### Appropriate Uses of Results

- **Using individual student results to guide English Language Development (ELD) instruction**
  - Appropriate ELD instruction supports English learners (ELs) in developing the language skills needed to fully participate in the classroom.

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

- **Monitoring individual student progress**
  - Individual progress can be used to inform EL program placement as well as reclassification and exit decisions.

- **Using domain-specific or composite scale scores to calculate individual student growth**
  - Composite scale scores and scale scores within each domain can be used to track student growth over time and across grades because they use the same scale.

- **Looking at proficiency levels for a grade, school and/or district**
  - Proficiency levels provide one perspective on the population on ELs enrolled and the programming that will best support these students.

- **Using as one of multiple data points for school and district decision-making**
  - Decision-making processes are strengthened by using multiple pieces of evidence.

### Inappropriate Uses of Results

- **Using Reading ACCESS scores in place of Reading MCA scores**
  - Reading ACCESS scores do not measure achievement on Minnesota English Language Arts (ELA) standards. The ELA standards are assessed on the Reading MCA.

- **Using results as a disqualifying factor for program placement**
  - A student’s language ability should not limit the enrichment opportunities and academic programs available to them.

- **Comparing scale scores across different domains**
  - Scores are not equivalent across different domains and should not be compared. For example, a 350 in Writing is not equivalent to a 350 in Listening.

- **Using results in isolation to evaluate teacher effectiveness**
  - Teacher effectiveness should be evaluated using multiple data sources.

- **Setting goals to improve proficiency rates over time**
  - Because the group of students who are ELs changes each year as students are reclassified, it is not likely that the proficiency rate will consistently increase year-to-year.

### Questions?

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