MINNESOTA ASSESSMENT REPORTS

INTERPRETIVE GUIDE

Minnesota Department of Education

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Dear Student, Parent, Caregiver, or Educator,

The state tests administered each year measure student achievement on Minnesota's Academic Standards and on the Minnesota Standards for English Language Development. This *Interpretive Guide for Minnesota Assessment Reports* has been developed to help students, parents, caregivers, and educators understand the results from these tests.

This guide contains information on how to read the Individual Student Reports (ISRs) and interpret the data from these tests. You will be in a position to better gauge the effectiveness of your school's curriculum and instruction once you have become familiar with the information in this guide. You will also have your student's individual test results to help guide instruction.

We encourage you to use this guide to inform interested persons in your community about how the Minnesota Assessments support all students in their learning of the knowledge and skills specified in the Minnesota Academic Standards and the Minnesota Standards for English Language Development.

Minnesota educators believe all students can learn and strive to set high standards for student performance.

State of Minnesota

Minnesota Department of Education

INTRODUCTION TO THE INTERPRETIVE GUIDE FOR MINNESOTA ASSESSMENT REPORTS

Minnesota has developed an assessment system to measure student proficiency on the Minnesota Academic Standards, developed by Minnesota educators, and on the Minnesota Standards for English Language Development, developed by the WIDA Consortium. This system comprises standardized, criterion-referenced tests that provide individual and aggregate data on student performance aligned to grade-level standards.

The Minnesota Assessments have multiple uses:

- School and district results are used for school and district accountability under the Elementary and Secondary Education Act (ESEA), currently authorized as the Every Student Succeeds Act of 2015 (ESSA).
- Individual student reports inform parents and students of progress in achieving the grade-level Minnesota Academic Standards and/or the Minnesota Standards for English language development.
- Individual student and aggregate summary results are available to help teachers, schools, and districts make instructional and policy decisions.

Many measures of learning are necessary to derive an understanding of a student's strengths and weaknesses. Each performance measure in a comprehensive assessment system requires that users know what the data mean and how to use the data to make effective decisions.

ACCESS for ELLs

Minnesota is part of the WIDA Consortium, and thus Minnesota districts administer the Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELLs 2.0) in grades K–12. The ACCESS is an English language proficiency assessment designed to measure students' achievement on the Minnesota Standards for English Language Development, developed by the WIDA Consortium. In addition, the Alternate ACCESS for ELLs is available in grades 1–12 for English learners with significant cognitive disabilities. Information about reports for ACCESS and Alternate ACCESS is not included in this guide; for information about these reports, refer to the *ACCESS for ELLs 2.0 Interpretive Guide for Score Reports* on the WIDA website.

In addition, refer to the *Data Sites and Resources* section in this manual for information about how to find ACCESS and Alternate ACCESS results on the Minnesota Department of Education (MDE) website.

View the Interpretive Guide for Score Reports.

(http://www.wida.us > Assessment > ACCESS for ELLs 2.0 > Scores and Reports)

This *Interpretive Guide* will assist in understanding the results of the Minnesota Assessments. The guide provides basic information about each assessment, describes each available report, and suggests ways to use the results. The sections of this guide are:

- Purpose of the Minnesota Assessments
- Data Sites and Resources
- Types of Reports for Final Assessment Results
- Interpreting Scores and Achievement Levels
- Descriptions of Reported Results
- Sample Individual Student Reports
- Student Labels
- Additional Resources

References to additional information on the MDE website exist throughout this manual.

http://education.state.mn.us

No single assessment can comprehensively measure a student's learning in an educational setting. Results of the Minnesota Assessments are only a subset of the data that schools and districts can use to determine how well students have acquired the knowledge and skills on the Minnesota Academic Standards and Minnesota Standards for English Language Development and how well the school is teaching them.

Standards-Based Accountability Assessments in Reading, Mathematics, and Science

Pearson is the administration service provider for the standards-based accountability assessments (MCA and MTAS).

Minnesota Comprehensive Assessments (MCA)

In 2016, the Minnesota Comprehensive Assessment (MCA) was administered to students in reading in grades 3–8 and 10; mathematics in grades 3–8 and 11; and science in grades 5, 8, and high school. The purpose of the MCA is to measure Minnesota students' achievement on the Minnesota Academic Standards. The MCA results inform curriculum decisions at the district level; inform instruction at the classroom level; and, in reading and mathematics, demonstrate student academic progress from year to year.

The Reading and Mathematics MCA are the primary assessments Minnesota uses to meet state and federal accountability requirements. All students are required to take these tests or, for eligible students with significant cognitive disabilities, the Reading and Mathematics Minnesota Test of Academic Skills (MTAS). The test results are used to calculate Adequate Yearly Progress (AYP) and Multiple Measurement Ratings (MMR) for Minnesota schools and districts. MCA results can be used to compare schools and districts across the state. Science MCA participation (or Science MTAS, for eligible students) is required for accountability, but is not included in AYP or MMR calculations at this time.

Minnesota Test of Academic Skills (MTAS)

The Minnesota Test of Academic Skills (MTAS) is an alternate assessment in reading and mathematics in grades 3–8; reading in grade 10; mathematics in grade 11; and science in grades 5, 8, and high school that is based on alternate achievement standards. The MTAS measures the extent to which students with significant cognitive disabilities are making progress in the general education curriculum on standards that have been reduced in breadth, depth, and complexity. The MTAS is a performance-based assessment where performance tasks in reading, mathematics, and science are administered to students in a one-on-one setting. Test Administrators score performance tasks using a script and task-specific scoring rubric.

Test Specifications

Test specifications are specific rules and characteristics that guide the development of a test's content and format. They indicate which strands, sub-strands, standards, and benchmarks will be assessed on the test and in what proportions.

View test specifications for the standards-based accountability assessments on the Test Specifications section of the MDE website.

(MDE website > Districts, Schools and Educators > Statewide Testing > Test Specifications)

DATA SITES AND RESOURCES

Preliminary results and data are available in PearsonAccess Next. Official and final summary assessment results are provided by MDE.

Location of Reports

	MDE DATA CENTER	PEARSONACCESS NEXT	PEARSONACCESS
Minnesota Report Card	✔		
District and School Student Results (DSR and SSR)*	✔		
Test Results Summary*	✔		
On-Demand Reports		✔	
Published Reports		✔	
Longitudinal Reports†		✔	✔

* Available in the Assessment Secure Reports section of the MDE Data Center.

† Available only in PearsonAccess until Fall 2016. After Fall 2016, Longitudinal Reports will be available only in PearsonAccess Next.

MDE Data Center

There are two sections of the Data Center on the MDE website where educators can analyze test results and create, view, and download reports that meet their needs.

1. The Minnesota Report Card is open to the public and allows the user to view and analyze data for any public school or district in the state. The only restriction is that data are suppressed when a data set consists of fewer than 10 students.

View the Minnesota Report Card on the Data Center page of the MDE website.

(MDE website > Data Center > Minnesota Report Card)

Information about how to use this section of the website is included on the Minnesota Report Card pages.

2. The Assessment Secure Reports section is only open to educators who have obtained permission from their district to access secure reports. This section allows users to download student-level information through the District Student Results (DSR) or School Student Results (SSR) files, as well as test results summary information for each test.

View the Assessment Secure Reports section on the Secure Reports page of the Data Center page of the MDE website.

(MDE website > Data Center > Secure Reports > Assessment Secure Reports).

Then choose the applicable report from the list under "Assessment Secure Reports."

View the user guide on the Assessment Secure Reports page of the Data Submissions page of the MDE website.

(MDE website > Districts, Schools and Educators > Data Submissions > Assessment Secure Reports)

Online Reporting in PearsonAccess Next and PearsonAccess

Authorized users can sign in to **PearsonAccess Next** (http://minnesota.pearsonaccessnext.com) and view preliminary test results, available in On-Demand Reports, for the current test administration. Preliminary test results remain available online until Individual Student Reports (ISRs) with final results are provided by MDE and are uploaded as Published Reports in PearsonAccess Next.

Longitudinal reports for the standards-based accountability assessments (MCA and MTAS) can be viewed in **PearsonAccess** (http://www.pearsonaccess.com/mn) until Fall 2016. After Fall 2016, longitudinal reports will be rolled over to PearsonAccess Next and will no longer be available in PearsonAccess.

On-Demand Reports

Preliminary test results are available within 60 minutes after testing is completed in On-Demand Reports in PearsonAccess Next. On-demand reports are available for all online assessments and student responses from paper accommodated test materials entered into Data Entry forms in TestNav for MCA, but they are not available for MTAS.

The preliminary online reports for individual students, referred to as Student Detail Reports, appear as PDFs and look different than the final Individual Student Reports (ISRs) and contain many, but not all, of the elements in the final ISRs. The preliminary results can also be downloaded as a Student List Report in PDF or Excel format.

The on-demand reports include student performance details for content areas within each subject represented by strand (or sub-strand) scale scores on a scale of 1 to 9. A score of 7 or above indicates strength, and a score of less than 4 indicates the student may benefit from additional instruction in this area.

If a student has moved from one district to another within a test administration, on-demand reports for the current year stay at the district where the student tested and the new district will not have access to the student's preliminary results.

The *On-Demand Reports Quick Guide for MCA* is available on the Additional Reporting Resources page under Reporting Resources on PearsonAccess Next.

View the Reporting Resources page.

(PearsonAccess Next > Reporting Resources)

Longitudinal Reports

Longitudinal reports allow districts to analyze trends and patterns over time and provide an analysis of results from a specific administration, from multiple administrations within a year, or from year to year. Longitudinal reports offer drill-down, filtering, and sorting capabilities and allow users to aggregate and disaggregate data all the way down to individual student-level results. There is also an option to extract longitudinal results in Excel format.

Longitudinal results are available for students currently enrolled in the district even if they tested in other districts in the past, and for students who are not currently enrolled but tested in the district in the past.

For MCA and MTAS, longitudinal reports for the current year are not loaded until after MDE releases final assessment results in late July.

The *Longitudinal Reports User Guide* is available on the User Guides and Technology tab of the PearsonAccess Resources page.

View the User Guides and Technology tab of the PearsonAccess Resources page.

(PearsonAccess > Resources > User Guides and Technology)

When longitudinal reports become available in PearsonAccess Next, an updated Longitudinal Reports User Guide will be posted on the Additional Reporting Resources page under Reporting Resources on PearsonAccess Next.

Published Reports

Published Reports are PDF versions of the final reports that are delivered to districts, including student rosters and electronic copies of the Individual Student Reports (ISRs). Student rosters are available by grade and subject for each school. They provide a list of students and their individual performance data.

Electronic copies of ISRs are provided to districts on a DVD. Student rosters and ISRs are posted to Published Reports in PearsonAccess Next after the testing window at about the time printed reports arrive in districts. MCA Benchmark Reports produced by MDE for MCA for all three subjects are posted to Published Reports in mid-September. Only District Assessment Coordinators (DACs) and Assessment Administrators (AAs) in PearsonAccess Next have access to Published Reports.

Use of Results

The assessment results in On-Demand Reports in PearsonAccess Next are preliminary; final assessment results are provided by MDE.

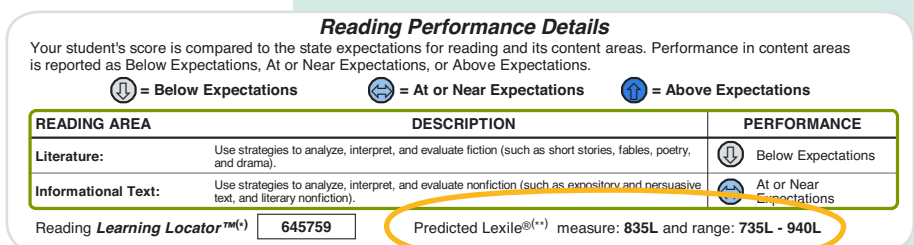
Preliminary assessment results provided in PearsonAccess Next can be printed and shared with students and families for instructional purposes, but final assessment results are provided by MDE.

MCA and MTAS assessments go through Posttest Editing in Test WES before final reports are generated, and changes made during this time could result in final results that differ from the preliminary results available in On-Demand Reports in PearsonAccess Next. Although results available in Published Reports and Longitudinal Reports reflect edits made during Posttest Editing, any changes made after Posttest Editing would only be reflected in final assessment results provided by MDE. Even though this would be a rare occurrence, this is why final assessment results are provided by MDE.

In addition to student-level results, unofficial district- and school-level summary data are also available in Longitudinal Reports. Districts and schools can use unofficial summary data for instructional and planning purposes, but the data are not final summary assessment results and should not be shared with the general public or media; final assessment results are provided by MDE.

Lexile Website

Reading MCA results appearing in On-Demand Reports and present on Individual Student Reports (ISRs) include predicted Lexile score ranges. The Lexile® Framework is a system that helps match readers with literature appropriate for their reading skills. When reading a book within the predicted Lexile range, the reader should comprehend enough of the text to make sense of it, while still being challenged enough to maintain interest and learn.



Reading Performance Details

Your student's score is compared to the state expectations for reading and its content areas. Performance in content areas is reported as Below Expectations, At or Near Expectations, or Above Expectations.

= Below Expectations = At or Near Expectations = Above Expectations

READING AREA	DESCRIPTION	PERFORMANCE
Literature:	Use strategies to analyze, interpret, and evaluate fiction (such as short stories, fables, poetry, and drama).	Below Expectations
Informational Text:	Use strategies to analyze, interpret, and evaluate nonfiction (such as expository and persuasive text, and literary nonfiction).	At or Near Expectations

Reading *Learning Locator™(*)* 645759

Predicted Lexile®(**) measure: **835L** and range: **735L - 940L**

View the Lexile website for more information about the Lexile Framework.

(https://www.lexile.com)

TYPES OF REPORTS OF FINAL ASSESSMENT RESULTS

Assessment results are provided by MDE for individual students and for districts and schools. The following table lists the types of reports that are available for final assessment results.

Minnesota Department of Education Report Types

NAME	FORMAT	STUDENT	SCHOOL	DISTRICT	STATEWIDE
Student Results Files					
School (SSR)	Online	✔			
District (DSR)	Online	✔			
Test Results Summary Files					
School	Online		✔	✔	✔
District	Online			✔	✔
Individual Student Reports (ISRs) Shipments					
ISR for Parent/Guardian/ Caregiver	Paper	✔	✔*	✔*	✔
Student Results Labels (optional)	Paper	✔			
Published Reports in PearsonAccess Next					
Benchmark Reports by grade and subject for a school	Online		✔		
Benchmark Reports by grade and subject for a district	Online			✔	
PDFs of ISRs	Online		✔	✔	

* ISRs may not include school or district score averages if there were fewer than 10 students at either of those levels to calculate an average score.

View the Reporting Resources page.
(PearsonAccess Next > Reporting Resources)

See the *Data Sites and Resources* section of this guide for more information about school and district student results files and Test Results Summary files available through Secure Reports on the MDE website. The ISRs are described in detail later in this manual. Schools' ISR shipments are packaged by school and delivered to the districts for distribution. Preliminary results information is available online in Pearson systems as described in *Data Sites and Resources*. For more information about Benchmark Reports posted in Published Reports, see the Benchmark Reports User Guides available on the Additional Reporting Resources page under Reporting Resources on PearsonAccess Next.

INTERPRETING SCORES AND ACHIEVEMENT LEVELS

The following types of summary information are available in the Test Results Summary files for MCA and MTAS for all students and by student group:

- Percentage of students proficient (meets or exceeds achievement levels)
- Percentage of students at each achievement level
- Average overall scale scores
- Average sub-score scale score (strands, sub-strands, or extended standards)

For each of these scores, you can compare the results for your school and district to those for schools and districts of interest to you or to the state through the Minnesota Report Card or Secure Reports sections of the Data Center section of the MDE website.

- **Compare average sub-scores.** If the number of possible points for a particular sub-score is small, be cautious when interpreting small differences. Use differences in average sub-scores to guide further investigation of the curriculum and instruction at the school or district level.
- **Compare different perspectives, such as average scale scores and percent proficient.** For example, your district or school may have a lower average scale score than the state, but the percentage of students who are proficient may be greater than the state.
- **Look at the distribution of your students' scale scores and sub-scores.** Averages can be strongly influenced by students with very high or very low scores.

The distribution of an entire group's scores may help you better understand the strengths and weaknesses of your students, especially when the sub-scores' distributions are included. The District and School Student Results (DSR and SSR) files give you the data electronically, which makes it easier to see a distribution of scores. For more information, refer to the *Data Sites and Resources* section of this manual.

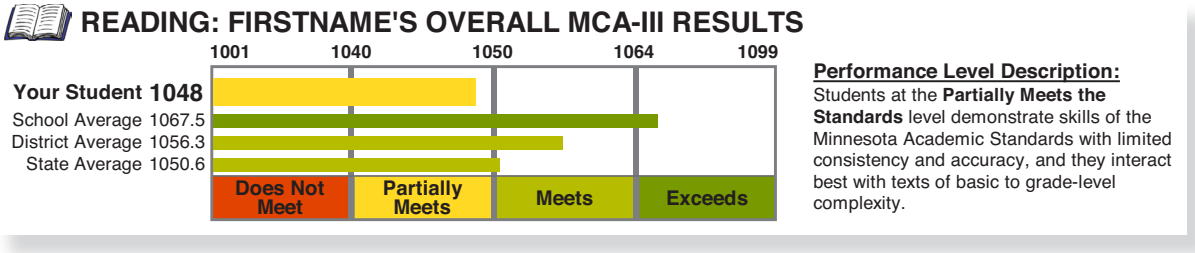
- The average sub-scores for MCA assessments are reported on a standardized 1 to 9 scale that is intended to facilitate comparison of strand performance across strands and years.
- On the MTAS assessments, sub-scores are reported as raw score points earned, and schools and districts can only be appropriately compared within a particular year for those assessments. Such comparisons can tell an organization about its strengths or areas needing improvement relative to other schools or districts. Sub-scores based on raw score points are not equated for differences in difficulty for a given year; one strand or sub-strand may have items that are more difficult than others. Thus, direct comparisons between different sub-scores or across multiple years may be misleading. Be cautious when making comparisons between strands or sub-strands.

Trend data are available for the Minnesota Assessments. However, use caution when interpreting trend data because assessments change when academic standards are revised. For example, a new baseline for grades 3–8 mathematics was set in 2011, for science in 2012, for reading in 2013, and for grade 11 mathematics in 2014. For this reason, comparisons between the percentages of students who scored proficient should be made only when keeping in mind the standards measured from one year to the next. For more information, refer to the table on page 13.

Development of the Achievement Level Descriptors

The MCA and MTAS Achievement Level Descriptors (ALDs) give descriptive information of what typical students at each achievement level are expected to know of the Minnesota Academic Standards.

Achievement Level Descriptors appear as Performance Level Descriptors on the Individual Student Reports (ISRs).



The ALDs were developed focusing on the content of the Minnesota Academic Standards. Preliminary drafts of the ALDs were provided for the standard setting panels as they began their work to determine cut scores for each of the achievement levels. After standard setting, minor adjustments were made to more accurately reflect the skills demonstrated by students at each of the achievement level score ranges.

View the full ALDs on the MDE website.

(MDE website > Districts, Schools and Educators > Statewide Testing > Achievement Level Descriptors)

Performance definitions are the equivalent of the ALDs for the ACCESS for ELLs and the Alternate ACCESS for ELLs English language proficiency assessments. These descriptors assist families, teachers, and administrators with the interpretation of the proficiency levels reported on a six point scale. In addition to performance definitions, "Can Do" descriptions are available for the levels of performance on the ACCESS for ELLs. Both the performance definitions and the Can Do statements can be found in the documents listed in the Downloads & Products section of the Can Do Descriptors page of the WIDA website.

View the Can Do Descriptors page.

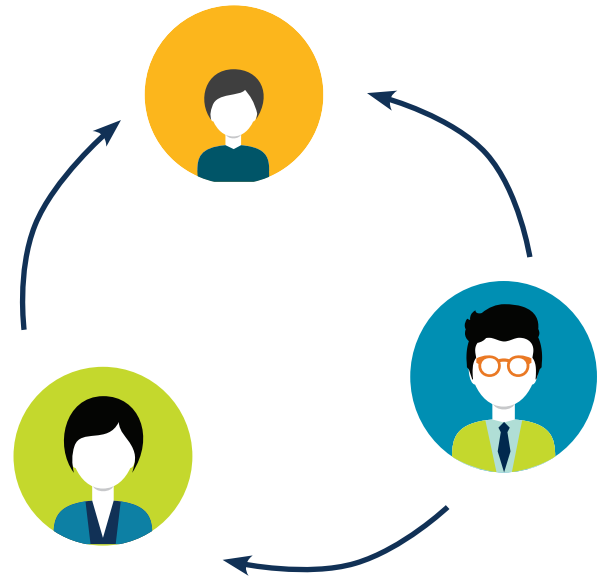
(WIDA website > Standards & Instruction > Can Do Descriptors)

Performance definitions for the Alternate ACCESS for ELLs are available in the *Alternate ACCESS for ELLs Interpretive Guide* in the Alternate ACCESS for ELLs section of the WIDA website under Scores and Reports.

View the Alternate ACCESS Interpretive Guide for Score Reports.

(WIDA website > Assessment > Alternate ACCESS for ELLs > Scores & Reports)

How to Use the Achievement Level Descriptors



The achievement level descriptors (ALDs) can be used to communicate with parents, students, and the public about the basic skills and knowledge expected of the typical student at each achievement level. The ALDs give concrete meaning to a scale score and its associated achievement level. They can be used as examples when talking with others about student performance. The ALDs may be used as a tool to inform parents of the performance expectations for their child and to suggest changes in skills and knowledge as a student moves from one achievement level to a higher level.

The ALDs can also be used by educators in instructional planning. The ALDs can help teachers develop curriculum maps to reflect the building of skills on each of the benchmarks. Teachers may also find the ALDs useful as they develop their school improvement plans. If a school uses Minnesota assessment data with formative assessment to group students for instruction, the ALDs may be used to provide some cursory information about the skills and knowledge that need emphasis to move the students to the next achievement level. If a student is involved in supplemental services related to his or her performance on an assessment, then a service provider might use the ALDs to identify the scaffolding of skills needed to help the student reach proficiency on skills measured in previous grades so that the student can be successful in his or her current grade.

When using any of the Minnesota ALDs, it is important to remember that the performance of an individual student at an achievement level may vary from the descriptors.

MCA Overall Results

Scale Scores

The raw score totals (points earned) for Science MCA are converted to a scale score specific to each test subject and grade. For all grades of Mathematics and Reading MCA, the scale score is not based on the raw score total; it is based on the specific pattern of correct and incorrect responses given by the student. For all three subjects, use the scale score to determine the student's achievement level on the test. Each year, the test is equated for difficulty with the previous year's test. This means the scale score has equivalent meaning and provides a valid comparison from year to year for a given grade and subject provided that the academic standards being assessed remain unchanged. Refer to the table on the next page for further information about comparing results across school years.

Comparing Assessment Results from Year to Year

ASSESSMENT	GRADES	YEAR ACADEMIC STANDARDS LAST REVISED	FIRST YEAR ASSESSMENT BASED 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

- Grades 3–8 Mathematics MCA and MTAS scores for only 2011 to 2016 can be compared because 2011 was the first year that those assessments were based on the 2007 revised mathematics academic standards.
- Grade 11 Mathematics MCA and MTAS scores for only 2014 to 2016 can be compared because 2014 was the first year that the assessment was based on the 2007 revised mathematics academic standards.
- Grades 5, 8, and high school Science MCA and MTAS scores for only 2012 to 2016 can be compared because 2012 was the first year of the assessment based on the 2009 revised science academic standards.
- Grades 3–8 and 10 Reading MCA and MTAS scores for only 2013 to 2016 can be compared because 2013 was the first year that those assessments were based on the 2010 revised reading academic standards.

Achievement Levels

There are four achievement levels for the MCA:

- **Exceeds** the Standards (proficient)
- **Meets** the Standards (proficient)
- **Partially Meets** the Standards (not proficient)
- **Does Not Meet** the Standards (not proficient)

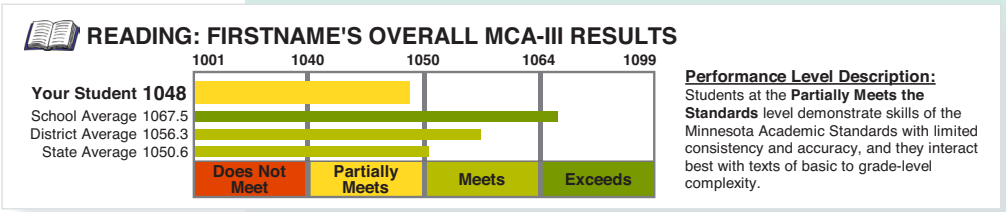
Students are assigned an achievement level based on their scale score. For the MCA, the diagram to the right illustrates the commissioner-approved cut scores used to assign achievement levels. The cut scores for levels Partially Meets the Standards and Meets the Standards are G40 and G50, respectively. The cut score for level Exceeds the Standards varies by grade and subject.

For assessments that convert raw scores to scale scores (Science MCA), more than one raw score point may be assigned the same scale score, except at the cut scores for each achievement level or at the maximum possible score of G99. Specific details regarding the raw score to scale score relationship are reported on the Technical Reports section of the MDE website.

View the Technical Reports section of the MDE website.

(MDE website > Districts, Schools and Educators > Statewide Testing > Minnesota Tests > Technical Reports)

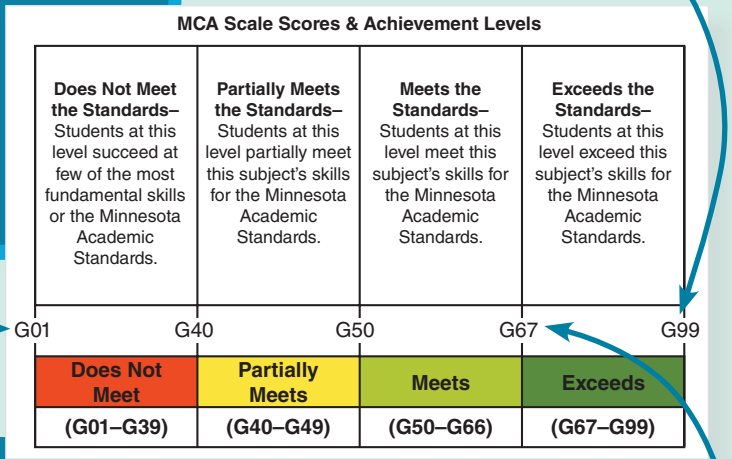
Example from Report



The first one or two digits represent the grade. The last two digits of the number identify the position of the score on the grade scale. For example, a grade 8 scale score might be 859, and a grade 10 scale score might be 1059.

NOTE: Although the high school Science MCA can be administered in any grade (9–12) depending on coursework completion, grade 10 is used to represent the grade for the high school scores.

Last two digits of the number identify the position within the scale range.



Each grade level will have the same score range (G01 to G99), with G=Grade. For example, a grade 8 scale score would be in the range of 801–899. A grade 10 scale score would be in the range of 1001–1099.

The first two cut scores will be constant over years, G40 and G50. The third cut score varies by grade and subject. In the graphic above, G67 was used as an example.

MCA Content Area Performance Details

A student's performance in a content area within a subject is compared to the state expectations for the content area and reported as Below Expectations, At or Near Expectations, or Above Expectations.

For more information on performance details on content areas, reference the applicable test specifications on the MDE website.

View the Test Specifications page of the MDE website.

(MDE website > Districts, Schools and Educators > Statewide Testing > Test Specifications)

Mathematics MCA Content Areas

The Mathematics MCA content areas represent the four mathematics strands from the 2007 Minnesota Academic Standards in Mathematics.

Grades 3 to 8

- **Number and Operation:** may include understanding meanings of numbers and operations; computing fluently, and making reasonable estimates.
- **Algebra:** may include using models to understand, represent, and analyze patterns, relations, and functions.
- **Geometry and Measurement:** may include analyzing properties of geometric shapes; understanding the units, systems, and processes of measurement.
- **Data Analysis (grades 3–5)** and **Data Analysis and Probability (grades 6–8):** may include organizing and displaying relevant data questions; understanding and applying basic concepts of probability.

Grade 11

- **Algebra:** identify features of functions and use them to solve real-world and mathematical problems, generate equivalent expressions, and solve equations and inequalities.
- **Geometry and Measurement:** calculate measurements, construct logical arguments to prove results, and apply properties of figures to solve problems.
- **Data Analysis and Probability:** display and analyze data; use various measures to draw conclusions, make predictions, and calculate probabilities.

Reading MCA Content Areas

The Reading MCA content areas reflect the sub-strands of Literature and Informational Text from the 2010 Minnesota Academic Standards in English Language Arts, which are outlined in the test specifications. All the reading reports—grades 3–8 and 10—have the same content areas.

- **Literature:** use strategies to analyze, interpret, and evaluate fiction (such as short stories, fables, poetry, and drama).
- **Informational Text:** use strategies to analyze, interpret, and evaluate nonfiction (such as expository and persuasive text, and literary nonfiction).

The ten reading standards are organized under four skill domains. The four skill domains are:

- **Key Ideas and Details (standards 1–3).** Use text evidence to make inferences, conclusions, and predictions; analyze symbolism; recall cause/effect; sequence events; identify relevant details; compare/contrast individuals and ideas; summarize text, including main idea, plot, theme, and topic; recognize literary elements; and define literary terms.
- **Craft and Structure (standards 4–6).** Define literary devices; use evidence to justify word meanings; recognize word relationships, context, and structure; categorize technical terminology; analyze tone; use figures of speech, and features, format, and function of text structures; use connotations, word history, and structure; interpret author's purpose; and identify transitions, mood, and style.
- **Integration of Knowledge and Ideas (standards 7–9).** Analyze author's credibility, bias, and argumentation methods; recognize sufficiency of evidence and validity of reasoning; identify fallacies; and recognize effective persuasion. Not assessed on the MCA.
- **Range of Reading and Level of Text Complexity (standard 10).** Not assessed on the MCA.

Within the skill domains, seven of the ten reading standards are assessed on the Reading MCA. Standards 7 and 9, and standard 10 are best assessed using classroom measures and are not assessed on the MCA.

Science MCA Content Areas

The Science MCA content areas in grades 5 and 8 include all four strands and in high school two strands are included from the 2009 Minnesota Academic Standards in Science.

Grade 5 Strands

- **Nature of Science and Engineering:** may include conducting controlled scientific investigations, constructing explanations based on evidence, and identifying engineering solutions to problems.
- **Physical Science:** may include describing and experimenting with the properties of matter, light, heat, sound, electricity, magnetism, and force and motion.
- **Earth and Space Science:** may include recognizing positions of the Sun, Earth, and Moon, describing how weathering and erosion shape Earth's surface and how water moves through the water cycle.
- **Life Science:** may include comparing structures and functions of organisms and relationships among organisms, and understanding that individual differences give advantages in survival.

Grade 8 Strands

- **Nature of Science and Engineering:** may include understanding how humans affect scientific investigations, designing and conducting investigations, communicating results, and refining engineering solutions.
- **Physical Science:** may include differentiating between physical and chemical changes, understanding properties of waves and force and motion of an object, and describing changes in energy.
- **Earth and Space Science:** may include understanding how forces affect motions of objects in the universe, describing weather patterns, and understanding the processes that occur on Earth.
- **Life Science:** may include identifying changes in energy within an ecosystem, understanding cell processes and genetic variation, and describing the effect of humans on ecosystems.

High School Strands

- **Nature of Science & Engineering:** may include analyzing risks and benefits of engineering solutions, accurately communicating scientific results, and testing hypotheses.
- **Life Science:** may include describing cell functions and processes, understanding relationships of organisms in an ecosystem, and the role of DNA and variation in evolution.

CAUTION – Use care when interpreting data involving few students or test items.

The more test items taken within content areas in a subject, the more reliable the test results are.

MTAS Overall Results

Scale Scores

The raw score totals (points earned) for Mathematics, Reading, and Science MTAS are converted to a scale score for each test subject and grade. This scale score represents how the student performed on the test. Each year, the test is equated for difficulty with the previous year's test, which means the scale score permits a valid comparison of achievement from year to year for a given grade and subject (provided that the academic standards being assessed have not changed).

Achievement Levels

There are four achievement levels for the MTAS:

- **Exceeds** the Alternate Achievement Standards
- **Meets** the Alternate Achievement Standards
- **Partially Meets** the Alternate Achievement Standards
- **Does Not Meet** the Alternate Achievement Standards

Students are assigned an achievement level based on their scale score. The cut scores for levels Partially Meets the Alternate Achievement Standards and Meets the Alternate Achievement Standards for all grades and subjects are 190 and 200, respectively. The cut score for level Exceeds the Alternate Achievement Standards varies by grade and subject.

Specific details regarding the raw score to scale score relationship are reported on the Technical Reports section of the MDE website.

Example from Report

READING AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
Read closely to determine what the text says explicitly and make inferences.		6 / 6
Determine the main idea in a text; summarize key supporting details and ideas.		5 / 6
Describe how individuals, events, and ideas develop over the course of a text.		11 / 12
Interpret words and phrases as they are used in text, including multiple-meaning words.		3 / 3
There were three reading passages included in the assessment. Your student had • 0 passage(s) read aloud by the test administrator, • read 2 passage(s) along with the test administrator, and • read 1 passage(s) independently.	TOTAL:	25 / 27

* State averages for the areas and total are 4.4, 4.7, 9.8, 3.0, and 21.9 respectively.

Comparison of the number of points earned by the student to the total number of points possible.

MTAS Content Area Performance Details

A student's performance in a content area within a subject is reported by comparing the number of points earned by the student to the total number of points possible for each content area. The MTAS consists of nine performance tasks per subject as identified in the extended standard statements described in the MTAS test specifications. Each task is worth 3 points, and each MTAS content area is measured by a single task or multiple tasks. The sum of a student's content area points earned is the student's total points earned.

View all of the MTAS performance descriptions on the MDE Website in the Minnesota Test of Academic Skills Achievement Level Descriptors document.

(MDE website > Districts, Schools and Educators > Statewide Testing > Achievement Level Descriptors)

View the Technical Reports section of the MDE website.

(MDE website > Districts, Schools and Educators > Statewide Testing > Minnesota Tests > Technical Reports)

Mathematics MTAS Content Areas

Grades 3 to 8

- **Number and Operation:** may include understanding meanings of numbers and operations and how they relate to one another; computing fluently and making reasonable estimates.
- **Algebra:** may include models to understand, represent and analyze patterns, relations, and functions.
- **Geometry and Measurement:** may include analyzing characteristics and properties of two- and three-dimensional geometric shapes and developing mathematical arguments about geometric relationships; understanding the units, systems, and processes of measurement.
- **Data Analysis (Grs 3–5)** or **Data Analysis and Probability (Grs 6–8):** may include organizing and displaying relevant data questions; understanding and applying basic concepts of probability.

Grade 11

- **Algebra:** understand the concept of functions and recognize, represent, and solve linear functions.
- **Geometry and Measurement:** know and apply properties of geometric figures to solve real-world and mathematical problems.
- **Data Analysis and Probability:** display and analyze data to identify trends and describe relationships; calculate and apply probability concepts to solve real-world and mathematical problems.

Reading MTAS Content Areas

The Reading MTAS includes performance tasks that measure the student's understanding of short fiction and nonfiction passages. Passages and tasks may be accompanied by pictures, symbols, and/or objects. Students taking the Reading MTAS may listen to passages, read the passages along with the teacher, or read the passages independently.

Grade 3

- Read closely to determine what the text says explicitly.
- Determine central ideas in a text; summarize the key supporting details and ideas.
- Recognize that individuals, events, and ideas develop over the course of a text.
- Interpret words and phrases as they are used in text.

Grade 4

- Read closely to determine what the text says explicitly and make simple inferences.
- Determine central ideas in a text; summarize the key supporting details and ideas.
- Identify how individuals, events, and ideas develop over the course of a text.
- Interpret words and phrases as they are used in text.

Grades 5 to 8 and Grade 10

- Read closely to determine what the text says explicitly and make inferences.
- Determine the main idea in a text; summarize key supporting details and ideas.
- Describe how individuals, events, and ideas develop (and/or interact, for Grade 10 only) over the course of a text.
- Interpret words and phrases as they are used in text, including multiple meaning words.

Science MTAS Content Areas

Grade 5

- **Nature of Science and Engineering:** may include knowing and selecting the proper tools for scientific investigations and understanding their purpose.
- **Physical Science:** may include identifying and giving examples of the states of matter and understanding the role temperature plays when matter changes from solid to liquid to gas.
- **Earth and Space Science:** may include understanding how reducing, reusing, and recycling can help address the environmental problem of solid waste and identifying how the components of the water cycle work together.
- **Life Science:** may include sorting and classifying common plants and animals based on their physical characteristics and understanding how personal hygiene is important to maintaining human health.

Grade 8

- **Nature of Science and Engineering:** may include identifying common engineered systems, how people use them, and ways they benefit daily life.
- **Physical Science:** may include identifying states of matter, recognizing when matter has undergone a physical or chemical change, and understanding how different forces (e.g., gravity, friction, pushes, pulls) affect the speed and direction of objects.
- **Earth and Space Science:** may include understanding that landforms can change and identifying the effects of weathering, erosion, and deposition on landforms over time.
- **Life Science:** may include identifying and understanding the functions of organs in the respiratory, circulatory, and digestive systems (e.g., lungs, heart, stomach) and understanding that some organisms cause diseases in humans.

High School

- **Nature of Science and Engineering:** may include identifying a hypothesis and understanding how it guides a scientific investigation, identifying data collection and a conclusion in a scientific experiment, and understanding that scientific experiments can produce different results.
- **Life Science:** may include understanding that animals and plants use different structures to obtain energy (e.g., mouth for animals, leaves for plants), recognizing the factors that can affect an organism's survival (e.g., the ability to find food and water), identifying inherited traits, and identifying the risks and benefits of humans on the environment.

CAUTION – Use care when interpreting data involving few students or test items.

The more test items taken within content areas in a subject, the more reliable the test results are.

SAMPLE INDIVIDUAL STUDENT REPORTS

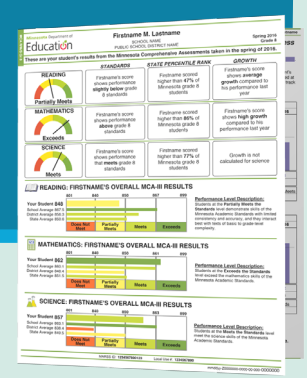
An Individual Student Report (ISR) is generated for every student participating in the assessment and for students who did not participate showing why results are not included (absent, test invalidated, medical excuse, not attempted, not completed, not enrolled, parent refusal, wrong grade, and no test data available). The ISR for a participating student describes an individual student's performance in terms of overall results, performance level, and Minnesota Academic Standards for each subject.

GRADES	REPORT PAGE COUNT
3, 4, 6, and 7	One 4-page report includes the results for Reading and Mathematics
5 and 8	One 4-page report includes the results for Reading, Mathematics, and Science
High School	Separate 2-page reports for each subject: Grade 10 Reading, Grade 11 Mathematics, and Science

See the **glossary** at the end of this manual for additional information and definitions of terms on the ISR.

Schools will receive a hard copy of each student's ISR to send home with the student or to mail to the student's parent/guardian. Electronic copies of ISRs are also available in Published Reports in PearsonAccess Next. Districts can also access final student-level information through the DSR and SSR files provided on the MDE website.

Refer to the table to the left for report page counts by grade. If a student participated in both MCA and MTAS for different subjects, students receive separate ISRs for each.



Grades 3–8 Reports

Grades 3–8 MCA Sample Individual Student Report

On the grades 3–8 multi-subject reports, it may be the case that a student may not have participated in all the assessments. In those cases, the reports indicate when no test data is available and may include a reason such as absent or not enrolled.

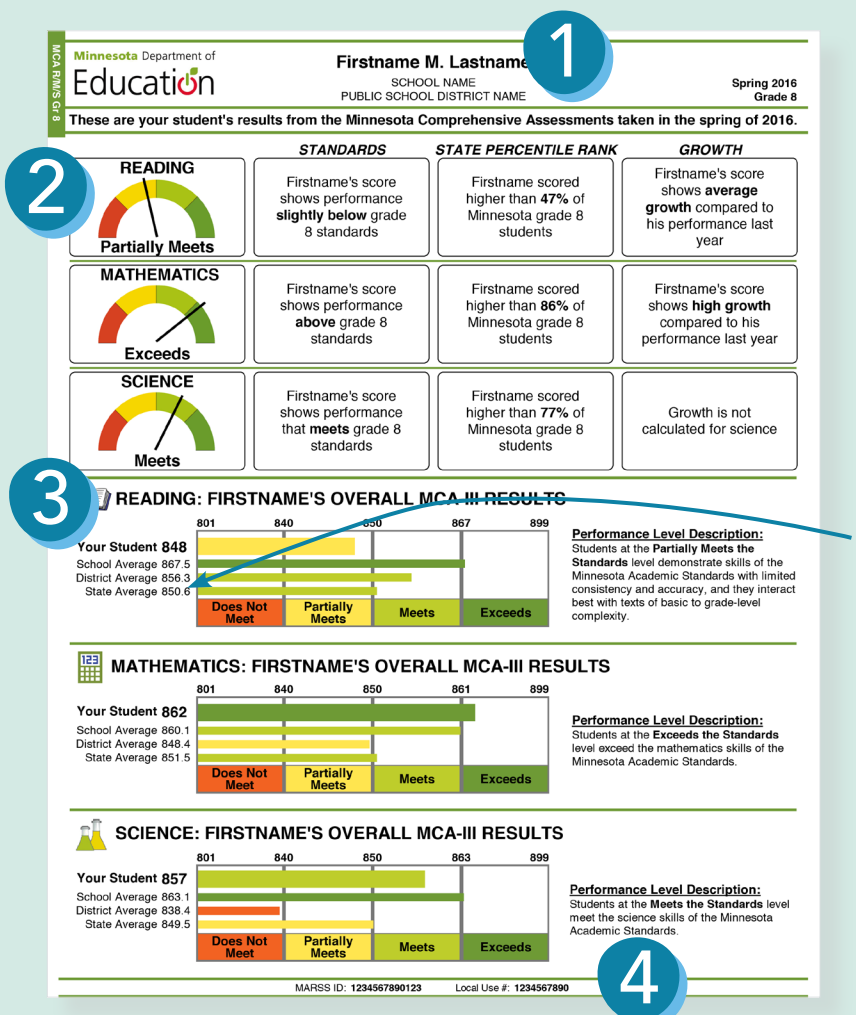
Page 1

2. **Performance Meter—** For each reported subject, the Performance Meter graphically indicates the student's overall score as an achievement level, which is the performance level on the ISR. Next to the Performance Meter is a description of the student's score in relation to what MCA students at each performance level are expected to know of the Minnesota Academic Standards (Standards); how the student performed compared to their peers in the state (State Percentile Rank); and, for grades 4–8 only, performance is also described in relation to the previous year's MCA scores, when available (Growth).

3. **Overall Results—**For each reported subject, performance is indicated by a student scale score, performance level, and performance level description.

   A scale score represents one of four performance levels for each subject: Exceeds the Standards, Meets the Standards, Partially Meets the Standards, or Does Not Meet the Standards.

   A graph for each subject provides a comparison of the student's performance to the school, district, and state average scale scores.



1. **Student Demographic Information—** Demographic information for the student, including: Student Name, Grade, School, District, Date, and Assessment.

A scale score is derived by converting a student's item response pattern (Reading and Mathematics MCA) or raw score (Science MCA) to the reported scale after accounting for differences in test difficulty from one year to the next.

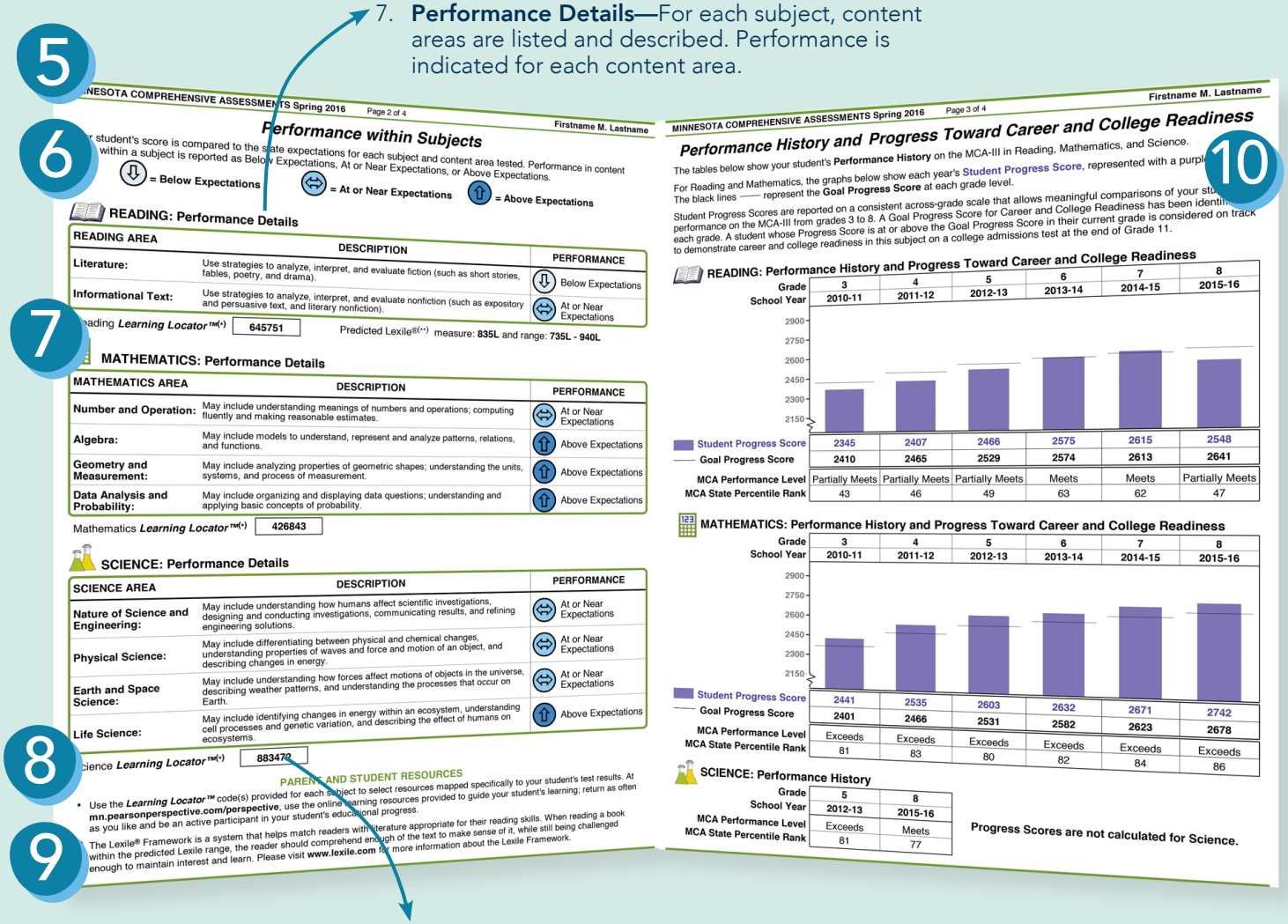
4. **School Use Numbers—**MARSS and Local Use numbers are indicated at the bottom of page 1.

Grades 3–8 MCA Sample Individual Student Report—Pages 2 and 3

5. **Report Information—** The test, date, and student being reported.

6. **Performance Indicators—** Performance on content areas within each subject are reported as a comparison to the state expectations. A downward pointing arrow indicates performance below state expectations; a horizontal double-headed arrow indicates performance at or near state expectations; and an upward pointing arrow indicates performance above state expectations.

7. **Performance Details—**For each subject, content areas are listed and described. Performance is indicated for each content area.



Parent and Student Resources

8. **Learning Locator™ Access Code—**The access code is unique for each student and subject. The code provides access to a website featuring customized learning resources.

9. **Lexile® Measure—**The predicted Lexile measure of a student reading ability and upper and lower range that helps match a reader with literature appropriate for their reading skills. Available for Reading MCA only.

10. **Performance History and Progress Toward Career and College Readiness—** For Reading and Mathematics, a graphical representation of a student's progress from grade to grade. Student scores are converted to a Student Progress Score that spans across grade levels. The Student Progress Score is compared to Goal Progress Scores at each grade for which testing data are available. For grades 3–8, 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. Historical and current test information provided include student progress scores, performance levels, and state percentile rank. Goal Progress Scores are provided for grades 3–8. Progress scores are not reported for Science.

Grades 3–8 MTAS Sample Individual Student Report

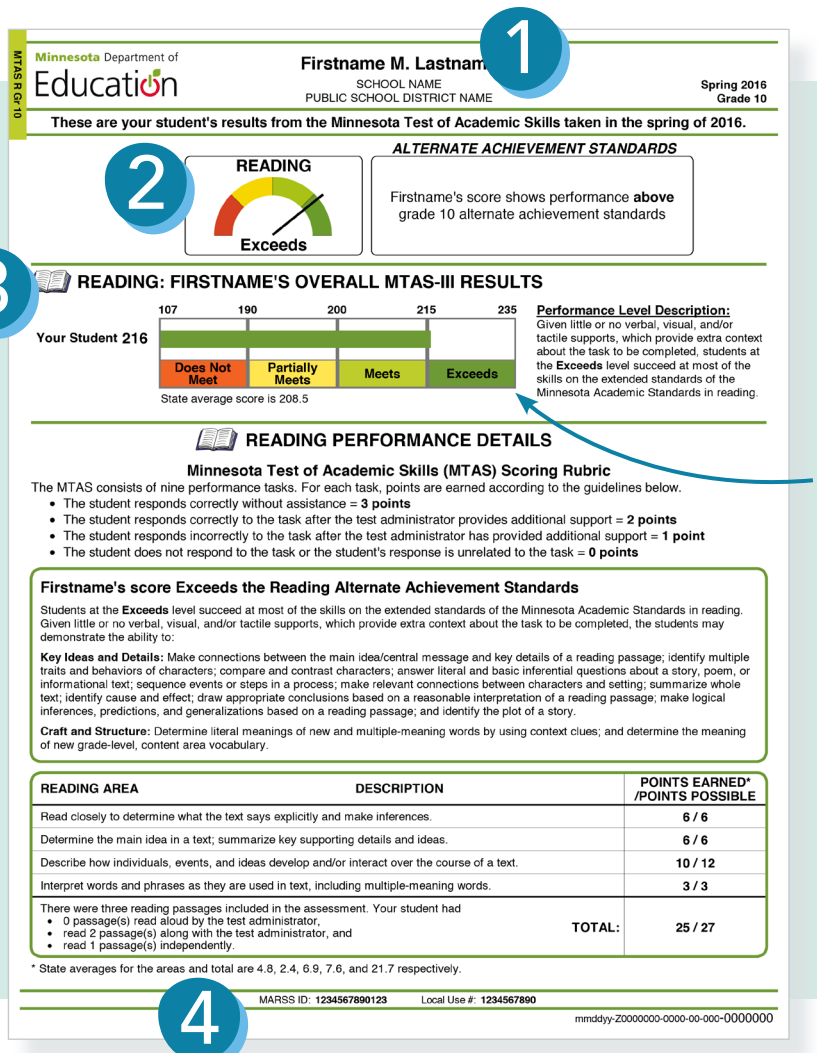
Page 1

2. **Performance Meter—** For each reported subject, performance is indicated graphically and described in relation to the alternate achievement standards.

3. **Overall Results—**For each reported subject, performance is indicated by a student scale score, performance level, and performance level description.

   A scale score is derived by converting a student's raw score to the reported scale after accounting for differences in test difficulty from one year to the next.

   State average scores are provided for comparison.



1. **Student Demographic Information—** Demographic information for the student, including: Student Name, Grade, School, District, Date, and Assessment.

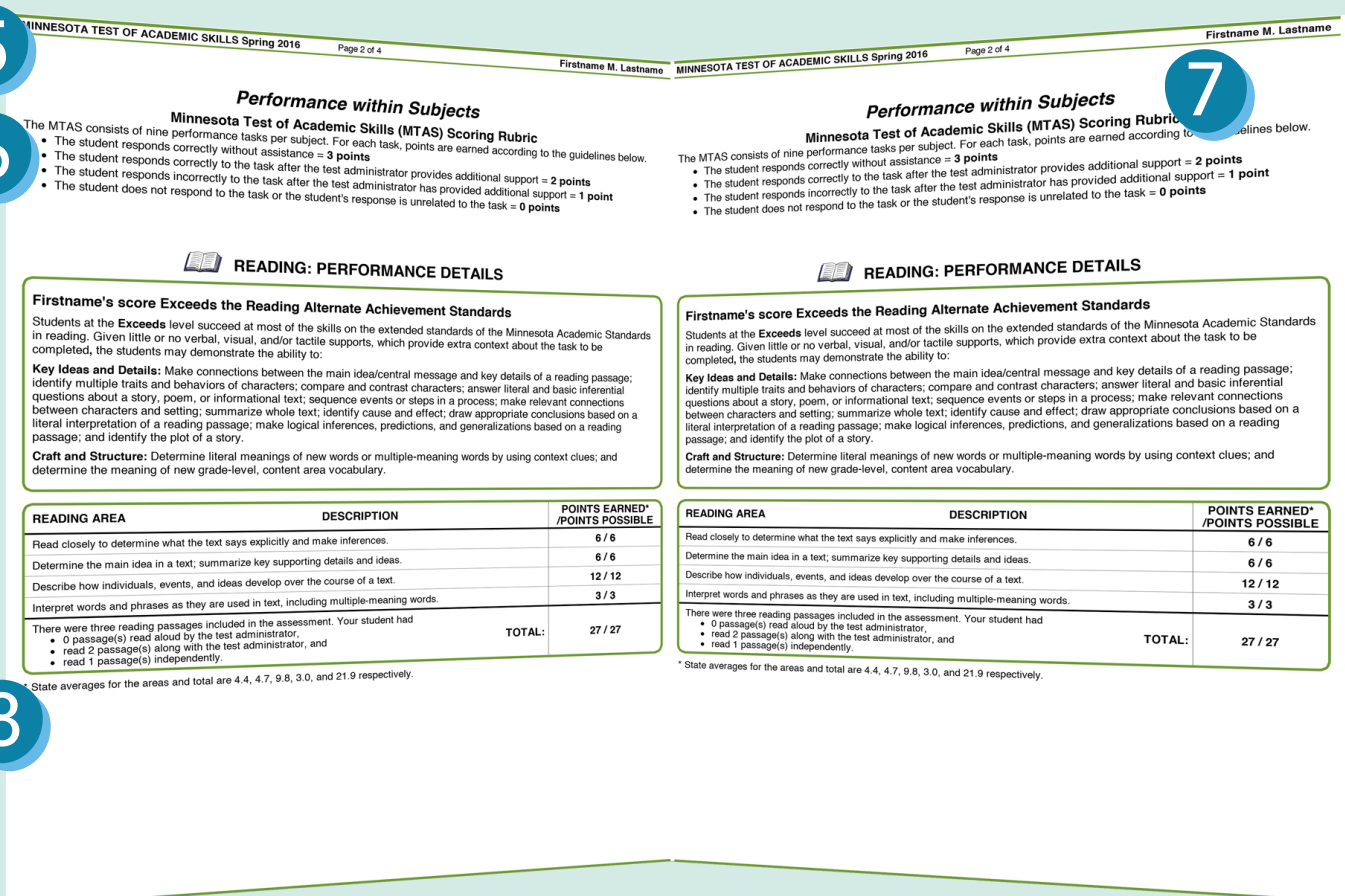
A scale score represents one of four performance levels for each subject: Exceeds the Alternate Achievement Standards, Meets the Alternate Achievement Standards, Partially Meets the Alternate Achievement Standards, or Does Not Meet the Alternate Achievement Standards.

4. **School Use Numbers—**MARSS and Local Use numbers are indicated at the bottom of page 1.

Grades 3–8 MTAS Sample Individual Student Report—Pages 2 and 3

5. **Report Information—** The test, date, and student being reported.

6. **MTAS Scoring Rubric—**The 0–3 rubric used by the Test Administrator administering the test to score MTAS tasks.



MINNESOTA TEST OF ACADEMIC SKILLS Spring 2016 Page 2 of 4 Firstname M. Lastname

Performance within Subjects

Minnesota Test of Academic Skills (MTAS) Scoring Rubric

The MTAS consists of nine performance tasks per subject. For each task, points are earned according to the guidelines below.

- The student responds correctly without assistance = **3 points**
- The student responds correctly to the task after the test administrator provides additional support = **2 points**
- The student responds incorrectly to the task after the test administrator has provided additional support = **1 point**
- The student does not respond to the task or the student's response is unrelated to the task = **0 points**

READING: PERFORMANCE DETAILS

Firstname's score Exceeds the Reading Alternate Achievement Standards

Students at the **Exceeds** level succeed at most of the skills on the extended standards of the Minnesota Academic Standards in reading. Given little or no verbal, visual, and/or tactile supports, which provide extra context about the task to be completed, the students may demonstrate the ability to:

Key Ideas and Details: Make connections between the main idea/central message and key details of a reading passage; identify multiple traits and behaviors of characters; compare and contrast characters; answer literal and basic inferential questions about a story, poem, or informational text; sequence events or steps in a process; make relevant connections between characters and setting; summarize whole text; identify cause and effect; draw appropriate conclusions based on a literal interpretation of a reading passage; make logical inferences, predictions, and generalizations based on a reading passage; and identify the plot of a story.

Craft and Structure: Determine literal meanings of new words or multiple-meaning words by using context clues; and determine the meaning of new grade-level, content area vocabulary.

READING AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
Read closely to determine what the text says explicitly and make inferences.		6 / 6
Determine the main idea in a text; summarize key supporting details and ideas.		6 / 6
Describe how individuals, events, and ideas develop over the course of a text.		12 / 12
Interpret words and phrases as they are used in text, including multiple-meaning words.		3 / 3
There were three reading passages included in the assessment. Your student had • 0 passage(s) read aloud by the test administrator, • read 2 passage(s) along with the test administrator, and • read 1 passage(s) independently.	TOTAL:	27 / 27

* State averages for the areas and total are 4.4, 4.7, 9.8, 3.0, and 21.9 respectively.

MINNESOTA TEST OF ACADEMIC SKILLS Spring 2016 Page 2 of 4 Firstname M. Lastname

Performance within Subjects

Minnesota Test of Academic Skills (MTAS) Scoring Rubric

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Key Ideas and Details: Make connections between the main idea/central message and key details of a reading passage; identify multiple traits and behaviors of characters; compare and contrast characters; answer literal and basic inferential questions about a story, poem, or informational text; sequence events or steps in a process; make relevant connections between characters and setting; summarize whole text; identify cause and effect; draw appropriate conclusions based on a literal interpretation of a reading passage; make logical inferences, predictions, and generalizations based on a reading passage; and identify the plot of a story.

Craft and Structure: Determine literal meanings of new words or multiple-meaning words by using context clues; and determine the meaning of new grade-level, content area vocabulary.

READING AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
Read closely to determine what the text says explicitly and make inferences.		6 / 6
Determine the main idea in a text; summarize key supporting details and ideas.		6 / 6
Describe how individuals, events, and ideas develop over the course of a text.		12 / 12
Interpret words and phrases as they are used in text, including multiple-meaning words.		3 / 3
There were three reading passages included in the assessment. Your student had • 0 passage(s) read aloud by the test administrator, • read 2 passage(s) along with the test administrator, and • read 1 passage(s) independently.	TOTAL:	27 / 27

* State averages for the areas and total are 4.4, 4.7, 9.8, 3.0, and 21.9 respectively.

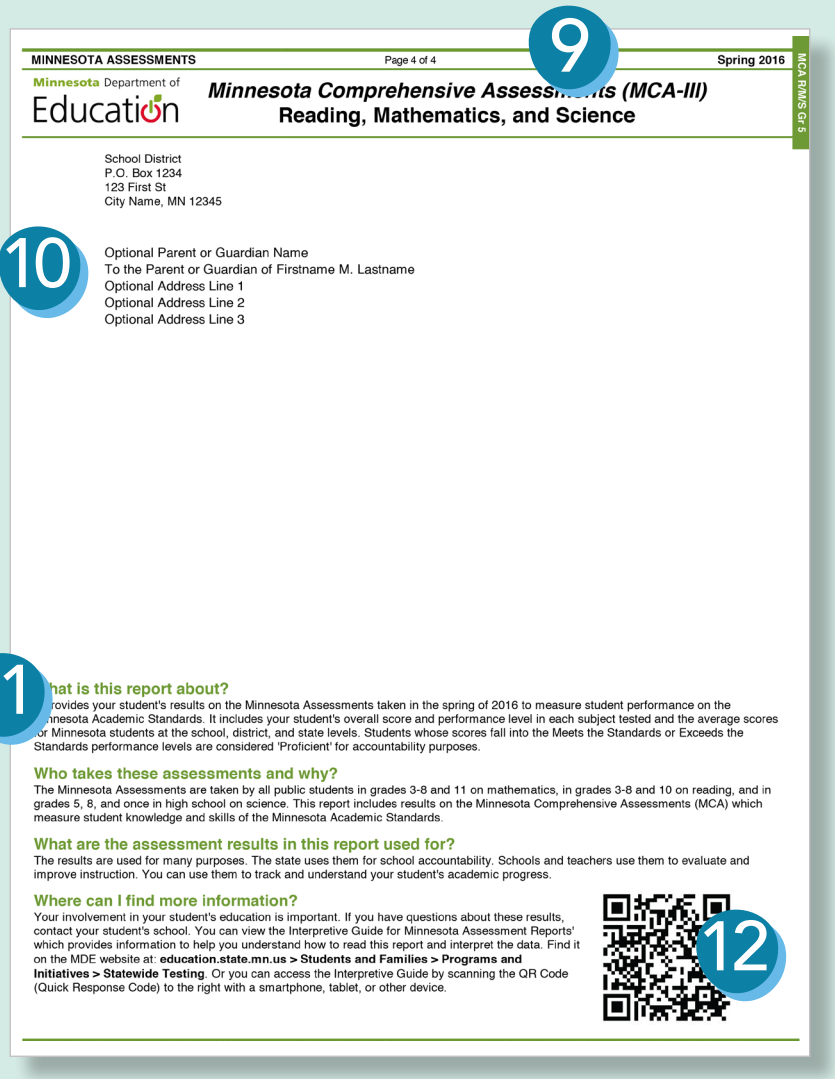
7. **Performance Details—**For each subject, performance is presented and described in terms of the alternate achievement standards. Additionally, content areas within extended standards for the subjects are listed and described with performance indicated. Performance is reported in points earned compared to points possible for each content area and the total. State averages for the content areas and total are provided for comparison.

8. **Reading Access—**Describes how the student accessed the reading passages. For Reading MTAS only, during test administration the Test Administrator indicates how the student accessed each reading passage. The choices available for each passage are: the passage was read independently by the student, the student read along with the Test Administrator, and the Test Administrator read the passage to the student.

Grades 3–8 MTAS Sample Individual Student Report—Page 4

10. **Address Section—**The school can use this area to print an address for mailing the ISR to the student's home. The school district return address has been pre-printed. The report must be tri-folded in order to take advantage of this section.

11. **Learn More Information—** This section provides answers to frequently asked questions about the reporting of Minnesota Assessment results.



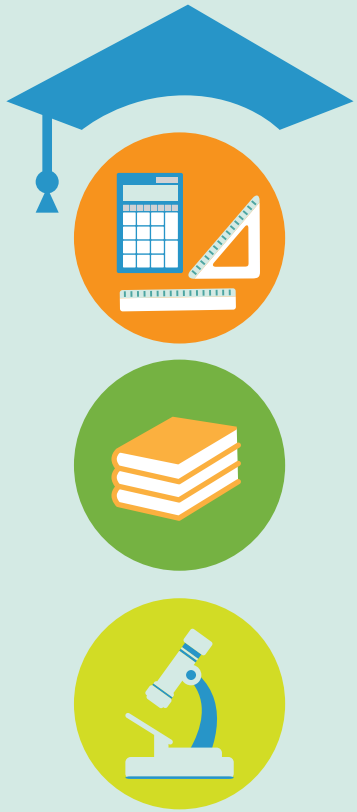
9. **Report Information—** The test, date, and subjects being reported.

12. **Quick Response Code—**Scanning this code with a smart phone, tablet, or other device with code scanning capabilities will automatically direct the device to the Individual Student Reports (ISRs) Resources page under Reporting Resources on PearsonAccess Next.

High School Reports

High school students taking the MCA receive a single Individual Student Report (ISR) for each subject: Grade 10 Reading, Grade 11 Mathematics, or high school Science. Students may take Science in any grade (9–12) depending on coursework completion. Schools will receive a hard copy of each student's ISR to send home with the student or mail to the student's parent/guardian.

The following high school ISR samples for Reading MCA and Reading MTAS include all of the elements on the high school Mathematics and Science MCA and MTAS reports and serve as examples with explanations for all sections present on the high school reports.



High School MCA Sample Individual Student Report

Page 1

1. **Student Demographic Information**—Demographic information for the student, including: Student Name, Grade, School, District, Date, and Assessment.

2. **Performance Meter**— Graphically indicates the student's overall score as an achievement level, which is the performance level on the ISR. Next to the Performance Meter is a description of the student's score in relation to what MCA students at each performance level are expected to know of the Minnesota Academic Standards (Standards) and how the student performed compared to their peers in the state (State Percentile Rank).

3. **Overall Results**—Performance is indicated by a student scale score, performance level, and performance level description.

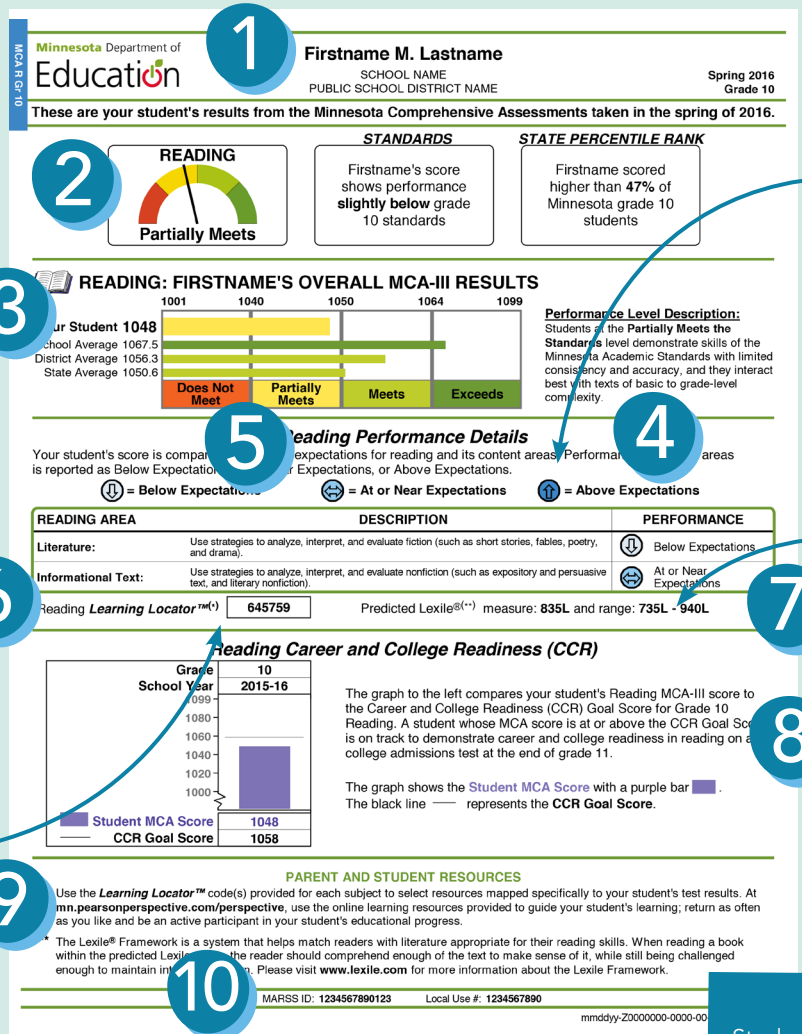
   A scale score is derived by converting a student's item response pattern (Reading and Mathematics MCA) or raw score (Science MCA) to the reported scale after accounting for differences in test difficulty from one year to the next.

   A scale score represents one of four performance levels for each subject: Exceeds the Standards, Meets the Standards, Partially Meets the Standards, or Does Not Meet the Standards.

   For comparison to the student score, school, district, and state average scale scores for tested students and corresponding performance levels are provided graphically. It provides a quick comparison of the student's performance to reference groups.

6. **Learning Locator™ Access Code**—The access code is unique for each student and subject. The code provides access to a website featuring customized learning resources.

9. **Parent and Student Resources**—Additional information on Learning Locator codes and the Lexile framework is provided. Lexile information available on Reading MCA ISRs only.



10. **School Use Numbers**—MARSS and Local Use numbers are indicated at the bottom of page 1.

4. **Performance Indicators**—Performance on content areas within each subject are reported as a comparison to the state expectations. A downward pointing arrow indicates performance below state expectations; a horizontal double-headed arrow indicates performance at or near state expectations; and an upward pointing arrow indicates performance above state expectations.

5. **Performance Details**—Content areas within a subject are listed and described. Performance is indicated for each content area.

7. **Lexile® Measure**—On the Reading MCA reports only, the predicted Lexile measure of a student reading ability and upper and lower range that helps match a reader with literature appropriate for their reading skills.

8. **Career and College Readiness (CCR)**—For Reading and Mathematics, a graphical representation of a student's MCA score compared to the CCR Goal Score. The CCR Goal Score is an indicator that performance is on track to demonstrate career and college readiness on a college entrance exam at the end of grade 11.

Student scores below the CCR Goal Score may indicate student's performance is not on track to meet career and college readiness. CCR Goal Scores are not reported for Science.

High School MTAS Sample Individual Student Report

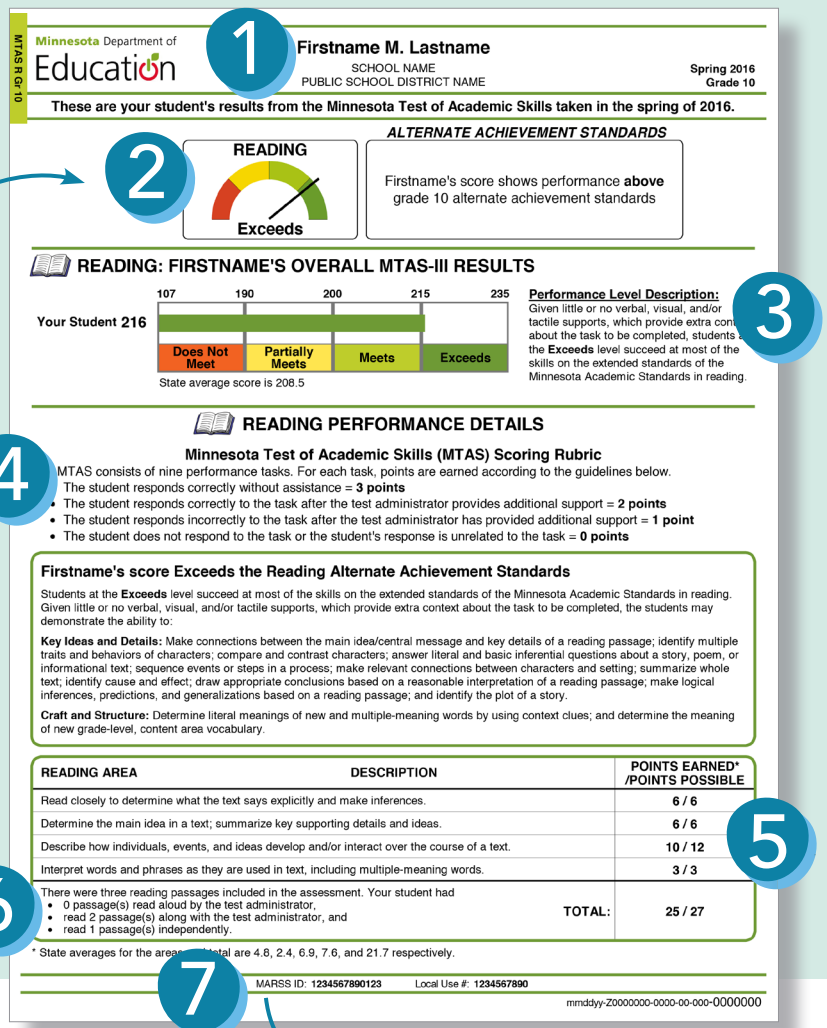
Page 1

1. **Student Demographic Information—** Demographic information for the student, including: Student Name, Grade, School, District, Date, and Assessment.

2. **Performance Meter—** Performance is indicated graphically, described in relation to the alternate achievement standards.

4. MTAS Scoring Rubric—The 0–3 rubric used by the Test Administrator administering the test to score MTAS tasks.

6. **Reading Access—**Describes how the student accessed the reading passages. For Reading MTAS only, during test administration the Test Administrator indicates how the student accessed each reading passage. The choices available for each passage are: the passage was read independently by the student, the student read along with the Test Administrator, and the Test Administrator read the passage to the student.



3. **Overall Results—**Performance is indicated by a student scale score, performance level, and performance level description.

   A scale score is derived by converting a student's raw score to the reported scale after accounting for differences in test difficulty from one year to the next.

   A scale score represents one of four performance levels for each subject: Exceeds the Alternate Achievement Standards, Meets the Alternate Achievement Standards, Partially Meets the Alternate Achievement Standards, or Does Not Meet the Alternate Achievement Standards.

   The state average score is provided for comparison.

5. **Performance Details—**A student's performance is presented and described in terms of the alternate achievement standards. Additionally, content areas within subjects are listed and described with performance indicated. Performance is reported in points earned compared to points possible for each content area and the total. State averages for the content areas and total are provided for comparison.

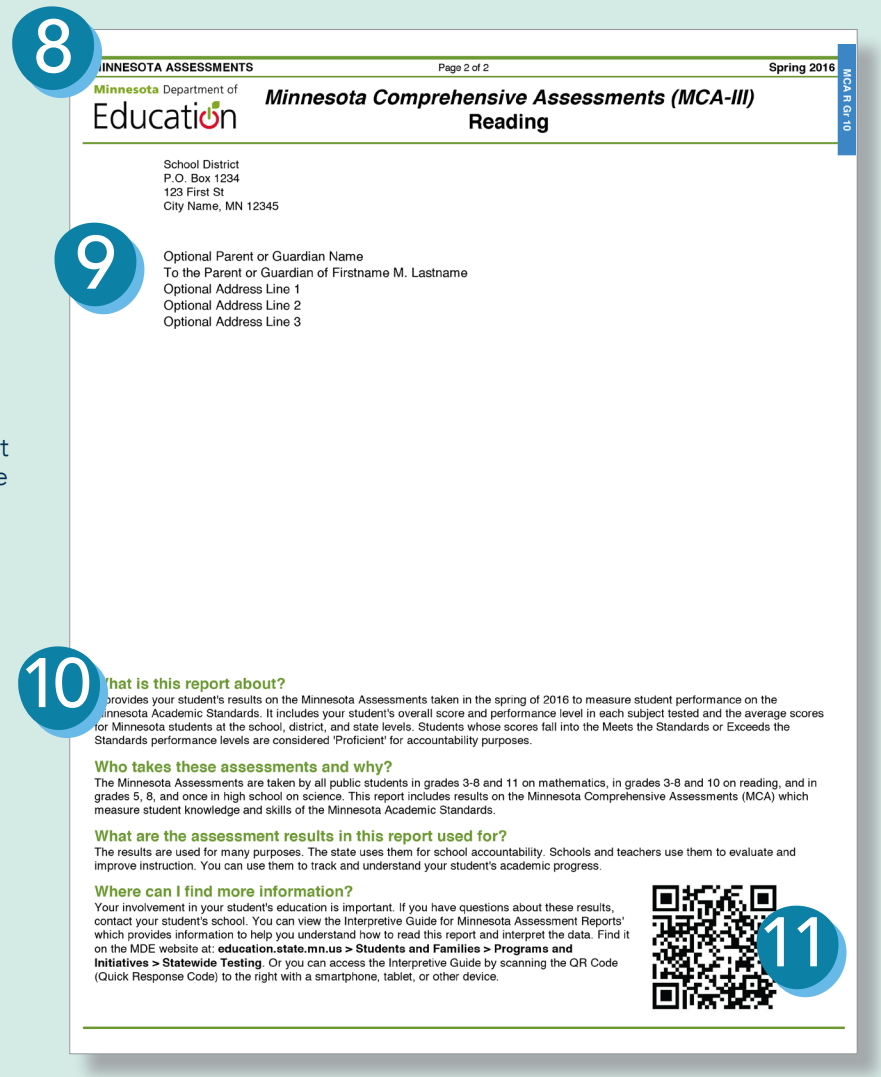
7. **School Use Numbers—**MARSS and Local Use numbers are indicated at the bottom of page 1.

High School MCA or MTAS Sample Individual Student Report—Page 2

8. **Report Information—**The test, date, and subjects being reported.

9. **Address Section—**The school can use this area to print an address for mailing the ISR to the student's home. The school district return address has been pre-printed. The report must be tri-folded in order to take advantage of this section.

10. **Learn More Information—** This section provides answers to frequently asked questions about the reporting of Minnesota Assessment results.



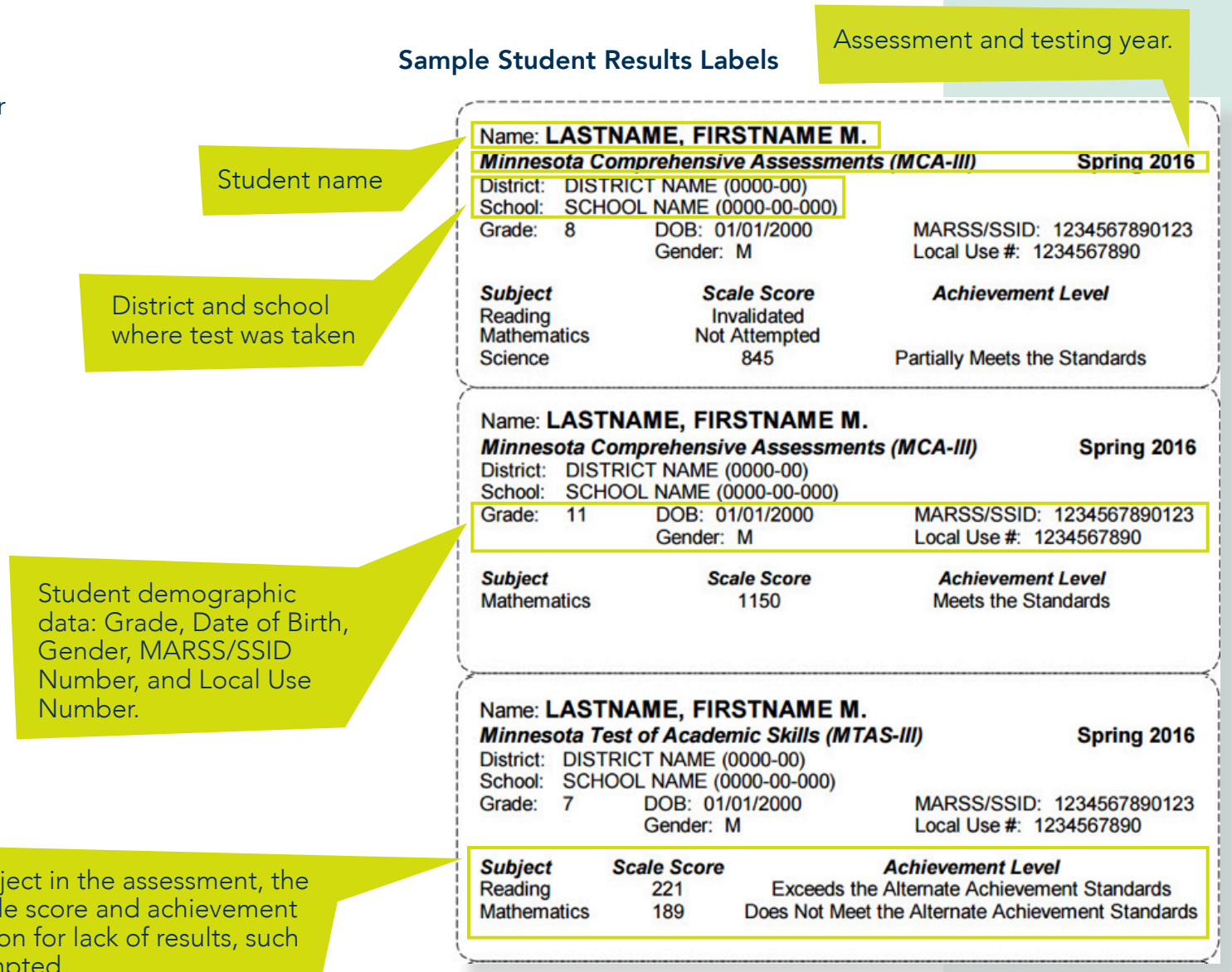
11. **Quick Response Code—** Scanning this code with a smart phone, tablet, or other device with code scanning capabilities will automatically direct the device to the Individual Student Reports (ISRs) Resources page under Reporting Resources on PearsonAccess Next.

STUDENT RESULTS LABELS

Student results labels provide test score information for every student participating in the assessment, as well as for students who did not participate and the reason why their results are not included (absent, test invalidated, medical excuse, not attempted, not completed, not enrolled, parent refusal, wrong grade, or no test data available).

These labels can be used on the student's hard-copy permanent file. Districts determine whether they want to receive student labels for standards-based accountability assessments.

Sample Student Results Labels



Glossary

Achievement Level Descriptors (ALDs)—ALDs provide descriptive information of what typical students at each achievement level are expected to know of the Minnesota Academic Standards.
NOTE: Achievement Level Descriptors appear as Performance Level Descriptors on the Individual Student Reports (ISRs).

Achievement Levels—For MCA: There are four achievement levels: Exceeds the Standards (proficient), Meets the Standards (proficient), Partially Meets the Standards (not proficient), and Does Not Meet the Standards (not proficient). Students are assigned an achievement level based on their scale score.

For MTAS: There are four achievement levels: Exceeds the Alternate Achievement Standards, Meets the Alternate Achievement Standards, Partially Meets the Alternate Achievement Standards, and Does Not Meet the Alternate Achievement Standards.

Career and College Readiness (CCR)—For high school Reading and Mathematics MCA, a graphical representation of a student's "progress" score compared to the CCR Goal Score. CCR Goal Scores are identified by directly linking scale scores on these tests to scores on the corresponding subject-level subtests from a nationally recognized college entrance exam. At each grade, CCR Goal Scores are indicators that performance is on track to demonstrate career and college readiness on a college entrance exam at the end of grade 11. A high school student's MCA scale score for a subject is on the same scale as the CCR Goal Score for that subject and can be interpreted for performance comparison. If a student's MCA scale score is at or above the CCR Goal Score, he or she is expected to be able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing post-secondary program without any need for remediation. 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. CCR Goal Scores are not reported for science.

Goal Progress Score—Goal Progress Scores are indicators that performance in each MCA subject is on track to demonstrate career and college readiness on a college entrance exam by the end of grade 11. The Student Progress Score is compared to Goal Progress Scores at each grade for which testing data are available. Grade 8 Goal Progress Scores are identified by linking the Grade 8 Progress Scores to those on a nationally recognized "pre-college" entrance exam that is predictive of performance on the nationally recognized college entrance exam used for the high school tests. The Goal Progress Scores of the lower grade MCA tests are established by MDE linking scores on those assessments to scores on the next higher grade's MCA. For grades 3–8, 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. See also *Student Progress Score* and *Career and College Readiness (CCR).*

Growth— A student's growth is derived by comparing the MCA score for this year to his or her MCA score from the previous year. Expected growth is determined by comparing the student's MCA score this year to the scores achieved this year by Minnesota students who had the same score as the student the previous year. Scores in the vicinity of this year's expected score reflect Average Growth. Scores that are substantially lower or higher than expectations reflect Low Growth or High Growth, respectively. **NOTE:** Growth is not calculated for Science.

Learning Locator™ Access Code—The access code is unique for each student and subject. The code provides access to a website featuring customized learning resources.

Lexile® Measure—The predicted Lexile measure of the student's reading ability, and the upper and lower range that helps match the student with literature appropriate for his or her reading skills. Available for Reading MCA only.

Longitudinal Reports—Longitudinal reports allow districts to analyze trends and patterns over time and provide an analysis of results from a specific administration, from multiple administrations within a year, or from year to year. Longitudinal reports are available only in PearsonAccess until Fall 2016. After Fall 2016, Longitudinal Reports will be available only in PearsonAccess Next.

MTAS Scoring Rubric—The 0–3 rubric used by the Test Administrator administering the test to score MTAS tasks.

On-Demand Reports—On-demand reports are preliminary test results that are available within 60 minutes after testing is completed. On-demand reports are available for all online assessments and student responses from paper accommodated test materials entered into Data Entry forms in TestNav for MCA, but they are not available for MTAS. On-demand reports are available in PearsonAccess Next.

Percentile Rank— A student's performance described in relation to peers in the state. Referred to as MN State Percentile Rank on ISRs.

Performance Details—For MCA: The student's performance on content areas within each subject is compared to state expectations. A downward pointing arrow indicates student performance below state expectations; a horizontal double-headed arrow indicates student performance at or near state expectations; and an upward pointing arrow indicates student performance above state expectations.

For MTAS: For each subject, student performance is presented and described in terms of the alternate achievement standards. Additionally, content areas within extended standards for the subjects are listed and described with student performance indicated. Student performance is reported in points earned compared to points possible for each content area and the total. State averages for the content areas and total are provided for comparison.

Performance History—Tables included on MCA Individual Student Reports (ISRs) for each subject showing each year's Student Progress Score and Goal Progress Score. A student may have no performance history if he or she transferred from a different school district. A student may have gaps in performance history if he or she left Minnesota school districts or previously took a different assessment, such as MTAS.

Performance Level Descriptors—See *Achievement Level Descriptors (ALDs)*. Referred to as Performance Level Descriptors on ISRs.

Performance Meter—For grades 3–8 MCA: For each reported subject, the Performance Meter graphically indicates the student's overall score as an achievement level, which is the performance level on the ISR. Next to the Performance Meter is a description of the student's score in relation to what MCA students at each performance level are expected to know of the Minnesota Academic Standards (Standards); how the student performed compared to their peers in the state (State Percentile Rank); and, for grades 4–8 only, performance is also described in relation to the previous year's MCA scores, when available (Growth).

For high school MCA: The Performance Meter graphically indicates the student's overall score as an achievement level, which is the performance level on the ISR. Next to the Performance Meter is a description of the student's score in relation to what MCA students at each performance level are expected to know of the Minnesota Academic Standards (Standards) and how the student performed compared to their peers in the state (State Percentile Rank).

For grades 3–8 MTAS: For each reported subject, student performance is indicated graphically and described in relation to the alternate achievement standards.

Performance within Subjects— A student's score compared to the state expectations for each subject and content area tested. Performance within subjects is reported as Below Expectations, At or Near Expectations, or Above Expectations.

Published Reports—Published reports are PDF versions of the final reports that are delivered to districts, including rosters and electronic copies of the Individual Student Reports (ISRs). Electronic copies of ISRs are provided to districts on a DVD. They are posted to Published Reports in PearsonAccess Next after the testing window at about the time printed reports arrive in districts.

Quick Response Code—Scanning this code with a smart phone, tablet, or other device with code scanning capabilities will automatically direct the device to the Individual Student Reports (ISRs) Resources page under Reporting Resources on PearsonAccess Next.

Reading Access—Describes how the student accessed the reading passages. For Reading MTAS only, during test administration the Test Administrator indicates how the student accessed each reading passage. The choices available for each passage are: the passage was read independently by the student, the student read along with the Test Administrator, and the Test Administrator read the passage to the student.

Scale Score—For MCA: A score that takes the student's item response pattern (Reading and Mathematics MCA) or raw score (Science MCA) and adjusts it for possible differences in test difficulty from one year to the next.

For MTAS: A score that takes the student's raw score and adjusts it for possible differences in test difficulty from one year to the next.

School Use Numbers—MARSS and Local Use numbers.

Standards—The MCA and MTAS are based on the most recent academic content standards in Mathematics, Reading, and Science. The MCA and MTAS assessments are the statewide tests that help districts measure student progress toward Minnesota's academic standards.

The academic standards are revised according to a schedule set forth by statute. Two or three years after standards are revised and adopted, a new series of assessments is ready for operational administration.

Student Demographic Information—A description of the demographic information for the student, including: Student Name, Grade, School, District, Date, and Assessment.

Student Progress Score—A student scale score is converted to a Student Progress Score that translates across grade levels. See also *Goal Progress Score* and *Career and College Readiness (CCR)*.

Test Specifications—Specific rules and characteristics guide the development of a test's content and format. They indicate which strands, sub-strands, standards, and benchmarks will be assessed on the test and in what proportions.

Online Resources

MDE Website (http://education.state.mn.us/mde/index.html)

RESOURCE	LOCATION
Achievement Level Descriptors	**View the full ALDs** (MDE website > Districts, Schools and Educators > Statewide Testing > Achievement Level Descriptors)
Secure Reports	**View the user guide on the Assessment Secure Reports Data Submissions page** (MDE website > Districts, Schools and Educators > Data Submissions > Assessment Secure Reports)
Technical Reports	**View the Technical Reports section** (MDE website > Districts, Schools and Educators > Statewide Testing > Minnesota Tests > Technical Reports)
Test Specifications	**View test specifications for the standards-based accountability assessments on the Test Specifications section** (MDE website > Districts, Schools and Educators > Statewide Testing > Test Specifications)
Just for Parents FAQs	**View testing information, fact sheets, and FAQs for parents** (MDE website > Students and Families > Statewide Testing)
Minnesota K–12 Academic Standards	**View the Minnesota Academic Standards for grades K–12** (MDE website > Districts, Schools and Educators > Academic Standards (K-12))

PearsonAccess Next (http://minnesota.pearsonaccessnext.com)
and
PearsonAccess (http://www.pearsonaccess.com/mn)

RESOURCE	LOCATION
Benchmark Reports User Guides	**View the Reporting Resources page** (PearsonAccess Next > Reporting Resources > Additional Reporting Resources)
On-Demand Reports Quick Guide for MCA	**View the Reporting Resources page** (PearsonAccess Next > Reporting Resources > Additional Reporting Resources)
Longitudinal Reports User Guide	**View the User Guides and Technology tab of the PearsonAccess Resources page** (PearsonAccess > Resources > User Guides and Technology)
	View the Reporting Resources page (PearsonAccess Next > Reporting Resources > Additional Reporting Resources)

Online Resources (continued)

WIDA Website (https://www.wida.us/index.aspx)

RESOURCE	LOCATION
ACCESS Can Do Descriptors	**View the Can Do Descriptors page** (WIDA website > Standards & Instruction > Can Do Descriptors)
Alternate ACCESS for ELLs Interpretive Guide	**View the Alternate ACCESS Interpretive Guide on the Alternate ACCESS for ELLs page** (WIDA website > Assessment > Alternate ACCESS for ELLs > Scores & Reports)

Lexiles (http://www.lexile.com)

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