

SEPTEMBER 5, 2024



MONTANA ALIGNED TO STANDARDS THROUGH-YEAR

# MAST SUMMIT

Role Alike

Special Education

PRESENTED BY: CEDAR ROSE

DYLAN CONWAY

DANNI MCCARTHY

1:00-1:40 PM

[opi.mt.gov](http://opi.mt.gov)

# Structure



**Presenters: 30 minutes**

**Discussion and Q & A (open): 10 minutes**

# Role Alike

## Session Norms

- First section will be presentation style with speakers on the stage
- During the Q & A time, everyone is invited to participate
- Any questions that arise may be added to the chat and will be answered during the Q & A section
- Please use the chat professionally



# Presenters



- **Cedar Rose**, Assessment Director, OPI
- **Dylan Conway**, Assessment Specialist, OPI
- **Danni McCarthy**, Special Education Director, OPI



# Overview



- Assessment Eligibility
- Inclusion Best Practice
- Accommodations Guidance
- Accommodations, Supports, and Tools for MAST

# Opening



**What is your current level of MAST engagement (pilot school/new to MAST)?**



# Opening



**On a scale of 1-5:**

**How familiar are you with ensuring appropriate accommodations on statewide assessments?**



# Opening



**What is one thing you are excited for in using MAST with your students?**





# Opening



**What is one thing you are nervous for in using MAST with your students?**



# Student Support

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## Identifying and Supporting Student Populations

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## Student Population Identifications and Supports

When thinking about assessment, it is important to remember the considerations that should be identified to best support the student's and any supports they may need. This includes:

- Students with a 504 Plan
- Students with an IEP
- Students requiring accommodations
- Students identified as Alternate Students

## Student Variables in Statewide Assessment

- It is important to consider the appropriate identifications of students based on their learning needs regarding Statewide Assessment.
- This can be accomplished by ensuring that IEPs are kept up-to-date, determinations of accommodations are considered, and the consideration and determination of an alternate student are considered.

## Eligibility Criteria

- The OPI has constructed a set of guidelines for guidance on making decisions regarding students and Alternate Assessments.
- The Alternate Assessment Eligibility Guidelines can be a useful tool in determining eligibility criteria. This resource can be located on the OPI Assessment Website.

**OFFICE OF PUBLIC INSTRUCTION**

**Alternate Assessment Eligibility Guidelines**

Guidance for IEP Teams on Participation Decisions for Alternate Assessments

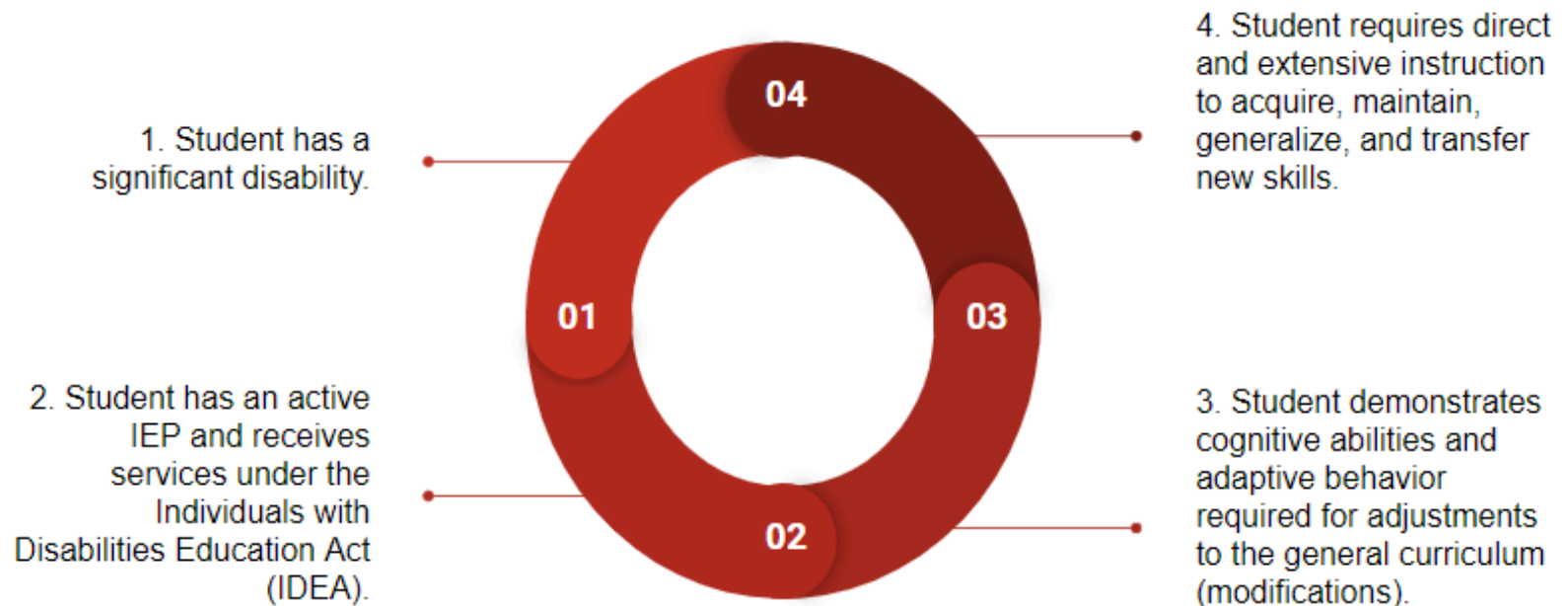
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Effective August 1, 2022  
Reviewed August 19, 2024

Montana Office of Public Instruction  
opi.mt.gov Elsie Arntzen, Superintendent

Prepared by the Office of Public Instruction in March 2022 | Page 1  
Last Revised: August 2024

## What are existing criteria for a student to participate in an alternate assessment?



## Determining Eligibility

1. Do the student records indicate a disability or multiple disabilities that most significantly impact intellectual function and adaptive behavior?

Answer = Yes

2. Would the student be appropriately challenged by the goals and instruction linked to the enrolled grade-level state standards knowledge and skills?

Answer = Yes



3a) Does the student require extensive, repeated, individualized instruction and support that is not of a temporary or transient nature?

Answer = Yes

3b) Does the student use substantially adapted materials with individualized methods of accessing information in alternate ways to acquire, maintain, generalize, demonstrate, and transfer skills across academic content? Answer = Yes

With all of these conditions met, the student may participate in the Alternate Assessments through the qualifying pieces.

### Decision Points

- IEP Teams
- Determine eligibility for alternate assessments
- Follow the [Alternate Assessment Eligibility Criteria Worksheet](#) to help guide in decision-making as well.

## Some Non-Examples in Decision Points

Some decision points when considering eligibility that are not appropriate are as follows:

- A disability category or label
- Poor attendance or extended absences
- Social/cultural or economic difference
- Expected poor performance on the general education test
- Academic and other services the student receives
- Educational environment or instructional setting
- Percent of time receiving special education services
- English Learner (EL) status
- Low reading level/achievement level
- Anticipated disruptive behavior
- Impact of test scores on accountability system
- Administrator decision
- Need for accommodations (e.g. assistive technology/AAC)
- to participate in assessments



# Accessibility



## Best Practices for Inclusion

## Inclusion Best Practice

### Sec. 300.39(b)(ii) Special education

- To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

### Sec. 300.114(a)(2)(i) LRE

(2) Each public agency must ensure that—

- (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
- (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

### Sec. 300.115(b)(2) Continuum of alternative placements

- Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

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# Accessibility



## Best Practices for Accommodations & Administration

# Accessibility

## 2024-25 Practices

- Use current IEP/504 plans. If not updated to MAST in the IEP, use the *MAST Accommodations and Accessibility Crosswalk*
- Update IEPs to MAST accommodations as they become due and or amended throughout the year
- Update PNP settings as IEP/504 plans are updated throughout the year
- Enter all accommodations and supports in the KITE PNP settings



## Three Tiers



# Accessibility

## Three Tiers

<b>Accessibility Feature</b>	<b>Embedded</b>	<b>Non-Embedded</b>
Universal Tools	Calculator (6-8 testlet specific), highlighter, notes, striker	Breaks, scratch paper
Designated Supports	Color overlay, answer masking, spoken audio (math)	Noise buffers, medical supports, separate setting
Accommodations	Speech to Text (ELA Passages), signed items (ASL)	Braille forms, scribe, paper form

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## Adding Student PNPs

### ACCOMMODATIONS

PNP Profile for: Vyse Zeug



#### Student Demographics

First Name: Vyse

Middle Name: Otto

Last Name: Zeug

Date of Birth: 07/17/2014

Gender: Male

State ID: 02171962

Grade 4

Summary

Accommodations

Designated Supports

Universal Features

#### Accommodations

Accommodations should be used in instruction and assessment throughout the year and at least 3 months before the assessment.



Descriptions:  On

#### Embedded (Included in the Kite Student Platform)

Tool Name:

Status:

American Sign Language (ASL)

Off

A video displays ASL interpretation of content within the testing platform.

Open Captioning (ELA Only)

On

Printed text that appears on the computer screen as audio materials are presented.

#### Non-Embedded (Outside of the Kite Student Platform)

Tool Name:

Status:

100s Table (Math Only)

A paper-based table listing numbers from 1–100.

Abacus (Math Only)

This tool may be used in place of scratch paper for students who typically use an abacus.

Alternate Response Options

On

## Adding Student PNPs

### DESIGNATED SUPPORTS

PNP Profile for: Vyse Zeug



#### Student Demographics

First Name: Vyse

Middle Name: Otto

Last Name: Zeug

Date of Birth: 07/17/2014

Gender: Male

State ID: 02171962

Grade 4

Summary

Accommodations

Designated Supports

Universal Features

#### Designated Supports

Additional Info if needed goes here.

Descriptions:  On

##### Embedded (Included in the Kite Student Platform)

Tool Name:

Status:

Color Contrast

On

Sets a text color and background color (hex color codes) with options for grey/black, yellow/black, green/white, red/black, or custom.

**ABC**  **ABC**  **ABC**  **ABC**

Custom: Text  Background

**ABC**

##### Non-Embedded (Outside of the Kite Student Platform)

Tool Name:

Status:

Amplification

The student adjusts the volume control beyond the computer's built-in settings by using headphones or other nonembedded devices.

Bilingual Dictionary

Off

A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for the ELA performance task.

Color Overlay on Print Forms

Color transparencies are placed over a paper based





## Adding Student PNPs

### UNIVERSAL FEATURES

Custom PNP Profile for: Vyse Zeug



#### Student Demographics

First Name: Vyse

Middle Name: Otto

Last Name: Zeug

Date of Birth: 07/17/2014

Gender: Male

Student State ID: 02171962

Grade 4

Summary

Accommodations

Designated Supports

Universal Features

#### Universal Features

Universal Features are available to all students.

Descriptions:  On

#### Embedded (Included in the Kite Student Platform)

Feature Name:

##### Calculator – Basic: (Gr 6-8 Math Only)

Performs the basic four functions: addition, subtraction, multiplication, and division.

##### Eraser

Removes highlighting and striker marks from the screen.

##### Expandable passage/questions (ELA Only)

On items that have a passage and question, students can drag the divider bar or select options to full-screen the question, passage, or both.

##### Guideline

Follows the pointer and lightly highlights the text of a reading

#### Non-Embedded (Outside the Kite Student Platform)

Feature Name:

##### Breaks

Breaks may be given at predetermined intervals, or after the completion of a single testlet if multiple are being administered in one session.

##### Calculator – Basic (Gr 6-8 Only)

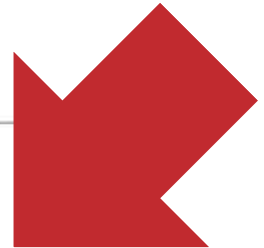
A battery-operated handheld calculator.

##### English Glossary (ELA Only)

Grade and context appropriate definitions of specific construct-irrelevant terms.

##### Dictionary (ELA Only)

An English dictionary may be provided for the performance tasks



## Adding Student PNPs

### REVIEWING SUPPORTS

PNP Profile for: Vyse Zeug ✕

#### Student Demographics

First Name: Vyse      Middle Name: Otto      Last Name: Zeug      Date of Birth: 07/17/2014      Gender: Male

State ID: 02171962      Grade 4

**Summary**    Accommodations    Designated Supports    Universal Features

#### Selected PNP Profile Settings for Vyse Zeug

##### Embedded Selections

- Accommodations
- Open Captioning
- Designated Supports**
- Color Contrast
- Color Overlay
- Magnification

##### Non-Embedded Selections

- Accommodations
- Alternate Response Options
- Designated Supports**
- Separate Setting

Cancel Save

# Preparing

## Ensure Student Comfortability

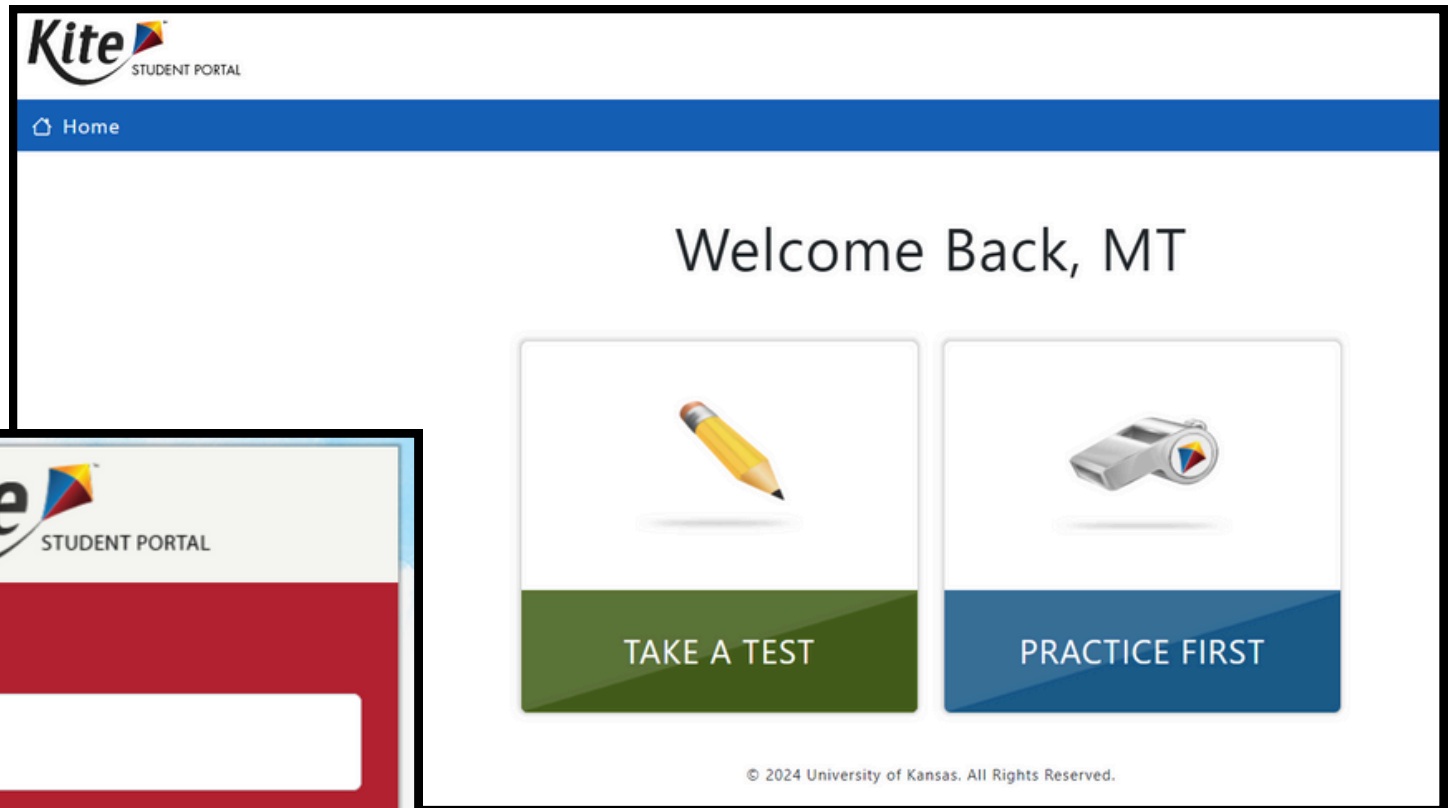
- Allow students to get into the Kite practice test prior to testing
- Ensure students receive appropriate accommodations prior to test day and double check before administration that any accommodations match the student's IEP/504 Plan.
- Administer testlets according to IEP/504 accommodations and as closely as possible to the regular assessment environment for that student



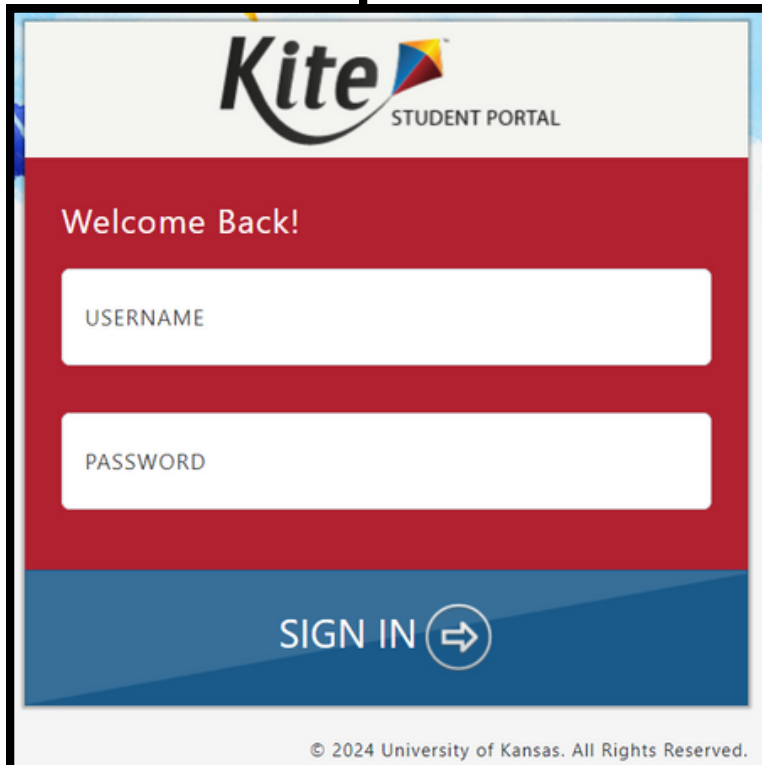
# Kite Practice Test

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2024

Kite Student Practice Test



The screenshot shows the Kite Student Portal home page. At the top left is the Kite Student Portal logo. Below it is a blue navigation bar with a 'Home' link. The main content area features a large 'Welcome Back, MT' message. Below this are two large buttons: 'TAKE A TEST' (green) and 'PRACTICE FIRST' (blue). At the bottom, there is a copyright notice: '© 2024 University of Kansas. All Rights Reserved.'



The screenshot shows the Kite Student Portal login page. It features the Kite Student Portal logo at the top. Below the logo is a red banner with the text 'Welcome Back!'. Underneath are two white input fields labeled 'USERNAME' and 'PASSWORD'. At the bottom, there is a blue button labeled 'SIGN IN' with a right-pointing arrow icon. At the very bottom, there is a copyright notice: '© 2024 University of Kansas. All Rights Reserved.'

**Username:** tech.demo

**Password:** MAZE8

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# Kite Student Portal

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The screenshot displays the Kite Student Portal interface. On the left is a vertical **TOOLBOX** menu with the Kite logo at the top. The menu items include: POINTER, CALCULATOR, HIGHLIGHTER, ERASER, TAKE NOTES, STRIKER, MAGNIFICATION, COLOR OVERLAY, REVERSE CONTRAST, COLOR CONTRAST, CUSTOM MASKING, and LIBRARY. Each item has a corresponding icon. A large red arrow points from the text "CLICK TO OPEN KITE TOOLBOX" to the toolbox menu.

The main workspace features a **Navigation Bar** at the top with a "Student Name:" field and a row of numbered buttons (1-17). Buttons 4 and 14 are highlighted with red boxes. Below the navigation bar is a large white area labeled **Toolbox**. In the top right corner of this area, there is a "Marked for Review Help" icon (a question mark in a square) with two red arrows pointing to it.

At the bottom of the workspace, there are **Text-to-Speech** and **Navigation Buttons** sections. The Text-to-Speech section contains a play button icon. The Navigation Buttons section contains a row of buttons: <Back, Clear, Next>, Save, and Review/End. A red box highlights these navigation buttons.

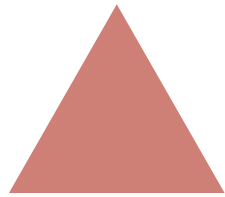
# Accessibility



## Educator Q&A

Use the chat or come off mute  
to ask questions.

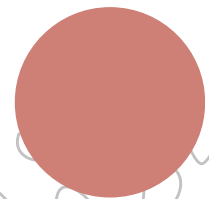
# Before You Go...



**What are three things you learned?**



**What is one thing you are “square” about (feel certain about)?**



**What is one thing still “circling” in your brain?**

