



MTAS/Alt MCA 2026 Administration Informational Meeting

Stacie Stensrud | Alternate Assessment Specialist

Lauren Walker | Alternate Assessment Specialist

Ten Minnesota Commitments to Equity

1. **Prioritize equity.**
2. Start from within.
3. **Measure what matters.**
4. Go local.
5. Follow the money.
6. Start early.
7. **Monitor implementation of standards.**
8. Value people.
9. **Improve conditions for learning.**
10. Give students options.



Topics for Today



Alternate
Assessment
Updates



Math and
Reading Alt
MCA Sample
Tasks



Alt MCA
Information



Assessment
Resources

Alternate Assessment Updates

Alternate MCA Redesign Timelines

Date	Science	Reading	Math	Administration Mode
Spring 25	* Alternate MCA	MTAS	MTAS	MTAS – paper only Alternate MCA – Online, paper or hybrid available
Spring 26	* Alternate MCA	* Alternate MCA	MTAS	MTAS – paper only Alternate MCA - Online, paper or hybrid available
Spring 27	* Alternate MCA	* Alternate MCA	MTAS	MTAS – paper only Alternate MCA - Online, paper or hybrid available
Spring 28	* Alternate MCA	* Alternate MCA	* Alternate MCA	Online, paper or hybrid available

* Indicates addition of Alternate MCA for each subject area.

How Test is Delivered



Reading and Science Alt
MCA online form delivered
in multiple platforms, hybrid
mode, and paper only mode



Math field test items on the
spring 2026 MTAS will be
paper-based

Alt MCA tasks:

- Are aligned to updated extended benchmarks
- Contain three items of varying levels of complexity, all associated with a stimulus

Stimulus consists of:

- Reading passage for reading assessment
- Phenomenon for science assessment
- Scenario for math assessment

Math Field Test Tasks will continue to be included

Mathematics is the only MTAS subject test

Task Overview and Estimated Test Administration Times

Number of tasks and Estimated Times

Table 19. Estimated Test Administration Times for MTAS/Alt MCA

Subject and Test	Number of Tasks/Items	Estimated Time
Reading Alt MCA	15 tasks (45 items)	60-90 minutes
Mathematics MTAS	15 tasks	40-60 minutes
Science Alt MCA	15 tasks (45 items)	60-90 minutes

Learner Characteristics Inventory (LCI) Details

- Districts must enter LCI data online in PearsonAccess Next for each student before student data can be entered.
- Data can be entered up to two weeks before the testing window opens and anytime during the testing window
- This form must be kept on file in a secure location for one year following test administration
- LCI is perforated in the Task Administration Manual and can be torn out
- Fillable PDF that can be printed or saved electronically

Math Sample Scenario and Items

Math Alt MCA Sample Tasks

Access the Minnesota Assessment Hub

- <https://mn.mypearsonsupport.com/alternate/>
- Select Mathematics Alternate MCA Sample Tasks

Math Alt MCA Sample Tasks

Sample Resources

Please select a subject to view the sample resources.

Science Alternate MCA Sample Tasks



Mathematics Alternate MCA Sample Tasks



Grade 4 Mathematics Alternate MCA Sample Task

Grade 6 Mathematics Alternate MCA Sample Task

Grade 11 Mathematics Alternate MCA Sample Task

Mathematics MTAS Field Test Sample Demonstration Video

Grade 6 Math Sample Scenario

Read the text and look at the pictures. Then, answer 3 questions.
Students think of ways to raise money for a class event.

Scenario:
Voting for a Class
Fundraiser



Extended Benchmark:
Compare and explain
data trends observed
(pictographs and bar
graphs); consider
cultural perspectives.

Math Sample Low-level Complexity Item

What event has **more** votes?

Access Point A:
The student will compare data on a bar graph or pictograph depicting up to 3 categories.

Votes for Class Event

Event	Number of Votes
Dance	
Field trip	

Key:
 = 1 vote

A.



Dance

B.



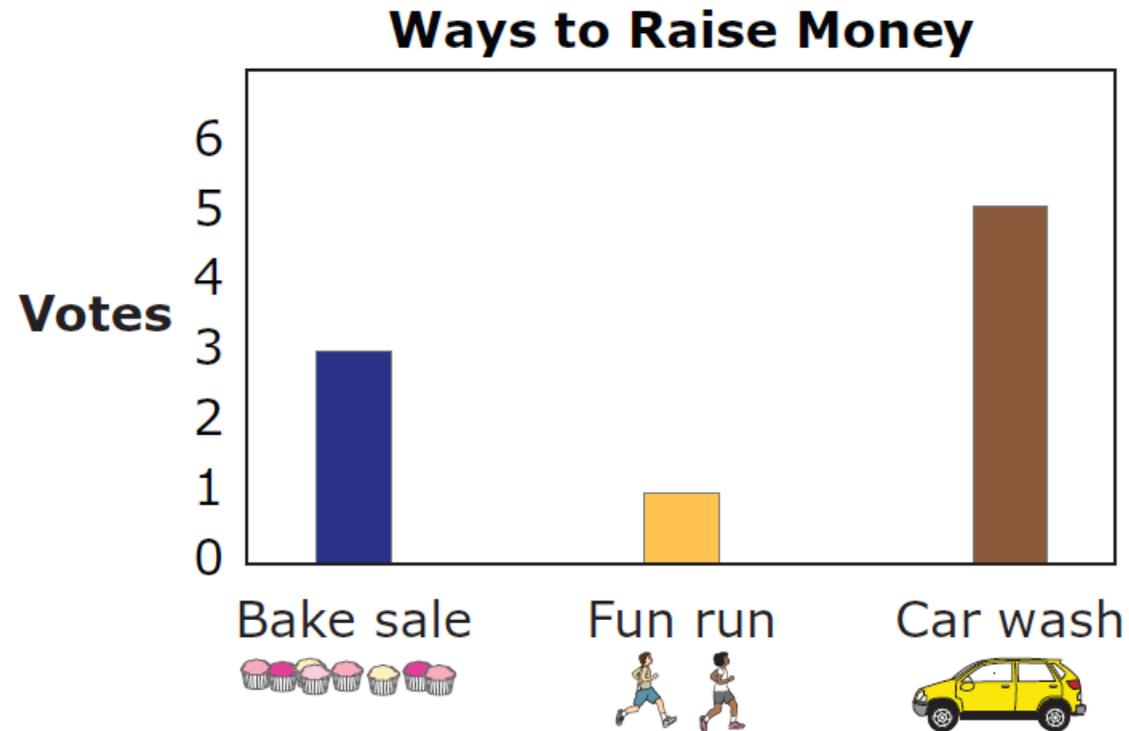
Field trip

Math Sample Mid-level Complexity Item

What event did the **least** number of students vote for?

Access Point B:

The student will compare data on a bar graph or pictograph depicting up to 4 categories.



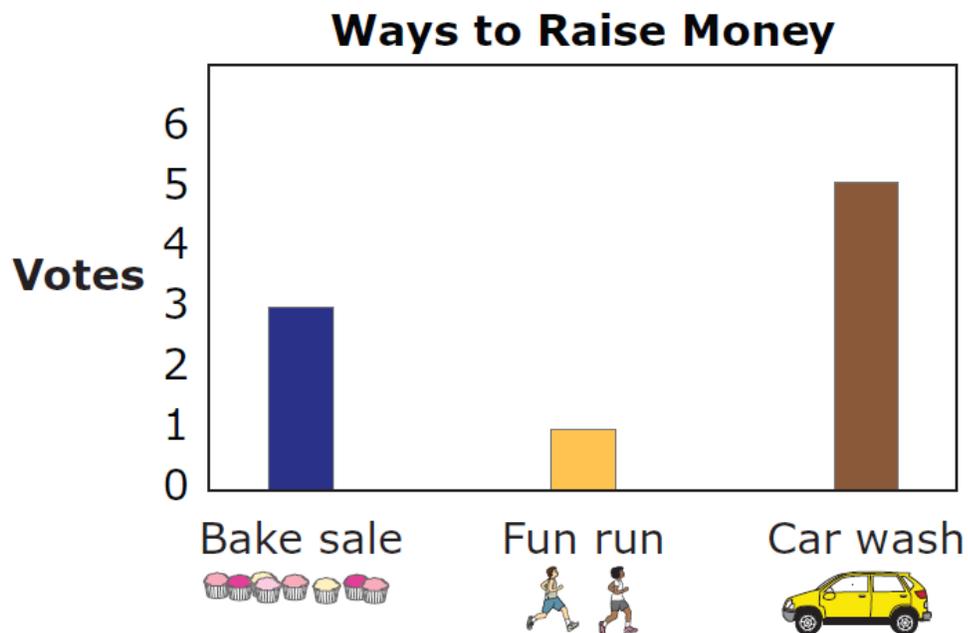
A. Bake sale

B. Fun run

C. Car wash

Math Sample High-Level Complexity Item

Here is a graph. It shows the votes for ways of raising money for the event.



Access Point C:

The student will explain the data trend on a bar graph or pictograph depicting up to 4 categories.

Which sentence describes the number of votes for the bake sale?

- A.** It is the same number as the fun run.
- B.** It is more than the fun run.
- C.** It is less than the fun run.

Reading Sample Passage and Items

Grade 10 Reading Sample Paragraph 1

Biking with Anthony

- 1 Amy and her older brother, Anthony, love riding bikes together. When Amy first learned to ride her bike, she couldn't go very far. She only rode with Anthony around the neighborhood. Anthony encouraged her to ride her bike every day so that she could get better.



Passage:
Biking with Anthony
Literary text

Extended Benchmark:
Explain the impact of
vocabulary on
keywords, content, and
meaning of literary
text.

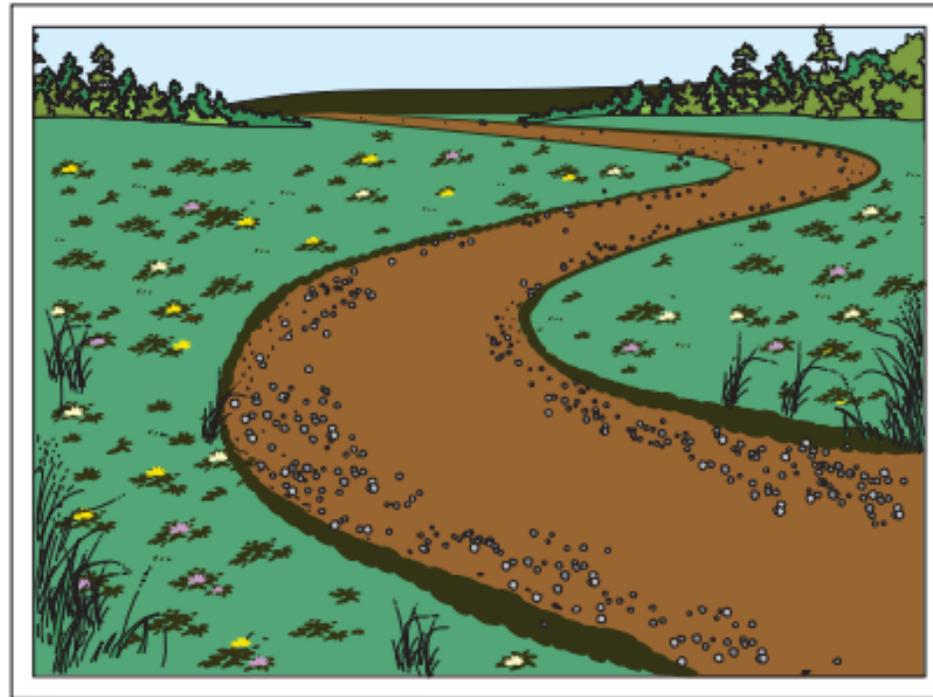
Grade 6 Reading Sample Paragraph 2

- 2 The more Amy rode her bike, the better she got. Anthony suggested that they go to the park to ride their bikes. Amy and Anthony stayed on the paved bike paths in the park.



Grade 6 Reading Sample Paragraph 3

- 3 One day Anthony asked if Amy wanted to learn how to ride her bike on the dirt paths in the park. Amy was nervous, but she really wanted to try a new challenge. Amy and Anthony practiced riding around curves and on rocky bike paths. Amy worked hard, and after weeks of practice, she felt ready to try riding on the dirt paths.



Grade 6 Reading Sample Paragraph 4

- 4 The next morning, Amy and Anthony packed their bikes and drove to the park. Amy was excited to ride her bike on the dirt paths in the park. They rode around curves and over rocky paths just like they had practiced. She was able to ride on the dirt paths all by herself.



Grade 6 Reading Sample Paragraph 5

- 5 Amy and Anthony had so much fun riding their bikes that day. Anthony was proud of Amy for finishing the dirt paths. Amy was glad that she learned how to ride a bike so well. She can't wait for their next bike ride through the park!



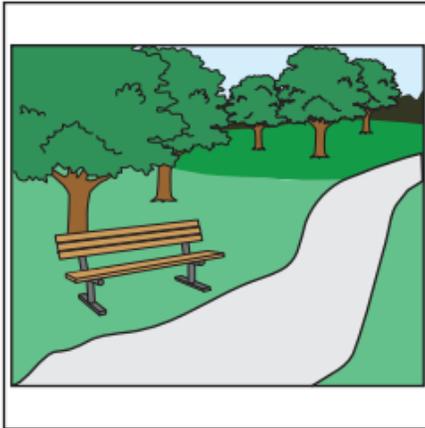
Reading Sample Item Low-level Complexity

Here is a sentence from paragraph 4.

The next morning, Amy and Anthony packed their bikes and drove to the park.

What picture shows the word park?

A.



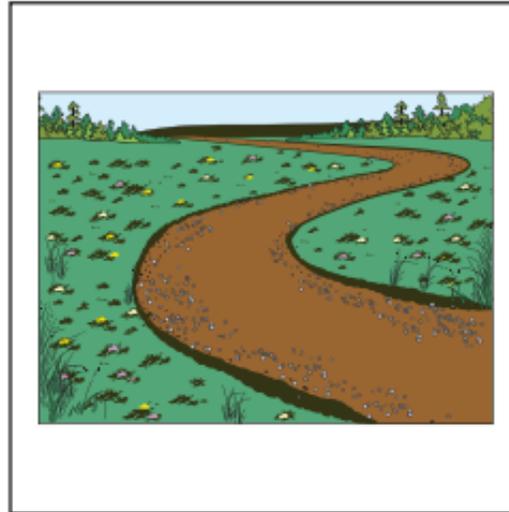
B.



Access Point A: The student will match a word or phrase with multiple meanings from the text to a picture.

Reading Sample Item Mid-level Complexity

In paragraph 3, which word shows why Amy was nervous on the path?



A. Asked

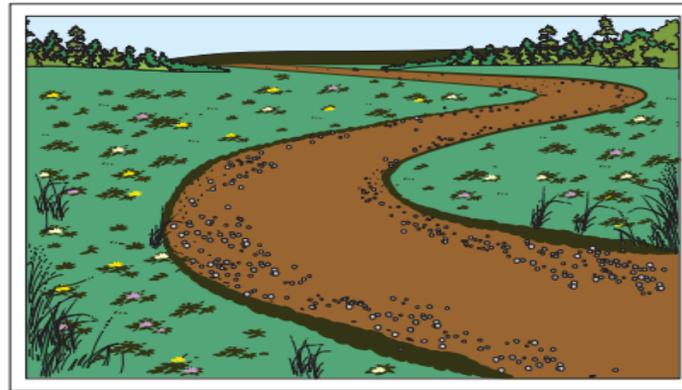
B. Rocky

C. Weeks

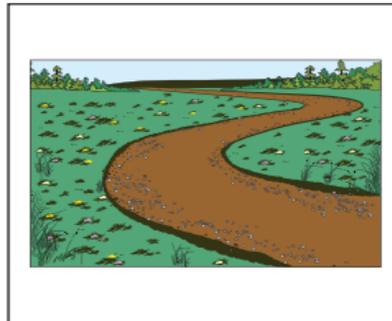
Access Point B: The student will identify a word that would have the greatest impact on the text

Items Associated with a Referenced Paragraph

- 3 One day Anthony asked if Amy wanted to learn how to ride her bike on the dirt paths in the park. Amy was nervous, but she really wanted to try a new challenge. Amy and Anthony practiced riding around curves and on rocky bike paths. Amy worked hard, and after weeks of practice, she felt ready to try riding on the dirt paths.



In paragraph 3, which word shows why Amy was nervous on the path?



Reading Sample Item High-level Complexity

Here is a sentence from paragraph 2.

Anthony suggested that they go to the park to ride their bikes.

Why did Anthony suggest biking at the park?

- A.** The park has a wide path where friends can ride together.
- B.** The park has a grass path with many trees and flowers.
- C.** The park has a paved path like the neighborhood.

Access Point C: The student will explain the impact of choice of word/phrases on content, style, or meaning of the text.

Alt MCA Information

Reading and Science Alt MCA Materials

Alt MCA Online and Paper Kits

- Online Test Form
- Paper Test Materials
- Task Administration Manual

Assistive Technology Forms Kit

- Assistive Technology Online Test Forms – Requires a code indicated in Pretest Editing in MDE’s Test Web Edit System (WES) to be available for the student.
- Paper Test Materials
- Task Administration Manual

Additional Orders Materials

- Braille Test Materials
 - Uncontracted UEB format for Reading
 - UEB Math/Science format for Science
- Visual Descriptions
- Response Option Cards

Reading and Science Alt MCA Materials 2

Paper Test Materials

- Task Administration Manual
- Presentation Pages
- Passages or Phenomena Book
- Data Collection Form

Braille Test Materials

- Task Administration Manual
- Presentation Pages
- Passages or Phenomena Book
- Data Collection Form
- Visual Descriptions
- Response Option Cards
- Tactile Graphics

Alternate MCA Student Readiness Tool

The [Alternate MCA Student Readiness Tool](#) (Alt SRT) is a tool to help test administrators and students become familiar with the TestNav testing platform.



Student Readiness Tools (SRTs)

Reading and Science Alt MCA SRT available

Online SRTs for Test Administrators, IEP teams, and students

- Make assessment decisions for students
- Prepare test administrators for administering online and hybrid administrations
- Prepare students by interacting with the online platform and tools

Paper SRTs for Test Administrators, IEP teams, and students

- Make assessment decisions for students
- Prepare students by interacting with paper materials
- Plan for accommodations and material preparation for students

Online SRT Video and Online Forms

Access the Minnesota Assessment Hub

- <https://minnesota.pearsonaccessnext.com/readiness-tools>
- Select Alternate MCA Student Readiness Tools (SRTs), then Online Alternate MCA Student Readiness Tools (SRTs)

Alt MCA Online SRTs

Alternate MCA SRTs 

For 2025-26, Reading and Science Alternate MCA (Alt MCA) SRTs are available for students taking online, paper, or hybrid administrations of the Reading or Science Alt MCAs. Educators can use the SRTs to familiarize themselves with the Alt MCA test environment and then simulate the test for students using the online and paper practice questions. For the online Reading and Science Alt MCA SRTs, check that your computer, laptop, or tablet will work. Minnesota statewide assessments are compatible with many devices and browsers, but not all. [Learn more about the technology guidelines here.](#)

Online Alternate MCA Student Readiness Tools (SRTs)

Paper Reading Alternate MCA Student Readiness Tools (SRTs) ▼

Paper Science Alternate MCA Student Readiness Tools (SRTs) ▼

Alternate MCA SRT Supplemental Information

Alt MCA Online Tools

Online Tool	Description
Alternate Pointer	Students can use a larger pointer or alternative colored pointer to increase the visibility of the pointer.
Answer Masker	Students can see fewer answer choices on the screen at one time.
Color Contrast	Students can see different colors on the screen background and words in TestNav
Line Reader	Students can use the Line Reader to highlight a row of text. This tool can also help students focus/read test content by moving the tool line-by-line.
Line Reader Mask	Students can see less content on a page using a gray box with a small window to cover portions of the screen. The size of both the gray box and window can be adjusted.
Text-to-Speech	Students can use the text-to-speech tool to listen to computer-generated audio. A student can select the parts of the item they want to listen to.
Progress Mode	Test Administrators can use Progress Mode to see a student's current position in the test.
Zoom	Students can see the entire screen enlarged by using keyboard commands or pinching on touchscreen devices. TestNav supports zoom levels of up to 500%. However, the maximum recommended level is 120% for compatibility with all tools. Check the desired zoom level with the tools you will be using for a student before testing to ensure functionality.

Access the Minnesota Assessment Hub

- <https://minnesota.pearsonaccessnext.com/readiness-tools>
- Select Alternate MCA Student Readiness Tools (SRTs), then Paper Reading Alternate MCA Student Readiness Tools (SRTs)
- Download each of the paper SRT materials

Alt MCA Paper SRTs

Alternate MCA SRTs

For 2025-26, Reading and Science Alternate MCA (Alt MCA) SRTs are available for students taking online, paper, or hybrid administrations of the Reading or Science Alt MCAs. Educators can use the SRTs to familiarize themselves with the Alt MCA test environment and then simulate the test for students using the online and paper practice questions. For the online Reading and Science Alt MCA SRTs, check that your computer, laptop, or tablet will work. Minnesota statewide assessments are compatible with many devices and browsers, but not all. [Learn more about the technology guidelines here.](#)

Online Alternate MCA Student Readiness Tools (SRTs)

Paper Reading Alternate MCA Student Readiness Tools (SRTs) ▾

Reading Alt MCA SRT Passages Book

Reading Alt MCA SRT Presentation Pages

Reading Alt MCA SRT Visual Descriptions

Reading Alt MCA SRT Response Option Cards

Reading Alt MCA SRT Task Administration Manual

Reading Alt MCA SRT Data Collection Form

Paper Administration

Material	How to Use
Task Administration Manual	<ul style="list-style-type: none">• Your guide for administration and includes all passages or phenomena and items
Passages or Phenomena Book	<ul style="list-style-type: none">• Presented first to the student and stays visible during presentation of the items• Turn to the next passage after the ninth item or phenomena after the third item
Presentation Pages	<ul style="list-style-type: none">• Present the items• Read the all the text and labels, pointing to each image as you present• Wait for the student to give a response
Data Collection Form	<ul style="list-style-type: none">• Record student responses as you give each item
Response Option Cards	<ul style="list-style-type: none">• Can be used for students who need this support for responding• Students would show their response on the cards rather than on the presentation page

Hybrid Administration Examples

- The Test Administrator presents the passage and items to the student using the paper materials and the student responds on a device (such as a tablet) with their answers.
- Test Administrator presents and reads the passage from a device showing the online test form and the paper Presentation Pages to present the item and answer options. The student circles their response in the Presentation Pages to indicate their response.
- A student begins using the online test form, but the Test Administrator observes that they need to change to the paper test materials part of the way through testing based on the student's needs during testing. In this case, the Test Administrator continues the administration with the student using paper test materials and enters the student responses online.

Hybrid Administration Examples 2

- Test Administrator presents and reads the passage and items from a device showing the online test form and the student uses the paper Response Option Cards to indicate their response.
- A student begins using paper materials, but the Test Administrator observes that the student is not engaging when the passage is read aloud by the Test Administrator. The Test Administrator changes to presenting the passage on a tablet using text-to-speech. In this case, the Test Administrator continues the administration with a mix of paper test materials and the online form.

Alt MCA Administration Modes

	Online	Paper	Hybrid
Administration	<p>Student independently interacts with online test questions and materials.</p> <p>Or</p> <p>Test Administrator guides interactions and supports the student's use of the online test form.</p>	<p>Test Administrator uses only paper materials for testing.</p>	<p>Both paper test materials and the online test form are used to support the student.</p>
Student Responses	<p>Student responses are entered into the online test form in TestNav by the Test Administrator and/or student.</p>	<p>Student responses are entered into the online test form in TestNav by the Test Administrator.</p>	<p>Student responses are entered into the online test form in TestNav by the Test administrator and/or student.</p>

Deciding Which Mode Is Best For A Student

Online

- Does the student have daily instruction that is presented online or technology-based?
- Can the student communicate responses in a way that can be shown in the online test form?
- Is the student able to independently interact with online or technology-based content or do they typically have assistance to navigate the content?

Paper

- Does the student have the majority of their daily instruction presented with paper materials?
- Does the student communicate responses in a way that needs a paper material?

Hybrid

- Does the student have daily instruction presented with a combination of paper materials and online or technology-based?
- Does the student communicate responses in a way that can be shown in the online test form or with paper materials?

Online Tips and Tricks

- If a student or Test Administrator selects an answer option, the answer option can be unselected. It then can be changed to a different answer option.
- If using Text-to-speech to read a reading passage to a student, the page tabs still need to be selected to move to each page. The pages do not advance with the audio.

Test Administrator Questions

Question 1: Administration Mode

This assessment can be administered in either online only, paper only, or a hybrid format to meet student needs. For the majority of this administration, how did the student engage in the test form?

- Online with Test Administrator Support: The Test Administrator guides interactions and supports the student's use of the online test form.
- Online independently: The student interacts directly with the online test questions and materials with test administrator supervision.
- Paper: The student and Test Administrator use only paper materials for testing.
- Hybrid: The student and Test Administrator use both paper test materials and the online test form for support during test administration.

Test Administrator Question 2-Reading Alt MCA

Question 2: Passage Access

For the majority of the reading passages (3 out of 5 passages), how did the student access the passage content?

- Read passage aloud to student.
- Student read along.
- Student read independently.

Test Administrator Question 2-Science Alt MCA

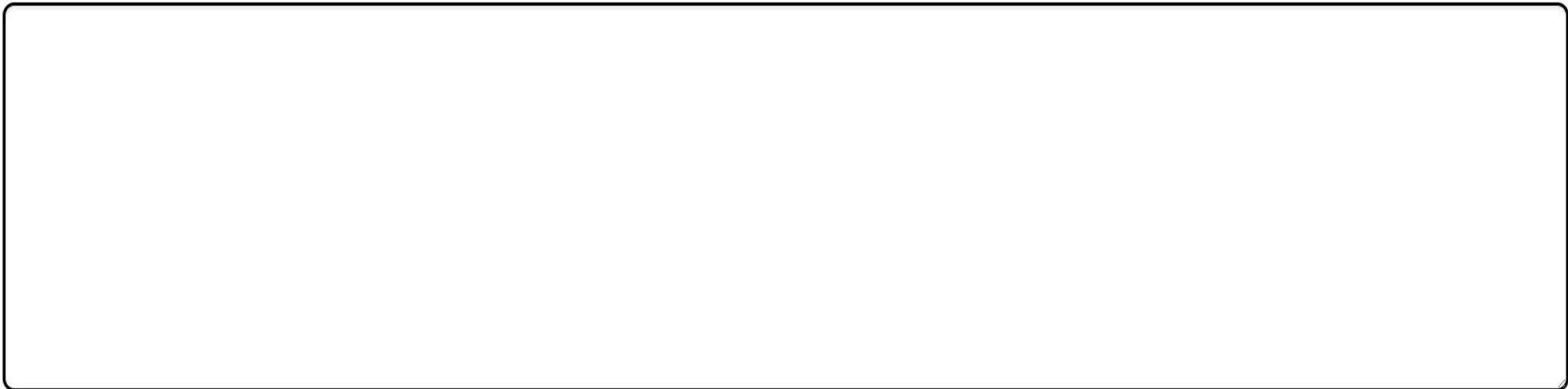
Question 2: Object Usage

Were objects or manipulatives used when administering any part of the test to this student?

- Yes
- No

Question 3: General Feedback

What should MDE consider in the future to support the administration and recording of student responses for this new alternate assessment?



Assistive Technology (AT) Online Forms that allow AT devices to interact directly with the test in order to maintain or improve the functional capabilities of a student with disabilities.

- Available for Reading and Science Alt MCA, Reading and Science MCA
- Two online test forms available:
 - Screen reader form for use with screen readers and braille devices
 - Non-screen reader form for use with other AT devices or programs (for example, use of a switch or head mouse)
- A code needs to be indicated by the District Assessment Coordinator (DAC) prior to testing for MCA and Alt MCA in order for the correct online test form to be assigned to the student.

Preparation for AT Online Forms

Verify the AT device will work with TestNav by checking its compatibility with a sample test form.

- District Assessment Coordinators (DACs) will need to create a sample test session in the PearsonAccess Next Training Center and then provide a testing ticket to the teacher and student, who can then log in to TestNav and confirm whether the AT device is compatible and/or works as expected.
- Students should also have the opportunity to practice using their AT device on the practice form.
- The *Guidelines for Using Assistive Technology Online Forms* will be posted on the [Minnesota Assessment Hub](#) with instructions for testing the AT device with a sample TestNav practice form. This guide will also include examples of AT devices that are compatible, may be compatible, or are known to be incompatible.

AT Online Forms Practice and Device Check

The AT online forms resources can be accessed on the Minnesota Assessment Hub

- <https://mn.mypearsonsupport.com/student-tools/>
- Minnesota Assessment Hub > Resources & Training > Student Tools and Supports > Assistive Technology Online Forms



The screenshot shows a webpage titled "Student Tools and Supports". Below the title is a dark blue header bar with the text "Assistive Technology Online Forms" and a small upward-pointing arrow icon. Below the header bar, there is a paragraph of text: "Access guides and resources below for using assistive technology online forms." Underneath this text are two rounded rectangular buttons. The first button contains the text "Guidelines for Using Assistive Technology Online Forms – Coming Fall/Winter 2025". The second button contains the text "PearsonAccess Next Training Center".

AT Forms and Device Questions

- Questions on the use of assistive technology for a student, including a specific device or software, must be sent to MDE at mde.testing@state.mn.us.
- In addition, districts must contact MDE to request approval for the use of a student-owned device.

AT Forms and Braille Materials

A student may use the braille test materials with either AT online form.

- The braille paper test books and AT online forms can be paired together as they contain the same content.
- Many students need the extra support of braille materials or tactile graphics for more complicated test content like graphs, images, and charts.
- The student will be prompted to access tactile graphics, when applicable.

Alt MCA Early Stopping Rule

Early Stopping Rule for the Reading and Science Alt MCA

- For a small percentage of students with the most significant cognitive disabilities who have no observable way to communicate responses to participate in assessments.
- After indicating No Response (NR) for the first three items on the test, the Test Administrator must decide whether the student will continue testing after a break or try testing on another day.
- After the administration of 6 items where the student had no response (NR), the administration should be stopped.
- Test Administrators will record NR for the first 6 items in TestNav, move to the end of the test to answer the Test Administrator Survey questions, and then submit the test.

Adapting MTAS or Alt MCA Materials

- There is no specific process and very few restrictions as long as supports do not invalidate the test by cuing/clueing the correct answer.
- The alt assessment offers a lot of flexibility for Test Administrators to adapt materials to meet student needs. Whatever supports students are provided during instruction are usually allowed.
- Object lists may provide helpful guidance. Some examples include wiki sticks, yarn, or any texture added to pictures.

Assessment
Resources and
Upcoming
Opportunities

Alternate Assessment Testing 123 Webpage

What you will find

- Recording of past presentations
- Alt MCA Student Readiness Tools link
- Link to Alt MCA Performance Level Descriptors
- Minnesota Questions Tool (MQT) link

Access the Alt Resources:

- [Alternate Assessment Resources Links](#)
- Updated frequently with new presentations and resources

Reading Alternate MCA Kickoff Meeting Recording

Meeting Options

- A recording is posted on [Testing 1, 2, 3](#)

The meeting will focus on:

- Reading Alternate MCA preparation and administration
- Student Readiness Tools
- LCI
- Eligibility Requirements

Indicating Accommodations and Universal Supports



Accommodations

Universal Supports

Additional material orders can be placed February 24-
April 28 (at noon)

2025-26 Alternate Assessment Chat and Connect Series

What	When	Where
<ul style="list-style-type: none">• Informal discussion format• Ask questions• Give feedback• Network with other districts• Monthly topics	<ul style="list-style-type: none">• 2nd Wednesday of each month• 4-5 p.m.	<ul style="list-style-type: none">• Virtual• <u>Register for the Alt Assessment Chat and Connect</u>

Universal Supports and Accommodations Resources

MDE website > Districts, Schools and Educators > Statewide Testing > District Resources



m DEPARTMENT OF EDUCATION

Guidance for Universal Supports and Accommodations for Minnesota Statewide Assessments 2025-26

All public school students participate in statewide assessments, and it is important to clarify the role of universal supports and accommodations when considering *how* students will participate in the English language proficiency accountability assessments (WIDA ACCESS and WIDA Alternate ACCESS) and the standards-based accountability assessments (MCA and MTAS/AIT MCA). Supports and accommodations do not change the construct intended to be measured by the assessment or compromise the integrity of test results.

This document is intended to be used by district test administration with universal supports. In this document, the term "district" is used to refer to the local educational agency.

To search for updates when viewing the guidance, click on the "Note for 2025-26."

Contents

- Guidance for Universal Supports and Accommodations
- Changes to Statewide Assessments
- Universal Supports and Accommodations
- Roles and Responsibilities for Making Decisions
- Timeline for Decision-Making
- Statewide Assessment Participation for Students with Disabilities
- Statewide Assessments and Multilingual Learners
- Supports and Accommodations for English Language Learners
- Universal Supports for English Language Learners
- Accommodations for English Language Learners
- Supports and Accommodations for Standards-Based Assessments
- Universal Supports for Standards-Based Assessments
- Accommodations for Standards-Based Assessments
- Appendix A: Calculator Use General Guidelines
- Overview
- General Guidelines

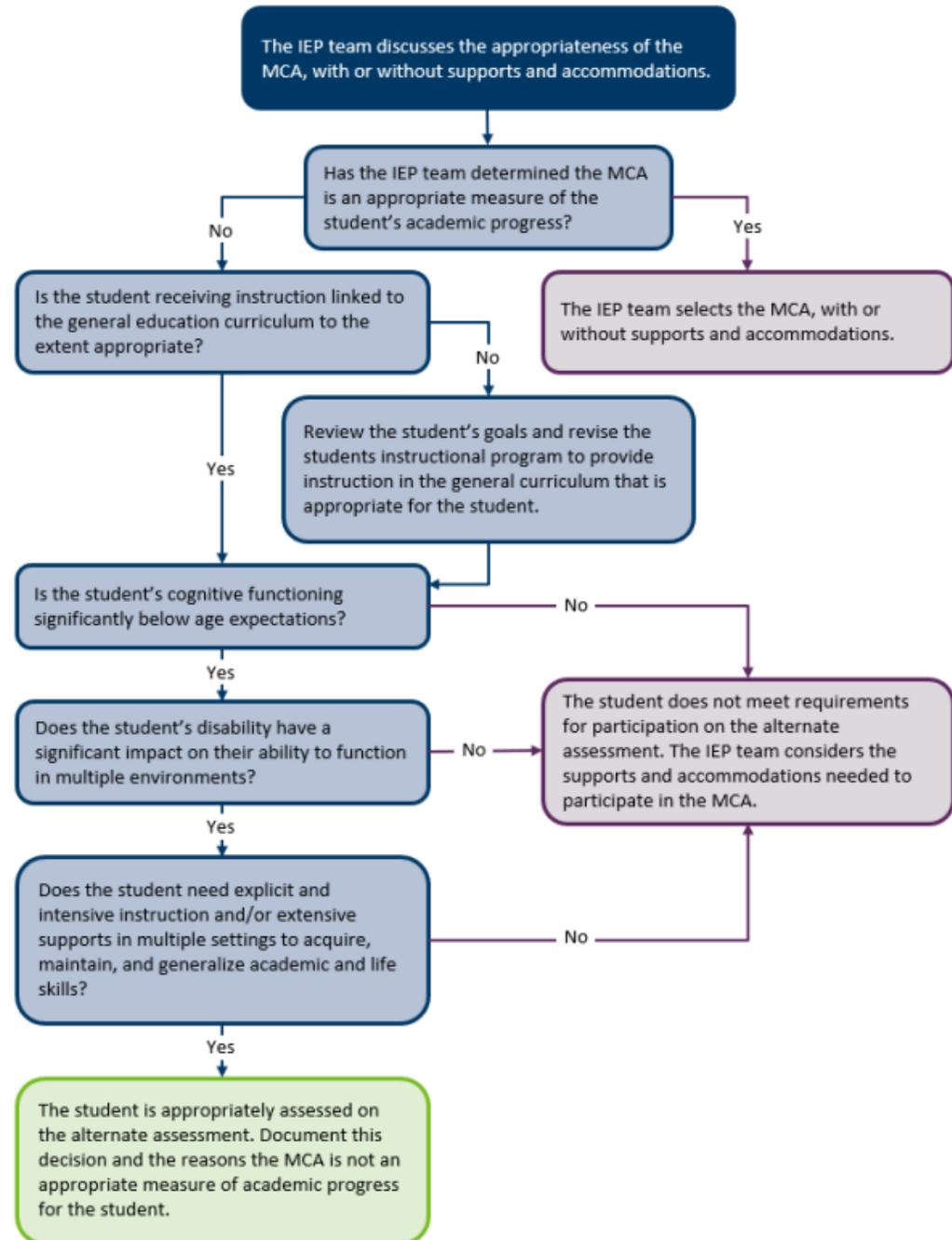
m DEPARTMENT OF EDUCATION **2025-26 MCA Supports and Accommodations**

	2025-26 MCA Supports and Accommodations			
	Universal Supports General supports available for all students, but some supports may be appropriate only for specific students or groups of students.	Accommodations Only available for students with an Individualized Education Program (IEP) or 504 plan.		
	Tools	Administrative Considerations	Accessibility Supports	
Provided by School	<ul style="list-style-type: none"> Classroom materials (such as highlighters or place markers) Music or noise buffers Scratch paper Sensory tools 	<ul style="list-style-type: none"> Different time of day Environment (such as lights and seating) Flexible testing time Individual or small group setting Written, repeated, or clarified <i>Testing Directions</i> * 	<ul style="list-style-type: none"> Amplification devices Calculator (handheld), mathematics manipulatives, or an abacus for science and grade 11 mathematics Color overlays Low-vision aids Stylus for devices Templates to reduce the visual print field Translated <i>Testing Directions</i> in languages other than English not provided by MDE (written, oral, recorded, or signed) **† Voice feedback devices Word-to-word translations using dictionaries or programs for mathematics and science **† 	<ul style="list-style-type: none"> Calculator (handheld), mathematics manipulatives, or an abacus for grades 3–8 mathematics # Other assistive technology devices #† Scribe #†
Provided by MDE			<ul style="list-style-type: none"> Paper version of mathematics tables for grades 3–8 mathematics (paper test books only) Paper version of mathematics tables for grade 11 mathematics (paper test books or online test) Translated <i>Testing Directions</i> in Hmong, Spanish, or Somali (written or recorded) **† Word-to-word translation and glossary using word lists for reading and science * Word-to-word translations using word lists for mathematics * 	<ul style="list-style-type: none"> Paper test book (regular print, large print, and braille) # Script/human reader (including signed interpretation of the script) #†
Embedded in Test	<ul style="list-style-type: none"> Answer eliminator Calculators (mathematics and science) Formula sheet (mathematics) Highlighter Pencil (mathematics) Protractor (mathematics) Ruler (mathematics and science) Scratch pad Straightedge (mathematics) White noise 		<ul style="list-style-type: none"> Answer masking Captioning on videos for science Color contrast English glossary for reading and science * Line reader mask Magnifier Online version of mathematics tables for online mathematics (all grades) Pop-up translations in Hmong, Spanish, and Somali for mathematics #* Read&Write for science #* Standard text-to-speech for mathematics and science * Zoom feature 	<ul style="list-style-type: none"> Accommodated text-to-speech for mathematics # Assistive technology online forms for reading and science #† Read aloud (text-to-speech) for reading #†

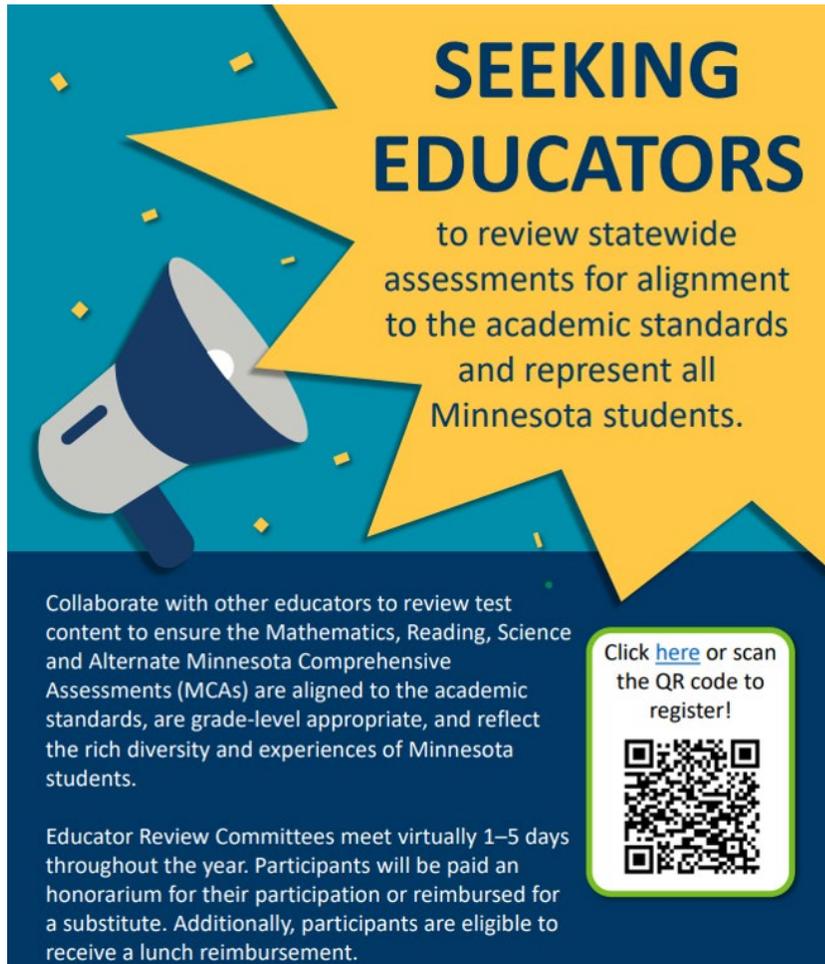
*Suggested for multilingual learners #Requires a code to be indicated to MDE by the District Assessment Coordinator †May require documentation on the *Test Administration Report (TAR)*

If there is the need for an accommodation or support not specifically addressed in this table, email mde.testing@state.mn.us.

Decision Making Process for Minnesota Alternate Assessments



Educator Review Committee Flyer

A flyer for the Educator Review Committee. It features a blue background with a yellow speech bubble containing the text 'SEEKING EDUCATORS to review statewide assessments for alignment to the academic standards and represent all Minnesota students.' A megaphone icon is on the left. Below the speech bubble, there is a dark blue section with white text providing details about the committee's purpose and meeting logistics. A QR code is located in the bottom right corner of the flyer.

SEEKING EDUCATORS
to review statewide assessments for alignment to the academic standards and represent all Minnesota students.

Collaborate with other educators to review test content to ensure the Mathematics, Reading, Science and Alternate Minnesota Comprehensive Assessments (MCAs) are aligned to the academic standards, are grade-level appropriate, and reflect the rich diversity and experiences of Minnesota students.

Educator Review Committees meet virtually 1–5 days throughout the year. Participants will be paid an honorarium for their participation or reimbursed for a substitute. Additionally, participants are eligible to receive a lunch reimbursement.

Click [here](#) or scan the QR code to register!



[Join an MCA/Alternate MCA Review Committee](#)

- education.mn.gov/MDE/dse/test/reg/index.htm
- MDE > Districts, Schools and Educators > Statewide Testing > Join an MCA/Alternate MCA Review Committee

Why Join an Educator Review Committee?

Purpose of Review Committees

- Review test questions, passages, and phenomena to judge appropriateness of content, cognitive complexity, and ensure inclusive language and content.
- Review each test question and its associated data after field testing with students, to determine inclusion of the questions in the item bank, from which the tests are built.

Benefits of Serving on a Review Committee

- The opportunity to gain valuable insight on how students are expected to demonstrate mastery of the academic standards or extended benchmarks on state assessments.
- Networking opportunities to learn from educators from around the state who teach the same content area and/or grade level.
- Participants are paid an honorarium, or substitute reimbursement is provided for instructional days.
- Continuing Education Units (CEUs) are awarded.



[Alternate MCA and MCA Student Readiness Tools](#)

[Minnesota Assessment Hub > Resources & Training > Student Readiness Tools > Alternate MCA SRTs](#)



[Eligibility Requirements and Decision-Making Tool for Minnesota Alternate Assessments](#)

[Education.mn.gov > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Minnesota Tests > Alternate Assessment Participation](#)



[Guidelines for Universal Supports and Accommodations for Minnesota Statewide Assessments](#)

[Education.mn.gov](#) > [Districts, Schools and Educators](#) > [Teaching and Learning](#) > [Statewide Testing](#) > [District Resources](#) > [Universal Supports and Accommodations Resources](#)



[Learner Characteristics Inventory \(LCI\)](#)

[Minnesota Assessment Hub](#) > [Resources & Training](#) > [Test Administration Resources](#) > [MTAS/Alt MCA Administration Resources](#) > [Learner Characteristics Inventory](#)



[Educator Edition](#)

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Thank You!

Stacie Stensrud

Lauren Walker

alt.assessment.mde@state.mn.us

651-582-8384