

## **Frequently Asked Questions: Data Submission**

### **What data will districts need to submit by July 1, 2014?**

No specific measurement is required by statute. It is up to the school district to determine what assessment(s) best measures student progress and proficiency and to report that information using the data submission template no later than July 1, 2014.

As stated in [Minnesota Statutes, 120B.12](#), “For the 2011-2012 school year and later, each school district shall identify before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year. Reading assessments must identify and evaluate students’ areas of academic need related to literacy. The district must use a locally adopted assessment and annually report summary assessment results to the commissioner by July 1.”

### **How is grade-level reading proficiency determined?**

What constitutes grade-level reading proficiency is up to the determination of local districts. As stated in [Minnesota Statutes, section 120B.12](#), “Reading assessments must identify and evaluate students’ areas of academic need related to literacy (Subd. 2.),” and a “student’s reading proficiency is measured by a locally adopted assessment” (Subd. 2a.).

### **How do I submit the data Template?**

Directions for submission through a secure server can be found on the [Reading K-3 Data Upload](#) web page. ALL data submissions are due by July 1, 2014.

### **What is an oral language measure?**

Oral language is a critical component of literacy development. As oral language is related to learning to read, research has shown that it is important to evaluate the language capabilities of children starting school and in the early grades. Building understanding in the system of language, children can acquire phonological awareness and phonics; and through their own speech, they demonstrate their understanding of the meanings of words and written materials.

Characteristics of oral language include listening and vocabulary development, understanding of the alphabetic code (which includes phonological/phonemic awareness and alphabet knowledge), and print knowledge (which includes environmental print and print concepts). Oral language measures something different from fluency development. Oral language measures do not replace fluency measures and should only be added to a comprehensive data system if there is a need and use for the data collected.

## **Do I have to report Grade 3 data?**

It is required that districts report data for Grades K-2, and Grade 3 data is preferred where it is appropriate to report. This does not include MCA data. There is no need to include MCA data on your submission.

## **Contact Information**

Regarding content support, [contact Cory Stai](mailto:cory.stai@state.mn.us) (cory.stai@state.mn.us), reading specialist, 651-582-8615.

Regarding technical support, [contact Katherine Edwards](mailto:katherine.edwards@state.mn.us), (katherine.edwards@state.mn.us), data analytics specialist, 651-582-8285.