

MINNESOTA ASSESSMENT REPORTS

INTERPRETIVE GUIDE

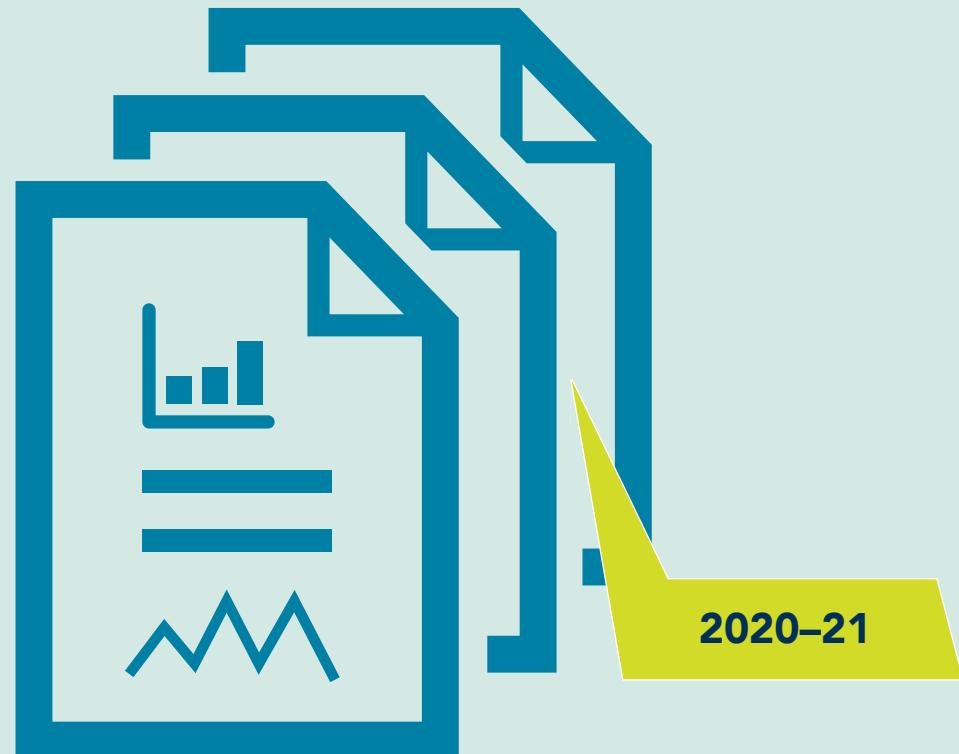


TABLE OF CONTENTS

Letter from the Department of Education.....	3	Descriptions of Reported Results.....	15
Introduction to the Interpretive Guide for Minnesota Assessment Reports	4	MCA Overall Results.....	15
Purpose of the Minnesota Assessments.....	6	Scale Scores.....	15
Standards-Based Accountability Assessments in Reading, Mathematics, and Science	6	Comparing Assessment Results from Year to Year	16
Minnesota Comprehensive Assessments (MCA).....	6	Achievement Levels	17
Minnesota Test of Academic Skills (MTAS)	6	MCA Content Area Performance Details.....	18
Test Specifications	6	MTAS Overall Results	21
Data Sites and Resources	7	Scale Scores.....	21
MDE Data Center	8	Achievement Levels	21
Reporting in PearsonAccess Next.....	8	MTAS Content Area Performance Details.....	21
On-Demand Reports	9	Sample Individual Student Reports	24
Longitudinal Reports	9	Grades 3–8 Reports	25
Historical Student Data.....	9	Grades 3–8 MCA Sample Individual Student Report.....	25
Published Reports	9	Grades 3–8 MTAS Sample Individual Student Report	27
Use of Results.....	10	High School Reports.....	30
Lexile Measure	10	High School MCA Sample Individual Student Report	31
Quantile Measure	10	High School MTAS Sample Individual Student Report	32
Types of Reports of Final Assessment Results	11	Sample Student Results Labels	34
Interpreting Scores and Achievement Levels	12	Additional Resources	35
Development of the Achievement Level Descriptors.....	13	Glossary	35
How to Use the Achievement Level Descriptors.....	14	Online Resources	38
		Contact Information	39

Dear Student, Parent, Caregiver, or Educator,

During the 2020–21 school year, educators and students experienced significant and profound changes in teaching and learning, as well as social and emotional well-being.

It is important to keep this in mind when interpreting assessment results, as these changes are reflected in student scores but are difficult to account for accurately.

Look for considerations for this year's results noted in boxes like this throughout the guide.

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

This guide contains information on how to read the results provided on the Individual Student Reports (ISRs). Districts and schools use these results as one part of their comprehensive assessment system which should include a variety of assessment types. When statewide test results are used with additional information at the school and district level, they support districts and schools in their work to create an education system where every child receives a high-quality education, no matter their race or ZIP code.

We encourage you to use this guide to inform interested persons in your community about how the Minnesota assessment results can be used to gauge equitable learning opportunities for all students to engage with rigorous standards-based content and instruction.

Minnesota has placed a priority on ensuring every student receives a high-quality education.

State of Minnesota

Minnesota Department of Education

INTRODUCTION TO THE INTERPRETIVE GUIDE FOR MINNESOTA ASSESSMENT REPORTS

Minnesota has developed an assessment system comprised of standardized, criterion-referenced assessments, which means that they measure performance against a fixed set of criteria. These criteria are the Minnesota Academic Standards, developed by Minnesota educators, and the WIDA English Language Development Standards, adopted by Minnesota.

Educators and school leaders should use these results in context:

- Were certain standards emphasized this year or delayed?
- Did instruction look different this year based on learning model?
- Were certain standards taught asynchronously while others were synchronous?
- How did changes in the instructional schedule affect student learning?

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

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

Considerations for this year's results can be found in the [**2021 Statewide Assessment Reporting Guidance**](#) document on the District Resources web page (MDE > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > District Resources > Test Score Interpretation Resources).

ACCESS for ELLs and Alternate ACCESS for ELLs

As a member of the multi-state [**WIDA Consortium**](#) (WIDA website > Memberships and Programs > WIDA Consortium > Minnesota), Minnesota districts administer the ACCESS for ELLs and Alternate ACCESS for ELLs English language proficiency accountability assessments. These assessments are designed to measure to English learners' progress towards language proficiency on the WIDA English Language Development Standards.

The ACCESS is administered to English learners in grades K–12. The Alternate ACCESS for ELLs is administered in grades 1–12 to English learners with significant cognitive disabilities.

For information about ACCESS for ELLs and Alternate ACCESS for ELLs test results, and appropriate uses and interpretation of the data, refer to the [**Guidebook: Exploring ACCESS for ELLs Data**](#) on the District Resources web page (MDE > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > District Resources > Test Score Interpretation Resources).

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

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

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

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

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

Testing 1, 2, 3 is a website designed for educators as the primary audience. It contains a number of resources for assessment and data literacy that can be used and shared with district and school staff who interpret results from the Minnesota Assessments.

No single assessment can comprehensively measure a student's learning in an educational setting. Results of the Minnesota Assessments are only a subset of the data schools and districts use as part of their **comprehensive assessment system** (Testing 1, 2, 3 > > Assess > Balanced Assessment Systems).

Information from each level of the assessment system works in coordination to help guide teaching and learning of the Minnesota Academic Standards and WIDA English Language Development. Results from the Minnesota Assessments are only a subset of the data that schools and districts should use to determine how well students have acquired the knowledge and skills of the applicable standards and how well the school is teaching them.



PURPOSE OF THE MINNESOTA ASSESSMENTS

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

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

Minnesota Comprehensive Assessments (MCA)

The Minnesota Comprehensive Assessment (MCA) is administered to students in reading in grades 3–8 and 10; mathematics in grades 3–8 and 11; and science in grades 5, 8, and high school. The purpose of the MCA is to measure a snapshot of student learning of the Minnesota Academic Standards. These results can be used to look across student groups, schools, and districts to identify underlying inequities and highlight promising instructional practices.

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

Minnesota Test of Academic Skills (MTAS)

The Minnesota Test of Academic Skills (MTAS) is an alternate assessment in reading in grades 3–8 and 10; mathematics in grades 3–8 and 11; and science in grades 5, 8, and high school that is based on extended standards of the Minnesota Academic Standards. The MTAS

measures the extent to which students with significant cognitive disabilities are making progress on standards that have been reduced in breadth, depth, and complexity. The MTAS is a performance-based assessment where tasks in each subject are administered to students in a one-on-one setting. Test Administrators score performance tasks using a task-specific script and scoring rubric.

Test Specifications

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

View [test specifications](#) for the standards-based accountability assessments on the MDE website.

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

DATA SITES AND RESOURCES

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

It is important that schools and educators use statewide assessment results along with local information to pinpoint areas where they need to accelerate student learning.

NEW One-Page Resources:

A series of one-page resources are available to accompany each part of the reporting process and provide additional support.

For schools/districts, find those listed below on the [District Resources](#) page. (MDE website > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > District Resources > Test Score Interpretation Resources)

- *Statewide Assessments: Using Preliminary Results*
- *Statewide Assessments: Using District and School Student Results (DSR and SSR) Files*
- *Statewide Assessments: Using Test Results Summary*
- *Statewide Assessments: Using Public Data*
For families who receive their student's results, find those listed below on the [Statewide Testing Students and Families](#) page. (MDE website > Students and Families > Programs and initiatives > Statewide Testing)
 - *Statewide Assessments: What Families Need to Know about Using MCA and MTAS Results*
 - *Statewide Assessments: What Families Need to Know about Using ACCESS and Alternate ACCESS Results*



Location of Reports

Minnesota Report Card

Includes publicly available official school, district, and state summary data.

MDE
DATA
CENTER



PEARSON
ACCESS
NEXT

District and School Student Results (DSR and SSR) +#

Includes official student, school, and district results through secure access.



Test Results Summary +#

Includes official summary results through secure access.



On-Demand Reports

Includes preliminary results reported during testing.



Published Reports

Includes PDF versions of final results released by MDE.



Longitudinal Reports

Includes unofficial historical results.



Historical Student Data

Includes unofficial individual student historical results.



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

ACCESS and Alternate ACCESS for ELLs data included.

MDE Data Center

There are two sections of the Data Center on the MDE website where educators can analyze test results and create, view, and download reports that meet their needs.

1. Reports Available to the Public

Assessment data available for 2021 for public schools and districts is in the Minnesota Report Card and Data Reports and Analytics under Accountability and Assessment. Student privacy protections apply to all public data to protect student privacy. For more information about student privacy and public data, please reference the [Data Practices](#) page (MDE website > About MDE > Data Practices).

[Minnesota Report Card](#)

(MDE website > Data Center > Minnesota Report Card)

[Data Reports and Analytics](#)

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

2. Secure Reports

Assessment data for 2021 in Assessment Secure Reports is available to educators who have obtained permission from their district to access secure reports. This includes the District Student Results (DSR) and School Student Results (SSR) files, the Student Assessment History Report, and the Test Results Summary reports. Student privacy protections do not apply to Assessment Secure Reports.

[Secure Reports](#)

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

View the Assessment Secure Reports [user guides and help documents](#) for Assessment Secure Reports on the MDE website.

(MDE website > Districts, Schools and Educators > Business and Finance > Data Submissions > Assessment Secure Reports)

Reporting in PearsonAccess Next

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

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

Longitudinal Reports include historical test results at the school, district, and state level. Historical student-level results are available in [Historical Student Data](#).

 View the [Additional Reporting Resources](#) page.

(PearsonAccess Next > Reporting Resources > Additional Reporting Resources)

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

 View the [Individual Student Reports \(ISRs\) Resources](#) page.

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

On-Demand Reports

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

Preliminary reports for individual students are referred to as Student Detail Reports (SDRs) and are available to download/print as PDFs. SDRs look different from the final Individual Student Reports (ISRs); SDRs contain many, but not all, of the elements in the final ISRs. The preliminary results can also be downloaded as a Student List Report in PDF or Excel format.

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

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

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

Longitudinal Reports

Longitudinal Reports provide a graphical display of historical results from the student to state level which can be reviewed or compared in a dashboard view, by administration, overall and average scale score, achievement level, strand performance detail, and/or student group.

Longitudinal Reports can be filtered and aggregated or disaggregated down to the student level. Longitudinal Exports are available to download in an Excel format.

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

Longitudinal data at the organizational and student level in PearsonAccess Next are updated to include the current year when MDE releases final assessment results.

Historical Student Data

Historical Student Data includes the assessment history for students who previously tested in the district and students who are currently enrolled in the district. Historical Student Data includes a student's achievement level, scale score, performance details by strand, and test details.

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

Published Reports

Published Reports are PDF versions of the final reports posted in PearsonAccess Next. Final reports include ISRs, rosters, and benchmark reports. Rosters are a list of students with individual performance data.

Student rosters and ISRs are posted to Published Reports in PearsonAccess Next at the time the paper ISRs reach districts. MCA benchmark reports are posted a few weeks later.

Only users with the District Assessment Coordinator (DAC) and Assessment Administrator (AA) user roles in PearsonAccess Next have access to Published Reports.

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

View the [**Individual Student Reports \(ISRs\) Resources**](#) page.

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

Use of Results

Preliminary assessment results provided in PearsonAccess Next can be printed and shared with students and families to provide general information about student progress in a timely manner. However, these results are not considered final, so they cannot be shared or summarized publicly. Final assessment results are provided publicly by MDE.

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

- Many checks occur to ensure the scores of each student are correct and the results are accurate; each item students receive is checked to ensure it is scored correctly.
- Test administration situations (e.g., test invalidations or irregularities) could lead to changes from the preliminary results.
- MCA and MTAS assessment data go through Posttest Editing in Test WES before final reports are generated, and changes made during this process could lead to final results that differ from the preliminary results available in On-Demand Reports.
- Although results available in Published Reports, Longitudinal Reports, and Historical Student Data will reflect edits made during Posttest Editing, any changes made after Posttest Editing would only be reflected in assessment results at MDE. Even though this would be a rare occurrence, it is why final data are provided by MDE.

Lexile Measure

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

Quantile Measure

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

TYPES OF REPORTS OF FINAL ASSESSMENT RESULTS

Considerations for this year's results can be found in the [**2021 Statewide Assessment Reporting Guidance**](#) document on the District Resources web page (MDE > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > District Resources > Test Score Interpretation Resources).

Reports available for 2021 are listed below.

Minnesota Department of Education Report Types

NAME	FORMAT	STUDENT	SCHOOL	DISTRICT	STATEWIDE
Student Results Files					
School (SSR)	Online	✓			
District (DSR)	Online	✓			
Test Results Summary Files					
School	Online		✓	✓	✓
District	Online			✓	✓
Individual Student Report (ISRs) Shipments					
ISR for Parent/Guardian/Caregiver	Paper	✓	✓	✓	✓
Student Results Labels (optional)	Paper	✓			
Published Reports in PearsonAccess Next					
Benchmark Reports by grade and subject for a school	Online		✓		
Benchmark Reports by grade and subject for a district	Online			✓	
PDF of ISRs	Online	✓	✓	✓	✓
PDF of Roseters	Online	✓			

User guides for other Published Reports are available on the [**Additional Reporting Resources**](#) page. (PearsonAccess Next > Reporting Resources > Additional Reporting Resources)

- See page 7, *Data Sites and Resources*, of this guide for more information about the District and School Student Results (DSR/SSR) files and Test Results Summary files available through Secure Reports on the MDE website.
- The ISRs are described starting on page 24 of this guide and are available for 2021 for students who received a score and for those who did not participate for reasons other than extenuating circumstances.
- Videos, quick guides, and samples of reports can be found on the Individual Student Reports (ISRs) Resources page. (PearsonAccess Next > Reporting Resources > Individual Student Reports (ISRs) Resources)
- Other Published Reports in PearsonAccess Next include Benchmark Reports and Rosters.



INTERPRETING SCORES AND ACHIEVEMENT LEVELS

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

Student-level data on assessment results provides a useful starting point when this information is paired with information from district and **classroom assessments** (Testing 1,2,3 site > Assess > Classroom Assessments).

For 2021, the following types of individual student-level results are available.

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

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

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

MTAS includes subscores as extended standards.

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

Development of the Achievement Level Descriptors

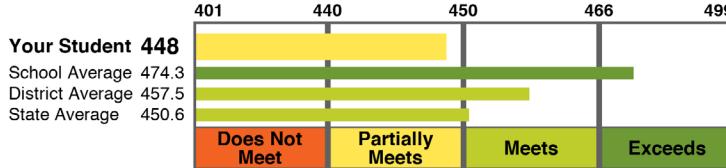
The MCA and MTAS Achievement Level Descriptors (ALDs) give descriptive information of what typical students at each achievement level are expected to know of the Minnesota Academic Standards.



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



READING: FIRSTNAME'S OVERALL MCA-III RESULTS



Performance Level Description:

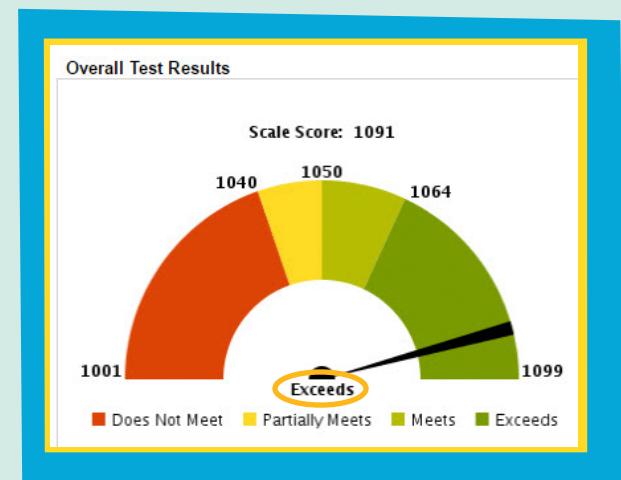
Students at the **Partially Meets the Standards** level demonstrate skills of the Minnesota Academic Standards with limited consistency and accuracy, and they interact best with texts of basic to grade-level complexity.

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

Educators have requested more detailed descriptions of the knowledge, skills, and abilities demonstrated by students across the four achievement levels on the MCA, beyond what the traditional Achievement Level Descriptors (ALDs) offer. Benchmark ALDs are now available for Mathematics and Reading in grades 3–8 and high school, and describe student performance at the benchmark level.

View the **ALDs and Benchmark ALDs** on the Testing 1,2,3 site (Testing 1,2,3 site > Plan and Teach > Success Criteria)

Examples



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

Your Student's MATHEMATICS Performance History							
Student Grade	3	4	5	6	7	8	
	Year	2019	2020	2021			
	Achievement level of student score on grade level standards						

How to Use the Achievement Level Descriptors

The Achievement Level Descriptors (ALDs) describe the four levels of achievement specific to grade-level for the Minnesota assessments, based on the standards.

Students who achieve the “Meets” and “Exceeds” levels are considered proficient with regards to the knowledge, skills and abilities (KSAs) described in the academic standards.

Developed by panels of Minnesota teachers and content experts, the ALDs were created by focusing on a set of questions in reference to the standards and test specifications.

These questions might also be useful to educators in determining performance levels when designing classroom assessments and learning objectives:

- To what degree do students master each standard at each achievement level?
- For which KSAs is it possible to describe gradations of performance across four levels, and for which KSAs is it not feasible?

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

Resources to help educators understand scores for ACCESS and Alternate ACCESS for ELLs

For ACCESS and Alternate ACCESS, the following resources can be used to assist families, teachers, and administrators with moving from scores to practical recommendations for the services and instructional support of students.

All of these resources are available in the **WIDA Resource Library** (WIDA website > Resource Library).

 *Performance Definitions* outline what a student can do at each proficiency level in each domain.

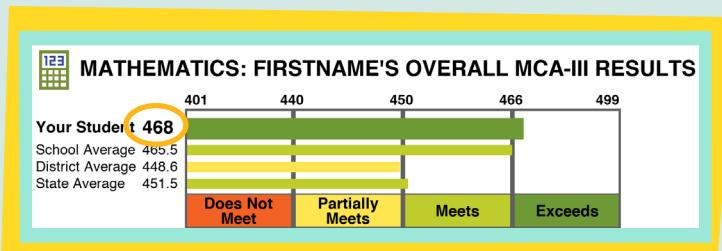
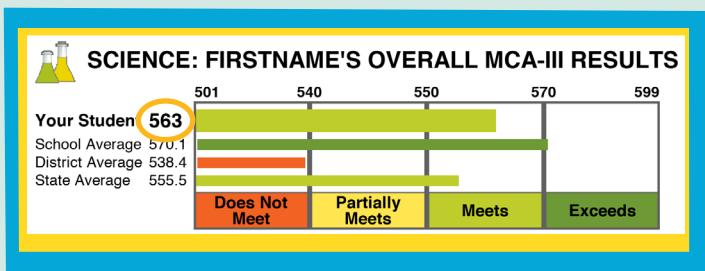
 *Can Do Descriptors* highlight what language learners can do at various stages of language development across different content areas.

 *Model Performance Indicators* identify and describe the language abilities a student already has, the skills a student can work on, and the instructional supports that might be effective as a student develops new language abilities.

DESCRIPTIONS OF REPORTED RESULTS

MCA Overall Results

Examples



Scale Scores

- The raw score totals (points earned) for Science MCA are converted to a scale score specific to each grade. For all grades of Reading and Mathematics MCA, the scale score is not based on the raw score total; it is based on the specific pattern of correct and incorrect responses given by the student. For all three subjects, use the scale score to determine the student's achievement level on the test.
- Each year, the test is equated for difficulty with the previous year's test. This means the scale score has equivalent meaning and provides a valid comparison from year to year for a given grade and subject provided that the academic standards being assessed remain unchanged. Scale scores between grades cannot be compared.
- Refer to the table on the next page and on [Testing 1,2,3](#) for further information about comparing results across years.

Comparing Assessment Results from Year to Year

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

ASSESSMENT	GRADES	YEAR ACADEMIC STANDARDS LAST REVISED	FIRST YEAR ASSESSMENT BASED ON REVISED STANDARDS	YEARS SCORES ARE COMPARABLE*
Mathematics MCA and MTAS	3–8	2007	2011	2011 to 2021
Mathematics MCA and MTAS	11	2007	2014	2014 to 2021
Science MCA and MTAS	5, 8, HS	2009	2012	2012 to 2021
Reading MCA and MTAS	3–8, 10	2010	2013	2013 to 2021

* For a framework to view the 2021 assessment results in, refer to the [**2021 Statewide Assessment Reporting Guidance**](#) document on the District Resources web page (MDE > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > District Resources > Test Score Interpretation Resources).

Due to COVID-19, there was limited data for 2020 and no summary data was provided for any public or secure reports.

- Grades 3–8 Mathematics MCA and MTAS scores from 2011 to 2021 can be compared as 2011 was the first year that those assessments were based on the 2007 revised mathematics academic standards.
- Grade 11 Mathematics MCA and MTAS scores from 2014 to 2021 can be compared as 2014 was the first year that the assessment was based on the 2007 revised mathematics academic standards.
- Grades 5, 8, and high school Science MCA and MTAS scores from 2012 to 2021 can be compared as 2012 was the first year that those assessments were based on the 2009 revised science academic standards.
- Grades 3–8 and 10 Reading MCA and MTAS scores from 2013 to 2021 can be compared as 2013 was the first year that those assessments were based on the 2010 revised reading academic standards.

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

Achievement Levels

There are four achievement levels for the MCA:

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

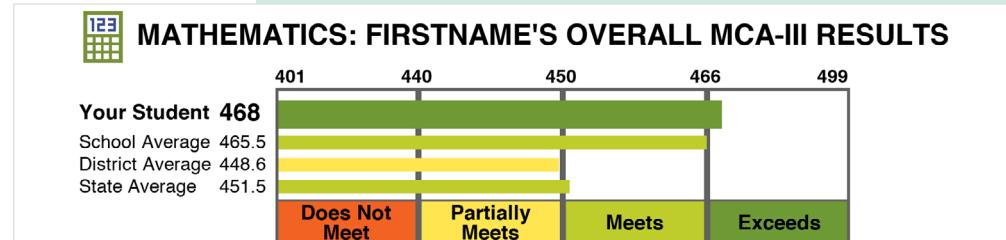
Students are assigned an achievement level based on their scale score. For the MCA, the diagram to the right illustrates the commissioner-approved cut scores used to assign achievement levels. The cut scores for levels Partially Meets the Standards and Meets the Standards are G40 and G50, respectively.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

The Science MCA assessment raw scores are converted to scale scores and more than one raw score point may be assigned the same scale score, except at the cut scores for each achievement level or at the maximum possible score of G99. For more information about understanding scale scores, visit the [Testing 1,2,3 website](#).

For details of the raw score to scale score relationship, visit the [Technical Reports](#) section of the MDE website.

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

Example from Report



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

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

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

MCA Scale Scores & Achievement Levels			
Does Not Meet the Standards—Students at this level succeed at few of the most fundamental skills or the Minnesota Academic Standards.	Partially Meets the Standards—Students at this level partially meet this subject's skills for the Minnesota Academic Standards.	Meets the Standards—Students at this level meet this subject's skills for the Minnesota Academic Standards.	Exceeds the Standards—Students at this level exceed this subject's skills for the Minnesota Academic Standards.
G01	G40	G50	G67
Does Not Meet (G01–G39)	Partially Meets (G40–G49)	Meets (G50–G66)	Exceeds (G67–G99)

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

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

MCA Content Area Performance Details

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



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

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

Mathematics MCA Content Areas

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

Grades 3 to 8

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

Grade 11

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

Reading MCA Content Areas

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

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



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

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

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

Science MCA Content Areas

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

Grade 5 Strands

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

Grade 8 Strands

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

- **Life Science (LIFS):** may include identifying changes in energy within an ecosystem, understanding cell processes and genetic variation, and describing the effect of humans on ecosystems.

High School Strands

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

Substrands

- Practice of Science (POSS)
- Practice of Engineering (POES)
- Interactions among STEM and Society (INTS)

- **Life Science (LIFS):** may include describing cell functions and processes, understanding relationships of organisms in an ecosystem, and the role of DNA and variation in evolution.

Substrands

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



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

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

MTAS Overall Results

Scale Scores

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

Achievement Levels

There are four achievement levels for the MTAS:

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

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

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

Example from Report

MATHEMATICS AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
Number and Operation:	May include understanding meanings of numbers and operations and how they relate to one another; computing fluently and making reasonable estimates.	4 / 6
Algebra:	May include models to understand, represent and analyze patterns, relations, and functions.	9 / 12
Geometry and Measurement:	May include analyzing characteristics and properties of two- and three-dimensional geometric shapes and developing mathematical arguments about geometric relationships; understanding the units, systems, and processes of measurement.	2 / 3
Data Analysis and Probability:	May include organizing and displaying relevant data questions; understanding and applying basic concepts of probability.	5 / 6
TOTAL:		20 / 27

* State averages for the areas and total are 3.7, 7.7, 1.7, and 4.7 respectively.

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

MTAS Content Area Performance Details

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

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

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

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

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

Mathematics MTAS Content Areas

Grades 3 to 8

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

Grade 11

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

Reading MTAS Content Areas

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

Grade 3

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

Grade 4

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

Grades 5 to 8 and Grade 10

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

Science MTAS Content Areas

Grade 5

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

Grade 8

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

High School

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



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

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

SAMPLE INDIVIDUAL STUDENT REPORTS

For 2021, an Individual Student Report (ISR) for reading, mathematics and/or science is generated for students who completed and received a score, and for students who did not participate for reasons other than extenuating circumstances.

The ISR describes an individual student's performance in terms of overall results, performance level, and Minnesota Academic Standards for each subject. For students who did not participate, the ISR shows why results are not included (e.g., medical excuse). If a student participated in both MTAS and MCA for different subjects, students receive separate ISRs for each.

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

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

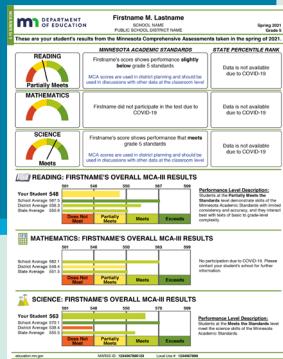
View [sample ISRs](#) on the Individual Student Reports (ISRs) Resources page.

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

Schools can receive paper copies of ISRs for MCA and MTAS or choose to instead retrieve electronic ISRs from PearsonAccess Next. The ISR needs to be shared with the student's parent/guardian no later than Dec.1, whether through a student information system, mailed to the student's parent/guardian, or another method chosen by the district.

Districts can also access final student-level information through the DSR and SSR files provided on the Secure Reports section of the MDE website.

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



Grades 3–8 Reports

Grades 3–8 MCA Sample Individual Student Report

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

Page 1

1. Student Demographic Information—

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

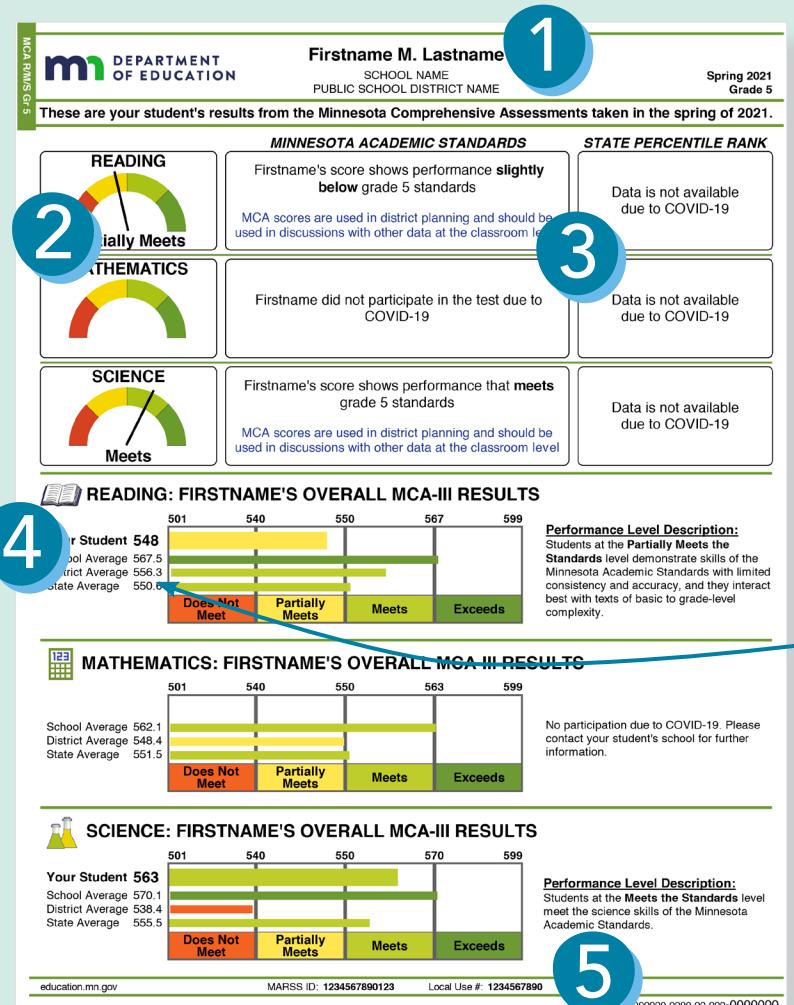
2. Performance Meter—

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

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

3. State Percentile Rank—

Data is not available as this is not an appropriate measure/use of results due to the extenuating circumstances for the school year.



4. Overall Results—

For each reported subject, performance is indicated by a student scale score, performance level, and performance level description.

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

A graph for each subject provides a comparison of the student's performance to the school, district, and state average scale scores.

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

5. School Use Numbers—

MARSS and Local Use numbers are indicated at the bottom.

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

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

6

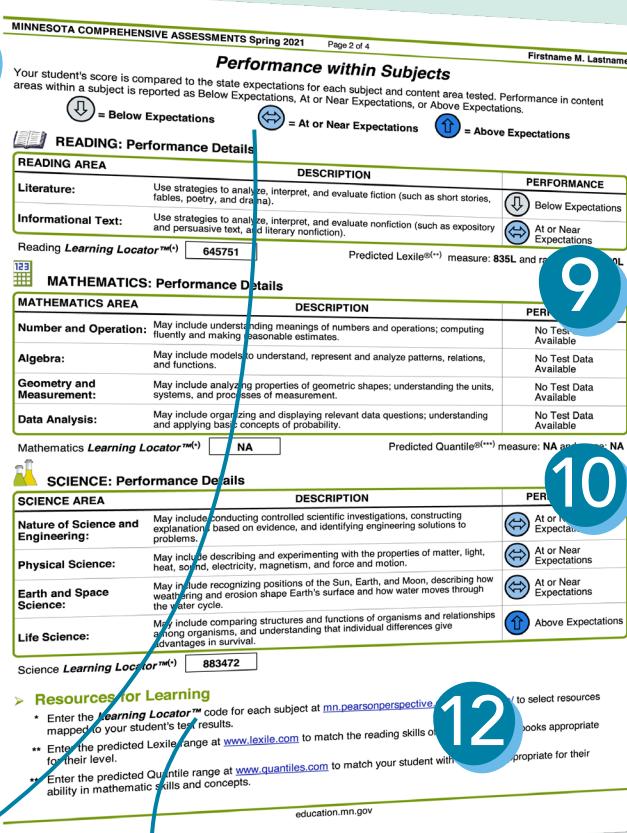
7. Performance Indicators— Performance on content areas within each subject is reported as a comparison to the state expectations. A downward-pointing arrow indicates performance below state expectations, a horizontal double-headed arrow indicates performance at or near state expectations, and an upward-pointing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

7

8

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

11



9

10

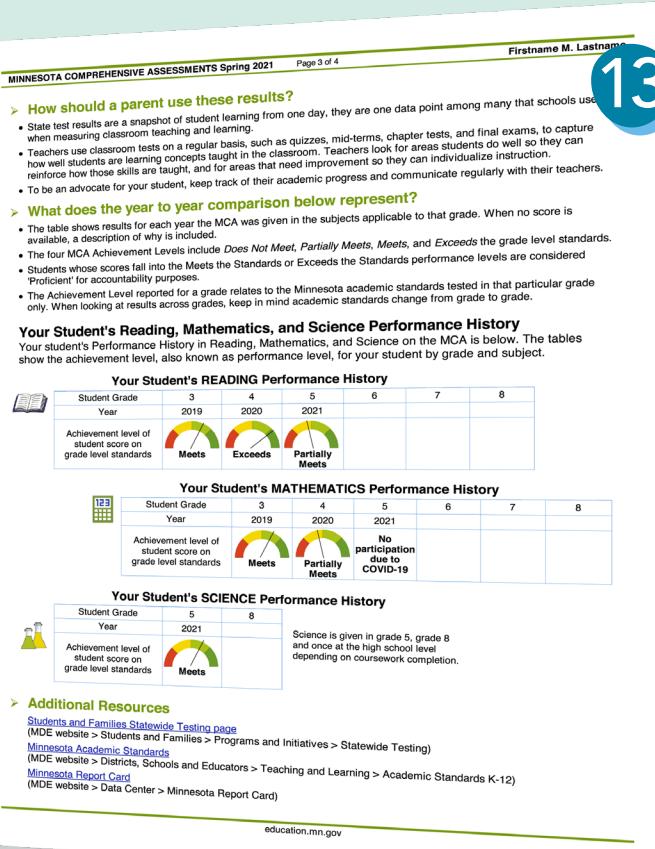
12

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

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

13. Performance History

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



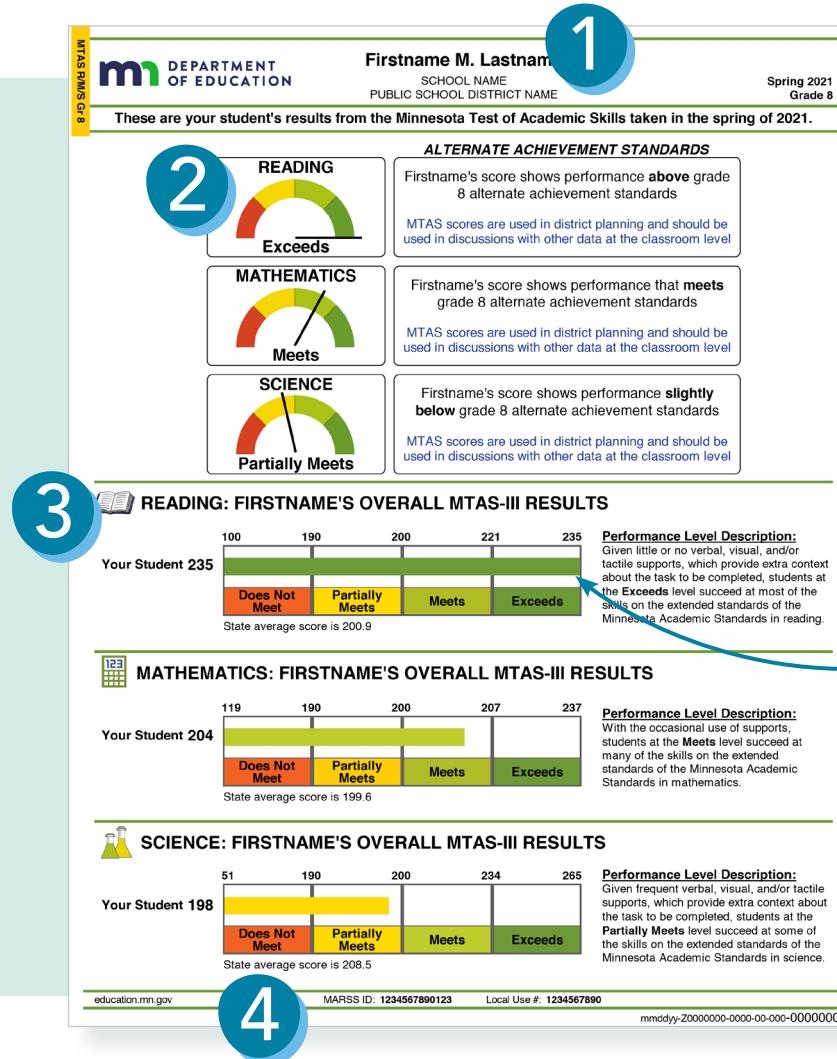
13

Grades 3–8 MTAS Sample Individual Student Report

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

Page 1

- Student Demographic Information**—The report begins with demographic information for the student, including: Student Name, Grade, School, District, Date, and Assessment.
- Performance Meter**—For each reported subject, performance is graphically indicated and described in relation to the extended standards of the Minnesota Academic Standards.



- Overall Results**—For each reported subject, performance is indicated by a student scale score, performance level, and performance level description.
- A scale score is derived by converting a student's raw score to the reported scale after accounting for differences in test difficulty from one year to the next.
- State average scores are provided for comparison.

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

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

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

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

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

5

MINNESOTA TEST OF ACADEMIC SKILLS Spring 2021
Page 2 of 4
Firstname M. Lastname

Performance within Subjects

Minnesotta Test of Academic Skills (MTAS) Scoring Rubric

- The student responds correctly without assistance = **3 points**
- The student responds correctly to the task after the test administrator provides additional support = **2 points**
- The student responds incorrectly to the task after the test administrator has provided additional support = **1 point**
- The student does not respond to the task or the student's response is unrelated to the task = **0 points**

6

READING: PERFORMANCE DETAILS

Firstname's score Exceeds the Reading Alternate Achievement Standards

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

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

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

READING AREA	DESCRIPTION	POINTS EARNED [*] /POINTS POSSIBLE
Read closely to determine what the text says explicitly and make inferences.		6 / 6
Determine the main idea in a text; summarize key supporting details and ideas.		6 / 6
Describe how individuals, events, and ideas develop over the course of a text.		12 / 12
Interpret words and phrases as they are used in text, including multiple-meaning words.		3 / 3
There were three reading passages included in the assessment. Your student had		
<ul style="list-style-type: none"> 0 passage(s) read aloud by the test administrator, read 2 passage(s) along with the test administrator, and read 1 passage(s) independently. 		TOTAL: 27 / 27

* State averages for the areas and total are 4.4, 4.7, 9.8, 3.0, and 21.9 respectively.

8

education.mn.gov

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

7

MINNESOTA TEST OF ACADEMIC SKILLS Spring 2021
Page 3 of 4
Firstname M. Lastname

MATHEMATICS: PERFORMANCE DETAILS

Firstname's score Meets the Mathematics Alternate Achievement Standards

Students at the **Meets** level succeed at many of the skills on the extended standards of the Minnesota Academic Standards in mathematics. With the occasional use of supports, the students may demonstrate the ability to:

- Compute rational numbers.
- Evaluate an algebraic expression when the value of one variable is given.
- Recognize that parallel lines have the same slope.
- Estimate line of best fit on scatterplots.

MATHEMATICS AREA	DESCRIPTION	POINTS EARNED [*] /POINTS POSSIBLE
Number and Operation:	May include understanding meanings of numbers and operations and how they relate to one another; computing fluently and making reasonable estimates.	4 / 6
Algebra:	May include models to understand, represent and analyze patterns, relations, and functions.	7 / 12
Geometry and Measurement:	May include analyzing characteristics and properties of two- and three-dimensional geometric shapes and developing mathematical arguments about geometric relationships; applying measurement concepts and methods to find areas, systems, and processes of measurement.	2 / 3
Data Analysis and Probability:	May include organizing and displaying relevant data questions; understanding and applying basic concepts of probability.	5 / 6
		TOTAL: 18 / 27

* State averages for the areas and total are 4.8, 7.2, 2.1, 3.9, and 18.0 respectively.

SCIENCE: PERFORMANCE DETAILS

Firstname's score Partially Meets the Science Alternate Achievement Standards

Students at the **Partially Meets** level succeed at some of the skills on the extended standards of the Minnesota Academic Standards in science. Given frequent verbal, visual, and/or tactile supports which provide extra context about the task to be completed, the students may demonstrate the ability to:

- Identify ways that people use common engineered systems.
- Recognize matter has undergone a physical change.
- Understand that forces can affect objects in motion.
- Identify how weathering changes landscapes.
- Understand that the human body contains organs that have different functions.
- Recognize that diseases are caused by organisms.

SCIENCE AREA	DESCRIPTION	POINTS EARNED [*] /POINTS POSSIBLE
Nature of Science and Engineering:	May include identifying common engineered systems, how people use them, and ways they benefit daily life.	4 / 6
Physical Science:	May include identifying states of matter, recognizing when matter has undergone a physical or chemical change, and understanding how different forces (e.g., gravity, magnetism, friction) affect the speed and direction of objects.	2 / 3
Earth and Space Science:	May include understanding that landforms can change and identifying the effects of weathering, erosion, and deposition on landforms over time.	6 / 9
Life Science:	May include identifying and understanding the functions of organs in the respiratory, circulatory, and digestive systems (e.g., lungs, heart, stomach) and understanding that some organisms cause diseases in humans.	6 / 9
		TOTAL: 18 / 27

* State averages for the areas and total are 3.8, 1.4, 4.9, 7.6, and 17.7 respectively.

education.mn.gov

7. **Performance Details**—For each subject, performance is presented and described in terms of the alternate achievement standards.

Additionally, content areas within extended standards for the subjects are listed and described with performance indicated. Performance is reported in points earned compared to points possible for each content area and the total. State averages for the content areas and total are provided for comparison.

MINNESOTA ASSESSMENTS **Page 4 of 4** **Spring 2021**

DEPARTMENT OF EDUCATION **Minnesota Test of Academic Skills (MTAS-III)**
Reading, Mathematics, and Science

9 **MTAS-III Grade 9**

School District
P.O. Box 1234
123 First St
City Name, MN 12345

10

Optional Parent or Guardian Name
To the Parent or Guardian of Firstname M. Lastname
Optional Address Line 1
Optional Address Line 2
Optional Address Line 3

11

➤ **What is this report about?**

- This Individual Student Report (ISR) provides your student's results on the Minnesota Assessments taken in the spring of 2021 to measure student knowledge and abilities on the extended standards of the Minnesota Academic Standards.
- For each reported subject, overall performance includes your student's score and related Alternate Achievement Standard level, and state average score.
- Your student's performance details in content areas within extended standards include points earned compared to points possible for each content area and the total, including state averages for each of those score areas.
- When reviewing student scores and state averages, keep in mind that each student has unique needs considered in the administration of tasks, which influence performance on this particular assessment.
- If you have questions about the results, we encourage you to contact your student's school.

➤ **Who takes these assessments and why?**

Minnesota Assessments are taken by all public students in grades 3-8 and 11 on mathematics, in grades 3-8 and 10 on reading, and in grades 5, 8, and once in high school on science. Students with the most significant cognitive disabilities may take the Minnesota Test of Academic Skills (MTAS).

➤ **Where can I find information for parents/guardians?**

View short videos, quick guides, and an interpretive guide on the [Individual Student Reports \(ISRs\) Resources](#) links below.

- [MTAS ISR Quick Guide](#) (minnesota.pearsonaccessnext.com > Reporting Resources > Individual Student Reports (ISRs) Resources > MTAS ISR Quick Guide)
- [Understanding the MTAS ISR Video](#) (minnesota.pearsonaccessnext.com > Reporting Resources > Individual Student Reports (ISRs) Resources > Understanding the MTAS ISR Video)
- [Interpretive Guide for Minnesota Assessment Reports](#) (minnesota.pearsonaccessnext.com > Reporting Resources > Individual Student Reports (ISRs) Resources > Interpretive Guide for Minnesota Assessment Reports)

➤ **How can I get this report in a translated language or an alternative format?**

To request this Individual Student Report be made available in a translated language or an alternative format, such as large print, Braille, or as an audio file, contact Statewide Testing by email at mde.testing@state.mn.us, by phone 651-582-8674 or by fax 651-582-8874. TTY users may call the Minnesota Relay Service at 711.

education.mn.gov

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

High School Reports

High school students take the MCA or MTAS in each of the following grades and subjects:

- Reading in grade 10
- Mathematics in grade 11
- Science in the year of high school life science coursework completion

The following grade 11 Mathematics MCA sample ISR serves as an example of an ISR for all high school MCA subjects and includes all of the elements and explanations for all sections present on MCA high school reports.

The following grade 10 Reading MTAS sample ISR serves as an example of an ISR for all high school MTAS subjects and includes all of the elements and explanations for all sections present on MTAS high school reports.



High School MCA Sample Individual Student Report

Page 1

2. **Performance Meter**—The meter graphically indicates the student's overall score as an achievement level, which is the performance level on the ISR. Next to the Performance Meter is a description of the student's score in relation to what students at each performance level are expected to know of the Minnesota Academic Standards. Percentile rank is not available as this is not an appropriate measure/use of results due to the extenuating circumstances for the school year.

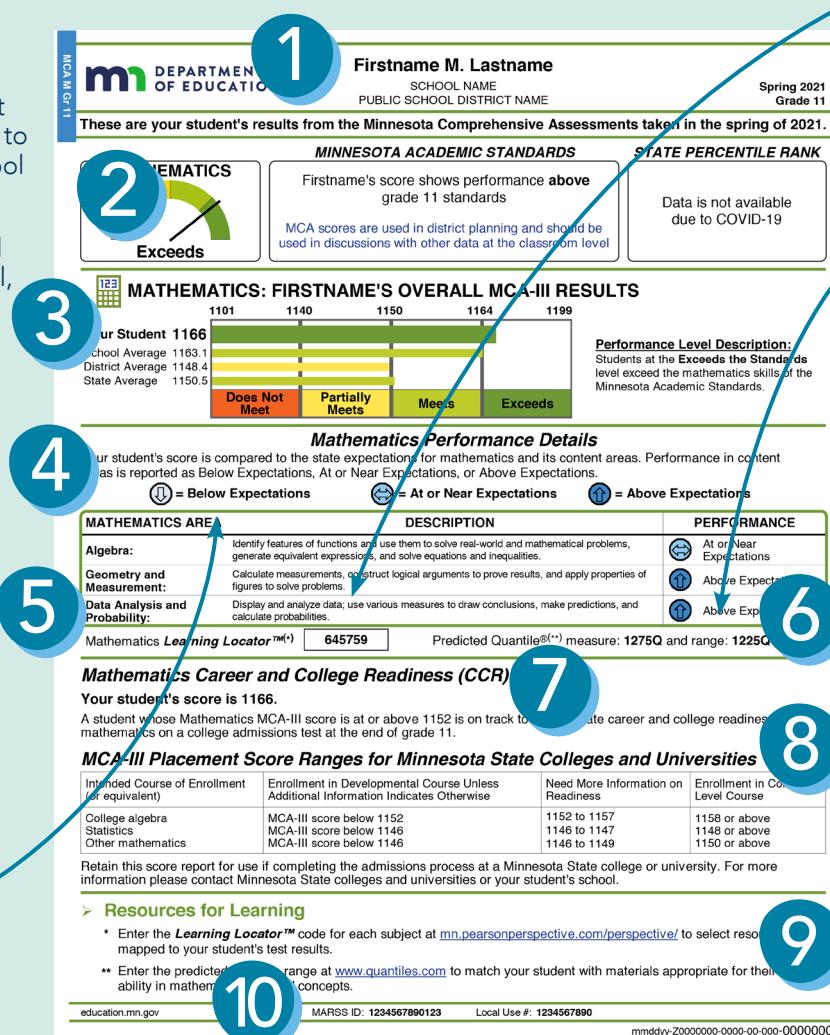
3. **Overall Results**—Performance is indicated by a student scale score, performance level, and performance level description. A scale score is derived by converting a student's item response pattern (Reading and Mathematics MCA) or raw score (Science MCA) to the reported scale after accounting for differences in test difficulty from one year to the next.

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

For comparison to the student score, school, district, and state average scale scores for tested students and corresponding performance levels are provided graphically.

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

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



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

5. **Learning Locator™ Access Code**—The code provides access to a website featuring customized learning resources. The access code is unique for each student and subject.
6. **Quantile® or Lexile® Measure**—Mathematics MCA ISRs have a predicted Quantile measure of the student's mathematical ability and the upper and lower range that helps match them with materials appropriate for their ability in mathematical skills and concepts. Reading MCA ISRs have a predicted Lexile measure of the student's reading ability and upper and lower range that helps match a reader with literature appropriate for their reading skills.
7. **Career and College Readiness (CCR)**—The CCR Goal Score is an indicator that performance is on track to demonstrate career and college readiness on a college entrance exam at the end of grade 11. Student scores below the CCR Goal Score may indicate a student's performance is not on track to meet career and college readiness. CCR Goal Scores are not reported for science.
8. **Using MCA Scores for Course Placement**—Minnesota State Colleges and Universities may use high school Reading and Mathematics MCA scores in determining course enrollment. For more information, view the [Minnesota State Academic Readiness](#) page (minnstate.edu > System Office Divisions > Academic and Student Affairs > Student Affairs > Academic Readiness > how MCAs are used).
9. **Resources for Learning**—Additional information on Learning Locator codes, the Lexile framework (Reading MCA ISRs only), and the Quantile framework (Mathematics MCA ISRs only).

High School MTAS Sample Individual Student Report

Page 1

1. Student Demographic Information—

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

2. Performance Meter—

Performance is graphically indicated and described in relation to the alternate achievement standards.

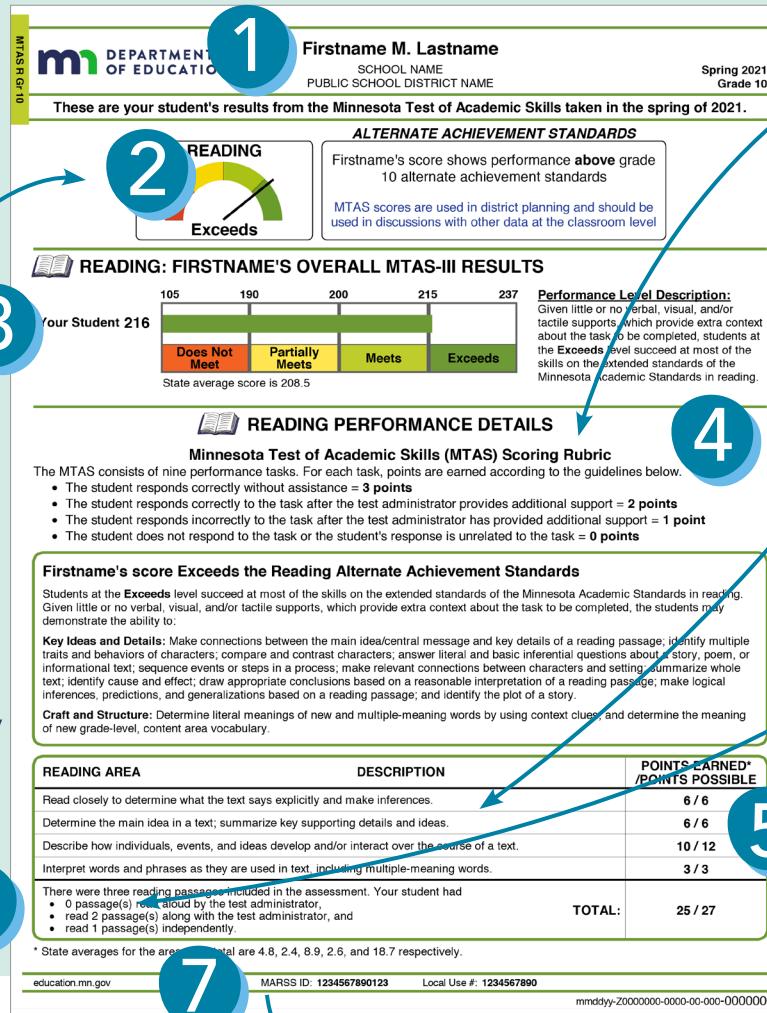
3. Overall Results—

Performance is indicated by a student scale score, performance level, and performance level description.

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

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

The state average score is provided for comparison.



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

5. Performance Details—Performance is presented and described in terms of the alternate achievement standards. Additionally, content areas within subjects are listed and described with performance indicated. Performance is reported in points earned compared to points possible for each content area and the total. State averages for the content areas and total are provided for comparison.

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

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

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

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

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

MINNESOTA ASSESSMENTS
DEPARTMENT OF EDUCATION

Page 2 of 2 Spring 2021 MCA-III Gr. 8

Minnesota Comprehensive Assessments (MCA-III) Mathematics

School District
P.O. Box 1234
123 First St
City Name, MN 12345

Optional Parent or Guardian Name
To the Parent or Guardian of Firstname M. Lastname
Optional Address Line 1
Optional Address Line 2
Optional Address Line 3

9

10

➤ **What is this report about?**

- This Individual Student Report (ISR) provides your student's results on the Minnesota Assessments taken in the spring of 2021 to measure student knowledge and skills on the Minnesota Academic Standards.
- This ISR includes your student's overall score and performance level in each subject tested and the average scores of students at your school, your district, and at the state level.
- If you have questions about the results, we encourage you to contact your student's school.
- The Achievement Level reported for a grade relates to the Minnesota academic standards tested in that particular grade only. When looking at results across grades, keep in mind academic standards change from grade to grade.

➤ **Who takes these assessments and why?**

The Minnesota Assessments are taken by all public students in grades 3-8 and 11 on mathematics, in grades 3-8 and 10 on reading, and in grades 5, 8, and once in high school on science.

➤ **Where can I find information for parents/guardians?**

View short videos, quick guides, and an interpretive guide on the [Individual Student Reports \(ISRs\) Resources](#) links below.

- [MCA ISR Quick Guide](#) (minnesota.pearsonaccessnext.com > Reporting Resources > Individual Student Reports (ISRs) Resources > MCA ISR Quick Guide)
- [Understanding the MCA ISR Video](#) (minnesota.pearsonaccessnext.com > Reporting Resources > Individual Student Reports (ISRs) Resources > Understanding the MCA ISR Video)
- [Interpretive Guide for Minnesota Assessment Reports](#) (minnesota.pearsonaccessnext.com > Reporting Resources > Individual Student Reports (ISRs) Resources > Interpretive Guide for Minnesota Assessment Reports)

➤ **How can I get this report in a translated language or an alternative format?**

To request this Individual Student Report be made available in a translated language or an alternative format, such as large print, Braille, or as an audio file, contact Statewide Testing by email at mde.testing@state.mn.us, by phone 651-582-8674 or by fax 651-582-8874. TTY users may call the Minnesota Relay Service at 711.

education.mn.gov

SAMPLE STUDENT RESULTS LABELS

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

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

Districts determine whether they want to receive student labels for standards-based accountability assessments.

For 2021, student results labels will be created for students with a valid score or test code other than EXC-A or EXC-N.

Student demographic data: Grade, Date of Birth, Gender, MARSS/SSID Number, and Local Use Number

For each subject in the assessment, information includes the student's scale score and achievement level or reason for non-participation.

Sample Student Results Labels

Testing year

Name: Lastname, Firstname M.

Minnesota Comprehensive Assessments (MCA-III)

Spring 2021

District: DISTRICT NAME MAX NUMB OF CHARACTER (0000-00)

School: SCHOOL NAME MAX NUMBER OF CHARACTER (0000-00-000)

Grade: 8 DOB: 01/01/2000 MARSS/SSID: 1234567890123

Gender: M Local Use #: 1234567890

Subject

Scale Score

Achievement Level

Reading Invalidation Due to Student Action

Mathematics No Participation Due to COVID-19

Science 845

Partially Meets the Standards

Name: Lastname, Firstname M.

Minnesota Comprehensive Assessments (MCA-III)

Spring 2021

District: DISTRICT NAME MAX NUMB OF CHARACTER (0000-00)

School: SCHOOL NAME MAX NUMBER OF CHARACTER (0000-00-000)

Grade: 8 DOB: 01/01/2000 MARSS/SSID: 1234567890123

Gender: M Local Use #: 1234567890

Subject

Scale Score

Achievement Level

Reading 875

Exceeds the Standards

Mathematics 825

Partially Meets the Standards

Science 845

Does Not Meet the Standards

Name: Lastname, Firstname M.

Minnesota Comprehensive Assessments (MCA-III)

Spring 2021

District: DISTRICT NAME MAX NUMB OF CHARACTER (0000-00)

School: SCHOOL NAME MAX NUMBER OF CHARACTER (0000-00-000)

Grade: 8 DOB: 01/01/2000 MARSS/SSID: 1234567890123

Gender: M Local Use #: 1234567890

Subject

Scale Score

Achievement Level

Reading Not Completed Due to COVID-19

Does Not Meet the Standards

Mathematics 825

Science No Participation Due to COVID-19

ADDITIONAL RESOURCES

Glossary

Achievement Level Descriptors (ALDs)—ALDs provide descriptive information of what typical students at each achievement level are expected to know of the Minnesota Academic Standards.

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

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

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

Benchmark Achievement Level Descriptors (ALDs)—Benchmark ALDs provide more detailed descriptions of the knowledge, skills, and abilities demonstrated by students across the the four achievement levels on the MCA, beyond what the traditional Achievement Level Descriptors (ALDs) offer. Available for math and reading only.

Career and College Readiness (CCR)—For high school Reading and Mathematics MCA, CCR is a graphical representation of a student's "progress" score compared to the CCR Goal Score. CCR Goal Scores are identified by directly linking scale scores on these tests to scores on the corresponding subject-level subtests from a nationally recognized college entrance exam. At each grade, CCR Goal Scores are indicators that performance is on track to demonstrate career and college readiness on a college entrance exam at the end of grade 11. A high school student's MCA scale score for a subject is on the same scale as the CCR Goal Score

for that subject and can be interpreted for performance comparison. If a student's MCA scale score is at or above the CCR Goal Score, he or she is expected to be able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing post-secondary program without any need for remediation. Student scores below the CCR Goal Score may indicate that the student's performance is not on track to meet career and college readiness, and the student may benefit from remediation. CCR Goal Scores are not reported for science.

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

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

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

Longitudinal Reports—Longitudinal Reports include historical test results in a graphical display at the student, school, district, and/or state level for review or comparison by administration (test and year). Comparisons include overall and average scale score, achievement level, strand performance detail, and/or student group. A Dashboard view will display performance comparisons across all tests, as they apply to the administration being reported, in a summary graph for a side by side comparison. Longitudinal reports are available in PearsonAccess Next.

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

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

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

Percentile Rank—State percentile rank is not available for 2020 or 2021 as this is not an appropriate measure/use of results due to the extenuating circumstances for the school year.

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

For MTAS: For each subject, student performance is presented and described in terms of the alternate achievement standards. Additionally, content areas within extended standards for the subjects are listed and described with student performance indicated. Student performance is reported in points earned compared to points possible for each content area and the total. State averages for the content areas and total are provided for comparison.

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

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

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

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

Next to the Performance Meter is a description of the student’s score in relation to what students taking the MCA are expected to know at each performance level of the Minnesota Academic Standards. Percentile rank is not available as this is not an appropriate measure/use of results due to the extenuating circumstances for the school year.

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

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

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

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

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

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

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

School Use Numbers—MARSS and Local Use numbers.

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

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

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

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

Online Resources

MDE Website (education.mn.gov)

RESOURCE	LOCATION
<u>Achievement Level Descriptors</u>	Testing 1,2,3 > Plan and Teach > Success Criteria
<u>Assessment Secure Reports user guides and help documents</u>	MDE website > Districts, Schools and Educators > Business and Finance > Data Submissions > Assessment Secure Reports
<u>Technical reports</u>	MDE website > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Minnesota Tests > Technical Reports
<u>Test specifications</u>	MDE website > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Test Specifications
<u>Testing 1,2,3</u>	MDE website > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Resources > Testing 1,2,3
<u>Student and family information</u>	MDE website > Students and Families > Programs and Initiatives > Statewide Testing
<u>Minnesota K–12 Academic Standards</u>	MDE website > Districts, Schools and Educators > Teaching and Learning > Academic Standards (K-12)

PearsonAccess Next (minnesota.pearsonaccessnext.com)

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

Online Resources (continued)

<u>WIDA Website</u> (wida.wisc.edu)	
RESOURCE	LOCATION
<u>WIDA Resource Library</u>	WIDA website > Resource Library
<u>ACCESS for ELLs Scores and Reports</u>	WIDA website > Assess > ACCESS for ELLs > ACCESS for ELLs Scores and Reports
<u>Alternate ACCESS Scores and Reports</u>	WIDA website > Assess > Alternate ACCESS for ELLs > Alternate ACCESS Scores and Reports

[Lexile® Framework](#) (lexile.com)

[Quantile® Framework](#) (quantiles.com)

CONTACT INFORMATION

MDE

General inquiries
651-582-8674

mde.testing@state.mn.us

Pearson

Submit a [Pearson help desk request](#)
(PearsonAccess Next > Support)

888-817-8659