DEPARTMENT OF EDUCATION

Benchmark Report Overview and Data Dive

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Outline of Presentation

1. Purpose of MCA
2. New resources to help interpret assessment data reports
3. Benchmark Report Overview
4. Dive into your benchmark data!

Outcomes of today's session

By the end of this presentation, you will be able to…

- Better understand the purpose of the MCA and what it was designed to do
- Analyze the Benchmark Reports and use them as *one* piece of evidence when making decisions about curriculum and instruction at your school

How do school districts decide what content to cover by the end of the school year?

High Standards for Teaching and Learning

- The Minnesota Academic Standards outline broad statements about student learning.
- Districts are required to implement the standards so *all* students have access to high quality instruction.
- By defining the knowledge, skills, and abilities *all* students are expected to achieve, the standards provide the basis for educational equity across the state.

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.

How does Minnesota *measure* if students are learning the standards?

How are students tested?

Minnesota Assessments

Standards-Based Accountability Assessments

- **MCA**
- **MTAS**

English Language Proficiency Accountability Assessments

- **ACCESS for ELLs**
- **Alternate ACCESS for ELLs**

Purposes of Minnesota Assessments:

- To measure achievement and progress toward the academic standards

Minnesota Assessments: Aligned to Standards

This is the “series number” which corresponds to the set of standards from which the test is designed

Test Names	Standards	Year Adopted
Reading MCA-III and MTAS	Minnesota K–12 Academic Standards in English Language Arts	2010
Mathematics MCA-III and MTAS	Minnesota K–12 Academic Standards in Mathematics	2007
Science MCA-III and MTAS	Minnesota K–12 Academic Standards in Science	2009
ACCESS and Alternate ACCESS for ELLS	WIDA English Language Development Standards	2011

When are students tested?

All public school students are assessed in the following subjects:

Subject area	When are they tested?
Reading	Grades 3-8, and 10
Mathematics	Grades 3-8, and 11
Science	Grades 5, 8, and once in high school

What the MCA is designed to do

The MCA provides:

- A snapshot of student achievement toward the standards at state, district, and building levels.
- Valuable information for families about their child's academic achievement.
- Important data for teachers, schools, and districts to help guide instruction and evaluate program effectiveness.

What the MCA is designed to do

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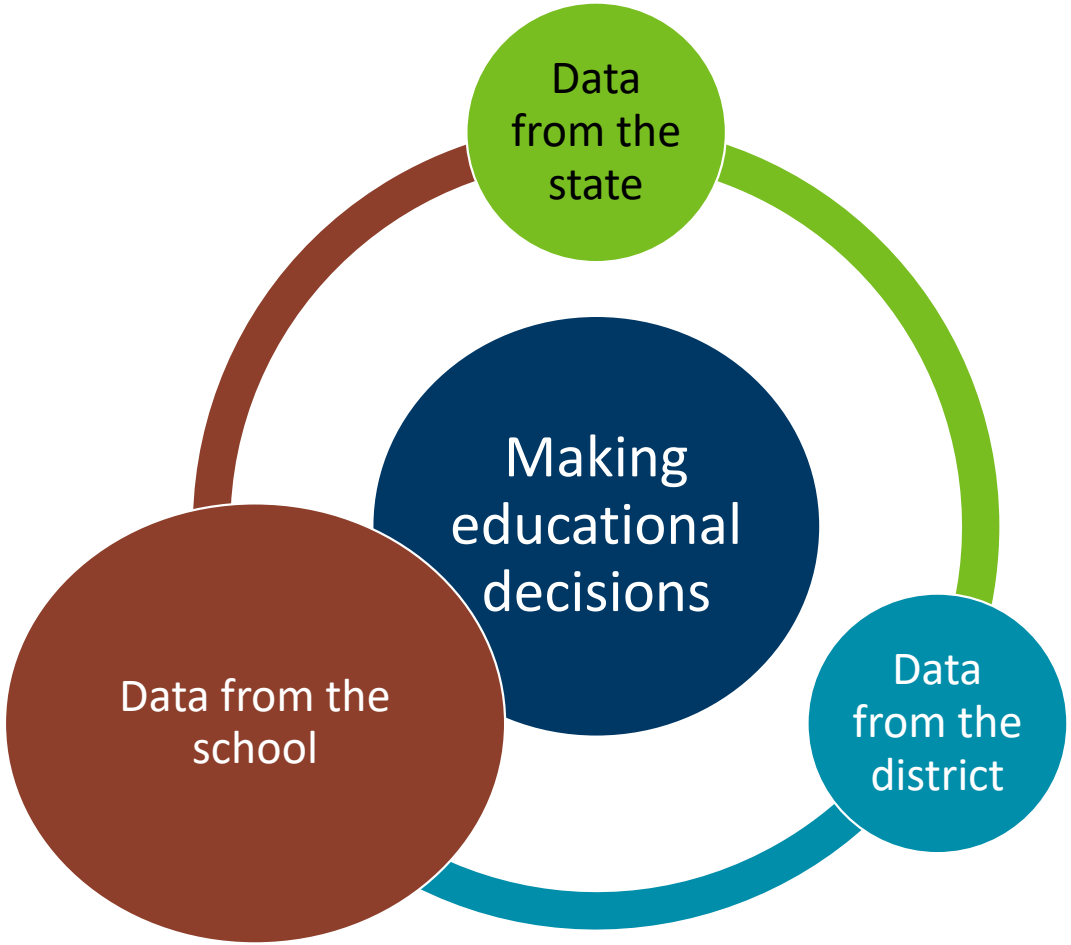
- Valuable information for families about their child's academic achievement.
- Important data for teachers, schools, and districts to help guide instruction and evaluate program effectiveness.

- The MCA is a “summative assessment,” meaning it measures what students are expected to know and do at specific grade levels and in specific content areas.

A Comparison of Assessment Types

Type	Examples & Frequency	Evidence Produced	Level of Impact	Used by
Formative	• Daily Checks for Understanding • Weekly Quizzes	• Lesson sized learning targets • Retained learning across lessons and achievement level	Used to make immediate decisions about what students currently know, and where to go next	• Students • Teachers in classroom
Interim	Midterm Exams that occur 2-3 times per year	Cumulative, longer-term learning retention	Evaluate curriculum effectiveness and used for macro-level planning	• Groups of Teachers • School Leaders
Summative	• Unit Tests or Performance Tasks • State Tests (MCA)	Proficiency of learning compared to the Minnesota Academic Standards and Achievement Level Descriptors	Used for accountability and evaluation of curriculum in regards to the standards	• Groups of Teachers • School, District Leaders • Policy Makers

Minnesota Assessment Data: One Component



The MCA was NOT designed for…

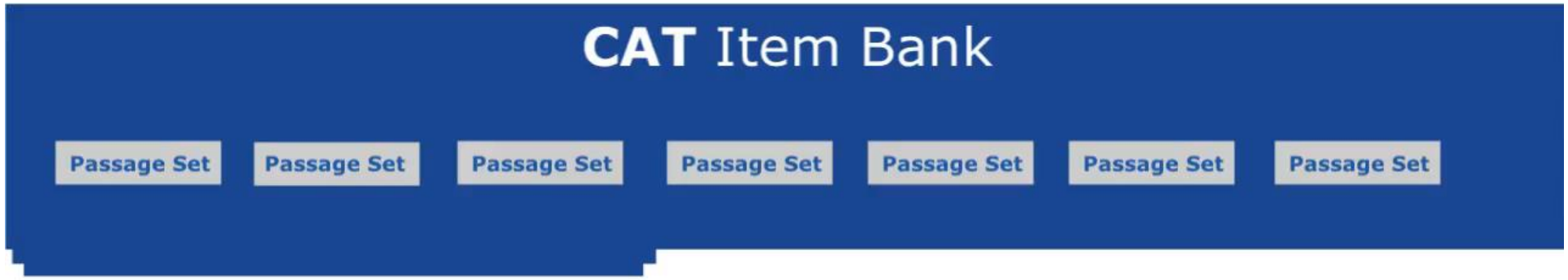
MCA results should NOT be used as the only evidence to guide decisions like:

- Course placement
- Teacher performance reviews
- Charter school authorizer decisions
- Individual student growth
- Individual student grades reported on a report card

Why is the MCA *not* designed to measure individual student growth?

Constructing Each Test – Mathematics MCA

Constructing Each Test – Reading MCA



Constructing Each Test – Science MCA

Scale Score Definitions

Theta (θ)

The estimate of "ability" (performance)

Theta range for Minnesota Assessments [-3 to 3]

Scale Score (SS)

The theta/ability estimate is transformed into the scale score via transformation

MCA-III scale scores are from X01-X99 (X = grade)

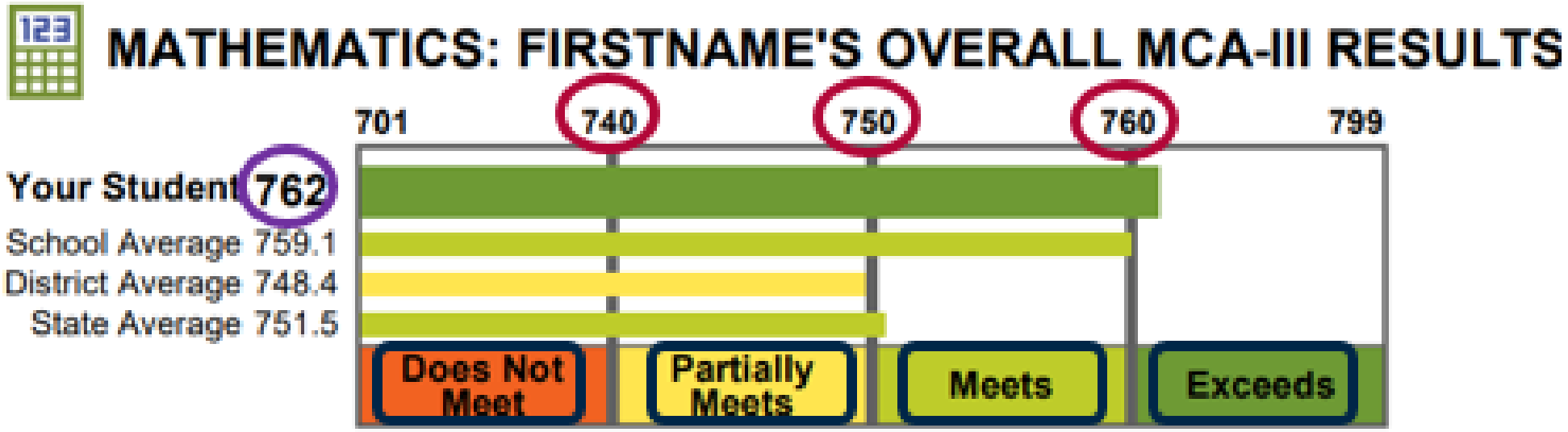
Achievement Level Descriptors (ALDs)

Describes the level of student achievement (Does not meet standards, Partially Meets Standards, Meets Standards, Exceeds Standards)

Scale Scores and ALDs
(*Individual Student Report – ISR*)

Scale Score (SS)
(theta transformed)

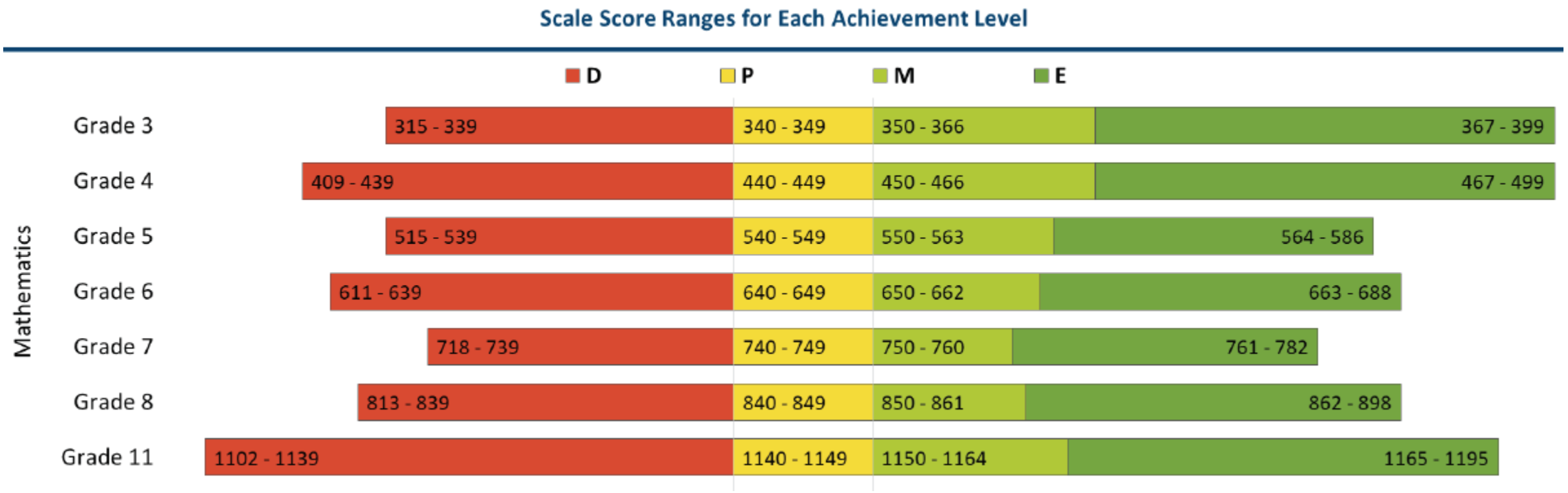
Cut Scores (based on the ALDs)



Achievement Levels

Scale Scores Continued

https://testing123.education.mn.gov/test/analyze/report/ > Resources > Understanding MCA Scale Scores



Appropriate use of Scale Scores

- MCA scale scores are based on grade-level specific content
- In technical terms, this means the scores are not “vertically aligned”
- Scale scores should never be compared across the grades for a particular student, especially when determining if a student has no growth, remained the same, or improved.
- The achievement levels CAN be used to assess whether student growth across grades is demonstrated.

https://testing123.education.mn.gov/test/analyze/report/ > Resources > Where do Scale Scores Come from?

Achievement Level Descriptors (ALDs)

- **ALDs outline the appropriate achievement expectations for each content strand from the Minnesota Academic Standards for every subject and grade level.**
- Use Achievement Level Descriptor (ALD) resources to help analyze depth and breadth of curriculum, and ramp up the rigor of classroom assessments and activities.
- We will use these today to help analyze our Benchmark data!

Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
Students at this level succeed at few of the most fundamental skills for the Minnesota K-12 Academic Standards.	Students at this level partially meet the subject's skills for the Minnesota K-12 Academic Standards.	Students at this level meet the subject's skills for the Minnesota K-12 Academic Standards.	Students at this level exceed the subject's skills for the Minnesota K-12 Academic Standards.

https://testing123.education.mn.gov/test/plan/success/ > ALDs

Use ALD Maps to strengthen classroom assessments

Grade 3 Reading ALD Map:

Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
When interacting with literature and informational text, students at this achievement level demonstrate the following skills inconsistently and with minimal accuracy.	**When interacting with literature and informational text, students at this achievement level demonstrate the following skills with limited consistency and accuracy.**	**When interacting with literature and informational text, students at this achievement level demonstrate the following skills consistently and accurately.**	**When interacting with literature and informational text, students at this achievement level demonstrate the following skills with a high degree of consistency and efficiency.**
Key Ideas and Details (Standards 1, 2, 3) Recall details from text Make simple predictions based on explicit text Identify obvious fact and opinion in explicit text Make general comparisons based on explicit text Locate explicit main idea and central message Identify basic sequence of events	***Key Ideas and Details (Standards 1, 2, 3)*** Use explicit text evidence to make logical conclusions Identify key details related to text Make predictions based on text Sequence basic plot events, real events, and steps in a process Locate cause and effect Identify fact and opinion Use evidence from text to make meaning Make simple comparisons based on implicit text State main idea and topic from a section of explicit text or from explicit text as a whole Identify obvious literary elements (e.g., plot, characterization, setting, theme) Identify literary terms (e.g., tale, moral)	***Key Ideas and Details (Standards 1, 2, 3)*** Use implicit text evidence to quote accurately and make logical conclusions Identify relevant details that support conclusions from text Make generalizations and predictions Sequence plot events, real events, and steps in a process Use text evidence to understand cause/effect relationships Make inferences based on implicit text Distinguish fact from opinion in explicit text Use evidence from text to justify interpretations of meaning Compare and contrast based on implicit text Summarize from a section of text or text as a whole: • main idea • central message • supporting details • plot • subject • theme • topic • similarities and differences among ideas and events Distinguish among literary elements (e.g., plot, characterization, setting, theme) Differentiate methods of characterization (e.g., dialogue, appearance, behavior) Define meaning of literary terms (e.g., tale, moral) Compare and contrast presentation of literary elements	***Key Ideas and Details (Standards 1, 2, 3)*** Draw logical conclusions from text Identify specific details to support conclusions from text Use generalizations to make predictions Use text evidence to analyze cause/effect relationships Make complex inferences based on implicit text Distinguish fact from opinion in a variety of implicit texts Compare and contrast text features in depth based on implicit text Summarize from a section of text, text as a whole, and across texts: • main idea • central message • supporting details • plot • subject • theme • topic • similarities and differences among ideas and events Analyze literary elements (e.g., plot, characterization, setting, theme) Analyze methods of characterization

https://testing123.education.mn.gov/test/plan/success/ > ALDs

Overview of Benchmark Reports

Levels of Data - Levels of Use

Accessing Reports

Minnesota Report Card

- MDE > Data Center> Minnesota Report Card
- Public data at the school, district, and state levels

Accountability and Assessment

- MDE Public Files, summary data, suppression rules applied

MDE Secure Reports

- MDE > Data Center>Secure Reports>Assessment Secure Reports

PearsonAccess Next Reports

- PearsonAccess Next > Reports

District Assessment Coordinator

Contact your District Assessment Coordinator (DAC) to download secure or published reports.

To find your DAC, visit MDE-ORG

- MDE Homepage > Data Center > Schools and Organizations (MDE-ORG) > Contact Lists > District Assessment Coordinator

Your local DAC is a great resource and should be your first point of contact for assessment questions.

Objectives

Objectives of the Benchmark Reports:

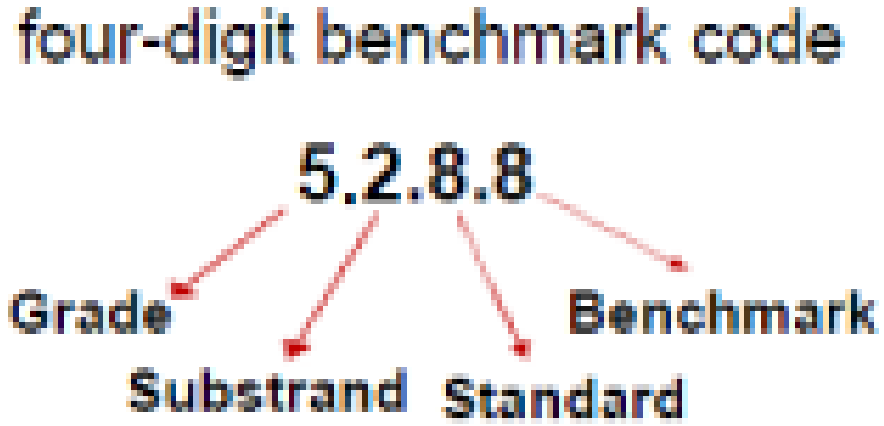
- A “System Check” for districts and schools
    - *How well are our systems servicing student learning of the standards*?
- Provide information about school or district performance on each benchmark that can more easily be connected back to the Minnesota academic standards.

What are benchmarks?

- The Minnesota Academic Standards are divided into benchmarks.
- Each item on the MCA is aligned to a benchmark.
- Some benchmarks are not assessed on the MCA in a given year, and some can be assessed only in the classroom and not on a standardized assessment.
- However, all tests meet the required "blueprints," or requirements, specified in the test specifications.

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)

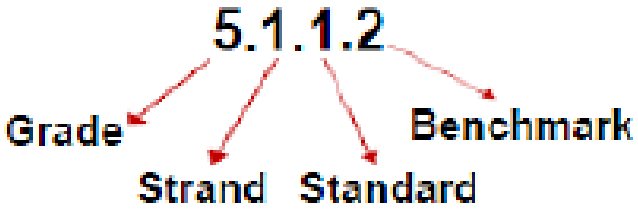
Coding System- Reading



Code	Grade	Substrand	Standard	Benchmark
5.2.8.8	5	2. Informational Text	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Coding system - math

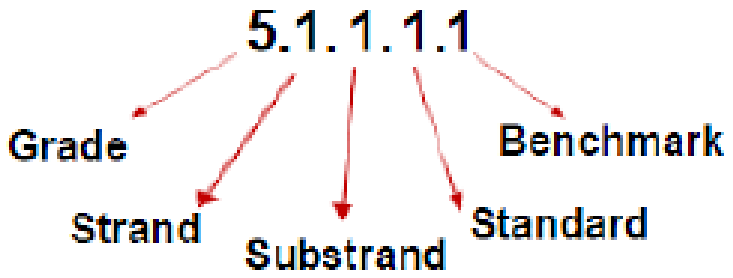
four-digit benchmark code



Code	Grade	Strand	Standard	Benchmark
5.1.1.2	5	1. Number & Operation	1. Divide multi-digit numbers; solve real-world and mathematical problems using arithmetic.	2. Consider the context in which a problem is situated to select the most useful form of the quotient for the solution and use the context to interpret the quotient appropriately.

Coding system - science

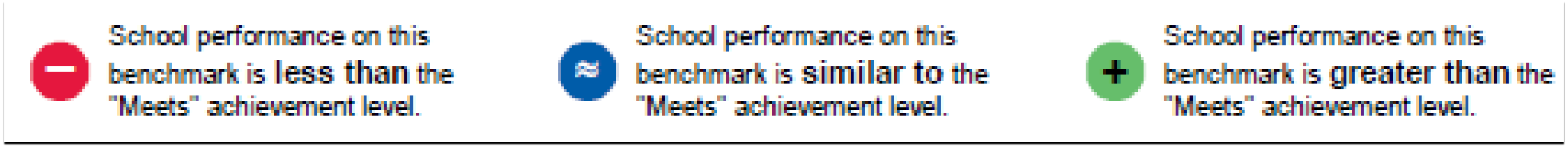
five-digit benchmark code



Code	Grade	Strand	Substrand	Standard	Benchmark
5.1.1.1.1	5	1. The Nature of Science and Engineering	1. The Practice of Science	1. Understand that science is a way of knowing about the natural world, is done by individuals and groups, and is characterized by empirical criteria, logical argument and skeptical review.	1. Explain why evidence, clear communication, accurate record keeping, replication by others, and openness to scrutiny are essential parts of doing science.

New Design

Easier to understand!



Reading

Other information you may see:

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
Compared to "Meets" Achievement Level	**Benchmark**	
Assessed classroom only	**3.1.10.10**	**Literature** By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
Assessed classroom only	**3.2.10.10**	**Informational Text** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

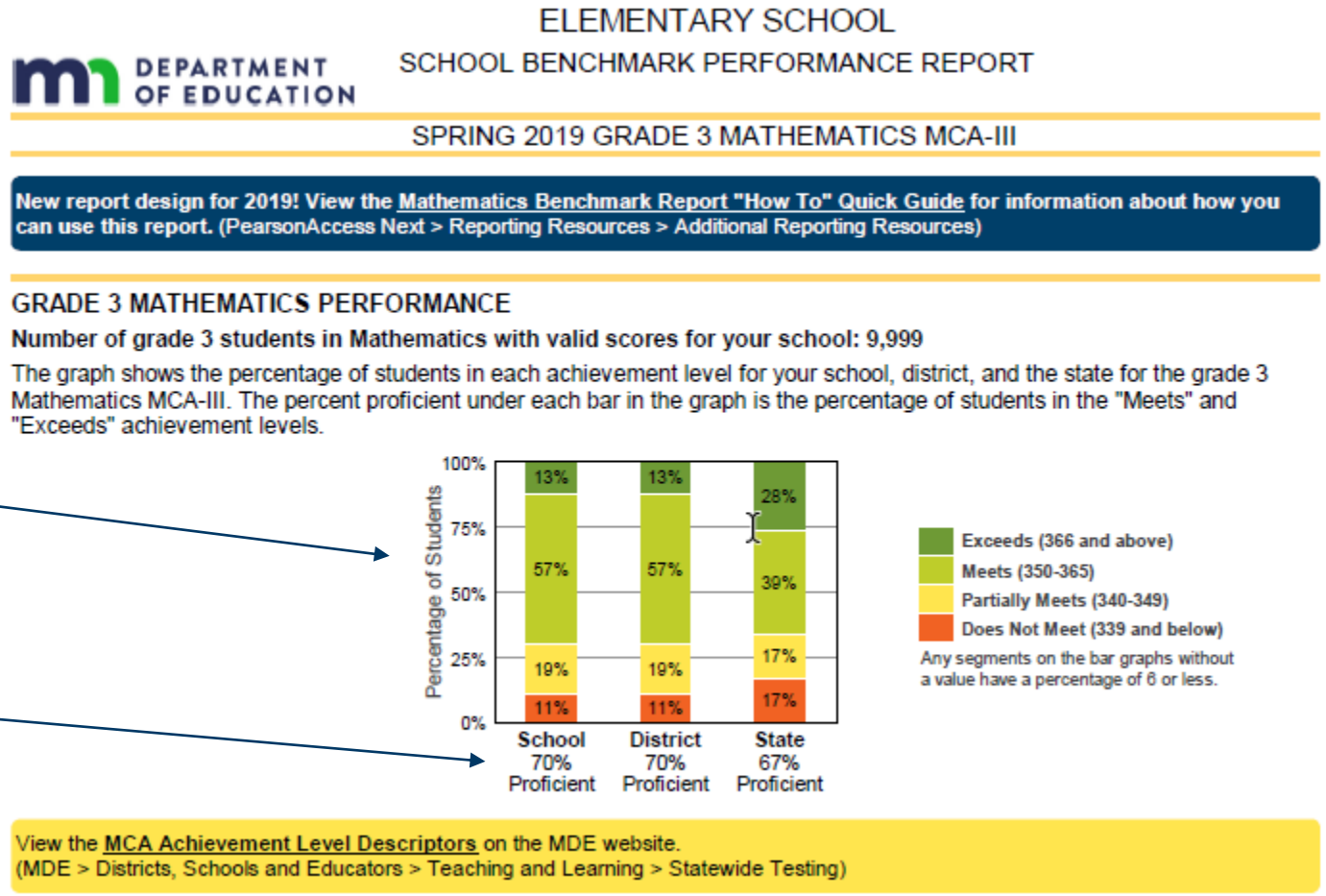
Science

Other information you may see:

Standard 5.1.1.1		Understand that science is a way of knowing about the natural world, is done by individuals and groups, and is characterized by empirical criteria, logical argument and skeptical review. ***Benchmarks 5.1.1.1.1 and 5.1.1.1.2 were not assessed on this year's test.*** ***Benchmark 5.1.1.1.3 is not assessed on the MCA-III.***
	5.1.1.1.4	Understand that different models can be used to represent natural phenomena and these models have limitations about what they can explain. For example: Different kinds of maps of a region provide different information about the land surface.
Standard 3.1.1.2		Understand that scientific inquiry is a set of interrelated processes incorporating multiple approaches that are used to pose questions about the natural world and investigate phenomena. ***Benchmark 3.1.1.2.1 was not assessed on this year's test.***
	3.1.1.2.2	Recognize that when a science investigation is done the way it was done before, even in a different place, a similar result is expected.
	3.1.1.2.3	Maintain a record of observations, procedures and explanations, being careful to distinguish between actual observations and ideas about what was observed. For example: Make a chart comparing observations about the structures of plants and animals.
	3.1.1.2.4	Construct reasonable explanations based on evidence collected from observations or experiments.

1. Overall School/District Performance

- Number of all students tested with valid and reportable scores
- Shows percentage of students at each achievement level
- Percent proficient is listed under graph (total “Meets” and “Exceeds”)



ELEMENTARY SCHOOL

DEPARTMENT OF EDUCATION

SCHOOL BENCHMARK PERFORMANCE REPORT

SPRING 2019 GRADE 3 MATHEMATICS MCA-III

New report design for 2019! View the Mathematics Benchmark Report "How To" Quick Guide for information about how you can use this report. (PearsonAccess Next > Reporting Resources > Additional Reporting Resources)

GRADE 3 MATHEMATICS PERFORMANCE

Number of grade 3 students in Mathematics with valid scores for your school: 9,999

The graph shows the percentage of students in each achievement level for your school, district, and the state for the grade 3 Mathematics MCA-III. The percent proficient under each bar in the graph is the percentage of students in the "Meets" and "Exceeds" achievement levels.

View the MCA Achievement Level Descriptors on the MDE website.
(MDE > Districts, Schools and Educators > Teaching and Learning > Statewide Testing)

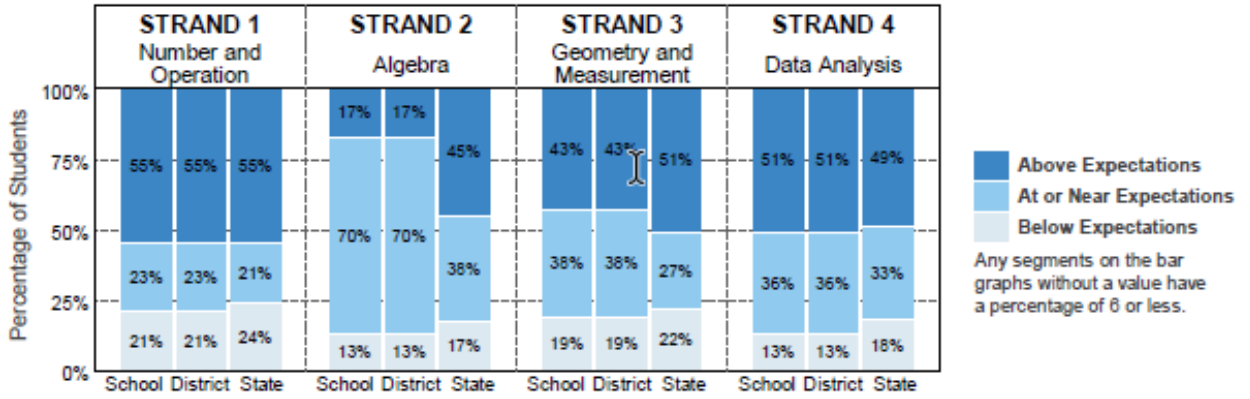
2. School/District Performance

- Content area strand/substrand results for the school/district/state
- Expectation is defined as performance on each strand/substrand compared to “Meets” level cut score

GRADE 3 MATHEMATICS PERFORMANCE BY STRAND

For the grade 3 Mathematics MCA-III, the content area strand results are categorized as: Below Expectations, At or Near Expectations, or Above Expectations. Expectation is defined as the school performance on each strand compared to the "Meets" achievement level.

The graphs below show the percentage of students in each performance level for each strand calculated by aggregating the individual student strand performance levels at your school, at your district, and at the state level.



View information about Strand Performance Levels in the Interpretive Guide for Minnesota Assessment Reports on the MDE website. (MDE > Districts, Schools and Educators > Teaching and Learning > Statewide Testing)

3. Benchmark Performance Symbols

Symbols compare to the "Meets" achievement level:

- Less than
- Similar to
- Greater than

* Indicates less than 20 responses, so results not available

GRADE 3 MATHEMATICS PERFORMANCE BY BENCHMARK

School performance on each benchmark is compared at the "Meets" achievement level cut score. Performance on each benchmark is calculated by comparing school performance on a benchmark to the expected performance on a benchmark that would be achieved at the "Meets" achievement level cut score.

− School performance on this benchmark is **less than** the "Meets" achievement level.

≈ School performance on this benchmark is **similar to** the "Meets" achievement level.

\+ School performance on this benchmark is **greater than** the "Meets" achievement level.

* less than 20 student responses on a benchmark

STRAND 1: NUMBER AND OPERATION

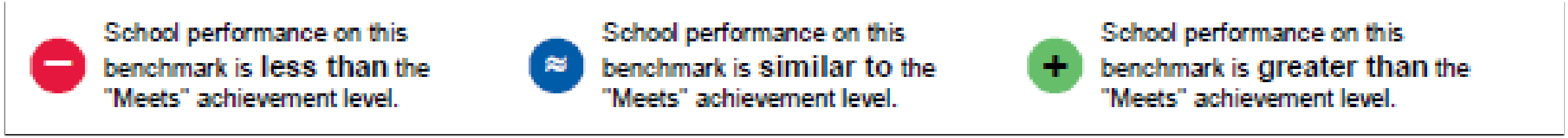
Compared to "Meets" Achievement Level	Benchmark	
Standard 3.1.1		Compare and represent whole numbers up to 100,000 with an emphasis on place value and equality.
≈	3.1.1.1	Read, write and represent whole numbers up to 100,000. Representations may include numerals, expressions with operations, words, pictures, number lines, and manipulatives such as bundles of sticks and base 10 blocks.
*	3.1.1.2	Use place value to describe whole numbers between 1000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones.
+	3.1.1.3	Find 10,000 more or 10,000 less than a given five-digit number. Find 1000 more or 1000 less than a given four- or five-digit number. Find 100 more or 100 less than a given four- or five-digit number.
≈	3.1.1.4	Round numbers to the nearest 10,000, 1000, 100 and 10. Round up and round down to estimate sums and differences.
≈	3.1.1.5	Compare and order whole numbers up to 100,000.

Cautions with interpretation

- Benchmark performance indicators and symbols **do not** correspond to overall achievement or performance levels

Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
Students at this level succeed at few of the most fundamental skills for the Minnesota K-12 Academic Standards.	Students at this level partially meet the subject's skills for the Minnesota K-12 Academic Standards.	Students at this level meet the subject's skills for the Minnesota K-12 Academic Standards.	Students at this level exceed the subject's skills for the Minnesota K-12 Academic Standards.

- The color/shape of each marker does not reflect benchmark difficulty.



How are the performance symbols calculated?

- The actual test questions administered to students may be limited in terms of the number of questions assessed at the benchmark level.
- Reading and Mathematics MCA questions may vary from school to school, since it is a computer adaptive test. Therefore, the actual student performance at a school or district level needs to be compared to an “expected” performance level
- The “expected” performance is based on the actual test questions that were administered for a particular benchmark.
- A range, called the expected “Meets” range, is calculated based on how students performing at the “Meets” achievement level would be expected to perform on the same questions that were administered to the school or district.

The Benchmark Report Calculations Resource has further details on the calculation.

Benchmark Report Calculations

Benchmark performance for a school or district is reported by comparing the average benchmark performance for students within the organization to the "Meets Range" (benchmark performance expected of students who perform at the "Meets" achievement level)

School or district benchmark performance is measured by finding the observed average probability correct (p value) for all students in organization o across all items measuring a particular benchmark b.

https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE087482&RevisionSelectionMethod=latestReleased&Rendition=primary

P-value calculations

1. Sum the scores for all student responses within a certain benchmark.
2. Divide the sum by the total number of responses (total number of attempts)
3. See example below where questions 1, 2, and 3 are aligned with the same benchmark.

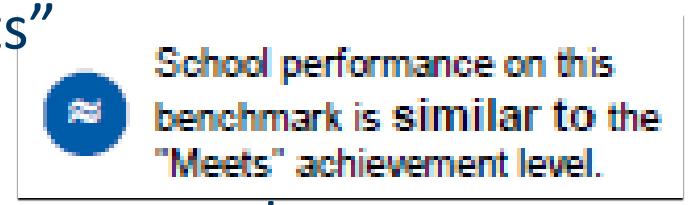
School A	Question 1 Score	Question 2 Score	Question 3 Score
Student 1	1		1
Student 2	0	1	
Student 3		1	1
Student 4		1	0

4 students in School A answered 2 questions each from a certain benchmark.

A total of 8 attempts. Six of the attempts were correct. **Observed p-value = 6/8 = 0.75**

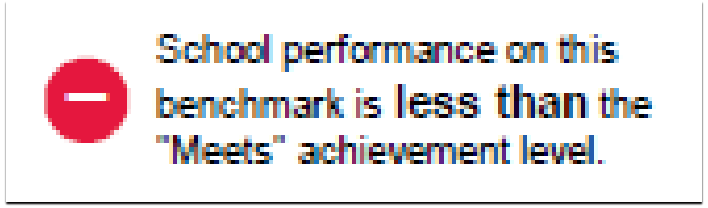
Calculation interpretation examples

- The performance symbols are determined calculating the average student performance on each benchmark at your school, and then comparing it to the performance *expected* of students who score at the "Meets" achievement level.



- For example, a blue "similar to meets" symbol indicates the average student performance at your school on this benchmark is within the range of where a student testing at the "meets" level is expected to perform.

- Similarly, a red "below meets" symbol indicates that average student performance on this benchmark at your school is *less than* the expected range for a student who scores at the "meets" level.



Calculation difference from old reports

In other words, the “meets” level is the baseline used to compare student performance and determine these symbols, *not* the school’s unique expected performance.

The “meets” level performance expectation is therefore the *same* for every school and district across the state, it does not change based on the school or district’s average student performance.

4. Interpretive Materials

Materials available: http://minnesota.pearsonaccessnext.com/additional-services/

- Benchmark Report Interpretive Guide - PAN
- Benchmark Report "How To" Quick Guides (by subject) - PAN
- Understanding the MCA Benchmark Report Video - PAN
- Webinar - PAN
- Benchmark Report Calculations Resource – MDE Statewide Testing website under Technical Reports

Professional Development Requests – Outreach Specialist

Kendra.Olsen@state.mn.us 651-582-8542

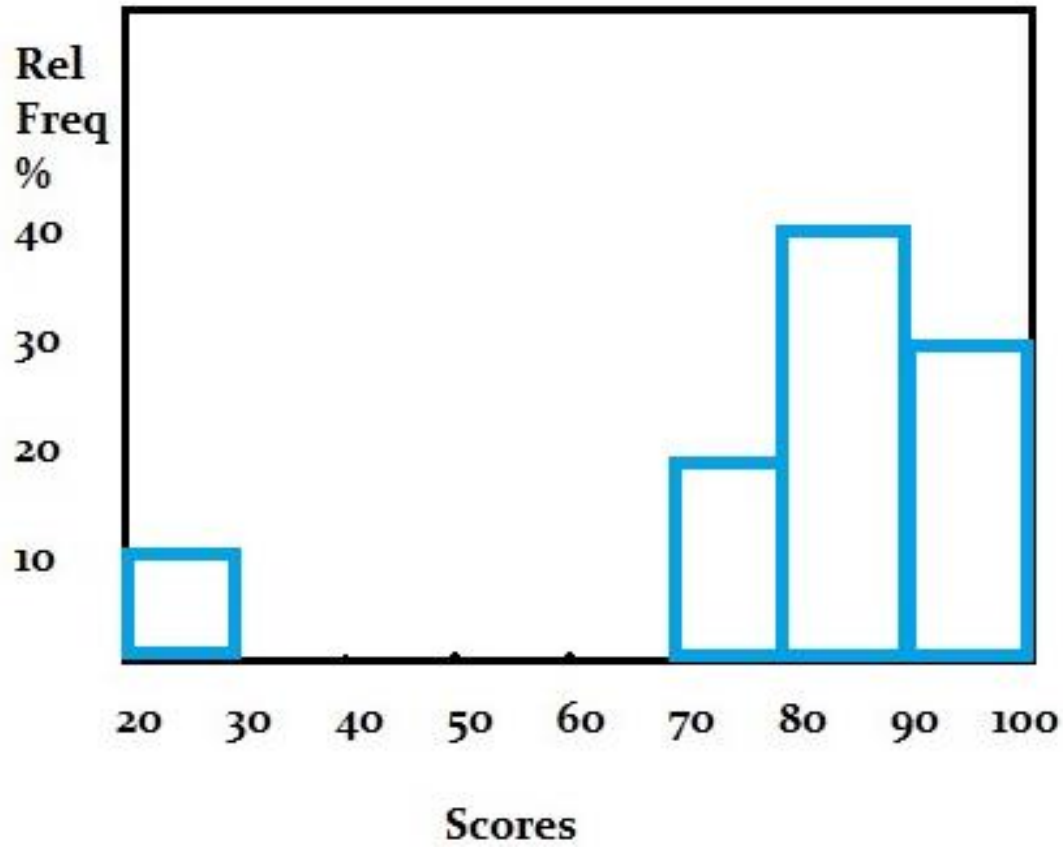
https://testing123.education.mn.gov/

Cautions when comparing data to the State

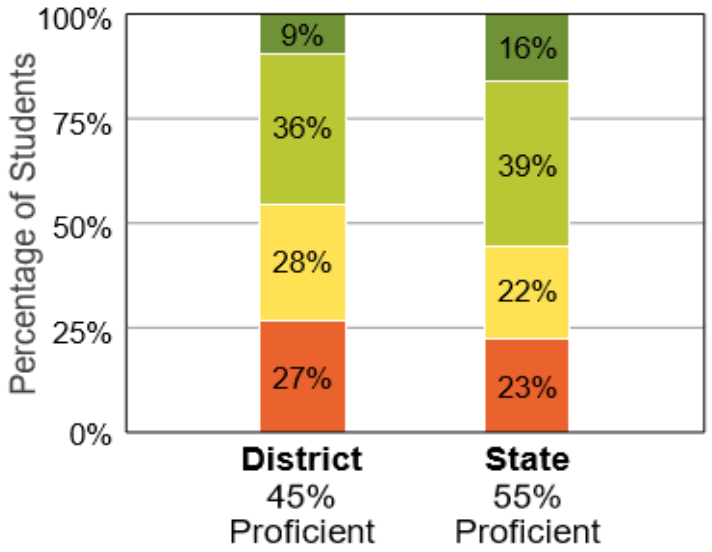
- Compare different perspectives.

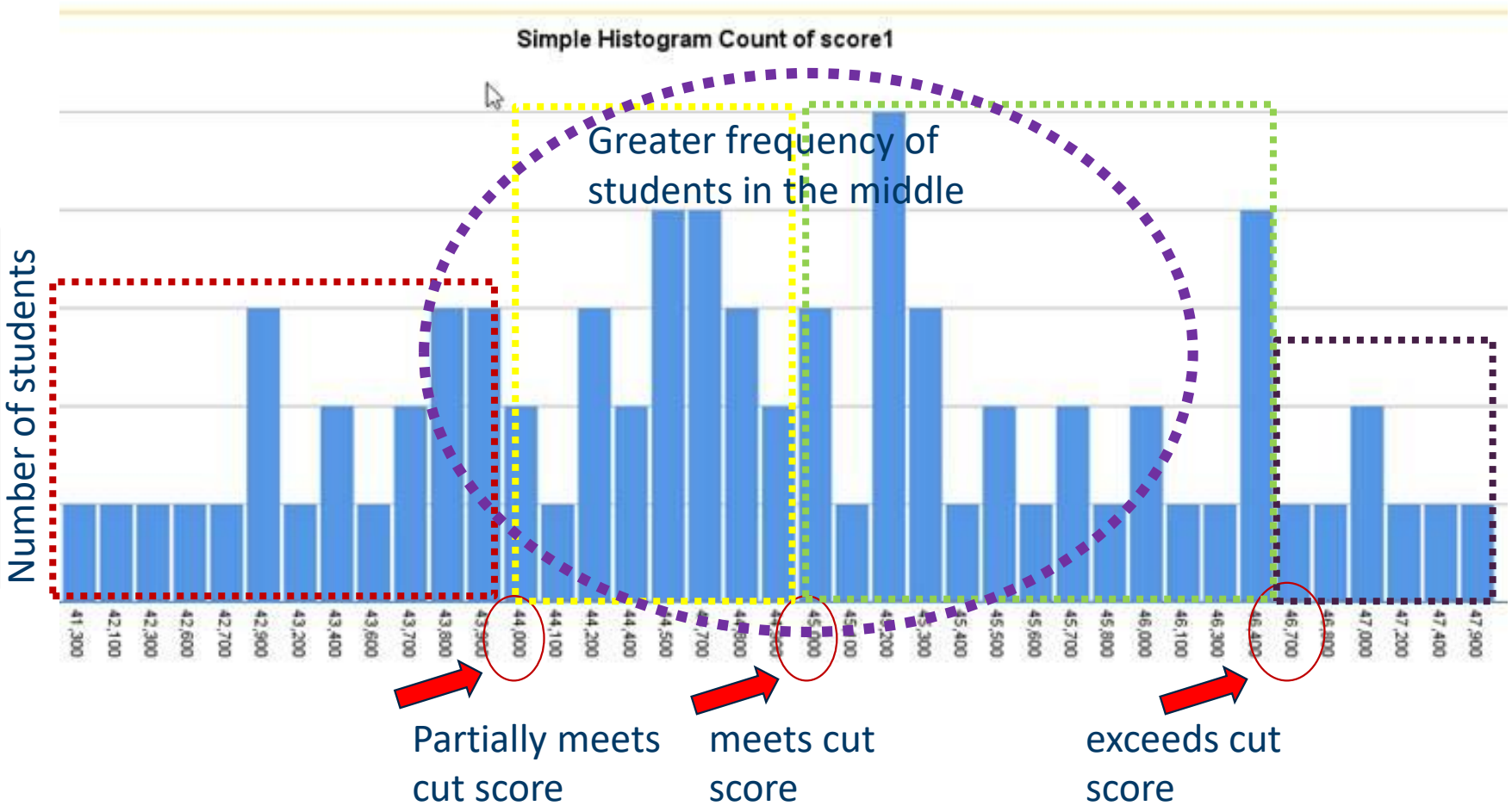
Ex: A school may have a lower average scale score than the state, but their percent of students who are proficient may be higher than the state.

- Averages are strongly influenced by students with very high or very low scores.
- Look at the distribution of scores to better understand strengths and weaknesses.



Reading Distribution Example





How to use Benchmark Data

- The MCA-III benchmark reports are an additional piece of data educators can use to identify benchmarks on which students show performance *greater than*, *similar to*, or *less than* on the current year's MCA relative to the MCA "Meets" achievement level cut score.
- These reports ARE comparable year to year.
- Teachers and district staff can use benchmark report data to identify gaps in instructional content. Frame any interpretation within the context of the school or district environment. External information about the curriculum, instructional practices, and data from other classroom assessments is critical to making appropriate inferences from the data in this report.

Cautions with interpretation

- The purpose of the data in this report is not to designate strengths and weaknesses in a school or district.
- It is designed to serve as a guidance tool to identify possible gaps in instructional content that your staff find relevant and important.

Remember…

- As you review the benchmark data for your school or district, keep in mind this is *one* data point to use when making decisions around teaching and learning.
- Benchmark data should not be used as the only evidence when working on curriculum mapping or standards unpacking.
- As you look at benchmark data, think about formative practices that can be improved or expanded on in order to collect more evidence of student understanding.
- Does this match what you see in the classroom? If not, what can you do to collect more evidence of student learning for a particular benchmark or substrand?

Formative Assessment

*Formative assessment is a planned, ongoing **process** used by students and teachers **during** instruction to elicit evidence of student learning.*

The purpose of formative assessment is to improve learning outcomes and support students to become more self-directed learners.

– CCSSO FAST SCASS, June 2017

Accessing Benchmark Reports and Interpretive Resources

Available on PearsonAccess Next through the DAC

- Need at least 20 responses to generate a report
- District and School level reports
- PA Next>Select Year and Test>Reports> Published Reports>Organization Name

User guides available for each report

- PearsonAccess Next > Reporting Resources > Additional Reporting Resources
- User Guide, Quick Guide, Webinars, Video

Email, call, or you can request our Outreach Specialist, Kendra Olsen to come present to your teams

Reports and Materials

Materials are now available on PAN - http://minnesota.pearsonaccessnext.com/additional-services/

Published Reports User Quick Guide

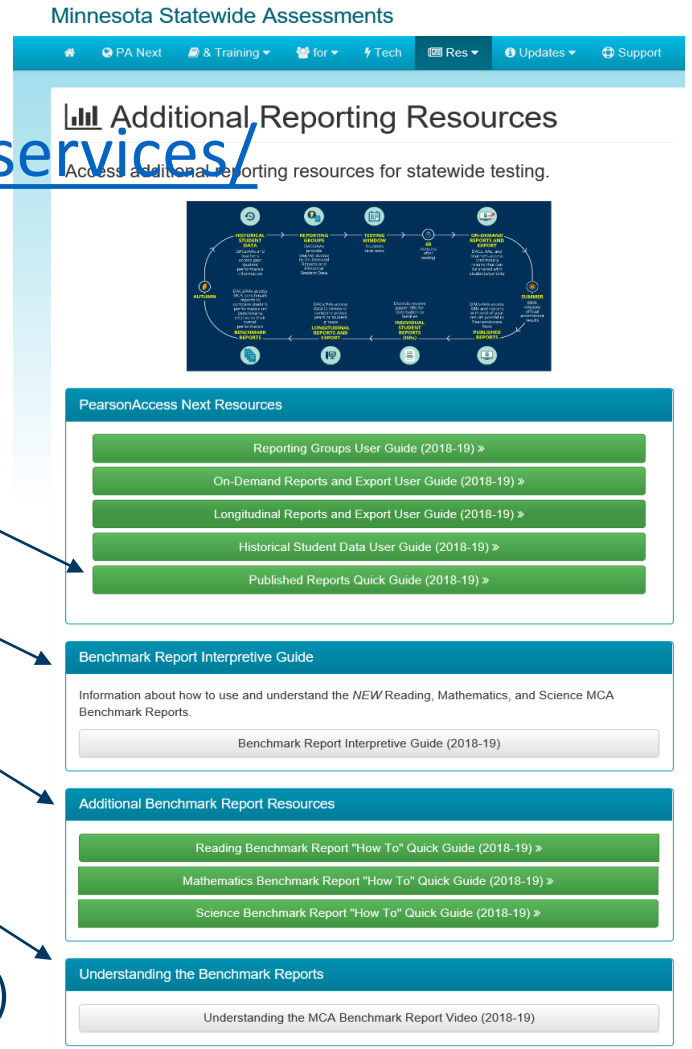
Benchmark Report Interpretive Guide

Benchmark Report "How To" Quick Guides

Understanding Benchmark Report Video

The **Benchmark Report Calculations Resource** is found on the MDE website under Technical Reports

(MDE > Districts, Schools and Educators > Statewide Testing > Technical Reports)



Model How to Use Report with ALDs

Grade 3 Reading Benchmark Report Example:

Compared to "Meets" Achievement Level	Benchmark	
⛔	3.1.1.1	**Literature** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ALD Maps: Reading Grade 3

- Is instruction aligned to the skills in meets and exceeds?

Meets the Standards	Exceeds the Standards
When interacting with literature and informational text, students at this achievement level demonstrate the following skills consistently and accurately.	**When interacting with literature and informational text, students at this achievement level demonstrate the following skills with a high degree of consistency and efficiency.**
Key Ideas and Details (Standards 1, 2, 3) Use implicit text evidence to quote accurately and make logical conclusions Identify relevant details that support conclusions from text Make generalizations and predictions Sequence plot events, real events, and steps in a process Use text evidence to understand cause/effect relationships Make inferences based on implicit text Distinguish fact from opinion in explicit text Use evidence from text to justify interpretations of meaning	***Key Ideas and Details (Standards 1, 2, 3)*** Draw logical conclusions from text Identify specific details to support conclusions from text Use generalizations to make predictions Use text evidence to analyze cause/effect relationships Make complex inferences based on implicit text Distinguish fact from opinion in a variety of implicit texts Compare and contrast text features in depth based on implicit text Summarize from a section of text, text as a whole, and across texts: • main idea

Dig into Benchmark Data

Need: Benchmark report, Benchmark Analysis Handout, Achievement Level Descriptor Maps

Do:

1. Preview the questions on your handout (2 minutes)
2. Review your school data and, individually reflect on questions
3. In pairs or with table group, discuss responses to the questions
4. Prepare to share out 1-2 main takeaways from your reflections

Then: If you finish early, take a look at more benchmarks that you would like to dig deeper on. Compare them to the Achievement Level Descriptors for that benchmark

Closing

Share with group:

After discussing with your group, what are some ways you plan on using this data? What are your next steps?

Additional Resources

Teacher Newsletter

If you would like to receive updates about information relevant to teachers, please use the following QR code to enter your information.

You can also send an email request to kendra.olsen@state.mn.us

Want to help write questions for the MCA?

This summer there were advisory panels of teachers who reviewed and approved all of the new items for the MCA at all grades.

Benefits:

1.YOU will see items on the upcoming MCA.

2.MN students benefit from having your expertise shape the MCA.

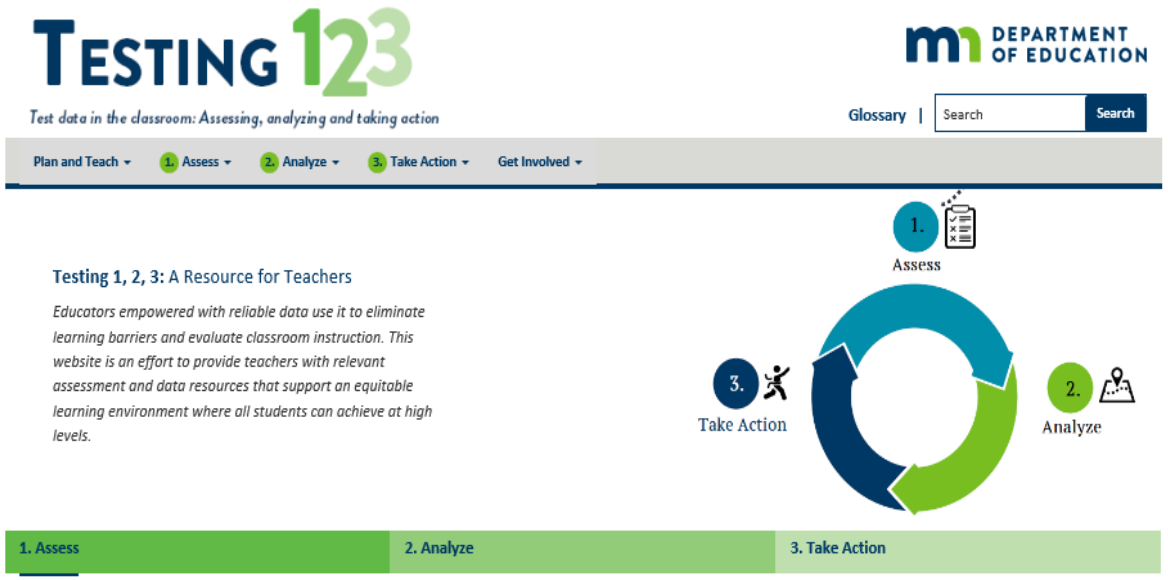
3.It's in the summer so no sub plans needed!

4.It is paid (if you don't have a sub).

http://www.education.state.mn.us/MDE/EdExc/Testing/RegAdvPanel/index.html (or scan the QR code)

(Google: MDE Advisory Panels – it's near the top of the list) --When you open the website go to the bottom of the page and click on "Submit your name to the Advisory Panel Register."

Testing 1, 2, 3



1. Promote Assessment and Data Literacy in the classroom
2. Resources for interpreting state test data
3. Teacher involvement opportunities

Testing123.education.mn.gov

We would like to hear your feedback

Please use the link below to complete a feedback form for today's session. This helps us plan for future presentations. Thank you!

feedback form

https://docs.google.com/forms/d/e/1FAIpQLSdbicDbslFV7PY14x0N5ErdLy0qz_yPB05Df1VJBg3q0g2Ncw/viewform?usp=sf_link

Resources on Reports

Additional benchmark resources

View the Minnesota Academic Standards (MDE website > Districts, Schools and Educators > Teaching and Learning > Academic Standards (K-12))

View the benchmarks in the MCA test specifications (MDE website > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Test Specifications)

View the Using Data in the Classroom: MDE Testing 1,2,3 (https://testing123.education.mn.gov)

View the Frameworks for the Minnesota Science & Math Standards (http://scimathmn.org/stemtc/)

View Released Items and Passage Sets for Reading and Mathematics (MDE website > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Released items and Passage Sets)

Thank you!

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