Testing Directions: Online
Spring 2025

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 1 for science; or after a certain period of time).

> **SAY:** We have scheduled about _____minutes for testing.
>
> You will stop testing _____. It is important that you do your best. The test is not timed so you can have more time later if you need it.
>
> When you are done, raise your hand. If other students are still testing, then you will _____ [*for example,* read a book.]

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:** During testing, the only items you may have out are your wired headphones, something to write with, and any materials I will give to you.
>
> If you have anything else out, put it away now.
>
> - You cannot use your cell phone or other devices during testing. Take off any smartwatches, Bluetooth earbuds, or other technology that you are wearing.
>
> - Close any other programs or apps on your _____ [*for example,* computer, Chromebook, iPad].
>
> - If you use your cell phone, smartwatch, or other devices, or use any other programs or apps during testing, your test will not be scored.

Distribute testing tickets, scratch paper, and other materials (for example, paper copies of formula sheets or translated/glossed 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***:* Check that your name is on the top of the testing ticket, and then turn it over. Write your name on the other materials.
>
> When you are done testing, I will collect these materials.

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:** Open TestNav.
>
> Put your headphones on and select Test Audio on the Sign In screen to make sure you can hear the audio. You can adjust the volume if you need to.
>
> You may now turn your testing ticket over and enter your username and password. Then select Sign In.
>
> If you have questions when signing in, raise your hand.

Assist students with signing in, as needed.

> **SAY:** Make sure you see your name on the screen.
>
> You will read directions before you start the test.
>
> Remember to review your answers as you move through your test.
>
> You may now start.

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 farther 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. Students should finish the question they are working on, if possible. However, if they are unable to finish it, they will resume on the same question.

> **SAY:** We will stop testing in _____ minutes.
>
> Answer the question you are working on, and review your other answers as needed.
>
> You will not be able to go back to any of those questions after you exit the test.

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:** Exit your test now.
>
> - Select the button next to your name.
> - Select Sign out of TestNav in the dropdown menu.
> - Select the Save and Return Later button.
>
> If you have any materials, I will collect them.

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:** We have scheduled about _____minutes for testing.
>
> You will stop testing _____. It is important that you do your best. The test is not timed so you can have more time later if you need it.
>
> When you are done, raise your hand. If other students are still testing, then you will
> _____ [*for example,* read a book.]

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:** During testing, the only items you may have out are [your wired headphones,] something to write with and any materials I will give to you.
>
> If you have anything else out, put it away now.
>
> - You cannot use your cell phone or other devices during testing. Take off any smartwatches, Bluetooth earbuds, or other technology that you are wearing.
>
> - Close any other programs or apps on your _____ [*for example,* computer, Chromebook, iPad].
>
> - If you use your cell phone, smartwatch, or other devices, or use any other programs or apps during testing, your test will not be scored.

Distribute testing tickets, scratch paper, and other materials (for example, paper copies of formula sheets or translated/glossed 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:** Check that your name is on the materials I provided to you, or write your name on them. Then, turn the materials over.
>
> When you are done testing, I will collect these materials.

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:** Open TestNav.
>
> [*If students are using headphones*: Put your headphones on and select Test Audio on the Sign In screen to make sure you can hear the audio. You can adjust the volume if you need to.]
>
> You may now turn your materials over and enter your username and password from your testing ticket. Then select Sign In.
>
> If you have questions when signing in, raise your hand.

Assist students with signing in, as needed.

> **SAY:** Make sure you see your name on the screen.
>
> Remember to review your answers as you move through your test.
>
> You may now continue your test.

Actively monitor students throughout the entire test administration. If students have questions during testing, refer to the *Answering Questions and Providing Assistance* section for instructions you may 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 farther 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:** We will stop testing in _____ minutes.
>
> Answer the question you are working on, and review your other answers as needed.
>
> You will not be able to go back to any of those questions after you exit the test.

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:** Exit your test now.
>
> - Select the button next to your name.
> - Select Sign out of TestNav in the dropdown menu.
> - Select the Save and Return Later button.
>
> If you have any materials, I will collect them.

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 TI calculator is radians; the Desmos calculator default setting is degrees).	**SAY**: Select MODE, use the arrow keys to highlight DEGREE, and press 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**: You may use a handheld calculator for this test. [Handheld calculators may be used instead of or alongside the online calculators 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**: You must answer all parts of the question before you can go to a different question. [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.]

Scenario	Scripted instructions and/or Guidance
A student cannot complete a constructed-response item for science.	**SAY**: You must enter a response in the text box before you can move on. There is a limit to the number of characters you can use. [If asked, you can say: Capitalization, spelling, and punctuation are not considered as part of the scoring for these questions. If the student is using the Co:Writer Universal or Read&Write universal support and cannot answer the question, you may verbally describe the functionality in general but you cannot demonstrate or show the student how to answer in the test.]
A student cannot complete an equation editor item for math.	**SAY**: Select the answer area. Use the keypad to enter your answer.
A student cannot complete a fill-in-the-blank item.	**SAY**: Make sure you only enter allowable characters. Also, each question has a limit to the number of characters you can use. [*Mathematics*] • You may only use the digits 0–9, a forward slash (/) to show fractions, and a period to show decimals. • [*For grades 7, 8, and 11*: You may also use a hyphen (-) for a negative sign when needed]. • If your answer is a mixed number, you must change it to an improper fraction or a decimal. • Enter your answers without a comma. • Spaces are not allowed. [*Science*] You may use letters or numbers, depending on the question. On some questions, you may also use a hyphen for a negative sign (-) and a period for decimals.
A student has a question on test content (for example, how do I add fractions?) or how to answer any other item type.	**SAY:** I cannot help you with test questions. Do your best.
A student does not think there is a correct answer or reports an issue with the test content.	**SAY**: Tell me what question you are on, and I will take note of it. [*Reading and Mathematics*, **SAY**: Select the answer you think is best. *Science*, **SAY**: Provide the answer or answers you think are best. Refer to *Documenting Suspected Issues* on page 24 for the information you need to take note of if this occurs.]

Answering Questions and Providing Assistance

Scenario	Scripted instructions and/or Guidance
A student asks about a group of items or section that seems shorter than others.	**SAY**: Some groups or sections have a small number of questions. Review your answers, as needed, before you go on. [As needed, provide instructions to the student about proceeding with the test or exiting/submitting.]
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 farther than scheduled for the testing session (for example, answers more items than scheduled or starts section 2 for science).	**SAY**: Remember we are stopping _____. Review your answers and exit your test. [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**: It is okay if you are not done with _____. You will have more time later. Answer the question you are working on, review your answers, and exit your test. [Provide information based on how testing is scheduled. If asked, you may say: You will resume your test on the next unanswered question.]

Scenario	Scripted instructions and/or Guidance
A student requests support with the use of their assistive technology device.	[Assist the student as needed with the device but do not provide assistance on the test content or how to correctly answer test items. 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.]

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**: It is important that you do your best, or **SAY**: Focus on taking your test).
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**: Do your best, or **SAY:** You can do this). 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 farther 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. 13–14)
☐ Confirm what plans have been made for students who finish early or need extra time during the testing session.	Testing Schedules (pp. 13–14)
☐ 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 (p. 28)
☐ Confirm if any students need universal supports or accommodations, and verify student tests have been set up for them.	Universal Supports and Accommodations (pp. 15–16)
☐ For students using an assistive technology form, use the PearsonAccess Next Training Center to confirm the compatibility of the assistive technology device the student will be using with TestNav.	Universal Supports and Accommodations (pp. 15–16)
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. 16)
☐ Confirm which allowable materials will be provided to students (for example, scratch paper) during testing.	Materials Allowed and Not Allowed During Testing (p. 17)
☐ 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. 17)
☐ If applicable, verify test session set up in PearsonAccess Next.	Managing Test Sessions in PearsonAccess Next (pp. 20–21)
Start/Resume Testing	**Section to Reference**
☐ For the first day of testing, verify test session information in PearsonAccess Next.	Before Students Arrive (p. 20)
☐ If applicable, for subsequent days of testing, resume student tests in PearsonAccess Next.	Resuming Tests on Following Days of Testing (p. 22)
☐ Verify that no other programs or applications are open on student devices.	Before Students Arrive (p. 20)

☐ If applicable, review how to access and navigate the recorded translated *Testing Directions* and associated Test Monitor instructions.	Universal Supports and Accommodations (pp. 15–16)
☐ Instruct students to open TestNav using scripted instructions (or open TestNav, if school procedure is to complete this step for students).	Student Sign In (p. 21)
☐ 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 (p. 21)
Monitor Testing	**Section to Reference**
☐ Actively monitor student testing.	Active Monitoring (p. 23)
☐ Answer student questions, following the guidance in these directions.	Policies on Providing Assistance (p. 23)
☐ As needed, follow school procedures to request assistance from other staff.	Requesting Assistance from Others (p. 24)
☐ Document any suspected item or translation errors or technical issues.	Documenting Suspected Issues (p. 24)
☐ If applicable, monitor progress in PearsonAccess Next.	Monitoring Progress in PearsonAccess Next (pp. 25–27)
☐ If applicable, provide breaks to students.	Breaks (p. 27)
End Testing	**Section to Reference**
☐ Remind students that testing is almost over and then to exit or submit their tests by reading verbal instructions.	End Testing (pp. 27–28)
☐ Make sure all students have exited the test and close TestNav before leaving the testing room.	End Testing (pp. 27–28)
☐ 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 (p. 28)
☐ Collect test materials, including student testing tickets, scratch paper, and any other materials provided.	Collecting Secure Test Materials (p. 28)
☐ Return test materials, or keep them secure, as instructed.	Collecting Secure Test Materials (p. 28)

Test Monitor Checklist

☐	Know how to answer student questions about the testing experience.	Discussing the Testing Experience (p. 28)
☐	Report any suspected items, translation errors, or technical issues.	Reporting Suspected Issues (p. 28)
☐	Report any misadministrations or test security issues.	Reporting Misadministrations and Test Security Violations (pp. 28–29)

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 student performance on items taken earlier in the test. 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 phenomena 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 phenomena varies. The items and phenomena are divided into two sections. **New for 2024–25**: As the Minnesota Academic Standards to which the assessments are aligned change, the assessments themselves must also change. 2024–25 is the first year of a new Science MCA aligned to revised academic standards. The new science assessments will be aligned to the 2019 Minnesota Academic Standards in Science.

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 farther 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:
  - 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).
  - For mathematics, students may stop testing at any item. While the number of items by group is provided, it does not need to be used for scheduling. 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).
  - For science, there are now two sections in the test (rather than four as in past years). If a district is testing over multiple days, two days should be scheduled, and students should exit after completing the first section of the test (as each half of the test is roughly equal in length). Scheduling by item number does not work for the Science MCA because in each section the item numbers start over and vary by grade and form.

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 3–5 Mathematics MCA	Item 15	Item 30	Item 36	Item 49	N/A	49 items
Grades 6 and 8 Mathematics MCA	Item 15	Item 30	Item 35	Item 49	N/A	49 Items
Grade 7 Mathematics MCA	Item 15	Item 31	Item 35	Item 49	N/A	49 Items
Grade 11 Mathematics MCA	Item 11	Item 22	Item 33	Item 44	Item 55	55 items

Note: There are two tables for science. The first table provides the number of items for students testing in main online forms. The second table provides the number of items for students testing online using a script or the assistive technology form. Refer to the *Universal Supports and Accommodations* section for more information.

Number of Items for Online Science MCA

Grade and Test	Number of Items in Section 1	Number of Items in Section 2	Total Number of Items
Grade 5 Science MCA	27–30	27–30	55–59
Grade 8 Science MCA	26–29	27–31	55–58
High School Science MCA	32–35	32–35	66–69

Number of Items for Online Script and Assistive Technology Science MCA

Grade and Test	Number of Items in Section 1	Number of Items in Section 2	Total Number of Items
Grade 5 Science MCA	20	23	43
Grade 8 Science MCA	21	22	43
High School Science MCA	27	27	54

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. **New for 2024–25**: With new assessments, MDE seeks to continuously improve the supports, tools, and accommodations available. As a result, some accommodations and supports will only be available for the Science MCA, as they are developed along with the new assessment.

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 taking the Mathematics MCA. **New for 2024–25**: With the improvements to standard text-to-speech for Science MCA, accommodated text-to-speech is no longer provided for science. 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 MCA has 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 and Glossed Word Lists. Additional instructions for providing and using the lists during test administration are available on PearsonAccess Next.

English Glossary and Translated/Glossed Word Lists

New for 2024–25: The online Science MCA and word lists now include an English glossary that provides concise definitions or explanations of terms in English. The words selected for glossing represent academic vocabulary frequently found in grade-appropriate science texts.

- Words that have been glossed are underlined in the online test. When selected, a pop-up window with the definition appears with an audio option. The English glossary is a replacement for pop-up translations in Science MCA. This new feature is intended to increase accessibility for a wider population of multilingual learners and, potentially, support all learners. This support is automatically available for all students.

- Translated and glossed word lists are available on PearsonAccess Next under Preparing for Testing > Translated and Glossed Word Lists. The translated word lists have been updated to include glossed definitions, which are concise definitions of terms in English. In addition, with the transition to a new assessment, the translated word lists have been updated for all grades. Additional instructions for providing and using the lists during test administration are available on PearsonAccess Next.

Detailed Information

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.

Assistive Technology Online Forms

New for 2024–25: Separate TestNav forms—one for screen readers and one for non-screen reader assistive technology devices—allow assistive technology devices to interact directly with the test in order to maintain, increase, or improve the functional capabilities of a student with disabilities. Prior to administration, it is important to verify that assistive technology devices will work with TestNav. Refer to PearsonAccess Next under Preparing for Testing for guidance on how to verify assistive technology devices on the student's testing device will work with TestNav. 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 "AT-S" (Assistive Technology – Screen Reader) or "AT-N" (Assistive Technology – Non-Screen Reader) or check with your District or School Assessment Coordinator.

In order to allow other programs or applications to run at the same time as the test, these forms are published at a different security level. As a result, it must be administered in an individual setting to ensure that the student is only accessing the assistive technology to complete testing and not access other features or programs. Failure to comply may result in a test invalidation.

A student may use the braille test materials with either assistive technology form as they contain the same content. Many students need the extra support of braille materials or tactile graphics, when applicable, for more complicated test content like graphs, images, and charts. Refer to the *Braille Test Administration Notes* for additional details.

Recorded Translated Testing Directions

New for 2024–25: Recorded translated testing directions to play for students are available in Hmong, Somali and Spanish on [PearsonAccess Next](#) (Preparing for Testing > Testing Directions). These recorded directions are intended to be used by multilingual learners, including English learners, former English learners, or students in immersion or dual-language programs. If you are administering a test using the recorded translated *Testing Directions* provided by MDE, refer to the specific guidance for the use of these directions available on PearsonAccess Next > Preparing for Testing > Testing Directions.

Note: Districts may translate the scripted directions into additional languages as needed. For detailed guidance, refer to Translated Directions (MCA) (Written, Oral, Signed) in the *Guidance for Universal Supports and Accommodations* on MDE's website (MDE > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > District Resources > under the Universal Supports and Accommodations Resources expandable heading).

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 phenomenon; likewise, 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
- Paper copy of formula sheets for grades 5–8 and 11 (mathematics only; see below)
- Paper copy of translated word lists/English glossary (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 or access cell phones or any other devices, including wearable technology (for example, smartwatch, fitness tracker, Bluetooth headphones), 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.

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.
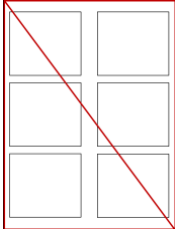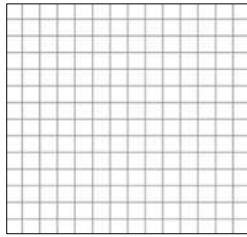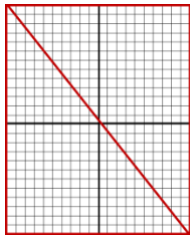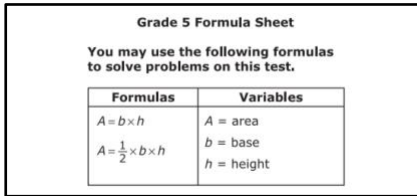
Headphones

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 to 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 or assistive technology, that use Bluetooth capabilities.

Scratch Paper

The following materials may be used as scratch paper, using these guidelines. Students may draw lattices, diagrams (such as 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 white- or blackboards	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 and Glossed Word Lists, and Mathematics Tables

If providing a paper copy of the formula sheet, a translated or glossed word list, or mathematics multiplication or hundreds table (for grade 11 only), it must be a printed version of the document posted on PearsonAccess Next under Preparing for Testing. Verify with your District or School Assessment Coordinator which students may be provided translated or glossed word lists and/or which grade 11 students may be provided mathematics multiplication or hundreds tables as a universal support.

New for 2024–25: Mathematics multiplication and hundreds tables are available online for all items where a calculator is allowed. The paper versions of multiplication and hundreds tables may be provided to any grade 11 student for Mathematics MCAs, but students taking grades 3–8 Mathematics MCA must test with a paper test book if they require paper versions of the tables. Contact your District or School Assessment Coordinator for more information.

Online Calculators

Students must be familiar with the functionality of the online calculators 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 calculators are available in sections where a calculator may be used.
- For grade 11 Mathematics MCA, the online calculators are available throughout the entire test.
- For Science MCA, the online calculators are available if items on the test require mathematical computations.

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

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 all 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**.

> 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.

- Confirm students testing with assistive technology are assigned the correct form group (AT-S or AT-N).

- 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:
  - All students who will be testing are in the test session.
  - 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.
  - All students using assistive technology are assigned to the correct form group (AT-S or AT-N).
  - 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.)

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

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

  - 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.

  - 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.

  - 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. 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, read the verbal instructions to resume testing. 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:

  o 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.

  o 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.

> ⓘ 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.

> ⓘ 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 on their tests. You cannot complete other tasks, including planning lessons, 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 or clarifying directions	• You may repeat the scripted instructions from this document. **New for 2024–25**: As needed, scripted directions can be explained or clarified only after the scripted directions are provided as written. The explanation can only clarify the directions to ensure that the meaning of specific words or sentences are accurately understood. The Test Monitor cannot change the meaning of the directions or provide information that would lead or cue the student. • 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 may not read instructions from the screen.
Assistance with the test	• You may not define or pronounce a word on a test item, discuss a test item, or give an opinion on a test item. • You may 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 may not remind students of any test-taking strategies or academic strategies (such as using scratch paper or a certain online tool). Help of this sort should be provided prior to testing, such as when the Student Readiness Tools (SRTs) are used.
Pacing and monitoring student progress	• You may not control the pace at which students test, as the tests are not timed and students should be allowed to continue as long as they are making progress. For example, if you notice a student is moving quickly through their 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 in terms of how testing is scheduled (such as 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 and wearable technology 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 points out a test item that appears to have an error, note the following information:

- Grade
- Subject
- Student 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 translated word lists, pop-up translations, or English glossary definitions. 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.

  - 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:

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

        - 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). The test duration timer 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)

        - 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.

        - 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.)

        - 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.

        - Online Science MCA (fixed form): This field includes student directions pages, title s, 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.
    o 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.
    o Science MCA is a fixed-form test, 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 21–22 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 (such as a restroom 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 students on break 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 read the verbal 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. It is important that students follow instructions for properly exiting TestNav instead of improperly exiting TestNav by closing or powering off their device. Properly exiting TestNav ensures communication between the testing device and Pearson is consistent and the test is placed in the appropriate Exited status.

- If students have gone farther 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 phenomenon as each item is shown with its associated passage or phenomenon. However, it is best practice for test administration and test security for students to finish all items associated with a passage or phenomenon before exiting so they do not need to re-read it when they resume testing. You may remind students to finish the passage or phenomenon 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 1 (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

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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 in the room are not allowed.
- If multiple subjects are being tested (which may happen during a makeup session), the materials students can use must be taken into consideration.
- 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 in a locked drawer or cabinet, 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, remind them that items are secure and cannot be discussed. If all testing is completed for the grade and subject in the school, you may provide instruction on the general academic standards assessed. However, targeted instruction as a result of student questions is not allowed if any students still need to complete testing. In any case, you may 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 the 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 Today you will take a [reading/math/science] test. Look for your name at the top right of the screen. If you do not see your name, or if you see someone else's name, raise your hand.
Calculators [Mathematics and Science MCAs only] [For grades 3–8 Mathematics MCA] Your test will have online calculators available when a calculator may be used. Handheld calculators are NOT allowed. [For grade 11 Mathematics MCA] Your test has online calculators available. You may also use a handheld calculator. [For Science MCA] Your test will have online calculators available when a calculator may be used. You may also use a handheld calculator.
Answering Questions For each question, choose the answer or answers you think are best. You can use your scratch paper to help you answer the questions.
Moving Between Questions You must answer each question before you can go to the next question or back to a different question.
Reviewing Your Answers [For reading and mathematics] Review your answers before you go to the next group of questions or exit your test. You cannot go back to your answers after you go to the next group of questions or after you exit your test for more than 20 minutes. [For science] Review your answers before you go to the next section or exit your test. You cannot go back to your answers after you go to the next section or after you exit your test for more than 20 minutes.
Finishing for the Day Your Test Monitor will tell you when the testing time is almost over so you can finish what you are working on and review your answers.
Exiting Your Test To exit your test: • Select the button next to your name. • Select Sign out of TestNav in the dropdown menu. • Select the Save and Return Later button.

Completing Your Test

When you have completed your test and reviewed your answers, you will submit your test for scoring.

Once you submit your test, you will not be able to go back.

To submit your test:

[For reading and mathematics]

- Select the Next button.
- Select Submit Final Answers.

[For science]

- Select Submit Final Answers.
- Select Yes, Submit Final Answers.

Turning in Materials

Turn in your testing ticket and scratch paper before you leave.

Read these important reminders:

On this test, do your own best work to show what you know and can do.

- Do not accept help finding answers to test questions.
- Do not give answers to other students.
- Do not tell others what is on the test.
- There may be consequences if you do not follow directions or if you behave dishonestly.

Asking Questions and Starting Your Test

Your Test Monitor cannot answer questions about test items.

If you have other questions about the test, raise your hand now.

If you do not have any questions, select the Next button to start your test.

Transcript of Student Directions