

# TESTING DIRECTIONS: PAPER

*SPRING 2021*

These directions provide the information you need while administering the Reading, Mathematics, and Science Minnesota Comprehensive Assessments (MCAs) with paper 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 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.
- The text in brackets [ ] should be read only if applicable.
- If you see a blank line, fill in the appropriate information. Your District or School Assessment Coordinator may also provide this information to you.

## *First Day of Testing for a Subject*

### Starting Testing

Provide information to students based on how testing is scheduled (e.g., students will stop after completing a certain number of segments or after a certain period of time).

**HAIS:** Peb tau teem caij ntev txog \_\_\_\_\_ feeb rau qhov kev ntsuas.

Koj yuav tso tseg qhov kev ntsuas \_\_\_\_\_. Nws yog ib qho tseem ceeb uas koj yuav tau ua kom tau zoo tshaj plaws los ntawm koj tus kheej. Tsis tau teeb lub sijhawm rau qhov kev ntsuas no yog li ntawd koj tuaj yeem muaj sijhawm ntau ntav tom qab ntawd yog koj xav tau.

Thaum koj ua tiav, tsa koj sab tes thiab dhau ntawd koj mam li

[xws li., nyeem ib phau ntawv.]

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

**HAIS:** Thaum lub sijhawm ua qhov kev ntsuas, koj tsuas siv tau koj phau ntawv ntsuas, qee yam siv sau ntawv, thiab khoom siv uas kuv yuav muab rau koj.

[*Rau hom kawm zauv thiab hom kawm xaij:* Koj kuj tuaj yeem nqa ib lub tshuab xam zauv ntawm tes nkag mus tau.]

Yog koj muaj tej yam uas tsis pub nqa mus, muab nws khaws cia tam sim no.

Koj tsis tuaj yeem siv koj lub xov tooj ntawm tes los sis lwm khoom siv rau thaum lub sijhawm ua qhov kev ntsuas. Muab cov xov tooj ntawm tes los sis lwm cov khoom siv tev naus laus zis uas koj tseem koj ntawm lub cev tua kom tag. Yog koj siv koj lub xov tooj ntawm tes, smartwatch, los sis lwm yam khoom siv, koj qhov kev ntsuas yuav tsis raug muab qhab nia.

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.

**HAIS:** Sau koj lub npe rau sab nrauv ntawm phau ntawv ntsuas.

[*Yog muab lwm cov ntaub ntawv qhia:* Sau koj lub npe rau saum toj kawg rau ntawm cov ntaub ntawv uas kuv tau muab rau koj ntawd. Thaum koj ua tiav qhov kev xeem lawm, kuv yuav sau cov ntaub ntawv no mus]

Provide the following instructions for the applicable subject. Assist students as needed.

SUBJECT	SCRIPTED INSTRUCTIONS
Reading	<b>HAIS:</b> Tam sim no peb tab tomyuav rhuav tshem lub cim nyob ntawm phau ntawv ntsuas. Kev rhuav tshem lub cim tawm ces muab daim ntawv lo tev tawm. Tag Ntawd, qhib koj phau ntawv ntsuas.
Mathematics	<b>HAIS:</b> Tam sim no peb tab tomyuav rhuav tshem lub cim nyob ntawm phau ntawv ntsuas. Kev rhuav tshem lub cim tawm ces muab daim ntawv lo tev tawm.] [Cov qeb kawm 3–4: Tag ntawd, qhib koj phau ntawv ntsuas. Koj yuav pom daim nplooj ntawv ua kab nyob sab tom qab ntawm phau ntawv ntsuas no. Koj tuaj yeem muab nws dua tawm ntawm koj phau ntawv ntsuas tau siv thaum koj ua qhov kev ntsuas. Sau koj lub npe rau daim nplooj ntawv ua kab no.] [Cov qeb kawm 5–8 thiab 11: Tag ntawd, qhib koj phau ntawv ntsuas. Koj yuav pom ib daim qauv ntawv xam zauv nyob sab xub ntiag ntawm phau ntawv ntsuas thiab ib daim nplooj ntawv ua kab nyob rau sab tom qab. Koj tuaj yeem muab cov ntawv no dua tawm ntawm koj phau ntawv ntsuas tau siv thaum koj ua qhov kev ntsuas. Sau koj lub npe rau daim qauv ntawv xam zauv thiab/los sis daim nplooj ntawv ua kab no.]
Science	<b>HAIS:</b> Tam sim no peb tab tomyuav rhuav tshem lub cim nyob ntawm phau ntawv ntsuas. Kev rhuav tshem lub cim tawm ces muab daim ntawv lo tev tawm. Tag ntawd, qhib koj phaum ntawv xeeem

Read the directions from the student test books.

**HAIS:** Mus rau ntawm nplooj ntawv Cov Lus Qhia.

- [Kev Nyeem Ntawv thiab Hom Kawm Zauv] Rau txhua nqe lus nug, xaiv nqe lus teb uas koj xav tias zoo tshaj plaws.
- [Hom Kawm Xaij] Rau txhua nqe lus nug twg, xaiv nqe lus teb los sis cov nqe lus teb uas koj xav tias zoo tshaj plaws.
- Koj yuav tsum teb txhua nqe lus nug nyob rau hauv koj phau ntawv ntsuas.
- Koj tuaj yeem siv ib daim ntawv sau los sis sau rau hauv koj phau ntawv ntsuas los pab koj teb cov nqe lus nug.
- Thaum koj ua ib tshooj tiav lawm, kuaj xyuas koj cov nqe lus teb. Dhau ntawd ces tsa koj sab tes thov kom muab ntawv nplaum lo rau. Kiag thaum koj lo rau nws lawm, koj tsis tuaj yeem rov qab mus ua tau lawm.
- Nyob ntawm qhov kev ntsuas no, koj tus kheej yuav tsum ua qhov kev ntsuas raws li qhov koj paub thiab raws li qhov koj tuaj yeem ua tau.
  - Tsis txhob lees cia lwm tus pab koj teb rau cov nqe lus nug ntsuas.
  - Tsis txhob teb cov nqe lus nug rau lwm cov menyuum kawm ntawv.
  - Tsis txhob qhia rau lwm tus neeg txog yam nyob rau hauv qhov kev ntsuas.
  - Tej zaum yuav muaj lwm yam tshwm sim tuaj yog koj tsis ua raws li cov lus qhia los sis yog koj koj tsis ncaj ncees.

For mathematics and science only, provide information about calculators. For reading, go to the next SAY box on the next page. 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).

**HAIS:** [Hom Kawm Zauv cov qeb kawm 3–8: Koj tsis tas yuav siv ib lub tshuab xam zauv rau Feem 1. Koj tuaj yeem siv ib lub tshuab xam zauv rau tag nrho lwm feem.]

[Hom Kawm Zauv qeb kawm 11: Koj tuaj yeem siv ib lub tshuab xam zauv rau txhua feem.]

[Hom Kawm Xaij: Yog koj muaj lus nug txog kev xav thov siv ib lub tshuab xam zauv, tsa koj sab tes.]

Instruct students to begin testing.

**HAIS:** Tam sim no qhib mus rau cov nplooj ntawv thiab pib ua Feem 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.

### End of Segments

As students finish a segment, read these instructions and provide them a sticker to seal it.

**HAIS:** Ua ntej koj yuav npog feem ntawv no, kuaj xyuas koj cov nqe lus teb thiab saib xyuas kom koj teb rau txhua nqe lus nug tag lawm. Koj yuav tsis tuaj yeem rov qab mus rau tom cov nqe lus nug no ntxiv lawm.

### 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.

**HAIS:** Peb yuav tso tseg qhov kev ntsuas rau hauv lub sijhawm \_\_\_\_\_ feeb.

Kuaj xyuas feem ntawv uas koj tab tom ua haujlwm rau ntawd seb puas muaj tej yam yuav tau ua ntxiv, thiab saib xyuas kom koj teb rau txhua nqe lus nug tag lawm.

Koj yuav tsis tuaj yeem rov qab mus rau tom cov nqe lus nug no ntxiv lawm.

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.

**HAIS:** Yog koj ua feem ntawv no tsis tiav, kuv yuav pab koj npog cov nplooj ntawv uas koj ua tiav tag dhau los ntawd.

SUBJECT	GUIDELINES	SCRIPTED INSTRUCTIONS
Reading	Students must complete all items associated with a passage. Seal the pages so that the next passage is visible.	<b>HAIS:</b> Koj yuav tsum teb txhua cov nqe lus nug kom tiav rau qhov kev ntsuas nyeem ntawv uas koj tab tom ua ntawd.
Mathematics	The last item completed must be the last item on the right-hand page so that the next item is not visible.	<b>HAIS:</b> Koj yuav tsum teb txhua cov nqe lus nug kom tiav rau cov nqe lus nug nyob ntawm cov nplooj ntawv uas koj tab tom ua ntawd.
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.	<b>HAIS:</b> Koj yuav tsum teb txhua cov nqe lus nug kom tiav rau zaj lus uas koj tab tom ua ntawd.

To end testing, read the following script to students.

**H AIS:** Peb ua qhov kev ntsuas tiav lawm. Tam sim no kuv yuav muab koj phau ntawv ntsuas thiab lwm cov ntaub ntawv siv.

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

## ***Following Days of Testing for a Subject***

### **Resuming Testing**

Provide information to students based on how testing is scheduled (e.g., students will stop after completing a certain number of segments; completing the test; or a after certain period of time).

**H AIS:** Peb tau teem caij ntev txog feeb rau qhov kev ntsuas.

Koj yuav tso tseg qhov kev ntsuas. Nws yog ib qho tseem ceeb uas koj yuav tau ua kom tau zoo tshaj plaws los ntawm koj tus kheej. Tsis tau teeb lub sijhawm rau qhov kev ntsuas no yog li ntawd koj tuaj yeem muaj sijhawm ntau ntiv tom qab ntawd yog koj xav tau.

Thaum koj ua tiag, tsa koj sab tes thiab dhau ntawd koj mam li [xws li., nyeem ib phau ntawv.]

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

**H AIS:** Thaum lub sijhawm ua qhov kev ntsuas, koj tsuas siv tau koj phau ntawv ntsuas, qee yam siv sau ntawv, thiab khoom siv uas kuv yuav muab rau koj.

[*Rau hom kawm zauv thiab hom kawm xaij:* Koj kuj tuaj yeem nqa ib lub tshuab xam zauv ntawm tes nka mus tau.]

Yog koj muaj tej yam uas tsis pub nqa mus, muab nws khaws cia tam sim no.

Koj tsis tuaj yeem siv koj lub xov tooj ntawm tes los sis lwm khoom siv rau thaum lub sijhawm ua qhov kev ntsuas. Muab cov xov tooj ntawm tes los sis lwm cov khoom siv tev naus laus zis uas koj tseem coj ntawm lub cev tua kom tag. Yog koj siv koj lub xov tooj ntawm tes, smartwatch, los sis lwm yam khoom siv, koj qhov kev ntsuas yuav tsis raug muab qhab nia.

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).

**H AIS:** [*Hom Kawm Zauv cov qeb kawm 3–8:* Koj tuaj yeem siv ib lub tshuab xam zauv rau Feem Ntawv 2, 3, thiab 4.]

[*Hom Kawm Zauv qeb kawm 11:* Koj tuaj yeem siv ib lub tshuab xam zauv rau txhua feem.]

[*Hom Kawm Xaij:* Yog koj muaj lus nug txog kev xav thov siv ib lub tshuab xam zauv, tsa koj sab tes.]

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).

**H AIS:** Kuaj xyuas kom koj lub npe nyob rau ntawm cov ntaub ntawv uas kuv tau muab rau koj.

Nco qab ntsoov kuaj xyuas koj cov nqa lus teb thaum koj ua ib feem ntawm qhov kev ntsuas tiav. Dhau ntawd ces tsa koj sab tes thov kom muab ntawv nplaum lo rau feem ntawv no.

Students will begin with the next unsealed part of test.

**H AIS:** Qhib koj phau ntawv ntsuas. Tam sim koj tuaj yeem ua mus ntiv rau koj qhov kev ntsuas.

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.

## End of Segments

As students finish a segment, read these instructions and provide them a sticker to seal it.

**HAIS:** Ua ntej koj yuav npog feem ntawv no, kuaj xyuas koj cov nqe lus teb thiab saib xyuas kom koj teb rau txhua nqe lus nug tag lawm. Koj yuav tsis tuaj yeem rov qab mus rau tom cov nqe lus nug no ntxiv lawm.

## 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.

**HAIS:** Peb yuav tso tseg qhov kev ntsuas rau hauv lub sijhawm feeb.  
Kuaj xyuas feem ntawv uas koj tab tom ua haujlwm rau ntawd seb puas muaj tej yam yuav tau ua ntxiv, thiab saib xyuas kom koj teb rau txhua nqe lus nug tag lawm.  
Koj yuav tsis tuaj yeem rov qab mus rau tom cov nqe lus nug no ntxiv lawm.

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.

**HAIS:** Yog koj ua feem ntawv no tsis tiav, kuv yuav pab koj npog cov nplooj ntawv uas koj ua tiav tag dhau los ntawd.

SUBJECT	GUIDELINES	SCRIPTED INSTRUCTIONS
Reading	Students must complete all items associated with a passage. Seal the pages so that the next passage is visible.	<b>HAIS:</b> Koj yuav tsum teb txhua cov nqe lus nug kom tiav rau qhov kev ntsuas nyeem ntawv uas koj tab tom ua ntawd.
Mathematics	The last item completed must be the last item on the right-hand page so that the next item is not visible.	<b>HAIS:</b> Koj yuav tsum teb txhua cov nqe lus nug kom tiav rau cov nqe lus nug nyob ntawm cov nplooj ntawv uas koj tab tom ua ntawd.
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.	<b>HAIS:</b> Koj yuav tsum teb txhua cov nqe lus nug kom tiav rau zaj lus uas koj tab tom ua ntawd.

To end testing, read the following script to students.

**HAIS:** Peb ua qhov kev ntsuas tiav lawm. Tam sim no kuv yuav muab koj phau ntawv ntsuas thiab lwm cov ntaub ntawv siv.

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. This section includes information and guidance on what assistance may be provided and how to address student questions 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.	<b>H AIS:</b> Kuv tsis tuaj yeem pab koj rau cov nqe lus nug no.Ua raws li qhov koj paub.
A student does not think there is a correct answer or reports an issue with the test content.	<b>H AIS:</b> Qhia rau kuv seb koj nyob rau nqe lus nug twg lawm, thiab kuv yuav teev tseg. [Kev Nyeem Ntawv thiab Hom Kawm Zauv: Xaiv nqe lus teb uas koj xav tias zoo tshaj plaws.] [Hom Kawm Xaij: Xaiv nqe lus teb los sis cov nqe lus teb uas koj xav tias zoo tshaj plaws.] [Ntsig txog Kev Sau Yam Poob Siab Uas Yuav Muaj Teeb Meem rau nplooj ntawv 16 rau yam uas koj xav teev tseg yog qhov no tshwm sim muaj.]
A student does not know how to answer an item type that is not multiple-choice (for mathematics or science).	<b>H AIS:</b> Saib ntawm cov lus qhia nyob saum toj kawg ntawm nqe lus nug yog xav tau kev pab teb nqe lus nug no. [Koj tuaj yeem hais lus teb rau hom nqe lus nug twg los tau tab sis nws tsis tuaj yeem tshwm sim rau tus menyuum kawm ntawv pom tias tau teb li cas rau hauv qhov kev ntsuas los sis tau muab kev pab rau qhov kev ntsuas li cas.]

## 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 that students are able to demonstrate what they know independently.

If you are unsure how to assist in a situation that arises, follow your school procedures 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 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).

SCENARIO	GUIDANCE
A student needs to leave and will not return (e.g., illness, emergency).	<p>Instruct the student to close the test book and turn in test materials. The segment the student was working on should not be sealed.</p> <p>Note: For reading and science, when the student resumes testing, they may need to go back to access the passage or scene; however, the student cannot change answers to previously completed items.</p>
A student needs to use the restroom.	Follow 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 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 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 and Scheduling Testing
<input type="checkbox"/>	Confirm what plans have been made for students who finish early or need extra time during the testing session.	Estimated Test Administration Times and Scheduling Testing
<input type="checkbox"/>	Confirm what plans have been made for students who finish testing in an earlier testing session.	What Students May Do
<input type="checkbox"/>	Confirm if additional resources are needed to administer any accommodations and/or linguistic supports.	Overview Materials Allowed and Not Allowed During Testing
PREPARE FOR TESTING		SECTION TO REFERENCE
<input type="checkbox"/>	Remove or cover academic or 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 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 school procedures 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 during the testing session, 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 Violations
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 during and after testing.

## Overview

This section contains information about the administration of the MCA with paper 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](#) before testing. This resource is available on PearsonAccess Next (minnesota.pearsonaccessnext.com) 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. The Test Monitor reads each question from the script while the student answers in the test book. Additional guidelines for the administration of a script are provided in the script.

## Braille Administrations and Test Monitor Notes for Braille

The method the student will use to record answers to the questions (e.g., dictated to a scribe, with a braille writer) should be discussed with the student prior to testing.

*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. **New for 2020-21:** If you are administering a braille test, use the *Script to Read to Students* section that is included in the *Test Monitor Notes for Braille*; that version of the script is tailored to the braille administration.

## Estimated Test Administration Times and Scheduling Testing

The tables with the estimated test administration times are separated by subject. Verify how testing is scheduled and 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. Since the tests are not timed, know what plans have been made for students who finish early or need extra time during the testing session, based on how testing is scheduled.

The Total Test Administration column provides an estimate of actual student work time based on student testing data; it does not include the time needed for you to provide scripted directions or answer student questions.

### Estimated Test Administration Times for Paper Reading MCA

Grade and Test	Number of Items in Segment 1	Number of Items in Segment 2	Number of Items in Segment 3	Number of Items in Segment 4	Total Number of Items	Total Test Administration
3 Reading MCA	8	14	15	11	48	1–2.5 hours
4 Reading MCA	17	16	6	9	48	1–2.5 hours
5 Reading MCA	15	9	18	6	48	1–2.5 hours
6 Reading MCA	21	10	13	10	54	1–2.5 hours
7 Reading MCA	17	10	14	13	54	1–2.5 hours
8 Reading MCA	18	17	8	11	54	1–2.5 hours
10 Reading MCA	19	7	13	21	60	1–2.5 hours

### Estimated Test Administration Times for Paper Mathematics MCA

Grade and Test	Number of Items in Segment 1	Number of Items in Segment 2	Number of Items in Segment 3	Number of Items in Segment 4	Total Number of Items	Total Test Administration
3 Mathematics MCA	12	13	12	13	50	1–2.5 hours
4 Mathematics MCA	12	13	12	13	50	1–2.5 hours
5 Mathematics MCA	12	13	12	13	50	1–2.5 hours
6 Mathematics MCA	12	13	12	13	50	1–2.5 hours
7 Mathematics MCA	12	13	12	13	50	1–2.5 hours
8 Mathematics MCA	12	13	12	13	50	1–2.5 hours
11 Mathematics MCA	14	14	14	14	56	1–2 hours

### Estimated Test Administration Times for Paper Science MCA

Grade and Test	Number of Items in Segment 1	Number of Items in Segment 2	Total Number of Items	Total Test Administration
5 Science MCA	18	23	41	0.5–1.5 hours
8 Science MCA	25	26	51	0.5–1.5 hours
High School Science MCA	37	31	68	0.5–1.5 hours

## Prepare for Testing

### Prepare the Testing Room

Ensure all academic or instructional posters and graphics, including strategy techniques or methods, in the testing room or on desks are covered or removed, even if they are not related to the subject being tested (e.g., mathematics information must be covered during a reading test). This policy is required to ensure that students are answering items independently, without extra support or guidance that could be present in academic or instructional materials. For example, information in a historical poster about a scientist may provide an advantage for a reading passage or science scene, or information on a mathematics concept may provide information that could be used to answer a science item.

If you choose, you may write information specific to test administration on the board or in the room. Examples of allowable information include information about scheduling (e.g., We will stop after completing two segments, we will stop testing at the end of the class period) and what students may do when they are done with testing (e.g., Read a book when you are done testing).

### Materials Allowed and Not Allowed During Testing

#### Materials Allowed

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

#### Materials Not Allowed

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

#### Cell Phones, Wearable Technology, and Other 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). If applicable, follow your school procedure for collecting all devices or ensuring that students leave devices outside the testing room. If students are allowed to bring devices inside the testing room, they must remove them (for wearable technology) and/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 must 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 and Mathematics Tables**

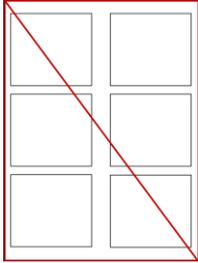
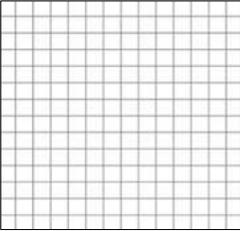
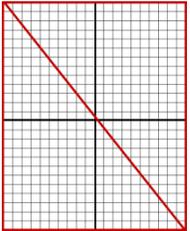
If providing a hard copy of a translated word list or mathematics multiplication or hundreds table, it must be a printed version of the documents posted to PearsonAccess Next under Preparing for Testing. Verify with your District or School Assessment Coordinator which students may be provided translated word lists as a linguistic support or the mathematics tables as an accommodation.

Note: For the mathematics table accommodations, the student must test in an individual setting, and for grades 3–8, only use the tables on the segments where calculators are allowed (Segments 2, 3, and 4; calculators are allowed on all segments for grade 11). Contact your District or School Assessment Coordinator for more information.

**Scratch Paper**

Students can use blank spaces in the test book to work on items and make notes; for mathematics, students may also use the grid paper and formula sheets provided inside the test books. If students remove the grid paper or formula sheets from inside the test book, they must write their names on the sheets. Note: Ensure students do not tear off the back page of the test book for scratch paper; the back page contains the secure barcode number for the test book, which is needed to confirm secure materials are returned.

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, and paper may not be pre-folded into sections.	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 may not contain numbers, coordinates, or numbered boxes.	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 Materials Assigned to Students Checklist* or other checklist provided in the school. The security number is located on the back cover.
- On the first day of testing, the student should write their name on all materials provided: test book, scratch paper, grid paper (if removed from inside the test book), mathematics formula sheets (if removed from inside the test book), translated word lists (if provided), and mathematics table accommodations (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 to students who require a script accommodation.

### 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. Note: If your school procedures allow you to access these directions electronically, ensure your primary focus is still on active monitoring.

If space is limited and students can potentially see other test materials, ensure through your active monitoring that students are working independently.

### 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 sticker and may assist them in applying the sticker to seal the appropriate pages, if needed. If you run out of stickers, tape may be used instead.

### Policies on Providing Assistance

The *Answering Questions and Providing Assistance* section of this document gives specific guidance regarding the type of help that may be provided during testing. Keep the following requirements in mind:

Type of Assistance	Requirements
Repeating directions	<ul style="list-style-type: none"> <li>• You may repeat—but may not paraphrase—the scripted instructions.</li> <li>• If you believe a student missed any item(s), you may remind them to make sure they have answered all items using only scripted instructions from this document. You may not point out specific items or provide any other instructions that may lead the student to change or reconsider their answers.</li> </ul>

Type of Assistance	Requirements
Assistance with the test	<ul style="list-style-type: none"> <li>You may not define or pronounce a word on a test item, discuss a test item, or give an opinion regarding a test item.</li> <li>Do not give any indication that there may be a different approach or answer; do not help students with answers to items in any way.</li> <li>You may not remind students of any test-taking strategies or academic strategies (e.g., to use scratch paper). Help of this sort should be provided prior to test administration, such as when the item samplers are used.</li> <li>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).</li> </ul>
Pacing and monitoring student progress	<ul style="list-style-type: none"> <li>You may not control the pace at which a student tests, as the tests are not timed and students should be allowed to continue if they are making progress. For example, if you notice a student is moving quickly through the test, you can re-read any scripted instructions from this document, but it is not permissible to say, “Slow down” or “Take your time.”</li> <li>You may monitor student tests to verify where students are at in terms of how testing is scheduled (e.g., verifying how many items students have completed, verifying which segment they are in). However, you need to make sure that you are not viewing secure test content. Unauthorized viewing of secure test content is when you view the content long enough to determine the essence of it.</li> </ul>

### Requesting Assistance from Others

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

Your school procedure may require you to use a cell phone, computer, or other device to alert others if assistance is needed; however, these devices may be used for that purpose only. 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 when the testing session is over.

## 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 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 can use.
- Cell phones or other devices (including wearable technology) cannot be used at any time, even if the student has completed testing or is working on something unrelated.

Students who have finished testing in a previous test session are not allowed to be in the testing room on subsequent days of testing. Follow your school procedures to ensure students who have finished testing in a previous test session are not in the room during future testing sessions. This policy is required in order to reduce distractions for students who are still testing and to ensure test security is maintained.

## 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 Materials Assigned to Students Checklist*.
- Verify that additional materials provided (scratch paper, translated word lists, and/or mathematics table accommodations) have been collected. For mathematics, any formula sheets or grid paper removed by students from inside the test book must also be collected.
- Verify you have all scripts, using the *Test Materials Assigned to Students Checklist*.
- Immediately report any missing test materials to your District or School Assessment Coordinator.

These materials must be kept secure between testing sessions following your school procedures (e.g., you will secure test materials or return them to the District or School Assessment Coordinator between testing sessions).

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 2 business days after the close of the testing window. This also applies to any formula sheets or grid paper, if removed from inside the test book, and any translated word lists or mathematics table accommodations, 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, you 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 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. Doing any of these actions is a security violation.

## Reporting Misadministrations and Test Security Violations

If a misadministration (i.e., a non-standard situation) or security violation 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 for a paper test to be scored, student responses in the test books **must be entered into a Data Entry form in TestNav** by district or school staff during the testing window. Student responses in MCA paper test books will NOT be scanned and scored when they are returned to Pearson; 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 online by the end of testing, there is a \$125 fee for late score entry.

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

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 answers cannot be modified if they did not follow these instructions. If the student missed an item and it is not discovered until responses are entered, the student may not go back to complete the item.

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.