



Academic Progress and the Minnesota Achievement Level Descriptors

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Ten Minnesota Commitments to Equity

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

World's Best Workforce

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

Minnesota Assessments

Standards-Based
Accountability Assessments

English Language Proficiency
Accountability Assessments

MCA

MTAS

ACCESS for ELLs

**Alternate
ACCESS for ELLs**

Minnesota Assessments: Aligned to Standards

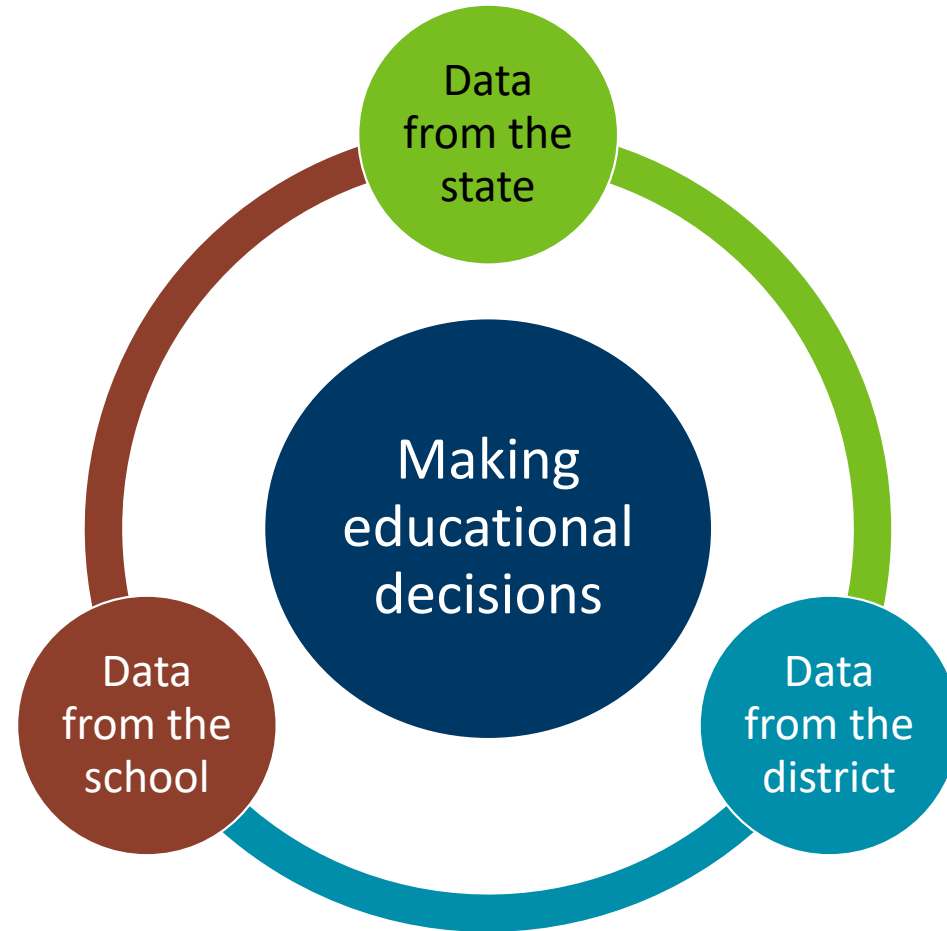
Test Names	Standards	Year Adopted
MCA and MTAS	Minnesota K–12 Academic Standards in English Language Arts	2010
	Minnesota K–12 Academic Standards in Mathematics	2007
	Minnesota K–12 Academic Standards in Science	2009
ACCESS and Alternate ACCESS for ELLs	WIDA English Language Development Standards	2011

Minnesota Statewide Assessment System

Purposes of Minnesota Assessments:

- To measure achievement
- To measure academic progress
- To provide career and college readiness information

Minnesota Assessments Data: One Component



Learning Objectives

Attendees will be able to

- ✓ Review curriculum and instructional materials alongside the Achievement Level Descriptors (ALDs) ensure that instruction is aligned to state standards and is presented **at or above** the **Meets the Standards level**.
- ✓ Look at curriculum to identify what **achievement levels** are being addressed for instruction and the questions being asked.
- ✓ Analyze student responses from classroom assessments, both formative and summative, to understand each student's level of understanding.

Guiding Questions

1. What is academic achievement and why does it matter?
2. What is academic progress and why does it matter?
3. To what degree are my students mastering each standard?

North Star Accountability System: Five Indicators

- I. **Academic achievement:** the number of students demonstrating they are at the “Meets Standards” or “Exceeds Standards” achievement levels on state tests.
- II. **Progress toward English language proficiency:** measures the average progress English learners make toward individual growth targets on the ACCESS for ELLs test.
- III. **Academic progress:** a score based on students’ achievement levels from one year to the next.
- IV. **Graduation rates:** four-year and seven-year rates
- V. **Consistent attendance:** the percentage of students attending more than 90 percent of the days they are enrolled at a school.

What Is Academic Achievement?

Academic achievement is the current level of a student's learning.

More specifically, for the purposes of Every Student Succeeds Act (ESSA) accountability, **academic achievement** refers to the percentage of students at a school whose learning currently **meets or exceeds** their **grade-level standards**.

The achievement levels for the Minnesota assessments are:

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

Achievement Level Descriptors

The Achievement Level Descriptors (ALDs) explain grade-level student performance in each level of achievement based upon assessment results.

ALDs present a clearer picture of grade-level student performance at achievement levels by substrand. If an educator or parent would like to know the knowledge, skills, and abilities a student demonstrated on the MCAs, they can refer to the ALDs.

The ALDs can be used alongside the Minnesota K–12 Academic Standards to help educators make informed decisions on curriculum and the scope and sequence of lessons.

Why Does Academic Achievement Matter?

A standards-based education system promotes **EQUITY** by establishing a baseline of knowledge and skills that all students, regardless of their background, should master as part of their education.

Why Measure Academic Achievement?

Academic achievement for all students is one of the key goals of the public school system, and mastery of state standards provides students with useful skills for a fulfilling and productive life.

Measuring academic achievement provides key information about students' mastery of standards.

To what degree are my students mastering each standard?

You will need to use both the **Minnesota Academic Standards** and the **Achievement Level Descriptors** to answer this question.

What Does It Mean To Be “Proficient”?

Students who achieve the “Meets the Standards” and “Exceeds the Standards” levels on the MCAs are considered proficient with regard to the knowledge, skills and abilities (KSAs) described in the academic standards, or in the case of alternate assessments, the extended standards presented in the [test specifications](#).

How can I prepare my students for the MCA test?

Teach to the standards

If you are teaching to the standards, you are teaching to the test.

If you provide every student the opportunity to learn the standards at the level of “Meets the Standards” or above, you are preparing your students to be successful on the test.

What Is Academic Progress?

In a general sense, academic progress is an increase in students' learning.

More specifically, for the purposes of ESSA accountability, academic progress refers to students increasing their learning relative to grade-level standards.

Why Measure Academic Progress?

Academic progress provides key information about

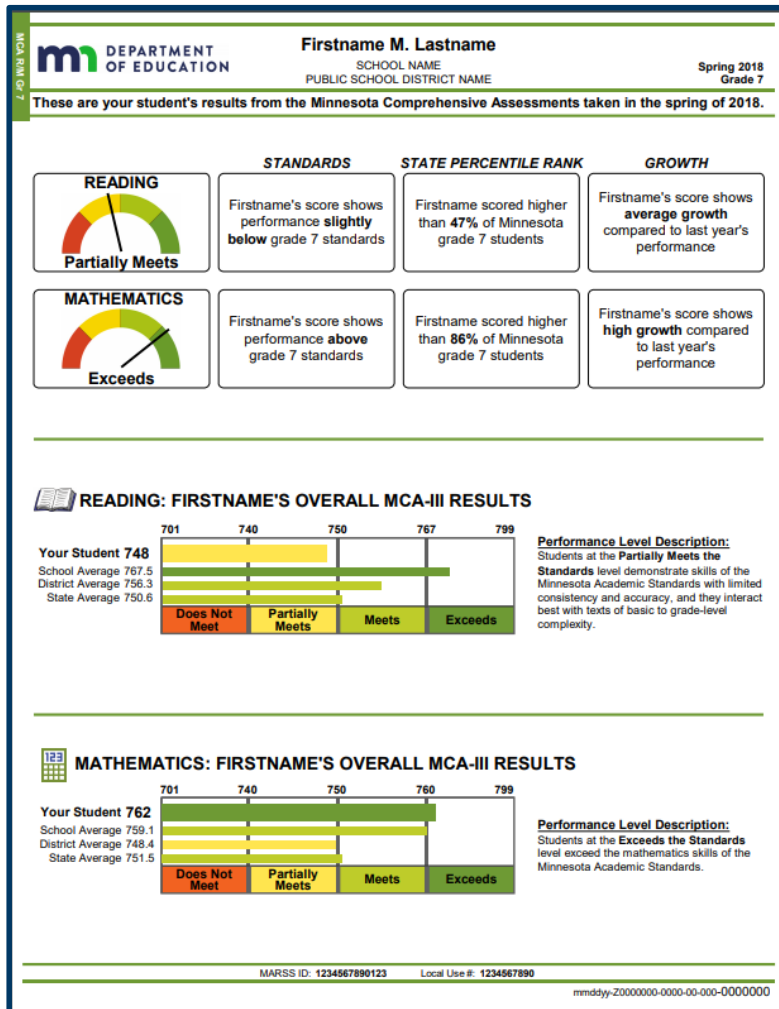
- students' mastery of standards
- system-level effects beyond that which can be learned by looking at proficiency levels alone

Why Does Academic Progress Matter?

It is important to not only understand whether students are proficient, but also to know the improvement of each student from year to year.

One of the many indicators of successful schools is being able to support students in making progress on the academic standards over time.

A Closer Look—Individual Student Reports (ISRs)



Shows the student's achievement levels.

[Pearson Access Next](http://minnesota.pearsonaccessnext.com/isr/)

[\(http://minnesota.pearsonaccessnext.com/isr/\)](http://minnesota.pearsonaccessnext.com/isr/)

A Closer Look—Performance Meter

MCA INDIVIDUAL STUDENT REPORT (ISR)

QUICK GUIDE

An Individual Student Report (ISR) is generated for every student who participated in a reading, mathematics, or science assessment. It describes an individual student's performance in terms of overall results, performance level, and the Minnesota Academic Standards for each subject. For students who did not participate, the ISR shows why results are not included (e.g., absent or not completed). If a student participated in both MCA and MTAS for different subjects, students receive separate ISRs for each.

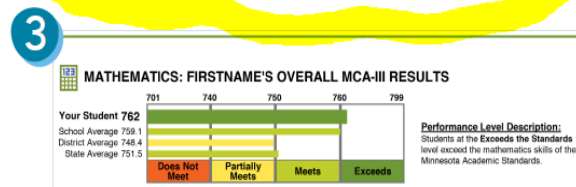
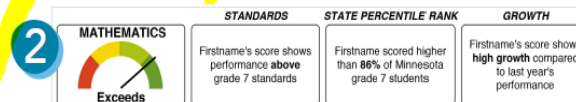
Reports By Grade

For high school, separate two-page ISRs include the results for each subject: grade 10 reading, grade 11 mathematics, and high school science.

For grades 3, 4, 6, and 7, a four-page ISR includes the results for reading and mathematics.

For grade 5 and 8, a four-page ISR includes the results for reading, mathematics, and science.

For more information, view sample ISRs, videos, and the [Interpretive Guide for Minnesota Assessment Reports](#) on PearsonAccess Next (PearsonAccess Next > Reporting Resources > Individual Student Reports (ISRs) Resources).



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.

2. Performance Meter—For each reported subject, the Performance Meter shows 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 how the student performed relative to the Minnesota Academic Standards and how the student performed compared to their peers in the state (State Percentile Rank).

A Closer Look—Overall Results

MCA INDIVIDUAL STUDENT REPORT (ISR)

QUICK GUIDE

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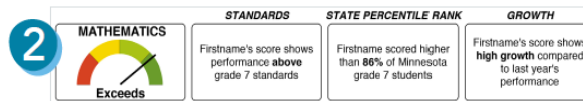
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	Firstname M. Lastname
DEPARTMENT OF EDUCATION	SCHOOL NAME
	PUBLIC SCHOOL DISTRICT NAME
	Spring 2019
	Grade 7

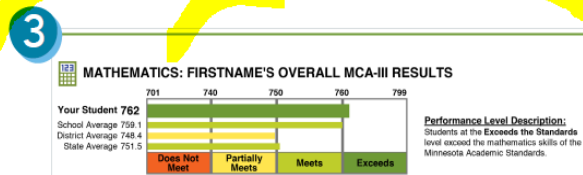
These are your student's results from the Minnesota Comprehensive Assessments taken in the spring of 2019.

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



2. **Performance Meter**—For each reported subject, the Performance Meter shows 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 how the student performed relative to the Minnesota Academic Standards and how the student performed compared to their peers in the state (State Percentile Rank).

For grades 4–8 only, performance is also described in relation to the previous year's MCA scores, when available (Growth).



3. **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.

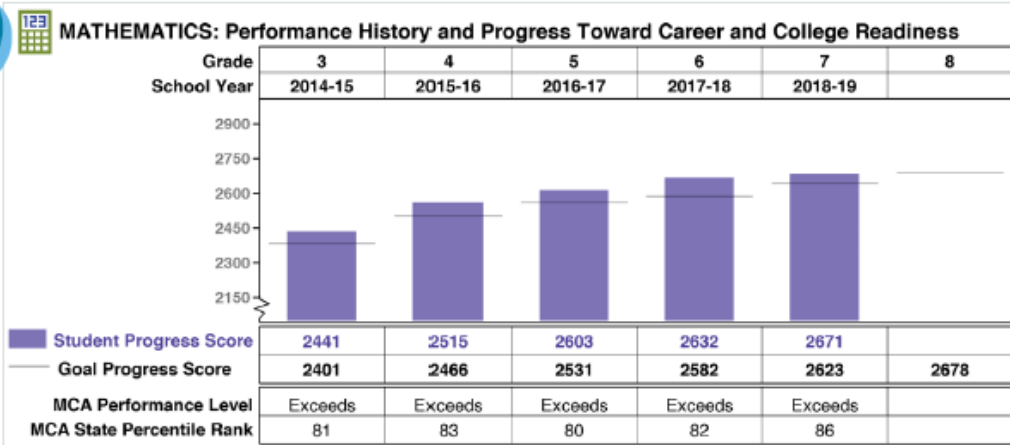
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A Closer Look—Performance History

Grades 3–8 Multi-Subject Reports

9



9. Performance History and Progress Toward Career and College Readiness—At each grade for reading and mathematics, Goal Progress Scores are indicators that performance in each subject is on track to demonstrate career and college readiness on a college entrance exam by the end of grade 11.

Grades 3–8 include a graph of a student’s progress from grade to grade. Student scores are converted to a Student Progress Score that translates across grade levels. The Student Progress Score is compared to Goal Progress Scores at each grade for which testing data are available. Progress scores are not reported for science.

A Student Progress Score at or above the Goal Progress Score is expected to be on track to meet grade-level expectations in the next grade’s coursework.

A Student Progress Score below or near the Goal Progress Score may not be on track to meet grade-level expectations in the next grade’s coursework and additional instruction may help.

Achievement Level Descriptors (ALDs)

A description of grade-level student performance for each of the achievement levels.

Cut Scores

The minimum score needed to enter into an achievement level.

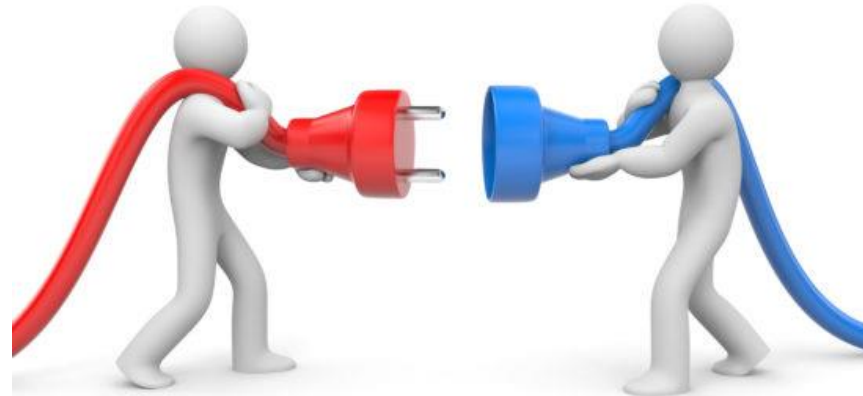
Standard Setting

A process where committees (comprised of content teachers and other stake holders) set the cut scores that delineate four levels of achievement on Minnesota statewide assessments. There are a variety of standard setting processes that could be used. *MN uses the Bookmark Procedure.*

Ability

Refers to how a student performed on the test being measured (e.g. MCA), not a student's potential.

The **standard setting** committee uses the **ALDs** in conjunction with test items and data to set the **cut scores** between the four **achievement levels**.



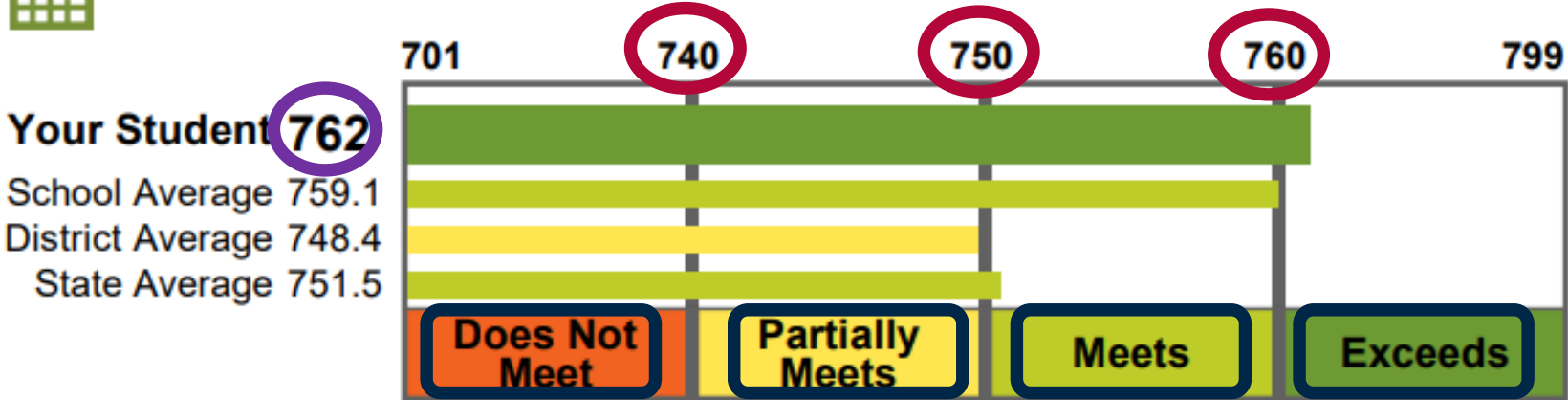
A Visual of the Definitions

Scale Score
("ability")

Cut Scores (determined at standard setting)



MATHEMATICS: FIRSTNAME'S OVERALL MCA-III RESULTS



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

Achievement Levels



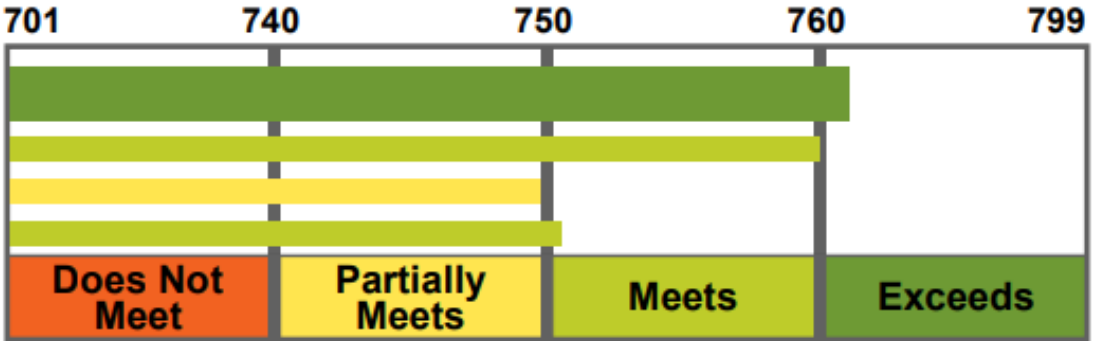
MATHEMATICS: FIRSTNAME'S OVERALL MCA-III RESULTS

Your Student **762**

School Average 759.1

District Average 748.4

State Average 751.5



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

Understanding Scale Scores

How do the [MCA scale scores](#) translate into MCA Achievement Levels?

The ALDs are not “all-inclusive”

More like this Debra Hurd painting of Oscar Peterson



rather than this photograph of him.



The ALDs are not “all-inclusive”

... or perhaps a Picasso



Cut Score Tables

Mathematics MCA-III Scale Score Cuts

Grade	Partially Meets	Meets	Exceeds
3	340	350	366
4	440	450	466
5	540	550	563
6	640	650	662
7	740	750	760
8	840	850	861
11	1140	1150	1164

MDE Technical Reports: MCA-III Achievement Level Scale Score Cuts <https://education.mn.gov/MDE/dse/test/mn/Tech/>

Cut Score Tables

Reading MCA-III Scale Score Cuts

Grade	Partially Meets	Meets	Exceeds
3	340	350	374
4	440	450	466
5	540	550	567
6	640	650	667
7	740	750	767
8	840	850	867
10	1040	1050	1064

MDE Technical Reports: MCA-III Achievement Level Scale Score Cuts <https://education.mn.gov/MDE/dse/test/mn/Tech/>

Cut Score Tables

Science MCA-III Scale Score Cuts

Grade	Partially Meets	Meets	Exceeds
5	540	550	570
8	840	850	863
HS	1040	1050	1063

MDE Technical Reports: MCA-III Achievement Level Scale Score Cuts <https://education.mn.gov/MDE/dse/test/mn/Tech/>

Learning Objective 1

Attendees will be able to review curriculum and instructional materials alongside the State Standards and the Achievement Level Descriptors to ensure that instruction is aligned to state standards and is presented **AT or ABOVE** the **Meets the Standards level**.

Look to the State Standards and the ALDs

The Minnesota K–12 Academic Standards are the statewide expectations for student achievement in K–12 public schools. The standards identify the knowledge and skills that all students must achieve in a content area by the end of a grade level or grade band. The standards outline the goals teachers and students work toward over the course of an academic year.

<https://education.mn.gov/MDE/dse/stds/>

The Achievement Level Descriptors (ALDs) describe the four levels of achievement on the Minnesota Academic Standards and were developed by panels of Minnesota teachers. <https://education.mn.gov/MDE/dse/test/ald/>

Please note that the importance of all students being taught and satisfactorily completing all academic standards cannot be over-emphasized.

Aligning Instruction to State Standards and ALDs

Standard	Benchmark	MCA Test Specifications
Add and subtract fractions, mixed numbers and decimals to solve real-world and mathematical problems.	5.1.3.4 Solve real-world and mathematical problems requiring addition and subtraction of decimals, fractions and mixed numbers, including those involving measurement, geometry and data.	Solve real-world and mathematical problems requiring addition and subtraction of decimals, fractions and mixed numbers, including those involving measurement, geometry and data. For example: Calculate the perimeter of the soccer field when the length is 109.7 meters and the width is 73.1 meters.

Grade 5 Mathematics MCA-III Achievement Level Descriptors			
Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
A student at this level of mathematics succeeds at few of the most fundamental mathematics skills of the Minnesota Academic Standards. Some of the skills demonstrated may include: Number & Operation Partial mastery of basic division facts Recognize fractions and decimals in familiar context	A student at this level of mathematics partially meets the mathematics skills of the Minnesota Academic Standards. Some of the skills demonstrated may include: Number & Operation Knows basic division facts Knows benchmark decimal and fraction equivalents (e.g., $\frac{1}{2} = 0.5$, $\frac{1}{4} = 0.25$)	A student at this level of mathematics meets the mathematics skills of the Minnesota Academic Standards. Some of the skills demonstrated may include: Number & Operation Divides multi-digit numbers Solves division problems when all relevant information is present and the question is clearly defined Orders and compares common fractions and decimals Adds and subtracts fractions Adds and subtracts decimals	A student at this level of mathematics exceeds the mathematics skills of the Minnesota Academic Standards. Some of the skills demonstrated very consistently may include: Number & Operation Efficiently divides and knows when to divide in a problem-solving situation Adds and subtracts fluently with fractions and decimals

Learning Objective 2

Attendees will be able to look at curriculum to identify the degree to which the achievement levels are being addressed for instruction and the questions being asked.

Students should encounter instructional materials and questions that test skills **at least** at the **Meets the Standards achievement level**.

Ask yourself . . .

Am I preparing my students to meet or exceed the standards?

Do you think they can achieve at least at the “meets the standards” achievement level on the MCAs?

Do they have the Knowledge, Skills, and Abilities (KSAs) to perform at least at the “meets the standards” level in daily instruction and formative assessments?

Are they getting the opportunity in your class to show what they can do? To challenge themselves?



Curriculum Template for Alignment to Standards

Academic Standards: Mathematics K-12 (2007) - Spreadsheet

	A	B	C	D	E
1	Code	Standard	Benchmark	Curriculum Course/Unit/Lesson	Assessment (Evidence of Mastery)
2	K.1.1.1	Understand the relationship between quantities and whole numbers up to 31.	Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence.		
3	K.1.1.2	Understand the relationship between quantities and whole numbers up to 31.	Read, write, and represent whole numbers from 0 to at least 31. Representations may include numerals, pictures, real objects and picture graphs, spoken words, and manipulatives such as connecting cubes.		
4	K.1.1.3	Understand the relationship between quantities and whole numbers up to 31.	Count, with and without objects, forward and backward to at least 20.		
5	K.1.1.4	Understand the relationship between quantities and whole numbers up to 31.	Find a number that is 1 more or 1 less than a given number.		
6	K.1.1.5	Understand the relationship between quantities and whole numbers up to 31.	Compare and order whole numbers, with and without objects, from 0 to 20.		

Learning Objective 3

Attendees will be able to analyze student responses from classroom assessments, both formative and summative, to understand each student's level of understanding.

Data Quality Campaign

Data Can Help Every Student Excel [Infographic](#)

[Teachers See the Power in Data – But Don't Have Enough Time to Use It](#)

Create Student Assessments Using a Blueprint

For all summative and some formative assessments, first start with a blueprint to ensure you are assessing what matters and to at least the “Meets the Standards” level of achievement.

The **assessment blueprint** is a detailed outline that explains the knowledge and skills that the test measures.

Create Student Assessments Using a Blueprint

Describe both the content for a test and the performance expectations in the blueprint. A complete test blueprint includes (a) content, (b) thinking skills, (c) specific learning targets, and (d) emphasis (the number of item or points) for each learning target. The blueprint helps with planning the number of test items or tasks and with creating a test with the intended emphasis and balance.

Assessment Blueprint Template from the US Dept of Ed

<https://www2.ed.gov/teachers/assess/resources/toolkit/docs/assessment-blueprint.pdf>

Use of Multiple Measures

Schools should look at multiple sources of student-level data when planning instruction and support for individual students.

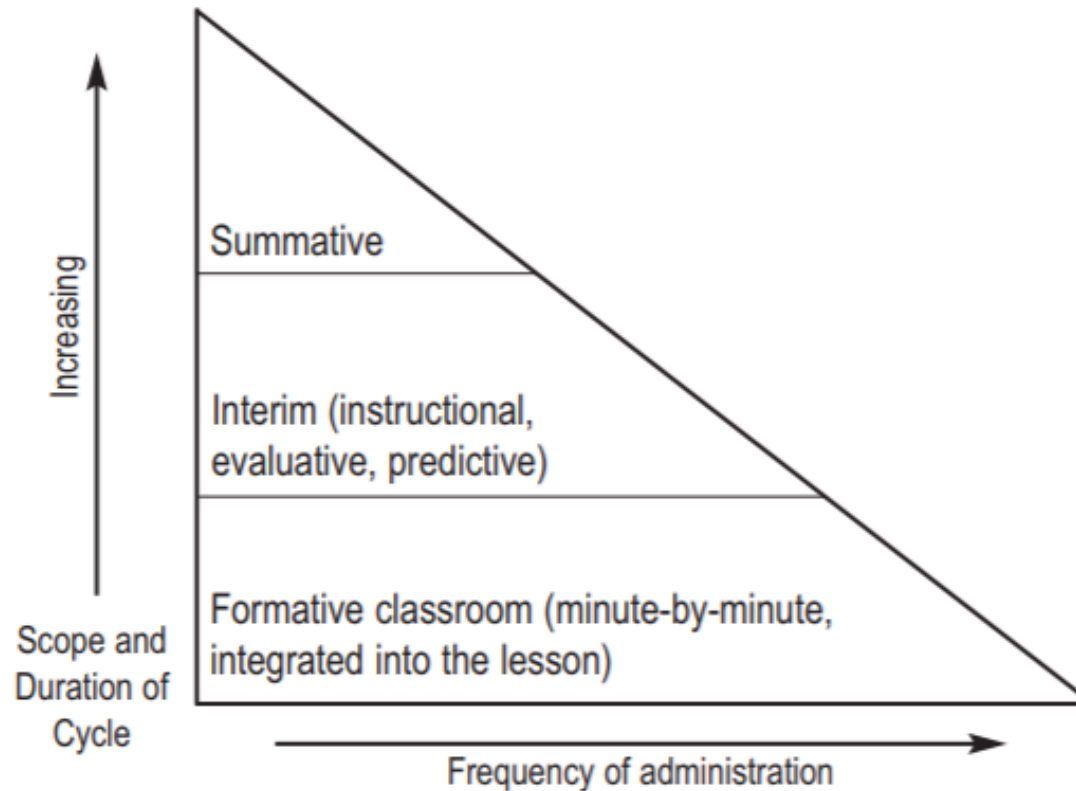
An individual student's scores should **NOT** be used to determine, for example, which courses they can or cannot take during their K–12 years.

Comprehensive Assessment System

Comprehensive Assessment System means a coordinated and comprehensive system of multiple assessments – each of which is valid and reliable for its specified purpose and for the population with which it will be used – that organizes information about the process and context of students’ learning and development in order to make informed instructional and programmatic decisions.

Comprehensive Assessment System

Figure 1. Tiers of Assessment



Example of a District Comprehensive Assessment System

ASSESSMENT		K	1	2	3	4	5	6	7	8	9	10	11	12
LOCAL MEASURES	Common Formative Assessments	■	■	■	■	■	■	■	■	■	■	■	■	■
	Common Summative Assessments (Benchmarks & Semester Exams)	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘
	AIMSweb & Local Literacy Measures	◆	◆	◆										
	NWEA-Measures of Academic Progress	◆	◆	◆	◆	◆	◆	◆	◆	◆				
	• Reading	◆	◆	◆	◆	◆	◆	◆	◆	◆				
	• Math	◆	◆	◆	◆	◆	◆	◆	◆	◆				
STATE MEASURES	MCA and MTAS													
	• Reading				▶	▶	▶	▶	▶	▶		▶		
	• Math				▶	▶	▶	▶	▶	▶			▶	
	• Science						▶			▶			▶	
	ACCESS for ELLs (Reading, Writing, Speaking, Listening)	■	■	■	■	■	■	■	■	■	■	■	■	■
	Explore and Plan									●		●		
ACT												●		
COLLEGE EQUIVALENCY	ADVANCED PLACEMENT Exams											➡	➡	➡
	• Multiple Subjects											➡	➡	➡
COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)	COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)											➡	➡	➡
	• Multiple Subjects											➡	➡	➡
NATIONAL MEASURES	NAEP													
	• Reading					■				■				■
	• Math													
	• Science													

- Teacher made assessments used in the classrooms as a common formative assessment. Results answer these questions: How well is the student learning the material being currently taught? To what degree are the current strategies benefiting each student? Does something have to be done differently in order to accelerate the student's progress? What specific feedback will benefit the student?
- ✘ Teacher made assessments used district wide as a common summative assessment. Results answer these questions: How much did the student learn? Has the student attained the standard? How effective was the instruction in this course/unit/grade level for each student? Should adjustments be made for next term?
- ◆ Literacy Assessments required for Reading Well by Grade 3 Plan developed by district and mandated by state
- ◆ Locally determined adaptive assessment used for measuring proficiency (RIT Score aligned to content ready to learn) and growth (unique student projected targets by term)
- ▶ Assessment developed and administered by the state. Required for federal and state accountability. Measure proficiency of academic standards.
- Assessment required for English Learners for federal Title III accountability. Used as exit criterion for state funding.
- Nationally available Career & College Assessments. Schools legislatively mandated by state to provide students the opportunity to take the ACT.
- ➡ College Equivalency Exams are administered at the completion of rigorous college level course work. Proficient scores may result in college credits.
- National Assessment of Educational Progress. Required for federal accountability. Results reported by State (not by District).

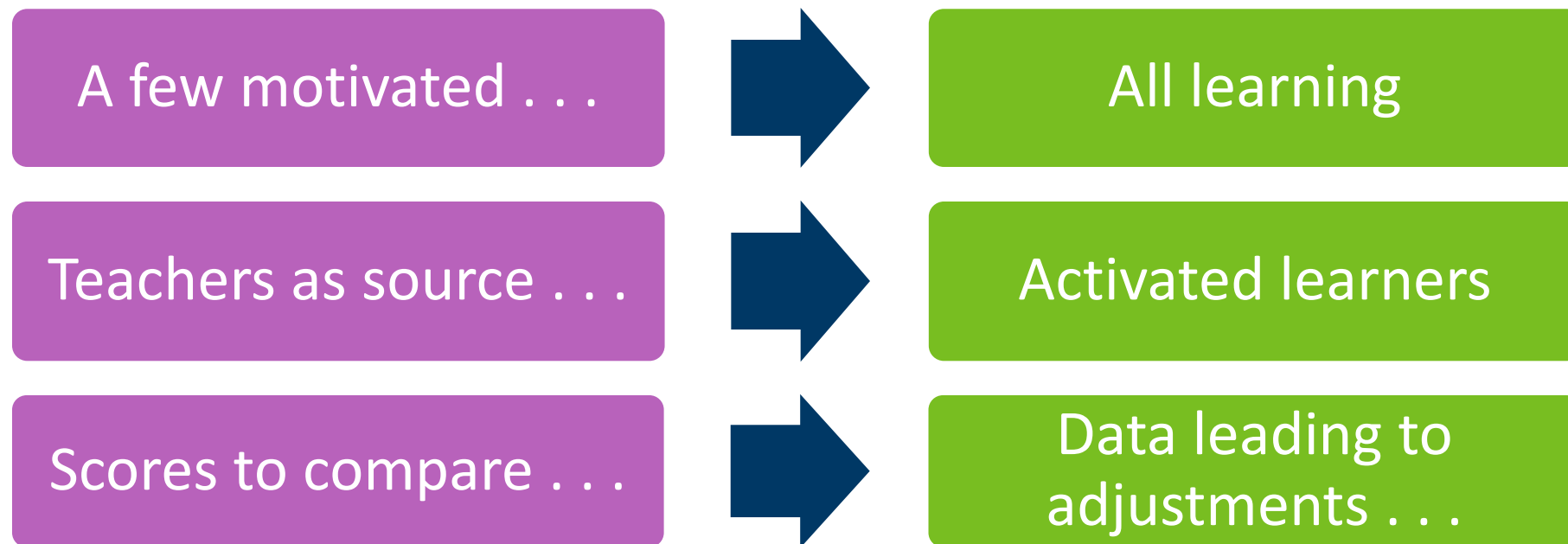
Formative Assessments—Guides Learning

Formative assessment is more diagnostic than evaluative. It is used to monitor pupil learning style and ability, to provide ongoing feedback and allow educators to improve and adjust their teaching methods and for students to improve their learning.

Most formative assessment strategies are quick to use and fit seamlessly into the instruction process. The information gathered is rarely marked or graded. Descriptive feedback may accompany formative assessment to let students know whether they have mastered an outcome or whether they require more practice.

- Impromptu quizzes or anonymous voting
- Short comparative assessments to see how pupils are performing against their peers
- One-minute papers on a specific subject matter
- Lesson exit tickets to summarize what pupils have learnt
- Silent classroom polls
- Ask students to create a visualization or doodle map of what they learnt

Formative Assessment Transforming Students into Learners



Eliciting Evidence OF and FOR Learning

- Variety of methods
- Start with diagnostic questions at least at the “meets standards” achievement level
- Work with colleagues

METHODS

Activities

Discussion

Questioning

Dialogue

Tasks

Interim Assessments—Guides and Tracks Learning

Educators can use interim assessments in a formative way to directly guide instruction. When this happens, data aggregation is considered the key difference between formative and interim assessment. “The specific interim assessment designs are driven by the purpose and intended uses, but the results of any interim assessment must be reported in a manner allowing aggregation across students, occasions, or concepts.”

- instruction and curriculum planning
- evaluation (e.g., of various programs or instructional approaches)
- prediction of end of year proficiency in order to identify and take action on students at risk of failure (Herman, Osmundson, & Dietel, 2010; Perie et al., 2007).

Despite the popularity of interim assessments in current district practice, available evidence does not document a strong positive effect on student achievement (Cordray, Pion, Brandt, & Molefe, 2012; Konstantopoulos, Miller, van der Ploeg, & Li, 2016; Konstantopoulos, Miller, & van der Ploeg, 2013).

Summative Assessments—Certifies Learning

Generally, educators administer a summative assessment near the end of an instructional unit to help them answer the question, “What did students learn?” All sorts of different assessment instruments are used for summative assessment, including:

- end-of-unit tests and end-of-course tests
- performance tasks/simulations
- portfolios
- oral examinations
- research reports
- standardized state summative assessments

“When the cook tastes the soup, that’s formative. When the guests taste the soup, that’s summative.”

Robert E. Stake, Professor Emeritus of Education at the University of Illinois

How To Become Involved in the Process

Become an advisory panelist for the MCA assessments.

The Minnesota Department of Education (MDE) needs qualified teachers and community members to serve on its assessment advisory panels.

Each advisory panel plays an important role in developing quality tests for Minnesota students.

<https://education.mn.gov/MDE/dse/test/reg/>

Released MCA Items

Released items were previously used on the Minnesota Comprehensive Assessments (MCA).

Educators may choose to use them to better understand how the MCA is aligned to the Minnesota K–12 Academic Standards and how the items are written to reflect the rigor and complexity of these standards.

The released content, data table, and rationales can be used by educators to explore examples of questions that evaluate the knowledge and skills expected in the standards.

<https://education.mn.gov/MDE/dse/test/items/>

TESTING 123

Test data in the classroom: Assessing, analyzing and taking action

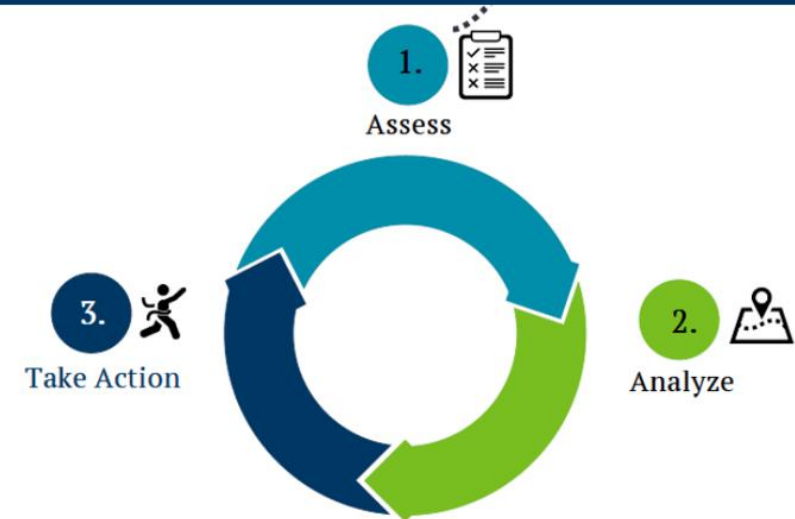


Glossary |

- Plan and Teach ▾
- 1. Assess ▾
- 2. Analyze ▾
- 3. Take Action ▾
- Get Involved ▾

Testing 1, 2, 3: A Resource for Teachers

Educators empowered with reliable data use it to eliminate learning barriers and evaluate classroom instruction. This website is an effort to provide teachers with relevant assessment and data resources that support an equitable learning environment where all students can achieve at high levels.



1. Assess

2. Analyze

3. Take Action

Assessment Literacy Resources

The Center on Standards & Assessment Implementation
<https://www.csai-online.org/collection/2199>

The Center on Standards & Assessment Implementation: Assessment Design Toolkit <https://www.csai-online.org/spotlight/assessment-design-toolkit>

Minnesota Assessment Group (MAG) <http://www.edmeasurement.net/MAG/>

The Buros Center for Testing provides resources for improving Assessment Literacy. <https://buros.org/assessment>

Standards for Teacher Competence in Educational Assessment of Students
<http://www.edmeasurement.net/resources/teacherassessmentcompetence.pdf>

Competency Standards in Student Assessment for Educational Administrators
<http://www.edmeasurement.net/resources/competency-standards-for-administrators.pdf>

Michigan Assessment Consortium: Assessment Resources <https://www.michiganassessmentconsortium.org/>

Kansas State Department of Education: Assessment Literacy Project: an online assessment literacy professional development program <https://www.k-state.edu/ksde/alp/>

Resources for Educators

Minnesota Department of Education (MDE) has made a variety of resources available to help educators connect statewide assessments with [Minnesota's academic standards](#). These can be found on the [Statewide Testing](#) page of the MDE website.

Minnesota Department of Education Assessment Management System: assessment modules that provide CEUs <https://mn.tms.pearson.com/>

Minnesota Department of Education, Testing 1, 2, 3: provide teachers with relevant assessment and data resources that support an equitable learning environment where all students can achieve at high levels. <https://testing123.education.mn.gov/TEST/index.htm>

One resource that is particularly relevant to understanding academic progress is the collection of [Achievement Level Descriptors](#) (ALDs).

An [Academic Progress and Achievement Level Descriptors video](#) is available which describes the use of the progress indicator.

List of Evidence-Based Practices, Programs, and Policies (EBPs) <https://education.mn.gov/MDE/dse/account/res/>

Resources for Educators

MDE Accountability Indicators

<https://education.mn.gov/MDE/dse/account/indicators/index.htm>

MDE Technical Reports: MCA-III Achievement Level Scale Score Cuts

<https://education.mn.gov/MDE/dse/test/mn/Tech/>

MDE Training: Accountability <https://education.mn.gov/MDE/dse/account/train/>

Testing 1, 2, 3: Reports

<https://testing123.education.mn.gov/test/analyze/report/index.htm>

Test Specifications: <https://education.mn.gov/MDE/dse/test/spec/>

Data Quality Campaign <https://dataqualitycampaign.org/>

Thank you!

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