MCA and MTAS/Alt MCA Irregularities

This resource outlines some situations or misadministrations that may occur during testing and that may require action by the district, MDE, and/or Pearson. While not an exhaustive list, examples of possible test administration situations or misadministrations and the likely outcomes are included below for reference.

In most cases, the District Assessment Coordinator (DAC) will contact the Pearson help desk and provide detailed information about the issue that occurred and the student or students who were affected. The Pearson help desk will follow up with further information about completing testing in these cases following the guidelines outlined in the procedure.

Procedure

The DAC contacts the Pearson help desk (Minnesota Assessment Hub > Support) for test administration situations that require action by Pearson as outlined in the table below. Clearly state, "I have a testing irregularity and need to speak with the Minnesota Program Team."

- The help desk verifies the situation is being reported by the DAC. If the report has not been submitted by the DAC, the help desk instructs the staff person to contact the DAC to report the situation and work through the resolution.
- The help desk collects the initial information. Then, the DAC will be escalated directly to the Program Team and will receive a follow-up phone call or email directly from the Program Team.
- The Program Team discusses the resolution with the DAC and provides directions to resolve the situation.

If there are technical issues with students actively testing, clearly state, "I am having technical issues with students actively testing and need to speak with Level 2 support." The help desk will collect initial information before escalating directly to technology support.

The DAC must document any misadministrations, including any invalidations, on their *Test Administration Report* (TAR), which is available in Appendix A of the *Procedures Manual* (Minnesota Assessment Hub > Resources & Training > Policies and Procedures) and is kept on file at the district. Districts only submit the TAR to MDE if requested.

If there is a test security violation, the DAC must report it through Assessment Security Records (ASR) in Test WES. Instructions for submitting a violation as an ASR are available on MDE's Test WES website.

Irregularities Overview

Possible scenarios, likely outcomes, and rationales are included below. This table has been provided for informational purposes only. The resolution is dependent on the factors and circumstances of each situation and may not follow the outcomes described below. All tests and data entry must be completed within the corresponding testing window.

	Test	Scenario	Likely Outcome	Form Completed	Rationale
1	MCA MTAS Alt MCA	A student started or completed the test for the *wrong grade.*	• The DAC invalidates the wrong test using the INV-O (other) code. Note: If scores/responses (for MTAS/Alt MCA) or student responses (for MCA paper test books) were not entered, there is nothing to invalidate. Follow the steps below for the student to get the correct test. • The DAC works with their MARSS Coordinator to have the grade changed in submitted student enrollment data. • Once the correct information appears in PearsonAccess Next (after two business days), the district adds the student to the correct test session so the student can test (or the data entry can be completed).	TAR	If the Test Monitor or Test Administrator administers the incorrect test, the correct test must be administered.

	Test	Scenario	Likely Outcome	Form Completed	Rationale

2	MCA
	
	MTAS
	
	Alt MCA
		A student started or completed the *wrong test* (for example, MCA instead of MTAS).	The district has the following options:
			
			• The DAC invalidates the wrong test using the INV-O (other) code, and the student takes the correct test.
			Note: If scores/responses (for MTAS/Alt MCA) or student responses (for MCA paper test books) were not entered, there is nothing to invalidate. Follow the steps below for the student to take the correct test.
			
			   o The DAC changes the test assignment in Test WES.
			   o Once the correct information appears in PearsonAccess Next (on the next business day), the district adds the student to the correct test session so the student can test (or the data entry can be completed).
			
			Or
			
			• If determined by the district, the DAC invalidates the wrong test using the INV-O (other) code in PearsonAccess Next, and the student does not take the correct test.
				TAR	The decision on which test will be administered must be made before a student takes any test for the year. However, if the Test Monitor or Test Administrator administers the incorrect test, the correct test should be administered.
					
					The district may consider how far the student was in the wrong test to determine if the student should take another test for the same subject. This decision should be made based on what is most appropriate for an individual student, in conjunction with the IEP, 504 plan, and/or EL teams if applicable.

	Test	Scenario	Likely Outcome	Form Completed	Rationale

3	MCA	Student started testing online when the test was supposed to be administered with paper test materials or vice versa – student starts testing on paper when they should be testing online. This also includes a student testing online with a script but not in a script/read aloud test session, as well as students who should test using one of the assistive technology online forms (AT-N or AT-S) for reading and science only).	It does not matter how much of the incorrect test has been completed; the district has the following options:
			
			• The student completes the correct form.
			
			   o If incorrectly testing online, the student takes the paper test. The DAC completes the following steps:
			
			     ▪ Contact Pearson to reset the student's test.
			     ▪ Indicate the applicable accommodation code in Test WES.
			     ▪ The following business day (once the code is reflected correctly in PearsonAccess Next), add the student to a Data Entry test session so student responses can be entered online.
			
			   o If incorrectly testing on paper, the student takes the online test. Any applicable accommodation or universal support codes (for example, accommodated text-to-speech, pop-up translations) must be indicated in Test WES and appear in PearsonAccess Next (the following business day) prior to the student signing in to the test.
			
			     ▪ For Science MCA, if the student requires a script, the script must be indicated in Test WES and the student must be added to a Science Script test session.
			     ▪ For Reading and Science MCA, if incorrectly testing without an assistive technology online form (either AT-N or AT-S for Science;
				TAR	An accommodation or universal support does not give an advantage to a student that does not need it; it only supports a student that does.
					
					For these options, the district may consider how far the student is in the test and if the test is still a valid measure without the accommodation. This decision should be made based on what is most appropriate for an individual student, and, if applicable, in conjunction with the IEP, 504 plan, and/or EL teams.

	Test	Scenario	Likely Outcome	Form Completed	Rationale
			AT-N for Reading), the DAC completes the steps above if the student started testing with the main online test form or with a paper test. For Reading MCA, if the student was approved by MDE to test with a read-aloud accommodation such as a script or the assistive technology online form for screen readers (AT-S), the applicable code(s) must be indicated by MDE, and the student must be added to the appropriate test session. **Or** • The student finishes the test in whichever format they started the test. **Or** • The student does not complete the test, and the DAC marks the test complete. If determined by the district, the DAC invalidates the test using the INV-O (other) code in PearsonAccess Next.		

	Test	Scenario	Likely Outcome	Form Completed	Rationale
4	MCA	The student begins testing in a Data Entry test and should be taking an online test.	The district has the following options: • The DAC contacts Pearson to reset the test. Once the accommodation code is removed in Test WES and updated in PearsonAccess Next (the following business day), the student is added to a new test session and resumes testing. **Or** • The DAC marks the test complete and invalidates it using the INV-O (other) code in PearsonAccess Next.	TAR	For these options, the district may consider how far the student is in the test. This decision should be made based on what is most appropriate for an individual student, and if applicable, in conjunction with the IEP, 504 plan, and/or EL teams.
5	MCA MTAS Alt MCA	After the student started testing, the Test Monitor/Test Administrator feels that the incorrect decision was made for which test to administer (MCA or MTAS/Alt MCA).	The student cannot take another test for that subject, and the district has the following options: • The student finishes the test that was started. **Or** • The student does not complete the test. The DAC can mark the test complete or leave the test as is.	TAR	The decision regarding which test to administer must be made before a student takes any test for the year. The decision for which test to administer can only be reconsidered for any remaining subjects in conjunction with the IEP team.

	Test	Scenario	Likely Outcome	Form Completed	Rationale
6	MCA Alt MCA	Student A started or completed Student B's test, or both Student A and Student B started or completed each other's test.	If Student A logged in to Student B's test but exited on the TestNav Welcome screen (meaning they did not view the student directions), Student A signs out of Student B's test. Student A and Student B sign in to the correct test. Note: Student B's test will first need to be resumed in PearsonAccess Next by the Test Monitor. If Student A viewed part or all of the student directions, the DAC contacts Pearson to have Student B's test reset. If Student A answered any questions or completed the test, and Student B has not started testing, the DAC contacts Pearson to assign the test(s) to the correct student(s). If both Student A and Student B started or completed each other's test, the DAC contacts Pearson to assign the test(s) to the correct students.	TAR	The students only accessed one test each.
7	MCA Alt MCA	Student A started Student B's test. Upon realizing it is the incorrect test, Student A then signs in to their own test.	Contact the Pearson help desk. Student B must not start testing.	TAR	When feasible, MDE will allow students to complete testing in order to receive a score.

	Test	Scenario	Likely Outcome	Form Completed	Rationale
8a	MCA Alt MCA	Student A resumed Student B's test.	If Student A resumes Student B's test but does not answer any questions or change any responses, Student A signs out. Both students resume the correct test. If any questions have been answered or changed, Student A must stop testing and should not sign back in to their own test. Student B should not resume testing. Contact MDE at mde.testing@state.mn.us for guidance.	TAR	If no questions have been answered or changed, both students can resume testing in their original tests. When feasible, MDE will allow students to complete testing in order to receive a score.
8b	MCA Alt MCA	Student A and Student B resumed each other's test.	If neither student answered any questions or changed any responses, both students sign out and then resume their own test. If any questions have been answered or changed by either student, contact MDE at mde.testing@state.mn.us for guidance.	TAR	If no questions have been answered or changed, both students can resume testing in their original tests. When feasible, MDE will allow students to complete testing in order to receive a score.

	Test	Scenario	Likely Outcome	Form Completed	Rationale
9	Math MCA	Student uses a handheld calculator, mathematics manipulatives, or an abacus calculation tool in conjunction with the online grades 3-8 Mathematics MCA, or the student used a calculator for the entirety of the paper grades 3-8 Mathematics MCA. Note: Students can use a handheld calculator throughout the grade 11 Mathematics MCA (online and paper).	The test must be invalidated. See the note below for the code to indicate. • If the student completed the test, the DAC invalidates the test in PearsonAccess Next. • If the student has started but hasn't completed the test, the DAC marks the test complete and invalidates the test in PearsonAccess Next. Note: If a student accessed the calculator knowing it was not allowed, the test code is INV-S (student); in all other situations (for example, the Test Monitor provided the calculator, the student did not know it was not allowed) the test has been misadministered and the test code is INV-O (other).	TAR	For grades 3-8, the test must be invalidated because it no longer measures what is being assessed.
10	MCA	The test was read to the student from the screen or the paper test book (all subjects).	If the student completed the test, the DAC invalidates the test using the INV-O (other) code in PearsonAccess Next. If the student has not completed the test, the DAC marks the test complete and invalidates the test using the INV-O (other) code in PearsonAccess Next.	ASR	No test can be read aloud to the student from the screen or test book. The script or signed interpretation of text-to-speech (if approved by MDE) are the only sources a Test Monitor can use to read the test aloud for online and paper tests.

	Test	Scenario	Likely Outcome	Form Completed	Rationale

11	Math MCA	The Test Monitor tried to administer the test using the script in conjunction with the online test and realized the items did not match.	The district has the following options:
			
			• The student completes the test with the paper test book and the script (after ordering materials, as needed). The DAC completes the following steps:
			
			    o Contact Pearson to reset the student's test.
			    o Indicate the applicable code in Test WES.
			    o The following business day (once the code is reflected correctly in PearsonAccess Next), add the student to a Data Entry test session.
			
			Or
			
			• The student finishes the test online without the script and can use the available text-to-speech as needed.
			
			Or
			
			• The student does not complete the test, and the DAC marks the test complete. If determined, the DAC invalidates the test using the INV-O (other) code in PearsonAccess Next.
				TAR	The script must be administered with a paper test book for the Mathematics MCA.
					
					For these options, the district may consider how far the student is in the test and if the test is still a valid measure without the accommodation. This decision should be made based on what is most appropriate for an individual student, and, if applicable, in conjunction with the IEP, 504 plan, and/or EL teams.

	Test	Scenario	Likely Outcome	Form Completed	Rationale

12a	MCA	The student begins testing, online or paper, without the correct accommodation(s) or universal support(s) indicated (for example, accommodated text-to-speech (Math MCA only), scribe, pop-up translations (Math MCA only), Read&Write extension (Science MCA only)).	It does not matter how many items have been completed; the district has the following options:
			
			• The student continues the test they started with the correct accommodation or universal support. For online tests, the DAC completes the following steps:
			
			  o Indicate the applicable code in Test WES.
			  o The following business day (once the code is reflected correctly in PearsonAccess Next), the student resumes testing.
			
			Or
			
			• The student does not complete the test, and the DAC marks the test complete. If determined by the district, the DAC invalidates the test using the INV-O (other) code in PearsonAccess Next.
			
			Note: If a student needs an accommodation that requires a specific form (for example, paper test, script/human reader, assistive technology online form), refer to scenario 3.
				TAR	Accommodations/universal supports can be added or removed, even after the student has started testing. The accommodation or universal support does not give an advantage to a student that does not need it; it only supports a student that does.
					
					The district may consider how far the student is in the test and if the test is still a valid measure without the accommodation or universal support. This decision should be made based on what is most appropriate for an individual student, and, if applicable in conjunction with the IEP, 504 plan, and/or EL teams.

	Test	Scenario	Likely Outcome	Form Completed	Rationale
12b	MCA	The student begins testing, online or paper, with accommodations or universal supports that were incorrectly indicated (for example, accommodated text-to-speech (Math MCA only), scribe, pop-up translations (Math MCA only), Read&Write extension (Science MCA only)).	The student continues the test they started with the accommodation or universal support removed. For online tests, the DAC completes the following steps: • Remove the applicable code(s) in Test WES. • The following business day (once the code is reflected correctly in PearsonAccess Next), the student resumes testing. Note: If removing a student accommodation that requires a specific form (for example, paper test, script/human reader, assistive technology online form), refer to scenario 3.	TAR	Accommodations or universal supports do not give an advantage to a student that does not need it; it only supports a student that does.
12c	MCA	The student, parent/guardian, or IEP team requests that the student be allowed to switch formats (paper to online or vice versa) mid-test.	The student cannot take another test for that subject, and the district has the following options: • The student finishes the test that was started. **Or** • The student does not complete the test. The DAC can mark the test complete or leave the test as is.	TAR	The decision regarding which format of the test to administer must be made before a student takes any test for the year. The decision for which format of the test to administer can only be reconsidered for any remaining subjects in conjunction with the IEP or 504 plan team.

	Test	Scenario	Likely Outcome	Form Completed	Rationale
13	MCA	The student did not try or rushed through the test.	No action.	TAR (optional)	The test is scored as is and it is not invalidated in PearsonAccess Next. This can be noted on the TAR if the district chooses to document the occurrence in case of questions after testing. Districts must ensure that all students are familiar with the test that they will take
14	MCA MTAS Alt MCA	The student became ill and damaged paper test materials.	If a paper test book is damaged by bodily fluids (for example, vomit, blood), the student's responses must be transferred to a new test book. If the answers cannot be entered or transferred, the student may retake part or all of the assessment in a new test book. The damaged test materials must be disposed of securely (such as, shredded, incinerated), and **the security number of the destroyed test materials reported to the service provider.** The incident, including the name of the staff person reporting it, must be included on a TAR.	TAR	When feasible, MDE will allow students to complete testing in order to receive a score.

	Test	Scenario	Likely Outcome	Form Completed	Rationale
15	MCA	The student reports that after resuming a test and answering an item, they are skipped ahead in the test.	No action; the test is functioning as expected: • Before exiting the test, the student reviewed their answers and removed their responses, leaving the item unanswered. • When resuming the test, the student is returned to the last unanswered item. Under Review, all previously answered questions will show as being locked. • After selecting an answer option and selecting the Next button, the student is navigated to the next unanswered item. Because the student previously answered items before exiting, these questions are locked; the student navigates past these previously answered items to the next unanswered item. To confirm that the student answered questions previously, go to the Students in Sessions page in PearsonAccess Next. After locating the correct test session and student test, select the status name (such as, Exited, Resumed, Active, etc.) under Student Test Status. The Student Test and Item Progress screen will show which items have been completed and when they were completed.	None	The test is functioning as designed. Students are unable to skip ahead in the MCA online test, and the student cannot review or change answers if they have been logged out for more than 20 minutes.

	Test	Scenario	Likely Outcome	Form Completed	Rationale
16	MCA Alt MCA	The student exited the online test after completing all items but did not submit the test.	The district has the following options: • The student logs back in to the test to confirm they have answered all items and submits the test. • The DAC can mark the test complete or leave the test as is. • No action; Pearson will mark the test complete at the end of the testing window. To confirm that the student completed all items, go to the Students in Sessions page in PearsonAccess Next and locate the correct test session: • For test sessions with 100 or fewer students, select the pop-out button next to the test session name to open the Student Test Status Dashboard. The student test progress chart will show 0 items remaining (red). • For test sessions with more than 100 students, locate the student and select the status name under Student Test Status. The Student Test and Item Progress screen will show that all items have been completed and that the student viewed the last review screen (indicated as Web Content). Note: Use the information in the _Testing Directions: Online_ (Minnesota Assessment Hub > Resources & Training > Test Administration Resources) to verify the number of items for each grade and subject. For Alt MCA, reference related information in the Task Administration Manual (TAM).	None	In order to maintain test security, district or school staff cannot log in to submit student tests. The test will be considered submitted when marked complete by the DAC or Pearson.

	Test	Scenario	Likely Outcome	Form Completed	Rationale
17	MCA MTAS Alt MCA	A parent/guardian refusal was received after the student started the test.	• For online MCA/Alt MCA (including an Alt MCA hybrid administration), the DAC should mark the test complete. • For paper test materials for MCA/Alt MCA, the items the student completed should be entered for scoring. If the test is not complete, the DAC can mark the test complete. • For MTAS, the tasks completed should be entered and submitted. Note: The REF-P (Parent/Guardian Refusal) test code cannot be indicated in cases in which the student has already answered at least one item.	TAR	A parent/guardian refusal must be submitted to the district in writing before testing. The district should indicate on the TAR that the parent/guardian request for refusal could not be honored. The test will be submitted as is for scoring since the student participated in part of the test.
18	MCA MTAS Alt MCA	A parent/guardian refusal was received and processed, but the parent/guardian wants the student to participate.	• If the test was marked complete (MCA/Alt MCA) or submitted (MTAS), the DAC contacts Pearson and requests for the test to be unsubmitted. • The student is added to a test session and takes the test(s). Note: The request to test must come from the parent/guardian, not the student. If the student requests to test after a refusal form was received, the parent/guardian must confirm in writing that the student can now test.	TAR	The student may complete their test(s).

	Test	Scenario	Likely Outcome	Form Completed	Rationale
19	MCA MTAS Alt MCA	A student started testing but experienced a medical event that prevented them from completing the test before the end of the test window.	• For online MCA/Alt MCA (including an Alt MCA hybrid administration), the DAC can mark the test complete or leave the test as is. If no action is taken, Pearson will mark the test complete at the end of the testing window. • For paper test materials for MCA/Alt MCA, the items the student completed should be entered for scoring. If the test is not complete, the DAC can mark the test complete. • For MTAS, the tasks completed should be entered and submitted. Note: The ME (Medical Excuse) test code cannot be indicated in cases in which the student has already answered at least one item.	TAR (optional)	The test will be submitted as is for scoring since the student participated in part of the test. The TAR may be used if the district chooses to document the occurrence in case of questions after testing.

	Test	Scenario	Likely Outcome	Form Completed	Rationale
20	Alt MCA	The Test Administrator/Data Entry staff indicates No Response (NR) for fewer than or more than the first six items in the test but intends to use the early stopping rule (VS-ES).	For the Reading or Science Alt MCA, the Test Administrator administers and indicates No Response (NR) for fewer than or more than the first six items and submits the test intending to use the early stopping rule. **Or** For the Reading or Science Alt MCA, the staff responsible for data entry in TestNav indicates No Response (NR) for fewer than or more than the first six items and submits the test intending to use the early stopping rule. Contact MDE at mde.testing@state.mn.us for guidance.	TAR	If MDE determines the student is not eligible for the early stopping rule, the student's test is scored as not complete (NC) because NR is indicated for fewer/more than the first six items. If MDE determines the student is eligible for the early stopping rule, Pearson will reset the student's test so the district can indicate NR for the first six items.

	Test	Scenario	Likely Outcome	Form Completed	Rationale
21	MCA MTAS Alt MCA	The student refused to finish the MCA or MTAS/Alt MCA.	• For online MCA/Alt MCA (including an Alt MCA hybrid administration), the DAC can mark the test complete or leave the test as is. • If no action is taken, Pearson will mark the test complete at the end of the testing window. • For paper test materials for MCA/Alt MCA, the items the student completed should be entered for scoring. The DAC can mark the test complete. • For MTAS, any tasks completed should be entered and submitted. Note: The REF-S (Student Refusal) test code cannot be indicated in cases in which the student has already answered at least one item.	TAR (optional)	The test will be submitted as is for scoring since the student participated in part of the test. The refusal to finish may be a stated refusal or based on behavior that prevents the student from finishing the test. The district may indicate on the TAR that the student refused to finish the test.
22	MCA MTAS Alt MCA	A test was started but will not be completed within the testing window.	• For online MCA/Alt MCA (including an Alt MCA hybrid administration), the DAC can mark the test complete or leave the test as is. • If no action is taken, Pearson will mark the test complete at the end of the testing window. • For paper test materials for MCA/Alt MCA, the items the student completed should be entered for scoring. The DAC can then mark the test complete. • For MTAS, any tasks completed should be entered and submitted.	TAR (optional)	The student's test will be scored as is.

	Test	Scenario	Likely Outcome	Form Completed	Rationale
23	MCA MTAS Alt MCA	District staff enters responses/scores (from an MCA paper test book or for MTAS/Alt MCA) for the *wrong student* (for example, enters Student A's responses under Student B's test). **Or** The *wrong subject* information was submitted (for example, Test Administrator entered and submitted Science Alt MCA student responses instead of Reading Alt MCA).	The DAC contacts Pearson to reset or switch the student's test in PearsonAccess Next.	TAR	The student took the correct test.
24	MCA	When attempting to enter student responses from a paper test book, district staff signs in to a student's test that was not assigned to a Data Entry test.	The DAC contacts Pearson to reset the student's test. Once the applicable code is updated or removed in Test WES and is reflected correctly in PearsonAccess Next (on the next business day), the district adds the student to a Data Entry test session.	TAR	The student took the correct test in the paper test book.

	Test	Scenario	Likely Outcome	Form Completed	Rationale
25	MCA	When entering student responses from a paper test book, district staff accidently enters a response to a question that was left unanswered by the student (or incorrectly enters a response that cannot be removed).	For MCA, the district staff entering the student responses uses the Answer Eliminator tool to remove an answer choice for a multiple-choice item. For Science and Reading MCA, if an answer can't be removed (for technology-enhanced items or due to lack of Answer Eliminator tool in the test), the DAC contacts Pearson to reset the student's test in PearsonAccess Next. The DAC must then place the student into a new or different test session and all responses must be re-entered. Note: For Alt MCA, the district staff entering the student responses can un-select the answer choice for multiple-choice items.	TAR	The student took the correct test.
26	MCA MTAS Alt MCA	A DAC or AA incorrectly indicates a test code, marks a test complete, or submits a blank MTAS.	If the DAC incorrectly indicates a test code, marks a test complete, or submits a blank MTAS assessment, the DAC must use the Test Code dropdown and select the blank field to remove the code/reason on the Student Tests screen in PearsonAccess Next. The DAC must then contact Pearson to unsubmit the test, and the student may resume testing. Refer to the *MCA Online Testing User Guide* for more details.	None	The student may complete their test.

	Test	Scenario	Likely Outcome	Form Completed	Rationale
27	MCA Alt MCA	For Mathematics or Science, a district notices on the On-Demand Report or On-Demand Export that a test was incorrectly marked complete.	The DAC must contact Pearson to unsubmit the test, and the student may resume testing. Note: There are no On-Demand Reports for Reading MCA or Alt MCA for 2025-26.	None	The student may complete their test.
28	MTAS	For Mathematics MTAS, a district notices on the On-Demand Report or On-Demand Export that a test was incorrectly submitted (for example, submitted without all task scores entered so no score was received).	The DAC must contact Pearson to reset the student's test. Once reset, any scores and/or student responses must be re-entered.	None	The score/student response entry may be completed.
29	MCA	The student is exited from the test due to technical issues before reviewing answers to completed items.	The student completes testing. • If resolved within 20 minutes, the student can review any previously completed items in the section or group of questions. • If not resolved in 20 minutes, the student cannot review previously completed items.	TAR	The options for review depend on the amount of time elapsed when the technical issue is resolved. The student should complete testing.

	Test	Scenario	Likely Outcome	Form Completed	Rationale
30	MCA MTAS Alt MCA	A student moves from School A to School B in the **same district** but has started testing so the test did not automatically move to the new school.	For MCA/Alt MCA, the DAC moves the student's test to School B. To move the student's test, the DAC should review and complete steps outlined in the *MCA Online Testing User Guide* (Minnesota Assessment Hub > Resources & Training > User Guides) or the *MTAS/Alt MCA Data Entry and Online Testing User Guide* (Minnesota Assessment Hub > Resources & Training > Test Administration Resources). Note: For reporting purposes, the DAC contacts Pearson to have the student's report moved to School B; until then, the report will be available under School A. For MTAS, the DAC contacts Pearson to move the student's report to the school that tested the student.	None	For MCA/Alt MCA, if a student has started testing, the test will not automatically move, even if MARSS and Precode Student Eligibility in Test WES reflect the correct enrollment. The district must take additional action. For MTAS, the school that tested the student must enter the scores/student responses.

	Test	Scenario	Likely Outcome	Form Completed	Rationale
31	MCA MTAS Alt MCA	A student moves to your district from a **different district**, and the student does not appear in PearsonAccess Next for your district.	If the student does not appear in PearsonAccess Next the next business day after the student is sent in precode for the new district, the DAC can view the *Student Tests Not Associated with the Student Organization* operational report in PearsonAccess Next to see the student's test status. The report will show the following test statuses: • Attempt: The student has submitted their test or it has been marked complete (with or without a test code) by the previous district. No action required from the DAC unless the student will finish the test – scenario 30. • Testing: The student has started the test but it has not been submitted or marked complete. Contact Pearson to move the test to your district.	None	If a student has started testing, the test will not automatically move, even if student enrollment data and Precode Student Eligibility in Test WES reflect the correct enrollment. The district contacts Pearson to take additional action once the change has been sent in precode.
32	MCA Alt MCA	District A marks a student's test complete when the student moves out and then District B wants the student to finish the started test.	The DAC in District B contacts Pearson to determine the status of the test. If the test was marked complete and not invalidated, Pearson can unsubmit the test to allow the student to finish.	None	Since the test was marked complete by the previous district, the student may complete their test.
33a	MCA Alt MCA	District staff signs in to TestNav after testing hours and contacts Pearson.	For data entry tests, access for all staff through TestNav is limited to the hours of 6 a.m. to 7 p.m. (CST) on weekdays throughout the testing window. The DAC contacts mde.testing@state.mn.us if there are further questions or if seeking an exception.	None	MDE must approve any exceptions outside of this window.

	Test	Scenario	Likely Outcome	Form Completed	Rationale
33b	MCA	Student is trying to log in to TestNav at or after 5 p.m.	For test security purposes, access to student tests through TestNav is limited to the hours 6 a.m. to 5 p.m. (CST) on weekdays throughout the testing window. The DAC contacts mde.testing@state.mn.us if there are further questions or if seeking an exception.	TAR	MDE must approve any exceptions outside of this window.
34	MCA MTAS Alt MCA	On the last day of the testing window only, the student's record was not updated in Test WES for online testing or data entry, or test assignment (for example data entry to online, MCA to MTAS/Alt MCA).	The DAC contacts MDE and MDE approves Pearson to create an online or data entry test, or create an MCA or MTAS/Alt MCA test assignment.	TAR	If feasible, MDE will allow students to complete testing or data to be entered in order to receive a score.
35	MCA MTAS Alt MCA	The district returned MTAS/Alt MCA and/or MCA paper test materials prior to completing data entry.	If there is enough time left in the testing window, Pearson will send the materials back to the district for data entry. If too close to the end of the testing window, data entry must be completed by Pearson. The DAC must fill out and plan to pay for a *Late Student Response Entry Request* and submits it to Pearson. Refer to Chapter 10 of the *Procedures Manual* for additional information.	TAR	If feasible, Pearson will return the materials back to the district for data entry.