



New Benchmark Reports for 2019

Kate Beattie, Supervisor of Data and Reporting

August 8, 2019



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.

New Benchmark Report

The MCA Benchmark reports provide information about school or district performance on each benchmark assessed from the Minnesota academic standards.

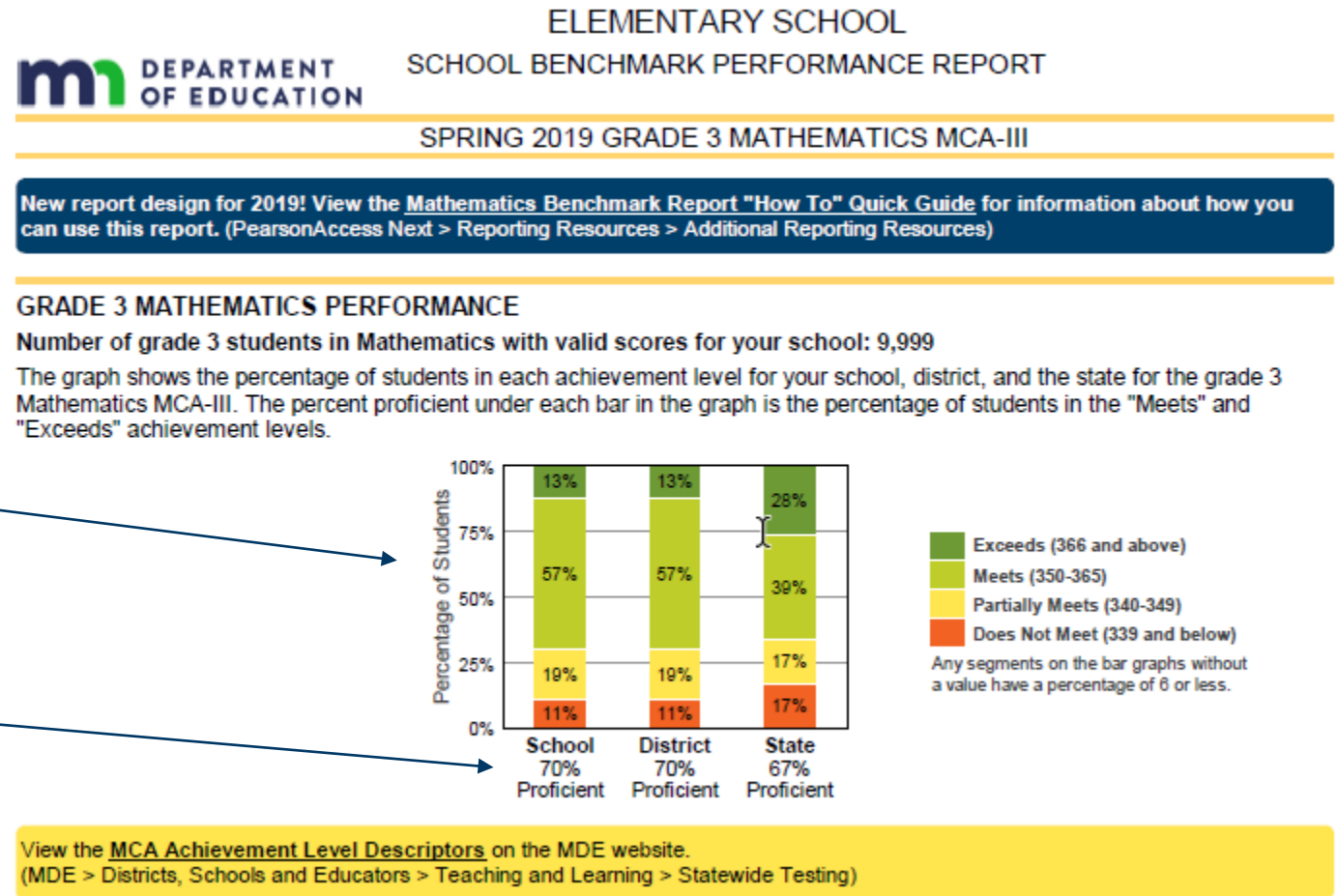
- Worked with our vendor to design reports that are easier to understand
- Held focus groups around the state (May-June 2018)
- Redesigned incorporating feedback from the focus groups
- Presented the redesign at Data training across the state (Oct-Nov, 2018)
- Brought to content teams and standards teams to finalize wording and design

Easier to understand!

1. Has school/district overall MCA performance and Strand/Substrand data for reference point
2. All benchmark language is included in the report (not just the benchmark number)
3. Calculated comparing the observed performance to the expected performance at the MCA “Meets” achievement level cut score with symbols to represent performance “less than”, “similar to”, “greater than”
4. Interpretive materials

1. Overall School/District Performance

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



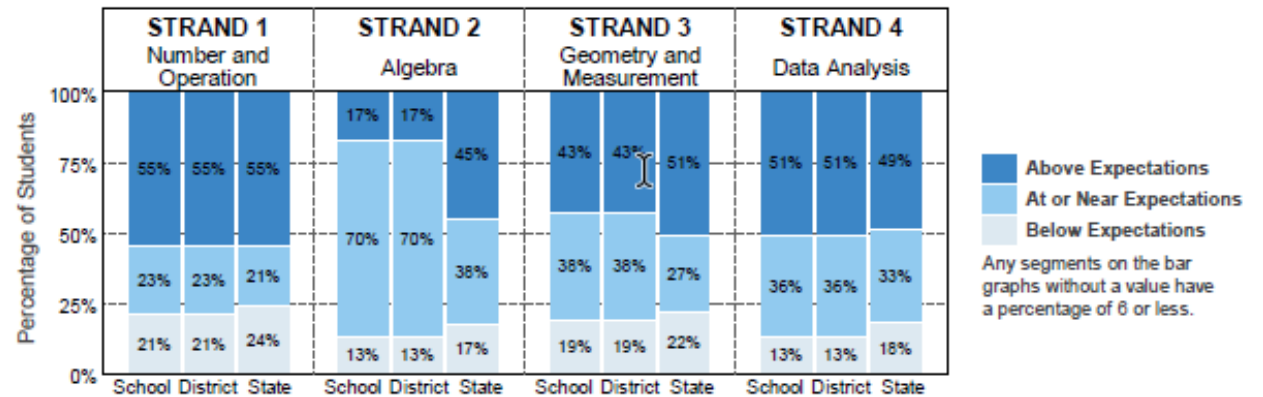
1. School/District Performance

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

GRADE 3 MATHEMATICS PERFORMANCE BY STRAND

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

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



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





2. Benchmark language included

Mathematics Benchmark Report





Spring 2019 - Grade 3

GRADE 3 MATHEMATICS PERFORMANCE BY BENCHMARK

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

-  School performance on this benchmark is **less than** the "Meets" achievement level.
-  School performance on this benchmark is **similar to** the "Meets" achievement level.
-  School performance on this benchmark is **greater than** the "Meets" achievement level.
-  less than 20 student responses on a benchmark

STRAND 1: NUMBER AND OPERATION

| Compared to "Meets" Achievement Level | Benchmark |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Standard 3.1.1 Compare and represent whole numbers up to 100,000 with an emphasis on place value and equality. |
|  | 3.1.1.1 Read, write and represent whole numbers up to 100,000. Representations may include numerals, expressions with operations, words, pictures, number lines, and manipulatives such as bundles of sticks and base 10 blocks. |
| ★ | 3.1.1.2 Use place value to describe whole numbers between 1000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones. For example: Writing 54,873 is a shorter way of writing the following sums: 5 ten thousands + 4 thousands + 8 hundreds + 7 tens + 3 ones 54 thousands + 8 hundreds + 7 tens + 3 ones. |
|  | 3.1.1.3 Find 10,000 more or 10,000 less than a given five-digit number. Find 1000 more or 1000 less than a given four- or five-digit number. Find 100 more or 100 less than a given four- or five-digit number. |
|  | 3.1.1.4 Round numbers to the nearest 10,000, 1000, 100 and 10. Round up and round down to estimate sums and differences. For example: 8728 rounded to the nearest 1000 is 9000, rounded to the nearest 100 is 8700, and rounded to the nearest 10 is 8730. Another example: 473 - 291 is between 400 - 300 and 500 - 200, or between 100 and 300. |
|  | 3.1.1.5 Compare and order whole numbers up to 100,000. |

Achievement Level Descriptor Maps

[MDE](#) > [Districts, Schools and Educators](#) > [Statewide Testing](#) > [Achievement Level Descriptors](#)

Mathematics MCA Achievement Level Descriptor Maps

Grade 3 Mathematics Achievement Level Descriptors

These are supplementary materials to the Mathematics MCA Achievement Level Descriptors. The overview for the MCA Achievement Level Descriptors and how to interpret them are on the MDE website at [MDE > Districts, Schools and Educators > Statewide Testing > Achievement Level Descriptors](#).

| Strand | Does Not Meet 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: | Partially Meets A student at this level of mathematics partially meets the mathematics skills of the Minnesota Academic Standards. Some of the skills demonstrated may include: | Meets A student at this level of mathematics meets the mathematics skills of the Minnesota Academic Standards. Some of the skills demonstrated may include: | Exceeds 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 | <ul style="list-style-type: none"> • Represents whole numbers with words • Adds multi-digit whole numbers • Matches fractions with correct area model | <ul style="list-style-type: none"> • Represents whole numbers up to 1,000 using expanded notations • Compares whole numbers up to 100,000 • Subtracts multi-digit whole numbers without regrouping • Knows common multiplication and division facts (2s, 5s, 10s) • Writes fractions for a given representation, including number line | <ul style="list-style-type: none"> • Compares and represents whole numbers up to 100,000 • Solves real-world and mathematical problems using addition and subtraction • Represents multiplication and division in various ways (reference MN Academic Standards 3.1.2.3) • Compares and orders fractions with common denominators | <ul style="list-style-type: none"> • Solves real-world and mathematical problems using addition, subtraction, and multiplication • Understands that the size of a fractional part is relative to the size of the whole |

Note: Refer to the Minnesota Academic Standards below for exact formatting of the mathematics benchmarks and examples. Slight adjustments were made to fit this report.

New resources for 2019!

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

View the [Benchmark Report Interpretive Guide](#) for comprehensive information about the report and how to use it.
(PearsonAccess Next > Reporting Resources > Additional Reporting Resources)

View additional resources at the MDE website links below.

[Minnesota Academic Standards](#)
(MDE website > Districts, Schools and Educators > Teaching and Learning > Academic Standards (K-12))

[Benchmarks: MCA Test Specifications](#)
(MDE website > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Test Specifications)

[MCA Released Items and Passages](#)
(MDE website > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Released items and Passage Sets)

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

[Frameworks for the Minnesota Science & Math Standards](https://stemtc.scimathmn.org)
(<https://stemtc.scimathmn.org>)

ELEMENTARY SCHOOL (0123-01-001)

PUBLIC SCHOOL DISTRICT (0123-01)

Page 4 of 4

mmddy-20000000-0123-01-001-0000000

4. Interpretive Materials

Materials in creation:

| | |
|------------------------------------------|--------------------|
| Benchmark Report Interpretive Guide | August 19, 2019 |
| Benchmark Report Quick Guides by Subject | September 13, 2019 |
| Benchmark Report Video Guide | September 13, 2019 |
| Benchmark Report Calculation Guide | August 29, 2019 |
| Webinars | September TBD |

Professional Development Requests – Outreach Specialist
Kendra.Olsen@state.mn.us 651-582-8542
<https://testing123.education.mn.gov/>

Cautions with interpretation

- The purpose of the data in this report is not to designate strengths and weaknesses in a school or district. It is designed to serve as a guidance tool to identify possible gaps in instructional content that your staff find relevant and important.
- At the benchmark level, the number of items taken will vary by student, but all students will meet the required blueprint in the test specifications. As a result, the data is based on a limited set of items.
- Benchmark performance indicators and symbols **do not** correspond to overall achievement or performance levels (i.e., Does Not Meet, Partially Meets, Meets, or Exceeds the Standards), and the color/shape of each marker does not reflect benchmark difficulty.

How to use Benchmark Reports

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

Questions to Consider

- Does the data match what is happening in the classroom?
- What data catches your eye? What surprises you?
- How does this data compare with your intuitive or personal experiences at your school?
- What clarifying questions do you have? What is unclear to you?
- What concerns you the most? What is most important to you? Why?

More Questions to Consider

- What benchmarks are greater than the “Meets” achievement level?
- What may be some underlying causes for benchmarks lower than the “Meets” achievement level?
- Are there emerging themes in all the information?
- What needs to be addressed first? Why?

It is important to frame any interpretation within the context of the school or district environment.

Consideration of external information about the curriculum, instructional practices, and data from other classroom assessments is critical to making appropriate inferences from the data in this report.

Thank you!

Kate Beattie

Kate.beattie@state.mn.us

651-582-8532