

AN UPDATE FROM STATEWIDE TESTING – DECEMBER 1, 2017

TOPICS	IMPORTANT DATES
<ul style="list-style-type: none"> • Teacher Professional Development and Focus Groups • Recently Arrived English Learners (RAELs) • New Resources for ACCESS for ELLs • 2017–18 Procedures Manual Now Available • Testing Terminology: Assessment Words of the Month 	<p>Dec. 4: Presentation in Le Center</p> <p>Dec. 5: Presentation at Lakes Country Service Cooperative</p> <p>Dec. 6: Presentation in Mountain Iron</p> <p>Dec. 7 & 8: Multiple presentations at Minnesota Middle School Association</p> <p>Jan. 5: Teacher Newsletter distributed</p>

These articles are from MDE’s Assessment Update. Contact your District Assessment Coordinator with questions.

Teacher Professional Development and Focus Groups

MDE is partnering with Educational Service Cooperatives to provide professional development focused on MDE data, reports, resources, and the new teacher website. Registration is required, and lunch will be provided for classroom teachers who participate in the focus group in the afternoon. For more information, please contact Holly Brunson at holly.brunson@state.mn.us.

LOCATION	DATE	LINK TO REGISTRATION
Mountain Iron	Wednesday, Dec. 6	Register for the Mountain Iron training.

Recently Arrived English Learners (RAELs)

A Recently Arrived English Learner (RAEL), formerly New-to-Country, is a K–12 student who has been identified as an English learner and who first enrolled in a U.S. school less than 12 months from the first day of the MCA/MTAS accountability window. All RAELs must take the appropriate Mathematics, Reading, and Science MCA or MTAS and all domains of the ACCESS or Alternate ACCESS for ELLs. There are no longer any testing exemptions for these students. More information about identifying, reporting, testing, and inclusion in accountability is in a handout called [Recently Arrived English Learners \(RAELs\)](#) (MDE website > Districts, Schools and Educators > Teaching and Learning > English Learner Education).

New Resources for ACCESS for ELLs

WIDA has created ACCESS for ELLs 2.0 Online Speaking Guidance documents to help educators prepare their students for the Online Speaking test. These documents provide strategies for student preparation and can be found on the [Preparing Students tab](#) (WIDA > Assessment > ACCESS for ELLs 2.0 > Preparing Students). WIDA has also created some short (two-minute) videos that explain the key functions of test management and administration, which are on the [WIDA AMS resource page](#) (WIDA > Assessment > WIDA AMS).

2017–18 Procedures Manual Now Available

The [Procedures Manual for the Minnesota Assessment 2017–18](#) (PearsonAccess Next > Resources & Training > Policies and Procedures) has been updated and is now available.

New Linguistic Supports Available

Chapter 6 of the [2017–18 Procedures Manual](#) contains information about linguistic supports. For the majority of linguistic supports, students must be English learners; however, word-to-word translations for math and science and translated directions are also available for former English learners and students in immersion or dual language programs. Districts will determine how linguistic supports will be provided: online pop-ups, vocabulary lists provided by MDE, word-to-word dictionaries, or word-to-word translation using an online application.

Districts must ensure that all linguistic supports received by students are supported by data teachers collect during instruction. Practices that English learners have not used in instructional settings should not be introduced for the first time during assessments since they could be confusing. Teachers need to consider student needs for linguistic supports well ahead of test administration and familiarize students with their use.

Testing Terminology: Assessment Words of the Month

- **ACCESS for ELLs 2.0:** A large-scale assessment of English language proficiency based on the Minnesota Standards for English Language Development, developed by the WIDA Consortium. There are four language domains to the ACCESS for students in grades K–12: reading, writing, listening and speaking.
- **Alternate ACCESS for ELLs:** An individually administered English language proficiency assessment developed specifically for English learners who have significant cognitive disabilities severe enough to prevent meaningful participation in the ACCESS for ELLs assessment.

Statewide Testing's mission statement: To design, develop, and implement a system of assessment so Minnesota students, parents, teachers, administrators, legislators, and taxpayers will have access to valid and reliable data to support and improve education in Minnesota.



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