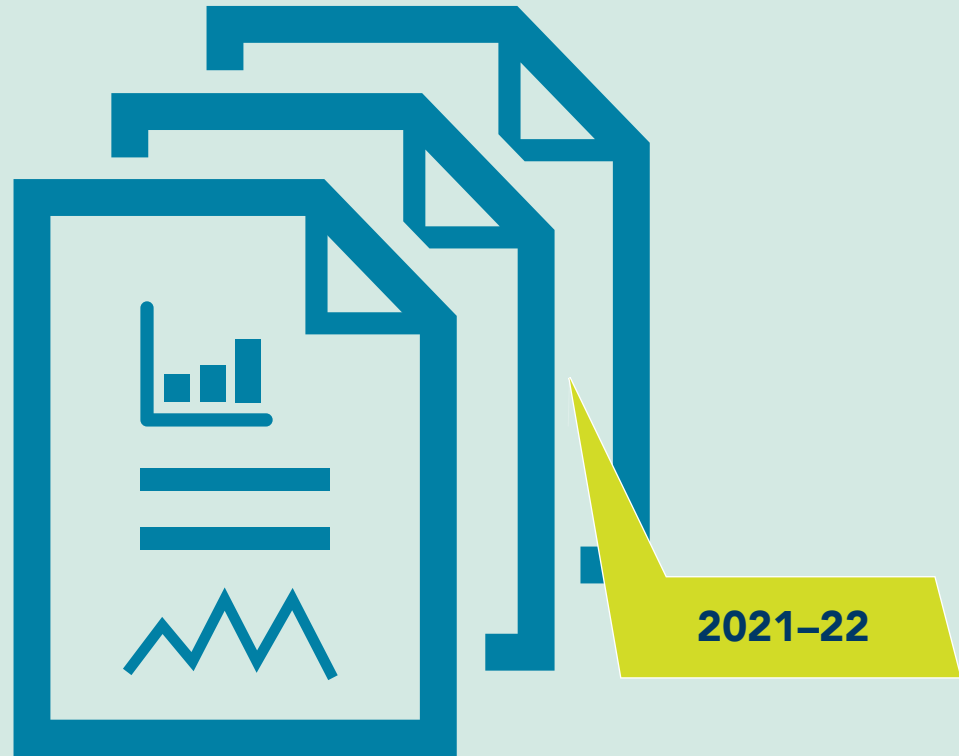


STATEWIDE ASSESSMENT REPORTS

# INTERPRETIVE GUIDE



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Since March 2020, 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.

The statewide assessments 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 Statewide Assessment Reports* is geared towards those interested in understanding the results from these assessments.

This guide contains information on the types of results provided for the statewide assessments, resources for how to use them, and details 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.

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.

State of Minnesota

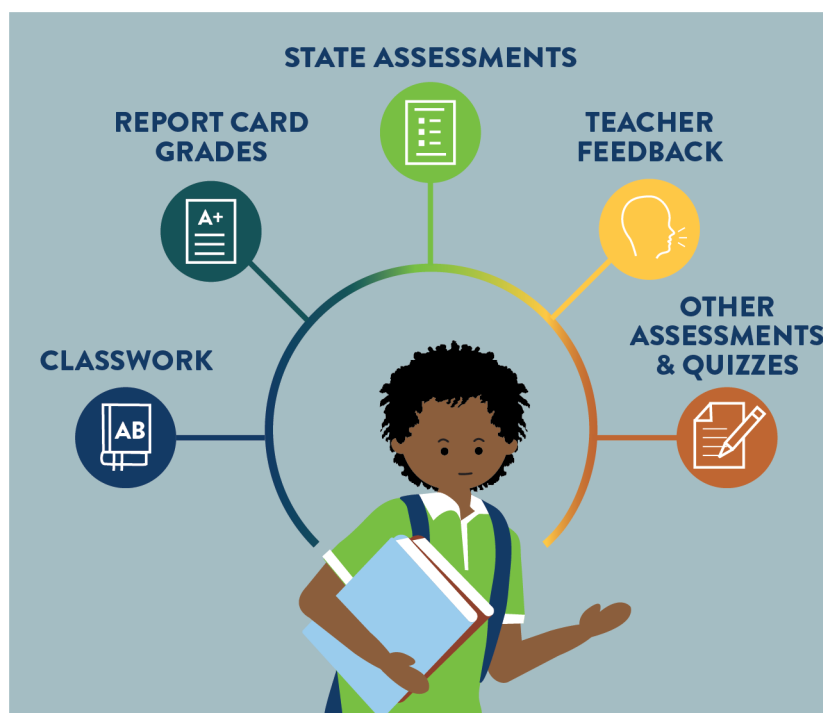
Minnesota Department of Education

## INTRODUCTION TO THE INTERPRETIVE GUIDE

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.

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

Educators and school leaders should use these results in the context of their comprehensive and balanced assessment system. An assessment system is comprehensive if it includes a variety of assessment types, the assessments are coherently linked through clear standards-based learning targets, and it continuously documents student progress over time.



This *Interpretive Guide* will assist you in understanding the results of the statewide 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 Statewide 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](https://education.mn.gov).

**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 statewide assessments.

Assessments are designed to provide information about student learning for a particular purpose. No single assessment can comprehensively measure a student's learning in an educational setting. Results from statewide 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).

The purposes and uses of assessment information differ at each level of the education system (state, district/school, and classroom) and for the stakeholders using the information. Together, information from each level should describe the learning expectations defined in the standards.



## PURPOSE OF STATEWIDE 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 determine where there may be 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)

# English Language Proficiency Accountability Assessments

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 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 is administered in grades 1–12 to English learners with significant cognitive disabilities.

For information about ACCESS and Alternate ACCESS 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).

## Preliminary Student-Level Results

For ACCESS and Alternate ACCESS, an Excel file of early student-level results is provided in **Test WES** in late May. Preliminary results can be used to make individual student reclassification and exiting decisions. Depending on the district's policy, student-level data can be shared with teachers, students, and families for instructional and informational purposes with the understanding that the scores are preliminary. However, districts should not use this file to calculate school or district summaries to share with the public. Early results are not final; while the score of the student is final (except in very special circumstances), actions taken during Posttest Editing (e.g., district making changes to student information, validations against MARSS to confirm EL designations) could affect final results. Note: The early results file is a static file, which means that it is not updated as changes are made in Posttest Editing.

## Final Results in WIDA AMS

When final results are released publicly, the following reports for ACCESS and Alternate ACCESS are available in [WIDA AMS](#) to district-level users:

From the Report Delivery menu on the Test Results tab:

- *District and School Student Response File*: A file containing student-level data for all tested students.
- *Individual Student Reports*: Electronic copies of ISRs.
- *Student Roster Reports*: Overview report on the performances of a group of students, including proficiency level and scale scores for each language domain and composite area by school, grade, student, tier, and grade-level cluster.
- *District and School Frequency Reports*: High-level reports for a single grade within a school, district, or state on the number and percentage of tested students that achieved each proficiency level for each language domain and composite area.

From the Report Delivery menu on the On-Demand Reports tab:

- *Translated Student Reports*: Translated versions of ISRs, generated by student.

## Resource Library

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.

## DATA SITES AND RESOURCES

Preliminary results and unofficial data are available in PearsonAccess Next (for MCA and MTAS) and in Test WES and WIDA AMS (for ACCESS and Alternate ACCESS). Final, official results for all statewide assessments are provided by MDE.



REPORT/WEBSITE	RESOURCES	MDE	PEARSON ACCESS NEXT	WIDA
<a href="#">Minnesota Report Card</a> * Includes publicly available official school, district, and state summary data.	<a href="#">Minnesota Report Card User Guide</a> <a href="#">Statewide Assessments: Using Public Results</a>	public report		
<a href="#">District and School Student Results (DSR and SSR)</a> * Includes official student, school, and district results through secure access.	<a href="#">DSR and SSR User Guide</a> <a href="#">Statewide Assessments: Using DSR and DSR Files</a>	secure report		
<a href="#">Test Results Summary</a> * Includes official summary results through secure access.	<a href="#">Test Results Summary User Guide</a> <a href="#">Statewide Assessments: Using Test Results Summary</a>	secure report		
<a href="#">Student Assessment History Report</a> * Allows districts to access test history for newly enrolled students, based on MARSS information.	<a href="#">Student Assessment History Report User Guide</a>	secure report		
<a href="#">On-Demand Reports (MCA and MTAS)</a> Includes preliminary results reported during testing.	<a href="#">On-Demand Reports and Export User Guide</a> <a href="#">Statewide Assessments: Using Preliminary Results</a>		secure report	
<a href="#">Published Reports (MCA and MTAS)</a> Includes PDF versions of final results released by MDE.	<a href="#">Published Reports Quick Guide</a>		secure report	
<a href="#">Longitudinal Reports (MCA and MTAS)</a> Includes unofficial historical results.	<a href="#">Longitudinal Reports and Export User Guide</a>		secure report	
<a href="#">Historical Student Data (MCA and MTAS)</a> Includes unofficial individual student historical results.	<a href="#">Historical Student Data User Guide</a>		secure report	
<a href="#">Subscore Report (MCA only)</a> Publicly available strand/substrand results in MCA content areas.	<a href="#">Subscore Report User Guide</a>		public report	
<a href="#">Early Student-Level Results (ACCESS and Alternate ACCESS)</a> Includes preliminary results through secure access in Test WES.	<a href="#">ACCESS and Alternate ACCESS Early Student-Level Results</a>	secure report		
<a href="#">WIDA AMS (ACCESS and Alternate ACCESS)</a> Includes unofficial final results through secure access.	<a href="#">ACCESS for ELLs Interpretive Guide for Score Reports</a> <a href="#">Alternate ACCESS for ELLs Interpretive Guide for Score Reports</a>			secure report

\* MCA, MTAS, ACCESS and Alternate ACCESS 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 2022 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 2022 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 > PearsonAccess Next) to retrieve current preliminary results, prior year, and/or older historical test results for the standards-based accountability assessments (MCA and MTAS). The report options for test results are under the “Reports” menu.

Resources for On-Demand Reports, Longitudinal Reports, Historical Student Data, and Published Reports are available on the **[Additional Reporting Resources](#)** page. (PearsonAccess Next > Reporting Resources > Additional Reporting Resources)

## On-Demand Reports

MCA/MTAS student level preliminary results are available in On-Demand Reports in PearsonAccess Next within 60 minutes after testing or data entry is completed. They remain available until final results are posted in Published Reports.

Student Detail Reports (SDRs) of individual student preliminary results are available as PDFs. Preliminary results can also be downloaded as a Student List Report in PDF or Excel format.

On-Demand Reports 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.

A student that moves from one district to another during a test administration will have preliminary results available online at only the district where the student tested.

## Longitudinal Reports

Longitudinal Reports include student to state level historical results and can be reviewed by administration, overall and average scale score, achievement level, strand performance detail, and/or student group.

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.

## 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 Individual Student Reports (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.


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

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

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

# Use of MCA and MTAS 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 [hub.lexile.com](http://hub.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 [hub.lexile.com](http://hub.lexile.com) for more information about the **Quantile Framework**.

## TYPES OF REPORTS OF FINAL ASSESSMENT RESULTS

Reports available for 2022 are listed below.

Report Types						
NAME	FORMAT	STUDENT	SCHOOL	DISTRICT	STATEWIDE	ADDITIONAL RESOURCES IN THIS GUIDE
<b>Student Results Files</b> (MCA, MTAS, ACCESS, and Alternate ACCESS)						
School (SSR)	Online	✓				Page 8, Data Sites and Resources
District (DSR)	Online	✓				Page 9, MDE Data Center > Secure Reports
<b>Test Results Summary Files</b> (MCA, MTAS, ACCESS, and Alternate ACCESS)						
School	Online		✓	✓	✓	Page 8, Data Sites and Resources
District	Online			✓	✓	Page 9, MDE Data Center > Secure Reports
<b>Individual Student Report (ISRs) Shipments</b> (MCA, MTAS, ACCESS, and Alternate ACCESS)						
ISR for Parent/ Guardian*	Paper	✓	✓	✓	✓	Page 7, English Language Proficiency Accountability Assessments Page 25, Sample MCA/MTAS ISRs
Student Results Labels (MCA/MTAS only, optional)	Paper	✓				Page 35, Sample Student Results Labels
<b>Published Reports in PearsonAccess Next</b> (MCA, MTAS)						
Benchmark Reports by grade and subject for a school	Online		✓			Page 8, Data Sites and Resources Page 10, Reporting in PearsonAccess Next Page 40, Online Resources > PearsonAccess Next
Benchmark Reports by grade and subject for a district	Online			✓		
ISR PDFs	Online	✓	✓	✓	✓	
Rosters PDFs	Online		✓			
<b>Final Results in WIDA AMS</b> (ACCESS, Alternate ACCESS)						
ISR PDFs	Online	✓	✓	✓	✓	Page 7, English Language Proficiency Accountability Assessments
Student Roster Report PDFs	Online		✓	✓		Page 40, Online Resources > WIDA Website

\*Districts may elect to download PDFs and provide them electronically to parents/guardians.



## 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 2022, the following types of individual student-level results for MCA and MTAS 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.

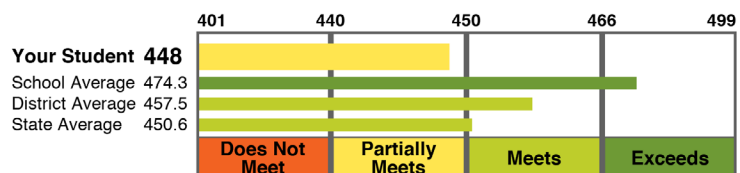
- The subscores (extended standards) for MTAS are reported as raw score points earned and can only be compared within a particular year. Such comparisons can tell an organization about its strengths or areas needing improvement relative to other schools or districts.
- Subscores based on raw score points 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.

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

## READING: FIRSTNAME'S OVERALL MCA-III RESULTS



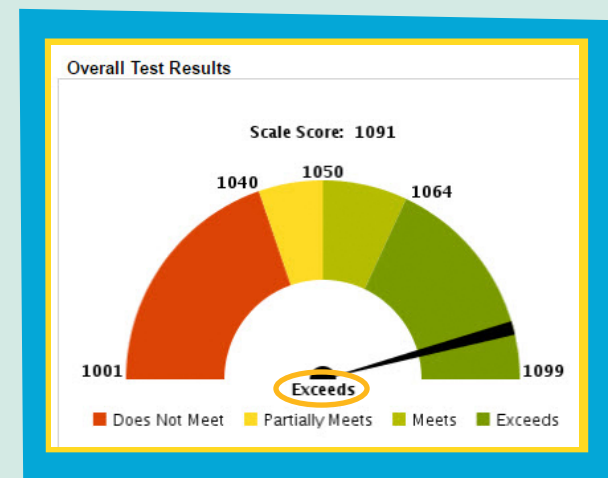
**Performance Level Description:**  
Students at the **Partially Meets the Standards** level demonstrate skills of the Minnesota Academic Standards with limited consistency and accuracy, and they interact best with texts of basic to grade-level complexity.

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 also 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 READING Performance History

Student Grade	3	4	5	6	7	8
Year	2021	2022				
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 statewide 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.

View the MCA and MTAS **Achievement Level Descriptors** on the MDE website.

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

## What can teachers do with MCA and MTAS data?

The MCA and MTAS results can be used to gain a general sense of strengths and gaps in curriculum and instruction.

Teachers can analyze statewide results by achievement level in their school, class, or by grade considering questions like:

- How did changes in your instructional schedule and learning mode affect student learning?
- What additional evidence can you consider, like classroom work, attendance, or family surveys?
- Are there other instructional changes that could provide additional context (i.e., curriculum changes, emphasis on a certain content strand)?
- Are the students who tested representative of your total student population? How does this compare to previous years?
- Who did and did not participate, and why?
- What percent of students are not yet proficient? How does this compare across student groups?
- What do you notice about the percent of students in each achievement level? How does this compare across years or student groups?

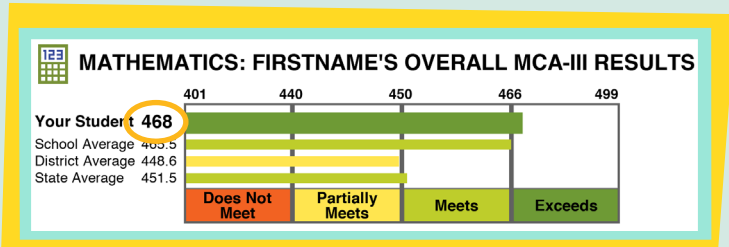
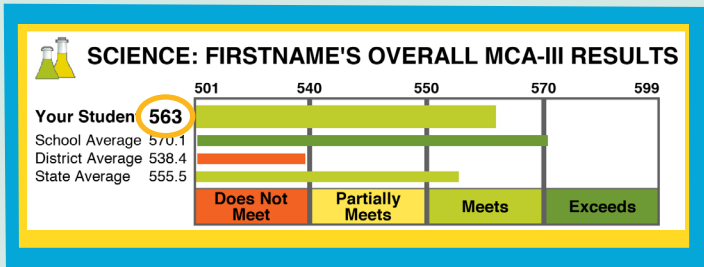
However, a teacher needs more fine-grained, curricular information to differentiate instruction for individual and groups of students and for more granular-level planning.

View ways to **use statewide assessment data** on the Testing 1, 2, 3 site (Testing 1, 2, 3 site > Analyze > Use Statewide Assessment Data)

## 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 2022
Mathematics MCA and MTAS	11	2007	2014	2014 to 2022
Science MCA and MTAS	5, 8, HS	2009	2012	2012 to 2022
Reading MCA and MTAS	3–8, 10	2010	2013	2013 to 2022

\*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 2022 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 2022 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 2022 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 2022 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** (MDE website > Districts, Schools and Educators > Teaching and Learning > Academic Standards (K-12)) are in the process of being adopted for all subjects. These new standards will not be assessed until 3-4 years after they have been adopted by legislation. This provides districts time to ensure their curriculum is aligned to the revised standards.

## 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)

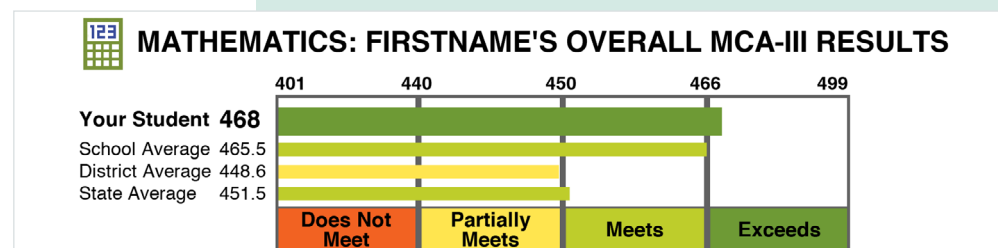
Students are assigned an achievement level based on their scale score. For the MCA, the diagram to the right illustrates the commissioner-approved cut scores used to assign achievement levels. The cut scores for levels Partially Meets the Standards and Meets the Standards are G40 and G50, respectively.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

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

**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.

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
G99			
<b>Does Not Meet</b>	<b>Partially Meets</b>	<b>Meets</b>	<b>Exceeds</b>
<b>(G01–G39)</b>	<b>(G40–G49)</b>	<b>(G50–G66)</b>	<b>(G67–G99)</b>

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).

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

## 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.

View 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

MATHEMATICS AREA	DESCRIPTION	POINTS EARNED* /POINTS POSSIBLE
<b>Number and Operation:</b>	May include understanding meanings of numbers and operations and how they relate to one another; computing fluently and making reasonable estimates.	4 / 6
<b>Algebra:</b>	May include models to understand, represent and analyze patterns, relations, and functions.	9 / 12
<b>Geometry and Measurement:</b>	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
<b>Data Analysis and Probability:</b>	May include organizing and displaying relevant data questions; understanding and applying basic concepts of probability.	5 / 6
<b>TOTAL:</b>		<b>20 / 27</b>

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

## 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**.

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

## 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



An Individual Student Report (ISR) is generated for every student participating in the assessment and for students who did not participate, showing why results are not included (absent, test, invalidated, medical excuse, not attempted, not completed, not enrolled, parent or student refusal, wrong grade, and no test data available). The ISR for a participating student describes an individual student's performance in terms of overall results, performance level, and Minnesota Academic Standards for each subject.



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 in the year when life science instruction is completed.

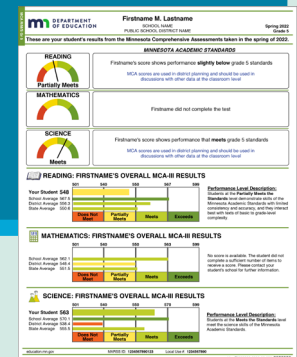
View [sample MCA and MTAS ISRs](#) on the Individual Student Reports (ISRs) Resources page.

(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.



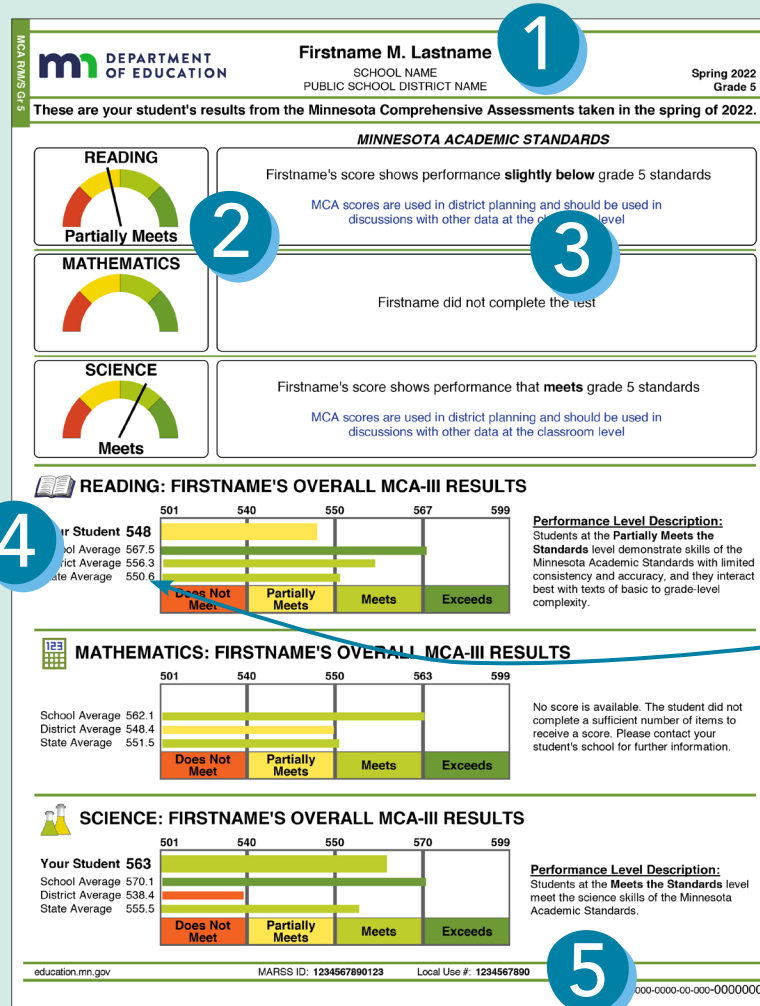
# Grades 3–8 Reports

## 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.
- 3. 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.



- 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.

7. **Performance Indicators**—Performance on content areas within each subject is reported as a comparison to the state expectations.

8. 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.

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

9. **Lexile® Measure**—The predicted Lexile measure of the student’s reading ability and the upper and lower range that helps match a reader with literature appropriate for their reading skills. Available for Reading MCA only.

10. **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.

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. Note: This website will be available through Dec. 2022.

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.

**MINNESOTA COMPREHENSIVE ASSESSMENTS Spring 2022** Page 2 of 4  
 Performance within Subjects  
 Your student's score is compared to the state expectations for each subject and content area tested. Performance in content areas within a subject is reported as Below Expectations, At or Near Expectations, or Above Expectations.  
 ↓ = Below Expectations   ↔ = At or Near Expectations   ↑ = Above Expectations

**READING: Performance Details**

READING AREA	DESCRIPTION	PERFORMANCE
Literature:	Use strategies to analyze, interpret, and evaluate fiction (such as short stories, fables, poetry, and drama).	↓ Below Expectations
Informational Text:	Use strategies to analyze, interpret, and evaluate nonfiction (such as expository and persuasive text, and literary nonfiction).	↔ At or Near Expectations

Reading Learning Locator™(c) 645751 Predicted Lexile®(c) measure: 835L and range: 750L-920L

**MATHEMATICS: Performance Details**

MATHEMATICS AREA	DESCRIPTION	PERFORMANCE
Number and Operation:	May include understanding meanings of numbers and operations; computing fluently and making reasonable estimates.	No Test Data Available
Algebra:	May include modeling to understand, represent and analyze patterns, relations, and functions.	No Test Data Available
Geometry and Measurement:	May include analyzing properties of geometric shapes; understanding the units, systems, and processes of measurement.	No Test Data Available
Data Analysis:	May include organizing and displaying relevant data questions; understanding and applying basic concepts of probability.	No Test Data Available

Mathematics Learning Locator™(c) NA Predicted Quantile®(c) measure: NA and range: NA

**SCIENCE: Performance Details**

SCIENCE AREA	DESCRIPTION	PERFORMANCE
Nature of Science and Engineering:	May include conducting controlled scientific investigations, constructing explanations based on evidence, and identifying engineering solutions to problems.	↔ At or Near Expectations
Physical Science:	May include describing and experimenting with the properties of matter, light, heat, sound, electricity, magnetism, and force and motion.	↔ At or Near Expectations
Earth and Space Science:	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.	↔ At or Near Expectations
Life Science:	May include comparing structures and functions of organisms and relationships among organisms, and understanding that individual differences give advantages in survival.	↑ Above Expectations

Science Learning Locator™(c) 883472

**Resources for Learning**

- Enter the Learning Locator™ code by subject on [perspective.com/perspective/](https://www.perspective.com/perspective/) for resources mapped to your student's results. Note: Perspective is available through Dec. 1, 2022, after which the code will no longer be active.
- Enter the predicted Lexile range at <http://hub.lexile.com/> for student's reading skills with books appropriate for their level. Enter the predicted Quantile range to match your student with resources appropriate for their level.

education.mn.gov

**MINNESOTA COMPREHENSIVE ASSESSMENTS Spring 2022** Page 3 of 4  
 How should a parent use these results?  
 • State test results are a snapshot of student learning from one day, they are one data point among many that schools use when measuring classroom teaching and learning.  
 • Teachers use classroom tests on a regular basis, such as quizzes, mid-terms, chapter tests, and final exams, to capture how well students are learning concepts taught in the classroom. Teachers look for areas students do well so they can reinforce how those skills are taught, and for areas that need improvement so they can individualize instruction.  
 • To be an advocate for your student, keep track of their academic progress and communicate regularly with their teachers.

What does the year to year comparison below represent?  
 • The table shows 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.

**Your Student's Reading, Mathematics, and Science Performance History**  
 Your student's Performance History in Reading, Mathematics, and Science on the MCA is below. The tables show the achievement level, also known as performance level, for your student by grade and subject.

**Your Student's READING Performance History**

Student Grade	3	4	5	6	7	8
Year	2020	2021	2022			
Achievement level of student score on grade level standards	No participation due to COVID-19	Exceeds	Partially Meets			

**Your Student's MATHEMATICS Performance History**

Student Grade	3	4	5	6	7	8
Year	2020	2021	2022			
Achievement level of student score on grade level standards	Meets	Partially Meets	Not Completed			

**Your Student's SCIENCE Performance History**

Student Grade	5	8
Year	2022	
Achievement level of student score on grade level standards	Meets	

Science is given in grade 5, grade 8 and once at the high school level depending on coursework completion.

**Additional Resources**

- Students and Families [Statewide Testing page](#) (MDE website > Students and Families > Programs and Initiatives > Statewide Testing)
- [Minnesota Academic Standards](#) (MDE website > Districts, Schools and Educators > Teaching and Learning > Academic Standards K-12)
- [Minnesota Report Card](#) (MDE website > Data Center > Minnesota Report Card)

education.mn.gov

# 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

- 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, performance is graphically indicated and described in relation to the extended standards of the Minnesota Academic Standards.

DEPARTMENT OF EDUCATION  
 SCHOOL NAME  
 PUBLIC SCHOOL DISTRICT NAME

**Firstname M. Lastname**  
SCHOOL NAME  
PUBLIC SCHOOL DISTRICT NAME

Spring 2022  
 Grade 8

These are your student's results from the Minnesota Test of Academic Skills taken in the spring of 2022.

ALTERNATE ACHIEVEMENT STANDARDS

<b>READING</b>  <b>Exceeds</b>	Firstname's score shows performance <b>above</b> grade 8 alternate achievement standards  MTAS scores are used in district planning and should be used in discussions with other data at the classroom level
<b>MATHEMATICS</b>  <b>Meets</b>	Firstname's score shows performance that <b>meets</b> grade 8 alternate achievement standards  MTAS scores are used in district planning and should be used in discussions with other data at the classroom level
<b>SCIENCE</b>  <b>Partially Meets</b>	Firstname's score shows performance <b>slightly below</b> grade 8 alternate achievement standards  MTAS scores are used in district planning and should be used in discussions with other data at the classroom level

3

**READING: FIRSTNAME'S OVERALL MTAS-III RESULTS**

	103	190	200	221	238	
Your Student 238						<b>Performance Level Description:</b> Given little or no verbal, visual, and/or tactile supports, which provide extra context about the task to be completed, students at the <b>Exceeds</b> level succeed at most of the skills on the extended standards of the Minnesota Academic Standards in reading.
	Does Not Meet	Partially Meets	Meets	Exceeds		
	State average score is 200.9					

3

**MATHEMATICS: FIRSTNAME'S OVERALL MTAS-III RESULTS**

	116	190	200	207	238	
Your Student 204						<b>Performance Level Description:</b> With the occasional use of supports, students at the <b>Meets</b> level succeed at many of the skills on the extended standards of the Minnesota Academic Standards in mathematics.
	Does Not Meet	Partially Meets	Meets	Exceeds		
	State average score is 199.6					

3

**SCIENCE: FIRSTNAME'S OVERALL MTAS-III RESULTS**

	55	190	200	234	263	
Your Student 198						<b>Performance Level Description:</b> Given frequent verbal, visual, and/or tactile supports, which provide extra context about the task to be completed, students at the <b>Partially Meets</b> level succeed at some of the skills on the extended standards of the Minnesota Academic Standards in science.
	Does Not Meet	Partially Meets	Meets	Exceeds		
	State average score is 208.5					

education.mn.gov
MARSS ID: 1234567890123
1234567890

mmddy-20000000-0000-00-000-00000000

- 3. 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.

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

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MINNESOTA INTERPRETIVE GUIDE

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 2022 Page 2 of 4

Performance within Subjects

**Minnesota Test of Academic Skills (MTAS) Scoring Rubric**

The MTAS consists of nine performance tasks per subject. For each task, points are earned according to the guidelines below.

- 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 succeeded 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 students 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		TOTAL: 27 / 27
<ul style="list-style-type: none"> <li>0 passage(s) read aloud by the test administrator,</li> <li>read 2 passage(s) along with the test administrator, and</li> <li>read 1 passage(s) independently.</li> </ul>		

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

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**7**

MINNESOTA TEST OF ACADEMIC SKILLS Spring 2022 Page 3 of 4

**MATHEMATICS: PERFORMANCE DETAILS**

**Firstname's score Meets the Mathematics Alternate Achievement Standards**

Students at the **Meets** level succeeded 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:

- Compare 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
<b>Number and Operation:</b>	May include understanding meanings of numbers and operations and how they relate to one another; computing fluently and making reasonable estimates.	4 / 6
<b>Algebra:</b>	May include models to understand, represent and analyze patterns, relations, and functions.	7 / 12
<b>Geometry and Measurement:</b>	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
<b>Data Analysis and Probability:</b>	May include organizing and displaying relevant data questions; understanding and applying basic concepts of probability.	5 / 6
<b>TOTAL:</b>		<b>18 / 27</b>

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

**8**

**SCIENCE: PERFORMANCE DETAILS**

**Firstname's score Partially Meets the Science Alternate Achievement Standards**

Students at the **Partially Meets** level succeeded 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 when matter has undergone a physical change.
- Understand that forces cause a change in motion.
- Identify how weathering changes landforms.
- 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
<b>Nature of Science and Engineering:</b>	May include identifying common engineered systems, how people use them, and ways they benefit daily life.	4 / 6
<b>Physical Science:</b>	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.	2 / 3
<b>Earth and Space Science:</b>	May include understanding that landforms can change and identifying the effects of weathering, erosion, and deposition on landforms over time.	6 / 9
<b>Life Science:</b>	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
<b>TOTAL:</b>		<b>18 / 27</b>

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

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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 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.

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.

10. **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.

11. **For More Information**—This section addresses frequently asked questions and includes links for resources to learn more about the statewide assessments.

MINNESOTA ASSESSMENTS
Page 4 of 4
9
Spring 2022

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

MTAS-III GRADES 3-8

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 2022 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.
- **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 Statewide Assessment Reports](#) (minnesota.pearsonaccessnext.com > Reporting Resources > Individual Student Reports (ISRs) Resources > Interpretive Guide for Statewide 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](mailto: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.

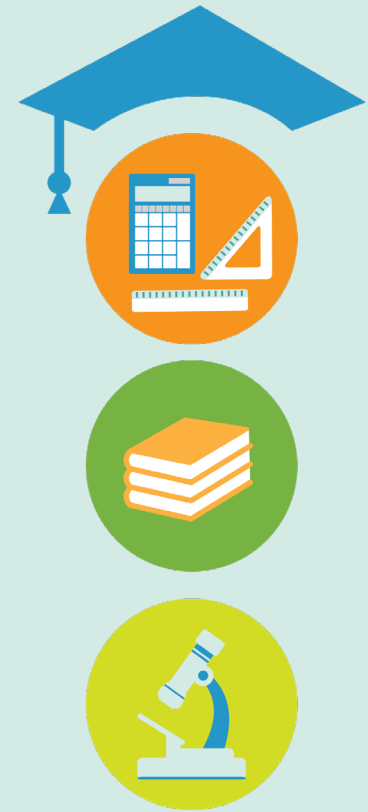
# High School Reports

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.

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.

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. Note: This website will be available through Dec. 2022.

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 Affairs](https://www.mnstate.edu/system-office/divisions/academic-and-student-affairs/academic-affairs/academic-readiness) page (mnstate.edu > System Office Divisions > Academic and Student Affairs > Academic 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).

**1** Firstname M. Lastname  
SCHOOL NAME  
PUBLIC SCHOOL DISTRICT NAME  
Spring 2022  
Grade 11

These are your student's results from the Minnesota Comprehensive Assessments taken in the spring of 2022.

**2** **MATHEMATICS**  
Firstname's score shows performance **above** grade 11 standards  
MCA scores are used in district planning and should be used in discussions with other data at the classroom level

**3** **MATHEMATICS: FIRSTNAME'S OVERALL MCA-III RESULTS**

Student	1166
School Average	1163.1
District Average	1148.4
State Average	1150.5

Performance Level Description: Students at the Exceeds the Standards level exceed the mathematics skills of the Minnesota Academic Standards.

**4** **Mathematics Performance Details**  
The student's score is compared to the state expectations for mathematics and its content areas. Performance in content is reported as Below Expectations, At or Near Expectations, or Above Expectations.  
⊖ = Below Expectations   ⊕ = At or Near Expectations   ⊕ = Above Expectations

MATHEMATICS AREA	DESCRIPTION	PERFORMANCE
Algebra:	Identify features of functions and use them to solve real-world and mathematical problems, generate equivalent expressions, and solve equations and inequalities.	⊖ At or Near Expectations
Geometry and Measurement:	Calculate measurements, construct logical arguments to prove results, and apply properties of figures to solve problems.	⊕ Above Expectations
Data Analysis and Probability:	Display and analyze data; use various measures to draw conclusions, make predictions, and calculate probabilities.	⊕ Above Expectations

**5** Mathematics Learning Locator™(\*) 645759 Predicted Quantile®(\*\*) measure: 1275Q and range: 1225Q - 1315Q

**7** **Mathematics Career and College Readiness (CCR)**  
Your student's score is 1166.  
A student whose Mathematics MCA-III score is at or above 1152 is on track to demonstrate career and college readiness on a college admissions test at the end of grade 11.

**8** **MCA-III Placement Score Ranges for Minnesota State Colleges and Universities**

Intended Course of Enrollment (or equivalent)	Enrollment in Developmental Course Unless Additional Information Indicates Otherwise	Need More Information on Readiness	Enrollment Level Course
College algebra	MCA-III score below 1152	1152 to 1157	1158 or above
Statistics	MCA-III score below 1146	1146 to 1147	1148 or above
Other mathematics	MCA-III score below 1146	1146 to 1149	1150 or above

Retain this score report for use if completing the admissions process at a Minnesota State college or university. For more information please contact Minnesota State colleges and universities or your student's school.

**9** **Resources for Learning**  
\* Enter the Learning Locator™ code by subject at [mn.pearsonperspective.com/perspective/](https://mn.pearsonperspective.com/perspective/) for resources mapped to student's results. Note: Perspective is available until December 31, 2022, after which the code will no longer be active.  
\*\* Enter the predicted Quantile measure at [hub.lexile.com](https://hub.lexile.com) to match your student with resources appropriate for their level.

**10** education.mn.gov MARSS ID: 1234567890123 Local Use #: 1234567890 mmdddy-Z0000000-0000-00-000-00000000

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



# 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.

**1** Firstname M. Lastname  
SCHOOL NAME  
PUBLIC SCHOOL DISTRICT NAME  
Spring 2022  
Grade 10

These are your student's results from the Minnesota Test of Academic Skills taken in the spring of 2022.

**2** **READING**  
Exceeds  
Firstname's score shows performance above grade 10 alternate achievement standards  
MTAS scores are used in district planning and should be used in discussions with other data at the classroom level

**3** **READING: FIRSTNAME'S OVERALL MTAS-III RESULTS**

107	190	200	215	235
Your Student 216				
Does Not Meet	Partially Meets	Meets	Exceeds	
State average score is 208.5				

**4** **READING PERFORMANCE DETAILS**  
Minnesota Test of Academic Skills (MTAS) Scoring Rubric  
The MTAS consists of nine performance tasks. For each task, points are earned according to the guidelines below.

- 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

**5** **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 students 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 reasonable 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 and 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 and/or interact over the course of a text.		10 / 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		
• 0 passage(s) read aloud by the test administrator. Your student had		
• read 2 passage(s) along with the test administrator, and		
• read 1 passage(s) independently.		
<b>TOTAL:</b>		<b>25 / 27</b>

\* State averages for the areas and total are 4.8, 2.4, 8.9, 2.6, and 18.7 respectively.

**6** education.mn.gov **7** MARSS ID: 1234567890123 Local Use #: 1234567890  
mnddyy-Z0000000-0000-00-000-00000000

**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.

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
Page 2 of 2
Spring 2022

## 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

➤ **What is this report about?**

- This Individual Student Report (ISR) provides your student's results on the Minnesota Assessments taken in the spring of 2022 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 for 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 Statewide Assessment Reports](#) (minnesota.pearsonaccessnext.com > Reporting Resources > Individual Student Reports (ISRs) Resources > Interpretive Guide for Statewide 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](mailto: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](http://education.mn.gov)

10. **For More Information**—This section addresses frequently asked questions and includes links for resources to learn more about the statewide assessments.

## 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.

### Sample Student Results Labels

Testing year

Student name

District and school where test was taken

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.

Name: **Lastname, Firstname M.**

**Minnesota Comprehensive Assessments (MCA-III) Spring 2022**

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

<b>Subject</b>	<b>Scale Score</b>	<b>Achievement Level</b>
Reading	Invalidation Due to Student Action	
Mathematics	Not Attempted	
Science	845	Partially Meets the Standards

Name: **Lastname, Firstname M.**

**Minnesota Comprehensive Assessments (MCA-III) Spring 2022**

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

<b>Subject</b>	<b>Scale Score</b>	<b>Achievement Level</b>
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 2022**

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

<b>Subject</b>	<b>Scale Score</b>	<b>Achievement Level</b>
Reading	Not Completed	
Mathematics	825	Does Not Meet the Standards
Science		No Test Data Available

# 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 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 Perspective, a website featuring customized learning resources. Note: Perspective is available until December 31, 2022.

**Lexile® Measure**—Reading MCA ISRs include a Lexile (reading) measure of the student’s ability. The upper and lower ranges help match students with materials appropriate for their ability in the content area’s skills and concepts. The Lexile Framework helps identify the text a child can read and understand independently. Visit the Lexile® & Quantile® Hub [www.hub.lexile.com](http://www.hub.lexile.com) to access reading and math tools.

**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 Affairs](#) page (minnstate.edu > System Office Divisions > Academic and Student Affairs > Academic 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.

**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). Percentile rank is no longer available.

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 no longer available.

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**—Mathematics MCA ISRs include a Quantile (mathematics) measure of the student’s ability. The upper and lower ranges help match students with materials appropriate for their ability in the content area’s skills and concepts. The Quantile Framework helps find math skills and concepts that are at your child’s readiness level. Visit the Lexile® & Quantile® Hub [www.hub.lexile.com](http://www.hub.lexile.com) to access reading and math tools.

**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 \(education.mn.gov\)](http://education.mn.gov)

RESOURCE	LOCATION
<u><a href="#">Achievement Level Descriptors</a></u>	MDE website > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Minnesota Tests > Achievement Level Descriptors
<u><a href="#">Assessment Secure Reports user guides and help documents</a></u>	MDE website > Districts, Schools and Educators > Business and Finance > Data Submissions > Assessment Secure Reports
<u><a href="#">Minnesota K-12 Academic Standards</a></u>	MDE website > Districts, Schools and Educators > Teaching and Learning > Academic Standards (K-12)
<u><a href="#">Technical reports</a></u>	MDE website > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Minnesota Tests > Technical Reports
<u><a href="#">Test specifications</a></u>	MDE website > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Test Specifications
<u><a href="#">Testing 1, 2, 3</a></u>	MDE website > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Resources > Testing 1, 2, 3

## [MDE Statewide Testing Students and Families Website \(education.mn.gov/MDE/fam/tests\)](http://education.mn.gov/MDE/fam/tests)

RESOURCE	LOCATION
<u><a href="#">What Families Need to Know about Using MCA and MTAS Results</a></u>	MDE website > Students and Families > Programs and initiatives > Statewide Testing
<u><a href="#">What Families Need to Know about Using ACCESS and Alternate ACCESS Results</a></u>	

# Online Resources (continued)

## PearsonAccess Next (minnesota.pearsonaccessnext.com)

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

## WIDA Website (wida.wisc.edu)

RESOURCE	LOCATION
<a href="#"><u>WIDA Resource Library</u></a>	WIDA website > Resource Library
<a href="#"><u>ACCESS for ELLs Scores and Reports</u></a>	WIDA website > Assess > ACCESS for ELLs > ACCESS for ELLs Scores and Reports
<a href="#"><u>Alternate ACCESS Scores and Reports</u></a>	WIDA website > Assess > Alternate ACCESS for ELLs > Alternate ACCESS Scores and Reports

## CONTACT INFORMATION

### MDE

General inquiries

[mde.testing@state.mn.us](mailto:mde.testing@state.mn.us)

651-582-8674

### Pearson

Submit a [Pearson help desk request](#)

(PearsonAccess Next > Support)

888-817-8659

### [Lexile® & Quantile® Hub](#)

([www.hub.lexile.com](http://www.hub.lexile.com))