



Plan 2 - Test Accessibility Plan

The primary goal of test accessibility is to maintain student inclusion to the fullest extent practicable and ensure that every student has equal opportunities to participate in assessments.
Updated: 6/2025

The System Test Coordinator (STC) is required to have the Test Accessibility Plan on record to maintain student inclusion to the fullest extent practicable. For the required activities below, formulate the school system evidence used, along with the specific steps taken to ensure these tasks are accomplished on an annual basis. In the description, be specific about the local implementation of these policies and procedures.

15 Activities: Test Accessibility Plan	
<input type="checkbox"/>	Item 2.1) Maintaining State Records: Read the AIM Data Collection Schedule and create a plan to ensure students are properly identified in Montana's state student information system (EDUCATE (IC)) and included in statewide assessments to the fullest extent possible and/or per their educational plan (e.g., AIM Data Dictionary and AIM Collection Schedule).
<input type="checkbox"/>	Item 2.2) Test Setting Collection: In accordance with the AIM Data Collection Schedule , create a plan to follow the special population test setting collection requirements for students with IEPs in the "EDUCATE IEP Statewide Editor" and the "EDUCATE 504/EL Test Setting Module" and ensure staff are aware of the deadlines for identifying accommodations and/or supports for students in the test delivery systems (e.g., Schedule of Events for the ACT with Writing).
<input type="checkbox"/>	Item 2.3) Testing Opportunities: Read the Montana's Three Tiers of Accessibility and, for every student enrolled in the school system with a primary enrollment, create a plan describing how the student is expected to take part in statewide assessments in one of three ways (1) without accommodations, (2) with accommodations, or (3) in the Alternate Assessment (ARM 10.56.104 and 34 CFR 200.2(b)(1)(ii)).
<input type="checkbox"/>	Item 2.4) Three-Tiered Approach: Create a plan to ensure that accessibility features that are made available within the test settings for each statewide assessment resemble as closely as possible the real classroom experience/setting where the student is familiar with the supports and accommodations provided.
<input type="checkbox"/>	Item 2.5) Educational Plan Meetings: Create a plan to have a formal meeting to discuss the process for ensuring participation and the appropriate use of accommodations for students with disabilities (34 CFR 200.6(b)(3)) and English learners (34 CFR 200.6(f)(2)(ii)) during the testing experience. Ensure that the plan does not deny a student the opportunity to participate in the assessment, or any of the benefits from participation in the assessment that are afforded to students without disabilities or English learner status.
<input type="checkbox"/>	Item 2.6) Usability, Accessibility, Accommodation Guidelines (UAAG): Read the assessment-specific UAAG found on each assessment-specific testing portal and create a plan with educators who will administer statewide assessments on how to follow the published guidelines to deliver student supports in a way that does not reduce learning expectations or provide the student an unfair advantage.
<input type="checkbox"/>	Item 2.7) Time to Practice: Create a plan to ensure the instructional use of accessibility features provided on statewide assessments are used in classroom instruction and local assessments throughout the school year or <u>at least 3 months</u> before taking statewide assessments.
<input type="checkbox"/>	Item 2.8) Accessibility for General Students: Create a plan to address the accessibility feature needs for all general education students (i.e., students who do not have a documented disability or are not classified as English learners) and to communicate with parents/guardians about the planned arrangements for their child including awareness of the conditions under which the child will participate in the statewide assessment in accordance with the Montana's Three Tiers of Accessibility and Alternate Assessment Eligibility Guidelines .
<input type="checkbox"/>	Item 2.9) Accessibility for English Learners: Create a plan to address the accessibility feature needs for English learners (ELs) (i.e., students who have a documented language of impact that has influenced their academic English development and who have been screened for proficiency using a state-approved language assessment) and to communicate with parents/guardians about the planned arrangements for their child including awareness of the conditions under which the child will participate in the statewide assessment in accordance with the Montana's Three Tiers of Accessibility and English Learner Guidance for School Districts .
<input type="checkbox"/>	Item 2.10) EL Exemption Rule: Create a plan to follow the standardized entrance and exit requirements for ELs as published in the English Learner Guidance for School Districts . In the event of a new EL enrolled for less than 12 months in a U.S. school, plan for the opportunity for exemption from administration of the OPI's English language arts (ELA) assessment for a one year period (see 34 CFR 200.6(i)(1)(ii)).
<input type="checkbox"/>	Item 2.11) Accessibility for Students with Disabilities: Create a plan to address the accessibility feature needs for students with documented disabilities (i.e., students who are eligible to receive special education services through IDEA or Section 504) and to communicate with parents/guardians about the planned arrangements for their child including awareness of the conditions under which the child will participate in the statewide assessment in accordance with the Montana's Three Tiers of Accessibility and Alternate Assessment Eligibility Guidelines .
<input type="checkbox"/>	Item 2.12) State 1.0 Percent Cap: Should the school district exceed 1.0 percent of its assessed students in any subject create a plan to follow the standardized Alternate Assessment Eligibility Guidelines and justify to the OPI the need for these students with significant cognitive disabilities [SwSCDs] to participate in the Alternate Assessment based on Alternate Achievement Standards (AA-AAAS).
<input type="checkbox"/>	Item 2.13) Gain Familiarity and Comfort: Create a plan to ensure staff understand that accessibility features are (1) familiar to the student, (2) have been used in the classroom, and that (3) students are comfortable using the tools in the test delivery system.
<input type="checkbox"/>	Item 2.14) Test Delivery System Configuration: Create a plan to verify that (1) test settings are accurate and up-to-date and (2) enabled before administering statewide assessments, and to assign the role to school staff to review and verify the student demographics and test settings per the student's need are set in the online test delivery system.
<input type="checkbox"/>	Item 2.15) Non-Routine Accommodation Process: It is imperative that school districts use the assessment-specific UAAG from each statewide assessment program as any use of accommodations that violates the integrity of the assessment (i.e. fairness, consistency, validity, reliability, comparability, and accuracy) can result in score invalidations. In the event a non-routine accommodation is needed, create a plan to make the request to the OPI through the MontCAS Application > Non-Routine Request Process (see MontCAS User Guide for Step-by-Step Instructions) at least 2 weeks prior to planned use of the accommodation.

The Test Accessibility Plan should be maintained annually in accordance with your local school district policies or the preference of the STC. Plans should be archived for a period of at least three school years as the OPI can request evidence of plans at any time throughout the school year for up to three years. If you have questions, contact the OPI Assessment Unit at 844-867-2569 or OPIAssessmentHelpDesk@mt.gov.