INTERPRETIVE GUIDE FOR MINNESOTA ASSESSMENT REPORTS 2014–2015

Minnesota Department of Education

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Dear Educator,

The state tests administered each year measure student achievement on Minnesota's Academic Standards and on the Minnesota Standards for English Language Development. We have developed this Minnesota Assessment Interpretive Guide to help educators understand the results from these tests.

The guide contains information on how to read the reports and interpret the data from these tests. Once you have become familiar with that information, you will be in a position to better gauge the effectiveness of your school's curriculum and instruction. You will also have some individual student information that can guide your students' instruction.

We encourage you to use this guide to inform parents, students, and other interested persons in your community about how the Minnesota Assessment System supports all students in their learning of the knowledge and skills specified in the Minnesota Academic Standards and the Minnesota Standards for English Language Development.

Minnesota educators believe all students can learn and strive to set high standards for student performance.

State of Minnesota
Department of Education

Introduction to the Interpretive Guide for Minnesota Assessment Reports

Minnesota has developed an assessment system to measure student proficiency on the Minnesota Academic Standards, developed by Minnesota educators, and on the Minnesota Standards for English Language Development, developed by the WIDA Consortium. This system comprises standardized, criterion-referenced tests that provide individual and aggregate data on student performance aligned to grade-level standards.

The Minnesota Assessments have multiple uses:

- School and district results are used for school and district accountability under the Elementary and Secondary Education Act of 1965 (ESEA).
- Individual student reports inform parents and students of progress in achieving the grade-level Minnesota Academic Standards and/or the Minnesota Standards for English language development.
- Individual student and aggregate summary results are available to help schools and districts make instructional and policy decisions.

Many measures of learning are necessary to derive an understanding of a student's strengths and weaknesses. Each performance measure in a comprehensive assessment system requires that users know what the data mean and how to use the data to make effective decisions.

This Interpretive Guide is intended to help educators understand the results of the Minnesota 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:

- The Purpose of the Minnesota Assessments
- Overview of Data Sites and Resources
- Types of Score Reports
- Interpretation of Scores and Achievement Levels
- Achievement Level Descriptors
- Descriptions of Specific Reports
- Contact Information

Minnesota is part of the WIDA Consortium, and thus Minnesota districts administer the Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners (ELLs) in grades K–12. In addition, the Alternate ACCESS for ELLs is available in grades 1–12 for English learners with significant cognitive disabilities. The ACCESS for ELLs are English language proficiency assessments designed to measure students' achievement on the Minnesota Standards for English Language Development, developed by the WIDA Consortium. Information about reports for ACCESS for ELLs and Alternate ACCESS for ELLs is not included in this guide; for more information, refer to the *Interpretive Guide for Score Reports* on the WIDA website. View the *Interpretive Guide for Score Reports* on the WIDA website (http://www.wida.us > Assessment > ACCESS for ELLs). In addition, refer to the *Data Sites and Resources* section in this manual about how to find ACCESS for ELLs and Alternate ACCESS for ELLs results on the Minnesota Department of Education (MDE) website.

References to additional information on the MDE website (http://education.state.mn.us) exist throughout this manual. Pearson is the administration service provider for the Standards-Based Accountability Assessments and Graduation-Required Assessments for Diploma (GRAD) assessments.

No single assessment can comprehensively measure a student's learning in an educational setting. Results on the Minnesota Assessments are only a subset of the data that schools and districts can use to determine how well students have acquired the knowledge and skills on the Minnesota Academic Standards and Minnesota Standards for English Language Development and how well the school is teaching them.

Purpose of the Minnesota Assessments

Standards-Based Accountability Assessments in Reading, Mathematics, and Science

Minnesota Comprehensive Assessments (MCA)

In 2015, the Minnesota Comprehensive Assessment (MCA) was 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 Minnesota students' achievement on the Minnesota Academic Standards. The MCA results inform curriculum decisions at the district level; inform instruction at the classroom level; and, in reading and mathematics, demonstrate student academic progress from year to year.

The Reading and Mathematics MCA are the primary assessments Minnesota uses for ESEA accountability. All students are required to take these tests or, for eligible students with significant cognitive disabilities, the Reading and Mathematics Minnesota Test of Academic Skills (MTAS). The test results are used to calculate Adequate Yearly Progress (AYP) and Multiple Measurement Ratings (MMR) for Minnesota schools and districts. MCA results can be used to compare schools and districts across the state. Science MCA participation (or Science MTAS, for eligible students) is required under ESEA but is not included in AYP or MMR calculations at this time.

Minnesota Test of Academic Skills (MTAS)

The Minnesota Test of Academic Skills (MTAS) is an alternate assessment in reading and mathematics in grades 3–8, reading in grade 10, mathematics in grade 11, and science in grades 5, 8, and high school that is based on alternate achievement standards. The MTAS measures the extent to which students with the most significant cognitive disabilities are making progress in the general education curriculum on standards that have been reduced in breadth, depth, and complexity. The MTAS is a performance-based assessment where performance tasks in reading, mathematics, and science are administered to students in a one-on-one setting. Test administrators score performance tasks using a script and task-specific scoring rubric.

Graduation Assessment Requirements

In the 2014–15 school year, in order to be eligible for a diploma from a Minnesota public high school, all students must fulfill graduation assessment requirements. Based on the revisions to Minnesota Statute 120B.30, the graduation assessment requirements have changed. Passing the GRAD retests is still one of the options available to meet graduation assessment requirements for the following students:

- Students first enrolled in grade 8 in 2011–2012 if they did not participate in the statewide administration of the ACT Plus Writing or were not proficient on the MCA.
- Students first enrolled in grade 8 in 2010–2011 or earlier if they were not proficient on the MCA.

Additional information about the graduation assessment requirements is available on the MDE website. View the Minnesota Tests section of the MDE website (MDE website > School Support > Test Administration > Minnesota Tests).

For accountability purposes students must still participate in Standards-Based Accountability Assessments (MCA and MTAS), even if they have already met their graduation assessment requirements.

Note: this Interpretive Guide only provides information about the student reports for Standards-Based Accountability Assessments (MCA and MTAS) and GRAD retests.

Test Specifications

Test specifications are specific rules and characteristics that guide the development of a test's content and format. They indicate which strands, sub-strands, standards, and benchmarks will be assessed on the test and in what proportions. View test specifications for the Standards-Based Accountability Assessements and GRAD retests on the Test Specifications section of the MDE website (MDE website > Educator Excellence > Testing Resources > Test Specifications).

Note: Test specifications for GRAD are available in the Archive section on this webpage.

Data Sites and Resources

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. The Minnesota Report Card is open to the public and allows the user to view and analyze data for any public school or district in the state. The only restriction is that data are suppressed when a data set consists of fewer than 10 students. To access the Minnesota Report Card section, go to the MDE website, choose "Data Center," and then choose "Minnesota Report Card." Information about how to use this section of the website is included on the Minnesota Report Card pages.

The Secure Reports section is only open to educators who have obtained permission to access secured reports from their superintendents. This section allows users to download student-level information through the District Student Results (DSR) or School Student Results (SSR) files, as well as test results summary information for each test. To access the Secure Reports section, go to the MDE website, choose "Data Center," choose "Secure Reports," and then choose the applicable report from the list under "Assessment Secure Reports." View the user guide on the Assessment Secure Reports Data Submissions page of the MDE website (MDE website > School Support > Data Submissions > Assessment Secure Reports).

Online Reporting in PearsonAccess

Authorized users can log in to PearsonAccess and view preliminary test results for the current test administration in addition to historical test results for the Standards-Based Accountability Assessments (MCA and MTAS) and GRAD retests. Go to PearsonAccess (http://pearsonaccess.com/mn).

The following table lists the types of reports that are available online by test and administration in PearsonAccess.

Reports Available in PearsonAccess by Test and Administration

Test Administration	On-Demand Reports	Published Reports	Longitudinal Reports
Reading, Mathematics, and Science MCA	✓	✓	✓
Reading, Mathematics, and Science MTAS		✓	✓
Reading and Mathematics GRAD Retests	✓	✓	
Written Composition GRAD Retests		✓	

On-Demand Reports

Preliminary results documenting a student's score are available within 60 minutes after testing is completed in On-Demand Reports in PearsonAccess. On-Demand Reports are available for all online assessments and student responses from paper accommodated test materials entered into Data Entry forms in TestNav for MCA and Reading and Mathematics GRAD retests, but they are not available for MTAS or Written Composition GRAD retests.

The preliminary online reports look different than the final Individual Student Reports (ISRs) and contain many, but not all, of the elements in the final ISRs. In order for teachers with the Teacher Report Access user role to be able to see results for their students, a rostered group of their students needs to be created and assigned to them in PearsonAccess.

If a student has moved from one district to another within a test administration, On-Demand Reports for the current year stay at the district where the student tested and the new district will not have access to the student's preliminary results.

Longitudinal Reports

Longitudinal Reports allow districts to analyze trends and patterns over time and provide an analysis of results from a specific administration, from multiple administrations within a year, or from year to year. Longitudinal Reports offer drill-down, filtering, and sorting capabilities and allow users to aggregate and disaggregate data all the way down to individual student-level results. There is also an option to extract longitudinal results to a data file.

Longitudinal results are available for 1) students currently enrolled in the district (even if they tested in other districts in the past), and 2) students who are not currently enrolled but tested in the district in the past. In order for teachers with the Teacher Report Access user role to be able to see results for their students, a rostered group of their students' needs to be created and assigned to them in PearsonAccess.

For MCA and MTAS, Longitudinal Reports for the current year are not loaded until after final results are released.

The Longitudinal Reports User Guide is available on the User Guides and Technology tab of the PearsonAccess Resources page. View the User Guides and Technology tab of the PearsonAccess Resources page (PearsonAccess > Resources > User Guides and Technology).

Published Reports

Published Reports are PDF versions of the final reports that are delivered to districts, including rosters and electronic copies of the Individual Student Reports (ISRs). They are posted to Published Reports in PearsonAccess after the testing window but before printed reports arrive in districts. Teachers with the Teacher Report Access user role do not have access to Published Reports.

Use of Results in PearsonAccess

The preliminary results and data in PearsonAccess cannot be used for official accountability purposes; official accountability data are provided by MDE.

Preliminary student results provided in PearsonAccess can be printed and shared with students and families for instructional purposes or to inform about graduation status for Reading and Mathematics GRAD retests following testing, but final data is provided by MDE.

- MCA and MTAS assessments 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 in PearsonAccess. Although results available in Published Reports and Longitudinal Reports reflect edits made during Posttest Editing, any changes made after Posttest Editing would only be reflected in data at MDE. Even though this would be a rare occurrence, this is why final data is provided by MDE.
- Reading and Mathematics GRAD retest results displayed in On-Demand Reports and Longitudinal Reports in PearsonAccess are also considered preliminary. While the GRAD retests do not go through Posttest Editing, the district could take action, like invalidating a test, after the results are reported in PearsonAccess. For that reason, only the data provided by MDE through Assessment Secure Reports are considered final. For the majority of students, however, the results available in PearsonAccess through On-Demand, Published, and Longitudinal Reports for Reading and Mathematics GRAD retests are consistent with the final results provided by MDE.

In addition to student results, preliminary district- and school-level summary data are also available in Longitudinal Reports. Districts and schools can use the summary data for instructional and planning purposes, but it does not provide final accountability information and it should not be shared with the general public or media; final data provided by MDE are used for these purposes.

Lexile Website

The Reading MCA individual student reports include predicted Lexile score ranges. The Lexile® Framework is a system 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. View the Lexile website for more information about the Lexile Framework (http://www.lexile.com).

Types of Final Score Reports for MCA, MTAS, AND GRAD

Score reports are generated for each district and school. The following table lists the types of reports that are available for final results.

Minnesota Department of Education Report Types

Student Results Files

Name	Format	District	School
District (DSR)	Online	✓	✓
School (SSR)	Online		✓

Summary Files

Name	Format	District	School
District	Online	✓	
School	Online		✓

Student Reports Shipment

Name	Format	District	School
Home Copy	Paper		✓
Student Results Labels (optional)	Paper	✓	

See the *Data Sites and Resources* section of this manual for more information about student results files and summary files that are available through the Secure Reports section of the MDE website; the student reports are described in detail later in this manual. Schools' student reports shipments are packaged by school and delivered to the districts for distribution. Preliminary results information is available online in Pearson systems as described in the *Data Sites and Resources* section of this manual.

Interpreting Scores and Achievement Levels

The following types of information are available on the summary MCA and MTAS files:

- Percentage of students proficient
- Percentage of students at each achievement level
- Average scale scores (for the total test)
- Average sub-scores (for strands, sub-strands, and extended standards)

For each of these scores, you can compare the results for your school and district to those for schools and districts of interest to you or to the state through the Minnesota Report Card or Secure Reports sections of the Data Center section of the MDE website. For example:

- **Compare average sub-scores.** If the number of possible points for a particular sub-score is small, be cautious when interpreting small differences. Use differences in average sub-scores to guide further investigation of the curriculum and instruction at the school or district level.
- **Compare different perspectives, such as average scale scores and percent proficient.** For example, your district or school may have a lower average scale score than the state, but the percentage of students who are proficient may be greater than the state.
- **Look at the distribution of your students' scale scores and sub-scores.** Averages can be strongly influenced by students with very high or very low scores.

The distribution of an entire group's scores may help you better understand the strengths and weaknesses of your students, especially when the sub-scores' distributions are included. The District and School Student Results (DSR and SSR) files give you the data electronically, which makes it easier to see a distribution of scores. For more information, refer to the *Data Sites and Resources* section of this manual.

The average sub-scores for MCA-III assessments are reported on a standardized 1 to 9 scale that is intended to facilitate comparison of strand performance across strands and years. On the MTAS assessments, sub-scores are reported as raw score points earned, and schools and districts can only be appropriately compared within a particular year for those assessments. Such comparisons can tell an organization about its strengths or areas needing improvement relative to other schools or districts. Sub-scores based on raw score points are not equated for differences in difficulty for a given year; one strand or sub-strand may have items that are more difficult than others. Thus, direct comparisons between different sub-scores or across multiple years may be misleading. Be cautious when making comparisons between strands or sub-strands.

Trend data are available for the Minnesota Assessments. However, use caution when interpreting trend data because assessments change when academic standards are revised. For example, a new baseline for grades 3–8 mathematics was set in 2011, for science in 2012, for reading in 2013, and for grade 11 mathematics in 2014. For this reason, comparisons between the percentages of students who scored proficient should be made only when keeping in mind the standards measured from one year to the next.

Development of the Achievement Level Descriptors (ALDs)

The Achievement Level Descriptors (ALDs) give descriptive information about what typical students are expected to know of the Minnesota Academic Standards.

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. View the full ALDs on the MDE website (MDE website > Educator Excellence > Testing Resources > Achievement Level Descriptors).

Performance definitions are the equivalent of the ALDs for the ACCESS for ELLs and the Alternate ACCESS for ELLs English language proficiency assessments. These descriptors assist families, teachers, and administrators with the interpretation of the proficiency levels reported on a six point scale. In addition to performance definitions, "Can Do" descriptions are available for the levels of performance on the ACCESS for ELLs. Both the performance definitions and the Can Do statements can be found in the documents listed in the Downloads and Products section of the Can Do Descriptors page of the website. View the Can Do Descriptors page (WIDA website > Standards and Instruction > Can Do Desriptors). Performance definitions for the Alternate ACCESS for ELLs are available in the *Alternate ACCESS for ELLs Interpretive Guide* in the Alternate ACCESS for ELLs section of the WIDA website under Downloads and Products. View the Alternate Access for ELLs Interpretive Guide on the Alternate ACCESS for ELLs page (WIDA website > Assessment > Alternate ACCESS for ELLs).

How to Use the ALDs

The ALDs can be used to communicate with parents, students, and the public about the basic skills and knowledge expected of the typical student at each achievement level. The ALDs give concrete meaning to a scale score and its associated achievement level. They can be used as examples when talking with others about student performance. The ALDs may be used as a tool to inform parents of the performance expectations for their child and to suggest changes in skills and knowledge as a student moves from one achievement level to a higher level.

The ALDs can also be used by educators in instructional planning. The ALDs can help teachers develop curriculum maps to reflect the building of skills on each of the benchmarks. Teachers may also find the ALDs useful as they develop their school improvement plans. If a school uses Minnesota assessment data with formative assessment to group students for instruction, the ALDs may be used to provide some cursory information about the skills and knowledge that need emphasis to move the students to the next achievement level. If a student is involved in supplemental services related to his or her performance on an assessment, then a service provider might use the ALDs to identify the scaffolding of skills needed to help the student reach proficiency on skills measured in previous grades so that the student can be successful in his or her current grade.

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.

Standard-Based Accountability Assessments

MCA

Scale Score

The raw score totals for Science MCA are converted to a scale score specific to each test subject and grade. For all grades of Mathematics and Reading 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. Use the scale score to determine how the student did 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).

For each Reading, Mathematics and Science MCA, the scale score can range from G01 to G99, with "G" standing for "Grade." The first digit (i.e., 3–8) or first two digits (i.e., 10 or 11) represent the student's grade when tested. The last two digits of the number identify the position of the score on the grade scale. For example, a student in grade 4 could earn a scale score between 401 and 499, while a student in grade 11 could earn a scale score between 1101 and 1199. 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.

- Grades 3–8 Mathematics MCA scores for only 2011 to 2015 can be compared because 2011 was the first year that those assessments were based on the 2007 revised mathematics academic standards.
- Grades 5, 8 and high school Science MCA scores for only 2012 to 2015 can be compared because 2012 was the first year of the assessment based on the 2009 revised science academic standards.
- Grades 3–8 and 10 Reading MCA scores for only 2013 to 2015 can be compared because 2013 was the first year that those assessments were based on the 2010 revised reading academic standards.
- Grade 11 Mathematics MCA scores for 2015 can only be compared to scale scores from 2014 because 2014 was the first year that assessment was based on the 2007 revised mathematics academic standards.

For assessments that convert raw scores to scale scores (Science MCA), 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. 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 > School Support > Test Administration > Minnesota Tests > Technical Reports).

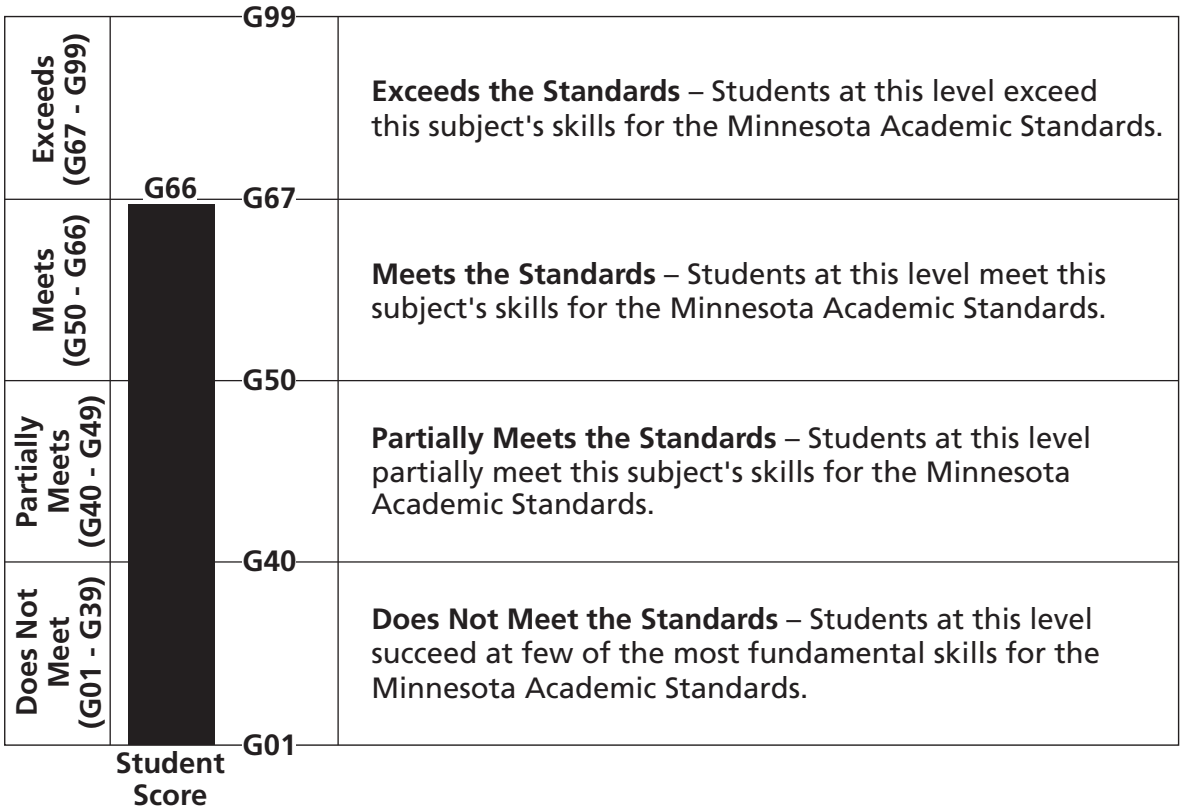
Achievement Levels

There are four achievement levels for the MCA:

- Exceeds the Standards (E)
- Meets the Standards (M)
- Partially Meets the Standards (P)
- Does Not Meet the Standards (D)

Students are assigned an achievement level based on their scale score. For the MCAs, the diagram illustrates the commissioner-approved cut scores used to assign achievement levels. The cut scores for levels Partially Meets the Standards (P) and Meets the Standards (M) are G40 and G50, respectively. The cut score for level Exceeds the Standards (E) varies by grade and subject.

MCA Scale Scores & Achievement Levels



- 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.
- Last two digits of the number identify the position within the scale range.
- The first one or two digits represent the grade. For example, a grade 8 scale score might be 859, and a grade 10 scale score might be 1059.
- The first two cut scores will be constant over years, G40 and G50. The third cut score varies by grade and subject.

Sub-Scores

The sub-scores for the mathematics, reading, and science strands are the scale scores (reported on a 1 to 9 scale score metric) earned by the student for each strand.

For more information on sub-scores, reference the applicable test specifications on the MDE website. View the Test Specifications page of the MDE website (MDE website > Educator Excellence > Testing Resources > Test Specifications).

Mathematics Sub-Scores

The Mathematics MCA sub-scores represent the four mathematics strands from the 2007 Minnesota Academic Standards in Mathematics. The strands are outlined in the test specifications.

- **Number & Operation (grades 3–8 only):** understanding meanings of numbers and operations and how they relate to each other, computing fluently, and making reasonable estimates
- **Algebra:** using models to understand, represent, and analyze patterns, relations, and functions
- **Geometry & Measurement:** 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 (grades 3–5) and Data Analysis & Probability (grades 6–8 and 11):** organizing and displaying relevant data to answer questions; understanding and applying basic concepts of probability

Reading Sub-Scores

The Reading MCA sub-scores reflect the sub-strands of Literature and Informational Text from the 2010 Minnesota Academic Standards in English Language Arts, which are outlined in the test specifications. All the reading reports—grades 3–8 and 10—have the same sub-score categories.

- **Literature:** use strategies to analyze, interpret, and evaluate fiction (such as short stories, fables, poetry, and drama).
- **Informational Text:** 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 skill domains are Key Ideas and Details (standards 1-3), Craft and Structure (standards 4-6), Integration of Knowledge and Ideas (standards 7-9), and Range of Reading and Level of Text Complexity (standard 10). Seven of the ten reading standards are assessed on the Reading MCA-III. Standards 7, 9, and 10 are best assessed using classroom measures and are not assessed in the MCA-III.

Science Sub-Scores

The Science MCA sub-scores are for the four strands in grades 5 and 8 and two strands in high school from the 2009 Minnesota Academic Standards in Science and are outlined in the test specifications.

Grade 5 Strands

- **Nature of Science & Engineering:** conducting controlled scientific investigations, constructing explanations based on evidence, identifying engineering solutions to problems
- **Physical Science:** describing and experimenting with the properties of matter, light, heat, sound, electricity, magnetism, and force and motion
- **Earth & Space Science:** modeling the positions of Earth, the Sun and the Moon, describing how weathering and erosion shape Earth's surface and how water moves through the water cycle
- **Life Science:** identifying structures and functions of organisms and relationships among organisms, and understanding individual differences give advantages in survival

Grade 8 Strands

- **Nature of Science & Engineering:** understanding how humans affect scientific investigations, designing and conducting investigations, communicating results, and refining engineering solutions
- **Physical Science:** differentiating between physical and chemical changes, understanding properties of waves and force and motion of an object, and describing changes in energy
- **Earth & Space Science:** understanding how forces affect motions of objects in the universe, describing weather patterns, and understanding the processes that occur on Earth
- **Life Science:** 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:** analyzing risks and benefits of engineering solutions, accurately communicating scientific results, and testing hypotheses
- **Sub-strands:**
  - The Practice of Science
  - The Practice of Engineering
  - Interactions Among Science, Technology, Engineering, Mathematics and Society
- **Life Science:** describing cell functions and processes, understanding relationships of organisms in an ecosystem, and the role of DNA and variation in evolution
- **Sub-strands:**
  - Structure and Function in Living Systems
  - Interdependence Among Living Systems
  - Evolution in Living Systems
  - Human Interactions with Living Systems

MTAS

Scale Score

The raw score totals 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).

Achievement Levels

There are four achievement levels for the MTAS:

- Exceeds the Extended Standards (E)
- Meets the Extended Standards (M)
- Partially Meets the Extended Standards (P)
- Does Not Meet the Extended Standards (D)

Students are assigned an achievement level based on their scale score. The cut scores for levels Partially Meets the Standards (P) and Meets the Extended Standards (M) for all grades and subjects are 190 and 200 respectively. The cut score for level Exceeds the Extended Standards (E) 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 > School Support > Test Administration > Minnesota Tests > Technical Reports).

Sub-Scores

The sub-scores are the raw score points earned by the student on the mathematics, reading, and science tasks identified by the essence statements described in the MTAS test specifications. The number of possible points for each task is 3. Each MTAS sub-score may stem from a single or multiple tasks. The sum of an individual student's sub-scores is the student's total raw score.

CAUTION – Use care when interpreting:

- **Data involving few students or test items:** The more students taking the test or more test items measuring the concepts, the more confident you can be of the results.
- **Sub-scores:** The difficulty of a strand or sub-strand and points possible will likely vary by grade, subject, and year.

GRAD Retest Assessments

Written Composition GRAD Retests

The total score for Written Composition GRAD is the holistic score earned by the student. Students write to one prompt and the paper is assigned a score between 1 and 6 based on the rater's overall impression of the writing. A score of 3 or higher is required to pass the Written Composition GRAD.

Reading and Mathematics GRAD Retests

The raw score totals for Reading and Mathematics GRAD are converted to a scale score and the scale score is used to determine how the student performed on the test. Each retest form is equated for difficulty with the previous tests, which means the scale score provides a valid comparison from test to test for a given grade and subject. The passing score for the GRAD is 50 on a scale score range of 15–85.

Reading Sub-Scores

The Reading GRAD sub-scores align with the Minnesota GRAD Test Specifications for Reading.

- **Vocabulary Expansion:** using a variety of strategies to expand reading vocabulary (the use of context clues to understand new words)
- **Comprehension:** showing understanding of the meaning of text and demonstrating literal, interpretive, inferential, and evaluative comprehension
- **Literature:** demonstrating the ability to read, understand, respond to, analyze, evaluate, and interpret a wide variety of fiction and nonfiction text

Mathematics Sub-Scores

The Mathematics GRAD sub-scores align with the Minnesota GRAD Test Specifications for Mathematics.

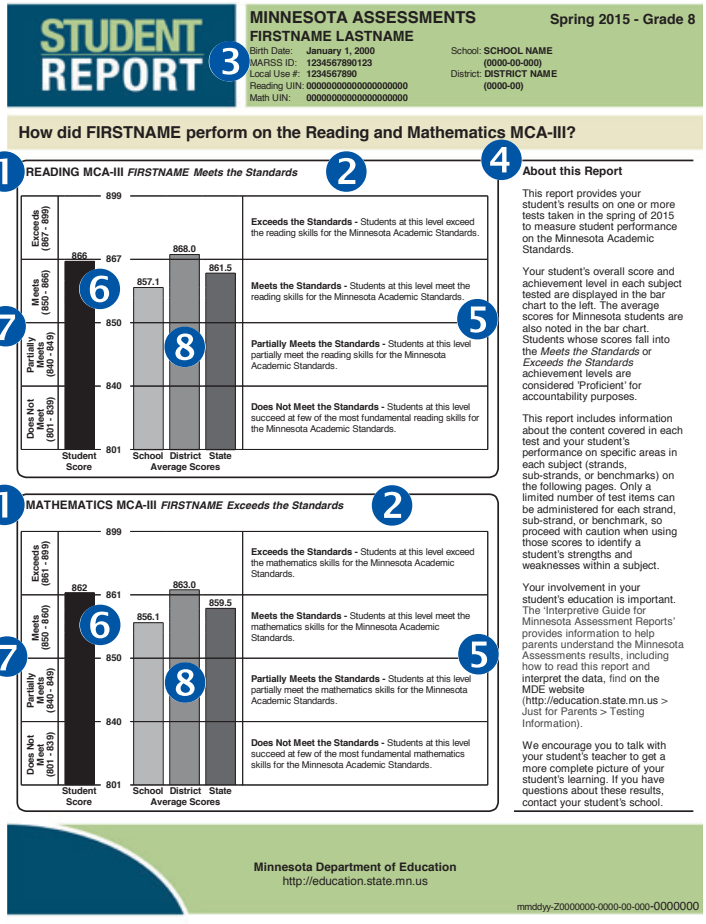
- **Number Sense:** understanding numbers, operations, and quantitative reasoning
- **Patterns, Functions & Algebra:** understanding patterns, relationships, and algebraic reasoning (the use of symbols to represent real-world situations)
- **Data, Statistics & Probability:** understanding probability (the chance that an event will occur) and statistics (the collection, organization, and interpretation of data)
- **Spatial Sense, Geometry & Measurement:** understanding geometry and spatial reasoning (the location/position of an object and the amount of space it occupies in the real world).

Report Descriptions for Standards-Based Accountability Assessments

General Description of the MCA and MTAS Individual Student Report

An Individual Student Report (ISR) is generated for every student who took the assessment. The ISR describes an individual student's performance in terms of scale score, achievement level, and Minnesota Academic Standards for each subject.

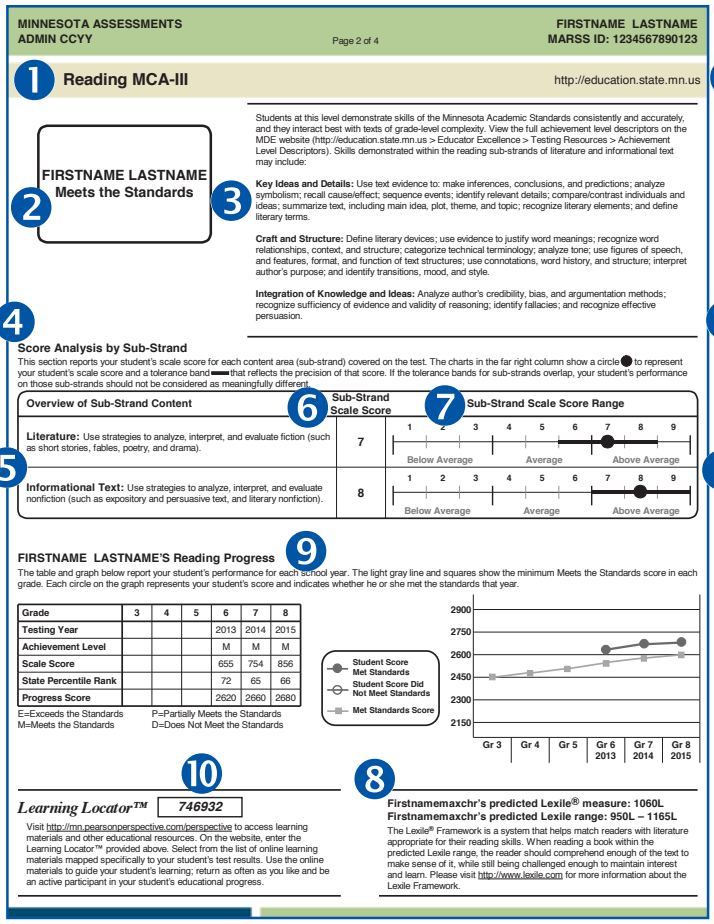
Schools will receive a hard-copy of each student's ISR to send home with the student or to mail to the student's parent/guardian. For the hard copy paper ISRs, reading and mathematics results are printed on one 4 page report; science is printed on a separate 1 page report. Districts can also access final student-level information through the DSR and SSR files provided on the MDE website.



Description of the Grades 3–8 Reading and Mathematics MCA Sample Individual Student Report—Page 1

1. **Subject and Test**—The subject and test being reported.
2. **Student's Achievement Level**—The achievement level earned by the student in the subject.
3. **Student Demographic Information**—A description of the demographic information for the student, including: Student Name, Local Use # (optional number assigned by districts to aid in sorting data), MARSS Number (unique student number), UIN (unique identification number assigned by the service provider and MDE), Grade, Birth Date, School, District.
4. **About this Report**—A brief description of the assessment.
5. **Achievement Levels**—A student can achieve one of four levels for each subject: Exceeds the Standards, Meets the Standards, Partially Meets the Standards, or Does Not Meet the Standards.
6. **Student's Performance**—A graphical representation of the relationship between the achievement level and the scale score the student earned for the subject.
7. **Scale Score Range**—A scale score is a conversion of a student's item response pattern score that equalizes possible differences in test difficulty from one year to the next.
8. **School, District, and State Comparison**—This section graphically shows the average scale score for all tested students in the school, district, and state. It provides a quick comparison of the student's performance to reference groups. MTAS averages are reported only at the state level.

Student results for Science MCA will appear on a separate Individual Student Report.



MINNESOTA ASSESSMENTS
ADMIN CCYY

Page 2 of 4

FIRSTNAME LASTNAME
MARSS ID: 1234567890123

1 Reading MCA-III

http://education.state.mn.us

2 FIRSTNAME LASTNAME Meets the Standards

3 Students at this level demonstrate skills of the Minnesota Academic Standards consistently and accurately, and they interact best with texts of grade-level complexity. View the full achievement level descriptors on the MDE website (http://education.state.mn.us > Educator Excellence > Testing Resources > Achievement Level Descriptors). Skills demonstrated within the reading sub-strands of literature and informational text may include:

Key Ideas and Details: 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: 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: Analyze author's credibility, bias, and argumentation methods; recognize sufficiency of evidence and validity of reasoning; identify fallacies; and recognize effective persuasion.

4 **Score Analysis by Sub-Strand**

This section reports your student's scale score for each content area (sub-strand) covered on the test. The charts in the far right column show a circle ● to represent your student's scale score and a tolerance band ▬ that reflects the precision of that score. If the tolerance bands for sub-strands overlap, your student's performance on those sub-strands should not be considered as meaningfully different.

Overview of Sub-Strand Content	6 Sub-Strand Scale Score	7 Sub-Strand Scale Score Range
5 **Literature:** Use strategies to analyze, interpret, and evaluate fiction (such as short stories, fables, poetry, and drama).	7	1 2 3 4 5 6 7 8 9 — Below Average / Average / Above Average
5 **Informational Text:** Use strategies to analyze, interpret, and evaluate nonfiction (such as expository and persuasive text, and literary nonfiction).	8	1 2 3 4 5 6 7 8 9 — Below Average / Average / Above Average

FIRSTNAME LASTNAME'S Reading Progress 9

The table and graph below report your student's performance for each school year. The light gray line and squares show the minimum Meets the Standards score in each grade. Each circle on the graph represents your student's score and indicates whether he or she met the standards that year.

Grade	3	4	5	6	7	8
Testing Year				2013	2014	2015
Achievement Level				M	M	M
Scale Score				655	754	856
State Percentile Rank				72	65	66
Progress Score				2620	2660	2680

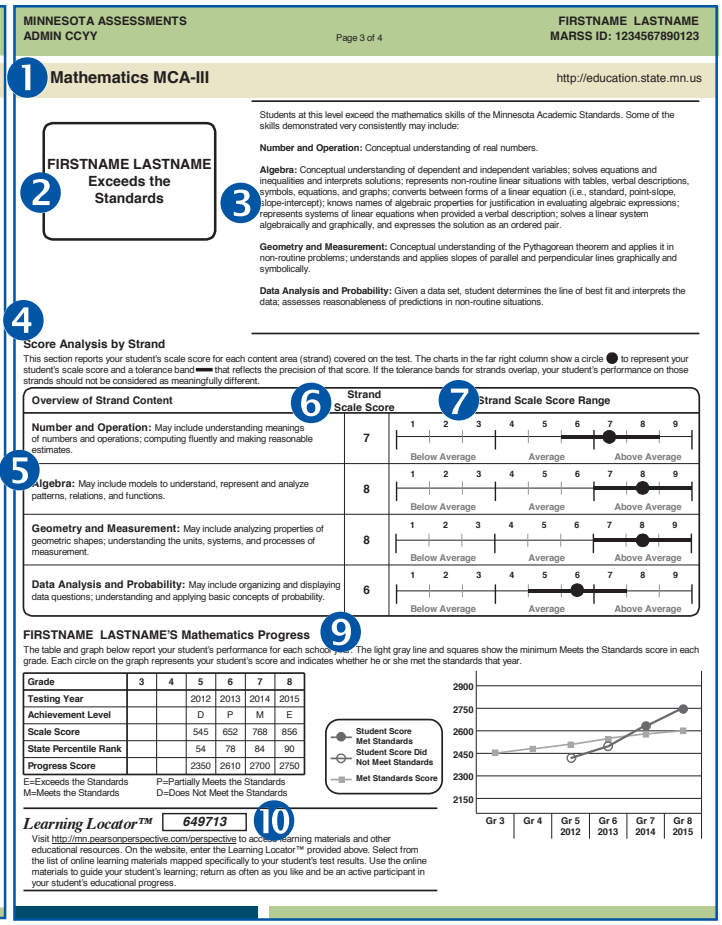
E=Exceeds the Standards M=Meets the Standards P=Partially Meets the Standards D=Does Not Meet the Standards

10 *Learning Locator™* 746932

Visit http://mn.pearsonperspective.com/perspective to access learning materials and other educational resources. On the website, enter the Learning Locator™ provided above. Select from the list of online learning materials mapped specifically to your student's test results. Use the online materials to guide your student's learning; return as often as you like and be an active participant in your student's educational progress.

8 **Firstnamemaxchr's predicted Lexile® measure: 1060L**
Firstnamemaxchr's predicted Lexile range: 950L – 1165L

The Lexile® Framework is a system 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. Please visit http://www.lexile.com for more information about the Lexile Framework.



MINNESOTA ASSESSMENTS
ADMIN CCYY

Page 3 of 4

FIRSTNAME LASTNAME
MARSS ID: 1234567890123

1 Mathematics MCA-III

http://education.state.mn.us

2 FIRSTNAME LASTNAME Exceeds the Standards

3 Students at this level exceed the mathematics skills of the Minnesota Academic Standards. Some of the skills demonstrated very consistently may include:

Number and Operation: Conceptual understanding of real numbers.

Algebra: Conceptual understanding of dependent and independent variables; solves equations and inequalities and interprets solutions; represents non-routine linear situations with tables, verbal descriptions, symbols, equations, and graphs; converts between forms of a linear equation (i.e., standard, point-slope, slope-intercept); knows names of algebraic properties for justification in evaluating algebraic expressions; represents systems of linear equations when provided a verbal description; solves a linear system algebraically and graphically, and expresses the solution as an ordered pair.

Geometry and Measurement: Conceptual understanding of the Pythagorean theorem and applies it in non-routine problems; understands and applies slopes of parallel and perpendicular lines graphically and symbolically.

Data Analysis and Probability: Given a data set, student determines the line of best fit and interprets the data; assesses reasonableness of predictions in non-routine situations.

4 **Score Analysis by Strand**

This section reports your student's scale score for each content area (strand) covered on the test. The charts in the far right column show a circle ● to represent your student's scale score and a tolerance band ▬ that reflects the precision of that score. If the tolerance bands for strands overlap, your student's performance on those strands should not be considered as meaningfully different.

Overview of Strand Content	6 Strand Scale Score	7 Strand Scale Score Range
5 **Number and Operation:** May include understanding meanings of numbers and operations; computing fluently and making reasonable estimates.	7	1 2 3 4 5 6 7 8 9 — Below Average / Average / Above Average
5 **Algebra:** May include models to understand, represent and analyze patterns, relations, and functions.	8	1 2 3 4 5 6 7 8 9 — Below Average / Average / Above Average
5 **Geometry and Measurement:** May include analyzing properties of geometric shapes; understanding the units, systems, and processes of measurement.	8	1 2 3 4 5 6 7 8 9 — Below Average / Average / Above Average
5 **Data Analysis and Probability:** May include organizing and displaying data questions; understanding and applying basic concepts of probability.	6	1 2 3 4 5 6 7 8 9 — Below Average / Average / Above Average

FIRSTNAME LASTNAME'S Mathematics Progress 9

The table and graph below report your student's performance for each school year. The light gray line and squares show the minimum Meets the Standards score in each grade. Each circle on the graph represents your student's score and indicates whether he or she met the standards that year.

Grade	3	4	5	6	7	8
Testing Year			2012	2013	2014	2015
Achievement Level			D	P	M	E
Scale Score			545	652	768	856
State Percentile Rank			54	78	84	90
Progress Score			2350	2610	2700	2750

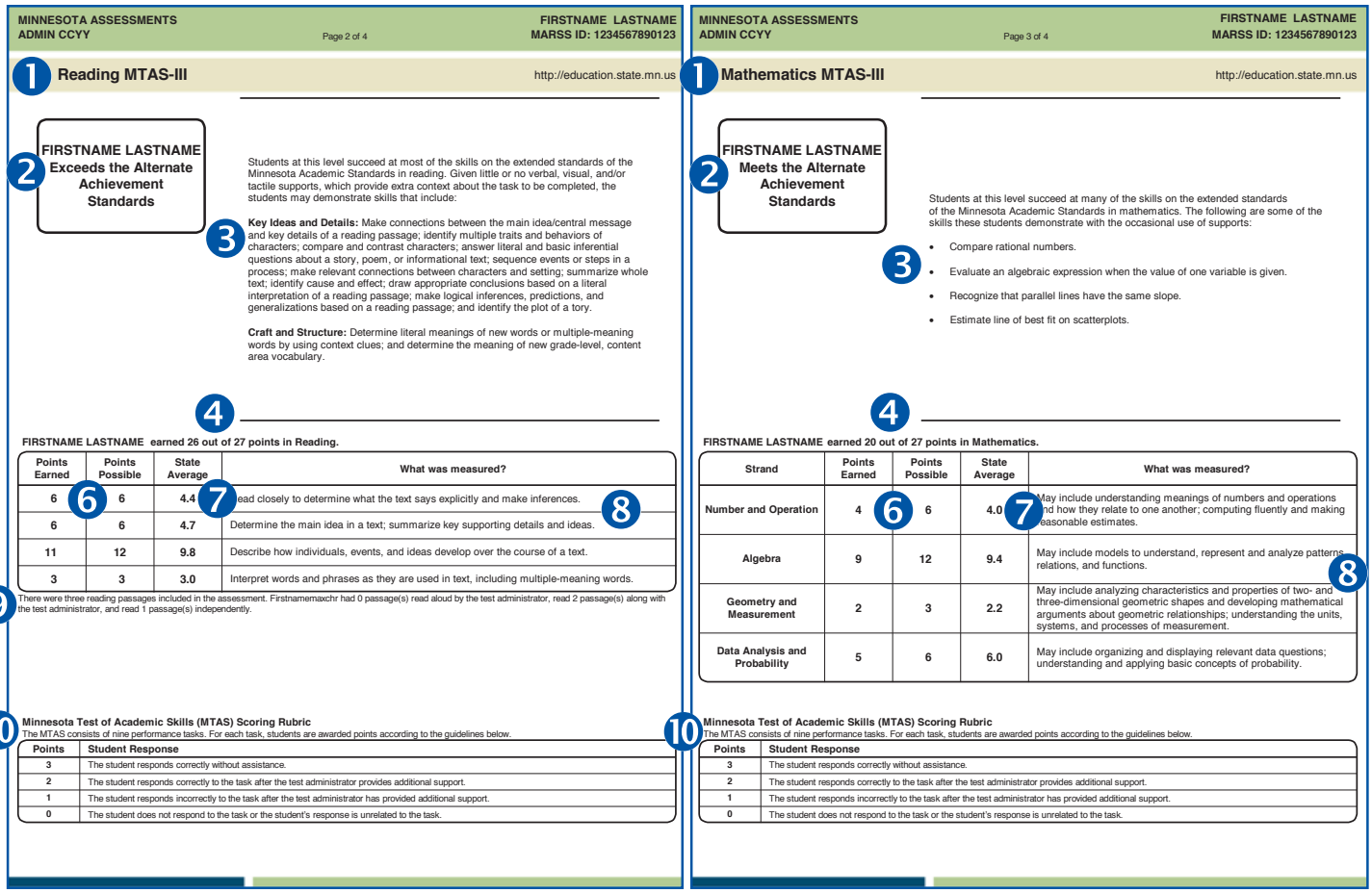
E=Exceeds the Standards M=Meets the Standards P=Partially Meets the Standards D=Does Not Meet the Standards

Learning Locator™ 649713 10

Visit http://mn.pearsonperspective.com/perspective to access learning materials and other educational resources. On the website, enter the Learning Locator™ provided above. Select from the list of online learning materials mapped specifically to your student's test results. Use the online materials to guide your student's learning; return as often as you like and be an active participant in your student's educational progress.

Reading and Mathematics MCA Sample Individual Student Report—Pages 2 and 3

1. **Subject and Test**—The subject and test being reported.
2. **Student's Achievement**—The achievement level earned by the student in the subject.
3. **Achievement Level Description**—A summary of the expected knowledge and skills of the typical Minnesota student scoring at the achievement level identified. These descriptors are unique for each grade, subject, and achievement level.
4. **Score Analysis by Strand or Substrand**—A description of the interpretations of sub-scores.
5. **Sub-Scores**—The strands or sub-strands from the Minnesota Academic Standards.
6. **Scale Score**—A scale score is a conversion of a student's raw score that equalizes possible differences in test form difficulty.
7. **Scale Score Range**—This section graphically shows the student's score and a band of uncertainty around their score.
8. **Lexile® Measure**—The predicted Lexile measure of a student reading ability and upper and lower range that helps match a reader with literature appropriate for their reading skills. Available for Reading MCA only.
9. **Subject Progress**—A graphical representation of a student's progress from grade to grade. Student scores at or above the blue line indicate student performance is meeting or exceeding the standards. Student scores below the blue line indicate student's performance is not meeting standards. State percentile rank is included. Progress scores are not reported for science.
10. **Learning Locator™ Access Code**—Access code directs parents and students to website for customized learning resources.



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ADMIN CCYY
Page 2 of 4
FIRSTNAME LASTNAME
MARSS ID: 1234567890123

1 **Reading MTAS-III** http://education.state.mn.us

2 **FIRSTNAME LASTNAME Exceeds the Alternate Achievement Standards**

Students at this 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 skills that include:

3 **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 tory.

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.

4 **FIRSTNAME LASTNAME earned 26 out of 27 points in Reading.**

Points Earned (6)	Points Possible	State Average (7)	What was measured? (8)
6	6	4.4	ead closely to determine what the text says explicitly and make inferences.
6	6	4.7	Determine the main idea in a text; summarize key supporting details and ideas.
11	12	9.8	Describe how individuals, events, and ideas develop over the course of a text.
3	3	3.0	Interpret words and phrases as they are used in text, including multiple-meaning words.

9 There were three reading passages included in the assessment. Firstnamemaxchr had 0 passage(s) read aloud by the test administrator, read 2 passage(s) along with the test administrator, and read 1 passage(s) independently.

10 **Minnesota Test of Academic Skills (MTAS) Scoring Rubric**
The MTAS consists of nine performance tasks. For each task, students are awarded points according to the guidelines below.

Points	Student Response
3	The student responds correctly without assistance.
2	The student responds correctly to the task after the test administrator provides additional support.
1	The student responds incorrectly to the task after the test administrator has provided additional support.
0	The student does not respond to the task or the student's response is unrelated to the task.

MINNESOTA ASSESSMENTS
ADMIN CCYY
Page 3 of 4
FIRSTNAME LASTNAME
MARSS ID: 1234567890123

1 **Mathematics MTAS-III** http://education.state.mn.us

2 **FIRSTNAME LASTNAME Meets the Alternate Achievement Standards**

Students at this level succeed at many of the skills on the extended standards of the Minnesota Academic Standards in mathematics. The following are some of the skills these students demonstrate with the occasional use of supports:

3
- 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.

4 **FIRSTNAME LASTNAME earned 20 out of 27 points in Mathematics.**

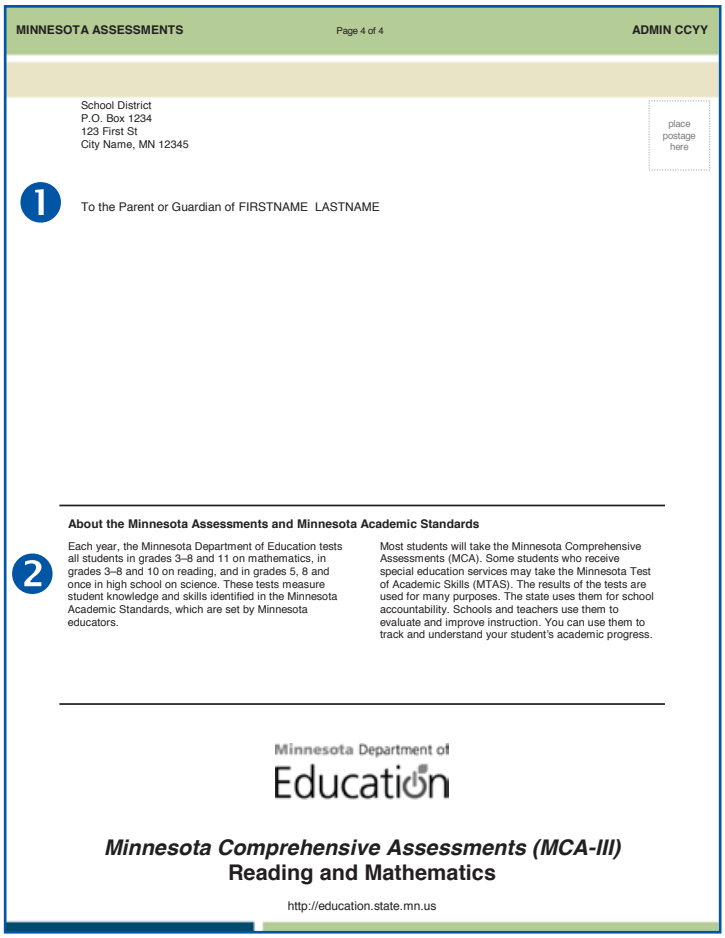
Strand (5)	Points Earned (6)	Points Possible	State Average (7)	What was measured? (8)
Number and Operation	4	6	4.0	May include understanding meanings of numbers and operations and how they relate to one another; computing fluently and making reasonable estimates.
Algebra	9	12	9.4	May include models to understand, represent and analyze patterns, relations, and functions.
Geometry and Measurement	2	3	2.2	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 and Probability	5	6	6.0	May include organizing and displaying relevant data questions; understanding and applying basic concepts of probability.

10 **Minnesota Test of Academic Skills (MTAS) Scoring Rubric**
The MTAS consists of nine performance tasks. For each task, students are awarded points according to the guidelines below.

Points	Student Response
3	The student responds correctly without assistance.
2	The student responds correctly to the task after the test administrator provides additional support.
1	The student responds incorrectly to the task after the test administrator has provided additional support.
0	The student does not respond to the task or the student's response is unrelated to the task.

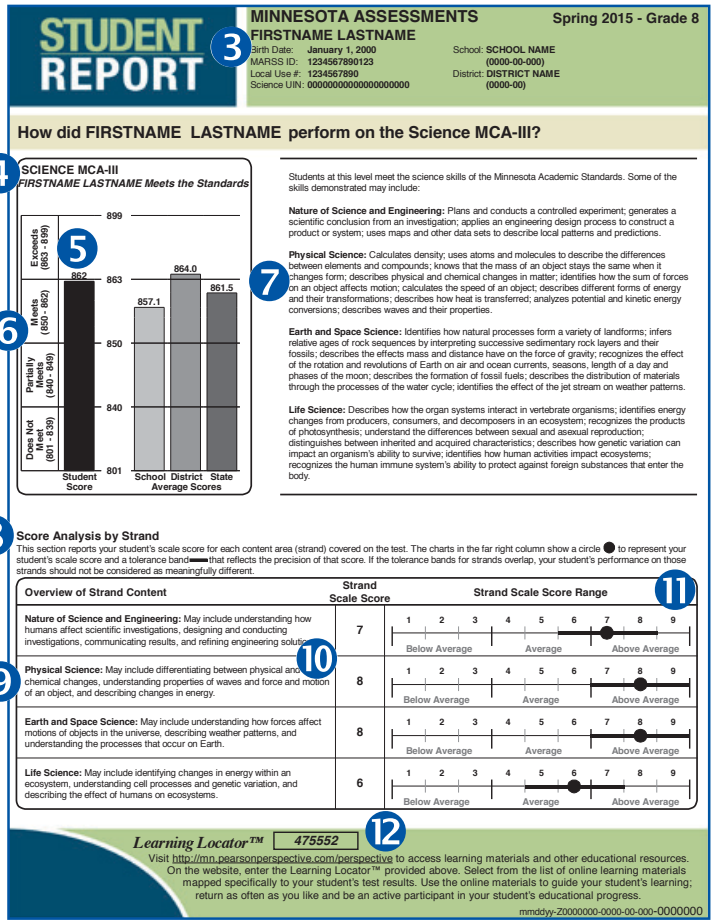
MTAS Sample Individual Student Report—Pages 2 and 3

1. **Subject and Test**—The subject and test being reported.
2. **Student's Achievement**—The achievement level earned by the student in the subject.
3. **Achievement Level Description**—A summary of the expected knowledge and skills of the typical Minnesota student scoring at the achievement level identified. These descriptors are unique for each grade, subject, and achievement level.
4. **Total Points Earned**—The total points earned out of the total points on the test.
5. **Sub-Scores**—The strands or extended benchmarks from the Minnesota Academic Standards.
6. **Sub-Scores Points Earned and Points Possible**—The points the student earned and the number of possible points for each strand or extended benchmark.
7. **State Average**—The average number of points earned for all students tested in the state.
8. **What Was Measured?**—A brief description of what is being assessed by each of the strands or sub-strands of the Minnesota Academic Standards.
9. **Reading Access**—During test administration, the test administrator indicates how the student accessed the 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. **Scoring Rubric**—The 0–3 rubric used for scoring MTAS tasks.



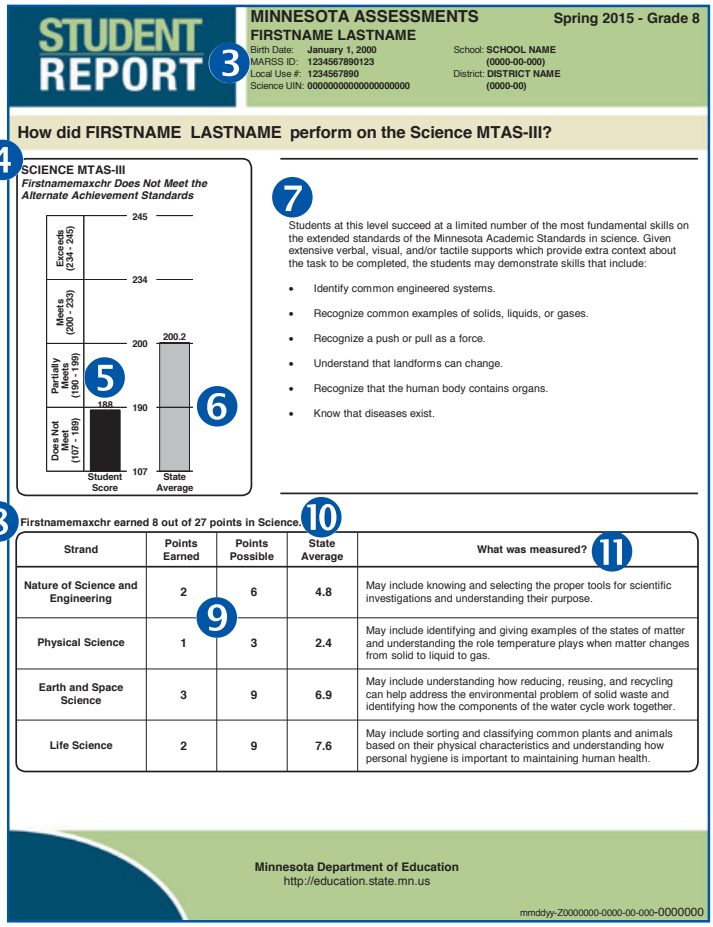
Reading and Mathematics Sample Individual Student Report—Page 4

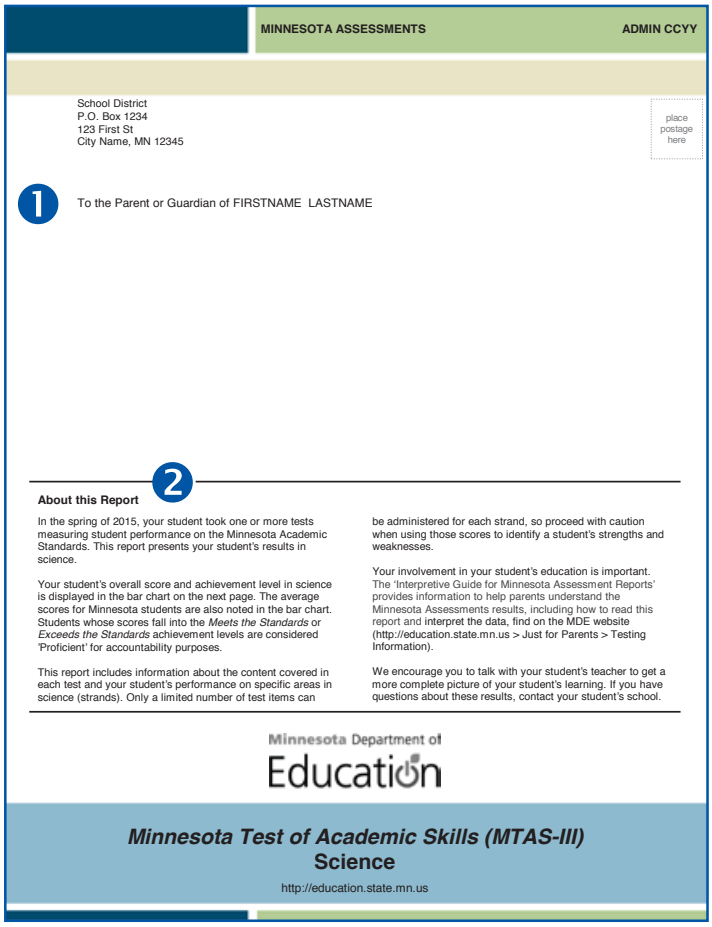
1. **Address Section**—The school can use this area to print an address for mailing the Student Report to the student's home. The school district return address has been pre-printed. The report must be tri-folded in order to take advantage of this section.
2. **Learn More Information**—This section contains an overview of the Minnesota Assessments.



Science MCA Sample Individual Student Report—Pages 1 and 2

1. **Address Section**—The school can use this area to print an address for mailing the Student Report 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.
2. **About this Report**—A brief description of the assessment and a link to the MDE website.
3. **Student Demographic Information** – A description of the demographic information for the student, including: Student Name, Local Use # (optional number assigned by districts to aid in sorting data), MARSS Number (unique student number), UIN (unique identification number assigned by the service provider and MDE), Grade, Birth Date, School, District.
4. **Subject and Test**—The subject and test being reported.
5. **Student's Performance** – A graphical representation of the relationship between the achievement level and the scale score the student earned for the subject.
6. **Scale Score Range**—A scale score is a conversion of a student's raw score that equalizes possible differences in test difficulty from one year to the next.
7. **Achievement Level Description**—A summary of the expected knowledge and skills of the typical Minnesota student scoring at the achievement level identified. These descriptors are unique for each grade, subject, and achievement level.
8. **Score Analysis by Strand**—A description of the interpretations of sub-scores.
9. **Sub-Scores**—The strands or sub-strands from the Minnesota Academic Standards.
10. **Scale Score**—A scale score is a conversion of a student's raw score that equalizes possible differences in test form difficulty.
11. **Scale Score Range**—This section graphically shows the student's score and a band of uncertainty around their score.
12. **Learning Locator™ Access Code**—Access code directs parents and students to website for customized learning resources.





Science MTAS Sample Individual Student Report—Pages 1 and 2

1. **Address Section**—The school can use this area to print an address for mailing the Student Report 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.
2. **About this Report**—A brief description of the assessment and a link to the MDE website.
3. **Student Demographic Information**—A description of the demographic information for the student, including: Student Name, Local Use # (optional number assigned by districts to aid in sorting data), MARSS Number (unique student number), UIN (unique identification number assigned by the service provider and MDE), Grade, Birth Date, School, District.
4. **Subject and Test**—The subject and test being reported.
5. **Student's Performance**—A graphical representation of the relationship between the achievement level and the scale score the student earned for the subject.
6. **Scale Score Range**—A scale score is a conversion of a student's raw score that equalizes possible differences in test difficulty from one year to the next.
7. **Achievement Level Description**—A summary of the expected knowledge and skills of the typical Minnesota student scoring at the achievement level identified. These descriptors are unique for each grade, subject, and achievement level.
8. **Sub-Scores**—The strands or extended benchmarks from the Minnesota Academic Standards.
9. **Sub-Scores Points Earned and Points Possible**—The points the student earned and the number of possible points for each strand or extended benchmark.
10. **State Average**—The average number of points earned for all students tested in the state.
11. **What Was Measured?**—A brief description of what is being assessed by each of the strands or sub-strands of the Minnesota Academic Standards.

Report Descriptions for High School Reading and Mathematics Assessments and GRAD Retests

Graduation Assessment Requirements

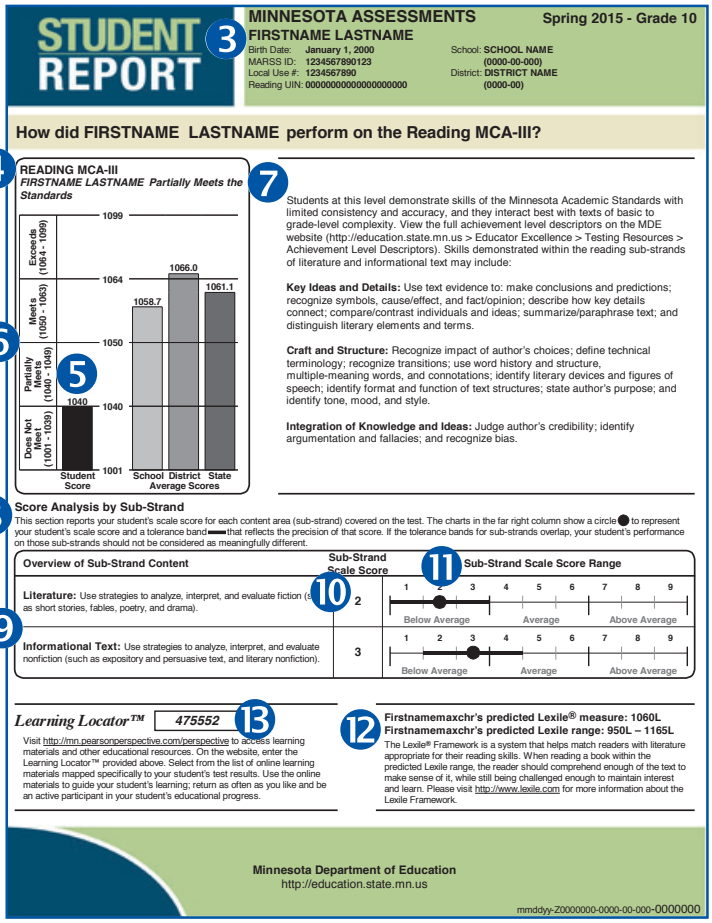
In order to be eligible for a diploma from a Minnesota public high school, all students must meet graduation assessment requirements. Passing the GRAD retests is still one of the options available to meet graduation assessment requirements for the following students:

- Students first enrolled in grade 8 in 2011–2012 if they did not participate in the statewide administration of the ACT Plus Writing or were not proficient on the high school Reading and Mathematics MCA.
- Students first enrolled in grade 8 in 2010–2011 or earlier if they were not proficient on the high school Reading and Mathematics MCA.

Additional information about the graduation assessment requirements is available on the MDE website. View the Minnesota Tests section of the MDE website (MDE website > School Support > Test Administration > Minnesota Tests).

General Description of the Grade 10 Reading MCA Individual Student Report

Students taking the grade 10 Reading MCA receive a single Individual Student Report (ISR). Schools will receive a hard copy of each student's ISR to send home with the student or mail to the student's parent/guardian. Districts can also access final student-level information through the DSR and SSR files provided on the Secure Reports section of the MDE website.

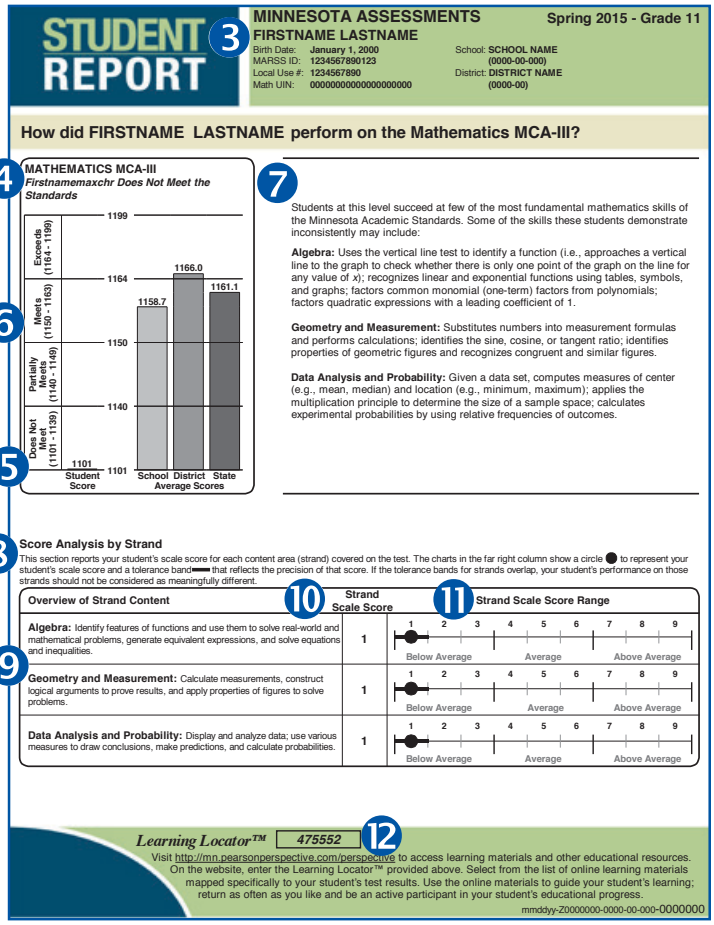


Description of the Grade 10 Reading Sample Individual Student Report—Front and Back Page

1. **Address Section**—The school can use this area to print an address for mailing the Student Report 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.
2. **About this Report**—A brief description of the assessment and a link to the MDE website.
3. **Student Demographic Information**—A description of the demographic information for the student, including: Student Name, Local Use # (optional number assigned by districts to aid in sorting data), MARSS Number (unique student number), UIN (unique identification number assigned by the service provider and MDE), Grade, Birth Date, School, District.
4. **Subject and Test**—The subject and test being reported.
5. **Student's Performance**—A graphical representation of the relationship between the achievement level and the scale score the student earned for the subject.
6. **Scale Score Range**—A scale score is a conversion of a student's raw score that equalizes possible differences in test difficulty from one year to the next.
7. **Achievement Level Description**—A summary of the expected knowledge and skills of the typical Minnesota student scoring at the achievement level identified. These descriptors are unique for each grade, subject, and achievement level.
8. **Score Analysis by Sub-strand**—A description of the interpretations of sub-scores.
9. **Sub-Scores**—The strands or sub-strands from the Minnesota Academic Standards.
10. **Scale Score**—A scale score is a conversion of a student's raw score that equalizes possible differences in test form difficulty.
11. **Scale Score Range**—This section graphically shows the student's score and a band of uncertainty around their score.
12. **Lexile® Measure**—The predicted Lexile measure and upper and lower range for the student. Available for MCA Reading only.
13. **Learning Locator™ Access Code**—Access code directs parents and students to website for customized learning resources.

General Description of the Grade 11 Mathematics MCA Individual Student Report

Students taking the grade 11 Mathematics MCA receive a single Individual Student Report (ISR). Schools will receive a hard copy of each student's ISR to send home with the student or mail to the student's parent/guardian. Districts can also access final student-level information through the DSR and SSR files provided on the Secure Reports section of the MDE website.

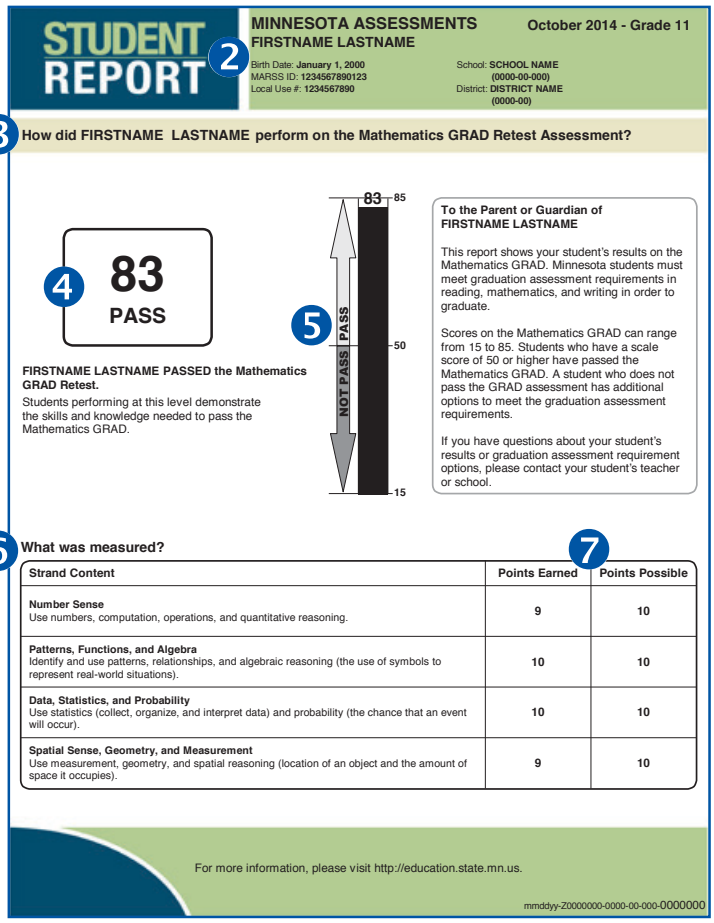


Description of the Grade 11 Mathematics Sample Individual Student Report—Front and Back Page

1. **Address Section**—The school can use this area to print an address for mailing the Student Report 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.
2. **About this Report**—A brief description of the assessment and a link to the MDE website.
3. **Student Demographic Information**—A description of the demographic information for the student, including: Student Name, Local Use # (optional number assigned by districts to aid in sorting data), MARSS Number (unique student number), UIN (unique identification number assigned by the vendor and MDE), Grade, Birth Date, School, District.
4. **Subject and Test**—The subject and test being reported.
5. **Student's Performance**—A graphical representation of the relationship between the achievement level and the scale score the student earned for the subject.
6. **Scale Score Range**—A scale score is a conversion of a student's item response pattern score that equalizes possible differences in test difficulty from one year to the next.
7. **Achievement Level Description**—A summary of the expected knowledge and skills of the typical Minnesota student scoring at the achievement level identified. These descriptors are unique for each grade, subject, and achievement level.
8. **Score Analysis by Strand**—A description of the interpretations of sub-scores.
9. **Sub-Scores**—The strands or sub-strands from the Minnesota Academic Standards.
10. **Scale Score**—A scale score is a conversion of a student's raw score that equalizes possible differences in test form difficulty.
11. **Scale Score Range**—This section graphically shows the student's score and a band of uncertainty around their score.
12. **Learning Locator™ Access Code**—Access code directs parents and students to website for customized learning resources.

General Description of the Reading and Mathematics GRAD Retest Individual Student Report

Students taking the Reading or Mathematics GRAD retest assessment receive an Individual Student Report (ISR) that will contain the results for the subject tested. All students taking these assessments will see a graduation assessment requirement status statement indicating whether they have met the graduation assessment requirement based on the GRAD retest.


STUDENT REPORT

MINNESOTA ASSESSMENTS October 2014 - Grade 11

FIRSTNAME LASTNAME

Birth Date: January 1, 2000
MARSS ID: 1234567890123
Local Use #: 1234567890

School: SCHOOL NAME (0000-00-000)
District: DISTRICT NAME (0000-00)

How did FIRSTNAME LASTNAME perform on the Mathematics GRAD Retest Assessment?

83
PASS

FIRSTNAME LASTNAME PASSED the Mathematics GRAD Retest.

Students performing at this level demonstrate the skills and knowledge needed to pass the Mathematics GRAD.

83
85
PASS
NOT PASS
50
15

To the Parent or Guardian of FIRSTNAME LASTNAME

This report shows your student's results on the Mathematics GRAD. Minnesota students must meet graduation assessment requirements in reading, mathematics, and writing in order to graduate.

Scores on the Mathematics GRAD can range from 15 to 85. Students who have a scale score of 50 or higher have passed the Mathematics GRAD. A student who does not pass the GRAD assessment has additional options to meet the graduation assessment requirements.

If you have questions about your student's results or graduation assessment requirement options, please contact your student's teacher or school.

What was measured?

Strand Content	Points Earned	Points Possible
Number Sense Use numbers, computation, operations, and quantitative reasoning.	9	10
Patterns, Functions, and Algebra Identify and use patterns, relationships, and algebraic reasoning (the use of symbols to represent real-world situations).	10	10
Data, Statistics, and Probability Use statistics (collect, organize, and interpret data) and probability (the chance that an event will occur).	10	10
Spatial Sense, Geometry, and Measurement Use measurement, geometry, and spatial reasoning (location of an object and the amount of space it occupies).	9	10

For more information, please visit http://education.state.mn.us.

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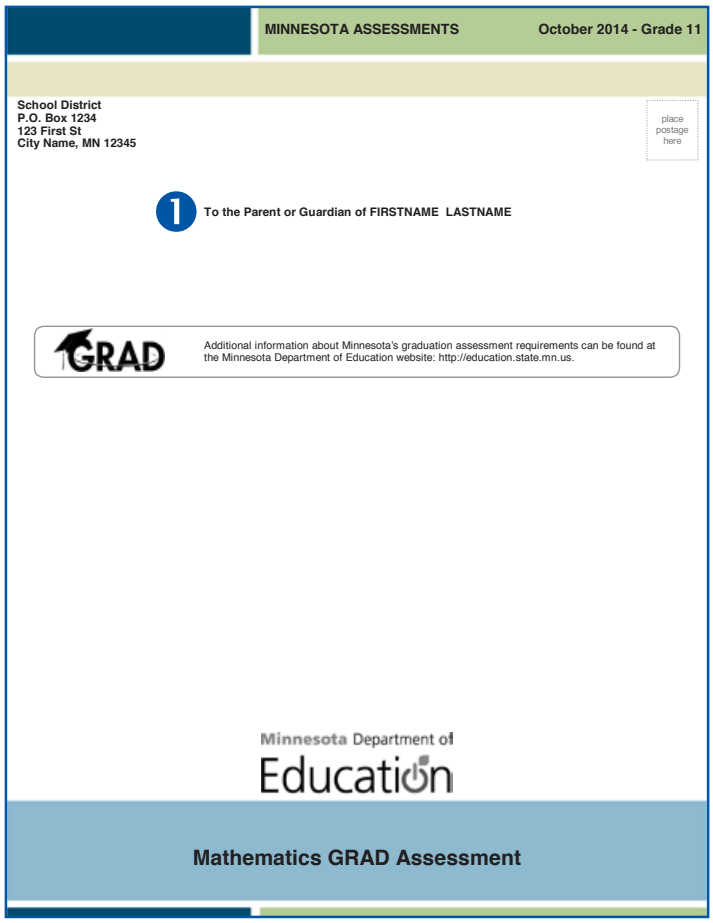

MINNESOTA ASSESSMENTS October 2014 - Grade 11

School District
P.O. Box 1234
123 First St
City Name, MN 12345

place postage here

To the Parent or Guardian of FIRSTNAME LASTNAME

GRAD

Additional information about Minnesota's graduation assessment requirements can be found at the Minnesota Department of Education website: http://education.state.mn.us.

Minnesota Department of Education

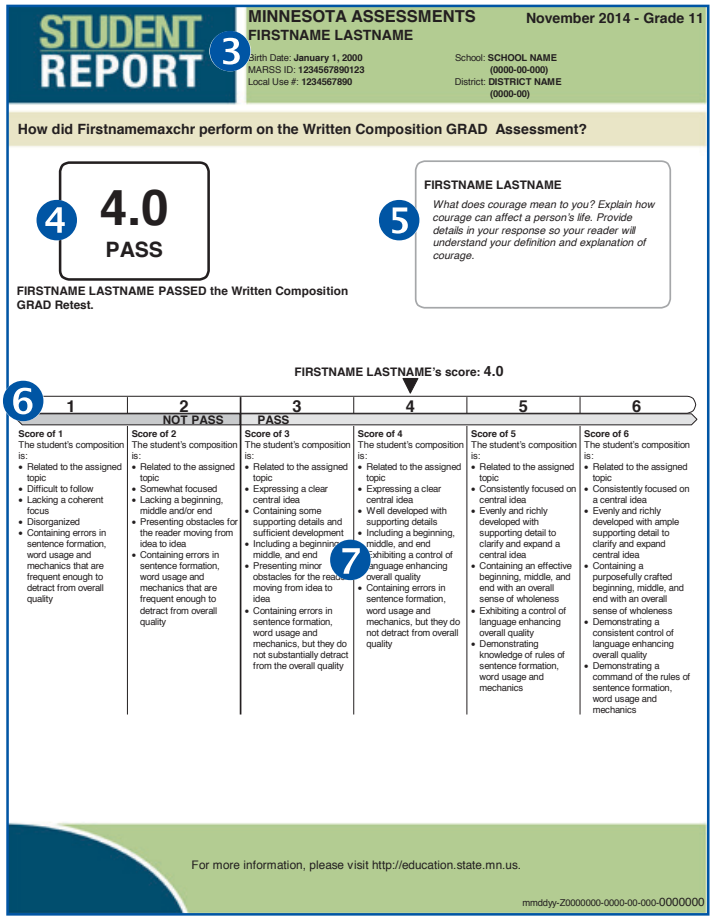
Mathematics GRAD Assessment

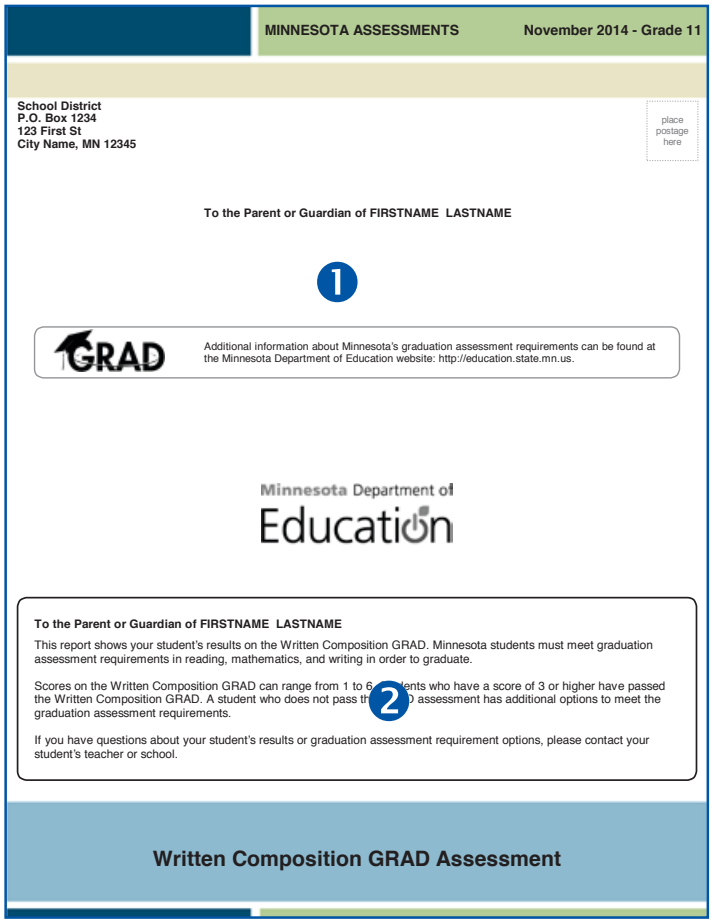
Description of the GRAD Retests Sample Individual Student Report—Front and Back

1. **Address Section**—The school can use this area to print an address for mailing the Individual Student Report to the student's home. The school district return address has been pre-printed. The report must be bi-folded to take advantage of this section.
2. **Student Demographic Information**—A description of the demographic information for the student, including: Student Name, Local Use # (optional number assigned by districts to aid in sorting data), MARSS Number (unique student number), UIN (unique identification number assigned by the service provider and MDE), Grade, Birth Date, School, District.
3. **Subject**—The subject being reported.
4. **Student Score and GRAD Passing Status**—The scale score and GRAD passing status earned by the student in the subject.
5. **Student's Performance**—A graphical representation of the relationship between the achievement level and the scale score the student earned for the subject.
6. **What Was Measured?**—A brief description of what is being assessed by each of the strands or sub-strands of the Minnesota Academic Standards.
7. **Sub-Scores Points Earned and Points Possible**—The points the student earned and the number of possible points for each strand or sub-strand.

General Description of the Written Composition GRAD Retest Individual Student Report

An Individual Student Report (ISR) is generated for each student who took the assessment. Schools receive a hard copy of each student's ISR to send home with the student or mail to the student's parent/guardian. Districts can also access final student-level information through the DSR and SSR files provided on the MDE Data Center website. The ISR describes an individual student's performance in terms of passing score.





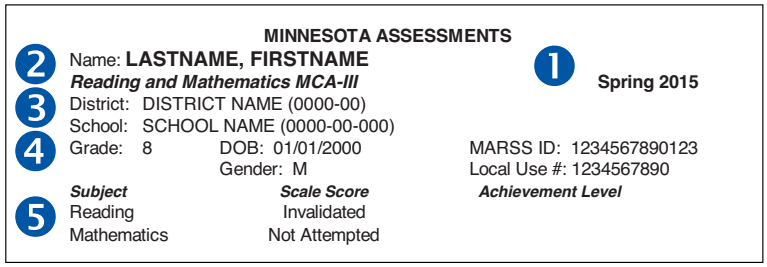
Description of the Written Composition GRAD Sample Individual Student Report—Front and Back Page

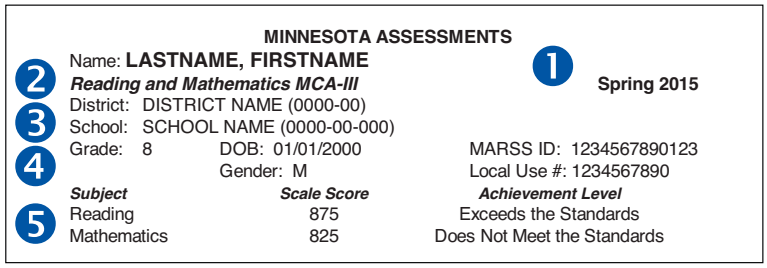
1. **Address Section**—The school can use this area to print an address for mailing the Individual Student Report to the student's home. The school district return address has been pre-printed. The report must be bi-folded to take advantage of this section.
2. **About the Assessment**—A brief description of the assessment.
3. **Student Demographic Information**—A description of the demographic information for the student, including: Student Name, Local Use # (optional number assigned by districts to aid in sorting data), MARSS Number (unique student number), UIN (unique identification number assigned by the service provider and MDE), Grade, Birth Date, School, and District.
4. **Student Score and Passing Status**—The performance level and passing status earned by the student in the subject.
5. **Prompt**—The prompt the student responded to for this assessment.
6. **Holistic Scoring Guidelines**—A graphical representation of the student's score.
7. A description of each possible score point

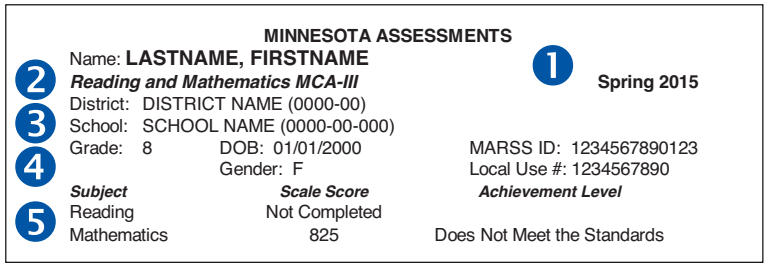
Student Labels

General Description of the Student Labels

The student labels provide test score information for every student tested. 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 AccountabilityAssessments. Student labels are automatically sent for the GRAD retests.







Description of the Sample Student Labels

1. Assessment, subject, and testing year.
2. Student name.
3. District and school where test was taken.
4. Student demographic data such as MARSS Number, Grade, Date of Birth, Gender, and Local Use ID.
5. Student's scale score and achievement level or pass status for each subject in the assessment; science and writing will each be on separate labels.

Contact Information

MDE Contacts

Area Code	Contact	Phone Number	E-mail
612	Jennifer Burton	651-582-8622	Jennifer.Burton@state.mn.us
651, 763, 952	Tracy Cerda	651-582-8692	Tracy.Cerda@state.mn.us
507, 320	Lisa Grasdalen	651-582-8485	Lisa.Grasdalen@state.mn.us
218	Julie Nielsen-Fuhrmann	651-582-8837	Julie.Nielsen-Fuhrmann@state.mn.us
Additional Resources	Linda Sams – Manager General Inquiries	651-582-8431 651-582-8231	Linda.Sams@state.mn.us mde.testing@state.mn.us

To assist with the report descriptions, we include sample reports in this guide. The names, scores, and other data displayed in this document are fictitious, used solely for the purpose of demonstrating the functionality of Minnesota testing and reporting. Any similarity to real persons or assessment results is coincidental and not intended by MDE or Pearson.