

School Assessment Coordinator (SAC) Training February 2024

The Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)

Spring 2024



TestNav™



Sections

1. Important Dates	3
2. Test Overview	5
3. Preparing for Test Administration	13
4. During the Testing Window	34
5. After the Testing Window	42



Important Dates – Spring 2024

Testing Windows

- MCA Reading & Math – online/paper March 4 – May 3
- MCA Science – online/paper March 4 – May 10
- MTAS Reading, Math, & Science – March 4 – May 3

Dates for PearsonAccess Next Tasks

- MCA Reading & Math
 - Create Test Sessions: February 19 – May 3
- MCA Science
 - Create Test Sessions: February 19 – May 10
- MTAS LCI data entry available: February 19 – May 3
- MTAS Data Entry: March 4 – May 3

Test Materials

- Receive MCA paper accommodated and MTAS test materials: Feb. 20 – 22
- Order additional MCA Reading & Math paper accommodated and MTAS Reading, Math & Science test materials: Feb. 21 – April 29
- Order additional MCA Science paper accommodated test materials: Feb. 21 – May 6
- Ship secure accommodated and MTAS test materials back to Pearson by: May 13
- Upload 'Documentation to REA' via MCA Documents Google Folder: May 15

Test Accountability

- The first day of the applicable testing window is used along with other enrollment criteria to determine when students are included in accountability calculations
- Assessment participation: The state is expected to test 95 percent of all students who meet accountability enrollment requirements for reading, mathematics and science. This information is required to be reported annually to the U.S. Dept. of Ed. and is part of the MN Report Card.
- Regardless of how participation is determined, testing of all students is expected in order to provide data that can be used to evaluate student learning of the applicable standards. Testing can occur throughout the testing window, as scheduled by the district. Districts must account for all students enrolled on the first day of the testing window who did not test



What's New!

LMS:

- New training system, TMS has retired
- LMS (Learning Management System) houses all MCA & MTAS all online training and test security training
- <https://minnesota.pearsonaccessnext.com/training/>

Universal Supports

- General Supports and Linguistic Supports have been recategorized as Universal Supports to reduce the complexity in determining appropriate supports for all learners
- Information on all available Universal Supports and Accommodations is available in the new *Guidance for Universal Supports and Accommodations for Minnesota Statewide Assessments* resource (available on the REA Test Coordination > MCA Coordination website: spps.org/about/departments/research-evaluation-assessment/test-coordination/mca)

Student Readiness Tools (SRTs)

- SRTs have replaced item samplers and student tutorials as the resources used to familiarize students with the MCA assessments they will be taking
- More information on page 32

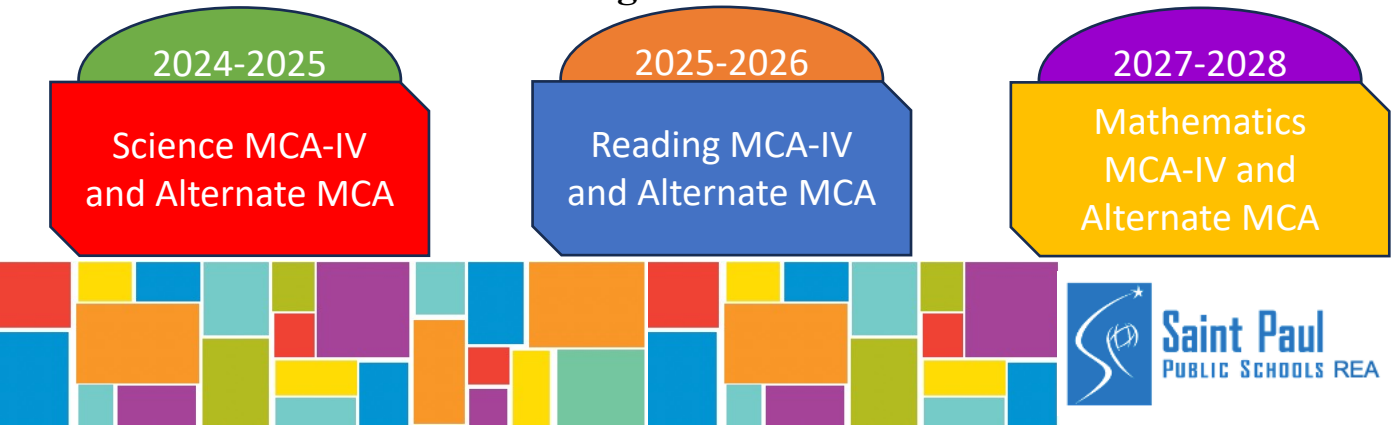
TestNav

- Scratch Pad has replaced the notepad tool for Online MCA

Off Grade Items:

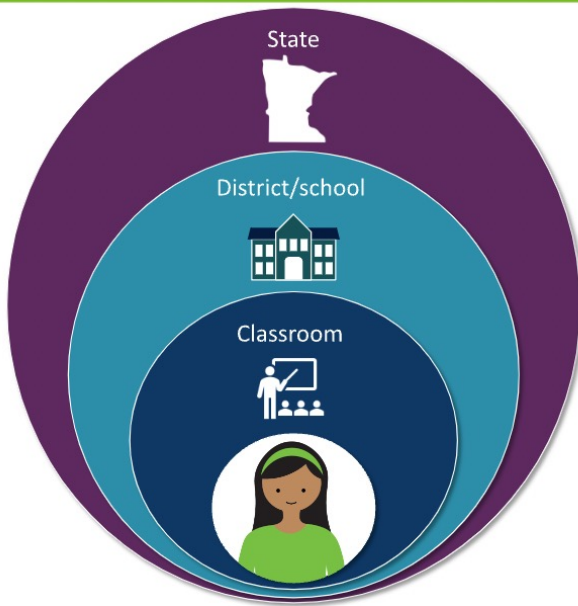
- Revisions to Minnesota Statutes, section 120B.30 removed the requirement to include off-grade items in the grades 3–8 Reading and Mathematics MCAs. These items have been removed beginning this school year (2023–24).
 - The removal of these items is not expected to affect the estimated test administration times but the number of sections for grades 3–8 reading has been reduced.

MCA & MTAS timeline for change to MCA IV and Alternate MCA



Introduction & Test Overview

A Balanced, Comprehensive System of Assessment



Statewide Assessments:

- Summative Assessments
- Administered once a year
- Data used by school and district leaders to evaluate curriculum and programming

Districtwide/School Assessments:

- Benchmark/Interim Assessments
- Administered periodically throughout the year
- Data used by groups of teachers and educational leaders for long-term instructional planning

Classroom Assessments:

- Formative/Summative
- Administered on a regular bases
- Data used regularly mostly by teachers to inform instruction and to report student learning for grading purposes.

Purpose of MCA & MTAS:

- The primary purpose of the standards-based accountability assessments is to measure student learning of the Minnesota Academic Standards, to which both the MCA and MTAS are aligned.
- The MCA & MTAS are designed to provide a snapshot of student learning of the grade-level Minnesota Academic Standards.
 - As academic standards are revised, a new series of assessments are developed to align with the updated standards.
- The MCA & MTAS are criterion-referenced assessments, which means they measure performance against a fixed set of criteria to determine student learning of concepts and skills defined in the standards. While criterion-referenced tests may provide information about the extent to which students have learned certain concepts, they alone do not illustrate the whole picture of what a student has learned. These assessments provide one data point that should be considered in the context of additional evidence of student learning, such as student projects and assignments, and other data from the district's comprehensive assessment system.
- More information:
 - [Academic Standards: education.mn.gov/MDE/dse/stds/](https://education.mn.gov/MDE/dse/stds/)
 - [Test Specifications: education.mn.gov/MDE/dse/test/spec/](https://education.mn.gov/MDE/dse/test/spec/)

MDE Procedures Manual 2023-2024

Test Structure – MCA

Reading MCA

- Administered to **grades 3-8 and 10**
- Online administration mode – usually on student iPads
- Adaptive assessment
- Paper accommodated test materials are available for eligible students
 - On-line Data Entry system in TestNav used to enter student responses for accommodated tests (entered by testing staff within 2 days of administration)

Mathematics MCA

- Administered to **grades 3-8 and 11**
- Online administration mode – usually on student iPads
- Adaptive assessment
- Paper accommodated test materials are available for eligible students
 - On-line Data Entry system in TestNav used to enter student responses for accommodated tests (entered by testing staff within 2 days of administration)

Science MCA

- Administered to **grades 5, 8, and students in High School completing their Biology/Life Science coursework**
- Online administration mode – usually on student iPads
- Fixed-form assessment
- Paper accommodated test materials are available for eligible students
 - On-line Data Entry system in TestNav used to enter student responses for accommodated tests (entered by testing staff within 2 days of administration)

What is an adaptive assessment?

The assessment adjusts to each student's performance at an item level.

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. This produces an individualized assessment that is well-tailored to measure each student's proficiency, while still meeting the test specifications.

What is a fixed-form assessment?

Each item is pre-selected. While students are presented with the same items that count for their score, there are multiple forms of the test and the placement of these items varies.

These items are selected to meet the content requirements specified in the test specifications.



Test Structure – MTAS

The MTAS is a performance-based assessment in reading, mathematics, and science for students with the most significant cognitive disabilities, and it is available in every grade in which the MCA is available. The MTAS is an alternate assessment based on extended standards of the Minnesota Academic Standards that have been reduced in breadth, depth, and complexity.

More information can be found on the MDE MTAS Participation website:

education.mn.gov/MDE/dse/test/mn/mtas/

Reading MTAS

- Administered to **grades 3-8 and 10**
- Paper, 1-on-1 administration
- Test Administrators score each task using a rubric embedded in the task script

Mathematics MTAS

- Administered to **grades 3-8 and 11**
- Paper, 1-on-1 administration
- Test Administrators score each task using a rubric embedded in the task script

Science MTAS

- Administered to **grades 5, 8, and students in High School completing their Biology/Life Science coursework**
- Paper, 1-on-1 administration
- Test Administrators score each task using a rubric embedded in the task script

School staff must enter the MTAS scoring data into PearsonAccess Next during the testing window for each subject for the test to be scored. Since the service provider, Pearson, does not score MTAS tests, it is the district's responsibility to enter this data for reporting.

- MTAS data must be entered by testing staff within 2 days of test administration
- Prior to entering MTAS scoring data, the Learning Characteristics Inventory (LCI) must be completed and entered PearsonAccess Next.
- SACs grant access to PearsonAccess Next for staff to enter data
 - “MTAS Score Entry” Role
 - Assign staff to students in PearsonAccess Next



Test Structure – Form Group Types

MCA Reading

- Main
- Data Entry

Only paper accommodated tests are to be put in a data entry session

- **Paper MCA responses must be entered into TestNav by the Test Administrator or Coordinator within 2 days of test administration**

MCA Mathematics

- Main
- Data Entry

Only paper accommodated tests are to be put in a data entry session

- **Paper MCA responses must be entered into TestNav by the Test Administrator or Coordinator within 2 days of test administration**

MCA Science

- Main (standard and accommodated text-to-speech)
- Data Entry

Only paper accommodated tests are to be put in a data entry session

- **Paper MCA responses must be entered into TestNav by the Test Administrator or Coordinator within 2 days of test administration**

MTAS

- Data Entry
- Students are not grouped into test sessions
- LCI (Learner Characteristic Inventory) data must be entered in PearsonAccess Next before any MTAS data can be entered
- **All MTAS data is entered into PearsonAccess Next by the Test Administrator or Coordinator within 2 days of test administration**



Valid Score Rules

“Valid score rules” are the rules for determining how many items need to be answered to report a score for a student’s test

MCA:

- **Valid Score (VS)**
 - Student must respond to 90% of on grade items
 - Online Reading and Mathematics MCA have ‘off grade’ items included in the assessment to support the adaptive test format
- **Not Complete (NC)**
 - Student response to one or more items but fewer than 90%
- **Not Attempted (NA)**
 - Student starts the test but does not respond to any items

MTAS:

- **Valid Score (VS)**
 - Test Administrator score entry for every operational task is required
 - Note: “Operational” means that the task counts toward the student’s score.
- **Not Complete (NC)**
 - Scores are submitted for at least one operational task but not all operational tasks
- **Not Attempted (NA)**
 - No scores are submitted for operational tasks

Accommodations and Universal Supports

- All Accommodations must be listed and up-to-date in students' IEP or 504 Plans
 - OSS informed Case Managers of the December 1 deadline to update accommodations as needed
 - Case Managers can amend IEPs, but it may not get finalized in time to be implemented this testing window
- The MCA Paper is provided to students based on accommodations specified in a student's IEP or 504 Plan
- Detailed information on available accommodations and universal supports can be found in the *Guidance for Universal Supports and Accommodations for MN Statewide Assessments*, available on the REA Test Coordination website:
spps.org/about/departments/research-evaluation-assessment/test-coordination/
 - Specific guidance for Signed Interpretation, Scribe, and Script accommodations are found within this document

SAC Responsibilities

- SACs are responsible for knowing who has what accommodation/support and ensuring they are provided
- SACs have access to student accommodation needs via their School's Accommodation Google Sheet
 - SACs are granted access by the DACs
- SACs must regularly monitor this list, updated weekly (changes are highlighted yellow)
 - SACs request Additional Materials as needed

2023–24 MCA Supports and Accommodations

<div> <div>  </div> <div>  </div> </div>			
<div> <div> Universal Supports General supports available for all students but some supports may be appropriate only for specific students or groups of students. </div> <div> Accommodations Only available for students with an IEP or 504 plan. </div> </div>			
Tools	Administrative Considerations	Accessibility Supports	Accommodations
<ul style="list-style-type: none"> Classroom materials (such as highlighters or place markers) Music or noise buffers Scratch paper Sensory tools 	<ul style="list-style-type: none"> Different time of day Environment (such as lights and seating) Flexible testing time Individual or small group setting Repeated or written version of <i>Testing Directions</i> * Simplify <i>Testing Directions</i> # 	<ul style="list-style-type: none"> Amplification devices Calculator (handheld), mathematics manipulatives, or an abacus for science and grade 11 mathematics Color overlays Low-vision aids Signed interpretation of <i>Testing Directions</i> # Stylus for devices Templates to reduce the visual print field Translate <i>Testing Directions</i> in languages other than English not provided by MDE (written or oral) #* Voice feedback devices Word-to-word translations using dictionaries or programs for mathematics and science #* 	<ul style="list-style-type: none"> Allow student to read a reading test aloud, recording their voice for later playback # Assistive technology # Calculator (handheld), mathematics manipulatives, or an abacus for grades 3–8 mathematics # Scribe #
<div>Provided by School</div>		<ul style="list-style-type: none"> Mathematics tables for grade 11 mathematics Translated <i>Testing Directions</i> in Hmong, Spanish, or Somali #* Word-to-word translations using word lists for mathematics and science #* 	<ul style="list-style-type: none"> Mathematics tables for grades 3–8 mathematics # Paper test book (regular print, large print, and braille) # Script for mathematics and science (including signed interpretation of the script) #
<div>Provided by MDE</div>		<ul style="list-style-type: none"> Answer masking Color contrast Line reader mask Magnifier Pop-up translations in Hmong, Somali, and Spanish for mathematics and science #* Standard text-to-speech for mathematics and science * Zoom feature 	<ul style="list-style-type: none"> Accommodated text-to-speech for mathematics and science #
<div>Embedded in Test</div>	<ul style="list-style-type: none"> Answer eliminator Calculator Formula sheet Highlighter Ruler Scratch pad Straightedge White noise 		

* Suggested for multilingual learners # Requires a code to be indicated to MDE by the District Assessment Coordinator
 If there is the need for an accommodation or support not specifically addressed in this table, email mde.testing@state.mn.us.

Accommodation Google Sheets

What's on the Accommodations Google Sheet?

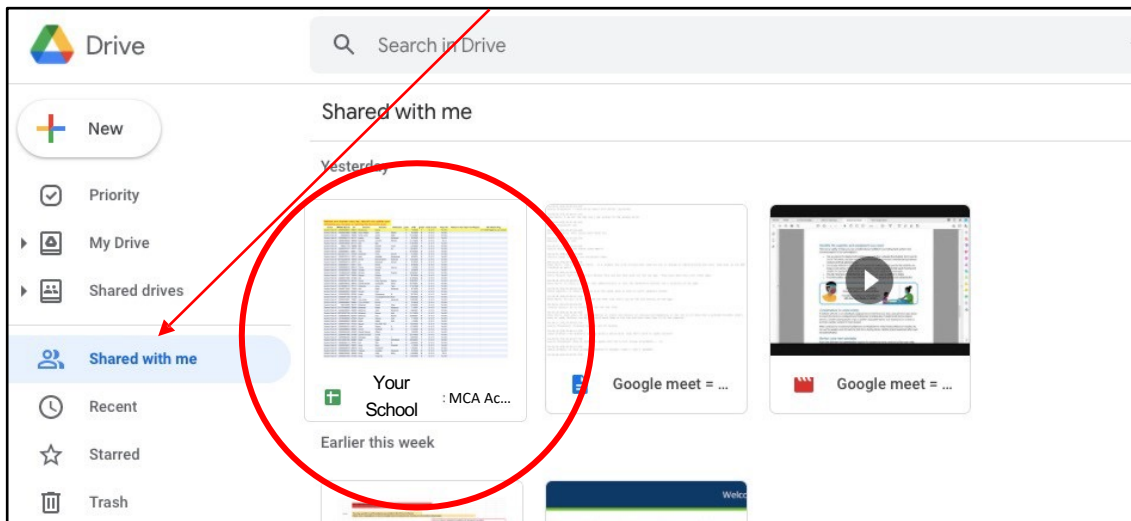
- The first tab lists all students with Accommodations and what they are
- The 'SAC Data Entry' tab is for tracking parent/guardian refusals/opt outs

When will the Accommodation Google Sheet be available?

- All SACs should have access by Friday, February 16, 2024
 - Note: if you were your school's MCA SAC last year you still have access to your Accommodations Google Sheet
- Accommodation changes based on updates to IEPs and 504 Plans are populated each Tuesday
 - Mark Gruen will email SAC if an update is made to their Accommodation Google Sheet updates are highlighted yellow

Where is my school's Accommodation Google Sheet?

- Within Google Drive → Shared with me
 - File naming convention: **Your School: MCA Accommodation Google Sheet**



Preparing for Test Administration

- ☐ Websites
- ☐ Family Communication
- ☐ Staff Roles and Responsibilities
- ☐ Choosing Test Monitors
- ☐ SAC Training
- ☐ Test Monitor Training
- ☐ Test Security – Non-Testing Staff
- ☐ Logging into LMS
- ☐ Test Scheduling
- ☐ Preparing Student iPads
- ☐ Preparing Students for Testing

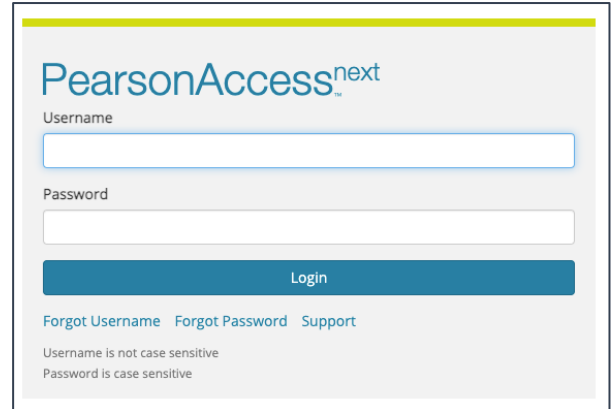


Websites and Accounts

PearsonAccess Next

<https://mn.pearsonaccessnext.com/>

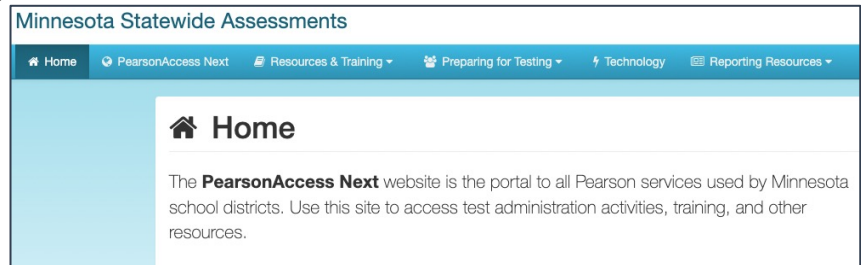
- MCA/MTAS test management website
- Password protected
 - Account generated by DAC
 - Username: your @spps.org email
- Manage test sessions, print test tickets, manage student progress, view/print reports
- MTAS data entry
- Testing staff may be given access to support test monitoring and MTAS data entry
 - Access given by DAC or SAC
 - Test Monitor/Data Entry role for MCA administrators
 - MTAS Entry role for MTAS administrators



Minnesota PearsonAccess

<http://minnesota.pearsonaccessnext.com/>

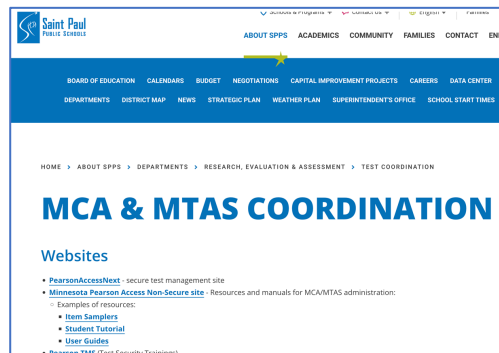
- Resource website, managed by Pearson
- Student Readiness Tools
- Guides and directions
- Formula sheets
- Tech requirements



REA Test Coordination

spps.org/about/departments/research-evaluation-assessment/test-coordination

- > MCA/MTAS Testing Information
- Resource website, managed by REA
- Guides and Manuals
- Forms
- Training materials
- SPPS specific resources



NEW WEBSITE!

Websites and Accounts continued

Learning Management System – LMS



- New Fall 2023
- Replaces TMS
- LMS contains Test Security and Monitoring courses
 - Required by MDE
 - To be completed by all testing staff, including SACs
 - All staff who could possibly access testing materials are required to complete the Test Security Training (likely already trained during ACCESS administration)
- SACs view and track testing staffs' training history
- Login to LMS at
 - minnesota.pearsonaccessnext.com/training/
 - Use @spps.org email address
 - Adobe will briefly load, then enter your SPPS Active Directory

SACs, Test Administrators with PANext accounts and staff logging in after the first time

Staff w/o PANext accounts logging in for the first time

Training

Access training resources and information about upcoming trainings.

Learning Management System (LMS)

The Learning Management System (LMS) contains trainings provided by MDE and Pearson.

LMS Access and Registration »

Select this option if you already have access to the LMS through a PearsonAccess^{next} account or have already self-registered.

LMS Self-Registration »

Select this option if you do not have access to the LMS through a PearsonAccess^{next} account.

- Guides for accessing and navigating LMS available
 - On the REA Test Coordination website > MCA Test Information
 - spps.org/about/departments/research-evaluation-assessment/test-coordination/mca
 - Within LMS
 - Course: Using the LMS Learner Portal
 - Course: Managing Learners in LMS



Family Communication

MCA announcement letter - required

Sent out by schools in their regular form of family communication (e.g. Principal's newsletter, weekly update, Seesaw, or Schoology, etc.) - must include:

- Our students in grades 3-8, 10, 11, and those taking high school Biology will be taking the MCA assessment in the months of March through May (you can be more specific if desired)
- Brief 'what are the MCA & MTAS assessments'
- Where to find more information (MCA Family Test Information site: spps.org/about/departments/research-evaluation-assessment/test-coordination/mcamtas-family-information)
- Who to contact with questions

Generic announcement letters provided by REA

- Available in 5 languages
 - English, HMong, Karen, Somali, and Spanish
- Updated for Spring 2024
- Link to Google Folder containing letters is found on the REA Test Coordination website > MCA Test Information
 - Do NOT share out the direct link to the folder
 - SACs are meant to download the needed letters and share out to families in the form that your school regularly communicates with families
 - SACs must ensure letters go out but do not need to be the ones to actively send out MCA Announcements

REA: Parent/Guardian Information on Statewide Testing website

- spps.org/about/departments/research-evaluation-assessment/test-coordination/mcamtas-family-information
- MCA & MTAS Parent Fact Sheets
- MCA & MTAS ISR (Individual Student Report) guides
- All documents available in multiple languages
- Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing
- Links to MDE Family State Testing websites



Staff Roles and Responsibilities

School Assessment Coordinator (SAC)

- Attend REA MCA SAC training – week of February 12, 2024
- Ensure MCA/MTAS announcement letters/messages go out to families
- Complete training in LMS
- Inventory test materials immediately upon receipt and returns all test materials to Pearson after testing is complete
- Request additional materials as needed – Additional material requests are sent to lynette.scott@spps.org or jessica.lang@spps.org
 - Last day to order additional materials is **Monday, April 29, 2024**
 - For Science MCA only: last day to order is **Monday, May 6, 2024**
- Know which students are eligible to test and ensure they are tested
- Know which students need to be tested and which have accommodations
 - Data found in School MCA/MTAS Accommodations Google Spreadsheet (available mid-February, updated weekly)
- Ensure testing accommodations are appropriately provided
- Schedule test sessions
- Coordinate with SpEd team for MTAS testing (if applicable)
- Ensure and track that Test Administration is performed by trained Test Monitors
 - SAC is responsible for training Test Monitors
- Distribute test materials on each day of testing
- Develop plan for keeping test materials secure throughout testing
- Remind Test Monitors that test materials are to be secured and confidential
- Distribute and ensure ‘Testing – Do Not Disturb’ and Cell Phone policy signs are posted

Test Monitors/Test Administrators

- Attend training provided by SAC
- Complete training in LMS
- Become familiar with procedures for test accommodations for students with an IEP/504 plan directed accommodations
- Administer the online MCAs while maintaining test security
- For Paper Tests:
 - Properly accounts for test booklet security immediately before, during, and after test administration
 - Ensure that student responses are entered into TestNav after administration



Selecting Test Monitors/Administrators

Test Monitors for MCA

Test Monitors should be selected from the highest possible ranking from the list below. If a school has exhausted the availability of persons in category “1,” it should select staff in category “2,” and so on.

1. Licensed teachers or administrators who work in the school
2. Licensed teachers or administrators who work in the district
3. Paraprofessionals who work in the school
4. School district personnel employed by the school district
5. Licensed substitute teachers
 - Long term substitute teachers **may** be Test Administrators, daily substitute teachers may **NOT**

Test Administrators for MTAS

For MTAS, MDE strongly recommends that the Test Administrator be someone who is familiar with the student’s response mode, who works with the student during instruction, and with whom the student feels comfortable. If this is not possible, Test Administrators may be any district employee who has completed the applicable MTAS Test Administrators training in that academic year.

Other Staff:

Only trained staff involved in testing are allowed in the room during testing.

- In addition to Test Administrators and Test Monitors, any individuals in the room during test administration, like paraprofessionals, must complete required trainings each school year, including the Test Security Training.
- Non-school personnel cannot be present in the testing room. However, they are allowed to be involved with testing in other capacities (for example, volunteers assisting as hall monitors) if they are directly supervised by school personnel. They must also complete the Test Security Training.
- **Student teachers** are allowed to be in the testing room during test administration because they are involved in daily instruction of students. They must complete required trainings for their role. However, student teachers cannot be the sole Test Administrator or Test Monitor, unless they hold a substitute teacher license.
- A parent/guardian or relative cannot be involved with their student’s test administration or be in the same room during testing at any time. For this policy, relatives are defined as children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, spouses, and persons under guardianship.



SAC Training

Required:

- ☐ Attend SPPS/REA provided MCA SAC Training
- ☐ Complete the following courses in LMS
 - ☐ Using the LMS Learner Portal
 - ☐ Managing Learners in the LMS
 - ☐ [MCA Test Monitor Learning Path](#):
 - ☐ Test Security Training (Assurance of Test Security Included)
 - ☐ Active Monitoring for Statewide Assessments
 - ☐ Administering the MCA
 - ☐ Minnesota Statewide Assessments Overview (if 1st year as SAC)
 - ☐ [New MTAS Test Administrator: 1-2 years Learning Path](#) (if MTAS will be administered at your school)
 - ☐ MTAS Administration Overview
- ☐ Review and become familiar with Pearson manuals and user guides
 - <https://minnesota.pearsonaccessnext.com/user-guides/>

Recommended:

- Course in LMS
 - Found under **Optional Trainings** within the [MCA Test Monitor Learning Path](#):
 - Understanding MCA Universal Supports and Accommodations
 - Minnesota Statewide Assessment Overview (if 2nd year or beyond as SAC)
 - Handling Secure Paper Test Materials



Test Monitor/Administrator Training

MCA Test Monitors

For MCA Test Monitors, the MCA Test Monitor learning path includes three required trainings. The Administering the MCA training includes three options: administering online assessments only, administering paper assessments only, or administering both paper and online assessments. Test Monitors must select the one option that best fits their role in order to complete the training.

Test Administration	Trainings Required in the LMS > MCA Tags > MCA Test Monitor Learning Path
MCA	<i>MCA Test Monitor learning path:</i> <ul style="list-style-type: none">• <i>Test Security Training</i>• <i>Active Monitoring for Statewide Tests</i>• <i>Administering the MCA</i>

MTAS Test Administrators

MTAS Test Administrators must complete the applicable learning path in the LMS based on their years of experience administering the MTAS, as outlined in the table below. Test Administrators only need to complete one of the learning paths depending on their experience administering MTAS.

Number of Years as Test Administrator	Trainings Required in the LMS > MTAS Tags
First or second year administering MTAS	<ul style="list-style-type: none">• <i>New MTAS Test Administrator—1–2 years learning path</i><ul style="list-style-type: none">○ <i>Test Security Training</i>○ <i>MTAS Administration Overview</i>○ <i>MTAS Administration and Scoring Practice</i>
Three or more years administering MTAS	<ul style="list-style-type: none">• <i>Experienced MTAS Test Administrator—3 or more years learning path</i><ul style="list-style-type: none">○ <i>Test Security Training</i>○ <i>MTAS Administration and Scoring Practice</i>



Test Security – Non-Testing Staff

Some staff will need to take the Test Security Training (Assurance of Test Security Included) course via the LMS even if they are not directly involved with testing.

- If staff took the Test Security training for ACCESS, they do NOT need to take it again for MCAs

Who must complete the *Test Security training and Assurance of Test Security*

- School Assessment Coordinators
- ACCESS & Alternate ACCESS Test Administrators
- Translators
- Scribes
- Paraprofessionals
- Any staff with potential access to test materials
- Technology staff; including individuals contracted at the district for technology support
- Support Staff, Custodial, and anyone who may have keys to access test materials

How?

- Via LMS – complete the *Test Security Training (Assurance of Test Security Included)* course
 - Via LMS is the preferred method
 - The Test Security Training course is approximately 6 minutes long
- Or reading and signing the *Assurance of Test Security and Non-Disclosure*
- One per school year is required by MDE
- Documentation must be kept for two years and available upon request by MDE
 - Upload any paper *Assurance of Test Security and Non-Disclosure* forms to your MCA/MTAS Google Folder by **Wednesday, May 15, 2024**
 - DACs may request LMS reports, new system not consistently giving DACs access to school level reports

The image shows a screenshot of a Learning Management System (LMS) interface. On the left, there is a green card titled 'SELF PACED' with the 'm' logo and the text 'Test Security Training (Assurance of Test Security...)' and 'Learning Path'. Below this, it says 'Skills: MN Assessment'. A blue arrow points from this card to the main course page on the right. The main page has a dark green header with the course title 'Test Security Training (Assurance of Test Security Included) (20...' and '287 Enrollment(s)'. Below the header, there is a 'Share' button. The main content area has a light gray background. It includes a 'No description available' note, a 'Duration : 6 mins' indicator, and a 'Required Trainings' section. The 'Required Trainings' section shows a course titled 'Test Security Training (Assurance of Test Security Included) (2023-24)' with a duration of 6 mins and a 'REQUIRED' status. Below this, it says 'This training details test security policies and procedures and contains the Assurance of Test Security and Non-Disclosure. All staff involved in testing must c...'. There is a '1 Module' indicator at the bottom right of the required trainings section. On the right side of the main page, there is an 'Enroll' button, a 'Save' button, and a 'Badges' section showing a Minnesota state badge and 'Skills covered: MN Assessment - Level1'.

Accessing LMS for the 1st Time

Everyone will go to: <http://minnesota.pearsonaccessnext.com/training/>

Then:

Those with a PearsonAccess Next account:

- SACs
- Administrators (Principals)
- MCA/MTAS Test Administrators given PAnext rights by SAC/DAC

1. Select **LMS Access and Registration**
2. Enter @spps.org email address when asked for **Email ID**
3. Adobe will briefly load, then the SPPS Active Directory site will open → enter your AD

Training

Access training resources and information about upcoming trainings.

Learning Management System (LMS)

The Learning Management System (LMS) contains trainings provided by MDE and Pearson.

LMS Access and Registration »

Select this option if you already have access to the LMS through a PearsonAccess^{next} account or have already self-registered.

LMS Self-Registration »

Select this option if you do not have access to the LMS through a PearsonAccess^{next} account.

Those who will need to Self-Register in LMS:

- Test Administrators/Monitors
- Tech Staff
- Engineering Staff
- School Staff (who have keys or may be in the testing rooms– e.g. office staff, paras, etc.)

1. Select **LMS Self-Registration**
2. Adobe login site will open → enter your @spps.org email address
3. Adobe will briefly load, then the SPPS Active Directory site will open → enter your AD
4. 'Complete your profile' by selecting your school and 'Saint Paul Public Schools (0625-01-000)' from the provided list.
Note: all schools in MN are listed, you may have to scroll down quite a bit. Using your browser's search (command F) can help.



Saint Paul
PUBLIC SCHOOLS REA 22

Test Monitor Training

School Test Administrator Training

The SAC Must

- Hold an Administration and Security training meeting for Test Administrators
- Have staff sign-in to prove attendance *use Sign-in sheet provided in SAC Folder
- Communicate required online Test Administrator trainings
- Give guidance on how to access the LMS and what trainings they must take (see pg 20)

What must be covered:

- All test items are secure
- Discussions of items are not allowed with students or co-workers
- Test Administrators are impartial observers during the test administration
- Test items and student tests are not allowed to be reviewed by teachers or school staff
- Reproducing or paraphrasing an item in an email or other writing is a security breach
- Cell phones and wearable technology (e.g. smartwatches, fitness trackers, Bluetooth headphones) or any other device that can electronically send, receive or capture information is strictly prohibited
 - Cell Phone/technology posters must be posted inside and outside of each testing room
 - The only exceptions to this policy are the use of supported devices for taking the online test or if the device is used as a medical monitor
- Dictionaries and calculators may not be used (see calculator exceptions on page 24)
- All instructional posters and graphics in the testing room must be covered or removed
- Communicate test structure, timing and schedule
- How accommodations will be communicated and supported
- Process for managing and securing materials
 - Test tickets (for the Online MCA) are secure and must be collected from students before leaving the testing room
 - Scratch paper is also secure and must be collected from students before leaving the testing room and then securely destroyed
- What to do for misadministrations, irregularities and TARs (Test Administration Reports), see page 38
- How to reach SAC if needed
- Access to basic tech troubleshooting information
- 'Testing – Do NOT Disturb' signs must be posted outside of all testing rooms



Test Monitor Training continued

Materials Allowed when taking The MCAs

- The following materials are to be provided for students for the administration:
 - Student login information (Test Ticket)
 - Scratch paper (students must write their name on it)
 - A pen or pencil
 - Headphones for Text-to-Speech (available in Mathematics and Science only)
 - ❖ Remember Bluetooth headphones are not allowed
 - Hard-copy mathematics formula sheets for grades 5-8 and 11; located on the Student Resources page of the Minnesota PearsonAccess website
 - Hard-copy versions of multiplication and hundreds tables for Grade 11 Math ONLY
 - Handheld calculators
 - Grade 11 Mathematics only
 - Science MCA
 - There is a Calculator accommodation for Math grades 3-8, must be in student's IEP and taken with the Paper MCA
 - Calculator Guidelines available on the REA Test Coordinator website
 - Items approved for accommodations and/or supports

Materials **Not** Allowed when taking The MCAs

- Dictionaries, thesauruses and other reference materials are not permitted
- Calculator manuals are not permitted
- Handheld calculators are not allowed for the grades 3–8 for the Mathematics MCA, unless specified in IEP. Students who require a handheld calculator as an accommodation must use a paper accommodated test book
- Test Monitors must actively monitor the student(s) so their handheld calculators are not used on non-calculator test items
- Cell phones and other electronic device, including smartwatches or other “wearable” technology, must be turned off and stored / not visible before the start of testing and throughout test administration and breaks
- All instructional posters and graphics in the classroom or on a student's desk that are related to the subject being tested must be covered or removed during test administration. There is not a list of materials that can remain visible to students during testing. If the materials are related in any way to the subjects being tested, they must be covered or removed. **If you have any questions or concerns about materials in the classroom, cover or remove them.**



Test Monitor Training continued

Cell phones, Bluetooth headphones and other technology:

- Students may not have any electronic devices at any point during the testing session
- Students who access technology while testing may have their test domain invalidated
 - Report any infraction via a TAR
- Do not allow any backpacks, bags, coats, etc. in the students' testing space
- All devices should either not enter the room or be turned collected by the Test Administrator
- Post this notice inside and outside of the testing rooms

ATTENTION:
**No cell phones,
electronic devices or
Bluetooth headphones!**



- Turn off your phone or device **NOW**.
 - Turn it in to Testing Staff as you enter the test room
- OR**
- Put it away in your bag and place it in the location designated by Testing Staff
- Backpacks/bags are not allowed near students during testing

If you access your tech during testing:

- Your test will be Invalidated
 - You will receive **NO** test score
- Your tech may be taken away
- Your family may be contacted

Test Monitors & Cell Phones

- To allow Test Monitors to continue active monitoring with the least disruption, Test Monitors may use their cell phone **ONLY** to alert others that assistance is needed.
 - Must be put away/not visible when not in use

Plan for if a Student Finishes the Test Early

- Develop a plan for students who finish early during the testing session or need extra time to finish, as well as for students who finished in a previous testing session.
- This must be clearly communicated to Test Monitors
- If students finish early during the testing session and stay in the testing room, they may read a paper book or complete activities on paper that are not related to the subject being tested.
- **Know that students who have finished in a previous test session are not allowed to be in the testing room on subsequent days of testing.**



Test Monitor Training continued

Train Your Staff Power Point (PPT) for MCA Test Monitor Training

- A Train Your Staff PowerPoint for you to use for staff training is available on REA's Test Coordination website: spps.org/about/departments/research-evaluation-assessment/test-coordination/mca

➤ **Reminder!**

- Students must be actively monitored by trained staff at all times and cannot be left unsupervised at any point during the test administration

What help can Test Monitors give to students?

- Repeat the *Test Monitor Directions* as written. Scripted directions that Test Monitors will use during online test administrations are included to the *Test Monitor Directions*
- Test Monitors may not paraphrase *Test Monitor Directions*, define or pronounce a word within a test item, discuss a test item or give an opinion regarding a test item. The only directions Test Monitors can give students are those that are scripted in the *Test Monitor Directions*
- Students must be familiar with how to answer different types of items and Test Monitors cannot provide assistance
- Students must be familiar with the functionality of calculators or online tools they are using prior to the start of testing; Test Monitors cannot provide assistance with calculators or online tools
- If a student points out a test item that appears to have an error, the Test Monitor should instruct the student(s) to continue the test and note the grade, subject, form (if applicable), test session ID (online assessment only), student MARSS number (online assessments only), and item number. **NEVER TAKE A PICTURE!**
 - Following the testing session, the Test Monitor should notify the School Assessment Coordinator, who will notify the District Assessment Coordinator
 - The District Assessment Coordinator will contact MDE and give the information collected by the Test Monitor
 - The content of the item itself should never be referenced, copied or emailed within the school or district or in a communication to MDE

➤ **More support information available in the *Testing Directions: Online Spring 2024***

- <https://minnesota.pearsonaccessnext.com/testing-directions/>



Test Scheduling

Scheduling the Online MCAs

- Students are not required to exit in the same place as other students
- Students must answer each item before they can go on to the next item
- Students can review their answers before exiting the test or before going on to the next group of questions for Reading and Mathematics or a section for Science
 - Note: Once students go on to the next group of questions (Reading and Mathematics MCA) or section (Science MCA), or exit the test for more than 20 minutes, they cannot go back to items completed previously

Test monitors must use the scripted language in the [Testing Directions: Online](#) to alert students prior to the end of the day's testing session so students have time to review their answers before exiting

- [Testing Directions: Online](#) can be found at <https://minnesota.pearsonaccessnext.com/testing-directions/>

Options for scheduling:

By number of items/section

- This is an option if wanting to ensure students complete the test in the same number of days
- Remember to give enough time to complete this goal
- Keep in mind that some students may not be able to complete the items planned for the session, you need to have a plan in place to address this situation (such as, students finish the items in a different testing location, or students resume where they left off on the next day of testing).

Reading MCA	Mathematics MCA	Science MCA
<ul style="list-style-type: none">• Schedule by the number of items and the end of a group of questions	<ul style="list-style-type: none">• Schedule by the number of items• You can use a single number or range of numbers	<ul style="list-style-type: none">• Schedule by section• You cannot schedule by item number because they start over in each section

By sessions based on time estimates

- Estimated testing times listed on the following pages

Test Scheduling continued

The Estimated Time to Impact Performance column provides information related to student performance and the amount of time spent testing. Based on past administration data, average scale scores increased as time spent testing increased, up to times listed below. Beyond this point, the average scale scores plateaued or leveled out. As such, scheduling more than the estimated time to impact performance might not lead to significant gains in student achievement.

The estimated times do not include:

- Time for students to sign into the test
- For Test Monitors to provide scripted directions from the *Testing Directions: Online* and answer student questions
- Time for completion of item samplers or viewing of the online student tutorial

Estimated Test Administration times for Online **Reading** MCA

Grade and Test	Number of Groups of Items	Approximate Number of Items	Typical Range for Scheduling	Estimated Time to Impact Performance
Grades 3–5 Reading MCA	4	50	1.5–2 hours	Up to 2 hours
Grades 6–8 Reading MCA	4	55	1.5–2 hours	Up to 2 hours
Grade 10 Reading MCA	4	60	1.5–2 hours	Up to 2 hours

- ❖ Tables including the number of items by section, are provided in the *Testing Directions*
- ❖ Number of Item Groups updated with removal of Off-Grade items

Estimated Test Administration times for Online **Mathematics** MCA

Grade and Test	Number of Groups of Items	Approximate Number of Items	Typical Range for Scheduling	Estimated Time to Impact Performance
Grades 3–8 Mathematics MCA	5	50	1.5–2 hours	Up to 2.5 hours
Grade 11 Mathematics MCA	6	55	1.5 hours	Up to 2 hours

- ❖ Tables including the number of items by section, are provided in the *Testing Directions*

TestNav Availability:

- Student Testing: Monday-Friday, 6am to 5pm
- Data Entry: Monday-Friday, 6am to 7pm



Test Scheduling continued

Estimated Test Administration times for Online Science MCA

Grade and Test	Number of Sections	Approximate Number of Items	Typical Range for Scheduling	Estimated Time to Impact Performance
Grade 5 Science MCA	4	50	1–1.5 hours	Up to 1.5 hours
Grade 8 Science MCA	4	60	1–1.5 hours	Up to 1.5 hours
High School Science MCA	4	80	1–1.5 hours	Up to 1.5 hours

❖ Tables including the number of items by section, are provided in the *Testing Directions*

High School Science MCA

- Only students completing their Biology or Life Science course work this school year
- A guide has been created to help define exactly which courses make a student eligible to take the High School Science MCA
 - Available on REA: Test Coordination > MCA Test Coordination website
- Per MDE; "Students who were unable to take the High School Science MCA in 2019–20 or 2020–21 due to COVID-19 will not take the assessment in 2021–22 (or any other year), unless they are retaking their life science/biology coursework."

Estimated Test Administration times for Paper MCA are similar to Online MCA times

Estimated Test Administration times for MTAS

Subject and Test	Estimated Time
Reading MTAS	60–90 minutes
Mathematics MTAS	20–40 minutes
Science MTAS	60–90 minutes

❖ The estimated times for Reading and Science MTAS are longer based on the time that may be needed to administer field test tasks in preparation for the Alternate MCA

For both Paper MCA and MTAS

- Pearson does not scan Paper MCA and MTAS materials or forms
- **Test Administrator or SAC must enter student responses into the Pearson system within 2 days of test administration**
 - Paper MCA via a Paper Test Session in TestNav
 - MTAS via data entry in PearsonAccess Next



Preparing for Testing: PAnext

Create Test Sessions

- Students are loaded into PearsonAccess Next automatically based on District MARSS data (via MDE)
- SACs must create Test Sessions for students to access the test
 - Ensure you are in the correct year and test (MCA vs. MTAS)
 - Under **Testing > Sessions**, from the “Tasks” menu select **Create/Edit Sessions** and then **Start**
- On the ‘New Sessions’ screen, enter the required information as indicated by the asterisk
 - Session Name, Organization, Scheduled Start Date
 - Test Assigned (note only one grade, subject, and type per session)
 - Students test online within ‘Main’ sessions
 - Staff enter responses for Paper MCA within ‘Data Entry’ sessions
 - Proctor Caching Computer: No Cache/Blank
 - Students:
 - Recommend add students based on ‘Group’ if adding all from a grade level
 - Recommend add students based on ‘Name’ if creating a classroom based session
 - Select ‘Create’
 - Go to **Testing > Students in Session**
 - Select a session you have created then select **Prepare Session**
 - This must be done to all sessions
 - Remember to select **Start** on the first day of the test session

Printing Test Tickets

- Under **Testing > Students in Session**, add the sessions you need to print tickets for (from the menu on the left)
 - Once a Session is selected, select **Testing Tickets and Session Resources**
 - Select **Print all for this session**
 - Once the tickets appear, select **Print Format**
 - Recommended: **Grid**
 - Then **Print**
- ❖ More information available in the *MCA Online User Guide* – available on the Minnesota PearsonAccess: minnesota.pearsonaccessnext.com/user-guides/ and the REA Test Coordination > MCA Test Coordination website: spps.org/about/departments/research-evaluation-assessment/test-coordination/mca



Preparing Student iPads

Testing App: TestNav

- TestNav will be automatically pushed out onto to student iPads
- If TestNav is not on the iPad, it can be downloaded via Self Service
 - Either search for “TestNav” then select ‘Install’
 - Or find “TestNav” under Online Testing, then select ‘Install’
 - Do NOT delete TestNav from an iPad
 - In some cases, it doesn’t actually uninstall. The app is still on the iPad but now there is no icon.
- Student must select **Minnesota** when accessing TestNav for the first time



iPad iOS Requirement: 15.2 or higher

Can students access their test any time, any place on their iPad?

No:

- SACs can activate the ‘lock’ feature in test sessions in PearsonAccess Next
- Student tests can only be logged into on weekdays between 6am-5pm
- Students can not resume testing once logged out until the SAC “Resumes” their test in PearsonAccess Next

MCAs on Computers:

- Students may take the MCA on a computer (desktop or laptop w/mouse)
- Log on to the computer using “pearson” for both the username and password
- System should launch directly into TestNav, if it does not double click TestNav icon to open
- If needed, TestNav is available for download or update in Self Service
- Computer tech requirements:
 - Mac: OS 12, 13, or 14
 - Windows: 10 x64 or 11 x64
- Student must select **Minnesota** when accessing TestNav for the first time



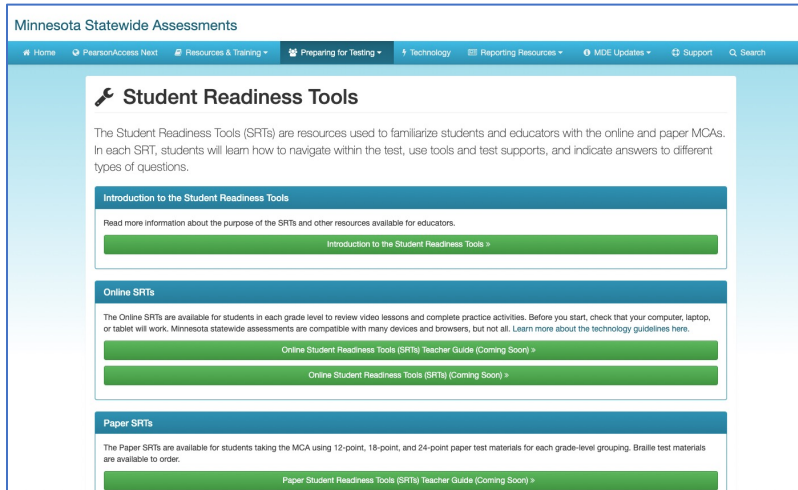
Preparing Students for testing

Student Readiness Tools (SRTs)

- Replaces Item Samplers and Student Tutorial

How to access: <http://minnesota.pearsonaccessnext.com/> > Preparing for Testing > Student Readiness Tools

- Direct link: <http://minnesota.pearsonaccessnext.com/readiness-tools/>



- No login information is needed for the online SRTs. Students select their grade level to review videos and practice activities to learn how to navigate within the test, use the tools, and answer question types.

- The paper SRTs are available for students taking an MCA paper test. The paper SRTs help students learn to handle the paper test books and how to write their answers to different types of questions. Large print, Braille, and script resources are also available.
- Educator guides for both the online and paper SRTs are available. Supplemental information for the online SRT tutorials is also available, which provides detailed information about all functionality.
- For MTAS, sample Task Administration Manuals, Presentation Pages, and Response Option Cards are available to prepare both Test Administrators and students for test administration. Sample materials are also provided for the tasks being field tested for the upcoming Science and Reading Alternate MCA. SRTs for the new Alternate MCA will be available starting with science in 2024–25.

Parent/Guardian Refusals

Federal and state statutes require all eligible students participate in statewide assessments. It is considered an unethical practice to exclude students from the assessments by actively encouraging students or Parents/guardians to refuse testing.

How do families know about opt outs:

- Per MDE, Districts must post the current year's complete form on the district website and include it in the district's student handbook
 - SPPS posts the form on both the [ACCESS](#) and [MCA](#) Family information websites and the complete form is in the [District Student Handbook](#)
- In order for parents/guardians to make fully informed decisions regarding their child's participation in statewide assessments, districts must provide complete and transparent information when asked by parents/guardians if they can refuse testing; this information must be provided upon request in a timely manner. However, districts are **not** required to send out specific communications regarding parent/guardian refusals. If a district does choose to communicate this information, they should consider including information on how the district uses the information from statewide assessments and the value it provides.
 - In the ACCESS announcement letters from SPPS it states, "If you have questions about your student's participation, please reach out to your child's principal."
- Per MDE, only written forms of refusal are accepted (e.g. MDE Form, written letters, and emails) Texts, phone calls, and verbal notification **NOT** accepted

School staff may NOT:

- Discourage families or students from testing
- Pre-fill out the refusal form
 - ONLY a parent or guardian should be completing this form

Schools are not required nor expected to provide alternative educational opportunities while other students are testing for students whose families refused testing.

How to track Parent/Guardian Refusals:

Tab 2 (SAC Data Entry) of the MCA Accommodations Google Sheet

1. Enter student ID number (CIF) in Column A
2. Student name will automatically populate in Column B
3. Enter form of communication in Column C → Only written forms accepted (physical or email)
4. Check off in Column D when copy of documentation has been sent to DACs
5. Answer question in Column E
6. Send copy of Opt Out to DAC ASAP (upload to Google Folder)



During the Testing Window

- ☐ Testing Directions
- ☐ New Students and Data Entry
- ☐ Monitoring Progress
- ☐ Test Administration Reports (TAR)
- ☐ Tech Support
- ☐ MDE Site Monitoring
- ☐ MDE Test Security Tip Line



Testing Directions

Test Monitor Directions:

- The Testing Directions: Online contain
 - General instructions for Test Monitors about test administration
 - Scripted directions that must be read to students
 - Guidance on supporting student during the test session
 - A transcript of the Student Directions that are embedded in the students' tests
 - Student Directions are automatically displayed in the first section of each MCA subject
- SACs must provide all Test Monitors with printed copies of, at minimum, the following sections of the Testing Directions: Online (pages 1-9 & 27-28)
 - Script to Read to Students
 - Answering Questions and Providing Assistance
 - Transcript of Student Directions
- It is strongly recommended to send the full 28 page Test Directions: Online (PDF) to Test Monitors by email
- Test Directions (for Online and Paper) are available on the Minnesota PearsonAccess resource website:
 - <https://minnesota.pearsonaccessnext.com/testing-directions/>
 - Translated versions are available

Student Directions:

- Student Directions are embedded in the first section of the student online tests
- Students will read/listen to these directions after they login and before they begin the first section of each test subject
- An Overview of Student Directions is available on the Minnesota PearsonAccess resource website:
 - <https://minnesota.pearsonaccessnext.com/testing-directions/>
- The Transcript of the Student Directions is available on pages 27-28 of the Test Monitor Directions



New Students

When students enroll in SPPS they are automatically added to PearsonAccess Next

- It takes a few days for a new student to populate through the various systems
 - If a student is still not in Pearson a week after enrollment, contact your DAC
- Pathway of data:
 - SPPS Student Placement → MARSS → MDE → Pearson

Data Entry

- **MCA Paper** – MCA Paper data must be entered into TestNav within 2 days of administration
 - MCA Data Entry session created in PearsonAccess Next
 - Test Administrator or SAC logs into TestNav app and enters the student's responses from the paper test booklet
- **MTAS** – all data (LCI and test) must be entered into TestNav **within 2 days of administration**
 - MTAS data is entered directly into PearsonAccess Next
 - LCI data must be entered first
 - SAC can give Test Administrators access

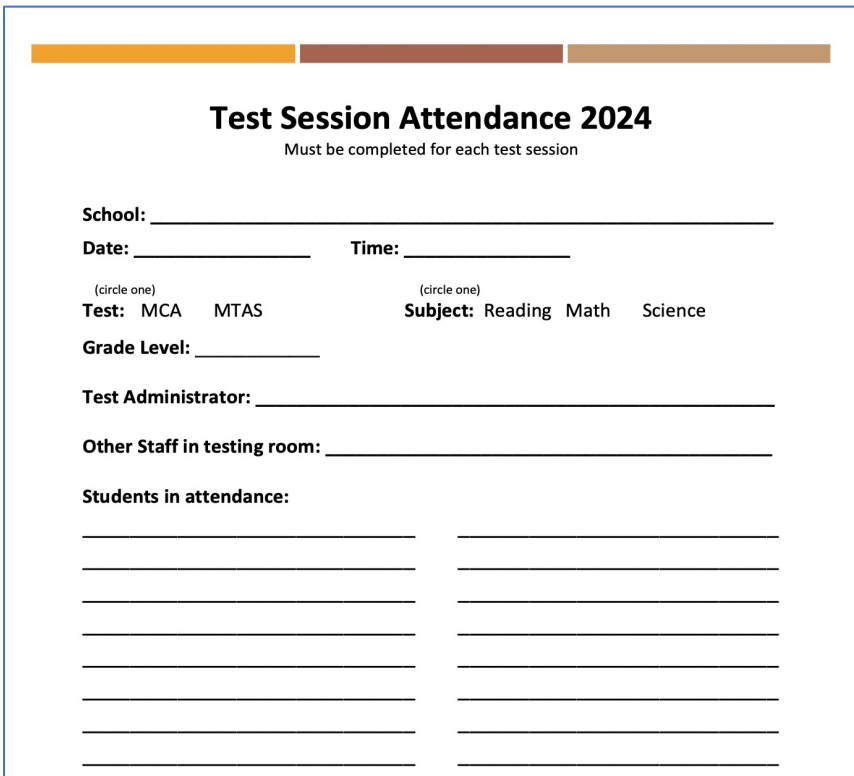


Monitoring Progress

Tracking session attendance:

Per MDE, we must track which students test with which Test Administrator for all test sessions, ideas for tracking:

- Test Session Attendance Form, one per test session- available on REA Testing website
- Session Roster from PAnext (Reports > Operational Reports > Online Testing > Session Roster), print new roster for each test session
- Google Sheets/Excel
- Attendance information must be sent to DACs at the end of the testing window (page 44)



The form is titled "Test Session Attendance 2024" and includes a header with three colored bars (orange, brown, and tan). Below the title is the instruction "Must be completed for each test session". The form contains several fields for information entry: School, Date, Time, Test (with a note to circle one), Subject (with a note to circle one), Grade Level, Test Administrator, Other Staff in testing room, and a section for Students in attendance with two columns of lines for student names.

Test Session Attendance 2024
Must be completed for each test session

School: _____

Date: _____ Time: _____

(circle one) Test: MCA MTAS (circle one) Subject: Reading Math Science

Grade Level: _____

Test Administrator: _____

Other Staff in testing room: _____

Students in attendance:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Track materials

- Use **Security Checklists** (found in your boxes of material shipments) to track who has what material and when it is returned
 - Security Checklists must be sent to the DACs at the end of the testing window

View online testing progress in PearsonAccess Next

- Under Testing > Students in Sessions
 - Select a test session to view student progress
 - Ready, Testing, Exited, Resume, Complete
 - Select individual students to see how far they have progressed
- Detailed directions on accessing the **Student Status Dashboard** in PearsonAccess Next available in guide on the REA: MCA Test Information website




Test Administration Report (TAR)

- TAR is used to record test misadministrations and reasons for possible invalidations
- Test Administrator completes the TAR and the SAC forwards a copy to Lynette or Jessica ASAP (within 24 hours of incident)
- TAR must be kept with REA at 360 Colborne for two years per MDE
- Blank TAR form is available in your SAC folder and on REA website:
spps.org/about/departments/research-evaluation-assessment/test-coordination

Examples of misadministrations

- Student engages in inappropriate behavior or action that results in a test being invalidated
- Student refuses to take an assessment or cheats on an assessment, requiring the assessment to be invalidated
- Student's responses are transferred by staff incorrectly to a scorable answer document or onscreen (online)


DEPARTMENT OF EDUCATION
Test Administration Report

District Name: _____ School Name: _____ Date: _____

Form Completed By: _____ Signature: _____ Test and Subject: _____

The *Test Administration Report* (TAR) is used to record a variety of situations, including, but not limited to, test misadministrations, special circumstances (such as documentation of some accommodations and supports), and reasons for invalidations. Refer to Chapter 5 of the *Procedures Manual* for additional information about circumstances and incidents to document on this form.

Provide the student information and description of the circumstance or incident below. If an adult was involved (for example, translator), include the adult's name, signature, and role in test administration in the description. Attach additional sheets to this form as needed.

Districts are not required to return the TAR to MDE or service providers, unless requested. However, districts must maintain records for two years after the end of the academic school year in which testing took place for audits or monitoring conducted by MDE, or to answer questions when reports are received. If completed by the School Assessment Coordinator, a copy of the report should be forwarded to the District Assessment Coordinator.

Name of Student	Gr.	MARSS/SSID (13 digits)	Description

October 20232842023–24 Procedures Manual – Appendix A

The *MCA/MTAS Irregularities Doc.* will be available on the REA website



Tech Support

If a student can not login to their test:

- Double check they are entering their login credentials correctly
- Check that it says **Minnesota** above the Username prompt
 - If not, correct by going to User dropdown menu in upper right corner and select **Choose a different customer**
- Double check that the Test Session is **Started** in PearsonAccess Next
- Double check the student's test has been **Resumed** in PearsonAccess Next
 - Only if this isn't the first time the student has logged in
 - The SAC has access to all test sessions in PA Next

Steps to perform a 'Hard Reset' on an iPad

1. Press and hold both the Power and Home buttons
2. The screen will go black – keep holding!
3. When the white apple appears, release the buttons
4. For testing, open TestNav and have student login

System Requirements:

- iOS of 15.2 or higher
- Mac computers: OS 12, 13, or 14
- Windows computers: 10 or 11 (64 bit)
- Most recent version of TestNav
 - available in Self Service



If an error appears, note the Error Code and contact Jessica Lang

- jessica.lang@spps.org
- Office: 651-744-2119 • Cell: 651-435-0179

❖ If we can not fix the issue, then we will submit a service ticket to [Technology Services](#)

[Link to Pearson System Status website](#)

[Link to TestNav support website](#)

MDE Site Monitoring

MDE Site Visit Checklist



Minnesota Assessments Monitoring List

MDE has compiled a list that outlines the areas that MDE monitors will observe or discuss during a monitoring visit of ACCESS or MCA administrations. Areas of observation:

- *Interview with District/School Assessment Coordinator*
- *Observations*
- *The posting and accuracy of the school's testing calendar*

- The MDE Minnesota Assessment Monitoring Checklist is available here on the REA web site: spps.org/about/departments/research-evaluation-assessment/test-coordination
- MDE also requires District staff to conduct random, unannounced observations of testing rooms to confirm adherence to state and district assessment policies and procedures
 - Lynette and Jess will visit a few schools during the MCA testing window



MDE Test Security Tip Line

MDE Tip Line – *open to the public*

<https://public.education.mn.gov/tip/>

- MDE has a Test Security Tip Line
- Educators, parents, students and others can report suspected incidents of cheating, improper or unethical behavior on any Statewide assessments
- Links to the Test Security Tip Line are available in two places on the MDE web site
 - View the Statewide Testing page (MDE > Districts, Schools and Educators > Statewide Testing)
 - View the Family Test Security page (MDE > Students and Families > Statewide Testing > Why Test Security Matters)

The screenshot shows the 'Minnesota Statewide Test Security Tip Line' form. At the top, it features the Minnesota Department of Education logo and a title. Below the title is a paragraph explaining the importance of test security and the purpose of the tip line. A note states that if the user chooses not to provide contact information, the ability of MDE to follow up is diminished, but the report will remain anonymous. A footnote indicates that an asterisk (*) denotes a required field.

The form is divided into several sections:

- Primary Issue:** A large text area for describing the incident.
- Incident Information:** Includes a dropdown for 'Approximate Date of Incident' (set to 2021) and a text area for 'How did you become aware of this incident? (One or two sentences)'.
- Your Information:** Includes fields for 'First Name', 'Last Name', 'Phone Number' (with a mask), 'Email Address' (with a placeholder), and a dropdown for 'Preferred method of contact?'.
- Do you wish to remain anonymous for this report?:** Radio buttons for 'Yes' and 'No'.
- Incident Location:** Includes a dropdown for 'District Name' and a text area for 'School Name'.
- Other Comments:** A large text area for additional information.
- Submit:** A button at the bottom right.

After the Testing Window

- ☐ Secure Material Return to Pearson
- ☐ Testing Documentation to REA
- ☐ Posttest Editing
- ☐ Test Results



Return Secure Materials to Pearson

All secure materials must be shipped to Pearson by May 13, 2024

MCA & MTAS materials are returned via **UPS**

- You must use the UPS return shipping labels you received with your testing materials
- **Call UPS at 800-823-7459** at least one day prior to the day you want your materials picked up
 - You must have a least one return shipping label with you when you call UPS, as they will ask you for a Tracking number
 - Count the number of boxes to be shipped

Detailed instructions are available in the [Pearson Returning Secure Test Materials document](https://minnesota.pearsonaccessnext.com/user-guides/) (<https://minnesota.pearsonaccessnext.com/user-guides/>) and in the Return Materials Instructions that were included in the initial materials shipment.

All secure testing materials must be returned to Pearson

- Test Monitor Scripts
- Student Testbooks
- Accommodation resources: Large Print Kits, Braille Kits
- MTAS materials: Task Administration Manual, Presentation pages, Passages and/or Phenomena Book
- Preparation for material returns:
 - Verify that all responses in paper, braille or large print format test booklets have been entered into TestNav– **before the test window closes**
 - Verify that MTAS LCI data and MTAS scores have been entered into PearsonAccess^{next} – **before the test window closes**
 - Remove any paper clips or sticky notes from testbooks
- Packing materials:
 - Collect all materials and pack in boxes
 - Follow directions found in the Return Materials Instructions (included in initial shipment)
 - Also found on the REA Test Coordination website

Securely Destroy:

- MTAS Response Option Cards

* Secure Disposal must be completed no more than 48 hours after the close of the testing window

Documentation to REA

Paperwork to REA on or before Wednesday, May 15, 2024

- Test Monitor/Administrator Training Sign-in Sheet
- Security Checklists (from Pearson shipments)
- Packing List (from Pearson shipments)
- Test Session Attendance Forms
- LCI Data Forms
- Test Administration Report (TAR) – if not already sent to DACs
- Parent/Guardian Refusals documentation
 - Note: HS Science refusals must be sent to Jess **BEFORE** the testing window closes!
- Scan and upload all documentation to your School's Document Google Folder: <http://tinyurl.com/yc8ep5xs>
 - You will have editing access only to your school's folder, access will be given by February 16, 2024

Securely Destroy

- All unused labels
- Scratch Paper – destroy promptly after student use
- Student Test Tickets – destroy promptly after student use
- * Secure Disposal must be completed no more than 48 hours after the close of the testing window

Do Not Return ~ Recycle

- Test Directions (from PearsonAccess website)



Posttest Editing

From May 20 through June 7 the DACs are responsible for cleaning up and coding testing data. This includes indicating to MDE why a student did not test. If the DACs do not have that information, they will be reaching out to SACs for assistance.

SACs should

- Accurately track who was and was not tested during the testing window
 - Include reasons why a student was not tested if applicable
- Either share this information with the DACs at the end of the testing window or be prepared to share it during the Posttest Editing window
 - Example methods for sharing: spreadsheets, TARs, digital document, etc.
 - Best if uploaded to your School's Document Google folder

Results:

Name of Results	Location of Results	When Available
On-Demand Reports (preliminary)	PearsonAccess Next – accessible by Assessment Administrator role	Within 60 minutes after submitting the test or data entry is completed
District and School Student Results (DSRs and SSRs) (final)	Assessment Secure Reports on MDE website – Available to Principals via Bolt	Summer 2024 (by July); embargoed until public release
Individual Student Report (ISRs) (final)	Paper ISR are mailed out directly from Pearson/MDE Digital ISR available in PearsonAccess Next	Last week of August 2024 – District receives ISRs – Digital ISRs in PearsonAccess Next – ISRs will be sent to families no later than December 1
How Well are Students Doing?	Minnesota Report Card on MDE website	Last week of August 2024 (when final assessment results are released publicly)

Resources for educators:

- [Interpret Statewide Assessment Scores – MDE: Testing 123](#)
 - <https://testing123.education.mn.gov/test/analyze/interpret/>
- [Appropriate and Inappropriate Uses of MCA/MTAS Results](#)
 - <https://education.mn.gov/MDE/dse/test/district/> > Test Score Interpretation Resources

Resources for families:

- [SPPS: MCA/MTAS Family Information](#)
 - spps.org/about/departments/research-evaluation-assessment/test-coordination/mcamtas-family-information
- [MDE: Students and Families > Statewide Testing](#)
 - <https://education.mn.gov/MDE/fam/tests/>



Results continued:

Appropriate and Inappropriate Uses of Minnesota Comprehensive Assessment (MCA) Results

Appropriate Uses of Results



Looking at overall proficiency for a grade, school and/or district

Looking at overall proficiency can be used to evaluate equitable opportunities for all students in learning the Minnesota Academic Standards.



Comparing results across student groups

Comparing results across student groups can help determine where there may be underlying inequities and highlight promising instructional practices.



Looking at changes in achievement levels over time

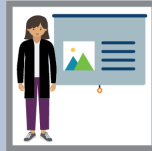
Looking at achievement levels over time can help support the evaluation of curriculum and district/classroom assessments that reflect the rigor of the standards.



Using as one of multiple data points for school and district decision-making

Using multiple data points can strengthen the connection between the district's comprehensive assessment system and support evidence-based decision making.

Inappropriate Uses of Results



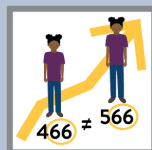
Using results as a mandatory indicator for program placement and/or to prioritize which students receive instructional support or intervention programming

Test scores should not be used as the only indicator to determine program placement and/or intervention programming, but could be used with additional evidence or data.



Focusing only on individual student scores for planning and instruction

Instructional decisions should be made based on results of a whole group, rather than individual student results.



Using scale scores to calculate individual student growth

Subtraction of scale scores does not determine student growth. Instead, the achievement levels can be used to gain a general sense of progress in a subject over time for individual students.



Using results in isolation to evaluate teacher effectiveness

Teacher effectiveness should be evaluated using multiple data points.

Questions?

Contact Academic Standards, Instruction and Assessment at mde.testing@state.mn.us.

Results continued:

Statewide Assessments: Using Preliminary Results

MCA, MTAS, ACCESS and Alternate ACCESS



Preliminary results are **available for all** statewide assessments:

- MCA and MTAS results are **immediate** (available within 60 minutes)
- ACCESS and Alternate ACCESS results are available in **late May**



These results provide **general information** about student learning of the standards:

- Not final, but can be shared with students, families and teachers
- Individual results cannot be shared publicly



Use these results in **context**:

- How do these results compare with what you or other staff noticed about student learning in the classroom?
- What additional evidence can you consider, like classroom work, attendance, or family surveys?

For all tests, it is recommended to wait until summer when final test results are available to [inform data-based decisions about curriculum and instruction](#).

For ACCESS and Alternate ACCESS, preliminary results can be used to [make individual student decisions about exiting English language programs](#).

Assessments are designed to provide information about student learning, but there is no single assessment that can provide the full perspective of what a student has learned. These assessments provide one data point that should be considered in the context of additional evidence of student learning.

Monitor Implementation of Standards

- The standards define the expectations for student learning and instruction.
- Statewide assessments represent a snapshot of student learning of the standards.
- Public schools and districts use these results as one part of their balanced and comprehensive assessment system.

Prioritize Equity

- Information from a balanced and comprehensive assessment system can be used as a guide to ensure every student receives a high-quality education, no matter their race or ZIP code.
- Statewide assessments results can be used to look across student groups, schools and districts to determine where there may be underlying inequities and highlight promising instructional practices.

Provide Valid Results

- Minnesota educators and community members are involved in multiple steps of test development and are essential partners in this work.
- There are rigorous checks and validations of results prior to reporting.
- Both of these ensure that statewide assessment results are a valid and reliable measure of learning of the standards at the time students test.

Questions?

Contact Academic Standards, Instruction and Assessment at mde.testing@state.mn.us.

m DEPARTMENT OF EDUCATION



Saint Paul
PUBLIC SCHOOLS REA

Contact Information

SPPS District Assessment Coordinators:

Dr. Lynette Scott

Office: 651-744-6401

Cell: 651-335-3594

Email: lynette.scott@spps.org

Jessica Lang

Office: 651-744-2119

Cell: 651-435-0179

Email: jessica.lang@spps.org

REA Test Coordinator Website

spps.org/about/departments/research-evaluation-assessment/test-coordination

PearsonAccess Next

<https://minnesota.pearsonaccessnext.com/>

- SAC's site for all assessment tasks

MDE

<https://education.mn.gov/MDE/index.htm>

Flow of Communication:

- Test Administrators reach out to their SACs
- SACs reach out to DACs
- DACs reach out to MDE
- DACs reach out to Pearson
 - DACs will advise SACs to contact Pearson for tech help as needed







