



## ***District Policies and Procedures for Statewide Assessments for Perpich Center for Arts Education for School Year 2024-2025***

### **Assessment Staff**

The following staff member(s) is the District Assessment Coordinator for the school district for the current testing year:

Carol Syvertsen  
George Terry Jr.

*(List all contacts designated as District Assessment Coordinators, if applicable.)*

The following staff members are the School Assessment Coordinators for each school for the current testing year:

<b>School Assessment Coordinator(s)</b>	<b>School(s)</b>
DACs will handle this role.	Perpich Arts High School

*(If no School Assessment Coordinators are assigned, indicate that or note other contacts in each school that may assist with testing.)*

## District Monitoring of Test Administration

The plan for monitoring testing within the district by the District Assessment Coordinator (or other designated staff) is as follows:

The District Assessment Coordinator will observe at least one grade level/subject classroom during test sessions throughout the testing windows. DAC will use the Test Monitor/Test Administrator Checklist as a guide, when appropriate. A spreadsheet is kept of monitoring visits that includes items from the Checklist. Positive feedback is often given at the time of the visit. If there is a concern, DAC shares with building SAC and a plan for next steps is put into place.

*(Include how visits are determined and how information will be collected and shared following the visit.)*

The following staff members will monitor test administrations in the district and provide information following the monitoring:

District Assessment Coordinators and principals will periodically stop by during test sessions throughout the testing window, using the Test Monitor/Test Administrator Checklist as a guide, when appropriate. A spreadsheet/document is kept of monitoring visits that includes items from the Checklist. Feedback is given. If there is a concern, building DAC notifies the DAC and a plan for next steps is put into place.

## Testing Calendar

The following staff members are responsible for determining the annual district testing calendar and updating all required information:

George Terry - District Assessment Coordinator

The following staff members ensure that the testing calendar is posted to the district website:

George Terry - District Assessment Coordinator

The following staff members are responsible for verifying and updating test administration dates on the website:

George Terry — District Assessment Coordinator  
 Carol Syvertsen — District Assessment Coordinator

### Training and Communication

The following staff members will ensure annual completion of required trainings by staff via the following method(s):

Staff Member	Method(s) for Verifying Training Completed
<p>George Terry — District Assessment Coordinator                      Carol Syvertsen — District Assessment Coordinator</p>	<p><b>MCA/MTAS:</b> DACs will set up training by building. They will also oversee and monitor Coordinator _ required training in the Learning Management System in Pearson. If Test Security Training Checklists were used and/or group training were held, a signed paper copy of the Checklist will be kept or if sharing one copy of the Test Security Checklist with a group, a separate attached sheet for signatures will be kept. All staff is accounted for before testing begins at each building by the SAC and the DAC based on posted testing calendar dates. Training documentation is retained for two years after the end of the academic school year in which testing took place.</p> <p><b>ACCESS/WIDA Alt ACCESS:</b> DAC will oversee and monitor required training in the Learning Management System in Pearson and/or keeping paper copies per the Procedures Manual for the Minnesota Assessments 2024-2025 and Secure Portal in WIDA. All staff is accounted for before testing begins at each building by the DAC based on posted testing calendar dates. Training documentation is retained for two years after the end of the academic school year in which testing took place.</p>

*(This may include using reports in service provider systems or tracking trainings provided in the district or schools. Separate information by test and/or role as needed.)*

The following staff member roles are required to complete the following additional trainings, as required by the district:

Role	Additional Trainings
District Assessment Coordinators (DAC)	<ul style="list-style-type: none"> <li>● Review Procedures Manual</li> <li>● Review weekly Assessment Updates</li> <li>● Test Security Training</li> <li>● MDE DAC Test Administration Training (In-person, virtual, or recording)</li> </ul>
Role	Additional Trainings
Test Monitor for MCA	<ul style="list-style-type: none"> <li>● MCA Test Monitor learning path o               <ul style="list-style-type: none"> <li>○ Test Security Training</li> <li>○ Active Monitoring for Statewide Assessments</li> <li>○ Administering the MCA</li> </ul> </li> </ul>

Role	Additional Trainings
	<ul style="list-style-type: none"> <li>○ DAC will inform Test Monitors which online training to complete</li> </ul>
MTAS/Alt MCA Administrators	<ul style="list-style-type: none"> <li>● MTAS/Alt MCA Test Administrator trainings               <ul style="list-style-type: none"> <li>○ Test Security Training</li> <li>○ Specific courses still to be determined</li> </ul> </li> <li>● District-specific policy and procedures training/information (In person training meeting with DACs)</li> </ul>
Grades 1-12 ACCESS Online Test Administrator	<ul style="list-style-type: none"> <li>● Online ACCESS for ELLS: Administration course               <ul style="list-style-type: none"> <li>○ Module 1: Introduction o All content</li> <li>○ marked with a star symbol on the Training Tasks</li> <li>○ Pass the certification quiz</li> </ul> </li> <li>● ACCESS Test Administrator—Grades 1-12 learning path               <ul style="list-style-type: none"> <li>○ Test Security Training</li> <li>○ Active Monitoring for Statewide Assessments</li> </ul> </li> <li>● District-specific policy and procedures training/information (In Person training meeting with DACs)</li> </ul>

Role	Additional Training
Grades 1-12 ACCESS Paper Test Administrator	<ul style="list-style-type: none"> <li>● Paper ACCESS for ELLS: Administration course               <ul style="list-style-type: none"> <li>○ Module 1: Introduction</li> <li>○ All content marked with a star symbol on the Training Tasks</li> <li>○ Pass the certification quiz</li> </ul> </li> <li>● Speaking for Grades 6-12: Scoring Paper ACCESS and WIDA Screener course               <ul style="list-style-type: none"> <li>○ All modules (including recommended practice)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Pass the certification quiz * ACCESS Test Administrator—Grades 1-12 learning path</li> <li>○ Test Security Training</li> <li>○ Active Monitoring for Statewide Assessments</li> <li>● District-specific policy and procedures training/information (In person training meeting with DACs)</li> </ul>
WIDA Alternate ACCESS Test Administrator	<ul style="list-style-type: none"> <li>● Alternate ACCESS for ELLs: Administration and Scoring course <ul style="list-style-type: none"> <li>○ All modules</li> <li>○ Pass the certification quiz</li> </ul> </li> <li>● ACCESS Test Administrator— WIDA Alternate ACCESS learning path <ul style="list-style-type: none"> <li>○ Test Security Training</li> </ul> </li> <li>● District-specific policy and procedures training/information (In person training meeting with DACs)</li> </ul>

<b>Method(s) for Providing District Policies and Procedures</b>	<b>Staff Member</b>
<p>In-person State Testing Training in the building before testing begins with the DACs. This training is for all staff involved in giving a test. During this meeting, the Perpich Policies and Procedures for Statewide Assessments link is shared with all testing staff. This link is also included on the Perpich Website. This is provided for ACCESS and MCA/Alt MCA tests. The Agenda for the In-person meeting is based on information in the Perpich policies and Procedures for Statewide Assessments document and school-specific test administration policies and procedures.</p>	<p>George Terry — District Assessment Coordinator  Carol Syvertsen — District Assessment Coordinator</p>

The following staff members will provide information on the MDE test security tip line and MDE contact information for reporting test security concerns to all staff via the method (s) indicated:

<b>Staff Member</b>	<b>Method(s) for Providing Information</b>
DACs	How to access the tipline is shared on an agenda during the building In-person State Testing Training(s) with staff involved in testing. Link is also included on the Perpich website.

### **District Policies and Procedures for Statewide Assessments – Preparation**

The following student resources will be used to prepare students for testing:

Student Resources	Grade
<b>MCA</b>	
Student Readiness Tool (Online & Paper)	11
MQT - Minnesota Questions Tool (Reading, Math, & Science)	11
Formula Sheets (optional)	11
Stand-Alone Calculators	11
Translated Word Lists for Math & Science	11 for Math, HS Biology for Science
Math Table	Accessible to all grade 11
<b>MTAS/Alt MCA</b>	
MTAS Released Questions and Sample Tasks	3-11
Alternate MCA SRTs	3-11
<b>ACCESS</b>	6-12
Test Demos	1-12
Test Practice Items	1-12 (for students who have experience taking
Sample Items	ACCESS Online)
Braille	_ K-12 Items may be downloaded
Writing Domain	K-12 Ensure students are familiar with how
<b>WIDA Alt ACCESS - sample items</b>	they will complete
	K-12

*(Expand as needed to address differences by grade, subject, and student.)*

The following staff members will ensure that students are reminded of the importance of keeping test content secure and acting with honesty and integrity via the method(s) listed.



Staff Member	Method(s) for Communicating
Classroom Teachers / Test Monitor / Test Administrators	In class, Classroom Teacher, Test Monitor/Test Administrator will ensure that students are reminded of the importance of test security (including the expectation that students will keep test content secure and act with honesty and integrity during test administration). This expectation is shared with staff during the In-person State Testing Training.

*(Communication methods can include student handbooks, district and school websites, newsletters, etc.)*

The district’s processes for documenting reasons why students may not be participating in testing and how this information will be communicated to applicable school staff are as follows:

Process for Documentation	Method(s) for Communicating
The DACs share a Google Spreadsheet where parent opt outs, reasons and exclusions (i.e. medical excuses, student refusal) are listed. DAC notifies appropriate staff which may include classroom teachers and support teachers	<p><b>MCA/MTAS</b> - Parents turn in state form oral written request with parent signature before entering the testing room on the first day of testing. DAC enters data into the Parent Refusal Google Spreadsheet. DAC contacts teachers involved with students and testing via email.</p> <p><b>Medical Excuses</b> - use form in the Procedures Manual</p> <p><b>ACCESS/WIDA Alt ACCESS</b> - Same as above, including EL Teachers.</p> <p>After state testing has concluded, DACs along with building principals and superintendent, discuss reasons why parents/students are opting out of testing and begin discussions on this may need to be handled during the next year.</p>

*(The reasons why students may not be participating include parent/guardian refusals and medical excuses.)*

The district's process for ensuring that students take the correct assessment and receive the universal supports and/or accommodations required is explained below:

**MCA/MTAS:** DACs share a paper copy of the 2024-2025 MCA Supports and Accommodations sheet with building administrators, including Special Education Coordinators and 504 Coordinators. This sheet is shared with all staff in the late fall. Staff identify accommodations and type of test in a spreadsheet sent to Case Managers before Pre-Test Editing. All students not listed with paper tests are put into Online Test groups in Pearson. During In-person training, staff look at their groups to make sure students are assigned the correct test. DACs enter accommodations and type of test into TestWes. EL teachers receive a copy of the Universal Supports and notify DACs as needed, including former EL students, if accommodations or different types of tests are needed. A spreadsheet is shared by EL Teachers and DACs where this information is kept for reference. During training, test proctors are told to practice the MQT and Student Resource Tool with all students and general supports are reviewed.

**ACCESS or WIDA Alt ACCESS:** Building EL Rosters include a column on which ACCESS test the student will take. Supports are shared and reviewed by EL teachers with the DAC. EL teachers work with Special Education Case Managers on accommodations identified in IEP for DualEnrolled students. A spreadsheet is used to keep track of accommodations and DAC enters accommodation in WIDA-AMS (DRC).

Accommodations and Universal Supports are also reviewed during the In-Person State Testing Training. Accommodations are updated in TestWes as needed before the student begins the test session. Information is also included on the Perpich website.

DACs are required to check testing rooms before testing begins. During the State Testing Training, the DAC goes over the following points: All efforts should be made to have at least one Test Administrator/Test Monitor for every 30 students. Choosing 30 as the number of students is meant to reflect a typical classroom size. Additional Test Administrators or Test Monitors or other precautions, like privacy screens or extra spacing, should be considered if more students than the typical classroom are being tested and/or the testing room is not conducive for active monitoring. The 30:1 ratio helps ensure that staff can successfully monitor the room.

- While WIDA recommends smaller group sizes for Listening and Reading ACCESS Online grades 1-12 administrations (no more than 15 students), MDE allows larger group sizes with appropriate monitoring and consideration given for the best interest of students.
- In the interest of maintaining test security and reducing incidents of plagiarism, MDE requires districts to follow WIDA's recommendations for group sizes for Writing (no more than 15 students per Test Administrator) and Speaking (no more than 5 students per Test Administrator). These ratios must be maintained if there are multiple groups in the same room. For example, if there are 30 students in the room for Writing, there must be at least two Test Administrators monitoring students. For Speaking, however, MDE recommends keeping groups as small as possible in order to:

Ensure students have plenty of space in the testing room so they can listen and speak without distraction from other students.

Provide enough space that microphones do not pick up sounds from other students who are testing nearby. Make students feel more comfortable in the testing environment and reduce any perceived pressure to finish quickly.

Note: Students taking the Speaking Tier Pre-A must be tested in an individual setting.

District Assessment Coordinators oversee test session rooms. Teachers are told that they must remove or cover materials on walls or desks if students are testing in a classroom. Also, ratios and providing space between students so they can work independently and not see another student's monitor are shared at the In-Person State Testing Training presented by the DACs. District Assessment Coordinators check rooms before testing for instructional materials and spacing.

Specifics for spacing:

Students who are testing should have enough space between each other to ensure that they work independently. The potential for student cheating can be minimized by creating seating arrangements where students cannot easily see each other's tests.

- o Separate computer monitors as much as possible, and stagger seating to further limit what students can see on other monitors.
- o Spread students around the computer lab or classroom to the extent possible.
- o For the ACCESS Speaking domain, ensure there is enough space between students so that each student's headset is recording only their speech.
- o If students are testing at tables and not individual desks, ensure that there is adequate space between each student. Regardless of where a student is located in the testing room, ensure that there is enough space between students and consider what students are able to view from different vantage points.
- o When considering how to space students around the room, ensure that the Test Administrator or Test Monitor can see all students in a direct view or plan for additional staff to monitor testing.
  - If space is limited and students can potentially see other screens or test materials, consider any of the following in addition to actively monitoring to ensure students are working independently:
- o Using commercial privacy screens or something similar (for example, taping cardboard to the sides of monitors so that it extends out from the front of the screen) or creating a barrier
- o Assigning additional Test Administrators/Test Monitor

Specifics for Materials on walls and student desks

For ACCESS and WIDA Alternate ACCESS, cover or remove all materials on walls and student desks that pertain to explicit language instruction or the language expectations of an academic content area. This includes any materials related to language forms or features as described in the WIDA English Language Development Standards Framework, 2020 Edition (WIDA > Teach > ELD Standards Framework). Even though a student's content knowledge is not part of the language proficiency scoring, all materials that relate to the language expectations of an academic content area must be covered or removed. MDE does not have a list of materials that can remain visible to students during testing. If there is any doubt if a material is allowed, teachers are asked to cover or remove items.

For MCA and MTAS/Alt MCA, all academic or instructional posters and graphics, including strategy techniques or methods, in the testing room or on a student’s desk must be covered or removed during test administration. This also includes academic or instructional information not related to the subject being tested.

*(Include information on which test – MCA or MTAS/Alt MCA; ACCESS or WIDA Alternate ACCESS – and universal supports and accommodations are communicated with the applicable school staff.)*

The district’s plan for ensuring student to Test Administrator/Test Monitor ratio requirements is explained below:

*(Include how specific requirements for ACCESS Writing (15 students per Test Administrator) and Speaking (five students per Test Administrator), as well as ensuring other requirements (30 students per Test Monitor/Test Administrator for the MCAs) for all other tests will be planned for.)*

The district’s procedure for preparing testing rooms is explained below:

*(Include information on student seating/spacing to maintain test security and removing or covering materials on walls and student desks.)*

The district’s procedures for ensuring test security is maintained in testing rooms that have security cameras, and the staff verifying these procedures, are as follows:

Procedure	Staff Member
There are no security cameras in testing classrooms or computer labs.	

*(Include information relevant to the features of the security cameras present, including the ability to control remotely and ensuring no test content is visible on the video feed. If the best practices in the Procedures Manual cannot be followed, describe the steps that will be taken to mitigate the risk of a security violation).*

Materials allowed for testing will be gathered by the staff members listed below and will be distributed on the day of testing as follows:

<b>Materials</b>	<b>Staff Members</b>	<b>Collection and Distribution Plan</b>
<b>Pencils - Number 2</b>	School/Teacher or Student	Students bring to test session or Test Monitor will provide, if needed.
<b>Book to read if testing has been completed</b>	Student	Students bring to test session
<b>Scratch Paper/Blank Paper</b>	School/Test Monitor/Test Administrator	Test Monitor/Test Administrators provide before the test session begins — students hand sheet to Test Monitor/Test Administrator before leaving the testing room. Students write their name on the paper. (not allowed for ACCESS Speaking Domain)
<b>Test Ticket</b>	School/Test Monitor/Test Administrator	Test Monitor/Test Administrator pick up printed test tickets from a locked cabinet in the office and return to the office after testing is completed for the day. Returned tickets are locked in the cabinet. If tickets are needed more than once during the day, Test Monitor/Test Administrators may keep tickets in a secure file cabinet in their classroom.

<b>Materials</b>	<b>Staff Members</b>	<b>Collection and Distribution Plan</b>
<b>Formula Sheets (optional) (MCAs)</b>	School/Test Monitor/Test Administrator	Optional - Sheets are handed out before testing begins. Student returns sheet to the Test Monitor/Test Administrator before leaving the testing room.
<b>Multiplication or hundreds tables</b>	School/Test Monitor/Test Administrator	Only for paper test books - Sheets are handed out before testing begins. Student returns sheet to the Test Monitor/Test Administrator before leaving the testing room.
<b>Translated word lists/English glossary</b>	School/DAC/Test Monitor/Test Administrator	Sheets are handed out before testing begins. Student returns sheet to the Test Monitor/Test Administrator before leaving the testing room.
<b>Wired Headphones (MCA/ACCESS)</b>	School/Test Monitor/Test Administrator	Hand out school purchased headphones. Students can only use their own headphones if they do not have Bluetooth capabilities.
<b>Calculators</b>	School or student/Test Monitor	Test Monitor/Test Administrator hands out calculators out or checks calculators before testing. After testing, calculators are returned to Test Monitor, as needed.
<b>Mouse and external or wired keyboard</b>	School or student/Test Monitor Administrator	Schools have purchased mice for students to use during testing.

Materials	Staff Members	Collection and Distribution Plan
		Keyboards are built in to their laptops

*(Note if materials will be supplied by the school or students.)*

The district’s plan for ensuring students get to the correct locations on test day is explained below. The staff members listed will assist with helping students get to the right locations:

Plan	Staff Member
<p><b>High School</b></p> <p>Math testing is monitored by teachers/test monitors and DACs. Small group accommodated testing is in a Classroom. Test Monitors ensure students are in the correct location.</p> <p>Science test sessions are monitored by teachers/test monitors in a classroom. These teachers ensure students are in the correct location.</p>	<p><b>High School</b></p> <p>Test Monitor</p>
<p><b>ACCESS or WIDA Alt ACCESS</b></p> <p>EL Teachers are normally Test Administrators EL Teachers and they monitor the ACCESS domains. EL Staff will ensure students are in the correct location.</p>	<p><b>ACCESS or WIDA Alt ACCESS</b></p> <p>EL Teachers</p>
<p><b>MTAS/ALT MCA</b></p> <p>Classroom teachers are normally Test Monitors and they plan for testing one-on-one and having coverage for other students assigned to them in a different room.</p>	<p><b>MTAS/ALT MCA</b></p> <p>Classroom teachers</p>



The following method will be used to track which students test with which Test Monitor or Test Administrator, including tracking which other trained staff will be present in the room:

Each Test Monitor/Test Administrator will be provided a roster of students testing. Test Monitor/Test Administrator will write down the names of students who are absent and will write down the names of adults present in the testing room, including time in and out. District will keep this documentation on file at the district for two years after the end of the academic school year in which testing took place. This is shared with testing staff during In-person training meetings.

The procedure for ensuring students do not use or access cell phones or other prohibited devices, including wearable technology, is listed below; actions that will be taken if the procedure is not followed are also listed:

As students enter the testing room, they will leave their turned off phone, wearable technology or other prohibited devices in a box. If a student has a cell phone or device out at any point while testing or after testing, the phone is removed from the student by the Test Monitor/Test Administrator and the Test Monitor/Test Administrator immediately notifies the DAC by the building method used during testing. DAC will gather any additional information and using the Procedures Manual from MDE, follow directives/actions under *Cell Phone and Device Policy* will be taken. DAC will invalidate the test, if needed. Other consequences may occur based on the building Student Handbook. Cell Phone and Device restrictions are shared with testing staff during the In-Person State Testing Training.

### District Policies and Procedures for Statewide Assessments – Test Administration

The following procedure will be used for student breaks for all students during testing, including how test content will be secured during these breaks:

<b>Procedure for Student Breaks</b>	<b>Plan for Securing Test Content</b>
If needed, students may be allowed a short stretch break in the test room.	Test Monitor/Test Administrators must continue to actively monitor students during a break to ensure students do not discuss the test.

The district’s procedure for breaks for use of the restroom or other interruptions during testing is as follows:

Only one student at a time will be allowed to leave the room for a restroom break. If a student needs to leave the room, the online test is exited /content (items not viewable) or the accommodated test books are closed. The test is resumed/uncovered or materials are reopened upon return. If multiple testing rooms are being used, each testing room is assigned a unique bathroom to use during the testing session.

The following staff members will monitor students if they leave the testing room (for example, in the hallway):

As needed, a building staff person assigned with the task.

The staff members listed will answer questions or provide assistance during test administration. Test Monitors and Test Administrators will use the following method to contact others for assistance:

Staff Member to Contact	Communication Method
District Assessment Coordinator	Depending on the building and situation, school email or phone call. This is shared at the In-Person State Testing Training. Contact information is also shared on the Perpich Center for Arts Education website.

The procedure for an unexpected situation arising with students during testing (for example, illness, behavioral issues, early dismissal) is detailed below; Test Monitors and Test Administrators should contact the staff members listed for assistance or in case of emergency:

Procedure	Staff Member to Contact
If an unexpected situation arises, the Test Monitor/Test Administrator will contact the District Assessment Coordinator by building procedures shared during the In-Person Training Meeting. Contact information is also shared on the Perpich Center for Arts Education website.	District Assessment Coordinator

The procedure for an entire group of students unexpectedly leaving during test administration (for example, emergency situation, fire drill) is detailed below:

If the entire group must leave because of an emergency, the test monitor/test administrator should close the door and secure the room when leaving, if possible. Test Monitor/Test Administrators and staff must be available to monitor that students do not discuss the test during their time away from the testing location.

If the Test Monitor or Test Administrator becomes ill or needs to leave during testing, the procedure for ensuring students continue to be monitored is as follows:

Notify District Assessment Coordinator. The District Assessment Coordinator will cover the room until another trained Test Monitor/Test Administrator can be located.

If students complete testing early, the procedure is outlined below; if students will remain in the testing room, the following activities are allowed:

Procedure	Allowable Activities (if applicable)
<p><b>MCA</b> If students finish testing early, they will return to their scheduled classroom. If a student is unable to stay due to behavior</p>	

Procedure	Allowable Activities (if applicable)
<p>concerns, an administrator will be contacted to remove the student from the testing room or the student will be sent back to the classroom.</p> <p><b>ACCESS</b> If students finish testing early, they will return to their scheduled classroom.</p>	

If students need extra time to test, the procedure below will be followed:

<p><b>MCA</b> Students will be given a warning 5 minutes before the test session ends to complete the question. If more time is needed, students will be assigned to another test session to complete the test.</p>
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If students finish testing on a previous day, the procedure below will be followed to ensure only students who are testing are present in testing rooms:

<p>Students who need more time to complete their test will be advised of a separate testing location to complete their tests.</p>
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If a student reports an error or technical issue with a test item, the procedure for documenting the issue is outlined below, and issues will be reported to the staff members listed here:

Procedure	Staff Member to Contact
<p>The procedure for documenting the issue is to email the District Assessment Coordinator the Student's MARSS Number, Subject of Test and question or item in error/issue. DAC will gather any additional information, if needed. The issue is then reported to MDE. This procedure is shared during the In-Person State Testing Training.</p>	<p>District Assessment Coordinator</p>

Staff report misadministrations and security violations to the staff members listed below, using the process outlined:

Procedure	Staff Member to Contact
<p>The process for reporting potential misadministrations and security breaches within the school building during testing is the Test Monitor/Test Administrator reports to the District Assessment Coordinator. A Google form to report</p>	<p>District Assessment Coordinator</p>

Procedure	Staff Member to Contact
misadministration is shared during training  The District Assessment Coordinator will report issues to staff on the MDE tipline.	

*(If not reported directly to the District Assessment Coordinator, also include how the information will be communicated to them.)*

## District Policies and Procedures for Statewide Assessments – After Testing

The following is the district’s policy for discussing the test administration experience with students after test administration:

Staff will be reminded that they cannot ask students about specific test items, even after testing is over. If students ask about a specific item following testing, you may provide instruction on the general concepts but must not address or solve the specific test items. This is covered at the in-person state testing training.

*(Indicate what may or may not be discussed with students following testing.)*

The staff members listed below are responsible for entering student responses from MCA paper test materials:

*(As needed, include any procedures or timelines for data entry that have been established.)*

The staff members listed below are responsible for entering MTAS/Alt MCA data and student responses from the applicable Data Collection Forms into PearsonAccess Next (MTAS) or TestNav (Alt MCA)

DAC

*(For Alt MCA, data entry is required only for paper administrations; during hybrid or online administrations, responses are entered directly into TestNav during administration. As needed, include any procedures or timelines for data entry that have been established.)*

## District Policies and Procedures for Statewide Assessments – Secure Test Materials

### Receipt and Organization of Secure Test Materials

The following is a list of each secure, locked location at each school within the district where test materials for online and paper administrations will be kept:

School	Secure Location(s)
Perpich Arts High School	Records Room 250

Listed below are staff members who have access to these locations where secure test materials are stored:

DAC, , Administrators, Records Clerk
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If test materials are delivered to the district, the staff members listed below will distribute secure test materials to each school following the procedure listed:

Staff Member	Procedure
DAC	Boxes are received by Mail and secured by DAC

*(This may not be applicable for charter schools or districts where all schools are located in one building.)*

The staff members listed below will receive and store all materials in a pre-determined secure locked location:

DAC
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The staff members listed below will inventory materials using the security checklists. Any discrepancies will be reported immediately following the procedure listed:

Staff Member Inventorying Materials	Procedure for Discrepancies
DAC	The DAC will contact MDE

The staff members listed below will organize test materials for each Test Monitor and Test Administrator, following the procedures listed:

Staff Member Organizing Materials	Procedure
<b>MCA/MTAS/Alt MCA:</b> DAC	<p>The District Assessment Coordinator will organize test materials for each Test Monitor/Test Administrator, including <i>Test Materials Assigned to Students Checklist</i>, student testing tickets, and scratch paper.</p> <p>Test materials for online and paper administrations will be kept in a secure locked location, until the time of distribution.</p>

Staff Member Organizing Materials	Procedure
	<p>If students are taking the tests on multiple days, test materials (including student login information and any materials used as scratch paper) are kept secure between test sessions, which includes keeping materials in a locked location</p>

**Distribution of Materials to Test Monitors and/or Test Administrators**

The procedure for distributing test materials to the Test Monitors and Test Administrators is listed below:

**MCA**s -The procedure for the distribution of all test materials for online test or paper test materials to the Test Monitor/Test Administrators will be managed by the District Assessment Coordinator.

Upon receipt of materials, the Test Monitor/Test Administrator ensures that all the test materials listed on the *Test Materials Assigned to Students Checklist* and any other materials provided (e.g., student testing tickets, scratch paper) are accounted for prior to handing out the test materials to the students.

The Test Monitor/Test Administrator is responsible for the test materials during the test administration until their return to District Assessment Coordinator

**MTAS/Alt MCA** materials will be inventoried by DAC and given to MTAS Test Monitor ahead of testing so they can prepare materials for testing.

*(Separate information by test, mode, and/or role as needed.)*

Test Monitors and Test Administrators report any discrepancies in test materials received immediately to the staff members listed below:

**MCA/MTAS/Alt MCA:** District Assessment Coordinator or building administrative assistant

If students are taking the tests over multiple days, the procedure for collecting and storing test materials between test sessions is as follows:

**MCA - Online and Paper:**The Test Monitor/Test Administrator will return all test materials (including student testing tickets and any materials used as scratch paper) to the District Assessment Coordinator immediately after testing. If test materials cannot be returned immediately, test materials must be placed in a secure area.

**MTAS/Alt MCA:** if a locked, secure, locked cabinet is available in the classroom, materials may be kept there between testing sessions. If no secure, locked cabinet is available, materials will be checked out and returned to the District Assessment Coordinator daily.

*(Separate procedures by test, mode, and/or role as needed.)*

### Return of Materials

After testing, Test Monitors and Test Administrators will return test materials and *Test Materials Assigned to Students Checklists* (or other checklists used in the district) to the staff members listed below:

**MCA/MTAS/Alt MCA:** District Assessment Coordinator **ACCESS:** District Assessment Coordinator

When the test materials are returned to the staff members listed below, they will be inventoried and secured in the following locations, until returned to the district (if applicable) or shipped back to the service provider.

Staff Member	Secured Location
Perpich Arts High school	Records Room 250

The staff members listed below will prepare the materials for their return to the district (if applicable) or for shipment to the service provider:

**MCA/MTAS/Alt MCA:** District Assessment Coordinator

The following staff members will securely destroy student testing tickets and any other paper materials provided to students during test at the end of test administration:

**MCA/MTAS/Alt MCA:** District Assessment Coordinator

### District Policies and Procedures for Statewide Assessments – Test Results

The district’s policy about providing preliminary test results is detailed below:

Preliminary results, when available, may be shared by the classroom teacher or EL teacher with students, families and other staff for instructional purposes only, but preliminary results cannot be shared publicly.

The following information is communicated if preliminary results are provided:

Results are preliminary and may change. Data may be shared with students during a conference and families, if requested. Preliminary data may be used for placement in the classroom for the next year.

*(Indicate what information is provided about the appropriate use of preliminary results.)*

Final embargoed results will be provided to the following staff members through the following methods:

Staff Members	Methods
Classroom teacher, Building Administrators, District Administrators	Infinite Campus or PowerPoint Presentation

*(Methods may include student information systems, data warehouses, or service provider systems.)*

The following information is communicated to staff about abiding by the embargo:

*(Indicate how information about the embargo will be shared with staff who have access to, or may be part of discussions about, preliminary or final assessment results.)*

Individual Student Reports (ISRs) will be provided to families as described below:

**High School** - paper ISRs are mailed home to families. One copy will be kept in student files.

If a student is no longer enrolled in the district, ISR will be sent to the last address in the student information system. If there is no forwarding address or contact information for the student, families may be contacted by email or we will work with the student's new district.

*(Paper or electronic versions of the ISRs may be provided. Please specify if the method varies within the district (for example, one school provides ISRs at conferences while another mails ISRs to families). Ensure the method for providing ISRs takes student data privacy into account.)*



