

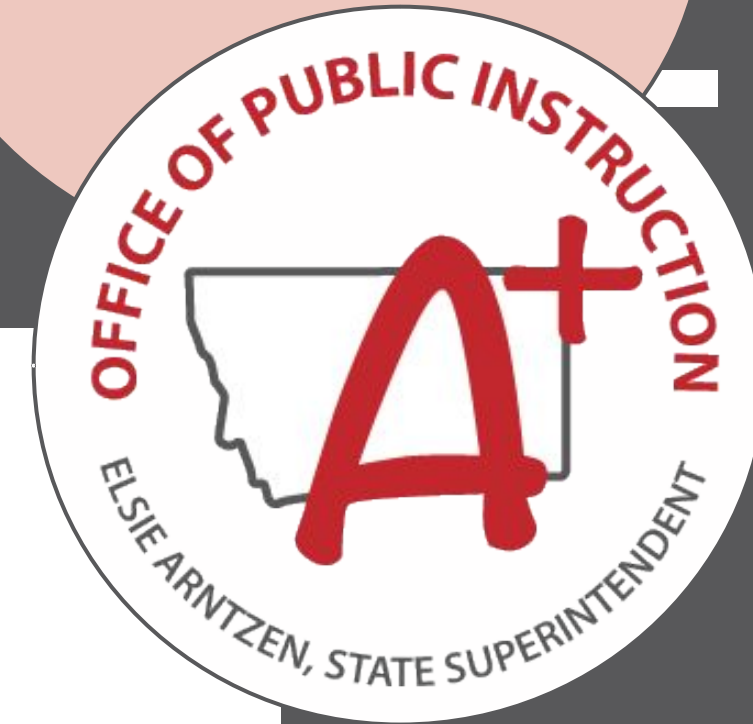
**Montana ELA
Standards Revision
In-Person Writing
Workshop
July 15-18, 2024**





Superintendent Arntzen

Welcome and Opening Message





**Morning Break Time
Please Return At**

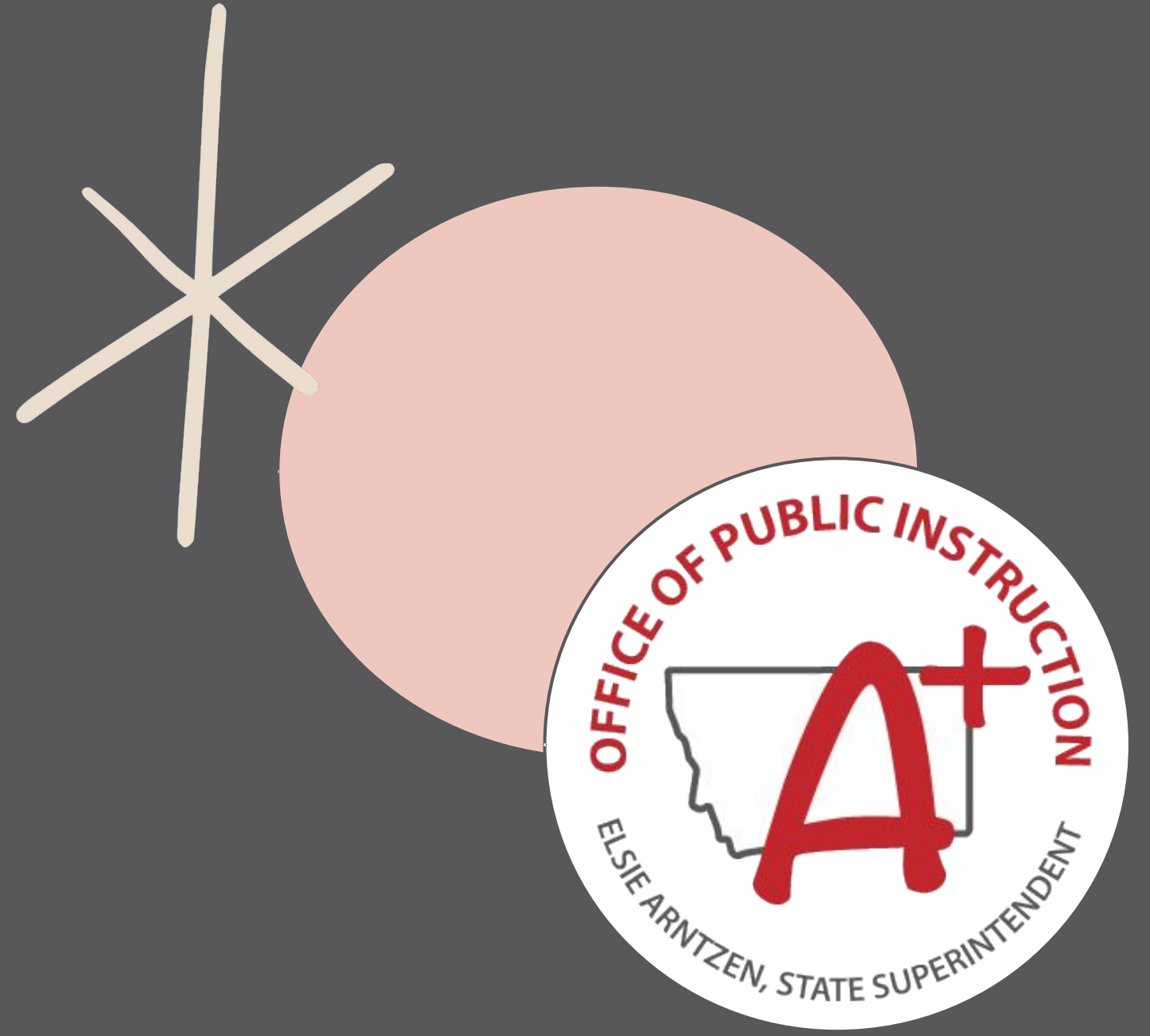


Monday's Agenda



- 8:00-8:05 Opening
- 8:05-9:00 Superintendent Welcome and Task Force Introductions
- 9:00-9:10 Break
- 9:10-10:00 Speakers: Grounding our Purpose with Indigenous Student Voice
- 10:00-10:20 Procedures and Housekeeping
- 10:20-10:30 Break
- 10:30-11:10 ACTIVITY: What a Standard Is and Is Not
- 11:10-11:20 Break
- 11:20-11:30 Reflection Writing: Holding Space to Summarize Your Thinking
- 11:30-12:00 Grade Band Groups Portrait of a Grade Band
- 12:00-1:00 Literacy Connections Lunch on the Lawn
- 1:00-1:30 Develop Grade Band Priorities and Goals
- 1:30-1:50 Whole Group Task Force Share Out (5 min per group max)
- 1:50-2:00 Break
- 2:00-2:40 Anchor Standards Combining and Reduction Activity
- 2:40-3:00 Grade Band Group Share Out
- 3:00-3:10 Break
- 3:10-3:30 Grade Band Group Review of Anchor Standards and Shifts
- 3:30-4:30 Revision Decision Time: Whole Group Anchoring of Standards
- 4:00-4:10 Break
- 4:10: Grade Band Groups: Priorities and Goal Setting for the next three days
- 4:30-4:45 Closing: Next Steps Goal Setting and Share Out Prep for Tomorrow

Procedures and Housekeeping



Objectives



- Build standards revision groundwork and establish our process by
- Developing team roles and responsibilities
- Identify the ELA needs of students
- Consider priorities, key shifts, practices, or essential skills that are necessary for students to know and be able to do.
- Review and revise the anchor standards to establish any structural or ideological shifts.
- Collaborate with your team to apply research evidence-based considerations to:
- Revise grade-level standards language for Simplicity, Clarity, and Practicality
- Align revisions of grade-level standards to a) anchor standards and b) vertically

Monday's Agenda

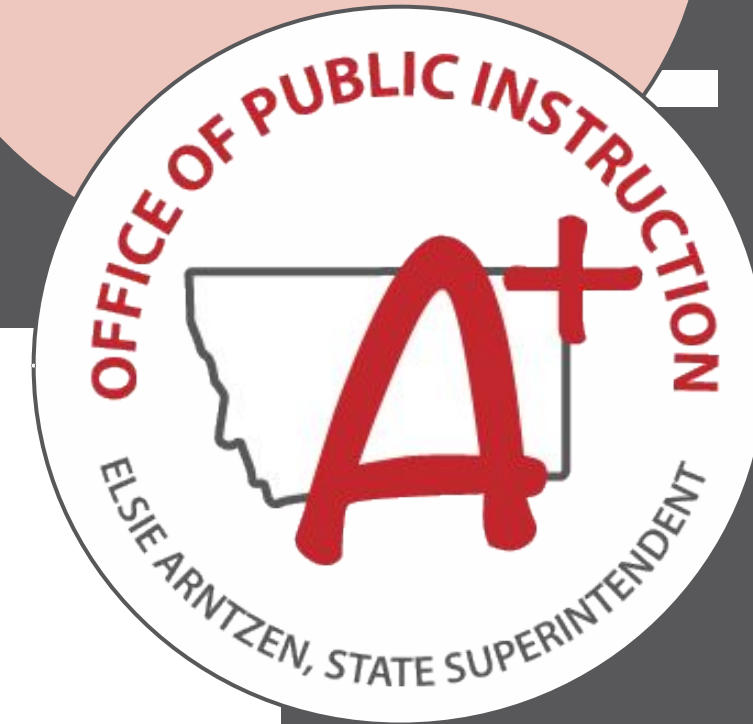


- 8:00-8:05 Opening
- 8:05-9:00 Superintendent Welcome and Task Force Introductions
- 9:00-9:10 Break
- 9:10-10:00 Speakers: Grounding our Purpose with Indigenous Student Voice
- 10:00-10:20 Procedures and Housekeeping
- 10:20-10:30 Break
- 10:30-11:10 ACTIVITY: What a Standard Is and Is Not
- 11:10-11:20 Break
- 11:20-11:30 Reflection Writing: Holding Space to Summarize Your Thinking
- 11:30-12:00 Grade Band Groups Portrait of a Grade Band
- 12:00-1:00 Literacy Connections Lunch on the Lawn
- 1:00-1:30 Develop Grade Band Priorities and Goals
- 1:30-1:50 Whole Group Task Force Share Out (5 min per group max)
- 1:50-2:00 Break
- 2:00-2:40 Anchor Standards Combining and Reduction Activity
- 2:40-3:00 Grade Band Group Share Out
- 3:00-3:10 Break
- 3:10-3:30 Grade Band Group Review of Anchor Standards and Shifts
- 3:30-4:30 Revision Decision Time: Whole Group Anchoring of Standards
- 4:00-4:10 Break
- 4:10: Grade Band Groups: Priorities and Goal Setting for the next three days
- 4:30-4:45 Closing: Next Steps Goal Setting and Share Out Prep for Tomorrow



Grounding Our Purpose:

Indigenous Student Voice
Stories of Resilience and Hope
Welcome Dayvany and Brandi

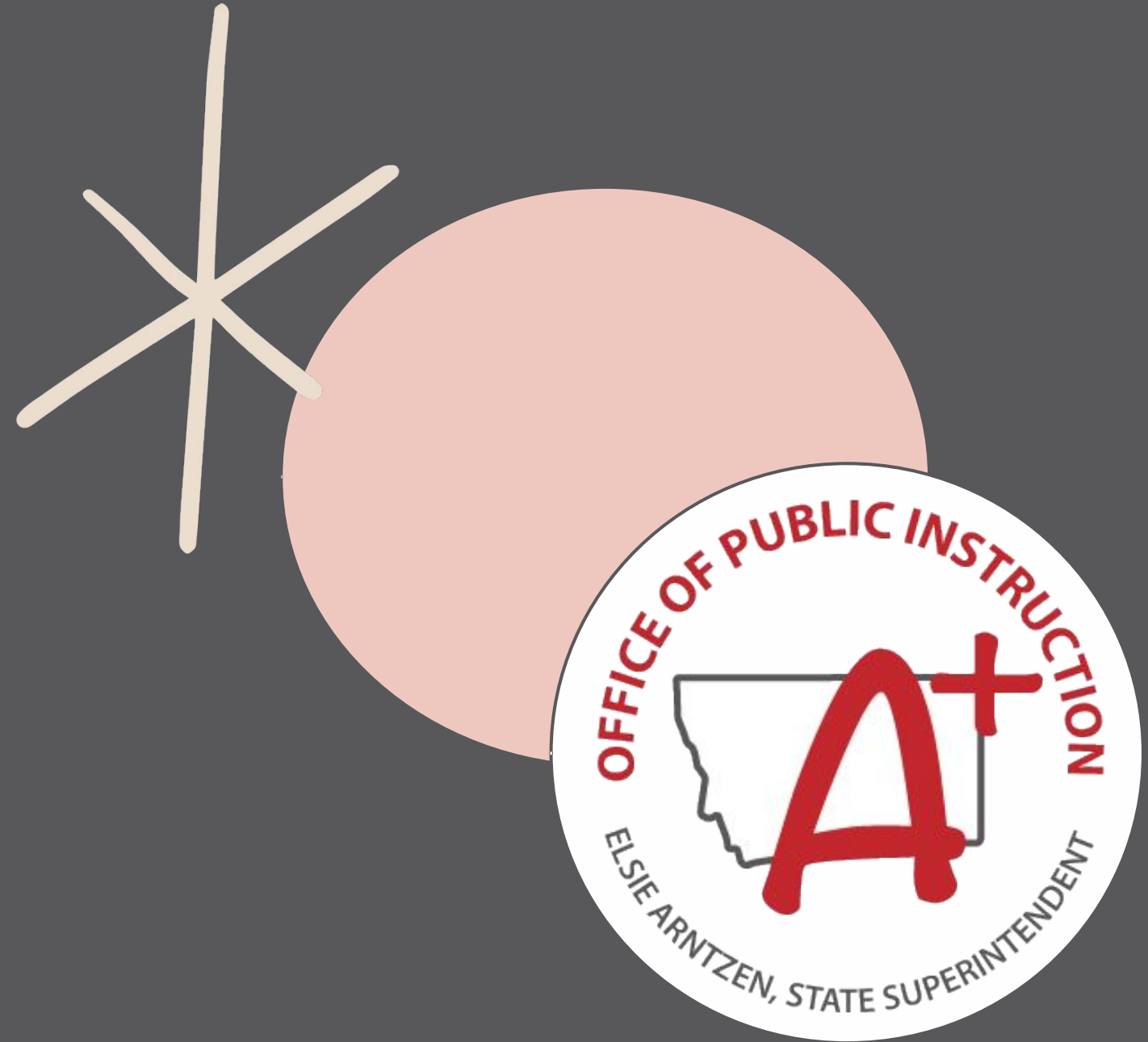




**Morning Break Time
Please Return At**



ACTIVITY: What a Standard Is and Is Not

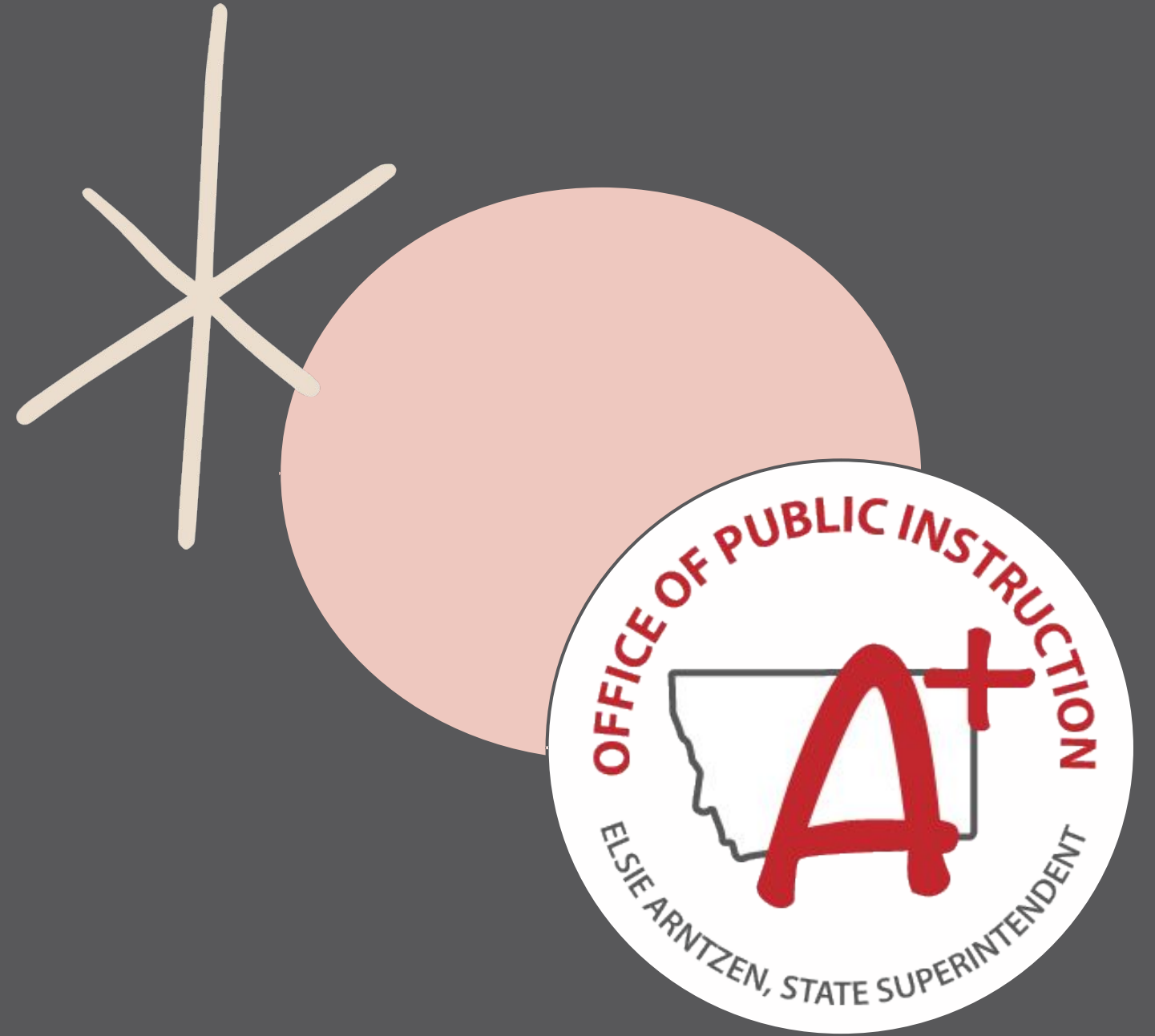




**Morning Break Time
Please Return At**



Reflection Writing: Holding Space to Summarize Your Thinking



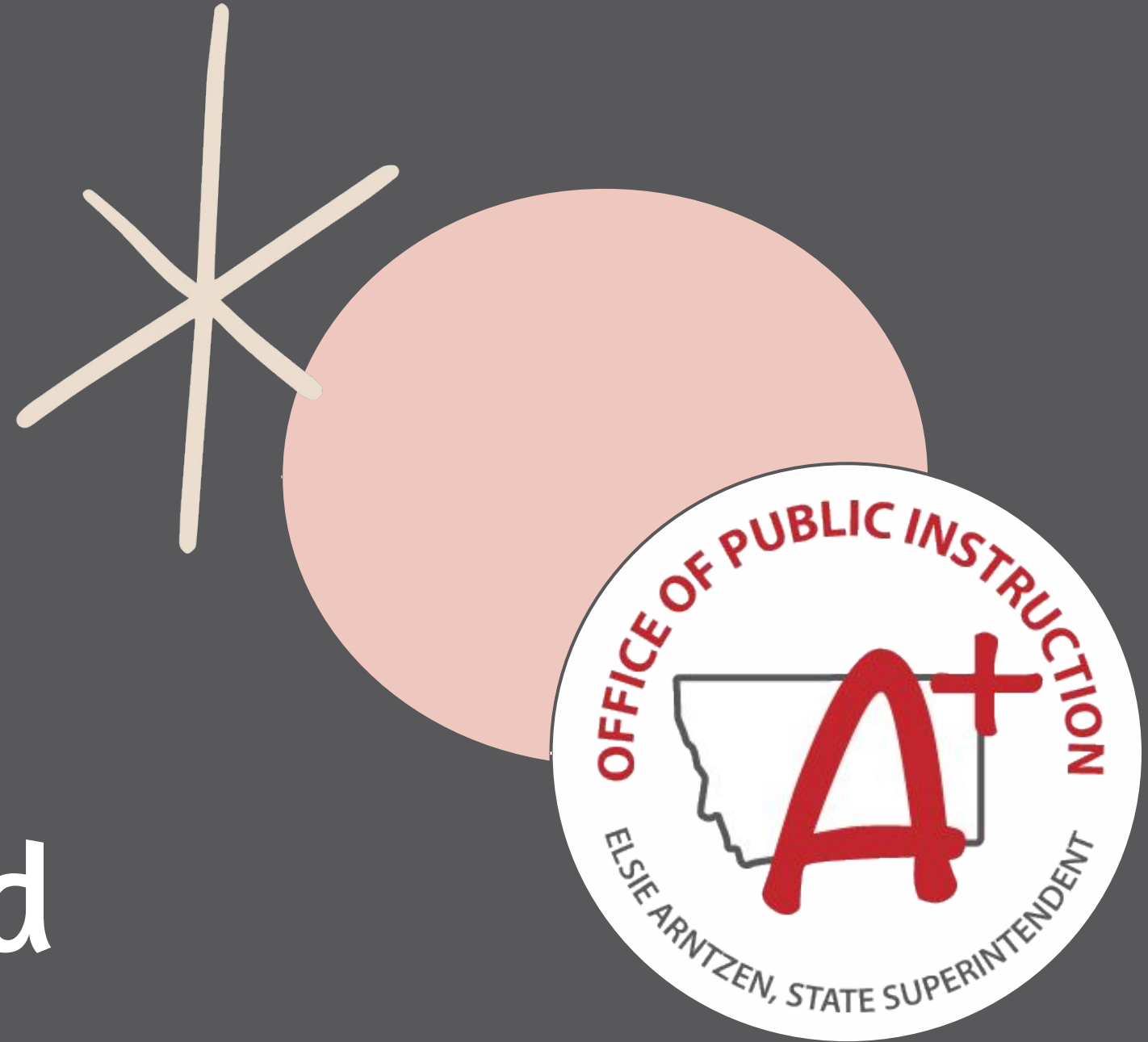


LITERACY CONNECTIONS and LUNCH on THE LAWN Please Return At 12:45

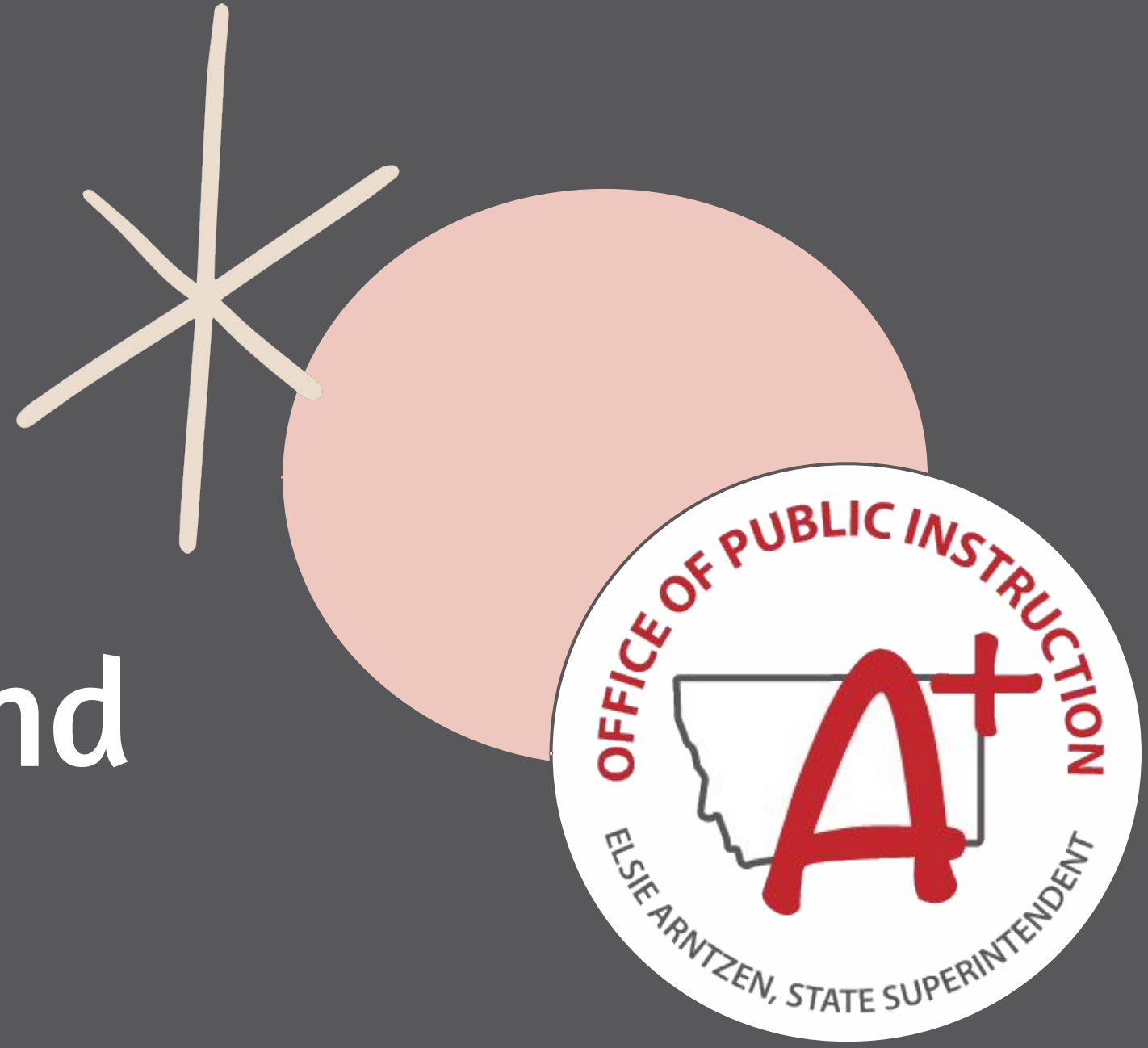
Share their favorite books, write a story about a time you worked with a student and it reinvigorated or changed your teaching, What genre would you choose for a book club you are hosting, why.



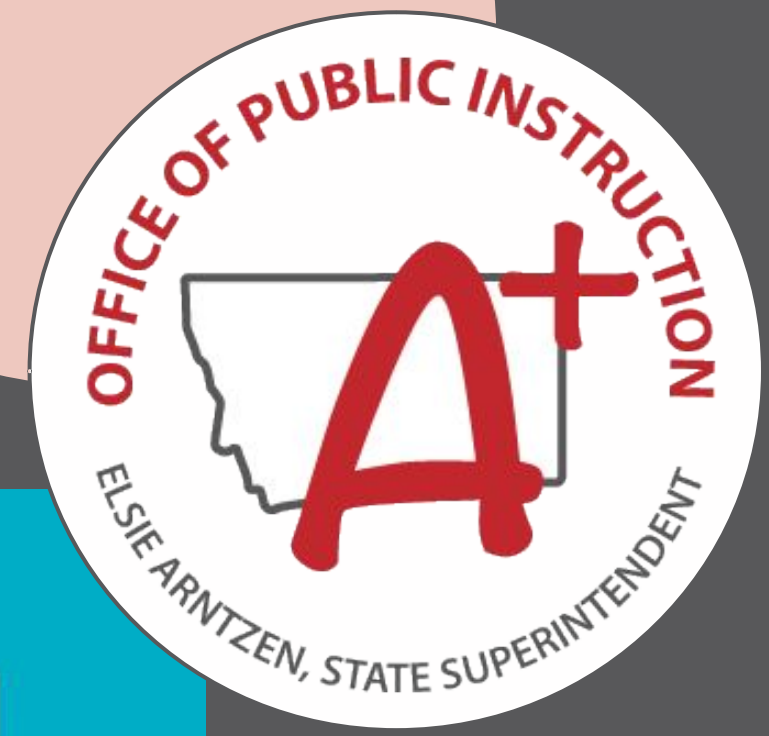
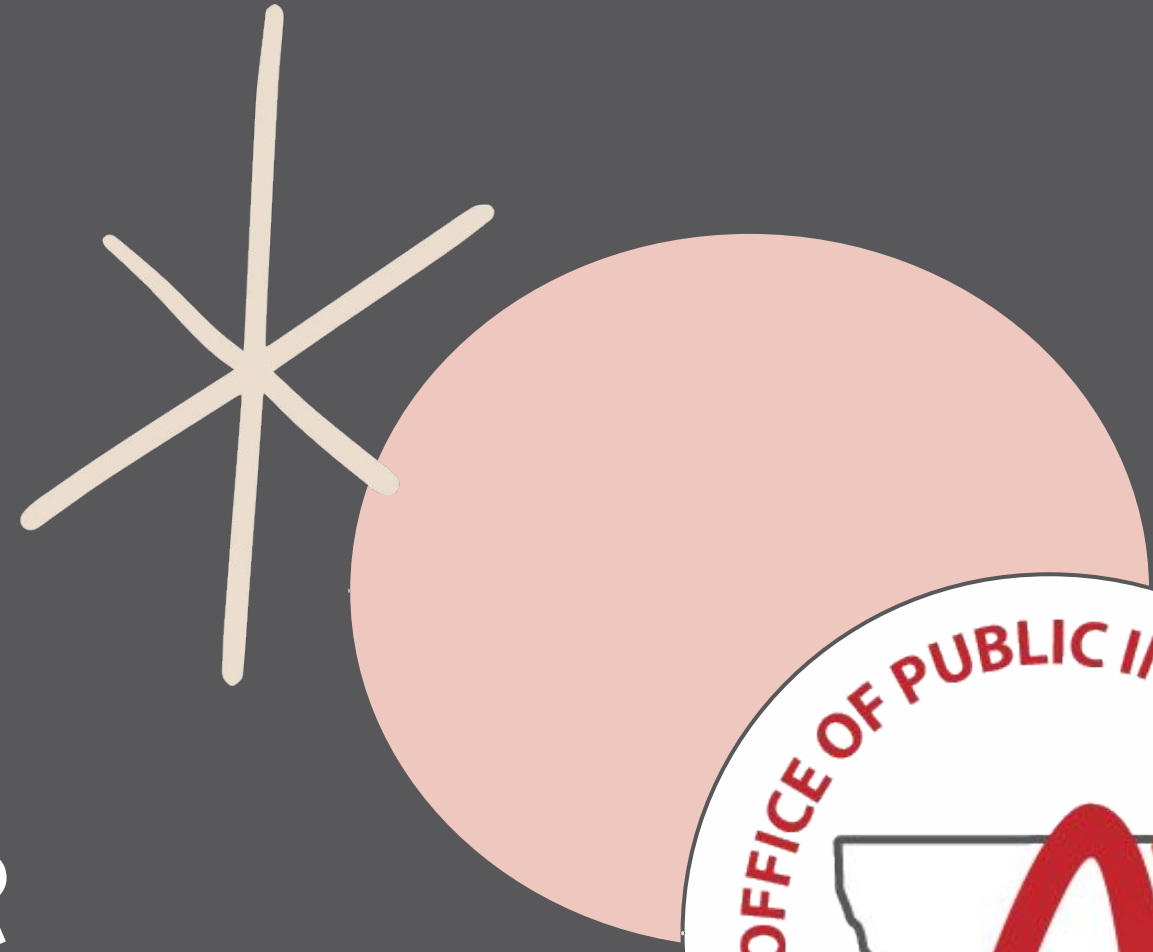
Grade Band Groups Portrait of a Grade Band



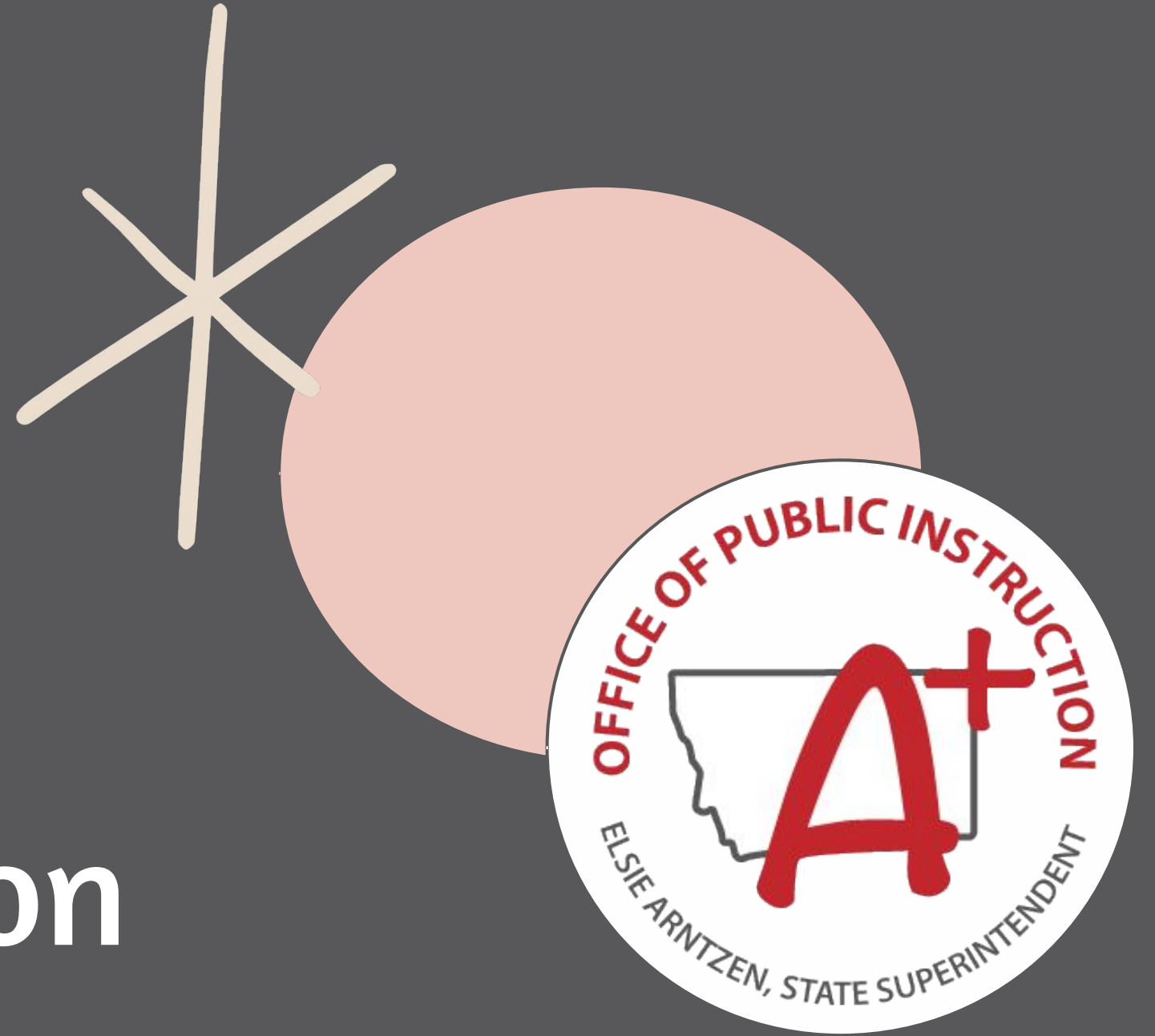
Grade Band Priorities and Goals



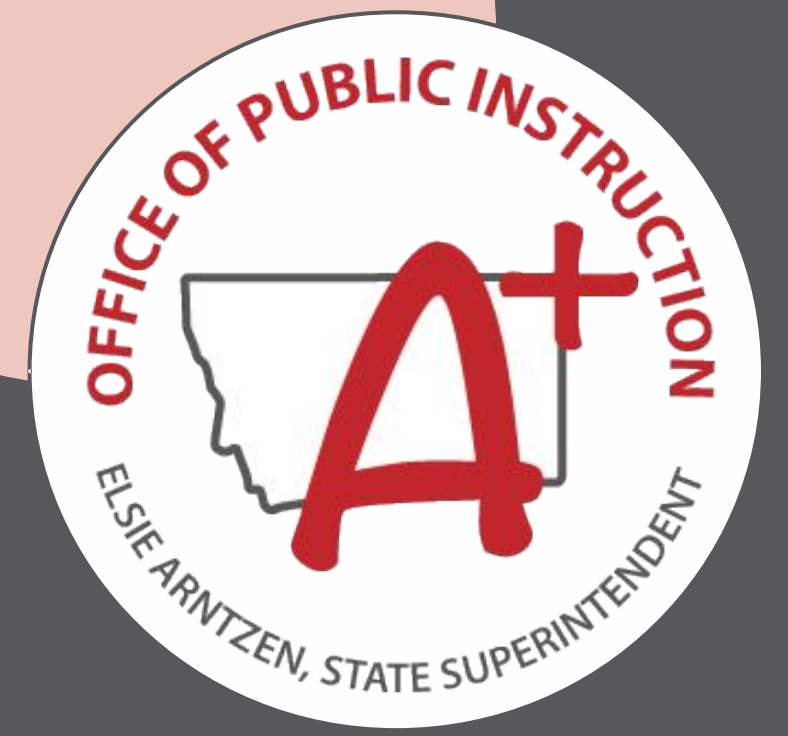
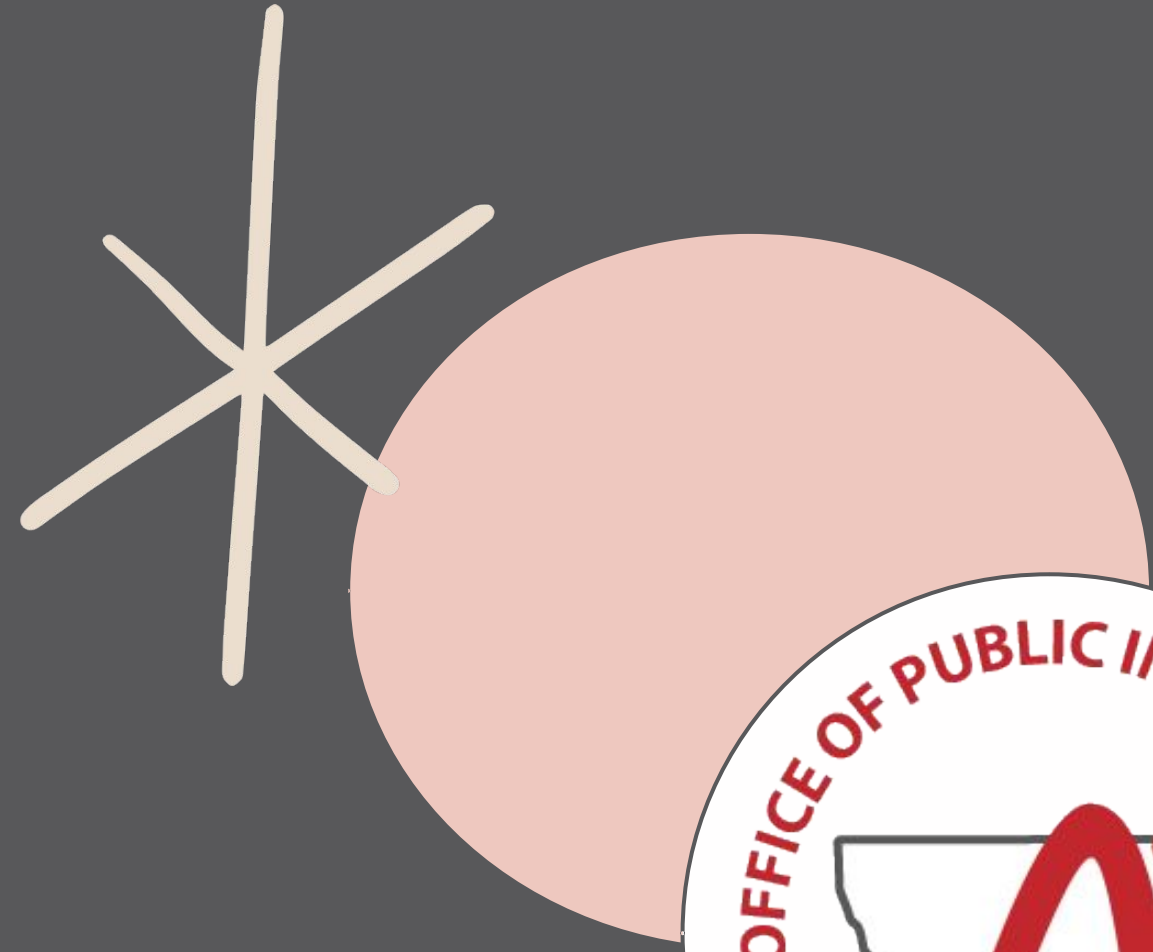
Whole Group Task Force Share Out



Anchor Standards Combining and Reduction Activity



END OF DAY 1 ❤️



Tuesday's Agenda



Schedule:

8:00-8:15 Opening Circle and Housekeeping

8:15-8:45: Grounding Activity: Braiding Sweetgrass: Learning the Grammar of Animacy (Kimmerer)

8:45-9:00:

9:15-11:00 Team Time: Standards Revision Drafting Within Grade Band Teams: Reading, Listening, Language,

10:10-10:20 Suggested Break

11:00-11:30 Grade Band Vertical Alignment Jigsaw

11:30-12:30 Literacy Connections Lunch on the Lawn

12:30-2:30 Team Time: Standards Revision Drafting within Grade Band Teams

1:00-4:00 IEFA In-Person POWER HOUR SUPPORT

2:15-2:30 Indigenous Student Gap Analysis Report and Student Voice Reflection

2:30-2:45 Common Break Time

2:45-3:30 Group Vertical Alignment Check-ins

3:30-3:40 Break

3:40-4:30 Grade Band Team Time: Progress Check, Questions, and Goal Setting

4:15-4:30 Independent Reflection: Next Steps, Goal Setting

4:30-5:00 Closing Circle: Gratitude, Accomplishments, Celebrations, Questions, Goals

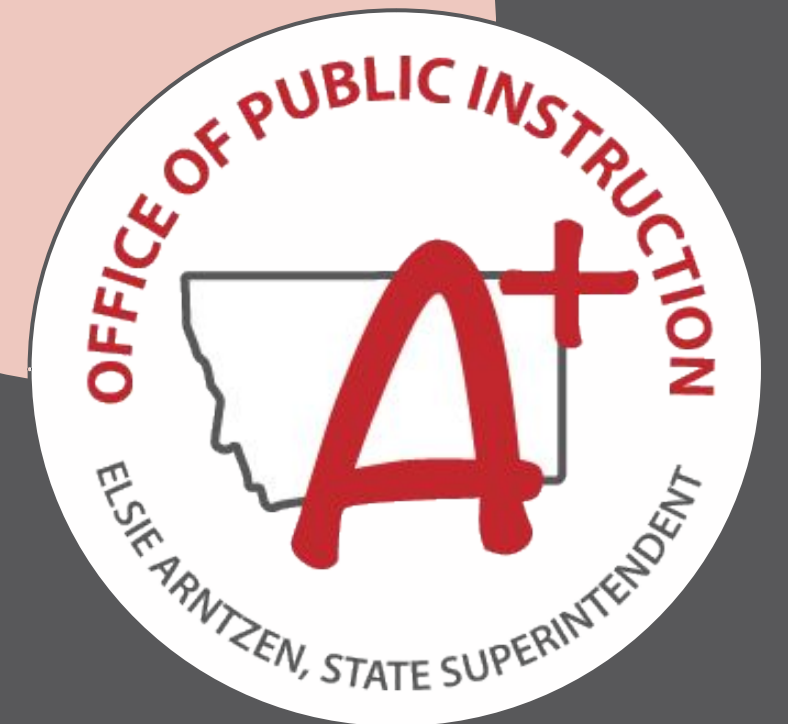
Housekeeping: Standards Revision Working Document

- Spreadsheet
 - ARM is Locked
 - Each team has their own tab for each domain and/or sub-domain from 2011 standards
 - Document Navigation Sheet
 - Document duplicates at various phases so that we can see changes as they happen.
 - RATIONALE, RESEARCH, SHIFTS, PARKINGLOT



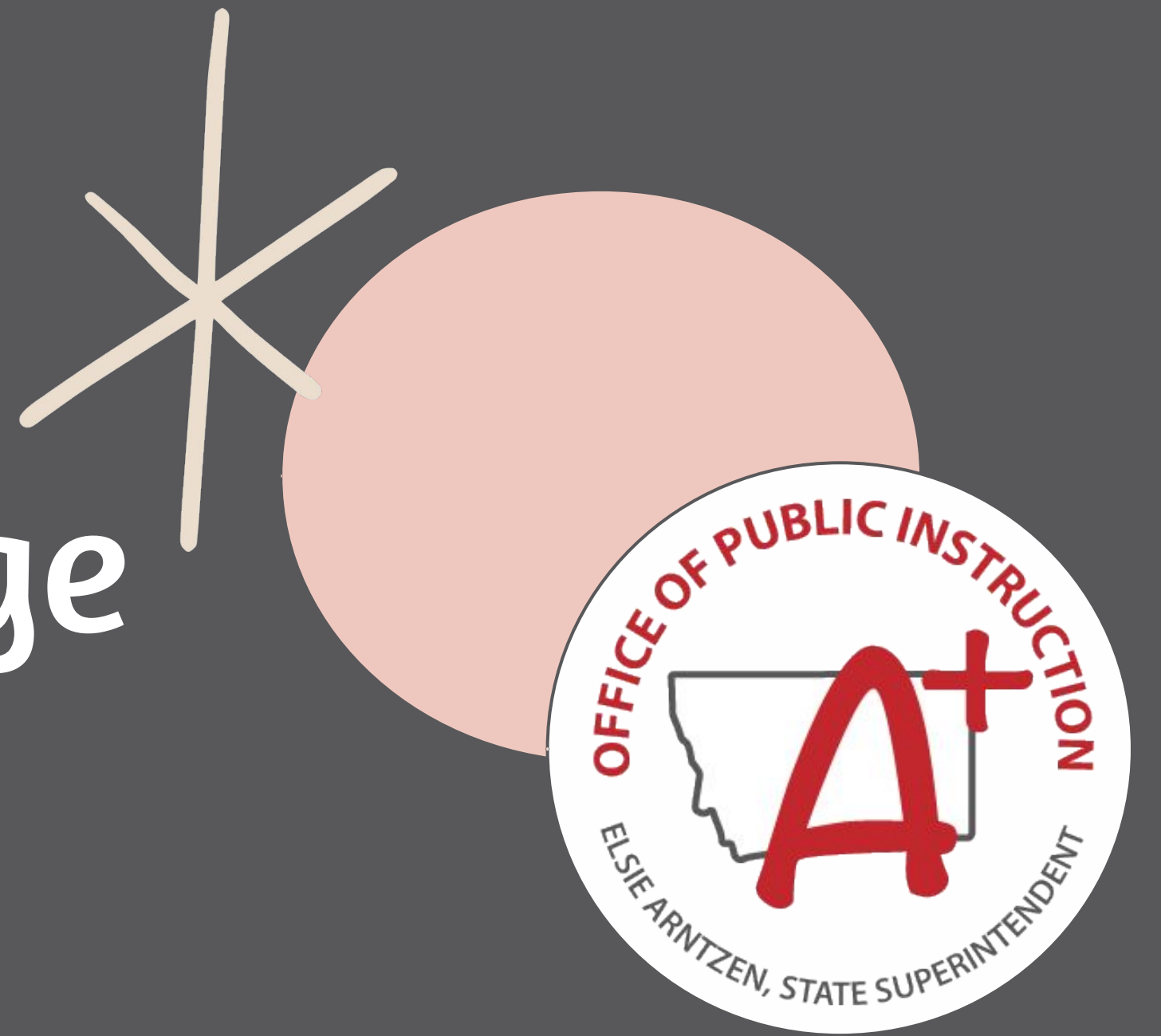


Grade Band Groups: Review and Solidify Domains and Pathways



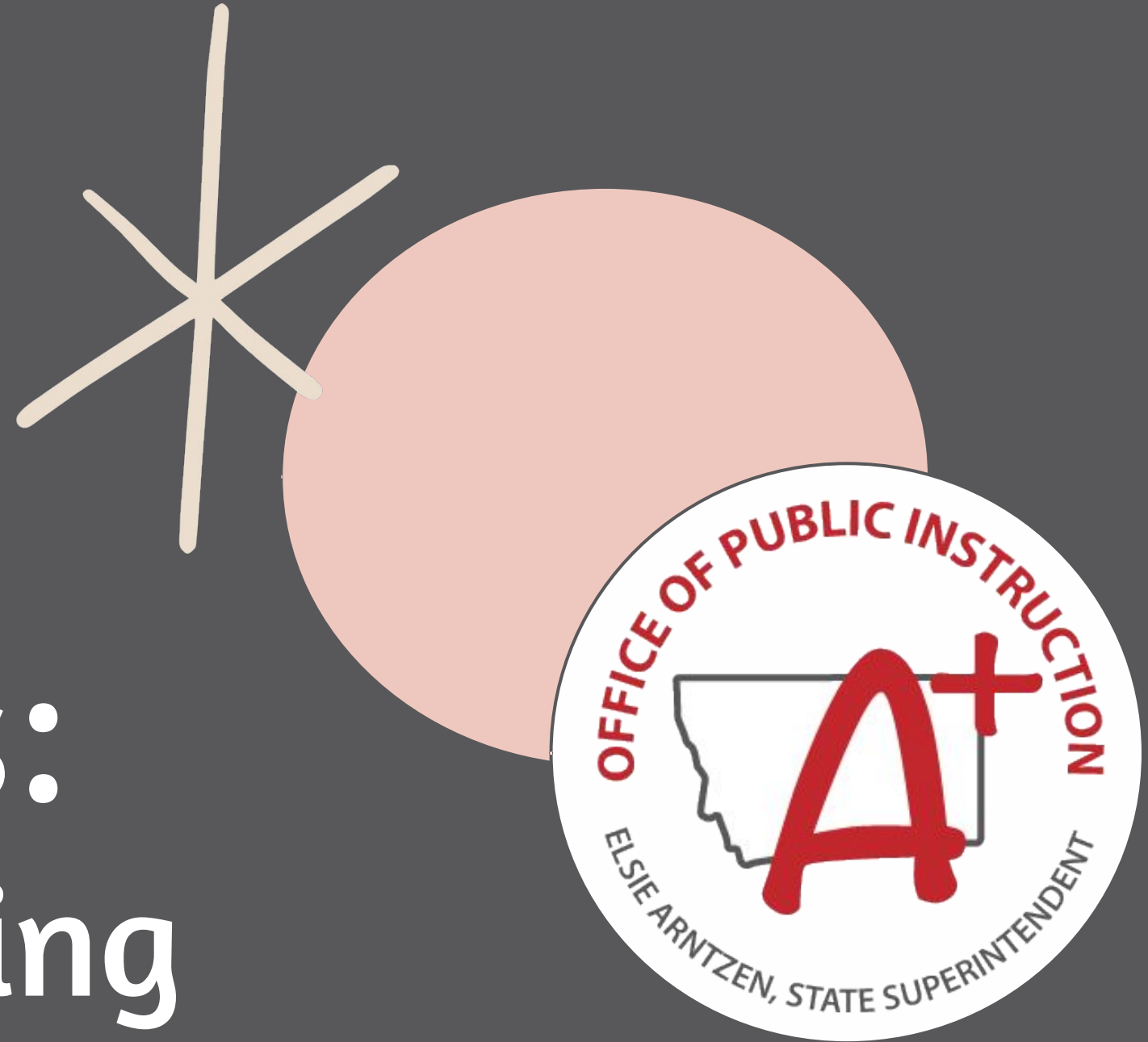
Elect a Delegate for the Domains and Pathways Committee

Grounding with Indigenous Knowledge



Braiding Sweetgrass: Learning The Grammar of Animacy

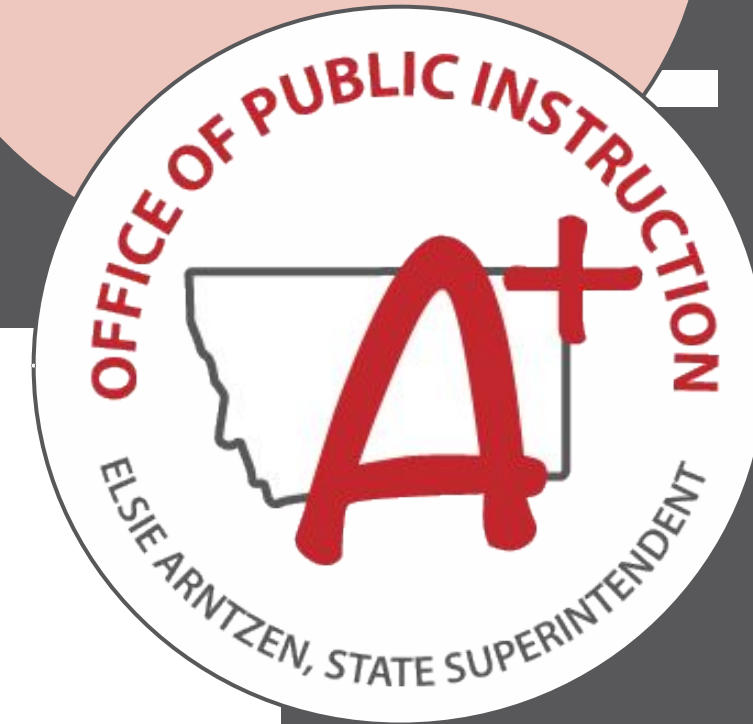
Grade Band Groups: Priorities and Goal Setting for the Next Three Days





Grounding Our Purpose:

Indigenous Student Voice
Stories of Resilience and Hope
Welcome Dayvany and Brandi





**Morning Break Time
Please Return At**



ACTIVITY: What a Standard Is and Is Not

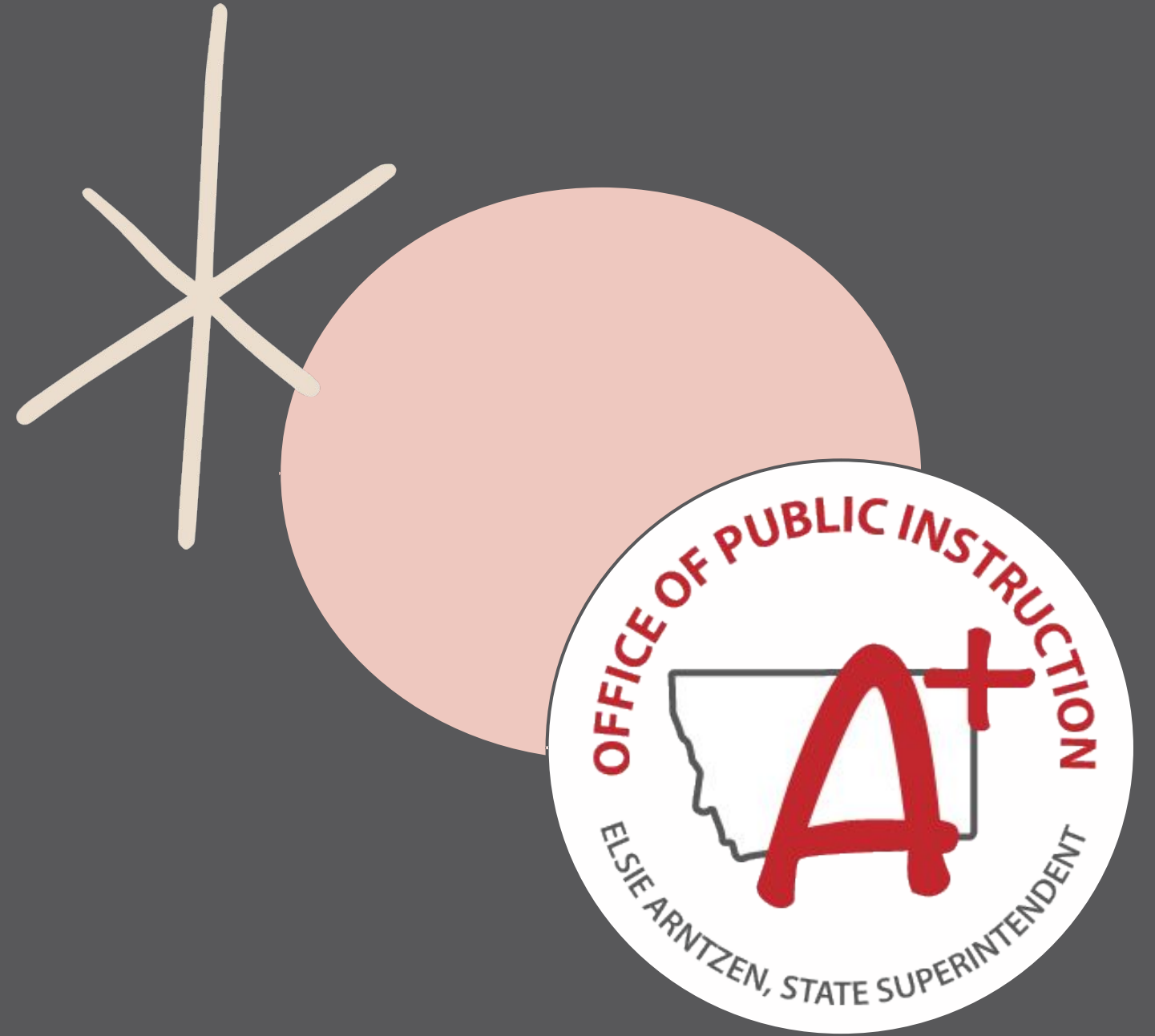




**Morning Break Time
Please Return At**



Reflection Writing: Holding Space to Summarize Your Thinking



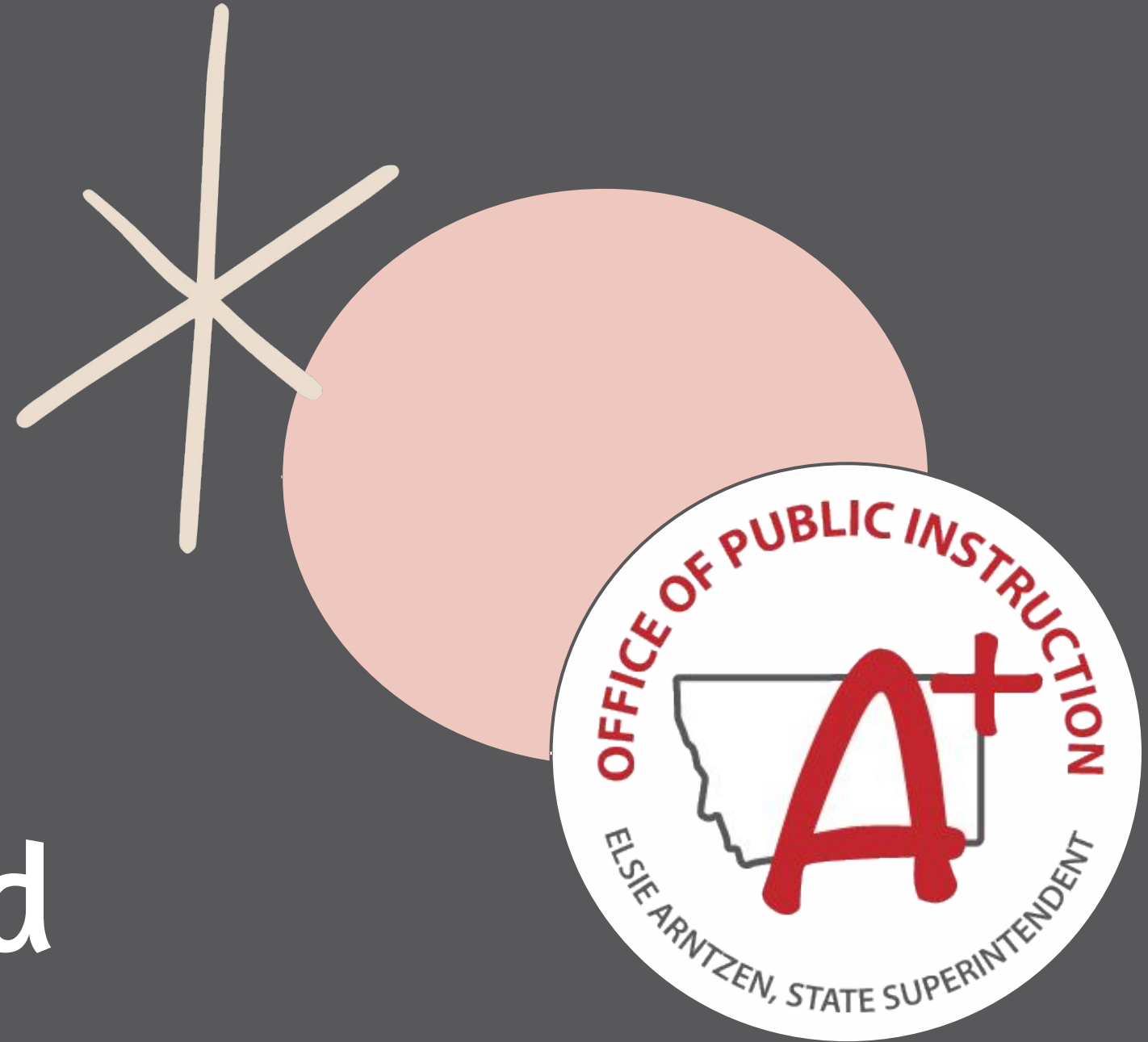


LITERACY CONNECTIONS and LUNCH on THE LAWN Please Return At 12:45

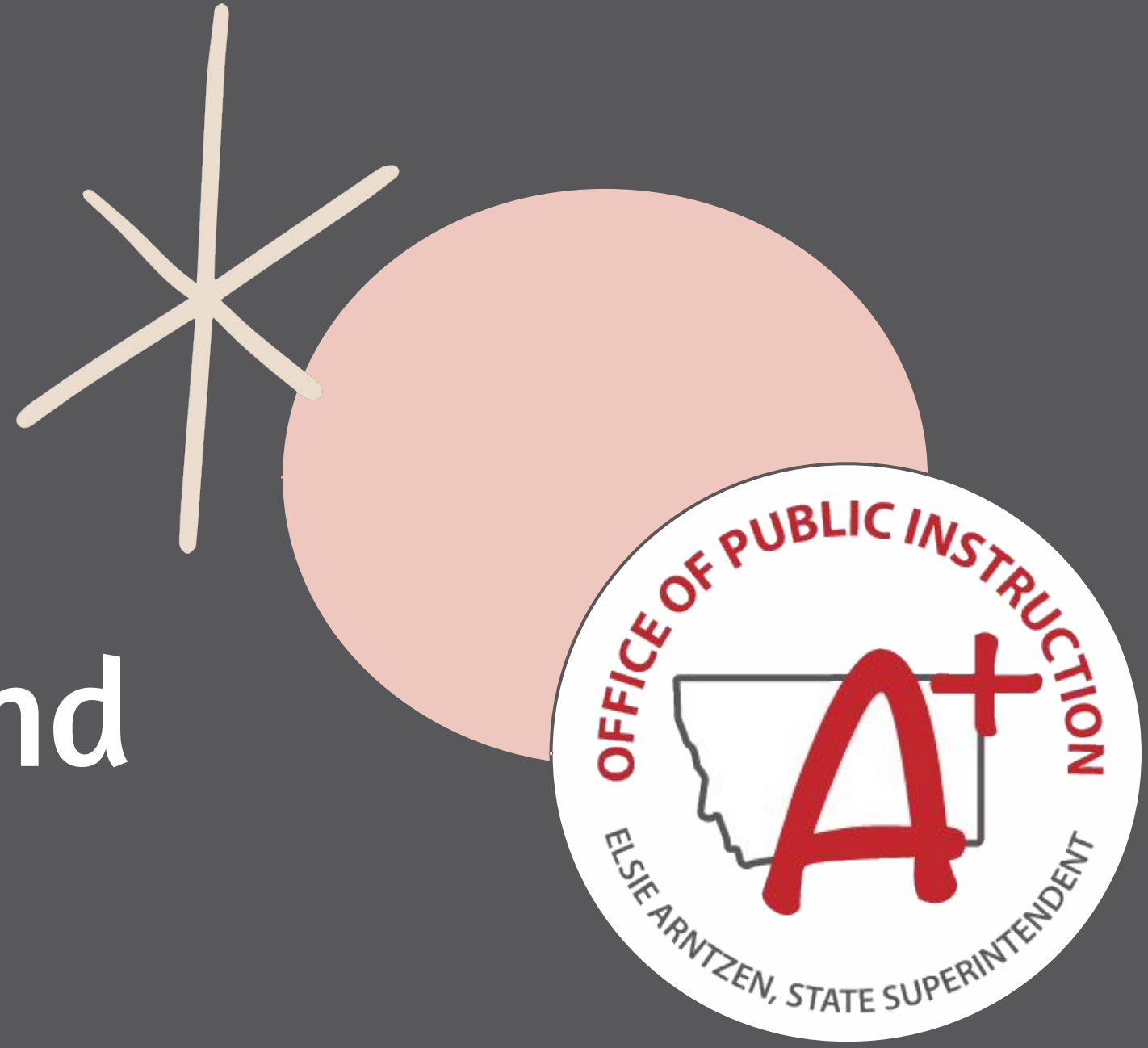
Share their favorite books, write a story about a time you worked with a student and it reinvigorated or changed your teaching, What genre would you choose for a book club you are hosting, why.



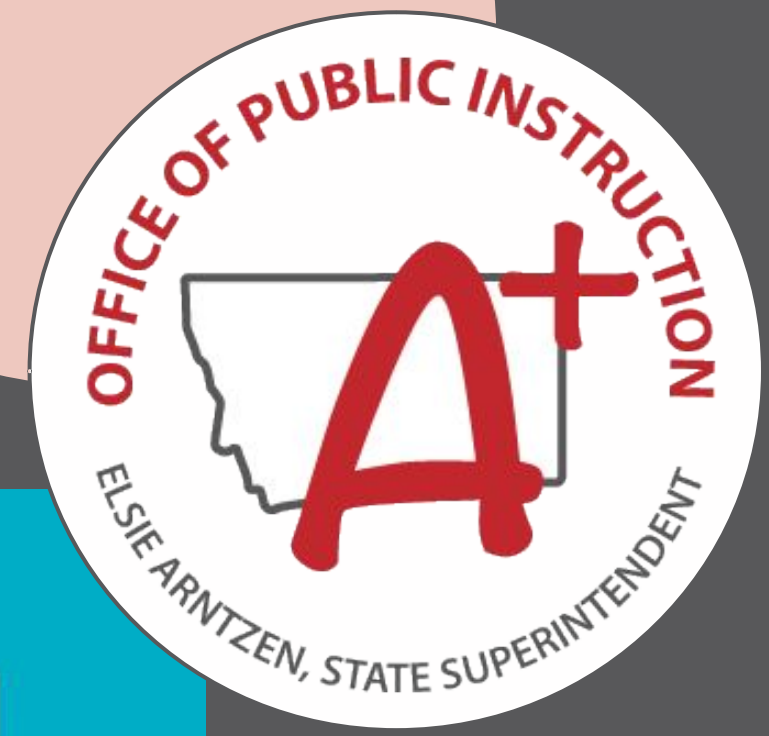
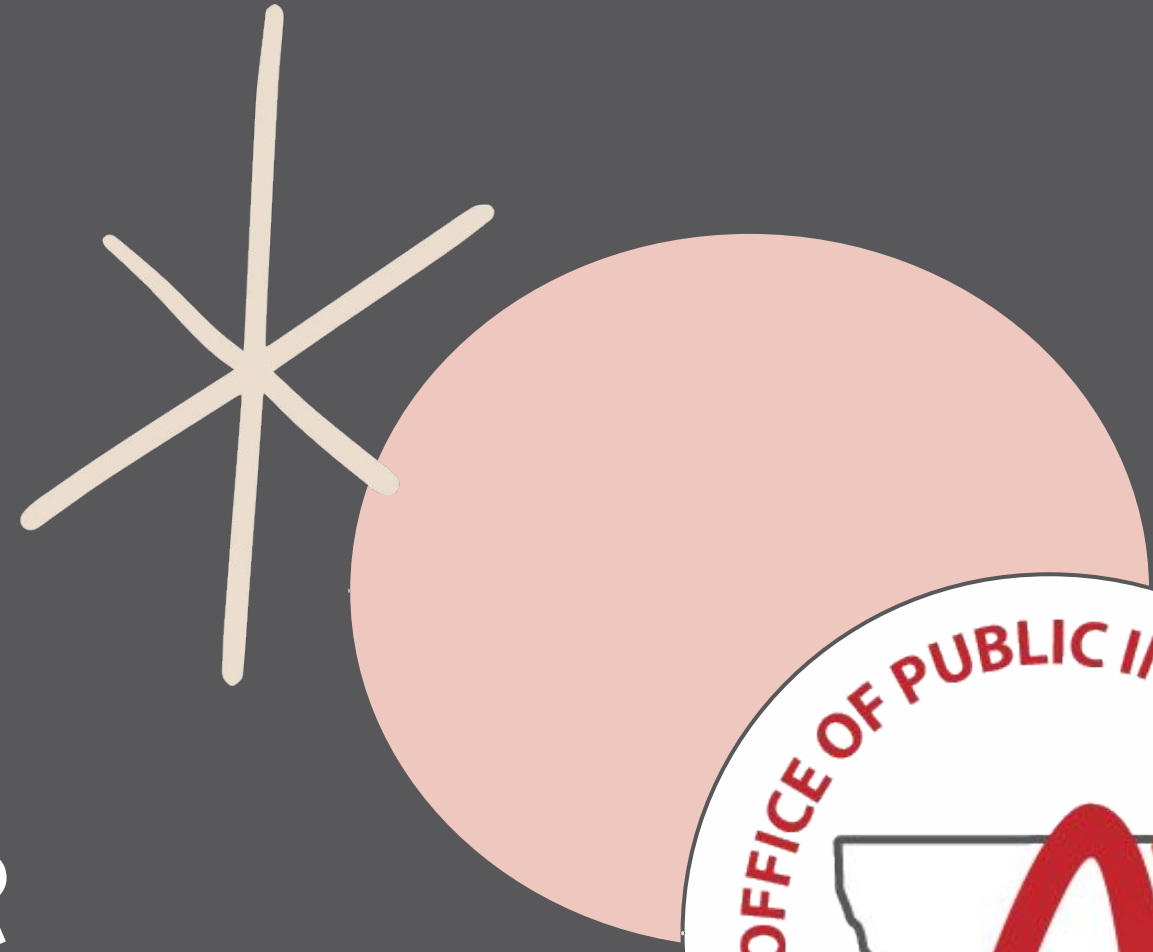
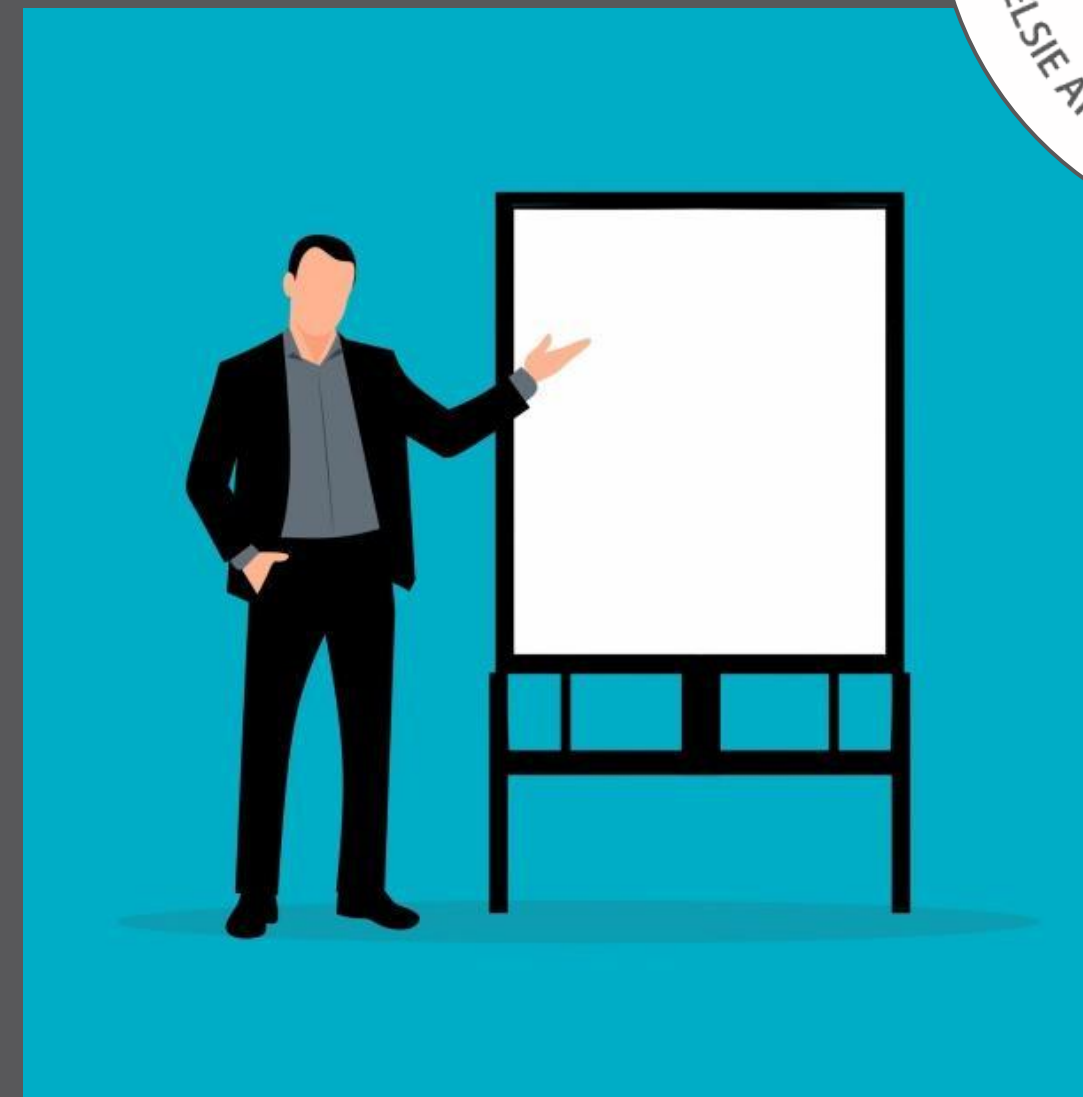
Grade Band Groups Portrait of a Grade Band



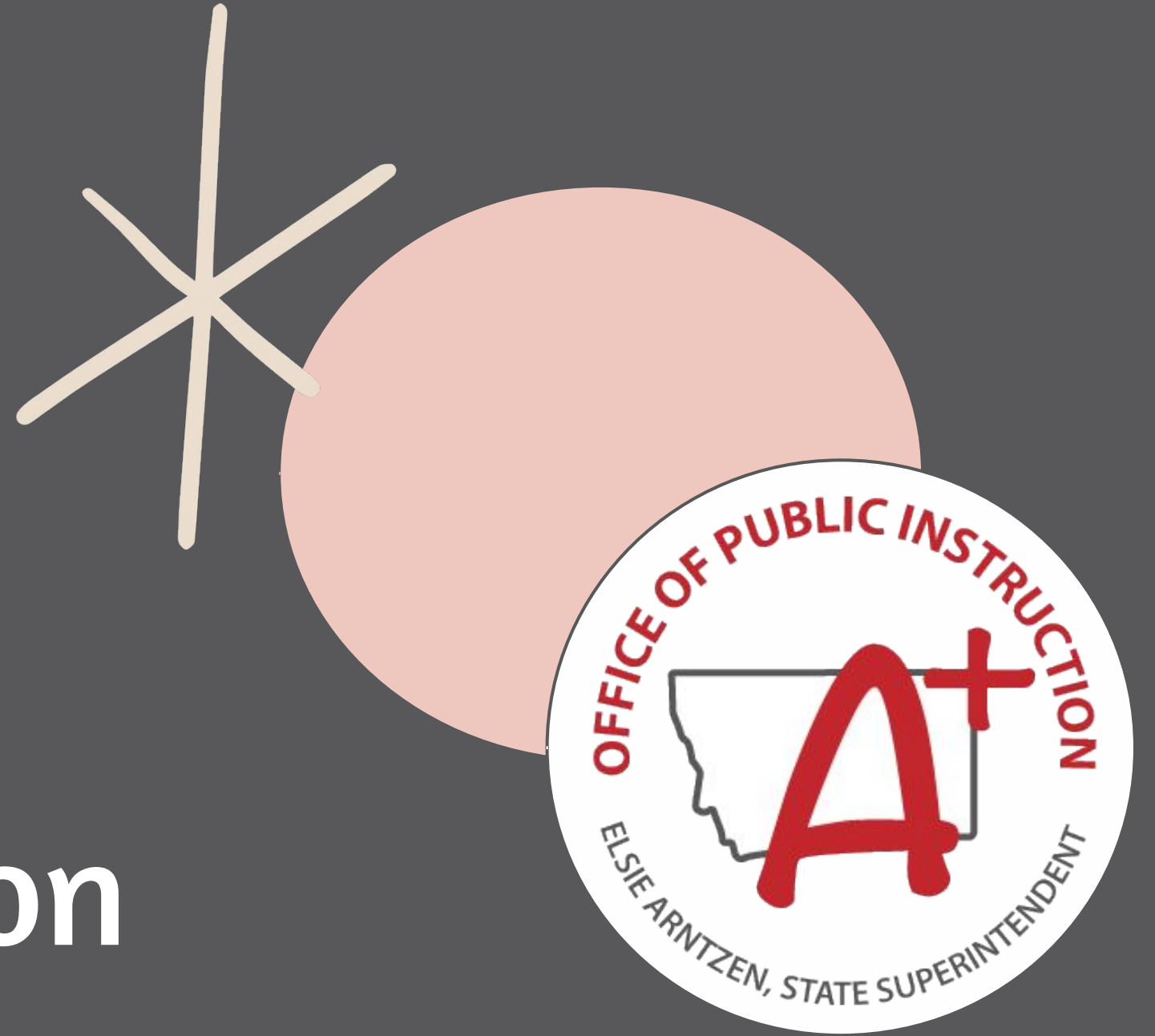
Grade Band Priorities and Goals



Whole Group Task Force Share Out



Anchor Standards Combining and Reduction Activity

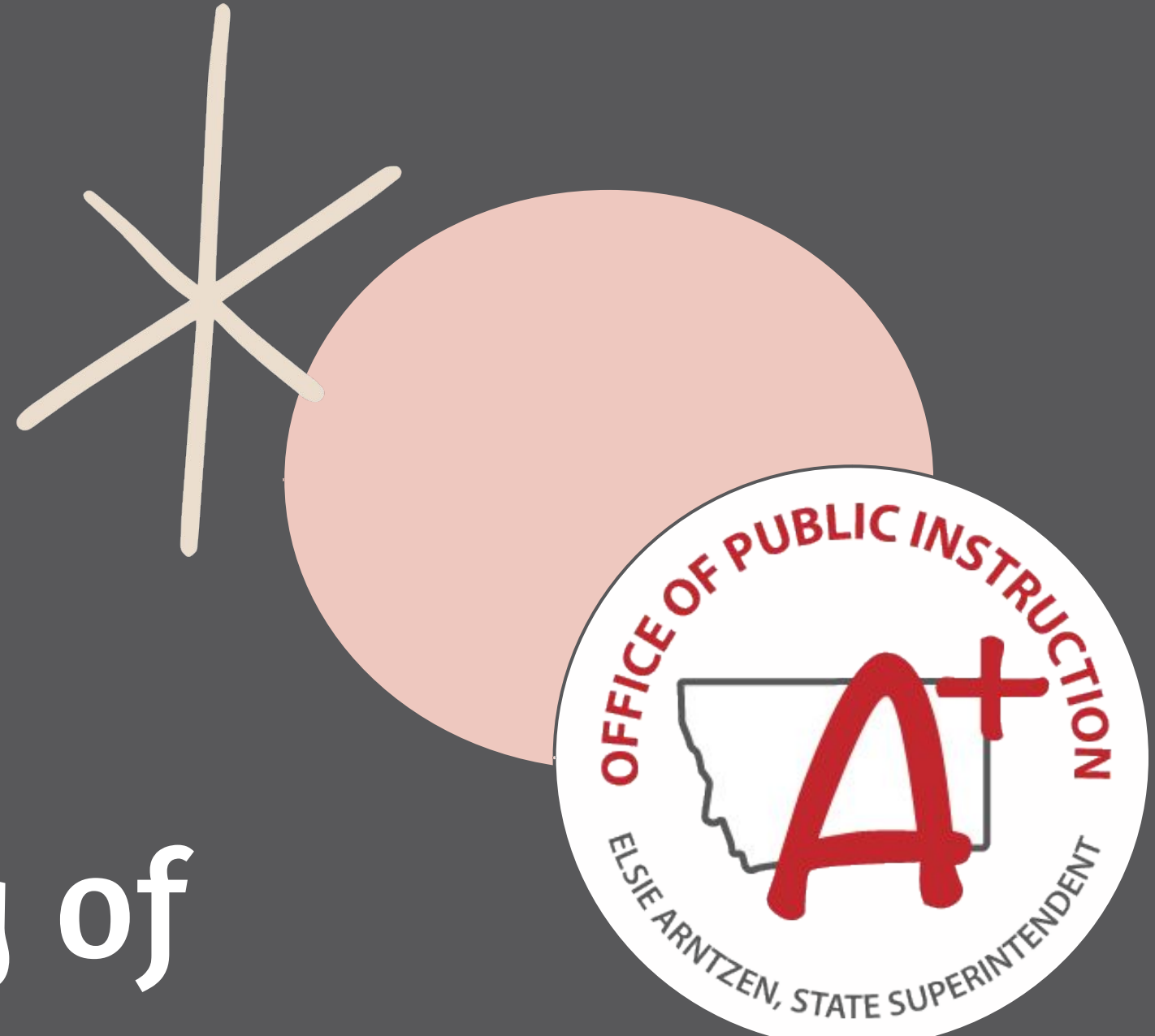


Standards Revision Working Document:

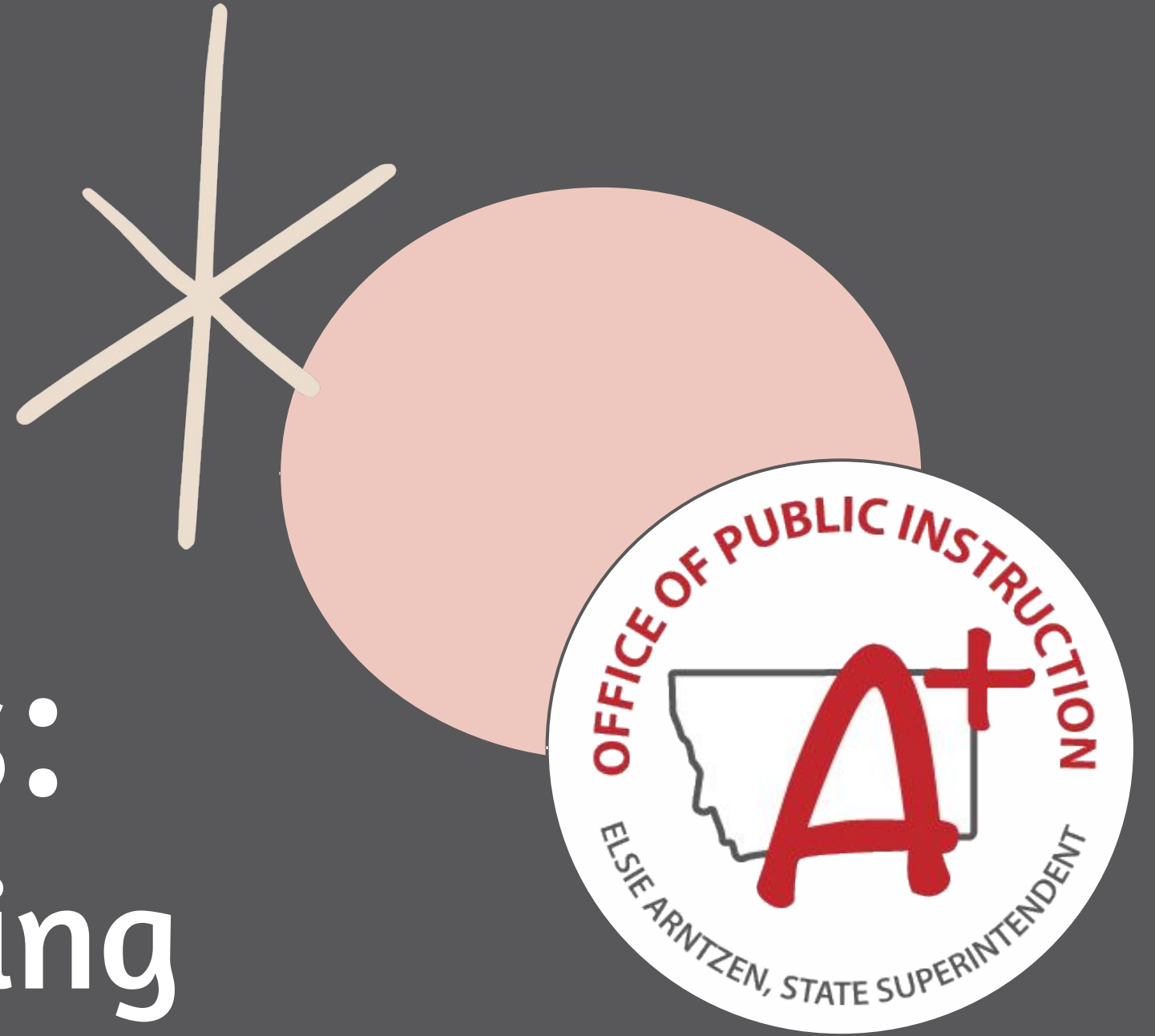
- Spreadsheet
 - Lock the standards
 - Each task force member gets their own tab
 - Create document duplicates at various phases so that we can see changes as they happen.
 - Spreadsheet of document versions with links to each version
 - Informative



Revision Decision Time: Whole Group Anchoring of Standards



Grade Band Groups: Priorities and Goal Setting for the Next Three Days



Calibration of Language



Math, World Languages:

- Local Cultural Contexts
- Montana Indigenous Languages

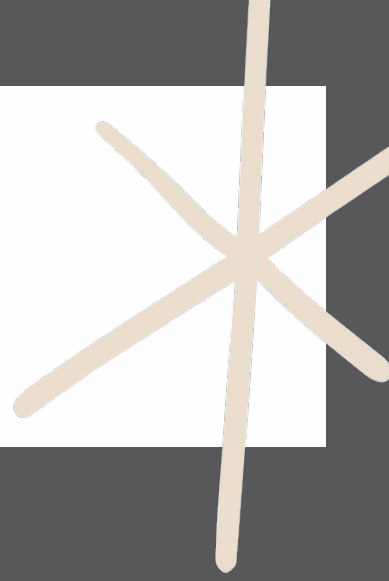








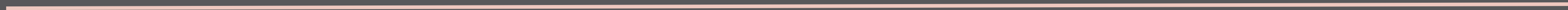
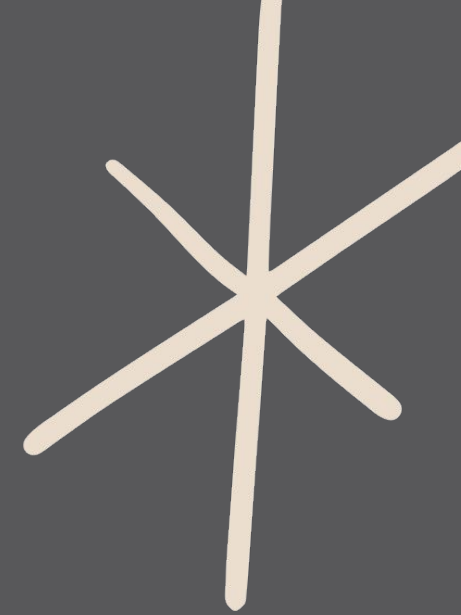
Plus Delta Activity



What do We Like (Plus)

What do We Want to See Changed (Delta)







—







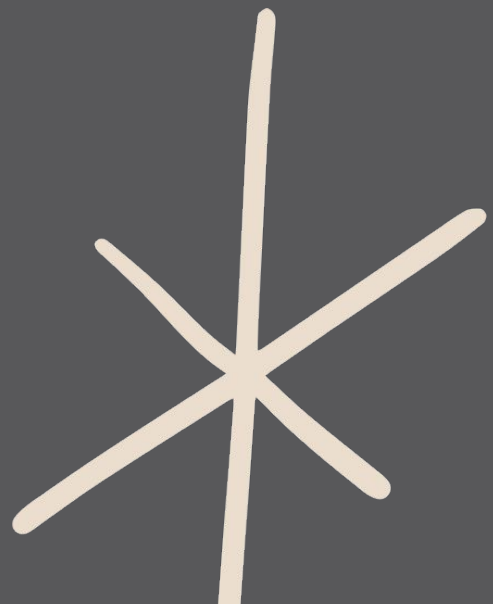








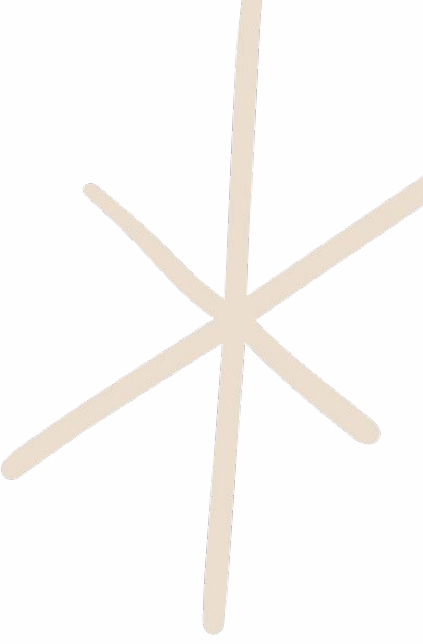
Windows for 2024-2025



Break

9:40-9:50

Exit Ticket:

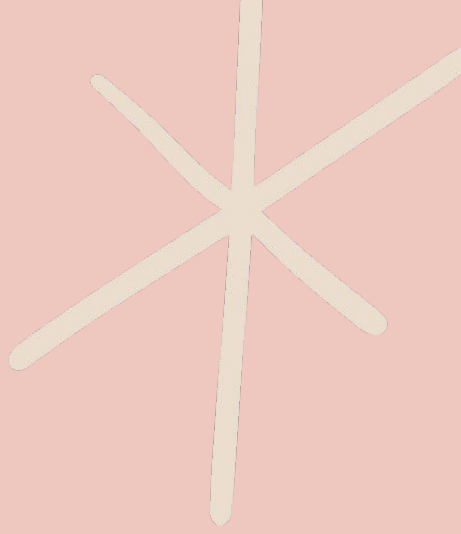


—



Title

Text



Title

Text

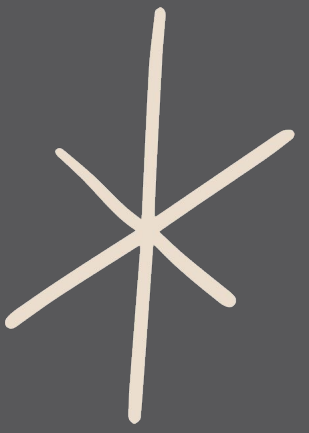


Title

Subtitle



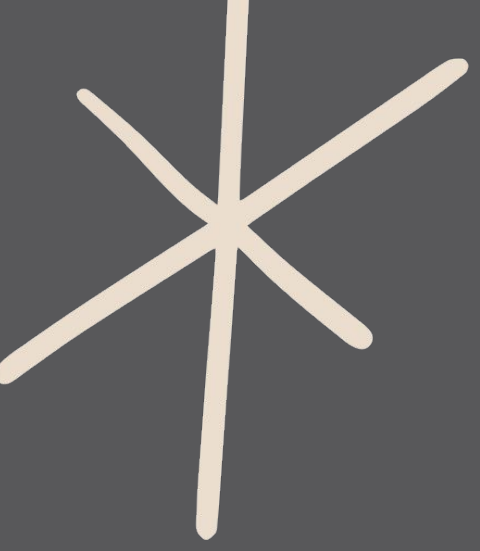
Title



Caption

Title

- July 31st: Virtual Feedback Session from the Review Team to the Writing Team.
- July 31-August 5th Writing Team opportunity to revise based on Review team feedback.
- August 5th-7th Review Team Reviews and revisions made by the writing team,
- August 8th, 2024: Reconciliation Meeting (Delegates from Writing and Review Teams) (virtual)
- August 12-15th Potential/Optional Final Reconciliation
- August 22, 2024 Proposed ELA Standards are presented to the OPI Superintendent
- September 2024- December 2024: Negotiated Rulemaking Committee for new proposed MT ELA Standards.



Title

Subtitle

Positive Feedback

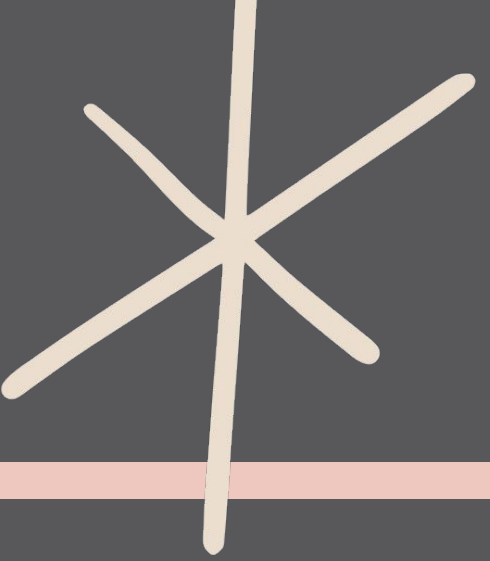
"The questions were written in a student-friendly format. The shorter tests taken over the entire year."

"Administering the test is always pretty simple because it is just a matter of logging in and then students can start the test. The questions for this window were also quite simple so it helped the students feel confident."

"I really like that we are able to align the test to what we are teaching."

"It is easy to access for both students and staff. Student testing tools support students in doing their best. The ability to review student test results in a timely manner are all very positive changes in assessment."

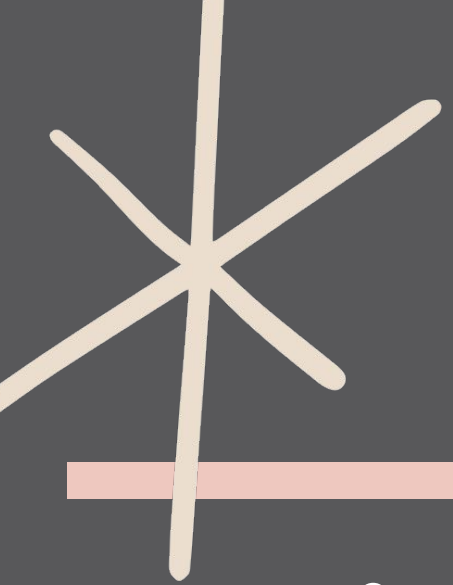
"It was a good check point to keep me on track with where I should be in my instruction at this time in the year."



Title

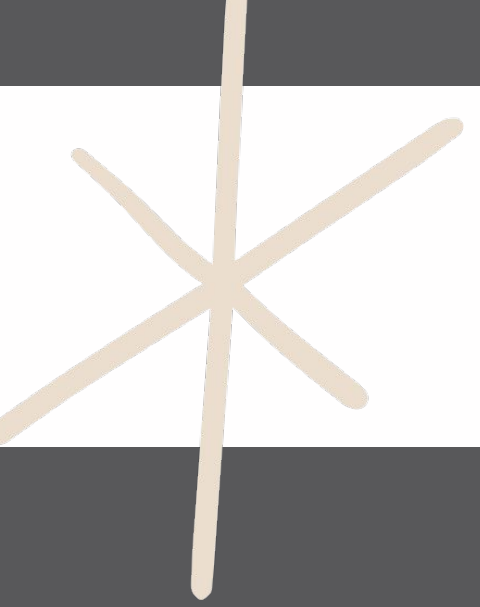
- Text





Title





Title

- Text

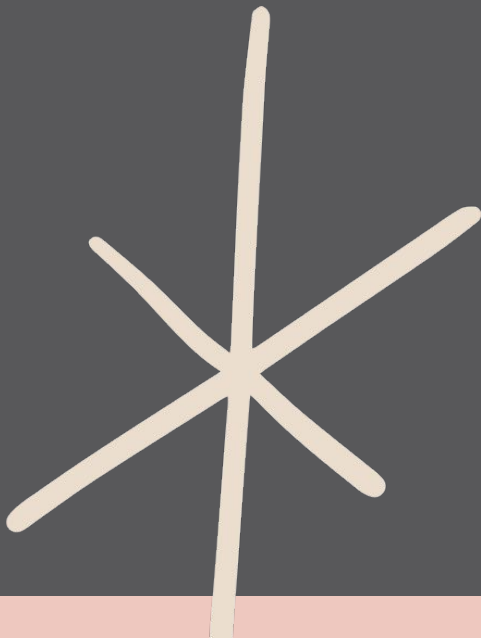


Montana Educator Development Partnerships in MAST Assessment

- Item Writing Workshop (Denver, 2022)
- Sensitivity and Bias Review
- Passage Review
- Educator (Item) Review Cadre
- Pilot Year 1 District Educator
- Pilot Year 2 Educator Classroom Implementation
- Negotiated Rulemaking Committee Member for proposed changes to the Administrative Rules of Montana (ARM) for assessment
- Writing Performance Task Range Finding Cadre (August 2024)

Insights from the Development Process

1. Item writing process with ELA and Math teachers from grades 3-8 representing both Montana and Louisiana in Denver, July 2022
2. Sensitivity and Bias Review -online, June 2023
3. Passage Review–online, June 2023
4. Educator Review Cadre, online review and discussion of items, October and November 2023



Insights from Classroom Implementation

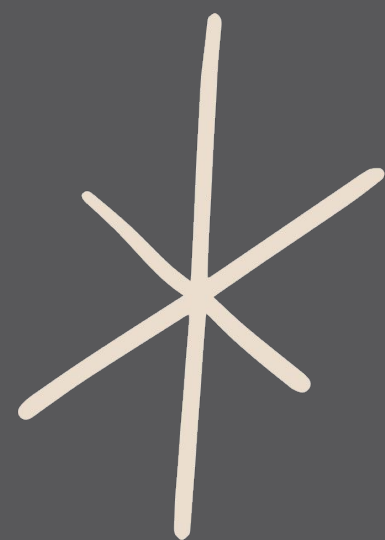
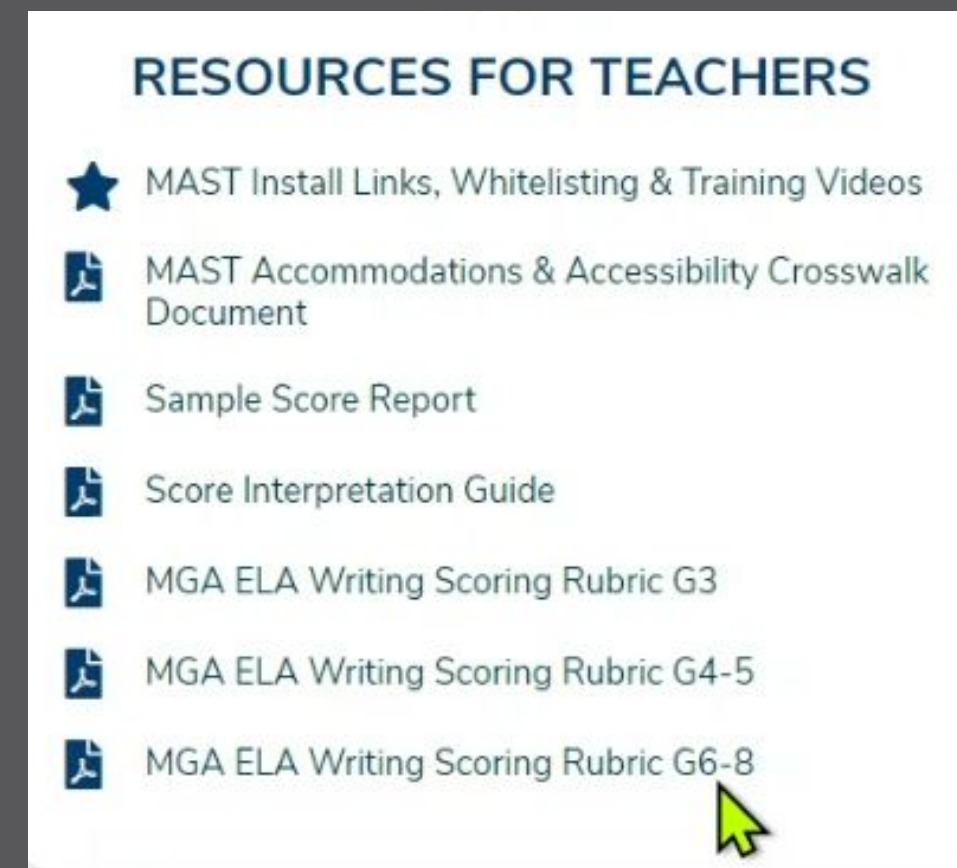
In my classroom and school (Year One and Year Two)

- Comparison to SBAC
- Student experience
- Teacher experience
- CEAL paragraph as tool for writing performance assessment
- The OPI in conjunction with New Meridian conducted feedback sessions to hear from teachers who were administering the pilot
- Each testlet (literary and informative) at 7th grade consisted of one or more passages and 18 questions*

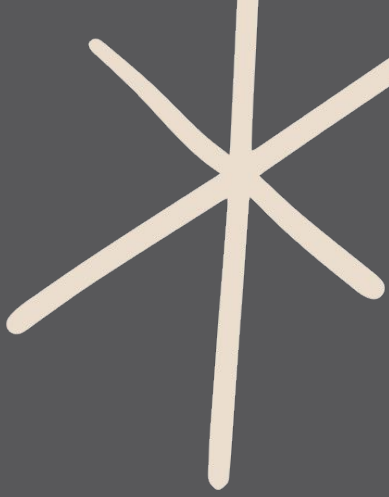
* This may change for 24-25. It's based on average answer times for each questions in pilot.

Resources

- [New Meridian MAST Portal](#)
- [OPI Compass](#) and [MAST page](#)
- [Create a PLC or less formal network in your building](#)

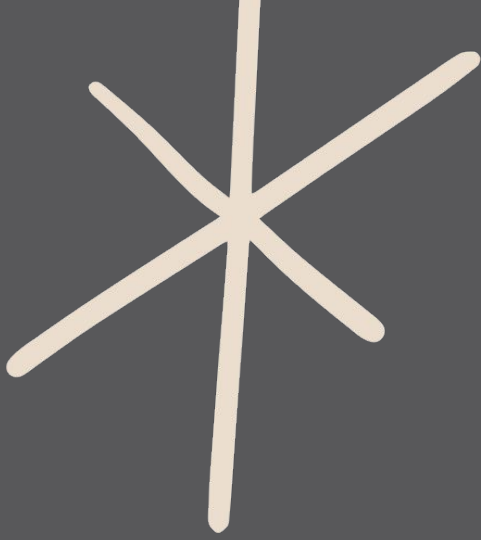


Guidance

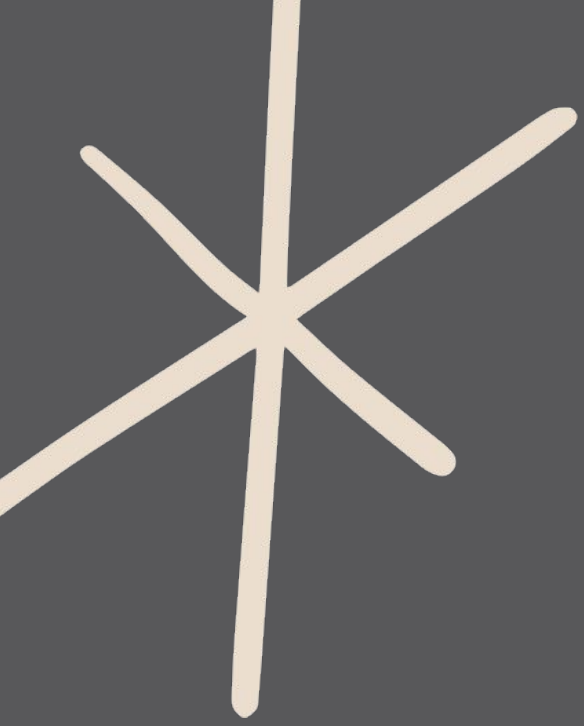


- Make sure that whoever handles the IT for your school has had ample time to prepare the technology side of things prior to the testing windows.
- Communicate with your colleagues to coordinate testing times throughout the windows and avoid multiple tests on any given day.
- Score reports will be provided in a timely and actionable manner
- Review score reports with students and colleagues to adjust instruction.
- Schedule the testing as close to instruction as possible
- No retesting or doing a make-up test during the next window.
- Plan for make-up tests toward the end of each window.
- Differences between math and ELA assessments

Advice



- Become familiar with the MAST website and its resources such as the blueprints
- Become familiar with the KITE Educator Portal
- Mark the windows on your calendar
- Know what to expect so that you can inform your students and reduce their test anxiety.
- Print the student tickets for the first session and hang onto them! The same ones can be used for both Math and ELA and for all sessions.
- Remind students about the tools and make it okay to “play” with them by using a practice test at least once before the first administration.
- Each testing day, put the day’s code on the screen or white board.



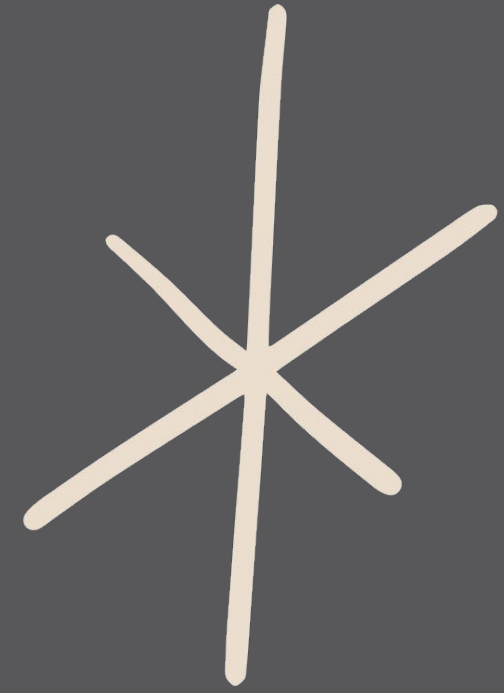
Title

- Text





Thank you!



**Please reach out if you have
questions!**