2015–2016 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 2015–2016 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.

State of Minnesota
Department of Education
Date: January 2016

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Contact Information

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

Overview

Service Provider

Pearson is the testing service provider for the following assessments:

➢ Grades 3–8 and 10 Reading and grades 3–8 and 11 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)

Pearson technical and customer support is available Monday through Friday for assistance with installation of software, test session management, or technical troubleshooting during testing.

➢ Phone support: 888-817-8659

• Monday through Friday, 6:00 a.m. – 7:30 p.m.

➢ Email support: mnhelp@support.pearson.com

Organization of This Manual

The first section of the manual provides general information regarding training testing personnel, test security, and Pearson systems. 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 the Minnesota Reference Page for the PearsonAccess Next Online User Guide, along with any of the quick guides referenced in this manual. These additional resources provide the detailed information referenced in this manual.

➢ The *Procedures Manual for the Minnesota Assessments* is available in the Manuals section of the Resources & Training page of PearsonAccess Next. View the Resources & Training page (PearsonAccess Next > Resources & Training).

➢ A link to the Minnesota Reference Page for the PearsonAccess Next Online User Guide and the quick guides are available in the User Guides section of the Resources & Training page of PearsonAccess Next. View the Resources & Training page (PearsonAccess Next > Resources & Training).

General Information for 2015–2016

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 this *MCA and MTAS Assessment Manual*, the *Test Monitor and Student Directions*, the Online Test Monitor Certification Course for MCA, and the *Procedures Manual for the Minnesota 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 detailed information about the Standard-Based Accountability Assessments can be found in Chapter 2 of the *Procedures Manual for the Minnesota Assessments.*

Training Testing Personnel

All staff are required to receive annual district training on test administration and test security so that they are knowledgeable about their responsibilities and policies and procedures related to test administration. Staff must also complete any test-specific trainings required for their role:

➢ Online Test Monitor Certification Course for MCA

➢ MTAS Training for Test Administrators

Test Security

Minnesota Assessments require the highest level of test security. Test security refers to policies and procedures designed to protect test content and ensure the integrity of test scores. All content in a test is considered secure, and includes, but is not limited to, reading passages and titles; science scenarios and titles; and all components of test items. Keeping test content secure and following test security procedures is how the integrity of the test scores that students receive is ensured. MDE's policies around test security are applicable to all statewide assessments and, generally speaking, are best practice. Refer to Chapter 3 in the *Procedures Manual for the Minnesota Assessment* for detailed information about test security.

District Assessment Coordinators must report any known violations of test security to MDE. District and school staff should follow the district process for communicating security issues to the District or School Assessment Coordinator as soon as possible after the incident occurs.

If individuals have concerns about test security practices, they are encouraged to raise their concerns with their District Assessment Coordinator or the district's legal counsel before contacting MDE. However, educators, parents, students, and others can report suspected incidents of cheating or other improper or unethical behavior on statewide assessments to MDE using an online "tip line." If the report is submitted anonymously, MDE will not respond in writing. Depending upon the nature of each report and the amount of information provided, MDE will follow up with the district to investigate alleged irregularities.

Links to the Test Security Tip Line are available on each of the Statewide Testing sections of the MDE website:

➢ View the Test Administration page (MDE website > School Support > Test Administration).

➢ View the Testing Resources page (MDE website > Educator Excellence > Testing Resources).

➢ View the Testing Information page (MDE website > Just for Parents > Testing Information).

Active Monitoring

"Active monitoring" means carefully observing student behavior throughout testing and ensuring students are working independently and making progress in their tests. 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 applicable *Test Monitor and Student Directions*.

➢ 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 and online and accessibility tools prior to the start of testing. However, Test Monitors may assist a student if needed with the online and accessibility tools or navigation in the test (e.g., moving forward and backward in the test, Review list) only if it prevents a student from accessing an item, responding to an item, or moving within in a test.

➢ During test administration, the Test Monitor's primary focus must remain on actively monitoring students who are testing, even when test administration or technology issues arise. Test Monitors must follow the district's policy for contacting the Technology Coordinator, technology staff, or District or School Assessment Coordinator for additional assistance when issues arise or for contacting the Pearson Help Desk.

Pearson Systems

This section describes the components of the Pearson systems used for test administration.

PearsonAccess Next

PearsonAccess Next (http://www.minnesota.pearsonaccessnext.com) is where district and school users sign in to create and manage users, set up test sessions for online testing, enter student responses from paper accommodated test materials for MCA, enter MTAS score data and LCI data, order additional test materials, access some results, and download reports. Districts are also able to download manuals and directions, access training resources, and access item samplers without signing in.

For more information about PearsonAccess Next, refer to the Minnesota Reference Page for the PearsonAccess Next Online User Guide and the available quick guides posted to the User Guides section of the Resources & Training page of PearsonAccess Next. View the Resources & Training page (PearsonAccess Next > Resources & Training).

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 in a secure setting so that students can practice signing in and exiting, as well as practicing using the tools and navigating in the test. To access the Training Center, select Training Center from the PearsonAccess Next dropdown menu. View the Training Center (PearsonAccess Next > PearsonAccess Next > Training Center).

The Training Center mirrors the test session management functionality in PearsonAccess Next but anything done in the Training Center will not affect actual test administrations in the PearsonAccess Next site. For more information on accessing item samplers in the Training Center, refer to *Accessing Online Item Samplers through the Training Center*, available on the Item Samplers page under Student Resources on PearsonAccess Next. View the Item Samplers page (PearsonAccess Next > Student Resources > Item Samplers).

TestNav 8

Pearson delivers online MCA tests to students using TestNav 8, a browser-based test delivery platform. TestNav 8 is accessed in one of two ways.

➢ The browser-based TestNav does not need to be installed on each test-delivery computer or workstation; instead, a URL (http://mn.testnav.com) is used by students to sign in.

➢ The installable TestNav is a mobile app for tablets and Chromebooks, and TestNav Desktop is an application for desktop and laptop computers. Installable TestNav is downloaded and installed by technology staff. Students access TestNav 8 by selecting the TestNav 8 icon on the Home screen (for tablets); selecting TestNav from the Apps menu (for Chromebooks); or selecting the TestNav 8 icon on the desktop screen (for desktops and laptops).

For more information, refer to the TestNav 8 Online Support page. View the TestNav 8 Online Support page (PearsonAccess Next > TestNav 8 Online Support (under Quick Links)).

Training Management System

The Training Management System (TMS) contains trainings provided by MDE and Pearson. The electronic *Assurance of Test Security and Non-Disclosure* can be completed by district and school staff in this system. You can access your own record of completed trainings by selecting your name in the top right, and then selecting View Completed Trainings in the dropdown menu.

Access the Training Management System (PearsonAccess Next > Resources & Training). A link to FAQs about the TMS is available on the login screen, located under the Continue button.

Avocet

Avocet provides an alphabetical, searchable index of manuals and documents. No sign-in is required. Avocet also offers a calendar pre-populated with events from the *Important Dates* sheets that can be imported into an email client calendar. View Avocet (PearsonAccess Next > Resources & Training).

Perspective

Perspective provides districts with educational and instructional resources for classroom use. Learning Locator codes are provided on On-Demand and Individual Student Reports (ISRs) for MCA. 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*, available under the Other Pearson Resources section of the Resources & Training page of PearsonAccess Next. View the Resources & Training page (PearsonAccess Next > Resources & Training).

Student Resources

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

When preparing students for testing, actual tests and PearsonAccess Next 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 Student Tutorials

Online student tutorials for the Reading, Mathematics, and Science MCA provide students with information on how to use the online tools (e.g., highlighter, answer eliminator) and the accessibility tools (e.g., color contrast, magnifier) and describe navigation and item types in the online test. Student tutorials are interactive, allowing students to practice the functionality while it is described. Student tutorials are available on the Student Tutorials page under Student Resources on PearsonAccess Next. View the Student Tutorials page (PearsonAccess Next > Student Resources > Student Tutorials).

Item Samplers

Item samplers are available for the online MCA, MCA paper accommodations, and the MTAS to allow students to become familiar with the test and practice how to respond to different item types.

For online tests, item samplers provide students with the opportunity to apply what they learn from the online student tutorial in a practice setting. Students can also use online item samplers to practice answering different types of items that are included in their test. There are two ways to access the online item samplers.

➢ From the Item Samplers page in PearsonAccess Next without signing in.
➢ From the Training Center, by signing in to the Training Center and administering the item sampler in conjunction with a practice test session.

For more information on accessing online item samplers, refer to the item sampler quick guides, available on the Item Samplers page under Student Resources on PearsonAccess Next. View the Item Samplers page (PearsonAccess Next > Student Resources > Item Samplers).

Online Calculators

Students may use the stand-alone versions of online calculators to practice using the online calculator available in the online test. Students may also practice using the online calculator by accessing item samplers. In addition, the calculators in all item samplers mirror what students will use in their online tests.

Stand-alone online calculators are available on the Stand-Alone Calculators page under Student Resources on PearsonAccess Next. View the Stand-Alone Calculators page (PearsonAccess Next > Student Resources > Stand-Alone Calculators).

MCA Test Administration

This section provides information about test administration for:

➢ Reading MCA

➢ Mathematics MCA

➢ Science MCA

The testing window for the Reading and Mathematics MCA is March 7 to May 6, 2016. The testing window for the Science MCA is March 7 to May 13, 2016.

Preparing for Test Administration

Technology Preparation

Your Technology Coordinator and technology staff should prepare for online testing by ensuring that computers and devices meet the minimum requirements for testing and by setting up proctor caching servers and caching test content. Work with your Technology Coordinator to complete all steps in the *Online Testing Infrastructure Readiness Checklist for MCA*, available in the Online Testing Infrastructure Readiness section of the Technology Resources page of PearsonAccess Next. View the Technology Resources page (PearsonAccess Next > Technology Resources).

District/School Assessment Coordinators should schedule computer labs or testing rooms for all testing sessions, as needed, and ensure that Test Monitors have user accounts for PearsonAccess Next. They also need to make sure headphones are available for students to use during testing for the Mathematics and Science MCA. Finally, District/School Assessment Coordinators should develop a plan for tracking which students test on which computers or devices. While not required, it is a best practice to have the student sign in to the same computer or device previously used.

Scheduling

The scheduling of test sessions is determined by the district. MDE asks that consideration be given to a schedule that is in the best interest of the students. Administering the entire test on one day may work well for scheduling, but it is likely overly demanding for some students.

The Reading, Mathematics, and Science MCA are divided into sections in order to maintain test security and help students know when to exit the assessment.

➢ 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.

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 of the Mathematics MCA, another student may only complete two in the time scheduled. As long as students finish the section/passage they are working on, students can exit the test at different points. See *Scheduling Requirements and Estimated Test Administration Times* in the *Procedures Manual for the Minnesota Assessments* for more information on scheduling test administrations.

Online and Accessibility Tools

Online and accessibility tools within the test are available and may be used by all students. Detailed information about how to access the tools and how the tools work is found in Appendix A in the back of this manual.

Accommodations

Accommodation codes are indicated during Pretest Editing in Test WES and are displayed on the View Student Tests screen in PearsonAccess Next. It is important to ensure that the correct accommodation is indicated in Test WES and appears in PearsonAccess Next on the View Student Tests screen for each student prior to test administration. For information on viewing accommodations in PearsonAccess Next, refer to the *Online Testing Quick Guide for MCA*, available in the User Guides section of the Resources & Training page of PearsonAccess Next. View the Resources & Training page (PearsonAccess Next > Resources & Training).

If the student's accommodated text-to-speech (MC) accommodation is not indicated, the student should not start testing until the accommodation appears in PearsonAccess Next. For all other accommodation codes, the student can test but the district must update the accommodation codes during Posttest Editing.

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 taking Mathematics and Science MCA tests. Accommodated text-to-speech is available only for students with an IEP or 504 plan or who are EL-identified in MARSS, and students requiring this accommodation must have accommodated text-to-speech (MC) indicated for them in Test WES.

For mathematics and science tests, students using standard text-to-speech are assigned the Main form group type in PearsonAccess Next.

For accommodated text to speech:

➢ For mathematics, students are also assigned to a Main form group type if they need accommodated text-to-speech. Students can be assigned to the same test session as students using standard text-to-speech.

➢ For science, students must be assigned to a separate Accommodated form group type. They **cannot** be assigned to the same Main form group type as students using standard text-to-speech. If the Accommodated form group type is not assigned, the student will only have standard text-to-speech available.

Script Accommodation

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.

➢ Students using the science script accommodation in conjunction with the online test must be assigned to a separate Accommodated form group type. They **cannot** be assigned to the same Main form group type as students who are not using the script. If the Accommodated form group type is not assigned, the script will not match the student's test.

➢ 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

Overview of Test Administration

➢ The Test Monitor ensures that student computers/testing devices are turned on and have no software running.

➢ The Test Monitor presents the *Student Directions for MCA.*

➢ The Test Monitor signs in to PearsonAccess Next. From the Home page, select **Students in Sessions** under **Testing**. Under Session List, in the Add field, enter the name of the test session if not already listed. Then select the test session from the dropdown.

➢ The Test Monitor confirms that all students who will be testing are in the test session.

➢ The Test Monitor verifies accommodations listed on the View Student Tests screen for students requiring accommodations and confirms students are assigned to the correct form group type.

- For mathematics, students with the accommodated text-to-speech accommodation are assigned to a Main form group type.

- For science, students with the accommodated text-to-speech or the script accommodation (in conjunction with the online test) must be assigned to an Accommodated form group type.

➢ If the test session has not been started, the Test Monitor starts the session by selecting **Start** on the day testing is to begin.

➢ Student testing tickets are distributed to students. Students must verify their names on the top of their tickets.

➢ Students access TestNav depending on how TestNav is accessed in the district. Test Monitors may complete this step for students.

- For browser-based TestNav: Open the browser on the computer and enter the TestNav 8 URL, http://mn.testnav.com.

- For installable TestNav:

  o On tablets: Select the TestNav 8 icon on the Home screen.

  o On Chromebooks: Select the TestNav 8 app from the Apps menu on the lower left of the screen.

  o On desktops or laptops: Select the TestNav 8 icon on the desktop screen.

➢ For mathematics and science tests, students must plug in their headphones and perform a volume check by selecting Test Audio on the TestNav 8 login screen. They must then adjust the volume as needed before starting the test. TestNav does not allow students to plug in headphones or change the volume once they are signed into the test.

➢ Students sign in to TestNav 8 using the username and password from their student testing tickets.

➢ Once signed in, students should verify that their first initial and last name appear at the top right.

➢ The Test Monitor actively monitors the test administration.

➢ Students will exit or submit the tests.

➢ When all students have completed testing, they must be in "Completed" or "Marked Complete" status.

➢ The Test Monitor collects all scratch paper, student testing tickets, and formula sheets that may have been distributed to students after each test session and securely stores them as instructed.

➢ After all testing is complete, the Test Monitor securely destroys all scratch paper, student testing tickets, and formula sheets as instructed or returns them to the District or School Assessment Coordinator.

Creating Test Sessions

Test sessions must be created and started prior to students signing into TestNav 8. **NOTE**: While it is possible to start test sessions ahead of time, it is best practice to wait to start the test session until the day of testing.

Detailed instructions on the different form group types and on creating, starting, and monitoring test sessions can be found in the *Online Testing Quick Guide for MCA*.

Student Testing Tickets

Students sign in to TestNav 8 using an auto-generated username and password provided on the student testing ticket. The password is generated after a test session is created in PearsonAccess Next.

Districts need to print the student testing tickets from PearsonAccess Next after test sessions have been created and students have been added to the test session. For information on printing student testing tickets, refer to the *Online Testing Quick Guide for MCA*.

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*).

The *Student Directions for MCA* is an online presentation with audio that all students must view before they begin the test. The *Student Directions* are intended to be presented the same day of the students' initial login to the test. When testing over multiple days, districts can determine whether they want to present the *Student Directions for MCA* again.

Actively Monitoring Testing

Test Monitors must actively monitor the test session by circulating around the room during testing to ensure students are following testing procedures. Refer to Appendix B in the back of this manual as needed for possible test administration situations or misadministrations and their likely outcomes.

During testing, Test Monitors are able to monitor student testing status on the Students in Sessions screen in PearsonAccess Next in real time. The Student Test Status column displays the current status of the student. Test Monitors can select Refresh to update the Student Test Status column to monitor the status and view progress. For a list and explanation of the statuses that may appear in PearsonAccess Next, refer to the *Online Testing Quick Guide for MCA*.

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 review answers. After reviewing their answers, students will follow the steps to exit TestNav 8, as detailed in the *Online Testing Quick Guide for MCA*.

➢ When testing Reading MCA over multiple days, students should exit the test after completing a section, if possible, or minimally after completing a passage (for sections with two passages).

➢ When testing Mathematics and Science MCA over multiple days, students must exit the test after completing a section.

NOTE: Whenever leaving the testing room (e.g., bathroom break, break in testing), the student should exit the test or cover the test content in some way (e.g., close the laptop, turn off the monitor, turn over the device) unless an emergency prevents them from doing so. Student tests in TestNav 8 do not time out after any period of inactivity.

Resuming Testing

When testing over multiple days or resuming testing after exiting for a break, the same student testing tickets and test session will be used—a new test session is not created each time students will test. The Test Monitor must resume the test in PearsonAccess Next for the students who will continue testing. You can only resume tests that are in "Active" or "Exited" status. For more information on resuming tests in PearsonAccess Next, refer to the *Online Testing Quick Guide for MCA*.

NOTE: Student tests in TestNav 8 do not time out after any period of inactivity so students who do not exit the test for a break will not need their tests resumed in PearsonAccess Next when they return.

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 End Test screen. After reviewing their answers, students will select the Review button and follow the steps to submit their tests, as detailed in the *Online Testing Quick Guide for MCA*.

Collecting Secure Test Materials

At the end of each testing session, student testing tickets, scratch paper, and mathematics formula sheets (if used) must be collected and securely stored by the Test Monitor or returned to District or School Assessment Coordinator, as instructed. Once testing is completed, the student testing tickets, scratch paper, and formula sheets (if used) must be securely disposed of by the Test Monitor or returned to the District or School Assessment Coordinator for secure disposal, following district procedures. The secure disposal must be completed no more than 48 hours after the close of the testing window.

Marking a Test Complete

When a student will not complete a test within the testing window, the test may be marked complete. 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 Assessment Administrator user roles in PearsonAccess Next have the permission to mark a test complete. For information on marking a test complete in PearsonAccess Next, refer to the *Online Testing Quick Guide for MCA*.

Invalidations

Invalidations are entered in PearsonAccess Next on the View Student Tests screen. The District Assessment Coordinator and Assessment Administrators user roles in PearsonAccess Next have the permission to invalidate a test. For information on entering invalidations in PearsonAccess Next, refer to the *Online Testing Quick Guide for MCA*.

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, 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 invalidations, test/accountability codes, and other demographic codes, refer to Chapter 8 of the *Procedures Manual for the Minnesota Assessments*.

Operational Reports

Operational reports in PearsonAccess Next provide users the ability to monitor PearsonAccess Next activity in a report view. Examples of operational reports include a report of all test sessions by organization, a report of students who are eligible for a test but who are not yet in an online test session, and a report of student tests that have been assigned to a test session but have not yet completed testing. All reports can be downloaded in CSV format; some operational reports may also be displayed on screen. For more information on all available operational reports, refer to the Minnesota Reference Page for the PearsonAccess Next Online User Guide.

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 22.

- ➢ 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 the 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 Next, District Assessment Coordinators can track their accommodated test material shipments. On the Home page, select Orders & Shipment Tracking under Setup. Both MCA and MTAS test materials are available to order or track in the MCA administration in PearsonAccess Next. See the Minnesota Reference Page for the PearsonAccess Next Online User Guide for 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 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 Next.

- To access packing lists, sign into PearsonAccess Next.

  o On the Home page, select Orders & Shipment Tracking under Setup. Find the Order ID of the shipment to track under the Order # column.

  o Next, select Operational Reports under Reports. Select the checkbox next to Orders & Shipment Tracking. Then select Packing List from the list of available reports. Enter the Order ID and select Display Report to display the packing list on the screen, or select Download CSV to save the file.

- Other reports are available in the Orders & Shipment Tracking report category, including the Material Summary, Material Detail, and Security Checklist. These reports can be displayed on screen or downloaded in CSV format.

➢ 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 Next in the Orders & Shipment Tracking report category, as described previously.

➢ 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 Next 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.

Refer to the *Important Dates* sheets in the *Procedures Manual for the Minnesota Assessments* 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 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.

Overview of 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 MCA*.

➢ 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 collected from students and securely stored between test sessions, following the district's policy and procedures.

Accommodation Codes

Accommodation codes are indicated during Pretest Editing in Test WES and are displayed as selected checkboxes on the View Student Tests screen in PearsonAccess Next.

If the accommodation code is not indicated, the student can still test and the data can be entered. However, the district must update the accommodation codes during Posttest Editing.

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

Operational Reports

Operational reports in PearsonAccess Next provide users the ability to monitor PearsonAccess Next activity in a report view. Categories include Students & Registration and Orders & Shipment Tracking. Examples of operational reports include a Packing List, Material Summary, Material Detail, and Security Checklist. All reports can be downloaded in CSV format; some operational reports may also be displayed on screen. For more information on all available operational reports, refer to the Minnesota Reference Page for the PearsonAccess Next Online User Guide.

Invalidations

Invalidations are entered in PearsonAccess Next on the View Student Tests screen. The District Assessment Coordinator and Assessment Administrators user roles in PearsonAccess Next have the permission to invalidate a test.

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, 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 invalidations, test/accountability codes, and other demographic codes, 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 8

Student responses from MCA paper accommodated test materials must be entered by district staff into a Data Entry form in TestNav 8 during the applicable testing window in order to be scored. **Student test books cannot be submitted to Pearson for scoring—student scores must be entered into the Data Entry form for scoring.**

A test session with the Data Entry form group type is created and started in PearsonAccess Next. The district staff will sign into TestNav 8 with the student's testing ticket. **NOTE**: District staff must break the seals in order to enter student responses online after testing. Segments do not need to be re-sealed after data entry.

Detailed instructions can be found in the *Data Entry Quick Guide for MCA*, available in the User Guides section of the Resources & Training page of PearsonAccess Next. View the Resources & Training page (PearsonAccess Next > Resources & Training).

MTAS

This section provides information on the administration of MTAS. The testing window for the Reading, Mathematics, and Science MTAS is March 7 to May 6, 2016.

Tracking and Receiving MTAS Test Materials

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

Once signed in to PearsonAccess Next, District Assessment Coordinators can track their MTAS test material shipments in the MCA administration in PearsonAccess Next. On the Home page, verify that you have the MCA 2016 test administration selected. The current test administration is indicated in the bar at the top of the page. To change the test administration, select the current test administration to display a dropdown menu and then select MCA 2016. Then select Orders & Shipment Tracking under Setup. See the Minnesota Reference Page for the PearsonAccess Next Online User Guide for 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 RED 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 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 Next.

• To access packing lists, sign into PearsonAccess Next.

- o On the Home page, select Orders & Shipment Tracking under Setup. Find the Order ID of the shipment to track under the Order # column.

  - o Next, select Operational Reports under Reports. Select the checkbox next to Orders & Shipment Tracking. Then select Packing List from the list of available reports. Enter the Order ID and select Display Report to display the packing list on the screen, or select Download CSV to save the file.

- Other reports are available in the Orders & Shipment Tracking report category, including the *Material Summary*, *Material Detail*, and *Security Checklist*. These reports can be displayed on screen or downloaded in CSV format.

➢ 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 Next in the Orders & Shipment Tracking report category.

➢ Organize and place MTAS test materials in a secure, locked location until they are distributed to Test Administrators to prepare for testing or to administer the test. Test Administrators must have access to the materials upon delivery to prepare for individual student needs (enlarge material, find manipulatives, etc.). MTAS materials must be kept secure by the Test Administrators as they prepare for testing.

➢ 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 Next by the District Assessment Coordinator if additional materials are needed, and the additional order can be sent directly to a school. Note that additional test materials, both for MTAS and for MCA, must be ordered in the MCA administration in PearsonAccess Next. 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.

Refer to the *Important Dates* sheets in the *Procedures Manual for the Minnesota Assessments* 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 should 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 test materials secure at all times (e.g., in a locked cabinet) when not preparing for 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 score data in PearsonAccess Next:

➢ Username and password for PearsonAccess Next in order to enter LCI data and student MTAS scores in PearsonAccess Next.

➢ Learner Characteristics Inventory form. This form is found in Appendix A of the *MTAS Task Administration Manual* and is also posted to the Manuals section of the Resources & Training page of PearsonAccess Next. View the Resources & Training page (PearsonAccess Next > Resources & Training).

➢ Data Collection Form. This form is found in Appendix B of the *MTAS Task Administration Manuals* and is also posted to the Manuals section of the Resources & Training page of PearsonAccess Next. View the Resources & Training page (PearsonAccess Next > Resources & Training).

MTAS Test Administration

Test Administrators have the entire window to administer the MTAS and enter score data. Districts do not need to set specific testing days for the MTAS. 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. The version of the manual posted on PearsonAccess Next contains only the portion of the Task Administration Manual on administration guidelines, policies, and procedures. Grade-level Task Administration Manuals shipped to districts contain administration information as well as secure materials, such as task scripts, reading passages, and optional object lists for mathematics and science.

When testing over multiple days, secure test materials must be collected and securely stored, following the district's policy and procedures. After testing and data entry is completed, Test Administrator should return all MTAS test materials to the District or School Assessment Coordinator.

MTAS Score Entry

PearsonAccess Next must be used to enter student MTAS scores. MTAS scores must be entered in PearsonAccess Next before the testing window closes.The entry of student MTAS scores in PearsonAccess Next is how student responses are recorded and scored for results reporting.

The Enter LCI Data page will open one week prior to the MTAS testing window to allow for earlier entry of LCI data. However, MTAS tasks cannot be administered and scores cannot be entered until the MTAS testing window opens. For more information on entering MTAS scores, refer to the *MTAS Score Entry Quick Guide for Test Administrators*, available in the User Guides section of the Resources & Training page of PearsonAccess Next. View the Resources & Training page (PearsonAccess Next > Resources & Training).

Entering Learner Characteristic Inventory (LCI) in PearsonAccess Next

PearsonAccess Next must be used to enter LCI data. LCI data must be entered and saved by an authorized user in PearsonAccess Next once for each student who will take the MTAS. For more information on entering LCI data, refer to the *MTAS Score Entry Quick Guide for Test Administrators*.

Managing Teacher Assignments

To enter MTAS score data, a user must be assigned to the student's test in order for that user to enter the student's scores. Note that the District Assessment Coordinator and the Assessment Administrator user roles in PearsonAccess Next already have permission to enter MTAS score data without being assigned to specific student tests. More information is available in the *District Assessment Coordinator and Assessment Administrator Quick Guide for MTAS Score Entry*, available in the User Guides section of the Resources & Training page of PearsonAccess Next. View the Resources & Training page (PearsonAccess Next > Resources & Training).

Entering Student Score Data in PearsonAccess Next

District/School Assessment Coordinators must verify that Test Administrators or designated staff have entered and saved LCI data and entered student MTAS score data in PearsonAccess Next by the close of the testing window. Or, if the district enters MTAS score data centrally, collect the Data Collection Forms, including LCI data, from Test Administrators to enter data in PearsonAccess Next. **Data Collection Forms cannot be submitted to Pearson for scoring—student scores must be entered in PearsonAccess Next for scoring of the MTAS.**

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

Unsubmitting a Test in PearsonAccess Next

If an MTAS test was submitted in error, contact the District or School Assessment Coordinator for assistance. The District Assessment Coordinator and the Assessment Administrator user roles in PearsonAccess Next have the permission to unsubmit a test during the testing window. For more information on unsubmitting a test, refer to the *District Assessment Coordinator and Assessment Administrator Quick Guide for MTAS Score Entry*.

Score Entry Reports

Score Entry Reports are available under Reports in PearsonAccess Next. Test Administrators and District Assessment Coordinators have access to two school-level status reports: School Status Report and School Summary Report. Both of these reports can be downloaded in CSV format.

➢ The School Status Report generates an on-screen report displaying the score entry status of each student's MTAS assignments.

➢ The School Summary Report generates an on-screen report displaying the score entry status of all tests sorted by grade and subject.

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

Invalidations

MTAS invalidations are entered in PearsonAccess Next on the Enter MTAS Scores screen. The District Assessment Coordinator and the Assessment Administrator user roles in PearsonAccess Next have the permission to invalidate a test or remove an invalidation during the testing window. For more information on invalidations, refer to the *District Assessment Coordinator and Assessment Administrator Quick Guide for MTAS Score Entry*.

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, 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 invalidations, test/accountability codes, and other demographic codes, refer to Chapter 8 of the *Procedures Manual for the Minnesota Assessments*.

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 18, 2016. 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.

Secure Test Materials to Collect and Return

MCA Paper Accommodated Test Materials	MTAS Test Materials
- Accommodated test books - Mathematics scripts and CDs - Science scripts - Large print and braille test books - Test Administrator's Notes for braille	- MTAS Task Administration Manuals - MTAS Presentation Pages - Adaptations to Presentation Pages **NOTE:** Response Option Cards (used or unused) should be securely destroyed by the Assessment Coordinator.

➢ 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 that 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. Additional information about results can be found in Chapter 10 of the *Procedures Manual for the Minnesota Assessments.*

Refer to the *Procedures Manual for the Minnesota Assessments* for dates applicable to the tasks and results described in this section, including deadlines for requests for late score entries and rescore requests.

Results in PearsonAccess Next

Preliminary On-Demand Reports (MCA only) will be available in PearsonAccess Next in the Reports menu within 60 minutes after testing is completed. Authorized users can sign in to PearsonAccess Next 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.

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.

NOTE: Other reporting elements will remain in PearsonAccess throughout the spring 2016 administration and will transition to PearsonAccess Next in summer 2016. Refer to the *Assessment Update* for additional information on reporting.

Posttest Editing in Test WES

After testing is completed, District Assessment Coordinators can make edits on student assessment records in Test WES. 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.

Final Reports

Following test administration, districts will receive paper copies of the Individual Student Reports (ISRs) to send home to parents/guardians. 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 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 testing window; contact Pearson for the fee associated with entry for more than 10 students. 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.

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: Online Tools and Accessibility Tools

Pointer Tool

The Pointer tool is the tool students will use most often. The Pointer tool is used to select an answer, drag an answer choice to the correct spot, mark objects, or turn on or off any other tool.

Notepad Tool

To write notes during the test, students use the Notepad tool. Students select the Notepad button, and then type notes in the box. Students select the Notepad button again to close the notepad. The notes are automatically saved when students close the notepad.

If students return to the question later, they can see their notes again by selecting the Notepad button. For reading, the notes are saved for the whole passage. For mathematics or science, the notes are saved with each question.

Calculator Tool

To open the calculator, students select the Calculator button. To move the calculator left or right on the screen, students select the calculator and drag it. Students can select the buttons or use the keyboard to use the calculator.

Students select the Calculator button again to close the calculator.

Calculator for science and grades 3–5 math

Calculator for grades 6 and 7 math

Calculator for grades 8 and 11 math

Answer Eliminator Tool

Students can use the Answer Eliminator tool to place a red X over the answer choices that they think are incorrect. It is available only for multiple choice and multiple select questions.

To use this tool, students:

- Select the Answer Eliminator button in the toolbar.

- Select the answer choice or choices they want to eliminate.

- Then use the Pointer tool to select the correct answer.

The red X must be removed before an eliminated answer choice can be selected. To remove the red X, students select the answer choice they eliminated again with the Answer Eliminator tool.

Highlighter Tool

To highlight words, students use the Highlighter tool. Students select and drag over the words they want to highlight. When they release, the area will be highlighted.

Students remove the highlighting by selecting the words again and choosing unhighlighter.

The Highlighter tool will not work on questions that ask students to highlight words to answer the question.

Color Contrast

The Color Contrast tool lets students choose the color of the screen and words. The default, Black on White, uses black text on a white background. To use the contrast settings, students:

- Select Change the background and foreground color from the User dropdown menu. The color choices will appear.
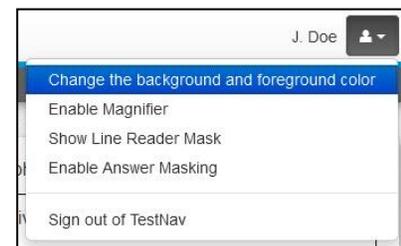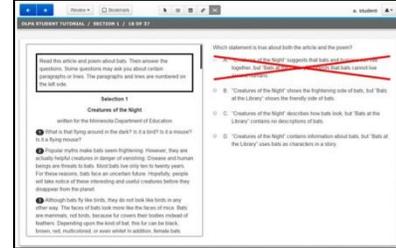
- Select a color choice.

  - Black on White (Default)
  - Black on Cream
  - Black on Light Blue
  - Black on Light Magenta
  - White on Black
  - Yellow on Blue
  - Gray on Green

- Select Continue.

The contrast settings the student selects will show until they make another choice.

Magnifier and Zoom Tools

The Magnifier tool lets students make part of the screen larger. Students select Enable Magnifier from the User dropdown menu and drag the magnifier over the area they want to make larger. To turn off the magnifier, students will select Disable Magnifier from the User dropdown menu. Students must select Disable Magnifier to enter their answers.

Students can also zoom the entire screen larger.

- To zoom with the keyboard on a PC or Chromebook, press CTRL + to zoom in. Use CTRL - to zoom out. Use CTRL 0 to return to the default size.

- To zoom with the keyboard on a Mac, press CMD + to zoom in. Use CMD - to zoom out. Use CMD 0 to return to the default size.

- To zoom on a touchscreen, pinch and zoom in and out.

Students can also use the magnifier and zoom tools with the other tools, such as the calculator.
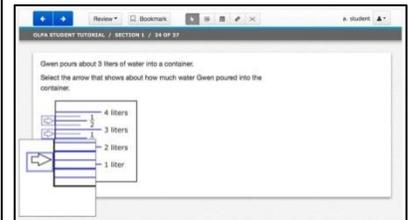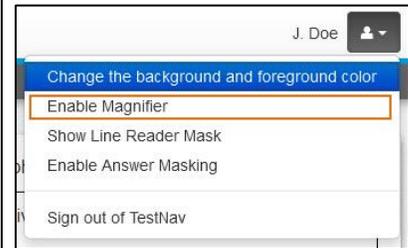
Line Reader Mask Tool

The Line Reader Mask tool helps students to focus on one part of a question or reading passage at a time.

Students select Show Line Reader Mask from the User dropdown menu.

Students then drag the line reader over to the question or reading passage. To block more words, students drag the bottom center of the green box to change the length of the green box. To change the window size, students drag the bottom right corner of the line reader window. To close the line reader, students go back to the User dropdown menu and select Hide Line Reader Mask.

Answer Masking Tool

The Answer Masking tool lets students choose which answer choices will show on the screen.

Students select Enable Answer Masking from the User dropdown menu.

To show a masked answer, students select the eye 🚫 next to the answer choice.

To cover the answer choice again, they select the

eye 👁 again. Answer masking will stay on until students select Disable Answer Masking from the User dropdown menu.

Text-to-Speech Tool (Mathematics and Science only)

Students use the Text-to-Speech tool to listen to the question and answer choices.

The Text-to-Speech buttons are found on the right side of the screen.

Students select the Play Text-to-Speech button to start and stop the read aloud.
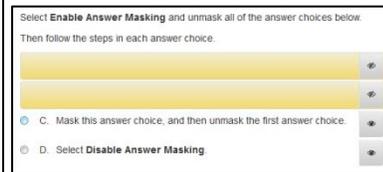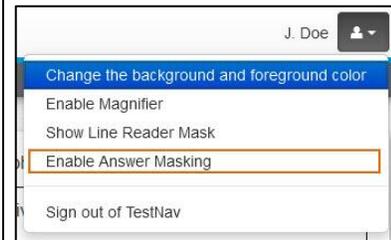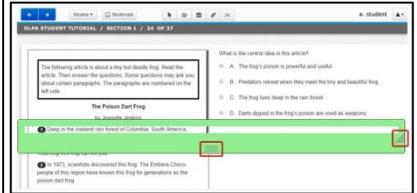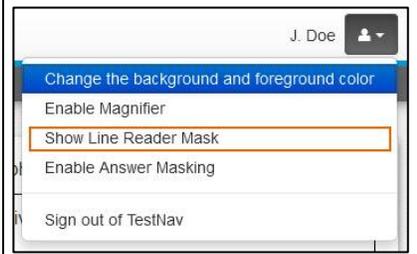
The sentence is highlighted in yellow and each word is highlighted in blue as it is read.

The Toggle Click-to-Hear button lets students select the text or question where the read aloud will begin.

The Text-to-Speech Settings button lets students select how fast the text is read.

NOTE: Accommodated text-to-speech 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.

Formula Sheet

Grades 5–8 and 11 mathematics tests have a formula sheet. To open the formula sheet, students select the Exhibits button on the right side of the screen. Students may need to scroll to see all of the formula sheet. To move the formula sheet on the screen, students select the top of the formula sheet and drag it. Students close the formula sheet by selecting the Exhibits button again.
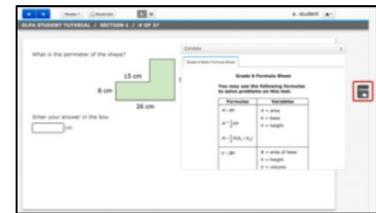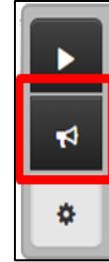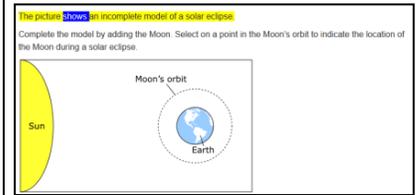
Appendix B: Online Testing Situations or Misadministrations

Minnesota Department of
Education

Division of Statewide Testing

ONLINE TESTING SITUATIONS OR MISADMINISTRATIONS – MCA/MTAS

This procedure outlines some situations or misadministrations that may occur during online testing and require action by the district, MDE, or Pearson. In most cases, the District Assessment Coordinator (DAC) will contact the Pearson Help Desk and provide detailed information about the issue that occurred and the student or students who were affected. The Pearson Help Desk will follow up with further information about completing testing in these cases following the guidelines outlined in the procedure. While not an exhaustive list, examples of possible test administration situations or misadministrations and the likely outcomes are included below for reference.

Procedure

- The DAC contacts the Pearson Help Desk for online test administration situations that require action by Pearson as outlined in the table below. The Help Desk verifies the situation is being reported by the DAC. If the report has not been submitted by the DAC, the Help Desk instructs the staff person to contact the DAC in order to report the situation and work through the resolution.

  o Pearson may request from the DAC further information about the situation.

  o If there are technical issues, technology support is immediately provided.

- The DAC must document any misadministrations, including any invalidations, on the Test Administration Report (TAR), which is available in Appendix A of the Procedures Manual and is kept on file at the district. If there is a security breach, the DAC must also complete the Test Security Notification (TSN) in Test WES.

- Pearson notifies the DAC of resolution and provides direction as to how the student will resume testing, if applicable.

Online Test Administration Situations Overview

Possible scenarios, likely outcomes, and rationales are included below. This table has been provided for informational purposes only. The resolution is dependent on the factors and circumstances of each situation and may not follow the outcomes described below. All tests or data entry must be completed within the testing window.

Scenario	Likely Outcome	Form Completed	Rationale
Student started or completed a test for the wrong grade or student started or completed wrong test because of Test Monitor misadministration (e.g., MCA instead of MTAS).	For MCA: • If the student completed the test, the DAC invalidates the wrong test in PearsonAccess Next. • If the student started the test but has not completed it, the DAC marks the test complete and invalidates the wrong test in PearsonAccess Next. For MTAS, the DAC invalidates the test. District must change grade in MARSS or the test assignment in Test WES. The new test assignment is sent to Pearson and the student can test (or MTAS score entry can be completed) once the correct information appears in PearsonAccess Next.	TAR	The decision on which test will be administered must be made before a student takes any test for the year. However, if the Test Monitor administers the incorrect test, the correct test must be administered.

Scenario	Likely Outcome	Form Completed	Rationale
Student A started or completed Student B's test **and** Student B has not started testing or has completed Student A's test.	If no questions were answered, Student A logs out of Student B's test. Both Student A and Student B log into the correct test. Note: Student B's test will first need to be resumed in PearsonAccess Next by the Test Monitor. If any questions were answered, Student A must finish the test under Student B's name. There are two options available for Student B. • Student B does not test until Student A has completed testing. Once Student A has finished testing, the DAC must contact Pearson to move the completed test to the correct student and create a new assignment for Student B. • Student B tests on Student A's test. Once both students have completed testing, the DAC must contact Pearson to have the completed tests moved to the correct students. o Note that this option is not preferred because of the greater risk for student results to be attributed to the incorrect student but it is an option if scheduling requires the students to test simultaneously.	TAR	If no questions were answered, test security has been maintained. Pearson can only move completed tests (not partial tests), which is why students must finish a started test under the incorrect name. Since the students only accessed one test each, their tests are still a valid and reliable measure.
Student A started Student B's test. Upon realizing it is the incorrect test, Student A then logs in to his/her own test.	If Student A answered items in both tests: • If discovered in the same testing session, (i.e., no time or access to review content seen), Student A can complete his/her test. • If not discovered in the same testing session, Student A cannot finish either test. The DAC must mark the test complete and invalidate Student A's test. For Student B, the DAC must contact Pearson to reset Student B's test so Student B can test.	TAR	Even though Student A logged in to two tests, test security is maintained if the student does not have time to research answers to items already completed. Since Student B has not started testing, the test can be reset.

Scenario	Likely Outcome	Form Completed	Rationale

Student A resumed Student B's test.	If Student A resumes but does not answer any questions or change any responses, Student A logs out. Both students resume the correct test.
	
	If any questions have been answered or changed:
	• Student A:
	  ○ If discovered in the same testing session (i.e., no time or access to review content seen), Student A can complete his/her original test.
	  ○ If not discovered in the same testing session, Student A cannot finish testing. The DAC must mark the test complete and invalidate Student A's test.
	• Student B: Since Student B's test has multiple students' responses, it must be invalidated.
		TAR	If no questions have been answered or changed, both students can resume testing because test security has been maintained.
			
			For Student A, the options depend on the amount of time elapsed when the misadministration is discovered. Test security is only maintained if the student does not have time to research answers to items seen.
			
			For Student B, the test has multiple responses and is no longer a valid measure.

Student uses a handheld calculator in conjunction with the online grades 3–8 Mathematics MCA.	If the student completed the test, the DAC invalidates the test in PearsonAccess Next. If the student has started, but hasn't completed the test, the DAC marks the test complete and invalidates the test in PearsonAccess Next.	TAR	The test must be invalidated because it no longer measures what is being assessed.

Scenario	Likely Outcome	Form Completed	Rationale

For Reading or Mathematics MCA, student starts testing online when the test was supposed to be administered with a paper accommodation (or vice versa – student starts testing on paper when should be testing online).	For Reading and Mathematics MCA, it does not matter how much of the incorrect test has been completed; the district has the following options:
	• The student completes the correct form.
	   o If incorrectly testing online, the district contacts Pearson to reset the student information and the district adds the student to a Data Entry test session. The student takes or completes testing on the paper accommodated form and district staff enters student responses online.
	   o If incorrectly testing on paper, the student logs in to or completes the online test; the district must ensure the student is added to a Main test session and any accommodations are indicated prior to the student logging in to the test.
	• The student finishes the test that was started on the incorrect form.
	• The student does not complete the test. The DAC marks test complete and invalidates the test in PearsonAccess Next.
		TAR	For Reading and Mathematics MCA, the items do not overlap on the paper accommodated and online forms, so the student can take the correct form. The test is a valid and reliable measure. Note that an accommodation does not give an advantage to a student that does not need it; it only supports a student that does.

Scenario	Likely Outcome	Form Completed	Rationale

For Science MCA, student starts testing online when the test was supposed to be administered with a paper accommodation (or vice versa student starts testing on paper when should be testing online).	If **no questions** were answered on the incorrect form:
	• If incorrectly testing online, the district contacts Pearson to reset the student's test assignment and the district adds the student to a Data Entry session. The student takes or completes testing on the paper accommodated form (i.e., large print test book) and district staff enters student responses online.
	• If incorrectly testing on paper, the student logs into or completes the online test; the district must ensure student is added to the correct test session (Main or Accommodated) and any accommodations are indicated prior to the student logging in to the test.
	
	If **some questions** were answered on the incorrect form but the test was not completed, the district has the following options:
	
	If discovered in the same testing session (i.e., no time or access to review content seen), the district has the following options (continued on the following page):
	• The student completes the correct form.
	  o If incorrectly testing online **and** the school has a large print test book available, the student tests using the large print test book. The district contacts Pearson to reset the student information and the district adds the student to a Data Entry test session so student responses can be entered online. Note: if a large print test book is not available to use immediately, follow the options below for when the issue is not discovered in the same testing session.
	  o If incorrectly testing on large print, the district must add or move the student to the correct test session (Main or Accommodated). The student completes the online test.
		TAR	For Science MCA, since the student has already started the test and the items overlap on the paper accommodated and online forms, it cannot be readministered as this would no longer be a valid and reliable measure.
			Based on the amount of time elapsed when the misadministration is discovered, the district determines the resolution. Note that the accommodation does not give an advantage to a student that does not need it; it only supports a student that does.

Scenario	Likely Outcome	Form Completed	Rationale
(Continued)	• The student finishes the test online without the accommodation (or with the paper accommodation, if incorrectly assigned). • The student does not complete the test. The DAC marks test complete and invalidates the test in PearsonAccess Next. If not discovered in the same testing session, options are: • The student finishes the test online without the accommodation (or with the paper accommodation, if incorrectly assigned). • The student does not complete the test. The DAC marks test complete and invalidates the test in PearsonAccess Next. If both the paper accommodation and online tests are **completed**, the district determines which test was completed first. • If the online test was completed first, no action needed. • If the paper accommodated test was completed first, the district contacts Pearson to reset the student's test assignment so that the district can add the student to a Data Entry test session and student responses can be entered by the district.		

Scenario	Likely Outcome	Form Completed	Rationale
Script is used in conjunction with online test for Mathematics MCA.	If no questions were answered, the district contacts Pearson to reset the student's test assignment and the district adds the student to a Data Entry test session. The student completes the test on paper. If any questions were answered, options for the district: • The student finishes test without the script and can use the available text-to-speech as needed. • The student does not complete test. The DAC marks test complete and invalidates the test in PearsonAccess Next.	TAR	The script accommodation must be administered with a paper form for the Mathematics MCA. Since the student has already started the test, it cannot be restarted as this would no longer be a valid and reliable measure. The district determines the resolution.
The test was read to student from the screen rather than using the mathematics or science script OR the test was read from the screen for reading.	The DAC invalidates the test in PearsonAccess Next.	TAR	The script is the only source a Test Monitor can use to read the test aloud for mathematics and science tests. The reading test cannot be read aloud. The student's test must be invalidated because the test is no longer a valid and reliable measure.

For Science MCA, student starts testing on an online form (in a Main or Data Entry test session) that doesn't match the script.	For Science MCA:
	• If no questions were answered, the district contacts Pearson to reset the student's test assignment and the district adds the student to an Accommodated test session.
	• If any questions were answered, options for the district:
	   ○ Student finishes without the script. The Test Monitor cannot read the items from the screen.
	   ○ Student does not complete the test. The DAC marks test complete and invalidates the test in PearsonAccess Next.
		TAR	For Science MCA, only the Accommodated form aligns with the script. If the student has already started the test, it cannot be restarted as this would no longer be a valid and reliable measure. The district determines the resolution.

Scenario	Likely Outcome	Form Completed	Rationale
For Mathematics MCA, the student begins testing without the accommodated text-to-speech accommodation indicated. Similarly, the student begins testing after accommodated text-to-speech was incorrectly indicated.	If no questions were answered, the district contacts Pearson to reset the student's test assignment. Once the accommodation is added or removed in Test WES and is reflected correctly in PearsonAccess Next, the district adds the student to a Main test session. Note: the student must be added to a **different** Main test session than the student previously was in. If any questions were answered, options for the district: • The student finishes test with the text-to-speech they started with (standard or accommodated). • The student does not complete the test. The DAC marks test complete and invalidates the test in PearsonAccess Next.	TAR	Since the student has already started the test, it cannot be restarted as this would no longer be a valid and reliable measure. The accommodation does not give an advantage to a student that does not need it; it only supports a student that does. The district determines the resolution.

Scenario	Likely Outcome	Form Completed	Rationale
For Science MCA, the student begins testing in a Main test session instead of Accommodated for accommodated text-to-speech. Similarly, the student begins testing in an Accommodated test session when accommodated text-to-speech is not required.	If no questions were answered, the district contacts Pearson to reset the student's test assignment and the district adds the student to a test session with the correct form group type (Main for standard text-to-speech, Accommodated for accommodated text-to-speech). If any questions were answered, options for the district: • The student finishes test with the text-to-speech they started with (standard or accommodated). • The student does not complete test. The DAC marks the test complete and invalidates the test in PearsonAccess Next.	TAR	Since the student has already started the test, it cannot be restarted as this would no longer be a valid and reliable measure. The accommodation does not give an advantage to a student that does not need it; it only supports a student that does. The district determines the resolution.

Scenario	Likely Outcome	Form Completed	Rationale
The student begins testing in a Data Entry form.	For Reading and Mathematics MCA, the DAC must contact Pearson to reset the student's test assignment and the district adds the student to a Main test session. This outcome is the same whether the student has or has not answered any items. For Science MCA, if the student has viewed test items but hasn't answered any items, the DAC must contact Pearson to reset the student's test assignment. The district adds the student to the correct test session (Main or Accommodated). For Science MCA, if any questions were answered, the district has the following options: • The student does not complete the test. The DAC marks the test complete and invalidates the test. • The student completes test in the Data Entry form with limited features; see the Note in the rationale.	TAR	For Reading and Mathematics MCA, the items do not overlap on the paper accommodated and online forms, so the student can take the correct form. The test is a valid and reliable measure. For Science MCA, since the student has already started the test and the items overlap on the paper accommodated and online forms, it cannot be readministered as this would no longer be a valid and reliable measure. Note: The Data Entry form has the following differences compared to a Main or Accommodated form: no sections, student does not have to answer to continue, no accommodations, and no tools, including calculator. Because there are no sections, the Test Monitor must remind the student that he or she cannot return to item already completed if they complete the test in multiple test sessions. The accommodation does not give an advantage to a student that does not need it; it only supports a student that does.

Scenario	Likely Outcome	Form Completed	Rationale
District staff entering student responses in the Data Entry form enters responses for the wrong student (e.g., enters Student A's responses under Student B's test) or wrong subject information was submitted (MTAS only; e.g., Test Administrator entered math instead of science).	For MCA, the DAC contacts Pearson to reset the student's test assignment in PearsonAccess Next. For MTAS, the DAC unsubmits the test within the testing window.	TAR	The student took the correct test so security has been maintained and the test is a valid and reliable measure.

Scenario	Likely Outcome	Form Completed	Rationale
When entering student responses from paper accommodated test books, district staff logs into a student's test that was added to a Main or Accommodated test session instead of a Data Entry test session.	The DAC will contact Pearson to reset the student's test assignment and the district adds the student to a Data Entry test session.	TAR	The student took the correct test on the paper accommodated test materials so security has been maintained and the test is a valid and reliable measure.
The student takes the live test when the intent was to administer the item sampler.	If the student completed and submitted the test, the DAC invalidates the test in PearsonAccess Next. If the student did not complete or submit the test, the DAC marks the test complete and invalidates the test in PearsonAccess Next.	TSN	The student has been exposed to test and security has not been maintained so the test must be invalidated.
District staff uses a student's live test as an item sampler with other teachers for training or demonstration.	The DAC must contact Pearson to reset the student's test assignment in PearsonAccess Next.	TSN	Since the student was not present and was not exposed to the test, the student's test can be restarted.
The student did not try or rushed through the test.	No action. The district must consider the test submitted and it is not invalidated in PearsonAccess Next.	None	This is not an appropriate reason for invalidating a test.

Scenario	Likely Outcome	Form Completed	Rationale
The student refused to take an MCA or MTAS.	For MCA, the DAC must add the student into a test session mark the test complete, and invalidate the test in PearsonAccess Next. For MTAS, the DAC invalidates the test in PearsonAccess Next.	TAR	Student refusals are indicated as invalidations.
The student started a MCA test but will not complete within the testing window.	No action is required or the DAC can mark the test complete. If no action is taken, Pearson will mark the test complete at the end of the testing window.	None	The student's test will be scored as is.
The student incorrectly exits the test within a section (or in the middle of a reading passage), rather than completing the section/passage.	Test Monitors must remind students that they cannot return to items and they must ensure students do not change answers to items completed in a previous test session. If the district determines that a student went back and changed answers, then the test must be invalidated.	TAR (if test is invalidated)	Students must exit the MCA following the exiting procedures by test in order to maintain test security. If students exit the test within a section, they will be able to navigate back to items they completed previously and possibly change answers.
For MCA, a DAC or AA incorrectly invalidates a test or incorrectly marks a test complete.	If the DAC incorrectly marks the test complete, the DAC must contact Pearson to unsubmit the test. If a DAC incorrectly invalidates a completed test on the View Student Tests screen in PearsonAccess Next, the DAC must use the Invalidate Test dropdown to remove the invalidation. If the test was also marked complete, the DAC must contact Pearson to unsubmit the test before the student can resume testing. When the student resumes testing, the Test Monitor must remind the student not return to items and ensure the student does not change answers to items completed in a previous test session.	None	Test security has been maintained and the resumed test is still a valid and reliable measure.

Scenario	Likely Outcome	Form Completed	Rationale
District A marks a student's test complete when the student moves out and then District B wants the student to finish the started test.	The DAC in District B must contact Pearson to determine the status of the test. If the test was marked complete and not invalidated, Pearson can unsubmit the test to allow the student to finish.	None	Since the test was marked complete by the previous district, the test attempt is still valid for the student to complete.
The student is exited from the test due to technical issues before reviewing answers to completed items.	If resolved in the same testing session (i.e., no time or access to review content seen), the student can review any previously completed items in the section. If not resolved in the same testing session, the student can't review previously completed items and the Test Monitor must remind the student that he or she cannot return to item already completed. If the district determines that a student went back and changed answers, then the test must be invalidated.	TAR	The options depend on the amount of time elapsed when the technical issue is resolved. Test security is only maintained if the student does not have time to research answers to items seen.

Scenario	Likely Outcome	Form Completed	Rationale
The student is exited from the test unexpectedly and has an "Active" status in PearsonAccess Next.	District staff must first resume the student's test in PearsonAccess Next. If the student is in Active status, the option to resume the student will be "Resume Upload." The student should resume testing on the same device or computer. TestNav will check for a saved response file (SRF) on the testing device/computer or in a secondary save location when the student logs back in. If TestNav cannot locate the responses, the Early Warning System (EWS) will detect the potential problem and the student will see a EWS message after signing back in. Students will need to alert the Test Monitor if they receive a EWS message. Follow the instructions displayed on the screen (or contact district technology staff or Pearson for assistance) to locate the SRF and upload the file with that student's name. When responses are located, it is up to the district to determine whether the student will log in to submit those responses or if district staff will complete the upload of the responses. If district staff upload responses, document the staff involved on the TAR.	TAR	Since the student responses are provided to Pearson, the resumed test is still a valid and reliable measure.
The student moves from School A to School B in the same OR in a different district but has not started a test and the test session has not been started.	No action if the student has not started testing or was not in a started test session. Once Pearson receives updated information in precode, the student's test will be automatically moved.	None	Districts must update enrollment information in MARSS or Test WES so correct information is sent to Pearson in precode.

Scenario	Likely Outcome	Form Completed	Rationale

Student moves from School A to School B in the **same district** but has started testing or is in a test session that has been started.	The DAC moves the student's test to School B. To move the student's test, the DAC will complete the following steps:
	1. From the Home page, under **Testing**, select **Students in Sessions**.
	2. In the Session List box, in the Add field, enter the name of the test session the student is currently in. Then select the test session from the dropdown.
	3. Find and select the student whose test will be moved.
	4. From the **Select Tasks** dropdown, select **Move Student between Sessions**, and then select **Start**.
	5. You can move the student to an existing test session or to a new test session.
	  a. To move the student to an existing test session, in the Sessions box, find and select the existing test session name.
	  b. To move the student to a new test session, select **Create Session**. On the Create Session window, enter the required information as indicated by the asterisks and select **Create**.
	6. The existing or new test session will appear next to the student and under the new school. Select the checkbox for that student under the test session and select **Move**. Once Move is selected, a "Success, changes saved" message will appear on the green bar. Select **Exit Tasks** at the top right to return to the Students in Sessions screen. The test session will appear in the Session List. Select the test session to verify the student is now in the appropriate test session.
	
	Note: The DAC must contact Pearson to have the student's test moved to School B for reporting purposes once the test is completed; until then, the report will be available under School A.
		None	If a student has started testing or is in a started test session, the test will not automatically move, even if MARSS and Precode Student Eligibility in Test WES reflect the correct enrollment. The district must take additional action.

Scenario	Likely Outcome	Form Completed	Rationale
Student moves from School A to School B in a **different district** and has started testing or is in a test session that has been started.	The DAC in the new district must contact Pearson to move the student's test. Note: The DAC must contact Pearson to have the student's test moved to School B for reporting purposes once the test is completed; until then, the report will be available under School A.	None	If a student has started testing or is in a test session that has been started, the test will not automatically move, even if MARSS and Precode Student Eligibility in Test WES reflect the correct enrollment. The district must contact Pearson to take additional action.
Student tests in an incorrect school in the same district before updated information is sent in precode and the student's test is reported for the school in precode.	No action. Student tests are reported based on where the student is sent in precode when the test is submitted.	TAR	If a student tests in an incorrect school in the same district before updated information is sent in precode, districts can provide the results from PearsonAccess Next to the other school as needed.