

Guidance for Using Reading and Science Translated and Glossed Word Lists

Introduction

Translated and glossed word lists are a universal support available on the Reading and Science MCAs that may allow students to access the meaning of unfamiliar words in test items. This support may help students better comprehend test questions and answer choices by reducing confusion or misunderstanding caused by ambiguous or low frequency academic vocabulary. **New!** This is the first year of a new Reading MCA aligned to revised academic standards. With new assessments, MDE seeks to continuously improve the supports, tools, and accommodations available. As a result, translated word lists with glossary definitions have been added for the Reading MCA.

Translated word lists provide direct one-to-one translations of terms in a student's target language. They are most helpful for multilingual learners who are literate in the target language and have encountered the translated terms during instruction. This may include English learners (ELs), former ELs, or students in immersion or dual-language programs.

Glossed word lists provide concise, English-language definitions of academic terms and may be helpful for any student who typically receives classroom support with vocabulary development.

Translated and/or glossed word lists may be provided in conjunction with the online test (with or without other universal supports) or with paper test materials (for a student with an IEP or 504 plan). These translated and glossed word lists must be a printed version from the Minnesota Assessment Hub. Translated and glossed word lists are not a substitute for dictionaries or other resources. The included terms represent academic vocabulary frequently found in grade-appropriate instruction and texts, but the lists are not exhaustive. Students may still encounter unfamiliar terms in the test.

Instructional Use

Translated and glossed word lists are not intended for direct instruction or isolated study. They do not reflect local curricula or instructional decisions, and studying an isolated list of terms without context is not an effective way to build academic vocabulary. Additionally, the glossary definitions are concise and do not reflect the full depth of meaning needed to fully acquire new vocabulary.

As a tool for curriculum and lesson planning, the word lists may be useful to teachers as exemplars for identifying challenging academic terms in upcoming units. However, vocabulary targeted for instruction should always be based on local texts and tasks and not limited to the words provided in the translated and glossed word lists.

Multilingual learners may be provided the translated and/or glossed word lists as a reference tool that can be accessed during regular instruction. Lists used during instruction will be most effective when aligned to current learning objectives and adapted to support local curricula.

Preparation

Translated word lists are provided in the following languages: Amharic, Arabic, Chinese, Hmong, Karen, Oromo, Russian, Somali, Spanish, and Vietnamese. The glossed word list provides concise English definitions.

As you prepare students to use this support, consider the following points:

- Any student can be provided with the translated and glossed word lists.
- The translated and glossed word lists are provided in a spreadsheet format to allow flexibility. Refer to the *Tips for Organizing and Filtering Word Lists* below for suggestions to streamline the spreadsheets.
- Students should only be provided translations in their target language. Districts should hide columns for other languages.
- Districts may provide students with the full list or limit by grade level.
 - If filtering by grade, include all preceding grades to account for vocabulary introduced earlier.
- For Karen, follow the instructions on the [Minnesota Assessment Hub](#) for font installation, if not already installed.

Tips for Organizing and Filtering Word Lists

1. **Filter by grade bands:** To create a grade-appropriate list, filter by the student's grade and all lower grades. Words introduced in earlier grades may still appear on the students' assessments.
2. **Hide unused columns:** To avoid distractions, hide columns for languages the students don't need.
3. **Save customized versions:** After filtering or hiding columns, save a copy of the spreadsheet with a new name (for example, Grade 5 – Spanish only) so it's easy to reuse or distribute.
4. **Print or share as needed:** Once filtered, print the list or save it as a PDF to share with students or staff.

Test Administration

All translations and glosses were carefully developed to ensure the items are still measuring what is being assessed. District staff may not modify these lists, add new terms, or create their own lists for use on the Reading or Science MCAs. The lists may not be translated into additional languages.

If a student needs word-to-word support in a different language, districts can consider allowing a commercial word-to-word dual-language dictionary or online translation tool, provided the student is familiar with using that support during regular instruction. Refer to the [Procedures Manual](#) (Minnesota Assessment Hub > Resources & Training > Policies and Procedures) for more guidance.

If students use translated and/or glossed word lists during instruction, Test Monitors must ensure only MDE-provided lists are used during testing. There must be no additional content or student writing on the list used during testing.

Students must write their names on their list. Each list must be collected at the end of each test session and kept secure, as students may have written parts of test items on it. Following test administration, the lists must be securely disposed of following the district's procedures. However, if a Test Monitor confirms there is no writing on the list, a student could continue to use it during regular instruction.