

Appropriate and Inappropriate Uses of Minnesota Comprehensive Assessment (MCA) Results

Appropriate



Look at overall proficiency for a grade, school and/or district

Why: To evaluate equitable opportunities for all students to learn the Minnesota Academic Standards



Compare results across student groups

Why: To help identify underlying inequities and highlight promising instructional practices



Look at changes in achievement level results over time

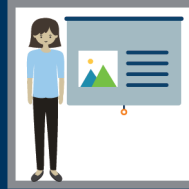
Why: To support the evaluation of curriculum and district/classroom assessments that reflect the rigor of the standards



Use as one of multiple data points for school and district decision-making

Why: To strengthen the connection between the district's comprehensive assessment system and evidence-based decision making

Inappropriate



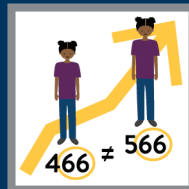
Use as a mandatory indicator for program placement

For example: Making decisions about gifted and talented programming



Focus only on individual student scores for planning and instruction

For example: Making a decision based on an individual student's results and not the group as a whole



Use scale scores to calculate individual student growth

For example: Subtracting scale scores and interpreting the differences as a measure of progress



Use results, in isolation, to prioritize which students receive instructional support

For example: Using results as the only criteria for decisions like intervention programming



Use in isolation to evaluate teacher effectiveness

For example: Only using MCA scores and no local considerations or data

Questions?

Contact Academic Standards, Instruction and Assessment at

mde.testing@state.mn.us

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