

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

Appropriate Uses



Using overall proficiency for a grade, school, and/or district

Provides a starting point for evaluating alignment of grade-level content and curriculum to the Minnesota K-12 Academic Standards.



Comparing results across student groups

Helps identify opportunity and performance gaps to inform continuous improvement.



Looking at changes in performance or achievement levels over time

Supports informed decision-making about whether curriculum and instructional practices reflect the rigor of grade-level standards.



Using multiple data points for school and district decision-making

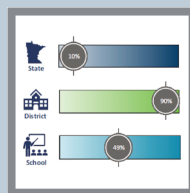
Strengthens the connection between the district's comprehensive assessment system and supports evidence-based decision-making.

Inappropriate Uses



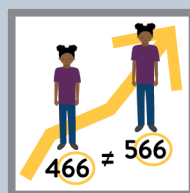
Using results as the only indicator to inform program placement, support, or intervention decisions

Results should be used alongside other evidence to inform program placement or instructional interventions.



Using individual student scores as the only basis for planning and instruction

Instructional decisions should be based on summarized student group results, not individual results.



Using scale scores to calculate individual student growth

Scale scores cannot be subtracted to measure growth over time. Performance levels offer a general sense of progress but should not be the sole measure.



Using results in isolation to evaluate teacher effectiveness

Teacher effectiveness should be evaluated using multiple data sources.



Comparing MCA-III results to MCA-IV results

The MCA-IV series aligns to revised Minnesota K-12 Academic Standards. Because different standards were assessed, results are not comparable to previous assessments.

Questions?

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