Test Windows and Expected Reporting Timelines

**Note:** For Smarter Balanced, MSA, and AMSA Individual Student Reports (ISRs) these will not be sent to districts. **Note:** these dates may be subject to change.

<table>
<thead>
<tr>
<th>Required Subjects</th>
<th>ACCESS for ELLs</th>
<th>MSAA (Alternate)</th>
<th>AMSA (Alternate)</th>
<th>MSA (General)</th>
<th>Smarter Balanced (General)</th>
<th>ACT with Writing (General)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades Tested</td>
<td>ELP</td>
<td>Math and ELA</td>
<td>Science</td>
<td>Science</td>
<td>Math and ELA</td>
<td>Math, ELA, and Science</td>
</tr>
<tr>
<td>Grades K–12</td>
<td>Grades 3–8, 11</td>
<td>Grades 5, 8, 11</td>
<td>Grades 5, 8</td>
<td>Grades 3–8</td>
<td>Grade 11</td>
<td></td>
</tr>
<tr>
<td>22’ Window Period</td>
<td>14 weeks</td>
<td>7 weeks</td>
<td>7 weeks</td>
<td>12 weeks</td>
<td>12 weeks</td>
<td>3 Opportunities</td>
</tr>
<tr>
<td>22’ Test Window</td>
<td>Dec 1 – Mar 11</td>
<td>Mar 14 – Apr 29</td>
<td>Mar 14 – Apr 29</td>
<td>Mar 7 – May 27</td>
<td>Mar 7 – May 27</td>
<td>Date 1: March 29</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>Date 2: April 12</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Date 3: April 26</td>
</tr>
<tr>
<td>Anticipated District/ Student Access</td>
<td>Online - May 3 Printed - May 13</td>
<td>Aug. 1 - Sept. 23</td>
<td>TBD - Fall</td>
<td>TBD - Fall</td>
<td>10 days after completed test is submitted</td>
<td>3-8 weeks after testing</td>
</tr>
<tr>
<td>Anticipated State Access</td>
<td>Early May 2022</td>
<td>Early July 2022</td>
<td>Early July 2022</td>
<td>Early July 2022</td>
<td>Early July 2022</td>
<td>Early July 2022</td>
</tr>
</tbody>
</table>
What are the requirements for participation this year Section 1111(b)?

- The participation requirement to administer state assessments is required under federal and state law.
- The OPI has extended all testing windows this spring to the greatest extent practicable.
- School districts must provide students with the opportunity to assess when it is safe to do so.
- The OPI will continue to allow the shortened version of the Smarter Balanced assessment for Math and ELA in Grades 3–8.

What are the requirements for accountability this year Section 1111(c)?

- Montana restarted its federal accountability systems in the 2021-2022 school year.
- All accountability and school identification requirements are in effect.
- Data from this year’s state assessments will be used within the OPI’s accountability process for annual meaningful differentiation of schools.

What are the requirements for reporting this year ESEA-ESSA Section 1111(h)?

- Schools are required to annually measure the achievement of not less than 95 percent of all students and students in each subgroup on its annual statewide assessments.
- Any instances where it was unsafe for a student to participate in the state assessment due to COVID reasons must be reported to the OPI using the “Medical Exemption for COVID Reason” policy as defined within the MontCAS Policies and Procedures for Participation in State Assessments but only after all test opportunities have been exhausted throughout the published test window.
“Through-course summative assessment means an assessment system component or set of assessment system components that is administered periodically during the academic year. A student’s results from through-course summative assessments must be combined to produce the student’s total summative assessment score for that academic year.”

−U.S. Department of Education, 2010
CGSA Letter of Support

• Competitive Grant for State Assessments (CGSA)

• Sample Letter Available

• Submit letter to Dr. Trenin Bayless no later than April 29 for inclusion in grant application materials.

• Email: trenin.bayless@mt.gov

• Phone: 406-444-3449

Dear U.S. Department of Education Evaluators:

On behalf of [organization] our full support for the proposed project regarding the development of innovative assessments under the Competitive Grants for State Assessments (CGSA) program titled the Montana Alternative Student Testing (MAST) Program is provided. This project has been designed to develop a federally supported through-course model of student assessment that supports the measurement of student growth and maximizes flexibilities for local districts. It works in tandem with the Montana district based proficiency assessments, using multiple measures of student learning with the outcome of developing high-performing schools.

[Organization] is especially interested in this work because [explain the background/connection of the organization to the work of the proposed project or explain how the project fits with state priorities or initiatives of the current administration.] Specifically, [organization] endorses the Montana program in the following ways:

• As a supporter for alternative assessments that measure student learning in real-time.
• To act as a potential partner in test piloting.
• To, as an SEA, endorse the development of innovative assessment systems by the state of Montana.

We believe the MAST program in the state of Montana will be a substantial improvement in how student learning is assessed and a model that can be implemented in other states. Specifically, we believe that through-pass formative assessments that measure student growth in a meaningful timeframe that provides teachers, students and families relevant data is necessary today. The data from summative snapshots has proven that the current accountability system is broken. We applaud Montana for tackling the challenge of meaningful accountability for their state through measuring student learning differently. Furthermore, recognizing that multiple measures of assessing learning in the Montana proficiency assessment model places the responsibility in the hands of the students, and their agency to choose the best ways to demonstrate learning, completely aligns with the best thinking in our country around relevant and engaging student learning for all students. We are excited to collaborate with you to accomplish this important work.