

2014–2015 MCA and MTAS Assessment Manual

Reading, Mathematics, and Science Minnesota Comprehensive
Assessments (MCA)

Reading, Mathematics, and Science Minnesota Test of Academic Skills
(MTAS)



Minnesota Department of
Education

Authorization Letter

Authorized Users: District Testing Personnel

Work Authorized: Standards-Based Accountability Assessments:

- Reading, Mathematics, and Science Minnesota Comprehensive Assessments (MCA)
- Reading, Mathematics, and Science Minnesota Test of Academic Skills (MTAS)

This letter contains the terms and conditions under which the State of Minnesota Department of Education is authorizing testing personnel as defined in the *Procedures Manual for the Minnesota Assessments* to administer the state-designated Minnesota Standards-Based Accountability Assessments. By administering online assessments or accepting delivery and opening the testing materials for distribution, you agree to the terms and conditions set forth in this letter.

You are authorized to administer the 2014–2015 Minnesota Standards-Based Accountability Assessments only in strict accordance with the *Test Monitor and Student Directions* accompanying the tests and in compliance with security requirements outlined in the *Procedures Manual for the Minnesota Assessments*.

The State of Minnesota is and remains the owner of all intellectual property and copyrights in this work at all times. Permission to administer the test is granted without fee. Reproduction of these tests is prohibited without the express written permission of the commissioner of the department. Unauthorized reproduction of these tests is a violation of the Federal Copyright Act and may expose you to substantial liability. Under the Federal Copyright Act, 17 U.S.C. Subsections 504 and 505, the State may recover the actual damages caused by a violation, or statutory damages ranging from \$500 to \$100,000 per violation, as well as the State's attorney fees and other costs. Section 506 of the Act provides that certain copyright violations are criminal offenses, punishable by fines and imprisonment.

These tests are nonpublic examination data and nonpublic security information under the Minnesota Government Data Practices Act, Minnesota Statutes Sections 13.34 and 13.37 (1994). The Data Practices Act provides for civil and criminal penalties for violations of the Act.

The permission granted for this limited use is given to testing personnel alone, on a non-exclusive basis, and testing personnel may not transfer this right to any other person or entity.

This letter describes the scope of authorization to use the above-described tests. By administering online assessments and accepting delivery and opening the testing materials for distribution, you agree to be bound by all the terms and conditions set forth in this letter including the *Test Monitor and Student Directions*, the U.S. Copyright Act, 17 U.S.C. Section 101-810, Minnesota Data Practices Act, and Minnesota Statutes Chapter 13.

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Additional Resource: Linda Sams, Manager, 651-582-8431			

	Pearson 888-817-8659 mnhelp@support.pearson.com Monday – Friday, 6:00 a.m. – 7:30 p.m.
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Important Dates for 2014–2015 Minnesota Standards-Based Accountability Assessments ¹				
Assessment		MCA	MTAS	MCA
Responsible Party	Subject and Grades	Reading (3–8, 10) Math (3–8, 11)	Reading (3–8, 10) Math (3–8, 11) Science (5, 8, HS)	Science (5, 8, HS)
DAC	Complete Pretest Editing in Test WES	Dec 15–May 7 ^{2,3}		Dec 15–May 14 ^{7,8}
DAC	Confirm Site Readiness in Test WES	Dec 15–Mar 9		
DAC	Pretest task deadlines: <ul style="list-style-type: none"> • Precode data used for initial test materials shipment • Test Administration Information (formerly Supplemental Information) 	Jan 23 ⁴		
DAC	Download manuals and other resources	Jan 26		
DAC	Receive accommodated and MTAS test materials	Feb 24 or Mar 3		
DAC	Order additional accommodated and MTAS test materials in PearsonAccess ⁵	Feb 24–May 7		Feb 24–May 14

¹ Alternate Assessment Waiver, Adequate Yearly Progress (AYP), and Multiple Measurement Ratings (MMR) data release dates are still to be determined and will be communicated by the MDE Division of Student Support.

³ Pretest Editing continues for online assessments until the day before the last day of the testing window so that student enrollment and eligibility information continues to be updated in Pearson’s systems. If accommodations are changed or entered during this time, accommodated test materials must be ordered through additional orders.

³ In order for students to be loaded in PearsonAccess for online testing or data entry, any MARSS enrollment updates must be submitted at least three business days in advance. Once MARSS is submitted to MDE, that data is gathered overnight and is visible in Test WES for Pretest Editing and Precode Student Eligibility. Any changes made in Pretest Editing or Precode Student Eligibility will be reflected in PearsonAccess in two business days.

⁴ Initial test materials quantities of accommodated paper test materials are produced from this precode data. MARSS updates must be submitted by January 22 to be included in this precode file; this date may be earlier if you use a student information service provider. Check with your provider for dates.

⁵ Additional test materials can be ordered until noon on the day before the end of the testing window so that test materials will arrive in time for test administration.

Important Dates for 2014–2015 Minnesota Standards-Based Accountability Assessments¹				
Assessment		MCA	MTAS	MCA
Responsible Party	Subject and Grades	<i>Reading (3–8, 10) Math (3–8, 11)</i>	<i>Reading (3–8, 10) Math (3–8, 11) Science (5, 8, HS)</i>	<i>Science (5, 8, HS)</i>
<i>DAC</i>	Data entry available for LCI data ⁶	N/A	Mar 2	N/A
TESTING DATES (including make-ups) ⁷		Online test administration and data entry: Mar 9–May 8		Online test administration and data entry: Mar 9–May 15
<i>DAC</i>	Ship secure nonscorable test materials by	May 22		
<i>DAC and MARSS</i>	Posttest Editing in Test WES	May 26–Jun 12		
<i>MARSS</i>	Last day to update MARSS data for accountability ⁸	Jun 10		
<i>DAC</i>	Retrieve embargoed final math, reading, and science DSR and SSR files in Assessment Secure Reports	Jun 24		
<i>DAC</i>	Retrieve embargoed final math, reading and science school and district summary results in Assessment Secure Reports	Jul 24		
<i>MDE</i>	Media receives embargoed final assessment results for school and district ⁹	Jul 27		
<i>MDE</i>	Public release of final assessment results in Data Center	Jul 28		

⁶ Data entry opens one week prior to the MTAS test administration and data entry window ONLY to allow for earlier Learner Characteristics Inventory (LCI) data entry. No MTAS tests may be administered and no MTAS scores can be entered prior to the MTAS testing window.

⁷ Preliminary results will be available in On-Demand Reporting within 60 minutes following testing and data entry for MCA, including student responses entered from paper accommodated test materials. Preliminary results are not available for MTAS.

⁸ This date may be earlier if you use a student information service provider. Check with your provider for dates.

⁹ Media files will also be provided to districts through Assessment Secure Reports on the same date.

Important Dates for 2014–2015 Minnesota Standards-Based Accountability Assessments ¹				
Assessment		MCA	MTAS	MCA
Responsible Party	Subject and Grades	<i>Reading (3–8, 10) Math (3–8, 11)</i>	<i>Reading (3–8, 10) Math (3–8, 11) Science (5, 8, HS)</i>	<i>Science (5, 8, HS)</i>
DAC	Retrieve reports in PearsonAccess through Published Reports and Longitudinal Reporting ¹⁰	Jul 29		
DAC	Student reports (including DVD) arrive in district	Aug 3		
DAC	Last day to request a rescore and to request a late score entry	Oct 26		

¹⁰ Partial results may appear in Longitudinal Reporting prior to this date. Note that results on the vendor's system are considered preliminary and final data is accessed at MDE.

Important Dates for 2014–2015 English Language Proficiency Assessments ¹¹		
	Assessment	ACCESS for ELLs and Alternate ACCESS for ELLs
Responsible Party	Subjects	Reading, Writing, Listening, Speaking
DAC	Order test materials through MetriTech	Nov 3–Dec 12
MDE	Pull precode data for preprinted labels ¹²	Dec 16
DAC	Receive test materials	Jan 14
DAC	Order additional test materials through MetriTech	Jan 16–Mar 6
TESTING DATES		Feb 2–Mar 20
Make-up Dates		Any day in the window after scheduled testing
DAC	Ship test materials by	Mar 24
DAC	Retrieve early student-level results in Test WES	May 26
DAC and MARSS	Posttest Editing in Test WES	May 26–Jun 12
DAC	Retrieve embargoed final DSR and SSR files in Assessment Secure Reports	Jun 24
DAC	Retrieve embargoed final school and district summary results in Assessment Secure Reports	Jul 24
MDE	Public release of final assessment results in Data Center	Jul 28
DAC	Student reports arrive in district	Aug 3
DAC	Last day to request a rescore	Oct 26

¹¹ Annual Measurable Achievement Objectives (AMAO) data release dates are still to be determined and will be communicated by the MDE Division of Student Support.

¹² This date may be earlier if you use a student information service provider. Check with your provider for dates.

Important Dates for 2014–2015 Career and College Assessments ¹³					
Assessment and Grade		Explore (Gr 8) Plan (Gr 10)	Compass (Grade 10)	Compass (Grade 11)	ACT Plus Writing (Grade 11)
Respon- sible Party	Subjects	<i>English, Math, Reading, Science</i>	<i>Writing Skills, Reading, Pre- Algebra, and Algebra¹⁴</i>	<i>Writing Skills, Reading, Pre- Algebra, and Algebra¹⁵</i>	<i>English, Math, Reading, Science, Writing</i>
DAC/SAC (<i>Explore/ Plan</i>) SAC (<i>Compass /ACT</i>)	Order regular and accommodated test materials as applicable through vendor systems	Sep 15–Oct 10 ¹⁶	As needed ¹⁶	As needed ¹⁶	ACT-Approved Accommodations Requests: Oct 6 – Jan 23 State-Allowed Accommodated Materials: Mar 30 – Apr 8 ¹⁷
MDE	Precode data used for initial test materials shipment	Oct 2	Nightly begins Dec 31	Nightly begins Sep 11	Jan 23
SAC	Receive test materials	By designated need by date ¹⁸	Within two weeks following accommodated order	Within two weeks following accommodated order	Nonsecure: Mar 16–20 Secure: Apr 20–24
DAC/SAC (<i>Explore/ Plan</i>) SAC (<i>Compass /ACT</i>)	Order additional test materials	Oct 13–Nov 17	N/A	N/A	Apr 28–Apr 29 (submit online make-up order for standard time materials)

¹³ ACT provides a Checklist of Dates for each test with additional information and important dates. Please reference these documents on the ACT Testing: Minnesota website under the sections for each test. [View the ACT Testing: Minnesota website.](#)

¹⁴ Compass is optional for grade 10 students who are not yet academically ready for a career or college as determined by performance on the grade 10 Plan.

¹⁵ Compass is optional for eligible grade 11 students in 2014–2015 who are not yet academically ready for a career or college as determined by performance on the grade 8 Reading and Mathematics MCA and grade 10 Reading MCA or performance on the voluntary Plan offered by the state in 2013–2014.

¹⁶ Districts must order regular test materials for Explore and Plan only. Compass eligible students are provided in the nightly precode file. Accommodated materials are ordered directly from ACT for Explore, Plan, and Compass.

¹⁷ Districts do not order regular test materials for the ACT Plus Writing; ACT will automatically send materials based on student enrollment. ACT-Approved Accommodation test materials will be sent based on approved requests for accommodations. State-Allowed Accommodations test materials will be sent based on what the school orders. Students testing with State-Allowed Accommodations will not receive college reportable scores.

¹⁸ Need by date is determined by testing date which is collected during ordering window. ACT will ship materials approximately two weeks prior to test date.

Important Dates for 2014–2015 Career and College Assessments ¹³					
Assessment and Grade		Explore (Gr 8) Plan (Gr 10)	Compass (Grade 10)	Compass (Grade 11)	ACT Plus Writing (Grade 11)
Respon- sible Party	Subjects	<i>English, Math, Reading, Science</i>	<i>Writing Skills, Reading, Pre- Algebra, and Algebra¹⁴</i>	<i>Writing Skills, Reading, Pre- Algebra, and Algebra¹⁵</i>	<i>English, Math, Reading, Science, Writing</i>
TESTING DATES (includes make-ups)		Nov 3–21	Jan 5–Jul 31 ¹⁹	Sep 15–Jul 31 ¹⁹	Initial: Apr 28 ²⁰ Make-Up: May 12
SAC	Ship test materials by	As soon as testing is completed; no later than December 5	N/A	N/A	Initial: Apr 29 Make-Up: May 13 ^{21,22}
DAC	Reports arrive in schools and/or district	No later than Dec 31 ²³	N/A ²⁴	N/A ²⁴	No later than Aug 24 ²⁵

¹⁹ Once open, grades 10 and 11 Compass are available all school year.

²⁰ Administration of ACT-Approved Accommodations and State-Allowed Accommodations for ACT Plus Writing is allowed any time between April 28–May 12.

²¹ Pickups are scheduled for ACT Plus Writing materials by ACT.

²² May 22 is the deadline for ACT to receive all answer documents from schools. Late arriving answer documents will not be scored.

²³ Explore and Plan results are shipped to a school two weeks after receipt of answer documents at ACT. District results are shipped two weeks after receipt of all the district's school's answer documents to ACT.

²⁴ Compass results are available online immediately following testing.

²⁵ ACT results for students are shipped 3–8 weeks following testing to the student, school, and student-selected colleges. The school and district results are delivered in August.

Overview

Service Provider

Pearson is the testing service provider for the following assessments:

- Grades 3–8 and 10 Reading and Grades 3–8 Mathematics Optional Local Purpose Assessment (OLPA)
- Standards-Based Accountability Assessments: Reading, Mathematics, and Science Minnesota Comprehensive Assessments (MCA); Reading, Mathematics, and Science Minnesota Test of Academic Skills (MTAS)
- GRAD Retests: Reading, Mathematics, and Written Composition Graduation-Required Assessments for Diploma (GRAD)

For questions regarding online testing and TestNav, PearsonAccess, or Perspective, please call the Pearson Help Desk at 888-817-8659 or send an email to mnhelp@support.pearson.com.

Organization of This Manual

The first section of the manual provides descriptions of the Reading, Mathematics, and Science MCA and MTAS and information regarding training testing personnel, test security, PearsonAccess, and TestNav.

The middle section of the manual describes the administration of the online MCA, the administration of paper accommodated test materials for the MCA, and the administration of the MTAS.

The last section of the manual provides information about collecting and returning secure test materials and assessment results.

Administrative and security forms for the Standards-Based Accountability Assessments are not included in this manual but can be found in the *Procedures Manual for the Minnesota Assessments*. Certain forms for MTAS Test Administrators can be found in the *MTAS Task Administration Manual*.

When reviewing this manual, districts should also have access to the *Procedures Manual for the Minnesota Assessments* and *PearsonAccess User Guide*, along with the quick start guides developed for the programs. These additional resources provide the detailed information referenced in this manual.

- The *Procedures Manual for the Minnesota Assessments* is available on the Manuals tab on the Resources page of PearsonAccess. [View the Manuals tab](#) (PearsonAccess > Resources > Manuals).

- User guides and quick guides are available on the User Guides and Technology tab on the Resources page of PearsonAccess. [View the User Guides and Technology tab](#) (PearsonAccess > Resources > User Guides and Technology).
- Item sampler quick guides are available on the General tab on the Item Samplers page of PearsonAccess. [View the Item Samplers page](#) (PearsonAccess > Item Samplers (under Quick Links)).

Description of the Standards-Based Accountability Assessments

The Reading, Mathematics, and Science MCA are available only in the online administration mode. Paper accommodated test materials are available for eligible students. More information about the Standard-Based Accountability Assessments can be found in the *Procedures Manual for the Minnesota Assessments*.

Reading and Mathematics MCA

The **grades 3–8 and 10 Reading MCAs** are aligned to the 2010 Minnesota Academic Standards and are fixed-form tests. The Reading MCA contains multiple-choice items along with technology-enhanced items where students use the computer to demonstrate a sequence of actions or events, making connections between a cause and its effect, and choosing supporting details of a main idea.

Each passage begins with a title page. The title page has a box with the title of the passage. If there are two passage titles on the title page, the next set of items is associated with a text set, which means there will be two passages that go with the next set of questions.

The **grades 3–8 and 11 Mathematics MCAs** are aligned to the 2007 Minnesota Academic Standards. The Mathematics MCA contains multiple-choice items along with technology-enhanced items where students use the computer to select one or more points on a graphic, drag and drop a graphic from one location to another, enter an answer, or manipulate a graph.

- The grades 3–8 Mathematics MCAs are adaptive tests. This means that the test adjusts to each student's skills. Every time a student answers a question, her or his response helps to determine the next question the student must answer. This testing method provides a more precise measure of students' skills and knowledge. Although each student answers different test questions, the Mathematics MCA assesses only the standards for that grade level. Students have access to an online calculator when allowed and online formula sheets are available for students in grades 5–8.
- The grade 11 Mathematics MCA is a fixed-form test. Grade 11 students have access to an online calculator or a handheld calculator for the entire test as well as an online formula sheet.

Science MCA

The **grades 5, 8, and high school Science MCAs** are aligned to the 2009 Minnesota Academic Standards. The Science MCA contains multiple-choice items along with technology-enhanced items where the students create a graph or data table, select a hot spot, or drag and drop images or words into designated response areas or enter an answer. The Science MCA also incorporates simulations. Simulations are scenarios that have one or more scenes that require students to manipulate variables and then view the results of that simulated situation.

Students in grades 9–12 are required to take the Science MCA once in high school.

- The high school Science MCA covers the grades 9–12 Minnesota Academic Standards in Life Science (Strand 4) and the Nature of Science and Engineering (Strand 1).
- Students in grades 9–12 who are enrolled in a life science/biology course or have received instruction on all Strand 4 and Strand 1 standards related to life science during the school year are expected to take the high school Science MCA.
- Students who transfer to your district and have completed life science coursework in a previous district will not take the high school science assessment in your district. However, students who are re-taking their life science/biology course must take the Science MCA again, even if they took it previously.

Minnesota Test of Academic Skills (MTAS)

MTAS is a performance-based assessment in reading, mathematics, and science for students with the most significant cognitive disabilities. It is an alternate assessment based on alternate achievement standards that features substantial reductions in the complexity of the academic content standards. Participation in MTAS requires that the student meet the specific eligibility requirements found in the *Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS)*.

MTAS consists of tasks that are administered in a one-on-one setting and are scored by the Test Administrator who uses task-specific scripts and a scoring rubric. MTAS administration materials available include *Task Administration Manuals*, *Presentation Pages*, and *Response Option Cards* that incorporate the use of pictures and symbols. The grades 3–8 and 10 Reading MTAS includes brief passages that are available in two formats and may be read aloud to students. The grades 3–8 and 11 Mathematics MTAS and grades 5, 8, and high school Science MTAS include object lists that provide guidance on the provision of objects for students who need this type of support. Each MTAS consists of 15 tasks.

The same grade-level considerations for the high school Science MCA apply in the determination of which high school students will take the high school Science MTAS. The Science MTAS should be administered when the high school student receives instruction in the life science standards. While some students with significant cognitive disabilities may not be enrolled in a course called Life Science or Biology, they should have access to the general education curriculum, which includes instruction in life science. The IEP team determines the most appropriate year for a student to take the high school Science MTAS.

General Information for 2014–2015

Please refer to the *Important Dates* sheets in the front of this manual for the testing windows and other important dates for the Standard-Based Accountability Assessments.

Training Testing Personnel

The District Assessment Coordinator must ensure that all testing personnel, including Test Monitors and MTAS Test Administrators, are trained before they handle accommodated test materials and MTAS test materials. Emphasis should be given to the following:

- All district and school staff must be aware of the security policies for handling accommodated test materials and MTAS test materials and online administration. MDE provides the Test Security Training for Districts and Schools and training resources that districts can use to train Test Monitors and other staff on test security. See the next section for more information about test security.
- All district and school staff involved in statewide testing should understand and follow test administration procedures and schedules.
- The MTAS Training for Test Administrators and accompanying materials are available on the MDE Training tab of the Resources page in PearsonAccess. [View the MDE Training tab](#) (PearsonAccess > Resources > MDE Training).
- The Online Test Monitor Certification Course is strongly recommended each year for Test Monitors administering the MCAs. This course provides information on the steps involved in creating, starting, and monitoring an online test session in PearsonAccess and is available on the Pearson Training tab on the Resources page of PearsonAccess. [View the Pearson Training tab](#) (PearsonAccess > Resources > Pearson Training).

The District Assessment Coordinator must annually document that staff have been trained, and each district will determine how this will be documented (e.g., sign-in sheets, certificates of completion). If there is a security breach, documentation of training will be requested by MDE.

Security

All Minnesota assessments must be administered under standard testing conditions. Refer to the *Procedures Manual for the Minnesota Assessments* for more information about ethical practices within the assessment process and roles and responsibilities for testing. The district must use the directions that are provided in the applicable *Test Monitor and Student Directions*, this *MCA and MTAS Assessment Manual*, the Test Security Training for Districts and Schools, and the *Procedures Manual for the Minnesota Assessments*. In addition, districts may provide staff with information in the Online Test Monitor Certification Course. Districts must also keep documentation of completed *Non-Disclosure Agreements* for all personnel with access to secure test materials.

- No unauthorized person should handle the accommodated test materials and MTAS test materials.

- District and school staff should not view test items except for staff who prepare for and administer the MTAS.
- District and school staff involved in administering a statewide assessments or handling any secure test material must sign a *Non-Disclosure Agreement*. The *Non-Disclosure Agreement* is available in two formats, and either version is acceptable for district documentation. Documentation must be kept on record at the district for 12 months after the end of the academic school year in which testing took place. An individual who signed a *Non-Disclosure Agreement* early in the school year does not need to sign another one when testing begins. However, all staff who log in to PearsonAccess will be automatically prompted to complete the online *Non-Disclosure Agreement* one time each school year before being able to use the system.
 - An online *Non-Disclosure Agreement* must be read and accepted in order to access the secure PearsonAccess website. District Assessment Coordinators may request a list of staff members who have completed the online *Non-Disclosure Agreement* in PearsonAccess by contacting the Pearson Help Desk. District Assessment Coordinators will be emailed the list within two to three business days.
 - A paper *Non-Disclosure Agreement* is available in Appendix A of the *Procedures Manual for the Minnesota Assessments*. It must be signed and sent to the District or School Assessment Coordinator before staff can access test materials or monitor online testing sessions.

Cell Phone Policy

Students may NOT use cell phones or any other electronic devices at any time during testing, including during breaks. District and School Assessment Coordinators must discuss any school-specific information (e.g., policies on how they will implement the no-cell-phone policy, what to do if students use cell phones) with Test Monitors prior to test administration.

Test Monitors and other staff in testing rooms may not use cell phones during test administration. Remind staff to turn off their cell phones before testing begins.

Active Monitoring

Test Monitors must actively monitor students throughout the entire test administration. Examples of Test Monitor activities that are unrelated to administration of the test and that are **not allowed** include lesson planning, grading papers, use of cell phone, or talking casually with other staff.

Test Monitors must walk around the testing room to carefully observe student behavior and ensure students are working independently and making progress in their tests. Walking around the test room discourages prohibited behavior and also makes Test Monitors available to answer questions and respond to unexpected situations.

Test Materials Security Requirements

A secure, locked location must be available for all District and School Assessment Coordinators, Test Monitors, and MTAS Test Administrators to store all secure accommodated test materials and MTAS test materials when the test materials are not being used. Do not leave secure test materials unattended before, during, or after testing. Secure test materials include regular print, large print, and braille test books, scripts, student login information, *MTAS Task Administration Manuals*, *Presentation Pages*, and *Response Option Cards*.

Upon receipt and after inventorying, District and School Assessment Coordinators must place all secure accommodated test materials and MTAS test materials in a secure, locked location until distribution to the Test Monitor at the time of testing or to MTAS Test Administrators to prepare for administration.

Student Demographic Information Verification

All students taking assessments must have a valid MARSS/SSID number. A student must be eligible to test and be known to the Test Monitor in order to test. Student demographic information must be submitted in MARSS to be loaded into PearsonAccess for students to log in to online assessments or for district staff to enter student responses from paper accommodated test materials.

For online testing, students must log in to TestNav using their first and last name as it appears in MARSS, their MARSS/SSID number, and the test code for the test session. For entering student responses for paper accommodations, district staff will enter the student's MARSS/SSID number and the test code. The test code is generated after a test session is created in PearsonAccess.

Violations of Test Security

Districts must report any known violations of test security to MDE. MDE must accept reports of a violation of test security from anyone with knowledge of such an incident and must investigate any reported incidents of breaches in test security. See Chapter 3 of the *Procedures Manual for the Minnesota Assessments* for more information.

The consequences of a violation of test security may include

- the invalidation of test scores if a violation is found to justify serious questions about the integrity of the results of the test administration; and/or
- other reasonable sanctions that are necessary to preserve the security and confidentiality of future tests and test administrations.

Security Forms

Test Administration Report

The *Test Administration Report*—located in Appendix A of the *Procedures Manual for the Minnesota Assessments*—is used to record the occurrence of a variety of special circumstances, including, but not limited to, test misadministrations and reasons for invalidations. Districts must maintain records necessary for program audits or monitoring conducted by MDE, and to assist with questions from district staff and parents when student results are available.

The *Test Administration Report* must be kept on file at the district for 12 months after the end of the academic school year in which testing took place. If the report is completed by the School Assessment Coordinator; a copy should be forwarded to the District Assessment Coordinator. Districts do **not** return the *Test Administration Report* to Pearson or MDE.

The following are examples of misadministrations and irregularities:

- A student engages in inappropriate behavior or action, including cheating, that results in a test being invalidated.
- A student refuses to take an assessment, requiring the assessment to be invalidated.
- A student is administered the incorrect assessment or accommodation.
- A student uses a calculator during a non-calculator segment during the administration of a paper accommodated test book.

The following are examples of special circumstances:

- The district uses a translator to translate test directions to an English learner.
- A student's MCA responses are entered by staff into a Data Entry form in TestNav.

Test Security Notification Form

Districts must report any known violations of test security to MDE using the online *Test Security Notification* form in Test WES. The *Test Security Notification* must be submitted by the District Assessment Coordinator.

Security breaches include the following:

- Viewing, copying, discussing, or sharing test content at any time
- Leaving secure test materials in an unsecure location
- Misplacing or losing secure test materials
- Allowing prohibited materials during testing
- Assisting students with responses.

When a security breach occurs, the School Assessment Coordinator should contact the District Assessment Coordinator. The District Assessment Coordinator must immediately contact (within 24 hours of the security breach) their MDE assessment contact. The *Test Security Notification* must be completed within 48 hours.

Completing Security Forms During Test Administration

On testing day, District Assessment Coordinators should be available to answer questions from School Assessment Coordinators and, if necessary, complete the *Test Security Notification Form* in the event that a security breach occurs.

School Assessment Coordinators should be available on testing day to answer questions from Test Monitors. The School Assessment Coordinator should make arrangements with the District Assessment Coordinator to ensure completion of either the *Test Administration Report* or the *Test Security Notification* form.

Pearson Systems

This section describes the components of the Pearson systems used for test administration. Documents referenced in this section are posted to the User Guides and Technology tab on the Resources page of PearsonAccess, unless otherwise noted. [View the User Guides and Technology tab](#) (PearsonAccess > Resources > User Guides and Technology).

PearsonAccess

PearsonAccess is where district and school users log in to create and manage users, set up test sessions for online testing, enter student responses from paper accommodated test materials and scores for MTAS, order additional test materials, access results, and download reports. Districts are also able to download manuals and directions, access training resources, and access item samplers without logging in. For more information about PearsonAccess, view the *PearsonAccess User Guide* and the *Online Testing Quick Guide*.

Training Center

The Training Center allows district and school users to set up test sessions for training purposes and practice. It also provides an option for Test Monitors to administer item samplers to students so that students can practice logging in and exiting. The Training Center cannot be used to practice MTAS score entry. To access the Training Center, select the Teacher & Test Monitor tab and then select Sign in to Training Center. [View the Teacher & Test Monitor tab](#) (PearsonAccess > Teacher & Test Monitor).

The Training Center mirrors the test session management functionality in PearsonAccess but anything done in the Training Center will not affect actual test administrations in the PearsonAccess site. Signing into the Training Center requires a different user ID and password. For more information on accessing item samplers in the Training Center, refer to *Accessing Online Item Samplers through the Training Center*, available on the General tab on the Item Samplers page of PearsonAccess. [View the Item Samplers page](#) (PearsonAccess > Item Samplers (under Quick Links)).

TestNav

Pearson delivers online tests to students using TestNav, a browser-based test delivery platform. TestNav does not need to be installed on each test-delivery computer or workstation; instead, a URL is used by students to access the online test or item sampler. District staff also have a URL to use for data entry. For more information, refer to the *Online Testing Quick Guide, TestNav 7.5 Technology Guidelines*, and the *TestNav URL Information* document.

Perspective

Perspective provides districts with educational and instructional resources for classroom use. Learning Locator codes are provided on On-Demand and Longitudinal Reports. These codes can be entered into Perspective to access resources aligned to student achievement levels. For more information, refer to the *Perspective Quick Start Guide for Educators*.

Student Resources

Several student resources are available on PearsonAccess to help students prepare for the Standards-Based Accountability Assessments: item samplers, online calculators, and online student tutorials. Students must be given the opportunity to use the item samplers and practice using the online calculator before testing. Students must also be given the opportunity to review the online student tutorial prior to testing.

Item Samplers

Item samplers are available for the online MCA, MCA paper accommodations, and the MTAS. They are provided to help teachers and students become familiar with the format of the test and item types, and offer an opportunity to practice using the online tools, calculators, and accessibility panel. Item samplers contain fewer items than an actual full-length test. [View the Item Samplers page in PearsonAccess](#) (PearsonAccess > Item Samplers).

There are two ways to access the online item samplers:

- From the Item Samplers page in PearsonAccess without logging in. See *Accessing Online Item Samplers on PearsonAccess* on the General tab on the Item Samplers page of PearsonAccess. [View the General tab](#) (PearsonAccess > Item Samplers (under Quick Links)).
- In conjunction with a practice test session set up through the Training Center. See *Accessing Online Item Samplers through the Training Center* on the General tab on the Item Samplers page of PearsonAccess. [View the General tab](#) (PearsonAccess > Item Samplers (under Quick Links)).

The paper accommodated item samplers for MCA include 18- and 24-point large print item samplers and mathematics and science item sampler scripts. Braille item samplers are available upon request from Pearson through a form available on the General tab on the Item Samplers page of PearsonAccess. [View the General tab](#) (PearsonAccess > Item Samplers > General).

Reading, Mathematics, and Science MTAS item samplers are available. These item samplers are available on the MTAS tab on the Item Samplers page of PearsonAccess. [View the MTAS tab](#) (PearsonAccess > Item Samplers > Online Item Samplers).

When preparing students for testing, only the Training Center and the item samplers can be used. The actual MCA tests and PearsonAccess must **not** be used for student or Test Monitor practice. Using operational tests for preparation for testing is a breach of security and those tests will be invalidated.

Online Calculators

Stand-alone online calculators are also available on the Student Resources tab on the Resources page in PearsonAccess for student practice outside of the item samplers. [View the Student Resources tab](#) (PearsonAccess > Resources > Student Resources). The same version of the calculator is available in the MCA.

Online Student Tutorial

The online student tutorial for the Reading, Mathematics, and Science MCA is available on the Student Resources tab on the Resources page in PearsonAccess. [View the Student Resources tab](#) (PearsonAccess > Resources > Student Resources). The tutorial provides students with information on how to use online tools (e.g., highlighter, eliminate choice), use the accessibility panel, navigate through the test, and respond to the different item types.

Technical and Customer Support

Pearson technical and customer support is available Monday through Friday for assistance with installation of software, test session management, online data entry, technical troubleshooting during testing, or questions regarding paper accommodated test materials and MTAS test materials and shipping procedures. Support contact information is as follows:

- Phone support: 888-817-8659
 - Monday – Friday, 6:00 a.m. – 7:30 p.m.
- Email support: mnhelp@support.pearson.com

MCA Test Administration

This section provides information about test administration for the MCAs:

- Mathematics MCA
- Reading MCA
- Science MCA

Refer to the *Important Dates* sheets in the front of this manual for important test administration dates.

Preparing for Test Administration

Technology Preparation

Your Technology Coordinator should prepare the computer labs or other computers by ensuring that the computers meet the minimum requirements for testing and by setting up proctor caching servers and caching test content. Work with your Technology Coordinator to ensure that all steps in the *Online Testing Infrastructure Readiness Checklist* have been completed, including:

- SystemCheck to verify student work stations and system capacity are adequate.
- Proctor Caching, to accelerate the delivery of test content to students and reduce the amount of bandwidth required for online testing. Proctor caching is highly recommended and required for the best online testing experience. After the test session is created, it can be proctor cached starting one week before the testing window opens (and throughout the testing window prior to testing).

NOTE: Proctor caching setup can be completed prior to creating the test session but caching the test content can only be done after the test session has been created. For detailed information, refer to the Proctor Caching information on the User Guides and Technology tab on the Resources page of PearsonAccess. [View the User Guides and Technology tab](#) (PearsonAccess > Resources > User Guides and Technology).

- Infrastructure trial to simulate testing day network utilization.

In addition, District/School Assessment Coordinators should schedule computer labs for all testing sessions, as needed, and ensure that Test Monitors are able to log in to PearsonAccess (<http://www.pearsonaccess.com/mn>) and have access to the self-registration TestNav URL (<http://selfregister.testnav.com>).

For more information on PearsonAccess, refer to the *PearsonAccess User Guide*. For more information on TestNav, refer to the *TestNav 7.5 Technology Guidelines*.

Scheduling

The MCAs are divided into sections in order to maintain test security and help schedule administrations. For Reading and Mathematics MCA, students may complete as many sections as possible during a testing session, but students are not required to complete the same number of sections as other students. The Science MCA has only two sections; students may take one or both sections in a testing session. When testing over multiple days, students must end testing after completing a section. Specific instructions for exiting each test are included in *Exiting the Test* section.

Scheduling should be based on the time scheduled for testing and not on the number of sections. For example, while one student may be able to complete three sections/passages for the Reading MCA, another student may only complete two in the time scheduled. As long as students finish the section they are working on, students can exit the test at different points. Please see *Scheduling Requirements and Estimated Test Administration Times* in the *Procedures Manual for the Minnesota Assessments* for more information on scheduling test administrations.

Verifying Student Information

For online testing, District Assessment Coordinators should verify that all students are loaded into PearsonAccess. The names of all eligible students will be loaded into PearsonAccess by nightly files through the end of the testing windows.

Students cannot be manually added into PearsonAccess. Districts must update MARSS to add students for testing. Any student demographic information, including grade, must be updated in MARSS and cannot be changed in PearsonAccess.

Student Login Information

Districts will need to prepare the student login information that students need to log in to their tests. Student will need their first and last names as shown in MARSS, their MARSS/SSID numbers, and the test session test code. This information may come from a PearsonAccess registration file or other district data (e.g. MARSS data, Sent Precode data in Test Wes). The test code is generated after a test session is created in PearsonAccess.

NOTE: The student's first and last names must be entered exactly as they appear in MARSS and PearsonAccess. If the names do not match, an error message will appear: "No. First Name and Last Name and SSID not a valid combination." If the names appear to match and the student receives an error message, check for extra spaces before or after the first and last names.

Templates are available to create one-page student login information documents to provide to students. For details, see the *Instructions for Creating Student Login Information* on the Directions tab on the Resources page of PearsonAccess. [View the Directions tab](#) (PearsonAccess > Resources > Directions). Districts may also design their own process for preparing student login information.

Test Monitor and Student Directions

The *Test Monitor and Student Directions for MCA* have two components: the online presentation for students (*Student Directions for MCA*), and instructions for Test Monitors (*Test Monitor Directions for MCA*). For students using paper accommodated test materials (e.g., large print and Braille), different *Test Monitor and Student Directions* are used.

The *Student Directions for MCA* is an online presentation with audio that **must be projected** so all students can view it before they begin the test. Test Monitors will need the following:

- A computer with access to the Internet
- A method for projecting the *Student Directions for MCA*
- Speakers (if the audio in the presentation will be played aloud)

The Test Monitor will project in the *Student Directions for MCA* before students begin the test. Test Monitors will also reference the *Test Monitor Directions for MCA*, which are posted online and include general directions for Test Monitors about test administration. When testing over multiple days, districts can determine whether they want to present the *Student Directions for MCA* again.

Allowable Materials

The following materials are provided to students for test administration:

- Student login information
- Scratch paper (students must write their name on it)
- A pencil or pen
- Headphones (mathematics and science only)
- Hard-copy formula sheet (mathematics only, if provided); located on the Student Resources page of PearsonAccess
- Handheld calculators (grade 11 mathematics only)

Handheld calculator requirements vary by test.

- Handheld calculators are **not allowed** for the Science MCA.
- Handheld calculators are **not allowed** for the grades 3–8 Mathematics MCA. Students who require a handheld calculator as an accommodation must use a paper accommodated test book. See *Preparing and Administering Accommodated Test Materials for Online Tests* for more information.
- Handheld calculators **are allowed** for the grade 11 Mathematics MCA. A graphing calculator must either: have its memory cleared both before and after each testing session, or have a feature that temporarily disables all flash applications and calculator files (e.g., the TI-NSpire has “Press to Test” mode). Refer to Chapter 8 of the *Procedures Manual for the Minnesota Assessments* for more information.

Accessibility Panel Tools

The Accessibility Panel tools within the test may be adjusted by students to modify the online testing experience for reading, mathematics, and science (see Table 1). Standard text-to-speech is available in the Accessibility Panel for all students taking Mathematics and Science MCA. However, accommodated text-to-speech is available for mathematics and science as an accommodation only. Please see more information about accommodated text-to-speech in the next section.

Detailed information about how the Accessibility Panel works is found in Appendix A in the back of this manual.

Table 1: TestNav Accessibility Panel Tools

Accessibility Panel Tools	Options	Description
Zoom	100 percent up to 300 percent	All students have the ability to zoom in or out for each item. The default is 100% and students can zoom up to 300%. NOTE: The default print size is 12 pt for all tests.
Contrast	None (default is white) High Contrast Reverse Contrast Blue Yellow	This tool is a contrast or color overlay applied to a student's test that is designed to help students who experience difficulties that are associated with the contrast or lighting of the screen. The default, <i>None</i> , uses a white background.
Line Highlighter	None (default is yellow)	Allows students to move the line highlighter up and down to focus on a sentence.
Text-to-Speech	Standard Text-to-Speech (default) Accommodated Text-to-Speech (MC)	<i>Standard Text-to-Speech:</i> Text-to-speech is student-initiated and reads questions for all students who choose to use it during testing for all mathematics and science tests. Text-to-speech is computer-generated audio and students will select what they want read by selecting the preferred method in the accessibility panel (e.g., entire item, selected text). The availability of text-to-speech cannot be turned off but it does not have to be used. <i>Accommodated Text-to-Speech:</i> This accommodation is available only for students with an IEP or 504 plan or who are EL-identified in MARSS. All graphics and tables will have text-to-speech. NOTE: Accommodated text-to-speech must be indicated in Test WES during Pretest Editing and appear in PearsonAccess prior to test administration for each student requiring accommodated text-to-speech. Students must log into a test session that has been set up

Accessibility Panel Tools	Options	Description
		<p>with an Accommodated form group type.</p> <p>NOTE: Test Monitors must check that the computer volume is not set to mute before the student signs into TestNav. TestNav does not allow users to change the volume on the computer once testing begins.</p>

Accommodations

Accommodation codes are indicated during Pretest Editing in Test WES to ensure students receive the correct online form (e.g., for accommodated text-to-speech or administration of the script with the Science MCA) and to generate accommodated test materials orders (e.g., scripts, braille test books).

Accommodation codes indicated in Test WES are displayed with a “Yes” in PearsonAccess on the Student Test Details page. To view a student’s Student Test Details page, sign into PearsonAccess. From the Home tab, select Student Eligibility Data under Test Management. Search for the student and then select the hyperlink of the student’s name. Select Assigned Tests and select the hyperlink of the student’s test.

It is important to ensure that the correct accommodation is indicated in Test WES and appears in PearsonAccess on the Student Test Details page for each student prior to test administration. Refer to Chapters 5 and 6 of the *Procedures Manual for the Minnesota Assessment* for information on available accommodations.

Text-to-Speech

Standard text-to-speech is available for all students in Mathematics and Science MCA tests. However, only students who have accommodated text-to-speech (MC) indicated for them in Test WES will be eligible for this accommodation. Test Monitors **must** confirm that the student has accommodated text-to-speech indicated on the Student Test Details screen and that the student is provided the test code for an Accommodated form group type test session. If accommodated text-to-speech has not been indicated in Test WES and does not appear in PearsonAccess on the Student Test Details screen, **the student will not be allowed into an accommodated form group type test session**, even if an Accommodated form group type test session test code is used to log in. The Valid Request column on the Session Details screen in PearsonAccess will display the error message, “No. Accom code does not match Form Group Type.” For a complete list of error messages, see Table 2 on page 25.

- Note that students will be able to test in the same testing room if some require accommodated text-to-speech (Accommodated form group type) and some will use the standard text-to-speech (Main form group type), but two test sessions with the two form group types will need to be created and monitored.

- Test Monitors will need to provide the test code for the applicable test session (Main or Accommodated) to each student to ensure they are logging in to the correct test session. If the test session's form group type needs to be changed at the time of testing, the Test Monitor can change it in PearsonAccess prior to students logging in to test. Students affected by the change must be provided with updated test codes.

Script

For the Mathematics MCA, the script accommodation can only be used in conjunction with the paper accommodated test book. The online Mathematics MCA test will not match the script.

For the Science MCA, the script accommodation can be used in conjunction with the online Science MCA or a large print/braille test book and must be administered in a small group or individual setting. Prior to administering the script in conjunction with the online Science MCA, Test Monitors **must** confirm that the student has the script accommodation indicated on the Student Test Details screen and the student is provided the test code for an Accommodated form group type test session. If the script accommodation has not been indicated in Test WES and does not appear in PearsonAccess on the Student Test Details page, **the student's online test will not match the script**, even if an Accommodated form group type test session test code is used to log in. The **Valid Request** column on the Session Details screen in PearsonAccess will display the error message, "No. Accom code does not match Form Group Type." For a complete list of error messages, see Table 2 on page 25.

When using the science script in conjunction with the online test, the Test Monitor reads from the script while the student sits at the computer and enters responses directly into the online test.

Test Administration

Test Session Setup

Self-registration test sessions must be created and started prior to students logging into TestNav. Detailed instructions on creating, starting, and monitoring test sessions can be found in the *Online Testing Quick Guide*.

A self-registration test session can be created and proctor cached starting one week before the testing window opens and throughout the testing window. Test sessions that have been created before the testing window opens cannot be started until the first day of the testing window. Once the testing window opens, test sessions can be started at any point after they are created. Please refer to the *Important Dates* sheets at the beginning of the manual for testing window dates. The test session will not automatically stop, time out, or expire.

Self-registration test sessions are recommended for the following reasons:

- Self-registration allows students to request access to the test session when they log in to a test. This allows more flexibility because District Assessment Coordinators or Test Monitors do not have to manually add groups of student names into test sessions ahead of time; students request access at the time of testing.
- As students log in, Test Monitors will see students who are requesting access into the session, and they can either approve or deny the requests.
- The *Test Monitor and Student Directions*, Online Test Monitor Certification Course, and this manual describe and demonstrate this method for accessing an online test.

Manual test sessions are not recommended because districts must add all student names into the test session prior to testing. Furthermore, they do not allow Test Monitors to approve or deny requests at the time of testing, and they do not allow students to test without previously being added to the test session. However, PearsonAccess does not prevent districts from setting up manual test sessions. Please see Appendix B for more information on manual test sessions. The information in the remainder of this section describes self-registration test sessions.

Administering Tests

- The Test Monitor ensures that the computers in the labs are turned on and have no software running other than the browser used for testing.
- The Test Monitor checks that the computer volume is not set to mute before the student signs into TestNav. TestNav does not allow users to change the volume on the computer once testing begins.
- The Test Monitor presents the *Student Directions for MCA*.
- The Test Monitor logs in to PearsonAccess. From the **Home** tab, select **Online Test Sessions** under **Test Management**. Selects the appropriate test session(s) (Main and/or Accommodated form group type). The Session Details screen will display a test code.
 - If not already provided with student login information, Test Monitors will need to provide the test code for the applicable test session (Main or Accommodated form group type) to each student to ensure they are logging in to the correct test session.
- The Test Monitor starts the session by selecting **Start**.
- The Test Monitor has each student open the browser on the computer and enter the self-registration TestNav URL, <http://selfregister.testnav.com>. (Test Monitors may complete this step prior to students sitting at the computer to test.)
- Students log in to TestNav using their first and last name as they appear on MARSS, their MARSS/SSID number, and the test code for the test session. This information must be entered exactly as is, with no extraneous spaces or characters.
- Once students have logged in to the test, select the **Students Requesting Session Admission** radio button to view the students who are waiting for approval to test.

- To ensure seeing a complete list of students in the test session, the Test Monitor must refresh the screen or toggle between the **Students in the Session** and the **Students Requesting Session Admission** options to update the screen as students are logging in to request approval to test. The Test Monitor may also need to toggle between two browser tabs or windows if students in different sessions (for Main and Accommodated forms) are testing in the same room.
- Once the Test Monitor has verified that the students are requesting to log into the correct test and form group type, select the checkbox next to the student’s name. (To select all students, select the checkbox in the blue bar at the far left.)
- Select **Approve Request**. If a student should not be approved to test, select **Deny**.
- Select the **Students in the Session** radio button to go back to the view to monitor the status of students while they are testing.
- The scenarios in which PearsonAccess will NOT allow you to approve a student to test are listed below along with the corresponding message you will receive in the **Valid Request** column.

Table 2: Invalid Requests in PearsonAccess

Message	Scenario
“No. Already in a session for this test.”	The student is already in a test session (for the same grade and subject).
“No. Not registered for test.”	The student is not registered (e.g., does not have test eligibility) for the test.
“No. SSID not found.”	The MARSS/SSID does not match the student’s information in MARSS and PearsonAccess.
“No. First Name and Last Name and SSID not a valid combination.”	The first and last name and SSID combination does not match what is in MARSS and PearsonAccess. NOTE: If the names do appear to match, check for extra spaces before or after the names.
“No. Accom code does not match Form Group Type.”	The form group type does not match the accommodations indicated for the student in PearsonAccess.

- Once you review the message displayed, you may remove invalid requests by selecting **Remove Invalid Requests**. To return to the TestNav login screen after resolving an error, students must refresh their browser. **NOTE:** Some errors may not be able to be resolved on the day of testing so the student will need to log back in once the issue is resolved.
- The Test Monitor monitors the test administration.
- Students will exit or submit the tests as instructed in the sections below.

- The Test Monitor collects all scratch paper, student login information, or other secure materials they may have been distributed to students and returns these materials to the District or School Assessment Coordinator or securely destroys them as instructed after testing is complete.

Monitoring Testing

Test Monitors must actively monitor the test session by circulating around the room during testing to ensure students are following testing procedures.

- Test Monitors may assist individual students by re-reading scripted directions as written or recorded in the *Student Directions for MCA* presentation or by using the scripted directions provided in the *Test Monitor Directions for MCA*.
- Test Monitors must not clarify or interpret any test item.
- Test Monitors are not allowed to indicate to students that there may be a different approach or answer or help them with answers to items in any way.
- Students must be familiar with the functionality of the calculator, online tools, and accessibility panel prior to the start of testing. However, Test Monitors may assist a student if needed with the online tools, accessibility panel, or navigation in the test (e.g., moving forward and backward in the test, Review screen) only if it prevents a student from accessing an item, responding to an item, or moving within in a test.

During testing, Test Monitors are able to monitor student progress on the Session Details page in PearsonAccess in real time. If students in different sessions (for Main and Accommodated forms) are testing in the same room, Test Monitors can monitor testing for both test sessions simultaneously in two browser tabs or windows. The Status column displays the current status of the student. Test Monitors can select Refresh to update the Status column to monitor the status and view progress. The table on the following page explains the statuses that may appear in PearsonAccess.

NOTE: To maintain system security, PearsonAccess times out after 15 minutes of test session management inactivity (student tests in TestNav do not time out after any period of inactivity). If you have been timed out, reenter your user ID and password to resume working in PearsonAccess.

Table 3: Student Testing Status Explanations

Status	Description
Ready	The student has not yet started the test. This status will only display if used with manual registration for data entry.
Active	The student has logged in and started the test.
Exited	The student exited the test but has not submitted the test.
Submitted	The student has finished testing and has submitted the test.
Completed	The student's answers have been submitted and scored.
Marked Complete	The test has been marked complete.
Resumed	The student has been authorized to resume the test.
Resumed-Upload	<p>The student is ready to log back in to the session and some responses may not have been sent to Pearson servers before exiting. Remaining responses will be sent before the student can resume testing.</p> <p>NOTE: In rare cases where TestNav cannot locate the student response file, students will be prompted to enter the location of the student response file. See the <i>PearsonAccess User Guide</i> and the <i>TestNav 7.5 Early Warning System User Guide</i> on the User Guides and Technology tab of the Resources page in PearsonAccess. View the User Guides and Technology tab (PearsonAccess > Resources > User Guides and Technology).</p>

Exiting the Test Session

When administering the test over multiple days, Test Monitors should alert students a few minutes before the end of that day's test session so that they can complete the section they are working on and review answers.

The Reading MCA is divided into sections by passage and its associated items. Each section begins with a title page, and students will know they have completed all items for the passage when they reach the Review screen for the section. Before exiting, students must complete a section, review the items, and select Next Section to go to the next section. Students must then exit the test on the title page for the next passage.

The grades 3–8 Mathematics MCA is divided into four sections and the grade 11 Mathematics MCA is divided into six sections. Students will know they have completed all items in a section when they reach the Review screen. Before exiting, students must complete a section, review the items, and go to the next section.

- For grades 3–8 Mathematics MCA, students will select **Next** on the Review screen to go to the next section and must exit the test on the first item in the next section.
- For grade 11 Mathematics MCA, students will select **Next Section** on the Review screen to go to the next section and must exit the test on the title page for the next section.

The Science MCA is divided into two sections containing multiple scenarios and each scenario begins with a title page. Students may take one or both sections in a testing session. When testing over multiple days, students must end testing after completing a section. Students will know they have completed all items and scenarios for the first section when they reach the Review screen. Before exiting, students must complete the first section, review the items, and select Next Section to go to the second section. Students must exit the test on the title page of the first scenario in the second section.

Resuming Testing

When testing over multiple days, the same test code and test session will be used when students log back in – a new test session is not created each time students will test. The Test Monitor must resume the test in PearsonAccess for the students who will continue testing and students will log back in using the same student login information and test code. Students will not need to be approved again. When the student logs back in, the test will resume from the last page viewed before exiting. **NOTE:** You can only resume tests that are in an “Exited” status.

- If you are not already in the Session Details screen, select **Online Test Sessions** under **Test Management**, and select the name of the test session.
- Select the checkbox next to the student's name. To resume all students, select the checkbox in the blue bar at the far left.
- Select **Resume Test**.
- The student's status will change from “Exited” to “Resumed” or “Resumed-Upload.”

Started Tests and Moving in the Same District

If a student moves from School A to School B in the **same** district but has started testing, the District Assessment Coordinator/District Administrator has three options.

- The District Assessment Coordinator/District Administrator provides the test code for the original test session in School A to School B for the student to complete testing. **NOTE:** School A will need to resume the student's test in PearsonAccess before the student logs into TestNav. After the test is completed, the District Assessment Coordinator/District Administrator must call Pearson to have the student's test moved to School B for reporting purposes.
- The District Assessment Coordinator/District Administrator contacts Pearson to move the student's test to School B to complete testing. Pearson will report the test at School B within one week after the test is completed; until then, the report will be available under School A.
- The District Assessment Coordinator/District Administrator completes the steps below in PearsonAccess to move the student's test from the test session in School A to another test session in School B to complete testing. After the test is completed, the District Assessment Coordinator/District Administrator must call Pearson to have the student's test moved to School B for reporting purposes.
 1. From the **Home** tab, select **Online Test Sessions** under **Test Management**. If a test session has already been created at School B, skip to step 6. If you are moving the student(s) to a new test session at School B, continue with the following steps.
 2. Select **New Session**.
 3. In the New Test Sessions screen, enter the required information, as indicated by red arrows, to create a new test session at School B.
 4. Select **Save**.
 5. Select **Return to Manage Test Sessions**.
 6. Find and select the hyperlink of the test session name that the student(s) is currently in.
 7. Select the checkbox next to the student's name(s) and then select **Move**.
 8. To move the student(s) to an existing test session, select the name of the test session in the drop-down menu under **Move** to an existing test session.
 9. Select **Move Students**.
 10. Select **Yes – Move students** to confirm the move.
 11. Select **Go to Session Details** to go to the new Session Details screen.

Started Tests and Moving to a New District

If a student moves from School A to School B in a different district and has started testing, the District Assessment Coordinator/District Administrator must contact Pearson to move the student from one test session to another. Pearson will report the test at School B within one week after the test is completed; until then, the report will be available under School A.

Submitting the Test

When students have reached the end of the test and are ready to submit the test for scoring, they will be prompted to review their answers on the Review screen. Once the students have reviewed their answers, they will take the following steps to exit and submit the test:

- For Reading, grade 11 Mathematics, and Science MCA, students will select **Submit and Exit Test** and then select **Close**. On the following screen, students will select “I am finished with this test and I want to submit my answers.” Then they will select **Final Submit** and then select **Close TestNav**.
- For grades 3–8 Mathematics MCA, students will select the **Next** button. Selecting the **Next** button will automatically submit the test for scoring. Students will then select **Close TestNav**.

NOTE: Stopping a test session in PearsonAccess is not required.

Marking a Test Complete

When a student will not complete a test within the testing window, the test may be marked complete. **NOTE:** All incomplete tests will automatically be marked complete by Pearson at the end of the testing window. However, districts may choose to mark tests complete if they wish. The District Assessment Coordinator and District Administrator user roles in PearsonAccess have the permission to mark a test complete.

- From the **Home** tab, select **Online Test Sessions** under **Test Management**.
- Select the session name.
- Select the check box next to the student name(s). You can select multiple students.
- Select **Mark Test Complete**.
- The system will validate that the test status received does not conflict with any existing edits. If a conflict exists, an alert appears (e.g., you can't mark a test complete that is in “Completed” status).
- Select the **Use the same reason for all students** radio button or the **Use different reasons for each student** radio button.
- Select **Other** from the Reason drop-down menu.
- Select **Save**. Student test status(es) will be “Marked Complete.”

Invalidations

Invalidations are entered in PearsonAccess on either the Mark Test Complete screen or, if the test is complete, the Student Test Details screen. The District Assessment Coordinator and District Administrators user roles in PearsonAccess have the permission to invalidate a test.

- On the Mark Test Complete screen:
 - From the **Home** tab, select **Online Test Sessions** under **Test Management**.
 - Select the session name.
 - Select the check box next to the student name(s). You can select multiple students.
 - Select **Mark Test Complete**.
 - The system will validate that the test status received does not conflict with any existing edits. If a conflict exists, an alert appears (e.g., you can't mark a test complete that is in "Completed" status.)
 - Select the **Use the same reason for all students** radio button or the **Use different reasons for each student** radio button.
 - Select **Invalid test** from the Reason drop-down menu.
 - Select **Save**. Student test status(es) will be "Marked Complete."
- On the Student Test Details screen (if the test is complete):
 - From the **Home** tab, select **Student Eligibility Data** under **Test Management**.
 - Select the **Registered Students** radio button.
 - Search for the student and select the student's name.
 - Select the **Assigned Tests** tab.
 - Select the hyperlink of the student's test to be invalidated.
 - Select **Edit** and select **INV = Invalid test** from the Reason drop-down menu.
 - Select **Save**.

The reason or situation for the invalidation must also be documented on *the Test Administration Report* and kept on file at the district in the event of an audit by MDE or to assist with questions from parents when student results are available. If there is a possible security breach or misadministration, a *Test Security Notification* form must be submitted in Test WES by the District Assessment Coordinator.

All other test/accountability codes and demographic codes (e.g., new-to-country) will be entered in Test WES during Posttest Editing. For more information regarding test/accountability codes and other demographic codes, please refer to Chapter 8 of the *Procedures Manual for the Minnesota Assessments*.

MCA Test Administration with Paper Accommodated Test Materials

This section provides information on the administration of the MCA using accommodated paper test materials.

District Assessment Coordinators indicate accommodations in Pretest Editing in Test WES. The following accommodations require the use of paper test materials, which will be automatically sent if accommodations are indicated in Test WES by January 23:

- Regular print test books (for Reading and Mathematics MCA only)
- Large print (18- or 24-point font) test books
- Braille test books
- Mathematics and science scripts
 - can be used in conjunction with large print or braille test books;
 - can be used in conjunction with a regular print test book for Mathematics MCA **only**;
 - can be used in conjunction with online test for Science MCA **only** (using the script in conjunction with the online test is addressed in the previous section of this manual);
 - should be administered in a small group or individual setting.
- Handheld calculator for grades 3–8 Mathematics MCA

Tracking and Receiving Accommodated Test Materials

Pearson will use UPS for all secure accommodated test material shipments.

Once signed in to PearsonAccess, District Assessment Coordinators can track their accommodated test material shipments by selecting **Shipment Tracking and Additional Material Orders** under the **Test Setup** tab. See the *PearsonAccess User Guide* for step-by-step instructions.

Accommodated test materials will arrive at the district or school (depending on the option selected during Pretest Editing) in boxes addressed to the Assessment Coordinator. The labels on each box reference the location they are shipped to, and the boxes are sequentially numbered. MCA secure test materials have BLUE labels attached to the boxes.

- If the **ship-to-district** option was selected, the District Assessment Coordinator is responsible for receiving test materials from Pearson and then delivering test materials to each School Assessment Coordinator.
- If the **ship-to-school** option was selected, each School Assessment Coordinator is responsible for receiving test materials from Pearson.

Open boxes as soon as possible after receipt to allow sufficient time for check in. Districts receiving test materials for schools should distribute them to the School Assessment Coordinators as early as possible to allow for inventory and timely replacement of damaged or missing items. Test materials must be kept secure at all times.

Upon receipt of accommodated test materials, the District/School Assessment Coordinator should follow the steps below to check in test materials while maintaining the security of the tests. **NOTE:** Secure accommodated test materials are linked to the district and must be tracked upon receipt until returned.

- If shipped to the district, locate the *Pallet Detail Sheet* that shows the number of boxes shipped to the district. District Assessment Coordinators can use the *Pallet Detail Sheet* to easily sort boxes by school and verify that all boxes have been received. If boxes are missing, please call the Pearson Help Desk at 888-817-8659.
- Locate and review the *District/School Packing List* to verify the receipt of all test materials, including coordinator materials and return materials (if applicable).
 - District Assessment Coordinators can access district and school packing lists in PearsonAccess. To access packing lists, sign into PearsonAccess. From the **Home** tab, select **Shipment Tracking and Additional Material Orders** under **Test Setup**. Under the **Order** column, select the **Test Materials** hyperlink for initial orders or the **Additional Order** hyperlink for additional orders to view items ordered. Then select the **Shipping Details** tab and select **View** under the **Shipment** column.
 - Other reports are available on PearsonAccess that can be exported to .xls or .csv file formats, including the Additional Order Material Summary, Total Material Summary, and lists of materials ordered by each organization. To access these reports, sign into PearsonAccess. From the **Home** tab, select **Shipment Tracking and Additional Material Orders** under **Test Setup**. Select **Reports** and a drop-down menu with report options will appear.
- Locate and review the *District/School Security Checklist* to verify the accuracy of the listed security number sequence. Record any discrepancies on the *District/School Security Checklist*. If there are any discrepancies between the *District/School Packing List* and the secure test materials received, record them on the *District/School Security Checklist* and immediately fax a copy to Pearson marked “Attention: MN Help Desk” at 319-358-4299.
 - District Assessment Coordinators can access copies of their security checklists in PearsonAccess. To access security checklists, sign into PearsonAccess. From the **Home** tab, select **Shipment Tracking and Additional Material Orders** under **Test Setup**. Select **Reports** and a drop-down menu with security checklist options (Security Checklist, Security Checklist Download, Security Checklist Detail) will appear.
- Organize and place accommodated test materials in a secure, locked location until they are distributed for testing.
 - Non-secure test materials, such as *the Test Monitor and Student Directions for MCA Paper Accommodations*, may be distributed to Test Monitors upon receipt to allow them sufficient time to prepare for test administration.

- Save the boxes in which the accommodated test materials arrived. Use these boxes to return accommodated test materials to Pearson.

Ordering Additional Accommodated Test Materials

There is no overage provided for accommodated test materials. An additional order must be placed by the District Assessment Coordinator in PearsonAccess if additional materials are needed, and the additional order can be sent directly to a school. Allow time for the additional orders to be delivered before test administration. Additional accommodated test materials can be ordered until noon on the day before the end of the testing window so that test materials will arrive in time for test administration.

Please see the *Important Dates* sheets at the front of this manual for the Additional Orders window.

NOTE: Additional orders must be entered by noon to be considered next-day business.

If additional return labels and/or district labels are needed after the Additional Orders window closes, please call the Pearson Help Desk at 888-817-8659.

Test Administration with Paper Accommodated Test Materials

Test Monitors should have the following materials for administering the MCAs **using paper accommodated test materials**:

- *Test Monitor Test Material Security Checklist* or a similar document created by your district
- *Test Monitor and Student Directions for Paper Accommodations for MCA*
- Regular print (Mathematics and Reading MCA only), large print, or braille test books
- Mathematics or science scripts (if used in conjunction with regular print, large print, or braille test books)
- Calculators (see *Test Administration* below for requirements by test)
- Scratch paper
- Seals
- Pencils or pens

Test Monitor and Student Directions for Paper Accommodations for MCA

Test Monitor and Student Directions for Paper Accommodations for MCA contain instructions for Test Monitors and the script that is read aloud to students before administration of a regular print (Mathematics and Reading MCA only), large print, or braille test book. Additionally, these directions are used in conjunction with the script accommodation if a script is used with a regular print (Mathematics MCA only), large print, or braille test book. It also contains the directions for entering student responses into the Data Entry form in TestNav.

Test Administration

- Students testing using paper accommodated test materials will enter their responses directly in the test book (unless they require the scribe accommodation). For administration of a mathematics or science script, the Test Monitor reads from the script while the student responds directly into the test book.
- *Test Administrator Notes* are provided along with the braille test books for reference by the Test Monitor during test administration.
- Calculator requirements must be followed:
 - For grades 3–8 Mathematics MCA, calculators are not allowed during Segment 1 of the test.
 - For grade 11 Mathematics MCA, calculators are allowed for the entire test.
 - For Science MCA, a calculator may be provided on the items indicated in the student’s test. Students should indicate if and when they need a calculator, and the Test Monitor will verify that a calculator can be used on the item.
 - A graphing calculator must either: have its memory cleared both before and after each testing session, or have a feature that temporarily disables all flash applications and calculator files (e.g., the TI-NSpire has “Press to Test” mode). Refer to Chapter 8 of the *Procedures Manual for the Minnesota Assessments* for more information.
- Test Monitors must actively monitor the testing session by circulating around the room during testing to ensure students are following testing procedures. Test Monitors may assist individual students by re-reading scripted directions as written in the *Test Monitor and Student Directions for Paper Accommodations for Online Title I Tests*.
- Students will seal each segment of the regular or large print test book after they complete it. Test Monitors must provide students with a seal for each segment of the test and may assist them in applying the seal to the appropriate pages.
- When testing over multiple days, secure test materials must be securely stored between test sessions.

Accommodation Codes

Accommodation codes are indicated during Pretest Editing in Test WES to ensure data entry can be completed and to generate accommodated test materials orders (e.g., scripts, braille test books).

It is important to ensure that the correct accommodation code is indicated in Test WES and appears with a “Yes” in PearsonAccess on the Student Test Details page for each student in order for data to be entered in a Data Entry form in TestNav. Accommodation codes indicated in Test WES are displayed in PearsonAccess on the Student Test Details page. To view a student’s Student Test Details page, sign into PearsonAccess. From the Home tab, select Student Eligibility Data under Test Management. Search for the student and then select the hyperlink of the student’s name. Select Assigned Tests and select the hyperlink of the student’s test.

Refer to Chapters 5 and 6 of the *Procedures Manual for the Minnesota Assessment* for information on available accommodations.

Invalidations

Invalidations are entered in PearsonAccess on either the Mark Test Complete screen or, if the test is complete, the Student Test Details screen. The District Assessment Coordinator and District Administrators user roles in PearsonAccess have the permission to invalidate a test.

- On the Mark Test Complete screen:
 - From the **Home** tab, select **Online Test Sessions** under **Test Management**.
 - Select the session name.
 - Select the check box next to the student name(s). You can select multiple students.
 - Select **Mark Test Complete**.
 - The system will validate that the test status received does not conflict with any existing edits. If a conflict exists, an alert appears (e.g., you can’t mark a test complete that is in “Completed” status).
 - Select the **Use the same reason for all students** radio button or the **Use different reasons for each student** radio button.
 - Select **Invalid test** from the Reason drop-down menu.
 - Select **Save**. Student test status(es) will be “Marked Complete.”
- On the Student Test Details screen (if the test is complete):
 - From the **Home** tab, select **Student Eligibility Data** under **Test Management**.
 - Select the **Registered Students** radio button.
 - Search for the student and select the student’s name.
 - Select the **Assigned Tests** tab.
 - Select the hyperlink of the student’s test to be invalidated.
 - Select **Edit** and select **INV = Invalid test** from the Reason drop-down menu.
 - Select **Save**.

The reason or situation for the invalidation must also be documented on the *Test Administration Report* and kept on file at the district in the event of an audit by MDE or to assist with questions from district staff and parents when student results are available. If there is a possible security breach or misadministration, a *Test Security Notification* form must be submitted in Test WES by the District Assessment Coordinator.

Test/accountability codes (with the exception of invalidations), and demographic codes (e.g., new-to-country) will be entered in Test WES during Posttest Editing. For more information regarding test/accountability codes and other demographic codes, please refer to Chapter 8 of the *Procedures Manual for the Minnesota Assessments*.

Entering Student Responses from Accommodated Test Materials into a Data Entry Form in TestNav

Student responses from MCA paper accommodated test materials must be entered by district staff into a Data Entry form in TestNav during the applicable testing window in order to be scored. Detailed instructions can be found in the *Data Entry Quick Guide*, available on the User Guides and Technology tab on the Resources page of PearsonAccess. [View the User Guides and Technology tab](#) (PearsonAccess > Resources > User Guides and Technology). **Student test books cannot be submitted to Pearson for scoring—student scores must be entered into the Data Entry form for scoring.**

Accommodations for students must be indicated in Test WES and appear on the Student Test Details page of PearsonAccess before students' responses can be entered in the Data Entry form. See section *Accommodation Codes* above for steps on navigating to the Student Test Details page to verify the accommodation indications.

A manual test session with the Data Entry form group type is created and started in PearsonAccess. The manual registration TestNav URL (<http://www.testnav.com/mn>) must be used and the district staff will log into TestNav with the student's login information.

Data Entry Test Session Setup

- Log in to PearsonAccess and create a Data Entry test session(s) under **Online Test Sessions** (Data Entry form group type). A Data Entry test session can be created starting one week before the testing window opens and throughout the testing window.
- Working with district technology staff, proctor cache the test.
- Start the session by selecting **Start**. Test sessions that have been created before the testing window opens cannot be started until the first day of the testing window. Once the testing window opens, test sessions can be started at any point after they are created.
- Add students to the Data Entry test session.
 - Select **Add Students**.
 - To view all students eligible for the test, select the **Students** radio button.
 - Select the checkbox next to any students to be added to the test session.
 - Select **Add to Session**. Then select **Return to Session Detail** to return to the test session.
- Prepare login information for each student's test.
 - Select **Authorizations** from the drop-down menu, and then select **Student Authorizations**.
 - Select a print option among the four view choices (Detail, 6-per-sheet, Grid, List). This will download a printable PDF of the Student Authorization Tickets for all students in the Data Entry test session.
 - Print the Student Authorization Tickets.
- Open a browser and enter the manual registration TestNav URL, <http://www.testnav.com/mn>.
- Log in using the student's MARSS/SSID number and the test code for the Data Entry test session, which are found on the Student Authorization Ticket. This information must be entered exactly as is, with no extraneous spaces or characters.
- Enter your name and email address to begin data entry.
- Navigate through the test, entering the student's responses from the paper accommodated test material. In order for the student responses to be entered, staff will need to break the seals the student placed on the accommodated test book. If there are test items that the student did not answer, leave those test items blank in the Data Entry form.
- Exit or submit the tests as instructed in the sections below.

NOTE: To maintain system security, PearsonAccess times out after 15 minutes of test session management inactivity (the Data Entry form in TestNav will not time out after any period of inactivity). If you have been timed out, reenter your user ID and password to resume working in PearsonAccess.

Exiting and Resuming the Data Entry Test Session

If you will not finish entering all of the student's responses in one session, you can exit at any time by selecting **Exit** in the top right corner of the screen. Then select "I want to exit the test for now and finish later." Select **Finish Later** and then select **Close TestNav**.

When ready to resume entering the student's responses, sign in to PearsonAccess.

1. If you are not already in the Session Details screen, select **Online Test Sessions** under **Test Management**, and select the name of the test session.
2. Select the checkbox next to the student's name.
3. Select **Resume Test**.
4. The student's status will change from "Exited" to "Resumed" or "Resumed-Upload."

Then log into the Data Entry form in TestNav using the same student login information used previously. The test will resume from the last page viewed before exiting.

Submitting Student Responses for Scoring

Once all of the student's responses have been entered and reviewed, submit the student's responses for scoring.

1. On the Review screen, select **Submit and Exit Test**.
2. Select "I am finished with this test and I want to submit my answers." and select **Final Submit**.
3. Select **Close TestNav**.

NOTE: Stopping a Data Entry test session in PearsonAccess is not required.

After all responses are entered into the Data Entry form, the Test Monitor should return all accommodated test materials to the District or School Assessment Coordinator. The accommodated test materials are secure and must be returned using the procedures for returning secure test materials described in section *Collecting and Returning Secure Materials* of this manual. Districts must keep records of who entered student responses into the Data Entry form. This documentation should be kept for 12 months after the end of the academic school year in which testing took place in the event of an audit.

If the student responses are **not** entered in the data entry form during the testing window, the District or School Assessment Coordinator will need to submit a *Request for Late Score Entry Form* and be charged a \$125 fee for data entry for up to 10 students. Refer to Appendix A of the *Procedures Manual for the Minnesota Assessments* for the *Request for Late Score Entry Form*.

MTAS

This section provides information on the administration of MTAS. Please refer to the *Important Dates* sheets in the front of this manual for the testing window.

Tracking and Receiving MTAS Test Materials

Pearson will use UPS for all secure MTAS test material shipments.

Once signed in to PearsonAccess, District Assessment Coordinators can track their MTAS test material shipments by selecting **Shipment Tracking and Additional Material Orders** under the **Test Setup** tab. See the *PearsonAccess User Guide* for step-by-step instructions.

MTAS test materials will arrive at the district or school (depending on the option selected during Pretest Editing) in boxes addressed to the Assessment Coordinator. The labels on each box reference the location they are shipped to, and the boxes are sequentially numbered. MTAS secure test materials have BLUE labels attached to the boxes.

- If the **ship-to-district** option was selected, the District Assessment Coordinator is responsible for receiving test materials from Pearson and then delivering test materials to each School Assessment Coordinator.
- If the **ship-to-school** option was selected, each School Assessment Coordinator is responsible for receiving test materials from Pearson.

Open boxes as soon as possible after receipt to allow sufficient time for check in. Districts receiving test materials for schools should distribute them to the School Assessment Coordinators as early as possible to allow for inventory and timely replacement of any damaged or missing items. Test materials must be kept secure at all times.

Upon receipt of MTAS test materials, the District/School Assessment Coordinator should follow the steps below to check in test materials while maintaining the security of the state tests.

NOTE: Secure MTAS materials are linked to the district and must be tracked upon receipt until returned.

- If shipped to the district, locate the *Pallet Detail Sheet* that shows the number of boxes shipped to the district. District Assessment Coordinators can use the *Pallet Detail Sheet* to easily sort boxes by school and verify that all boxes have been received. If boxes are missing, please call the Pearson Help Desk at 888-817-8659.
- Locate and review the *District/School Packing List* to verify the receipt of all test materials, including coordinator materials and return materials (if applicable).
 - District Assessment Coordinators can access copies of their district and school packing lists in PearsonAccess. To access packing lists, sign in to PearsonAccess. From the **Home** tab, select **Shipment Tracking and Additional Material Orders** under **Test Setup**. Under the **Order** column, select **Test Materials** from the drop-down menu for initial orders, or **Additional Order** for additional orders. Then select the **Shipping Details** tab and select **View** under the **Shipment** column.

- Other reports are available on PearsonAccess that can be exported to .xls or .csv file formats, including the Additional Order Material Summary, Total Material Summary, and lists of materials ordered by each organization. To access these reports, sign into PearsonAccess. From the **Home** tab, select **Shipment Tracking and Additional Material Orders** under **Test Setup**. Select **Reports** and a drop-down menu with report options will appear.
- Locate and review the *District/School Security Checklist* to verify the accuracy of the listed security number sequence. Record any discrepancies on the *District/School Security Checklist*. If there are any discrepancies between the *District/School Packing List* and the secure test materials received, record them on the *District/School Security Checklist* and immediately fax a copy to Pearson marked “Attention: MN Help Desk” at 319-358-4299.
- Organize and place accommodated test materials in a secure, locked location until they are distributed to prepare for testing or to administer the test.
- Save the boxes in which the MTAS test materials arrived. Use these boxes to return secure MTAS test materials to Pearson.

Ordering Additional MTAS Test Materials

There is no overage provided for MTAS test materials. An additional order must be placed in PearsonAccess by the District Assessment Coordinator if additional materials are needed, and the additional order can be sent directly to a school. Allow time for the additional orders to be delivered before the test administration dates. Additional test materials can be ordered until noon on the day before the end of the testing window so that test materials will arrive in time for test administration.

Please see the *Important Dates* sheets at the front of this manual for the Additional Orders window.

NOTE: Additional orders must be entered by noon to be considered next-day business.

If additional return labels and/or district labels are needed after the Additional Orders window closes, please call the Pearson Help Desk at 888-817-8659.

Preparing MTAS Test Materials

To allow sufficient time to prepare for MTAS test administration, District and School Assessment Coordinators may distribute MTAS test materials upon delivery to Test Administrators. The materials delivered to the district or school include the *Task Administration Manuals*, *Presentation Pages*, and *Response Option Cards*. In addition, objects and manipulatives may be gathered and used with almost all tasks. Test Administrators must keep materials secure at all times (e.g., in a locked cabinet) when not preparing materials or administering the assessment. Objects and manipulatives gathered by Test Administrators may remain in the classroom for daily use.

When Test Administrators are preparing materials for administration, reproductions of the *Presentation Pages* and *Response Option Cards* are allowed only for adapting passages and tasks to individual student needs (e.g., enlarging materials or incorporating texture). The *Presentation Pages* and *Response Option Cards* may not otherwise be reproduced. The printed *Task Administration Manuals* contain secure materials to be used by the Test Administrator and are not to be copied or duplicated for any reason.

Distributing MTAS Test Materials

Test Administrators must have the following materials in order to administer the MTAS:

- Printed grade-level *MTAS Task Administration Manual*
- *Presentation Pages*
- *Response Option Cards*

Test Administrators may also need the following to enter student Learner Characteristics Inventory (LCI) data and MTAS scores into the MTAS Score Entry tab in PearsonAccess:

- User ID and password for PearsonAccess in order to enter LCI information and student scores into the MTAS Score Entry tab.
- Learner Characteristics Inventory form. This form is found in Appendix A of the *MTAS Task Administration Manuals* and is also posted to the Manuals tab of the Resources page in PearsonAccess. [View the Manuals tab](#) (PearsonAccess > Resources > Manuals).
- Data Collection Form; this form is found in Appendix B of the *MTAS Task Administration Manuals* and is also posted to the Manuals tab of the Resources page in PearsonAccess. [View the Manuals tab](#) (PearsonAccess > Resources > Manuals).

MTAS Test Administration and Score Entry

Test Administrators have the entire window to administer the MTAS and enter scores. Districts do not need to set specific testing days for the MTAS. MTAS scores must be entered in the MTAS Score Entry tab in PearsonAccess before the test window closes. The MTAS Score Entry tab will open one week prior to the MTAS testing window to allow for earlier entry of Learner Characteristics Inventory (LCI) data. However, MTAS tasks cannot be administered and scores cannot be entered until the MTAS testing window opens.

Test Administration

Detailed information on the administration of the MTAS is included in the *Task Administration Manual* and District and School Assessment Coordinators and MTAS Test Administrators should refer to this manual. Note that there are two versions of the *Task Administration Manual*, but both contain the information on test administration. The version of the manual posted to PearsonAccess contains only the portion of the *Task Administration Manual* on administration guidelines, policies and procedures. Grade-level *Task Administration Manuals* shipped to districts also contain secure items, such as task scripts, reading passages, and object lists.

Managing Teacher Assignments

The District Assessment Coordinator and the District Administrator user roles in PearsonAccess have the permission to view and edit teacher and student assignments. The School Assessment Coordinator and the School Administrator user roles in PearsonAccess have the permission to only view teacher and student assignments.

To assign a teacher to an assigned student (sort by student):

- From the **Home** tab, select **Manage Teacher Assignment** under **MTAS Score Entry**.
- Select the **Assigned Students** radio button.
- You will be prompted to search. To view all students, select the **Show All Students** checkbox and then select **Search**. To search for an individual student, enter search criteria and then select **Search**.
- Select the checkbox for the student(s) and test(s) and then select **Assign Teacher**.
NOTE: A teacher must be assigned for each test a student will be taking (e.g., a teacher must be selected for Grade 5 Science MTAS and for Grade 5 Mathematics MTAS.) Students can only be assigned to one teacher, but the same teacher can be assigned for multiple tests.
- Select a teacher from the drop-down menu. All user roles with the MTAS Score Entry at that district or school will display as options in the drop-down menu.
- Select **Save**.

To remove a teacher from an assigned student (sort by student):

- From the **Home** tab, select **Manage Teacher Assignment** under **MTAS Score Entry**.
- Select the **Assigned Students** radio button.
- You will be prompted to search. To view all students, select the **Show All Students** checkbox and then select **Search**. To search for an individual student, enter search criteria and then select **Search**.
- Select the checkbox for the student(s) and test(s) and then select **Remove Teacher**.
- Select **Yes-Continue with Removal**.

To remove a teacher from an assigned student (sort by teacher):

- From the **Home** tab, select **Manage Teacher Assignment** under **MTAS Score Entry**.
- Select the **Teacher** radio button.
- You will be prompted to search. To view all teachers, select the **Show All Teachers** checkbox and then select **Search**. To search for an individual teacher, enter search criteria and then select **Search**.
- Select the checkbox for the teacher(s) and test(s) then select **Remove Teacher**.
- Select **Yes-Continue with Removal**.

To change a teacher from an assigned student (sort by teacher):

- From the **Home** tab, select **Manage Teacher Assignment** under **MTAS Score Entry**.
- Select the **Teacher** radio button.
- You will be prompted to search. To view all teachers, select the **Show All Teachers** checkbox and then select **Search**. To search for an individual teacher, enter search criteria and then select **Search**.
- Select the checkbox for the teacher(s) and test(s) then select **Change Teacher**.
- Select **Yes-Continue with Removal**.

Entering Learner Characteristic Inventory (LCI) into the MTAS Score Entry Tab in PearsonAccess

The MTAS Score Entry tab in PearsonAccess must be used to enter LCI data. Before scores for the MTAS can be entered, the LCI must first be entered and submitted, once per student. The District Assessment Coordinator, District Administrator, School Assessment Coordinator, and School Administrator user roles in PearsonAccess do not need to be assigned to students in order to enter LCI data, if needed. If your PearsonAccess user role is at a district level, you will need to change your organization to a school level prior to entering LCI or MTAS data. All users with the MTAS Score Entry role must be assigned to at least one student by their District Assessment Coordinator or District Administrator to enter LCI or MTAS data.

- From the **Home** tab, select **Enter Scores** under **MTAS Score Entry**.
- If there is more than one group in the **Student Selector** box, select the plus sign to expand the group and to see all the students in a given group. The Group(s) listed will be MTAS grade(s) and subject(s).
- Select the name of the student for whom you will enter scores from among the applicable MTAS subjects (e.g., grade 5 Science).
- Select the **Learner Characteristics Inventory** radio button to begin entering data. On the LCI data entry screen, you will also indicate any assistive technology devices that will be used during the administration of the MTAS.
- To clear a response, select the checkbox next to the question and then select **Clear**. To clear all responses, select the checkbox in the blue bar and then select **Clear**. All LCI fields are required, except for the Teacher Comments section.

- Select **Save** to save your responses. You must select **Save** to save the data. Once **Save** is selected, a “Successfully saved” message will appear on the green bar.
- Once all data is complete and saved, the icon next to the LCI radio button will change to “Completed,” and the **Submit** button will appear. You may then select **Submit**.
- You will be asked to confirm that you are ready to submit the LCI. Select **Yes-Submit** or **No-Cancel**. Once the LCI is submitted, it can no longer be accessed or edited.
- A “Successfully saved” message will appear again on the green bar, the LCI radio button will no longer appear, and the student’s MTAS test radio button(s) will appear in the applicable group.

NOTE: If LCI data is entered before the MTAS testing window is open, you will not be able to administer MTAS tasks or enter MTAS scores until the testing window opens.

Entering Student Score Data into the MTAS Score Entry Tab in PearsonAccess

The MTAS Score Entry tab in PearsonAccess must be used to enter student MTAS scores. The entry of student MTAS scores into the MTAS Score Entry tab is how student responses are recorded and scored in order to report student results. The District Assessment Coordinator, District Administrator, School Assessment Coordinator, and School Administrator user roles in PearsonAccess do not need to be assigned to students in order to enter scores, if needed. If your PearsonAccess user role is at a district level, you will need to change your organization to a school level prior to entering LCI or MTAS data. All users with the MTAS Score Entry role must be assigned to at least one student by their District Assessment Coordinator or District Administrator to enter LCI or MTAS data.

- Verify that Test Administrators have entered and submitted LCI data and entered student MTAS scores in the MTAS Score Entry tab in PearsonAccess. Or, if the district enters MTAS scores centrally, collect the Data Collection Forms, including LCI data, from Test Administrators to enter data into the MTAS Score Entry tab. District/School Assessment Coordinators must verify that all scores are entered in the MTAS Score Entry tab in PearsonAccess by the close of the testing window. **Data Collection Forms cannot be submitted to Pearson for scoring—student scores must be entered into the MTAS Score Entry tab in PearsonAccess for scoring of the MTAS.** After entering and submitting LCI data, MTAS scores may be entered at any time during the testing window.
- From the **Home** tab, select **Enter Scores** under **MTAS Score Entry**.
- If there is more than one group in the **Student Selector** box, select the plus sign to expand the group and to see all the students in a given group. The Group(s) listed will be MTAS grade(s) and subject(s).
- Select the name of the student for whom you will enter scores from among the applicable MTAS subjects (e.g., grade 5 Science).
- Verify you are viewing the correct subject as well as the student information under Student Details.
- Under Assessment Details, select the radio button for the desired MTAS test to ensure that you have chosen the correct subject for score entry.

- Enter scores under the Enter Scores section by selecting the score point next to each task.
 - For Mathematics and Science MTAS, 15 tasks will display. Enter the student’s score for each task by selecting the corresponding radio button for the score point of 3, 2, 1, or 0.
 - For Reading MTAS, 15 tasks will also display, but the data entry screen is a little different to allow for entry of reading passage access.
 - The data entry screen includes one reading passage access question for each passage in addition to the three associated tasks. Refer to the passage access indicated on the Data Collection Form. Use the drop-down menu to indicate whether the passage was read aloud to the student, whether the student read the passage along with the Test Administrator, or whether the student read the passage independently.
 - Enter the student’s score for each task by selecting the corresponding radio button for the score point of 3, 2, 1, or 0.
 - Continue this process until all of the student’s scores and reading passage access, if applicable, are entered.
 - To clear a response, select the checkbox next to the question and then select **Clear**. To clear all responses, select the checkbox in the blue bar and then select **Clear**.
- When all task scores are entered, review your entries and select **Save**. You must select **Save** to save the data.
- Once **Save** is selected, a “Successfully saved” message will appear on the green bar.
- When MTAS scores are entered and saved, the **Submit** button becomes activated. When all MTAS scores are entered and saved, submit the student’s scores by selecting **Submit**.
- You will be asked to confirm you are ready to submit the test. Select **Yes-Submit** or **No-Cancel**. Once the test is submitted, it can no longer be edited.
- A “Successfully saved” message will appear again on the green bar, the test status will change to “Submitted,” and the test will be grayed out.

NOTE: Any tasks that could not be administered to the student should be left blank when entering scores. If the tasks will not be administered during the testing window, the test can be submitted with fewer than 15 task scores. However, in cases where not all of the tasks were administered to the student, the result will not be a valid score for the student.

If all data entry for a subject cannot be completed in one sitting, you must save the data before you log out of PearsonAccess. If saved, the data you entered will be saved until you log in again. Do not submit scores for a test until all data entry is complete for that test subject.

Unsubmitting a Test in PearsonAccess

If an MTAS test was submitted in error, contact your District or School Assessment Coordinator for assistance. The District Assessment Coordinator and the District Administrator user roles in PearsonAccess have the permission to unsubmit a test during the testing window.

- From the **Home** tab, select **Enter Scores** under **MTAS Score Entry**.
- If there is more than one group in the **Student Selector** box, select the plus sign to expand the group and to see all the students in a given group. The Group(s) listed will be MTAS grade(s) and subject(s).
- Select the name of the student whose test is to be unsubmitted.
- Select **Unsubmit**. The **Unsubmit** button is activated only when the test has been submitted.
- You will be asked to confirm you want to unsubmit the test. Select **Yes-Submit** or **No-Cancel**.
- A “Successfully saved” message will appear on the green bar. The test status will revert to the status the test was in prior to being unsubmitted and score entry may be resumed.

Score Entry Progress: Test Status

The possible statuses for a test in the Assessment Details section are: *Not Started*, *In Progress*, *Completed*, *Submitted*, or *INV*. Refer to the table below for explanations of each status.

Table 4: Score Entry Status Explanations

Status	Description
Not Started	No scores have been entered, or, all scores have been cleared and then the test was saved.
In Progress	At least one score has been entered and saved, but the test has not been completed, submitted, or invalidated.
Completed	All test data have been entered and saved. NOTE: If there is no score entered for a task because it was not administered, you will not see the test in “Completed” status.
Submitted	The test has been submitted for scoring and can no longer be edited. (If an MTAS test was submitted in error, contact your District or School Assessment Coordinator for assistance.)
INV	The test has been invalidated by the District Assessment Coordinator.

If MTAS score data are **not** entered in the MTAS Score Entry tab in PearsonAccess before the end of the testing window, the District or School Assessment Coordinator will need to submit a *Request for Late Score Entry Form* and will be charged a \$125 fee for data entry for up to 10 students. Refer to Appendix A of the *Procedures Manual for the Minnesota Assessments* for the *Request for Late Score Entry Form*.

After all student MTAS scores are entered into the MTAS Score Entry tab, the Test Monitor should return all MTAS test materials to the District or School Assessment Coordinator. Refer to the *MTAS Score Entry Quick Guide* on PearsonAccess for instructions on entering student scores into the MTAS Score Entry tab in PearsonAccess.

Invalidations

MTAS invalidations are entered in PearsonAccess on the Invalidate Test screen. LCI data must be submitted prior to entering an MTAS invalidation. The District Assessment Coordinator and the District Administrator user roles in PearsonAccess have the permission to invalidate a test or remove an invalidation during the testing window.

To enter or remove invalidations (if an MTAS test was invalidated in error), follow the steps below:

- From the **Home** tab, select **Enter Scores** under **MTAS Score Entry**.
- If there is more than one group in the **Student Selector** box, select the plus sign to expand the group and to see all the students in a given group. The Group(s) listed will be MTAS grade(s) and subject(s).
- Select the name of the student for whom you will invalidate the test from among the applicable MTAS subjects (e.g., grade 5 Science).
- Verify you are viewing the correct subject as well as the student information under Student Details.
- Under Assessment Details, select the radio button for the desired MTAS test to ensure that you have chosen the correct subject for test invalidation.
- To invalidate a test, select **Invalidate Test**. To remove an invalidation, select **Remove Invalidation**.
- You will be asked to confirm your selection. Select **Yes-Invalidate Test** to invalidate the test or **Yes-Remove Invalidation** to remove an invalidation. Select **No-Cancel** to cancel your selection.
- A “Successfully saved” message will appear on the green bar. For an invalidated test, the test status will change to “INV,” and the test radio button will be grayed out. Once the test is invalidated, it can no longer be accessed or edited until the invalidation is removed. For a test that had an invalidation removed, the test status will revert to the status the test was in prior to being invalidated.

The reason or situation for the invalidation must also be documented on the *Test Administration Report* and kept on file at the district in the event of an audit by MDE or to assist with questions from district staff and parents when student results are available. If there is a possible security breach or misadministration, a *Test Security Notification* form must be submitted in Test WES by the District Assessment Coordinator.

All other test/accountability codes and demographic codes (e.g., new-to-country) will be entered in Test WES during Posttest Editing. For more information regarding test/accountability codes and other demographic codes, please refer to Chapter 8 of the *Procedures Manual for the Minnesota Assessments*.

Status Reports

The View Status Reports feature is available within the MTAS Score Entry tab in PearsonAccess. Test Administrators and District Assessment Coordinators have access to two school-level status reports: School Assessment Status Summary Report and School Student Status Report. Both of these reports are updated in real time and can be downloaded to Excel.

- The School Assessment Status Summary Report generates an on-screen report displaying the number of tests in each test status.
- The School Student Status Report generates an on-screen report listing all students with MTAS test eligibility and their test status.

In addition to school-level status reports, District Assessment Coordinators can access the same status reports, but at a district level: District Assessment Status Summary Report and District Student Status Report. These reports are refreshed hourly and are available to download in an Excel format.

For information on other reports available in PearsonAccess, see the *Results Information* section of this manual.

Collecting and Returning Secure Test Materials

After the tests are administered, the District/School Assessment Coordinator is responsible for collecting, packaging, and shipping via UPS **ALL** secure test materials to Pearson by May 22, 2015. The test materials may be returned from either the district or the school. Return labels are included in the Coordinator Kit. Boxes must be properly packed and labeled.

All secure test materials should be placed in the shipping boxes provided by Pearson. All secure test materials can be shipped together. See the table below for a list of secure test materials.

Table 5: Secure Test Materials to Collect and Return

MCA Paper Accommodated Test Materials	MTAS Test Materials
<ul style="list-style-type: none"> • test books • mathematics scripts and CDs • science scripts • large print and braille test books • Test Administrator’s Notes for braille 	<ul style="list-style-type: none"> • <i>MTAS Task Administration Manuals</i> • <i>MTAS Presentation Pages</i> • adaptations to <i>Presentation Pages</i> <p>NOTE: <i>Response Option Cards</i> (shrink-wrapped and/or not wrapped) should be securely destroyed by the Assessment Coordinator.</p>

- Attach a **MAGENTA** Pearson return box label to each box of secure test materials. The return box label should be affixed so that it covers the original label on the shipping box. Make sure the correct label is used.
- Attach a **WHITE** UPS-Return Shipping (RS) label to each applicable box, making sure that it is not applied across the box flap seam. Do **NOT** send any boxes via UPS without a UPS-RS label.
- Please keep records of your shipments to Pearson by keeping the tracking number(s). It is recommended that you copy each UPS-RS label being used. The UPS-RS number is located directly above the bar code in the middle of the shipping label. These tracking numbers do not need to be provided to Pearson unless requested.
- Arrange for a pickup by calling UPS at 800-823-7459. (Do **not** call the UPS general pickup number found on the UPS website.)
 - Schedule a date and time for pickup. Inform UPS that there are UPS-RS labels attached to the boxes being returned. **Please schedule your pickup at least one day in advance. Same-day service is not available in all areas.**
 - Tell the UPS service representative the tracking numbers printed on the UPS-RS labels. The service representative will use these numbers to bill the pickup and return charges to Pearson.

- Place your boxes at your normal UPS pickup area; however, please set apart the Pearson shipment for the driver. Ensure that office staff is aware of the location of boxes for pickup and materials are kept secure until picked up.
- If there is a question or problem with the UPS pickup process, please call the Pearson Help Desk at 888-817-8659.
- Make a copy of the *District/School Security Checklist(s)* for the school records and send the original to the District Assessment Coordinator. Do not return it to Pearson.

Results Information

Districts will receive final accountability results for the MCA and MTAS as listed on the *Important Dates* sheet. Additional information about reports can be found in Chapter 10 of the *Procedures Manual for the Minnesota Assessments*.

Results in PearsonAccess

Preliminary student-, roster-, school-, and district-level results will be available in PearsonAccess. Districts and schools can use these results for instructional and planning purposes, but final accountability data are provided by MDE for accountability purposes. The final results reflected in the Assessment Secure Reports in the Data Center are considered the official source of all assessment data.

- **On-Demand Reports.** (MCA only) On-Demand reports documenting the student's score are available within 60 minutes after testing is completed in PearsonAccess in On-Demand Reports. Authorized users can log in to PearsonAccess to view the student's score and access printable reports. The online reports will look different from the final reports and will contain many, but not all, of the same elements as the final reports.
- **Published Reports.** Published reports documenting the student's score are posted in PearsonAccess in Published Reports. Authorized users can log in to PearsonAccess to view the student's score and access printable student reports. Individual Student Reports (ISRs) in Published Reports are PDFs of the paper copies that are mailed to districts.
- **Longitudinal Reports.** Results are loaded to the system for districts to analyze trends and patterns over time. Longitudinal reports provide an analysis of results from a specific administration, multiple administrations within a year, or assessment results from year to year. Longitudinal reports offer drill-down, filtering, and sorting capabilities and allow users to aggregate and disaggregate data all the way down to individual student-level results.

Teacher Reports

Teachers access On-Demand Reports and Longitudinal Reports for their students by being assigned the Teacher Report Access user role in PearsonAccess. This user role provides a teacher with access to reports for his or her students **only**. In order for teachers to be able to see results for their students, a rostered group of those students needs to be created and assigned to the Teacher Report Access user role in PearsonAccess. More information about creating and assigning Rostered Groups can be found in the *PearsonAccess User Guide*.

Assigning the Teacher Report Access role to a user with a higher level role will limit the data available in Longitudinal Reporting to only the students rostered to this user through rostered groups. Therefore, it is recommended that this role not be combined with any other user roles. The Teacher Report Access role should be assigned to teachers who should not access reports for all students within an organization. Changes to the Teacher Report Access role will not be reflected in PearsonAccess until the next business day.

Posttest Editing in Test WES

After testing is completed, District Assessment Coordinators can make edits on student assessment records in Test WES. Reference the *Important Dates* for dates Posttest Editing is available. It is important to verify or correct assessment information in Test WES to ensure assessment reports and AYP and MMR calculations are based on accurate and complete information.

District and School Electronic Data Files

An electronic DSR file that contains student-level data from the assessments—including demographic information, achievement-level information, and test scores—will be available on the MDE website under Assessment Secure Reports. An electronic School Student Results (SSR) file will also be available. Refer to the *Important Dates* sheets at the front of this manual for the dates.

Final Reports

Following test administration, districts will receive paper copies of the Individual Student Reports (ISR) to send home to parents/guardians. Refer to the *Important Dates* sheets at the front of this manual for the dates. Districts will also receive student labels with test score information for every student tested if they selected to receive them during Pretest Editing in Test WES. A DVD with PDF copies of the ISRs will be delivered in with the ISRs.

Late Entry of Student Responses or Scores

If student responses in paper accommodated test materials for online tests or MTAS scores are not entered during the testing windows, districts can contact Pearson to arrange for a late score entry. There is a \$125 fee for late score entry for up to 10 students after the close of the test window; contact Pearson for fee associated with entry for more than 10 students. Please refer to the *Important Dates* sheets at the beginning of this manual for the deadline to submit late score entry requests; all late entries must be completed before all systems are transitioned for the next school year. See the *Request for Late Score Entry* form in Appendix A of the *Procedures Manual for the Minnesota Assessments* for instructions regarding the return of late score entry materials.

Rescore Requests

A rescore may be requested when a parent/guardian or school district staff disagrees with the final score a student received. A rescore does not include test/accountability or score code changes (INV, NC, etc.) or the late entry of student responses for paper accommodated test materials for online assessments or the MTAS. Any questions regarding a test/accountability code must be addressed during Posttest Editing.

The cost for rescoring a test is \$125 per test. See the *Request for Rescore* form in Appendix A of the *Procedures Manual for the Minnesota Assessments*. Complete the form and fax it to Pearson at 319-358-4299 with a purchase order made payable to Pearson. This fee is waived if a student's score changes. Rescore results will be sent in writing. Please allow up to two weeks for processing. All requests for rescoring a test must come through the school district; parents/guardians should work with the school district to initiate a rescore. Please refer to the *Important Dates* sheets at the beginning of this manual for the deadline to rescore tests.

Suggestions for Program Improvements

A Minnesota assessments comment sheet is provided in the *Procedures Manual for the Minnesota Assessments*. District Assessment Coordinators can use this comment sheet to submit suggestions for program improvements. Please fax completed sheets to MDE at 651-582-8874. You may also email your comments or suggestions to MDE at mde.testing@state.mn.us.

Appendix A: Accessibility Panel Tools

Overview

The Accessibility Panel is available to all students. It includes the ability to zoom, apply color contrast to a screen, and use a line highlighter. For the mathematics and science tests, text-to-speech can also be used.

To close the panel, select the white triangle.

To open the panel, select the white triangle again.

Move the panel by selecting the top of the panel and dragging it to where you want to move it.

The panel will remain open or closed and maintain the same placement across items.

Text To Speech (Mathematics and Science Only)

Use the Text To Speech tool in the panel for mathematics and science tests to listen to the question and answer options. To open the Text To Speech panel, select Text To Speech.

Select the Play/Pause button to start and stop the audio.

Select the Rewind button to start the audio again.



Select the sound waves next to the volume icon to adjust the volume.



The speed of the audio can be adjusted in two ways. Select the Plus and Minus buttons to increase and decrease the speed of the audio, or drag the slider to select a specific audio speed.



To hear only one part of an item, select the Click to Hear button. Then select the part of the item you want to hear.



Check the Words Only box and then select the Click to Hear button to hear an individual word. Then select the word you want to hear. Words Only will not work unless you also have the blue Click to Hear button selected.

Select the Click to Hear button again to select an answer option. If needed, select the Click to Hear button again to play the test-to-speech audio again.

To close the Text to Speech panel, select Text to Speech again. The Text to Speech panel will remain open or closed across items.



Zoom

To make the text and graphics larger, use the Zoom tool in the panel on each item as needed. To open the Zoom panel, select Zoom.

Select the Plus button until you have reached the level of zoom you want. Select the Minus button to zoom out. You can also drag the slider to change to a specific zoom level. **NOTE:** Zooming beyond 100 percent may affect TestNav functionality and answer selection. Resetting the zoom to 100 percent will resume TestNav functionality.

When you are zoomed in, select and drag anywhere on the screen to see the question and answer options.

Select the Drag Screen button in the panel in order to answer the question when zoomed in.

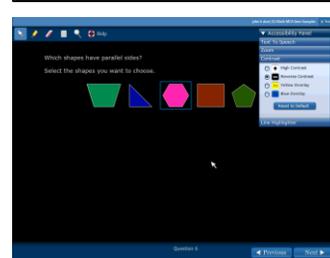
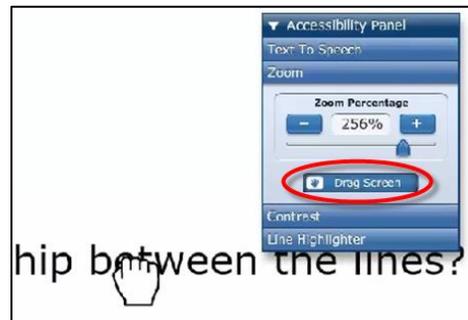
Select and deselect the Drag Screen button to toggle between dragging anywhere on screen and selecting any answer option, tool, or button outside of the accessibility panel, including the Next button. Or change the zoom level back to 100% to see the full screen again.

The level of zoom selected will be saved across items. To close the Zoom panel, select Zoom again. The Zoom panel will remain open or closed across items.

Contrast

To change the color contrast on the screen, use the Contrast tool in the panel. Select the radio button in the panel to choose the contrast setting you want. The options are High Contrast, Reverse Contrast, Yellow Overlay, and Blue Overlay. Select the Reset to Default button to remove the contrast.

The contrast selected will remain across items. To close the Contrast panel, select Contrast again. The Contrast panel will remain open or closed across items.

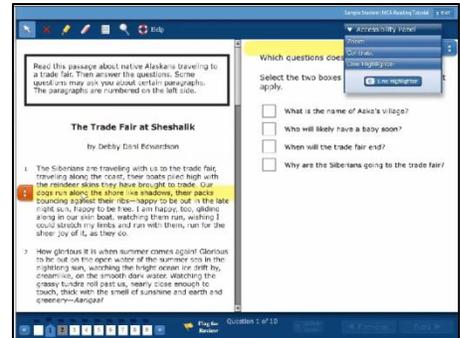


Line Highlighter

To highlight one line at a time, select the Line Highlighter button in the panel and then drag the yellow line highlighter over the line you want to highlight. Select the Line Highlighter button again to close the line highlighter.

The line highlighter tool will remain open across items unless you close it by selecting the Line Highlighter button.

To close the Line Highlighter panel, select Line Highlighter again. The Line Highlighter panel will remain open or closed across items.



Appendix B: Manual Registration

For online testing, MDE recommends using *self-registration test sessions* for the following reasons:

- Self-registration allows students to request access to the test session when they log into a test. This allows more flexibility because District Assessment Coordinators do not have to manually move groups of student names into test sessions ahead of time; students request access at the time of testing.
- As students log in, Test Monitors will see students who are requesting access into the session, and they can either approve or deny the requests.
- The *Test Monitor and Student Directions*, Online Test Monitor Certification Course, and *Assessment Manuals* describe and demonstrate this method for accessing an online test.

In order to enter student responses online from paper accommodated test materials (i.e., regular print, large print, and braille test books), districts must create *manual test sessions*, select the Data Entry form group type, and manually add student names to the manual test session.

While MDE only recommends manual test sessions for data entry, PearsonAccess does not prevent districts from creating manual test sessions for online testing as well. Manual test sessions are not recommended for online testing because districts must add all student names into the test session prior to testing, they do not allow Test Monitors to approve or deny requests at the time of testing, and they do not allow students to test without previously being added to the test session. For Data Entry test sessions, see the *Data Entry Quick Guide*, available on the User Guides and Technology tab on the Resources page of PearsonAccess. [View the User Guides and Technology tab](#) (PearsonAccess > Resources > User Guides and Technology).

If your district decides to create manual test sessions for online testing, please keep in mind that the *Test Monitor and Student Directions*, Online Test Monitor Certification Course, and *Assessment Manuals* will not correspond to the process followed for logging in to online tests. Also, while there may be a small number of students to add manually to the test session for GRAD retests, there will be a large number of students who would need to be added manually ahead of time for OLPA and MCA. Follow the steps below if manual registration will be used for Main and Accommodated test sessions.

Test Session Setup

- Log in to PearsonAccess.
- From the **Home** tab, select **Online Test Sessions** under **Test Management**.
- Create a test session(s). A test session can be created starting one week before the testing window opens and throughout the testing window.
- Working with district technology staff, proctor cache the test. Proctor caching can be completed one week before the testing window opens and throughout the testing window.
- Add students to the test session.

- Select Add Students.
 - To view all students eligible for the test, select the **Students** radio button.
 - Select the checkbox next to any students to be added to the test session.
 - Select **Add to Session**. Then select **Return to Session Detail** to return to the test session.
- Prepare login information for each student's test.
- Select **Authorizations** from the drop-down menu, and then select **Student Authorizations**.
 - Select a print option among the four view choices (Detail, 6-per-sheet, Grid, List). This will download a printable PDF of the Student Authorization Tickets for all students in the test session.
 - Print the Student Authorization Tickets.
- Start the session by selecting **Start**. Starting a test session can begin the first day of testing through the testing window.
- Distribute the Student Authorization Tickets.
- Have each student open the browser on the computer and enter the manual registration TestNav URL, <http://www.testnav.com/mn>. (Test Monitors may complete this step prior to students sitting at the computer to test.)
- Students need to log into TestNav using their MARSS/SSID number and the test code for the test session. **NOTE:** Since students log into TestNav with only their MARSS/SSID number and test code, it is easier for a student to log into another student's test. This is one of the reasons MDE recommends using self-registration because of the additional safeguards it provides.
- Stopping a manual test session in PearsonAccess is not required.

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