

MINNESOTA ASSESSMENT REPORTS

# INTERPRETIVE GUIDE



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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 WIDA English Language Development Standards. 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 WIDA English Language Development Standards.

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 WIDA English Language Development Standards. 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 WIDA English Language Development Standards.
- 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 and Alternate ACCESS for ELLs**

Minnesota is part of the WIDA Consortium, and thus Minnesota districts administer the ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs. The ACCESS is an English language proficiency accountability assessment designed to measure students' achievement on the WIDA English Language Development Standards for English learners in grades K–12. 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 links on page 12 of this guide.

For information about how to find ACCESS and Alternate ACCESS assessment results on the Minnesota Department of Education (MDE) website, refer to the *Data Sites and Resources* table on page 5 of this guide.

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 (ISRs)
- 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 WIDA English Language Development Standards and how well the school is teaching them.



## PURPOSE OF THE MINNESOTA ASSESSMENTS

# 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 2017, 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 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 Minnesota Test of Academic Skills (MTAS). While in transition to a new accountability system under the Every Student Succeeds Act (ESSA), limited accountability data will be released. For questions on the accountability data to be released for this school year, contact [mde.essa@state.mn.us](mailto:mde.essa@state.mn.us).

## Minnesota Test of Academic Skills (MTAS)

The Minnesota Test of Academic Skills (MTAS) is an alternate assessment in reading in grades 3–8 and 10; mathematics in grades 3–8 and 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 unofficial data are available in PearsonAccess Next. Final and official results are provided by MDE.



### Location of Reports

	MDE DATA CENTER	PEARSONACCESS NEXT
<b><u>Minnesota Report Card #</u></b> Includes publicly available official school, district, and state summary data.	✓	
<b><u>District and School Student Results (DSR and SSR) +#</u></b> Includes official student, school, and district results through secure access.	✓	
<b><u>Test Results Summary +#</u></b> Includes official summary results through secure access.	✓	
<b><u>On-Demand Reports</u></b> Includes preliminary results reported during testing.		✓
<b><u>Published Reports</u></b> Includes PDF versions of final results released by MDE.		✓
<b><u>Longitudinal Reports</u></b> Includes unofficial historical results.		✓

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

# ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs data included.

# 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 on the MDE website.](#)**

(MDE website > Data Center > Secure Reports)

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

**[View user guides and help documents on the Assessment Secure Reports Data Submissions page on the MDE website.](#)**

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

# Online Reporting in PearsonAccess Next

Authorized users can sign in to **[PearsonAccess Next](#)** (<http://minnesota.pearsonaccessnext.com>) to retrieve various data and reports of current and/or historical test results for the standards-based accountability assessments (MCA, MTAS, and historical MCA-Modified).

**On-Demand Reports** are preliminary student-level test results for the current test administration. Preliminary test results remain available online until the final results are provided by MDE.

**Published Reports** are the final and official test results posted as PDFs at the time those results are released by MDE.

**Longitudinal Reports** include historical test results at the school, district, and state level. Historical student-level results are available in Historical Student Data.

The **Dashboard** is available within Longitudinal Reports and includes a high level summary of school, district, and state proficiency information. Summary data available in the Dashboard are not official accountability results.

**[View the Additional Reporting Resources page.](#)**

(PearsonAccess Next > Reporting Resources > Additional Reporting Resources)

## On-Demand Reports

Preliminary test results at the student level are available in On-Demand Reports in PearsonAccess Next within 60 minutes after testing is completed. For MCA, on-demand reports are available for all online assessments and for student responses in paper-accommodated test materials that are entered online. On-demand reports 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.

On-demand results include performance details for content areas within a subject as strand/sub-strand scale scores on a scale of 1 to 9. A score of 7 or above shows strength, and a score of less than 4 shows additional instruction may be beneficial. An on-demand export also includes strand performance levels reported as below, at or near, or above expectations.

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.

## Longitudinal Reports

Longitudinal Reports provide a graphical display of historical results at the student, school, district, and/or state level. The results can be reviewed or compared by administration (test and year), overall and average scale score, achievement level, strand performance detail, and /or student group.

Longitudinal reports offer filtering capabilities and allow users to aggregate and disaggregate data down to individual student-level results. There is also an option to export longitudinal results in Excel format. A Dashboard view will display performance comparisons across all tests, as they apply to the administration being reported, in a summary graph for a side by side comparison.

Historical Student Data includes the assessment history for students who have previously tested at the district. Historical Student Data includes a student's achievement level, scale score, performance details by strand, and test details.

Longitudinal reports in PearsonAccess Next are updated to include the current year when MDE releases final assessment results.

Quick Guides specific to each longitudinal reporting component are available 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.

Student rosters and ISRs are posted to Published Reports in PearsonAccess Next at the time the paper ISRs reach 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.

**[View all Individual Student Reports \(ISRs\) Resources page](#)**

(PearsonAccess Next > Reporting Resources > Individual Student Reports (ISRs) Resources)

# 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 in On-Demand Reports and 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)**  
(<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
<b>Student Results Files</b>					
School (SSR)	Online	✓			
District (DSR)	Online	✓			
<b>Test Results Summary Files</b>					
School	Online		✓	✓	✓
District	Online			✓	✓
<b>Individual Student Reports (ISRs) Shipments</b>					
ISR for Parent/Guardian/Caregiver	Paper	✓	✓*	✓*	✓
Student Results Labels (optional)	Paper	✓			
<b>Published Reports in PearsonAccess Next</b>					
Benchmark Reports by grade and subject for a school	Online		✓		
Benchmark Reports by grade and subject for a district	Online			✓	
PDFs of ISRs	Online	✓	✓	✓	✓
PDFs of Rosters	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 Additional Reporting Resources page.](#)**

(PearsonAccess Next > Reporting Resources > Additional Reporting Resources)

See the *Data Sites and Resources* section of this guide for more information about District and School Student Results (DSR and SSR) 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 PearsonAccess Next 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 reports 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.

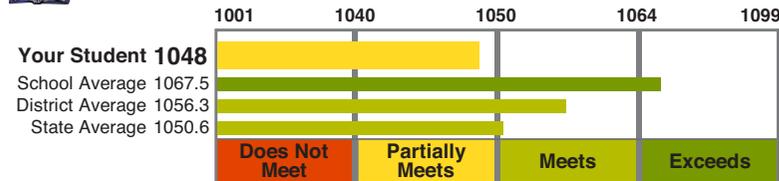
- The average sub-scores for MCA assessments are reported on a standardized 1 to 9 scale that is intended to facilitate comparison of strand performance across strands and years.
- The calculations for the strand/sub-strand scale score and strand/sub-strand performance details are different. The calculation for the performance detail includes using the standard error of measurement, which is an estimate of how much error there is likely to be in an individual's observed score, or how much score variation would be expected if the individual were tested multiple times with equivalent forms of the test.
- 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.

# 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.

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

## READING: FIRSTNAME'S OVERALL MCA-III RESULTS



### Performance Level Description:

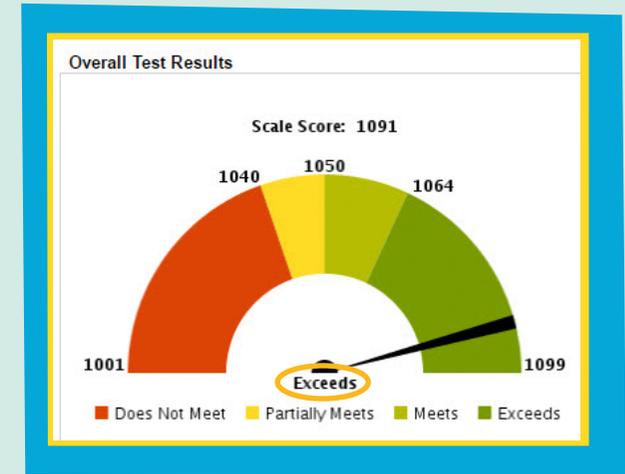
Students at the **Partially meets the Standards** level demonstrate skills of the Minnesota Academic Standards with limited consistency and accuracy, and they interact best with texts of basic to grade-level complexity.

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.**

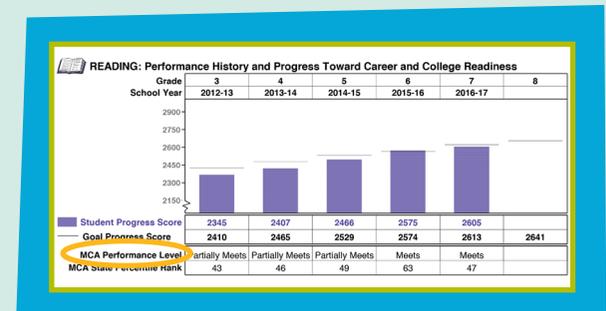
(MDE website > Districts, Schools and Educators > Statewide Testing > Achievement Level Descriptors)

## Examples



### List Report

Scale Score	Achievement Level	Learning Locator	Lexile
NA			
360	Meets	M3156	
NA			
386	Exceeds	M3258	
325	Does Not Meet	R305	390L
465	Meets	M4216	
490	Exceeds	R416	1300L



# 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.

Performance definitions are the equivalent of the ALDs for the ACCESS for ELLs and the Alternate ACCESS for ELLs English language proficiency accountability assessments. These descriptors assist families, teachers, and administrators with the interpretation of the proficiency levels reported on a six-point scale.

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

 **[View the ACCESS Interpretive Guide for Score Reports.](#)**

(WIDA website > Assessment > ACCESS for ELLs 2.0 > Scores & Reports)

“Can Do” descriptions are available for the levels of performance on the ACCESS for ELLs and can be found in the Standards section 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.

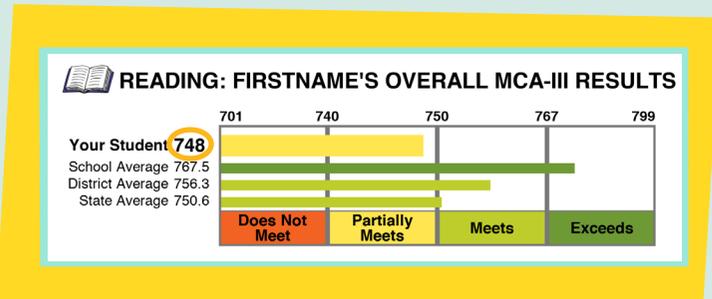
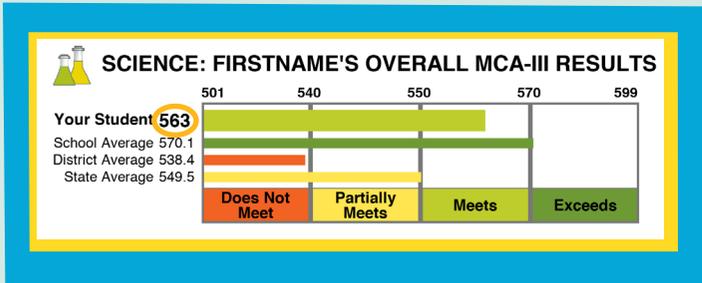
 **[View the Alternate ACCESS Interpretive Guide for Score Reports.](#)**

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

## DESCRIPTIONS OF REPORTED RESULTS

# MCA Overall Results

### Examples



### 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 Reading and Mathematics 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

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.

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 2017
Mathematics MCA and MTAS	11	2007	2014	2014 to 2017
Science MCA and MTAS	5, 8, HS	2009	2012	2012 to 2017
Reading MCA and MTAS	3–8, 10	2010	2013	2013 to 2017

- Grades 3–8 Mathematics MCA and MTAS scores for only 2011 to 2017 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 2017 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 2017 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 2017 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)

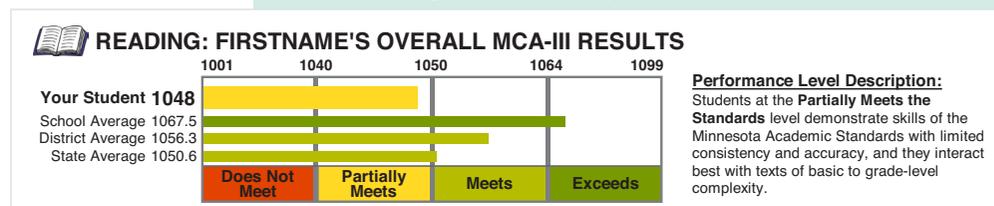
Students are assigned an achievement level based on their scale score. For the MCA, the diagram to the right illustrates the commissioner-approved cut scores used to assign achievement levels. The cut scores for levels Partially Meets the Standards and Meets the Standards are G40 and G50, respectively.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

Does Not Meet the Standards—Students at this level succeed at few of the most fundamental skills or the Minnesota Academic Standards.	Partially Meets the Standards—Students at this level partially meet this subject's skills for the Minnesota Academic Standards.	Meets the Standards—Students at this level meet this subject's skills for the Minnesota Academic Standards.	Exceeds the Standards—Students at this level exceed this subject's skills for the Minnesota Academic Standards.	
G01	G40	G50	G67	G99
<b>Does Not Meet</b>	<b>Partially Meets</b>	<b>Meets</b>	<b>Exceeds</b>	
(G01–G39)	(G40–G49)	(G50–G66)	(G67–G99)	

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

#### Grade 11

- **Algebra (ALGS):** 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 (GMS):** calculate measurements, construct logical arguments to prove results, and apply properties of figures to solve problems.
- **Data Analysis and Probability (DAPS):** 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 (LSS):** use strategies to analyze, interpret, and evaluate fiction (such as short stories, fables, poetry, and drama).
- **Informational Text (INFS):** 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, 9, and 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 (NSE):** may include conducting controlled scientific investigations, constructing explanations based on evidence, and identifying engineering solutions to problems.
- **Physical Science (PSCS):** may include describing and experimenting with the properties of matter, light, heat, sound, electricity, magnetism, and force and motion.
- **Earth and Space Science (ESS):** 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 (LIFS):** 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 (NSE):** may include understanding how humans affect scientific investigations, designing and conducting investigations, communicating results, and refining engineering solutions.
- **Physical Science (PSCS):** 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 (ESS):** 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 (LIFS):** 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 (NSE):** may include analyzing risks and benefits of engineering solutions, accurately communicating scientific results, and testing hypotheses.

#### Sub-strands

- Practice of Science (POSS)
- Practice of Engineering (POES)
- Interactions among STEM and Society (INTS)
- **Life Science (LIFS):** may include describing cell functions and processes, understanding relationships of organisms in an ecosystem, and the role of DNA and variation in evolution.

#### Sub-strands

- Structure and Functions in Living Systems (SFLS)
- Interdependence among Living Systems (IALS)
- Evolution in Living Systems (EILS)
- Human Interaction with Living Systems (HILS)



**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).

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

## 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 <ul style="list-style-type: none"><li>• 0 passage(s) read aloud by the test administrator,</li><li>• read 2 passage(s) along with the test administrator, and</li><li>• read 1 passage(s) independently.</li></ul>		<b>TOTAL:</b> 25 / 27

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

## 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 (NOPS):** may include understanding meanings of numbers and operations and how they relate to one another, computing fluently, and making reasonable estimates.
- **Algebra (ALGS):** may include models to understand, represent, and analyze patterns, relations, and functions.
- **Geometry and Measurement (GMS):** 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 (DANS) (Grs 3–5) or Data Analysis and Probability (DAPS) (Grs 6–8):** may include organizing and displaying relevant data questions; understanding and applying basic concepts of probability.

### Grade 11

- **Algebra (ALGS):** understand the concept of functions and recognize, represent, and solve linear functions.
- **Geometry and Measurement (GMS):** know and apply properties of geometric figures to solve real-world and mathematical problems.
- **Data Analysis and Probability (DAPS):** 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 (NSE):** may include knowing and selecting the proper tools for scientific investigations and understanding their purpose.
- **Physical Science (PSCS):** 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 (ESS):** 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 (LIFS):** 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 (NSE):** may include identifying common engineered systems, how people use them, and ways they benefit daily life.
- **Physical Science (PSCS):** 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 (ESS):** may include understanding that landforms can change and identifying the effects of weathering, erosion, and deposition on landforms over time.
- **Life Science (LIFS):** 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 (NSE):** 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 (LIFS):** 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 or student 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.

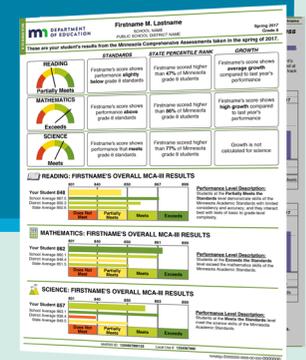
GRADES	REPORT PAGE COUNT
3, 4, 6, and 7	One 4-page report includes the results for reading and mathematics
5 and 8	One 4-page report includes the results for reading, mathematics, and science
High School	Separate 2-page reports for each subject: grade 10 reading, grade 11 mathematics, and science



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

#### 1. Student Demographic Information—

The report begins with demographic information for the student, including: Student Name, Grade, School, District, Date, and Assessment.

#### 2. Performance Meter—

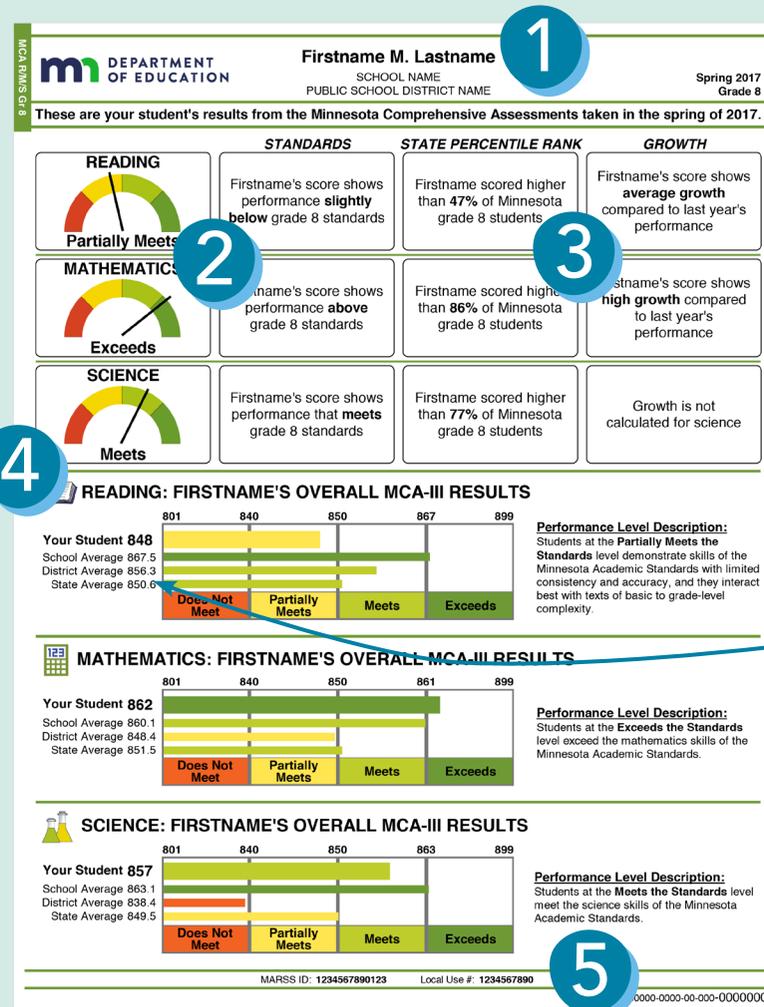
For each reported subject, the Performance Meter graphically indicates the student's overall score as an achievement level, which is the performance level on the ISR.

**Standards**—Next to the Performance Meter is a description of the student's score in relation to what students at each performance level are expected to know of the Minnesota Academic Standards.

#### 3. State Percentile Rank—

How the student performed compared to their peers in the state. Available for grades 4–8 only.

**Growth**—Performance is also described in relation to the previous year's MCA scores, when available. To read more about growth scores you can download the [Growth Data Help Document](#) (MDE website > Districts, Schools and Educators > Every Student Succeeds Act (ESSA) > Multiple Measurements Rating (MMR) Transition)



#### 4. 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.

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.

#### 5. School Use Numbers—

MARSS and Local Use numbers are indicated at the bottom.

6. **Report Information**—The test, date, and student being reported are at the top of the page.

7. **Performance Indicators**—Performance on content areas within each subject is 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.

6

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10

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

MINNESOTA COMPREHENSIVE ASSESSMENTS Spring 2017 Page 2 of 4

**Performance within Subjects**

↓ = Below Expectations   ←→ = At or Near Expectations   ↑ = Above Expectations

**READING: Performance Details**

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™(c) 645751 Predicted Lexile®(c) measure: 835L and range: 735L - 940L

**MATHEMATICS: Performance Details**

MATHEMATICS AREA	DESCRIPTION	PERFORMANCE
Number and Operation:	May include understanding meanings of numbers and operations; computing fluently and making reasonable estimates.	←→ At or Near Expectations
Algebra:	May include models to understand, represent and analyze patterns, relations, and functions.	↑ Above Expectations
Geometry and Measurement:	May include analyzing properties of geometric shapes; understanding the units, systems, and process of measurement.	↑ Above Expectations
Data Analysis and Probability:	May include organizing and displaying data questions; understanding and applying basic concepts of probability.	↑ Above Expectations

Mathematics Learning Locator™(c) 426843

**SCIENCE: Performance Details**

SCIENCE AREA	DESCRIPTION	PERFORMANCE
Nature of Science and Engineering:	May include understanding how humans affect scientific investigations, designing and conducting investigations, communicating results, and refining engineering solutions.	←→ At or Near Expectations
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.	←→ At or Near Expectations
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.	←→ At or Near Expectations
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.	↑ Above Expectations

Science Learning Locator™(c) 883472

**Parent and Student Resources**

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

10. **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.

MINNESOTA COMPREHENSIVE ASSESSMENTS Spring 2017 Page 3 of 4

**Performance History and Progress Toward Career and College Readiness**

The tables below show your student's Performance History on the MCA-III in Reading, Mathematics, and Science. The tables below show each year's Student Progress Score, represented with a purple bar. The black lines represent the Goal Progress Score at each grade level.

**READING: Performance History and Progress Toward Career and College Readiness**

Grade School Year	3 2011-12	4 2012-13	5 2013-14	6 2014-15	7 2015-16	8 2016-17
Student Progress Score	2345	2407	2466	2575	2615	2548
Goal Progress Score	2410	2465	2529	2574	2613	2641
MCA Performance Level	Partially Meets	Partially Meets	Partially Meets	Meets	Meets	Partially Meets
MCA State Percentile Rank	43	46	49	63	62	47

**MATHEMATICS: Performance History and Progress Toward Career and College Readiness**

Grade School Year	3 2011-12	4 2012-13	5 2013-14	6 2014-15	7 2015-16	8 2016-17
Student Progress Score	2441	2535	2603	2632	2671	2742
Goal Progress Score	2401	2466	2531	2582	2623	2678
MCA Performance Level	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds
MCA State Percentile Rank	81	83	80	82	84	86

**SCIENCE: Performance History**

Grade School Year	5 2013-14	8 2016-17
MCA Performance Level	Exceeds	Meets
MCA State Percentile Rank	81	77

Progress Scores are not calculated for Science.

11. **Performance History and Progress Toward Career and College Readiness**

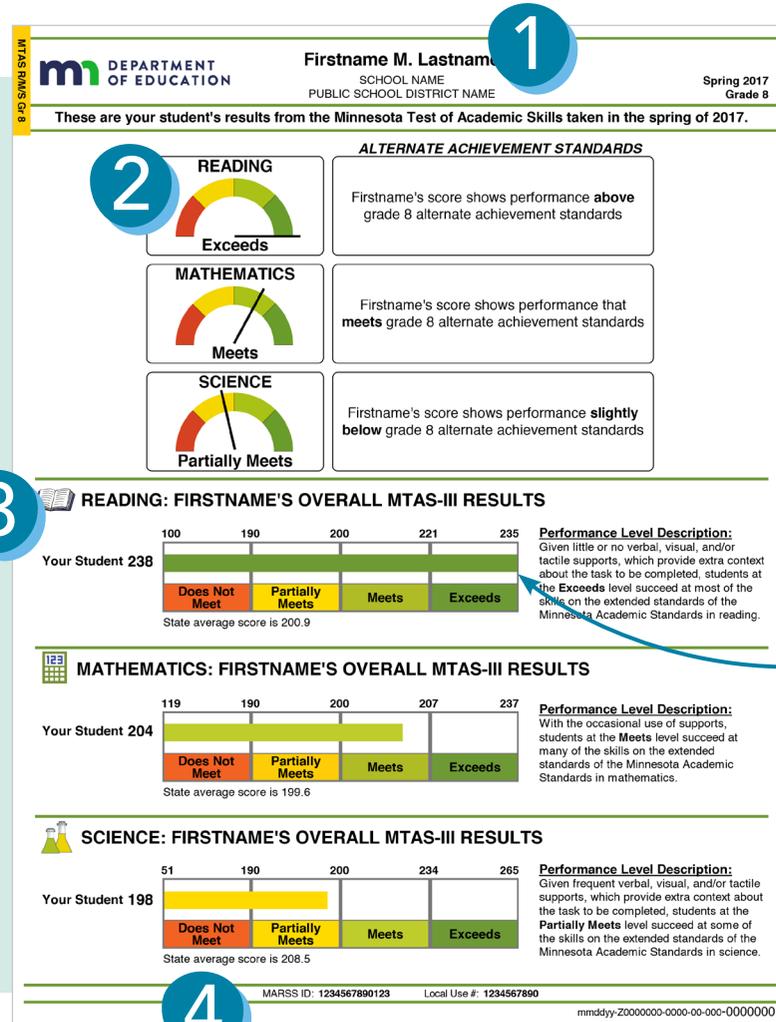
At each grade for reading and mathematics, Goal Progress Scores are indicators that performance in each MCA subject is on track to demonstrate career and college readiness on a college entrance exam by the end of grade 11. Progress scores are not reported for science. Grades 3–8 include a graph of a student's progress from grade to grade. Student scores are converted to a Student Progress Score that translates across grade levels. The Student Progress Score is compared to Goal Progress Scores at each grade for which testing data are available.

- A Student 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 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 additional instruction may help.

# Grades 3–8 MTAS Sample Individual Student Report

## Page 1

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

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.

5. **Report Information—**The test, date, and student being reported are at the top of the page.

6. **MTAS Scoring Rubric—**This 0–3 rubric was used by the Test Administrator to score MTAS tasks.

5

6

8

MINNESOTA TEST OF ACADEMIC SKILLS Spring 2017 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 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.		<b>TOTAL:</b> 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 2017 Page 3 of 4 Firstname M. Lastname

**MATHEMATICS: PERFORMANCE DETAILS**

**Firstname's score Meets the Mathematics Alternate Achievement Standards**  
 Students at the **Meets** level succeed at many of the skills on the extended standards of the Minnesota Academic Standards in mathematics. With the occasional use of supports, the students may demonstrate the ability to:

- Compare rational numbers.
- Evaluate an algebraic expression when the value of one variable is given.
- Recognize that parallel lines have the same slope.
- Estimate line of best fit on scatterplots.

MATHEMATICS AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
<b>Number and Operation:</b>	May include understanding meanings of numbers and operations and how they relate to one another; computing fluently and making reasonable estimates.	4 / 6
<b>Algebra:</b>	May include models to understand, represent and analyze patterns, relations, and functions.	7 / 12
<b>Geometry and Measurement:</b>	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.	2 / 3
<b>Data Analysis and Probability:</b>	May include organizing and displaying relevant data questions; understanding and applying basic concepts of probability.	5 / 6
<b>TOTAL:</b>		<b>18 / 27</b>

\* State averages for the areas and total are 4.8, 7.2, 2.1, 3.9, and 18.7 respectively.

**SCIENCE: PERFORMANCE DETAILS**

**Firstname's score Partially Meets the Science Alternate Achievement Standards**  
 Students at the **Partially Meets** level succeed at some of the skills on the extended standards of the Minnesota Academic Standards in science. Given frequent verbal, visual, and/or tactile supports which provide extra context about the task to be completed, the students may demonstrate the ability to:

- Identify ways that people use common engineered systems.
- Recognize when matter has undergone a physical change.
- Understand that forces cause a change in motion.
- Identify how weathering changes landforms.
- Understand that the human body contains organs that have different functions.
- Recognize that diseases are caused by organisms.

SCIENCE AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
<b>Nature of Science and Engineering:</b>	May include identifying common engineered systems, how people use them, and ways they benefit daily life.	4 / 6
<b>Physical Science:</b>	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.	2 / 3
<b>Earth and Space Science:</b>	May include understanding that landforms can change and identifying the effects of weathering, erosion, and deposition on landforms over time.	6 / 9
<b>Life Science:</b>	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.	6 / 9
<b>TOTAL:</b>		<b>18 / 27</b>

\* State averages for the areas and total are 4.8, 2.4, 6.9, 7.6, and 21.7 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.

**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.

MINNESOTA ASSESSMENTS
Page 4 of 4
Spring 2017

DEPARTMENT OF EDUCATION

### Minnesota Test of Academic Skills (MTAS-III)

#### Reading, Mathematics, and Science

MTAS R/W/S Gr 8

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

**What is this report about?**  
It provides your student's results on the Minnesota Assessments taken in the spring of 2017 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.

**Who takes these assessments and why?**  
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).

**What are the state average scores?**  
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.

**What are the assessment results in this report used for?**  
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.

**Where can I find more information?**  
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: [education.state.mn.us](http://education.state.mn.us) > **Students and Families** > **Programs and Initiatives** > **Statewide Testing**. 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.

**How can I get this report in an alternative format?**  
Upon request, this Individual Student Report can be made available in an alternative format, such as large print, Braille, or audio. To make a request, contact Statewide Testing at [mde.testing@state.mn.us](mailto:mde.testing@state.mn.us), 651-582-8472, 651-582-8874 (fax). TTY users may call the Minnesota Relay Service at 711.

**9. Report Information—** The test, date, and subjects being reported are at the top of the page.

**12. Quick Response Code—** Scanning this code with a smartphone, 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

2. **Performance Meter**— This 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 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.

4. **Performance Details**—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.

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.

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

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

**1** Firstname M. Lastname  
SCHOOL NAME  
PUBLIC SCHOOL DISTRICT NAME  
Spring 2017  
Grade 10

These are your student's results from the Minnesota Comprehensive Assessments taken in the spring of 2017.

**2** **READING**  
Partially Meets

**STANDARDS**  
Firstname's score shows performance slightly below grade 10 standards

**STATE PERCENTILE RANK**  
Firstname scored higher than 47% of Minnesota grade 10 students

**3** **READING: FIRSTNAME'S OVERALL MCA-III RESULTS**

Your Student 1048  
School Average 1067.5  
District Average 1056.3  
State Average 1050.6

Does Not Meet | Partially Meets | Meets | Exceeds

**4** **Reading Performance Details**  
Your student's score is compared to the state expectations for reading and its content areas. Performance in content areas 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

**5** Reading *Learning Locator*™(\*) 645759 Predicted Lexile®(\*\*) measure: 835L and range: 735L - 940L

**7** **Reading Career and College Readiness (CCR)**  
Your student's score is 1048.  
A student whose Reading MCA-III score is at or above 1058 is on track to demonstrate career and college readiness in reading on a college admissions test at the end of grade 11.

**8** **MCA-III Placement Score Ranges for Minnesota State Colleges and Universities**

Intended Course of Enrollment (or equivalent)	Enrollment in Developmental Course Unless Additional Information Indicates Otherwise	Need More Information on Readiness	Enrollment in College Level Course
Reading intensive or equivalent course	MCA-III score below 1042	1042 to 1046	1047 or above

Retain this score report for use if completing the admissions process at a Minnesota State college or university. For more information please contact Minnesota State colleges and universities or your student's school.

**9** **PARENT AND STUDENT RESOURCES**

\* Use the *Learning Locator*™ code(s) provided for each subject to select resources mapped specifically to your student's test results. Visit [mn.pearsonperspective.com/perspective](http://mn.pearsonperspective.com/perspective), use the online learning resources provided to guide your student's learning; return to the Learning Locator™ as you like and be an active participant in your student's educational progress.

\*\* The Lexile® Framework is a system that helps match readers with literature appropriate for their reading skills. When reading a text within the predicted Lexile® measure, the reader should comprehend enough of the text to make sense of it, while still being challenged enough to maintain interest. Please visit [www.lexile.com](http://www.lexile.com) for more information about the Lexile Framework.

**10** MARSS ID: 1234567890123 Local Use #: 1234567890  
mmdtgy-20000000-0000-00-000-00000000

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

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

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

7. **Career and College Readiness (CCR)**— Career and College Readiness (CCR) - 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 a student's performance is not on track to meet career and college readiness. CCR Goal Scores are not reported for Science.

8. **MCA-III Placement Score Ranges**—For more information about how Minnesota State colleges and universities may use high school Reading and Mathematics MCA scores to assist in determining college course enrollment, go to the [Minnesota State website](http://www.asa.mnscu.edu/studentaffairs/academicreadiness/mca.html) (<http://www.asa.mnscu.edu/studentaffairs/academicreadiness/mca.html>).

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.

# High School MTAS Sample Individual Student Report

## Page 1

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

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

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.

**1** Firstname M. Lastname  
SCHOOL NAME  
PUBLIC SCHOOL DISTRICT NAME  
Spring 2017  
Grade 10

These are your student's results from the Minnesota Test of Academic Skills taken in the spring of 2017.

**2** **READING**  
ALTERNATE ACHIEVEMENT STANDARDS  
Firstname's score shows performance above grade 10 alternate achievement standards

**3** **READING: FIRSTNAME'S OVERALL MTAS-III RESULTS**  
Your Student 216  
105 190 200 215 237  
Does Not Meet Partially Meets Meets Exceeds  
State average score is 208.5

**4** **READING PERFORMANCE DETAILS**  
Minnesota Test of Academic Skills (MTAS) Scoring Rubric  
The 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

**5** **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, 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 reasonable 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 and 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 and/or interact over the course of a text.	10 / 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.		
<b>TOTAL:</b>		<b>25 / 27</b>

\* State averages for the areas are 4.8, 2.4, 6.9, 7.6, and 21.7 respectively.

**7** MARSS ID: 1234567890123 Local Use #: 1234567890  
rmmddy:Z0000000-0000-00-000-00000000

4. **MTAS Scoring Rubric**—This 0–3 rubric was used by the Test Administrator to score MTAS tasks.

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.

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.

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

8. **Report Information**—The test, date, and subjects being reported are at the top of the page.

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.

The image shows a sample Individual Student Report (ISR) page 2. At the top, it says 'MINNESOTA ASSESSMENTS Page 2 of 2 Spring 2017'. Below that is the 'mi DEPARTMENT OF EDUCATION' logo and the title 'Minnesota Comprehensive Assessments (MCA-III) Reading'. There are three main sections: 1. School District information (P.O. Box 1234, 123 First St, City Name, MN 12345). 2. Optional Parent or Guardian Name and Address (To the Parent or Guardian of Firstname M. Lastname, Optional Address Line 1, 2, 3). 3. A 'Frequently Asked Questions' section with four questions: 'What is this report about?', 'Who takes these assessments and why?', 'What are the assessment results in this report used for?', and 'Where can I find more information?'. A QR code is located to the right of the 'Where can I find more information?' section. At the bottom, there is a question 'How can I get this report in an alternative format?' with contact information for Statewide Testing.

11. **Quick Response Code**—Scanning this code with a smartphone, 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 or student 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

Testing Year

Student name

District and school where test was taken

Student demographic data: Grade, Date of Birth, Gender, MARSS/SSID Number, and Local Use Number

For each subject in the assessment, the student's scale score and achievement level; or reason for lack of results, such as Not Attempted

Name: <b>Lastname, Firstname M.</b>		
<b>Minnesota Comprehensive Assessments (MCA-III)</b>		<b>Spring 2017</b>
District: DISTRICT NAME MAX NUMB OF CHARACTER (0000-00)		
School: SCHOOL NAME MAX NUMBER OF CHARACTER (0000-00-000)		
Grade: 8	DOB: 01/01/2000	MARSS/SSID: 1234567890123
	Gender: M	Local Use #: 1234567890
<b>Subject</b>	<b>Scale Score</b>	<b>Achievement Level</b>
Reading	Invalidation Due to Student Action	
Mathematics	Not Attempted	
Science	845	Partially Meets the Standards

Name: <b>Lastname, Firstname M.</b>		
<b>Minnesota Comprehensive Assessments (MCA-III)</b>		<b>Spring 2017</b>
District: DISTRICT NAME MAX NUMB OF CHARACTER (0000-00)		
School: SCHOOL NAME MAX NUMBER OF CHARACTER (0000-00-000)		
Grade: 11	DOB: 01/01/2000	MARSS/SSID: 1234567890123
	Gender: M	Local Use #: 1234567890
<b>Subject</b>	<b>Scale Score</b>	<b>Achievement Level</b>
Mathematics	1150	Meets the Standards

Name: <b>Lastname, Firstname M.</b>		
<b>Minnesota Test of Academic Skills (MTAS-III)</b>		<b>Spring 2017</b>
District: DISTRICT NAME MAX NUMB OF CHARACTER (0000-00)		
School: SCHOOL NAME MAX NUMBER OF CHARACTER (0000-00-000)		
Grade: 7	DOB: 01/01/2000	MARSS/SSID: 1234567890123
	Gender: M	Local Use #: 1234567890
<b>Subject</b>	<b>Scale Score</b>	<b>Achievement Level</b>
Reading	200	Meets the Alternate Achievement Standards
Mathematics	Not Completed	

# 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, CCR is 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 include historical test results in a graphical display at the student, school, district, and/or state level for review or comparison by administration (test and year). Comparisons include overall and average scale score, achievement level, strand performance detail, and/or student group. A Dashboard view will display performance comparisons across all tests, as they apply to the administration being reported, in a summary graph for a side by side comparison. Longitudinal reports are available in PearsonAccess Next.

**MCA-III Placement Score Ranges**—For more information about how Minnesota State colleges and universities may use high school Reading and Mathematics MCA scores to assist in determining college course enrollment, go to the **Minnesota State website** (<http://www.asa.mnscu.edu/studentaffairs/academicreadiness/mca.html>).

**MTAS Scoring Rubric**—This 0–3 rubric is used by the Test Administrator to score MTAS tasks.

**On-Demand Reports**—On-demand reports are preliminary test results that are available within 60 minutes after testing is completed. For MCA, on-demand reports are available for all online assessments and for student responses in paper-accommodated test materials that are entered online. On-demand reports 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). 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 smartphone, 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 pattern 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	<b><u>View the full ALDs</u></b> (MDE website > Districts, Schools and Educators > Statewide Testing > Achievement Level Descriptors)
Secure Reports	<b><u>View user guides and help documents on the Assessment Secure Reports page of the Data Submissions page</u></b> (MDE website > Districts, Schools and Educators > Data Submissions > Assessment Secure Reports)
Technical Reports	<b><u>View the Technical Reports section</u></b> (MDE website > Districts, Schools and Educators > Statewide Testing > Minnesota Tests > Technical Reports)
Test Specifications	<b><u>View test specifications for the standards-based accountability assessments on the Test Specifications section</u></b> (MDE website > Districts, Schools and Educators > Statewide Testing > Test Specifications)
Just for Parents FAQs	<b><u>View testing information, fact sheets, and FAQs for parents</u></b> (MDE website > Students and Families > Statewide Testing)
Minnesota K–12 Academic Standards	<b><u>View the Minnesota Academic Standards for grades K–12</u></b> (MDE website > Districts, Schools and Educators > Academic Standards (K-12))

## PearsonAccess Next (<http://minnesota.pearsonaccessnext.com>)

RESOURCE	LOCATION
Benchmark Reports User Guides	<b><u>View the Additional Reporting Resources page</u></b> (PearsonAccess Next > Reporting Resources > Additional Reporting Resources)
On-Demand Reports Quick Guide for MCA	
Longitudinal Reports Quick Guides	

# Online Resources (continued)

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

RESOURCE	LOCATION
ACCESS Can Do Descriptors	<a href="#"><u>View the Can Do Descriptors page</u></a> (WIDA website > Standards & Instruction > Can Do Descriptors)
ACCESS for ELLs Interpretive Guide	<a href="#"><u>View the ACCESS Interpretive Guide for Score Reports</u></a> (WIDA website > Assessment > ACCESS for ELLs > Scores & Reports)
Alternate ACCESS for ELLs Interpretive Guide	<a href="#"><u>View the Alternate ACCESS Interpretive Guide on the Alternate ACCESS for ELLs page</u></a> (WIDA website > Assessment > Alternate ACCESS for ELLs > Scores & Reports)

## Lexiles (<http://www.lexile.com>)

## CONTACT INFORMATION

### MDE

General Inquiries

651-582-8674

[\*\*mde.testing@state.mn.us\*\*](mailto:mde.testing@state.mn.us)

### Pearson

Pearson Help Desk

888-817-8659