

State Assessment Information

I. STATE ACCOUNTABILITY ASSESSMENTS OVERVIEW (response to Federal Requirements):

GRADES	TEST	SUBJECT	STANDARDS	ITEM TYPES
3, 4, 5, 6, 7, 8, 10	MCA-III -OR- MTAS-III for qualifying IEP students	Reading Reading	2010 Standards 2010 Standards	Multiple Choice and Technology Enhanced Performance based, administered and scored 1:1 using rubrics, entered online
3, 4, 5, 6, 7, 8, 11	MCA-III -OR- MTAS-III for qualifying IEP students	Math Math	2007 Standards 2007 Standards	Multiple Choice and Technology Enhanced Performance based, administered and scored 1:1 using rubrics, entered online
5, 8, High School grade in which Life Science is taught (Biology)	MCA-III -OR- MTAS-III for qualifying IEP students	Science Science	2009 Standards	Multiple Choice and Technology Enhanced Performance based, administered and scored 1:1 using rubrics, entered online

MCA III General Information:

- Reading, Math and Science MCA are administered online. Paper accommodated test materials are available as an accommodation for IEP and 504 students.
- Online Reading and Math MCA may include off-grade items, but only on-grade items will be used for accountability purposes.
- Online Reading MCA is an adaptive assessment for all grades. This means the test adjusts to each student's skills at a passage level.
- Online Math MCA is an adaptive assessment for all grades. The test adjusts to each student's skills at an item level.
- Online Science MCA is not an adaptive test and test scores are not used for accountability purposes other than the requirement to administer the assessment.
- Students in grades 9-12 are required to take the Science MCA once in high school following their life science course, however students who retake life science must take the Science MCA again, even if they took it previously.

MTAS III General Information:

- Intended for students with the most significant cognitive disabilities whose IEP team determines that the student meets the eligibility requirements, choose the eligibility requirements link in the right hand column of the following page for further information: <http://education.state.mn.us/MDE/StuSuc/SpecEdProg/StateAssessStuDisab/>
- MTAS administrators must participate in training each year, tests are administered 1:1 using specialized materials ordered by DACs, and scores are entered online.
- Individual score reports are sent to parents at the same time that MCA score reports are mailed.
- The MTAS Science test may be administered to an eligible student in any grade 9-12, depending on when the student receives instruction in the life science standards, this does not have to be during the same year as other students in their high school.

II. MINNESOTA GRADUATION REQUIREMENTS:

Seniors (class of 2016) and "Super Seniors" ONLY: must meet graduation requirements for Reading, Math and Writing:

- Participation in the Statewide Administration of the ACT Plus Writing (no cutoff score required) **OR**
- Participation in the ASVAB, WorkKeys, or Compass (no cutoff score required) **OR**
- Meet graduation requirements by passing GRAD assessments in Reading, Math, and Writing **And/Or**
- Meet proficiency standards on MCA/MTAS Reading/Math assessments **And/Or**

- Have or receive a score on a district-determined equivalent assessment which would include an IEP determined individualized score on a state assessment.

Current Freshmen - Juniors (first enrolled in Grade 8 in 2012-2013 school year)

Districts must assist students with career and college readiness, including the following:

- Offering students in grades 11 and 12 an opportunity to participate in a nationally recognized college entrance exam on a school day.
- Monitoring student's development of and growth in career and college readiness.
- Assisting students no later than grade 9 in exploration and planning activities for career interests or postsecondary education.

Source: Shamelessly lifted and/or paraphrased for you from the 2015-2016 Procedures Manual - Chapter 2, beginning on page 23, with some interpretation from Barb Fischer, WCED Coordinator.

III. SUPPORTS AND ACCOMMODATIONS

Supports are features or practices that allow all students to tailor aspects of the testing experience to their needs or preferences. Supports include accessibility tools available in online assessments and general test-taking practices. The use of a support may remove the need for an accommodation, depending on the student's disability.

Accommodations are changes in the way that a test is administered so as to reduce or eliminate the effects of a disability. Accommodations are only available to students with an IEP or 504 plan and must be documented in an IEP or 504 plan.

Many supports and accommodations provided to a student during statewide assessments must also be provided during classroom instruction, classroom assessments, and district assessments. In general, a new support or accommodation should not be introduced to a student at the time of statewide assessment administration because it may negatively affect the student's performance. There are some, however, that may not be commonly provided during instruction and classroom assessments, and students' lack of prior experience with them is unlikely to hinder performance. Some examples include using a scribe or listening to a script.

Supports include accessibility tools available in online assessments and general test-taking practices that are available for any student who needs them, including general education students. These supports are available for the Standards-Based Accountability Assessments (MCA and MTAS) and the English Language Proficiency Assessments (ACCESS and Alternate ACCESS).

IMPORTANT NOTES: Supports are not considered accommodations and documentation of their use for state assessments is not required on the IEP or by the DAC for state reporting purposes. However, supports are often documented in the IEP or 504 plan if a student has one to ensure they are provided during state testing. Case managers should clearly communicate with the DAC and MCA Test Monitors regarding the needs of the students they case manage. DACs typically will have a process to collect information from Case Managers, but some decisions are made just prior to testing so ongoing communication is critical.

- 1) Supports and accommodations used during MCA administrations should be practices that are implemented regularly with students. Example - if a student does not usually leave the classroom to take a test, suddenly testing in a small group for the MCA may not be the best situation for that student.**
- 2) If the IEP team determines there is a need for a support or accommodation the case manager should be attentive to making sure it occurs and should communicate with parents if a change is made.**

SUPPORTS Available to ALL students	STATE GUIDELINES	SpEd Forms Considerations (8, 9 and/or 10 of IEP menu)	DAC code as accommodation? other
Repeated directions or providing them in written form	Test monitor may repeat directions or write them out but may not provide any prompts beyond scripted Test Monitor directions.	This item is not in a drop down, you could explain it in #7 Modifications and designate MCA as the “when”	No, test monitor training should address this guideline with test monitors
Different monitor or screen size	Student use of larger monitor screen or different resolution	Choose Magnification, templates, or low vision aids from the drop down and explain it in the box below. Note: the test itself allows the student to enlarge the font.	No, but special arrangements will need to be made, case manager should clearly communicate need with DAC to provide planning time.
Materials allowed during testing: *Highlighters • Color overlay • Place marker • Magnifier • Templates to reduce the visual print field* Low-vision aids	Student uses aids while testing. Online testing provides students with opportunity to enlarge the font.	Choose Magnification, templates, or low vision aids from the drop down and explain it in the box below OR you could explain it in IEP menu #7 Modifications and	No, test monitor training should address this guideline with test monitors.

		designate MCA as the “when.”	
Tools embedded in the test	<p>For OLPA and MCA, available online tools include answer eliminator, highlighter, notepad, calculator, and ruler. The following accessibility tools are also available for all students: standard text-to-speech, magnifier, color contrast, line reader, and answer</p> <p>For ACCESS 2.0, available accessibility tools include highlight tool, line guide, screen magnifier, sticky notes, color contrast, and color overlay</p>	These items are not in a drop down, you could explain usage in #7 Modifications and designate MCA as the “when.”	No
Voice feedback devices or whisper phones	These devices allow students to vocalize as they read and work problems. The use of whisper phones cannot be audible to other students so these devices must be used in an individual setting.	Select voice feedback devices and whisper phones from the drop down.	No, but special arrangements will need to be made, case manager should clearly communicate need with DAC to provide planning time.
Amplification devices	Student uses an amplification device, including personal hearing aids, FM systems, or other amplification systems.	Select Amplification device from the drop down.	No
Special settings	The assessment is administered in a special setting - certain lights, acoustics, seating arrangements.	These settings are not in a drop down, you could explain usage in #7 Modifications and designate MCA as the “when.”	No, but special arrangements will need to be made, case manager should clearly communicate need with DAC to provide planning time.
Individual or small-group settings	Student is tested individually or in a small-group setting.	These settings are not in a drop down, you could explain usage in #7 Modifications and designate MCA as the “when.”	No, but special arrangements will need to be made, case manager should clearly communicate need with DAC to provide planning time.
Music or noise buffers	Must be provided by the district but only by students who have	Select Noise buffer from the drop down.	No, but special arrangements will need to be made, case manager

	used them in instructional and other assessment settings. They should be provided on an individual level, not to an entire group either on through head phones or individual setting. Students must be able to control on/off and volume. Audio players and audio must be school owned.		should clearly communicate need with DAC to provide planning time.
Extended testing time - this may also be considered an accommodation. See next chart for explanation.	Testing time in same testing session is extended. Note: for MCA tests all students should be allowed as much time as needed to complete whatever portion is planned for that day.	Choose extended testing time from the drop down	No, but special arrangements will need to be made, case manager should clearly communicate need with DAC to provide planning time.
Different time of day	The time of day an assessment is given is changed ex. Mrs. Johnson's class is scheduled for	This support is not in the drop down menu, you could explain usage in #7 Modifications and designate MCA as the "when."	No, but special arrangements will need to be made, case manager should clearly communicate need with DAC to provide planning time.
Lattices, diagrams, or charts	Student draws lattices, diagrams (like number lines) or charts (like multiplication or hundreds chart) on scratch paper. Student must create their own drawings independently - they must not be told by test monitor to make one - they cannot be displayed or handed out during testing.	NA	No

Accommodations - a current IEP or 504 plan is required	Description	SpEd Forms	DAC considerations
Accommodated audio CD for mathematics	For use with paper accommodated test materials only; includes all text associated with graphs and charts in Math questions. Not needed if a	Choose from the drop down menu.	Code MC, test materials required.

	script is used, choose only if student is familiar with using a CD.		
Accommodated text-to-speech for mathematics and science assessments.	All students have the option for Math and Science questions to be read to them in the online setting, but accommodated audio reads all text associated with graphs and charts in questions. This selection is a heavy language load and should be chosen carefully.	Choose from the drop down menu.	Code MC, student's online record should be flagged to indicate Accommodated Text to Speech prior to test administration.
Assistive Technology	Technology that is used to maintain, increase or improve the functional capabilities of students with disabilities. Internet access cannot be available and calculator use must follow the guidelines in Chap. 8 of the Procedures Manual. <u>For detailed examples see pg. 95 of the Procedures Manual.</u>	Choose "Assistive Technology" from the drop down menu under Presentation OR Response format and give a detailed description in the box below when you explain how the accommodation was selected and is representative of those used in the classroom.	AT
Audio Recording for transcription *this is one method of providing a scribe	Used by the student in an individual setting to record and edit answers only for paper accommodated test materials if the student is unable to mark answers. A scribe will enter the student's responses exactly as recorded. Recording devices must be school owned, no internet access and recordings deleted.	Chose Audio Recording for Transcription in the drop down under Response Format	SC
Braille or other note-taking devices	Used as a strategy during test administration. Use of a talking feature on a note taking device is allowable and it is used with headphones or in an individual setting to play back text the	Braille or other note-taking devices from the drop down under Response Format	AT

	student has entered. Test Monitor must monitor the student using the talking feature; the student may only enter and play back notes - not test content and notes must be deleted following test administration. No internet access is allowed.		
Braille Versions of the tests	For students who are blind or partially sighted and competent with Braille.	Braille version in the drop down menu under Presentation.	BR Answers are submitted online, code during Pretest Editing otherwise DAC will need to special order the materials.
Extended testing time of sections/segments over multiple testing sessions.	The MCA assessments are not timed, but this accommodation is specific to students who typically require additional time beyond a standard testing session. <u>Specific scenarios are given on pg. 97 of the Procedures Manual.</u>	Choose Extending testing time of sections/segments etc. from the drop down menu.	OA
Handheld Calculators for online grades 3-8 Math MCA	A paper test book must be used and calculator policies in Chapter 8 of the Procedures Manual must be followed.	Choose Handheld Calculator from the drop down menu under Presentation.	HC - enter during Pretest Editing and paper materials will be shipped; otherwise DAC will need to order materials
Large Print test books	Students with low vision who need a large print test book - available in 18 pt and 24 pt.	Choose Large Print from the drop down menu under Presentation.	18 or 24; enter during Pretest Editing and paper materials will be shipped; otherwise DAC will need to order materials
Mathematics manipulatives and an abacus for online grades 3-8 Mathematics MCA	Must use a paper test book in an individual setting and only on segments in which a calculator is allowed. Manipulatives (ex. base 10 blocks) may not be grouped or	Choose Mathematics manipulatives etc from the drop down menu under Presentation.	HC - enter during Pretest Editing and paper materials will be shipped; otherwise DAC will need to order materials

	<p>organized by the Test Monitor. Note: Gr. 11 Math may use these items in an individual setting with online or paper test and it does not require documentation as an accommodation.</p>		
Recording a reading test	<p>Must be done in an individual setting. Students may record their own voice while reading the reading test aloud and replay the recording while taking the test. The Test Monitor may not provide any verbal or non-verbal prompts. The recording device must be school owned and recordings must be erased after testing.</p>	<p>Choose Recording a reading test from the drop down menu under Presentation.</p>	MT
<p>Scribe* may also be used in the event of an injury without the need for an IEP/504</p>	<p>When visual or motor difficulties prevent students from indicating their own response. May be used with either online or paper accommodated material in an individual setting. See page 100 of the Procedures Manual for detailed information.</p>	<p>Choose Scribe from the drop down menu under Response Format.</p>	SC
Scripts for Mathematics MCA	<p>The script must be used in conjunction with a paper regular print, large print, or braille test book because the online test is adaptive. The script can be administered in a small group or individual setting. The test Monitor reads from the script while the student responds directly into the test book. <u>Important detailed information on pg. 101 of the Procedures Manual.</u></p>	<p>Choose Script for Math from the drop down menu under Presentation.</p>	MS - enter during Pretest Editing and paper materials will be shipped; otherwise DAC will need to order materials
Scripts for Science MCA	<p>The script may be used with the</p>	<p>Choose Script for Science from</p>	MS - enter during Pretest Editing

	online test because it is not adaptive. The script can be administered in a small group or individual setting. The test Monitor reads from the script while the student responds directly into the online test. <u>Important detailed information on pg. 101 of the Procedures Manual.</u>	the drop down menu under Presentation	and paper materials will be shipped; otherwise DAC will need to order materials
Signed Interpretation of the Mathematics and Science MCA Scripts	Used in conjunction with the corresponding test book or online form during administration; refer to the applicable script accommodation for further information. Detailed directions for the interpreter on pg. 102 of the Procedures Manual.	Choose Signed Interpretation of Mathematics and Science from the drop down under Presentation.	OA -
Signed interpretation of test directions	Only the scripted Test Monitor and Student Directions may be translated; no translations of test items or reading passages are allowed.	Choose Signed Interpretation of Test Directions from the drop down under Presentation.	TD
12 point regular print test books for Reading and Mathematics MCA	If a student's disability prevents him/her from accessing the content of the assessment on a computer then a 12 pt. print test book may be an accommodation. In some cases a gen ed student with an injury may be allowed to use a paper test book (concussion)	Choose 12 point regular test book from the drop down under Presentation.	12 - enter during Pretest Editing and paper materials will be shipped; otherwise DAC will need to order materials

Source: condensed/paraphrased from the 2015-2016 Procedures Manual for MN State Assessments beginning on pg. 84. The full Procedures Manual is available under [Resources](#) on the Pearson Website: pearsonaccess.com A log in is not needed to access the manual; Chapter 5 deals specifically with Special Education and 504 plans.

WCED Last Update: January 27, 2016 by Barb Fischer, WCED Coordinator