

School Assessment Coordinator (SAC) Training

February 2026

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

Spring 2026



TestNav™



Saint Paul
PUBLIC SCHOOLS REA

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Important Dates – Spring 2026

Testing Windows

- MCA Reading & Math – March 2 – May 1
- MCA Science – March 2 – May 8
- MTAS Math – March 2 – May 1
- Alternate MCA Reading & Science – March 2 – May 1

NEW!

Dates for PearsonAccess Next Tasks

- MCA Reading, Math, & Alternate MCA Reading & Science
 - Create Test Sessions: February 16 – May 1
- MCA Science
 - Create Test Sessions: February 16 – May 8
- MTAS/Alt MCA LCI data entry available: Feb. 16 – May 1
- MTAS Data Entry: March 2 – May 1

Test Materials

- Receive MCA paper, Alt MCA and MTAS test materials: Feb. 24 – 26
- Last day to order Additional Test Materials: April 27
- Last day to order Additional Test Materials (MCA Science ONLY): May 4
- Ship all secure test materials back to Pearson by: May 11
- Upload 'Documentation to REA' to MCA Documents Google Folder: May 13

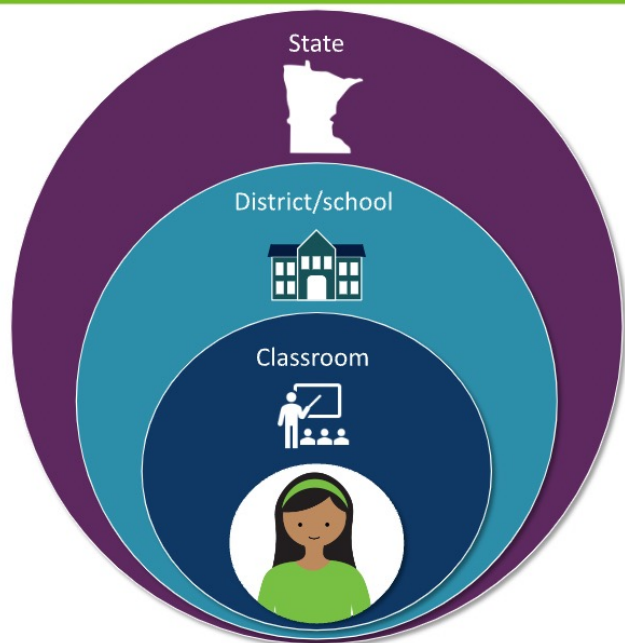
Test Accountability

- 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



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
- Dara 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/Alt MCA are aligned.
- The MCA & MTAS/Alt MCA 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 for MN Statewide Assessments 2025-2026



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Test Structure – What's New for 2026

MCA Math:

- Students can use the pencil tool to draw or write directly on all questions
- Students can use the protractor tool on specific grade 4 questions to measure angles
- Grade 4 questions now have the ruler tool available

MCA Reading:

- Updated to assess the 2020 MN State Academic Standards for Reading
 - Change from MCA-III to MCA-IV
- Glossed word lists provide concise definitions or explanations of terms in English, the glossary feature is available on the test items, not the reading passages
 - Headphones are now required for the Reading MCA
- Accommodations updates:
 - Paper tests:
 - A separate passages book will be provided automatically with the Reading MCA paper test book
 - Large Print 18-pt font Paper test has been improved
 - 24-pt font no longer available
 - Script/Human Reader: Read-aloud accommodations will be an approved accommodation for a small number of students who meet specific criteria (accommodation must be approved by MDE each year to be provided)

Alternate MCA Reading:

- Replaces MTAS Reading → Updated to assess the 2020 MN State Academic Standards for Reading
- Modes: online, hybrid, or paper
 - Mode does not need to be determined in IEP
 - Can change during administrations as needed
 - Online – has a variety of embedded tools and accessibility supports

Both Reading assessments:

- There will be no Preliminary Results and Final Results will be delayed
 - Standard setting for the new assessment delays results distribution



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
 - Student responses must be entered into TestNav 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
 - Student responses must be entered into TestNav 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
 - Student responses must be entered into TestNav 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 & Alternate MCA

The MTAS and Alternate MCA 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/

Alternate MCA Reading

- Administered to **grades 3-8 and 10**
- 1-on-1 administration: Paper, Hybrid, or Online
- Student responses must be entered into TestNav by testing staff within 2 days of administration

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
- Score data must be entered into PearsonAccess Next by testing staff within 2 days of administration

Alternate MCA Science

- Administered to **grades 5, 8, and students in High School completing their Biology/Life Science coursework**
- 1-on-1 administration: Paper, Hybrid, or Online
- Student responses must be entered into TestNav by testing staff within 2 days of administration

The service provider, Pearson, does not score the paper MTAS or Alternate MCA tests. It is the school's responsibility to enter this data into either PAN or TestNav for reporting.

- The Learning Characteristics Inventory (LCI) must be completed and entered PearsonAccess Next prior to test administration
- SACs grant access to PearsonAccess Next for staff to enter MTAS data
 - “MTAS/Alt MCA Test Administrator” Role
 - Assign staff to students in PearsonAccess Next



Test Structure – Form Group Types

MCA Reading

MCA Mathematics

MCA Science

- Main (online test session)
- Data Entry (paper accommodated test session)
- Script (online Science accommodation)

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 Math

- Data Entry
 - Students are not grouped into test sessions
 - Responses are recorded on the Data Collection Form
- 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**

Alt MCA Reading & Science

- Students are placed in a Test Session in PAnext
- For online and hybrid Alt MCA, responses are entered into TestNav directly
- For paper Alt MCA, responses are recorded on the Data Collection Form and later entered in TestNav by the Test Administrator or Coordinator
 - **Alt MCA responses must be entered into TestNav by the Test Administrator or Coordinator within 2 days of test administration**



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 SPPS 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 DAC
- SACs must regularly monitor this list, updated weekly (changes are highlighted yellow)
 - SACs request Additional Materials as needed





2025-26 MCA Supports and Accommodations



Universal Supports General supports available for all students, but some supports may be appropriate only for specific students or groups of students.			
Tools	Administrative Considerations	Accessibility Supports	Accommodations
Provided by School - Classroom materials (such as highlighters or place markers) - Music or noise buffers - Scratch paper - Sensory tools	- Different time of day - Environment (such as lights and seating) - Flexible testing time - Individual or small group setting - Written, repeated, or clarified <i>Testing Directions</i> *	- Amplification devices - Calculator (handheld), mathematics manipulatives, or an abacus for science and grade 11 mathematics - Color overlays - Low-vision aids - Stylus for devices - Templates to reduce the visual print field - Translated <i>Testing Directions</i> in languages other than English not provided by MDE (written, oral, recorded, or signed) *† - Voice feedback devices - Word-to-word translations using dictionaries or programs for mathematics and science *†	- Calculator (handheld), mathematics manipulatives, or an abacus for grades 3–8 mathematics # - Other assistive technology devices #† - Scribe #†
Provided by MDE		- Paper version of mathematics tables for grades 3–8 mathematics (paper test books only) - Paper version of mathematics tables for grade 11 mathematics (paper test books or online test) - Translated <i>Testing Directions</i> in Hmong, Spanish, or Somali (written or recorded) **† - Word-to-word translation and glossary using word lists for reading and science * - Word-to-word translations using word lists for mathematics *	- Paper test book (regular print, large print, and braille) # - Script/human reader (including signed interpretation of the script) #†
Embedded in Test - Answer eliminator - Calculators (mathematics and science) - Formula sheet (mathematics) - Highlighter - Pencil (mathematics) - Protractor (mathematics) - Ruler (mathematics and science) - Scratch pad - Straightedge (mathematics) - White noise		- Answer masking - Captioning on videos for science - Color contrast - English glossary for reading and science * - Line reader mask - Magnifier - Online version of mathematics tables for online mathematics (all grades) - Pop-up translations in Hmong, Spanish, and Somali for mathematics #* - Read&Write for science #* - Standard text-to-speech for mathematics and science * - Zoom feature	- Accommodated text-to-speech for mathematics # - Assistive technology online forms for reading and science #† - Read aloud (text-to-speech) for reading #†

*Suggested for multilingual learners #Requires a code to be indicated to MDE by the District Assessment Coordinator †May require documentation on the *Test Administration Report* (TAR)
 If there is the need for an accommodation or support not specifically addressed in this table, email mde.testing@state.mn.us.

More information about available in the

[Guidance for Universal Supports and Accommodations for MN Statewide Assessments](#)

Accommodation Google Sheets

What's on the Accommodations Google Sheet?

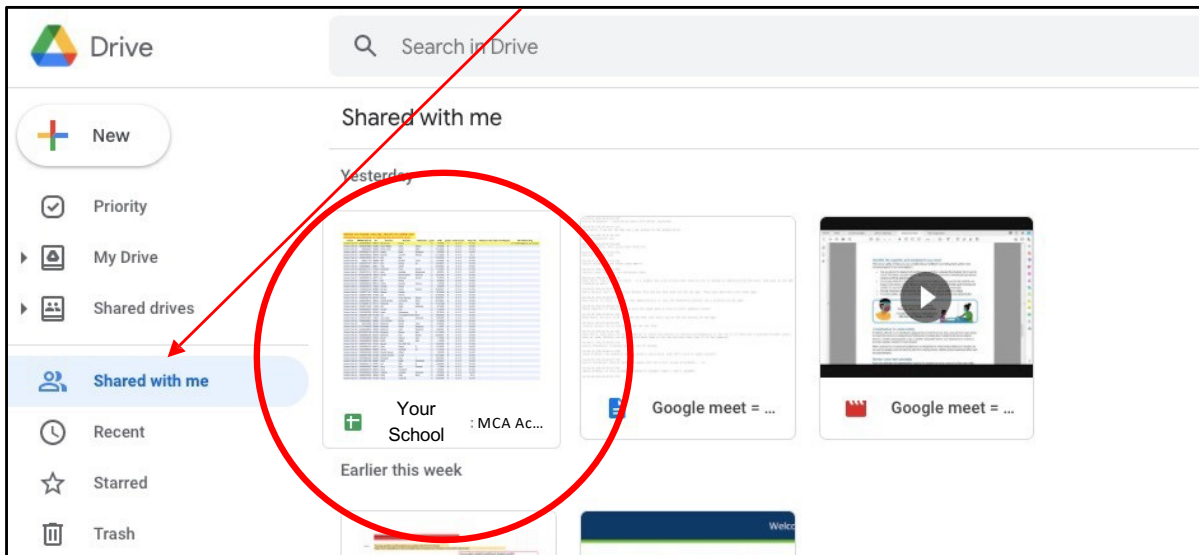
- The first tab lists all students with Accommodations and what they are
- The 'SAC Data Entry' tab is for tracking parent/guardian refusals/opt outs

When will the Accommodation Google Sheet be available?

- All SACs should have access by Friday, February 6, 2026
 - 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
- ☐ Test Scheduling
- ☐ Preparing Student iPads
- ☐ Preparing Students for Testing



Websites and Accounts

Training Site:



Learning Management System

- View trainings related to statewide assessments
- Track training completions

<https://mn.mypearsonsupport.com/training/>



PearsonAccess Next

- Manage users
- Manage test sessions
- Access On-Demand Reports and other service provider test results
- Access Individual Student Reports (ISRs)
- Access Benchmark Reports

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

Both are password protected:

- DAC give SACs access
- SACs give testing staff access
- Username: @spps.org email address

Resource Websites:



SPPS MCA Test Coordination

- SPPS and MN specific resources
- Links to Pearson sites
- Training resources
- Manuals
- Accommodation information
- Link to MCA Family Information site



Minnesota Assessment Hub

- Access test administration resources

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

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

Student Testing App:



TestNav (Testing Platform)

- Administer online tests to students
- Enter student responses online



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/Alt MCA assessments'
- Where to find more information (MCA Family Test Information site: spps.org/about/departments/research-evaluation-assessment/test-coordination/mca-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 2026
- Link to Google Folder containing letters is found on the SPPS/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/mca-family-information
- MCA & MTAS/Alt MCA Parent Fact Sheets
- MCA & MTAS/Alt MCA 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)

- Ensure MCA/MTAS announcement letters/messages go out to families
- Complete required 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 jessica.lang@spps.org
 - Last day to order additional materials is **Monday, April 27, 2026**
 - For Science MCA only: last day to order is **Monday, May 4, 2026**
- Know which students are eligible to test and ensure they are tested
- Know which students have accommodations and ensure they are provided
 - Data found in School MCA/MTAS Accommodations Google Spreadsheet (available mid-February, updated weekly)
- Schedule test sessions
 - Keep the district School [MCA Testing Schedule Google Sheet](#) up-to-date
 - SACs will have editing access by Fri. Feb. 6
- Coordinate with SpEd team for MTAS/Alt MCA testing (if applicable)
- Ensure and track that Test Administration is performed by trained Test Monitors
 - SAC is responsible for training Test Monitors
- Distribute and collect test materials on each day of testing
- Develop plan for keeping test materials secure throughout testing
 - ‘Chain of Custody’ tracked via Security Checklists
- 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 required training in LMS
- Become familiar with procedures for test accommodations for students with an IEP/504 plan directed accommodations
- Administer the 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/PAnext 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/Monitors, daily substitute teachers may **NOT**

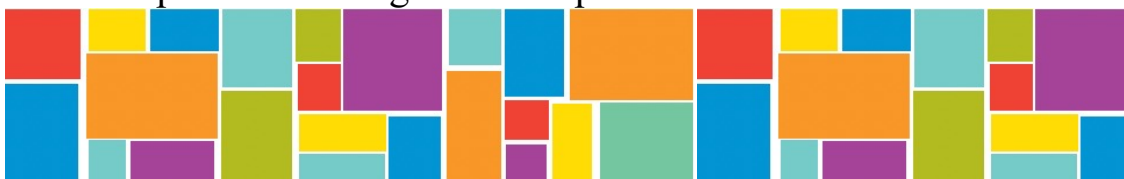
Test Administrators for MTAS and Alternate MCA

For MTAS/Alt MCA, 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/Alt MCA 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
 - ☐ For MCAs
 - ☐ [Test Security Training](#)
 - ☐ [Active Monitoring of Statewide Assessments](#)
 - ☐ [Administering the MCA](#)
 - ☐ For MTAS/Alt MCAs (only if assessment is being administered at your site)
 - ☐ [Test Security Training](#)
 - ☐ [MTAS/Alt MCA Administration Overview](#)
 - ☐ [MTAS/Alt MCA Administration and Scoring Practice](#)
 - ☐ [NDM 1: MN Statewide Assessments Overview](#) (if 1st year as SAC)
- ☐ Review and become familiar with Pearson manuals and user guides
 - <https://mn.mypearsonsupport.com/user-guides/>

Recommended:

- Course in LMS
 - [Handling Secure Paper Test Materials](#)
 - [Understanding MCA Universal Supports and Accommodations](#)
 - [NDM 1: MN Statewide Assessments Overview](#) (if 2nd year or beyond as SAC)
 - [Learners in the Learning Management System](#)
 - [Managers in the Learning Management System](#)



Test Monitor/Administrator Training

MCA Test Monitors

MCA Test Monitors must complete the following three required training courses:

Test Administration	Trainings Required in the LMS
MCA	• <i>Test Security Training</i> • <i>Active Monitoring for Statewide Assessments</i> • <i>Administering the MCA</i>

MTAS and Alternate MCA Test Administrators

MTAS/Alt MCA Test Administrators must complete the following three required training courses:

Test Administration	Trainings Required in the LMS
MTAS/Alt MCA	• <i>Test Security Training</i> • <i>MTAS/Alt MCA Administration Overview</i> • <i>MTAS/Alt MCA Administration and Scoring Practice</i>

Optional trainings for Test Administrators:

The following courses are available to support Test Administrators

- Learners in the Learning Management System
- Handling Secure Paper Test Materials
- Understanding MCA Universal Supports and Accommodations

All trainings are housed in LMS: <https://mn.mypearsonsupport.com/training/>

❖ Test Administrators may NOT have access to secure testing materials until fully trained



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.

Who must complete the *Test Security training and Assurance of Test Security* (in addition to MCA testing staff)

- 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

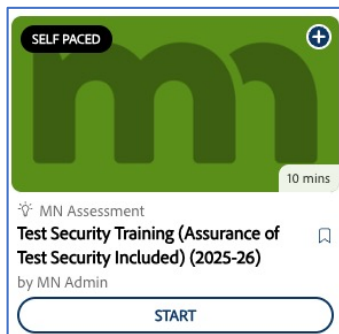
How?

- Via LMS → *Test Security Training (Assurance of Test Security Included)* course
 - Via LMS is the preferred method
 - The Test Security Training course is approximately 10 minutes long
- Or reading and signing the *Assurance of Test Security and Non-Disclosure*
 - Available on the SPPS/REA: MCA Test Coordination website

Tracking:

- Test Security Training is required by MDE once per school year
- Upload any paper *Assurance of Test Security and Non-Disclosure* forms to your MCA Documents Google Folder by **Wednesday, May 13, 2026**
 - DAC have access to LMS reports and do NOT need SACs to share that information

➤ If staff did this in preparation for ACCESS testing, they do NOT need to take the training again



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 and how to access
 - What trainings they must take are listed on page 18

What must be covered/communicated:

- 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 (contact DAC for support)
- Dictionaries may not be used
- External/hand-held calculators can not be used on gr. 3-8 Math MCA unless on IEP
- Communicate test structure, timing and schedule
- How accommodations will be communicated and supported
- Process for managing and securing materials
 - Test tickets are secure and must be collected from students before leaving the testing room, securely destroy once done
 - 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 36
- 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 testing device (usually iPad)
 - Student login information (Test Ticket)
 - Scratch paper (students must write their name on it, turned in at end of test session)
 - A pen or pencil
 - Headphones for all subjects (Text-to-Speech, Glossed words, white noise, etc.)
 - ❖ Remember Bluetooth headphones are not allowed
 - Hard-copy of formula sheets, Mathematics (grade specific)
 - Hard-copy versions of multiplication and hundreds tables for Grade 11 Math ONLY
 - Handheld calculators
 - Grade 11 Mathematics only and all Science 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 academic or instructional posters and graphics, including strategy techniques or methods, in the testing room or on a student’s desk must be covered or removed during test administration. This also includes academic or instructional information not related to the subject being tested (for example, science information must be covered even if reading is being tested)
 - There is not a list of materials that can remain visible to students during testing, **if there is any doubt if a material is allowed – 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 into the Test Administrator
- Post this notice inside and outside of the testing rooms

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

Examples of materials provided to Test Administrators for Online MCA by SACs

- Test Directions
- Student Test Tickets (secure)
- Do Not Disturb sign (1 per door)
- Cell phone/device sign (1 per door plus one for in room)
- Test Session Attendance Form
- TAR
- Scratch paper & pencils (sometimes provided by Test Administrator, used scratch paper is a secure material)

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 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 the SPPS/REA Test Coordination website under 'Training':
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 2026***
 - <https://mn.mypearsonsupport.com/test-administration-resources/>



Test Scheduling

Scheduling the Online MCAs

- Update district School MCA Testing Schedule Google Sheet ASAP (no later than Feb. 27)
 - SAC editing access given by DAC by February 6, 2026
- Do NOT schedule testing for the last week of the window, that week is for Makeups only
- 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://mn.mypearsonsupport.com/test-administration-resources/>

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

Reading MCA	Mathematics MCA	Science MCA
• Schedule by the number of items and the end of a group of questions	• Schedule by the number of items • You can use a single number or range of numbers	• 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

New!

Grade and Test	Number of Groups of Items	Approximate Number of Items	Estimated Range for Scheduling	Estimated Time to Impact Performance
Grades 3-5 Reading MCA	4	50	1.5-2 hours	Not yet available
Grades 6-8 Reading MCA	4	50	1.5-2 hours	Not yet available
Grade 10 Reading MCA	4	50	1.5-2 hours	Not yet available

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

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	2	60	1.5-2 hours	Up to 2 hours
Grade 8 Science MCA	2	60	1-1.5 hours	Up to 2 hours
High School Science MCA	2	70	1-1.5 hours	Up to 2 hours

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

High School Science MCA

- Only students completing their Life Science (Biology) 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

Estimated Test Administration times for Paper MCA are slightly longer than those for Online MCA times

Estimated Test Administration times for MTAS and Alt MCA

Subject and Test	Number of Tasks/Items	Estimated Time
Reading Alt MCA	15 tasks (45 items)	60-90 minutes
Mathematics MTAS	15 tasks	40-60 minutes
Science Alt MCA	15 tasks (45 items)	60-90 minutes

For both Paper MCA and MTAS

- Pearson does not scan Paper MCA, MTAS, and Alt MCA materials or forms
- **Test Administrator or SAC must enter student responses into the Pearson system within 2 days of test administration**
 - Paper MCA and Alt MCA via a 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/Alt MCA)
 - 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
 - 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 MN Assessment Hub: <https://mn.mypearsonsupport.com/user-guides/> and the SPPS 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: 17.3+, 18.x, 26.x

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 14, 15,
 - Windows: 10 x64 or 11 x64
- Student must select **Minnesota** when accessing TestNav for the first time

Wi-Fi should be connected to either SPPS-INTERNAL or SPPS-Secure



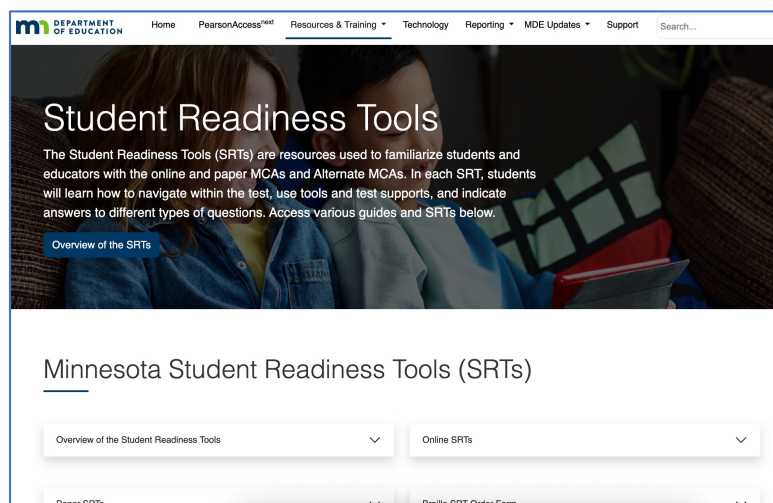
Preparing Students for testing

Student Readiness Tools (SRTs)

- Replaces Item Samplers and Student Tutorial

How to access: <https://mn.mypearsonsupport.com/> > Resources & Training > Student Readiness Tools (SRTs)

- Direct link: <https://mn.mypearsonsupport.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 Math Alternate MCA.
- For 2025-26, Reading SRT has been updated for the MCA-IV
- For 205-26, Reading Alternate (Alt) MCA SRTs are available for students taking online, paper, or hybrid administrations of the Reading Alt MCAs. Educators can use the SRTs to familiarize themselves with the Alt MCA test environment and then simulate the test for students using the online and paper practice questions.



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.
 - 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
- No school generated forms → if providing a family with a form, it must be both pages of MDE's *Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information*

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:

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

1. Enter all other information indicated by the columns
 2. Send copy of Opt Out to DAC ASAP (upload to Google Folder)
- SACs do **NOT** enter Test Codes in PearsonAccess next - this is a DAC job



During the Testing Window

- ☐ Testing Directions
- ☐ During a test session
- ☐ 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 for every test session
 - 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 1-10 & 32-33)
 - **Script to Read to Students – for every test session**
 - Answering Questions and Providing Assistance
 - Transcript of Student Directions
- Send the full 33-page Test Directions: Online (PDF) to Test Monitors by email
- Test Directions (for Online and Paper) are available on the Minnesota Assessment Hub: Test Administration Resources website:
 - <https://mn.mypearsonsupport.com/test-administration-resources/>
 - 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 Assessment Hub: Test Administration Resources website:
 - <https://mn.mypearsonsupport.com/test-administration-resources/>
- The Transcript of the Student Directions is available on pages 32-33 of the Test Directions



During a test session

Breaks

- Cover screen or close test book
 - Test content should not be visible or easily accessible to others
- Only one student out for a break at a time
 - They are NOT allowed to access technology (e.g. cell phones) during their break

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
 - No access to technology allowed
- **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.**



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

All data must be entered into the Pearson systems within 2 days of test administration

- **MCA Paper**
 - MCA Data Entry session must be created in PAnext
 - Test Administrator or SAC logs into TestNav app and enters the student's responses from the paper test booklet
 - **Alt MCA Reading & Science**
 - Alt MCA session must be created in PAnext
 - LCI data must be entered into PAnext
 - SAC can give Test Administrators access
 - For online or hybrid: responses are entered directly into TestNav
 - For paper: responses are recorded on Data collection sheet and later entered into TestNav by the Test Administrator or SAC
 - **MTAS Math**
 - MTAS data is entered directly into PAnext
 - LCI data must be entered first
 - SAC can give Test Administrators access
- Detailed guidance on the User Guide page of the MN Assessment Hub
- <https://mn.mypearsonsupport.com/user-guides/>

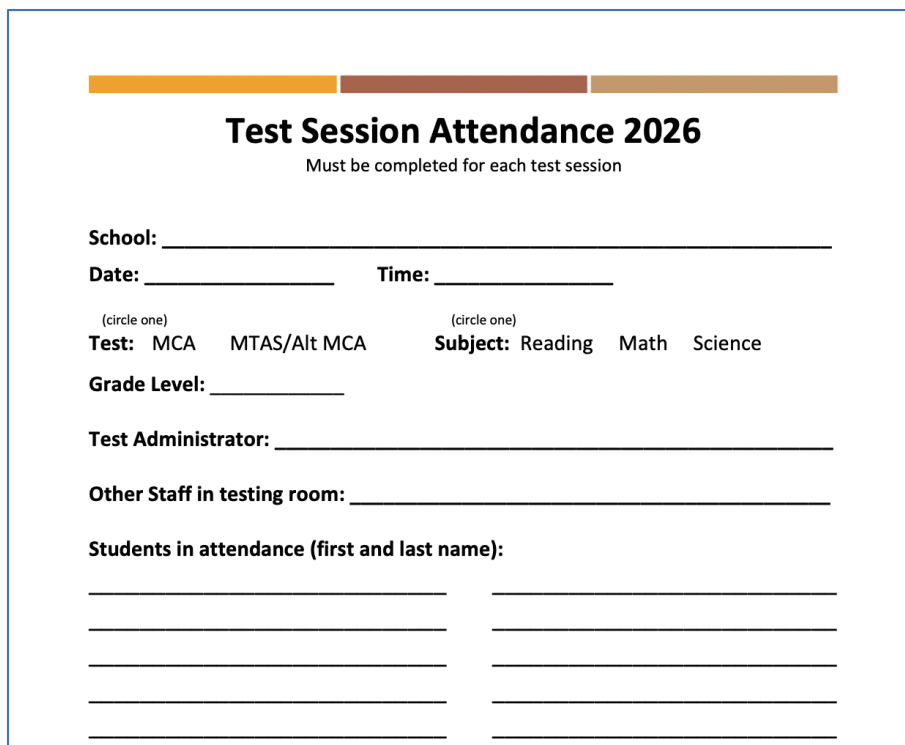


Monitoring Progress

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 SPPS 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 uploaded to your MCA Documents Google Folder by the end of the testing window (page 42)



The form is titled "Test Session Attendance 2026" with a subtitle "Must be completed for each test session". It includes fields for School, Date, Time, Test (MCA, MTAS/Alt MCA), Subject (Reading, Math, Science), Grade Level, Test Administrator, Other Staff in testing room, and a section for Students in attendance (first and last name) with multiple lines for entry.

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 SPPS MCA Test Coordination website

Track materials

- Use **Security Checklists** (found in your boxes of material shipments) to track who has what material and when it is returned
 - This is how we track “Chain of Custody” an action required by MDE
 - The chain of custody must track who has what materials before, during, and after testing (e.g. SAC gives materials to which Test Admin and when the Test Admin returns materials to the SAC)
 - Security Checklists must be uploaded to your MCA Documents Google Folder by the end of the testing window (page 42)



Saint Paul
PUBLIC SCHOOLS REA 35

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 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 SPPS Test Coordination 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 2023 284 2023–24 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 quickly release the volume button closest to the top button
 2. Press and quickly release the volume button farthest from the top button
 3. Press and **hold** the top button until the device begins to restart
- How to available on SPPS MCA Test Coordination website

System Requirements:

- iPad iOS of 17.3+, 18.x, 26.x
- Mac computers: OS 14, 15, 26
- 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

❖ 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 SPPS Test Coordination website: 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
 - Trained district staff 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 <https://education.mn.gov/MDE/>
 - View the Statewide Testing page (MDE > Districts, Schools and Educators > Teaching and Learning > Statewide Testing)
 - Under ‘Reporting Testing Administration Concerns’
 - View the Family Test Security page (MDE > Students and Families > Programs and Initiatives > Statewide Testing > Student Participation)

The screenshot shows the 'Minnesota Statewide Test Security Tip Line' form from the Minnesota Department of Education. The form is titled 'Minnesota Statewide Test Security Tip Line' and includes a brief explanation of test security violations. It contains several sections: 'Primary Issue' (a large text area), 'Incident Information' (with a dropdown for 'Approximate Date of Incident' set to 2021 and a text area for 'How did you become aware of this incident?'), 'Your Information' (with fields for 'First Name', 'Last Name', 'Phone Number', 'Email Address', and a dropdown for 'Preferred method of contact?'), 'Incident Location' (with a dropdown for 'District Name' and a text area for 'School Name'), and 'Other Comments' (a large text area). There are also checkboxes for 'Do you wish to remain anonymous for this report?' (Yes/No) and a 'Submit' 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 11, 2026

MCA & MTAS/Alt MCA 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://mn.mypearsonsupport.com/user-guides/) (<https://mn.mypearsonsupport.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

- Preparation for material returns:
 - Verify that all paper test booklet and Alt MCA responses 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 test booklets

Secure Test Materials to Collect and Return

MCA Secure Test Materials	MTAS/Alt MCA Secure Test Materials
• 12-point regular passages, Phenomena, and print test books • Large print (18- and 24-point) passages, Phenomena, and test books • Braille test books and <i>Braille Test Administration Notes</i> • Reading, Mathematics and Science scripts	• Task Administration Manuals • Presentation Pages • Visual Descriptions • Adaptions to Presentation Pages • Passage and/or Phenomenon book • Braille test books and <i>Braille Test Administration Notes</i>

Securely Destroy:

- MTAS/Alt MCA Response Option Cards and any other materials used by students during test (for example, scratch paper, student testing tickets, translated word lists) must be securely disposed of no more than 48 hours after the close of the testing window



Documentation to REA

Paperwork to REA on or before Wednesday, May 13, 2026

- Test Monitor/Administrator Training Sign-in Sheet
- Security Checklists (from Pearson shipments)
- Packing List (from Pearson shipments)
- Test Session Attendance Forms
- LCI Data Forms & MTAS Data Collection Forms
- Test Administration Report (TAR) – if not already sent to DAC
- Who didn't test and why
- 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: <https://tinyurl.com/MCAdocs2026>
 - You will have editing access only to your school's folder, access will be given by February 6, 2026

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)

You don't have to wait until the end of the window to upload

- Task is much more manageable if done in chunks through out window



Posttest Editing

From May 18 through June 5 the DAC is responsible for cleaning up and coding testing data. This includes indicating to MDE why a student did not test. If the DAC does 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
- Share this information with the DAC at the end of the testing 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 - N/A Reading 2026
District and School Student Results (DSRs and SSRs) (final)	Assessment Secure Reports on MDE website – Available to Principals via Bolt	Summer 2026 (by July); embargoed until public release - N/A Reading 2026
Individual Student Report (ISRs) (final)	Digital ISR available in PearsonAccess Next	Last week of August 2025 – District and schools gain access to Digital ISRs in PearsonAccess Next *TBD Fall 2026 for Reading – ISRs will be in Campus Parent Portal no later than December 1
How Well are Students Doing?	Minnesota Report Card on MDE website	Last week of August 2026 (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 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/mca-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/performance levels over time

Looking at achievement/performance levels within the same test series 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.

Questions?

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



Inappropriate Uses of Results



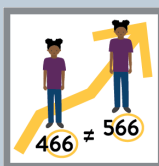
Using results as a mandatory indicator for program placement and/or to determine instructional support or interventions

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 based on student group results, rather than individual results.



Using scale scores to calculate individual student growth

Subtraction of scale scores does not determine student growth. Instead, the achievement levels can provide 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.



Comparing MCA-III results to MCA-IV results

The new MCA-IV series aligns with revised Minnesota Academic Standards. Because they assess different standards, results are not comparable to previous assessments.



Contact Information

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REA Test Coordinator Website

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



Minnesota Assessment Hub

<https://mn.mypearsonsupport.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 DAC
- DAC reach out to MDE
- DAC reach out to Pearson
 - DAC will advise SACs to contact Pearson for tech help as needed





