

# QUICK GUIDE

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.

For grades 3–8, multi-subject ISRs for MTAS are generated. Reports for students who did not participate in all the assessments will indicate the reason, or that no test is available.

## High School Reports

At the high school level, an ISR for each subject/grade combination is generated: Grade 10 Reading, Grade 11 Mathematics, and high school Science. Students may take Science in any grade (9–12) depending on coursework completion. ISRs are also generated for non-participation reasons.



For more information on ISRs, refer to the *Interpretive Guide for Minnesota Assessment Reports*, available on the Individual Student Reports (ISRs) Resources page under Reporting Resources on PearsonAccess Next.

1

**Firstname M. Lastname**  
SCHOOL NAME  
 PUBLIC SCHOOL DISTRICT NAME

Spring 2016  
 Grade 7

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

2

**READING**  
Exceeds

**ALTERNATE ACHIEVEMENT STANDARDS**

Firstname's score shows performance **above** grade 7 alternate achievement standards

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

3

**READING: FIRSTNAME'S OVERALL MTAS-III RESULTS**

	131	190	200	206	224
Your Student 209					
	Does Not Meet	Partially Meets	Meets	Exceeds	
	State average score is 200.9				

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

- 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 Alternate Achievement Standards, Meets the Alternate Achievement Standards, Partially Meets the Alternate Achievement Standards, or Does Not Meet the Alternate Achievement Standards. State average scores are provided for comparison.

4

**Minnesota Test of Academic Skills (MTAS) Scoring Rubric**

MTAS consists of nine performance tasks. 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**

- 4. MTAS Scoring Rubric**—The 0–3 rubric used by the Test Administrator administering the test to score MTAS tasks.
- 5. 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.

5

**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; 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; and make logical inferences, predictions, and generalizations based on a reading passage.

**Craft and Structure:** Determine literal meanings of new and/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.	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
	<b>TOTAL:</b>	<b>25 / 27</b>

6

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.

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

- 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.

The last page of the ISR includes FAQs, the school district's address, and may include the student's address.

MINNESOTA ASSESSMENTS	Page 4 of 4	Spring 2016
Minnesota Department of <b>Education</b>	<b>Minnesota Test of Academic Skills (MTAS-III)</b> <b>Reading and Mathematics</b>	
School District P.O. Box 1234 123 First St City Name, MN 12345		
Optional Parent or Guardian Name To the Parent or Guardian of Firstname M. Lastname Optional Address Line 1 Optional Address Line 2 Optional Address Line 3		
<b>What is this report about?</b> It provides your student's results on the Minnesota Assessments taken in the spring of 2016 to measure student performance on the Alternate Achievement Standards of the Minnesota Academic Standards and includes your student's overall score and performance level in each subject tested. Students whose scores fall into the Meets the Standards or Exceeds the Standards performance levels are considered "Proficient" for accountability purposes.		
<b>Who takes these assessments and why?</b> The Minnesota Assessments are taken by all public students in grades 3-8 and 11 on mathematics, in grades 3-8 and 10 on reading, and in grades 5, 8, and once in high school on science. This report includes results on the Minnesota Test of Academic Skills (MTAS) which measures student knowledge and abilities in the Alternate Achievement Standards of the Minnesota Academic Standards. Students who receive special education services may take the Minnesota Test of Academic Skills (MTAS).		
<b>What are the state average scores?</b> The state average overall and extended standards scores are included for informational purposes and to meet federal reporting guidelines. When comparing student scores to state averages, keep in mind that each student has unique needs which impact the administration of, and performance on, this particular assessment.		
<b>What are the assessment results in this report used for?</b> The results are used for many purposes. The state uses them for school accountability. Schools and teachers use them to evaluate and improve instruction. You can use them to track and understand your student's academic progress.		
<b>Where can I find more information?</b> Your involvement in your student's education is important. If you have questions about these results, contact your student's school. You can view the Interpretive Guide for Minnesota Assessment Reports* which provides information to help you understand how to read this report and interpret the data. Find it on the MDE website at: <a href="http://education.state.mn.us">education.state.mn.us</a> > <b>Students and Families &gt; Programs and Initiatives &gt; Statewide Testing</b> . Or you can access the Interpretive Guide by scanning the QR Code (Quick Response Code) to the right with a smartphone, tablet, or other device.		

Scanning the Quick Response code in the lower right corner 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.