



Research, Evaluation and Assessment

District Test Security Procedures for Saint Paul Public Schools for the 2026-2027 school year

Assessment Staff

The following staff member is the District Assessment Coordinator for Saint Paul Public Schools for the current testing year:

Jessica Lang

The following staff member is the District Assessment Coordinator for Saint Paul Public Schools for the current testing year:

School Assessment Coordinators	Schools
ACCESS: Maia Peng MCA: Marie Brott	Adams Spanish Immersion
ACCESS: Shannon Voeks MCA: Shannon Voeks	A.G.A.P.E.
ACCESS: Elena Seabrook MCA: Julie Downwind	American Indian Magnet
ACCESS: Ann Yee MCA: Lauren Beckman	Barack & Michelle Obama Montessori
ACCESS: Maria Steigauf MCA: Meg Riebau	Barach & Michelle Obama Middle
ACCESS: Marcy Berenato & Sara Johnson MCA: Emilie Hamilton	Battle Creek Elementary
ACCESS: Laurie Chouanard MCA: Laurie Chouanard	Battle Creek Middle
ACCESS: Latesa Fleming MCA: Latesa Fleming	Benjamin E. Mays Magnet
ACCESS: Kristen Larson MCA: Kristen Larson	Bridge View
ACCESS: David Mrozek MCA: David Mrozek	Bruce Vento Elementary
ACCESS: Kelyn Gress MCA: Kelyn Gress	Capitol Hill Magnet



School Assessment Coordinators	Schools
ACCESS: Jennifer Singerhouse & Jenifer Shier MCA: Jennifer Singerhouse & Jenifer Shier	Central Sr.
ACCESS: Julie Silver MCA: Julie Silver	Chelsea Heights Elementary
ACCESS: Traci Foster MCA: Traci Foster	Cherokee Heights Elementary
ACCESS: Kimberly McConley MCA: Kimberly McConley	Como Park Elementary
ACCESS: Jamie Hoffman MCA: Jamie Hoffman	Como Park Sr.
ACCESS: Kate Swenson MCA: Kristen Lynch	Creative Arts Secondary
ACCESS: Patrick Thuente MCA: Patrick Thuente	Crossroads Montessori
ACCESS: Patrick Thuente MCA: Patrick Thuente	Crossroads Science
ACCESS: Cindy Torguson MCA: Cindy Torguson	Dayton's Bluff
ACCESS: Joseph Larsen MCA: Brett Asleson	E-STEM Middle
ACCESS: Marian Aden MCA: Marian Aden	East African Elementary Magnet
ACCESS: Lynn Bourgoyne MCA: Jessica Young	Eastern Heights Elementary
ACCESS: Allison Wood MCA: Allison Wood	EXPO for Excellence Elementary
ACCESS: Yer Vang MCA: Yer Vang	Farnsworth Aerospace Lower
ACCESS: Eric Isebrand MCA: Eric Isebrand	Farnsworth Aerospace Upper
ACCESS: Tracy Bomberg MCA: N/A	Focus Beyond
ACCESS: Katherine Spear MCA: Katherine Spear	Four Seasons A+



School Assessment Coordinators	Schools
ACCESS: Caitlin Herman MCA: Caitlin Herman	Frost Lake Elementary
ACCESS: Shawna Nielson MCA: Molly McCurdy-Yates	Gateway to College – ALC
ACCESS: Annie Becker-Peterson MCA: Jenelle Hill	Global Arts Plus Lower
ACCESS: Charlotte Young MCA: Charlotte Young	Global Arts Plus Upper
ACCESS: Robert Andresen MCA: Robert Andresen	Gordon Parks High
ACCESS: Shelley Boulanger MCA: Jeff Sambs	Groveland Park Elementary
ACCESS: Laura Ott MCA: Joe Ferraro	Guadalupe Alternative Program
ACCESS: Julia Schumacher MCA: Tayler Mayhew	Hamline Elementary
ACCESS: Micah Zielske MCA: Micah Zielske	Harding Senior High
ACCESS: Lizzabath Skylar MCA: Monica Johnson	Hazel Park Preparatory Academy
ACCESS: Katie Bannon MCA: Katie Bannon	Hidden River Middle
ACCESS: Sarah Boyd MCA: Colleen Kelley	Highland Park Elementary
ACCESS: Lois Pantoja MCA: Hibaq Mohamed	Highland Park Middle
ACCESS: Damian Haas MCA: Lucia Taylor	Highland Park High
ACCESS: Colleen Dolan Goecke & Ahmed Ali MCA: Colleen Dolan Goecke	Highwood Hills Elementary
ACCESS: Mariana Tennyson MCA: Mariana Tennyson	Horace Mann School
ACCESS: Amy Hewett-Olatunde & Hanna Osborn MCA: Corrinne Webb	Humboldt Secondary



School Assessment Coordinators	Schools
ACCESS: Hongmei Wu MCA: Hongmei Wu	Jie Ming Mandarin Immersion
ACCESS: Cassandra Sheppard MCA: Cassandra Sheppard	Johnson Sr
ACCESS: Teresa Hernandez MCA: Teresa Hernandez	Journeys Secondary School
ACCESS: Roni Bonzvay MCA: Alexandra Rivard	L'Etoile du Nord French Immersion
ACCESS: Dan Clark MCA: Dan Clark	LEAP High
ACCESS: Megan Tedder MCA: Margaret Blake	Maxfield Elementary
ACCESS: Laurie Weestrland MCA: Laurie Weestrland	Mississippi Creative Arts School
ACCESS: Sari Olson MCA: Rebecca Williams	Murray Middle
ACCESS: Mara Smith MCA: Mara Smith	Nokomis Montessori North
ACCESS: Beth Hill MCA: Beth Hill	Nokomis Montessori South
ACCESS: Bridget Leba MCA: Rebecca Palmer	Open World Learning Community
ACCESS: Timothy Williams MCA: Timothy Williams	Randolph Heights Elementary
ACCESS: Teresa Hernandez MCA: Teresa Hernandez	River East Elementary and Secondary
ACCESS: Michelle Quintana MCA: Michelle Quintana	Riverview Spanish/English Dual Immersion
ACCESS: Ray Lynch MCA: Joel Engstrom	St. Anthony Park Elementary
ACCESS: Matt Bjostad MCA: Matt Bjostad	Saint Paul Music Academy
ACCESS: John Osorio MCA: John Osorio	Saint Paul Online Schools



School Assessment Coordinators	Schools
ACCESS: Stacy Klage & Pauline Som MCA: Stacy Klage	The Heights Community School
ACCESS: Pang Bee Xiong MCA: Hlee Vang	Txuj Ci HMong Language and Culture Lower
ACCESS: Andrea George MCA: Andrea George	Txuj Ci HMong Language and Culture Upper
ACCESS: Benjamin Stock MCA: Benjamin Stock	Washington Technology Middle
ACCESS: Benjamin Stock MCA: Benjamin Stock	Washington Technology High
ACCESS: Katie Reid MCA: Sharon King	Wellstone Elementary

The following staff member(s) is the District Technology Coordinator (DTC) for the school district for the current testing year:

Jessica Lang – DAC, REA
Joshua Glassing – Infrastructure Services

District Monitoring of Test Administration

The plan for monitoring testing within the district by the District Assessment Coordinator (or other designated staff) is as follows:

Sites are selected by the following criteria:

- Random visits by district administration
- Potential online challenges
- Newer principals
- Challenges during previous testing windows

Scheduling is done through REA office. The MDE assessment monitoring list is used to guide visits and informal discussion with building administrators conclude the visits.

The following staff members will monitor test administrations in the district and provide information following the monitoring:

Kara Arzamendia – Director, REA
Jessica Lang – DAC, REA



Testing Calendar

The following staff members are responsible for determining the annual district testing calendar and updating all required information:

Jessica Lang – DAC, REA

- The following assessment windows are determined by the following staff:
 - Bilingual Seals – Megan Budke – Immersion & Language Coordinator, MLL
 - Capti ReadBasix – Jennifer Davis, Anne Roth-Reinhardt, Kelley Ungerecht – (all) Literacy Specialists, OTL
 - FAST Literacy & HMH Math – Susan Braithwaite – Assistant Director, OTL
 - Pre-K Assessments – Lori Erickson – Assistant Director, OTL
 - Savvas Math – Kali Mayamba – Math Specialist, OTL

The following staff members ensure that the testing calendar is posted to the district website:

Jessica Lang – DAC, REA

Kelsey Curran – Research Analyst, REA

- SPPS District Testing Calendar website:
<https://www.spps.org/about/departments/research-evaluation-assessment/assessments/testing-calendars>

The following staff members are responsible for verifying and updating test administration dates on the website by January 1:

Jessica Lang – DAC, REA

- SACs are responsible for their school's specific schedule, some updates occur closer to the start of each testing window

Training and Communication

The following staff members will ensure annual completion of required trainings by staff via the following methods:

Staff Member	Methods for Verifying Training Completed
DACs verify SAC training completion	• Tracking via WIDA Secure Portal and LMS systems. • Sign-in sheets are used to track attendance of DAC administered training for SACs.
SACs verify school staff training completion • SACs send this information to DACs at the end each of the testing window	• Tracking via WIDA Secure Portal and LMS systems • Track school testing staff trainings with Sign-in sheets



⇒ Link to SPPS SAC Training Schedule: <https://www.spps.org/about/departments/research-evaluation-assessment/assessments/test-coordination> (link found under the heading of “SAC Training Schedule 2026-27”)

The following staff member roles are required to complete the following additional trainings, as required by the district:

Role	Additional Trainings
School Assessment Coordinator: 1 st Year	LMS > NDM 1: MN Statewide Assessments Overview
Alt MCA Test Administrators	Alt MCA SRT Welcome Video

District policies and procedures will be provided in the following methods listed. The following staff members are responsible for providing this information or training to staff prior to testing:

Methods for Providing District Policies and Procedures	Staff Member
Live School Assessment Coordinator training	District Assessment Coordinator trains all School Assessment Coordinators
Posted on the SPPS Test Coordination website	District Assessment Coordinator
In-Person Test Administrator/Monitor Training	School Assessment Coordinators train all school staff involved in testing

The following staff members will provide information on the MDE Test Security Tip Line and MDE contact information for reporting test security concerns to all staff via the methods indicated:

Staff Member	Methods for Providing Information
District Assessment Coordinator to SACs	School Assessment Coordinator Training
School Assessment Coordinator to school testing staff	Staff assessment training
District Assessment Coordinator	Assessments website https://www.spps.org/about/departments/research-evaluation-assessment/assessments



District Policies and Procedures for Testing – Preparation

The following student resources will be used to prepare students for testing:

Student Resources	Grades
WIDA ACCESS: Resources found on the WIDA ACCESS Preparation website - https://wida.wisc.edu/assess/access/practice	Grades 1-12
WIDA ACCESS (online): preparation resources found in the DRC Insight app: • Sample Items • Test Demo • Test Practice	Grades 1-12
Parent/Guardian information on WIDA ACCESS testing: https://www.spps.org/about/departments/research-evaluation-assessment/assessments/access-family-information	Grades K-12
MCA: Student Readiness Tools: https://mn.mypearsonsupport.com/readiness-tools/	Grades 3-12
Alternate MCA & MTAS: Student Readiness Tools: https://mn.mypearsonsupport.com/readiness-tools/	Grades 3-12
Parent/Guardian information on MCA testing: https://www.spps.org/about/departments/research-evaluation-assessment/assessments/mca-family-information	Grades 3-12

The following staff members will ensure that students are reminded of the importance of keeping test content secure and acting with honesty and integrity via the methods listed:

Staff Member	Methods for Communicating
School Assessment Coordinators	Information within SAC provided trainings to Test Administrators/Monitors
Test Administrators/Monitors	Scripted directions to students during test session
Teachers and/or Test Administrators/Monitors	Directions and information given during test practice and preparation



The district's processes for documenting reasons why students may not be participating in testing and how this information will be communicated to applicable school staff are as follows:

Process for Documentation	Methods for Communication
Given from families to school. SAC reports all Opt Outs to DAC	MDE <i>Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information</i> form
Given from families to school. SAC reports all Opt Outs to DAC	Parent/Guardian letter (physical or email) of student Opt Out
Filled out by Test Administrator/Monitor, given to SAC. Then sent to DAC	Test Administration Report (TAR) – student refuses to test
Provided/gathered by SAC. Sent to DAC	Medical Excuse documentation
School testing team (SAC and Test Administrators/Monitors) track students who have not tested, determine and note any known reasons for not testing. Information is sent to DAC.	Spreadsheet or log
SACs are responsible for informing school staff who should and who should not be tested. If the DAC receives any information about a student not participating that is not from the SAC, they will ensure the SAC is informed ASAP.	

The district's process for ensuring staff are aware of the available universal supports and accommodations when making decisions about appropriate supports for students.

Information on universal supports and accommodations is housed on the SPPS Assessment Accommodations and Supports website:

<https://www.spps.org/about/departments/research-evaluation-assessment/assessments/test-coordination/accommodations>

How staff know about this resource:

- SpEd staff – October and November district wide newsletter (both the website and more specific accommodation information is shared out)
- 504 team staff – Newsletters and communication from the district lead counselors
- SACs – during SAC training the DAC shares this resource
- Test Administrators – during the training given by the SAC
- The District Assessment Coordinator sends the link to this site and explains it every time questions about accommodations/universal supports come in



The district's processes for ensuring that students take the correct assessment and receive the universal supports and/or accommodations required is explained below:

WIDA ACCESS and WIDA Alternate ACCESS:

- Each SAC has access to a Google Sheet that lists all students eligible at their school to take the WIDA ACCESS or WIDA Alternate ACCESS
 - Within this spreadsheet is a tab listing the accommodations for all students who have accommodations per their IEP or 504 Plan
 - Included is whether these students are taking the ACCESS or WIDA Alternate ACCESS
 - These often include Universal supports listed by the students IEP/504 Plan team
 - The spreadsheets are updated weekly starting 5 weeks before the testing window opens and continuing through the last week of the testing window
- SACs are responsible for communicating who needs to be assessed and what supports or accommodations students need (if applicable)

Teachers and students can request Universal Supports, the SAC will coordinate their implementation

MCA and MTAS/Alternate MCA:

- SACs are trained on which grades need to take which MCA or MTAS/Alternate MCA tests
- Each SAC has access to a Google Sheet that lists the accommodations for all students who have accommodations per their IEP or 504 Plan
 - Included is whether these students are taking the MCA or MTAS/Alternate MCA
 - These often include Universal supports recommended by the students IEP/504 Plan team
 - The spreadsheets are updated weekly starting 4 weeks before the testing window opens and continuing through the last week of the testing window
- SACs are responsible for communicating who needs to be assessed and what supports or accommodations students need (if applicable)

Teachers and students can request Universal Supports, the SAC will coordinate their implementation

The district's plan for ensuring student to Test Administrator/Monitor ratio requirements is explained below:

Ratio information is included in the SAC Training provided by the DAC. SACs are responsible for scheduling test sessions for their school. This includes ensuring that the ratios of Test Admins/Test Monitors to students is correctly maintained.

- Additionally, the district provides a training presentation for SACs to use while training testing staff that includes the ratio information.



The district's procedure for preparing testing rooms is explained below:

The following information is provided to SACs during their training from the district. SACs work with their testing staff/teachers to implement these guidelines.

Choice of Testing Rooms

- A regular classroom with iPads is most often used. A computer lab or conference room are also viable options. Wireless testing via iPads is most common.
 - iPads for grades 6-12 must have external keyboard for ACCESS Writing domain.
- If using computers, ensure computer monitors or laptop screens are adequately spaced.
 - A computer mouse must be provided. (Not for iPads)
- [ACCESS]Headphones are required for the Listening, Reading, and Writing domains (exception, Writing for grades 1-3). Headsets with working microphones are required for the Speaking domain. **Bluetooth headphones/headsets are not allowed** unless physical plugged into the testing device, thus bypassing the Bluetooth capabilities (TA must ensure Bluetooth functionality is turned off).
- [MCA]Headphones must be provided for Mathematics and Science. For Reading, they are recommended to support Student Directions. **Bluetooth headphones are not allowed** unless physical plugged into the testing device, thus bypassing the Bluetooth capabilities (TA must ensure Bluetooth functionality is turned off).
- Because of the need for security, only school owned computers can be used for online tests; student-owned computers are not permitted. Note: student owned headphones (not headsets) are allowed.
- All instructional posters and graphics in the testing room must be covered or removed. This includes guides on student desks (e.g. number lines and other charts) and posters related to subjects not related to the subject being tested.

Freedom from Distractions

- Only people involved in taking or administering the test are allowed in the room.
- The location must be a closed room that is being used only for testing, not a public venue.
 - Schools with open floor plans schedule testing in a way to minimize disruptions.
- Take appropriate actions to reduce noise such as limiting the use of alarms (not fire alarms), bells and announcements. SACs make plans with their principal.
- The doors of each testing room are to be closed during the test. Post signs on the doors reading "Testing—Do Not Disturb." Visitors are not allowed to enter the room while testing is in progress.

Seating Arrangements

- Separate students as much as possible.

Consider using commercial privacy screens (or something similar created at the district), folders propped between students or tape construction paper to the sides of monitors (extending out from the of the screen) to serve as blinders.



The district's procedure for ensuring test security is maintained in testing rooms that have security camaras, and the staff verifying these procedures, are as follows:

Our schools do NOT have security camaras in classrooms or other testing spaces. The only security camaras are in hallways or exterior spaces.

Materials allowed for testing will be gathered by the staff members listed below and will be distributed on the day of testing as follows:

Materials	Staff Members	Collection and Distribution Plan
Test tickets, secure test materials (e.g. test booklets), Testing Directions, MCA Math Formula Sheets, accommodation materials	SACs with possible support from Test Administrators	Staff prepare the materials ahead of time. SACs provide materials to TAs prior to the test sessions. Materials are distributed by TA at the beginning of test session and collected at end of test session. Materials are then returned to SAC.
Forms and signs: • 'Testing Do Not Disturb' sign • Cell phone/Device policy sign • Test Session Attendance form • Test Administration Report (TAR) form	SACs	Staff prepare the materials ahead of time. SACs provide materials to TAs prior to the test sessions. Materials are distributed by TA at the beginning of test session and collected at end of test session. Materials are then returned to SAC.
Pencils and scratch paper	Test Administrator (often classroom teacher) with support from SAC	Staff prepare the materials ahead of time. Distributed by TA at the beginning of test session. Collected at end of test session. • TA gives all used scratch paper to SAC.
Headphones and iPads	Test Administrator/classroom teacher with possible support from SAC	Students have 1-to-1 iPads. Plans are created at each school for if a student doesn't have a working iPad on test day. (e.g. laptop, desktop, or rarely teacher iPad) Schools do not usually have spare iPads. Some classrooms have headphones (usually elementary). For secondary, headphones are either provided by the student or the school has some on hand specifically for testing.



Headsets	SAC and/or ELL team	Headsets are stored throughout the year to only be used with assessments. Distributed at the beginning of test session and collected at the end.
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The district's plan for ensuring students get to the correct locations on test day is explained below. The staff members listed will assist with helping students get to the right locations:

Plan & Staff Members
The building principal and SAC will decide where testing will occur (classroom, computer lab, etc.). Schedule will be communicated to teachers and Test Administrators. Teachers will ensure students know where and when to be for testing.
Note: In-school absenteeism in our secondary schools causes challenges for getting students to their testing locations. Actions to minimize this challenge are taken by school staff.

The following method will be used to track which students test with which Test Monitor/Administrator, including tracking which other trained staff will be present in the room:

Test Administrators will complete a Test Session Attendance form for each session they manage. This form will be given to the SAC with all other testing materials at the end of each session. The Test Session Attendance form can be found on the SPPS Test Coordination website. Alternatively, TAs may use class rosters, spreadsheets, or their own form to track test session attendance but must include all required information: TA name and name(s) of all staff in room, all students tested, date/time, test and subject/domain *At the conclusion of testing, the SAC at each site will send the completed forms with student and monitor information to the DAC who will keep it on file for 2 years.
As an additional support, SACs utilize the test taker statuses found in WIDA AMS (ACCESS) and PearsonAccess Next (MCA) to track students. PANext is also used to track whether Paper MCA and MTAS/Alt MCA data has been entered into PANext.



The procedure for ensuring students do not use or access cell phones or other prohibited devices, including wearable technology, is listed below; actions that will be taken if the procedure is not followed are also listed:

In response to state law, [the Saint Paul Public Schools Board of Education approved a new districtwide cell phone and personal electronic device policy](#). This policy went into effect at the start of the 2025-26 school year.

- [Link: folder containing device policy posters for schools](#)

This poster will be posted outside of and inside of all testing rooms.

Two options for schools:

- 1) Collect all tech from students before they enter the testing space
- 2) Student puts tech away in their bag and all bags are collected away from students, usually the front of the testing room

In either case, all tech must be turned off and students may have no backpacks/bags, coats, etc. near them during testing

Tech includes cell phones, smart watches, smart glasses, calculators, Bluetooth headphones, iPads when test is complete but still in test session, etc.

If a student has smart glasses that are also their prescription lenses, the Test Administrator/Monitor must ensure that the camera(s) on the frame of the glasses are covered, and the glasses are 'turned off'. The TA will complete a TAR noting this situation.

If a student does have an electronic device on them/out during testing, the Test Administrator/Monitor will take the device for at least the remainder of the test session. Also, they will complete a TAR explaining the situation in detail. Once the DAC receives the TAR, they will determine the applicable outcome for the student's test.

All policies about technology are included in the SAC training. SACs will include this information when training their Test Administrators.

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
- Students may not access tech during breaks

If you access your tech while you are testing:

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

Devices not allowed:

Cell phone, smartwatches, fitness trackers, smart glasses, Bluetooth headphones, or any other device that can send, receive, and/or capture information



Saint Paul
Public Schools
Research, Evaluation and Assessment



District Policies and Procedures for Testing – Test Administration

The following procedure will be used for student breaks for all students during testing, including how test content will be secured during these breaks:

Procedure for Student Breaks	Plan for Securing Test Content
WIDA ACCESS – Breaks should occur primarily between domains. Breaks during domains should only occur if deemed an ‘emergency’. Only one student out of the active testing room at a time. MCA – Brief breaks are allowed as needed. Only one student out of a testing room at a time.	iPad is placed screen down on desk. If needed student can logout and then log back in once they return from their break. If testing on a computer, either the screen is physically covered, the monitor is turned off, or the student logs out of their test.

The district’s procedure for breaks for use of the restroom or other interruptions during testing is as follows:

See previous entry

The following staff members will monitor students if they leave the testing room (for example, in the hallway):

Only one student is allowed out of the testing room at a time for breaks (unless group break in which the Test Administrator is with the students and monitoring them).

If necessary, dependent on individual school need, a hall monitor may be needed to help ensure students return to testing in a timely fashion.

The staff members listed will answer questions or provide assistance during test administration. Test Monitors/Administrators will use the following methods to contact others for assistance:

Staff Member to Contact	Communication Method
School Assessment Coordinator	Text, phone call, or email
Behavior Support	Phone call (to office with support request) or text
District Assessment Coordinator	Email or phone call



The procedure for an unexpected situation arising with students during testing (for example, illness, behavioral issues, early dismissal) is detailed below; Test Monitors/Administrators should contact the staff members listed for assistance or in case of emergency:

Procedure	Staff Member to Contact
Student illness: Test Monitor directions will be used to prompt the student to finish the test item and logout. Student is sent to school nurse and will not return to testing that day.	School Nurse
Weather delays: the SAC will adjust the testing schedule accordingly and schedule new times for groups impacted. SAC will update posted School Testing Calendar	SAC Teachers whose classes impacted by the rescheduling
Behavior issue: behavior support staff will be called, student will exit testing (or test monitor will exit the test if student is already out of the room). Behavior support staff will work with student. Possible need to find alternate location for student for the remainder of that day's test session.	School Behavior Support staff SAC Test Monitor completes TAR, submits it to SAC who sends it to the DAC

The procedure for an entire group of students unexpectedly leaving during a test administration (for example, emergency situation, fire drill) is detailed below:

Online: Logout of tests if time allows, otherwise cover screens/places iPads with screens down on desks. In either situation, secure (lock) the room upon exit.
Paper: Close test booklets and secure (lock) room upon exit.
A TAR will be completed by the Test Administrator after the incident.

If the Test Administrator becomes ill or needs to leave during testing, the procedure for ensuring students continue to be monitored as follows:

Contact SAC. Either the SAC or another trained Test Administrator will complete the test session with the students. Session will end early and be rescheduled if necessary.
A TAR will be completed by the SAC after the test session.



If students complete testing early, the procedure is outlined below; if students will remain in the testing room, the following activities are allowed:

Procedure	Allowable Activities (if applicable)
School chooses to have student remain in testing room (most common)	Students may read a paper book, complete activities on paper that are not related to the subject(s) being tested (e.g. mazes, puzzles, etc.) or sit quietly. No non-test activities on the student's iPad or computer are allowed at any time during the test session.
School chooses to have students leave the testing room if they complete testing early	Students will exit the testing room quietly and go to designated classroom. Reward activities such as recess are discouraged – we do not want to entice students to rush.

If students need extra time to test, the procedure below will be followed:

At the end of the regularly scheduled test session: the student will be instructed to logout of their test and assured that they will be given time in the future to complete their test. Note for WIDA ACCESS: domains must be completed the same day they are started. Give student break and continue their test later that day. SACs will track who has not yet completed testing and will schedule makeup test sessions.

If students finish testing on a previous day, the procedure below will be followed to ensure only students who are testing are present in testing rooms:

- Elementary and classroom-based test sessions will have students join a partner classroom during the applicable test session. - For test session where students are called to a testing room staff will not call the completed students down for testing. - Schools may create alternate plan that fits their resources as long as the student(s) who have completed testing previously are not allowed in subsequent test sessions.



If a student reports an error or technical issue with a test item, the procedure for documenting the issue is outlined below, and issues will be reported to the staff members list here:

Procedure	Staff Member to Contact
For reported item issue, Test Administrator will collect required information while keeping test items secure: • Test type and domain/subject • Student grade • Student MARSS • Item number • Section number (MCA Science) • Testing device being used (include operating system) • What possible issue the student observed (e.g. missing answer, data or graphic missing, etc.) Test Administrator will then instruct the student to continue on with their test.	Test Administrators will provide the gathered information to the SAC who will in turn send the information to the DACs. The DACs will report the issue to MDE.
For error message from testing program, Test Administrator will determine if this is something they can work through. If not, they will gather error information, including: • Test type and domain/subject • Student grade • Error Code and message (no photos, but error message must be clearly identified as some are similar and need different solutions) • Testing Device • Observed issue	Test Administrator will give the information to the SAC as soon as possible. The SAC will troubleshoot (resources are provided to SACs from the DACs). If SAC cannot resolve issue they will contact the DAC. DAC will proceed with troubleshooting and reach out to service providers and/or our Tech Services if necessary. TARs will be completed by Test Administrators if necessary (i.e. prolonged or very disruptive issues)



Staff report misadministrations and security violations to the staff members listed below, using the process outlined:

Procedure	Staff Member to Contact
Test Administration Reports (TARs) completed by Test Administrator/Monitor	TA gives TAR to SAC who then sends it to DAC within 24 hours DAC will proceed as necessary (e.g. enter Test Code, contact MDE and create ASR, etc.)
Anonymously: Using the MDE Test Security Tip Line https://public.education.mn.gov/tip/	MDE will contact district staff as necessary

District Policies and Procedures for Testing – After Testing

The following is the district’s policy for discussing the test administration experience with students after the test administration:

Staff may ask general questions such as “How did you feel it went?” “How do you feel?”. Staff may NOT ask any questions about test content or specific questions.

If a student asks about specific item after testing:

- If ALL testing is complete for that subject and grade, then instructions on the general concept may be provided
- If testing is not complete, inform student that this cannot be discussed at this time
- Never give targeted instruction because of student questions relating to statewide testing
- Never address or solve a specific test item

If student starts talking about story, test item, or other content from the tests:

Redirect the student and let them know that we cannot discuss specific test content

The staff members listed below are responsible for entering student responses from MCA paper test materials:

The Test Administrator that proctored the student’s assessment or the School Assessment Coordinator

Note: all paper testing data must be entered into the Pearson system within 2 school days of administration



The staff members listed below are responsible for entering Learner Characteristics Inventory (LCI) data and MTAS/Alt MCA data and student responses into TestNav:

The student’s Case Manager enters the LCI data (some schools have SACs enter the data for the form filled out by the Case Manager)

The Test Administrator that proctored the student’s assessment or the School Assessment Coordinator

Note: all paper testing data must be entered into the Pearson system within 2 school days of administration

District Policies and Procedures for Testing – Secure Test Materials

Receipt and Organization of Secure Test Materials

The following is a list of each secure, locked location at each school within the district where test materials for online and paper administrations will be kept:

Each school selects their own secure location to store test materials. The location can vary within the same school if there are different SACs for different assessments. The specific location of secure material storage can be gained upon request. (70 schools administering statewide assessments)

Examples of secure locations: SAC office, Principal’s office, lockable closet, lockable filing cabinet, lockable drawers/desk, etc.

Listed below are staff members who have access to these locations where secure test materials are stored:

School Assessment Coordinators

Possibly (depending on location and key access): Principal, Assistant Principal, Office Staff, Engineering Staff, Test Administrators/Monitors

If test materials are delivered to the district, the staff members listed below will distribute secure test materials to each school following the procedure listed:

Staff Member	Procedure
District Assessment Coordinator	WIDA ACCESS – Initial material order goes directly to schools. Upon documented request (Additional Materials Request Form) form SACs, the DAC will pull requested materials (from additional on hand at district office or additional order to DRC) and securely pack them. The materials are then sent directly to schools from REA via the districts internal shipping service. MCA – not applicable. All materials are shipped directly to schools.



The staff members listed below will receive and store all materials in a pre-determined secure locked location:

District level: District Assessment Coordinator School level: School Assessment Coordinators

The staff members listed below will inventory materials using the security checklists. Any discrepancies will be reported immediately following the procedure listed:

Staff Member Inventorying Materials	Procedure for Discrepancies
School level: School Assessment Coordinators	SACs will notify DAC immediately. DAC will communicate discrepancies to testing vendor and MDE
District level: District Assessment Coordinator	DAC will communicate discrepancies to testing vendor and MDE

The staff members listed below will organize test materials for each Test Monitor/Administrator, following the procedures listed:

Staff Member Organizing Materials	Procedure
School Assessment Coordinators	SACs compile the needed materials for each test session throughout the test window

Distribution of Materials to Test Monitors or Test Administrators

The procedure for distributing test materials to the Test Monitors and Test Administrators is listed below:

Materials are provided to Test Administrators via bins, folders, binders, etc. by the SACs. SACs provide materials in an organized manner based on what resources they have available. Specific way of picking up/dropping off varies by school (e.g. TA picks up materials before session, SAC delivers materials before session, SAC provides TA with materials the day before the session and materials are locked up until next day's use, etc.)
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Test Administrators report any discrepancies in test materials received immediately to the staff listed below:

Directly to their School Assessment Coordinator. If cannot be resolved locally, SAC will contact the DAC.



If students are taking the tests over multiple days, the procedure for collecting and storing test materials between test sessions is as follows:

Alternate Assessments (WIDA Alternate ACCESS and MTAS/Alternate MCA):

- Materials are usually stored with the Test Administrator in a locked desk or cabinet. Materials will be stored by the SAC if the Test Administrator does not have a secure location for storage – TA will retrieve as needed.

Paper accommodations (Paper WIDA ACCESS and Paper MCA):

- Materials are usually stored by the SAC where they will be distributed to the Test Administrator as needed. Test Administrator is responsible for collecting all materials and returning them to the SAC. If the Test Administrator has a secure location for storage, they may store between test sessions.

WIDA ACCESS for Kindergarten:

- Materials are usually stored with the Test Administrator in a locked desk or cabinet. Materials will be stored by the SAC if the Test Administrator does not have a secure location for storage.

Online Testing (Online MCA, note Online ACCESS materials are only needed for one day most of the time as students are to complete their domains on the same day they are started):

- Test Administrators/Monitors collect all materials (test tickets, scratch paper, etc.) and deliver these materials to SAC. SAC securely destroys scratch paper and any test tickets of completed tests. SAC will provide test tickets needed for second day of testing as needed. (Fresh scratch paper is provided either by SAC or Test Admin/Monitor).

Return of Materials

After testing, Test Administrators will return test materials and *Test Materials Assigned to Students Checklists* (or other checklists used in the district) to the staff members listed below:

School Assessment Coordinator at their site.

After testing When the test materials are returned to the staff members listed below, they will be inventoried and secured in the following locations, until returned to the district (if applicable) or shipped back to the service provider.

Staff Member	Secure Location
School Assessment Coordinators	Each site has different facilities available. Examples of secure storage locations: lockable cabinet, lockable desk, storage closet, principal's office, etc.



The staff members listed below will prepare the materials for their return to the district (if applicable) or for shipment to the service provider:

School Assessment Coordinators
District Assessment Coordinators for WIDA ACCESS district materials

The following staff members will securely destroy student testing tickets and any other paper materials provided to students during test at the end of test administration:

School Assessment Coordinators

District Policies and Procedures for Testing – Test Results

The district’s policy about providing early embargoed test results is detailed below, also the following information is communicated if early results are provided:

For School and District staff:
SACs and Administrators are given information on where to access MCA preliminary results. WIDA ACCESS Preliminary results will be provided to school EL teams by the MLL department (to plan for the upcoming school year).
Embargo information and the ‘MDE Appropriate/Inappropriate Uses’ documents are shared out with preliminary results requests and to Administrators & SACs.

For families:
Preliminary reports are provided upon request (e.g. From within ADAM)
A message explaining that these results are preliminary and that the final results will be available the following fall. Links to our family assessment information websites is also provided.

- WIDA ACCESS Family Information: <https://www.spps.org/about/departments/research-evaluation-assessment/assessments/access-family-information>
- MCA Family Information: <https://www.spps.org/about/departments/research-evaluation-assessment/assessments/mca-family-information>

The following documents are shared with Preliminary results:

- Provided via Principal Playbook (weekly newsletter to principals), via email, and posted on the REA Test Coordination website
- *Appropriate and inappropriate Uses of WIDA ACCESS Results* (from MDE)
- *Appropriate and inappropriate Uses of MCA Results* (from MDE)
- *What Does it Mean to “Abide by the Embargo”?* (from Appendix B of Procedures Manual by MDE)

Final embargoed results will be provided to the following staff members through the following methods:

Staff Members	Methods
Principals, Assistant Principals, Learning Leads, Department Leaders	• Access to BOLT (Tableau Server) • Infinite Campus



The following information is communicated to staff about abiding the embargo:

What Does it Mean to “Abide by the Embargo”? (from Appendix B of Procedures Manual by MDE)

- Included in Principal’s Playbook announcements, posted on assessment websites

Individual Student Report (ISRs) will be provided to families as described below:

Electronic versions (PDFs) of ISRs are uploaded to Parent Campus Portal for families to access. Announcements go out to Parent/Guardians from the district once the ISRs are available.

- For those Parent/Guardian’s with no email address on file, it is assumed that they are not accessing their Campus Parent Portal. The district mails physical copies of the ISRs to these families.
- For student who graduated and thus the Parent/Guardians no longer have access to Campus Parent Portal, the district mails physical copies of the ISRs.
- Parent/Guardians can request physical or PDF copies of their child’s ISR from either their school or the district at any time.

