provider for dates.

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Chapter 1 — Introduction

Purpose of This Manual

This *Procedures Manual* has been prepared for District Assessment Coordinators (DACs), administrators, teachers, and others with a role in administering Minnesota's assessments. It contains information about responsible test administration practices that will help you make informed decisions about properly administering statewide assessments in your district or charter school. (Throughout this manual, the term "district" is used to denote both districts and charter schools.) It is important that test administration practices are standardized across the state so that all students, schools, and districts are operating on a level playing field. This manual also contains information about test security to maintain the security of test content and the validity of the assessment results.

There are several ways to use this manual:

- Keep an electronic copy on your computer and make frequent use of the Find function (Ctrl-F, Command-F) or use the indexing and search features in Pearson's Avocet tool to find information. Access Avocet from the PearsonAccess Next home page under Quick Links.
- Print some of the lists to use as checklists.
- Make copies of forms in the appendices that you might need this year.
- Use the MDE Contacts page in the front of the manual to find someone who can help you.
- Use the *Important Dates* pages in the front of the manual to schedule testing in your district and make sure you do not miss an important event.

Impact of ESSA

We have tried to make this manual as definitive as possible, and procedures in this manual should be followed. However, with changes in Minnesota's accountability system, some information relevant for the 2016–2017 school year is still to be determined and is not included in the publication of this manual.

No Child Left Behind (NCLB) and reauthorized the Elementary and Secondary Education Act (ESEA). 2016–2017 is a transition year for accountability. Even though a new accountability system will not be fully implemented in districts until the 2017–2018 school year, proposed regulations from the U.S. Department of Education (USDE) require that the policies, requirements, and calculations for the new system must be in place in 2016–2017 in order to establish a baseline for the new system. Most aspects of test administration will proceed as they did in 2015–2016, although inclusion in accountability calculations will change in some cases. At the time of this manual's publication, Minnesota is in the process of creating a state plan for its accountability system under ESSA, to be submitted to USDE; the response from USDE is not expected until after the 2016–2017 test administrations. Additional information as it relates to statewide testing will be communicated in the weekly *Assessment Update* newsletter and/or potentially a subsequent version of this manual.

Service Providers

Pearson is the service provider for the following assessments:

- Reading and Mathematics Optional Local Purpose Assessment (OLPA)
- Standards-Based Accountability Assessments: Reading, Mathematics, and Science Minnesota Comprehensive Assessments (MCA); Reading, Mathematics, and Science Minnesota Test of Academic Skills (MTAS)

For questions regarding online testing and TestNav, PearsonAccess Next, or Perspective, please contact the Pearson Help Desk:

Email: mnhelp@support.pearson.com

Phone: 888-817-8659

Hours of operation: Monday through Friday, 6:00 a.m.–7:30 p.m.

Website: The PearsonAccess Next website is used to create and manage users, set up test
sessions for online testing, and access results. Districts are also able to download manuals and
directions, access training resources, and access item samplers without signing in. <u>View</u>
<u>PearsonAccess Next</u> (http://minnesota.pearsonaccessnext.com).

Minnesota is a member of the WIDA Consortium. As a member, Minnesota districts administer the ACCESS for ELLs 2.0 (ACCESS) and Alternate ACCESS for ELLs (Alternate ACCESS) assessments to all English learners (ELs) in grades K–12. WIDA is the service provider for the ACCESS and Alternate ACCESS. WIDA has subcontracted with Data Recognition Corporation (DRC) to support administration of the assessments. Please contact the applicable Help Desk with questions:

 WIDA: Contact WIDA for questions on training, interpreting score reports from WIDA assessments, access to the WIDA website, policies and procedures, and WIDA resources.

o Email: help@wida.us

o Phone: 866-276-7735

- Website: The WIDA website is used to access test administration, technology, and reporting resources and training courses for ACCESS and Alternate ACCESS for ELLs.
 View the WIDA website (www.wida.us).
- o Hours of operation: Monday through Friday, 8:00 a.m. to 5:00 p.m.
- DRC: Contact DRC for questions on WIDA AMS functionality and account setup, ordering and processing of paper test materials, technology support and online test software, and data and reporting:

o Email: <u>WIDA@datarecognitioncorp.com</u>

o Phone: 855-787-9615

- The WIDA Assessment Management System (WIDA AMS) is used for managing student data and test sessions, ordering paper and accommodated test materials, and accessing score reports for ACCESS and Alternate ACCESS. <u>View WIDA AMS</u> (https://www.drcedirect.com/all/eca-portal-ui/welcome/WIDA).
- o Hours of operation: Monday through Friday, 6:00 a.m. to 8:00 p.m.

Information for New District Assessment Coordinators

In addition to this *Procedures Manual*, there are many resources available on the MDE website and on the service providers' websites for new District Assessment Coordinators.

In particular, new District Assessment Coordinators should review the *New District Assessment Coordinator Information for Accessing Systems and Resources*. This document describes the steps that must be completed in order to be listed as the DAC contact for your district in MDE-ORG and how to get login information for service providers' systems and MDE secure systems.

A *DAC Resources Checklist* is also available to help DACs track resources and trainings they have completed. In the checklist, resources in bold are required for all DACs to be considered trained for the school year. New District Assessment Coordinators should review all resources.

Both of these documents are available on the Statewide Testing page of the MDE website <u>Go to the Statewide Testing page of the MDE website</u> (MDE > Districts, Schools and Educators > Statewide Testing).

New for 2016-2017

The **("new") symbol indicates significant additions or revisions to the 2016–2017 edition of this manual. The ("i") symbol is used to indicate clarifications of existing policies and procedures.

A number of changes for this year are listed below. This list highlights the major changes for this year, but districts must read this manual for further details related to all the changes.

Legislative and Accountability Changes

- In December 2015, the Every Student Succeeds Act (ESSA) was signed into law, which
 replaced No Child Left Behind (NCLB) and reauthorized the Elementary and Secondary
 Education Act (ESEA). Most aspects of test administration will proceed as they did in 2015
 2016, although inclusion in accountability calculations will change in some cases. Additional
 information as it relates to statewide testing will be communicated to districts.
 - For 2016–2017, the accountability window for all accountability assessments is April 10– April 21.
 - How new-to-country English learners will participate in the standards-based accountability assessments is still to be determined based on ESSA. Further information about testing these students and indicating new to country will be communicated from the Division of Student Support.
 - It is still to be determined if student characteristic codes (Significant Gap in Enrollment, Foreign Exchange, New to Country, and Home Schooled) will be indicated for accountability purposes in Posttest Editing in Test WES. Chapter 7 contains information about participation in testing.
 - Under ESSA, there is a 1 percent participation cap on the number of students who may participate in the alternate assessment (MTAS). How this participation cap will be calculated is still to be determined. Further information on requesting an alternate

- assessment waiver will be communicated by the MDE Divisions of Student Support and Special Education.
- Details about and timelines for the release of final assessment results are still to be determined. In addition, the use and reporting of growth is still to be determined.
- The criteria for how students are included in accountability calculations and the timelines for reporting accountability results are still to be determined.
- Beginning in 2016–2017, the SAT and SAT with Essay will also be reimbursed in addition to the ACT and the ACT with Writing.
- Minnesota Statutes 120B.30, section 18, subdivision 6 requires a database be available on the MDE website to enter information regarding online testing disruptions. Access the database on the MDE website (MDE website > Students and Families > Statewide Testing). This database is NOT to be used for reporting technical issues during testing that require immediate attention. Districts and schools must contact the appropriate service provider directly when seeking assistance with technical issues impacting testing.
- MDE will provide an optional form, along with information about statewide testing, that parents and guardians may use to document if they refuse to have their student participate in statewide testing.
- To increase transparency on assessments, both 2016 state legislation and ESSA include requirements for a comprehensive district testing calendar that includes additional elements than have been required in the past. Chapter 8 provides details on these requirements.
- Minnesota state colleges and universities may use the student's high school MCA scale score as one measure to inform course placement. At the time of publication, Minnesota State is conducting research on the CCR goal scores established to determine if different goal scores are needed.

Assessments

- After review of the needs of the assessment system for coming years, the budget is such that MDE is unable to include OLPA in 2017–2018 and beyond.
- The structure of the Reading MCA sections has been updated. Some sections contain one passage with items, while others contain two or three passages with items for each passage. Each section begins with a section screen, which indicates the section number, and then the next screen provides the number of passages and the number of items for the section. Although the number of passages may increase for some students, the overall word counts have not changed due to shorter passage lengths.
- The grades 5–8 Mathematics MCA total test administration times have been increased based on district feedback last year; the grades 3-4 and 11 Mathematics MCA times have not changed from last year.
- Estimated times for MTAS have been determined based on feedback from MTAS auditors in order for districts to provide this information on their comprehensive district testing calendars.
- Districts may choose if they want to order MTAS test materials in additional orders, rather than receiving them automatically. Test materials can be shared for MTAS administrations, and

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districts may choose to order them during additional orders if they have historically received more materials than are needed.

- For 2016–2017, the W-APT (WIDA-ACCESS Placement Test), the WIDA Screener Online, and WIDA Screener Paper are all available through the WIDA consortium as language proficiency assessments.
- At the time of publication, WIDA is in the process of determining what is required to generate a
 valid score in each domain of the ACCESS and Alternate ACCESS, as well as how to determine
 composite scores based on domain scores.

Accommodations

- General information about selecting, administering, and evaluating the use of accommodations
 and supports will be addressed in the forthcoming *Minnesota Manual of Accessibility Features*for Students with Disabilities. This manual is designed to support IEP and 504 plan teams
 (including special and general education teachers and administrators) as they work to ensure
 access to grade-level standards in instruction and assessment for students with disabilities.
- Accommodated audio CDs, previously available as additional orders only, will no longer be available to order for students taking paper accommodations of the Mathematics MCA.
- Beginning in 2016–2017, Unified English Braille (UEB) format for MCA braille test materials will be used.
- For Mathematics and Science MCA, a word-to-word translation may be provided to English learners using an online translation program (e.g., Google Translate, iTranslate, Waygo), following the requirements detailed in Chapter 6.
- The following are changes to the braille test materials for grades 1–12 ACCESS for ELLs: braille
 materials are now available for the Listening domain (in addition to Reading and Writing),
 contracted format is available (in addition to uncontracted), and grades 1–3 materials are in
 Unified English Braille (UEB).

Test Security

- MDE will be partnering with districts to improve test security and test score integrity though voluntary site visits at the district and/or a specific school.
- Topics that must be addressed in the district test security procedure have been defined; districts
 may include additional information as needed for their district. The optional template has been
 updated to reflect these changes.
- Superintendents/Executive Directors must designate alternate contacts to fulfill assessment responsibilities in case of absence, as needed. If no alternate is designated and the District Assessment Coordinator is absent, then all responsibilities default to the Superintendent/Executive Director.
- For test security purposes for MCA, access to student tests through TestNav is limited to the hours of 6 a.m. to 5 p.m. on weekdays throughout the testing window. For data entry tests, staff access through TestNav is limited to the hours of 6 a.m. to 7 p.m. on weekdays throughout the testing window.

- District and School Assessment Coordinators no longer need to document on the *Test Administration Report* which district or school staff member enters a student's MCA responses or a student's MTAS scores online; this information is gathered in Pearson's systems.
- Consistent with other documentation required by MDE, completed Test Administration Reports
 must now be kept at the district for two years after the end of the academic school year in which
 testing took place.
- Since the return of secure materials occurs close to the end of the school year, District
 Assessment Coordinators will need to develop a process with schools to ensure all test
 materials are returned. If the District Assessment Coordinator is not available to respond to
 requests, another staff member must be aware of the chain of custody in order to respond to
 requests to locate missing materials over the summer.

Training

- Different versions of the test-specific trainings have been created to meet district staff training needs:
 - For OLPA and MCA, two versions of the Online Test Monitor Certification Course have been created based on responsibilities assigned to Test Monitors.
 - For MTAS, the MTAS Training for Test Administrators has been divided into three modules to be viewed based on experience administering the MTAS.
- In addition to District Assessment Coordinators, users with the Assessment Administrator user role in PearsonAccess Next can track staff training completions in the Training Management System for the organization level (district or school) for which they have access.
- For the online administration of the grades 1–12 ACCESS, the Test Administrator must complete the Administering the Test tutorial and take the Online Administration Quiz in the ACCESS for ELLs 2.0 Online Grades 1–12 Training Course annually.
- A DAC Resources Checklist is available on the MDE website which overviews all resources available for DACs, including what is required for a DAC to be considered trained.
- As part of the staff training certification in Pretest Editing, District Assessment Coordinators need to certify that they will complete all of the required DAC trainings and resources.

Administration

- Online testing exiting instructions have been created for student reference. Schools may provide a hard-copy of the instructions that are available on PearsonAccess Next.
- All instructional posters and graphics (which now includes strategy techniques or methods) in the testing room or on a student's desk must be covered or removed during test administration for OLPA, MCA, and MTAS.
- Documentation for the medical excuse test/accountability code must be kept on file for two
 years after the end of the academic school year in which testing took place.
- To better document refusals for testing for the MCA and MTAS, there are two different codes based on whether the parent or student is refusing to participate. For ACCESS and Alternate ACCESS, both parent and student refusals continue to be indicated as Declined (DEC).

- MDE requires that parent refusals are documented annually; this documentation must be kept on file for two years after the end of the academic school year in which testing took place.
- Districts may indicate test/accountability codes for both parent and student refusals in PearsonAccess Next during the testing window, in addition to Posttest Editing.
- To better document the reason for the invalidation, there are three different codes for invalidation for MCA and MTAS. For OLPA and ACCESS and Alternate ACCESS, one code (INV) continues to be used for all invalidations.
- Invalidations can now be entered by districts during Posttest Editing, rather than requesting MDE to invalidate. In addition to Posttest Editing, invalidations will continue to be available in PearsonAccess Next during the testing window.

MDE Systems

- Postpublish Editing is no longer available in Test WES because the GRAD retests are no longer administered and districts contract directly with service providers for college entrance exams.
 Postpublish Editing had been used to clean up assessment records for assessments that did not have Posttest Editing (i.e., Reading, Mathematics, and Written Composition GRAD retests and 2015 statewide administrations of the Career and College Assessments, like ACT with Writing).
- The Graduation Data List is no longer provided. Districts are not required to track graduation
 assessment requirements for students first enrolled in grade 8 in 2012–2013 and later since
 students are not required to participate in an assessment for graduation purposes. Districts may
 access student testing history on graduation-related assessments or GRR entries in the Student
 Assessment History Report.
- Districts can use the Student Assessment History Report under Assessment Secure Reports on the MDE website to determine if reimbursement has been provided for a student.

Clarifications and updates between publications of this *Procedures Manual* will be published in the weekly *Assessment Update*. DACs and District Technology Coordinators indicated in MDE-ORG and superintendents automatically receive the weekly *Assessment Update*. Other interested district staff may email their name, email address, and district name and number to mde.testing@state.mn.us to receive the newsletter.

Comments and Suggestions

Comments and suggestions for improvements in the Minnesota Assessments testing procedures are valuable to the growth and effectiveness of the testing program. The Minnesota Department of Education and our service providers continually work to improve testing procedures for future administrations. To send a comment to MDE, use the Comment Form in Appendix A or email mde.testing@state.mn.us.

Chapter 2 — Minnesota Assessments

Overview

This chapter focuses on the assessments available in the Minnesota Assessment System taken by Minnesota students. First, it discusses the purpose behind the Minnesota Assessment System. Next, it gives an overview of the standards-based and English language proficiency accountability assessments and outlines the district requirements for assisting students with career and college readiness. Finally, the chapter describes other assessments some Minnesota students may take in 2016–2017, such as the Optional Local Purpose Assessment (OLPA) and the National Assessment of Educational Progress (NAEP). The process of building an assessment in the state of Minnesota from test development to standard setting is described in Appendix B.

Purpose of the Minnesota Assessment System

The Minnesota Assessment System has three purposes:

- To measure achievement towards meeting the Minnesota Academic Standards (for the standards-based accountability assessments) and to measure progress towards meeting the WIDA English Language Development (ELD) Standards (for English language proficiency accountability assessments). Each assessment is designed to measure student performance on the academic or language development standards.
 - For the standards-based accountability assessments, the test specifications indicate which strands, sub-strands, standards, and benchmarks will be assessed on the test and in what proportions. <u>View the test specifications on the MDE website</u> (MDE website > District, Schools and Educators > Statewide Testing > Test Specifications).
 - Refer to the Frequently Asked Questions about Minnesota's K-12 Academic Standards on the MDE website for more information about the Minnesota Academic Standards (MDE website > Districts, Schools and Educators > Academic Standards (K-12)).
- 2. **To measure the academic progress of students over time.** Minnesota has implemented multiple approaches to measuring academic progress of students across time, including student progress and career and college readiness scores and growth. Refer to Chapter 10 for additional information about these approaches.
- 3. To provide Minnesota graduates information related to career and college readiness. Minnesota expects its high school graduates to demonstrate the skills and knowledge necessary for success beyond high school; districts are required to assist students with career and college readiness. These requirements will be discussed in detail later in this chapter.

Standards-Based Accountability Assessments

ESEA and Minnesota Statutes 120B.30 require that all public school students be assessed annually in reading, mathematics, and science. While changes to accountability calculations based on ESSA are still to be determined, there is no change in the administration of the assessments.

- Students enrolled in grades 3–8 and 10 must take a reading test.
- Students enrolled in grades 3–8 and 11 must take a mathematics test.
- Students enrolled in grades 5 and 8 must take a science test. High school students also must take the science test; it is taken when they complete their instruction in life science (usually in a biology course) in grades 9–12. See the next section for additional guidance.

Most students take the MCA, but students who receive special education services and meet the MTAS eligibility criteria may take the MTAS. Students take one test in each subject as shown in Table 1.

Table 1. Minnesota Standards-Based Accountability Assessment Options in 2016–2017

Subject	Assessments	
 Minnesota Comprehensive Assessment (MCA) OR Minnesota Test of Academic Skills (MTAS) 		
Mathematics	 Minnesota Comprehensive Assessment (MCA) OR Minnesota Test of Academic Skills (MTAS) 	
Minnesota Comprehensive Assessment (MCA) OR Minnesota Test of Academic Skills (MTAS)		

The standards-based accountability assessments are aligned to the Minnesota Academic Standards and the primary purpose of the assessments is to measure achievement on these standards. As academic standards are revised, a new series of assessments is developed to align with those standards. In MDE's official documents and test data, the series number is added—at least in the initial reference—to indicate the academic content standards that are being measured (e.g., MCA-III to designate the mathematics academic standards adopted in 2007). Table 2 shows the academic standards to which the current assessments are aligned, along with other overview information which is described in greater detail in the following sections. The *Building a Test* procedure in Appendix B contains the schedule for the revision of academic standards.

Table 2. 2016–2017 Standards-Based Accountability Assessments Overview

Test	Subject	Administered in Grades	Academic Standards Alignment	Item Types
MCA-III	Reading MCA	3–8, 10	2010 Standards	MC, TE*
	Mathematics MCA	3–8, 11	2007 Standards	MC, TE*
	Science MCA	5, 8, 9–12	2009 Standards	MC, TE*
MTAS-III	Reading MTAS	3–8, 10	2010 Standards	**
	Mathematics MTAS	3–8, 11	2007 Standards	**
	Science MTAS	5, 8, 9–12	2009 Standards	**

^{*} MC = Multiple Choice; TE = Technology Enhanced

Minnesota Comprehensive Assessments (MCA)

The Reading, Mathematics and Science MCA are administered online, with paper accommodated test materials available only for eligible students. Students take the applicable assessments based on their grade during the spring testing windows, and the scores are used for final reports and accountability.

To meet state legislative requirements, the online grades 3–8 Reading and Mathematics MCA include off-grade items to provide additional information about student achievement. Only on-grade items are used for accountability calculations; additional information about how off-grade items are used in the calculation of the progress score is in Chapter 10. Any off-grade items will be no more than two grade levels above or below a student's grade. The only exceptions are for grades 3 and 8. For grade 3, students may see on-grade items or above grade items; there are no below grade items. For grade 8, students may see on-grade items or below grade items; there are no above grade items.

The grades 3–8 and 10 **Reading MCA** assessments are aligned to the 2010 Minnesota Academic Standards.

- The grades 3–8 and 10 Reading MCA are adaptive assessments. For reading, this means that
 the test adjusts to each student's skills at the passage level. In other words, a student's
 responses on a set of items associated with a passage or passages determine the next group of
 passages and items a student will receive. Adaptive testing provides a more precise measure of
 students' skills and knowledge.
- The Reading MCA assessments contain multiple-choice items along with technology-enhanced items where students manipulate reading content, such as demonstrating a sequence of actions or events, making connections between a cause and its effect, and choosing supporting details of a main idea.

^{**} Performance-based assessment administered and scored by the test administrator using a script and a task-specific scoring rubric

The grades 3–8 and 11 **Mathematics MCA** assessments are aligned to the 2007 Minnesota Academic Standards.

- The grades 3–8 and 11 Mathematics MCA are adaptive assessments. For mathematics, this means that the test adjusts to the individual student's skills at each item. Every time a student answers a question, her or his response determines the next question the student must answer. Adaptive testing provides a more precise measure of students' skills and knowledge.
- The Mathematics MCA contain multiple-choice items along with technology-enhanced items
 where students select one or more points on a graph, drag and drop a graphic from one location
 to another, enter numbers for an answer, or manipulate a graph. Students have access to an
 online calculator when allowed and, in grades 5–8 and 11, can use online formula sheets that
 are accessible on every item. All mathematics items are designed to be accessible to English
 learners.

The grades 5, 8, and high school **Science MCA** assessments are aligned to the 2009 Minnesota Academic Standards.

- The Science MCA contains multiple-choice items along with technology-enhanced items where students create a graph or data table, select a hot spot, type in numbers, or drag images or words into designated response areas. The Science MCA also incorporates simulations. Simulations are scenarios that have one or more scenes that require students to manipulate variables and then use the results of that simulated situation to answer items.
- Students in grades 9–12 are required to take the Science MCA (or Science MTAS) once in high school.
 - The high school Science MCA covers the grades 9–12 Minnesota Academic Standards in Life Science (Strand 4) and the Nature of Science and Engineering (Strand 1) in the context of life science.
 - Districts determine when high school students will participate based on when they have received instruction on all Strand 4 and Strand 1 standards related to life science during the school year.
 - Students who transfer into a new district and have already completed their life science coursework in the previous district will not take the high school assessment in the new district, even if the student did not take the Science MCA previously.
 - However, students who are re-taking their life science/biology course must take the Science MCA again, even if they took it previously.

Minnesota Test of Academic Skills (MTAS)

The MTAS is a performance-based assessment in reading, mathematics, and science for students with the most significant cognitive disabilities, and it is available in every grade in which the MCA is available. It is an alternate assessment based on alternate achievement standards that feature substantial reductions in the complexity of the academic content standards. MTAS test materials include Task Administration Manuals, Presentation Pages, and Response Option Cards that incorporate the use of pictures and symbols. The Reading MTAS includes brief passages that are available in two formats and may be read aloud to students. The Mathematics and Science MTAS include object lists that provide guidance on the provision of objects for students who need this type of support.

Participation in the MTAS is limited to students whose IEP team determines that the student meets the eligibility requirements for the test. Additional information can be found in Chapter 5. The same grade-level considerations for the Science MCA apply in the determination of which high school students will take the Science MTAS. The Science MTAS can be administered in any of the grades 9–12, depending upon when students receive instruction in the life science standards. While some students with significant cognitive disabilities may not be enrolled in a course called Life Science or Biology, they should have access to the general education curriculum, which includes instruction in life science. The IEP team determines the most appropriate year for a high school student to take the Science MTAS.

MTAS scores for each subject and student must be entered by the district online during the testing window. The entry of student MTAS scores online is how student responses are recorded and scored in order to report student results.

For each student, the student's Learner Characteristics Inventory (LCI) must be completed and entered online. The LCI is a research tool developed by the National Alternate Assessment Center (NAAC). The purpose of the LCI is to better understand the learning characteristics of students participating in alternate assessments based on alternate achievement standards. It is an instrument that helps Minnesota answer validity questions and extends our knowledge of the assessment population to ensure that the test is designed appropriately for students with the most significant cognitive disabilities; it also ensures that the intended population is participating in the test. The LCI form is available in Appendix A of this manual.

English Language Proficiency Accountability Assessments

ESEA requires that all English learners be assessed in grades K–12 in English language proficiency. ACCESS for ELLs 2.0 (ACCESS) and Alternate ACCESS for ELLs (Alternate ACCESS) developed by the multi-state WIDA Consortium are used to meet this federal requirement. English learner (EL) refers to a student who is identified in MARSS as eligible for participation in English as a Second Language (ESL) or Bilingual Education programs. See Table 3 on the next page for an overview of the assessments.

Table 3. 2016–2017 English Language Proficiency Accountability Assessments Overview

Test	Language Domains	Grade-Level Clusters	Format	Item Types	
ACCESS for ELLs 2.0	Reading, Writing, Listening, and Speaking	К	Paper	The domains of listening, speaking, reading, and writing are assessed within the context of two stories. The test is individually administered, and materials include manipulatives and an activity board. The test is scored by the Test Administrator.	
ACCESS for ELLs 2.0	Reading, Writing, Listening, and Speaking	1 2–3* 4–5 6–8 9–12	Online (R, L, S, W**) Paper (W)**	The Listening and Reading tests contain multiple-choice and technology-enhanced items. The Writing Test contains a set of tasks to which students respond. The Speaking Test consists of speaking prompts delivered online; students respond by speaking into the microphone of their headsets and their responses are recorded and sent for scoring by DRC.	
Alternate ACCESS for ELLs	Reading, Writing, Listening, and Speaking	1–2 3–5 6–8 9–12	Paper	The Listening and Reading Tests contain selected response items and the Writing and Speaking Tests contain constructed response items. The tests are individually administered and all sections are hand scored by the Test Administrators.	

^{*}For paper accommodations for ACCESS, grades 2 and 3 are separate.

ACCESS for ELLs 2.0

The ACCESS is an English language proficiency accountability assessment based on the WIDA English Language Development (ELD) Standards. There are four language domains assessed by the ACCESS: reading, writing, listening and speaking. The test is available in six grade-level clusters: grades K, 1, 2–3, 4–5, 6–8, and 9–12. While the Kindergarten ACCESS remains paper-based, the ACCESS is administered online. Paper accommodations are available for eligible students. View the WIDA website for further information, including resources on technology requirements (WIDA > Assessment > ACCESS for ELLs 2.0).

Alternate ACCESS for ELLs

Alternate ACCESS is an individually administered English language proficiency accountability assessment developed specifically for English learners who have significant cognitive disabilities severe enough to prevent meaningful participation in the ACCESS assessment. The Alternate ACCESS is based on WIDA's Alternate Model Performance Indicators (AMPIs), which have been developed to augment WIDA's existing English Language Development Standards to allow English learners with significant cognitive disabilities to demonstrate language growth.

^{**}Writing is paper based for grades 1–3. Grades 4–5 will view the prompt online and respond on paper. Grades 6–12 take the writing test entirely online.

There are four language domains assessed by the Alternate ACCESS: reading, writing, listening and speaking. The test is available in four grade-level clusters: grades 1–2, 3–5, 6–8, and 9–12 and remains a paper-based assessment. Currently, the Alternate ACCESS is not available for kindergarten.

Career and College Readiness

This section outlines career and college readiness requirements for students first enrolled in grade 8 in 2012–2013 and later (likely grade 12 students and younger in school year 2016–2017). Based on the revisions to Minnesota Statutes 120B.30 and 120B.125, districts have a number of requirements to fulfill for students' career and college planning; however, students are not required to achieve a specified score on an assessment in order to graduate or meet graduation assessment requirements.

Note: Students first enrolled in grade 8 in 2011–2012 and earlier (likely students older than grade 12 in school year 2016–2017) must meet graduation assessment requirements in reading, mathematics, and writing in order to be eligible for a diploma from a Minnesota public high school. Refer to Appendix B for these graduation assessment requirements.

Overview

Districts must assist students with career and college readiness, including the following. Each of these will be addressed in detail below.

- Offering students in grades 11 and 12 an opportunity to participate in a nationally recognized college entrance exam on a school day.
- Monitoring student's development of and growth in career and college readiness.
- Assisting students no later than grade 9 in exploration and planning activities for career interests or postsecondary education.

MDE is no longer tracking graduation assessment requirements for students first enrolled in grade 8 in 2012–2013 or later through MDE systems. Districts must ensure they are assisting students with each of the areas outlined in the bullets above, and it is up to the district to determine how these areas are met.

Minnesota Statute 120B.30 requires a school or district to record a student's progress toward career and college readiness on the high school transcripts of students first enrolled in grade 8 in the 2012–2013 school year and later.

- The statute states a student is college and career ready if the student is able to successfully
 complete credit-bearing coursework at a two- or four-year college or university or other creditbearing postsecondary program without need for intervention.
- Schools, districts, and charter schools are best positioned to make individual determinations
 about a student's progress toward career and college readiness. The statute does not prescribe
 a specific tool or method for measuring progress toward career and college readiness.

OFFER OPPORTUNITY FOR COLLEGE ENTRANCE EXAM

Districts must provide students the opportunity to participate in a college entrance exam on a school day, but individual students are not required to participate. Only the ACT (ACT and ACT with Writing) and SAT (SAT and SAT with Essay) are considered nationally recognized college entrance exams. MDE expects districts to administer the versions of the exams with the writing component included to provide students the most comprehensive information. While a district may offer other assessment options to students at their discretion (e.g., ASVAB or ACCUPLACER), a college entrance exam must still be offered.

Districts annually determine which assessment(s) will be offered and enter into a contract with the service providers, ACT or College Board. Districts work with the service provider directly to determine administration mode, test materials needed, test date, and any administration policies and procedures. Deadlines to register for 2016–2017 administrations have passed. Contact ACT (April Hansen at ACT: april.hansen@act.org) or College Board (Kristian Gist at College Board: kgist@collegeboard.org) for additional information.

The following provides additional clarification about student participation.

- The district determines which assessment to offer, or may choose to offer both (i.e., both ACT with Writing and SAT with Essay).
- The district must offer a college entrance exam each year on a school day to students. Even if
 the district already offers one of the assessments on a national test date, the assessment must
 be offered to all students on a school day.
- The college entrance exam must be offered in both grade 11 and grade 12, and students will
 decide if they will participate and in which grade they will participate. It must be offered in both
 grades 11 and 12 as a student may choose not to participate in grade 11, for example, but may
 choose to participate in grade 12. Students will only have one college entrance exam
 reimbursed by the state.
- Each district will determine how the assessment opportunity will be communicated to students and families (e.g., letters to students/families, notification on the district/school website).
- Students can choose to take the college entrance exam on a national test date, and the district can request reimbursement for eligible students.
- The opportunity to participate should be available to all students. However, an appropriate
 college entrance exam is not available for students with significant cognitive abilities who are
 eligible to take the MTAS. Therefore, it is not necessary to offer a college entrance exam to
 these students.

Districts are expected to contract and pay for the administration of the college entrance exam and request reimbursement from MDE. Beginning in 2016–2017, the SAT and SAT with Essay will also be reimbursed in addition to the ACT and the ACT with Writing. MDE will reimburse only one college entrance exam per student. Districts can use the Student Assessment History Report under Assessment Secure Reports on the MDE website to determine if reimbursement has been provided for a student.

- Districts use the Graduation Requirements Records (GRR) system to request reimbursement once results are received from the service provider. Refer to Chapter 9 for additional information on the GRR system.
- Student results must first be received to ensure that students who districts are requesting reimbursement for completed testing; during a program audit of reimbursements, MDE will request student results.
- It is possible public school districts will be entirely reimbursed for the 2016–2017 administration but MDE cannot guarantee full funding. If full funding is not provided, reimbursements will be distributed proportionally.
- Further information regarding reimbursement, including the deadline to request reimbursement for the 2016–2017 school year, will be communicated through the *Assessment Update*.

Home-school and nonpublic students are not eligible to take a college entrance exam at a public school during a school day. These students may participate on a national test date or nonpublic schools may contract directly with one of the service providers. Nonpublic schools and students may be reimbursed for the administration of the ACT (ACT or ACT with Writing) or SAT (SAT or SAT with Writing), but timing of the reimbursement for nonpublic students (if funds are available) will be examined after all reimbursement requests have been received for public school districts.

MONITOR STUDENT DEVELOPMENT IN CAREER AND COLLEGE READINESS

Districts must monitor student development of and growth in career and college readiness. Districts regularly identify needed curricular and instructional adjustments, as well as individual students' academic strengths and needs for targeted interventions or remediation.

To support districts in this monitoring, student progress scores for grades 3–8 and student career and college readiness (CCR) scores for (grades 10 and 11) are provided for reading and mathematics on Individual Student Reports (ISRs) and District and School Student Results (DSR and SSR) files. Goal scores have been established for both student progress scores and student CCR scores to compare whether students are on track to pass a college entrance exam by the end of grade 11. Refer to Chapter 10 for additional information.

ASSIST STUDENTS IN EXPLORATION AND PLANNING ACTIVITIES

Districts must also assist students no later than grade 9 in exploration and planning activities for career interests or postsecondary education.

This plan must be reviewed and revised at least annually by the student, the student's parent or guardian, and the school or district. A component of this plan is providing an interest inventory to the student. It is up to the district to determine how to best meet the requirement. MDE does not endorse a particular product for the career interest survey.

Other Assessments

Optional Local Purpose Assessment (OLPA)

The Optional Local Purpose Assessment (OLPA) is an optional online assessment aligned to the Minnesota Academic Standards available in grades 3–8 for reading and mathematics, grade 10 for reading, and grade 11 for mathematics. Districts have the option of administering the OLPA earlier in the school year to familiarize students with the functionality of the items and online tools, as well as devices used for testing.

- Test administration and test security policies and procedures for OLPA are the same as for other statewide assessments and must be followed. See Chapter 8 for additional information.
- Participation in the OLPA is a district decision, and OLPA test scores cannot be used for accountability. Students who participate in the OLPA still need to take the standards-based accountability assessments in the spring.
 - For grades 3–8 Mathematics OLPA, students have up to two optional testing opportunities per student, with a minimum of 14 calendar days required between testing opportunities.
 - For grade 11 Mathematics OLPA, students have one optional testing opportunity per student.
 - o For Reading OLPA, students have one optional testing opportunity per student.
 - Students have 30 calendar days to complete an OLPA test once it is started; the test will expire after 30 days.
- No alternate assessment or accommodated test materials are available for the OLPA, but accommodated text-to-speech is available in mathematics for students with an IEP or 504 plan or for English learners.
- OLPA results are available in PearsonAccess Next within one hour through On-Demand Reports. OLPA results are not available through Assessment Secure Reports (e.g., DSR files) and paper student reports are not provided. See Chapter 10 for additional information.

Please note: because the OLPA is administered early in the academic year to students who have not been fully exposed to the on-grade curriculum, relationships between achievement level and itemspecific performance may differ between the OLPA and MCA, reducing the comparability of OLPA and MCA scores and the ability to use the OLPA data to target instruction for the MCA. Diagnostic interpretations should be made cautiously because of the imprecision of relatively brief strand scores for their use in establishing strengths or weaknesses at the individual student level. OLPA data should be used in the context of the broader array of information the teacher has about the student's achievement.

Note: After review of the needs of the assessment system for coming years, the budget is such that MDE is unable to include OLPA in 2017–2018 and beyond.

WriteToLearn

In partnership with Pearson, MDE provides WriteToLearn for students in grades 8 and 10 during the 2016–2017 school year. WriteToLearn is an optional literacy tool available to districts and is not a required writing test. WriteToLearn assesses student writing and returns targeted instruction and grammar feedback, providing students in grades 8 and 10 with more opportunities to practice writing across subject areas. View WriteToLearn information on PearsonAccess Next (PearsonAccess Next > Resources & Training > Other Pearson Resources > WriteToLearn).

WriteToLearn offers three activities for improving literacy skills:

- Summary writing to develop reading comprehension
- Vocabulary exercises to expand word knowledge
- Essay writing to build writing skills

National Assessment of Educational Progress (NAEP)

National Assessment of Educational Progress (NAEP) is known as the "Nation's Report Card." It is the only assessment that allows performance comparisons from Minnesota to other states and jurisdictions and the nation. The assessments are administered uniformly and serve as a common metric across all states. NAEP results are based on a representative sample of the student population and do not provide individual student or school results.

The frameworks are not the same as the academic standards that are used to build Minnesota assessments. Like Minnesota's assessments, the NAEP frameworks were developed by educators. All NAEP items are reviewed by community members, parents, educators, and curriculum specialists from each state. The NAEP assessments include multiple-choice and constructed-response items.

Schools and students are randomly selected to be part of the assessment. Federal ESEA legislation requires districts that accept Title I funds to participate if chosen for NAEP assessments. States applying for Title I funds have had to include the assurance they will comply with all requirements of federal legislation, including participation in NAEP. By submitting, a state has agreed to participate in mathematics and reading assessments and ensure that districts selected for the NAEP sample participate in all phases of the assessments, including pilot and field tests. While participation is required to receive Title I funding, no sanctions or awards are given for performance on the NAEP. However, NAEP results are used by policymakers, media, and the state education department as a fair and accurate measure of students' progress in several subjects.

NAEP SCHEDULE OF ADMINISTRATION

Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Not all subjects are tested each year. Odd-numbered years are Main NAEP years where state data are provided for grades 4 and 8. Over 275 schools in Minnesota participate. Even-numbered years produce only national results, so a smaller number of schools need to participate. Other special assessments or studies can occur throughout the years as well.

Testing for NAEP 2017 will take place from January 30 to March 10, 2017. The program will include the assessments listed in Table 4 below. In addition, pilot assessments will be conducted in Reading and Mathematics (grades 4 and 8) and in Civics, Geography, and U.S. History (grade 8).

Table 4. NAEP Projected Schedule of Assessments

Year	National Results	State Results
2017	Reading (4, 8) Mathematics (4, 8) Writing (4, 8)	Reading (4, 8) Mathematics (4, 8)
2018	US History (8) Civics (8) Geography (8) Technology and Engineering Literacy (8)	
2019	Reading (4, 8, 12) Mathematics (4, 8, 12) Science (4, 8, 12) High School Transcript Study	Reading (4, 8) Mathematics (4, 8) Science (4, 8)

NAEP RESOURCES

- See the NAEP website for further information (http://www.nationsreportcard.gov/).
- <u>View NAEP results for Minnesota students on the MDE website</u> (MDE website > Districts,
 Schools and Educators > Statewide Testing > Additional Tests).
- NAEP Frameworks are blueprints that guide the development of the assessments and determine the subject-specific content and skills to be assessed. <u>View NAEP frameworks</u> (http://nces.ed.gov/nationsreportcard/frameworks.asp).
- The NAEP Questions Tool contains released items from NAEP assessments with student responses, item statistics and scoring guides. <u>View Released Items on the NAEP website</u> (http://nces.ed.gov/nationsreportcard/itmrls).

Local Testing Time Limitations

Minnesota Statute 120B.30 places local testing time limitations on districts. For students in grades 1 through 6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7 through 12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. Schools and districts determine what constitutes a schoolwide or districtwide assessment.

The following assessments or types of assessments are not included in the limitations:

- Statewide assessments like the MCA, MTAS, and ACCESS and Alternate ACCESS
- International Baccalaureate and Advanced Placement exams
- Nationally recognized college entrance exams
- Career interest inventories
- NAEP
- Identification for services, such as special education or English learner programs

OLPA is not considered a statewide assessment because it is an optional assessment and does count toward the total testing time limit.

Districts should use published estimated testing times to determine the time for each test. It is not necessary to track actual times by student. A free tool is available from Achieve to aid districts in analyzing current assessments offered at the district or school. <u>Access the resource</u> (http://www.achieve.org/assessmentinventory).

If a district or school plans to exceed the maximum number of hours testing, it should be specified in the World's Best Work Force (WBWF) Plan. The explanation or justification for these assessments should be developed in consultation with the exclusive representative of the district's or school's teachers. Contact MDE.WorldsBestWorkForce@state.mn.us for additional information about WBWF Plans.

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Chapter 3 — Responsible and Ethical Practices to Maintain Test Security and Test Score Integrity

Overview

This chapter discusses the responsible and ethical practices needed when administering and interpreting the Minnesota Assessments in order to maintain test security and test score integrity. These practices apply to any individuals involved with assessment, including District and School Assessment Coordinators, teachers, Test Monitors and Test Administrators, school counselors, principals, school psychologists, superintendents, other district staff, MDE staff, and educational research and policy professionals. Much of the following information is adapted from general principles of test use set forth in the *Standards for Educational and Psychological Testing* (developed jointly by the American Educational Research Association [AERA], American Psychological Association [APA], and the National Council on Measurement in Education [NCME] [2014]) and in the *Code of Professional Responsibilities in Educational Measurement* by the National Council on Measurement in Education (1995).

A primary goal of the Minnesota Assessment System is to be able to make valid inferences about student achievement. The principles discussed in this chapter provide guidance for determining whether a practice related to the administration of Minnesota Assessments or use of Minnesota Assessment results supports this goal.

- Part I provides the general principles of responsible assessment practice. The guidelines are
 the professional standards to which all those involved in the assessment process should refer
 when determining what practices are appropriate and what practices are unprofessional,
 unethical, and/or inappropriate.
- Part II has specific examples of ethical and unethical practices in the administration of Minnesota Assessments.
- Part III provides examples of appropriate and inappropriate uses and interpretation of Minnesota Assessment results.
- Part IV concerns test security for Minnesota Assessments. Although security is addressed
 throughout this manual, this section concentrates on the importance of test security, the process
 for security breaches, and security documentation required.
- Part V addresses training requirements for staff involved in test administration.
- Part VI addresses monitoring and auditing processes required and used by MDE.

In addition to this *Procedures Manual*, policies and procedures related to responsible and ethical test administration are specified in the Test Security Training and the test-specific guides and resources.

Part I: General Principles of Professionally Responsible Practice

In monitoring practices related to administering the Minnesota Assessments and interpreting or using assessment results, each district shall use, but not be limited to, the following standards for determining which practices are appropriate and which practices are unprofessional, unethical, or inappropriate.

Because of the complex nature of the standardized assessment process, any practice not specifically permitted in this manual should be presumed inappropriate until and unless specifically authorized by MDE. Districts should submit questions to mde.testing@state.mn.us.

Schools and Districts Must:

- Thoroughly review this Procedures Manual as well as the other assessment guides and resources prior to testing, and understand the procedures needed to administer the assessments and maintain test security and test score integrity.
- Maintain security of the test materials and test content before, during, and after the administration of the assessment.
- Avoid any conditions in the preparation, administration, submission, and return of a test or test
 materials that might invalidate the results.
- Ensure that all students who are eligible are tested.
- Provide and document the use of an accommodation for each eligible student.
- Provide reasonable opportunities for students to ask questions about assessment procedures or directions prior to the administration of the assessment.
- Protect the rights of all students to privacy and due process.
- Avoid actions or conditions that would permit or encourage individual students or groups of students to receive scores that misrepresent their actual levels of achievement.

Those Who Interpret, Use, and Communicate Results Must:

- Avoid making (and actively discourage others from making) inaccurate reports, unsubstantiated claims, inappropriate interpretations, or other false or misleading statements that can lead to false or misleading conclusions about assessment results.
- Avoid any practice that provides an interpretation or suggests uses of assessment results
 without due consideration of the purpose(s) of the assessment, limitations of the assessment,
 student characteristics, irregularities in administering the assessment, or other factors affecting
 the results.
- Communicate assessment results in an understandable manner, including proper interpretations and likely misinterpretations.
- Avoid any practice that supports or leads others to interpret or use assessment results in unethical or inappropriate ways.
- Avoid any practice that permits staff without the necessary knowledge and training to interpret results of the assessment.

- Report any apparent misuse of assessment results to those responsible for the assessment process in the school, district, and state.
- Avoid any practice that places personally identifiable or other private information at risk or violates confidentiality.
- Share student data on as limited a basis as possible to serve the needs of the students while also protecting their rights and privacy.
- Use multiple sources and types of relevant data about individuals or programs whenever possible when making educational decisions.

Part II: Practices in Preparation and Administration of Minnesota Assessments

The examples of ethical and unethical practices below illustrate the standards and principles of professionally responsible practices in the administration of Minnesota Assessments. An unethical assessment practice is anything that would knowingly and deliberately jeopardize test score integrity or not support or enhance student learning, such as teaching the specific content from an assessment. Teaching specific test items does not enhance student learning, whereas developing a curriculum based on the Minnesota Academic Standards is appropriate. The test specifications based on these standards describe the particular skills and knowledge that will be tested.

Ethical Behavior and Practice for Minnesota Assessments

PREPARATION

- Prepare students to take the Minnesota Assessments by aligning curriculum and instruction to the Minnesota Academic Standards and the WIDA English Language Development Standards.
- Make changes in instruction that enhance student skills, learning, and achievement.
- Use MCA and MTAS item samplers and provide students the opportunity to view the student tutorial so they are familiar with navigating in the test, using tools, and answering different item types. For ACCESS, use the Test Practice, Test Demo, and Sample Items so students are familiar with the test.
- Encourage parents and teachers to motivate students to do their best on the assessment.
- Familiarize students with test-taking strategies.
- Ensure students understand their role in maintaining security of test content and the
 expectations that they will act with honesty and integrity during test administration, as outlined
 by the code of conduct viewed by students prior to testing.
- Set a testing calendar within the state-designated testing window that provides sufficient time for students to complete the assessments.
- Set a testing calendar within the state-designated testing window that provides make-up days for students who are absent for any part of the assessment.
- Publish the district testing calendar on the district website; ensure testing dates (by grade and subject) are indicated on the district and/or school websites.

ADMINISTRATION

- Everyone involved with administering tests in the district should:
 - Be trained in test security and test administration policies and procedures through annual district training, as appropriate for their role in test administration.
 - Complete any test-specific required trainings.
 - Promptly report any violations of the prescribed administration conditions, including test security breaches, to the appropriate administrator at the school or to the District Assessment Coordinator.
 - Follow the district-determined testing calendar provided it does not conflict with state testing windows.
 - Administer all tests in strict accordance with the instructions contained in this *Procedures Manual* as well as the other assessment guides and resources.
 - Follow security policies and procedures for distribution and return of secure test materials, accounting for all secure test materials before, during, and after testing.
- District Assessment Coordinators should:
 - o Provide adequate and appropriate staffing of testing rooms.
 - Ensure every student enrolled in a grade in which accountability assessments are given participates in the assessment or verify documentation is recorded for students who are not testing (i.e., test/accountability codes).
 - Account for all secure test materials, including secure test materials for online administrations, and store them in a locked, secure location throughout the testing process when not being used for administration.
 - Report any missing test materials to service provider.
 - Return all used and unused secure test materials to the service provider as specified in the applicable instructions.
 - o Promptly report any test security breaches to MDE.

• Test Monitors should:

- o Provide students the opportunity to demonstrate what they know independently without any support, guidance, or unauthorized interference during test administration.
- Verify that the correct test and/or accommodations are provided to students.
- Read or present the scripted instructions in the *Test Monitor and Student Directions* to students during test administration.
- Administer all ACCESS and Alternate ACCESS tests as scripted in the *Test Administrator's Scripts*.
- Make sure calculators are used only when authorized and when calculator memory clearing policies are followed.
- Follow the requirements outlined in the Test Monitor and Student Directions.

- Actively monitor students during all test sessions:
 - Circulate repeatedly around the entire room to ensure students are following directions and making progress in the test.
 - Make sure students are focused only on their tests.
 - Watch for any unusual behavior or signs of cheating.
 - Adhere to time limits, if applicable.
 - Ensure that students who have finished their tests are engaged in allowable activities that do not distract students still testing.
- MTAS Test Administrators should:
 - Administer the MTAS tasks as scripted.
 - Adapt the student-facing materials presented, which may include enlarging materials, incorporating texture, or providing braille versions of text and graphics to meet students' needs.
 - Use manipulatives as appropriate for a given student unless prohibited in the task script.
 - Read tasks and reading passages aloud to students, if appropriate, to meet students' needs.
 - Allow the use of assistive technology devices, including calculators, as needed to meet students' needs.
 - o Refocus and repeat information as needed.
- Scribes must record student responses exactly as provided into the online test or accommodated test materials. See Chapter 5 for additional information about the scribe accommodation.
- Staff entering student responses from MCA paper accommodated test books must enter student responses exactly as written.
- Staff entering MTAS scores must enter scores exactly as recorded during test administration.

Unethical Behavior and Practice for Minnesota Assessments

UNETHICAL PREPARATION AND ADMINISTRATION

- Develop curricula based on specific test items from Minnesota Assessments.
- Prepare instructional objectives based on specific test items and teach accordingly, rather than
 developing instructional objectives based on the Minnesota Academic Standards or WIDA
 English Language Development Standards.
- Copy any portions of reading passages, test items, writing prompts, or student responses from an actual assessment for use in instructional planning, classroom instruction, or assessment.
- Make a copy of a test, give students access to test questions, or prepare a student study guide based on the items on a particular test.

UNETHICAL PREPARATION AND ADMINISTRATION (CONTINUED)

- Make answer keys and provide them to students.
- Present an item, either verbatim or by paraphrasing, from the assessment before or after test administration.
- Leave secure test materials in an unlocked location.
- Failure to account for, return, or dispose of secure test materials as instructed.
- Remove secure test materials from school grounds unless explicitly allowed.
- Capture and/or share any secure test content in a public forum or through any media.
- Copy, reproduce, retain, or use any portion of any secure test materials in any manner inconsistent with test security policies and procedures.
- Allow a parent, community member, or member of the media to see the contents of secure test materials and/or receive a copy of secure test content.
- Encourage IEP teams to base assessment decisions on anything other than student need, such
 as assessing a student with MTAS or the Alternate ACCESS even though the student does not
 meet eligibility requirements or participation guidelines.
- Exclude students from the assessments (e.g., by encouraging parents or students to refuse testing).
- Restrict access to or deny allowable accommodations on the assessments that are normally used during instruction or indicated in an IEP or 504 plan.
- Failure to provide proper training to all individuals who have any involvement in testing.
- Deviate knowingly from the prescribed administration procedures specified in this *Procedures Manual* as well as the other assessment guides and resources in order to assist student performance.
- Leave instructional posters and graphics, including strategy techniques and methods, on testing room walls or student desks. See *Materials Not Allowed during Testing* in Chapter 8.
- Assign testing personnel to a room where a relative is being tested.
- Allow students to use materials that are not allowed during test administration as noted in this manual and/or in the *Test Monitor and Student Directions*.
- Allow students to use calculators on non-calculator segments/items.
- Allow students to have access to cell phones or other devices at any time during test
 administration (exceptions include supported devices used for testing and assistive technology
 devices used as part of an allowable accommodation as specified in Chapter 5).

UNETHICAL PREPARATION AND ADMINISTRATION (CONTINUED)

- Knowingly allow a student to breach test security, including retaining secure test materials, making a copy of or capturing secure test content, giving to or taking from other students' answers to the test, and sharing test content with adults and/or students through text messaging, email, or other social media.
- "Look over the shoulder" to read test items when monitoring students taking a test.
- View test items for any reason except as allowed for administering an accommodation or when required for MTAS or Alternate ACCESS.
- Read aloud the passages, questions, and/or answer options of a reading assessment for any student with the exception of students taking the MTAS.
- Offer an opinion to a student, class, or other staff member that a question is "bad" or does not
 have a correct answer. Any concerns regarding items should be sent to MDE using the process
 outlined in Chapter 8.
- Review a student's assessment for correct responses.
- Suggest that a student reconsider an answer already given.
- Change student responses in the student's assessment.
- Intentionally change student responses from accommodated test books or student scores for MTAS when entering them online.
- Transcribe or enter the essence of a student's response rather than the exact student response when scribing or entering student responses online.
- Score student responses before entering student responses online.
- Coach students during testing or influence, alter, or interfere with student responses in any way, including telling students the correct responses or allowing them to discuss answers among themselves.
- Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this section.

UNETHICAL PREPARATION AND ADMINISTRATION (CONTINUED)

- Engage in any of the following as a Test Monitor instead of actively monitoring students:
 - Failing to provide proper directions to students, as specified in the *Test Monitor and Student Directions*.
 - o Leaving the room unattended or under the supervision of untrained personnel at any time.
 - o Allowing students to leave the room unattended during test administration.
 - Standing or sitting in one place for more than a few minutes if unable to observe all students who are testing.
 - Grading papers or performing other work.
 - Reading material unrelated to administering the test.
 - Engaging in behavior that is potentially distracting to test-takers.
 - Using cell phones or other prohibited devices.
 - Engaging in any other tasks unrelated to test administration and monitoring.
- Engage in any of the following activities during an MTAS administration:
 - Changing the content of the MTAS tasks.
 - Starting an MTAS task with the script for score 2.
 - Re-administering a task for a score of 3 after presenting a score 2 script.
 - Leading a student to the correct answer (voice inflection, placement of response option cards, providing explanations or incentives, etc.).
 - Providing feedback to a student that a response is correct or incorrect.
 - Using manipulatives or naming answer options when those actions are prohibited in the script.
 - Accepting a response as correct when a student's intent is in doubt; when the test administrator is uncertain about a student's intent, the instructions in the script must be followed.

Although MDE does not have a policy against monetary incentives for student participation or performance in statewide assessments, MDE does not encourage the practice. The statewide assessment is a measure of what the students have learned through instruction in a curriculum aligned to the Minnesota Academic Standards. Providing monetary incentives is not consistent with encouraging students to do their best academically for the sake of valuing education. Other incentives may be provided at the discretion of the district.

Part III: Practices in the Use and Interpretation of Minnesota Assessments Results

Examples of ethical and unethical assessment practices are provided to illustrate the standards and principles of professionally responsible practices need when using and interpreting results from the Minnesota Assessments.

Ethical Behavior and Practice

- Use the results of Minnesota Assessments as only one part of a body of evidence when making educational decisions about individuals (e.g., course grades, retention or promotion) or programs (e.g., eligibility for school activities such as band or sports).
 - Minnesota Statute, section 120B.30, subdivision 1a(h) allows schools and districts to use student performance on a statewide assessment as one of multiple criteria to determine grade promotion or retention.
 - In addition, schools or districts may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course. The score of the high school assessment may also be placed on the student's transcript.
 - However, final assessment results are not available before final grades would be determined, and preliminary test results should be used with caution as the score may change.
- Identify strengths and gaps in the curriculum in order to improve future instruction.
- Provide teachers and counselors with the information they need to correctly interpret the results of Minnesota Assessments.
- Communicate the assessment results to appropriate audiences in an honest, clear, and understandable manner, which includes providing a correct interpretation of results and explanations of common misinterpretations.

Unethical Behavior and Practice

- Assign students to assessments in order to maximize success on accountability measures, rather than optimize appropriateness of the assessment for the student.
- Base student retention or promotion or program participation decisions solely on the results of Minnesota Assessments.
- Knowingly use results of Minnesota Assessments to provide a misleading picture of the district's/school's educational programs, instruction, or student population.
- Fail to report the assessment results for all students or to indicate which students were not tested.
- Fail to report apparent misuses of assessment results to those responsible for the assessment process in the school, district, or state.
- Deliberately hide information or provide false and misleading interpretations that imply a falsely positive (or negative) and misleading picture of any individual, school, or district.

- Reveal the test scores of one student to another student or to others not directly involved with the education of that student.
- Use results of Minnesota Assessments in a manner or for a purpose for which the assessment was not designed.

Part IV: Test Security

Minnesota Assessments require the highest level of test security. As a result of national attention on the integrity of test results, the United States Department of Education's (USDE) emphasis on security, and recommendations by Minnesota's National Technical Advisory Committee (TAC) and Test Policies and Procedures Committee (TPPC), MDE continues to review and update policies and procedures as needed to maintain a fair and valid assessment system. MDE's policies around test security are applicable to all statewide assessments and, generally speaking, are best practice.

The 2015 Test Policies and Procedures Committee (TPPC) Recommendations and Final Report is available on the MDE website. View the TPPC report on the MDE website (MDE website > Districts, Schools and Educators > Statewide Testing). As these recommendations and other practices are implemented to improve test security and ensure data integrity, they will be included in this manual. In the initial year of implementation, policies and procedures will be indicated as "New" throughout this manual.

Test security refers to policies and procedures designed to protect test content and ensure the integrity of test scores. Keeping test content secure and following test security procedures is how the integrity of the test scores that students receive is ensured. The *Frequently Asked Questions: Why Statewide Test Results Matter* document on the MDE website explains the purpose for statewide testing and why it is important to ensure the integrity of test scores. <u>View the document on the MDE website</u> (Districts, Schools and Educators > Statewide Testing).

Developing and maintaining a secure system of statewide test administration serves to:

- Preserve the security of the test content.
- Protect the significant financial investment necessary to develop a comprehensive system of assessments.
- Enhance the opportunity for fairness among all districts.
- Maintain the integrity of the assessment results.

A breach of security is any action that jeopardizes the security of test content and/or gives an unfair advantage to a student or group of students. A breach may be committed by various individuals and/or precipitated by a number of events. The unethical behavior and practice section in Part II of this chapter provided some examples of security breaches. In addition, the MDE *Internal Test Security Procedures for All Statewide Assessments* can be found in Appendix B, which describes MDE's responsibility and the steps followed to investigate and resolve all alleged breaches in test security on a statewide basis.

Starting in the 2016–2017 school year, MDE will be partnering with districts to improve test security and test score integrity though voluntary site visits at the district and/or a specific school. These

visits will include working with district staff and administration to implement the highest level of test security procedures, provide on-site test security resources and guidance, and strengthen the overall partnership between MDE and the district. MDE will contact District Assessment Coordinators to schedule these visits beginning this winter. Districts may also contact mde.testing@state.mn.us to request a visit. Further details will be provided in the Assessment Update.

Required District Test Security Procedure

Each school district must have a written district test security procedure that addresses how test security policies and procedures will be implemented. This procedure must be reviewed and updated annually, as needed, before district training on test administration and test security is provided.

Appendix B contains a list of the specific topics that must be minimally addressed in the district test security procedure; districts can include additional documentation as needed for their district. Roles (e.g., DAC, principal) or individual staff member names should be included to specify who is responsible for the given tasks. Districts can use the sample district test security procedure template available in Appendix B or create their own procedure.

Annually, MDE will request and review copies of district test security procedures from a sampling of districts. After the review process, MDE will provide feedback to the DAC about the district's test security procedure and any recommended changes.

Defining Secure Test Content and Secure Test Materials

All content in a test is considered secure, and includes, but is not limited to, reading passages and titles; science scenarios and titles; and all components of test items in online assessments, paper accommodated test materials, and MTAS test materials. Student testing tickets used to sign in to online tests are secure because they contain private student data, and student scratch paper (including materials that may be used as scratch paper, like hard copy mathematics formula sheets and student exiting instructions) is secure because students may have written test items on it. Security of test content and test materials must be maintained before, during, and after the test administration.

Maintaining Security of Test Content and Test Materials

Follow the guidelines in this *Procedures Manual* as well as the other assessment guides and resources for distributing, administering, collecting, and returning or disposing of all secure test materials to preserve the confidentiality and security of the test content.

Assessment staff must have access to locked storage space to maintain the security of all test materials in their possession. While paper test materials should be inventoried upon arrival and can be organized prior to testing, security of the test materials must be maintained at all times.

 District and School Assessment Coordinators should keep record of the staff who have access to secure areas, inventory materials, and complete the security checklists.

- Teachers and other school staff may not have access to secure test materials until the day tests are administered to students. Note these exceptions to this rule:
 - Under the supervision of the District or School Assessment Coordinator, a Test Monitor administering a braille test may access the *Test Administrator Notes* and the corresponding test books up to 48 hours prior to the scheduled administration.
 - For MTAS, Test Administrators need to have access to the materials upon delivery to prepare for individual student needs (enlarge material, find manipulatives, etc.). This includes the Task Administration Manual, Presentation Pages, and Response Option Cards. MTAS materials must be kept secure by the Test Administrators as they prepare for testing.
 - o For Kindergarten ACCESS and Alternate ACCESS, Test Administrators need to have access to test materials beforehand (including the *Test Administrator's Script*) to prepare for test administration. However, all test materials must be kept secure, and Test Administrators must ensure that students do not have access to the test materials prior to administration. The actual paper test materials cannot be used for student practice.
- During test administration, Test Monitors and Test Administrators are not allowed to read, review, discuss, or copy any reading passages, test questions or answer options, writing prompts, or student responses from an actual assessment for later use in instructional planning, classroom instruction, assessment, or other purposes.
- Students are not allowed to disclose or discuss test questions or answer options after administration. Each district determines their policy on whether staff can discuss the test administration experience with students. If the test administration experience is discussed, district staff should not ask students about specific test questions. If students ask about a specific item following testing, the district staff may provide instruction on the general concept but must not address or solve the specific test item.
- No one may reproduce or copy any part of any test or script, whether written or in audio, graphic or electronic format without proper authorization. Reproduction of secure test materials is a security breach and a Federal Copyright Act violation.
- No one may alter student responses during or after test administration.

All secure test materials must be returned to the service provider by the dates specified in the *Important Dates* or securely disposed of following testing (no more than 48 hours after the close of the testing window) as instructed in Chapter 8 of this manual and other applicable assessment guides and resources.

Educators should be wary of allowing the media to photograph the test books, related test materials, and computer/device screens displaying test content because it could put the district in a compromised position if the media wants to view test items. Item samplers are available on service provider websites, which the media can photograph or televise to show what test items look like.

Test Security Information for Students

As part of a culture of academic integrity, districts are responsible for reminding students of the importance of test security and the expectations that students will keep test content secure and act with honesty and integrity during test administration. These expectations can be communicated through routes determined by the district (e.g., student handbooks, district and school websites, newsletters). In addition, districts should also provide information to students and families about the availability of the online Test Security Tip Line on the MDE website so that any suspected incidents of cheating or other improper or unethical behavior on statewide assessments can be reported to MDE; see *Test Security Tip Line* later in this chapter.

MDE expects that all students will follow all state and district policies for test administration. As part of the recommendations from the TPPC, students view code of conduct information embedded at the beginning of the online test and in the paper test booklets:

On this test, do your own best work to show what you know and can do.

- Do not accept help finding answers to test questions.
- Do not give answers to other students.
- Do not tell others what is on the test.
- There may be consequences if you do not follow directions or if you behave dishonestly.

Test Security Forms Used for Minnesota Assessments

ASSURANCE OF TEST SECURITY AND NON-DISCLOSURE

Any district or school staff involved in any aspect of test administration must sign an *Assurance of Test Security and Non-Disclosure*. This includes, but is not limited to, all Test Monitors, MTAS Test Administrators, School Assessment Coordinators, translators, scribes, paraprofessionals, ACCESS and Alternate ACCESS Test Administrators, staff receiving and organizing test materials, and technology staff, as well as individuals in leadership roles (principals, superintendents), and custodial and support staff who may have keys, and therefore access, to secure test materials.

The Assurance of Test Security and Non-Disclosure outlines the responsibility to keep test content secure and to ensure the integrity of test results. By signing this assurance, staff assure that they understand these responsibilities and commit to fulfilling them as required by their role in test administration. An Assurance of Test Security and Non-Disclosure mini module is available in the Training Management System on PearsonAccess Next for use in district trainings or for individual school staff to view as needed to explain the assurance.

The assurance is available in two formats, and either version is acceptable for district documentation.

- An online Assurance of Test Security and Non-Disclosure is available in the Training
 Management System. District Assessment Coordinators can track completion of the assurance
 directly in the Training Management System. Users with the Assessment Administrator
 user role in PearsonAccess Next can also track completions in the Training Management
 System for the organization level (district or school) for which they have access.
- A paper Assurance of Test Security and Non-Disclosure is available in Appendix A of this manual.

Documentation of completion must be kept at the district for two years after the end of the academic school year in which testing took place and must be available upon request for MDE program audits or monitoring. An individual who completes an *Assurance of Test Security and Non-Disclosure Agreement* early in the school year does not need to sign another one before spring testing begins. However, prior to spring testing the District Assessment Coordinators must review with staff the specific responsibilities they agreed to in this assurance. Districts will determine how this review is provided (e.g., review of mini module, staff meeting).

Although WIDA and DRC have developed a consortium-wide Agreement to Maintain Confidentiality form for all of the states in the consortium, Minnesota district staff will only need to sign the MDE Assurance of Test Security and Non-Disclosure Agreement for the ACCESS and Alternate ACCESS.

TEST ADMINISTRATION REPORT

The *Test Administration Report* located in Appendix A is used to record special circumstances that occur, including, but not limited to, test misadministrations and reasons for invalidations. This report may help answer questions from district staff, parents, and the media about what occurred during testing when student results are available. It may also be requested by MDE for program audits or monitoring conducted by MDE. Districts may create their own version of this form to more efficiently collect information from staff or schools (i.e., collect information electronically).

The following are examples of situations that should be documented:

- A student is administered the incorrect assessment or accommodation.
- There is a misadministration during test administration, which refers to any actions that vary from the policies and procedures specified in guides and resources (e.g., Student A signs into Student B's test)
- A student's test is invalidated for any reason (e.g., student action that affects the validity of the test, prohibited device access or use)
- The district uses a translator to translate test directions to an English learner.

Districts may also choose to document any students who experienced technical issues during online testing that affected their testing experience. District and School Assessment Coordinators no longer need to document which district or school staff member enters a student's MCA responses or a student's MTAS scores online; this information is gathered in Pearson's systems.

Consistent with other documentation required by MDE, completed *Test Administration Reports* must now be kept at the district for two years after the end of the academic school year in which testing took place. If completed by the School Assessment Coordinator, a copy of the report (or access to the information collected at the school) should be forwarded to the District Assessment Coordinator. Districts do not submit the *Test Administration Report* to MDE or service providers, unless requested.

TEST SECURITY NOTIFICATION

The *Test Security Notification* in Test WES is completed by the District Assessment Coordinator to report security breaches involving a state assessment. Security breaches involve actions that jeopardize the integrity of test results and/or give an unfair advantage to a student or group of students, including, but not limited to, leaving test materials unsecured, discussing secure test items with staff or students, distributing secure test content via email or social media, and reviewing or changing student responses.

When a security breach occurs, the School Assessment Coordinator should contact the District Assessment Coordinator. The District Assessment Coordinator should **immediately** (or no later than 24 hours after the security breach occurs) contact the MDE District Contact, who will advise whether the report should be submitted. If a report is necessary, it should be submitted as soon as possible, even if investigation into the incident is still taking place, as additional documentation can be submitted at a later time.

- MDE recommends each District Assessment Coordinator check with the appropriate district
 personnel to find out current investigation protocol. The District Assessment Coordinator needs
 to be aware of local school district rules that apply during an investigation.
- If an investigation requires that students be interviewed, staff should follow district guidelines regarding parent/guardian notification.
- If district administrators are implicated or if other circumstances so warrant, external investigators may be hired to conduct an independent investigation.

The *Test Security Notification* must be submitted online in Test WES by the District Assessment Coordinator. A help document is available in Test WES with detailed instructions. The District Assessment Coordinator is responsible for coordinating the collection of required documentation, uploading it in Test WES, and retaining a copy of what has been submitted for two years after the end of the academic school year in which testing took place. *Test Security Notifications* can be tracked by school year in Test WES. Once a *Test Security Notification* has been submitted, it cannot be edited in Test WES but additional documentation can be attached. To correct any information in the submitted report, email mde.testing@state.mn.us.

When MDE receives a completed *Test Security Notification*, agency staff reviews the incident and the provided documentation.

 For the majority of cases, a letter will be sent to the District Assessment Coordinator from the Division of Statewide Testing detailing the reported incident and requesting any additional documentation needed. • If MDE determines the incident merits a formal investigation, then MDE Compliance and Assistance staff conducts an investigation to gather more information about the alleged test security violation. See *Internal Test Security Procedures for All Statewide Assessments* in Appendix B for more information.

It is the district's responsibility to communicate to others in their organization any security findings.

While all security breaches must be reported to MDE, there may be some breaches beyond the control of a District Assessment Coordinator. Often, security breaches are the result of a miscommunication or misunderstanding and not a deliberate act to affect the validity of the results; similarly, an action by a single student or staff member cannot be prevented in all instances even with safeguards and training in place. However, a *Test Security Notification* is still required in these instances.

SECURITY CHECKLISTS

To maintain security of test materials, districts must track them from receipt until return using the security checklists that are included in the test materials shipments (or the electronic versions available in PearsonAccess Next) and the Test Monitor Test Materials Security Checklist in Appendix A. Please refer to the *Receiving Secure Test Materials* user guide (included in the shipment) for further information about notifying Pearson if there are any discrepancies between the security checklists and secure test materials received.

- Security Checklists provided in the test materials shipment include all secure test materials, including the security numbers assigned to each secure material, that are part of the initial shipment of test materials. The district receives a copy of each school's security checklist.
- Test Monitor Test Materials Security Checklist is provided by MDE in Appendix A of this
 manual and is used to document the names of students and the security number for the
 accommodated test materials they have been assigned. Districts may also create their own
 checklist from the reports files provided in PearsonAccess Next; see Tracking Secure Test
 Materials Provided to Students in Chapter 8. A separate checklist is required for each group of
 students assigned to a Test Monitor. The school makes a copy for its files and sends the
 original to the District Assessment Coordinator.

For ACCESS and Alternate ACCESS secure test materials, districts are provided with a *Security Checklist* in the test materials shipment, which contains every serial number assigned to each test material. It can be used to inventory test materials, record the name of the Test Administrator who received and returned the test materials, and record which student was assigned to each serially-numbered test.

Security checklists must be kept on file for two years after the end of the academic school year in which testing took place. Do not return to service providers or MDE, unless requested.

If secure test materials are missing at any point while in the possession of the district or school (whether identified at the district/school or by the service provider after materials are returned), the District Assessment Coordinator must complete a *Test Security Notification* in Test WES detailing the

timeline for the missing materials, the chain of custody or procedure the district follows to track secure materials, and the status of locating the secure materials. Refer to Chapter 8 for additional information.

Test Security Tip Line

Educators, parents, students, and others can report suspected incidents of cheating or other improper or unethical behavior on statewide assessments to MDE using an online "Tip Line," sending an email, or calling MDE. If the report is submitted anonymously, MDE will not respond in writing. Depending upon the nature of each report and the amount of information provided, MDE will follow up with the district to investigate alleged irregularities. Any information submitted to MDE via the Tip Line is considered public information.

Links to the Test Security Tip Line are available on Statewide Testing sections of the MDE website:

- View the Statewide Testing page for districts, schools, and educators (MDE website > Districts Schools and Educators > Statewide Testing).
- <u>View the Statewide Testing page for students and families</u> (MDE website > Students and Families > Statewide Testing).

To submit a report by email, contact <u>mde.testing@state.mn.us</u>. To report a test security incident by phone, call 651-582-8674.

MDE takes test security practices and policies very seriously and encourages any individual with firsthand knowledge of a test security concern to contact MDE.

Before contacting MDE, individuals are encouraged to first raise their concerns about test security with their District Assessment Coordinator or the district's administration or legal counsel. However, districts should inform staff about the MDE Tip Line and other contact information so that staff are aware of their options to report security concerns. The district will determine how this information is provided (e.g., staff handbook, district training, staff websites, newsletters).

Part V: Training

This section provides detailed information about training requirements. Specific training requirements are listed below, but districts may also require additional trainings that are above and beyond those required by MDE.

Training Requirements for Districts and Schools

The District Assessment Coordinator 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. This not only includes staff administering tests, but also any staff who help organize secure test materials, have keys (and therefore access) to areas where secure test materials are stored, or are in the room during testing, like paraprofessionals. While all staff may not need the same level of training, all staff need to be aware of test security and what is allowed and not allowed.

This training is developed by the district and must be documented for each individual staff member. The training ensures the assessments are administered consistently across the state so that conditions are standard and test score integrity is maintained.

- Each district must develop and provide training for staff that includes information on test security and the policies and procedures related to their role in test administration.
 - MDE provides the Test Security Training in a train-the-trainer format for District and School Assessment Coordinators so that they can prepare for annual staff training on test security. A PowerPoint version, including additional examples and the video clips from the training, is available, and allows districts to tailor the security training for their district training. The training is available through Pearson's Training Management System.
 - MDE has developed two mini modules, Assurance of Test Security and Non-Disclosure and Active Monitoring, to provide more information about these important aspects of test administration. These short modules are designed for districts to use in their district training or for individual school staff to view as needed.
- While the majority of staff may be involved with spring test administration, any staff working with the fall OLPA administration must also be trained in test administration and test security prior to testing.

The District Assessment Coordinator must document that staff have received district training on test administration and test security, and each district will determine how this will be documented (e.g., signin sheets, certificates of completion). Documentation of district training completion must be kept on file for two years after the end of the academic school year in which testing took place and must be available upon request for MDE program audits or monitoring. In addition, District Assessment Coordinators need to certify (during Pretest Editing) that all staff have received district training on test administration and test security. If there is a security breach, documentation of training for each staff member involved will be requested by MDE. It is considered a security breach if untrained staff monitor a test session.

There are test-specific training resources required for online OLPA and MCA Test Monitors, MTAS Test Administrators, and ACCESS and Alternate ACCESS Test Administrators. These test-specific trainings must be completed as outlined below **in addition to** district-provided training on test administration and test security. Completion of these trainings is tracked annually through the service provider's systems.

- The applicable version of the Online Test Monitor Certification Course is required for any Test Monitors who will administer an OLPA or MCA. Two versions have been created based on whether Test Monitors only actively monitor the test session (Active Monitoring Only) or also monitor the session in PearsonAccess Next (Active Monitoring and Managing Test Sessions). All Test Monitors are required to complete the applicable course prior to administering the OLPA. Test Monitors who will also administer the MCA will be required to review the applicable MCA version in spring. The courses are accessed through Pearson's Training Management System.
- MTAS Test Administrators must review the applicable MTAS Training for Test
 Administrators modules prior to administering the assessment. New MTAS Test Administrators

(those with less than three years of experience administering the MTAS) must complete all three modules (Overview, Test Administration, and Scoring) prior to administering the MTAS. Experienced MTAS Test Administrators (those with three or more years of experience administering the MTAS) must complete the Scoring module annually. The modules will be accessed through Pearson's Training Management System.

- All ACCESS and Alternate ACCESS Test Administrators complete the applicable online
 Training Courses prior to administration of any assessment. District Assessment Coordinators
 (or the designated staff person) must provide Test Administrators with logins and passwords for
 their training accounts on the WIDA website to complete the Training Courses.
 - For the online administration of the grades 1–12 ACCESS, the Test Administrator must complete the Administering the Test tutorial and take the Online Administration Quiz in the ACCESS for ELLs 2.0 Online Grades 1–12 Training Course annually.
 - For the first administration of the paper-based accommodations for grades 1–12, Test
 Administrators administering the paper test and scoring the speaking domain must
 complete the ACCESS for ELLs 2.0 Paper-Based Grades 1–12 Training Course and Quiz,
 which is different from the Online Grades 1–12 Training Course.
 - Test Administrators of the paper-based Speaking test must also pass the Speaking Quiz for the applicable grades in the ACCESS for ELLs Paper-Based Grades 1–12 Training Course. It is strongly recommended that raters of the Speaking test be trained in second language acquisition.
 - It is required that the training course and quiz for the speaking domain of the paper accommodated test be repeated annually; training for the listening, reading and writing domains should be reviewed as needed.
 - For Kindergarten ACCESS, MDE requires annual recertification of Test Administrators in all domains (reading, writing, listening, and speaking) through the ACCESS for ELLs 2.0 Kindergarten Training Course and Quiz.
 - For the Alternate ACCESS, MDE requires annual recertification of Test Administrators in all domains through the Alternate ACCESS Grades 1–12 Training Course and Quiz.

Training Resources for District Assessment Coordinators

In addition to the resources listed above, MDE and the service providers provide training opportunities specifically for District Assessment Coordinators throughout the year through live webinars/in-person trainings and online training modules. The *Assessment Update* provides detailed information on available trainings as they are offered or available.

For new District Assessment Coordinators, a series of trainings address roles, responsibilities, and upcoming tasks throughout the year. Mini modules created specifically for New District Assessment Coordinators are available, which describe scheduling testing, district training requirements, district policies and procedures, and student precode files. All of these training resources are available through Pearson's Training Management System.

It is the District Assessment Coordinator's responsibility to annually review applicable MDE training resources and/or attend MDE trainings specific to test security and test administration. A DAC Resources Checklist is available on the MDE website which overviews all resources available for DACs. Access the checklist (MDE > Districts, Schools and Educators > Statewide Testing). The checklist identifies the following resources as required for DACs to be considered trained:

- Reviewing weekly Assessment Update email newsletters
- Reviewing the current year version of this Procedures Manual
 - New DACs should review the entire manual
 - Experienced DACs should minimally review new or clarified information and review complete chapters as needed
- Reviewing the train-the-trainer format of the Test Security Training
- Attending (or watching the recording of) the spring MDE test administration training

As part of the staff training certification in Pretest Editing, District Assessment Coordinators need to certify that they will complete all required DAC trainings and resources. If there is a security breach, documentation of training will be requested by MDE.

District Assessment Coordinators can use any of the training resources from MDE or service provider trainings to create training materials for the district or provide to district staff to view or read.

Part VI: Monitoring and Audits

District Monitoring of Test Administration

As part of a recommendation by the TPPC, MDE requires District and School Assessment Coordinators (or any of their designated, trained staff) to conduct random, unannounced visits to testing rooms to observe Test Monitor and other staff adherence to state and district policies and procedures. Similar visits can be conducted for other aspects of test administration, like inventorying and organizing secure test materials, distributing test materials on the day of testing, and preparing technology for online testing. Districts can develop their own checklist for this monitoring as needed and/or use the MDE Monitoring Checklist in Appendix B for a reference as needed. It is up to the district to determine how many schools and testing rooms to observe; MDE does not require a certain number.

MDE Monitoring of Schools

MDE visits schools to monitor test administration as part of an overall strategy to improve the administration of Minnesota's assessments and to verify that test security requirements are followed. What MDE learns from these visits is used to clarify policies and procedures and develop training resources that will help districts construct uniform testing conditions across the state. A school may be chosen based upon past concerns, concerns reported through the Tip Line, district request, or random selection.

In order for MDE to visit schools on days of testing, testing calendars for each grade and subject must be posted and kept current throughout the school year. MDE may follow up with the District Assessment Coordinator to confirm that testing calendars are up to date. Refer to Chapter 8 for additional information about posting testing calendars.

Schools are expected to allow MDE to conduct site visits during test administration. Schools or staff that refuse access to the MDE staff person or do not cooperate with requests for information may jeopardize the student results for the selected school (e.g., scores may be invalidated by MDE). Any school that refuses access to the MDE staff person or does not cooperate with requests for information will be selected for monitoring the following year and will not be excused.

An MDE staff person will arrive unannounced at the school office and request to see the School Assessment Coordinator. He or she will stay on site until at least one testing session has been completed; depending on the test administration schedule, he or she may stay on site for the full day of testing. The MDE staff person is there only to observe, not to participate in the administration of the test or clarify MDE policies or procedures.

Following the site visit, the District Assessment Coordinator will receive a letter from MDE. This letter will include notification of any concerns raised by the site visit. If there were concerns during the site visit, the District Assessment Coordinator will need to submit appropriate documentation and a plan to help prevent any issues from occurring in the future. The letter may also include recommendations from MDE.

A sample Minnesota Assessments Monitoring Checklist can be found in Appendix B.

MTAS Field Audits

Each year, MDE employs Field Auditors to observe MTAS administrations in selected schools. Release of the limited student information provided to the Field Auditors during the course of their observations is allowed without consent under the Family Educational Rights and Privacy Act (FERPA).

PURPOSE

The primary purpose of MTAS field audits is to gather evidence to evaluate the validity and reliability of the assessment. Since the assessment is scored by the Test Administrator at the school site, it is critical that the Test Administrator be properly trained in MTAS administration and scoring and be able to apply that training consistently when assessing each student. Likewise, it is critical for test score integrity that all Test Administrators are applying this training consistently across the state. MTAS Field Auditors serve as evidence-gatherers. Their job is to obtain evidence that will determine (1) the extent to which the training of the administrator was properly implemented and (2) the consistency of the administration for students across the state.

QUALIFICATIONS OF MTAS FIELD AUDITORS

MTAS Field Auditors are current or retired licensed teachers or administrators who have experience with students with disabilities in an educational setting and at least three years of classroom experience.

SAMPLING PROCEDURE FOR SITE SELECTION

MDE is committed to administering a test that has sufficient technical merit—including the validity and reliability of the assessment. Several methodologies can be used to collect this evidence. Minnesota has chosen an approach that combines statistical procedures for the selection of schools along with a process of standardizing the training of the third-party scoring: the Field Auditor.

Field Auditors serve the role of second raters for administration and scoring of the MTAS at the school level. Their role is similar to that of "back readers" on writing assessments or responses to open-ended questions. They verify the training and application of the scoring process for the Test Administrator and recommend retraining or note potential issues or areas of emphasis that should be addressed for a particular test administrator, school, district or the state as a whole.

Minnesota selects its school sites for MTAS audit with the goal of 10 percent of the school sites being observed and audited. Within the 80-mile radius for each of 10 central cities, school sites are selected under the following criteria.

RANDOM SELECTION FOR THE CURRENT SCHOOL YEAR

The following criteria will be used to complete the selection of the sites to be audited:

- 1. At least two students took the MTAS in the previous school year at that school based on MTAS score data entry in PearsonAccess.(Goal: MTAS administrations occur in this school.)
- 2. At least six schools in each geographic region should be selected if available. (Goal: At least 10% of MTAS sites are observed in the geographic region.)
- 3. Two school types per region are observed: elementary, middle, high school. If individual schools are not available (e.g., an out-state geographic region has predominantly K–12 schools), then grade bands 3–5, 6–8, and 9–12 should be treated as separate school sites.
- 4. Schools where observations occurred in the previous year's audit procedure are omitted unless identified for required selection as described below (i.e., a school will be visited every other year at most). This will reduce the burden and intrusion on any particular school site.

REQUIRED SELECTION FOR THE CURRENT SCHOOL YEAR

School sites that meet any of the following criteria will be audited:

- 1. A previous audit found nonadjacent score discrepancies for one or more Test Administrators.
- 2. A previous audit found one or more misadministrations of the MTAS.
- 3. When selected for an audit in the previous school year, the school refused access to the Field Auditor or did not cooperate with appropriate requests for information.
- 4. When selected for an audit in the previous school year, the school was excused because of a demonstrated hardship.
- 5. A data audit at MDE after administration found the number of students participating in the MTAS to be outside four standard deviations for schools of similar size.
- 6. Other concerns, as identified by MDE through observation or data audit.

PARTICIPATION OF SELECTED SCHOOLS

Schools selected for an audit are required to participate. It is the responsibility of the school and district administration to provide full cooperation and access to the various components needed for the Field Auditor's review. Schools or staff that refuse access to the Field Auditor or do not cooperate with requests for information may jeopardize the students results for the selected school (e.g., scores may be invalidated by MDE). Any school that refuses access to the Field Auditor or does not cooperate with requests for information will be selected for review the following year and will not be excused from that audit.

Schools that are selected as eligible for an audit may request to be excused from the audit when the review would place a hardship on the students or staff. This request must be submitted to MDE and demonstrate overwhelming evidence of the hardship. After review by MDE, any school that is excused because of a demonstrated hardship will be automatically selected for review the following year and may not request to be excused in that year.

SCHOOL NOTIFICATION PROCESS

The Division of Statewide Testing at MDE will send the district superintendent, District Assessment Coordinator, and Special Education Director a letter via email indicating the school or schools selected for an MTAS administration observation within the district. The District Assessment Coordinator must provide the schedule of MTAS administrations at the selected schools following the instructions and timeline in the letter. If the District Assessment Coordinator does not provide the schedule of MTAS administrations by the due date, the Field Auditor will contact MDE. Once Field Auditors receive the schedules for selected schools, they will notify District Assessment Coordinators of the date and time of their visit.

Following the observation, MDE will contact the District Assessment Coordinator and Test Administrator if nonadjacent scores were assigned by the Test Administrator and Field Auditor, and the student's score on a given task or tasks has been changed to the score assigned by the Field Auditor. District Assessment Coordinators and Test Administrators will be notified if the Field Auditor observes a misadministration of the assessment and the test must be invalidated.

Summary

Table 5 provides an overview of the documentation that districts are required to keep for test security purposes. The durations are two years so districts can respond to investigations of possible test security breaches for the previous and current school year (e.g., a security breach discovered later needs to be reported for a prior school year, an investigation for a security breach takes more than one year to be fully resolved). Refer to the *Document Retention Policy for Districts* in Appendix B for additional documentation required to be kept by districts.

Table 5. Security Documentation Required for Districts for Minnesota Assessments

Documentation	Duration	Notes
Assurance of Test Security and Non-Disclosure	2 years	Keep paper copies on file; electronic versions can be tracked through Pearson's Training Management System
Test Administration Report	2 years	Keep on file; requested by MDE for invalidations during Posttest Editing or in case of MDE audit or monitoring
Test Security Notification	2 years	Submitted online to MDE in Test WES; access past years as needed through Test WES
Test Materials Security Checklists	2 years	Keep on file; submit as documentation for missing materials and/or <i>Test Security Notifications</i> involving secure test materials
Record of staff training – test administration and test security	2 years	Keep record of staff who completed district training; attach as needed when submitting <i>Test Security Notifications</i>
Record of staff training – test- specific trainings	2 years	Tracked through Pearson's Training Management System for OLPA/MCA/MTAS; tracked through the WIDA website for ACCESS and Alternate ACCESS

Chapter 4 — Roles and Responsibilities for Testing

Overview

This chapter defines roles and responsibilities to ensure state and district policies and procedures are followed and test security is maintained throughout test administration. Depending on the number of staff in your district or charter school, you may be assigned more than one of the roles with the corresponding responsibilities identified below. References to additional information in the applicable chapter/appendix are included in parentheses. While any new responsibilities or changes for this year are included in this chapter, the "new" and "clarification" symbols are not used to call them out as the changes are discussed in detail in other chapters. (Symbols are used if this chapter contains the only mention of a change.) Throughout this chapter, the term "district" is used to denote both districts and charter schools.

In addition to this *Procedures Manual*, staff will need to ensure that the policies and procedures in the applicable test-specific guides and resources are followed.

Superintendent's/Executive Director's Roles and Responsibilities for Testing

The Superintendent or Executive Director is responsible for providing the resources a district needs to administer assessments.

Superintendent's/Executive Director's Responsibilities before Testing

- Designate a District Assessment Coordinator and District Technology Coordinator (or Assessment Technology Coordinator, if a separate role) who will complete the responsibilities listed below. Ensure the Site Verification Coordinator has designated these contacts in MDE-ORG through the District and School Site Verification system.
- 2. Designate alternate contacts to fulfill the responsibilities for testing in case of absence, as needed. Alternate District Assessment Coordinators may be designated in MDE-ORG or contacts may just be designated in the district. If no alternate is designated and the District Assessment Coordinator is absent, then all responsibilities default to the Superintendent/Executive Director.
- Ensure you (or a designated person) are identified in MDE-ORG as the Identified Official with Authority. If not designated or changes are needed, designate the Identified Official with Authority at a school board meeting. <u>View further information on the MDE website</u> (MDE website > Districts, Schools and Educators > Data Submissions > External User Access Recertification).
- 4. As the Identified Official with Authority, pre-authorize staff access for applicable MDE secure systems in the External User Access Recertification System as needed, including Test WES, Assessment Secure Reports, and Graduation Requirements Records (GRR).
- 5. Annually review and recertify staff who have access to MDE secure systems for your district in the External User Access Recertification system.

- 6. Read and complete the Assurance of Test Security and Non-Disclosure to confirm your understanding of, and intention to implement, policies and procedures applicable to your role to ensure test security and test score integrity.
- 7. As part of establishing a culture of academic integrity, communicate the importance of test security and the expectation that staff will keep test content secure and act with honesty and integrity during test administration.
- 8. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable, during testing.
- 9. Designate staff who will confirm that all eligible students have unique state student identification (SSID) or MARSS numbers so students are included in assessment precode files, and make corrections as needed in the Student Identity Validation Interface.
- 10. Confirm that the MARSS Coordinator has submitted MARSS data on an ongoing basis so that current student information is available for assessment precode files and is updated throughout test administrations, as needed, to ensure accurate student enrollment and information.
- 11. In conjunction with the District Assessment Coordinator, ensure that a district test security procedure is in place and up to date, and that all staff have been provided annual district training on test administration and test security.
- 12. Confirm that the District Assessment Coordinator has annually reviewed applicable MDE training resources and/or attended MDE trainings specific to test security and the administration of the statewide assessments.
- 13. Confirm that the District Assessment Coordinator will have time to complete Pretest Editing in Test WES.

Superintendent's/Executive Director's Responsibilities after Testing

- 1. Confirm that both the District Assessment Coordinator and the MARSS Coordinator will have time to complete Posttest Editing in Test WES.
- 2. Verify with the District Assessment Coordinator that all test security issues have been reported to MDE and are being followed up on as needed.
- 3. Verify with the District Assessment Coordinator that any missing secure test materials have been reported to the service provider or MDE and are being followed up on as needed.
- Confirm that the MARSS Coordinator has updated all student records for Posttest Editing.
 MARSS student enrollment information is the basis of accountability calculations and is used for final assessment reports.
- 5. Confirm that the District Assessment Coordinator has finalized the district's assessment records prior to the close of Posttest Editing in Test WES.
- 6. Confirm that the District Assessment Coordinator or other designated staff has access to the GRR system and has time to request applicable reimbursement for students as needed.
- 7. Discuss the final assessment results with the District Assessment Coordinator as well as district and school administrators.
- 8. Prepare for questions from local media and constituents about final test results.

District Assessment Coordinator's Roles and Responsibilities for Testing

The District Assessment Coordinator is the district's main contact with MDE, the service provider, and the School Assessment Coordinators for statewide testing. If your district does not have staff assigned as School Assessment Coordinators, all responsibilities listed under that role also apply to the District Assessment Coordinator.

The District Assessment Coordinator should be the person who calls or emails MDE with policy and procedure questions related to test administration and then distributes the information within the district as needed. In general, the District Assessment Coordinator should not direct other district and school staff to contact MDE with questions. This ensures that the District Assessment Coordinator 1) knows testing policies and procedures and can serve as the source of information across the district and 2) is aware of all test administration issues within the district. However, if your district experiences any technical issues related to online testing, please remind your Technology Coordinators and Test Monitors (following your district policies) to contact the service provider help desk to report the issue and receive further instructions as soon as possible. While MDE should be contacted for questions related to testing policy and procedures, the service provider can provide the immediate assistance needed for technical issues.

District Assessment Coordinator's Responsibilities before Testing

- 1. Establish test administration and test security policies and procedures (Chapter 3).
 - Confirm that there is a written district test security procedure on file. If a district test security procedure does not exist, write such a procedure in collaboration with other administrators prior to test administration (Chapter 3 and Appendix B).
 - Annually review test administration and test security policies detailed in this *Procedures Manual* as well as the other assessment guides and resources; incorporate these policies into the district test security procedure and district training on test administration and test security.
 - o Provide the district test security procedure to MDE, if requested.
 - Read and complete the Assurance of Test Security and Non-Disclosure to confirm your understanding of, and intention to implement, policies and procedures applicable to your role to ensure test security and test score integrity.
 - In conjunction with the School Assessment Coordinator, have all staff who may have any
 role in handling test materials, administering tests, or having access to secure test content
 complete the Assurance of Test Security and Non-Disclosure.
 - For paper copies, collect Assurances of Test Security and Non-Disclosure from the School Assessment Coordinator.
 - For electronic versions, track completion in Pearson's Training Management System.
 - Keep records of completed Assurances of Test Security and Non-Disclosure for two years after the end of the academic school year in which testing took place.

- Prior to spring testing, review with all staff, including School Assessment Coordinators and Test Monitors, the Assurance of Test Security and Non-Disclosure and their responsibilities to maintain test security and ensure test score integrity (Chapter 3).
- 2. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
 - Collaboratively determine with the MARSS Coordinator that all student data are current and submitted to MARSS as needed. Every student must have a valid MARSS/SSID number for testing.
 - In conjunction with the MARSS Coordinator and Special Education and English learner staff, ensure Special Education students and English learners are correctly identified in MARSS.
 - Identify and manually add any students not included in the precode files who will be testing (e.g., home-schooled students) using Precode Student Eligibility in Test WES.
 - Identify students who may change grades between the start of the school year and the start of testing, and ensure that each student's test matches the grade in MARSS at the time of testing.
 - Determine which college entrance exam will be offered and establish a contract with the applicable service provider (Chapter 2).
 - Work with the Special Education staff to determine which students, according to state eligibility requirements (Chapter 5), will take the Reading, Mathematics and/or Science MTAS.
 - In conjunction with the Special Education Director, submit an alternate assessment waiver in Test WES, if needed (Chapter 9).
 - Work with the English learner and Special Education staff to determine which ELs in grades 1–12 require accommodations for ACCESS, as specified in their IEPs and 504 plans.
 - o Determine the appropriate ACCESS tiers (A, B, or C) to order for ELs with disabilities who will use paper accommodated tests.
 - Work with the Special Education and English learner staff to determine which students, according to state participation guidelines (Chapter 5), will take the Alternate ACCESS.
 - Order ACCESS test materials (Kindergarten ACCESS and paper accommodations for grades 1–12) and Alternate ACCESS test materials in WIDA Assessment Management System (WIDA AMS).
 - Collaboratively determine and document—with School Assessment Coordinators and Special Education and English learner staff—any accommodations, supports, or linguistic supports needed by individual students for standards-based accountability and English language proficiency accountability assessments (Chapters 5 and 6).
 - Complete Pretest Edit tasks in Test WES for MCA and MTAS to determine quantities of MCA paper accommodated and MTAS test materials and ensure students are sent in precode for online testing (Chapter 8).

- Complete Test Administration Information in Test WES during Pretest Editing to indicate shipping and test materials preferences for MCA and MTAS (Chapter 8).
- 3. Establish the district testing calendar within the testing windows specified in the *Important Dates* (Chapter 8).
 - Determine the testing calendar for Reading and Mathematics OLPA, if the district will participate.
 - Determine the district testing calendar for MCA, MTAS, and ACCESS and Alternate ACCESS.
 - Publish the district testing calendar on the district website before the first day of the school year; ensure testing dates (by grade and subject) are indicated on the district and/or school websites (Chapter 8).
 - o In collaboration with the School Assessment Coordinator, schedule testing sessions and testing rooms and ensure sufficient staff are available to monitor them (Chapter 8).
- 4. Prepare testing conditions.
 - Ensure that the applicable staff involved with administering MCA and MTAS are set up as users in PearsonAccess Next. This includes creating reporting groups if teachers in the district will access preliminary reports in PearsonAccess Next (Chapter 10).
 - Ensure that the applicable staff involved with administering the ACCESS and Alternate ACCESS are set up with teacher accounts for the WIDA website to access required trainings/resources and are set up as users for WIDA AMS.
 - Complete the Site Readiness Confirmation in Test WES during Pretest Editing in collaboration with the Technology Coordinator (Chapter 8).
 - Use technical resources on WIDA website to ensure readiness for online testing.
 - Work with technology staff to prepare computer labs for online testing, including ensuring all hardware and software requirements are met and equipment is available (e.g., headphones, headsets for ACCESS).
 - For MCA, ensure accommodations are indicated in Test WES throughout the testing window, as needed.
 - For ACCESS, ensure accommodations and test codes are indicated in WIDA AMS throughout the testing window, as needed.
 - In collaboration with School Assessment Coordinators, ensure the following preparations are completed for OLPA and MCA online testing:
 - Verify students are showing in PearsonAccess Next as enrolled in the correct school and district, and eligible for the correct test when setting up test sessions.
 - Print student testing tickets to provide to students and keep them secure until test administration.

- In collaboration with School Assessment Coordinators, ensure the following preparations are completed for ACCESS online testing:
 - Verify students are showing in WIDA AMS as enrolled in the correct school and district when setting up test sessions.
 - Print test session rosters and student tickets to provide to students and keep them secure until test administration.
- o For OLPA, MCA, and MTAS, ensure students have had a chance to use item samplers and to review student tutorials for online tests so they become familiar with the test format, item types, and tools prior to test administration. For ACCESS, ensure students have had a chance to use the Test Practice, Test Demo, and Sample Items so they become familiar with the test format, item types, and tools prior to test administration.
- With School Assessment Coordinators, review and prepare for any accommodations and specific test administration procedures as described in this *Procedures Manual*, including scheduling for small group and individual administrations and preparing for translated directions and scribes (Chapters 5 and 6).
- Establish a process for inventorying and distributing secure test materials to each school building if the district chooses to have paper accommodated and MTAS test materials shipped to the district (a decision made in Test Administration Information in Test WES for MCA and MTAS). Materials for ACCESS and Alternate ACCESS are shipped only to the district. The District Assessment Coordinator may want to establish the process collaboratively with School Assessment Coordinators.
- Notify School Assessment Coordinators when test materials will be arriving and the quantities of test materials to expect.
- Determine district policies and procedures for test administration, such as restroom breaks while testing, what to do if a student becomes ill during testing, and what individual students will do when finished testing (Chapter 8).
- In conjunction with the School Assessment Coordinator, plan for additional staff who will assist with unexpected situations that occur during testing (e.g., student gets sick) or technical issues so that Test Monitors can continue to actively monitor.
- In conjunction with the School Assessment Coordinator, plan for technology staff who will assist with technical issues while students are testing.
- In conjunction with the School Assessment Coordinator, determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
- 5. Complete training and train School Assessment Coordinators, Test Monitors, MTAS Test Administrators, and ACCESS and Alternate ACCESS Test Administrators (Chapter 3).
 - Use the DAC Resources Checklist to identify DAC trainings and resources for review and attend MDE trainings (Chapter 3).
 - Provide training to School Assessment Coordinators on test administration and test security.

- Collaboratively develop and implement with each School Assessment Coordinator a plan for training all staff involved with testing on test security and test administration policies and procedures.
- Verify that staff who will administer the OLPA have completed the applicable Online Test Monitor Certification Course, in addition to the required district test administration and test security training.
- Verify that all Test Administrators who will administer ACCESS and Alternate ACCESS
 have completed the applicable online Training Courses and Quizzes, in addition to the
 required district test administration and test security training.
- Verify that staff who will administer the MCA online have completed the applicable Online
 Test Monitor Certification Course, in addition to the required district test administration and
 test security training.
- Verify that staff who will administer the MTAS have completed the applicable modules of the MTAS Training for Test Administrators, in addition to the required district test administration and test security training.
- 6. Maintain security of test content and test materials.
 - Receive secure paper test materials from the service provider, and immediately lock them in a previously identified secure area.
 - If schools are receiving test materials directly from the service provider, confirm that each school has received test materials and that they are locked in a secure area.
 - Confirm paper test materials have been inventoried using the security checklists, and contact the service provider if there are any discrepancies (Chapter 3).
 - Keep a record of staff having access to secure areas, inventorying materials, and completing the security checklists.
 - Organize secure test materials remaining at the district, ensuring that they are kept secure and not distributed unless needed for test administration.
 - In collaboration with the School Assessment Coordinator, organize secure test materials for online administrations, including student testing tickets and scratch paper, and keep them secure. If hard-copy mathematics formula sheets or student exiting instructions will be provided to students, they must be printed from PearsonAccess Next and kept secure, like scratch paper.
 - Verify that there are sufficient paper test materials for each school, and order additional test materials as needed.
 - In collaboration with School Assessment Coordinators, define the chain of custody for providing secure test materials to Test Monitors, ACCESS and Alternate ACCESS Test Administrators, and MTAS Test Administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed. Secure

- test materials should not be distributed prior to day of testing. Exceptions to this are specified in Chapter 3.
- For ACCESS and Alternate ACCESS, if students are using Writing Response Booklets (dependent upon grade level) or paper accommodated test booklets, confirm that all students have the appropriate test materials and that preprinted student information on the label is accurate. Arrange for student information to be filled in (hand bubbled) on blank test materials as needed (Chapter 8).

District Assessment Coordinator's Responsibilities on Testing Days

- Answer questions from School Assessment Coordinators, as needed.
- 2. In conjunction with School Assessment Coordinators, conduct (or designate trained staff members to conduct) random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures (Chapter 3).
- 3. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
- 4. If security breaches occur, contact MDE District Contact within 24 hours and submit the *Test Security Notification* in Test WES within 48 hours (Chapter 3).
- 5. Monitor testing progress to ensure all students complete testing during the testing window.
- 6. For MCA and MTAS, enter invalidations and refusals in PearsonAccess Next website as needed. For other test/accountability codes, keep notes for entry during Posttest Editing (Chapter 8).
- 7. For ACCESS and Alternate ACCESS, indicate appropriate test codes in WIDA AMS as needed (Chapter 8).

District Assessment Coordinator's Responsibilities after Testing

- Collaboratively work with School Assessment Coordinators to ensure that designated staff have entered student responses from paper accommodated test materials and MTAS scores online. All information must be entered before the testing windows close in order for the tests to be scored and reported.
- With School Assessment Coordinators, arrange for secure disposal of all test materials that are not required to be returned as outlined in the applicable user guides and resources. The secure disposal must be completed within 48 hours after the close of the testing window.
- Collaboratively work with School Assessment Coordinators to follow procedures for returning secure test materials as outlined in the applicable user guides, and returning scorable and secure test materials as outlined in the ACCESS and Alternate ACCESS manuals and resources.
- 4. Complete a *Test Administration Report* for all administered assessments as needed, and keep on file at the district for 2 years following test administration; completed *Test Administration Reports* must be available if requested by MDE (Chapter 3).

- 5. Collect security documents (e.g., security checklists) from the School Assessment Coordinators. Keep them on file at the district for 2 years from the end of the academic school year in which testing took place (Chapter 3).
- Review student assessment data in Test WES during Posttest Editing (Chapter 9), and resolve
 discrepancies as necessary in Test WES. Work with the MARSS coordinator to resolve any
 issues in MARSS. Verify or indicate test/accountability, accommodation, and student
 characteristic codes in Test WES.
- 7. Retrieve final assessment results from Assessment Secure Reports, and prepare for media/stakeholder questions (Chapter 10). Work with principals and School Assessment Coordinators to ensure the requirements for embargoed final assessment results are followed.
- 8. Distribute paper Individual Student Reports (ISRs) to parents/guardians no later than fall parent/teacher conferences (Chapter 10).
- 9. Request reimbursement for college entrance exam(s) as needed (Chapter 9).

School Principal's Roles and Responsibilities for Testing

The School Principal's role is to designate the School Assessment Coordinator and other school staff members who will serve as Test Monitors or Test Administrators.

School Principal's Responsibilities before Testing

- 1. Designate a School Assessment Coordinator and Technology Coordinator for the school.
- 2. Be knowledgeable about proper test administration and test security as outlined in this *Procedures Manual* as well as other applicable assessment guides and resources.
- 3. Read and complete the *Assurance of Test Security and Non-Disclosure* to confirm your understanding of, and intention to implement, policies and procedures applicable to your role to ensure test security and test score integrity.
- 4. As part of establishing a culture of academic integrity, communicate the importance of test security and the expectation that staff will keep test content secure and act with honesty and integrity during test administration.
- 5. Provide adequate secure storage space for all secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
- 6. In conjunction with the Technology Coordinator, ensure that adequate computers and/or devices are in place and rooms are set up appropriately for online testing.
- 7. Verify with the School Assessment Coordinator that all staff involved in testing, including Test Monitors and Test Administrators, receive the proper training for administering the tests.
- 8. For OLPA, MCA, and MTAS, ensure students have had a chance to use item samplers and to review student tutorials for online tests so they become familiar with the test format, item types, and tools prior to test administration. For ACCESS, ensure students have had a chance to use the Test Practice, Test Demo, and Sample Items so they become familiar with the test format, item types, and tools prior to test administration.

School Principal's Responsibilities on Testing Days

- 1. Ensure that all test administration policies and procedures and test security requirements in this *Procedures Manual* and other applicable assessment guides and resources are followed.
- 2. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.

School Principal's Responsibilities after Testing

- 1. In conjunction with School Assessment Coordinator, ensure that all secure test materials are collected, returned, and/or securely disposed of as required (Chapter 8).
- Discuss the assessment results with the School Assessment Coordinator as well as district
 administrators and the District Assessment Coordinator. In conjunction with the District
 Assessment Coordinator, ensure the requirements for embargoed final assessment results are
 followed.
- 3. Prepare for questions about test results.

School Assessment Coordinator's Roles and Responsibilities for Testing

The School Assessment Coordinator is the key link between the District Assessment Coordinator and the Test Monitors. In conjunction with the District Assessment Coordinator, the School Assessment Coordinator is responsible for implementing the test administration procedures that maintain test security and the integrity of the test results.

School Assessment Coordinator's Responsibilities before Testing

- 1. Implement test administration and test security policies and procedures (Chapter 3).
 - Be knowledgeable about test administration and test security policies and procedures detailed in this *Procedures Manual* and other applicable assessment guides and resources, and review district policies and procedures related to statewide testing.
 - Read and complete the Assurance of Test Security and Non-Disclosure to confirm your understanding of, and intention to implement, policies and procedures applicable to your role to ensure test security and test score integrity.
 - Ensure all staff who may have any role in handling test materials, administering tests, or having access to secure test content complete the Assurance of Test Security and Non-Disclosure. Return any completed hard-copy Assurances of Test Security and Non-Disclosure to the District Assessment Coordinator and track completion of electronic versions in the Training Management System.
- 2. Identify appropriate tests for students and ensure student data sent to service providers for testing is correct.
 - With the District Assessment Coordinator, determine which students:
 - Indicated as special education will be taking the MTAS.
 - Indicated as EL in MARSS will be taking the ACCESS and which will be taking the Alternate ACCESS.

- Need accommodations or linguistic supports for MCA.
- o If directed by the District Assessment Coordinator, complete Pretest Editing in Test WES.
- 3. Prepare testing conditions.
 - Schedule rooms and computer labs for testing as needed.
 - Arrange for Test Monitor(s) and Test Administrator(s) to administer the test(s), and assign students to Test Monitor(s) and Test Administrator(s).
 - Arrange for additional staff who will assist with unexpected situations that occur during testing (e.g., student gets sick) or technical issues so that Test Monitors can continue to actively monitor the test session while the situation is resolved.
 - Arrange for technology staff who will assist with technical issues while students are testing.
 - Plan seating or testing room arrangements for students to ensure independent work.
 - In collaboration with the District Assessment Coordinator, ensure the following preparations are completed for OLPA and MCA online testing:
 - Verify students are showing in PearsonAccess Next as enrolled in the correct school and eligible for the correct test when setting up test sessions.
 - Print student testing tickets to provide to students and keep them secure until test administration.
 - In collaboration with the District Assessment Coordinator, ensure the following preparations are completed for ACCESS online testing:
 - Verify students are showing in WIDA AMS as enrolled in the correct school when setting up test sessions.
 - Print test session rosters and student tickets to provide to students and keep them secure until test administration.
 - For MCA, ensure accommodations are indicated in Test WES throughout the testing window, as needed.
 - Verify with the District Assessment Coordinator how secure paper test materials will be arriving and the quantities of test materials to expect.
 - Set up for any accommodations and specific test administration procedures as described in this *Procedures Manual*, including scheduling for small group and individual test administrations and preparing for translated directions and scribes (Chapters 5 and 6).
 - In conjunction with the District Assessment Coordinator, determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.

4. Train staff.

- Review state-provided training materials and any other training materials required by the district.
- Provide training to all personnel involved with testing on test security and test administration policies and procedures, following the plan developed with the District Assessment Coordinator.
- Verify that staff who will administer the OLPA have completed the applicable Online Test Monitor Certification Course, in addition to the required district test administration and security training.
- Verify ACCESS and Alternate ACCESS Test Administrators have completed the applicable online Training Courses and Quizzes, in addition to the required district test administration and security training.
- Verify that staff who will administer the MCA online have completed the applicable Online Test Monitor Certification Course, in addition to the required district test administration and security training.
- Verify that staff who will administer the MTAS have completed the applicable modules of the MTAS Training for Test Administrators, in addition to the required district test administration and security training.
- 5. Maintain security of test content and test materials.

 - o Inventory paper test materials using the security checklists, and contact the District Assessment Coordinator if there are any discrepancies (Chapter 3).
 - Keep a record of staff having access to secure areas, inventorying materials, and completing the security checklists.
 - Organize secure test materials for online administrations, including student testing tickets and scratch paper, and keep them secure. If hard-copy mathematics formula sheets or student exiting instructions will be provided to students, they must be printed from PearsonAccess Next and treated like scratch paper and kept secure.
 - Record and assign all secure paper test materials on the Test Monitor Test Materials Security Checklists or ACCESS and Alternate ACCESS Security Checklist.
 - o In collaboration with the District Assessment Coordinator, define the chain of custody for providing secure test materials to Test Monitors, ACCESS and Alternate ACCESS Test Administrators, and MTAS Test Administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - Distribute MTAS materials to MTAS Test Administrators prior to testing for administration preparation and adaptation of materials to meet individual student

needs (Chapter 3). MTAS materials must be kept secure by the Test Administrators as they prepare for testing; objects and manipulatives gathered by Test Administrators may remain in the classroom for daily use.

- Contact the District Assessment Coordinator if additional test materials are needed.
- Provide MTAS Data Collection Forms if students' scores will be centrally entered by the district or school.
- Distribute the applicable ACCESS and Alternate ACCESS Test Administrator's Scripts and Test Administration Manuals to Test Administrators so they can become familiar with the script and prepare for test administration.
- For ACCESS and Alternate ACCESS, if students are using Writing Response Booklets (dependent upon grade level) or paper accommodated test booklets, confirm that all students have the appropriate test materials and that preprinted student information on the label is accurate. Arrange for student information to be filled in (hand bubbled) on blank test materials as needed (Chapter 8).

School Assessment Coordinator's Responsibilities on Testing Days

- 1. Distribute materials to Test Monitors and ACCESS Test Administrators on the day of testing and ensure secure test materials are kept secure between testing sessions, including student testing tickets and scratch paper, according to district policy.
- 2. Ensure that OLPA and MCA *Test Monitor and Student Directions* and ACCESS and Alternate ACCESS *Test Administrator Scripts* are followed.
- 3. Be available to answer questions from Test Monitors and Test Administrators.
- 4. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
- 5. In conjunction with the District Assessment Coordinator, conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures (Chapter 3).
- 6. Report testing irregularities to District Assessment Coordinator using the *Test Administration Report*.
- 7. Report security breaches to the District Assessment Coordinator as soon as possible.

School Assessment Coordinator's Responsibilities after Testing

- Ensure that secure paper test materials, student testing tickets, and scratch paper are kept in a locked, secure location after testing. Following district policy, materials may be collected at the district or school level or kept secure between testing sessions by the Test Monitor or Test Administrator.
- Use security checklists to verify receipt of all secure paper test materials from the assigned Test
 Monitor or Test Administrator after testing is completed. Return copies of the security checklists
 to the District Assessment Coordinator.

- 3. Ensure that designated staff have entered student responses from paper accommodated test materials and scores from MTAS administrations online. All information must be entered before the testing windows close in order to have the tests scored and reported.
- 4. Arrange for secure disposal of all test materials that are not required to be returned as outlined in the applicable guides and resources. The secure disposal must be completed within 48 hours after the close of the testing window.
- 5. Follow procedures for returning MCA and MTAS secure test materials as outlined in the applicable user guides.
- 6. Follow procedures for returning scorable and secure test materials as outlined in the ACCESS and Alternate ACCESS manuals and resources. For ACCESS and Alternate ACCESS, test materials must be returned to the District Assessment Coordinator so that all test materials can be sent in one complete shipment for the district.
- 7. Prepare materials for pickup by the carrier designated on the designated date(s). Ensure that all boxes containing the secure testing materials are in a secure location known to appropriate school staff or are returned to the district office, if directed by the District Assessment Coordinator.
- 8. If directed by the District Assessment Coordinator, complete Posttest Editing in Test WES.
- 9. In conjunction with the District Assessment Coordinator and principal, ensure the requirements for embargoed final assessment results are followed.

Technology Coordinator's Roles and Responsibilities for Testing

The District/Assessment Technology Coordinator is responsible for ensuring that the district is prepared for online test administration and providing technical support to district staff.

- 1. Acquire a user ID and password for PearsonAccess Next and WIDA AMS from the District Assessment Coordinator.
- 2. Read and complete the *Assurance of Test Security and Non-Disclosure* to confirm your understanding of, and intention to implement, policies and procedures applicable to your role to ensure test security and test score integrity.
- 3. Attend district training on test administration and test security training and any service provider technology trainings.
- 4. Review all technical documentation available on the service provider websites.
- 5. Prepare computers and devices for online testing following requirements outlined in the *Online Testing Infrastructure Readiness Checklist* for OLPA and MCA (Chapter 8).
- 6. Use technical resources on WIDA website to ensure readiness for online testing (Chapter 8).
- 7. Complete Site Readiness Confirmation in collaboration with the District Assessment Coordinator (Chapter 8).
- 8. Provide headphones for online Mathematics and Science MCA. For ACCESS, provide headphones for the administration of the reading, writing and listening domains, and headsets with microphones for the speaking domain.

- 9. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
- 10. Provide technical support/troubleshooting during test administration, and contact the service provider help desks as needed.

Test Monitor's Roles and Responsibilities for Testing

The Test Monitor is responsible for the maintaining test security during test administration, including actively monitoring test sessions and keeping test materials secure. For online test administrations, this includes student testing tickets and scratch paper, and for paper test administrations, this includes paper accommodated test materials. The Test Monitor also ensures that students follow the directions during the test administration. The following information applies to ACCESS and Alternate ACCESS Test Administrators except as noted below. Requirements for selecting Test Monitors are available under *Selecting Test Monitors and Test Administrators* in Chapter 8.

Test Monitor's Responsibilities before Testing

- 1. Read and complete the *Assurance of Test Security and Non-Disclosure* to confirm your understanding of, and intention to implement, policies and procedures applicable to your role to ensure test security and test score integrity.
- 2. Attend annual district or school training on district/school policies and procedures related to test administration and test security.
- 3. For OLPA and MCA, complete the applicable required Online Test Monitor Certification Course (for each administration), in addition to the required district test administration and security training.
- 4. For ACCESS and Alternate ACCESS, complete the online Training Courses and Quizzes for the tests being administering, in addition to the required district test administration and security training.
- 5. Review the *Test Monitor and Student Directions* for the responsibilities and step-by-step instructions for each test administration. For ACCESS and Alternate ACCESS, review the *Test Administrator Scripts*.
- 6. Know how to contact the District or School Assessment Coordinator during testing if any testrelated issues or questions arise.
- 7. Know where to pick up secure test materials on the day of the test.
- 8. Know the school's plan for keeping test materials and test content secure between test sessions when students are taking an assessment over multiple days or taking a break on the same day.
- In conjunction with District or School Assessment Coordinator, know which students are to be provided with appropriate accommodations and any specific test administration procedures related to the accommodation.
- 10. Remove or cover any instructional posters or graphics, including strategy techniques or methods, in the testing room or on student desks. This step can be taken shortly before testing begins.

Test Monitor's Responsibilities on Testing Days — Before Students Arrive

- 1. Receive secure test materials from the District or School Assessment Coordinator and keep them secure until the test session.
- 2. Check paper test materials to verify that all the test materials listed on the *Test Monitor Test Materials Security Checklist* or ACCESS and Alternate ACCESS *Security Checklist* are in the test materials you receive.
- 3. Make sure there are enough computers/devices or paper accommodated test materials for the number of students taking the test.
- 4. For online testing, make sure you have the student testing tickets for the students in your test session. Ensure all allowable materials for students (e.g., scratch paper, pens, or pencils) are ready to distribute to students as needed
- 5. Use the *Test Monitor Test Materials Security Checklist* or ACCESS and Alternate ACCESS *Security Checklist* to assign numbered test books to individual students.
- 6. Fill in appropriate information on a new Writing Response Booklet or paper accommodated test booklet for a student for ACCESS or Alternate ACCESS, if directed to do so by the District or School Assessment Coordinator. Ensure that all hand-bubbled information matches MARSS.
- 7. Record extra test materials on the *Test Monitor Test Materials Security Checklist* or ACCESS and Alternate ACCESS *Security Checklist*.

Test Monitor's Responsibilities on Testing Days — During the Test

- 1. Verify that students are logged in and taking the correct test.
- 2. For ACCESS, verify that the students testing with the paper accommodated test materials are using the correct grade-level and tier test booklet.
- 3. Follow the script in the *Test Monitor and Student Directions* exactly. For ACCESS and Alternate ACCESS, follow the *Test Administrator Scripts* exactly.
- Follow the district policies and procedures for restricting student access to cell phones and other devices during testing.
- 5. Stay in the room and actively monitor during the entire test session.
- 6. Know what to do and whom to contact if an emergency or unusual circumstance arises (e.g., a student gets sick or is injured, the fire alarm goes off) so that you can continue to actively monitor the students who are testing.
- 7. Know what to do and whom to contact if technology issues are encountered during an online test administration so that you can continue to actively monitor the students who are testing.
- 8. Do not review, discuss, capture, email, post, or share test content in any format.
- 9. Ensure all students have been provided the opportunity to independently demonstrate their knowledge.
- 10. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.

- 11. Document students who require a scribe or translated directions or any unusual circumstances and provide the information to the District or School Assessment Coordinator.
- 12. Notify the District or School Assessment Coordinator of any possible security breaches as soon as possible.

Test Monitor's Responsibilities on Testing Days — After the Test

- 1. Follow the *Test Monitor and Student Directions* exactly. For ACCESS and Alternate ACCESS, follow the *Test Administrator Scripts* exactly.
- 2. Collect all student testing tickets, scratch paper, and other materials provided during testing (e.g., formula sheets) and keep them secure after each testing session. When testing is completed, return these materials to the District or School Assessment Coordinator or securely dispose of them, if instructed (no more than 48 hours after the close of the testing window).
- 3. Use the *Test Monitor Test Materials Security Checklist* or ACCESS and Alternate ACCESS *Security Checklist* to verify receipt of all test books from the assigned students before they leave the testing room.
- Keep paper test materials secure after the test session, and return them to the District or School
 Assessment Coordinator or to a secure location, as directed by the District or School
 Assessment Coordinator.
- Immediately notify the District or School Assessment Coordinator if any test materials are missing.

MTAS Test Administrator's Roles and Responsibilities for Testing

MTAS Test Administrator's Responsibilities before Testing

- 1. Read and complete the *Assurance of Test Security and Non-Disclosure* to confirm your understanding of, and intention to implement, policies and procedures applicable to your role to ensure test security and test score integrity.
- 2. Attend annual district or school training on district/school policies and procedures related to test administration and test security.
- 3. Complete the applicable modules of the required MTAS Training for Test Administrators and any other training required by the district.
- 4. Review the MTAS Task Administration Manual for policies and procedures related to test administration.
- 5. Know when and where to pick up MTAS materials.
- 6. Know the school's plan for keeping test materials secure when not preparing for test administration or administering the test.
- 7. Prepare test materials for administration.
 - Plan for objects and manipulatives for mathematics and science. Objects and manipulatives gathered may remain in the classroom for daily use.

- Become familiar with the test materials, including special instructions for certain tasks in the Task Administration Manual (e.g., not reading aloud the question or answer options, presenting a second presentation page for some subjects, knowing when objects and manipulatives can be used and when they are prohibited). For signed interpretation, determine if a sign or signs will give away the answers to items so finger spelling can be used for those words.
- Plan specific adaptations for each student, as needed, to meet individual student need.
 Reproduction of Presentation Pages and Response Options Cards is allowed only for adapting passages and tasks to students' individual needs, which includes enlarging materials or incorporating texture. The MTAS Task Administration Manual, Presentation Pages, and Response Option Cards may not otherwise be reproduced.

MTAS Test Administrator's Responsibilities on Testing Days — Before Students Arrive

- 1. Keep materials secure until the test session. Objects and manipulatives gathered may remain in the classroom for daily use.
- 2. Ensure the appropriate MTAS test materials are available and prepared for the student who is being administered the test.

MTAS Test Administrator's Responsibilities on Testing Days — During the Test

- 1. Administer each task to each student for the appropriate subject and grade, and record the score.
- 2. Know how to contact the District or School Assessment Coordinator during testing if any test-related issues or questions arise.
- 3. Know what to do if an emergency or unusual circumstance arises (e.g., a student gets sick or is injured, the fire alarm goes off).
- 4. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
- 5. Document any unusual circumstance, and report it to your District or School Assessment Coordinator.

MTAS Test Administrator's Responsibilities on Testing Days — After the Test

- 1. Keep materials secure after administering the test.
- Return all MTAS materials provided, including materials that were adapted (i.e., enlarged
 materials or those with texture incorporated), to the District or School Assessment Coordinator
 and report if any materials are missing. If directed by District or School Assessment
 Coordinator, securely dispose of Response Option Cards (no more than 48 hours after the close
 of the testing window).
- 3. Return objects and manipulatives to the classroom unless directed to return them to the District or School Assessment Coordinator.
- 4. Enter MTAS scores online or return Data Collection Forms, including Learner Characteristics Inventory (LCI) data, to the District or School Assessment Coordinator if the district enters data centrally.

MARSS Coordinator's Roles and Responsibilities for Testing

MARSS Coordinator's Responsibilities before Testing

- Confirm that all eligible students have unique state student IDs (SSIDs) or MARSS numbers so
 that students are included in assessment precode files, and, if authorized, make corrections as
 needed in the Student Identity Validation Interface. A unique MARSS/SSID number is required
 for students to be sent in precode files to service providers for testing.
- 2. If the district is participating in OLPA, work with District Assessment Coordinator to ensure MARSS is submitted in time for fall test administrations; this may require submitting MARSS files prior to the official MARSS deadlines.
- 3. Ensure EL and Special Education designations are up to date and correct for students who are taking an assessment based on their EL or Special Education status.
- 4. Submit MARSS data on an ongoing basis so the student information is correct and available for the assessment precode files prior to and throughout test administrations to ensure accurate student demographic and enrollment information.

MARSS Coordinator's Responsibilities after Testing

- 1. Ensure accurate enrollment of students in schools during the accountability window. The enrollment from MARSS for this period will serve as the basis for accountability calculations.
- 2. Ensure State Aid Categories and other MARSS identifying characteristics are correct, especially for shared-time students, Foreign Exchange students, and any other students who are not expected to take an accountability test.
- Work with the District Assessment Coordinator to edit discrepancies during Posttest Editing in Test WES, which may include multiple submission to MARSS before the Posttest Editing window closes.

Chapter 5 — Participation of Students with Individualized Education Programs (IEPs) and 504 Plans

Overview

This chapter provide information on supports available to all students, participation of students with an Individualized Education Program (IEP) or 504 plan in statewide testing, and descriptions of accommodations available to students with an IEP or 504 plan for the MCA.

- See Chapter 6 for an overview of linguistic supports and accommodations available for English learners (ELs).
- See Chapter 8 for information on the initial test materials shipment and ordering additional paper accommodated test materials.
- Accessibility and accommodation information is not included for college entrance exams; while MDE recommends that all accommodations are documented in the IEP or 504 plan, you will need to refer to the resources and/or websites provided by the service providers for those assessments for information about assessment accommodations.

General information about selecting, administering, and evaluating the use of accommodations and supports will be addressed in the forthcoming *Minnesota Manual of Accessibility Features for Students with Disabilities*. This manual is designed to support IEP and 504 plan teams (including special and general education teachers and administrators) as they work to ensure access to gradelevel standards in instruction and assessment for students with disabilities. The availability of this manual will be announced in the *Assessment Update*.

The MDE Accommodations Advisory Review Panel evaluates proposed additions to the approved accommodations and non-standard test administration practices for this *Procedures Manual*. These reviews ensure that a student does not use a particular accommodation or non-standard practice that could invalidate interpretations and judgments based on the resulting test score. See the *Statewide Testing Advisory Groups* document on the MDE website for more information about this panel (MDE website > Districts, Schools and Educators > Statewide Testing).

Supports and Accommodations

All public school students are required to participate in statewide assessments. However, it is important to clarify the role of supports and accommodations in these decisions when considering *how* students will participate in assessments. Supports and accommodations do not change the construct intended to be measured by the assessment or the integrity of test results.

- Supports are features or practices that allow all students to tailor aspects of the testing
 experience to their needs or preferences. Supports include accessibility tools available in online
 assessments and general test-taking practices. The use of a support may remove the need for
 an accommodation, depending on the student's disability.
- Accommodations are changes in the way that a test is administered which reduce or eliminate
 the effects of a disability. Accommodations are only available to students with an IEP or 504
 plan. All needed accommodations are documented annually in the IEP prior to testing.
 Likewise, a 504 plan team should document in the 504 plan its decision to provide an
 accommodation.
- English learner linguistic supports are available for students who are identified as EL in
 MARSS. While these linguistic supports are not accommodations, they are different from the
 supports that are available to all students because they are specific to the needs of English
 learners. Specific information about linguistic supports available to all English learners for the
 MCA is provided in Chapter 6.

Many supports and accommodations provided to a student during statewide assessments must also be provided during classroom instruction, classroom assessments, and district assessments. In general, a new support or accommodation should not be introduced to a student at the time of statewide assessment administration because it may negatively affect the student's performance. In rare occasions, there are some that are not commonly provided during instruction or classroom assessments, and students' lack of prior experience with them is unlikely to hinder performance. Some examples include using a scribe or listening to a script. The decision to provide a support or accommodation for the first time during testing should be made carefully by an IEP or 504 plan team who is very familiar with the needs of the student.

Some instructional supports and accommodations may not be appropriate for use on certain statewide assessments, and educators should consult policies in this chapter before determining the supports and accommodations to be provided on statewide assessments. Supports and accommodations must be selected and implemented in ways that maintain the integrity of the assessment so that valid inferences can be made about what students know and can do. For the English language proficiency accountability assessments, refer to WIDA's *Accessibility and Accommodations Supplement* on the ACCESS for ELLs 2.0 section of the WIDA website. <u>Access the ACCESS for ELLs 2.0 section of the WIDA website</u> (WIDA > Assessment > ACCESS for ELLs 2.0).

Supports Available to All Students

Supports include accessibility tools available in online assessments and general test-taking practices that are available for any student who needs them, including general education students. These supports are available for the standards-based accountability assessments (MCA and MTAS) and the English language proficiency accountability assessments (ACCESS and Alternate ACCESS).

Supports are not considered accommodations and documentation of their use is not required. However, supports are often documented in the IEP or 504 plan, if a student has one, to ensure they are provided during testing.

In Table 6, supports are organized by presentation (how an assessment is given or accessed by the student), setting, timing/scheduling, and response (ways students solve or organize test items).

Table 6. Summary of Supports Available for All Students

Support	Administration Guidelines
Presentation	
Repeated directions or written version of directions	Test Monitor repeats or writes out scripted directions in the applicable <i>Test Monitor and Student Directions</i> . Additional prompts are not allowed.
Different monitor screen size and resolution	Student uses larger monitor screen size and different resolution for online assessments.
Classroom materials: Highlighter Color overlay Place marker Pencil grips Magnifier Templates to reduce the visual print field Low-vision aids	Student uses provided materials while testing. Examples of low-vision aids are magnifying glasses, electronic magnifiers, cardboard cut-outs, and colored overlays.

Support	Administration Guidelines
Tools embedded in online assessments	 Student uses tools available in the online test. For OLPA and MCA, available online tools include answer eliminator, highlighter, notepad, calculator, and ruler. The following accessibility tools are also available for all students: standard text-to-speech, magnifier, zoom, color contrast, line reader mask, and answer masking. For ACCESS 2.0, available accessibility tools include highlight tool, line guide, screen magnifier, sticky notes, color contrast, and color overlay.
Voice feedback devices/whisper phones or student reading the test out loud	Voice feedback devices and whisper phones allow students to vocalize as they read and work problems. The use of these devices cannot be audible to other students so the devices must be used in an individual setting. Students may not read the test aloud directly to the Test Monitor and the Test Monitor cannot provide verbal or nonverbal prompts.
Amplification devices	Student uses an amplification device, including personal hearing aids, FM systems, or other amplification systems.
Setting	
Special settings	The assessment is administered in a special setting (e.g., certain lights, acoustics, seating arrangements).
Individual or small-group settings	Student is tested individually or in a small-group setting.

Support	Administration Guidelines
	Music and noise buffers provided by the district may be used, but only by students who have used them in instructional and other assessment settings. Noise buffers (white noise) reduce noise distractions for the student taking the test. Noise buffers may include individual study carrels, headsets, earplugs, and individual portable buffers set on the student's desk or an audio player that generates white noise or instrumental music.
Music or noise buffers	 Noise buffers or instrumental music are provided at an individual level, not to an entire group on the assumption that all will benefit. The noise buffer or instrumental music can be accessed through headphones or in an individual setting.
	 Individuals must be able to control on/off and volume.
	 Audio players must be school owned, and the audio must be provided by the school.
Timing/Scheduling	
Extended testing time	Testing time in same testing session is extended. (Extended testing time over multiple testing sessions is considered an accommodation for some assessments when students cannot complete an entire section or segment of a test during the testing session; see Table 8 for details.)
Different time of day	The time of day an assessment is given is changed.
Response	
Calculator use	Student uses a calculator (except where specifically prohibited). The type of calculator allowed (online or handheld) depends on the test being administered; see <i>Calculator Use</i> in Chapter 8 for additional information.

Support	Administration Guidelines
	Students may use scratch paper. The following material may be used as scratch paper:
	Blank paper
	 Individual whiteboards (must be blank before and after administration)
	 Commercially-produced graph paper (blank except for grid)
Scratch paper	 Hard-copy mathematics formula sheets and/or the exiting instructions document (if provided to students)
	Student testing tickets.
	For paper accommodated test materials, students can also use blank spaces in the accommodated test book or use the grid paper and formula sheets included in the test book to work items and make notes. See <i>Materials Allowed during Testing Provided by School or Student</i> in Chapter 8 for additional information about the use and security of scratch paper.
Lattices, diagrams, or charts	Student draws lattices, diagrams (like number lines), or charts (like multiplication or hundreds chart) on scratch paper. Students must create their own drawings; these cannot be displayed in the classroom or handed out during testing.
	Since a calculator is allowed on all sections/segments of the grade 11 Mathematics MCA, the use of an abacus or mathematics manipulatives is considered a general support and not documented as an accommodation.
Mathematics manipulatives and an abacus for grade 11 Mathematics MCA	An abacus or manipulatives must be used in an individual setting with the online test or paper accommodated test materials. MDE does not produce a comprehensive list of allowable manipulatives; email mde.testing@state.mn.us for specific questions about providing manipulatives for statewide testing.
	Note: mathematics manipulatives and an abacus are an accommodation for grades 3–8. See Table 8 in this chapter for additional information.

General Information about Statewide Testing Participation for Students with IEPs or 504 Plans

There are no exemptions or waivers from participation in statewide assessments for students with disabilities, regardless of the nature or severity of the disability. IEP teams or 504 plan teams determine the appropriate manner for students with disabilities to participate in statewide assessments. Students with disabilities may participate in statewide assessments in these ways:

- Without accommodations: The majority of students with disabilities takes the statewide assessments without accommodations and may or may not use supports available to all students.
- With accommodations: IEP and 504 plan teams determine what accommodations or supports, if any, are appropriate for students with disabilities. Accommodations are documented in the IEP or 504 plan and must be provided based on individual need as long as they do not invalidate the assessment. It is recommended, although not required, that teams also document any supports that students will use, particularly if they are locally provided, such as a magnification device, audio amplification, plastic color overlay, etc.
- By taking an alternate assessment for which they are eligible: Only students with IEPs are
 eligible for reading, mathematics, science, and English language proficiency alternate
 assessments. The IEP team determines whether an alternate assessment is appropriate for the
 student and documents the decision in the IEP.
 - For students who meet the eligibility requirements, the IEP team may determine that MTAS is the most appropriate measure of academic skills in one or more subject areas. <u>Access the Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS) on</u> <u>the MDE website</u> (MDE website > Districts, Schools and Educators > Statewide Testing > Minnesota Tests).
 - For English learners with significant cognitive disabilities, it is recommended that the IEP team collaborates with EL staff to determine if the Alternate ACCESS is the most appropriate English language proficiency accountability assessment. <u>Access information on the Alternate ACCESS for ELLs participation criteria on the MDE website</u> (MDE website > Districts, Schools and Educators > Statewide Testing > Minnesota Tests).

General Information about Statewide Testing Accommodations

For a student served under Individuals with Disabilities Education Act (IDEA), all needed accommodations are documented annually in the IEP prior to testing. Likewise, a 504 plan team should document in the 504 plan its decision to provide an accommodation. For more information about documenting accommodations in the IEP or 504 plan, refer to the contacts listed at the front of this manual.

Providing Accommodations in Injury Situations

In some cases, a general education student with an injury may be allowed to have an accommodation if supported by medical documentation (e.g., student with a broken arm having the scribe accommodation, student with a concussion requiring a paper test book). Refer to Table 8 or email

<u>mde.testing@state.mn.us</u> to verify if an accommodation is allowed. The instance must be documented on the *Test Administration Report*.

MTAS Accommodations

Indicating accommodations for the MTAS is not required. Accommodating student needs is integral to the MTAS, and the Test Administrator may provide needed supports (e.g., objects, tactile graphics, counters, any type of calculator, braille, and signed interpretation) as long as the type of support is not specifically prohibited in the task script. For signed interpretation, if the Test Administrator determines that a sign or signs will give away the answers to items, he or she must finger spell those words. For information on allowable test administration activities, see the MTAS Task Administration Manual or Chapter 3 of this *Procedures Manual*.

Timeline for Accommodation Decisions

The decision on which accommodations will be used must be made prior to test administration. While districts may set timelines within their district for accommodation decisions to be made in order to facilitate timely ordering of test materials, accommodation decisions can be made throughout the year, as long as they are made prior to the administration of the assessment. Unlike accommodations, supports available to all students can be selected for use at the time of testing. However, it is recommended that IEP and 504 plan teams document the need for supports in students' plans to help ensure that the supports are provided for testing.

Indicating Accommodations on Assessments

Accommodation codes indicated on assessments are used to inform MDE which accommodations were used at the time of testing.

- Although accommodation codes are not collected by MDE for OLPA, districts must indicate accommodated text-to-speech in PearsonAccess Next for students requiring it.
- As noted previously, accommodations are not indicated for MTAS.
- For MCA, accommodation codes are indicated, removed, or changed in Pretest Editing in Test
 WES throughout the testing windows. After testing, districts are able to indicate or correct
 accommodation codes in Posttest Editing in Test WES.
- For ACCESS and Alternate ACCESS, accommodation codes are indicated in WIDA
 Assessment Management System (WIDA AMS) during the testing window. After testing,
 districts are able to indicate, remove, or change accommodation codes in Posttest Editing in
 Test WES.

Ordering Accommodated Test Materials

While some accommodations are built in to an assessment (like accommodated text-to-speech) or are part of the administration (like a scribe), some accommodations require paper test materials.

In order to receive MCA paper accommodated test materials and MTAS test materials in the initial test materials shipment, districts indicate the applicable accommodation code in Pretest Editing in Test WES. If the accommodation code is entered in Test WES by the date when precode data is used for

the initial test materials shipment (see the *Important Dates* at the front of this manual), the appropriate test materials will automatically be sent. This includes the following accommodations:

- Braille versions of test materials (BR)
- Handheld calculator (HC) or mathematics manipulatives/abacus (HC); a regular print paper test book is sent
- Large print test book (18 or 24)
- Scripts for Mathematics MCA (MS); a regular print paper test book and script are sent (if a student requires a large print test book, that applicable accommodation code also must be entered)
- Scripts for Science MCA (MS); a script is sent (if a student requires a large print test book, that applicable accommodation code also must be entered)
- Regular print test books for Reading and Mathematics MCA (12)

After this date, any needed test materials must be ordered through the additional orders window in PearsonAccess Next. (See Chapter 8 for more information.)

For ACCESS and Alternate ACCESS, paper accommodations are ordered through WIDA AMS. Refer to the *Important Dates* for the initial and additional ordering windows.

When Two or More Accommodations Are in Conflict

Some accommodations can be used together, but others cannot. Make sure pairs of accommodations are compatible and that you indicate the accommodation codes correctly. Contact mde.testing@state.mn.us if you have questions.

- Paper accommodated test books (12, 18, 24, or BR) cannot be indicated or used together.
- Both the MC (accommodated audio) and MS (script) codes cannot be indicated or used together.
- The MC (accommodated audio) code cannot be indicated with the codes for paper accommodated test books (12, 18, 24, or BR) or used together.
- The 12 (regular print test book), HC (handheld calculator), and/or MS (script) codes cannot be
 indicated together in Test WES during Pretest Editing for Mathematics MCA since indicating
 one code provides paper test materials. If a student requires a script, the MS code must be the
 code indicated in order to receive the script along with the regular test book. The additional
 codes can be indicated during Posttest Editing.

Entering Student Responses Online

In order to be scored, student responses in paper accommodated test books for Reading, Mathematics, and Science MCA must be entered online in a Data Entry form in TestNav. The responses must be entered exactly as the student responded, without edits. Refer to *Data Entry for MCA and MTAS* in Chapter 8 for additional information about entering student responses for MCA and

entry of MTAS scores. For test security purposes, TestNav can only be accessed during the school day for entry of student responses.

Specific return instructions are included in the test materials shipment and on PearsonAccess Next for how schools should return secure accommodated test materials that will not be scored (e.g., used large print test books). Please note that student responses in accommodated test materials will NOT be scored when received by the service provider. Entering student responses online is the method for recording and scoring the responses in order to report student results.

Summary and Explanation of Accommodations for the MCA

The tables below list accommodations that may be considered for students with an IEP or 504 plan for the MCA. Table 7 provides a summary of the accommodations available organized under the headings of presentation, timing/scheduling, and response format. Table 8 explains these accommodations in more detail. Tables 7 and 8 provide an extensive—but not exhaustive—list of possible testing accommodations. MDE recognizes that IEP and 504 plan teams may consider accommodations for the MCA that are not specifically addressed in this chapter yet are entirely appropriate for a particular student and assessment. If IEP and 504 plan teams determine the need to provide an accommodation not specifically addressed in this chapter, please contact MDE by sending an email to mde.testing@state.mn.us to verify the accommodation will not invalidate the assessment.

Accommodated audio CDs, previously available as additional orders only, will no longer be available to order for students taking paper accommodations of the Mathematics MCA. The decision to discontinue providing the CDs was based on the small number of CDs ordered in past years and the availability of the script accommodation for read-aloud support.

Chapter 6 addresses available linguistic supports for students identified as English learners in MARSS for the MCA. In cases where English learners also have an IEP or 504 plan, decision makers should refer to both Chapters 5 and 6 when making decisions about appropriate assessment accommodations for the MCA. Refer to the *Accessibility and Accommodations Supplement* on the WIDA website for information on available accommodations for both English language proficiency accountability assessments. Please note: MDE-allowed accommodations and supports available to all students may differ from the recommended test accommodations presented in the ACCESS manuals and resources. WIDA only provides recommendations so the definitive policy for administering the ACCESS with accommodations or supports is determined by MDE and outlined in this chapter and Chapter 6.

Table 7. Summary of Accommodations for Students with an IEP or 504 Plan for MCA

ACCOMMODATIONS FOR STUDENTS WITH IEP OR 504 PLAN	Code Entered	Test Materials Required
Presentation		
Accommodated text-to-speech for mathematics and science assessments	МС	
Assistive technology	AT	
Braille versions of test books	BR	Х
Handheld calculator for online grades 3–8 mathematics (requires use of paper test book)	нс	Х
Large print test book	18 or 24	X
Mathematics manipulatives and an abacus for online grades 3–8 mathematics (requires use of paper test book)	нс	Х
Recording a reading test	MT	
Scripts for mathematics (requires use of paper test book)	MS	Х
Scripts for science (for use with online assessment or paper accommodated test materials)	MS	X
Signed interpretation of mathematics and science scripts	OA	
Signed interpretation of test directions	TD	
12-point regular print paper test book for online reading and mathematics	12	X
Timing/Scheduling		
Extended testing time of sections/segments over multiple testing sessions	OA	
Response Format		
Assistive technology	AT	
Audio recording for transcription	SC	
Braille or other note-taking device	AT	
Scribe (with transcription into the test book or online test)	SC	
Other Accommodations		
If an IEP or 504 plan team decides to use an accommodation not on this list, contact MDE at mde.testing@state.mn.us .	Varies	

Table 8. Explanation of Accommodations for Students with an IEP or 504 Plan for MCA

EXPLANATION OF ACCOMMODATIONS FOR STUDENTS WITH IEP OR 504 PLAN	Reading	Math	Science	Code
Accommodated text-to-speech is available for Mathematics OLPA, Mathematics MCA, and Science MCA. Accommodated text-to-speech must be indicated in PearsonAccess Next (for OLPA) or in Pretest Editing in Test WES (for MCA) prior to the student signing in to the test.				
Accommodated text-to-speech provides computer-generated audio for charts and graphs in addition to the question and answer options that are provided for standard text-to-speech. With either type of text-to-speech, students can select the parts of the item they want to listen to (e.g., question and answer options, graph only, selected text).		x	x	МС
Because accommodated text-to-speech reads not only the questions and answer options but also all the labels, graphs, and charts, it may be a heavy language load that is beneficial for a limited number of students with an IEP or 504 plan. Typically, only a small number of students need accommodated text-to-speech; the default should be the standard text-to-speech.				

Table 8. Explanation of Accommodations for Students with an IEP or 504 Plan for MCA (continued)

EXPLANATION OF ACCOMMODATIONS FOR STUDENTS WITH IEP OR 504 PLAN	Reading	Math	Science	Code
Assistive technology refers to technology that is used to maintain, increase or improve the functional capabilities of students with disabilities. In general, Internet access cannot be available and calculator use must follow the guidelines in Chapter 8.				
The following are the approved uses of assistive technology devices. Failure to comply with all conditions specified below may result in invalidation of the test. For online testing, the device used as assistive technology must be in addition to the device used for testing because TestNav will not allow other programs or applications to run at the same time as the test; this means a student may be using two tablets or a tablet and a computer, for example.				
 Use of a device for scratch paper is allowed as long as Internet access is turned off and other applications are not accessed. In addition, the student must be the one to recreate the item as needed and all test content must be erased at the end of each test session and each use of the device. The student must test in an individual setting to ensure the device is used only for scratch paper. 	х	x	x	АТ
 Use of a device calculator application is allowed as long as the calculator used follows the guidelines in Chapter 8 (including calculator memory clearing), Internet access is turned off, and other applications are not accessed. The student must test in an individual setting to ensure the device is used only as a calculator. The device cannot be used in conjunction with the online grades 3–8 Mathematics MCA or Science MCA. 				
For all other questions on the use of assistive technology for a student or specific devices or software, contact MDE at mde.testing@state.mn.us .				
Audio recording for transcription may be used by the student in an individual setting to record and edit answers for paper accommodated test materials if the student is unable to mark their answers. The scribe will enter the student's responses exactly as recorded. The device used for the audio recording must be school owned, and any recordings must be deleted after transcription. Audio recording cannot be used with the online MCA because the items must be answered to move forward in the test. See <i>Entering Student Responses Online</i> in this chapter.	x	x	x	SC

Table 8. Explanation of Accommodations for Students with an IEP or 504 Plan for MCA (continued)

EXPLANATION OF ACCOMMODATIONS FOR STUDENTS WITH IEP OR 504 PLAN	Reading	Math	Science	Code
Braille or other note-taking devices may be used by students competent in their use as determined by the IEP or 504 plan team. Student responses must be entered online by district staff. Refer to <i>Entering Student Responses Online</i> for further information.				
Use of talking features on a note-taking device is allowable if the IEP or 504 plan specifies it and it is used with headphones or in an individual setting to play back text the student has entered. The Test Monitor is responsible for monitoring the student who is using the talking feature; the student may only enter and play back notes, not any portion of the passage or test items. Any notes must be deleted following test administration.	x	x	x	AT
Internet access cannot be available and calculator use must follow the guidelines in Chapter 8.				
Braille versions (contracted and uncontracted) of test books are available to a student who is blind or partially sighted and is competent in the braille				
system, as determined by the student's IEP team. Beginning in 2016–2017, Unified English Braille (UEB) format for braille test materials will be used.				
Student responses may be recorded in one of the following ways:				
In the test book by the student				
With a typewriter or word processor by the student				
Dictated to a scribe by the student	х	х	х	BR
With braille writer, slate, and stylus used by the student				
Test Administrator Notes are provided along with the braille test books for reference by the Test Monitor during test administration. Under the supervision of the District or School Assessment Coordinator, a Test Monitor administering a braille test may access the Test Administrator Notes and the corresponding test books up to 48 hours prior to the scheduled administration.				
All student responses must be entered online by district staff. See <i>Entering Student Responses Online</i> in this chapter.				

Table 8. Explanation of Accommodations for Students with an IEP or 504 Plan for MCA (continued)

EXPLANATION OF ACCOMMODATIONS FOR STUDENTS WITH IEP OR 504 PLAN	Reading	Math	Science	Code
Extended testing time of sections/segments over multiple testing sessions is considered an accommodation for online Mathematics OLPA, Mathematics MCA, Reading MCA, Science MCA, and for administrations of paper accommodated test materials because a student is expected to complete a section or segment during the testing session. The assessments are not timed, but this accommodation is specific to students who typically require additional time beyond a standard testing session.				
 For extended testing time for online Mathematics OLPA or Mathematics MCA, students will exit the test at any point when the testing session is over. 				
 For extended time for the online Science MCA, students must complete all items associated with a scenario; a title page will indicate the beginning of the next scenario. 				
 For extended time for the online Reading MCA, students must complete all items associated with a passage; if there is more than one passage in a section, students must exit on the title page for the next passage. 				
 Upon resuming, the Test Monitor should remind students that they cannot go back to previously completed items. 	x	х	х	OA
For extended time for paper accommodated test materials for Reading, Mathematics, and Science MCA, scripted instructions for ending testing if a student will not complete a segment during the testing session are included in the Test Monitor and Student Directions for Paper Accommodations for MCA.				
 For reading and science, students must complete all questions associated with a given passage or scenario in one testing session. For mathematics, the last item completed must be the last item on the right- hand page so the next item is not visible. 				
 Students must seal the pages completed in the test book at the end of the testing session. 				
Students may not return to items completed in the previous test session.				
Note: For online Reading OLPA, extended time in a section over multiple testing sessions is not allowed because each passage is in its own section, and students must complete all items associated with the passage before exiting the test.				

Table 8. Explanation of Accommodations for Students with an IEP or 504 Plan for MCA (continued)

EXPLANATION OF ACCOMMODATIONS FOR STUDENTS WITH IEP OR 504 PLAN	Reading	Math	Science	Code
Handheld calculators for online grades 3–8 Mathematics MCA are available as needed for students with an IEP or 504 plan. The student must use a paper test book, follow the calculator use policies in Chapter 8, and use the calculator only for the segments where calculators are allowed.				
Standard, scientific, or graphing calculators with a talking feature may also be used in an individual setting if its use is documented in the IEP or 504 plan and the calculator policies in Chapter 8 are followed.		x		НС
All student responses must be entered online by district staff. See <i>Entering Student Responses Online</i> in this chapter.				
Note: See <i>Calculator Use</i> in Chapter 8 for grade 11 Mathematics MCA calculator guidelines; calculators with a talking feature may be used in an individual setting.				
Large print test books are for students with low vision who need a large print test book to see the test items. Large print test books are available in 18 point and 24 point fonts. For students without low vision, a large print test book may be provided if the IEP or 504 plan specifies paper test book, and the only paper test book available is in large print.	x	x	x	18 or 24
All student responses must be entered online by district staff. See <i>Entering Student Responses Online</i> in this chapter.				
Mathematics manipulatives and an abacus for online grades 3–8 Mathematics MCA are available as needed for students with an IEP or 504 plan. Mathematics manipulatives (like unifix cubes or base-10 blocks) can be the same color or different colors, but must not be grouped or organized by the Test Monitor. The student must use a paper test book in an individual setting and use the mathematics manipulatives or an abacus only on the segments where calculators are allowed. MDE does not produce a comprehensive list of allowable manipulatives; email mde.testing@state.mn.us for specific questions about providing manipulatives for statewide testing.		x		HC
All student responses must be entered online by district staff See Entering Student Responses Online in this chapter.				
Note: Since a calculator is allowed on all sections/segments of the grade 11 Mathematics MCA, the use of mathematics manipulatives or an abacus is not documented as an accommodation. They must be used in an individual setting with the online test or paper accommodated test materials; mathematics manipulatives must not be grouped or organized by the Test Monitor.				

Table 8. Explanation of Accommodations for Students with an IEP or 504 Plan for MCA (continued)

EXPLANATION OF ACCOMMODATIONS FOR STUDENTS WITH IEP OR 504 PLAN	Reading	Math	Science	Code
Recording a reading test must be done in an individual setting. Students may record their voice while reading the reading test aloud and replay the recording while taking the test. Recording must be done independently by the student without the Test Monitor providing verbal or nonverbal prompts. Students may not read the test aloud directly to the Test Monitor. The device used for the audio recording must be school owned; the Internet or applications other than what is used for the recording cannot be accessed. Any recordings must be deleted after testing.	x			MT
A scribe may be provided to students in instances when visual or motor difficulties, including injuries, prevent them from indicating their own responses. • Scribes for online assessments will navigate the test, access text-to-speech and other tools (as requested by the student), and indicate the responses provided by the student for multiple-choice and technology-enhanced items directly into the online test.				
 Scribes for paper accommodated test materials will indicate the responses provided by the student into the paper test book. All student responses must be entered online by district staff. See Entering Student Responses Online in this chapter. 				
The student's IEP or 504 plan should document the need for a scribe, except in injury situations. The students should be competent in the use of scribes as determined by the student's IEP or 504 plan team. Scribes must be impartial and experienced in transcription. Students must be given the opportunity to review their responses. Scribes cannot read aloud student responses or any part of the test. The names of the district staff completing the transcription must be documented on the <i>Test Administration Report</i> .	х	х	x	SC
Note: Entering student responses online from paper accommodated test books is not considered a scribe accommodation. For example, if students use a large print test book, they indicate their responses directly in the test book. The student responses must be entered online by district staff in order to be scored but this is not considered a scribe accommodation.				

Table 8. Explanation of Accommodations for Students with an IEP or 504 Plan for MCA (continued)

EXPLANATION OF ACCOMMODATIONS FOR STUDENTS WITH IEP OR 504 PLAN	Reading	Math	Science	Code
Scripts for Mathematics MCA may be provided to students with an IEP or 504 plan. Because the online test is adaptive, the script can only be used in conjunction with a regular print, large print, or braille test book. (Scripts cannot be created for adaptive tests because the test items presented vary by student based on student responses to previous items.) The Test Monitor reads from the script while the student responds directly into the test book. The script can be administered in a small group or individual setting.		X		MS
All student responses must be entered online by district staff. See <i>Entering Student Responses Online</i> in this chapter.				
The script requires that the Test Monitor read not only all the questions and answer options but also all the labels, graphs, and charts. The script may be a heavy language load and may be beneficial for a limited number of students with an IEP or 504 plan. Typically, only a small number of students need the script; the default should be the standard text-to-speech available in the online test.				
Scripts for Science MCA may be provided to students with an IEP or 504 plan. The script can be administered in a small group or individual setting. The script can be used in conjunction with the online test because the test is not adaptive; it can also be used in conjunction with large print and braille test books.				
 For administration of the script in conjunction with the online test, the Test Monitor reads from the script while the student enters responses directly into the online test. 				
 For administration of the script with large print or braille test books, the student enters responses into the test book. All student responses must be entered online by district staff. See Entering Student Responses Online in this chapter. 		x	x	MS
The script requires that the Test Monitor read not only all the questions and answer options but also all the labels, graphs, and charts. The script may be a heavy language load and may be beneficial for a limited number of students with an IEP or 504 plan. Typically, only a small number of students need the script; the default should be the standard text-to-speech available in the online test.				

Table 8. Explanation of Accommodations for Students with an IEP or 504 Plan for MCA (continued)

EXPLANATION OF ACCOMMODATIONS FOR STUDENTS WITH IEP OR 504 PLAN	Reading	Math	Science	Code
Signed interpretation (e.g., ASL, signed English) of the Mathematics MCA and Science MCA scripts may be provided for deaf or hard-of-hearing students. The script is used in conjunction with the corresponding test book or online form during administration to maintain the validity of the test; refer to the applicable script accommodation above for further information.				
The interpretation must strictly adhere to the literal meaning of the text in the script. The interpreter must review the script prior to administration to determine when a sign or signs will give away the answer to items. The interpreter will have access to the script up to 48 hours prior to the scheduled test administration. The script must be used by the interpreter for the signed interpretation. In cases where signs give clues to the answer, interpreters must use finger spelling for those words.		х	x	OA
All interpreters must sign the Assurance of Test Security and Non-Disclosure, and the use of an interpreter must be documented on the Test Administration Report.				
Signed interpretation (e.g., ASL, signed English) of test directions may be provided for deaf or hard-of-hearing students. Only the scripted <i>Test Monitor and Student Directions</i> may be translated; no translations of test items or reading passages are allowed. For online testing, Test Monitors may assist a student who is deaf or hard-of-hearing if needed with the online tools, accessibility tools, or navigation in the test (e.g., moving forward and backward in the test, reviewing items) only if a student is unable to access an item, respond to an item, or move within a test. All interpreters must sign the <i>Assurance of Test Security and Non-Disclosure</i> ,	x	x x		TD
and the use of an interpreter must be documented on the <i>Test Administration Report</i> .				

Table 8. Explanation of Accommodations for Students with an IEP or 504 Plan for MCA (continued)

EXPLANATION OF ACCOMMODATIONS FOR STUDENTS WITH IEP OR 504 PLAN	Reading	Math	Science	Code
12-point regular print test books for Reading and Mathematics MCA may be used by students with IEPs or 504 plans whose disability prevents them from accessing the content of the assessment on a computer. Requests for this accommodation must be based on IEP or 504 team determination rather than student or administrator preference. A regular print paper test book is not available for the Science MCA.				
All student responses must be entered online by district staff. See <i>Entering Student Responses Online</i> in this chapter.	Х	X		12
Note: In some cases, a general education student with an injury that prevents them from testing online (e.g., concussion restrictions) may be allowed to use a paper test book if supported by medical documentation. The instance must be documented on the <i>Test Administration Report</i> .				

Chapter 6 — Participation of English Learners

Overview

This chapter includes a discussion of English learners as they relate to identification, participation in statewide assessments, and accommodations and supports. At the time of this manual's publication, Minnesota is in the process of creating a plan for its accountability system under ESSA. As a result, references to inclusion in AYP, AMAO, or MMR calculations have been removed or rewritten.

The acronyms EL (English learner) and ELL (English language learner) are used throughout this manual. The U.S. Department of Education and the Minnesota Department of Education use EL in their documents; the WIDA Consortium uses ELL in its English language development standards, assessments, and other documentation. Both acronyms refer to a K–12 student with a home language other than English who has not developed language proficiency in English sufficient to participate fully in classes taught in English.

All identified English learners in grades K–12 participate in the Minnesota Assessment System, including the English language proficiency and standards-based accountability assessments.

- English Language Proficiency Accountability Assessments: English learners are required
 to be assessed in grades K-12 in English language proficiency. The ACCESS for ELLs
 2.0 (ACCESS) and Alternate ACCESS for ELLs developed by the multi-state WIDA
 Consortium are used to meet this requirement. There are four language domains
 addressed by these tests: reading, writing, listening, and speaking.
- Standards-Based Accountability Assessments: English learners are required to take the MCA or MTAS in mathematics in grades 3–8 and 11; reading in grades 3–8 and 10; and science in grades 5 and 8 and once in high school to measure achievement on the Minnesota Academic Standards. These assessments are taken in addition to the English language proficiency accountability assessments.

Refer to Chapter 2 for additional information about the Minnesota Assessment System.

Identification of English Learners

In Minnesota, an English learner:

- 1. First learned a language other than English, comes from a home where a language other than English is usually spoken or does not use English as a primary language; **and**
- 2. Lacks the necessary English skills to fully participate in classes taught in English.

Part 1 of this definition is measured by a home language questionnaire (HLQ). The HLQ is completed for every student entering the district for the first time, regardless of native language. Questions about the HLQ can be directed to mde.el@state.mn.us. Part 2 is measured by a language proficiency assessment; it may also use other developmentally appropriate

assessment practices, including observations, teacher judgments, parent recommendations,

and/or developmentally appropriate assessment instruments. For 2016–2017, the W-APT (WIDA-ACCESS Placement Test), the WIDA Screener Online, and WIDA Screener Paper are all available through the WIDA consortium as language proficiency assessments. Note: there is a cost for districts that choose to use the WIDA Screener Paper.

Students who meet conditions 1 and 2 are designated in MARSS as EL. Students who do not meet both conditions may be bilingual but should not be identified as EL.

If a student qualifies for EL services, the MARSS Coordinator sets the EL flag in the student's MARSS enrollment record to "Y."

- Students designated as EL in MARSS (including new-to-country students) and enrolled in school during the ACCESS and Alternate ACCESS testing window must take an English language proficiency accountability assessment. Any student designated as EL in MARSS is expected to have an ACCESS assessment record (or, if appropriate and the student is designated as EL and Special Education in MARSS, an Alternate ACCESS assessment record).
- If EL services are provided, the MARSS Coordinator enters a valid EL Start Date. If a
 student is identified as an English learner but services are not provided or are refused by
 the parents/guardians, no EL Start Date is entered in MARSS. However, because the
 student was designated as EL in MARSS, an ACCESS or Alternate ACCESS record is
 still expected. If the parents/guardians refuse testing, DEC (declined) is indicated in the
 WIDA Assessment Management System (WIDA AMS) during the testing window.
- The MARSS record does not carry an End Date for EL. Therefore, if a student is
 identified as EL at any time during the school year before testing begins, the student
 should take the ACCESS or Alternate ACCESS.
- If a student takes the ACCESS or Alternate ACCESS and has a MARSS record with the EL flag set to "N," the test will be invalidated.
- If the district is in the process of identifying students as English learners during the
 ACCESS and Alternate ACCESS testing window, the students should be tested. If a
 student is not tested and is eventually designated as EL in MARSS, the student may
 adversely affect the district in terms of accountability calculations. If the student is not
 designated as EL and is tested, the ACCESS or Alternate ACCESS will be invalidated.

If a student from another Minnesota district moves in during the ACCESS or Alternate ACCESS testing window, check to see that the student has tested in the other district. If not, the student should be tested if possible. Refer to *Moving Into or Out of the District during Testing* in Chapter 7 for additional information.

If a student moves from another state and was administered the ACCESS or Alternate ACCESS in that state, the student must still be tested in Minnesota if they are enrolled during the ACCESS or Alternate ACCESS testing window.

ACCESS or Alternate ACCESS test records are not used to determine EL funding. While the assessments found for English learners are shown on some funding reports, funding is not dependent on the presence of a record or the results from the record. For more information about EL funding, contact marss@state.mn.us.

<u>View information regarding English learners and EL identification on the MDE website</u> (MDE website > Districts, School and Educators > English Learner Education).

Participation of English Learners with Disabilities

Students designated as English learners who also have an IEP or 504 plan must participate in the standards-based accountability assessments. Refer to *English Learner Linguistic Supports for MCA* below for information related to accommodations for these assessments; refer to Chapter 5 for information on the MTAS.

These same students must also participate in an English language proficiency accountability assessment (ACCESS or Alternate ACCESS). See *Supports and Accommodations for English Language Proficiency Accountability Assessments* later in this chapter for additional information. Students with disabilities should participate in as many domains of the ACCESS or the Alternate ACCESS as possible. If it is impossible to administer the test in a given domain due to the student's disability (e.g., the listening domain for a deaf student), indicate "Deferred Special Education (SPD)" for that domain in WIDA AMS during the testing window.

Accommodation information for English learners is not included in this manual for the college entrance exams. You will need to reference the resources and websites provided for those assessments for information on accommodations.

English Learners Who Are Foreign Exchange Students

Foreign exchange students come through foreign exchange student agencies, which are registered with the U.S. Department of State and are issued a J-1 visa. Districts and charter schools choose to participate in foreign exchange student programs and enter into agreements with exchange student agencies. These students are designated as State Aid Category 2 in MARSS. In contrast, other foreign students who enroll under an F-1 student visa and who do not participate in a program registered with the U.S. Department of State do not generate state aid of any kind. These students are designated as MARSS State Aid Category 15.

Participation in the standards-based accountability assessments is optional for foreign exchange students; see Chapter 7 for additional information. Typically, foreign exchange students are screened by the sending agency and are required to possess the necessary English skills to be successful in classrooms; thus they are unlikely to meet criteria to be designated as EL in Minnesota. If a foreign exchange student (State Aid Category 2) lacks the necessary English skills to fully participate in classes in English, they may be designated as EL in MARSS and served in the district's EL program. Foreign exchange students (State Aid Category 2) who are designated as EL in MARSS and are served in an EL program must participate in ACCESS.

For questions on whether a certain visa is eligible to generate state aid and how to report that student in MARSS, contact marss@state.mn.us.

English Learners Who Are New to U.S. Schools (New to Country)

A new-to-country English learner is a student who is designated as EL in MARSS and first enrolled in a U.S. school within 12 months of the first day of the accountability window.

How new-to-country English learners will participate in the standards-based accountability assessments is still to be determined based on ESSA. Further information about testing these students and indicating new to country will be communicated from the Division of Student Support.

Determining Appropriate Supports and Accommodations for English Learners

Because they are in the process of acquiring English, English learners are eligible to receive linguistic supports that enable them to demonstrate what they know and can do to meet academic content standards in reading, mathematics, and science. English learners who have an IEP or 504 plan may also need accommodations, such as large print or braille, in order to access statewide tests. When considering how English learners will participate in assessments, it is important to clarify the role of supports and accommodations in these decisions.

- English learner linguistic supports are available for students who are identified as EL in MARSS. While these linguistic supports are not accommodations, they are different from the supports that are available to all students because they are specific to the needs of English learners. Effective supports address each student's unique linguistic and sociocultural needs without altering the measurement properties of the test or lowering expectations for student learning. Specific information about linguistic supports available to all English learners for the MCA is provided later in this chapter.
- Supports are features or practices that allow all students to tailor aspects of the testing
 experience to their needs or preferences. Supports include accessibility tools available in
 online assessments and general test-taking practices. See Chapter 5 for a list of
 supports available to all students.
- Accommodations are changes in the way that a test is administered in order to reduce or eliminate the effects of a disability. Accommodations are only available to students with an IEP or 504 plan. English learners who also have an IEP or 504 plan may also receive accommodations; information on accommodations for MCA is in Chapter 5.

General information about selecting, administering, and evaluating the use of accommodations and supports is addressed in the *Minnesota Manual of Accessibility Features for Students with Disabilities*. This manual is designed to support IEP and 504 plan teams (including EL teachers, special education teachers, and other general education teachers, and administrators) as they work to ensure access to grade-level standards in instruction and assessment for students with disabilities. See Chapter 5 for additional information.

The MDE Accommodations Advisory Review Panel evaluates proposed additions to the approved accommodations and non-standard test administration practices for this *Procedures Manual*. These reviews ensure that a student does not use a particular accommodation or non-standard practice that could invalidate interpretations and judgments based on the resulting test score. See the *Statewide Testing Advisory Groups* document on the MDE website for more information about this panel (MDE website > Districts, Schools and Educators > Statewide Testing).

Who May Receive Linguistic Supports?

English learners must be designated as EL in MARSS in order to use linguistic supports on the statewide assessments. English learners with an IEP or 504 plan are also eligible to receive accommodations based on their IEP or 504 plan. Districts must ensure that all linguistic supports received by students are justified and supported by data teachers collect during instruction. When an eligible English learner demonstrates the need for a linguistic support, it must be provided as long as it does not invalidate the assessment.

Selecting Linguistic Supports for English Learners

The district determines the linguistic supports individual English learners will use when taking statewide assessments. Each district must establish a process to determine an appropriate course of action for testing students whose first language is not English.

Districts are encouraged to develop individual learning plans for English learners that include testing supports. Districts are encouraged to involved parents in these decisions related to their student's learning plan; translators may be needed to allow full participation of students' families. A collaborative dialogue between EL teachers, general education teachers, and parents and families can help determine what is best for the individual student based on the instruction that student is receiving at the classroom level. Personnel designated to determine appropriate linguistic supports may include the following:

- The student's bilingual or EL teacher
- The EL program coordinator
- The student's other classroom teachers
- District or School Assessment Coordinators
- The student's parent(s) or guardian(s), when appropriate
- The student, when appropriate
- IEP and 504 plan teams, if the student has a disability; the team should be involved in the selection of linguistic supports in addition to accommodations

When making decisions about appropriate linguistic supports for an English learner, the district should consider the following information:

- Current English language proficiency level
- Literacy in home language and in English
- Opportunity to learn the content areas assessed
- The primary language of instruction in the content areas
- Experience and length of time in U.S. schools
- Degree of familiarity with using the support in instruction and assessment
- Grade level
- Other school- or district-level related data

Practices that English learners have not used in instructional settings prior to the assessment should **not** be introduced for the first time during a state assessment because they could be distracting or confusing. For example, an English learner should be comfortable using a dual language word-to-word dictionary before using one in a state mathematics assessment. EL teachers and test administrators need to consider students' needs for linguistic supports well ahead of the test administration and familiarize students with their use during instruction, if appropriate. Students may require multiple linguistic supports, such as translated directions and a dual language word-to-word dictionary.

The decision on which linguistic supports will be used must be made prior to test administration. While districts may set timelines in order to facilitate timely ordering of test materials, decisions about linguistic supports can be made throughout the year, as long as they are made prior to the administration of the assessment.

Supports and Accommodations for English Language Proficiency Accountability Assessments

Refer to the *Accessibility and Accommodations Supplement* on the WIDA website for complete information on available accommodations for the ACCESS for ELLs 2.0. <u>Access the ACCESS</u> for ELLs 2.0 section of the WIDA website (WIDA > Assessment > ACCESS for ELLs 2.0). A few notes about available supports and accommodations are included below. Different supports and accommodations are available for the English language proficiency accountability assessments (ACCESS and Alternate ACCESS) than listed below for MCA.

 While the ACCESS and Alternate ACCESS Test Administration Manuals state that translated directions are accommodations only available for ELs with an IEP or 504 plan, MDE allows translated directions as a linguistic support for all ELs.

- A scribe accommodation may be provided to ELs in instances when visual or motor difficulties, including injuries, prevent them from indicating their own responses.
 - Scribes for online assessments will navigate in the test, access tools (as requested by the student), and indicate the responses provided by the student directly into the online test. Scribes for paper accommodated test materials will indicate the responses provided by the student directly into the test booklet.
 - Scribes must be impartial and understand what they can and cannot do in secure test administrations. Students must be given time, if desired, to review their responses. Scribes cannot read aloud student responses.
 - For the ACCESS Writing test, see the "Guidelines for Using the Scribed Response Accommodation" in the Accessibility and Accommodations Supplement. For constructed responses, the student must indicate all capitalization and punctuation, and must provide the exact spelling of nouns and verbs relevant to the context the first time they are used.
- Large print, braille, or regular paper test materials may be ordered for students who have
 the accommodation indicated in their IEP or 504 plan for the online grades 1–12
 ACCESS. Students must take all four subtests—reading, writing, speaking, and
 listening—using the paper accommodation. The accommodation code for regular
 print test materials (12) must be entered during Posttest Editing as it cannot be entered
 into WIDA AMS.
- Tier B Listening, Reading, and Writing braille tests are available for order for English learners in grades 1–12 who have some proficiency in reading braille and who have this accommodation indicated in their IEP. Contracted or uncontracted format must be specified when ordering braille materials. Grades 1–3 materials are in Unified English Braille (UEB). Materials for grades 4–12 are in English Braille American Edition (EBAE). District Assessment Coordinators should only order braille materials if they are certain they will be used.
 - In addition to braille text, the testing materials include tactile graphics and written descriptions of graphics where appropriate as well as test administration instructions. For scoring purposes, student responses on the braille form must be transferred into a regular ACCESS test booklet.
 - The Speaking test is not available in braille. Administration of the Speaking test to a blind student may be accomplished by using a regular test booklet and describing graphics in the student's first language. Graphics cannot be described in English.

English Learner Linguistic Supports for the MCA

On the MCA, English learners may be provided any appropriate EL linguistic supports from Tables 9 and 10 on the following pages. These linguistic supports may be provided to English learners whether or not they have an IEP or 504 plan. If an English learner has an IEP or 504 plan, refer to the tables of accommodations for students with disabilities in Chapter 5. Information on indicating the codes for linguistic supports and ordering mathematics and science scripts for MCA are also included in Chapter 5 under *General Information about Statewide Testing Accommodations*.

The summary of English learner-responsive supports displayed in Table 9 was guided by the work of the Center for Equity and Excellence in Education at George Washington University (GW-CEEE). The team at GW-CEEE identified direct linguistic supports in English, direct linguistic supports in the student's first language, and indirect linguistic supports. A panel of experts then recommended the use of the identified supports at various proficiency levels. Table 9 shows the linguistic supports allowed on the MCA organized by type and English language proficiency level. The supports in Table 9 are described in greater detail in Table 10.

Table 9. Summary of Direct and Indirect Linguistic Supports for English Learners on MCA*

	English Laı	nguage Proficier	ncy Level
Linguistic Supports	Beginning	Intermediate	Advanced/ Transitional
Direct Linguistic Support in English			
Scripted oral English			
Use accommodated text-to-speech for math/science		Optional	
Read aloud math/science scripts	Optional	Optional	
Clarification			
Simplify test directions	Optional	Recommended	
Clarify test directions		Optional	
Direct Linguistic Support in First Language			
Dual-language/first-language reference materials			
Provide word-to-word translation or dual- language dictionary for math/science	Optional	Recommended	Recommended
Written translation			
Provide written translation of test directions in student's first language	Recommended		
Scripted oral translation			
Read aloud written translation of test directions in student's first language	Recommended	Optional	
Sight translation			
Translate directions in student's first language	Recommended	Optional	
Clarify/explain test directions in student's first language	Recommended	Optional	
Indirect Linguistic Support			
Allow student to read a reading test aloud, recording his or her voice for later playback	Optional	Optional	Optional
Allow extended testing time of sections/segments over multiple testing sessions	Optional	Optional	Optional

^{*}Recommended = Recommended for ELs at this English language proficiency level
Optional = Optional for ELs at this English language proficiency level based on individual
student need

Table 10. Explanation of Linguistic Supports for English Learners on the MCA

EXPLANATION OF LINGUISTIC SUPPORTS FOR ENGLISH LEARNERS	Reading	Math	Science	Code
Accommodated text-to-speech for Mathematics OLPA, Mathematics MCA, and Science MCA may be provided to English learners. Accommodated text-to-speech must be indicated in PearsonAccess Next (for OLPA) or in Pretest Editing in Test WES (for MCA) prior to the student signing in to the test.		x		
Accommodated text-to-speech provides computer-generated audio for charts and graphs in addition to the question and answer options that are provided for standard text-to-speech. With either type of text-to-speech, students can select the parts of the item they want to listen to (e.g., question and answer options, graph only, selected text).			x	МС
Because accommodated text-to-speech reads not only the questions and answer options but also all the labels, graphs, and charts, it may be a heavy language load that is beneficial for a limited number of English learners. Typically, only a small number of students need the accommodated text-to-speech; the default should be the standard text-to-speech.				

Table 10. Explanation of Linguistic Supports for English Learners on the MCA (continued)

EXPLANATION OF LINGUISTIC SUPPORTS FOR ENGLISH LEARNERS	Reading	Math	Science	Code
A word-to-word translation or commercial word-to-word dual-language dictionary may be provided to English learners on the Mathematics OLPA, Mathematics MCA, and Science MCA. This accommodation is appropriate for testing only if it is a part of the student's daily mathematics or science instruction.				
A word-to-word translation may be provided to the student using an online translation program (e.g., Google Translate, iTranslate, Waygo). This linguistic support must be administered in an individual setting to ensure the device is used only for word-to-word translation. The device used for the translation must be in addition to the testing device because TestNav will not allow other programs or applications to run at the same time as the test. The Internet or applications other than what is used for the translation cannot be accessed.				
A commercial word-to-word dual language dictionary contains mathematical and scientific terms in English and in the first language of a given learner. No definitions are provided—only direct translations of the terms.		x	х	OA
 The following English-Spanish math dictionary is an online example of a bilingual mathematics dictionary that can be printed and provided to the student. <u>View the English-Spanish Math Dictionary</u> (http://www.math2.org/math/spanish/eng-spa.htm). 				
 Contact <u>mde.testing@state.mn.us</u> for further information and questions on allowable dictionaries. Electronic versions of dual-language dictionaries cannot be used by the student during testing. 				
Before simply copying a dictionary in its entirety, consider that a dual-language word-to-word dictionary ought to be appropriate for the grade level, containing only the words a learner at a given grade should be expected to know (for example, a fifth grade dual-language word-to-word dictionary would likely contain mathematical or scientific words children learn in fifth grade as well as words from lower grades). The Minnesota Academic Standards provide the basis for determining appropriate mathematical and scientific terms for each grade level.				

Table 10. Explanation of Linguistic Supports for English Learners on the MCA (continued)

EXPLANATION OF LINGUISTIC SUPPORTS FOR ENGLISH LEARNERS	Reading	Math	Science	Code
Extended testing time of sections over multiple testing sessions is considered an accommodation for online Mathematics OLPA, Mathematics MCA, Reading MCA, and Science MCA because a student is expected to complete a section during the testing session. The assessments are not timed, but this accommodation is specific to students who typically require additional time beyond a standard testing session.				
 For extended testing time for online Mathematics OLPA or Mathematics MCA, students will exit the test at any point when the testing session is over. 				
 For extended time for the online Science MCA, students must complete all items associated with a scenario; a title page will indicate the beginning of the next scenario. 				
 For extended time for the online Reading MCA, students must complete all items associated with a passage; if there is more than one passage in a section, students must exit on the title page of the next passage. 	x	x	x	OA
 Upon resuming, the Test Monitor should remind students that they cannot go back to previously completed items. 				
Note: For online Reading OLPA, extended time in a section over multiple testing sessions is not allowed because each passage is in its own section, and students must complete all items associated with the passage before exiting the test.				
For extended time for paper accommodated test materials for Reading, Mathematics, and Science MCA, refer to Chapter 5. English learners only use paper accommodated test materials if they also have an IEP or 504 plan that requires those accommodations.				

Table 10. Explanation of Linguistic Supports for English Learners on the MCA (continued)

EXPLANATION OF LINGUISTIC SUPPORTS FOR ENGLISH LEARNERS	Reading	Math	Science	Code
Scripts for Mathematics MCA may be provided to English learners. Because the online test is adaptive, the script can only be used in conjunction with a regular print, large print, or braille test book. (Scripts cannot be created for adaptive tests because the test items presented vary by student based on student responses to previous items.) The Test Monitor reads from the script while the student responds directly into the test book. The script can be administered in a small group or individual setting.				
All student responses must be entered online by district staff. See <i>Entering Student Responses Online</i> in Chapter 5.		Х		MS
The script requires that the Test Monitor read not only all the questions and answer options but also all the labels, graphs, and charts. The script may be a heavy language load and may be beneficial for a limited number of English learners. Typically, only a small number of students need the script; the default should be the standard text-to-speech available in the online test.				
Scripts for Science MCA may be provided to English learners. The script can be administered in a small group or individual setting. The script can be used in conjunction with the online test because the test is not adaptive; it can also be used in conjunction with large print and braille test books.				
 For administration of the script in conjunction with the online test, the Test Monitor reads from the script while the student enters responses directly into the online test. 				
 For administration of the script with large print or braille test books, the student enters responses into the test book. All student responses must be entered online by district staff. See Entering Student Responses Online in Chapter.5. 			х	MS
The script requires that the Test Monitor read not only all the questions and answer options but also all the labels, graphs, and charts. The script may be a heavy language load and may be beneficial for a limited number of English learners. Typically, only a small number of students need the script; the default should be the standard text-to-speech available in the online test.				

Table 10. Explanation of Linguistic Supports for English Learners on the MCA (continued)

EXPLANATION OF LINGUISTIC SUPPORTS FOR ENGLISH LEARNERS	Reading	Math	Science	Code
Simplified or clarified directions are not provided by MDE. The Test Monitor can simplify or clarify the scripted <i>Test Monitor and Student Directions</i> using vocabulary that the individual student would understand and then know how to take the test, but the Test Monitor cannot change the meaning of the directions or provide information that would lead or cue the student. The use of simplified or clarified directions should be documented on the <i>Test Administration Report</i> .	x	x	x	TD
Translated directions (oral or written) in first language are allowed for English learners. Only the scripted <i>Test Monitor and Student Directions</i> may be translated; no translations of test items or reading passages are allowed. For online testing, Test Monitors may assist a student if needed with the online tools, accessibility tools, or navigation in the test (e.g., moving forward and backward in the test, reviewing items) only if a student is unable to access an item, respond to an item, or move within a test.				
Districts arrange for and provide all translations. If a translator is needed to provide allowed translations, districts must use a local process to hire a qualified person. A database of English learner interpreters is available under Related MDE Resources on the English Learner Disability Resources section of the MDE website. View the English Learner Disability Resources section of the MDE website (MDE website > Districts, Schools and Educators > Special Education > Diverse Populations > English Learner Disability Resources).	x	X	х	TD
All translators must sign the <i>Assurance of Test Security and Non-Disclosure</i> , and the use of a translator must be documented on the <i>Test Administration Report</i> .				

Chapter 7 — Students in Special Circumstances and Situations

Overview

This chapter provides definitions and clarifications of the wide variety of circumstances and situations that affect student participation in the standards-based accountability and English language proficiency accountability assessments.

At the time of this manual's publication, Minnesota is in the process of creating a plan for its accountability system under ESSA. As a result, references to inclusion in AYP, AMAO, or MMR calculations have been removed or rewritten.

Alternative Learning Centers (ALC), Alternative Learning Programs (ALP) and Private Contract Alternatives

School Classifications 41, 42, and 43 provide educational alternatives for certain students. With the exception of facilities located in Cities of the First Class (i.e., population over 100,000), these sites must accept any student who meets the entrance criteria, space permitting. All students at these sites must take the applicable standards-based and English language proficiency accountability assessments.

Care and Treatment and Private Facilities

School Classifications 70, 71, 72, 74, 76, 77, 78, and 79 are care and treatment programs that provide a range of medical and mental health services to students. These students must take the applicable standards-based and English language proficiency accountability assessments unless they have been medically excused.

Determining a Student's Grade Level

There will be situations in which the student's grade sent in the precode file is incorrect due to inaccurate data submitted in MARSS.

- For MCA and MTAS, grade changes must be submitted in MARSS at least two business days prior to testing and data entry. The grade for a student cannot be changed in PearsonAccess Next. The grade must be correct in PearsonAccess Next prior to online testing or data entry.
- For ACCESS and Alternate ACCESS, grade changes are made in the WIDA
 Assessment Management System (WIDA AMS). For grades 1–5 writing and for students
 using accommodated paper materials, change the grade in WIDA AMS and use the
 incorrect label on the appropriate grade-level cluster test booklet.

Students must take the assessment for the grade indicated in MARSS during the testing window. For example, a student enters an alternative high school and is indicated in MARSS as a grade 10 student based on earned credits. At the time of testing, this student has earned

enough credits to be promoted to grade 11, and the grade indicated in MARSS is changed to grade 11. In this case, the school should administer a grade 11 Mathematics MCA or MTAS assessment, not a grade 10 Reading MCA or MTAS assessment.

If possible, it is best to avoid changing grades during the testing window.

- For students changing grades during the MCA/MTAS testing window, districts need to ensure that there is a MCA/MTAS assessment(s) for the grade(s) indicated during the accountability window.
- For ELs who change grades during the ACCESS testing window, districts should administer the ACCESS assessment for the new grade if it is not within the same grade cluster. If students' grades are changed within any of the ACCESS for ELLs grade clusters, they cannot take the ACCESS for ELLs again in the new grade because it is the same test. If ELs change grades after the testing window but before or during the accountability window, there will not be a matching ACCESS or Alternate ACCESS assessment for accountability purposes.

The District Assessment Coordinator should ask the counselors if there are any students who will be changing grades during testing.

In the unusual circumstance when a student is enrolled in one grade in a high school and in another grade in an ALC (or dual-enrolled in different grades across districts), the student will only be sent in precode for the school that has the student indicated at the lowest grade; however, the student may need to test for both grades. See *Dual-Enrolled Students or Concurrent Enrolled Students* below for more detail. For ACCESS and Alternate ACCESS, all students who are EL-identified in MARSS are sent in precode.

Dual-Enrolled Students or Concurrent Enrolled Students

The term dual-enrolled indicates that a student is taking classes in two sites and at least one of them is an ALC. The typical dual-enrolled student is enrolled in a traditional middle or high school full-time and an ALC or ALP for additional courses.

A concurrent-enrolled student attends two sites part-time. The concurrent sites may be a traditional middle or high school and an ALP or ALC, an ALC and an ALP, or two traditional schools.

- A student will be sent for precode for only one of the schools for OLPA, MCA, and MTAS, which means that only one school will have the student loaded for online testing or data entry.
- For ACCESS and Alternate ACCESS, dual-enrolled students are sent in precode for only one school within a district; if a student is dual-enrolled in two districts, both districts will have the student included in their precode. The districts will need to collaborate to ensure the student is only tested once.

The student's test results, including the preliminary results in PearsonAccess Next and the Individual Student Report (ISR) are provided only to the site where the student completed the test.

The bullets below provide additional information about testing dual-enrolled students.

- For dual-enrolled students who are in the same grade at both sites: students are sent for precode for only one school, and only one site will test the student. The testing location can be changed using Precode Student Eligibility in Test WES if needed.
- For dual-enrolled students who are in different grades at each site: the school that has the student indicated at the lowest grade will have the student loaded for testing. If the sites come to agreement on the student's grade, the grade must be changed in MARSS so they match; see the previous bullet for further information on testing and refer to Determining a Student's Grade Level, addressed above. However, if the grade remains different between the sites, both sites must test the student in the grades in which the student is enrolled in MARSS.
 - o For online MCA and MTAS tests, one site will test the student in the grade indicated in MARSS. Once testing is completed, the second site will change the student's grade and testing location in Precode Student Eligibility. Once the updated student information appears in PearsonAccess Next, the second site will test the student in the grade it has indicated in MARSS.
 - For data entry of student responses from paper accommodated test materials, both sites can test the student using the test materials for the appropriate grade. One site will enter the responses online for the grade indicated in MARSS. Once data entry is complete, the second site will change the student's grade and testing location in Precode Student Eligibility. Once the updated student information appears in PearsonAccess Next, the second site can enter the responses online for the grade it has indicated in MARSS.
 - For ACCESS and Alternate ACCESS, if the two grades are within the same grade band, the student can only test once. If the two grades are in separate grade bands (e.g., grade 8 and grade 9), the student's grade can be changed in WIDA AMS (or hand-bubbled on a test booklet, as applicable) for the second test once the first is completed.

In the case where students take the MTAS or an English language proficiency accountability assessment (ACCESS or Alternate ACCESS), the district that reports the student as special education or indicates EL in MARSS should be the same district that administers the test in order for the test to be valid.

English Learners (EL)

English learners are students designated as EL in MARSS. Refer to Chapter 6 for further information.

All English learners in grades K–12 must take the ACCESS or Alternate ACCESS. For accountability purposes, students are considered English learners for the entire year if they are identified as EL in MARSS at any time during the year. If the district is in the process of identifying students as English learners during the ACCESS and Alternate ACCESS testing window, the students should be tested. Refer to Chapter 6 for additional information.

If an English learner takes an English language proficiency accountability assessment but is not identified as EL in MARSS, the student will appear to be ineligible for the test, and the test will be invalidated. This potential situation illustrates the importance of keeping MARSS enrollment information up-to-date and accurate.

Standards-based accountability assessments must also be taken by English learners in addition to the English language proficiency accountability assessment.

Enrolled in Another State (MARSS State Aid Category = 14 or 52)

Students who reside in Minnesota but are enrolled in a district in another state, usually in a neighboring state, are indicated in MARSS using the State Aid Category of 14 or 52. These students are not expected to participate in the Minnesota Assessments; presumably the state where they are enrolled will include the students in its assessment system.

Expelled Students

Expelled students who are still enrolled in the district are required to take the applicable standards-based and English language proficiency accountability assessments. If the expelled student is unable to test, districts will indicate the ABS test/accountability code in Test WES during Posttest Editing.

504 Plan Students

Students with a 504 plan must take the applicable standards-based and English language proficiency accountability assessments. Refer to Chapter 5 and the MDE website for further information on accommodations and participation. View the Section 504 page of the MDE website (MDE website > Districts, Schools and Educators > Section 504).

Foreign Exchange Students (MARSS State Aid Category = 2 or 15)

Foreign exchange status will be validated against MARSS. See Chapter 6 for additional information about foreign exchange students. Although these students are enrolled full-time in a public school, their participation in the standards-based accountability assessments is optional. If foreign exchange students will not participate in MCA or MTAS, no action is needed. The student's record will appear in PearsonAccess Next but no test record will be expected if the State Aid Category is indicated correctly in MARSS.

If a foreign exchange student (State Aid Category 2) lacks the necessary English skills to fully participate in classes in English, they may be identified as EL in MARSS and served in the district's EL program. Foreign exchange students (State Aid Category 2) who are designated as EL in MARSS and are served in an EL program must participate in the English language proficiency accountability assessment.

GED Students

GED students do not need to fulfill any applicable graduation assessment requirements or participate in standards-based and English language proficiency accountability assessments because they are not considered public school students.

Homebound/Non-Attendance Students

These students are enrolled in a district even though they may not actually attend. Educational services are provided as appropriate, given the circumstances of the student. Students must take the applicable standards-based and English language proficiency accountability assessments. The usual security and test administration procedures apply when administering tests during educational services, and district and state test dates must be followed.

Homeless Shelters

School Classification 73 defines shelters as temporary housing for students in crisis. Educational services are provided as appropriate, given the circumstances of the student. Students must take the applicable standards-based and English language proficiency accountability assessments.

Home-Schooled Students

Home-schooled students are not public school students. Therefore, they are not required to participate in the standards-based accountability assessments, no matter which courses or classes they are taking in the public school. Districts may include home-schooled students when they test their students on the standards-based accountability assessments. If the student has a MARSS enrollment and is not designated as a shared-time student (MARSS State Aid Category = 16, 17, or 18), then the student cannot be considered home schooled. Home-schooled students who wish to test are charged a fee (see Chapter 8) and must have the test administered by public school staff.

Home-schooled students must be manually added to precode files using Precode Student Eligibility in Test WES with the Homeschool Student enrollment code; see Chapter 9 for further information about Precode Student Eligibility.

Incarcerated Students at Correctional Facilities

School Classification 70 defines students placed in a correctional program but still enrolled in a district; these students are required to participate in the applicable standards-based and English language proficiency accountability assessments. For online testing, correctional facilities need to provide the resources necessary for students to test. There is no alternative paper administration mode available to general education students. If the student is unable to test, indicate the ABS test/accountability code during Posttest Editing.

Independent Study Students

Students participating in independent study programs are required to participate in the applicable standards-based and English language proficiency accountability assessments. These students must take the accountability assessment for the grade indicated in MARSS during the testing window.

Individualized Education Program (IEP) Students

Students with an IEP must take the applicable standards-based and English language proficiency accountability assessments. Refer to Chapter 5 and the MDE website for further information on accommodations and participation. <u>View more information on the MDE website</u> (MDE website > Districts, Schools and Educators > Special Education > Statewide Assessment for Students with Disabilities).

Intermediate Districts

Students enrolled in these districts are required to participate in the applicable standards-based and English language proficiency accountability assessments. It is important for regular school districts to work with intermediate districts to make sure that dual-enrolled students are tested; see *Dual-Enrolled Students or Concurrent Enrolled Students* above.

Medical Excuse

There may be circumstances beyond a district's control when a student cannot be assessed at any time during the testing window due to a significant medical condition (e.g., a student is hospitalized due to an accident). The district will indicate the ME (medical excuse) test/accountability code during Posttest Editing in Test WES for a student unable to take the test because of a medical condition officially documented at the district.

MDE requires that the medical condition be verified annually by a licensed medical professional, operating under the scope of their medical professional license. For any future audit, districts should have the documentation on file that confirms the students coded with a medical excuse

could not have appropriately tested; this documentation must be kept on file for two years after the end of the academic school year in which testing took place.

For ACCESS or Alternate ACCESS, districts will need to indicate the ME test code during Posttest Editing in Test WES.

Moving Into or Out of the District during Testing

Districts should attempt to test all students who are enrolled during the testing windows. If a student moves into a district during a testing window and has not taken a test, the district should test the student.

Since the MCA and MTAS testing window is longer than the accountability window, students who enroll during the accountability window must be tested, even if other students in the school complete testing prior to or after the accountability window.

A student who moves from one district to another near the end of the testing window and has not yet taken the test should be tested if at all possible. From the points of view of the family and teacher, the test will provide useful information.

If a student moves from another state and was administered the ACCESS or Alternate ACCESS in that state, the student must still be tested in Minnesota if they are enrolled during the ACCESS or Alternate ACCESS testing window.

Students Moving Prior to Testing

For students who move out of your district before the testing window opens:

- MCA and MTAS: No action is needed. The student's test eligibility will be removed from PearsonAccess Next once submitted MARSS data indicates the student is no longer enrolled.
- ACCESS and Alternate ACCESS: No action is required for online testing. For paper accommodated or paper test materials, securely dispose of the preprinted labels. If labels have already been attached to the test booklets, return the test booklets to DRC with the Do Not Process labels attached.

For students who moved out during the testing window but before the test was administered:

- MCA and MTAS: Indicate the NE (not enrolled) test/accountability code during Posttest Editing in Test WES. The NE code will be validated against MARSS.
- ACCESS and Alternate ACCESS: indicate the ABS (absent) in WIDA AMS during the
 testing window. During Posttest Editing, the code can be changed to NE (not enrolled). If
 students started but did not complete all domains before moving, indicate ABS (absent)
 for the domains not completed in WIDA AMS during the testing window; the code for
 those domains can be changed to NE (not enrolled) during Posttest Editing.

Students Completing Part of Assessments

If a student moves to a new school or district and has not started the MCA, the student's test eligibility will automatically move to the new school when updated MARSS data is submitted and sent to Pearson through the precode files. No additional action is needed. However, if a student moves to a new school or district and the test has already been started, the student's test will NOT automatically move. Even if updated MARSS data is submitted and Precode Student Eligibility reflects the updated information, the test will not move to the new school or district in PearsonAccess Next. The district will need to take further action, depending on whether the student has moved to a different school in the same district or has moved into a new district. Refer to the Online Testing Situations and Misadministrations procedure on PearsonAccess Next for detailed instructions (PearsonAccess Next > Resources & Training > Policies and Procedures).

For grades 1–12 online ACCESS, if a student takes one or more domains of the ACCESS for ELLs 2.0 test in one district and transfers to another district, the new district will complete the online Student Transfer Form in WIDA AMS. This will allow the student to finish testing at the new district.

New-to-Country English Learner

A new-to-country English learner is a student who is designated as EL in MARSS and first enrolled in a U.S. school within 12 months of the first day of the accountability window.

How new-to-country English learners will participate in the standards-based accountability assessments is still to be determined based on ESSA. Further information about testing these students and indicating new to country will be communicated from the Division of Student Support.

Online Schools (Virtual Schools)

Students enrolled in online schools (School Classification 46) must participate in the applicable standards-based and English language proficiency accountability assessments. It is the online school's responsibility to test these students. Because of the technical requirements involved, only district-owned computers/devices can be used for online tests; student-owned computers/devices are not permitted.

The online school may arrange to have resident districts test these students. The online school is responsible for the security of any test materials and ensuring that the tests are administered in accordance with all policies and procedures outlined in this and related manuals.

Open Enrollment/Parent Choice Program Students

Districts that enroll students through the open enrollment process should treat them as if they were residents of the district. These students must participate in applicable standards-based

and English language proficiency accountability assessments. The accepting district becomes the *de facto* resident district for open-enrolled students and they test at their open-enrolled site.

Out-of-State Testing

In rare circumstances, there may be cases where students who were enrolled in the district have moved out of the state and still need to participate in the MCA. Each district will determine if it will make an out-of-state testing opportunity available to students. An out-of-state testing process has been established to maintain test security and a standardized administration of the MCA; email mde.testing@state.mn.us for the process as needed.

Physical Limitations (Temporary)

Sometimes students encounter circumstances immediately before or during testing (e.g., a broken arm, concussion) that make it impossible to take a test as usually administered. If such a special circumstance requires the student to have an accommodation for testing (e.g., a scribe is needed for a student who breaks his or her arm, a student must test on paper due to technology restrictions from a concussion), the student may use it. See Chapter 5 for additional information. Districts should document the instance on the *Test Administration Report*.

Postsecondary Enrollment Options (PSEO) Students

Full-time PSEO students are public school students who attend a postsecondary institution **full time**. These students are identified as PSEO in MARSS. Districts are responsible for testing these students on the standards-based accountability assessments if they are present when testing is scheduled. If not testing, the student's record will appear in PearsonAccess Next but the student will not test; no further action is needed.

In some special cases, districts pay the college directly and PSEO is not indicated in MARSS. This creates a discrepancy in Posttest Editing if the student did not test, and the district will need to submit information to MDE during Posttest Editing to resolve the discrepancy. Detailed information will be provided in the *Posttest Editing User Guide*. The close of Posttest Editing is the deadline for submitting information on these PSEO students.

Part-time PSEO students must participate in the standards-based accountability assessments.

Private Schools (Nonpublic Schools)

Private/nonpublic schools are not required to participate in the standards-based and English language proficiency accountability assessments but may choose to participate at a cost. Refer to Chapter 8 for cost information.

For each test they administer, private/nonpublic schools must follow all test administration and security policies and procedures outlined in this and related assessment manuals, including following state-designated testing windows. Private/nonpublic schools that do not adhere to

these policies and procedures may be disallowed from participating in future statewide assessments.

Students attending a nonpublic school through an IEP or for care and treatment are reported in MARSS through the resident district using the State Aid Category of 28. These students are sent in precode because MDE does not know if it is a permanent or temporary placement for the student. They are not expected to participate in the Minnesota Assessments.

Refusal by Parent

Parents may refuse to allow their children to take the standards-based and English language proficiency accountability assessments.

- A parent refusal must be submitted to the district in writing before testing. MDE
 requires that parent refusals are documented annually; this documentation must be kept
 on file for two years after the end of the academic school year in which testing took
 place.
- Each district determines what documentation they require for parent refusals and may continue to collect them as they have in the past. In compliance with Minnesota Statutes 120B.31, subdivision 4a, MDE will provide an optional form, along with information about statewide testing, that parents and guardians may use to document if they refuse to have their student participate.
- In order for parents to make fully informed decisions regarding their child's participation in statewide assessments, districts should provide complete and transparent information when asked by parents if they can refuse testing. Districts may include the form from the MDE website, and the accompanying information, when providing information to parents about statewide testing. The law does not state districts are required to notify parents/guardians or post information on their websites about parent refusals. The law does state that parent refusal information must be provided upon request in a timely manner.
- The school is required by state and federal law to ensure participation by all students in statewide accountability assessments. If a parent refuses their child's participation, the school does not need to provide alternative educational opportunities on demand for those students.

If a student has started or completed the assessment at the time of the parent refusal, the test will be submitted as is for scoring. The district cannot invalidate the test because the portion the student completed is still valid; however, the district should indicate on the *Test Administration Report* that the parent's request for refusal could not be honored. The district will determine with the parent if the student report generated will be provided to the parent.

For MCA and MTAS, the test/accountability code for parent refusals has been changed to REF-P. Districts indicate the REF-P test/accountability code in PearsonAccess Next during the testing window. For ACCESS and Alternate ACCESS, districts indicate a parent refusal (DEC) in WIDA AMS during the testing window. For all assessments, parent refusals may also be indicated in Test WES during Posttest Editing.

Refusal by Student

Districts may require that students provide written refusals for the standards-based and English language proficiency accountability assessments. The district may also determine if student behavior prevents the student from testing. In the case of behavior, districts can attempt to administer on another day before documenting the refusal. Student refusals are not required to be documented on the *Test Administration Report* but districts may choose to document the circumstances surrounding student refusals as needed to address questions after testing.

For MCA and MTAS, the code for student refusals has been changed from INV (invalidation) to REF-S. For MCA and MTAS, districts indicate the REF-S test/accountability code in PearsonAccess Next during the testing window. For ACCESS and Alternate ACCESS, districts indicate a student refusal (DEC) in WIDA AMS during the testing window. For all assessments, student refusals may also be indicated in Test WES during Posttest Editing.

If a student has started an assessment and then refuses to finish it, the test will be submitted as is for scoring since the student did participate in part of the test. The district should indicate on the *Test Administration Report* that the student refused to finish the test, in case there are questions from parents/guardians or staff during reporting.

The expectation is that students will test. The REF-S code exists for documentation purposes, like the collection of other test codes, and does not imply MDE condones the behavior. Districts are to address student refusal according to district policy.

Retained Students

Students who have been retained are required to participate in the applicable standards-based accountability and English language proficiency accountability assessments for the grade indicated in MARSS, even though they took the assessment the previous year. For example, if a student took the grade 7 Reading and Mathematics MCA in 2016 and is retained in grade 7 for 2017, the student will take the grade 7 Reading and Mathematics MCA again, regardless of proficiency the previous year.

Shared-Time Students (MARSS State Aid Categories = 16, 17, or 18)

These students are enrolled full-time in a private/nonpublic school or home school and attend public school for one or more classes (e.g., world language, band, a special education class) during the school day. Even if they take a mathematics or reading class at the public school,

they are not public school students and—for accountability purposes—are not required to test at the public school. If shared-time students will not participate in MCA or MTAS, no action is needed. No test record will be expected if the State Aid Category is correctly indicated in MARSS.

If shared-time students do want to test, they must be manually added using Precode Student Eligibility in Test WES with the Homeschool Student enrollment code. The student's results are not included in accountability calculations.

Shared-time students who receive eligible EL instruction through the public school and are ELidentified in MARSS must take the ACCESS. These students must be indicated as shared-time in MARSS.

Significant Gap in Enrollment Students

Under AYP, "significant gap in enrollment" was when a student had been absent for a significant period of time (at least 15 consecutive days) and was dropped in MARSS. Students with a significant gap in enrollment have been expected to participate in the applicable standards-

based and English language proficiency accountability assessments. It is still to be determined if significant gap will be used in accountability calculations under ESSA; further information will be provided if districts need to indicate significant gap during Posttest Editing in Test WES.

Special Education Sites, Combined Special Education/Vocational Education Programs

School Classifications 50 and 55 are sites that provide central placement options for students whose resident districts do not have the resources to serve them locally. Students at these sites are placed through an IEP process that has determined the site to be the least restrictive environment. Students at these sites typically come from multiple districts.

To meet legislative requirements, students at these sites must participate in the applicable standards-based and English language proficiency accountability assessments, with the IEP team determining which assessment the student is eligible for.

Suspended Students

Suspended students who are still enrolled in the district are required to participate in the applicable standards-based accountability and English language proficiency accountability assessments. If the student is unable to test, the district indicates the ABS (absent) test/accountability code in Test WES during Posttest Editing.

Summary

Most students in special circumstances discussed in this chapter must participate in a standards-based accountability assessment, and, if designated EL in MARSS, an English language proficiency accountability assessment. For students in special circumstances that permit them not to take an assessment, it is important that either their MARSS information or the test/accountability code indicates that they are part of a group of students who do not have to take the assessment. Table 11, on the next page, provides a summary of how students participate in accountability assessments.

Table 11. Do These Students Have to Take Accountability Assessments?

		Must	test?
Circumstance	Comment	Yes	No
ALC, ALP or Private Alternate Program	School classifications 41, 42, and 43. Dual-enrolled students (e.g., in the high school full-time, at ALC for additional classes) are included in precode for one school only.	ool full-time, at ALC for additional classes) x	
Care and Treatment, etc.	School Classifications 70, 71, 72, 77, and 79.	x	
Expelled	If the expelled student is unable to test, indicate the ABS test/accountability code.	x	
Foreign Exchange	Testing is optional for standards-based accountability assessments. If the student is designated as EL in MARSS, the student must take the English language proficiency accountability assessment.		x
Homebound	District staff person administers tests when educational services are provided.	х	
Home School	Parent of home-schooled student may request student participates in standards-based accountability assessments. District will be charged the standard fee for each test. Student's scores are not included in accountability calculations. (See Shared Time below.)		x
Incarcerated	School Classification 70. If the student is unable to test, indicate the ABS test/accountability code.		
PSEO (Full-time)	These students do not have to test, but if they are present when testing is scheduled, they take the test.		x
PSEO (Part-time)	Part-time PSEO students are required to test.	X	
Private School	Private school students who take the standards-based accountability assessments will be charged the standard fee, and their scores will not be included in accountability calculations. (See <i>Shared Time</i> below.)		x
Shared Time Home-schooled or private school students who attend a public school for any part of their education are not expected to take the standards-based accountability assessments. If they do, the district will be charged the standard fee. However, if a student is indicated as EL, the student must take the English language proficiency accountability assessment. There is no fee.			x
Suspended	If the student is unable to test, indicate the ABS test/accountability code.	х	

Chapter 8 — Test Administration

Overview

This chapter contains information on the many policies and procedures related to planning and administering the Minnesota Assessments in a school district. The topics are organized in the sequence a District Assessment Coordinator would likely encounter them and focus on the MCA and MTAS.

- Specific information for OLPA is included in this chapter as applicable. All MCA test
 administration and test security policies and procedures are the same for the OLPA and
 must be followed. However, because OLPA is an optional assessment that is not used
 for accountability purposes, there are some differences. For example, there are no
 participation requirements for OLPA, and no accommodated test materials are available.
- While some information related to ACCESS and Alternate ACCESS is included in this chapter, refer to the WIDA website for manuals and other resources for detailed information.
- For detailed information on administering of the OLPA, MCA, and MTAS, refer to the applicable user guides and *Test Monitor and Student Directions* on PearsonAccess Next.

At the time of this manual's publication, Minnesota is in the process of creating a plan for its accountability system under ESSA. Most aspects of test administration will proceed as they did in 2015–2016 but any changes or policies that are still to be determined are noted in this chapter.

Important Dates

The *Important Dates* in the front of this manual have a chronological list of tasks, arranged by test, that District Assessment Coordinators must be aware of and follow during the 2016–2017 school year.

Which Students Should Test

ESEA requires districts to have as many students as possible participate in the standards-based accountability assessments (MCA or MTAS). The OLPA is an optional assessment and students are not required to participate. ESEA also requires that all English learners participate in the English language proficiency accountability assessments. See Chapter 7 for further information on students in special circumstances and situations.

What Test Students Will Take

Before test administration, districts must determine which assessments and, if applicable, which accommodations or linguistic supports each student will receive. Specific requirements must be

followed when determining which students should be assessed with MTAS or Alternate ACCESS. Access alternate assessment eligibility information on the MDE website (MDE website > Districts, Schools and Educators > Statewide Testing > Minnesota Tests). Chapters 5 and 6 include additional information on available supports and accommodations.

While students may or may not participate in the Reading and Mathematics OLPA, they must still take the MCA or MTAS in the spring for accountability purposes; the OLPA cannot be used for accountability purposes.

The decision of which assessment will be administered must be made before a student takes any assessment for the year. However, if a student changes school districts, and the new district determines a different test is appropriate, the new district can test the student. Note: If multiple test records are received for a student, the most accommodated test becomes the test used for accountability purposes (e.g., MTAS is used instead of MCA).

Where Students Should Test

For online testing, districts can test students enrolled in their district wherever the district can make the appropriate technology preparations, such as a computer lab in a different school building. Students will be loaded for testing based on their MARSS enrollment.

- For MCA online testing, districts can change the school where students will test through Precode Student Eligibility in Test WES.
- For ACCESS online testing, districts can change the school where students will be testing in WIDA AMS.

Students should take MCA paper accommodated tests, MTAS, ACCESS paper tests, and Alternate ACCESS at the school site where they are enrolled.

A student must be known to the Test Monitor in order to test. When students are taking a test at a site where they are unfamiliar to the Test Monitor, the Test Monitor should ask for a picture ID to verify each student's identity.

Establishment of Testing Windows for Minnesota Standards-Based Accountability Tests

Minnesota Statutes 120B.30 charges MDE with establishing a uniform testing calendar each year; districts set their testing calendars within the state-designated testing windows. Several factors are evaluated when establishing a testing window, including security and the impact on scoring, reporting, and accountability calculation timelines. MDE continues to evaluate how to keep testing windows as long as possible to allow the most scheduling flexibility for districts and to allow students to test as close to the end of the school year as possible, while balancing test security and the need for shorter reporting timelines. MDE sets the standards-based accountability assessments testing windows to end in May for the following reasons:

- To ensure accurate accountability calculations and correct student information on reports, MDE provides a Posttest Editing window for districts in late May–early June. This window allows districts the opportunity to verify that all students enrolled who are expected to test have the appropriate test record matched to their enrollment record. The testing windows need to end early enough in May for data to be available for Posttest Editing while district staff—especially staff contracted only during the school year—are available to make the edits.
- In years without standard setting, final data is available to districts in June and parent reports are provided to districts in the summer. ("Standard setting" is the process by which performance level expectations are set the first year tests are administered operationally; see *Building a Test* in Appendix B for additional information.) This allows districts time to review their data during the summer and prepare for curriculum and instruction for the following year. For 2016–2017, results may not be available in this timeline because of accountability system changes under ESSA.

Extension of Testing Windows

MDE expects districts to schedule test administrations early enough in the testing window to ensure students have the opportunity to complete testing. For online administrations, MDE expects districts to conduct all recommended online readiness activities prior to testing to ensure a smooth online testing experience at their sites. If a school or district experiences technical difficulties at the local level, MDE does not grant an extension of the testing window. The same is true for weather conditions: the length or frequency of the online testing windows mitigates the need to extend online testing windows for inclement weather.

- Districts scheduled to test the final week of the online testing window must have a
 contingency plan (such as an alternative site to test students) to complete testing should
 they experience technical issues in a building.
- If the state experiences a systemic failure of an online test due to widespread issues such as service provider delivery failure affecting the entire state, MDE may consider additional time for a testing window at its sole discretion.

Testing window extension announcements are made in as timely a manner as possible—once all factors have been considered and new timelines are established. Such rare extensions could affect the *Important Dates* for other events that occur after the testing window, such as Posttest Editing or test results releases.

Accountability Windows

The accountability window is the timeframe during which enrolled students will be included for accountability calculations. The accountability window is independent of the testing windows.

For 2016–2017, the accountability window for all accountability assessments is April 10–April 21.

Students who are reported as enrolled in your district at any point during the accountability window will be included in the calculations. MDE uses the Status Begin and End Dates of a student's MARSS enrollment record to determine if a student was enrolled during the accountability window.

Districts should attempt to test all students who are enrolled at any time during the testing window. For accountability purposes, a student who is not enrolled when the test is administered in the district is indicated with the Not Enrolled (NE) test/accountability code during Posttest Editing.

See Dual-Enrolled Students or Concurrent Enrolled Students and Moving In and Out of the District during Testing in Chapter 7 for additional information.

District Testing Calendar

To increase transparency on assessments, both 2016 state legislation and ESSA include requirements for a comprehensive district testing calendar that includes additional elements than have been required in the past.

Legislation requires this calendar to be posted before the first day of the school year, beginning in 2016–2017. MDE verifies that districts post testing calendars and will follow up with the District Assessment Coordinator if the testing calendar is not available.

Districts must post calendars on the district website and, if practicable, the school websites, or both. On the testing calendar, districts must:

- Include information about all tests administered, not just statewide testing, but any local
 districtwide assessments as well. Schools and districts determine what constitutes a
 schoolwide or districtwide assessment. Generally, if most students within a grade
 districtwide are testing, it would be included on the testing calendar.
- Provide the subject matter for each assessment.
- Provide the purpose for which each assessment is used. The rationale for administering the
 assessment and where information about the requirement for administering can be found
 must also be included. Sample information for statewide assessments is provided in Table
 12 on the next page. Districts may develop their own language or adapt this language as
 needed

Table 12. Purposes and Rationales of Statewide Assessments

Test	Purpose	Rationale	Source of the Requirement
OLPA	To familiarize students with the functionality of the items and online tools, as well as devices used for testing	District- determined optional assessment	District decision
MCA and MTAS	To measure achievement on the Minnesota Academic Standards and measure academic progress of students over time	Minnesota Statutes 120B.30 and ESEA	Minnesota Statutes 120B.30 ESEA
ACCESS and Alternate ACCESS for ELLs	To annually assess English language proficiency of all English learners	ESEA	<u>ESEA</u>
College Entrance Exams (ACT and/or SAT)	To provide Minnesota graduates information related to career and college readiness	Minnesota Statutes 120B.30	Minnesota Statutes 120B.30

- Include the amount of time students will spend taking the assessment. For statewide
 assessments, MDE recommends using the estimated times provided in this chapter to
 determine the time for each test. Since the *Procedures Manual* is not posted before the
 beginning of the school year, districts should use information from the current version of the *Procedures Manual* and adjust as needed once the updated manual is posted.
 - While not a requirement, districts may consider including information about the amount of time spent on test preparation and test administration, as well as how much overall instructional time is spent on testing, to help provide a frame of reference for parents and other stakeholders. This information is determined by the district and may vary by district.
 - For local district/school assessments, information about the testing time limitations (see Chapter 2) may also be addressed.
- Post the testing windows and dates when the majority of students will be testing for each
 grade and subject. The actual test administration dates must be posted, not just the dates of
 the state-designated testing window.
 - This is the same requirement as in past administrations, except that alternate assessments (MTAS and Alternate ACCESS) should also be included. The range of

dates the alternate assessments will be administered should be indicated, which may be a large portion of the testing window. Individual student administrations should not be indicated on the calendar.

- Though OLPA is an optional test administration, the windows of administration must now be included if participating.
- At the beginning of the school year, districts should include the best estimates for test administration windows. Specific testing schedules by grade and subject should be updated as changes are identified, and no later than two months before the testing window.
- Include the timeline and format for disseminating assessment results.
 - Depending on the district's process for providing final assessment results, this could include a link to the Minnesota Report Card section of the MDE website for school and district results, or information on how results are provided through the district's parent portal.
 - Information about the delivery and distribution of *Individual Student Reports* should be included.
 - o If the district provides preliminary results from a service provider's system, this process could be included as well.
 - At the beginning of the school year, the general process for disseminating results may be included; once defined by MDE, specific reporting dates can be added.

Districts may choose how to provide the information (e.g., by grade and subject, by building) and the format it appears (e.g., in a chart, in calendar format). Districts may choose to provide links to the information rather than including it all in one place, but consideration should be given to making it as easily accessible as possible. While not required, districts may consider providing hard copies of the testing calendar to parents along with other information about testing and/or translations of testing calendar information.

MDE will continue to review testing calendar samples and consider providing templates or best practices prior to the 2017–2018 school year. Districts are not required to follow a specific template or change their current format for 2016–2017 if all of the information outlined above is included.

Scheduling Requirements and Estimated Test Administration Times

This section provides information for districts to schedule test administration, including estimated test administration times. All tests must be administered within the testing window and follow any requirements outlined in this section. The testing windows for each assessment are located in the *Important Dates* at the front of this manual.

The scheduling of test sessions is determined by the district. MDE asks districts to develop a schedule that prioritizes the best interests of students. Administering the entire test on one day may work well for scheduling, but it is likely overly demanding for some students.

The estimated times in the following sections are for general education students. District Assessment Coordinators can check with Test Monitors to find out what has worked well for scheduling in their district in the past. The OLPA, MCA, and MTAS are not timed, and students should be allowed to continue working on a test as long as they are making progress.

Scheduling Reading and Mathematics OLPA Administrations

The Reading and Mathematics OLPA are optional online assessments that are not required for accountability. Districts decide which schools and which students will participate. OLPA cannot be used in place of the standards-based accountability assessments.

EXPIRATION AND OPPORTUNITIES

Students have 30 calendar days to complete an OLPA test once it is started; the test will expire after 30 days.

For grade 11 Mathematics OLPA and grades 3–8 and 10 Reading OLPA, students have only one optional testing opportunity.

For grades 3–8 Mathematics OLPA, each student has up to two optional testing opportunities, and a minimum of 14 calendar days is required between testing opportunities to provide additional instruction. If the first mathematics opportunity is not completed, the student will not be eligible for the second mathematics opportunity until the first test expires (30 days from the start).

SCHEDULING AND EXITING

The online Reading and Mathematics OLPA are divided into sections. Students may complete any number of sections during a testing session, and students are not required to complete the same number of sections as other students. However, before exiting the test, students must complete the section they are working on.

Test Monitors should alert students prior to the end of the day's testing so that they have time to complete the section they are working on. Students will know they have completed all items in a section when they reach the end of section screen. After reviewing their answers, students must go to the next section and exit the test on the first screen. This screen will vary depending on the test students are taking.

Students must determine when they are ready to exit the test based on when they have finished the section they are working on. Similarly, students must determine whether or not they have time to complete another section based on the number of items in that section. The Test Monitor may not review student tests to determine when students should exit.

ESTIMATED TIMES

The tables for estimated test administration times are separated by subject below. The "Total Test Administration" column takes into account the time needed to review the *Test Monitor and Student Directions*, to answer student questions, for students to sign in to the test, and for students to take the test. The estimated times do not include time for completion of item samplers or viewing of the online student tutorial.

For the Reading OLPA, each passage and its associated items are in its own section. Students can view all items for the passage before answering any items but must answer all items before they can move on to the next passage. The total number of passages/sections and number of items are provided below. Students must complete a section before ending testing for the day.

Table 13. Estimated Test Administration Times for Reading OLPA

Grade and Test	Number of Passages/Sections	Number of Items	Total Test Administration
3–8 Reading OLPA	5–6	48–54	1.5–2.5 hours
10 Reading OLPA	7	60	2–3 hours

The grades 3–8 Mathematics OLPA is divided into four sections. Students must answer each item before going to the next item, but they can review items within the section before going to the next section. In the student tests, the section number at the top of the screen will remain "Section 1" throughout the test because adaptive tests only have one actual section, even though additional section screens have been added to break up the test into smaller sections.

The grade 11 Mathematics OLPA is divided into six sections. Students can view all items in the section before answering any of them, but they must answer all items before going to the next section.

While the number of items per section has been provided, keep in mind that the types of items (multiple choice or technology-enhanced) and length of time to complete the items will vary by student.

Table 14. Estimated Test Administration Times for Mathematics OLPA

Grade and Test	Items in Section 1	Items in Section 2	Items in Section 3	Items in Section 4	Items in Section 5	Items in Section 6	Total Test Administration
3–8 Mathematics OLPA	13	13	4	12	N/A	N/A	1–1.5 hours
11 Mathematics OLPA	10	8	10	10	8	10	1.5–2.5 hours

Scheduling Reading, Mathematics, and Science MCA Administrations

Districts administer the online Reading, Mathematics, and Science MCA assessments during the state-designated testing windows. Students can take only one test per subject within the testing window, and that score is used for accountability purposes.

The testing schedule can be set separately for each school and grade across the district as needed.

- Based on recommendations from the Test Policies and Procedures Committee (TPPC), to maintain test security it is best practice to schedule and administer one subject on the same days in a school for the majority of the students in a given grade before administering the next subject.
- For high school science, test administration may be scheduled based on coursework completion (i.e., high school students who completed their life science course in the fall can take the Science MCA at the beginning of the testing window, while students completing their life science course in the spring can test near the end of the window).
- Students who are absent or not enrolled on the day(s) tests are administered can make
 up their test at any point within the testing window. However, it is recommended that the
 make-up test session occurs after the initial administration in the school.

Students may complete any number of sections during a testing session, and students are not required to complete the same number of sections as other students. Test Monitors should use scripted language in the *Test Monitor and Student Directions* to alert students prior to the end of the day's testing so that they have time to complete the section or passage they are working on and review their answers before exiting. Students will know they have completed all items in a section when they reach the end of section screen. See below for specific information about exiting by subject, as students may exit the Reading MCA after completing a passage if needed.

Students must determine when they are ready to exit the test based on when they have finished the section or passage they are working on. Similarly, students must determine whether or not they have time to complete another section based on the number of items in that section. The Test Monitor may not review student tests to determine when students should exit.

The tables for estimated test administration times are separated by subject below.

- The "Total Test Administration" column takes into account the time needed to review the Test Monitor and Student Directions and answer student questions, for students to sign in to the test, and for students to take the test. The estimated times do not include time for completing item samplers or viewing the online student tutorial.
- The number of items (and passages for reading) by section has been provided, but students will determine when to exit the test based on when they have finished a section/passage.

- The number of items represents the total number of items on the test, including operational items (which count towards the student's score), any field test items, and offgrade items (for grades 3–8 Reading and Mathematics MCA only).
- When using the estimated times, keep in mind that the types of items (multiple choice or technology enhanced) and length of time to read passages and complete the items will vary by student.

READING MCA

For Reading MCA, the test is divided into multiple sections. Some sections contain one passage with items, while others contain two or three passages with items for each passage. Each section begins with a section screen, which indicates the section number, and then the next screen provides the number of passages and the number of items for the section. The following screen provides the title of the passage that follows. If there are two passage titles on the title page, the next set of items is associated with a text set (paired passages), which means there will be two passages associated with one set of items.

For sections with multiple passages, students will know they have completed a passage when they see the title of the next passage. Students must answer each item before going to the next item, but they can review items within the section before going to the next section.

In the student tests, the section number at the top of the screen will remain "Section 1" throughout the test and on the end of test screen because adaptive tests only have one actual section, even though additional section screens have been added to break up the test into smaller sections.

If students will not complete the test in a given test session, students should complete the section they are working on, if possible, and review the items.

- If there is only one passage in the section, the student should go to the next section and
 exit the test on the first screen (with the section number) or the second screen (with the
 number of passages and items).
- If there are two or three passages, students should at least complete the passage they are working on and review the items; they can then exit the test on the page with the title of the next passage. Upon resuming, the Test Monitor should remind students that they cannot go back to previously completed items.
- For test security, it is best practice for students to complete all passages in a section, if possible.
- When starting a new section, students may need to navigate past the section screen to the next screen, which indicates the number of passages and items, to know if they should continue in the next section.

The Reading MCA total test administration times have not changed from last year but the number of sections and passages/items in each section have been updated. Although the number of passages may increase for some students, the overall word counts have not changed due to shorter passage lengths. Because the test is adaptive, the number of passages in some sections varies by student, but each student will know the number of passages and items when they start each section. Text sets count as two passages.

Table 15. Estimated Test Administration Times for Reading MCA

Grade and Test	Passages and Items Section 1	Passages and Items Section 2	Passages and Items Section 3	Passages and Items Section 4	Passages and Items Section 5	Total Test Administration
3 Reading MCA	2 passages 8 items	2 passages 16 items	2 passages 16 items	2 passages 16 items	1 passage 8 items	2.5–3.5 hours
4 Reading MCA	1–2 passages 8 items	2 passages 16 items	2 passages 16 items	2 passages 16 items	1 passage 8 items	2.5–3.5 hours
5 Reading MCA	1 passage 8 items	2–3 passages 16 items	2 passages 16 items	2–3 passages 16 items	1 passage 8 items	2.5–3.5 hours
6 Reading MCA	2 passages 15 items	2 passages 15 items	2 passages 16 items	2 passages 15 items	1 passage 8 items	2.5–3.5 hours
7 Reading MCA	2 passages 15 items	2 passages 15 items	2 passages 16 items	2 passages 15 items	1 passage 8 items	2.5–3.5 hours
8 Reading MCA	2–3 passages 15 items	2–3 passages 15 items	2 passages 16 items	2–3 passages 15 items	1 passage 8 items	2.5–3.5 hours
10 Reading MCA	2–3 passages 17 items	2–3 passages 17 items	2 passages 18 items	2–3 passages 17 items	N/A	2–3 hours

MATHEMATICS MCA

The Mathematics MCA is divided into five sections. Each section begins with a section screen, which indicates the section number and the number of items for the section. Students must answer each item before going to the next item, but they can review items within the section before going to the next section.

In the student tests, the section number at the top of the screen will remain "Section 1" throughout the test and on the end of test screen because adaptive tests only have one actual section, even though additional section screens have been added to break up the test into smaller sections.

If they will not complete the test in a given test session, students must complete the section they are working on and exit the test on the first screen in the next section.

The grades 5–8 Mathematics MCA total test administration times have been increased based on district feedback last year; the grades 3–4 and 11 Mathematics MCA times have not changed from last year.

Table 16. Estimated Test Administration Times for Mathematics MCA

Grade and Test	Items in Section 1	Items in Section 2	Items in Section 3	Items in Section 4	Items in Section 5	Total Test Administration
3–4 Mathematics MCA	15	15	5	13	10	1.5–2 hours
5–6 Mathematics MCA	15	15	5	13	12	1.5–2.5 hours
7–8 Mathematics MCA	15	15	5	13	15	2–3 hours
11 Mathematics MCA	11	11	11	11	11	1.5–2.5 hours

SCIENCE MCA

For Science MCA, the test is divided into two sections. Each section begins with a section screen, which indicates the section number and number of items; the next screen contains the name of the scenario that follows. Items are associated with specific scenarios and multiple scenarios appear in each section. Students know they have completed a scenario when they see the name of the next scenario. The number and placement of scenarios will vary by form.

Students may take one or both sections during a testing session. Students can view all items in the section before answering any of them, but must answer all items before going to the next section. If they will not complete the entire test in a given test session, students must complete the first section and exit the test on the first screen in the second section.

The average amount of time for Science MCA test administration has not changed from last year but a range for total test administration time has been provided in the table below.

Table 17. Estimated Test Administration Times for Science MCA

Grade	Items in Section 1	Items in Section 2	Total Test Administration
5	25–29	25–29	1.5–2 hours
8	31–35	31–35	1.5–2 hours
High School	41–43	40–43	2–2.5 hours

ADMINISTRATIONS OF MCA PAPER ACCOMMODATED TEST MATERIALS

The same online testing window is used to schedule testing for students using paper accommodated test materials (large print and braille test books, regular print Reading and Mathematics MCA test books, scripts for Mathematics MCA, or scripts for Science MCA used in conjunction with a large print or braille test book).

The same total test administration times listed in the previous sections can also be used as a general timeframe to schedule the administrations of paper accommodations. Similar to online administrations, the paper accommodated test books are divided into segments. Students may complete any number of segments during a testing session, but students are not required to complete the same number of segments as other students. If a student will not complete a segment during the testing session, scripted instructions for ending testing are included in the *Test Monitor and Student Directions for Paper Accommodations for MCA*.

Student responses must be entered by a staff person online during the testing window. See *Data Entry for MCA and MTAS* later in this chapter for further information.

Scheduling Reading, Mathematics, and Science MTAS Administrations

MTAS Test Administrators have the entire testing window to administer the MTAS and enter the student scores online. The assessment is performance-based: the Test Administrator uses MTAS materials to administer the test individually to each student and then enters the student's

scores online. Test administration times will vary for each student. The following estimated times have been determined based on feedback from MTAS auditors.

Table 18. Estimated Test Administration Times for MTAS

Subject and Test	Estimated Time
Reading MTAS	45–90 minutes
Mathematics MTAS	30–60 minutes
Science MTAS	30–60 minutes

Learner Characteristics Inventory (LCI) data must be entered online once for each student who will take the MTAS; refer to the LCI form in Appendix A of this manual. Data entry will open one week prior to the start of the MTAS testing window to allow for earlier entry of LCI data. However, MTAS tasks cannot be administered and MTAS scores cannot be entered until the MTAS testing window opens. All MTAS student scores must be entered online before the end of the testing window.

Scheduling ACCESS and Alternate ACCESS Administrations

Districts must administer the ACCESS and Alternate ACCESS during the testing window. The test administration schedule for each language domain—Listening, Reading, Writing, and Speaking—is determined by the district.

- While the scheduling is left to the discretion of each district, MDE asks districts to develop a schedule that prioritizes the best interests of the students.
- For the grades 1–12 online ACCESS, a student's tier placement for Writing and Speaking will be determined by their performance on Listening and Reading tests; therefore, the Listening and Reading tests must be administered first. The recommended order of administration is Listening followed by Reading, with the Writing and Speaking tests following in either order. For Kindergarten and Alternate ACCESS, WIDA recommends a sequence of Listening/Reading, followed by the Writing test, and then the Speaking test.
- Make-up test sessions can be scheduled any day after the initial administration days but must be completed before the end of the testing window.

Table 19 lists the testing times for the grades 1–12 ACCESS. Unlike MCA, the testing times do not take into account the time needed for Test Administrators to answer student questions, and for students to sign in to the test and go through the test directions and practice items. Note: the Kindergarten ACCESS is an individually administered assessment designed to take an average of 45 minutes per student.

- The tests are designed to take no more time than indicated below. However, Test
 Administrators may use their judgement to extend more time to a student who will
 productively use a reasonable amount of additional time.
- IEP and 504 plan teams may continue to indicate that individual students need additional time on the ACCESS.

Table 19. Testing Times for Grades 1-12 ACCESS

Test	Minutes per Test (student work only)
Listening	Up to 40 Minutes
Reading	Up to 35 Minutes
Speaking	Up to 30 Minutes
Writing Tier A	Up to 60 Minutes
Writing Tier B/C	Up to 65 Minutes

Table 20 lists the testing times for administering the Alternate ACCESS. The test administration times do not include the time that may be needed to set up the testing space, prepare the students for test administration, and distribute test materials. Times for the Alternate ACCESS are recommendations, and Test Administrators should adjust the times as necessary based on individual student needs.

Table 20. Testing Times for Alternate ACCESS

Test	Minutes per Test (student work only)
Reading	20 Minutes
Writing	20 Minutes
Listening	20 Minutes
Speaking	20 Minutes

Refer to the *Test Administrator Manual* for further information on scheduling and test administration.

Technology Preparation and Site Readiness Confirmation

To ensure that districts are prepared to administer online assessments, District Technology Coordinators and District Assessment Coordinators must collaborate to ensure they have taken the necessary steps to prepare school computers and devices for online testing. The information below outlines technology preparation in Pearson's systems and the process for confirming site readiness in Test WES. For ACCESS, a number of resources are available on the WIDA website for Technology Coordinators to ensure readiness for online testing, including a technology readiness checklist, supported system requirements, and other user guides. While site readiness is not confirmed in Test WES for ACCESS, districts must ensure they follow all applicable readiness activities.

PearsonAccess Next is where district and school users sign in to create and manage users, review students loaded for testing, and create, prepare, start, and monitor test sessions for online testing. Pearson delivers online tests to students using TestNav, which is accessed through an application (installable TestNav; recommended) or a URL on the supported browser (browser-based TestNav). Students can test on supported devices, including tablets and Chromebooks.

The Online Testing Infrastructure Readiness Checklist, in conjunction with the Infrastructure Trial User Guide, outline all steps to take to confirm sites are ready for online testing. The same checklist will be used for both the 2016–2017 OLPA and MCA administrations; if district infrastructure changes throughout the school year, relevant tasks that had been completed before OLPA testing should be repeated to resolve any infrastructure issues before MCA testing begins. Access these resources on PearsonAccess Next (PearsonAccess Next > Technology Resources).

For MCA, District Assessment Coordinators are required to log in to Test WES to verify site readiness; refer to the *Important Dates* for the window to verify site readiness in Test WES. While readiness for OLPA does not need to be confirmed in Test WES, districts are encouraged to follow all steps in the checklist to verify they are ready for online testing.

Pretest Editing for MCA and MTAS

Pretest Editing is the opportunity for districts to complete important tasks to ensure students are loaded for online testing, and that the appropriate MCA paper accommodated test materials and MTAS test materials will be shipped to the district or schools by Pearson. Important information is also entered under Test Administration Information to confirm tasks completed at the district (e.g., certifying that staff have received district training, verifying ISRs from the past year have been delivered) and indicate information about the shipment of test materials and test results. Pretest Editing for MCA and MTAS is completed in Test WES beginning in December and throughout the online testing windows.

Test Materials Quantities for MCA and MTAS

For MCA, students are sent to Pearson in precode files for testing or data entry based on the test assignment and accommodations indicated during Pretest Editing. Paper accommodated test materials are automatically sent based on the accommodations indicated in Test WES during Pretest Editing; however, these indications must be made by the date when precode data is used for the initial test materials shipment (January 20 for 2016–2017).

Table 21. MCA Test Materials Available from Pearson¹²

Test Materials	Reading MCA	Mathematics MCA	Science MCA
Regular print test books ¹³	Χ	X	N/A
18-pt large print test book	Х	X	X
24-pt large print test book	X	X	X
Braille test book (contracted, uncontracted)	Х	X	X
Mathematics or science script ¹⁴	N/A	X	Х

For MTAS, students are sent to Pearson if the MTAS test assignment is indicated during Pretest Editing. MTAS test materials are automatically sent if MTAS is indicated by the date when precode data is used for the initial test materials shipment (January 20 for 2016–2017).

However, under Test Administration Information, districts may choose if they want to order MTAS test materials in additional orders, rather than receiving them automatically. Test materials can be shared for MTAS administrations, and districts may choose to order them during additional orders if they have historically received more materials than are needed.

Table 22: MTAS Test Materials Available from Pearson

Grade and Subject(s) included in Test Materials	Test Materials	
Grade 3 Reading and Mathematics		
Grade 4 Reading and Mathematics		
Grade 5 Reading, Mathematics, and Science		
Grade 6 Reading and Mathematics	Task Administration Manual, Presentation Pages, Response Option	
Grade 7 Reading and Mathematics		
Grade 8 Reading, Mathematics, and Science	Cards	
Grade 10 Reading		
Grade 11 Mathematics		
High School Science		

¹² All students using paper accommodated test books for MCA respond directly into their accommodated test books and must have their responses entered online; no answer documents are used.

¹³ For the Reading and Mathematics MCA, a regular test book is available as an accommodation for students with an IEP or 504 plan. See Chapter 5 for more information.

¹⁴ For the Mathematics MCA, the script must be used in conjunction with a paper test book. For the Science MCA, the script can be used in conjunction with the online test or with large print or Braille test books.

No overage of paper accommodated or MTAS test materials is provided. Test materials are shipped to the district or school based on the option selected during Pretest Editing under Test Administration Information. When possible, Pearson will implement options to reduce waste and improve cost efficiency in their packaging process.

Precode data is used for the initial test materials shipment on January 20; after this date, the District Assessment Coordinator can order additional paper accommodated and MTAS test materials during the additional orders window in PearsonAccess Next for new students who enroll in the district or when new or different accommodation or MTAS decisions are made. Additional test materials can be ordered until noon on the day before the last day of the testing windows so that any paper accommodated and MTAS test materials arrive in time for test administration. The *Important Dates* at the beginning of this manual have the additional orders windows for each assessment.

Test Materials Quantities for English Language Proficiency Accountability Assessments

The grades 1–12 ACCESS for ELLs 2.0 is administered online. Students identified in MARSS as English learners are sent to DRC one time each year for loading into WIDA AMS (in 2016–2017, this date is December 20). Paper accommodated test materials are available to order for students with an IEP or 504 plan that require them. There are some paper test materials automatically sent for the writing domain from grades 1–5:

- For grades 1–3, DRC automatically sends Test Booklets based on the number of online testers the district indicates in WIDA AMS. Students will view the writing prompts in the test booklet and provide a hand-written response in the test booklet.
- For grades 4–5, DRC automatically sends Writing Response Booklets based on the number of online testers the district indicates in WIDA AMS. Students will view the writing prompt online and provide a hand-written response in the Writing Response Booklet.

The Kindergarten ACCESS for ELLs 2.0 and the Alternate ACCESS for ELLs continue to be individually administered using paper test materials. Kindergarten and Alternate ACCESS test materials are automatically sent based on the number of students the district indicates for each test in WIDA AMS.

Preprinted labels with student information based on the precode file sent in December are shipped with the test materials. For grades 1–5, these labels are used for the writing test; for Kindergarten ACCESS and Alternate ACCESS, these labels are used on the test booklet.

All test materials will be shipped to the district. District Assessment Coordinators can order additional materials during the additional orders window in WIDA AMS. Additional materials should be ordered based on need for newly enrolled and identified students.

Nonpublic School Participation in Statewide Accountability Assessments

The option to participate in the standards-based and English language proficiency accountability assessments is available to nonpublic schools at a cost. Nonpublic schools must administer the tests during the state-designated testing windows and must follow all test administration and security policies and procedures outlined in this and related assessment resources. Nonpublic schools that do not adhere to these policies and procedures may be disallowed from participating in future statewide assessments.

Details for nonpublic school participation in statewide assessments, including how to get access to systems and resources and add students for testing, are available in the *Nonpublic School Participation in Minnesota Assessments* document on the Statewide Testing section of the MDE website. View the Statewide Testing section (MDE website > Districts, Schools and Educators > Statewide Testing). This document also provides information about nonpublic school participation in college entrance exams.

Cost to Test

The test materials, scoring, and the results for the Minnesota standards-based and English language proficiency accountability assessments are provided at no cost to public school districts testing public school students. See Table 23 for 2016–2017 costs to nonpublic and home-schooled students. Pearson will invoice the district for any home-schooled students participating in the district's OLPA, MCA, or MTAS testing and the district may request payment

from the parent/guardian. The MCA does meet the definition of a standardized test under Minnesota Statutes 123B.41, which means nonpublic pupil textbook aid may be used by the nonpublic school or home school to pay for this testing.

Table 23. 2016–2017 Cost of Tests to Nonpublic and Home-Schooled Students

Test	Per Student Cost
OLPA (reading and mathematics) 15	\$6.36 per subject
MCA (reading, mathematics, and/or science)	\$6.36 per subject \$6.55 per subject for accommodated paper tests
MTAS (reading, mathematics, and/or science)	\$56.91
ACCESS	\$25.75 + processing fee ¹⁶
Alternate ACCESS	\$75.00 + processing fee ¹⁶

¹⁵ If a nonpublic or home-schooled student participates in both the OLPA and MCA, there is no additional charge for the OLPA administration. However, if the nonpublic or home-schooled student only participates in the OLPA, the cost will be the rate listed above.

¹⁶ Cost noted above is per student (includes test materials, scoring, and basic report services), plus an additional 3 percent processing fee (minimum \$25, maximum \$600). Data Recognition Corporation (DRC) is the contact for ordering and invoicing information.

Preparing for Test Administration

Choice of Testing Rooms

- Rooms should have adequate lighting, comfortable temperature, and a quiet atmosphere.
- If testing in a large room, ensure the room can be set up to maintain test security; see Seating Arrangements below.
- For online administrations:
 - Test may be administered in a computer lab or a regular classroom with laptop computers or supported devices.
 - Workstations (computer monitors, laptop screens, or student desks) must be adequately spaced apart.
 - Because of the technical requirements for online testing only school-owned computers or devices can be used for online tests; student-owned computers or devices are not permitted. Devices issued to students by the school can be used for testing; these devices can be used for activities other than testing or taken home, as permitted by the district.
 - For MCA and OLPA, students cannot access the test without the testing ticket and on subsequent days of testing, student tests must also be resumed in PearsonAccess Next before they can log in.
 - For ACCESS, students cannot access any domain test without the domainspecific testing ticket. Because each domain must be finished in one sitting (or in the same day), there are no subsequent days of testing.
- For paper administrations:
 - The ideal testing room is a typical classroom.
 - Each student should have a writing surface that accommodates the test book and any allowable materials (e.g., calculator) with adequate space between students.

Freedom from Distractions

- Only people involved in taking or administering the test are allowed to be in the room; do
 not allow other staff or visitors to enter the room while testing is in progress.
- The location must be a closed room that is being used only for testing, not a public venue.
- Take appropriate actions to reduce noise such as limiting the use of alarms (except fire alarms), bells, and announcements.
- The doors of each testing room are to be closed during test administration. Post signs on the doors reading "Testing—Do Not Disturb."

Seating Arrangements

- Enough space should be allowed between students to ensure that students work independently. The chances for student cheating can be minimized by arranging seating so students cannot easily see other students' tests.
- Separate computer monitors as much as possible.
- Spread students around the computer lab or classroom to the extent possible.
 - This is especially important for the ACCESS Speaking domain so that each student's headset is only recording their speech and not another student's.
- Consider using commercial privacy screens (or something similar) or taping construction
 paper to the sides of monitors (extending out from the front of the screen) to serve as
 blinders. For desktop computers, the towers may also be used to provide a barrier. If
 students are testing at tables and not individual desks for paper administrations, ensure
 that there is enough space between students or consider using commercial privacy
 screens (or something similar) to serve as blinders.
- If space is limited and students can potentially see other screens, Test Monitors must take this into account while actively monitoring the session to ensure students are working independently.

Materials Allowed during Testing Provided by School or Student

Refer to the applicable *Test Monitor and Student Directions* for complete lists of materials allowed during OLPA and MCA test administrations. Specific information for ACCESS is included as applicable.

- Pencils or Pens—For online testing, students may use pencils or pens with scratch paper. For paper accommodated test materials, students may use pencils or pens to mark answers in the paper test book for district staff to enter online. For test booklets for ACCESS (e.g., paper accommodations, writing responses, Kindergarten and Alternate ACCESS), a Number 2 pencil must be used in order to be scanned and scored.
- Stylus—Students may use stylus pens on supported devices as needed; their use is optional.
- Calculators—Student- or school-provided, when allowed. Schools may provide
 calculators, when allowed, to students who do not have them. Handheld calculators are
 not allowed on the online grades 3–8 Mathematics MCA or OLPA or the Science MCA.
 See Calculator Use section later in this chapter for more details on calculators.
- Headphones—Schools must provide headphones for the online Mathematics and Science MCA and online ACCESS (headsets with microphones are needed for the speaking domain of grades 1–12 ACCESS).

- Headphones may be supplied by the school, or students may use their own.
 Headphones must be available to all students, but students are not required to use them.
- Check the volume on each computer prior to testing to ensure sound is not too low or muted.
- For more information on headsets for ACCESS, refer to the Headset Specifications document on the WIDA website under Technology (WIDA > Assessment > ACCESS for ELLs 2.0 > Technology). Sufficient headsets with microphones are needed to administer to recommended group sizes of 3 to 5 students.
- **Keyboard**—A wired keyboard is recommended for students testing on a supported tablet. TestNav hardware requirements indicate that a keyboard is required for tablets, but students can respond to all MCA item types using the on-screen keyboard and touch screen capabilities. Minnesota does not require that keyboards be provided.
- Hard-copy mathematics formula sheets—Schools may provide hard-copy versions of the mathematics formula sheets to students for mathematics tests. The formula sheets must be printed versions of the current-year formula sheets posted on PearsonAccess Next.
- Exiting instructions for online testing—Schools may provide a hard-copy of the online testing exiting instructions for student reference. It must be a printed version of the current-year exiting instructions posted on PearsonAccess Next.
- Scratch paper—Schools may provide scratch paper for the MCA and ACCESS.
 - o For online assessments, districts may provide (or allow) scratch paper. Students must write their name on the scratch paper, and Test Monitors should treat the scratch paper as secure test materials. It must be collected at the end of each testing session and securely disposed of following testing (no more than 48 hours after the close of the testing window). The following material may be used as scratch paper:
 - Blank paper (notebook paper is acceptable)
 - Individual whiteboards (must be blank before and after administration)
 - Commercially-produced graph paper (blank except for grid)
 - Hard-copy mathematics formula sheets and/or the exiting instructions documents can also be used as scratch paper if provided to students.
 - Student testing tickets
 - For accommodated test books for MCA, districts may also provide scratch paper as needed, following the requirements for online administrations listed above.
 However, students can also use blank spaces in the accommodated test book or use the grid paper and formula sheets provided in the mathematics test books to work items and make notes. If students remove the grid paper or formula sheets

from the test book, they must write their names on the sheets; the materials must be collected after each testing session and securely disposed of following testing (no more than 48 hours after the close of the testing window).

- Seals—Seals are included in the test materials shipment for paper accommodated test
 materials and are used by students for securing the segments in the accommodated test
 books after completion. District staff must break the seals in order to enter student
 responses online after testing. Segments do not need to be re-sealed after data entry.
- **Highlighters**—Students may use highlighters in their paper accommodated test books to highlight text in items or reading passages, if appropriate.

Materials Not Allowed during Testing

It is not possible to provide an exhaustive list of what is not allowed during testing. Below are some common items that are not allowed. Refer to the applicable *Test Monitor and Student Directions* for complete lists of materials that are allowed for the OLPA and MCA test administrations. Unless explicitly allowed, students should remove or put away all other materials before test administration.

- Dictionaries, thesauruses, and other reference materials, including text books, are not permitted (see word-to-word dual-language dictionary in Chapter 6 for the exception for English learners). Calculator manuals are not permitted.
- Students may NOT use cell phones or any other devices at any time during testing, including during breaks or when testing is completed (if students remain in the testing room). Follow district policies for ensuring students do not use cell phones or other devices. See Cell Phone and Device Policy later in this chapter for more information.
- All 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 test administration for OLPA, MCA, and MTAS. Any instructional information or strategies must be covered, even if it is not related to the subject being tested (e.g., science information must be covered even if reading is being tested).
 - MDE does not have a list of materials that can remain visible to students during testing.
 - MDE has the authority to invalidate student tests if this requirement is not followed.
 - Note: For ACCESS and Alternate ACCESS, even though content is referenced in the test items, a student's content knowledge is not part of the language proficiency scoring. Materials on the walls or on a student's desk can stay as determined by the district.

Selecting Test Monitors and Test Administrators

All students must be assigned to a Test Monitor or Test Administrator who will administer the test, monitor the students, and maintain test security throughout test administration for OLPA,

MCA, MTAS, and ACCESS and Alternate ACCESS. (See Chapter 4 for Test Monitor roles and responsibilities.)

All individuals in the room during test administration, not just Test Monitors and Test Administrators, must receive district test administration and security training annually, in addition to any test-specific trainings. (See Chapter 3 for detailed information on training requirements.)

Only staff involved in testing are allowed in the room during testing. A student's parent/guardian cannot be involved in a test administration or be in the same room during testing. Since student teachers are involved in daily instruction of students in the district, they are allowed to be in the testing room during test administration. However, student teachers cannot be the sole Test Monitor and must receive district training on test administration and test security.

If there are any non-school personnel involved with testing (e.g., volunteers assisting as hall monitors), there must be school personnel directly responsible for supervising them. Non-school personnel cannot be Test Monitors or Test Administrators, and they must receive district test security training as relevant to their role.

Test Monitors and Test Administrators for OLPA and MCA

There should be at least one Test Monitor for every 30 students, if possible.

Test Monitors should be selected from the highest possible ranking from this 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

Test Administrators for MTAS

For the MTAS, Test Administrators may be any district employee who has completed the applicable modules of the MTAS Training for Test Administrators in that year, as well as district training on test administration and test security. However, the Test Administrator should be someone who is familiar with the student's response mode and with whom the student feels comfortable.

Test Administrators for ACCESS and Alternate ACCESS

For ACCESS and Alternate ACCESS, Test Administrators should be selected using the criteria indicated by grade and domain below. They must complete the online Training Courses prior to

administration of either assessment and for recertification in subsequent years as specified below.

- For all domains of Kindergarten ACCESS, Test Administrators must be licensed teachers. MDE requires annual recertification of Test Administrators in all domains (reading, writing, listening, and speaking) through the ACCESS for ELLs 2.0 Kindergarten Training Course and Quiz.
- For grades 1–12 of the ACCESS:
 - For the online administration of the grades 1–12 ACCESS, the Test Administrator may be selected using the ranked criteria provided above for OLPA, MCA, and MTAS.
 The Test Administrators must complete the Administering the Test tutorial and take the Online Administration Quiz in the ACCESS for ELLs 2.0 Online Grades 1–12 Training Course annually.
 - For the paper-based administration of the speaking domain, the Test Administrator must be a licensed teacher. For the other domains, the Test Administrator may be selected using the ranked criteria provided above for OLPA, MCA, and MTAS.
 - Prior to their first administration, Test Administrators administering paperbased accommodations and scoring the speaking domain must complete the ACCESS for ELLs 2.0 Paper-Based Grades 1–12 Training Course and Quiz, which is different from the Online Grades 1–12 Training Course.
 - Test Administrators of the paper-based Speaking test must also pass the Speaking Quiz for the applicable grades in the ACCESS for ELLs 2.0 Paper-Based Grades 1–12 Training Course. It is strongly recommended that raters of the Speaking test be trained in second language acquisition.
 - It is required that the training course and quiz for the speaking domain of the paper-based test be repeated annually; training for the listening, reading, and writing domains should be reviewed as needed.
- For all domains of Alternate ACCESS, Test Administrators must be licensed teachers.
 MDE requires annual recertification of Test Administrators in all domains through the Alternate ACCESS Grades 1–12 Training Course and Quiz.

Item Samplers, Online Student Tutorials, and Online Calculators

Several resources are available on PearsonAccess Next to help students prepare for test administration. MDE expects districts to ensure that all students have had a chance to become familiar with the tests by reviewing the online student tutorial and the item samplers before they take the test. In addition, stand-alone versions of the online calculators are also available.

Item samplers are provided to help students and teachers become familiar with the format and item types included in both paper and online assessments. Item samplers are aligned to the Minnesota Academic Standards but contain fewer items than an actual test. The student

responses are scored once an online item sampler is completed; however, item samplers are not suitable for predicting how students will perform on the assessments.

- For online assessments, item samplers can be accessed directly from the PearsonAccess Next website or through the PearsonAccess Next Training Center in conjunction with a practice test session. Note: students can use MCA item samplers to prepare for the OLPA.
- Accommodated item samplers for all grades of the Reading, Mathematics, and Science MCA are available, including 18- and 24-point large print item samplers and mathematics and science scripts. Braille item samplers can be ordered from Pearson.
- For MTAS, sample versions of the Task Administration Manual task scripts, Presentation Pages, and Response Option Cards are available.

Online student tutorials are available for all online assessments. They provide students with information on using the online and accessibility tools, and describe navigation and item types in the online test. The student tutorials are interactive, allowing students to practice the functionality while it is described.

Stand-alone online calculators are available to allow students to practice using them outside of the item samplers.

Several resources are available on the WIDA website to help students prepare for ACCESS test administration. MDE expects districts to ensure students have had a chance to use the Test Practice, Test Demo, and Sample Items so they are familiar with the test format, item types, and tools prior to test administration.

Tracking Secure Test Materials Provided to Students

Except when test materials are being used for testing, secure test materials must be kept in a secure, locked location. Each district determines its procedure for keeping test materials secure and documents it in the district's test security procedure. See Chapter 3 for additional information.

Secure test materials for online tests include student testing tickets (because they contain private student data), and, after testing has begun, student scratch paper (because students may have written test items on it). Similarly, any hard-copy mathematics formula sheets or exiting instructions provided to students must be treated as secure materials because students could have used them as scratch paper. Any materials used as scratch paper must also contain the student's name. Student testing tickets and any materials used as scratch paper must be collected at the end of each testing session and securely disposed of when testing is completed (no more than 48 hours after the close of the testing window).

Districts must keep paper accommodated test materials secure at all times and track them from receipt until they are returned. The security checklists, which are included in the test materials shipments, are used for this tracking. Each district determines how it will use the security

checklists to track secure test materials. Assessment Coordinators and Test Monitors can use the *Test Monitor Test Materials Security Checklist* (available in Appendix A) to assign materials to students. Districts also have access to similar versions of their *Packing Lists* and *Security Checklists* in PearsonAccess Next once test materials have shipped, which can be helpful in inventorying and assigning students' test materials.

Districts should have all applicable test materials (e.g., student testing tickets, accommodated test books, scratch paper) organized by Test Monitor for each student at least one day before test administration. Be sure to maintain security by following all test security procedures throughout administration.

Calculator Use

All mathematics test items can be solved in a variety of ways. Therefore, calculators are not required for any Minnesota Assessment. However, they may be used to answer all items except those in non-calculator sections.

The first two sections below address the requirements for calculators with online tests and paper accommodated test materials, including if and when handheld calculators are allowed. The last section addresses general calculator usage requirements, including the calculator memory-clearing policy.

Calculator Use with Online Tests

This section addresses the use of calculators on online assessments, including the Mathematics OLPA, Mathematics MCA, and Science MCA. These tests have an online calculator tool available; see Table 24 for information on the type of online calculator available.

- For the online grades 3–8 Mathematics MCA and Mathematics OLPA, the online calculator tool is available in sections where a calculator can be used. Review screens divide calculator and non-calculator sections. Students should review all items in the section before proceeding to the next section because they cannot go back once a section is complete.
 - Students must only use the online calculator on the grades 3–8 Mathematics MCA. Handheld calculators are not allowed on the online grades 3–8 Mathematics MCA. Use of a handheld calculator by a student on the online grades 3–8 Mathematics MCA will invalidate the assessment. See *Misadministration of Calculator* later in this chapter for further information. If a student's IEP or 504 plan states that a handheld calculator must be used, the student must take the test using a regular print test book (see Chapter 5 for further information).
 - Students must only use the online calculator on the online grades 3–8
 Mathematics OLPA. Handheld calculators are not allowed on the Mathematics
 OLPA since the same test administration policies and procedures for the
 Mathematics MCA apply to OLPA. However, since the OLPA is an optional

assessment, there is no paper version available so there is no option to use a handheld calculator.

- For the grade 11 Mathematics MCA and OLPA, the online calculator will be available
 throughout the entire test. In addition, handheld calculators may be used on the entire
 grade 11 Mathematics MCA and OLPA since there are no non-calculator sections; see
 below for requirements related to the use of handheld calculators, especially the policy
 for clearing calculator memory.
- For Science MCA, the online calculator is available for individual items if the item requires simple mathematical computations. Handheld calculators are not allowed for the Science MCA.

The online calculator students see in the item sampler or student tutorial may not look the same as the calculator students will see in the test, specifically on touchscreen devices. Students testing on touchscreen devices will see a calculator with a slightly different shape and larger buttons, but the functionality will be the same.

Table 24. Calculator Use for Online Assessments

Assessment	Type of Online Calculator	Can Handheld be Used?	Notes
Grade 3–8 Mathematics MCA	 Grades 3–5: Basic (TI-108™) Grade 6–7: Scientific (TI-30XS™) Grade 8: Graphing (TI-84 Plus™) 	No	The online calculator is available in the sections that allow calculator use. If an IEP or 504 plan states that a handheld calculator must be used, a paper test book must be used in conjunction with it.
Grades 3–8 Mathematics OLPA	 Grades 3–5: Basic (TI-108™) Grade 6–7: Scientific (TI-30XS™) Grade 8: Graphing (TI-84 Plus™) 	No	The online calculator is available in the sections that allow calculator use.
Grade 11 Mathematics MCA and OLPA	Graphing (TI-84 Plus™)	Yes; see notes in following sections	The online calculator is available throughout the test.
Science MCA	Basic (TI-108™)	No	The online calculator is available if items on the test require mathematical computations.

Calculator Use with Paper Accommodated Test Materials

This section addresses using a calculator with paper test materials, including the paper accommodated test materials for the online Mathematics and Science MCA and Mathematics and Science MTAS. In most instances in this manual, the paper accommodated test materials for these assessments are considered "online" assessments because the student responses from the paper accommodated test books must be entered online. However, since this section focuses on students using paper test materials, the requirements for calculator usage are based on the type of test materials.

For Mathematics MCA, handheld calculators are allowed on the paper accommodated test materials (regular print, large print, and braille test books), except for the non-calculator segments in grades 3–8. Be very careful to follow the calculator permission by test segment in Table 25. A student who does not follow directions and uses a calculator for any items during a non-calculator segment will have his or her test invalidated because the assessment no longer measures what was intended. See *Misadministration of Calculator* later in this chapter for further information.

Table 25. When Calculators Are Permitted on Paper Accommodated Test Materials for Mathematics MCA

	Segment				
Grade	1	2	3	4	
3–8	No	Yes	Yes	Yes	
11	Yes	Yes	Yes	Yes	

For Science MCA, some items in the large print and braille tests may require simple mathematical calculations, and a calculator may be used for these items. Since these types of items are not included on the science test each year, the item in the large print or braille test book will indicate whether a calculator can be used.

For Mathematics and Science MTAS, calculators or anything that the student uses as a calculator (e.g., assistive technology devices) may be used on any tasks.

Calculator Use General Guidelines

The information in this section is intended to be a general description of allowable practices related to calculator use. It is not meant to be an exhaustive list of specific calculators, devices, or technologies. Refer to the previous sections for specific information on the use of handheld calculators. As technology changes, these policies will be reviewed and may be updated.

Students must be given an opportunity to become familiar with the handheld calculator
or online calculator before testing. During testing, Test Monitors will not be able to assist
students with the use of calculators. The only exceptions are if a handheld calculator is
broken (e.g., batteries dead) or if the online calculator prevents a student from accessing

- an item, responding to an item, or moving within a test. For further information, see *What Help Can Test Monitors Give to Students* later in this chapter.
- Students may use their own calculator or one provided by the school when a handheld calculator is allowed.
- Students may not share calculators.
- Students may not use instructions for their handheld calculators during the test.
- Students with memory-enabled graphing calculators are not allowed to bring stored examples into the testing session, access programs during testing, or store the test questions afterwards. See below for additional requirements for memory-enabled calculators.
- Students may be asked at any time to surrender their calculator for examination by a
 Test Monitor and may be asked to delete programs on the calculator.
- When handheld calculators are allowed, the following are acceptable or permitted calculators:
 - Standard or four-function calculators (recommended for grades 3–5)
 - Scientific calculators (recommended for grades 6–7)
 - Graphing calculators (e.g., the TI-83, TI-84 Plus series, and TI-Nspire, without computer algebra systems, are acceptable; recommended for grades 8 and 11)
 - Standard, scientific, or graphing calculators with a talking feature may also be used in an individual setting if its use is documented in the IEP or 504 plan.
 - Note: while specific Texas Instruments calculators are available in TestNav for online testing (as indicated in Table 24), any brand of calculator may be used when handheld calculators are allowed.
- The following are unacceptable or prohibited handheld calculators (except as an approved accommodation as specified under Assistive Technology in Chapter 5):
 - Calculators with built-in computer algebra systems (CAS)
 - Tablets or laptop computers, including PDAs
 - Electronic writing pads or pen-input/stylus-driven devices
 - Calculators built into cell phones or any other communication devices
 - Calculators with a typewriter keypad (e.g., a QWERTY keyboard is a minikeyboard similar in appearance and function to a word-processing keyboard with function and letter keys)
 - Calculators with an infrared data port (students will be required to completely cover the infrared data port with heavy opaque material such as duct tape.)

CALCULATOR MEMORY CLEARING POLICY

Students with memory-enabled calculators are not allowed to bring stored examples into the test session, access programs during testing, or store the test questions afterwards. For this reason, a graphing calculator must either:

- have its memory cleared both before and after each test session, or
- have a feature that temporarily disables all flash applications and calculator files (e.g., the TI-NSpire has "Press to Test" mode).

Test Monitors are required to check memory-enabled calculators before the test and disable any stored programs and applications by either clearing the memory both before and after the test session or by using the temporary disabling feature. Test Monitors must invoke the temporary disabling feature at the beginning of each test session and can return it to normal functionality at the end of each test session. Note that clearing the calculator memory will delete stored programs or applications. Students should be told prior to test day to save all data and stored programs on a computer or different calculator that is not being used for the test.

If a calculator can neither have its memory cleared nor have the applications and files temporarily disabled prior to test administration, students are not permitted to use that calculator during the test. Failure on the part of the Test Monitor to verify that each calculator meets the above requirements will constitute a security breach and the student's test may be invalidated.

Verifying and Correcting Student Information for Testing

Student information loaded into the service provider's systems may include a student's name, grade, MARSS/SSID number, and birth date, as well as district and school information. This information may appear in online tests or may be preprinted on ACCESS student demographic labels for Kindergarten ACCESS, Alternate ACCESS, and some grades 1–12 ACCESS materials. Never allow a student to take an online test assigned to another student; never provide a student with an ACCESS booklet that has another student's label on it. This will result in test scores being attributed to the wrong student.

OLPA, MCA, and MTAS Administrations

For online testing and data entry, District Assessment Coordinators should verify that all students are loaded to PearsonAccess Next and eligible for the subject and test expected.

- MDE sends student information to Pearson through precode files' districts cannot
 manually add student information directly into PearsonAccess Next. However, districts
 can submit MARSS data to MDE, which in turn sends students in precode for testing.
 Districts may also use Precode Student Eligibility in Test WES to manually add students
 who are not enrolled in MARSS to be sent in precode (see Chapter 9 for more
 information).
- Likewise, student demographic information cannot be changed in PearsonAccess Next and must be updated in MARSS. Students submitted in MARSS will typically be

reflected in PearsonAccess Next in two business days; students manually added to precode through Precode Student Eligibility in Test WES will typically be visible in PearsonAccess Next the next business day.

Test Monitors must confirm the accuracy of student information in their test sessions.

If a new student enrolls in your district and the updated information is submitted in MARSS and appears in Pearson's systems, but no test assignment is available, it could mean:

- The student already completed the test in another district. Contact Pearson to confirm since the student's on-demand reports do not move with the student.
- The student started a test in another district. The District Assessment Coordinator must contact Pearson to move the test so the student can finish in the new district.
- A test/accountability code was entered for the student in another district. Contact Pearson to confirm since the student's on-demand reports do not move with the student.

If the test was invalidated, the student may not resume testing. If the student or parent refused testing, the new district may request Pearson to reset the test assignment if the student will now test.

ACCESS and Alternate ACCESS Administrations

District Assessment Coordinators should verify that all English learners are loaded to WIDA AMS. MDE sends English learners to DRC through a precode file. After this initial precode file is sent, districts must add newly enrolled or newly identified students directly into the WIDA AMS.

For Kindergarten ACCESS, Alternate ACCESS, ACCESS accommodated test materials, and the writing domain for ACCESS, verify the student information on preprinted labels prior to applying them to the test booklet. If a preprinted label is incorrect, the label may still be used but the information should be corrected in WIDA AMS.

For a student that needs to test, but does not receive a preprinted label, a District/School label must be used and the demographic information for the student must be completed. Both the front and back of the test booklet contains student demographic and other data fields collected by other states in the WIDA consortium; however, only the following student information is required to be hand bubbled for Minnesota:

- Last Name
- First Name
- Middle Initial
- District Name
- School Name

- State Name Abbreviation
- Birth Date (MM/DD/YYYY)
- Grade Level
- Gender

- State Student ID Number (MARSS number)
- District Student ID Number (MARSS LOC DIST DATA; if used in the district)

The Date of Testing field is optional; the date the test was completed for the student may be indicated in situations where the student has left the district.

Test Monitor and Student Directions

Test Monitor and Student Directions contain the scripted instructions for students and the specific directions Test Monitors need to know for test administration. Test Monitor and Student Directions must be followed exactly during test administration to maintain a standardized test administration.

Depending on the test being administered, different *Test Monitor and Student Directions* are used and the format of the directions varies as described below. *Test Monitor and Student Directions* are accessed on PearsonAccess Next.

The MTAS does not have *Test Monitor and Student Directions* since all instructions for the Test Administrator and the student are part of the scripted instructions in the Task Administration Manual. ACCESS and Alternate ACCESS provide the scripted instructions for students and the specific directions for Test Administrators in the *Test Administrator Scripts*.

Directions for Online Administrations

For the OLPA and MCA, the directions have two components: the online presentation for students (*Student Directions*) and instructions for Test Monitors (*Test Monitor Directions*).

- The Student Directions is a short online presentation with audio that all students must view before they begin the test.
 - The Test Monitor will need a method of projecting the Student Directions before students begin the test, including speakers so the audio in the presentation can be played aloud. (The Test Monitor can also read the directions from the screen.)
 - The Student Directions are intended to be presented the same day the students initially log into the test. They can be presented in the computer lab/testing room or in a separate room (e.g., a classroom) before the students go to the computer lab/testing room.
- Test Monitors will also reference the *Test Monitor Directions* document, which is posted online and includes general directions for Test Monitors about test administration.

When testing the same subject over multiple days (or when starting the second opportunity for Mathematics OLPA), districts can determine whether they want to present the *Student Directions* again. The *Student Directions* are intended to be shown to students prior to the beginning of each subject, but districts may determine how subsequent subjects will be presented, based on what is most beneficial for students.

Directions for Paper Accommodated Administrations

The *Test Monitor and Student Directions for Paper Accommodations* are used for administering any MCA paper accommodated test materials. They include instructions for Test Monitors, scripted directions to be read aloud to students. *Test Monitor and Student Directions* must be

read to students before testing begins; when testing over multiple days, the applicable scripted directions must be read each day prior to testing.

Test Administration Considerations for ACCESS

For online testing of the grades 1–12 ACCESS, students who are sent in the MDE precode file will automatically be placed into test sessions based on grade cluster and domain. Districts can edit these test sessions as needed. Rosters of students in test sessions may be printed and provided to Test Administrators. Student tickets contain student login information for testing; since these printed tickets contain private student information, they must be kept secure when they are not being used for testing.

While the ACCESS for grades 1–12 is administered primarily online, there are provisions for the writing subtest as follows:

- The grades 1–3 writing test is entirely a paper administration. This means students will read prompts and write their responses in a paper test booklet.
- The grades 4–5 writing prompts are presented to students online and students respond
 in a writing response booklet. If students in grades 4–5 are competent at keyboarding
 and wish to respond online, the school should determine if individual students will be
 allowed to respond online. Students who will respond online need to be moved to a
 keyboarding test session in WIDA AMS.
- Students in grades 6–12 who are inexperienced, unfamiliar, or uncomfortable with keyboarding may write their responses in a writing response booklet. The writing prompts are presented to students online. Students who will respond on paper need to be moved to a hand writing test session in WIDA AMS.

Paper administrations of the entire ACCESS test are considered accommodations for students with disabilities (see Chapter 6) or supports for ELs who have been enrolled in Minnesota schools for less than a year **and** have an English proficiency level of 2 or below on the WIDA English Language Development Standards or the equivalent. Before ordering a paper test for a student who meets these two criteria, please consider the following:

- Other than the provisions for the writing test noted above, it is not possible to combine administration modes. Students cannot take some tests on paper and some online.
- All ELs who are able to access the online test are expected to have the opportunity to experience the online practice tests prior to actual testing.
- Students should be included in the decision-making process before selecting a paper administration.
- Staff administering the paper test and scoring the speaking test must complete ACCESS for ELLs 2.0 Paper-Based Grades 1–12 Training Course and Quiz, which is different from the training for administering the online test. To administer and rate the paper speaking test, Test Administrators must pass the Speaking Quiz.

 The speaking test in the paper administration is scored by the Test Administrator. It is strongly recommended that raters of the speaking test be trained in second language acquisition.

Test Administration Considerations for OLPA and MCA

For online testing, test sessions are created and monitored in PearsonAccess Next. Refer to the applicable *Online Testing User Guide* on PearsonAccess Next for detailed instructions on creating and monitoring test sessions in PearsonAccess Next. <u>Access user guides on PearsonAccess Next</u> (PearsonAccess Next > Resources & Training > User Guides).

For test security purposes for MCA, access to student tests through TestNav is limited to the hours of 6 a.m. to 5 p.m. on weekdays throughout the testing window. For data entry tests, staff access through TestNav is limited to the hours of 6 a.m. to 7 p.m. on weekdays throughout the testing windows. If the district needs to test students or enter data outside of these hours, the District Assessment Coordinator must contact mde.testing@state.mn.us at least two business days in advance and provide the rationale. MDE will review the rationale and determine if an exception is allowed.

Districts must decide the process for signing students in to online assessments. Some districts may have students sign themselves in, while others may sign students in before their arrival at the computer lab or testing room. Decisions will likely be based on the students' age and their experience with the computers or devices they are using.

Students using paper accommodated test materials enter their responses directly in the paper accommodated test book (unless they require the scribe accommodation). After testing is complete, student responses in the accommodated test book must be entered online during the testing window. See *Data Entry for MCA and MTAS* later in this chapter for more information.

Chapter 5 includes information on supports that are available for any student who needs them. Supports are small changes in test administration procedures that are available to all students, including general test-taking practices and accessibility tools available in online assessments.

Cell Phone and Device Policy

Students may NOT use or access cell phones, wearable technology, or any other devices at any time during testing, including during breaks or when testing is completed. District and School Assessment Coordinators must develop and train staff on school-specific policies and procedures (i.e., policies on how they will implement the no-cell phone policy) prior to test administration.

 If a student has a cell phone or device out at any point during a test session, the student's test has been compromised and needs to be invalidated, even if the student did not use the cell phone or device. Even if the student has completed testing, cell phones or other devices cannot be used in the testing room.

- Districts must implement policies and procedures restricting student access to cell phones and other devices during test administration in order to maintain test security and prevent disruptions for other students. Examples of district procedures include collecting student phones, verifying phones are turned off, and requiring students to store phones and other devices so they are inaccessible during test administration. Test Monitors must inform students they cannot make or receive calls, or send or view texts or other alerts during test administration.
- It is also a district decision to determine what action will be taken to minimize disruptions during testing if the district cell phone policy is not followed. For example, if a student receives a notification (e.g., ringtone, vibration), the district policy may be that the student will hand the phone directly to the Test Monitor and/or silence the phone without looking at it. In these cases, MDE does not require the district to invalidate the test if the student simply hands over the phone or silences it without looking at it; however, if there is any question that the student accessed the phone or other device, the test must be invalidated.
- The test/accountability code for invalidations due to cell phone or device access is INV-D. The invalidation of a student's test must be documented on the *Test Administration Report*, which is kept on file at the district. Only if there was a breach of security (e.g., student uses the cell phone to take a picture of the test) does a *Test Security Notification* also need to be submitted in Test WES.
- The only exception to this policy is the use of supported devices, like tablets, for taking
 the online test; during testing sessions, these devices cannot be used for any other
 purpose, including during test session breaks, and must be turned off or put away after
 the student has completed testing.

Test Monitors also may not use cell phones during test administration. Cell phones must be turned off or put in silent mode. Test Monitors must be focused on active monitoring and should not use their cell phones during testing.

Districts must plan ways for Test Monitors to communicate other than by cell phone. If the Test Monitor must inform the District or School Assessment Coordinator of an issue (e.g., sick student in the room, technical issues), then another method must be used to notify staff that help is needed in the room, like using a landline phone, walkie-talkies, email, or hanging a sign outside the door. Test Monitors cannot check email or work on their computer for any purpose other than to monitor the test session or to email asking for assistance, if that is the district's method of communication.

Staff who may be going between rooms or helping troubleshoot technical issues, like the District Assessment Coordinator or Technology Coordinator, can use cell phones to contact the service provider's help desk, for example, but this person should NOT be the sole Test Monitor in the testing room and should step out of the room to make calls, if possible.

Monitoring Test Administration

A critical component of successful test administration is for Test Monitors to 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.

This may mean different things depending on the type of testing room and the number of students in the testing session. For example, in a small computer lab or classroom with a small group of students, Test Monitors may be able to stay in the front of the room and actively see that all students are working independently and making progress in their tests. However, in a large computer lab or classroom, Test Monitors will likely need to circulate around the room to ensure that test security is maintained and students are working independently. Depending on the setting, more than one Test Monitor may be needed to ensure that students are working independently and not accessing unallowable materials. Walking around the test room discourages prohibited behavior and also makes Test Monitors available to answer allowable questions and respond to unexpected situations.

Test Monitors must actively monitor students throughout the entire test administration, even after students have been successfully testing for a period of time and do not have any questions. Examples of Test Monitor activities that are unrelated to administration of the test and that are not allowed include planning lessons, grading papers, using cell phones, working online, or talking casually with other staff. While the Test Monitor may need to check online test status on the computer, or stop to answer a student question, the primary focus must remain on actively monitoring students who are testing, even when test administration or technical issues arise. Districts must have a plan for providing assistance to Test Monitors in these situations (e.g., additional Test Monitors, technology staff) so active test monitoring can continue.

What Help Can Test Monitors Give to Students?

- Repeat the Test Monitor and Student Directions as written. Scripted directions Test
 Monitors can use during test administrations are included in the Test Monitor and
 Student Directions. These are the only directions Test Monitors can give students during
 test administration.
 - Test Monitors may not paraphrase Test Monitor and Student Directions, define or pronounce a word within a test item, discuss a test item, or give an opinion regarding a test item. Test Monitors also may not control the pace at which students test, as the tests are not timed and students should be allowed to continue as long as they are making progress. Test Monitors must follow the district policies and procedures regarding what to do if a student finishes early or needs extra time.
 - During testing, Test Monitors may not remind students of any test-taking strategies or offer them encouragement, other than what is scripted in the Test Monitor and Student Directions. Help of this sort should be provided on

- an occasion prior to test administration, like when the item samplers or student tutorials are used.
- For example, if a Test Monitor notices that a student is moving quickly through their test, he or she can remind all the students by repeating the relevant directions in the *Test Monitor and Student Directions*. It is not permissible to say to an individual student, "Did you mean to answer those items so quickly?" Help of this kind is a short step from saying something that guides the student to changing answers to test items.
- Students must be familiar with how to answer different types of items—Test Monitors
 cannot provide assistance. Test Monitors cannot clarify or interpret any test item, give
 any indication that there may be a different approach or answer, or help students with
 answers to items in any way.
- Students must be familiar with the functionality of the calculator and online/accessibility tools and how to navigate in the test prior to the start of testing. However, Test Monitors may assist a student if needed with the online/accessibility tools or navigation in the test (e.g., moving forward and backward in the test, Review list) only if it prevents a student from accessing an item, responding to an item, or moving within a test. For handheld calculators, Test Monitors may assist if the calculator is broken (e.g., batteries dead).
- Following testing, Test Monitors or other staff may not ask students about specific test items. If students ask about a specific item following testing, the Test Monitor may provide instruction on the general concept but must not address or solve the specific test item.

Reporting Suspected Item Errors and Technical Issues

If a student points out a test item that appears to have an error, the Test Monitor should instruct the student to continue the test and note the test, grade, subject, section number (if applicable), item number, and student MARSS/SSID number. Similarly, if a student receives an error message in an online test, the Test Monitor should write down the error message and number along with the student information. If the technical issue prevents the student from responding to the item, the student should exit the test.

- Following the test session, the Test Monitor should notify the School Assessment
 Coordinator, who will notify the District Assessment Coordinator, about any test items
 that appear to have an error. For technical issues, the Test Monitor should contact
 district technology staff following the district's policy, as needed.
- The District Assessment Coordinator will contact MDE at mde.testing@state.mn.us or the service provider and give the information collected by the Test Monitor.

The contents of the item itself should never be referenced, captured as an image, or emailed within the school or district or in a communication with MDE or the service provider because doing so is a breach of security.

Misadministrations Occurring during Test Administration

If a Test Monitor creates a non-standard situation during test administration, the student's test will be scored if it still reliably measures what is being assessed. However, if the misadministration compromises the validity of the test results, the test will be invalidated. Similarly, security breaches will result in invalidations of student tests if the validity of the students' tests is compromised or each student was not allowed an opportunity to independently demonstrate their knowledge. Misadministrations, and invalidations if applicable, must be documented on the *Test Administration Report*; security breaches must be reported on the *Test Security Notification*.

The *Online Testing Situations or Misadministrations* procedure outlines some situations or misadministrations that may occur during online testing that require action by the district, MDE, or Pearson; some of these situations are also addressed below. In many cases, the District Assessment Coordinator will contact the Pearson help desk and provide detailed information about the issue that occurred and the student or students who were affected. The Pearson help desk will follow up with further information following the guidelines outlined in the procedure. While not an exhaustive list, the procedure provides examples of possible test administration situations or misadministrations and the likely outcomes. Access the *Online Testing Situations or Misadministrations* procedure on PearsonAccess Next (PearsonAccess Next > Resources & Training > Policies and Procedures). There are separate procedures for OLPA and MCA.

Incorrectly Exiting an Online Assessment

To maintain test security, students should exit the online OLPA or MCA following the requirements outlined under *Scheduling Requirements and Estimated Test Administration Times* earlier in this chapter.

If students exit the test within a section, they will be able to navigate back to items completed previously; Test Monitors should use the scripted instructions in the *Test Monitor Directions* to remind students not to return to items completed in a previous test session. Careful monitoring is required to make sure students do not change answers to items completed in a previous test session. If the district determines that a student went back and changed answers, then the test must be invalidated (using the INV-S test/accountability code) because the validity of the test has been compromised.

Misadministration of Calculator

If a handheld calculator is used on a grades 3–8 online Mathematics OLPA or MCA or on a non-calculator segment of grades 3–8 Mathematics MCA paper accommodated test materials, the student's test must be invalidated because it no longer measures what is being assessed. In addition, if a student has a calculator out when calculators are not allowed, whether used or not, the test has been compromised and the test must be invalidated. Record the misadministration and invalidation on the *Test Administration Report*. If a student accessed the calculator when not allowed, the invalidation test/accountability code is INV-S; if the Test Monitor provided the

calculator when not allowed, the test has been misadministered and the invalidation test/accountability code is INV-O.

Reading from the Test instead of the Script

The script is the only source that a Test Monitor may use to read a Mathematics MCA or Science MCA to a student who requires that accommodation, and the Test Monitor must read exactly what is stated in the script. The Test Monitor may NOT read the test from the student's computer screen or paper accommodated test book. There is no script for the Reading MCA or Reading and Mathematics OLPA; these tests cannot be read aloud.

It is a misadministration if the Test Monitor reads directly from the paper accommodated test book or computer/device screen rather than from the script, and the student's test must be invalidated (using the INV-O test/accountability code). Record the invalidation and misadministration on *Test Administration Report*.

Note: this misadministration does not apply to the MTAS.

Misadministration of Script or Accommodated Text-to-Speech on Online Assessments

Prior to test administration, ensure that accommodated text-to-speech (Mathematics and Science MCA) and the script accommodation (in conjunction with the online Science MCA) are indicated in Test WES and appear in PearsonAccess Next. For Mathematics OLPA, accommodated text-to-speech is indicated in PearsonAccess Next.

- Accommodated text-to-speech: If the accommodation is not indicated, the student will
 not have accommodated text-to-speech available. The options for the student depend on
 the test and are included in *Online Testing Situations or Misadministrations* procedure.
- Science MCA script: If the accommodation is not indicated, the student's online test will
 not match the Science MCA script. In this situation, there are two options:
 - Allow the student to finish the test independently; text-to-speech can be used.
 However, the Test Monitor cannot read the test aloud from the computer screen and cannot read the matching test items in the script.
 - Invalidate the student's test (using the INV-O test/accountability code).

Record the misadministration of accommodations on the *Test Administration Report*; if the test is invalidated, the invalidation also must be documented. See Chapter 5 for additional information about these accommodations.

Test Responses for OLPA, MCA, and MTAS

For online assessments, only student responses that are entered online are scored. Students using paper accommodated test materials must have their responses entered online by district staff. Similarly, scores for the MTAS tasks must be entered online by the Test Administrator or

other district staff. All student responses/scores must be entered by the close of the testing window. Responses on scratch paper, paper accommodated test materials, or MTAS Data Collection Forms are not scored.

If a student begins to respond in another student's test, have the student stop immediately; contact the Pearson help desk for instructions on how to correct the situation. Refer to the *Online Testing Situations or Misadministrations* procedure for additional information.

Valid Score Rules

The rules for determining how many responses are required to generate a valid score (VS) score code that can be reported for a student vary by test. Information about not complete (NC) and not attempted (NA) score codes is included below as applicable.

- MCA: For all grades and subjects, students must respond to 90 percent of the
 accountability portion of the assessment to receive a VS. Students responding to six or
 more items but fewer than 90 percent receive an NC score code. Students responding to
 fewer than six items receive an NA score code.
- MTAS: A Test Administrator score entry for every task is required in order to receive a
 VS. When scores are submitted for at least one but not all tasks, an NC score code is
 received. If no score responses are submitted, an NA score code is received.
- ACCESS and Alternate ACCESS: At the time of publication, WIDA is in the process of determining what is required to generate a valid score in each domain, as well as how to determine composite scores based on domain scores.

Leaving During Testing

- Do not begin testing if you expect that students may not be able to finish a section/segment before lunch break or the end of the school day, or because of threatening weather.
- Whenever leaving the testing room during online testing (e.g., bathroom break, break in testing), the students should exit the test or cover the test content in some way (e.g., close the laptop, turn off the monitor, turn over the device) unless an emergency prevents them from doing so. For paper accommodated test materials, students should close their test books.
- Individual students who need to use the restroom during testing may do so at the discretion of the Test Monitor. Only one student at a time should be allowed to leave the room, or there must be a plan and staff to monitor students if more than one student must leave. If multiple testing rooms are being used, there must be a procedure to coordinate and/or supervise the absence of students from different rooms. Test security must be maintained, and any prolonged absences or repeated requests for breaks must be investigated for a breach of security.

- If the entire group must leave because of an emergency (e.g., fire alarm), the Test Monitor should close the door and secure the room when leaving, if possible. Test Monitors and staff must be available to monitor that students do not discuss the test during their time away from the testing location.
- If students are exited from the test due to technical issues and the issue is resolved in the same testing session (i.e., there has been no time or access to review test content), the students can review any previously completed items in the section. However, if issues are not resolved in the same testing session, students cannot review previously completed items. The Test Monitor should use scripted instructions in the *Test Monitor* and *Student Directions* to remind students that they cannot go back to previously completed items.
- Any student who leaves a test session and is unable to return because of an illness or other emergency will complete the abandoned section/segment during a make-up session, but the student may not change answers to items already attempted. The Test Monitor should remind students that they cannot go back to previously completed items.
 - For online assessments, if the student does not return for the remainder of the testing window, the items the student has completed will be scored. All incomplete tests will automatically be marked complete by Pearson at the end of the testing window. However, districts may choose to mark tests complete if they wish.
 - For paper accommodations, if the student does not return for the remainder of the testing window, the responses to the items the student completed should be entered online within the testing window for scoring.

Defective or Damaged Test Materials

If a paper accommodated test book is defective, obtain another test book (ensuring it does not also contain the defect) and give the new test book to the student. If necessary, the District Assessment Coordinator can order additional test materials from Pearson. Secure test materials that contain a defect or that are torn or damaged should be returned in a plastic bag or envelope with secure test materials to Pearson. If the security number is illegible or the secure test material has been destroyed, report the security number of the affected material(s) to Pearson.

Any paper accommodated test book that is damaged by vomit, blood, or other bodily fluids must have the responses entered online, if possible. If the answers cannot be entered, the student may complete any segments not yet taken during a make-up session in a new paper accommodated test book. The incident, including the name of the staff person entering the responses, must be included on the *Test Administration Report*. The damaged accommodated test book should be destroyed or disposed of in a secure manner (e.g., shredding, burning) and the security number of the destroyed test book reported to Pearson. These damaged test books should not be returned to Pearson.

What Students May Do after They Complete a Test

After completing a section or 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 District Assessment Coordinator's responsibility to make sure the district has established its policy before testing begins.

If students stay in the testing room, disruptions for other students must be kept to a minimum. Cell phones or other devices cannot be used at any time, even if the student has completed testing or is working on something unrelated. Students may read a paper book, complete activities on paper, or sit quietly. Allowing students to have cell phones or device poses a potential security risk (e.g., student takes a picture of another student's in-progress test, student uses device to provide answers to another student).

Test/Accountability Codes

For standards-based and English language proficiency accountability assessments, test/accountability codes are used to describe why a student did not participate in an accountability assessment, or, in the case of invalidations, why the student's test is not a valid measure.

- Test/accountability codes for MCA and MTAS are entered in Test WES during Posttest Editing. Test/accountability codes for invalidations and refusals may also be entered in PearsonAccess Next during the testing window.
- Since OLPA is not used for accountability purposes, invalidation (INV) is the only code
 collected and it is entered in PearsonAccess Next during the testing window. While
 multiple invalidation codes are described below for MCA and MTAS, only one
 invalidation code (INV) is collected for OLPA for all circumstances requiring an
 invalidation.
- Because the ACCESS and Alternate ACCESS are designed for all states in the WIDA consortium, some of the Minnesota-specific test codes can only be indicated during Posttest Editing in Test WES. There are four test codes available for indication in WIDA AMS and on the test booklets during the testing window: Absent (ABS), Invalid (INV), Declined (DEC; used for both parent and student refusal), and Deferred Special Education (SPD). Not Enrolled (NE) and Medical Excuse (ME) can only be indicated in Posttest Editing. More information on test codes for ACCESS and Alternate ACCESS is available in the District and School Test Coordinator Manual.

The close of Posttest Editing is the deadline for entering test/accountability codes for standardsbased and English language proficiency accountability assessments.

Absent (ABS)

Student was absent. Indicates that the student was absent on the testing date for a subject and was unable to make up the test at any time during the entire testing window. This includes

students expelled/suspended from school and unable to be tested. Do not indicate ABS if the student took part of the test. ABS should be indicated only for students who were absent and unable to be tested at all.

Invalidations

Student's test was invalidated. To better document the reason for the invalidation, there are three different codes for invalidation for MCA and MTAS. For OLPA and ACCESS and Alternate ACCESS, one code (INV) is used for all invalidations.

The reason for the invalidation must be documented on the *Test Administration Report* for all invalidations. If the reason for the invalidation was the result of a security breach, the *Test Security Notification* must also be submitted to MDE.

Invalidations can be indicated during the testing window and during Posttest Editing.

Invalidations can now be entered by districts during Posttest Editing, rather than requesting MDE to invalidate.

INVALIDATION DUE TO STUDENT ACTION (INV-S)

INV-S is indicated if a student engages in inappropriate activity or behavior before, during, or after testing that affects the validity of the test. Inappropriate activity or behavior by students includes, but is not limited to, copying from another student, providing answers to another student, using prohibited aids such as notes, and having prohibited materials out during testing even if not used (like a calculator or text book). Note that accessing or using prohibited cell phones or devices is a separate code and not indicated as INV-S.

MDE has the authority to require a student's test to be invalidated with INV-S if a student's actions create a security breach that compromises the validity of the test results.

If the student rushed through the test and did not appear to be taking the test seriously or did not complete the test, the test should **not** be invalidated; the test should be returned for scoring and documentation can be added in the *Test Administration Report*.

As noted below, student refusal to take any part or all of the assessment is no longer indicated as an invalidation.

INVALIDATION DUE TO DEVICE (INV-D)

INV-D is indicated when a student accesses a cell phone or other device at any point during test administration (including breaks and when testing is completed), even if the student did not use it. The INV-D code is also used in circumstances where test security is breached using a device (e.g., capturing test content, looking up answers). Refer to *Cell Phone and Device Policy* earlier in this chapter for more information.

INVALIDATION OTHER (INV-0)

INV-O is indicated for misadministrations or other situations, including staff actions, which compromise the validity of test results. Inappropriate activity or behavior by staff includes, but is not limited to, giving answers or unauthorized help or cues to students, making any attempt to improve a student's test score or altering a student's responses, allowing instructional posters and graphics or other prohibited materials in the testing room or on a student's desk, leaving the room unattended during testing, or allowing students to leave the room unattended during testing.

MDE has the authority to require a student's test to be invalidated with INV-O if staff actions create a misadministration or security breach that compromises the validity of the test results.

Medical Excuse (ME)

Student has a medical excuse for not taking the test. A student coded ME is unable to be assessed at any time during the testing window because of a significant medical condition officially documented at the district. Do not use ME if a student took a part of the test. Use ME only for students who were unable to be tested at all.

MDE requires that the medical condition be verified annually by a licensed medical professional, operating under the scope of their medical professional license. For any future audit, districts should have the documentation on file that confirms that the students coded with a medical

excuse could not have appropriately tested; *** this documentation must be kept on file for two years after the end of the academic school year in which testing took place.

Not Enrolled (NE)

Student was not enrolled when the test was administered in the district. Do not use NE if a student started taking the test. Districts determine when tests will be administered and should attempt to test all students who are enrolled during and after those testing dates. Students may be enrolled for one subject and not enrolled for another depending on when they enroll or drop in enrollment.

Refusal

To better document refusals for testing for the MCA and MTAS, there are two different codes based on whether the parent or student is refusing testing. For ACCESS and Alternate ACCESS, both parent and student refusals are indicated as Declined (DEC).

Refusals can be indicated during the testing window in PearsonAccess Next and during Posttest Editing.

REFUSAL BY PARENT (REF-P)

Student did not take the test because the student's parent or guardian requested that the district not administer the test to their child. A parent refusal must be submitted to the district in writing prior to testing. Each district determines what documentation they require for parent refusals. MDE will provide an optional form parents/guardians may use to document their refusal for testing, but districts may require other documentation. MDE requires that parent refusals are

documented annually; this documentation must be kept on file for two years after the end of the academic school year in which testing took place. Refer to Chapter 7 for additional information.

Do not indicate REF-P if a student has started or completed the assessment at the time of the parent refusal; the test will be submitted as is for scoring since the student did participate in part of the test. However, the district should indicate on the *Test Administration Report* that the parent's request for refusal could not be honored. The district will determine with the parent if the student report generated will be provided to the parent.

REFUSAL BY STUDENT (REF-S)

Student did not take the test because the student refused to test. Districts may require that students provide written refusals. The district may also determine if student behavior prevents the student from testing. In the case of behavior, districts can attempt to administer on another day before documenting the refusal. Student refusals are not required to be documented on the *Test Administration Report* but districts may choose to document the circumstances surrounding student refusals as needed to address questions after testing.

For MCA and MTAS, student refusals are now indicated with a specific test/accountability code (REF-S) rather than an invalidation. For ACCESS and Alternate ACCESS, a student refusal continues to be indicated as Declined (DEC). Refer to Chapter 7 for additional information.

Do not indicate REF-S if a student has started the assessment and then refuses to finish it; the test will be submitted as is for scoring since the student did participate in part of the test. The refusal to finish may be a stated refusal or based on behavior that prevents the student from finishing the test. The district should indicate on the *Test Administration Report* that the student refused to finish the test.

Summary

Table 26 provides a summary of the test/accountability codes that can be indicated on student tests. In general, test/accountability codes provide a reason why a student did not test (with the exception of some invalidations).

Table 26. Summary of Test/Accountability Codes

Code	Enter If Test Is Not Started	Enter After Test is Started or Completed	Enter in PearsonAccess Next	Enter in Posttest Editing
ABS (Absent)	X			Х
INV-S (Invalidated Student Behavior)	Х	×	X	Х
INV-D (Invalidated Device Use)	X	×	X	Х
INV-O (Invalidated Other)	X	×	X	Х
ME (Medical Excuse)	Х			X
NE (Not Enrolled)	Х			Х
REF-P (Parent Refusal)	х		Х	Х
REF-S (Student Refusal)	Х		Х	Х

Student Characteristic Codes

Student characteristic codes for standards-based and English language proficiency accountability assessments have been used to indicate additional information about a student test, and historically, have been used to note if a student should be removed from accountability

calculations and/or district/school summaries. Since accountability calculations are still being determined for 2016–2017 based on ESSA, information about indicating these codes is not available. See Chapter 7 for additional information on participating in testing for:

- Foreign Exchange
- Home Schooled
- New to Country
- Significant Gap in Enrollment

Data Entry for MCA and MTAS

Student responses from paper accommodated test materials for the Reading, Mathematics, and Science MCA must be entered online in a Data Entry form in TestNav during the testing window. Paper accommodated test books cannot be submitted to Pearson for scoring—student

responses must be entered online in order to be scored. For test security purposes, TestNav can only be accessed during the hours of 6 a.m. to 7 p.m. on weekdays throughout the testing window for entry of student responses. A user guide for data entry is provided by Pearson.

MTAS scores also must be entered online in PearsonAccess Next during the testing window. Data Collection Forms cannot be submitted to Pearson for scoring—student scores must be entered online in order to be scored. For the MTAS, the Learner Characteristics Inventory (LCI) must also be submitted (refer to the *Important Dates* for the date that LCI scores can begin to be entered). User guides for MTAS score entry are provided by Pearson. MTAS Data Collection Forms and LCI forms should be kept on file for one year after entering scores online in case there are any questions about scores/data entered.

Districts are no longer required to document the staff who entered student responses and MTAS scores on the *Test Administration Report* as this information is collected during entry in Pearson's systems.

If the student responses or MTAS scores were entered for the wrong student, the District Assessment Coordinator must contact the Pearson help desk as soon as the issue is discovered. The test will be reset by Pearson so the correct responses or scores can be entered.

Collection and Return of Secure Test Materials

When testing is completed, Test Monitors must verify that they have accounted for all secure test materials and return them to the District or School Assessment Coordinator. While some secure materials must be returned, others can be securely disposed of at the district. Some reminders about each type of material are below, but this is not an exhaustive list; refer to the secure material user guides that will be available on PearsonAccess Next for more information.

Secure test materials that must be returned include test books, accommodated test materials (braille test books, large print test books, scripts, etc.), and MTAS Task Administration Manuals and Presentation Pages. Secure materials to return are defined as those having a security number and barcode and being listed on the security checklists. Refer to the *Important Dates* sheet at the front of this manual for the date to ship secure test materials to Pearson. The District or School Assessment Coordinator is responsible for collecting, packaging, and preparing all test materials for return to Pearson

Materials that can be securely disposed of at the district (following district procedures) include student testing tickets, scratch paper, and MTAS Response Option Cards.
 "Securely dispose" is defined as destroying materials so they are not accessible. This can be done through shredding or incineration. Each district determines the procedure to follow, including which staff will be responsible for the secure disposal (e.g., collected and disposed of at a central location, securely disposed of by each Test Monitor). The secure disposal must be completed no more than 48 hours after the close of the testing window.

Refer to the *District and School Test Coordinator Manual*, for further information on collecting and returning test materials for the ACCESS and Alternate ACCESS.

If secure test materials are missing at any point while in the district or school's possession (whether identified at the district/school or by the service provider after materials are returned), the District Assessment Coordinator must complete a *Test Security Notification* in Test WES detailing the timeline for the missing materials, the chain of custody or procedure the district follows to track secure materials, and the status of locating the secure materials.

As soon as possible following the deadline for the return of secure materials (see the *Important Dates*), the service provider and MDE will follow up with District Assessment Coordinators if any

secure test materials are missing. Since the return of secure materials occurs close to the end of the school year, District Assessment Coordinators will need to develop a process with schools to ensure all test materials are returned. If the District Assessment Coordinator is not available to respond to requests, another staff member must be aware of the chain of custody in order to respond to requests to locate missing materials over the summer.

Posttest Editing

After testing is completed, District Assessment Coordinators edit student assessment records (as needed) through Posttest Editing in Test WES. Posttest Editing in Test WES is available for the standards-based accountability assessments (Reading, Mathematics, and Science MCA and MTAS) and English language proficiency accountability assessments (ACCESS and Alternate ACCESS). It is important to verify or correct student information on assessment records during Posttest Editing to ensure that reporting and accountability calculations are based on accurate and complete information. See Chapter 9 for additional information.

Late Entry of Student Responses or MTAS Scores

If student responses in paper accommodated test materials or MTAS scores are not entered during the testing windows, districts can contact Pearson to arrange for a late score entry. There is a \$125 fee for late score entry for up to 10 students after the close of the test window; contact Pearson for the fee associated with entry for more than 10 students. The *Request for Late Score Entry* form in Appendix A includes instructions regarding the return of late score entry materials.

A late entry can only be requested if no scores were entered during the testing window. Changing or making additions to scores entered during the testing window cannot be submitted as late entries since these are changes to an existing test.

Depending on when requests are submitted to Pearson, late score entries may not be entered in time for the district to verify the records during Posttest Editing or for the records to be included in accountability calculations.

Rescores

A rescore may be requested when a parent/guardian or school district staff disagrees with the final MCA score a student received. District Assessment Coordinators must email mde.testing@state.mn.us with the student's MARSS number and the rationale for requesting a rescore. MDE will review the request. If approved, further information will be collected.

The cost for rescoring a test is \$125 per test; however, this fee is waived if a student's score changes. Parents/guardians should work with the school district to initiate a rescore.

A rescore does not include test/accountability or score code changes (INV, NC, etc.) or the late entry of student responses for paper accommodated test materials or the MTAS. Any questions regarding a test/accountability code must be addressed during Posttest Editing.

Score Appeals

Scoring appeals may be available for the ACCESS Speaking and/or Writing score of a particular student. District Assessment Coordinators must email mde.testing@state.mn.us with the student's MARSS number and the rationale for requesting a score appeal. MDE will review the request. If approved by MDE, there may be a \$200 fee. Score appeals cannot be requested for Reading or Listening scores or if a test code was indicated for any domain.

Chapter 9 — Student Demographics and Data Editing

Overview

Minnesota uses student demographic data throughout the testing and reporting processes. Correct demographic data are necessary for accurate reporting, and districts and schools have opportunities to edit incorrect student demographic data used for testing or accountability calculations. The majority of this chapter addresses data files and processes for OLPA, MCA, and MTAS; specific references for ACCESS and Alternate ACCESS are included as applicable.

The student identity validations at MDE require that a particular MARSS or state student ID (SSID) number be held by just one student. MDE's Student Identity Validation Interface is used by authorized staff (often the MARSS Coordinator) to search for known students, to validate new students, and to resolve student identity issues with submitted data. MARSS data are used as the primary source of student demographics for all assessments, and validations are run on student identities in MARSS. For testing, students must have a unique, valid MARSS/SSID number to be sent to service providers.

- MARSS Coordinators should maintain current and accurate student enrollment information in MARSS by submitting updated data through MDE's MARSS Web Edit System (MARSS WES).
- MARSS/SSID numbers for new students are created through the Student Identity Validation Interface. If there is a student identity issue with MARSS data, it must be resolved using the Student Identity Validation Interface and then updated and submitted to MARSS.
- The Student Identity Validation Interface includes MARSS numbers for currently enrolled students as well as students from the past decade.
- More information on MARSS WES and the Student Identity Validation Interface is available on the MDE website by going to the Data Submissions page and then picking the applicable system on the left side of the page. <u>View the Data Submissions page of the MDE website</u> (MDE website > Districts, Schools and Educators > Data Submissions).

Demographic Data Elements and Assessment Precode Data

"Precode" refers to the data files that are sent to service providers with student information for testing. The precode files contain information from the MARSS enrollment record (such as the school the student is enrolled in), as well as the assessments the student is eligible for with any related information (such as any accommodations requested). Districts can improve the accuracy of their student records sent in precode by promptly updating student demographic and enrollment changes in MARSS.

Demographic fields included in precode data:

- District Number, District Type
- School Number
- Grade
- Last Name
- First Name
- Middle Name
- Gender
- Birth Date
- MARSS/SSID Number
- MARSS Local Use Data (an optional field that may be created by the district for internal student identification purposes. MDE does not assign or track this number.)

Demographic fields that affect enrollment record selection for precode:

- English Learner
- Special Education Status
- State Aid Category
- Status End Date

Precode Files

The precode file sent to DRC for ACCESS and Alternate ACCESS includes all students designated as English learners in MARSS and is used to load students for online testing. This precode file is only sent once each year.

Precode files are sent to Pearson nightly throughout the school year, beginning in the fall, and include student enrollment information for grades 3–12. When students are dropped from enrollment in MARSS, their test eligibility is removed from PearsonAccess Next.

For OLPA, MCA, and MTAS, specific windows have been established to send eligibility data in precode files. These windows are indicated in the Precode Schedule available under Sent Precode in Test WES.

For OLPA, precode files for all students in grades 3–8 (reading and mathematics), grade 10 (reading only), and grade 11 (mathematics only) are automatically sent to Pearson once MARSS data is submitted in the fall. This process continues through the day before the last day of the testing window. (Since precode files are sent nightly, the last file is sent the night before the last day of the testing window.)

- For MCA and MTAS, precode files are sent nightly beginning in late January (see the *Important Dates*) through the day before the last day of the testing windows.
 - The precode files include accommodations and any changes in test assignments indicated in Pretest Editing in Test WES.
 - Quantities of MCA accommodated test materials and MTAS test materials will be sent automatically based on the precode file on the date indicated in the *Important Dates* (for 2016–2017, this date is January 20).
 - After this date, any changes must continue to be made in Pretest Editing and precode files will continue to be sent nightly. Though subsequent updates do not change the test materials that are sent (after January 20, all additional test materials must be ordered during the additional orders window), information continues to be sent to Pearson to ensure students are eligible for the correct assessments and accommodations.
- In order for students to be loaded in PearsonAccess Next for online testing or data entry, any MARSS enrollment updates must be submitted at least two business days in advance. Once MARSS is submitted to MDE, that data is gathered overnight and is available the next business day in Test WES to make changes in Precode Student Eligibility (e.g., changing schools) or Pretest Editing (i.e., test assignments or accommodations). Any changes made in Precode Student Eligibility or Pretest Editing will be sent in the next precode file and will typically be reflected in PearsonAccess Next the following business day.

For the ACCESS and Alternate ACCESS precode file and the initial shipment of MCA paper accommodated test materials and MTAS test materials, any MARSS updates need to be submitted at least one day prior to the date when the precode data is sent. See the *Important Dates* sheets for these dates.

Please note: Districts that work with a Regional Management Information Center (RMIC) or other service provider to submit their MARSS data might need to provide their MARSS data to the RMIC or other service provider earlier than the precode dates listed under the *Important Dates*. Districts should verify dates and timelines with their provider.

Accessing MDE Secure Systems

MDE's secure systems that are related to assessment include Test WES, Assessment Secure Reports, Graduation Requirements Records (GRR) system, MARSS WES, and Student Identity Validation Interface. While it can vary depending on their roles in the district, the District Assessment Coordinator typically has access to Test WES, Assessment Secure Reports, and the GRR system, while the MARSS coordinator typically has access to MARSS WES and the Student Identity Validation Interface. Access all of these sites via the Data Submissions page of the MDE website (MDE website > Districts, Schools and Educators > Data Submissions).

The process for requesting and modifying access to MDE secure systems is also available on the Data Submissions page of the MDE website. Prior to accessing a secure system, the Identified Official with Authority must pre-authorize the user's access to the system. After the user has been pre-authorized, he or she must log in to the system and request access. For questions about access to MDE secure systems, please contact mde.testwes@state.mn.us.

Test WES

MDE's Test WES (Web Edit System) is used throughout the year by District Assessment Coordinators and other district staff for the following activities related to data editing and other assessment tasks:

- Completing the Site Readiness confirmation (see Chapter 8)
- Viewing precode files sent to service providers, using Precode Student Eligibility to verify student eligibility, and manually adding students for testing
- Completing Pretest Editing
- Completing Posttest Editing

Historically, Test WES has also been used to submit information used for accountability, like an alternate assessment waiver or an accountability appeal. Changes to accountability based on ESSA are still being determined and further information about waivers and appeals will be communicated by the MDE Division of Student Support.

Postpublish Editing is no longer available in Test WES because the GRAD retests are no longer administered and districts contract directly with service providers for college entrance exams. Postpublish Editing had been used to clean up assessment records for assessments that did not have Posttest Editing (i.e., Reading, Mathematics, and Written Composition GRAD retests and 2015 statewide administrations of the Career and College Assessments, like ACT with Writing).

Precode Student Eligibility

If students are not included in the precode files sent to Pearson, districts may use Precode Student Eligibility in Test WES to investigate why. If the student's enrollment has been submitted in MARSS, the student's demographic information and test eligibility information will be displayed after the MARSS/SSID number is entered. In addition, the message and status will indicate whether the student has been sent in precode or not.

If blank demographic fields appear instead of student information after the MARSS/SSID number is entered, then either the student's enrollment has not been submitted in MARSS or there is an error on the student's record that is preventing it from being submitted. You will have to work with your MARSS Coordinator to submit the student's enrollment record in MARSS before the student will be able to test.

In addition, Precode Student Eligibility is used to manually add students for testing who will not be enrolled in MARSS (e.g., home-schooled students who are participating in MCA) or to change schools when a student is dual enrolled and the student was sent in precode for the school at which they will not be testing. Students must have a valid MARSS/SSID number in order to be manually added to Precode Student Eligibility.

In general, Precode Student Eligibility should not be used in place of a MARSS submission to add students for testing. However, students can be manually added if they need to test before the next MARSS file will be submitted. Once a record is manually added or changed, subsequent MARSS updates (like a change in grade or school) will not be reflected until the manual record is deleted. Manually added or updated records in Test WES do not update student data in MARSS. A downloadable file is available on the Precode Student Eligibility screen (where the MARSS/SSID

number is entered) that shows any manually added or changed records in your district for the current year; this file can be used to help determine which manually added records should be deleted after MARSS is up to date.

Additional information about Precode Student Eligibility is available in a user guide under the Help link in Test WES. Note: Eligibility for ACCESS and Alternate ACCESS do not appear in Precode Student Eligibility.

Pretest Editing

Pretest Editing in Test WES is used to confirm important information for test administration and edit precode data for the Reading, Mathematics, and Science MCA and MTAS assessments. Additional information about Pretest Editing is available in a user guide under the Help link in Test WES.

TEST ADMINISTRATION INFORMATION

Districts complete the following for MCA and MTAS during Pretest Editing under Test Administration Information; the deadlines for completing each of these are indicated on the screen in Test WES:

- District certification of MTAS eligibility: Test WES will default students who took an MTAS subject last year to take the MTAS subject again this year. IEP teams must verify each year that students meet the eligibility requirements, and District Assessment Coordinators must confirm before the end of the MTAS testing window that all students selected to take the MTAS will meet the requirements at the time of testing.
- District certification of training: District Assessment Coordinators must confirm before testing
 that all staff with any role in test administration have received district training on test
 administration and test security. This certification has been updated to also include
 confirmation that the District Assessment Coordinator has been trained.
- District confirmation of Individual Student Reports (ISR) delivery: Minnesota is required to
 document that districts have delivered Individual Student Reports (ISRs) from the past year's
 administration to families. District Assessment Coordinators must confirm that their district
 provided the ISRs to families by fall conferences.
- District options for test materials: Districts have the following options for the shipment of MCA paper accommodated and MTAS test materials and final student results. The options selected apply to both MCA and MTAS.
 - Delivery location: District Assessment Coordinators will identify whether they want paper accommodated and MTAS test materials delivered to a central district site or to each individual school. The shipping addresses in MDE-ORG for each site will be used and must be verified. The default is to have test materials delivered to the district.
 - Delivery date: District Assessment Coordinators will choose from two different dates for the delivery of paper accommodated and MTAS test materials. The default delivery date is the first delivery date option listed on the *Important Dates*.
- District option for MTAS test materials: Districts may choose if they want to receive MTAS test materials automatically or if they want to order them in additional orders. The default is that

all sites will receive MTAS materials automatically for students who are indicated to the take the MTAS. Test materials can be shared for MTAS administrations, and districts may choose to order them during additional orders if they have historically received more materials than are needed.

District options for student results labels: District Assessment Coordinators will indicate whether
the district wants to receive individual student results labels to place in cumulative folders. The
default is that labels will NOT be provided for MCA and MTAS.

PRETEST EDITING

It is important that districts verify or enter the requested information during Pretest Editing in Test WES so students are sent in precode for the correct assessment (with or without accommodations) and that the appropriate paper accommodated test materials or MTAS test materials will be shipped (as needed) to the district or schools by Pearson.

The following tasks are completed during Pretest Editing:

- Review students enrolled: Review the students currently enrolled in MARSS and loaded to Test WES since these are the students expected to test this spring.
 - For the high school science assessment, the precode Send Indicator should also be verified. Grades 9–12 students who have previously taken a high school science assessment will have the Send Indicator defaulted to "No" in Pretest Editing, which means they will not be sent for the high school science assessment (but they will be included for all other subjects for which they are eligible). If any of these students are retaking life science or biology courses this year, their Send Indicator must be changed from "No" to "Yes" in order to be sent for testing. Students who have not taken a high school science assessment will be defaulted as "Yes."
- Confirm student test assignment: Each student has been assigned an MCA or MTAS in reading, mathematics, and science (when applicable) based on their past assessments. Change the test assignment as appropriate. Any students with an MTAS test assignment on January 20 will have MTAS test materials automatically sent for them (unless otherwise indicated in Test Administration Information; see above).
- Indicate student accommodations for MCA: Select the accommodations individual students will
 need during testing. Accommodation codes can be entered or removed, as needed, throughout
 the online testing windows. Any accommodations that require paper accommodated test
 materials will have those test materials automatically sent if they are entered by January 20.
- Indicate custom group (optional): If you choose, a custom group name can be entered in Test WES to group students so that those students will be in a specified group in PearsonAccess Next for easier test session set up (e.g., Mr. Smith's class).

Pretest Editing continues until the day before the last day of the testing windows so that student enrollment and eligibility information can continue to be updated in PearsonAccess Next. However, if accommodations or test assignments are changed or entered after the precode data is sent for the initial test materials shipment, any MCA accommodated test materials or MTAS test materials must be ordered through additional orders.

Alternate Assessment Waiver

Under ESSA, there is a 1 percent participation cap on the number of students who may participate in the alternate assessment (MTAS). How this participation cap will be calculated is still to be determined. However, the IEP team should determine which assessment is most appropriate for each student with an IEP; these decisions should not be based on concerns about accountability calculations. Further information on requesting an alternate assessment waiver will be communicated by the MDE Divisions of Student Support and Special Education.

Posttest Editing

After testing is completed, District Assessment Coordinators edit student assessment records (as needed) through Posttest Editing in Test WES. Posttest Editing in Test WES is available for the standards-based accountability assessments (Reading, Mathematics, and Science MCA and MTAS) and English language proficiency accountability assessments (ACCESS and Alternate ACCESS). It is important to verify or correct student information on assessment records during Posttest Editing to ensure that reporting and accountability calculations are based on accurate and complete information. Test scores will not be available during this period, but attempt status (see *Valid Score Rules* in Chapter 8) will be indicated for all assessment records.

Student enrollment and demographic information submitted in the most recent MARSS submissions are used for Posttest Editing. Test WES will identify assessment records without matching enrollment records, enrollment records without matching assessment records, and other "discrepancies." Districts can use the search functions to locate the missing records, when available.

District Assessment Coordinators can also enter or verify the accuracy of accommodation codes, test/accountability codes, and student characteristic codes during Posttest Editing. If there is no test record for a student, a blank test record can be created during Posttest Editing to add applicable test/accountability or student characteristic codes. If changes need to be made to student demographics on the enrollment record, the MARSS Coordinator will do this by submitting a corrected file via MARSS WES.

Nonpublic schools can participate in Posttest Editing, but in a limited way since MARSS enrollment data is not submitted; test/accountability codes can be added or changed and student demographics on the assessment record can be updated.

Additional information about Posttest Editing is available in a user guide under the Help link in Test WES.

Graduation Requirements Records (GRR) System

The Graduation Requirements Records (GRR) system is used primarily to request reimbursement for the administration of college entrance exams for students first enrolled in grade 8 in 2012–2013 and later. Beginning in 2016–2017, districts can request reimbursement for both ACT (ACT and ACT with Writing) and SAT (SAT and SAT with Essay). The deadline to enter reimbursements for 2016–2017 will be communicated through the *Assessment Update*. Refer to Chapter 2 for additional information.

Information on entering information into GRR is available in a user guide posted to the MDE website. <u>View the Graduation Requirements (GRR) Data Submissions page</u> (MDE website > Districts, School and Educators > Data Submissions > Graduation Requirements (GRR)).

Note that districts may still use the GRR system to document how students first enrolled in grade 8 in 2011–2012 and earlier met graduation requirements for each subject. Refer to Appendix B for additional information on meeting graduation assessment requirements. Districts may also request reimbursement for these students if a student was unable to participate in the statewide administration of the ACT with Writing in spring 2015. Reimbursements for this cohort are planned to be offered through fall 2020, when eligible students will have reached the age of 21.

Validation against MARSS and Assessment Records

Validation against MARSS

A number of test/accountability and student characteristic codes are validated against the student's MARSS enrollment record. MDE uses the Status Begin and End Dates of a student's MARSS enrollment record to determine if a student was enrolled. Often a student's Status End Date is later than the actual date the student stopped attending school.

The test will also be validated against the student's MARSS enrollment record. Students taking the MTAS must be designated as special education in MARSS during the testing window, or the reported score code will be set to INV; similarly, students taking the ACCESS or Alternate ACCESS must be designated as EL in MARSS. If a district does not make a correction in MARSS during Posttest Editing, there is no way to remove the INV score code after Posttest Editing; the request for rescore process cannot be used to change the code since rescores are used only to verify the correct score and not change a score code.

Grade is also validated against the student's MARSS enrollment record. For example, if a student takes a grade 6 test, but MARSS shows the student enrolled in grade 7, the student's test record will receive a wrong grade (WG) score code instead of a score. This situation may also require a correction in MARSS during Posttest Editing.

Validation against Assessment Records

Students must take only one assessment per subject (e.g., Mathematics MCA or Mathematics MTAS). The assessment a student is to take must be identified prior to a student testing. If a student has two test records for the same subject, the most accommodated test becomes the test used for accountability purposes. For example, if a student takes the Mathematics MCA and the Mathematics MTAS, the MTAS will be used for accountability purposes.

If a student inadvertently takes the incorrect assessment, the incorrect assessment must be invalidated (INV-O) and a *Test Administration Report* completed. If the incorrect test is invalidated, then the student will receive the score on the correct test and that score will be used for accountability purposes.

Chapter 10 — Minnesota Assessment Results

Reporting Overview

Assessment results are the final component of Minnesota's assessment system. All stakeholders, including parents, students, teachers and policymakers, can use the summative information in the results to find out how well students are achieving on the Minnesota Academic Standards or Minnesota Standards for English Language Development. The accuracy of the data reported for individuals, schools, districts, or the state is dependent on the accuracy and completeness of the information provided by the districts. Therefore, it is important that every District Assessment Coordinator and MARSS Coordinator ensure that all available data about each student are updated and correct.

Assessment results for individual students, schools, districts, and the state are distributed to a variety of audiences through different media. The content and format of the results and reports vary by test. To, to aid the interpretation of the results, differences in report format across tests are minimized the extent possible.

This chapter provides an overview of the different assessment reports and results for the standards-based and English language proficiency accountability assessments, and also clarifies the use of preliminary and final assessment results. At the time of this manual's publication, Minnesota is in the process of creating a plan for its accountability system under ESSA, and many details about the release of results and available reports are still to be determined.

Preliminary Reporting in PearsonAccess Next

In PearsonAccess Next, data are available at the student level, roster level, school level, and district level, depending on the user role. For each administration, student reporting groups must be assigned to teachers in order for them to access their students' preliminary results.

Reporting resources and user guides for PearsonAccess Next are available under Reporting Resources on the Additional Reporting Resources page of PearsonAccess Next. <u>View the Additional Reporting Resources page</u> (PearsonAccess Next > Reporting Resources).

On-Demand Reports

Preliminary results documenting the student's score are available in On-Demand Reports within 60 minutes after testing is completed. On-demand reports are available for all OLPA and MCA online assessments and student responses from MCA paper accommodated test materials entered online. On-Demand Reports data can also be extracted in a data file. On-demand reports are not available for MTAS.

Longitudinal Reports

At the time of publication, a Longitudinal Reports system in PearsonAccess Next is still in development and will not be available during OLPA.

Published Reports

Published Reports are PDF versions of final reports. Published Reports include reports that are delivered to districts (rosters and electronic copies of the ISRs) and Benchmark Reports. Published Reports are not available for OLPA.

Benchmark Reports are produced by grade for Reading, Mathematics, and Science at the school and district levels. Benchmark Reports compare school-level performance on MCA items from each benchmark against the performance expected in the school given student scores on the entire test. The reports are a tool teachers can use to identify benchmarks and standards on which students in their school show performance above, below, or at the same level relative to expectations based on overall test performance. A synthetic measure of expected state performance is also included as a reference for interpretation of school performance. Please note, benchmark reports are not produced when student counts at the school or district level fall below 20 as the results are less reliable, and it is difficult to identify any benchmarks that differ statistically from expectation. *Benchmark Report User Guides* by year and subject are available on PearsonAccess Next.

Use of Results in Pearson's Websites

The preliminary results and data in PearsonAccess Next must not be used for official accountability purposes; official accountability data are provided by MDE.

Preliminary student results provided in PearsonAccess Next can be printed and shared with students, families, and staff for instructional purposes, but final data are provided by MDE. It is up to the district to determine how preliminary student results will be shared.

- MCA assessment data goes through Posttest Editing in Test WES before final reports are generated, and changes made during this process could lead to final results that differ from the preliminary results available in On-Demand Reports. In addition, test administration situations (e.g., test invalidations or misadministrations) or scoring adjustments could lead to changes in the preliminary results.
- Preliminary student assessment results should only be used for instructional purposes. For other purposes, like teacher evaluation, final assessment results provided by MDE should be used.
- Preliminary student assessment results should not be discussed in public forums or reflected in public meeting minutes (e.g., school board meetings) until the final assessment results have been released publicly. This includes any summarization, growth, or accountability calculations determined by the district.

Although results available in Published Reports and Longitudinal Reports will reflect edits made during Posttest Editing, any changes made after Posttest Editing would only be reflected in data at MDE. Even though this would be a rare occurrence, it is why final data are provided by MDE.

Districts and schools may use the summary-level data that will be available in Longitudinal Reports for instructional and planning purposes, but data in PearsonAccess Next do not provide final accountability information and should not be shared with the general public or media; only final data provided by MDE are used for these purposes.

Secure Reports

The Secure Reports section of the MDE website is where districts can view official assessment results for students, schools, and the district, as well as accountability and school improvement reports. Each district decides who has access to Secure Reports; for more information on access to MDE systems, refer to Chapter 9. View Secure Reports on the MDE website (MDE website > Data Center > Secure Reports).

Please note: reports provided by multiple divisions at MDE are available under Secure Reports. The Statewide Testing division is responsible for the reports that appear under the Assessment Secure Reports heading.

The Graduation Data List is no longer provided. Districts are not required to track graduation assessment requirements for students first enrolled in grade 8 in 2012–2013 and later since students are not required to participate in an assessment for graduation purposes. Districts may access student testing history on graduation-related assessments or GRR entries in the Student Assessment History Report described below.

Assessment Secure Reports

The following reports are available under Assessment Secure Reports on the Secure Reports page. Additional help documents are available on each report's page and on a separate page on the MDE website, the Assessment Secure Reports Data Submissions page. View the Assessment Secure Reports Data Submissions page (MDE website > Districts, Schools and Educators > Data Submissions > Assessment Secure Reports). For general questions and system functionality issues, contact mde.analytics@state.mn.us.

- District and School Student Results (DSR and SSR): The DSR and SSR files contain all the student-level data from the assessments, including demographic information, achievement level information, and test scores.
 - Beginning with the spring 2016 results, the DSR/SSR files will be available in two formats for a limited time: the new redesigned format and the old format used in past years. The old DSR/SSR format will remain available until Sept.1, 2017. After this point, DSR/SSR files will only be available in the new format.
 - These reports can either be opened directly in Excel or the tab-delimited text files can be imported into a student information system.
 - Information about the contents and structure, including the location and contents of each field in the file, are contained in separate documents for the new and old DSR and SSR file formats on the Assessment Secure Reports Data Submissions page.
- Growth Detail Download: This report contains individual student records based on Minnesota's
 growth z-score calculations. The availability of this report and/or the data it contains may
 change as accountability calculations based on ESSA are determined.
- Growth Summary Report and Download: This report uses the Minnesota Growth Model to summarize the growth students have made during the past year. The availability of this report

and/or the data it contains may change as accountability calculations based on ESSA are determined.

- Student Assessment History Report: This report allows districts to look up the individual
 student test history for any student who has been enrolled in their district during the current
 school year. The student test history look-up is conducted on an individual student basis by
 MARSS/SSID number, and results include historical test records validated through the Student
 Identity System. There is a short period of time each fall when test history is not available in the
 Student Assessment History Report; once the district submits MARSS enrollment for the new
 school year, the test history becomes available again.
- **Test Results Summary**: Summary reports are available for standards-based and English language proficiency accountability assessments.
 - Grade-level summary reports can be generated at the district or school level. The report information generated can be printed in a PDF format or downloaded in Excel or tabdelimited text files.
 - The summaries include all students with valid scores, including students who may not be included in accountability results.
 - The column fields and values in Test Results Summary are described in the Field
 Descriptions document available on the Assessment Secure Reports Data Submissions
 page.

OLPA Reporting

OLPA results are available only through PearsonAccess Next. Since this is an optional assessment, no printed ISRs are provided to districts and no test results are available through MDE's Data Center (e.g., DSR and SSR files). On-demand reports are available through PearsonAccess Next as described under *Preliminary Reporting in PearsonAccess Next* above. These OLPA results may be used by districts, schools, and teachers for making instructional decisions and can be provided to students and families. View the Additional Reporting Resources page of PearsonAccess Next for reporting resources (PearsonAccess Next > Reporting Resources).

While MCA achievement level cut scores are used to define OLPA performance levels of Does Not Meet the Standards, Partially Meets the Standards, Meets the Standards, and Exceeds the Standards, OLPA performance levels serve no accountability purpose and should be regarded as advisory in nature. Performance in content areas within a subject are represented by strand (or sub-strand) scale scores of 1 to 9, and can be used to identify students' strengths or weaknesses. A score of 7 or above indicates a strength; a score of less than 4 indicates the student may benefit from additional instruction in this area.

Please note: because the OLPA is administered early in the academic year to students who have not been fully exposed to the on-grade curriculum, relationships between achievement level and itemspecific performance may differ between the OLPA and MCA, reducing the comparability of OLPA and MCA scores and the ability to use the OLPA data to target instruction for the MCA. Diagnostic interpretations should be made cautiously because of the imprecision of relatively brief strand scores for their use in establishing strengths or weaknesses at the individual student level. OLPA data should

be used in the context of the broader array of information the teacher has about the student's achievement.

Early Reports for English Language Proficiency Accountability Assessments

An early Excel file for ACCESS and Alternate ACCESS is provided in Test WES to allow districts to make decisions about instruction or placement. Districts should not calculate school or district summaries to share with the public using this file. Early reports are not final: while the score of the student is final (except in very special circumstances), actions taken during Posttest Editing (e.g., district making changes to student data, validations against MARSS to confirm EL designations) could affect final results. Early reports are not dynamic and do not reflect changes made during Posttest Editing. MDE reports final results based on the actions taken during Posttest Editing.

Release of Final Assessment Results

At the time of publication, release dates of all results described in this section have not been determined in the *Important Dates* for 2016–2017.

Historically, the general timeline for release of results has been as follows below; any changes to this process for this school year will be communicated through the *Assessment Update*.

- 1. Embargoed final assessment results are available for district review in Secure Reports prior to release to the media.
- MDE makes embargoed final assessment results available to media outlets (summary-level data; student-level data omitted) after districts have had advance notice to review their results (if applicable).
- 3. MDE lifts the embargo on the final assessment results. Final assessment results are made available publicly on the Minnesota Report Card page of the MDE website (summary level data; student-level data omitted), and media outlets may report the results. See *Public Release of Final Results* below.

Note that Minnesota statutes require MDE to treat all data the department receives, collects, or creates to determine accountability calculations, set state growth targets, and determine student growth as nonpublic data until the commissioner publicly releases the data.

Embargoed Final Assessment Results

Final assessment results are based on all students who tested in the district, including students who may not be included in accountability results. Because of this, the final assessment summaries may differ from the final accountability summaries for a district and school.

When final assessment results are released through Assessment Secure Reports, they are embargoed until released publicly. Final assessment results include the DSR and SSR files (student-level data) and Test Results Summary reports (district- and school-level data) described under Secure Reports above.

The embargo period may last a month or more for some final assessment results. During the embargo, districts can use the final assessment results to prepare for questions from the media and local stakeholders.

- This means that districts may share the results with district teachers and staff but final assessment results cannot be shared publicly.
- Individual student results can be shared with parents and students for instructional purposes, but no summary information can be provided.

Final assessment summary results should not be discussed in public forums, posted online, or reflected in public meeting minutes (e.g., school board meetings) until the embargo has ended. This includes any summarization, growth, or accountability calculations determined by the district. Since school board members and charter school authorizers are not part of the school's administrative staff, embargoed final assessment results may not be shared; see *Sharing Private Student Information Outside the School and District* later in this chapter for information about providing results to school board members and charter school authorizers.

In order for MDE to continue to provide final assessment results to districts prior to the media and public releases, it is important that all districts abide by the embargo constraints and timelines.

Media Release

For some assessments, school, district, and state results are also provided to the media prior to public release. Files prepared for the media include the statewide assessments results overview and Excel files comparing test results across districts and schools; the data in the Excel files are suppressed for any student groups with fewer than 10 students to maintain student data privacy.

Historically, when embargoed test results files are available for the media, district-use media files have been provided under Test Results Summary in Assessment Secure Reports. This allows districts to access and compare test results across districts and schools to prepare for media release of final test results. However, final assessment results are still embargoed during the media release.

If media outlets contact the district for results, they should be redirected to the MDE Communications division. Media outlets must enter into an embargo agreement, which allows them to receive results directly from MDE. If you receive press inquiries after results have been released to the media, you may comment on your results before the embargo is lifted; however, the media cannot publish that story until the embargo is lifted.

Public Release of Final Assessment Results

Once test results are released publicly, the information is available through the Minnesota Report Card section of the MDE website. View the Minnesota Report Card section of the MDE website (MDE website > Data Center > Minnesota Report Card). It allows users to see how various groups of students across the state and within districts and schools performed on various tests and subjects over the years. Summary data is suppressed on the public MDE website when there are fewer than 10 students in a student group. The purpose of this limitation is to protect student privacy, but it also discourages making inferences from the results of a small group of students. For questions on the Minnesota Report Card, contact mde.analytics@state.mn.us.

Historically, the public release of results has also included an overview presentation of the results and public downloadable data files in the Accountability and Assessment section of the Data Reports and Analytics page of the MDE website. <u>View the Data Reports and Analytics page</u> (MDE website > Data Center > Data Reports and Analytics). However, the details for 2016–2017 reporting are still to be determined.

Accountability Results

Accountability results are required by ESEA under ESSA. At the time of publication of this manual, the changes to accountability calculations requirements based on ESSA and the timelines for reporting accountability results are still be to be determined.

While test results are provided for all students who test in the district, accountability results typically include a smaller group based on specific criteria, like length of enrollment and enrollment during the accountability window. These criteria for how students are included in accountability calculations are still to be determined. Contact mde.essa@state.mn.us with any questions about accountability results.

Communicating Assessment Results to the Media and Public

Communicating assessment results is often the responsibility of the District Assessment Coordinator. The suggestions below come from experienced District Assessment Coordinators.

- The District Assessment Coordinator should work closely with district administrators (e.g., Superintendent, Assistant Superintendent, Curriculum Director) on the plan and procedures for sharing test results with the school board, school administrators, staff, families, and the media. This plan should include:
 - Who will share the test results with each group
 - When will the test results be shared with each group
 - How and where will the test results be shared with each group
 - What level of results will be shared with each group
- Keep these points in mind when communicating your test results:
 - Specify the test you are reporting on.
 - Explain the purpose of the test and any changes in the test, including changes in the academic standards assessed, or test administration.
 - Explain how the results are used within the district and at the state.
 - Use acronyms sparingly; spell out names as much as possible or at least the first time they are introduced in your reports.
 - Create tables and graphs that the general public can understand.
 - Be proactive in your reporting message. Shape the message you give to the media. The
 initial story will be the first time the public will hear about the results.

- Explain how the data will be used in the district and schools. Avoid defensive comments or making excuses for the results.
- Highlight new district programs and innovations put in place to improve student achievement.

Possible questions that media and stakeholders may ask include:

- What is your general reaction to the results?
- What are the highlights and lowlights of the data?
- What are the district/schools doing to increase achievement?
- What about achievement gaps?
- Why are the scores different from last year?

Technical Reports

This section provides additional information on the technical reports provided by MDE. Technical reports provide background and technical information about the construction, scoring, and psychometric characteristics of the MCA and other statewide assessments. View the Technical Reports page (MDE website > Districts, Schools and Educators > Statewide Testing > Minnesota Tests > Technical Reports). The types of reports available on this section of the website include:

- **Achievement Level Cut Scores**: Document that provides the minimum scale scores required for each achievement level on the Reading, Mathematics, and Science MCA.
- **Alignment Reviews**: Information about studies conducted to evaluate the alignment of the grade-level assessments and the Minnesota Academic Standards.
- Comparability Studies: Reports on the comparability of student performance across testing mode (online versus paper).
- Raw-to-Scale-Score Tables: Documents that provide the correspondence between raw score
 (number of questions correct) and scale score for a specific test subject and grade. They also
 include information on the achievement levels associated with each scale score. Raw-to-Scale Score Tables are provided for the Science MCA and all subjects of the MTAS. Raw-to-scale
 score conversion approaches are feasible only when all students take the same fixed form of
 the test. Each time a new test form is constructed, a new table is required.
- Scale Score-Percentile Rank Tables: Documents that provide the scale scores that
 correspond to the achievement level and percentile rank for each grade and subject. While the
 percentile ranks are updated annually, the scale score cuts for the achievement levels remain
 consistent from year to year until new academic standards are implemented. For Reading and
 Mathematics MCA, the scale score is not based on a raw score total but on the specific pattern
 of correct and incorrect responses given by the student to the particular set of items that they
 were administered.
- **Standard Setting Technical Reports**: Reports on the process used to set the achievement levels for assessments that categorize student performance.

Technical Manuals and Yearbooks: Technical Manuals provide detailed information on the
construction, scoring, reporting, and psychometric characteristics for assessments. The
corresponding Yearbooks provide statistics on the measurement properties and score
distributions of the assessments for administrations during an academic year.

Final Student Reports (Standards-Based Accountability Assessments)

Reports for MCA and MTAS are shipped to the district and include the paper copy of the Individual Student Reports (ISR) and optional student results labels (if the district requested them).

The ISR includes the student's overall results as well as performance within the subject. Performance level descriptions are also included on the ISRs to facilitate interpretation. The ISR may include school, district, and/or state averages for comparison and/or the performance history and student progress scores. A number of resources are available on PearsonAccess Next for the ISRs, including the *Interpretive Guide*, *ISR Quick Guides*, and ISR videos. View the Individual Student Reports (ISRs) Resources page on PearsonAccess Next (PearsonAccess Next > Reporting Resources > Individual Student Reports (ISRs) Resources).

Hard copies of the ISRs are sent to the district to be sent home to parents/guardians. MDE will post (on its website) the date paper reports have been shipped to districts and parents can ask the local district/school for them at that time. Federal legislation requires that student reports are distributed to parents/guardians.

- For the 2016–2017 school year, ISRs must be distributed to parents no later than fall conferences. (In years when standard setting must take place and reports are distributed later in the fall, ISRs must be delivered within 30 days of receipt.)
- While preliminary immediate reports available on Pearson's website or district-created reports based on final test data can be provided to parents earlier than the receipt of the ISRs, MDE requires that districts distribute the state-produced results, which have gone through rigorous quality checks.

DVDs containing PDF images of the student reports (electronic district copy) are provided with the final reports. Electronic versions of the printed ISRs are also available on Pearson's website.

If requested by the district, adhesive student results labels with test score information is provided for every student tested. These labels can be used on the student's permanent hard-copy file. Districts select whether they want to receive the student results labels in Test Administration Information in Test WES.

Final Reports (English Language Proficiency Accountability Assessments)

Final reports for ACCESS and Alternate ACCESS, hard-copy Individual Student Reports (ISRs), Roster Reports, and School and District Frequency reports, are provided by WIDA and DRC and are sent directly to the district. Like standards-based accountability assessments, student reports for 2016–2017 ACCESS and Alternate ACCESS must be distributed to parents no later than fall conferences.

The following reports are available in WIDA AMS for ACCESS: District and School Student Response Files, Individual Student Reports, Student Roster Reports, District and School Frequency Reports, Parent/Guardian Report for K, Translated Student Reports, and Translated Parent/Guardian Report for K. As with standards-based accountability assessments, these results in WIDA AMS are considered preliminary and must not be used for official accountability purposes. Final accountability data is provided by MDE. Any results in WIDA AMS are considered embargoed until the public release of results (see *Embargoed Final Assessment Results* above). Preliminary student results provided in WIDA AMS can be printed and shared with students, families, and staff for instructional purposes.

WIDA provides resources for using the reports, including Interpretive Guides and a user guide on viewing student reports. Access these resources from the WIDA website (WIDA website > Assessment > ACCESS for ELLs 2.0).

The WIDA State Dashboard is a component within the framework of the WIDA Data Warehouse. It is used by WIDA researchers, staff members, and WIDA Consortium member state educational agencies to view aggregated analytical information. Districts can log in to the WIDA State Dashboard using their WIDA website username and password. View the WIDA State Dashboard on the WIDA website (WIDA website > Research > Data Systems).

Making Comparisons using Results

This section has been reorganized and updated from last year's manual. Districts or schools may want to know how well they did this year compared with last year or how well they did this year compared to another district or school. Similarly, districts and schools may want to know how to track student progress over time.

Comparing District and School Summary Results

Districts can use test results summary reports and data files, described in this chapter, as well as growth data and accountability data provided by MDE to compare district and school results over time.

Making appropriate comparisons and inferences can be complicated when changes in test content and scoring, test participation, or test administration context have occurred. Some information is included in this section, but a history of the Minnesota Assessments is included in the applicable Technical Manuals available on the MDE website. <u>View the Technical Manuals on the MDE website</u> (MDE > Districts, Schools and Educators > Statewide Testing > Minnesota Tests > Technical Reports).

The first consideration to keep in mind is the academic standards that are assessed. Results should only be compared across years where the same versions of the academics standards were assessed. Refer to Table 27 for additional information; the schedule for academic standards revisions is in Appendix B, *Building a Test*.

Table 27. Comparing Assessment Results from Year to Year

Assessment	Grades	Year Academic Standards Last Revised	First Year Assessed on Revised Standards	Years Scores Are Comparable
Mathematics MCA and MTAS	3–8	2007	2011	2011 to 2016
Mathematics MCA and MTAS	11	2007	2014	2014 to 2016
Science MCA and MTAS	5, 8, HS	2009	2012	2012 to 2016
Reading MCA and MTAS	3–8, 10	2010	2013	2013 to 2016

Even within the period of time where the same academic standards are assessed, there may be other changes to keep in mind. Some examples are listed below.

- When individual student graduation stakes associated with high school MCA tests changed in 2013–2014, students no longer needed to achieve proficiency as a way to meet graduation assessment requirements. Consideration should be given to the extent to which performance changes are attributed to content mastery versus motivation.
- Similarly, comparing the results of the 2012 Mathematics MCA-III with three online testing
 opportunities against those of single-opportunity administrations in 2011 and 2013 or afterward
 poses a number of interpretive challenges.
- From 2011 to 2014, schools could offer the MCA-Modified to persistently low-performing special
 education students in place of the MCA. As a result, participation on the MCA by special
 education students may have declined in some districts and schools. Starting in 2015, the MCAModified was no longer offered, and thus special education student participation in the MCA
 may have increased.

Comparing Individual Student Results

A common tendency is to compare scale scores from the past year to those in the current year, but these comparisons do not provide an adequate basis for making inferences about student progress. In order to appropriately evaluate individual student results over time, MDE provides a few different measures.

ACHIEVEMENT LEVELS

The achievement level a student's score represents (e.g., Meets the Standards, Partially Meets the Standards) provides a general measure to compare a student's performance from year to year. Corresponding achievement level descriptors (ALDs) are available, which provide well-defined descriptions of the skills and knowledge associated with each of the four achievement levels for a particular grade and subject. The ALDs for MCA and MTAS are available on the MDE website.

Access the ALDs (MDE website > Districts, Schools and Educators > Statewide Testing > Achievement Level Descriptors).

STUDENT PROGRESS AND CCR SCORES

Student progress scores for grades 3–8 and student career and college readiness (CCR) scores for grades 10 and 11 are provided for reading and mathematics on Individual Student Reports (ISRs) and District and School Student Results (DSR and SSR) files. These scores, required by Minnesota Statutes 120B.30, are measures of students' career and college readiness. Goal scores have been established for both student progress scores and student CCR scores to compare whether students are on track to pass a college entrance exam by the end of grade 11.

- For grades 3–8, the student progress scores may be based on on-grade and off-grade test items. The progress score puts the on-grade and off-grade items onto an across-grade vertical scale that has equivalent meaning across grades. Progress scores are not reported for science. These progress scores can be more meaningful when used to infer progress toward grade-level expectations.
 - A student who has a progress score at or above the goal progress score is expected to be on track to meet grade-level expectations in the next grade's coursework.
 - A student who has a progress score below or near the goal progress score may not be on track to meet grade-level expectations in the next grade's coursework and may benefit from additional instruction.
- For grades 10 and 11, the student's MCA scale score is compared to the CCR goal score to determine if a student is on track to demonstrate career and college readiness. Minnesota Statutes 120B.30 indicates that Minnesota state colleges and universities may use the student's high school MCA scale score as one measure to inform course placement. At the time of publication, Minnesota State is conducting research on the CCR goal scores established to determine if different goal scores are needed.
 - Students who are at or above the CCR goal score are expected to be able to successfully complete credit-bearing coursework without the need for remediation at a two- or four-year college or university or other credit-bearing postsecondary program. These students must not be required to take a remedial, noncredit course in the corresponding subject area.
 - Student scores below the CCR goal score may indicate that the student's performance is not on track to meet career and college readiness, and the student may benefit from remediation.

For more information on the development of these scores for 2015–2016, refer to the Minnesota Career and College (CCR) Summary Report document on the Technical Reports page of the MDE website.

View the Technical Reports page (MDE website > Districts, Schools, and Educators > Statewide Testing > Minnesota Tests > Technical Reports). Additional information about the student progress and CCR scores, including the goal progress scores for 2015–2016, is available in the DSR/SSR File Formats document on the Assessment Secure Reports page of the MDE website.

View the Assessment Secure Reports Data Submissions page (MDE website > Districts, Schools and Educators > Data Submissions > Assessment Secure Reports).

Progress score averages for schools and districts are difficult to interpret, in part because student progress scores vary greatly by grade and prior achievement. Analyzing and interpreting progress

scores should be done by individuals skilled in addressing these and other technical issues. MDE recommends that across-grade average progress scores not be used to measure progress for a school or district. Rather, growth data is better suited for these comparisons.

GROWTH Z-SCORES

Minnesota's growth z-scores are another measure of student progress over time that can also be summarized to determine growth at a student group, school, and district level. It is a separate measure from the student progress and CCR scores; growth z-scores compare student performance to other students, whereas the student progress and CCR scores provide information about student performance related to proficiency.

Students receive individual growth results by comparing their score from last year to the current year. This growth result tells us whether students are progressing from year to year at expected rates. Expectations for students are set based on average improvements from year to year on statewide assessments. These growth scores, which are reported as variations around a mean in standard deviation units are commonly referred to as z-scores.

At the time of publication, the use and reporting of growth under ESSA is still to be determined.

- Student growth (high, medium, and low) is currently reported on the ISR and in the DSR/SSR files and Growth Detail Download Report in Assessment Secure Reports. Districts can use the growth target files available on the MDE website (under Data Center > Data Reports and Analytics > Assessment and Growth Files) to determine student growth expectations for the current year.
- District and school growth information is currently provided in the Growth Detail Download in Assessment Secure Reports.

<u>For more information on growth, view the *Growth Data Help Document* (MDE website > Districts, Schools and Educators > Every Student Succeeds Act (ESSA) > Multiple Measurements Rating (MMR) Transition).</u>

Additional Reporting Resources

Perspective and Learning Locators

Pearson's Perspective website provides learning resources for educators (through the Perspective for Educators site) and families (through the Perspective for Families site). Both of the Perspective sites are available on PearsonAccess Next. <u>Access the Perspective sites under Other Pearson Resources</u> (PearsonAccess Next > Resources & Training).

- Perspective for Families can be accessed without logging in or creating an account.
- For Perspective for Educators, resources are available to browse without an account but creating an account is required in order to create assignments and quizzes to assign to students. For educators to access Perspective for Educators without an account, enter the "mn_edu" pass phrase.

Learning Locators are provided for students on On-Demand Reports (OLPA and MCA) and Individual Student Reports (MCA only). Learning Locators can be used to access individually targeted instructional resources within Perspective. Students, families, and educators can enter these codes into Perspective to access resources aligned to the student's achievement level. The Learning Locator Codes for Educators provides a reference of the Learning Locator codes by grade and performance standard. For details on how to use Perspective, refer to the Perspective quick start guides.

Lexile Scores

Reading MCA and Reading OLPA student reports include Lexile scores. View the Lexile Framework for Reading (www.Lexile.com.) The Lexile Framework, developed by MetaMetrics® Inc., measures not only a student's reading ability but the reading level of various texts. Parents and teachers can use Lexiles to determine whether a text with a known Lexile level is too easy, too difficult or at the right level for a student. Students who read text at the right level are more likely to improve their reading skills.

Public and Parental Access for Review of Statewide Assessments Policy

Parents and guardians who want to see their child's responses to a statewide test must make the request in writing to the Division of Statewide Testing. Parental review of an actual test is allowed only by setting up a mutually agreeable time to view materials at MDE in Roseville. See Appendix B for the *Policy for Public and Parental Review of Statewide Assessments*. Parents are not allowed to see the test before it is administered.

Use of Student Information

This section includes detailed information data practices and use of student information.

Sharing Student Information in the School and District

Two laws govern how districts and schools must use and manage student information.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 C.F.R Part 99) is a federal law that protects the privacy of student education records. The law applies to all districts and schools that receive funds under an applicable program of the U.S. Department of Education.

- View FERPA language on the U.S. Department of Education website (http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html).
- View FERPA language on the Electronic Code of Federal Regulations page of the U.S.
 Government Printing Office website (http://www.ecfr.gov/cgi-bin/ECFR?page=browse).

The Minnesota Government Data Practices Act (MGDPA), Chapter 13 of the Minnesota Statutes, also governs student information and establishes general requirements for data practices in schools. It applies to all public schools, including charter schools.

- View MDGPA language on the Minnesota Revisor's webpage (https://www.revisor.leg.state.mn.us/statutes/?id=13)/?id=13).
- <u>View MGDPA language governing educational data on the Minnesota Revisor's website</u> (https://www.revisor.leg.state.mn.us/statutes/?id=13.32).

Much of the information in the student test reports and data files, such as test scores and eligibility for free and reduced price lunch, is classified as private data under both FERPA and the MGDPA. If the information is directly related to an individual student, then it is classified as private educational data and cannot be shared, even within the school community, unless either the district and school has parental consent to do so or an exception in state or federal law allows the data to be shared with the intended recipient. The responsibility to keep this information private applies to all individuals who have access to it, including teachers, teacher aides, and other education professionals working in the school and district.

One exception in FERPA allows the school and district to share information from a student's record with school officials who have a legitimate educational interest in knowing the information. Each school and district makes its own determination as to whether teachers have a legitimate educational interest in a specific piece of information from a student's record (like free and reduced price lunch eligibility) and should proactively make this determination for any teachers or other personnel being allowed access to specific information about individual students **before** giving the access. The MGDPA also requires that individuals should not have access to private data on individuals unless they have a work assignment that requires access to the information. Therefore, information from a student's test reports and data files, including free and reduced price lunch eligibility, should be shared only with individuals who are directly involved in administering and enforcing an educational program, and who have a specific legitimate educational interest in knowing, for example, a student's free and reduced price lunch eligibility.

If a school plans to share information about all students with all teachers in the school, then it must be able to justify that all of the teachers have a legitimate educational interest in knowing the information about individual students, such as to coordinate services and training to help students improve educational outcomes. However, schools should consider whether this method of sharing is most useful to the students (as opposed to convenience for staff). From a best practices perspective, schools should share student data on as limited a basis as possible to serve the needs of the students while also protecting their rights and privacy. MDE does not recommend that schools share all student test reports and data files with all teachers.

Sharing Students' Private Information Outside the School and District

Schools and districts may only share student information (such as test scores and other information about the student in test data files) with the parent's consent or if a state or federal law allows the data to be shared with the intended recipient.

Schools and districts may choose to share educational data within the educational agency—including with the school board. Like all FERPA exceptions, the exception allowing schools to share educational data within the educational agency is permissive but not required. If a school chooses to share data with the school board, it should do so selectively and only when it has determined that the board has a legitimate educational interest in the information. Because the school board is not part of school administrative staff, during the embargo period for final assessment results, schools are to abide by the embargo by not sharing any data, including summary data, about tests with the school board.

Charter schools also may wish to report some information to their charter school authorizers to show how students are performing on statewide tests. If a charter school does not want to share student-level

data with the charter authorizer, it can share summary data that reports testing information about groups of students in a way that does not potentially identify any individual student. If a charter school is considering sharing student-level data with their authorizer, a FERPA exception allows schools to share private student data with an authorized representative for purposes of evaluating or auditing an educational program, or for purposes of ensuring compliance with federal education program requirements. To share student data with its authorizer under this exception, a charter school must determine that the purpose is compliant with FERPA; must designate the authorizer as an authorized representative; and must enter into a data sharing agreement with the authorizer. As a best practice, MDE recommends that charter schools limit the amount of private information shared to that which is necessary, and that schools consider removing identifying information even if they enter into an authorized representative data sharing agreement. The school should work with its legal counsel or other qualified person to ensure that the data sharing agreement satisfies FERPA requirements. However, because the charter school authorizers are not part of school administrative staff, during the embargo period for final assessment results, schools are to abide by the embargo by not sharing any data, including summary data, about tests with the authorizers.

FERPA and the MGDPA place similar restrictions on MDE. FERPA regulations authorize MDE to redisclose private information about a student without consent only in limited situations: if the redisclosure is to an organization conducting studies for, or on behalf of, educational agencies or

institutions for the purpose of improving instruction, or if the redisclosure is to authorized representatives for evaluation or audit of a state or federally funded education program. If MDE shares data with outside researchers or authorized representatives, it must enter a data sharing agreement before any data is shared. The agreement must identify the entity that will receive the data, the purpose to which the data will be put, the scope of data that will be shared, and how the entity will protect the privacy and security of the data. When sharing students' private information from assessment data files with researchers or authorized representatives, MDE takes additional steps to protect data privacy. For example, all requests are reviewed by the MDE Data Sharing Review Team, and generally MDE does not share student identifiers such as name, MARSS number, or date of birth with researchers. MDE requests that schools take similar steps to comply with FERPA and protect student privacy when sharing data with researchers.

Any entity (e.g., law firm, research organization) or individual outside of a school district that wishes to request assessment data must complete a data request. <u>View the Data Practices section of the MDE website for more information</u> (MDE website > About MDE > Data Practices).

Secure Methods for Sharing Student Information

MDE recommends that schools and districts avoid using email to share student testing results with staff members. If you choose to use email to share data, MDE requests that you use a secure email method ensuring the content of the email cannot be viewed by someone other than the intended recipient. Please remember that complete student demographic information (i.e., combination of student name, date of birth, and MARSS/SSID number) should **not** be emailed outside your network for any reason. This includes screenshots where student information is shown, as well as downloaded data files that contain student information and test results.

In addition, please remember to send only a student's MARSS number to MDE when requesting help on student records. Multiple demographic data elements that could be used to identify students (e.g., a

combination of student name, date of birth, and MARSS number) should not be sent electronically. This includes screenshots of MDE systems where student information is shown. Districts should use the File Exchange in Test WES to upload a file if secure information needs to be provided to MDE.

Providing Assessment Results When Students Move or Are Not Enrolled

When a student moves between schools or districts, the school/district where the student tested is authorized under a FERPA exception to release test results to the receiving school or district. Minnesota law also requires that when a student transfers, the school must transmit the student's educational records to the new school where the student enrolls. Parents/guardians requesting test scores will need to contact the school district where their child was tested to receive them.

MDE expects districts and schools to provide statewide assessment results (and districts may also include any district assessment results, if they choose) to the receiving school or district when a student moves. However, if the sending school or district does not provide the test results, the receiving school or district may use the Student Assessment History Report to look up the individual student assessment history for any student enrolled in their district. Please note, requests for student test scores for recently transferred students sent to MDE on previous versions of the *Request for Test Scores* form from the *Procedures Manual* will not be fulfilled.

To obtain assessment history for students who are no longer enrolled (e.g., ABE students, "super seniors" who have completed all coursework but still need to meet graduation assessment requirements), the district should first contact the district where the student was previously enrolled. If the District Assessment Coordinator in the previous district cannot locate the requested test scores or does not respond, the District Assessment Coordinator in the new district must contact MDE since their testing history cannot be accessed in the Student Assessment History Report. As needed, email mde.testing@state.mn.us to request a copy of the appropriate form to request test scores for these students. The previous form has been removed from this manual.

Note: Since students enrolled in nonpublic schools are not submitted in MARSS, nonpublic schools cannot look up assessment history through the Student Assessment History Report.

Appendix A — Forms

Education assurance of test security and non-disclosure

Effective for school year: _____

The Minnesota Department of Education (MDE) is required by state statute to implement statewide testing programs. Test security must be maintained to provide an equal opportunity to all students to demonstrate their academic achievement and to ensure the validity of test scores and the integrity of state assessments. Failure to maintain test security jeopardizes district and state accountability requirements and the accuracy of student, school, district, and state data. Test scores are included in important decisions about students' future success and it is essential that they reflect the truth about what students know and can do. This form must be signed prior to access to any secure test content or restricted material(s).

All test content and restricted material(s), whether in draft or final form, are considered secure, and only authorized persons are permitted to have access to them. Authorized persons:

- Are administrators, educators, staff, or other persons designated by the district who have a role in storing, distributing, coordinating, or administering tests.
- Have received appropriate training to fulfill their assigned roles.
- Have signed this agreement.

Responsibilities of authorized persons who may potentially interact with secure test content and data are outlined in the *Procedures Manual* of the *Minnesota Assessments* (hereafter *Procedures Manual*). By signing this form, you agree to the following assurances:

- As required for my role in the administration of the statewide testing program, I am responsible for understanding relevant information contained in the current year's *Procedures Manual* and directions for test administration. I will abide by policies and procedures detailed in the manuals for statewide test administration.
- As required for my role, I am or will be trained in the administration policies and procedures for statewide tests before participating in any part of statewide test administration.
- As required for my role, I will instruct staff on state and district procedures for maintaining test security and will
 not allow unauthorized persons to distribute, coordinate or administer tests, or have access to secure test
 content and materials.
- As required for my role, I will follow the procedures in the *Procedures Manual* to investigate and notify the
 appropriate school and district staff or the Minnesota Department of Education immediately upon learning of
 potential misconduct or irregularities, whether intentional or unintentional.
- I understand that MDE has the responsibility to oversee the administration of the statewide tests and I will cooperate fully with MDE representatives conducting site visits.
- I understand that test data and documents that contain student-level information are considered confidential and secure. I will follow all applicable federal and state data privacy laws related to student educational data, including data within reports and data accessible in electronic systems provided by MDE or its service provider(s).
- I understand my responsibility to enforce proper testing procedures and to ensure the security and confidential
 integrity of the test(s). I will apply and follow procedures designed to keep test content secure and to ensure the
 validity of test results, including but not limited to:
 - Recognizing the rights of students and families to accurate test results that reflect students' individual, unassisted achievement.
 - Protecting the confidentiality of statewide assessments and ensuring the validity of students' results by safeguarding secure test content, keeping test materials in a secure area, and adhering to chain of custody requirements.

- Never retaining secure test materials in my custody beyond the allowed times to process, distribute, coordinate, administer, and return them, as appropriate for my role.
- Ensuring that no part of the paper or online tests are outlined, summarized, paraphrased, discussed, released, distributed to unauthorized personnel, printed, reproduced, copied, photographed, recorded, or retained in original or duplicated format, without the explicit permission of MDE or as authorized in the Procedures Manual.
- Never permitting or engaging in the unauthorized use of a student's MARSS or Secure Student Identification Number (SSID) to log in to the online testing system or access an online test.
- Never engaging in, or allowing others to engage in, unauthorized viewing, discussion, or analysis of test items before, during, or after testing.
- Actively monitoring students during test administration for prohibited behavior.
- Never leaving students unattended during test administration or under the supervision of unauthorized staff or volunteers.
- Never providing students with answers to secure test items, suggesting how to respond to secure test items, or influencing student responses to secure test items. Prohibited actions include but are not limited to providing clues or hints; providing reminders of content or testing strategies; prompting students to correct or check/recheck specific responses; permitting access to curricular materials (e.g., textbooks, notes, review materials, bulletin boards, posters, charts, maps, timelines, etc.); or using voice inflection, facial gestures, pointing, gesturing, tapping, or other actions to indicate a response or accuracy of a student's response.
- Never formally or informally scoring secure tests or individual test items except as required by the test-specific manuals and directions. Prohibited actions include but are not limited to creating an answer key; reviewing or scoring a student's item response or responses unless items are designed to be scored by the test administrator using a rubric or script; retaining, reviewing, or scoring student scratch paper or accommodated test materials; or tracking student performance on test items.
- Never altering or engaging in other prohibited involvement with student responses.
- Never inducing or encouraging others to violate the procedures outlined above or to engage in any conduct that jeopardizes test security or the validity of test scores.

By accepting the terms of this agreement, you name yourself as an employee of the School District (District) or as an authorized person selected by the District, and affirm that you are authorized by the District during the current academic school year to have access to secure test materials or student data related to statewide test administrations and hereby agree to be bound by the terms of this agreement.

Failure to follow procedures can lead to the invalidation of students' tests. Consequences for violating the terms of this agreement may result in a complaint filed with the local School Board, the Board of Teaching or the Board of School Administrators for evaluation and investigation. The findings of the appropriate Board may result in disciplinary action up to and including termination and/or loss of license.

Signature	Date
	····
Name (printed)	Work Telephone
District and School Names	Email address



TEST ADMINISTRATION REPORT (TAR)

District Name/Number:			
Date:		Form Completed By:	
Role:		Signature:	
Test:			
Subject (if applicable): [☐ Matl	hematics 🗌 Reading 🗌 So	cience
including, but not limited thelp answer questions frostudent results are available.	o, test om distr ble. It n	misadministrations and rearict staff, parents, and the may also be requested by M	ence of a variety of special circumstances, sons for invalidations. This report may be used to nedia about what occurred during testing when IDE for program audits or monitoring conducted by itional information about circumstances to document
	ator), in	clude the adult's name, sig	of the circumstance or incident below. If an adult nature, and role in test administration. Attach
two years after the end of conducted by MDE or to a	the ac answer	ademic school year in whic questions when reports are	n Report. However, districts must maintain records for h testing took place for program audits or monitoring be received. If completed by the School Assessment
Coordinator, a copy of the	erepon	should be forwarded to the	e District Assessment Coordinator.
Name of Student	Gr.	MARSS# (13 digits)	Description and/or Name and Signature



Pearson Help Desk Fax: 319-358-4299

Use this form to request late score entry if student responses in paper accommodated test materials or MTAS scores were not entered during the testing windows. Only one student's late score may be submitted per request. There is a \$125 fee for late score entry for up to 10 students after the close of the test window; contact Pearson for the fee associated with entry for more than 10 students. A purchase order (PO) made payable to Pearson must be included with the completed form. Please keep a copy of this completed form for your records.

For MTAS, fax this completed form, purchase order, reading, mathematics and/or science scores, and Learner Characteristic Inventory (LCI) data to the Pearson help desk.

For paper accommodated test materials for the online Reading, Mathematics and Science MCA:

- If test materials **have** been returned to Pearson, fax this completed form and purchase order to the Pearson help desk using the fax number shown above. Indicate when test materials were shipped and ensure the test book security number(s) are provided below.
- If the test materials **have not** yet been returned to Pearson, **FAX** this completed form and purchase order to the Pearson. **SHIP** the used test materials to Pearson at the following address: Pearson, Attn: Minnesota Program Team; 2510 North Dodge Street, Iowa City, IA 52245. Once secure materials are received by Pearson, they will be removed from the missing materials list.

District/School	ol Information		
District and Scho	ool Name:		
District #:	School #: Phone:	PO Number:	
District Assessm	nent Coordinator:	Fax:	
Student Inform	mation		
Name (last, first	, MI):		
	dd/yyyy):		
MARSS/SSID (1	3 digits):	School Where Tested:	
Test Book Secu	rity Number:	Date Tested:	
Late Score En	try Information		
Test	Subject		
☐ MCA	☐ Mathematics	3	
☐ MTAS	☐ Reading		
	☐ Science		
	DAC Signature		
	Print Name	Print Title	



LEARNER CHARACTERISTICS INVENTORY (LCI) FOR ALTERNATE ASSESSMENTS ON ALTERNATE ACHIEVEMENT STANDARDS

Kearns, J., Kleinert, H., Kleinert, J., & Towles-Reeves, E. (2006). Learner Characteristics Inventory. Lexington, KY: University of Kentucky, National Alternate Assessment Center.

Use this form to collect student LCI data and assistive technology information for entry into PearsonAccess Next. This form must be kept in a secure location for one year following entry of data into PearsonAccess Next.

Select any of the assistive technology device(s) that the student will use on the assessment. If the student will not

use	e any assistiv	re technology device(s), select the '	No assistive technology devices used" checkbox.
Stu	udent Name (last, first, MI):	
Gra	ade:	_MARSS/SSID (13 digits):	Birth Date (mm/dd/yyyy):
Dis	strict and Sch	ool:	est Administrator:
ass po _l	sessments or	n alternate achievement standards.	s in describing the population of students who take alternate These students represent less than 1% of the total student egories but represent students with the "most significant cognitive
1.	Special s Regular Regular Self-conf or more of Resourc least 40%	school, self-contained classroom for school self-contained classroom extained (children go to some generation of school day in special education of e room (e.g., children come for sere//of the school day in general educe//Collaborative – students based in	or almost all activities cept for homeroom, lunch, and "specials" education academic classes but return to special education (61% classes) vices and then go back to their general education classroom (at
2.	Does your No Yes; use early inte Yes; can question: Yes; use intents, e Yes; use	es only one symbol or sign at a time ents (e.g., drink, eat, toilet, greeting combine two symbols together to es, etc. (e.g., expresses greetings, per mostly iconic symbols (clear repressence symbols) acades multiple abstract symbols, signs,	nmunication system in addition to or in place of oral speech? and is able to use only a few symbols in total to express simple or
3.	receiving s Direct se Direct se Consulta	nguage as a Related Service (che peech/language as a related services for communication/language ervices integrated into student's rou tion services only does not currently receive speech I	therapy (pull-out) ine/classroom-collaboration

This instrument is the property of the National Alternate Assessment Center (NAAC). Do Not Disseminate.

4.	 Expressive Communication (check one answer that best describes your student) Uses symbolic language to communicate: Student uses verbal or written words, signs, braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal. Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions. Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.
5.	Receptive Language (check the best description) ☐ Independently follows 1–2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues. ☐ Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1–2 step directions. ☐ Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions. ☐ Uncertain response to sensory stimuli (e.g., sound/voice, sight/gesture, touch, movement, smell).
6.	Vision (check the best description) ☐ Vision within normal limits. ☐ Corrected vision within normal limits. ☐ Low vision; uses vision for some activities of daily living. ☐ No functional use of vision for activities of daily living, or unable to determine functional use of vision.
7.	Hearing (check the best description) Hearing within normal limits. Corrected hearing loss within normal limits. Hearing loss aided, but still with a significant loss. Profound loss, even with aids. Unable to determine functional use of hearing.
8.	Motor (check the best description) ☐ No significant motor dysfunction that requires adaptations. ☐ Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard). ☐ Uses wheelchair, positioning equipment, and/or assistive devices for most activities. ☐ Needs personal assistance for most/all motor activities.
9.	Engagement (check the best description) ☐ Initiates and sustains social interactions. ☐ Responds with social interaction, but does not initiate or sustain social interactions. ☐ Alerts to others. ☐ Does not alert to others.
10.	Health Issues/Attendance (check the best description) Attends at least 90% of school days. Attends approximately 75% of school days; absences primarily due to health issues. Attends approximately 50% or less of school days; absences primarily due to health issues. Receives Homebound Instruction due to health issues. Highly irregular attendance or homebound instruction due to issues other than health.

This instrument is the property of the National Alternate Assessment Center (NAAC). Do Not Disseminate.

 11. Reading (check the best description) Reads fluently with critical understanding in print or braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.). Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or braille. Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or braille. Aware of text/braille, follows directionality, makes letter distinctions, or tells a story from the pictures that are not linked to the text. No observable awareness of print or braille.
12. Mathematics (check the best description) ☐ Applies computational procedures to solve real-life or routine word problems from a variety of contexts. ☐ Does computational procedures with or without a calculator. ☐ Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items. ☐ Counts by rote to 5. ☐ No observable awareness or use of numbers.
Teacher Comments: Please share any additional information you would like for us to know about the learning characteristics of this student. Thank you for your time and honest answers.
Please check any assistive technology devices the student will use on the assessment.
 No assistive technology devices used Alternate computer input/access devices: keyboards including alternate keyboard layout, mouse, joystick, touch screen Portable electronic word processors, with or without voice output Alternate pointing system Augmentative communication devices, including a range of low and high tech, including talking switches and sign language Symbols of all types (e.g., objects, tactile, raised line drawings, photos, black/white & color, line drawings) Partner assisted scanning Calculator, all types Eye gaze board
Colored overlays, visual screens or other visual supports

This instrument is the property of the National Alternate Assessment Center (NAAC). Do Not Disseminate.



MINNESOTA TEST OF ACADEMIC SKILLS (MTAS) DATA COLLECTION FORM

Use this form to collect student scores during test administration. This Data Collection Form must be kept on file in a secure location for one year following test administration.

All MTAS Test Administrators must complete the applicable modules of the MTAS Training for Test Administrators each school year.

Student Na	ame (last, first, MI):	
Grade:	MARSS/SSID:	Birth Date (mm/dd/yyyy):
District and	d School:	Test Administrator:

READING SCORES

READING SCORES							
Task	Score (circle one		Reading Passage Access (circle one)				
1	3 2 1 0		 Read passage aloud to student 				
2	3 2 1 0		 Student read along 				
3	3 2 1 0		 Student read independently 				
4	3 2 1 0		 Read passage aloud to student 				
5	3 2 1 0		 Student read along 				
6	3 2 1 0		 Student read independently 				
7	3 2 1 0		 Read passage aloud to student 				
8	3 2 1 0		 Student read along 				
9	3 2 1 0		 Student read independently 				
10	3 2 1 0		 Read passage aloud to student 				
11	3 2 1 0		 Student read along 				
12	3 2 1 0		 Student read independently 				
13	3 2 1 0		 Read passage aloud to student 				
14	3 2 1 0		 Student read along 				
15	3 2 1 0		 Student read independently 				

MATHEMATICS SCORES

Task	Score (circle one)				
1	3	2	1	0	
2	3	2	1	0	
3	3	2	1	0	
4	3	2	1	0	
5	3	2	1	0	
6	3	2	1	0	
7	3	2	1	0	
8	3	2	1	0	
9	3	2	1	0	
10	3	2	1	0	
11	3	2	1	0	
12	3	2	1	0	
13	3	2	1	0	
14	3	2	1	0	
15	3	2	1	0	

SCIENCE SCORES

Task	Score (circle one)			
1	3	2	1	0
2	3	2	1	0
3	3	2	1	0
4	3	2	1	0
5	3	2	1	0
6	3	2	1	0
7	3	2	1	0
8	3	2	1	0
9	3	2	1	0
10	3	2	1	0
11	3	2	1	0
12	3	2	1	0
13	3	2	1	0
14	3	2	1	0
15	3	2	1	0

est Administrator's signature: _	Date:
Data entry completed by:	Date:



REQUEST FOR MTAS MISSED OPPORTUNITIES ADMINISTRATION

This form is used to request an MTAS administration for a student who missed the opportunity to take the Reading and/or Mathematics MTAS as a graduation requirement in grade 10 and/or 11. Missed opportunities are only available for students first enrolled in grade 8 in 2011–2012 and earlier, so these students are likely in grade 12 or older. Missed opportunities may include students who were absent, medically excused, or not enrolled at the time of the MTAS administration. If the request is approved, MDE will provide further information on the procedures for administration and data entry.

The MDE Division of Statewide Testing must receive this request no later than **Friday**, **April 28**, **2017**. The District Assessment Coordinator may upload this form in Test WES under File Exchange; alternatively, it may be faxed to MDE at 651-582-8874, Attn.: MTAS Missed Opportunities. The Reading and Mathematics MTAS testing window closes on May 5, 2017.

Note: all fields are required.

Location Where Test Will Be Administered							
School Name:	School Number:						
District Name:	District Number/Type (0000-00):						
DAC Name:	DAC Email:						
Phone #:	DAC Signature:						
Student Information							
Student Name (last, first, MI):							
	Grade:						
Birth Date (mm/dd/yyyy):	Gender:FemaleMale						
Subject(s) to be administered:							
Reading							
Mathematics							
Provide explanation of why stude	nt missed opportunity:						

Note: Districts cannot administer MTAS as a missed opportunity until MDE has given authorization to the DAC.



TEST MONITOR TEST MATERIALS SECURITY CHECKLIST

Test(s):(FOR TEST MONITOR &	and ASSESSME	NT COOPDI	NATOR USE	ONLY Do N	Vat Paturn to Saniaa Pravidar \	
				ONL T—DO T	NOT RETUITI TO SETVICE PTOVIDET.)	
Test Monitor:						
School Name:				Grade:		
Use this form to assign secure testing restricted before students leave the testing reschool Assessment Coordinator a	oom. Return A	LL used and	l unused sed	cure test ma		
	SUB	SUBJECT:		IECT:		
	TEST	TEST DATES:		DATES:		
STUDENT NAME	Security Barcode	Returned	Security Barcode	Returned	COMMENTS-INFO (Why student not tested, why incomplete test, administration problems, etc.)	
Report any missing secure testing School Assessment Coordinator ir I certify that I have accounted for a	mmediately.					
understand that if there is any disc						
Test Monitor (Signature)	Date	Asses	ssment Coo	rdinator (Sig	gnature) Date	



MINNESOTA ASSESSMENTS COMMENT SHEET

The Minnesota Department of Education and its service providers continually work to improve testing procedures for future administrations. Comments and suggestions for improving the Minnesota Assessments testing procedures are valuable to the growth and effectiveness of the testing program. To comment, please write in the space below. Fill in the information requested at the bottom of the page. Comments may also be emailed directly to mde.testing@state.mn.us.

Test:			_ Date:		
Subject (if applicable):	Mathematics	Reading	Science		
Submit this form to the Minnesota Department of Education					
1500 Highway 36 West, Roseville, Minnesota 55113 Attention: Division of Statewide Testing					
Fax number: 651-582-8874					
Email: <u>mde.testing@state.mn.us</u>					
Name and Title			District Name		
District Address			School Name		
City, State, Zip Code			Phone Number or Email Address		

Appendix B — Policy and Procedures



Division of Statewide Testing

BUILDING A TEST: FROM ACADEMIC STANDARDS TO SCORING

The development of a Minnesota Assessment is a meticulous process; an overview of the assessments in the Minnesota Assessment System is included in Chapter 2. Minnesota contracts with assessment service providers in the process of building tests.

ACCESS for ELLs 2.0 (ACCESS) and Alternate ACCESS for ELLs (Alternate ACCESS) were developed by the WIDA Consortium as a collaborative effort of consortium member states, and they are aligned to the Minnesota Standards for English Language Development. The development of the ACCESS and Alternate ACCESS is not described in this section but further information is available on the WIDA website. View information about the development of the ACCESS for ELLs 2.0 (WIDA website > Assessments > ACCESS for ELLs (WIDA website > Assessments > Alternate ACCESS for ELLs).

Test Development

It takes at least two years to create and evaluate a test item before it is ready to be included in an assessment. Each step of the process makes an important contribution to the reliability and validity of the assessment. Minnesota Academic Content Standards play the primary role in the development of statewide assessments. The steps below outline how academic standards are aligned to statewide assessments.

- Academic content standards are defined. Minnesota teachers and content experts write the Minnesota Academic Standards that delineate the skills and knowledge students at each grade level should possess.
- Academic content standards to be assessed are defined. Committees of teachers and
 content experts identify which standards can and should be assessed, either in a classroom or
 as part of the MDE-developed Minnesota Assessments.
- 3. **Test specifications are developed.** Test specifications define the content and format of an assessment. They also describe the types, number, and limits of questions that may be asked on the assessments. Since test specifications are intended to remain consistent from year to year, the content of the tests is similar from one year to the next.
- 4. Test questions are developed and reviewed. The service provider is responsible for the development of, publication, scoring, and reporting for Minnesota's statewide assessment program. Minnesota subscribes to the principle of universal design when constructing test items. In this process, test items are linguistically modified to clarify and simplify the text without simplifying or significantly altering the construct that is being tested. While professional item writers initially develop questions to meet Minnesota's specifications, Minnesota educators (on Item Review panels) and community members (on Bias Review panels) are responsible for advising MDE on whether each question should be approved, edited, or rejected. For example, the Item Review panel checks the appropriateness of each item's benchmark alignment. A

question does not appear on an operational assessment until it has been both field-tested and reviewed by a number of assessment advisory panels. <u>Additional information about serving on panels is available on the MDE website</u> (MDE website > Districts, Schools and Educators > Statewide Testing > Register for Advisory Panels).

5. The test questions are assembled into a test form. Once test questions have been approved, MDE and the service provider construct a test form or build an adaptive algorithm that matches the test specifications. For example, if the mathematics test specifications require that Strand 4 (Data Analysis) make up a particular percentage of a test's points, the appropriate number of Strand 4 questions will be included on the test. MDE assessment specialists review all aspects of the proposed test items, such as clarity of tables and illustrations and layout.

The schedule for revising statewide standards is found in Minnesota Statutes section 120B.021, subdivision 4 and outlined in the table below. The table below reflects possible implementation of statewide assessments based on the revised schedule for statewide standards.

Introduction of the MCA-IV as required by Minnesota Statutes Section 120B.021

Year	Reading	Mathematics	Science
2016–2017			
2017–2018			
2018–2019			Revise Standards
2019–2020	Revise Standards		Write MCA-IV Test Specifications
2020–2021	Write MCA-IV Test Specifications		Develop MCA-IV Items
2021–2022	Develop MCA-IV Items	Revise Standards	MCA-IV Items Field Tested
2022–2023	MCA-IV Items Field Tested	Write MCA-IV Test Specifications	MCA-IV Operational

The development schedules for the Reading, Mathematics, and Science MTAS aligned to new standards follow the schedule for the MCA.

Scoring

After the assessments have been administered to students and students' answers are received by the service provider, every item is scored by machine or by a person.

- Multiple-choice and technology-enhanced (fill-in, drag and drop, hot spot, and graphing) items
 on online tests are captured by the test delivery system and scored electronically. Numerous
 quality control (QC) steps ensure that the responses are captured accurately.
- Performance tasks from the MTAS are scored by the teacher administering the test, and the scores are entered online.

Standard Setting

The first year that tests are administered operationally, they must go through a process to set the performance level expectations for students; this process is called "standard setting."

Prior to the standard setting committees, a team of MDE content specialists, assessment specialists, and Minnesota educators develop Achievement Level Descriptors (ALDs) based on the Minnesota Academic Standards and the test specifications for a given assessment. The ALDs provide a well-defined set of descriptions of the skills and knowledge associated with each of the four achievement levels for a particular grade and subject.

The standard setting committees begin their work once scoring and preliminary data analysis is completed. Minnesota educators (in Standard Setting panels) and community members (in Stakeholder panels) review the ALDs and the content of the assessment; they then set cut scores to determine student performance levels that correspond to the four achievement levels. The committees also consider how proposed cut scores could impact students and schools before they recommend standards to the Minnesota Commissioner of Education.

The process used to establish the standards is determined by psychometric staff at MDE and the service provider, and employs rigorous, carefully defined procedures that have been widely used and validated in Minnesota and many other states. Specific methodology used for standard setting is documented in standard setting reports, which are available on the Technical Resources page after the Commissioner has approved the standards. View the Technical Reports page (MDE website > Districts, Schools and Educators > Statewide Testing > Minnesota Tests > Technical Reports). Scoring must be completed before standard setting can begin; therefore, reporting for new assessments is delayed while the standards are set.



Division of Statewide Testing and the Division of Compliance and Assistance

INTERNAL TEST SECURITY PROCEDURES FOR ALL STATEWIDE ASSESSMENTS

The Minnesota Department of Education is charged with the duty to investigate and resolve all alleged breaches in test security. An action taken by staff that creates a breach in test security or data integrity is subject to consequences outlined in Minnesota Statutes 122A.20.

Test security is vitally important to the integrity of the statewide testing system. Developing and maintaining a secure system of statewide test administration serves to:

- Preserve the security of the assessment instruments.
- Protect the significant financial investment necessary to develop a comprehensive system of assessments.
- Enhance the opportunity for fairness among all districts.
- Maintain the integrity of the assessment results.

Internal investigative procedures are necessary to ensure equitable enforcement of test security measures on a statewide basis. The investigative steps, which vary depending on the type of allegation, are outlined below.

I. DEFINITIONS AND FIELDS OF INVESTIGATION

Testing Irregularities or Misadministrations are any actions that vary from the test-specific manuals and directions or this *Procedures Manual*. The *Test Administration Report* is used for documenting test irregularities and misadministrations and is found in this *Procedures Manual*. Local personnel may use this form, or a similar form created in the district, to document irregularities and misadministrations that occur during test administration.

A Breach of Security is any action that jeopardizes the security of test content, the integrity of the data, and/or gives an unfair advantage to a student or group of students. The *Test Security Notification* is used for reporting breaches and information about submitting this notification online is found in this *Procedures Manual*. A breach may be committed by various individuals and/or precipitated by a number of events. Refer to *Unethical Behavior and Practice* in Chapter 3 for some examples of security breaches.

District Assessment Coordinators are responsible for investigating and documenting irregularities and security breaches within the district. The District Assessment Coordinator needs to be aware of local school district rules that apply during an investigation, and MDE recommends each District Assessment Coordinator check with the appropriate district personnel for current investigation protocol.

II. INITIAL REPORT ALLEGING A SPECIFIC VIOLATION OF TEST SECURITY

A report is received by MDE from any individual or agency alleging that a specific breach in test security has potentially occurred in an individual district or testing site.

- If a security breach occurs in the district, the District Assessment Coordinator collects information and submits it to MDE via the *Test Security Notification* in Test WES.
- If individuals submit test security concerns to MDE through the Tip Line on the MDE website or via phone, MDE will follow up with the district to investigate alleged irregularities depending upon the nature of each report and the amount of information provided.

MDE staff will review the *Test Security Notification*. Additional information may be requested from district personnel as the review moves forward.

III. LEVEL ONE RESOLUTION

Based upon the severity of the incident, MDE may choose to resolve each allegation in one of the following ways:

- 1. Through technical assistance from the MDE District Contact.
- 2. Through a formal letter of reprimand from the Division of Statewide Testing.
- 3. Through a formal investigation by Compliance and Assistance.

IV. FORMAL INVESTIGATION

When a reported allegation is assigned to Compliance and Assistance, an investigation is conducted. Investigative procedures will vary but may include telephone or on-site interviews, further requests for written submissions, reviews of test security procedures, or other procedures deemed necessary.

Compliance and Assistance reviews the results of the investigations and recommends action, which may include:

- 1. Closure of the case after finding that no violation has occurred.
- 2. A plan for corrective action. If the investigation confirms a breach in test security, a drafted plan for corrective action will be incorporated into the investigative report.

The final decision and report is sent to the district and/or testing site.

V. POTENTIAL CONSEQUENCES OF A VIOLATION OF TEST SECURITY

If a violation is found to justify serious questions about the integrity of the test results, MDE will instruct the district to invalidate test scores. Additional training for all staff or only those involved in the issue will also be required. Depending on the severity of the security breach, MDE may also recommend that the individual(s) involved are no longer able to monitor or administer tests.

Complaints of misconduct made to the Minnesota Board of Teaching or Board of School Administrators are referred to the Attorney General's office for evaluation and investigation. Pursuant to Minnesota Statute 122A.20 subdivision 1(a), the Board of Teaching or Board of School Administrators, whichever has jurisdiction, may conduct an inquiry to determine whether disciplinary action against a license is

warranted for confirmed reports involving educator misconduct. Educators found to have engaged in misconduct are subject to sanctions that may include censure, license placed on probationary status, suspended, or revoked.

The district may determine any additional consequences for staff involved if misconduct is found to have occurred. Note: it is the district's responsibility to communicate findings related to test security to others in their organization.

VI. REPORT OF MISSING MATERIALS RECEIVED FROM SERVICE PROVIDER

Service providers are expected to issue missing testing materials reports to the Division of Statewide Testing.

Service providers dispatch two subsequent communications to school districts for immediate response to missing materials report. School districts are requested to return the missing test materials (if found) and provide the following documentation:

- A copy of the district and/or school security checklist(s) that shows the number sequence(s) of the missing test materials.
- An explanation of the test security procedures the school(s) followed in handling these
 materials.
- The measures the school(s) has taken to date to account for the missing materials.

If the Division of Statewide Testing needs to dispatch a third communication, it will include a warning that failure to respond will result in an investigation into the missing materials report from that district.

After the third communication is dispatched, a report of the remaining missing materials is compiled for internal MDE review. A *Test Security Notification* is created for the incident and further follow-up with the district is conducted as needed.

Once a district has returned or accounted for all of the missing materials, a confirmation notice will be emailed by the service provider to the district.



DISTRICT TEST SECURITY PROCEDURE REQUIREMENTS

Each school district must have a written district test security procedure that addresses how test security policies and procedures will be implemented in the district. Districts may create their own procedure or use the template on the following page but all areas specified below must be addressed. Districts may add areas or elements to the procedure as needed. Roles (e.g., DAC, principal) or individual staff member names should be included to specify who is responsible for the given tasks. Refer to Chapter 3 for detailed information about test security; Chapter 8 includes detailed information on test administration policies and procedures.

- Ensuring all staff involved in test administration are completing *Assurances of Test Security and Non-Disclosure* annually.
- Providing district training(s) to all staff involved in any aspect of testing, accounting for (but not limited to): staff with access to secure test materials, staff inventorying or organizing secure test materials, staff assisting with test administration in or outside of the testing room, technology staff, Test Monitors/Test Administrators, and School Assessment Coordinators.
 - Ensuring staff complete required test-specific trainings as needed (i.e., Online Test Monitor Certification Courses, MTAS Test Administrator Training, ACCESS training).
 - Reviewing specific requirements staff agreed to in the Assurance of Test Security and Non-Disclosure prior to spring testing.
 - Providing documentation to District Assessment Coordinator on staff training (if conducted at schools)
- Specifying district-specific policies and procedures related to maintaining security during test administration, minimally including the following:
 - Preparing rooms for test administration, including student seating/spacing to maintain test security and addressing district policy for materials on walls and desks
 - Verifying materials allowed/prohibited for testing
 - Ensuring students do not access or use cell phones/other devices
 - Adherence to Test Monitor and Student Directions and what assistance Test Monitors can provide
 - What Test Monitors and staff may and may not discuss with students about the test administration experience, following test administration
 - Expectations for active monitoring
 - Monitoring breaks for all students during testing
 - Monitoring breaks for use of the restroom or other interruptions during testing
 - Who will answer questions from staff involved in test administration and how staff will ask questions without leaving students unmonitored

- What the process is for contacting others for assistance if a problem arises during the testing so active monitoring can continue
- Who Test Monitors should contact in case of emergency
- What to do if a student reports an error or technical issue with a test item
- What to do when the Test Monitor becomes ill or needs to leave during testing
- What to do if an entire group of students needs to leave during testing (e.g., emergency situation, fire drill)
- Reminding students of the importance of keeping test content secure and acting with honesty and integrity.
- Monitoring test administrations within the district
- Determining the process and chain of custody for how all secure test materials for both online and paper administrations will be kept secure before, during, and after testing, including:
 - Receipt and organization of secure test materials
 - Distribution of test materials and test administration
 - Process for securing test materials between test sessions
 - Collection and return of test materials
- Reporting and documenting misadministrations and security breaches within the district
- Providing MDE test security tip line and MDE contact information for reporting security concerns



SAMPLE DISTRICT TEST SECURITY PROCEDURE TEMPLATE

Instructions

This optional template can be used to create a test security procedure that addresses how test security policies and procedures will be implemented in your district. Roles (e.g., DAC, principal) or individual staff member names should be included to specify who is responsible for the given tasks.

The information in the following template should be used to guide your district procedure. The procedures can be modified to fit the policies your district has established in accordance with the test-specific manuals and directions and this *Procedures Manual*. If your procedures are different by test (i.e., MTAS and MCA, MCA online and paper accommodations) or need to be expanded to account for multiple schools, your procedure should reflect those differences. Email mde.testing@state.mn.us to request a Word version of this procedure.

District Test Security Procedures for [add district name] for school year [add current school year]

TRAINING AND DOCUMENTATION

•	will be responsible for ensuring annual completion of <i>Assurances of Test Security and Non-Disclosure</i> by all staff involved with test administration.
•	will be responsible for providing district training on test administration and test security for all staff involved in testing prior to the test administration.
	 If School Assessment Coordinators will train staff in each building,will be responsible for training the School Assessment Coordinators will provide training documentation to the District Assessment Coordinator.
	 Depending on role in test administration, the following trainings will be provided (e.g., staff with access to test materials vs. Test Monitors):
•	is responsible for tracking that staff have completed required test-specific trainings, such as the Online Test Monitor Certification Courses and MTAS Training for Test Administrators.
•	will be responsible for reviewing the specific requirements staff agreed to in the Assurance of Test Security and Non-Disclosure prior to spring testing.
DISTR	RICT POLICIES AND PROCEDURES FOR TEST ADMINISTRATION
•	The district procedure for preparing testing rooms, including student seating/spacing and walls and student desks, is
•	The school will provide the following allowable materials for testing will answer questions from staff related to materials allowed/prohibited for testing.
•	The procedure for ensuring students do not use cell phones or other devices is
•	The district's expectations for adherence to <i>Test Monitor and Student Directions</i> and what assistance Test Monitors can provide during and after test administration are
•	The district's policy for discussing the test administration experience with students after test administration is
•	The district's expectations for active monitoring by Test Monitors are
•	The procedure for breaks for all students during testing is Test content will be secured during breaks by
•	The procedure for breaks for use of the restroom or other interruptions during testing is
•	will answer questions from staff involved in test administration.
•	The procedure for how staff will ask questions without leaving students unmonitored is

•	will be used to contact others for assistance if a problem arises during the testing so active monitoring can continue.
•	Test Monitors should contactin case of emergency.
•	If a student reports an error or technical issue with a test item, the procedure for documenting the issue is Issues will be reported to
•	If the Test Monitor become ill or needs to leave during testing, the procedure is
•	If an entire group of students needs to leave during testing (e.g., emergency situation, fire drill), the procedure is
•	will ensure that students are reminded of the importance of test security (including the expectation that students will keep test content secure and act with honesty and integrity during test administration).
•	is responsible for conducting on-site monitoring of test administrations within the district.
CHAIN	OF CUSTODY FOR SECURE TEST MATERIALS
Receip	ot and Organization of Secure Test Materials
•	Those who have access to the secured area, inventory materials and complete security checklists are Those who have access to secure online testing systems, student testing tickets, and student scratch paper are
•	Paper test materials are shipped to district or school as determined by If delivered to the district, the process for distributing secure test materials to the school(s) will be completed by
•	will be immediately informed that secure test materials have arrived and will secure all materials in a pre-determined secure locked location.
•	will inventory materials immediately using the security checklists. Any discrepancies will be reported immediately to Security checklists are kept at the district for two years following testing.
•	will organize test materials for each Test Monitor and Test Administrator, including Test Monitor Test Materials Security Checklists, student testing tickets, and scratch paper.
•	Test materials for online and paper administrations will be kept in, a secure locked location, until the time of distribution.
•	If students are taking the tests on multiple days, the building's plan for keeping test materials (including student login information and any materials used as scratch paper) secure between test sessions includes
Distrib	oution of Materials to Test Monitors or Test Administrators
•	The procedure for the distribution of all test materials for online administrations to the Test Monitors and Test Administrators will be Discrepancies in materials will be reported immediately to

•	The procedure for the distribution of any paper test materials to the Test Monitors and Test Administrators will be Discrepancies in materials will be reported immediately to
•	Upon receipt of materials, the Test Monitor ensures that all the test materials listed on the <i>Test Monitor Test Materials Security Checklist</i> and any other materials provided (e.g., student testing tickets, scratch paper) are accounted for prior to handing out the test materials to the students. Any discrepancies will be reported immediately to
•	The Test Monitor is responsible for the test materials during the test administration until their return to
Retur	n of Materials
•	The Test Monitor and Test Administrator will return all test materials (including student testing tickets and any materials used as scratch paper) to immediately after testing. If Test Monitors and Test Administrators will keep test materials in between testing sessions, they must keep them in, a locked secure location.
•	If not kept by Test Monitors and Test Administrators, will keep all test materials secure until distributed for the next test session.
•	Student testing tickets and any materials used as scratch paper will be securely destroyed at the end of test administration by no more than 48 hours after the close of the testing window.
•	Test Monitor Test Materials Security Checklists for paper test materials will be signed by the Test Monitor indicating that all materials have been returned once testing is completed. The Test Monitor Test Materials Security Checklists will be returned to
•	When the test materials are returned to, they will again be inventoried and kept in, a secure locked location, until returned to the district (if applicable) or shipped back to the service provider.
•	will prepare the materials for their return to the district (if applicable) or for shipment to the service provider according to the applicable return instructions.
•	will follow instructions provided in the applicable return instructions for the return shipping of test materials.
MISAL	OMINISTRATIONS AND BREACHES IN TEST SECURITY
•	The process for reporting potential misadministrations and security breaches within the school/building during testing is
•	will report issues to the District Assessment Coordinator. The District Assessment Coordinator will contact MDE district contact with questions and to report security breaches.
•	will provide information to staff on the MDE tip line and MDE contact information to



MINNESOTA ASSESSMENTS MONITORING CHECKLIST

PLEASE KEEP THIS COMPLETED FORM CONFIDENTIAL.

School Name:	City:
District Name:	
Observer's Name (please print):	Date of Observation:
Assessment (names/grades/subjects):	

ssess	sment (names/grades/subjects):			
No.	Item	√ OK	Comments that require further attention	√ NO*
	Questions			
1	Secure test materials are original copies and are kept in locked storage before and after assessment.			
2	No person, other than students to be assessed, is allowed to review or take assessments.			
3	Assurances of Test Security and Non-Disclosure completed and signed by everyone having access to test materials.			
4	All Test Monitors and all staff involved in any aspect of test administration received district training in test administration and test security.			
5	School followed the testing calendar posted on their school/district websites.			
6	Test Administration Reports completed by District or School Assessment Coordinator.			
7	Selected IEPs correspond to accommodations provided and/or alternate assessments administered.			
	Observations			
8	Test Monitors collect student testing tickets/scratch paper or paper accommodated test materials day of testing from locked storage, or materials are securely handed off to Test Monitors (at no time are materials left unattended). Test Monitor accounts for applicable materials before returning them to School Assessment Coordinator.			
9	Online test items are not visible until time of testing or accommodated test books remain closed until students are instructed to begin.			
10	District or School Assessment Coordinator, or other designated staff member, available to testing staff for monitoring, troubleshooting, and answering questions.			
11	Test Monitor and Assessment Coordinator do not allow an assessment room to be unsupervised at any time.			
12	If a student needs to leave room (restroom, illness, etc.), only one student allowed to leave at a time, or there is a plan and staff to monitor students if more than one student must leave.			

^{*} No opportunity to observe

continued

No.	Item		✓ Comments that require further ✓		
INO.	iteiii	OK	attention	NO*	
	Observations (continued)				
	If student needs to leave room, the online test is				
	exited/content is covered (items not viewable) or				
13	accommodated test books closed. The test is				
	resumed/uncovered or materials are reopened upon				
	return.				
	Students allowed to work at own pace; allowed to finish				
14	each part of the assessment without being pressured to				
	finish.				
15	Student questions about directions are answered before				
	assessment begins.				
16	All devices not used for test administration are turned off				
	and stored out of reach of the student.				
17	Only materials authorized for use during assessments				
	are on students' desks during the assessment.				
40	Directions are presented or read clearly, loudly, and				
18	exactly as printed in <i>Test Monitor and Student Directions</i>				
	on the first day of testing.				
19	Test Monitors actively monitor test administration by moving through classroom and observing students are				
19	working.				
	Assessment room is quiet for entire administration and				
20	disruptions are kept to a minimum.				
	Incidents of prohibited or questionable behavior are				
21	reported to School Assessment Coordinator for prompt				
- '	resolution.				
	Possible security breaches are reported immediately to				
22	District Assessment Coordinator for reporting to Division				
	of Statewide Testing office.				
23	Testing room is not overcrowded.				
0.4	Students are spaced in the testing room to ensure that				
24	students work independently.				
	When students finish testing, process for leaving the				
25	room or working on other paper materials is not				
	disruptive to students still testing.				
	All instructional materials on walls or desks are covered				
26	or taken down, even if not related to the subject being				
	tested.				
	Student testing tickets and any materials used as scratch				
27	paper are collected at the end of the testing session and				
	properly secured.				

^{*}No opportunity to observe



GRADUATION ASSESSMENT REQUIREMENTS FOR STUDENTS FIRST ENROLLED IN GRADE 8 IN 2011–2012 AND EARLIER

Students first enrolled in grade 8 in 2011–2012 and earlier (likely students older than grade 12 in school year 2016–2017) must meet graduation assessment requirements in reading, mathematics, and writing in order to be eligible for a diploma from a Minnesota public high school.

Refer to Chapter 2 for the career and college readiness requirements for students first enrolled in grade 8 in 2012–2013 and later.

Overview

The majority of grade 12 students took the ACT with Writing during the statewide administration in grade 11 during the 2014–2015 school year to meet graduation assessment requirements in reading, mathematics, and writing.

For students who did not participate in the statewide administration of the ACT with Writing, they can meet the graduation assessment requirements in reading, mathematics, and writing through any combination of the three options below as long as requirements are met in each subject. Each of these options is described in detail below.

- Meet or have met graduation assessment requirements through any of the routes related to the Graduation-Required Assessments for Diploma (GRAD) requirements in reading, mathematics, and written composition.
- Take or have taken the ACT, the WorkKeys, the Compass, or the Armed Services Vocational Aptitude Battery (ASVAB).
- Have or receive a score on a district-determined equivalent assessment.

When choosing which assessment(s) to administer to fulfill graduation assessment requirements, the decision should be made on a student-by-student basis, determined by what is best for each student and their respective post-graduation goals.

If a student transfers into a district having taken some graduation-related assessments in the prior district, the new district will determine what will be used to meet graduation assessment requirements (especially for district-determined assessments) since the new district will issue the diploma. For example, if district A is using the ACCUPLACER as a district-determined equivalent assessment, and a student transferred in having taken a different district-determined equivalent assessment (e.g., SAT), district A could decide to have the student take the ACCUPLACER or they could accept the assessment the student already took as sufficient to meet the graduation assessment requirements.

ACT with Writing Statewide Administration

Students first enrolled in grade 8 in 2011–2012 have met their graduation requirements in reading, mathematics, and writing if they took the ACT with Writing during the statewide administration and received a composite score and a writing score.

In cases where a student did not complete the entire test, one of the other options described below may be needed for students to meet graduation assessment requirements in all subjects. If the student tested in another district, contact the district where the student tested to verify the subjects completed as the subjects are not indicated on the Student Assessment History Report.

- For example, if students completed the multiple-choice tests, they would receive a composite
 score and meet the requirements in reading and mathematics, but if they did not complete the
 writing portion, an additional writing assessment may be needed.
- Similarly, students who did not complete enough of the ACT with Writing to receive a valid composite score or had their answer documents voided may need to take additional assessments to meet their graduation assessment requirements for the subject or subjects that still need to be met.

Graduation-Required Assessments for Diploma (GRAD)

Students first enrolled in grade 8 in 2011–2012 or earlier can meet the graduation assessment requirements in reading, mathematics, and writing through the high school standards-based accountability assessments, GRAD retests, or GRAD alternate routes, as detailed below.

For alternate routes for GRAD (individual passing score, EL exemption, reciprocity, and mathematics alternate pathway), how students have met requirements may be documented in the Graduation Requirements Records (GRR) system; see Chapter 9 for further information on GRR.

EARN A PROFICIENT OR PASSING SCORE

If students were proficient (achieve Meets or Exceeds the Standards) on the grade 10 Reading MCA, MCA-Modified, or MTAS or grade 11 Mathematics MCA, MCA-Modified, or MTAS, they have met their graduation assessment requirement for that subject. (The MCA-Modified was last administered in 2013–2014.) Similarly, students have met their graduation assessment requirements for the applicable subjects if they earned a passing score on the Written Composition, Reading, and Mathematics GRAD retests. (The GRAD retests were last administered in 2014–2015.)

Students with an IEP or 504 plan can also meet requirements in writing through the Minnesota Alternate Assessment: Writing. It is not an assessment taken by a student but instead is a checklist completed by the student's teacher. Students who have had the Minnesota Alternate Assessment: Writing completed for them have met the graduation assessment requirement in writing. Results are kept on file at the district, and the Pass at Individual Rate code may be entered in the GRR system for the student. View the Minnesota Alternate Assessment: Writing form on the MDE website under Statewide Assessment for Students with Disabilities (MDE website > District, Schools and Educators > Special Education > Statewide Assessment for Students with Disabilities).

INDIVIDUAL PASSING SCORE

If a student with an IEP or 504 plan did not fulfill the reading or mathematics graduation assessment requirement by being proficient (Meets or Exceeds Standards) on the MCA, MCA-Modified, or MTAS, or by achieving a scale score of 50 on a GRAD retest, the IEP or 504 plan team may determine that the score earned will be used as an individual passing score. Note: for students who took the MCA with an embedded GRAD component (last administered in reading in 2012 and mathematics in 2013), an individual passing score can also be set on the embedded GRAD component. In order to meet graduation assessment requirements, the individual passing score must be documented in the IEP or 504 plan and the Pass at an Individual Rate code may be entered into the GRR system.

EL EXEMPTION

English learners can meet graduation assessment requirements through an EL exemption from the GRAD requirements. These English learners are eligible for an exemption from GRAD graduation assessment requirements if they have been enrolled in Minnesota schools **for less than four consecutive years**. The term "consecutive years" means continued enrollment in any Minnesota public school without a significant gap in enrollment (i.e., greater than 15 days and unenrolled in MARSS).

If such a student has been consecutively enrolled in a Minnesota school for four or more years at any time from kindergarten through grade 12 and has not graduated, the student is no longer eligible for the EL exemption and must meet graduation assessment requirements through one of the available assessments (i.e., ASVAB, ACT, WorkKeys, ACT Compass, or a district-determined equivalent assessment).

Districts will determine if the student has been enrolled for four or more consecutive years. While MDE can only validate enrollment in a Minnesota school, if you know the student has been enrolled in other U.S. schools, this enrollment information should be considered when determining the EL exemption. The Student Identity Validation Interface can be used to determine if the student has been enrolled in a Minnesota school in the past.

- An English learner who attended a Minnesota elementary school for more than four consecutive years and then left the state and returned to Minnesota in high school would not be eligible for the EL exemption.
- An English learner who attended a Minnesota elementary school for three consecutive years and then left the state and returned to Minnesota in grades 9–12 would be eligible for the EL exemption, provided the student completes the coursework and any other state and district requirements for graduation within a four-year period.
- An English learner who first enrolls in a Minnesota school at grade 9 or above at or after the start of the academic year would be eligible for the EL exemption, provided the student completes the coursework and any other state and district requirements for graduation within a four-year period.

It is not required that students be designated as EL in MARSS for the entire four-year exemption period to qualify for the EL exemption. An eligible student can have the EL designation in MARSS at any time during the four-year exemption window. At the end of the student's senior year, districts may use the

GRR system to indicate that a student is meeting the GRAD graduation assessment requirements with the EL exemption.

If foreign exchange students are also indicated in MARSS as English learners, they would be eligible for the EL exemption; see *English Learners Who Are Foreign Exchange Students* in Chapter 6 to determine if a foreign exchange student can be considered an English learner.

The intent is to provide an opportunity to graduate for English learners who are unable to meet the graduation assessment requirements because of English language proficiency, but who have earned all credits required for graduation. Many English learners, particularly those who enter high school as newcomers or have limited formal schooling, will take more than four years to graduate; therefore, they will need to meet graduation assessment requirements by taking one of the available assessment options. These students should not be excluded from testing if they have enough English language proficiency to access the assessment. MDE encourages English learners to take one of the assessment options to meet graduation assessment requirements when they are ready, regardless of their time-in-country status.

Note: Minnesota Rules 3501.0280 and 3501.1180 were repealed as part of the wholesale repeal of the GRAD rules in the 2013 legislation. However, MDE has determined that the legislature did not intend to eliminate the EL exemption for students. To make this determination, MDE has spoken to legislative staff and the author of the original assessment legislation and confirmed that eliminating the exemption was not intentional.

RECIPROCITY

If a high school student moves into a Minnesota school district from another state having demonstrated proficiency on that state's ESEA accountability assessment, that test may be used to meet graduation assessment requirements through reciprocity. Since the WorkKeys, ACT Compass, ACT, and ASVAB are nationally recognized assessments, districts can request reciprocity; these students will not need to take the assessments again in Minnesota to meet graduation assessment requirements. Reciprocity can also be requested for district-determined assessments.

- For reciprocity, the district will need to verify that the test can be substituted by checking the
 Reciprocity Guidelines. Reciprocity is based on the student's score on another state's ESEA
 accountability assessment, and this score must show that the student was proficient on the
 assessment.
 - If the test is accepted in Minnesota, the District Assessment Coordinator must submit the Request for Reciprocity for High School Graduation form to MDE, along with the student's test records from the other state.
 - MDE will review the test records to confirm that the student has met the reciprocity guidelines.
 - Email <u>mde.testing@state.mn.us</u> for the *Reciprocity Guidelines* and *Request for Reciprocity* form, as needed.
- For the ACT, WorkKeys, ACT Compass, and ASVAB, districts may submit the Request for Reciprocity form, along with a copy of the student's report, to show that the student has already taken one of these assessments in another state.

- The Request for Reciprocity form must be completely filled out indicating the subject(s) for
 which reciprocity is being requested. In addition, all student demographic information must be
 complete and accurate. All students must have a unique MARSS/SSID number for testing and
 reporting, and MARSS enrollment records must be validated against the Student Identity
 Validation system.
- Score reports from the other state must also show the name of the test taken and the scores for the student.
- Under federal guidelines for reporting and privacy (FERPA), when a student transfers to a new school district, the previous school district is authorized to release results from tests the student took in the previous district. That district is expected to comply with the request in a timely manner to avoid any disruption of the student's learning.

If the score reports from the other state indicate that the student meets Minnesota's reciprocity guidelines, the request will be approved, and MDE will document this in the GRR system. If the scores or tests do not meet the reciprocity guidelines, the request will be denied. The District Assessment Coordinator will also be notified as to whether the request was approved or denied. Depending on the volume, reciprocity requests may take up to two weeks to process.

MATHEMATICS ALTERNATE PATHWAY

This option is available only to students first enrolled in grade 8 in 2009–2010 and earlier. The requirements for the mathematics alternate pathway are as follows:

- Complete, with a passing grade, all state and local coursework and credits required for graduation by the school board granting the students their diploma.
- Participate in district-prescribed academic remediation in mathematics.
- Participated in the initial administration of a Minnesota standards-based accountability
 assessment and in at least two Mathematics GRAD retests. Students who did not participate in
 an initial Minnesota standards-based accountability assessment administration needed to
 participate in at least three Mathematics GRAD retests.

ADMINISTER THE MTAS AS A MISSED OPPORTUNITY

Students who missed the opportunity to take the Reading or Mathematics MTAS as a graduation assessment requirement when offered in grade 10 (reading) or grade 11 (mathematics) may take the assessment during the next spring administration. Common situations resulting in missed opportunities to take MTAS include being absent during the entire testing window or moving into the state after the graduation assessment is administered.

Students must be enrolled in the district and meet the eligibility requirements for MTAS, including having an IEP. Missed opportunities will be available until 2019, when this cohort of students reaches age 21.

Missed opportunities can be requested for students in reading and mathematics only. Missed opportunities do not include the subjects of science or writing:

- Science MTAS is not available as a missed opportunity because the science assessment is not required for graduation assessment requirements and can be administered in any grade in high school.
- The Minnesota Alternate Assessment: Writing can be completed in any high school grade to fulfill the writing graduation assessment requirement.

To arrange for a missed opportunities administration of the MTAS, the District Assessment Coordinator must complete the *Request for MTAS Missed Opportunities Administration* form in Appendix A and fax the form to MDE. MDE will notify the District Assessment Coordinator once the request is approved or denied; the district cannot administer a "missed opportunity" MTAS to students until MDE has approved the request.

If the request for missed opportunities is approved and the test is administered, the Data Collection Form containing the MTAS scores and the Learner Characteristics Inventory must be faxed to MDE. All scores from an MTAS missed opportunities administration must be submitted to MDE before the close of the MTAS testing window.

MDE will provide the student's results in a letter to the District Assessment Coordinator. If the student was proficient on the MTAS, MDE will enter the Pass Administrative code into the GRR system to indicate that the graduation assessment requirement(s) have been met. If the student was not proficient, the IEP must set an individual passing score and may enter the Pass at Individual Rate code into the GRR system.

ACT, WorkKeys, ACT Compass, and ASVAB

For students first enrolled in grade 8 in 2011–2012 or earlier, Minnesota Statutes 120B.30 also allows students to take the ACT, the WorkKeys, the ACT Compass, or the ASVAB to meet graduation assessment requirements in reading, mathematics, and writing.

For WorkKeys and ACT Compass, students are only required to take the applicable subject(s) where they have not met the graduation assessment requirements. For WorkKeys and ACT Compass, the following subject components are eligible for district reimbursement from MDE:

- WorkKeys: Applied Mathematics, Business Writing, and Reading for Information.
- ACT Compass: Reading, Writing Essay, and Mathematics.

ASVAB is a composite test, so students taking this test have met the requirements for all subjects. The ACT is also a composite test, but if a student has not met graduation assessment requirements for writing, the student must take the ACT with Writing.

Students who take WorkKeys, ACT Compass, ACT, or the ASVAB should provide proof to the district, such as the individual student report, that they have taken one of these assessments. There is not a specific score required for these assessments. Districts may document that students have met requirements through one of these assessments in the GRR system.

In order to meet graduation assessment requirements through these assessments, the student must take the assessment prior to graduation; the intention to take the test in the future would not meet the graduation assessment requirement. However, students may be eligible to receive a diploma if they

took these assessments prior to the legislative changes (note that in order to request reimbursement, the test must be administered after the end of the 2013 legislative session, which was May 20, 2013).

District-Determined Equivalent Assessments

For students first enrolled in grade 8 in 2011–2012 or earlier, the revisions to Minnesota Statute 120B.30 also allow districts to substitute a score from an alternative, equivalent assessment to satisfy the graduation assessment requirements. Districts may document that students have met requirements through one of these assessments in the GRR system. Districts may also determine that a district-determined assessment taken in another state (e.g., SAT) can be used to meet the requirements.

The selection of an equivalent assessment is a district decision, but students must meet requirements in writing, reading, and mathematics. Students are only required to take the applicable subject(s) where they have not met graduation assessment requirements. The requirement of a specific score is also a district decision.

In order to be equivalent with the Minnesota Assessment System, the district-determined equivalent assessment must be administered in grades 10, 11, or 12.

Meeting Graduation Assessment Requirements for Students No Longer Enrolled

For students first enrolled in grade 8 in 2011–2012 or earlier and are **under age 21 or turned 21 during the school year**, the requirements are outlined above and as follows.

A district may provide services to a student **age 21 or over as of September 1, 2016**, in order for the student to meet the state graduation assessment requirements above. If a student has met the state graduation assessment requirements above and is otherwise eligible to graduate, a district may issue the student a diploma. However, a district is not required to provide services to a student over age 21.

- Minnesota Statutes section 120A.20 defines age limitations for students as follows: "(c) A pupil who becomes age 21 after enrollment is eligible for continued free public school enrollment until at least one of the following occurs: (1) the first September 1 after the pupil's 21st birthday; (2) the pupil's completion of the graduation requirements; (3) the pupil's withdrawal with no subsequent enrollment within 21 calendar days; or (4) the end of the school year." Minnesota Statute section 125A.03 provides that special education instruction and services must be provided "until July 1 after the child with a disability becomes 21 years old."
- Please contact the MDE ABE division at mde.abe@state.mn.us for students in Adult Basic Education (ABE) programs over age 21 meeting graduation assessment requirements. The district/ABE program in which the student is enrolled will determine graduation assessment requirements.



POLICY FOR PUBLIC AND PARENTAL REVIEW OF STATEWIDE ASSESSMENTS

The Minnesota Department of Education (MDE) provides public and parental access to tests pursuant to Minnesota Statutes 120B.30 as stated below:

Subdivision 4. Access to tests.

Consistent with section 13.34, the commissioner must adopt and publish a policy to provide public and parental access for review of Minnesota-developed assessments which would not compromise the objectivity or fairness of the testing or examination process. Upon receiving a written request, the commissioner must make available to parents or guardians a copy of their student's actual responses to the test questions for their review.

Parental Request for Review

Parents/guardians who want to see their child's responses to a statewide test must make a written request to MDE no later than January 1 of the next school year but not before the delivery of final Individual Student Reports. The parent/guardian must provide a copy of their child's Individual Student Report with the written request.

The child's parent/guardian must also complete the *Request of Parent/Guardian to Review Student Responses* form and send it to MDE. MDE will set up a mutually agreeable time for the parent/guardian to view materials at MDE in Roseville. This opportunity is open only to parents/guardians of the student. Because the student's responses and test materials are secure materials, all security procedures will apply. The review of student responses and test materials will be done under the supervision of staff not necessarily familiar with the content of the assessment.

Review of materials cannot begin until the parent/guardian and the child, if present, have signed a non-disclosure agreement. The parent/guardian is not allowed to make copies or to take notes from the test out of the room. At the end of the review MDE will collect all materials that the parent/guardian and child may have generated (e.g., notes, solutions to problems).

Public Request for Review

Individuals who want to review a test following the release of results must make a written request to the Division of Statewide Testing. The review of the test will be conducted at MDE in Roseville. All security procedures will apply, including signing the *Assurance of Test Security and Non-Disclosure* prior to reviewing any materials. The review of materials will be done under supervision and at a time mutually agreeable to the individual and MDE. The individual reviewing the materials is not allowed to make copies or take notes out of the room.



REQUEST OF PARENT/GUARDIAN TO REVIEW STUDENT RESPONSES

Step 1: Provide all information requested, including signature and date. Request must be made by January 1 of the next school year but not before the delivery of the final Individual Student Report. Only those who have signed this request form will be allowed to review the assessments.

Step 2: Submit this form and a copy of the child's Individual Student Report.* The Individual Student Report must be submitted to provide the Minnesota Department of Education (MDE) with the necessary information to retrieve the appropriate documents. Information may be submitted by fax or U.S. mail:

Fax: 651-582-8874

Statewide Testing Division Attn: Request Coordinator

U. S. Mail: Minnesota Department of Education

Division of Statewide Testing Attn: Request Coordinator 1500 Highway 36 West Roseville, MN 55113–4286

Step 3: MDE staff will call to arrange a time that is mutually agreeable for the parent/guardian to view materials at MDE. Review of the materials may be supervised by staff not familiar with the content of the assessment.

Student Information				
Name (last, first, MI):				
Birth Date (mm/dd/yyyy): Grade When Test		Grade When Tested:		
MARSS/SSID # (13 digi	ts):	Year Tested:	Month Tested:	
District Name/Number:_		School Name/Number:		
Parent/Guardian Inform	mation			
Name:				
Test Information				
	Test MCA MTAS	Subject Mathematics Reading Science		
Parent/Guardian Signati	ure:	Da	te:	

^{*} Service providers send the Individual Student Reports to school districts for distribution to parents.



Division of Statewide Testing

DOCUMENT RETENTION POLICY FOR DISTRICTS

The table below indicates the minimum amount of time that assessment-related documents must be retained. If your district policy is above and beyond this policy, follow your district policy. If documents are completed or stored electronically, ensure you have copies of documentation for the required time period or are able to continue to track online.

Outside the customary test administration period, all test materials are to be located only at MDE or the service provider. No secure testing materials may remain at the district or school after the service provider's courier picks up the test materials.

Test-Related Document	Retention Policy
Assurances of Test Security and Non- Disclosure	Retain for two years after the end of the academic school year in which testing took place
Test Administration Reports	Retain for two years after the end of the academic school year in which testing took place
Test Security Notifications	Retain for two years after the end of the academic school year in which testing took place
Test materials security checklists	Retain for two years after the end of the academic school year in which testing took place
Record of staff training (district test administration and test security and test-specific trainings)	Retain for two years after the end of the academic school year in which testing took place
MTAS Data Collection and Learner Characteristics forms	Retain for one year after the academic school year in which testing took place
Parent refusal and medical exemption documentation for test/accountability codes	Retain for two years after the end of the academic school year in which testing took place
Final test results reports provided by service provider (e.g., rosters, Individual Student Reports)	Retain for three years beyond the scheduled graduation date



Division of Statewide Testing

DOCUMENT RETENTION POLICY FOR MDE

The table below summarizes the Division of Statewide Testing's state-approved policy for retaining materials after test administrations. Outside the customary test administration period, all test materials are to be located only at MDE or the service provider. No secure testing materials may remain at the district or school after the service provider's courier picks up the test materials.

Test Material	Retention Policy
Student answer documents for tests not used to meet Minnesota graduation assessment requirements*	Retain for two years beyond test administration date. For purchased off-the-shelf tests, used student answer documents/books will be stored at vendors according to vendor policy.
Test books, secure materials, and unused answer documents for tests not used to meet Minnesota graduation assessment requirements	Retain at MDE a hard copy for one year from test administration date; electronic copy kept permanently.
Manuals/guides and Test Monitor and Student Directions for tests not used to meet Minnesota graduation assessment requirements	Retain at MDE electronic versions of each version/form/grade for one year from test administration date.
Student answer documents for tests used to meet Minnesota assessment graduation requirements*	Retain at vendor for two years beyond student's estimated year of graduation. For purchased off-the-shelf tests, used student answer documents/books will be stored at vendors according to vendor policy.
Test books, secure materials, and unused answer documents for tests used to meet Minnesota graduation assessment requirements	Retain at MDE a hard copy for three years from test administration date; electronic copy kept permanently
Manuals/guides and Test Monitor and Student Directions for tests used to meet Minnesota graduation assessment requirements	Retain at MDE electronic versions of each version/form/grade for three years from test administration date

^{*}A record of an online test is maintained by the service provider for the same length of time as is appropriate for a hard-copy version of a test noted above.