MINNESOTA ASSESSMENT REPORTS

INTERPRETIVE GUIDE

DEPARTMENT OF EDUCATION

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Testing in the spring of 2020 was limited due to COVID-19.

Look for changes in reporting noted in boxes like this throughout the guide.

Dear Student, Parent, Caregiver, or Educator,

The state tests administered each year measure student achievement on Minnesota's Academic Standards and on the WIDA English Language Development Standards. This *Interpretive Guide for Minnesota Assessment Reports* has been developed to help students, parents, caregivers, and educators understand the results from these tests.

This guide contains information on how to read the Individual Student Reports (ISRs) and interpret the data from these tests. Once you have become familiar with the information in this guide, you will be in a position to better gauge the effectiveness of your school's curriculum and help to guide instruction.

We encourage you to use this guide to inform interested persons in your community about how the Minnesota Assessments support all students in their learning of the knowledge and skills specified in the Minnesota Academic Standards and the WIDA English Language Development Standards.

Minnesota educators believe all students can learn and strive to set high standards for student performance.

State of Minnesota

Minnesota Department of Education

INTRODUCTION TO THE INTERPRETIVE GUIDE FOR MINNESOTA ASSESSMENT REPORTS

Minnesota has developed an assessment system to measure achievement towards meeting the Minnesota Academic Standards, developed by Minnesota educators, and to measure progress towards meeting the WIDA English Language Development Standards. This system is comprised of standardized, criterion-referenced tests that provide individual and aggregate data on student performance aligned to grade-level standards.

Due to COVID-19, no summary data is provided by MDE at the school, district, or state levels for 2020. Only individual student results are provided for 2020.

Individual student reports (ISRs) provide one data point for parents and students about progress towards achieving the grade-level Minnesota Academic Standards or the WIDA English Language Development Standards. Parents can use this information with the student's classroom assessments, assignments, and grades to provide a whole picture of their student's progress.

Many measures of learning are necessary to derive an understanding of what a student has learned. Each performance measure in a comprehensive assessment system requires that users what the data mean and how to use the data to make effective decisions.

ACCESS for ELLs and Alternate ACCESS for ELLs

As a member of the multi-state WIDA Consortium, Minnesota districts administer the ACCESS for ELLs and Alternate ACCESS for ELLs English language proficiency accountability assessments. These assessments are designed to measure English learners' progress towards language proficiency on the WIDA English Language Development Standards. The ACCESS is administered to English learners in grades K--12. The Alternate ACCESS for ELLs is administered in grades 1–12 to English learners with significant cognitive disabilities. Information about reports for ACCESS and Alternate ACCESS is not included in this guide; for information about these reports, refer to the links on page 14 of this guide

For information about how to find ACCESS and Alternate ACCESS assessment results on the Minnesota Department of Education (MDE) website, refer to the Location of Reports table on page 7 of this guide.

The majority of ACCESS and Alternate ACCESS assessments were administered prior to COVID-19 closures.

This *Interpretive Guide* will assist you in understanding the results of the Minnesota Assessments. The guide provides basic information about each assessment, describes each available report, and suggests ways to use the results. The sections of this guide are:

- Purpose of the Minnesota Assessments
- Data Sites and Resources
- Types of Reports for Final Assessment Results
- Interpreting Scores and Achievement Levels
- Descriptions of Reported Results
- Sample Individual Student Reports (ISRs)
- Sample Student Results Labels
- Additional Resources

References to additional information on the MDE website exist throughout this manual: **education.mn.gov**.

Resources and samples of reports can be found on the **Individual Student Reports (ISRs) Resources** page.

(PearsonAccess Next > Reporting Resources > Individual Student Reports (ISRs) Resources)

No single assessment can comprehensively measure a student's learning in an educational setting. Results of the Minnesota Assessments are only a subset of the data that schools and districts can use to determine how well students have acquired the knowledge and skills on the Minnesota Academic Standards and WIDA English Language Development Standards and how well the school is teaching them.

Standards-Based Accountability Assessments in Reading, Mathematics, and Science

Pearson is the administration service provider for the standards-based accountability assessments (MCA and MTAS).

Minnesota Comprehensive Assessments (MCA)

The Minnesota Comprehensive Assessment (MCA) is administered to students in reading in grades 3–8 and 10; mathematics in grades 3–8 and 11; and science in grades 5, 8, and high school. The purpose of the MCA is to measure Minnesota students' achievement on the Minnesota Academic Standards. The MCA results inform curriculum decisions at the district level and inform instruction at the classroom level.

The MCA is the primary assessment Minnesota uses to meet state and federal accountability requirements. All students are required to take this test or, for eligible students with significant cognitive disabilities, the Minnesota Test of Academic Skills (MTAS).

Minnesota Test of Academic Skills (MTAS)

The Minnesota Test of Academic Skills (MTAS) is an alternate assessment in reading in grades 3–8 and 10; mathematics in grades 3–8 and 11; and science in grades 5, 8, and high school that is based on extended standards of the Minnesota Academic Standards. The MTAS measures the extent to which students with significant cognitive disabilities are making progress on standards that have been reduced in breadth, depth, and complexity. The MTAS is a performance-based assessment where tasks in each subject are administered to students in a one-on-one setting. Test Administrators score performance tasks using a task-specific script and scoring rubric.

Test Specifications

Test specifications provide information on how the academic standards are addressed on the assessment by indicating which strands, substrands, and benchmarks can be assessed and in what proportions. The purpose of the test specifications is to guide test developers on what must be included in each test. Some concepts in the academic standards can only be assessed in the classroom and not on a standardized statewide assessment. The academic standards, not the test specifications, are meant to be used as the basis for curriculum and instruction.

View **test specifications** for the standards-based accountability assessments on the MDE website.

(MDE website > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Test Specifications)

DATA SITES AND RESOURCES

Preliminary results and unofficial data are available in PearsonAccess Next. Final and official results are provided by MDE.

Location of Reports

	MDE DATA CENTER	PEARSONACCESS NEXT
Minnesota Report Card # Includes publicly available official school, district, and state summary data.	Assessment results for 2020 are not available on the Minnesota Report Card due to COVID-19.	
District and School Student Results (DSR and SSR) +# Includes official student, school, and district results through secure access.	While the DSR/SSR is available for 2020, data may be limited due to COVID-19.	
Test Results Summary +# Includes official summary results through secure access.	Test Results Summary files are not available for 2020 due to COVID-19.	
On-Demand Reports Includes preliminary results reported during testing.		On-Demand Reports for 2020 are available for students who tested.
Published Reports Includes PDF versions of final results released by MDE.		While ISRs are available, Benchmark Reports and Rosters are not available for 2020 due to COVID-19.
Longitudinal Reports Includes unofficial historical results.		Longitudinal Reports are not available for 2020 due to COVID-19. Longitudinal Exports are available for 2020.
Historical Student Data Includes unofficial individual student historical results.		While Historical Student Data is available for 2020, the data may be limited due to COVID-19.

+ Available in the Assessment Secure Reports section of the MDE Data Center.

ACCESS and Alternate ACCESS for ELLs data included.

MDE Data Center

Due to COVID-19, only the District & School Student Results (DSR & SSR) and Student Assessment History Report include results for 2020.

The two sections of the Data Center on the MDE website include reports available to the public and secure reports. General information about all reports is available below.

1. **Reports Available to the Public**
   Assessment results for 2020 are not available on the Minnesota Report Card due to COVID-19. For 2019 and earlier, a user guide is available on the Report Card page. For more information about student privacy and public data, please reference the **Data Practices** page (MDE website > About MDE > Data Practices).

Minnesota Report Card
(MDE website > Data Center > Minnesota Report Card)

Data Reports and Analytics
(MDE website > Data Center > Data Reports and Analytics > Accountability and Assessment)

2. **Secure Reports**
   The Assessment Secure Reports section is only available to educators who have obtained permission from their district to access secure reports. Due to COVID-19, student-level data for 2020 is only available in the District Student Results (DSR) and School Student Results (SSR) files and Student Assessment History Report; the Test Results Summary reports for 2020 are not available.

Secure Reports
(MDE website > Data Center > Secure Reports > Assessment Secure Reports)

View the Assessment Secure Reports **user guides and help documents** for Assessment Secure Reports on the MDE website.
(MDE website > Districts, Schools and Educators > Business and Finance > Data Submissions > Assessment Secure Reports)

Reporting in PearsonAccess Next

Authorized users can sign in to **PearsonAccess Next** (PearsonAccess Next > View PearsonAccess Next) to retrieve various current and/or historical test results for the standards-based accountability assessments (MCA, MTAS, and historical MCA-Modified). Resources for each of these reports are available on the Additional Reporting Resources page of PearsonAccess Next.

On-Demand Reports are preliminary student-level test results for the current test administration. Preliminary test results remain available online until the final results are provided by MDE.

Longitudinal Reports include historical test results at the school, district, and state level. Historical student-level results are available in **Historical Student Data**.

View the **Additional Reporting Resources** page.
(PearsonAccess Next > Reporting Resources > Additional Reporting Resources)

Published Reports are the final and official test results posted as PDFs at the time those results are released by MDE.

View the **Individual Student Reports (ISRs) Resources** page.
(PearsonAccess Next > Reporting Resources > Individual Student Reports (ISRs) Resources)

On-Demand Reports

On-Demand Reports are available for 2020 for students who tested.

Preliminary test results at the student level are available for MCA and MTAS in On-Demand Reports in PearsonAccess Next within 60 minutes after testing or data entry is completed.

Preliminary reports for individual students are referred to as Student Detail Reports (SDRs) and are available to download/print as PDFs. SDRs look different from the final Individual Student Reports (ISRs); SDRs contain many, but not all, of the elements in the final ISRs.

On-demand results include performance details for content areas within a subject. MCA results include overall, strand/substrand scale scores and strand performance levels. MTAS results include overall and extended standards performance details.

If a student has moved from one district to another within a test administration, on-demand reports for the current year stay at the district where the student tested and the new district will not have access to the student's preliminary results.

The *On-Demand Reports and Export User Guide* is available on the Additional Reporting Resources page under Reporting Resources on PearsonAccess Next.

Longitudinal Reports

Longitudinal Reports are not available for 2020 due to COVID-19. Longitudinal Exports are available for 2020.

Longitudinal Exports are available for 2020 to download student level longitudinal results in Excel format.

The *Longitudinal Reports and Export User Guide* is available on the Additional Reporting Resources page under Reporting Resources on PearsonAccess Next.

Historical Student Data

While Historical Student Data is available for 2020, the data may be limited due to COVID-19.

Historical Student Data includes a student's achievement level, scale score, performance details by strand or reason a student does not have data.

The *Historical Student Data User Guide* is available on the Additional Reporting Resources page under Reporting Resources on PearsonAccess Next.

Resources for each of these reports are available on the **Additional Reporting Resources** page of PearsonAccess Next. (PearsonAccess Next > Reporting Resources > Additional Reporting

Published Reports

Student Rosters and Benchmark Reports are not available for 2020 due to COVID-19.

ISRs for 2020 are only available for students who have a valid score in at least one of the subjects tested.

Published Reports are PDF versions of the final reports that are delivered to districts. Student ISRs are posted to Published Reports in PearsonAccess Next at the time the paper ISRs reach districts.
Only users with the District Assessment Coordinator (DAC) and Assessment Administrator (AA) user roles in PearsonAccess Next have access to Published Reports.

The *Published Reports Quick Guide* is available on the Additional Reporting Resources page under Reporting Resources on PearsonAccess Next.

View the **Individual Student Reports (ISRs) Resources** page.

(PearsonAccess Next > Reporting Resources > Individual Student Reports (ISRs) Resources)

Use of Results

Preliminary assessment results provided in PearsonAccess Next can be printed and shared with students and families for instructional purposes, but final assessment results are provided by MDE.

Results in PearsonAccess Next are considered preliminary for the following reasons:

- Periodic reviews of student responses are conducted, which could result in score changes.
  - All items are reviewed multiple times before and during testing to ensure they are scored and functioning correctly.
  - In a process called adjudication, student responses to technology-enhanced items are reviewed at multiple times during and after testing so that any unanticipated responses are considered.
- Test administration situations (e.g., test invalidations or irregularities) could lead to changes from the preliminary results.
- MCA and MTAS assessment data go through Posttest Editing in Test WES before final reports are generated, and changes made during this process could lead to final results that differ from the preliminary results available in On-Demand Reports.
- Although results available in Published Reports, Longitudinal Reports, and Historical Student Data will reflect edits made during Posttest Editing, any changes made after Posttest Editing would only be reflected in assessment results at MDE. Even though this would be a rare occurrence, it is why final data are provided by MDE.

Lexile Measure

Preliminary and final Reading MCA results include a predicted Lexile measure for a student's ability, and an upper and lower range that helps match readers with literature appropriate for their reading skills. When reading a book within the predicted Lexile range, the reader should comprehend enough of the text to make sense of it, while still being challenged enough to maintain interest and learn. Visit lexile.com for more information about the **Lexile Framework**.

Quantile Measure

Preliminary and final Mathematics MCA results include a predicted Quantile measure for a student's ability, and an upper and lower range that helps match the student with materials appropriate for their ability in mathematical skills and concepts. Mathematics materials within the predicted Quantile range can challenge students without overwhelming them. Visit quantiles.com for more information about the **Quantile Framework**.

TYPES OF REPORTS OF FINAL ASSESSMENT RESULTS

Due to COVID-19, MDE is only providing individual student results for schools and districts for 2020.

The reports available for 2020 are below. For more information, refer to the *2020 Statewide Assessment Reporting Guidance Due to COVID-19* on the **COVID-19 Updates** web page (MDE > Districts, Schools and Educators > School-Community Connections > Healthy Schools > COVID-19 Updates).

Minnesota Department of Education Report Types

NAME	FORMAT	LEVEL OF RESULTS
Student Results Files		
School (SSR)	Online	Student
District (DSR)	Online	Student
Individual Student Reports (ISRs) Shipments		
ISR for Parent/Guardian/Caregiver	Paper	Student
Student Results Labels	Paper	Student
Published Reports in PearsonAccess Next		
PDFs of ISRs	Online	Student

View the **Additional Reporting Resources** page.

(PearsonAccess Next > Reporting Resources > Additional Reporting Resources)

- See the *Data Sites and Resources* section of this guide for more information about District and School Student Results (DSR and SSR) files available through Secure Reports on the MDE website.
- The ISRs are described in detail later in this guide and are only available if a student had at least one valid score in a subject. Videos, quick guides, and samples of reports can be found on the **Individual Student Reports (ISRs) Resources**. (PearsonAccess Next > Reporting Resources > Individual Student Reports (ISRs) Resources)
- Preliminary results information is available in PearsonAccess Next as described in the *Data Sites and Resources* section of this guide.

INTERPRETING SCORES AND ACHIEVEMENT LEVELS

You can find student-level results in the DSR and SSR files available in the Secure Reports section of the MDE website.

Student-level data on assessment results provides a useful starting point when this information is paired with information from local, district, and classroom assessments.

For 2020, the following types of individual student-level results are available.

- Achievement level.
- Overall scale score.
- Performance in content areas within a subject.

MCA includes subscores, as strands and substrands, or as performance level descriptors.

- The subscores (strands and substrands) for MCA are reported on a standardized 1 to 9 scale that is intended to facilitate comparison of strand performance across strands and years. The ISRs include performance level descriptors of below expectations, at or near expectations, or above expectations.
- The calculations for the strand/substrand scale score and strand/substrand performance details are different. The calculation for the performance detail includes using the standard error of measurement, which is an estimate of how much error there is likely to be in an individual's observed score, or how much score variation would be expected if the individual were tested multiple times with equivalent forms of the test.

MTAS includes subscores as extended standards.

- The subscores (extended standards) for MTAS are reported as raw score points earned and can only be compared within a particular year. Such comparisons can tell an organization about its strengths or areas needing improvement relative to other schools or districts.
- Subscores based on raw score points are not equated for differences in difficulty for a given year; one strand or substrand may have items that are more difficult than others. Thus, direct comparisons between different subscores or across multiple years may be misleading. Be cautious when making comparisons between strands or substrands.

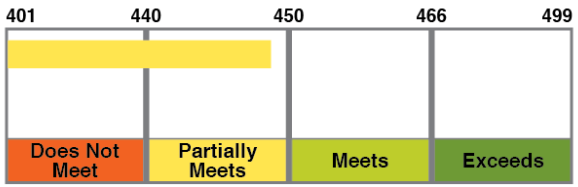
Development of the Achievement Level Descriptors

The MCA and MTAS Achievement Level Descriptors (ALDs) give descriptive information of what typical students at each achievement level are expected to know of the Minnesota Academic Standards.

Achievement Level Descriptors appear as Performance Level Descriptors on the Individual Student Reports (ISRs).

READING: FIRSTNAME'S OVERALL MCA-III RESULTS

Your Student 448
The School, District, and State average scores are not available for 2020 due to COVID-19.



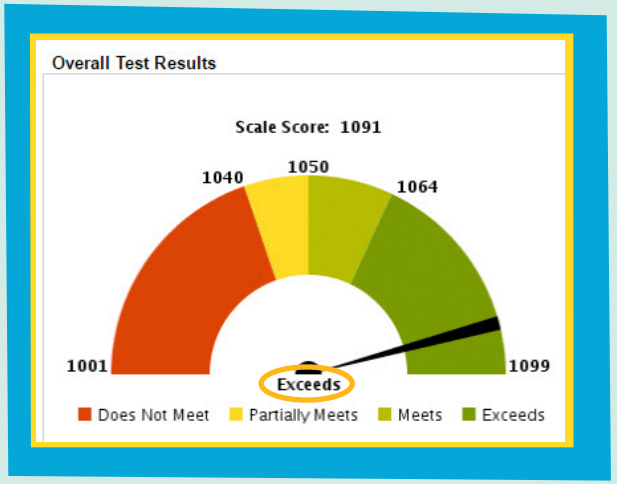
Performance Level Description:
Students at the **Partially Meets the Standards** level demonstrate skills of the Minnesota Academic Standards with limited consistency and accuracy, and they interact best with texts of basic to grade-level complexity.

The ALDs were developed focusing on the content of the Minnesota Academic Standards. Preliminary drafts of the ALDs were provided for the standard setting panels as they began their work to determine cut scores for each of the achievement levels. After standard setting, minor adjustments were made to more accurately reflect the skills demonstrated by students at each of the achievement level score ranges.

View the full **ALDs** on the MDE website.

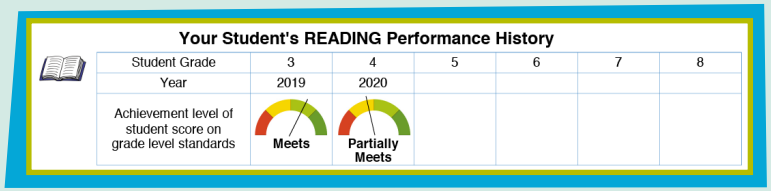
(MDE website > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Achievement Level Descriptors)

Examples



List Report (Preliminary)

Scale Score	Achievement Level	Learning Locator	Lexile/ Quantile
315	Does Not Meet	M3001	EM105Q
366	Exceeds	M3238	880Q
371	Meets	R311	865L
361	Meets	M3172	755Q
359	Meets	R311	745L
329	Does Not Meet	R301	435L
343	Partially Meets	M3089	350Q



How to Use the Achievement Level Descriptors

The achievement level descriptors (ALDs) can be used to communicate with parents, students, and the public about the basic skills and knowledge expected of the typical student at each achievement level. The ALDs give concrete meaning to a scale score and its associated achievement level. They can be used as examples when talking with others about student performance. The ALDs may be used as a tool to inform parents of the performance expectations for their child and to suggest changes in skills and knowledge as a student moves from one achievement level to a higher level.

The ALDs can also be used by educators in instructional planning. The ALDs can help teachers develop curriculum maps to reflect the building of skills on each of the benchmarks. Teachers may also find the ALDs useful as they develop their school improvement plans by using the ALDs to provide some cursory information about the skills and knowledge that need emphasis to move the students to the next achievement level. Service providers might use the ALDs to identify the scaffolding of skills needed to help a student reach proficiency on skills measured in previous grades so that the student can be successful in his or her current grade.

When using any of the Minnesota ALDs, it is important to remember that the performance of an individual student at an achievement level may vary from the descriptors.

Performance definitions are the equivalent of the ALDs for the ACCESS for ELLs and Alternate ACCESS. These performance definitions assist families, teachers, and administrators with the interpretation of the WIDA English Language Proficiency Levels reported on a six-point scale. All of these resources are available in the **WIDA Resource Library** (WIDA website > Resource Library).

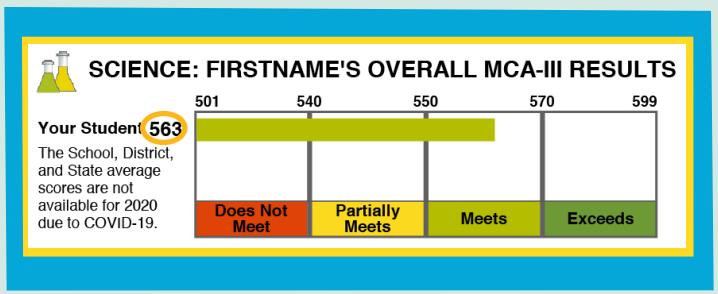
Performance definitions for ACCESS are available in the *ACCESS for ELLs Interpretive Guide*.

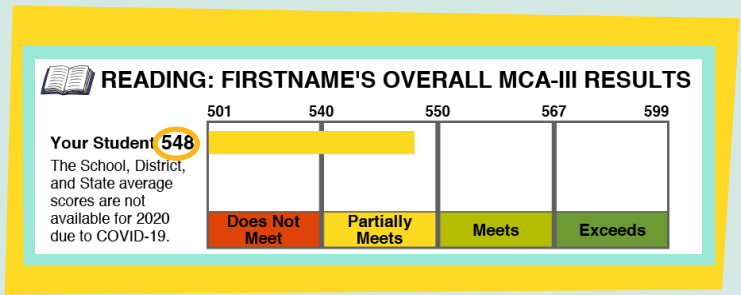
Performance definitions for the Alternate ACCESS are available in the *Alternate ACCESS for ELLs Interpretive Guide*.

"Can Do" descriptors are available for the ACCESS for ELLs levels of performance.

MCA Overall Results

Examples





Scale Scores

- The raw score totals (points earned) for Science MCA are converted to a scale score specific to each grade. For all grades of Reading and Mathematics MCA, the scale score is not based on the raw score total; it is based on the specific pattern of correct and incorrect responses given by the student. For all three subjects, use the scale score to determine the student's achievement level on the test.
- Each year, the test is equated for difficulty with the previous year's test. This means the scale score has equivalent meaning and provides a valid comparison from year to year for a given grade and subject provided that the academic standards being assessed remain unchanged. Scale scores between grades cannot be compared.
- Refer to the table on the next page for further information about comparing results across school years.

Comparing Assessment Results from Year to Year

Summary data is not available for 2020 due to COVID-19. Trend data for previous years remain available for the Minnesota Assessments.

Use caution when interpreting trend data as assessments change when academic standards are revised, see additional information below the table.

ASSESSMENT	GRADES	YEAR ACADEMIC STANDARDS LAST REVISED	FIRST YEAR ASSESSMENT BASED ON REVISED STANDARDS	YEARS SCORES ARE COMPARABLE*
Mathematics MCA and MTAS	3–8	2007	2011	2011 to 2020
Mathematics MCA and MTAS	11	2007	2014	2014 to 2020
Science MCA and MTAS	5, 8, HS	2009	2012	2012 to 2020
Reading MCA and MTAS	3–8, 10	2010	2013	2013 to 2020

* Due to COVID-19, 2020 data for MCA and MTAS are very limited and summary data are not available. For more information, refer to the *2020 Statewide Assessment Reporting Guidance Due to COVID-19* on the **COVID-19 Updates** web page (MDE > Districts, Schools and Educators > School-Community Connections > Healthy Schools > COVID-19 Updates).

- Grades 3–8 Mathematics MCA and MTAS scores from 2011 to 2020 can be compared as 2011 was the first year that those assessments were based on the 2007 revised mathematics academic standards.
- Grade 11 Mathematics MCA and MTAS scores from 2014 to 2020 can be compared as 2014 was the first year that the assessment was based on the 2007 revised mathematics academic standards.
- Grades 5, 8, and high school Science MCA and MTAS scores from 2012 to 2020 can be compared as 2012 was the first year that those assessments were based on the 2009 revised science academic standards.
- Grades 3–8 and 10 Reading MCA and MTAS scores from 2013 to 2020 can be compared as 2013 was the first year that those assessments were based on the 2010 revised reading academic standards.

Note: New Minnesota Academic Standards are in the process of being adopted in Science and English Language Arts (ELA). These new standards will not be assessed until 3-4 years after they have been adopted by legislation.

Achievement Levels

There are four achievement levels for the MCA:

- **Exceeds** the Standards (proficient)
- **Meets** the Standards (proficient)
- **Partially Meets** the Standards (not proficient)
- **Does Not Meet** the Standards (not proficient)

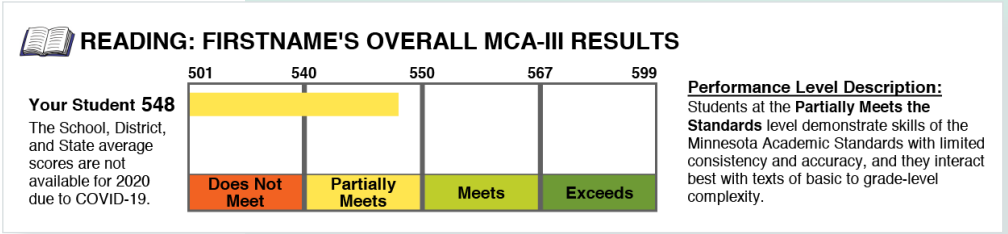
Students are assigned an achievement level based on their scale score. For the MCA, the diagram to the right illustrates the commissioner-approved cut scores used to assign achievement levels. The cut scores for levels Partially Meets the Standards and Meets the Standards are G40 and G50, respectively. The cut score for level Exceeds the Standards varies by grade and subject.

The Science MCA assessment raw scores are converted to scale scores and more than one raw score point may be assigned the same scale score, except at the cut scores for each achievement level or at the maximum possible score of G99. Specific details regarding the raw score to scale score relationship are reported on the Technical Reports section of the MDE website.

View the **Technical Reports** section of the MDE website.

(MDE website > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Minnesota Tests > Technical Reports)

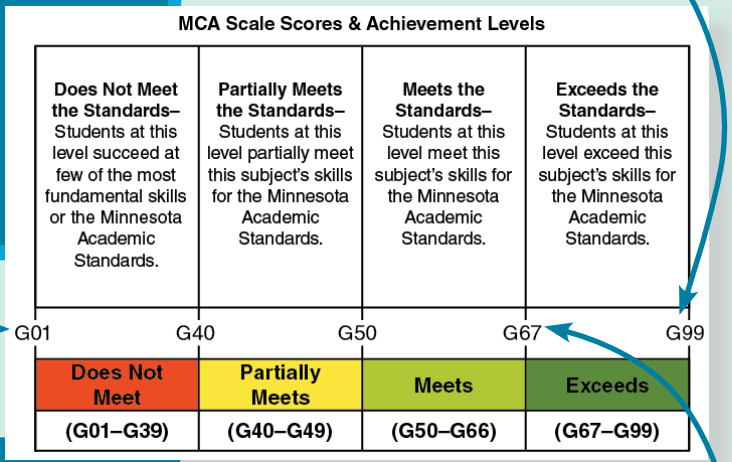
Example from Report



The first one or two digits represent the grade. The last two digits of the number identify the position of the score on the grade scale. For example, a grade 8 scale score might be 859, and a grade 10 scale score might be 1059.

NOTE: Although the high school Science MCA can be administered in any grade (9–12) depending on coursework completion, grade 10 is used to represent the grade for the high school scores.

The last two digits of the number identify the position within the scale range.



Each grade level will have the same score range (G01 to G99), with G=Grade. For example, a grade 8 scale score would be in the range of 801–899. A grade 10 scale score would be in the range of 1001–1099.

The first two cut scores, G40 and G50, will be constant over the years. The third cut score varies by grade and subject. In the graphic above, G67 is used as an example.

MCA Content Area Performance Details

A student's performance in a content area within a subject is compared to the state expectations for the content area and reported as Below Expectations, At or Near Expectations, or Above Expectations.

For more information on performance details on content areas, reference the applicable **test specifications** on the MDE website.

(MDE website > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Test Specifications)

Mathematics MCA Content Areas

The Mathematics MCA content areas represent the four mathematics strands from the 2007 Minnesota Academic Standards in Mathematics.

Grades 3 to 8

- **Number and Operation (NOPS):** may include understanding meanings of numbers and operations, computing fluently, and making reasonable estimates.
- **Algebra (ALGS):** may include using models to understand, represent, and analyze patterns, relations, and functions.
- **Geometry and Measurement (GMS):** may include analyzing properties of geometric shapes, understanding the units, systems, and processes of measurement.
- **Data Analysis (DANS) (grades 3–5)** and **Data Analysis and Probability (DAPS) (grades 6–8):** may include organizing and displaying relevant data questions, understanding and applying basic concepts of probability.

Grade 11

- **Algebra (ALGS):** identify features of functions and use them to solve real-world and mathematical problems, generate equivalent expressions, and solve equations and inequalities.
- **Geometry and Measurement (GMS):** calculate measurements, construct logical arguments to prove results, and apply properties of figures to solve problems.
- **Data Analysis and Probability (DAPS):** display and analyze data, use various measures to draw conclusions, make predictions, and calculate probabilities.

Reading MCA Content Areas

The Reading MCA content areas reflect the substrands of Literature and Informational Text from the 2010 Minnesota Academic Standards in English Language Arts, which are outlined in the test specifications. All of the reading reports—grades 3–8 and 10—have the same content areas.

- **Literature (LSS):** use strategies to analyze, interpret, and evaluate fiction (such as short stories, fables, poetry, and drama).
- **Informational Text (INFS):** use strategies to analyze, interpret, and evaluate nonfiction (such as expository and persuasive text, and literary nonfiction).

The ten reading standards are organized under four skill domains. The four skill domains are:

- **Key Ideas and Details (standards 1–3).** Use text evidence to make inferences, conclusions, and predictions; analyze symbolism; recall cause/effect; sequence events; identify relevant details; compare/contrast individuals and ideas; summarize text, including main idea, plot, theme, and topic; recognize literary elements; and define literary terms.
- **Craft and Structure (standards 4–6).** Define literary devices; use evidence to justify word meanings; recognize word relationships, context, and structure; categorize technical terminology; analyze tone; use figures of speech, and features, format, and function of text structures; use connotations, word history, and structure; interpret author's purpose; and identify transitions, mood, and style.
- **Integration of Knowledge and Ideas (standards 7–9).** Analyze author's credibility, bias, and argumentation methods; recognize sufficiency of evidence and validity of reasoning; identify fallacies; and recognize effective persuasion. Not assessed on the MCA.
- **Range of Reading and Level of Text Complexity (standard 10).** Not assessed on the MCA.

Within the skill domains, seven of the ten reading standards are assessed on the Reading MCA. Standards 7, 9, and 10 are best assessed using classroom measures and are not assessed on the Reading MCA.

Science MCA Content Areas

The Science MCA content areas in grades 5 and 8 include all four strands and in high school two strands are included from the 2009 Minnesota Academic Standards in Science.

Grade 5 Strands

- **Nature of Science and Engineering (NSE):** may include conducting controlled scientific investigations, constructing explanations based on evidence, and identifying engineering solutions to problems.
- **Physical Science (PSCS):** may include describing and experimenting with the properties of matter, light, heat, sound, electricity, magnetism, and force and motion.
- **Earth and Space Science (ESS):** may include recognizing positions of the Sun, Earth, and Moon, describing how weathering and erosion shape Earth's surface, and how water moves through the water cycle.
- **Life Science (LIFS):** may include comparing structures and functions of organisms and relationships among organisms, and understanding that individual differences give advantages in survival.

Grade 8 Strands

- **Nature of Science and Engineering (NSE):** may include understanding how humans affect scientific investigations, designing and conducting investigations, communicating results, and refining engineering solutions.
- **Physical Science (PSCS):** may include differentiating between physical and chemical changes, understanding properties of waves and force and motion of an object, and describing changes in energy.
- **Earth and Space Science (ESS):** may include understanding how forces affect motions of objects in the universe, describing weather patterns, and understanding the processes that occur on Earth.
- **Life Science (LIFS):** may include identifying changes in energy within an ecosystem, understanding cell processes and genetic variation, and describing the effect of humans on ecosystems.

High School Strands

- **Nature of Science & Engineering (NSE):** may include analyzing risks and benefits of engineering solutions, accurately communicating scientific results, and testing hypotheses.

  Substrands

  - Practice of Science (POSS)
  - Practice of Engineering (POES)
  - Interactions among STEM and Society (INTS)
- **Life Science (LIFS):** may include describing cell functions and processes, understanding relationships of organisms in an ecosystem, and the role of DNA and variation in evolution.

  Substrands

  - Structure and Functions in Living Systems (SFLS)
  - Interdependence among Living Systems (IALS)
  - Evolution in Living Systems (EILS)
  - Human Interaction with Living Systems (HILS)

CAUTION – Use care when interpreting data involving few students or test items.

The more test items taken within content areas in a subject, the more reliable the test results are.

MTAS Overall Results

Scale Scores

The raw score totals (points earned) for Mathematics, Reading, and Science MTAS are converted to a scale score for each test subject and grade. This scale score represents how the student performed on the test. Each year, the test is equated for difficulty with the previous year's test, which means the scale score permits a valid comparison of achievement from year to year for a given grade and subject (provided that the academic standards being assessed have not changed).

Achievement Levels

There are four achievement levels for the MTAS:

- **Exceeds** the Alternate Achievement Standards
- **Meets** the Alternate Achievement Standards
- **Partially Meets** the Alternate Achievement Standards
- **Does Not Meet** the Alternate Achievement Standards

Students are assigned an achievement level based on their scale score. The cut scores for levels Partially Meets the Alternate Achievement Standards and Meets the Alternate Achievement Standards for all grades and subjects are 190 and 200, respectively. The cut score for level Exceeds the Alternate Achievement Standards varies by grade and subject.

Specific details regarding the raw score to scale score relationship are reported on the Technical Reports section of the MDE website.

Example from Report

READING AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
Read closely to determine what the text says explicitly and make inferences.		6 / 6
Determine the main idea in a text; summarize key supporting details and ideas.		6 / 6
Describe how individuals, events, and ideas develop over the course of a text.		12 / 12
Interpret words and phrases as they are used in text, including multiple-meaning words.		3 / 3
There were three reading passages included in the assessment. Your student had • 0 passage(s) read aloud by the test administrator, • read 2 passage(s) along with the test administrator, and • read 1 passage(s) independently.	TOTAL:	27 / 27

* The State average scores are not available for 2020 due to COVID-19.

Comparison of the number of points earned by the student to the total number of points possible.

MTAS Content Area Performance Details

A student's performance in a content area within a subject is reported by comparing the number of points earned by the student to the total number of points possible for each content area. The MTAS consists of nine performance tasks per subject as identified in the extended standard statements described in the MTAS test specifications. Each task is worth 3 points, and each MTAS content area is measured by a single task or multiple tasks. The sum of a student's content area points earned is the student's total points earned.

View all of the MTAS performance descriptions on the MDE website in the MTAS **Achievement Level Descriptors** document.

(MDE website > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Achievement Level Descriptors)

View the **Technical Reports** section of the MDE website.

(MDE website > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Minnesota Tests > Technical Reports)

Mathematics MTAS Content Areas

Grades 3 to 8

- **Number and Operation (NOPS):** may include understanding meanings of numbers and operations and how they relate to one another, computing fluently, and making reasonable estimates.
- **Algebra (ALGS):** may include models to understand, represent, and analyze patterns, relations, and functions.
- **Geometry and Measurement (GMS):** may include analyzing characteristics and properties of two- and three-dimensional geometric shapes and developing mathematical arguments about geometric relationships, understanding the units, systems, and processes of measurement.
- **Data Analysis (DANS) (grades 3–5)** and **Data Analysis and Probability (DAPS) (grades 6–8):** may include organizing and displaying relevant data questions, and understanding and applying basic concepts of probability.

Grade 11

- **Algebra (ALGS):** understand the concept of functions and recognize, represent, and solve linear functions.
- **Geometry and Measurement (GMS):** know and apply properties of geometric figures to solve real-world and mathematical problems.
- **Data Analysis and Probability (DAPS):** display and analyze data to identify trends and describe relationships, and calculate and apply probability concepts to solve real-world and mathematical problems.

Reading MTAS Content Areas

The Reading MTAS includes performance tasks that measure the student's understanding of short fiction and nonfiction passages. Passages and tasks may be accompanied by pictures, symbols, and/or objects. Students taking the Reading MTAS may listen to passages, read the passages along with the teacher, or read the passages independently.

Grade 3

- Read closely to determine what the text says explicitly.
- Determine central ideas in a text; summarize the key supporting details and ideas.
- Recognize that individuals, events, and ideas develop over the course of a text.
- Interpret words and phrases as they are used in a text.

Grade 4

- Read closely to determine what the text says explicitly and make simple inferences.
- Determine central ideas in a text; summarize the key supporting details and ideas.
- Identify how individuals, events, and ideas develop over the course of a text.
- Interpret words and phrases as they are used in a text.

Grades 5 to 8 and Grade 10

- Read closely to determine what the text says explicitly and make inferences.
- Determine the main idea in a text; summarize key supporting details and ideas.
- Describe how individuals, events, and ideas develop (and/or interact, for grade 10 only) over the course of a text.
- Interpret words and phrases as they are used in a text, including multiple-meaning words.

Science MTAS Content Areas

Grade 5

- **Nature of Science and Engineering (NSE):** may include knowing and selecting the proper tools for scientific investigations and understanding their purpose.
- **Physical Science (PSCS):** may include identifying and giving examples of the states of matter and understanding the role temperature plays when matter changes from solid to liquid to gas.
- **Earth and Space Science (ESS):** may include understanding how reducing, reusing, and recycling can help address the environmental problem of solid waste and identifying how the components of the water cycle work together.
- **Life Science (LIFS):** may include sorting and classifying common plants and animals based on their physical characteristics and understanding how personal hygiene is important to maintaining human health.

Grade 8

- **Nature of Science and Engineering (NSE):** may include identifying common engineered systems, how people use them, and ways they benefit daily life.
- **Physical Science (PSCS):** may include identifying states of matter, recognizing when matter has undergone a physical or chemical change, and understanding how different forces (e.g., gravity, friction, pushes, pulls) affect the speed and direction of objects.
- **Earth and Space Science (ESS):** may include understanding that landforms can change and identifying the effects of weathering, erosion, and deposition on landforms over time.
- **Life Science (LIFS):** may include identifying and understanding the functions of organs in the respiratory, circulatory, and digestive systems (e.g., lungs, heart, stomach), and understanding that some organisms cause diseases in humans.

High School

- **Nature of Science and Engineering (NSE):** may include identifying a hypothesis and understanding how it guides a scientific investigation, identifying data collection and a conclusion in a scientific experiment, and understanding that scientific experiments can produce different results.
- **Life Science (LIFS):** may include understanding that animals and plants use different structures to obtain energy (e.g., mouth for animals, leaves for plants), recognizing the factors that can affect an organism's survival (e.g., the ability to find food and water), identifying inherited traits, and identifying the risks and benefits of humans on the environment.

CAUTION – Use care when interpreting data involving few students or test items.

The more test items taken within content areas in a subject, the more reliable the test results are.

SAMPLE INDIVIDUAL STUDENT REPORTS

For 2020, an Individual Student Report (ISR) is generated for only those students who received a valid score in at least one subject: reading, mathematics, and/or science.

For multi-subject ISRs for students with at least one valid score, the ISR shows the reason results are not available for other subjects. Due to COVID-19, two additional reasons are available for 2020 for why a student did not participate. Reasons include absent, test invalidated, medical excuse, student or parent refusal, wrong grade, not attempted due to COVID-19, and not completed due to COVID-19.

The ISR describes an individual student's performance in terms of overall results, performance level, and Minnesota Academic Standards for each subject.

See the glossary at the end of this guide for additional information and definitions of terms on the ISR.

GRADES	REPORT PAGE COUNT
3, 4, 6, and 7	One 4-page report includes the results for reading and mathematics
5 and 8	One 4-page report includes the results for reading, mathematics, and science
High School	Separate 2-page reports include the results for each subject: grade 10 reading, grade 11 mathematics, and science

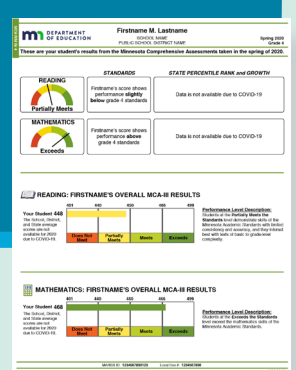
View **sample ISRs** on the Individual Student Reports (ISRs) Resources page.

(PearsonAccess Next > Reporting Resources > Individual Student Reports (ISRs) Resources)

Schools will receive a hard copy of each student's ISR to send home with the student or to mail to the student's parent/guardian. Electronic copies of ISRs are also available in Published Reports on PearsonAccess Next. Districts can also access final student-level information through the DSR and SSR files provided on the Secure Reports section of the MDE website.

Each district decides how ISRs will be provided, by distributing hard copies or providing an electronic version. ISRs must be distributed no later than fall conferences.

Refer to the table to the left for report page counts by grade. If a student participated in both MCA and MTAS for different subjects, students receive separate ISRs for each.



Grades 3–8 Reports

Grades 3–8 MCA Sample Individual Student Report

On the grades 3–8 multi-subject reports, it may be the case that a student may not have participated in all the assessments. In those cases, the reports indicate when no test data is available and may include a reason such as absent or not enrolled.

Due to COVID-19, some data are not available for the reports. Details are provided in the descriptions, as applicable.

Page 1

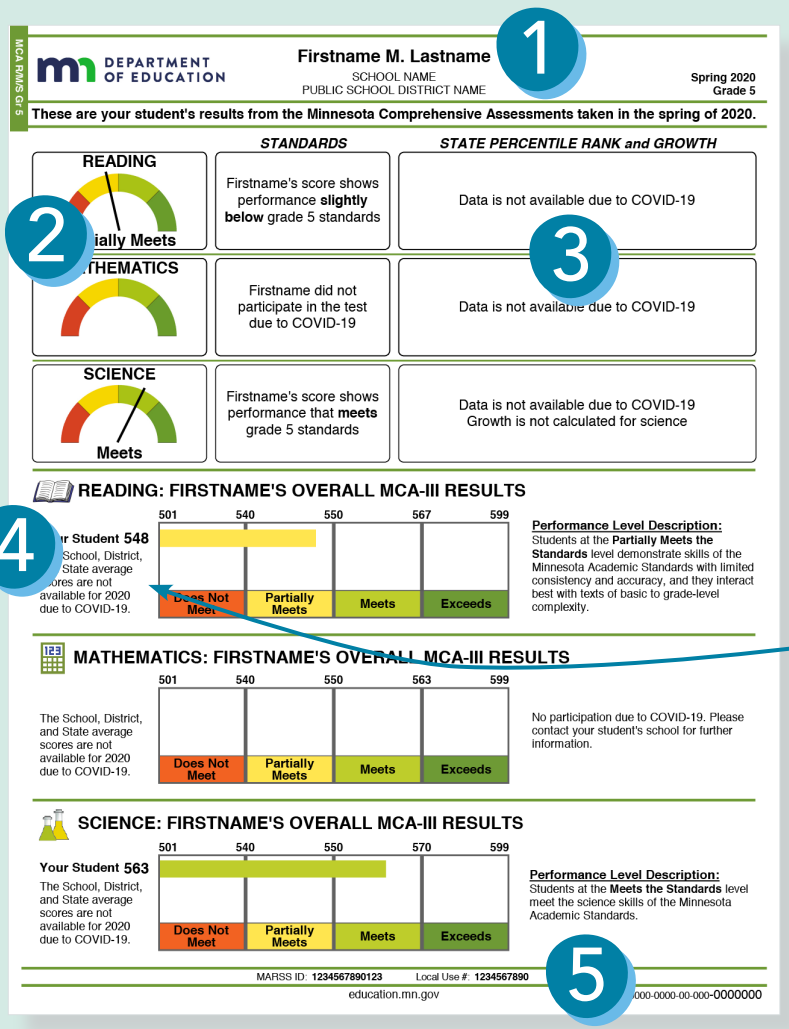
1. **Student Demographic Information—** The report begins with demographic information for the student, including: Student Name, Grade, School, District, Date, and Assessment.

2. **Performance Meter—**For each reported subject, the Performance Meter graphically indicates the student's overall score as an achievement level, which is the performance level on the ISR.

   Standards—Next to the Performance Meter is a description of the student's score in relation to what students at each performance level are expected to know of the Minnesota Academic Standards.

3. **State Percentile Rank—**Data is not available due to COVID-19.

   Growth—Data is not available due to COVID-19. Growth will no longer be reported on the ISR in future years.



4. **Overall Results—**For each reported subject, performance is indicated by a student scale score, performance level, and performance level description.

   A scale score represents one of four performance levels for each subject: Exceeds the Standards, Meets the Standards, Partially Meets the Standards, or Does Not Meet the Standards.

   The school, district, and state average scores are not available for 2020 due to COVID-19.

A scale score is derived by converting a student's item response pattern (Reading and Mathematics MCA) or raw score (Science MCA) to the reported scale after accounting for differences in test difficulty from one year to the next.

5. **School Use Numbers—**MARSS and Local Use numbers are indicated at the bottom.

Grades 3–8 MCA Sample Individual Student Report—Pages 2 and 3

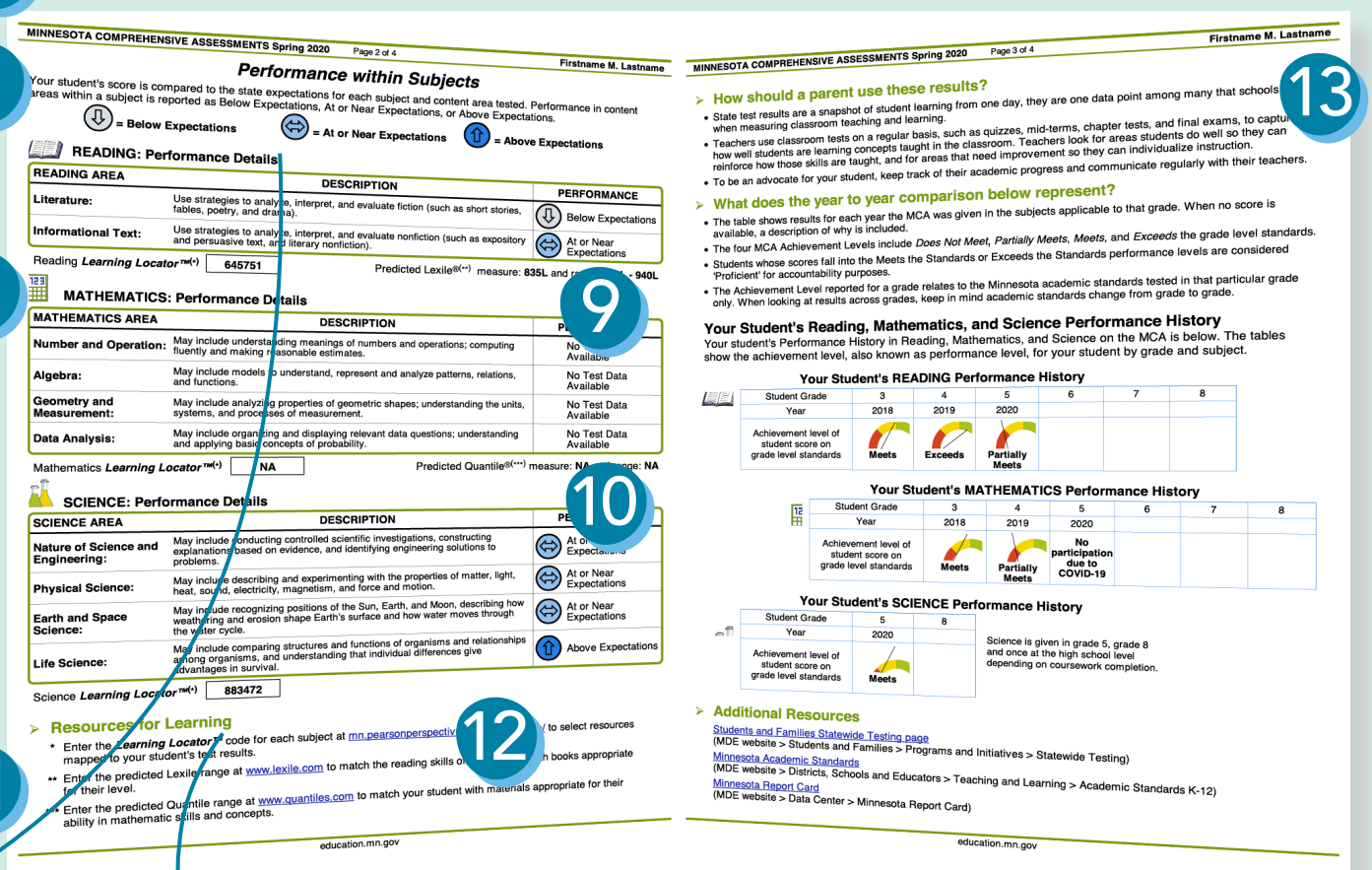
6. **Report Information—** The test, date, and student reported are at the top of the page.

7. **Performance Indicators—** Performance on content areas within each subject is reported as a comparison to the state expectations. A downward-pointing arrow indicates performance below state expectations, a horizontal double-headed arrow indicates performance at or near state expectations, and an upward-pointing arrow indicates performance above state expectations.

8. **Performance Details—** Description and performance in content areas for each subject.

9. **Lexile® Measure—**The predicted Lexile measure of the student's reading ability and the upper and lower range that helps match a reader with literature appropriate for their reading skills. Available for Reading MCA only.

10. **Quantile® Measure—**The predicted Quantile measure of the student's mathematical ability and the upper and lower range that helps match them with materials appropriate for their ability in mathematical skills and concepts. Available for Mathematics MCA only.



11. **Learning Locator™ Access Code—**The code provides access to a website featuring customized learning resources. The access code is specific to each student's results.

12. **Resources and Learning—**Additional information on Learning Locator codes, the Lexile framework (Reading MCA only), and the Quantile framework (Mathematics MCA only).

13. **Performance History**
    - The tables show results for each year the MCA was given in the subjects applicable to that grade. When no score is available, a description of why is included.
    - The four MCA Achievement Levels include *Does Not Meet, Partially Meets, Meets,* and *Exceeds* the grade-level standards.
    - Students whose scores fall into the Meets the Standards or Exceeds the Standards performance levels are considered "proficient" for accountability purposes.
    - The Achievement Level reported for a grade relates to the Minnesota Academic Standards tested in that particular grade only. When looking at results across grades, keep in mind academic standards change from grade to grade.

Grades 3–8 MTAS Sample Individual Student Report

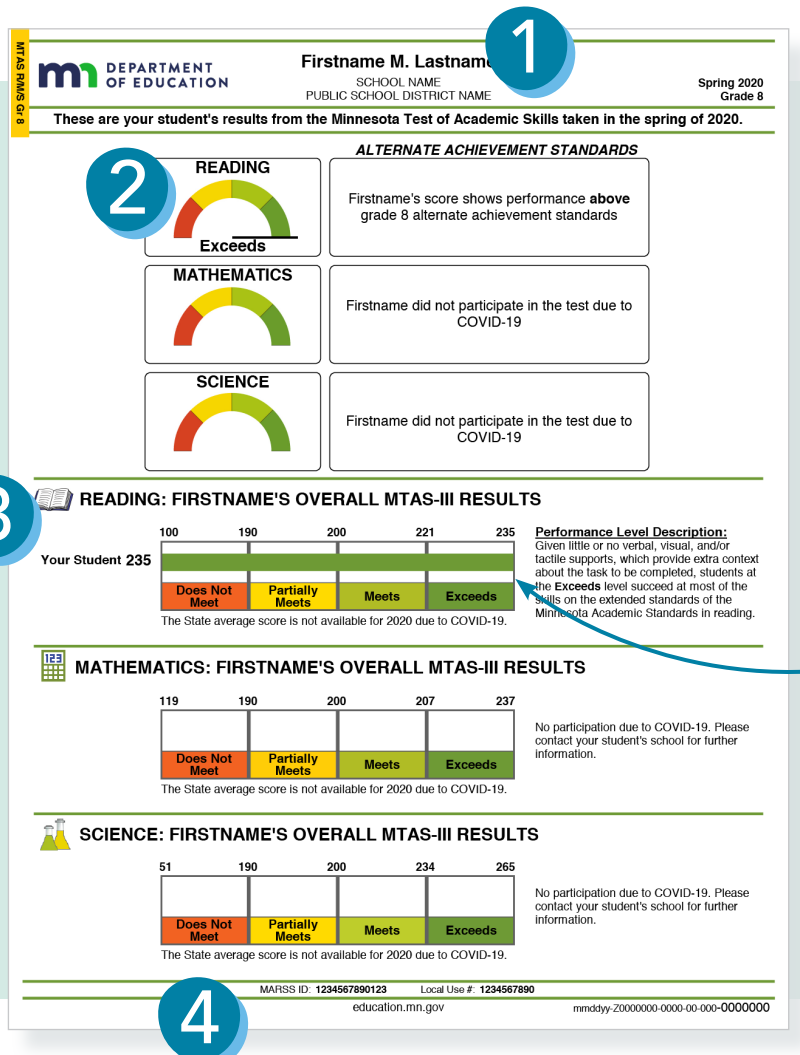
On the grades 3–8 multi-subject reports, it may be the case that a student may not have participated in all the assessments. In those cases, the reports indicate when no test data is available and may include a reason such as absent or not enrolled.

Due to COVID-19, some data are not available for the reports. Details are provided in the descriptions, as applicable.

Page 1

1. **Student Demographic Information—** The report begins with demographic information for the student, including: Student Name, Grade, School, District, Date, and Assessment.

2. **Performance Meter—**For each reported subject, performance is graphically indicated and described in relation to the extended standards of the Minnesota Academic Standards.



3. **Overall Results—**For each reported subject, performance is indicated by a student scale score, performance level, and performance level description.

   A scale score is derived by converting a student's raw score to the reported scale after accounting for differences in test difficulty from one year to the next.

   The state average score is not available for 2020 due to COVID-19.

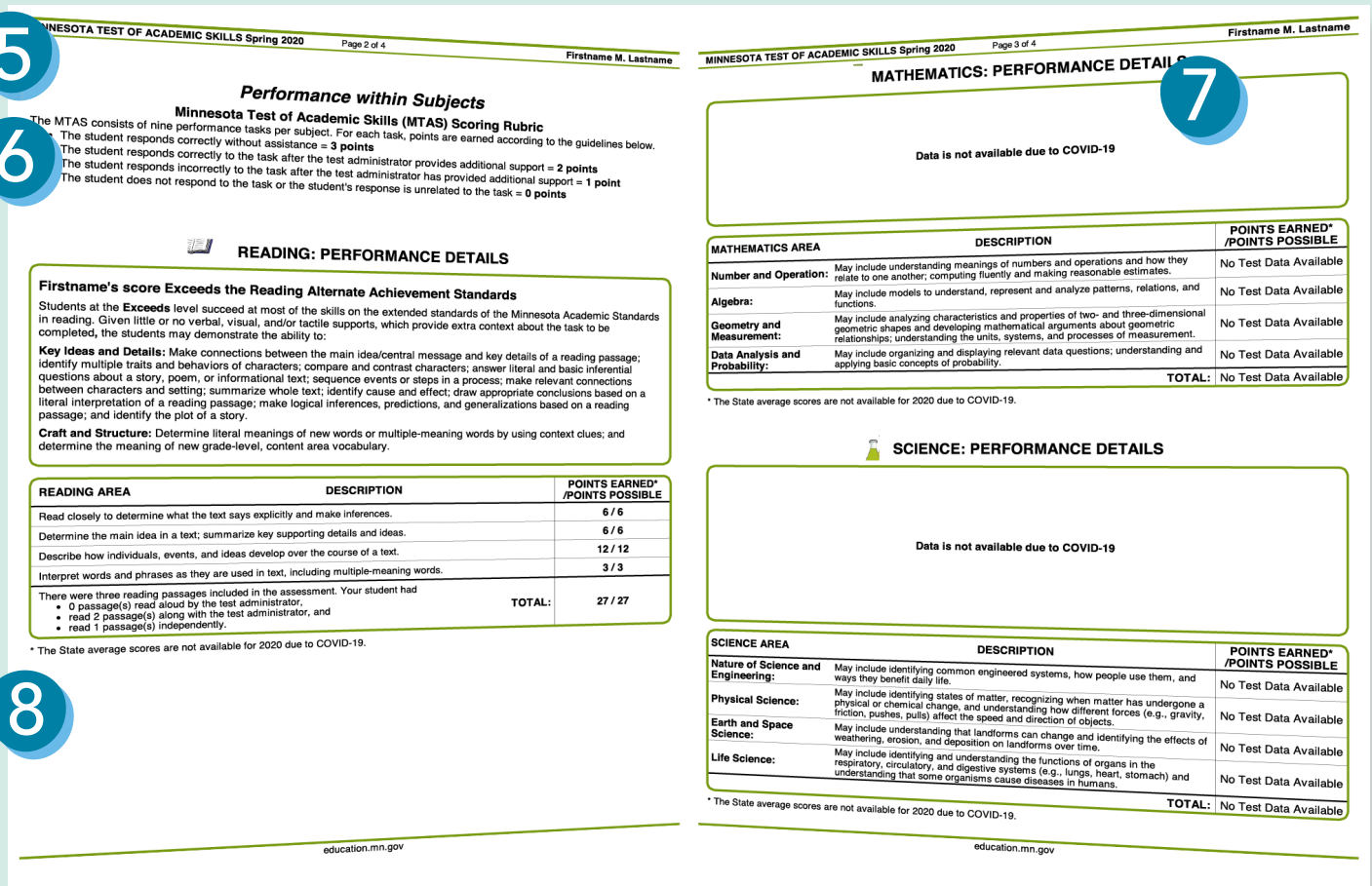
A scale score represents one of four performance levels for each subject: Exceeds the Alternate Achievement Standards, Meets the Alternate Achievement Standards, Partially Meets the Alternate Achievement Standards, or Does Not Meet the Alternate Achievement Standards.

4. **School Use Numbers—**MARSS and Local Use numbers are indicated at the bottom.

Grades 3–8 MTAS Sample Individual Student Report—Pages 2 and 3

5. **Report Information—** The test, date, and student reported are at the top of the page.

6. **MTAS Scoring Rubric—**This rubric was used by the Test Administrator to score MTAS tasks along with a task-specific script.



MINNESOTA TEST OF ACADEMIC SKILLS Spring 2020 Page 2 of 4 Firstname M. Lastname

Performance within Subjects

Minnesota Test of Academic Skills (MTAS) Scoring Rubric

The MTAS consists of nine performance tasks per subject. For each task, points are earned according to the guidelines below.
- The student responds correctly without assistance = **3 points**
- The student responds correctly to the task after the test administrator provides additional support = **2 points**
- The student responds incorrectly to the task after the test administrator has provided additional support = **1 point**
- The student does not respond to the task or the student's response is unrelated to the task = **0 points**

READING: PERFORMANCE DETAILS

Firstname's score Exceeds the Reading Alternate Achievement Standards

Students at the **Exceeds** level succeed at most of the skills on the extended standards of the Minnesota Academic Standards in reading. Given little or no verbal, visual, and/or tactile supports, which provide extra context about the task to be completed, the students may demonstrate the ability to:

Key Ideas and Details: Make connections between the main idea/central message and key details of a reading passage; identify multiple traits and behaviors of characters; compare and contrast characters; answer literal and basic inferential questions about a story, poem, or informational text; sequence events or steps in a process; make relevant connections between characters and setting; summarize whole text; identify cause and effect; draw appropriate conclusions based on a literal interpretation of a reading passage; make logical inferences, predictions, and generalizations based on a reading passage; and identify the plot of a story.

Craft and Structure: Determine literal meanings of new words or multiple-meaning words by using context clues; and determine the meaning of new grade-level, content area vocabulary.

READING AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
Read closely to determine what the text says explicitly and make inferences.		6 / 6
Determine the main idea in a text; summarize key supporting details and ideas.		6 / 6
Describe how individuals, events, and ideas develop over the course of a text.		12 / 12
Interpret words and phrases as they are used in text, including multiple-meaning words.		3 / 3
There were three reading passages included in the assessment. Your student had • 0 passage(s) read aloud by the test administrator, • read 2 passage(s) along with the test administrator, and • read 1 passage(s) independently.	TOTAL:	27 / 27

* The State average scores are not available for 2020 due to COVID-19.

education.mn.gov

MINNESOTA TEST OF ACADEMIC SKILLS Spring 2020 Page 3 of 4 Firstname M. Lastname

MATHEMATICS: PERFORMANCE DETAILS

Data is not available due to COVID-19

MATHEMATICS AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
Number and Operation:	May include understanding meanings of numbers and operations and how they relate to one another; computing fluently and making reasonable estimates.	No Test Data Available
Algebra:	May include models to understand, represent and analyze patterns, relations, and functions.	No Test Data Available
Geometry and Measurement:	May include analyzing characteristics and properties of two- and three-dimensional geometric shapes and developing mathematical arguments about geometric relationships; understanding the units, systems, and processes of measurement.	No Test Data Available
Data Analysis and Probability:	May include organizing and displaying relevant data questions; understanding and applying basic concepts of probability.	No Test Data Available
	TOTAL:	No Test Data Available

* The State average scores are not available for 2020 due to COVID-19.

SCIENCE: PERFORMANCE DETAILS

Data is not available due to COVID-19

SCIENCE AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
Nature of Science and Engineering:	May include identifying common engineered systems, how people use them, and ways they benefit daily life.	No Test Data Available
Physical Science:	May include identifying states of matter, recognizing when matter has undergone a physical or chemical change, and understanding how different forces (e.g., gravity, friction, pushes, pulls) affect the speed and direction of objects.	No Test Data Available
Earth and Space Science:	May include understanding that landforms can change and identifying the effects of weathering, erosion, and deposition on landforms over time.	No Test Data Available
Life Science:	May include identifying and understanding the functions of organs in the respiratory, circulatory, and digestive systems (e.g., lungs, heart, stomach) and understanding that some organisms cause diseases in humans.	No Test Data Available
	TOTAL:	No Test Data Available

* The State average scores are not available for 2020 due to COVID-19.

education.mn.gov

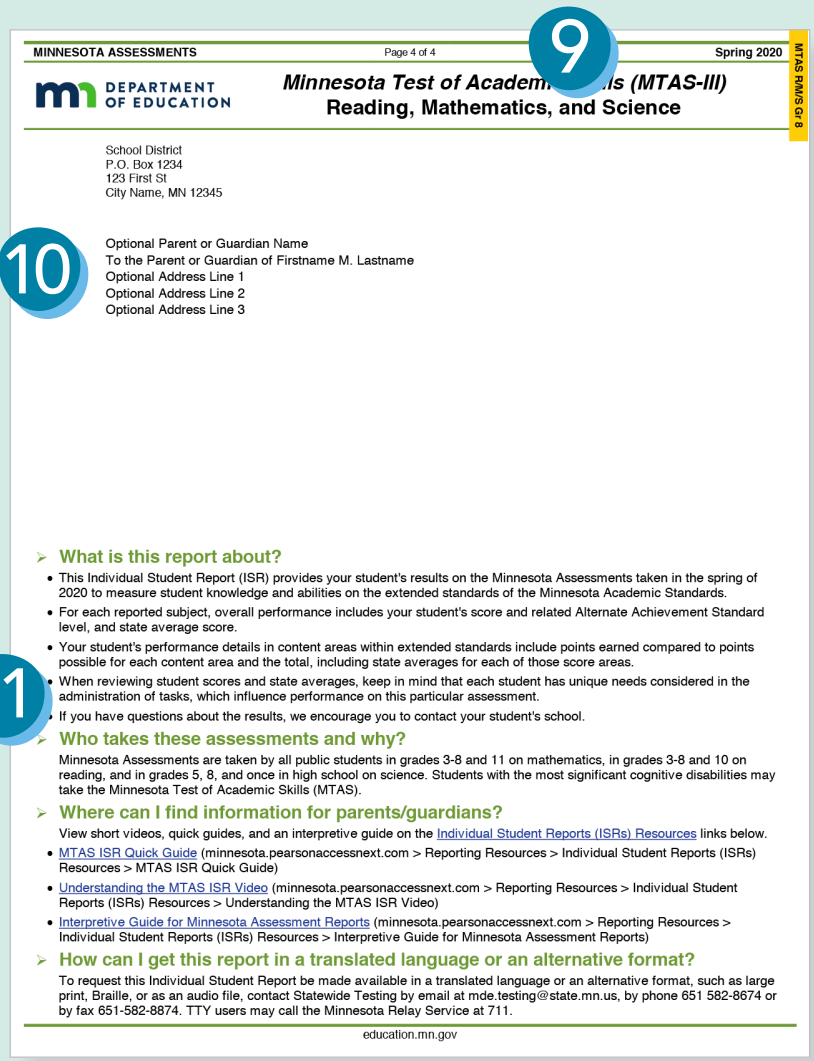
7. **Performance Details—**For each subject, performance is presented and described in terms of the alternate achievement standards. Additionally, content areas within extended standards for the subjects are listed and described with performance indicated. Performance is reported in points earned compared to points possible for each content area and the total. The state average scores are not available for 2020 due to COVID-19.

8. **Reading Access—**Describes how the student accessed the reading passages. For Reading MTAS only, during test administration the Test Administrator indicated how the student accessed each reading passage. The choices available for each passage are: the passage was read independently by the student, the student read along with the Test Administrator, and the Test Administrator read the passage to the student.

Grades 3–8 MTAS Sample Individual Student Report—Page 4

10. **Address Section—**The school can use this area to print an address for mailing the ISR to the student's home. The school district return address has been pre-printed. The report must be tri-folded in order to take advantage of this section.

11. **For More Information—** This section addresses frequently asked questions and includes links for resources to learn more about the Minnesota Assessments.



9. **Report Information—** The test, date, and subjects reported are at the top of the page.

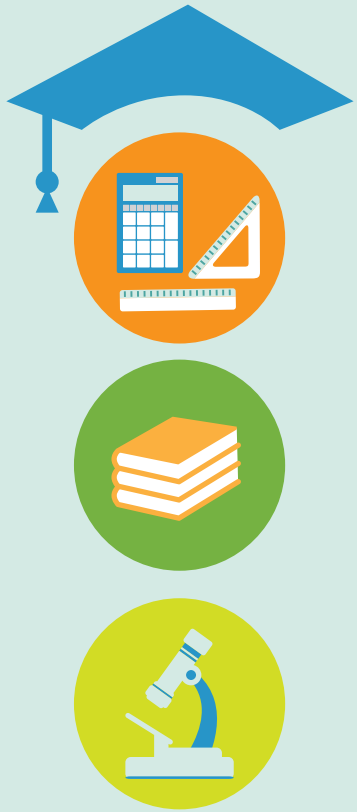
High School Reports

High school students take the MCA in each of the following grades and subjects: reading in grade 10, mathematics in grade 11 and science depending on year of high school life science coursework completion.

For 2020, an Individual Student Report (ISR) is generated only for those students who completed and received a score in the subject.

The following high school ISR samples for Reading MCA and Reading MTAS include all of the elements on the high school Mathematics and Science MCA and MTAS reports and serve as examples with explanations for all sections present on the high school reports.

Due to COVID-19, some data are not available for the reports. Details are provided in the descriptions, as applicable.



High School MCA Sample Individual Student Report

Page 1

2. **Performance Meter**—The meter graphically indicates the student's overall score as an achievement level, which is the performance level on the ISR. Next to the Performance Meter is a description of the student's score in relation to what students at each performance level are expected to know of the Minnesota Academic Standards. Percentile rank is not available for 2020 due to COVID-19.

3. **Overall Results**—Performance is indicated by a student scale score, performance level, and performance level description.

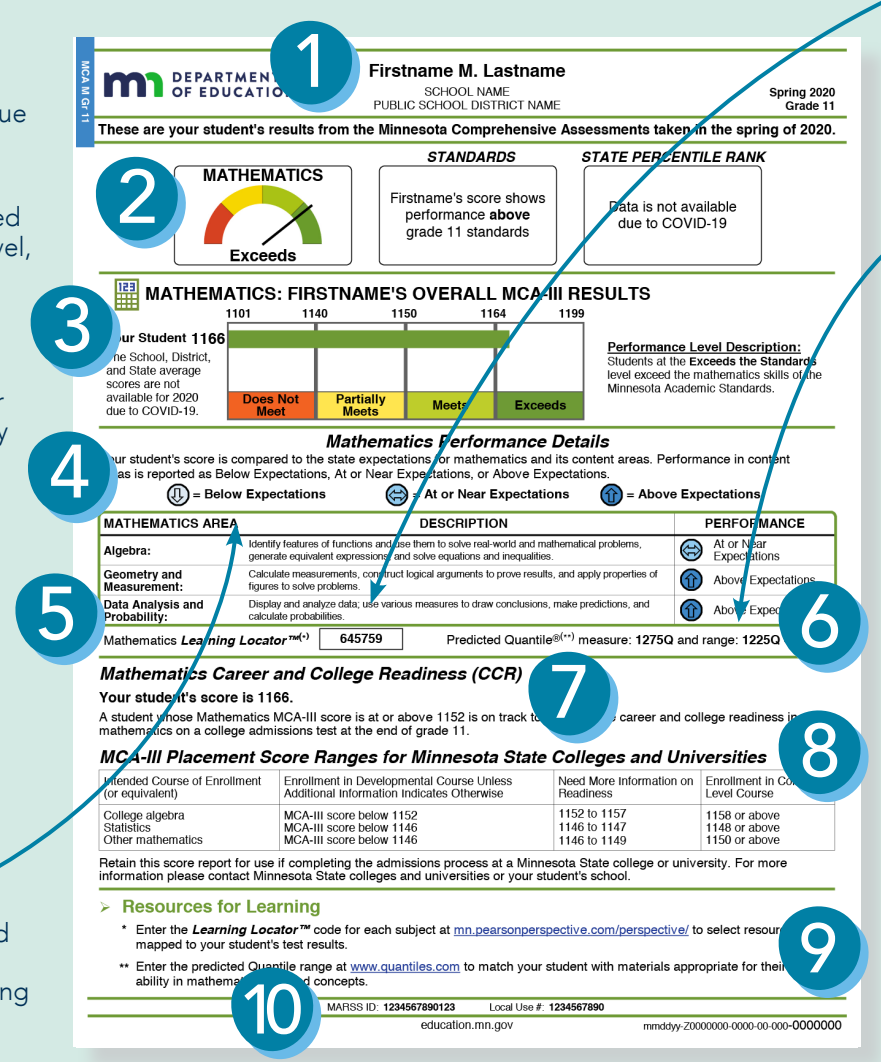
   A scale score is derived by converting a student's item response pattern (Reading and Mathematics MCA) or raw score (Science MCA) to the reported scale after accounting for differences in test difficulty from one year to the next.

   A scale score represents one of four performance levels for each subject: Exceeds the Standards, Meets the Standards, Partially Meets the Standards, or Does Not Meet the Standards.

   The school, district, and state average scores are not available for 2020 due to COVID-19.

4. **Performance Details**—Performance on content areas within each subject are reported as a comparison to the state expectations. A downward-pointing arrow indicates performance below state expectations; a horizontal double-headed arrow indicates performance at or near state expectations; and an upward-pointing arrow indicates performance above state expectations.

1. **Student Demographic Information**—The report begins with demographic information for the student, including: Student Name, Grade, School, District, Date, and Assessment.



10. **School Use Numbers**—MARSS and Local Use numbers are indicated at the bottom.

5. **Learning Locator™ Access Code**—The code provides access to a website featuring customized learning resources. The access code is unique for each student and subject.

6. **Quantile® or Lexile® Measure**—Mathematics MCA ISRs have a predicted Quantile measure of the student's mathematical ability and the upper and lower range that helps match them with materials appropriate for their ability in mathematical skills and concepts. Reading MCA ISRs have a predicted Lexile measure of the student's reading ability and upper and lower range that helps match a reader with literature appropriate for their reading skills.

7. **Career and College Readiness (CCR)**—The CCR Goal Score is an indicator that performance is on track to demonstrate career and college readiness on a college entrance exam at the end of grade 11. Student scores below the CCR Goal Score may indicate a student's performance is not on track to meet career and college readiness. CCR Goal Scores are not reported for science.

8. **Using MCA Scores for Course Placement**—Minnesota State Colleges and Universities may use high school Reading and Mathematics MCA scores in determining course enrollment. For more information, view the **Minnesota State Academic Readiness** page (minnstate.edu >System Office Divisions > Academic and Student Affairs > Student Affairs > Academic Readiness).

9. **Resources for Learning**—Additional information on Learning Locator codes, the Lexile framework (Reading MCA ISRs only), and the Quantile framework (Mathematics MCA ISRs only).

High School MTAS Sample Individual Student Report

Page 1

1. **Student Demographic Information—** The report begins with demographic information for the student, including: Student Name, Grade, School, District, Date, and Assessment.

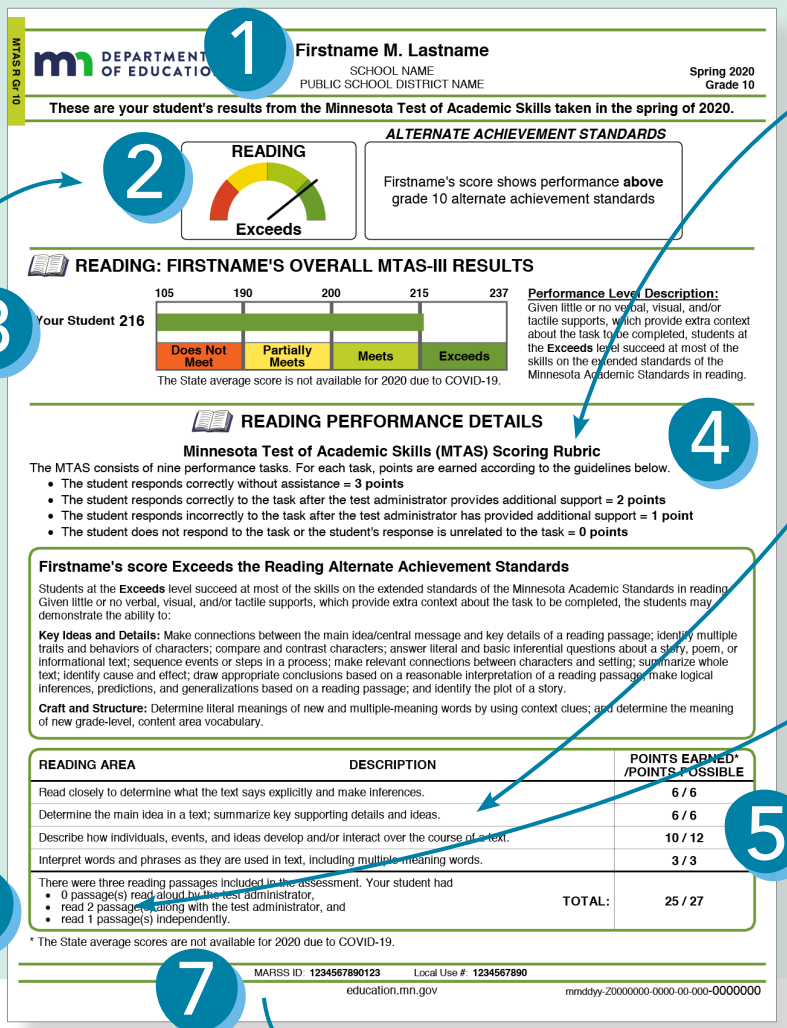
2. **Performance Meter—**Performance is graphically indicated and described in relation to the alternate achievement standards.

3. **Overall Results—**Performance is indicated by a student scale score, performance level, and performance level description.

   A scale score is derived by converting a student's raw score to the reported scale after accounting for differences in test difficulty from one year to the next.

   A scale score represents one of four performance levels for each subject: Exceeds the Alternate Achievement Standards, Meets the Alternate Achievement Standards, Partially Meets the Alternate Achievement Standards, or Does Not Meet the Alternate Achievement Standards.

   The state average scores are not available for 2020 due to COVID-19.



4. **MTAS Scoring Rubric—**This 0–3 rubric was used by the Test Administrator to score MTAS tasks.

5. **Performance Details—**Performance is presented and described in terms of the alternate achievement standards. Additionally, content areas within subjects are listed and described with performance indicated. Performance is reported in points earned compared to points possible for each content area and the total. The state average scores are not available for 2020 due to COVID-19.

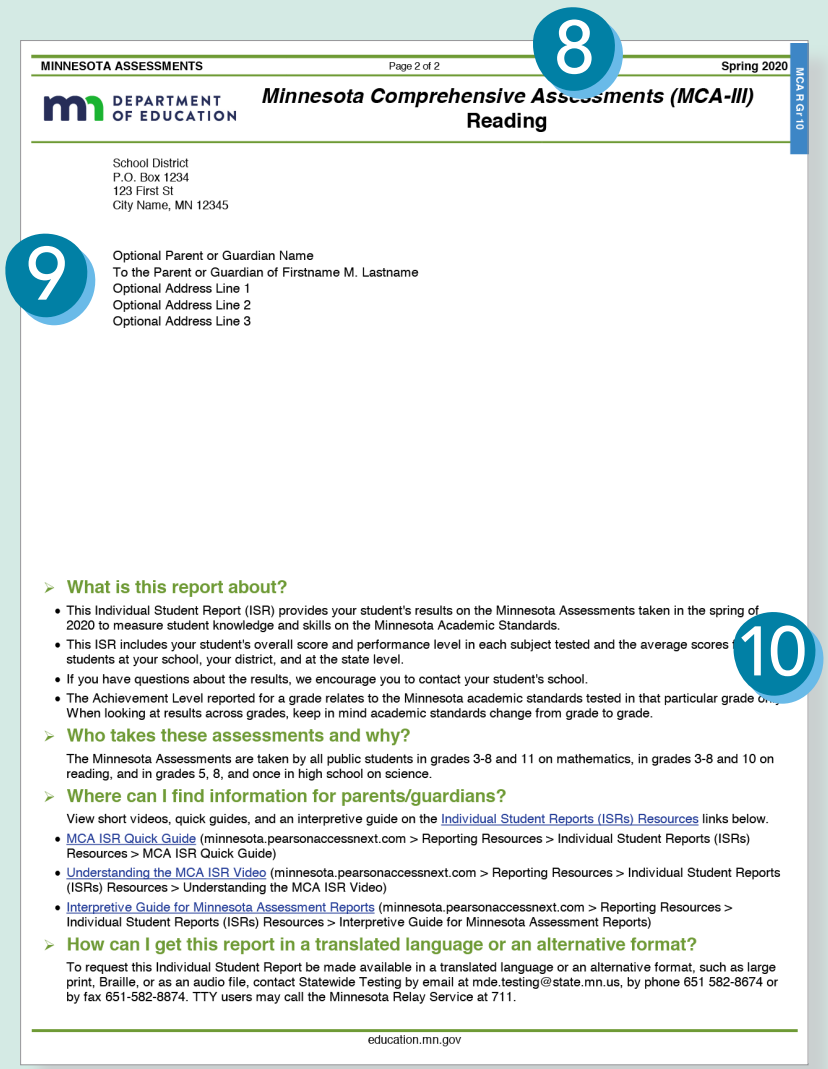
6. **Reading Access—**Describes how the student accessed the reading passages. For Reading MTAS only, during test administration the Test Administrator indicates how the student accessed each reading passage. The choices available for each passage are: the passage was read independently by the student, the student read along with the Test Administrator, and the Test Administrator read the passage to the student.

7. **School Use Numbers—**MARSS and Local Use numbers are indicated at the bottom.

High School MCA or MTAS Sample Individual Student Report—Page 2

8. **Report Information—**The test, date, and subjects reported are at the top of the page.

9. **Address Section—**The school can use this area to print an address for mailing the ISR to the student's home. The school district return address has been pre-printed. The report must be tri-folded in order to take advantage of this section.



10. **For More Information—**This section addresses frequently asked questions and includes links for resources to learn more about the Minnesota Assessments.

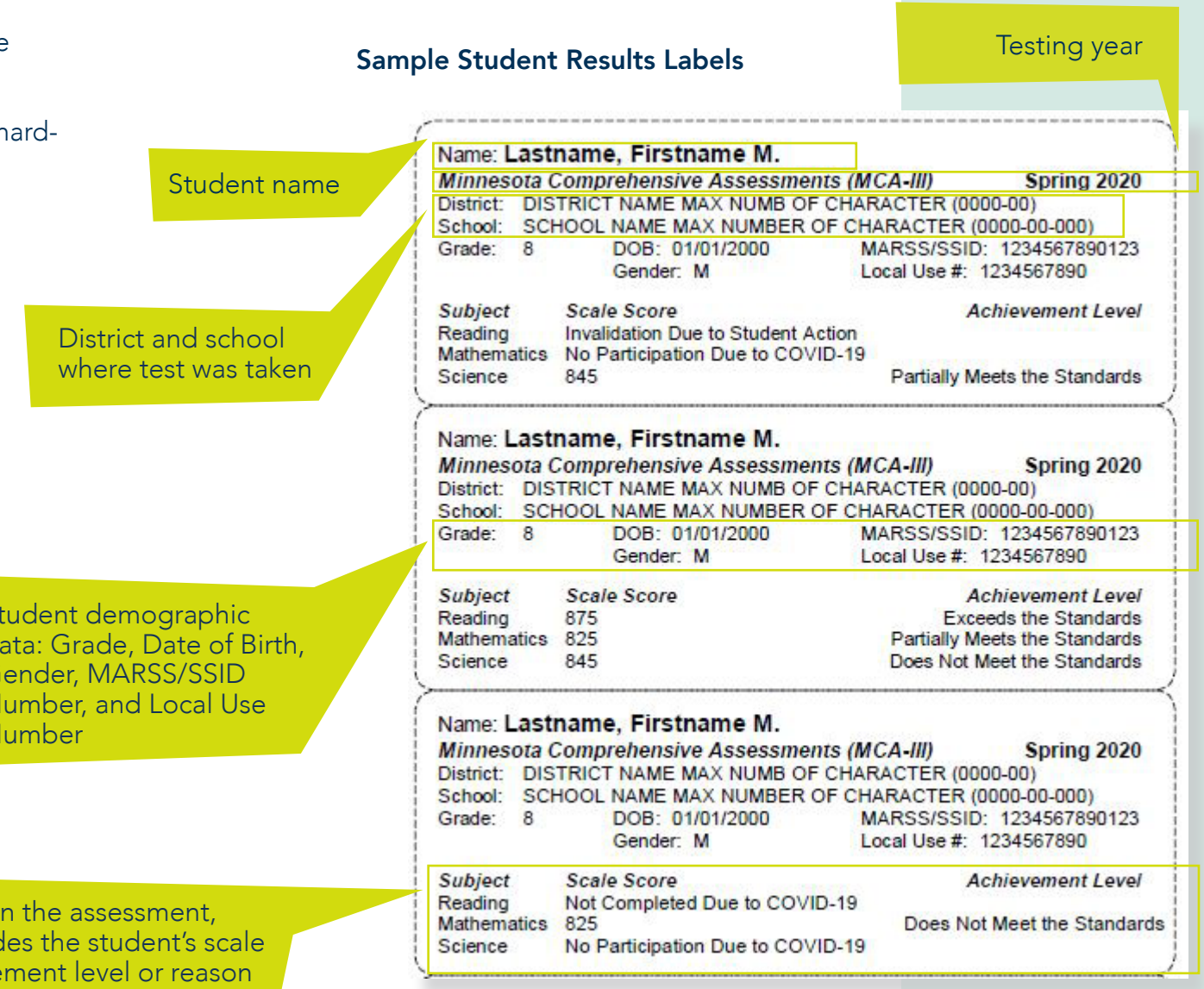
SAMPLE STUDENT RESULTS LABELS

Student results labels provide test score information for students participating in the assessment.

These labels can be used on the student's hard-copy permanent file.

For 2020, student results labels will be automatically provided to all students who receive an ISR.

Sample Student Results Labels



Glossary

Achievement Level Descriptors (ALDs)—ALDs provide descriptive information of what typical students at each achievement level are expected to know of the Minnesota Academic Standards.
NOTE: Achievement Level Descriptors appear as Performance Level Descriptors on the Individual Student Reports (ISRs).

Achievement Levels—For MCA: There are four achievement levels: Exceeds the Standards (proficient), Meets the Standards (proficient), Partially Meets the Standards (not proficient), and Does Not Meet the Standards (not proficient). Students are assigned an achievement level based on their scale score.

For MTAS: There are four achievement levels: Exceeds the Alternate Achievement Standards, Meets the Alternate Achievement Standards, Partially Meets the Alternate Achievement Standards, and Does Not Meet the Alternate Achievement Standards.

Career and College Readiness (CCR)—For high school Reading and Mathematics MCA, CCR is a graphical representation of a student's "progress" score compared to the CCR Goal Score. CCR Goal Scores are identified by directly linking scale scores on these tests to scores on the corresponding subject-level subtests from a nationally recognized college entrance exam. At each grade, CCR Goal Scores are indicators that performance is on track to demonstrate career and college readiness on a college entrance exam at the end of grade 11. A high school student's MCA scale score for a subject is on the same scale as the CCR Goal Score for that subject and can be interpreted for performance comparison. If a student's MCA scale score is at or above the CCR Goal Score, he or she is expected to be able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing post-secondary program without any need for remediation. Student scores below the CCR Goal Score may indicate that the student's performance is not on track to meet career and college readiness, and the student may benefit from remediation. CCR Goal Scores are not reported for science.

Growth—Growth was not calculated for 2020 due to COVID-19, and will no longer be available on future ISRs.

Individual Student Report (ISR)—An Individual Student Report (ISR) is the final and official report of a student's assessment results provided by MDE to districts to distribute to parents or guardians.

Learning Locator™ Access Code—The access code is unique for each student and subject. The code provides access to a website featuring customized learning resources.

Lexile® Measure—The predicted Lexile measure of the student's reading ability and the upper and lower range that helps match the student with literature appropriate for his or her reading skills. Available for Reading MCA only.

Longitudinal Reports—Longitudinal Reports are not available for 2020 due to COVID-19. Longitudinal Exports and Historical Student Data is available, but limited, for 2020 due to COVID-19.

MCA Scores for Course Placement—Minnesota State Colleges and Universities may use high school Reading and Mathematics MCA scores in determining course enrollment. For more information view the **Minnesota State Academic Readiness** page (minnstate.edu >System Office Divisions > Academic and Student Affairs > Student Affairs > Academic Readiness) .

MTAS Scoring Rubric—This 0–3 rubric is used by the Test Administrator to score MTAS tasks.

On-Demand Reports—On-demand reports are preliminary test results that are available within 60 minutes after testing or data entry is completed. On-demand reports are available for all online assessments and for student responses in paper accommodated test materials that are entered online. On-demand reports are available in PearsonAccess Next.

Percentile Rank—Percentile rank is not available for 2020 due to COVID-19.

Performance Details—For MCA: The student's performance on content areas within each subject is compared to state expectations. A downward-pointing arrow indicates student performance below state expectations; a horizontal double-headed arrow indicates student performance at or near state expectations; and an upward-pointing arrow indicates student performance above state expectations.

For MTAS: For each subject, student performance is presented and described in terms of the alternate achievement standards. Additionally, content areas within extended standards for the subjects are listed and described with student performance indicated. Student performance is reported in points earned compared to points possible for each content area and the total. The state average scores are not available for 2020 due to COVID-19.

Performance History—Tables included on MCA Individual Student Reports (ISRs) show results for each year the MCA was given in the subjects applicable to that grade. When no score is available, a description of why is included. A student may have no performance history if he or she transferred from a different school district. A student may have gaps in performance history if he or she left Minnesota school districts or previously took a different assessment, such as MTAS.

Performance Level Descriptors—See *Achievement Level Descriptors (ALDs)*. Referred to as Performance Level Descriptors on ISRs.

Performance Meter—For grades 3–8 MCA: For each reported subject, the Performance Meter graphically indicates the student's overall score as an achievement level, which is the performance level on the ISR. Next to the Performance Meter is a description of the student's score in relation to what students taking the MCA are expected to know at each performance level of the Minnesota Academic Standards (Standards), how the student performed compared to their peers in the state (State Percentile Rank), and, for grades 4–8 only, performance is also described in relation to the previous year's MCA scores, when available (Growth).

For high school MCA: The Performance Meter graphically indicates the student's overall score as an achievement level, which is the performance level on the ISR.

Next to the Performance Meter is a description of the student's score in relation to what students taking the MCA are expected to know at each performance level of the Minnesota Academic Standards. Percentile rank is not available for 2020 due to COVID-19.

For grades 3–8 MTAS: For each reported subject, student performance is indicated graphically and described in relation to the alternate achievement standards.

Performance within Subjects (also known as strand performance levels)—A student's score compared to the state expectations for each subject and content area tested. Performance within subjects is reported as Below Expectations, At or Near Expectations, or Above Expectations.

Published Reports—Published reports are PDF versions of the final reports that are delivered to districts, including electronic copies of the Individual Student Reports (ISRs). They are posted to Published Reports in PearsonAccess Next after the testing window at about the time printed reports arrive in districts.

Quantile® Measure—The predicted Quantile measure of the student's mathematical ability and the upper and lower range that helps match them with materials appropriate for their ability in mathematical skills and concepts. Available for Mathematics MCA only.

Reading Access—For Reading MTAS only: Describes how the student accessed the reading passages. During test administration the Test Administrator indicates how the student accessed each reading passage. The choices available for each passage are: the passage was read independently by the student, the student read along with the Test Administrator, and the Test Administrator read the passage to the student.

Scale Score—For MCA: A score that takes the student's item response pattern (Reading and Mathematics MCA) or raw score (Science MCA) and adjusts it for possible differences in test difficulty from one year to the next.

For MTAS: A score that takes the student's raw score and adjusts it for possible differences in test difficulty from one year to the next.

School Use Numbers—MARSS and Local Use numbers.

Standards—The MCA and MTAS are based on the most recent academic content standards in mathematics, reading, and science. The MCA and MTAS assessments are the statewide tests that help districts measure student progress toward Minnesota's academic standards.

The academic standards are revised according to a schedule set forth by statute. These new standards will not be assessed until 3-4 years after they have been adopted by legislation.

Student Demographic Information—A description of the demographic information for the student, including: Student Name, Grade, School, District, Date, and Assessment.

Test Specifications—Specific rules and characteristics guide the development of a test's content and format. They indicate which strands, substrands, standards, and benchmarks will be assessed on the test and in what proportions.

Online Resources

MDE Website (education.mn.gov)

RESOURCE	LOCATION
Achievement Level Descriptors	MDE website > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Achievement Level Descriptors
Assessment Secure Reports user guides and help documents	MDE website > Districts, Schools and Educators > Business and Finance > Data Submissions > Assessment Secure Reports
Technical reports	MDE website > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Minnesota Tests > Technical Reports
Test specifications	MDE website > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Test Specifications
Student and family information	MDE website > Students and Families > Programs and Initiatives > Statewide Testing
Minnesota K–12 Academic Standards	MDE website > Districts, Schools and Educators > Teaching and Learning > Academic Standards (K-12)

PearsonAccess Next (minnesota.pearsonaccessnext.com)

RESOURCE	LOCATION
Benchmark Reports User Guides	PearsonAccess Next > Reporting Resources > Additional Reporting Resources
On-Demand Reports and Export User Guide	
Longitudinal Reports and Export User Guide	
Historical Student Data User Guide	
Published Reports Quick Guide	

Online Resources (continued)

WIDA Website (wida.wisc.edu)

RESOURCE	LOCATION
Can Do Descriptors	**View the Can Do Descriptors page** (WIDA website > Teach > Understanding What Students Can Do > Can Do Descriptors)
ACCESS for ELLs Scores and Reports	**View the ACCESS for ELLs Interpretive Guide for Score Reports** (WIDA website > Assess > ACCESS for ELLs > ACCESS for ELLs Scores and Reports)
Alternate ACCESS Scores and Reports	**View the Alternate ACCESS for ELLs Interpretive Guide for Score Reports** (WIDA website > Assess > Alternate ACCESS for ELLs > Alternate ACCESS Scores and Reports)

Lexile® Framework (lexile.com)

Quantile® Framework (quantiles.com)

CONTACT INFORMATION

MDE

General inquiries

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Pearson

Submit a **Pearson help desk request** (PearsonAccess Next > Support)

888-817-8659