

DIRECTIONS FOR PAPER ADMINISTRATIONS

SPRING 2019

These directions provide the information you need while administering the Reading, Mathematics, and Science Minnesota Comprehensive Assessments (MCA) with paper accommodated test materials; the following sections are included:

- A script you will read aloud to students throughout testing.
- Information about what assistance you may provide and how to address student questions during testing.
- A checklist to verify and confirm the important tasks during testing.
- Detailed information about testing policies and procedures.
- Information about entering student responses online after testing.

Using these directions ensures that tests are administered the same way for all students across the state and that all students receive a score that accurately reflects what they know without any support, guidance, or unauthorized interference.

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SCRIPT TO READ TO STUDENTS

Review this script before testing so you are comfortable with the instructions you must read aloud. There are separate instructions for the first day of testing and any following days.

- All instructions that must be read to students are in shaded boxes and start with the word SAY.
- When you see text in brackets [] in these boxes, read only if applicable.
- When you see a blank line, fill in the appropriate information.

First Day of Testing for a Subject

Starting Testing

Use the Situation A or Situation B script to provide information about the time scheduled for testing, depending on how testing is scheduled.

Situation A: Use if testing is scheduled based on time.

SAY: We have scheduled about _____ minutes for testing.

It is important that you do your best. The test is not timed so you can have more time later if you need it.

If you finish the test today, raise your hand and then you will _____ [e.g., read a book.]

OR

Situation B: Use if testing is scheduled based on students completing a certain number of segments.

SAY: We have scheduled about _____ minutes for testing.

You will stop testing after you have completed _____ segments or when our testing time is over. It is important that you do your best. The test is not timed so you can have more time later if you need it.

When you are done with these segments, raise your hand and then you will _____ [e.g., read a book.]

Follow your school's policy for collecting cell phones/wearable technology/devices, or ensure students have put them away. Depending on your school's policy, students may have water/gum/snacks out during testing.

SAY: During testing, the only items you may have out are your test book, something to write with, and any materials I will give to you.

[For math and science: You may also have a calculator.]

If you have anything else out, put it away now.

You cannot use your cell phone or other devices during testing. If you use your cell phone or any other devices, your test will not be scored.

Distribute regular print, large print, or braille test books. If providing any other materials (e.g., scratch paper, translated word lists), distribute them as well.

SAY: Write your name on the cover of the test book.

[If providing other materials: Write your name on the top of the other materials I gave to you.]

Provide the following instructions for the applicable subject.

SUBJECT	SCRIPTED INSTRUCTIONS
Reading	<p>SAY:</p> <p><i>[Regular print test books only: We are now going to break the seal on the test book. Break the seal by pulling the tab.]</i></p> <p>Open your test book.</p>
Mathematics	<p>SAY:</p> <p><i>[Regular print test books only: We are now going to break the seal on the test book. Break the seal by pulling the tab.]</i></p> <p><i>[Grades 3–4: Open your test book. You will find grid paper at the back of the test book. You may tear it out of your test book to use while taking the test. Write your name on these materials.]</i></p> <p><i>[Grades 5–8 and 11: Open your test book. You will find a formula sheet at the front of the test book and grid paper at the back. You may tear them out of your test book to use while taking the test. Write your name on these materials.]</i></p>
Science	<p>SAY: Open your test book.</p>

Read the general directions from the student test books.

SAY: Go to the General Directions page.

- *[Reading and Mathematics]* For each question, choose the answer you think is best.
- *[Science]* For each question, choose the answer or answers you think are best.
- You must answer each question in your test book.
- You can use scratch paper or write in your test book to help you answer the questions.
- When you finish a segment, review your answers. Then raise your hand for a sticker to seal the segment. Once you seal it, you cannot go back.
- On this test, do your own best work to show what you know and can do.
 - Do not accept help finding answers to test questions.
 - Do not give answers to other students.
 - Do not tell others what is on the test.
 - There may be consequences if you do not follow directions or if you behave dishonestly.

For mathematics and science only, provide information about calculators. For reading, go to the next SAY box. For graphing calculators, ensure students have cleared the memory or disabled applications for testing. You will verify whether calculators may be used as students move between segments (for mathematics) or raise their hands (for science).

SAY: *[Mathematics grades 3–8: You may not use a calculator in Segment 1. You may use a calculator in all other segments.]*

[Mathematics grade 11: You may use a calculator in all segments.]

[Science: If you have any questions that say a calculator can be used, raise your hand.]

SAY: Now turn the page(s) and start with Segment 1.

Actively monitor students throughout the entire test administration. If students have questions during testing, refer to the *Answering Questions and Providing Assistance* section for instructions you may provide.

Breaks

If students will take a break during testing, instruct them to close their test books. Make sure students do not talk about the test during the break.

Ending Testing

When getting to the end of the time scheduled for that day's testing, read these instructions to students. Students must seal the pages that were completed in the test book at the end of the test session.

SAY: We will stop testing in _____ minutes.

Review your answers in the segment you are working on, as needed. You will not be able to go back to any of those questions.

If students will not finish a segment during the time scheduled for testing, use the following guidelines and script below. Otherwise, go to the next SAY box following the table.

SAY: If you will not finish the segment you are working on, I will help you seal the pages completed so far.

SUBJECT	GUIDELINES	SCRIPTED INSTRUCTIONS
Reading	Students must complete all items associated with a passage. Seal the pages so that the next passage is visible.	SAY: You must complete all of the questions for the reading passage that you are working on.
Mathematics	The last item completed must be the last item on the right-hand page so that the next item is not visible.	SAY: You must complete all of the questions on the pages you are working on.
Science	Students must complete all items associated with a scenario. A title page will indicate the beginning of the next scenario. Seal the pages so that the title page for the next scenario is visible.	SAY: You must complete all of the questions for the scenario you are working on.

To end testing, read the following script to students.

SAY: Now we are done testing. I will collect your test book and any other materials.

Collect test materials from students. For graphing calculators, ensure students have cleared the memory.

Following Days of Testing for a Subject

Resuming Testing

Use the Situation A or Situation B script to provide information about the time scheduled for testing, depending on how testing is scheduled.

Situation A: Use if testing is scheduled based on time.

SAY: We have scheduled about ____ minutes for testing.

It is important that you do your best. The test is not timed so you can have more time later if you need it.

If you finish the test today, raise your hand and then you will _____ [e.g., read a book.]

OR

Situation B: Use if testing is scheduled based on students completing a certain number of segments.

SAY: We have scheduled about ____ minutes for testing.

You will stop testing after you have completed ____ segments or when our testing time is over. It is important that you do your best. The test is not timed so you can have more time later if you need it.

When you are done with these segments, raise your hand and then you will _____ [e.g., read a book.]

Follow your school's policy for collecting cell phones/wearable technology/devices, or ensure students have put them away. Depending on your school's policy, students may have water/gum/snacks out during testing.

SAY: During testing, the only items you may have out are your test book, something to write with, and any materials I will give to you.

[For math and science: You may also have a calculator.]

If you have anything else out, put it away now.

You cannot use your cell phone or other devices during testing. If you use your cell phone or any other devices, your test will not be scored.

For mathematics and science only, provide information about calculators. For reading, go to the next SAY box. For graphing calculators, ensure students have cleared the memory or disabled applications for testing. You will verify whether calculators may be used as students move between segments (for mathematics) or raise their hands (for science).

SAY: [Mathematics grades 3–8: You can use a calculator in Segments 2, 3, and 4.]

[Mathematics grade 11: You may use a calculator in all segments.]

[Science: If you have any questions that say a calculator can be used, raise your hand.]

Distribute test books and any other test materials (e.g., grid paper or formula sheets removed from the test book, scratch paper, translated word lists).

SAY: Check that your name is on the materials I provided to you.

Remember to review your answers when you finish a segment of the test. Then you will raise your hand for a sticker to seal that segment.

Students will begin with the next unsealed part of test.

SAY: Open your test book. You may now continue your test.

Actively monitor students throughout the entire test administration. If students have questions during testing, refer to the *Answering Questions and Providing Assistance* section for instructions you may be provide.

Breaks

If students will take a break during testing, instruct them to close their test books. Make sure students do not talk about the test during the break.

Ending Testing

When getting to the end of the time scheduled for that day’s testing, read these instructions to students. Students must seal the pages that were completed in the test book at the end of the test session.

SAY: We will stop testing in _____ minutes.

Review your answers in the segment you are working on, as needed. You will not be able to go back to any of those questions.

If students will not finish a segment during the time scheduled for testing, use the following guidelines and script below. Otherwise, go to the next SAY box following the table.

SAY: If you will not finish the segment you are working on, I will help you seal the pages completed so far.

SUBJECT	GUIDELINES	SCRIPTED INSTRUCTIONS
Reading	Students must complete all items associated with a passage. Seal the pages so that the next passage is visible.	SAY: You must complete all of the questions for the reading passage that you are working on.
Mathematics	The last item completed must be the last item on the right-hand page so that the next item is not visible.	SAY: You must complete all of the questions on the pages you are working on.
Science	Students must complete all items associated with a scenario. A title page will indicate the beginning of the next scenario. Seal the pages so that the title page for the next scenario is visible.	SAY: You must complete all of the questions for the scenario you are working on.

To end testing, read the following script to students.

SAY: Now we are done testing. I will collect your test book and any other materials.

Collect test materials from students. For graphing calculators, ensure students have cleared the memory.

ANSWERING QUESTIONS AND PROVIDING ASSISTANCE

To ensure that all students receive a score that accurately reflects what they know, you cannot provide guidance on test content or test-taking strategies when answering questions or providing assistance during testing.

Test-Related Scenarios

Students must be familiar with how to answer different types of items. Use the following scripted instructions for test-related scenarios.

SCENARIO	SCRIPTED INSTRUCTIONS
A student has a question on test content (e.g., how do I add fractions?) or how to answer an item.	SAY: I cannot help you with test questions. Do your best.
A student does not think there is a correct answer or reports an issue with the test content. [Refer to <i>Documenting Suspected Issues</i> on page 15 for the information you need to take note of if this occurs.]	SAY: Tell me what question you are on, and I will take note of it. [Reading and Mathematics: Select the answer you think is best.] [Science: Select the answer or answers you think are best.]

Student or Classroom Management Scenarios

While not an exhaustive list, these scenarios may help you evaluate what is appropriate to say and do for similar situations while ensuring students are able to demonstrate what they know independently. If you are unsure how to assist in a situation that arises, follow your school's process for asking for assistance from others (like your School Assessment Coordinator) before proceeding if possible.

SCENARIO	GUIDANCE
A student is off task or being disruptive.	Redirect the student's attention to the test without coaching or assisting the student on the test in any way. Examples may include verbal reminders or visual cues to stay on task (e.g., It is important that you do your best, focus on taking your test).
A student needs to leave and will not return (e.g., illness, emergency).	Instruct the student to close the test book and turn in test materials.
A student needs to use the restroom.	Follow the school procedures regarding restroom breaks during testing (e.g., only one student can leave at a time or hallway monitors ensure students are not talking during breaks). Ensure the test book is closed.
A student is discouraged and not making progress.	Encourage the student without coaching or assisting the student on the test in any way. Examples may include verbal reminders or visual cues (e.g., Do your best, you can do this.).
A student is not using a strategy or material that is used during instruction.	You cannot remind students of test-taking or academic strategies (e.g., using their scratch paper, re-reading the passage).
A student is rushing through the test.	You cannot control the pace a student is testing or instruct a student to slow down. Follow your school's procedures for what to do when students finish early.

TEST MONITOR CHECKLIST

Use this checklist to ensure you have verified or completed the following tasks for testing. The “Section to Reference” column indicates where more information can be found in the *Detailed Information* section that follows.

OVERVIEW	SECTION TO REFERENCE
<input type="checkbox"/> Confirm the days and times scheduled for test administration.	Estimated Test Administration Times
<input type="checkbox"/> Confirm what plans have been made for students who finish early or need extra time.	Estimated Test Administration Times
<input type="checkbox"/> Confirm if additional resources are needed to administer any accommodations or linguistic supports.	Resource for Script, Signed Interpretation, and Scribe Test Monitor Notes for Braille
PREPARE FOR TESTING	SECTION TO REFERENCE
<input type="checkbox"/> Remove or cover instructional posters and graphics on testing room walls and desks.	Prepare the Testing Room
<input type="checkbox"/> Confirm which allowable materials will be provided to students (e.g., scratch paper) during testing.	Materials Allowed and Not Allowed During Testing
<input type="checkbox"/> Review materials not allowed during testing, and verify school’s procedures for ensuring students do not access them.	Materials Allowed and Not Allowed During Testing
START/RESUME AND MONITOR TESTING	SECTION TO REFERENCE
<input type="checkbox"/> Provide materials to students and have students start testing using scripted instructions.	Provide Test Materials to Students
<input type="checkbox"/> Actively monitor student testing.	Active Monitoring
<input type="checkbox"/> Answer student questions, following the guidance in these directions.	Policies on Providing Assistance
<input type="checkbox"/> As needed, follow your school’s policy to request assistance from other staff.	Requesting Assistance From Others
<input type="checkbox"/> Document any suspected item or translation errors.	Documenting Suspected Issues
<input type="checkbox"/> If applicable, provide breaks to students.	Breaks and Leaving During Testing

END TESTING	SECTION TO REFERENCE
<input type="checkbox"/> Remind students that testing is almost over using scripted instructions and help students seal completed pages, as needed.	End Testing
<input type="checkbox"/> If students finish testing at different times, direct students on what to do (e.g., read a book).	What Students May Do
<input type="checkbox"/> Collect test books and any other materials provided.	Collecting Secure Test Materials
<input type="checkbox"/> Return test materials, or keep them secure, as instructed.	Collecting Secure Test Materials
<input type="checkbox"/> Know how to answer student questions about the testing experience.	Discussing the Testing Experience
<input type="checkbox"/> Report any suspected item or translation errors.	Reporting Suspected Issues
<input type="checkbox"/> Report any misadministrations or test security issues.	Reporting Misadministrations and Test Security Breaches
ENTER STUDENT RESPONSES ONLINE	SECTION TO REFERENCE
<input type="checkbox"/> Enter student responses online for scoring, if applicable.	Enter Student Responses Online

DETAILED INFORMATION

This section provides additional details about testing. Review this information before testing and refer to it as needed before, during, and after testing.

Overview

This section contains information about the administration of the MCA with paper accommodated test materials.

Resource for Script, Signed Interpretation, and Scribe

If you are administering the test with a script, signed interpretation, or a scribe, refer to the [Guidelines for the Administration of Accommodations and Linguistic Supports](#) before testing. This resource is available on PearsonAccess Next under Resources & Training > Policies and Procedures.

Administration of the Script

Administering the Mathematics or Science MCA with a script requires an individual setting or a small group setting with other students who require the script accommodation/linguistic support. The Test Monitor reads each question from the script while the student answers it in the test book. Additional guidelines for the administration of a script are provided in the script.

Test Monitor Notes for Braille

Test Monitor Notes for Braille are included with each braille test and must be used in addition to these directions to administer the braille test. The method by which the student will record answers to the questions (e.g., dictated to a scribe, with a braille writer) should be discussed with the student prior to testing.

Estimated Test Administration Times

The tables with the estimated amount of time for testing are separated by subject. Verify the scheduled testing time for each day with your District and School Assessment Coordinator. The test books are divided into segments; if a student will not complete a segment during the testing session, use the applicable scripted instructions to end testing. The tests are not timed. Know what plans have been made for students who finish early or need extra time.

The “Total Test Administration” column takes into account the time needed to review these directions and answer student questions and for student work time.

Estimated Test Administration Times for Reading MCA

GRADE AND TEST	TOTAL TEST ADMINISTRATION
3–8 Reading MCA	2.5–3.5 hours
10 Reading MCA	2–3 hours

Estimated Test Administration Times for Mathematics MCA

GRADE AND TEST	TOTAL TEST ADMINISTRATION
3–4 Mathematics MCA	1.5–2 hours
5–6 Mathematics MCA	1.5–2.5 hours
7–8 Mathematics MCA	2–3 hours
11 Mathematics MCA	1.5–2.5 hours

Estimated Test Administration Times for Science MCA

GRADE AND TEST	TOTAL TEST ADMINISTRATION
5 Science MCA	1.5–2 hours
8 Science MCA	1.5–2 hours
High School Science MCA	2–2.5 hours

Prepare for Testing

Prepare the Testing Room

Ensure instructional posters and graphics, including strategy techniques or methods, in the testing room or on desks are covered or removed. Any instructional information or strategies must be covered, even if it is not related to the subject being tested (e.g., mathematics information must be covered even if reading is being tested).

Materials Allowed and Not Allowed During Testing

Materials Allowed

- A pencil or pen
- Seals
- Handheld calculators (only in specified tests and segments; see below)
- Hard-copy translated word list (mathematics and science only; see below)
- Scratch paper (if providing; see below)
- Highlighters (optional)

Materials Not Allowed

- Dictionaries, thesauruses, and other reference materials
- Calculator manuals
- Cell phones (see below)
- Other devices (see below)

Cell Phones and Devices

Students may NOT use cell phones or any other devices, including wearable technology (e.g., smart watch, fitness tracker), at any time during testing, including during breaks, or when testing is completed (if students remain in the testing room). Follow your school procedure for collecting all devices or ensuring that students do not bring them to the testing room, remove them (for wearable technology), or put them away before testing begins.

Calculators

Students must be familiar with the functionality of the handheld calculator prior to test administration. Contact your District or School Assessment Coordinator with questions on the types of handheld calculators that may be used.

- For grades 3–8 Mathematics MCA, calculators are not allowed during Segment 1 of the test.
- For grade 11 Mathematics MCA, calculators are allowed on all segments of the test.
- For Science MCA, a calculator may be provided on items indicated in the student’s test. Students should indicate if and when they need a calculator, and you will verify that a calculator can be used on the item.

Graphing calculators must either: have the memory cleared before and after each testing session, or have a feature that temporarily disables Flash applications and calculator files (e.g., TI-NSpire has “Press to Test” mode).

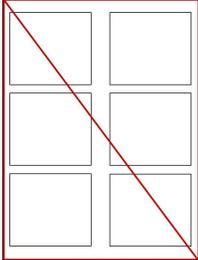
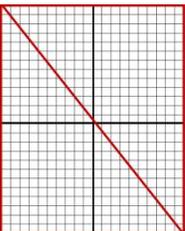
Translated Word Lists

If providing a hard copy of a [translated word list](#), it must be a printed version of the current-year documents posted to PearsonAccess Next under Preparing for Testing > Translated Word Lists. Verify with your District or School Assessment Coordinator which students may be provided translated word lists.

Scratch Paper

Students can use blank spaces in the test book to work items and make notes; for mathematics, students may also use the grid paper and formula sheets provided in the test books. If students remove the grid paper or formula sheets from the test book, they must write their names on the sheets.

If other scratch paper will be provided, the following materials outlined below may be used. Students may draw lattices, diagrams (e.g., number lines), or charts (e.g., multiplication table or hundreds chart) on scratch paper if they choose, but examples cannot be displayed in the classroom or handed out during testing.

SCRATCH PAPER	GUIDELINES	EXAMPLES
Blank paper	Notebook paper is acceptable but the paper must be blank; no boxes or numbers may be added to guide students to show their work	Not allowed: 
Individual whiteboards	Must be blank before and after administration	N/A
Commercially-produced graph paper	Even if it is commercially produced, graph paper with numbers, coordinates, or numbered boxes are not allowed	Allowed:  Not Allowed: 

Start/Resume and Monitor Testing

Provide Test Materials to Students

- Provide students with the correct test book according to the security number assigned to them on the *Test Monitor Test Materials Security Checklist* or other checklist provided in the school. The security number is located on the back cover.
- On the first day of testing, have students write their names on all materials provided: test book, scratch paper, grid paper (if removed from the test book), mathematics formula sheets (if removed from the test book), and translated word lists (if provided). All materials must be turned in at the end of the test session.
- Mathematics and science scripts are not provided to students; they are used by the Test Monitor to administer the test.

Active Monitoring

Actively monitor students throughout the entire test administration to carefully observe student behavior and ensure that all students are working independently and making progress in their tests. You cannot complete other tasks, including lesson planning, grading papers, or talking casually with other staff.

Active monitoring may mean different things depending on the number of students testing. For example, in a classroom with a small group of students or an individual administration, you may be able to stay in the front of the room and actively see that all students are working independently and making progress in their tests. However, with a larger group, you may need to circulate around the room to ensure that test security is maintained and students are working independently. If space is limited and students can potentially see other test materials, active monitoring of student testing must be heightened.

Student Responses and Sealing Segments

Students respond directly in the regular or large print test book, unless they require the scribe accommodation. As students finish each segment, you will provide a seal and may assist them in applying the seal to the appropriate pages, if needed. If you run out of seals, tape may be used instead.

Policies on Providing Assistance

The *Answering Questions and Providing Assistance* section of this document provides specific guidance for what kind of help may be provided during testing. Keep the following requirements in mind:

- You may not paraphrase scripted instructions.
- You may not define or pronounce a word within a test item, discuss a test item, or give an opinion regarding a test item.
- Do not give any indication that there may be a different approach or answer or help students with answers to items in any way.
- Do not remind students of any test-taking strategies or offer them encouragement, other than what is scripted. Help of this sort should be provided prior to test administration, such as when the item samplers are used.
- You may not control the pace at which students test, as the tests are not timed and students should be allowed to continue as long as they are making progress. For example, if you notice a student is moving quickly through the test, you can re-read any scripted directions from this document, but it is not permissible to say, “Slow down” or “Take your time.”
- For mathematics and science, students must be familiar with the functionality of the calculator prior to the start of testing, and you cannot provide assistance. The only exception is if a calculator is broken (e.g., dead batteries).

Requesting Assistance from Others

During testing, you will follow your school's procedure for alerting others if assistance is needed (e.g., sick student in the room) so that you may continue to actively monitor student testing. Your primary focus must remain on actively monitoring students who are testing, even when an unexpected issue arises.

If your school's procedure requires you to use a cell phone, computer, or other device to alert others, you may only use these devices for this purpose. You cannot check email or work on your computer/device, and cell phones should be silenced to reduce disruptions.

Documenting Suspected Issues

If a student does not think there is a correct answer or points out a test item that appears to have an error, note the following information:

- Grade
- Subject
- Student's MARSS/SSID number
- Item number

The student should continue testing. This same process is used if a student points out a translation that appears to be incorrect in a translated word list. You will report these issues following testing.

Breaks and Leaving During Testing

Depending on your school's testing schedule and procedures for testing, students may be allowed a short break. Whenever leaving the testing room (e.g., bathroom break) or when there is a break in testing, students should close their test books unless an emergency prevents them from doing so. Ensure that students do not discuss test items and answers.

In the case of an emergency, such as a fire alarm or a severe weather warning, it is important to follow all safety procedures and exit as quickly as possible. To maintain test security when all students must leave the room, you should close the door and secure the room, if possible.

End Testing

You must use the scripted instructions to alert students prior to the end of the day's testing so that they have time to review their answers.

What Students May Do

If students finish testing early in a small group setting and stay in the testing room, students may read a paper book, complete activities on paper that are not related to the subject(s) being tested, or sit quietly. Disruptions for other students must be kept to a minimum.

- Students may read a paper book, even if reading is being tested, but textbooks for any subject(s) being tested are not allowed.
- If multiple subjects are being tested (e.g., during a make-up session), this must be taken into consideration for the materials students will use.
- Cell phones or other devices cannot be used at any time, even if the student has completed testing or is working on something unrelated.

Collecting Secure Test Materials

At the end of each testing session, **all materials must be collected** before students leave the testing room.

- Verify that all regular print, large print, and braille test books have been collected, using the *Test Monitor Test Materials Security Checklist*.
- Verify that all scratch paper and translated word lists (if provided) have been collected. For mathematics, if students removed the formula sheets or grid paper from the test book, these must also be collected.
- Verify you have all scripts, using the *Test Monitor Test Materials Security Checklist*.
- Immediately report any missing test materials to your District or School Assessment Coordinator.

Return all test materials to your District or School Assessment Coordinator, or keep test materials secure until the next testing session, if instructed.

Once testing is completed, the scratch paper must be securely disposed of or returned to the District or School Assessment Coordinator for secure disposal (following school procedures). The secure disposal must be completed no more than 48 hours after the close of the testing window. This also applies to any formula sheets or grid paper, if removed from the test book, and any translated word lists, if provided to students.

Discussing the Testing Experience

Remember that you cannot ask students about specific test items, even after testing is over. If students ask about a specific item following testing, you may provide instruction on the general concept **ONLY** if all testing is completed for that grade and subject in the school. However, targeted instruction as a result of student questions on the general concept is not allowed if any students still need to complete testing. In any case, a Test Monitor or other staff must not address or solve the specific test item.

Reporting Suspected Issues

If a student reported a suspected issue during testing, provide the information you documented to the District or School Assessment Coordinator or other designated contact, following your school's procedures.



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

Reporting Misadministrations and Test Security Breaches

If a misadministration (i.e., a non-standard situation) or security breach occurs during testing, contact your District or School Assessment Coordinator as soon as possible for next steps.

Specifically for test security, while you are encouraged to raise your concerns within the district, you can report suspected incidents of cheating or other improper or unethical behavior on statewide assessments to MDE using an online [test security tip line](#) (education.mn.gov > Districts, Schools and Educators > Teaching & Learning > Statewide Testing).

ENTER STUDENT RESPONSES ONLINE

In order to be scored, student responses in the test books **must be entered into a Data Entry form in TestNav** by staff during the testing window. Student responses in MCA paper accommodated test materials will NOT be scored; only student responses entered online are scored.



Designated staff are responsible for entering student responses from the test book into TestNav. **Student test books cannot be mailed to Pearson for scoring.** If student scores are not entered by the end of testing, there is a \$125 fee for late score entry.

After testing, staff must break the test book seals to enter student responses online. Test books do not need to be resealed before being returned to Pearson.

Student responses must be entered exactly as the student responded, without edits or changes. The test items include specific instructions for students on how the item should be answered, and the student's answers cannot be modified if they did not follow these instructions.

For more information on how to enter student responses online, refer to the [MCA Data Entry User Guide](#) on PearsonAccess Next under Resources & Training > User Guides.