Testing Directions: Online
Spring 2024

These directions provide the information you need while administering the Reading, Mathematics, and Science Minnesota Comprehensive Assessments (MCAs) and include the following sections:

- 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.

- A transcript of the directions in the student tests.

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

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 (for example, students will stop after completing a certain number of questions for reading or mathematics; after completing section 2 for science; or after a certain period of time).

> **SAY:** Peb tau teeb sij hawm thaj tsam li _____feeb rau kev ntsuam sim.
>
> Koj yuav tso tseg kev ntsuam sim _____. Nws yog qhov tseem ceeb uas koj ua kom zoo tshaj plaws.Qhov kev ntsuam sim tsis teeb sij hawm yog li ntawd koj tuaj yeem siv sij hawm ntxiv tuaj tom qab los tau yog tias koj siv.
>
> Thaum koj ua tiav, tsa koj sab tes. Yog tias lwm tus tub ntxhais kawm tseem ua qhov xeem, ces koj yuav_____ [*piv txwv,* 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.

> **SAY:** Ncua sij hawm xeem, cov khoom uas pub koj muaj ces tsuas yog ob lub khwb pob ntseg ua txoj hlua, tej yam khoom siv sau thiab cov ntawv uas kuv yuav muab rau koj.
>
> Yog tias koj muaj lwm yam dab tsi, muab nws cia tam sim no.
>
> - Koj tsis tuaj yeem siv koj lub xov tooj ntawm tes los sis lwm yam cuab yeej thaum xeem. Hle cov moos tshaj lij, Lub nploog pob ntseg Mus Thuj, los sis lwm yam tev naus luas yis uas koj coj.
> - Muab lwm cov plaus nkas los sis cov app kaw hauv koj lub _____ [*piv txwv,* khoos pis tawj, Chromebook, iPad].
> - Yog tias koj siv lub xov tooj ntawm tes, lub moos coj, los sis lwm yam cuab yeej, los sis siv lwm cov program los sis cov app ncua sij hawm ua kev ntsuam sim, koj qhov kev ntsuam sim yuav tsis tau qhab nia.

Distribute testing tickets, scratch paper, and other materials (for example, paper copies of formula sheets or translated word lists). For science and grade 11 mathematics only, student may use handheld calculators; refer to the *Answering Questions and Providing Assistance* section for instructions you may provide if needed.

> **SAY***:* Ntsuam xyuas kom pom tias muaj koj lub npe nyob rau saum hau ntawm daim pib kev ntsuam sim, thiab tag ntawd muab nws npog. Sau koj lub npe rau hauv lwm cov ntaub ntawv.
>
> Thaum koj ua tiav qhov kev ntsuam sim, kuv yuav los sau cov ntaub ntawv no.

If these steps have not been completed before students arrive, read this information. Otherwise, go to the last SAY box in this section. You may assist students as needed, including providing instructions about how to open the TestNav app and select "Minnesota" as needed.

> **SAY:** Qhib TestNav.
>
> Nruab koj lub pob mloog pob ntseg thiab xaiv Sim Ua Suab (Test Audio) nyob rau hauv qhov chaw Sau Npe Nkag Mus (Sign In) ua kom paub tseeb tias koj hnov lub suab.Koj tuaj yeem kho tau qhov nrov loj-me yog tias koj xav kho.
>
> Tam sim no tej zaum koj yuav npog tau koj daim pib kev ntsuam sim thiab ntaus nkag koj lub npe tus neeg siv thiab tus zauv zais.Tag ntawd xaiv Sau Npe Nkag Mus (Sign In).
>
> Yog tias koj muaj lus nug thaum nkag mus, tsa koj sab tes.

Assist students with signing in, as needed.

> **SAY:** Ua kom ntseeg siab tias koj pom koj lub npe nyob rau ntawm lub this viv lawm.
>
> Koj yuav tau nyeem cov lus qhia ua ntej koj pib qhov kev ntsuam sim.
>
> Nco qab ntsoov tshab xyuas koj cov lus teb thoob plaws koj qhov kev ntsuam sim.
>
> Tej zaum koj yuav pib tau tam sim no.

The *Transcript of Student Directions* is provided at the end of this document for your reference. You may repeat any of these directions, as needed, throughout testing.

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 there will be a break during testing, instruct students to turn over the device, exit the test, or cover the test in some way (as applicable for the device and consistent with school procedures) so that no test content is visible. Make sure students do not talk about the test during the break. If students exit the test, they must be resumed in PearsonAccess Next before they can continue testing.

Ending Testing

When getting to the end of the day's scheduled testing time, read these instructions to students. If students have gone further than what was scheduled for the test session or will not be able to complete what was planned, refer to the *Answering Questions and Providing Assistance* section for instructions you may provide.

> **SAY:** Peb yuav nres tseg kev ntsuam sim nyob rau _____ feeb.
>
> Tshab xyuas koj cov lus teb raws li xav tau.
>
> Koj yuav tsis tuaj yeem rov qab mus teb tau cov lus nug ntawd lawm tom qab koj tawm ntawm qhov kev ntsuam sim.

To end testing, read the following script to students. If students cannot remember how to exit or submit the test, refer to the *Transcript of Student Directions* at the end of this document for instructions you may use.

> **SAY:** Tawm ntawm koj qhov kev ntsuam sim tam sim no.Yog tias koj muaj tej cov ntaub ntawv twg, kuv yuav sau cov ntaub ntawv ntawd .

Collect test materials from students (for example, scratch paper, testing tickets). Make sure all students have exited the test and closed TestNav.

For science and grade 11 mathematics students using handheld 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 (for example, students will stop after completing a certain number of questions for reading or mathematics; after completing the test; or after a certain period of time).

> **SAY:** Peb tau teeb sij hawm thaj tsam li _____feeb rau kev ntsuam sim.
>
> Koj yuav tso tseg kev ntsuam sim _____.Nws yog qhov tseem ceeb uas koj ua kom zoo tshaj plaws.Qhov kev ntsuam sim tsis teeb sij hawm yog li ntawd koj tuaj yeem siv sij hawm ntxiv tuaj tom qab los tau yog tias koj siv.
>
> Thaum koj ua tiav, tsa koj sab tes. Yog tias lwm tus tub ntxhais kawm tseem ua qhov xeem, ces koj yuav_____ [*piv txwv, 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.

Note: For reading, students need wired headphones if they are using the available white noise tool; otherwise, headphones are only needed for mathematics and science.

> **SAY:** Ncua sij hawm xeem, cov khoom uas pub koj muaj ces tsuas yog [koj ob lub khwb pob ntseg ua txoj hlua], tej yam khoom siv sau thiab cov ntawv uas kuv yuav muab rau koj.
>
> Yog tias koj muaj lwm yam dab tsi, muab nws cia tam sim no.
>
> - Koj tsis tuaj yeem siv koj lub xov tooj ntawm tes los sis lwm yam cuab yeej thaum xeem. Hle cov moos ntse, Lub nploog pob ntseg Mus thooj, los sis lwm yam tev naus luas yis uas koj.
>
> - Muab lwm cov plaus nkas los sis cov app kaw hauv koj lub _____ [*piv txwv, khoos pis tawj, Chromebook, iPad*].
>
> - Yog tias koj siv lub xov tooj ntawm tes, lub moos coj, los sis lwm yam cuab yeej, los sis siv lwm cov program los sis cov app ncua sij hawm ua kev ntsuam sim, koj qhov kev ntsuam sim yuav tsis tau qhab nia.

Distribute testing tickets, scratch paper, and other materials (for example, paper copies of formula sheets or translated word lists). For science and grade 11 mathematics only, students may use handheld calculators; refer to the *Answering Questions and Providing Assistance* section for instructions you may provide if needed.

> **SAY:** Ntsuam xyuas kom pom tias muaj koj lub npe nyob rau hauv cov ntaub ntawv uas kuv tau muab rau koj lawm, los sis sau koj lub npe rau hauv cov ntaub ntawv ntawd.Tag ntawd, muab cov ntaub ntawv npog.
>
> Thaum koj ua tiav qhov kev ntsuam sim, kuv yuav los sau cov ntaub ntawv no.

If these steps have not been completed before students arrive, read this information. Otherwise, go to the next SAY box. Ensure student tests have been resumed in PearsonAccess Next; refer to *Resuming Tests on Following Days of Testing* section for more information on resuming. You may assist students as needed, including providing instructions about how to open the TestNav app and select "Minnesota" as needed.

> **SAY:** Qhib TestNav.
>
> [*Yog tias cov tub ntxhais kawm tab tom siv cov pob mloog pob ntseg*: Nruab koj lub pob mloog pob ntseg thiab xaiv Sim Ua Suab (Test Audio) nyob rau hauv qhov chaw Sau Npe Nkag Mus (Sign In) ua kom paub tseeb tias koj hnov lub suab.Koj tuaj yeem kho tau qhov nrov loj-me yog tias koj xav kho.]
>
> Tam sim no tej zaum koj yuav npog tau koj cov ntaub ntawv thiab ntaus nkag koj lub npe tus neeg siv thiab tus zauv zais los ntawm koj daim pib kev ntsuam sim.Tag ntawd xaiv Sau Npe Nkag Mus (Sign In).

> Yog tias koj muaj lus nug thaum nkag mus, tsa koj sab tes.

Assist students with signing in, as needed.

> **SAY:** Ua kom ntseeg siab tias koj pom koj lub npe nyob rau ntawm lub this viv.
>
> Nco qab ntsoov tshab xyuas koj cov lus teb thoob plaws koj qhov kev ntsuam sim.
>
> Tam sim no tej zaum koj tuaj yeem ua tau koj qhov kev ntsuam sim txuas mus.

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 there will be a break during testing, instruct students to turn over the device, exit the test, or cover the test in some way (as applicable for the device and consistent with school procedures) so that no test content is visible. Make sure students do not talk about the test during the break. If students exit the test, they must be resumed in PearsonAccess Next before they can continue testing.

Ending Testing

When getting to the end of the day's scheduled testing time, read these instructions to students. If students have gone further than what was scheduled for the test session or will not be able to complete what was planned, refer to the *Answering Questions and Providing Assistance* section for instructions you may provide.

> **SAY:** Peb yuav nres tseg kev ntsuam sim nyob rau _____ feeb.
>
> Tshab xyuas koj cov lus teb raws li xav tau.
>
> Koj yuav tsis tuaj yeem rov qab mus teb tau cov lus nug ntawd lawm tom qab koj tawm ntawm qhov kev ntsuam sim.

To end testing, read the following script to students. If students cannot remember how to exit or submit the test, refer to the *Transcript of Student Directions* at the end of this document for instructions you may use.

> **SAY:** Tawm ntawm koj qhov kev ntsuam sim tam sim no.Yog tias koj muaj tej cov ntaub ntawv twg, kuv yuav sau cov ntaub ntawv ntawd.

Collect test materials from students (for example, scratch paper, testing tickets). Make sure all students have exited the test and closed TestNav.

For science and grade 11 mathematics students using handheld 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 online tools and accessibility features, and navigate through the online test. The only exceptions where additional guidance may be provided are scripted below.

Scenario	Scripted instructions and/or Guidance
A student in grade 8 or 11 for mathematics needs assistance changing the online calculator setting from radians to degrees (the default setting for the calculator is radians).	**SAY**: Xaiv MODE, siv cov pob nias ua tus xub los taw rau DEGREE, thiab nias ENTER.
A student in grade 11 or taking a science test wants to use a handheld calculator for the grade 11 Mathematics MCA or the Science MCA.	**SAY**: Tej zaum koj yuav siv tau lub tshuab xam zauv ntawm tes txhawm rau ua qhov kev ntsuam sim no. [Handheld calculators may be used instead of or alongside the online calculator for the grade 11 Mathematics MCA and all grades of the Science MCA. Ensure students have cleared the memory or disabled applications for testing if they are using handheld graphing calculators.]
A student needs to adjust the volume or unmute the audio in the test.	[Assist the student with adjusting the volume by using the audio icon and volume slider in the gray bar (for most devices) or by using the buttons on the device (for iOS devices). No scripted instructions are provided because the assistance needed varies based on the situation.]
A student cannot move forward or back in the test.	**SAY**: Koj yuav tsum teb txhua feem ntawm qhov lus nug ua ntej koj thiaj tuaj yeem mus tau rau lwm qhov lus nug. [**New for 2023–24**: After the first item in each section or group of questions, the back and next navigation arrows will always appear active (for example, blue) throughout the test. However, if a student selects the back or next button before answering the current item, a message will appear reminding the student to answer all parts of the question first.]
A student cannot complete a constructed-response item for science.	**SAY**: Koj yuav tsum ntaus nkag qhov lus teb rau hauv lub kem plaub fab sau ntawv ua ntej koj thiaj yuav tuaj yeem ua tau lwm qhov.Muaj ciam txwv txog qhov ntau ntawm cov niam ntawv uas koj tuaj yeem siv tau. [If asked, you can say: Kev siv cov niam ntawv loj, kev sau ib tug zuj zus, thiab cov cim yuav tsis yog ib feem ntawm kev muab qhab nia rau cov lus nug no.]

Scenario	Scripted instructions and/or Guidance
A student cannot complete an equation editor item for math.	**SAY**: Xaiv thaj chaw teb. Siv lub keyboard los sau koj cov lus teb
A student cannot complete a fill-in-the-blank item.	**SAY**: Ua kom ntseeg siab tias koj tsuas ntaus nkag cov niam ntawv uas tso cai xwb.Dhau li no lawm, txhua tej nqe lus nug muaj ciam txwv txog qhov ntau ntawm cov niam ntawv uas koj tuaj yeem siv tau. [*Mathematics*] • Tej zaum koj tsuas siv tau cov zauv 0–9, tus cim kem qaij mus tom hauv ntej (/) los qhia txog cov zauv tshooj (fraction), thiab lub cim ib tee (period) los qhia txog cov zauv tsis txwm (decimal) xwb. • [*For grades 7, 8, and 11*: Tej zaum koj kuj yuav siv tau lub cim kos txuas ntxiv (-) ua lub cim rho tawm thaum xav tau]. • Yog tias koj qhov lus teb yog tus zauv sib tov, koj yuav tsum muab nws hloov mus ua tus zauv tshooj uas tsis phim (improper fraction) los sis tus zauv tsis txwm (decimal). • Ntaus nkag koj cov lus teb txhob pub muaj tus cim kem (comma). • Yuav tsis pub muaj cov chaw seem. [*Science*] Tej zaum koj yuav siv tau cov niam ntawv los sis cov zauv nce raws li nqe lus nug.Nyob rau qee nqe lus nug, tej zaum koj kuj siv tau lub cim kos txuas ntxiv (hyphen) ua lub cim rho tawm (-) thiab lub cim ib tee (period) ua cov zauv tsis txwv (dicimals).
A student has a question on test content (for example, how do I add fractions?) or how to answer any other item type.	**SAY:** Kuv yuav pab tsis tau koj teb cov lus nug ua kev ntsuam sim.Koj yuav tau ua kom zoo tshaj plaws.
A student does not think there is a correct answer or reports an issue with the test content.	**SAY**: Qhia kuv txog tej nqe lus nug uas koj tab tom ua, thiab kuv yuav muab nws cim cia.Xaiv nqe lus teb los sis cov lus teb uas koj xav tias raug zoo tshaj plaws. [Refer to *Documenting Suspected Issues* on page 22 for the information you need to take note of if this occurs.]
A student asks about a group of items or section that seems shorter than others.	**SAY**: Qee koog los sis qee kem muaj cov lus nug tsawg heev.Tshab xyuas koj cov lus teb, raws li xav tau, ua ntej koj ua mus rau lwm qhov. [As needed, provide instructions to the student about proceeding with the test or exiting/submitting.]

Answering Questions and Providing Assistance

Scenario	Scripted instructions and/or Guidance
A student cannot respond to an item or move forward or back because of a tool or navigation.	[Assist the student with moving forward as needed (for example, instruct the student to zoom out or close the answer mask) but do not provide assistance on the test content or how to correctly answer test items. If a student does not know how to answer a specific type of item, you may verbally describe the functionality in general but you cannot demonstrate or show the student how to answer in the test. No scripted instructions are provided because the assistance needed varies based on the situation but you can repeat other scripted instructions that may be helpful (for example, reminding them to answer all parts of the question).]
A student cannot proceed because of a technical issue (for example, an error message or student exited unexpectedly).	[Assist the student as needed with the technical issue and/or follow your school procedures to get assistance from others so you may continue active monitoring. If the student cannot move forward, instruct the student to exit the test. No scripted instructions are provided because the assistance needed varies based on the situation.]
A student receives a TestNav message indicating their testing device's battery is low.	[Assist the student as needed with plugging-in the testing device. No scripted instructions are provided because the assistance needed varies based on the situation.]
A student has gone further than scheduled for the testing session (for example, answers more items than scheduled or starts section 3 for science).	**SAY**: Nco ntsoov tias peb yuav nres_____.Tshab xyuas koj cov lus teb thiab tawm ntawm koj qhov kev ntsuam sim. [Provide information based on how testing is scheduled. If the student has questions on where to stop since they have gone on, provide instructions, as needed.]
A student is unable to complete the number of items or science section planned for the testing session.	**SAY**: Nws tsis ua li cas yog tias koj ua tsis tiav nyob rau _____.Koj yuav muaj sij hawm ntxiv tuaj tom qab.Tshab xyuas koj cov lus teb thiab tawm ntawm koj qhov kev ntsuam sim. [Provide information based on how testing is scheduled.]

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 (for example, **SAY**: Qhov tseem ceeb tshaj ces yog koj ua kom zoo tshaj plaws, or **SAY**: Tsom rau ua koj qhov xeemv).
A student needs to leave and will not return (for example, illness or emergency).	If possible, instruct the student to exit the test. If the student cannot exit the test, ensure the test content is covered so no test content is visible. The test will automatically time out after 20 minutes of inactivity, and the student will be exited.
A student needs to use the restroom.	Follow school procedures regarding restroom breaks during testing (for example, only one student can leave at a time or hallway monitors ensure students are not talking during breaks). Ensure the test content is covered or the student exits the test.
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 (for example, **SAY**: Ua li qhov koj ua tau zoo tshaj plaws, or **SAY:** Koj tuaj yeem ua tau qhov no). If the student is not making progress after encouragement, instruct the student to exit the test and contact your District or School Assessment Coordinator for appropriate next steps.
A student is not using a strategy or material that is used during instruction.	You cannot remind students of test-taking or academic strategies (for example, using their scratch paper, re-reading the passage, or using the answer eliminator tool).
A student is rushing through the test.	You cannot control the pace a student is testing or instruct a student to slow down. You may use the guidance provided in the previous section for when a student has gone further than scheduled for the testing session, as needed. 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
☐ Confirm the days and times scheduled for test administration.	Testing Schedules (pp. 12–13)
☐ Confirm what plans have been made for students who finish early or need extra time during the testing session.	Testing Schedules (pp. 12–13)
☐ Confirm what plans have been made for students who finished testing in an earlier testing session, as they are not allowed to be in the testing room on subsequent days of testing.	What Students May Do (pp. 25–26)
☐ Confirm if any students need universal supports or accommodations, and verify student tests have been set up for them.	Universal Supports and Accommodations (p. 14)
Prepare for Testing	**Section to Reference**
☐ Remove or cover academic or instructional posters and graphics on testing room walls and desks.	Prepare the Testing Room (p. 15)
☐ Confirm which allowable materials will be provided to students (for example, scratch paper) during testing.	Materials Allowed and Not Allowed During Testing (p.15)
☐ Review materials not allowed during testing, and verify school procedures for ensuring students do not access them.	Materials Allowed and Not Allowed During Testing (p. 15)
☐ If applicable, verify test session set up in PearsonAccess Next.	Managing Test Sessions in PearsonAccess Next (p. 18)
Start/Resume Testing	**Section to Reference**
☐ For the first day of testing, verify test session information in PearsonAccess Next.	Before Students Arrive (pp. 18–19)
☐ If applicable, for subsequent days of testing, resume student tests in PearsonAccess Next.	Resuming Tests on Following Days of Testing (pp. 19–20)
☐ Verify that no other programs or applications are open on student devices.	Before Students Arrive (pp. 18–19)
☐ Instruct students to open TestNav using scripted instructions (or open TestNav, if school procedure is to complete this step for students).	Student Sign In (pp. 18–19)

☐	Provide materials to students and have students sign in to the test using scripted instructions. (If school procedure is to complete sign in for students, complete steps to sign students in before providing materials.)	Student Sign In (pp. 18–19)
Monitor Testing		**Section to Reference**
☐	Actively monitor student testing.	Active Monitoring (pp. 20–21)
☐	Answer student questions, following the guidance in these directions.	Policies on Providing Assistance (p. 21)
☐	As needed, follow school procedures to request assistance from other staff.	Requesting Assistance from Others (p. 21)
☐	Document any suspected item or translation errors or technical issues.	Documenting Suspected Issues (p. 22)
☐	If applicable, monitor progress in PearsonAccess Next.	Monitoring Progress in PearsonAccess Next (pp. 22–24)
☐	If applicable, provide breaks to students.	Breaks (pp. 24–25)
End Testing		**Section to Reference**
☐	Remind students that testing is almost over and then to exit or submit their tests using scripted instructions.	End Testing (p. 25)
☐	Make sure all students have exited the test and close TestNav before leaving the testing room.	End Testing (p. 25)
☐	If students finish testing at different times during the testing session, direct students on what to do (for example, read a book).	What Students May Do (pp. 25–26)
☐	Collect test materials, including student testing tickets, scratch paper, and any other materials provided.	Collecting Secure Test Materials (p. 26)
☐	Return test materials, or keep them secure, as instructed.	Collecting Secure Test Materials (p. 26)
☐	Know how to answer student questions about the testing experience.	Discussing the Testing Experience (p. 26)
☐	Report any suspected items, translation errors, or technical issues.	Reporting Suspected Issues (p. 26)
☐	Report any misadministrations or test security issues.	Reporting Misadministrations and Test Security Violations (p. 26)

Test Monitor Checklist

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

Overview

The following information about MCA test design may help with questions that come up during testing.

The Reading and Mathematics MCAs are **adaptive** assessments, which means that each item (for mathematics) or passage(s) with associated items (for reading) is selected based on performance on the items the student has already taken. The items (and for reading, passages) are divided into groups of questions to limit the number of items a student may review, which is important for both test security and test construction (for example, to separate calculator and non-calculator items for grades 3–8 mathematics).

The Science MCA is a **fixed-form** assessment, which means that items and their associated scenarios are pre-selected. While students take the same items that count for their score, there are multiple forms and the placement of these items and scenarios varies. The items and scenarios are divided into four sections.

Testing Schedules

Verify how testing is scheduled and what the daily testing times will be with your District or School Assessment Coordinator.

- 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.

- Keep in mind that the types of items (multiple choice or technology enhanced) and length of time to read passages and complete the items will vary by student. If students have gone further than what was scheduled for the test session or will not be able to complete what was planned, refer to the *Answering Questions and Providing Assistance* section for guidance.

- Each table includes different information to help Test Monitors if testing is scheduled over multiple days:

  o For reading, students should exit on the last item in a group of items (which corresponds to the end of a reading passage). Note: Group numbers do not appear in student tests; use the item numbers and the tables below to determine which group students are in (as needed).

  o For mathematics, while the number of items by group is provided, it does not need to be used for scheduling. Students may stop testing at any item. Note: Group numbers do not appear in student tests; use the item numbers and the tables below to determine which group students are in (as needed).

  o For science, if testing over multiple days, two days should be scheduled, and students should exit after completing the first two sections of the test (as each half of the test is roughly equal in length).

Number of Items for Online Reading MCA

Grade and Test	End of Group 1	End of Group 2	End of Group 3	End of Group 4	Total Number of Items
Grades 3–5 Reading MCA	Item 8	Item 24	Item 32	Item 48	48 items
Grades 6–8 Reading MCA	Item 15	Item 30	Item 38	Item 53	53 items
Grade 10 Reading MCA	Item 17	Item 34	Item 43	Item 60	60 items

Number of Items for Online Mathematics MCA

Grade and Test	End of Group 1	End of Group 2	End of Group 3	End of Group 4	End of Group 5	Total Number of Items
Grades 3–8 Mathematics MCA	Item 15	Item 30	Item 34	Item 48	N/A	48 items
Grade 11 Mathematics MCA	Item 11	Item 22	Item 33	Item 44	Item 55	55 items

Number of Items for Online Science MCA

Grade and Test	Number of Items in Section 1	Number of Items in Section 2	Number of Items in Section 3	Number of Items in Section 4	Total Number of Items
Grade 5 Science MCA	20–21	3–8	4–8	20–21	50–53
Grade 8 Science MCA	22–25	6–8	3–4	26–29	60–63
High School Science MCA	32–36	3–8	3–8	32–36	78–80

Detailed Information

Universal Supports and Accommodations

The following sections provide information about some universal supports and accommodations that students may require. Discuss any questions on allowable or available supports and accommodations with your District or School Assessment Coordinator.

If you are administering the test with a science script, signed interpretation, or a scribe, refer to the *Guidance for Universal Supports and Accommodations for Minnesota Statewide Assessments* before testing. This resource is available on the MDE website (education.mn.gov) under Districts, Schools and Educators > Teaching and Learning > Statewide Testing > District Resources (under the Universal Supports and Accommodations Resources expandable heading).

Accommodated Text-To-Speech

Standard text-to-speech is available for all students taking the Mathematics and Science MCAs. Accommodated text-to-speech is only available for students with an IEP or 504 plan. Accommodated text-to-speech provides computer-generated audio for charts and graphs in addition to the audio that is provided for standard text-to-speech. To verify that accommodated text-to-speech has been indicated, check the Session Student Roster from PearsonAccess Next (if provided) or check with your District or School Assessment Coordinator.

Pop-Up Translations and Translated Word Lists

Mathematics and Science MCAs have pop-up translations and translated word lists available as universal supports. These translations may provide support to multilingual learners, including English learners, former English learners, or students in immersion or dual language programs, as determined by the district.

- Pop-up translations for select words are available in Hmong, Somali, and Spanish in the online test. To verify that pop-up translations have been indicated, check the Session Student Roster from PearsonAccess Next (if provided) or check with your District or School Assessment Coordinator.

- Translated word lists are available on PearsonAccess Next under Preparing for Testing > Translated Word Lists. Additional instructions for providing and using the lists during test administration are available on PearsonAccess Next.

Science Scripts

The science script can be administered in conjunction with the online Science MCA for students with an IEP or 504 plan. The Test Monitor reads from the script while the student answers the questions in the online test. Additional guidelines for the administration of a script are provided in the script.

To verify that students have been set up with the correct test for the script, check that the Form Group Type on the Students in Sessions screen in PearsonAccess Next displays "Science Script" or check with your District or School Assessment Coordinator.

> A script cannot be used in conjunction with the online Mathematics MCA because items are chosen based on student performance and are not pre-selected.
>
> For administration of the script with a regular print, large print, or braille test book for Mathematics or Science MCA, contact your District or School Assessment Coordinator for more information.

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 during test administration. This also includes academic or instructional information not related to the subject being tested (for example, 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 (for example, We will stop after answering 25 questions, or We will stop testing at the end of the class period) and what students may do when they are done with testing (for example, Read a book when you are done testing).

Materials Allowed and Not Allowed During Testing

Materials Allowed

- District-owned computers or devices
- Student testing tickets
- Wired headphones that do not have Bluetooth capabilities (see below)
- Scratch paper
- A pencil or pen
- Hard copy formula sheets for grades 5–8 and 11 (mathematics only; see below)
- Paper copy of translated word list (mathematics and science only; see below)
- Paper copy of mathematics multiplication or hundreds tables (grade 11 mathematics only; see below)
- Handheld calculators (science and grade 11 mathematics only; see below)

Materials Not Allowed

- Handheld calculators (grades 3–8 mathematics; see below)
- Dictionaries, thesauruses, and other reference materials
- Calculator manuals
- Cell phones (see below)
- Wearable technology or other devices (see below)

Cell Phones, Wearable Technology, and Devices

Students may NOT use cell phones or any other devices, including wearable technology (for example, smartwatch, fitness tracker, Bluetooth earbuds), 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), turn them off, and/or put them away before testing begins. Note: For the rare situation where a student may need to use a cell phone or device as a support or accommodation (for example, as a medical monitor, personal hearing aid, amplification system, or assistive technology), contact your District or School Assessment Coordinator to confirm if the use is an allowable exception to the policy.

Detailed Information

Only district-owned computers or devices can be used for student online testing. Because of technology preparation and test security concerns, student-owned computers or devices are not permitted. Devices issued to students by the school can be used for testing; these devices can be used for activities other than testing or taken home, as permitted by the district. If a student-owned device is used for student online testing, the test must be invalidated. For the rare situation where a student may need to use a student-owned device for a specific accommodation need (such as assistive technology), contact your District or School Assessment Coordinator prior to test administration to request approval from MDE.
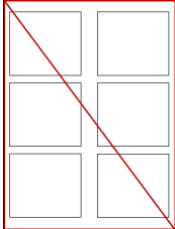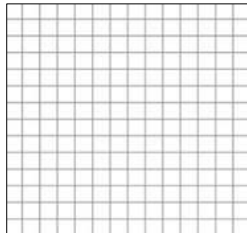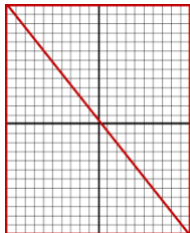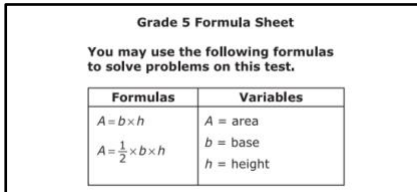
Headphones

Headphones is used as a generic term to refer to headsets, wired earbuds, and headphones. Wired headphones may be supplied by the school, or students may use their own.

- Students need headphones to listen to the text-to-speech for the Mathematics and Science MCAs, so headphones must be provided; however, students are not required to use them.

- Since the student directions in the test have text-to-speech available, headphones are also recommended for the Reading MCA.

- In addition, headphones are required if students will be utilizing the white noise accessibility feature through TestNav for any subject.

- Bluetooth headphones are not allowed because they have the ability to connect and receive information from a device other than the testing device, which cannot be verified by the Test Monitor during testing.

    o Some wired headphones may have Bluetooth capabilities. Ensure headphones that will be used do not have Bluetooth capabilities.

    o Note: There are exceptions for amplification devices, including personal hearing aids, that use Bluetooth capabilities.

Scratch Paper

The following materials may be used as scratch paper, using these guidelines. Students may draw lattices, diagrams (for example, number lines), or charts 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	Lined 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. Sticky notes are also allowed, but they must be provided as a pad and not strategically pre-arranged by the Test Monitor.	Not allowed:
Individual whiteboards	Must be blank before and after administration. Must not contain pre-printed numbers, coordinates, or numbered boxes.	N/A

Scratch Paper	Guidelines	Examples
Commercially-produced graph paper	Must not contain numbers, coordinates, or numbered boxes.	Allowed: Not Allowed:
Paper copies of mathematics formula sheets	May be used if providing the current-year version to students from PearsonAccess Next.	Allowed (example):
Student testing tickets	May be used.	Allowed (example):

Formula Sheets, Translated Word Lists, and Mathematics Tables

If providing a paper copy of the formula sheet, 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 universal support and/or which grade 11 students may be provided mathematics multiplication or hundreds tables.

Note: The paper copy versions of multiplication and hundreds tables may be provided to any student for grade 11 Mathematics MCA only, but students must test in an individual setting. For grades 3–8, the use of these tables is considered an accommodation that requires the student to test using a paper test book. Contact your District or School Assessment Coordinator for more information.

Online Calculators

Students must be familiar with the functionality of the online calculator prior to test administration. Contact your District or School Assessment Coordinator with questions on the types of online calculators available in the tests.

- For grades 3–8 Mathematics MCA, the online calculator is available in sections where a calculator may be used.
- For grade 11 Mathematics MCA, the online calculator is available throughout the entire test.
- For Science MCA, the online calculator is available if items on the test require mathematical computations.

Note: For grades 8 and 11 mathematics, the default setting for the online graphing calculator is radians; the *Answering Questions and Providing Assistance* section includes instructions you may provide to students to change to degrees if needed.

Handheld Calculators

For online administrations, handheld calculators are **only** allowed for the Science MCA and grade 11 Mathematics MCA. Contact your District or School Assessment Coordinator with questions on the types of handheld calculators that may be used. Note: Web-based calculators or calculator apps accessed from another device (for example, Chromebook) are not allowed. A handheld graphing calculator must either have the memory cleared before and after each testing session, or have a feature that temporarily disables Flash applications and calculator files (for example, TI-NSpire has "Press to Test" mode).

For grades 3–8 online Mathematics MCA, handheld calculators are **not allowed**.

> (i) If a grade 3–8 student's IEP or 504 plan states that a handheld calculator must be used for mathematics, the student will need to use a paper test book and will not test online. Contact your District or School Assessment Coordinator for more information.

Managing Test Sessions in PearsonAccess Next

If managing test sessions in PearsonAccess Next, complete the following steps (if not completed or provided by the District or School Assessment Coordinator). Test session setup may be completed starting two weeks before the testing window opens and throughout the testing window.

- Ensure you have a username and password for PearsonAccess Next. Contact your District or School Assessment Coordinator with questions related to your user account.

- If not already completed by the District or School Assessment Coordinator, create a test session, add students to it, and prepare it in PearsonAccess Next.

- Confirm all students are in the correct test session 1–2 days before testing.

- Print student testing tickets and session rosters.

For detailed instructions on creating a test session, adding students, preparing/starting a test session, and printing student testing tickets and session rosters, refer to the *MCA Online Testing User Guide* on PearsonAccess Next under Resources & Training > User Guides.

Start/Resume Testing

Before Students Arrive

- Start the test session in PearsonAccess Next, if not completed by the District or School Assessment Coordinator. Test sessions should not be started until the first day of testing.

- When managing test sessions in PearsonAccess Next, verify the following information in PearsonAccess Next:

  o All students who will be testing are in the test session.

  o All universal supports and accommodations that affect a student's online test are indicated as needed. Refer to the *Universal Supports and Accommodations* section previously in this document as needed.

  o All student tests in the test session are unlocked. To unlock a student's test, select the dropdown next to the student's test status and select Unlock, or use the lock/unlock slider to unlock all tests in the test session.

- Ensure that student computers/devices are turned on and have no software running. Applications or programs open prior to launching TestNav may continue to run in the background (for example, YouTube).

Students Sign In

- Students open TestNav on their device. (If your school procedure is to sign students in to the test before they arrive, you will complete the following steps for student sign in. However, the 20-minute inactivity timer starts once signed in to TestNav. If the student will not start testing within the 20 minutes, move the mouse or cursor on the testing device to restart the inactivity timer.)

    o On tablets: Students select the TestNav icon on the Home screen.

    o On Chromebooks: Students select the TestNav app from the Apps menu on the lower left side of the screen.

    o On desktops or laptops: Students select the TestNav icon on the desktop or laptop screen.

    Note: If not already selected, students should select Minnesota.

- Provide student testing tickets, scratch paper, headphones, and any allowable paper materials (if providing) to students. As indicated in the scripted instructions at the beginning of this document, students must verify their name is at the top of the testing ticket to ensure they are signing into their own test (and not signing into another student's test).

- Students may plug in their headphones and check the audio by selecting Test Audio on the TestNav login screen to ensure the sound is not muted. Students can also adjust the audio, including unmuting, once they are signed in to the test.

    o For most testing devices, a volume control slider is available in the gray bar to adjust the volume on the student testing device. Students select the audio icon to open the volume control slider to increase or decrease volume. If the testing device is muted when the student signs into TestNav, the student can unmute the device using the volume control slider.

    o For iOS devices, students can use the device's volume control buttons to adjust the volume. If the testing device is muted when the student signs into TestNav, the student can unmute the device using the devices volume control buttons.

- Once students sign in, they will view the student directions at the beginning of the test. Text-to-speech is available for the directions in all subjects. Students can navigate between different student directions pages as needed. For reading and mathematics, once students navigate past the student directions, they cannot go back to them. For science, the student directions are embedded in the first section so students can go back to them throughout the first section as needed.

In the test, students must answer each item before going to the next item or going back to review. **New for 2023–24**: After the first item in each section (Science MCA) or group of questions (Reading and Mathematics MCA), the back and next navigation arrows will always appear active (for example, blue) throughout the test. However, if a student selects the back or next button before answering the current item, a message will appear reminding the student to answer all parts of the question first. Before going on to a new group of questions or section, or exiting the test, students may review their answers. Once students go on to the next group of questions or section, or exit the test for more than 20 minutes, they cannot return to items completed previously.

After a student signs in, if the TestNav screen has a message in bold font in a red box, have the student exit the test. This screen indicates that the student is not in the correct form of the test. Work with your District or School Assessment Coordinator to ensure the student is set up with the correct test before they resume testing.

Resuming Tests on Following Days of Testing

If testing over multiple days, student tests must be resumed before students can sign in to continue testing. Follow these steps to resume student tests in PearsonAccess Next, if not completed by the District or School Assessment Coordinator.

- If you are not already on the Students in Sessions screen, under **Testing**, select **Students in Sessions**.

- Add the test session to the Session List.

- There are two ways to resume a student's test, by an individual student's test or all students:

  - To resume an individual student's test, in the **Student Test Status** column, select the dropdown menu next to the student's status and select either **Resume** or **Resume Upload** (only one option will appear; the displayed option depends on how the student exited the test).

    - Resumed: Student properly exited the test and is in an Exited status.
    - Resumed-Upload: Student improperly exited the test (such as, technical difficulties, lost internet connection, or turned off device before exiting) and is stuck in an Active status. First, place the student in a Resumed-Upload status. After the status is updated, change the status to Resume. This prevents the student from receiving a Connectivity/Save Warning and Error code message when they resume testing.

  - To resume all students, select the checkbox at the top on the left or the checkboxes next to individual students. Then select the dropdown menu next to the **Start** button and select **Student Test Statuses**. If not already on the Resume Student Tests screen, select the **Resume Student Tests** tab at the top. Select the checkbox at the top on the left or next to the student name(s) in the list to confirm your selection(s) and select **Resume**. Note: For students in an Active status, selecting **Resume** will place the student into a **Resumed Upload** status. Select the checkbox next to the student name(s) in Resumed-Upload status and select **Resume** again to change to Resumed status.

> (i) A student should only be kept in a Resume-Upload status in the rare situations where there were technical issues and your school is working with Pearson technology support. Work with your school technology staff and District or School Assessment Coordinator as needed.

The student can sign into TestNav with the same testing ticket previously used. The student must confirm their name is correct on the screen to ensure they are signing into their own test (and not signing into another student's test).

If a student resumes testing in Resumed-Upload status, they will receive a Connectivity/Save Warning and Error code message. If there are no ongoing technical issues where you are working with Pearson technology support, select Skip Upload to resume the student.

Note: Selecting Skip Upload will **not** result in a loss of student responses for previously answered items. Online testing requires a continuous connection between the student testing device and Pearson servers to send and receive test items. Each time a student responds to an item, that response is sent and saved to Pearson.

No saved response file found

Message 1005

Your previous exit from TestNav was abnormal, so a saved response file (SRF) is expected.

Please browse to a response file and upload it.

Response file name: 2a945d1a-e55d-4caa-8530-43daee88e54c.SRF

Response File Location: [   ] Browse

Upload Response File

If you are unable to locate the response file, contact support.

To go to the test without uploading an SRF, choose Skip Upload. This may result in lost responses.

Skip Upload | Exit Test

> (i) If a student cannot sign in to the test after being resumed, confirm the student's test is unlocked in PearsonAccess Next or contact your District or School Assessment Coordinator. To unlock a student's test, select the dropdown next to the student's test status and select Unlock, or use the lock/unlock slider to unlock all tests in the test session.

MONITOR TESTING

Active Monitoring

Actively monitor students throughout the entire test administration by circulating around the room 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 and/or monitor testing in PearsonAccess Next, ensure your primary focus is still on active monitoring.

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

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	You may repeat—but must not paraphrase—the scripted instructions from this document. If students need any of the student directions that appear in the beginning of their online tests repeated, you must use the transcript in this document. You must not read instructions from the screen.
Assistance with the test	• You must not define or pronounce a word on 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; do not help students with answers to items in any way. • You must not remind students of any test-taking strategies or academic strategies (for example, to use scratch paper or a certain online tool). Help of this sort should be provided prior to test administration, such as when the Student Readiness Tools (SRTs) are used.
Pacing and monitoring student progress	• You must 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." • You may monitor student tests to verify where students are at in terms of how testing is scheduled (for example, verifying how many items students have completed or verifying which section they are in for science). 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.

Detailed Information

Requesting Assistance from Others

During testing, you will follow your school procedures for alerting others if assistance is needed (for example, sick student in the room or technical issues) 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

All items on statewide assessments go through numerous educator reviews, as well as reviews at MDE and at the service providers, before being placed on a test. However, there may be times when a student feels that there is no correct answer or has a technology issue with an item. In order to maintain test security, MDE requires that a specific process be followed to report this to MDE.

If a student does not think there is a correct answer or reports a technical issue, note the following information:

- Grade
- Subject
- Student's MARSS/SSID number
- Section number (Science MCA only)

- Item number
- How the test was accessed (such as, type of device and operating system)
- Error message (if applicable)

This same process is used if a student points out a translation that appears to be incorrect in a pop-up translation or translated word list. You will report these issues when the testing session is over.

The student should select the answer they think is best and continue testing, unless a technical issue prevents the student from responding to the item. If that is the case, have the student exit the test and follow your process for notifying others that assistance is needed to resolve the technical issue.

Battery Indicator

For most student testing devices, a battery indicator will display in the gray header within TestNav. Note: The battery indicator is not currently available on iOS devices. Students can hover over the icon to show the battery charge percentage. Two separate messages will appear if battery charge falls below a certain percentage:

- 20% and below: Battery is Low! Please plug in your device or ask for assistance.
- 10% and below: Battery is Critical! Plug in your device or ask for assistance immediately. Your test session will be interrupted in case of device shutdown.

Test Monitors can also check battery charge status through the Student Test Status Dashboard outlined in the *Monitoring Progress in PearsonAccess Next* section below.

Progress Indicator

The progress indicator in TestNav shows students the percentage complete for the test (Reading and Mathematics MCA) or section (Science MCA). Once a student selects a response to the item, the progress indicator is updated. If a student unselects an item response, the progress indicator is also updated. For reading and mathematics, there is no progress indicator in the student directions at the beginning of the test; it appears with the first item. For science, the progress indicator appears in the student directions but does not update until the student answers the first item.

Note: The progress indicator in TestNav may look different from progress indicators in PearsonAccess Next, especially for Science MCA. Please see Student Test Status in the next section.

Monitoring Progress in PearsonAccess Next

If monitoring student progress in PearsonAccess Next, refer to the **Student Test Status** column on the **Students in Sessions** screen.

- In the single session view, select the Monitor Test pop-out button to the right of the session name to access the **Student Test Status Dashboard**. Note: The pop-out button will only appear if the session has 100 students or less. The dashboard will open in a new tab within the browser.

  o On the **Student Test Status Dashboard**, all student tests within that session will be displayed. The following information will display on the dashboard:

    ▪ Student Name (MARSS) (for example, Student, Sarah (5550000000012))

    ▪ Test Status (Active, Ready, Completed, Resumed, etc.)

      • If a student is exited from TestNav due to a technology issue, the dashboard Test Status column will display one of the following messages:

        o Connectivity/Save Errors (any error caused by loss of connectivity between testing device and Pearson servers)

        o Fatal Error (any error that results in the student being exited from TestNav)

      Select the error code hyperlink to see additional error information and instructions. Resume the student test in PearsonAccess Next and have the student login to TestNav again. If the error persists, follow school procedures to request assistance from other staff.

    ▪ Test Duration (total time the student has been testing based on when the student starts testing and submits their test in TestNav). **New for 2023–24**: The test duration timer now stops when a student exits the test and restarts when a student resumes testing. If there are multiple days between test sessions, the time will now only include the time the student was actively testing.

    ▪ Battery indicator (the status of the student's device battery will display here; students will also receive a warning message when their battery reaches 20% (yellow icon) and 10% (red icon). Note: Students testing on iOS devices will have "n/a" for this column.)

    ▪ Test Progress (actual student test status is reflected)

      • Answered (green)

        o Online Reading and Mathematics MCAs (adaptive): While students are in the student directions section, this field includes the number of student direction pages that have been viewed. Once students navigate past the student directions, this field includes only items that require a response. The total number reflects the total number of items on the test.

        o Online Science MCA (fixed form): This field includes both items that have been answered, as well as student directions pages, title pages, and review screens that have been viewed. As a result, the total number will be higher than the number of items on the test once the student has answered all items.

      • No response required (blue) (Note: This includes the student directions and any title pages or review screens in the test.)

        o Online Reading and Mathematics MCAs (adaptive): While students are in the student directions section, this field includes the number of direction pages that have not yet been viewed. Once students navigate past the student directions, this will appear as n/a.

        o Online Science MCA (fixed form): This field includes student directions pages, title pages, and review screens that have not yet been viewed.

      • Visited (yellow): For all tests, while testing, this field always appears as a 0. After students exit the test, this field will appear as either 0 or 1 as students must answer each item in order to continue.

      • Remaining (red): For all tests, this field is the number of items remaining that require a response.

The dashboard is set to automatically refresh every 30 seconds. To stop auto refresh, select the Stop Auto Refresh button. Once logged out of PearsonAccess Next, this page will no longer refresh. For more information on the Student Test Status Dashboard, refer to the *MCA Online Testing User Guide* (PearsonAccess Next > Resources & Training > User Guides).

Note: If monitoring multiple sessions, select a different session in the single session view to open the dashboard in another tab within the browser. This way, multiple sessions can be monitored by navigating between the browser tabs.

- If students in different test sessions are testing in the same room, you can monitor multiple test sessions simultaneously in PearsonAccess Next. Add the relevant test sessions to the Session List and select **Combined View** in the Session List to see the testing status of all students in the sessions on one screen. Refresh your browser window or select the **Refresh** button.

- Student Test Status: To check the test status of a specific student, find the student's name in the test session. View the student's status in the **Student Test Status** column. Select the status to view detailed information about the student's test and item progress.

  The test status reflects the student's item progress and test completion percentage for Reading, Mathematics, and Science MCAs.
  - Reading and Mathematics MCAs are adaptive tests, meaning PearsonAccess Next knows the number of scorable items but not the non-scorable items (such as title pages and end of group review screens). The completion percentage does not include student directions or any non-scorable items and updates after the student navigates past the student directions.
    Note: The TestNav progress indicator and PearsonAccess Next student test item progress match within one percent of each other.
  - Science MCA is a fixed form, meaning PearsonAccess Next knows the total number of scorable and non-scorable items. When the student starts their test, the non-scorable items are considered complete and the completion percentage initially starts off higher in PearsonAccess Next (for example, 30% complete). The PearsonAccess Next student test item progress shows the percent complete at the test level.
    Note: The TestNav progress indicator shows the percent complete at the section level, not the test level, so the percentages on TestNav progress indicator and PearsonAccess Next student test item progress will not match. Students should use the TestNav progress indicator to know how far they are in the section. Test Administrators should use the PearsonAccess Next student test item progress data to know how far the student is in their overall test.

Refer to the table below for a complete list and explanations of student statuses.

Status	Explanation
Ready	The student has not yet started the test.
Active	The student has signed in and is testing. Note: A test may be in Active status if the student improperly exited from the test. Refer to pages 19–20 for more information.
Exited	The student has exited TestNav but has not submitted test responses.
Resumed	The student's test has been resumed, but the student has not yet signed in.
Resumed Upload	The student's test has been resumed, but the student has not yet signed in. Resumed Upload status forces TestNav to check for a saved response file (SRF) on the testing machine and the secondary save location when the student signs back in to continue.
Completed	The test has been submitted by the student through TestNav and the data has been processed.
Marked Complete	The student's test has been marked complete by the District Assessment Coordinator or Assessment Administrator and the student will not finish testing.

Note: To maintain system security, PearsonAccess Next times out after 30 minutes of inactivity. If you have been timed out, you will need to sign back into PearsonAccess Next to resume monitoring the test session.

Breaks

Depending on your school's testing schedule and procedures for testing, students may be allowed a short break. Whenever leaving the testing room (for example, bathroom break) or when there is a break in testing, students should exit the test or cover the test content in some way (for example, close the laptop, turn off the monitor, or turn over the device) unless an emergency prevents them from doing so. Ensure that students do not discuss test items and answers.

Ideally, only one student should be allowed to leave the room at a time. If more than one student leaves the room, there must be a plan in place for additional staff to monitor students both inside and outside the room. If multiple testing rooms are being used, there must be a procedure to coordinate and/or supervise the absence of students from different rooms. Test security must be maintained, and any prolonged absences or repeated requests for breaks must be investigated for a potential security violation.

Student Inactivity or Leaving During Testing

Student tests in TestNav time out after 20 minutes of inactivity. Inactivity is defined as not touching the screen, moving the mouse, and/or pressing keys. Students will receive a warning that their test is about to be exited due to inactivity. Students will receive a second warning 30 seconds prior to being exited due to inactivity. When they are exited, they will receive a message that the session (their test) has closed due to inactivity, and the student's test will need to be resumed in PearsonAccess Next in order to continue testing.

If students are exited from the test or exit the test on their own, they still have 20 minutes to resume the test with the ability to go back and review. If tests have been exited, you must resume them in PearsonAccess Next before they can sign back in.

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 before exiting or submitting their test. Once students exit the test for more than 20 minutes or stop testing for the day, they cannot access any items completed previously.

- If students have gone further than what is scheduled for the test session or will not be able to complete what was planned, refer to the *Answering Questions and Providing Assistance* section for instructions you may provide.

- For Reading and Science MCAs:

  o Students may exit at any time within a passage or scenario as each item is shown with its associated passage or scenario. However, it is best practice for test administration and test security for students to finish all items associated with a passage or scenario before exiting so they do not need to re-read it when they resume testing. You may remind students to finish the passage or scenario they are working on before exiting.

  o If ending testing at the end of a group of items (Reading MCA) or at the end of Section 2 (Science MCA), it is recommended that students exit on the review screen. When they resume, they will not be able to go back to review and will need to select Next to proceed.

- At the end of test administration, ensure all students have exited TestNav on their testing device. Students should exit TestNav by selecting the button next to their name, and then selecting Sign out of TestNav in the dropdown menu. Simply closing TestNav or turning off the testing device to exit TestNav may result in the student remaining in an Active status in PearsonAccess Next.

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 (such as word searches, drawings, or coloring sheets), 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 (such as 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.

Note: 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's 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 secure materials (testing tickets, scratch paper, and any paper copy materials provided) must be collected before students leave the testing room. These materials must be kept secure between testing sessions following your school's procedures (for example, you will secure test materials or return them to the District or School Assessment Coordinator between testing sessions).

Once testing is completed, all secure materials 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.

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 content or technical 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 Security Violations

If a misadministration (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).

Transcript of Student Directions

You may use this transcript to repeat directions to students as needed, but you may not read the directions from the student's screen.

Introduction

Hnub no koj yuav ua qhov kev ntsuam sim fab [kev nyeem ntawv/lej/thiab xaij].

Saib koj lub npe nyob rau saum hau sab xis ntawm lub this viv.

Yog tias koj tsis pom koj lub npe, los sis yog tias koj pom lwm tus lub npe xwb, tsa koj sab tes.

Calculators [Mathematics and Science MCAs only]

[For grades 3–8 Mathematics MCA] Koj qhov kev ntsuam sim tuaj yeem siv tau lub tshuab xam zauv hauv oos lais thaum uas yuav tau siv lub tshuab xam zauv.

Cov tshuab xam zauv ntawm tes yuav TSIS tso cai siv.

[For grade 11 Mathematics MCA] Koj qhov kev ntsuam sim tuaj yeem siv tau lub tshuab xam zauv hauv oos lais thaum uas yuav tau siv lub tshuab xam zauv.

Tej zaum koj kuj yuav siv tau lub tshuab xam zauv ntawm tes.

[For Science MCA] Koj qhov kev ntsuam sim tuaj yeem siv tau lub tshuab xam zauv hauv oos lais thaum uas yuav tau siv lub tshuab xam zauv. Tej zaum koj kuj yuav siv tau lub tshuab xam zauv ntawm tes.

Answering Questions

Rau txhua tej nqe lus nug, xaiv qhov lus teb los sis cov lus teb uas koj xav tias raug zoo tshaj plaws.

Koj tuaj yeem siv tau koj daim ntawv seem los pab koj teb cov lus nug.

Moving Between Questions

Koj yuav tsum teb txhua tej nqe lus nug ua ntej koj thiaj yuav tuaj yeem mus tau rau nqe lus nug tom ntej los sis rov qab mus rau lwm nqe lus nug.

Reviewing Your Answers

[For reading and mathematics] Tshab xyuas koj cov lus teb ua ntej koj mus rau pawg lus nug tom ntej los sis tawm ntawm koj qhov kev ntsuam sim.

Koj yuav tsis tuaj yeem rov qab mus tau rau koj cov lus teb tom qab koj mus rau koog lus nug tom ntej los sis tom qab koj tawm ntawm koj qhov kev ntsuam sim tev tshaj li 20 feeb lawm.

[For science] Tshab xyuas koj cov lus teb ua ntej koj mus rau kem tom ntej los sis tawm ntawm koj qhov kev ntsuam sim.

Koj yuav tsis tuaj yeem rov qab mus tau rau koj cov lus teb tom qab koj mus rau kem tom ntej los sis tom qab koj tawm ntawm koj qhov kev ntsuam sim tev tshaj li 20 feeb lawm.

Finishing for the Day

Koj Tus Neeg Soj Saib Kev Ntsuam Sim yuav qhia koj thaum lub sij hawm ua kev ntsuam sim yuav tag txhawm rau kom koj thiaj tuaj yeem ua tiav tej yam uas koj tab tom ua thiab tshab xyuas koj cov lus teb.

Exiting Your Test

Txhawm rau tawm ntawm koj qhov kev ntsuam sim:

- Xaiv lub pob nias nyob tom ntej ntawm koj lub npe.
- Xaiv Tawm ntawm TestNav (Sign out of TestNav) nyob rau hauv lub pob mes nus nias hlauv los.
- Xaiv rau lub pob nias Kaw Cia (Save) thiab Xa Rov Qab Tuaj Tom Qab (Return Later).

Completing Your Test

Thaum koj ua tiav koj qhov kev ntsuam sim thiab tshab xyuas koj cov lus teb lawm, koj yuav xa koj qhov kev ntsuam sim txhawm rau muab qhab nia.

Thaum koj xa koj qhov kev ntsuam sim lawm, koj yuav tsis tuaj yeem rov qab mus ua tau lawm.

Txhawm rau xa koj qhov kev ntsuam sim:

[For reading and mathematics]

- Xaiv lub pob nias Mus Tom Ntej (Next).
- Xaiv Xa Cov Lus Teb Kawg Nkaus (Submit Final Answers).

[For science]

- Xaiv Xa Cov Lus Teb Kawg Nkaus (Submit Final Answers).
- Xaiv Yog (Yes), Xa Cov Lus Teb Kawg Nkaus (Submit Final Answers).

Turning in Materials

Xa koj daim pib kev ntsuam sim thiab daim ntawv seem ua ntej koj tawm.

Read these important reminders:

Nyob rau qhov kev ntsuam sim no, koj yuav tau ua kom zoo tshaj plaws txhawm rau qhia kom pom txog tej yam uas koj paub los sis tuaj yeem ua tau.

- Tsis txhob lees txais kev pab nrhiav lus teb rau cov lus nug.
- Tsis txhob muab cov lus teb rau lwm tus tub ntxhais kawm.
- Tsis txhob qhia tej yam uas nyob rau hauv qhov kev ntsuam sim rau lwm tus.
- Tej zaum yuav muaj qhov tshwm sim tsis zoo rau koj yog tias koj tsis ua raws li cov lus qhia los sis yog tias koj coj tsis ncaj.

Asking Questions and Starting Your Test

Koj Tus Neeg Soj Saib Kev Ntsuam Sim yuav tsis tuaj yeem teb tau cov lus nug hais txog cov kev ntsuam sim.

Yog tias koj muaj lwm cov lus nug hais txog qhov kev ntsuam sim, tsa koj sab tes tam sim no.

Yog tias koj tsis muaj lus nug dab tsi, xaiv lub pob nias Mus Tom Ntej (Next) txhawm rau pib koj qhov kev ntsuam sim.