Appropriate and Inappropriate Uses of Minnesota Comprehensive Assessment (MCA) Results

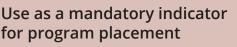
Appropriate Uses

Academic Standards



Look at overall performance for a grade, school, and/or district Why: To evaluate the implementation of the Minnesota

Inappropriate Uses



For example: Making decisions about gifted and talented programming



Look at student groups and their performance

Why: To focus on equity by asking why differences exist



Focus only on individual student scores for planning and instruction

For example: Considering only Student A's results and not the group as a whole



Look at performance over time for student groups, grades, schools, and/or the district Why: To support the evaluation of curriculum and instruction



Use scale scores to calculate individual student growth

For example: Do not subtract scale scores and interpret the difference as how much a student has improved



Use as one of multiple data points for school and district decision-making

Why: To strengthen the decision-making process by using multiple pieces of evidence





Use results, in isolation, to prioritize which students receive instructional support

For example: Intervention programming



Use in insolation to evaluate teacher effectiveness

For example: Only using MCA scores and no local considerations or data

