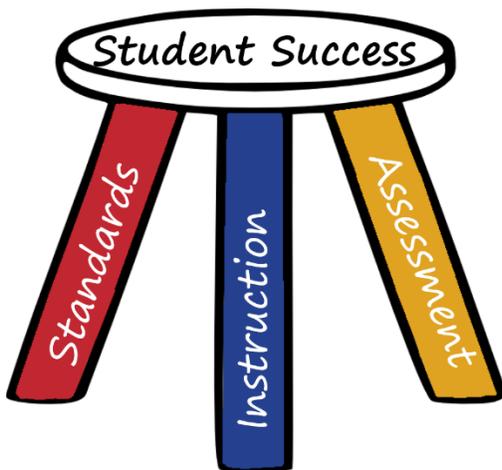


DECEMBER 2021 ASSESSMENT BULLETIN

[OPI Student Safety and Support Page](#)



Assessment Quick Links

1-844-867-2569

- OPIAssessmentHelpDesk@mt.gov
- [October 2021 OPI Assessment Bulletin](#)
- [Test Window Calendar](#)
- [Test Security](#)
- [Student Participation & Eligibility](#)
- [Staying Informed with Testing Updates and Alerts](#)
- [Accessibility Resources](#)
- [Parent Corner](#)

Testing Alerts and Updates: We thank the Assessment Bulletin readers for the planning, preparation, training, and overall effort to support state assessment at the local level and to meet statutory and regulatory requirements. We recognize the impact the COVID-19 pandemic has had, and continues to have, on elementary and secondary schools across Montana. The OPI will continue to listen to and seek flexibilities and options for school districts within the law. In this issue, we provide guidance for statewide assessments with the priority centered around schools safely reopening. The Every Student Succeeds Act (ESSA) provisions are in place for this 2021-2022 school year including the annual testing requirement so all children can have fair and equitable opportunities to obtain a high-quality education and reach, at a minimum, proficiency on challenging academic content standards.

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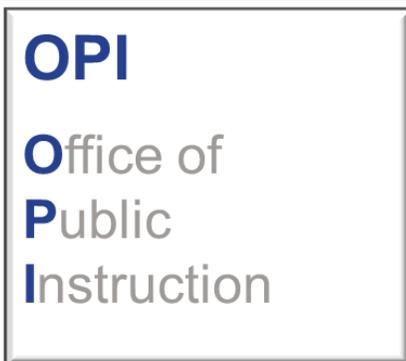
- [OPI News](#)
- [MontCAS News](#)
- [Smarter News](#)
- [ACT News](#)
- [MSAA News](#)
- [MSA News](#)
- [AMSA News](#)
- [ACCESS for ELLs / WIDA Screener](#)
- [NAEP and International](#)

Assessment Mission

This section is tailored to System Test Coordinators (STC) with a lens for providing the current news, testing alerts, and changes planned for each of these program areas. The OPI Assessment Unit Mission Statement:

1. **Mentor** schools through the local roles and responsibilities related to administering state assessments in compliance with federal and state law.
2. **Foster** critical partnerships with stakeholders to build strong local assessment and data practices.
3. **Measure** student participation, proficiency, and progress on state content standards over time and help monitor and address educational needs for all learners.
4. **Provide** meaningful, timely, accurate, understandable, and transparent information to the public and families on achievement indicators and to support education information processes at the local and state level.
5. **Help** the public understand performance on achievement indicators and inequities across schools, so all students have equitable opportunities to access high-quality education.
6. **Advance** teaching and learning through the implementation of balanced systems and continuous improvement processes.
7. **Offer** high-quality technical assistance and professional learning to support test administration and implementation of equitable balanced assessment systems.
8. **Pursue** excellence using the highest professional and technical standards for evidence-based practices and data-driven decision-making.

OPI News



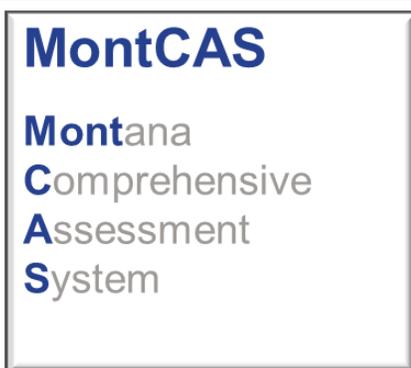
This section pertains to the policies, procedures, and updates from the Montana Office of Public Instruction (OPI) program.

Portal Link: [OPI Website](#)

Official State Results Release: State assessment results provide information to the public and families that supports the educational needs and processes at the local and state level. We commend Montana schools for their focus on putting students first and for the manner in which they prioritized the safety, health, and well-being of every child this past academic year. On [November 10, 2021](#), districts were provided with a 1-week embargo to access the results from [Montana's longitudinal data warehouse \(GEMS\)](#). To learn more about what is different about state assessments this year, read the [One Pager on Learning Disruptions, Test Modifications, and Opportunity Differences](#). On [November 17, 2021](#), the Superintendent Arntzen announced the public release of the 2020-2021 math and English language arts assessment results. View the [OPI Score Report and Timeline Memo](#) for more details.

Note: Specific usernames and passwords allow access to confidential school and student data. All educators involved in the administration of state assessments are responsible for maintaining the privacy and security of all student records as specified in the federal Family Educational Rights and Privacy Act (FERPA) and by state law.

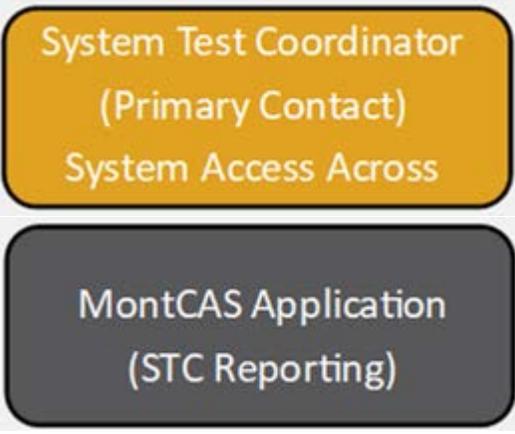
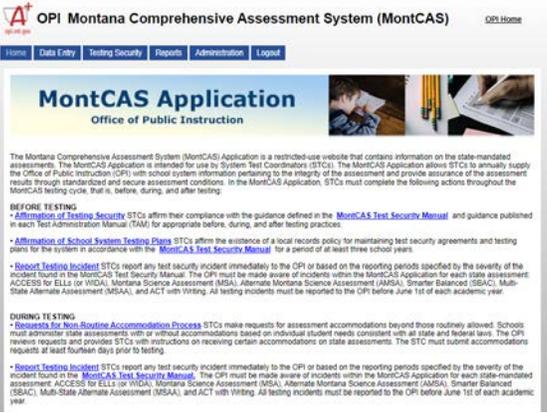
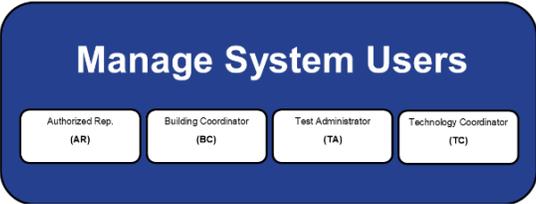
MontCAS News



This section pertains to any updates or news under the umbrella of the MontCAS program not specific to any one state assessment.

Portal Link: [MontCAS Application](#)

The OPI Assessment Unit supports teaching and learning in Montana's accredited schools through the Montana Comprehensive Assessment System (MontCAS), which includes a suite of required state assessments aligned to Montana's academic content standards. Data literacy and its direct influence in guiding instruction, alongside a balanced approach including the use of formative and interim strategies ensures all children have fair and equitable opportunities to obtain a high-quality education and reach, at a minimum, proficiency on challenging academic content standards.

	<h3 style="text-align: center;">System Test Coordinator (STC) Overview</h3> <p>Since the early 2000s, the STC is a role that has been used at the OPI. This person is assigned by the Authorized Representatives (e.g., Superintendents) and by OPI's definition is the sole person responsible for managing the administration of the suite of state assessments that meet federal requirements under the ESSA and state law (ARM 10.56).</p> <p>Per OPI policy, the STC is the only user that the OPI registers at the beginning of the year within the various Test Delivery Systems (or TDS). The Bulletin is designed to serve STCs in their unique roles and the STC Corner Site has been created to help connect STCs with the community as there are 315 individuals across the state of Montana who share this same school district role.</p>	
	<p>Authorized Representatives appoint STCs as the single point of contact for all assessment-related matters and testing alerts within the school system. Note: designation of this role must be completed by the TEAMS Collection deadline, but it is highly encouraged this is completed as soon as possible to support local planning and preparation needs. Note: If you do not have access and/or are a new STCs, contact the OPI Assessment Unit to ensure proper access to TDS portals.</p> <p>STCs are registered in the MontCAS Application which is the centralized, restricted-use portal to annually report test security information, non-participation results, testing incidents, and other applicable assessment information [see the MontCAS Test Security Collection Schedule and the MontCAS Application User Guide].</p>	
	<p>Authorized Representative Role:</p>	<p>The individual designated to conduct – with respect to Federal – or State-supported education programs – any audit or evaluation, or any compliance or enforcement activity in connection with Federal legal requirements that relate to these programs (see 34 CFR §99.3).</p>
<p>System Test Coordinator Role:</p>	<p>This person is the OPI's single point of contact for all assessment-related communications. This role serves as the data steward for managing local users within the restricted web-based TDS portals used to deliver each test. This role also serves as the local liaison for all standardized testing procedures (i.e., proctoring, safeguarding, securing, and reporting state test information) and ensuring staff are trained and certified to administer state assessments.</p>	
<p>Building Coordinator Role:</p>	<p>Assigned by the AR and/or STC and is typically a licensed non-instructional person such as principals, vice principals, counselors, or other staff members. This person coordinates state assessments in the school building.</p>	
<p>Test Administrator Role:</p>	<p>This person is assigned by the STC and/or BC and is a licensed educator such as a classroom teacher. The OPI further recommends that the</p>	

		<p>Test Administrator is familiar to the students, so students feel more comfortable in the testing environment. TAs follow and administer the tests in accordance with the assessment-specific Test Administration Manuals.</p>
	<p>Technology Coordinator Role:</p>	<p>This person ensures the secure browser is installed properly to administer the online assessments via the test delivery systems and that all system requirement setup and requirements have been completed before testing. More information about these roles can be found in the MontCAS Test Security Manual.</p>
		<p>The purpose of the “STC Workshop Series” was to provide each Montana school district STC with the opportunity to learn the “how-to’s” for each of the assessment related components and content to complete the four testing plans. If you missed the live STC Workshop Series October 5–7, 2021 and wish to complete the training for renewal units and certification, this will be live on the Teacher Learning Hub around the first of the year.</p> <p>Reach out to the OPI Assessment Help Desk to receive an enrollment key to enroll in the course. STCs can also access the recordings and resources on the Google Site. All resources can be downloaded and customized to your local training need[s] and purpose[s].</p>
		<p>The purpose of the STC Corner Site is to create a community, build a collaborative space to access materials and share resources. The STC Corner Site houses all the up-to-date and relevant information for each assessment program, including summative, interim, and formative resources.</p> <p>Contact the OPI Assessment Help Desk at 844-867-2569 for assistance.</p>

MontCAS Testing Plans

STCs must verify that the four testing plans [[Test Administration Plan](#), [Test Security Plan](#), [Test Accessibility Plan](#), and [Test Training Plan](#)] have been completed and electronically sign the STC Test Security Agreement [[MontCAS Test Security Manual](#)] within the MontCAS Application. **The deadline for completing these tasks was December 1, 2021.** The OPI will begin desktop monitoring for completed tasks after this date.

Testing Plan	Frequently Asked Questions
<p>Test Administration Plan</p> <p>The “Test Administration” plan is intended to give districts guidance to make sure that state assessments are given within each school consistently in a standardized fashion in order to be valid, reliable, comparable, and fair for the purposes for which the assessments are used.</p> <p>Test Administration Plan</p>	<p>Download Sample Plans – You can Download the sample plans, so you have the plan descriptions in front of you. These templates are made to be editable so you can edit them to fit your district’s needs.</p> <p>In this issue, explore each of the assessment-specific programs to familiarize yourself with timely and relevant tasks for each of the testing plans.</p> <ul style="list-style-type: none"> • Smarter Balanced Program • ACT with Writing Program • MSAA Program • MSA Program

<p>Sample Test Administration Plan</p>	<ul style="list-style-type: none"> • AMSA Program • ACCESS for ELLs Program • NAEP Program
<p>Test Accessibility Plan The “Test Accessibility” plan is intended to give districts guidance to maintain student inclusion to the fullest extent practicable and to ensure that every student has equal opportunity to participate in assessments and are NOT denied the opportunity.</p> <p>Test Accessibility Plan</p> <p>Sample Test Accessibility Plan</p>	<p>AIM/Infinite Campus News The AIM Data Collection Schedule contains a complete list of all AIM/Infinite Campus data collections occurring throughout the year. The following data collections are taking place this fall and winter.</p> <p>New AIM/Infinite Campus State Published Ad Hocs The OPI has released new State Published Ad Hocs including the “SPED Statewide Assessment Accommodations” available to assist schools with their AIM and test delivery reporting needs. The “SPED Statewide Assessment Accommodations” shows currently enrolled special education students that have an active IEP indicating statewide assessments marked with accommodations. This report can be used to identify the test setting accommodation and supports required for state assessments consistent with the student’s individual need.</p> <p>AIM/Infinite Campus IEP The IEP Statewide Editor has an editor to provide additional support for IEP teams in implementing an individualized, need-based approach to selecting accommodations and supports for statewide assessments. The changes help IEP teams to know which accessibility supports are allowable for different assessments and content areas. The editor facilitates communication between case managers and System Test Coordinators by providing a tool that documents the specific, approved accommodations and supports that are needed for each assessment and content area.</p> <p>What is a need-based approach? The IEP Statewide Assessment Editor collects information from the IEP to support meaningful participation in assessments. The hierarchy of the cascade includes six components, that is, the (1) participation decision (2) assessment, (3) content area, (4) reason for accessibility support, (5) the supports and accommodations that meet the reasons, and (6) a notes section for documentation of accessibility support specifics or documentation of non-routine accommodations</p> <ol style="list-style-type: none"> 1. How will the student participate in assessments? <ol style="list-style-type: none"> a. Select from the following options: “with accommodation”, “without accommodations”, or “Alternate Assessment” checkbox. b. When an Alternate Assessment is selected the IEP team will need to complete the participation criteria checkboxes to affirm that the student meets each requirement. c. NOTE: Students must meet all 4 criteria to participate in an Alternate Assessment. For more guidance on this decision, read the “Alternate Assessment Eligibility Guidelines”. [New Alternate Assessment guidelines will be released for public comment at the December 9, 2021 “State 1.0 Percent Cap Guidance and Monitoring” webinar at 3:00 PM. Register in advance for this meeting.] 2. What assessment is this accommodation and/or support required for? <ol style="list-style-type: none"> a. Smarter Balanced is the general math and reading/language arts assessment for academic achievement reporting in Grades 3–8.

- b. **ACT with Writing** is the general math, reading/language arts, and science assessment for academic achievement reporting in Grade 11.
 - c. **Multi-State Alternate Assessment** is the alternate math and reading/language arts assessment for academic achievement reporting in Grades 3–8 and 11 for students with significant cognitive disabilities.
 - d. **Montana Science Assessment** is the general science assessment for academic achievement reporting in Grades 5 and 8.
 - e. **Alternate Montana Science Assessment** is the alternate science assessment for academic achievement reporting in Grades 5, 8, and 11 for students with significant cognitive disabilities.
 - f. **ACCESS for ELLs and WIDA Screener** is the English Language Proficiency assessment for academic achievement reporting for English Learners (EL) in Grades K–12.
3. **What content area is this accommodation and/or support required?**
 - a. Select the content area from the drop-down menu options: “Mathematics”, “English language arts”, and/or “Science”.
 4. **Identify the reason for the accommodation and/or support:**
 - a. Select the reason for the support/accommodation from the allowable state options.
 5. **Select the accommodations and/or supports from the drop-down menu:**
 - a. The selection of supports and accommodations is done through a cascade (what appears next depends on the selection in the previous section) of the drop-down menus.
 6. **Use the notes field to document any specifics about the selected supports/accommodations.**
 - a. Example: A student who is taking the science assessment will be using adaptive furniture; the team documents the specific furniture and how it is used.
 - b. **NOTE:** If there is a support that is not included in the approved list, use the notes section to indicate the support/accommodation that is needed. The case manager must then work with the system test coordinator to request a nonroutine accommodation. The OPI will then review the request and work with the district.

Fall Assessment Verification

This collection ensures test settings, including alternate designation statuses, are set for meaningful participation in statewide assessments. This collection is important to register eligible English Learner students to the WIDA AMS test delivery system and to ensure the OPI adheres to the 1.0 state cap on students participating in Alternate Assessments. For more information on the 1.0 statewide monitoring, visit the [State 1.0 Percent Cap Guidance and Monitoring](#). Please see the [AIM Assessment Registration Collection User Guide](#) and the *NEW* [AIM State Assessment Test Settings User Guide](#), along with our AIM Assessment Registration [webinar](#).

Q: Is there a report that I can run to create spreadsheets for test settings in AIM/Infinite Campus rather than seeking by student?

A: AIM/Infinite Campus does have ad hoc reports to help you generate information. To seek support on "how to do this", please reach out to the AIM HELP DESK at 1-877-424-6681 OR 406-444-3800 OR submit an AIM Help Desk Ticket. The link to the Help Desk system is published on the [collection schedule](#).

<p>Fall Assessment Verification</p>	<p>Alternate Assessment Participation Status: 8/11/21 – 11/30/21</p> <p>The "SPED Statewide Assessment Accommodations" ad hoc includes information for each student with an IEP on their participation status (e.g., alternate assessment or state assessment with accommodations). It further describes the necessary statewide accommodations to meaningfully participate in state assessments.</p>
<p>Winter Assessment Registration</p>	<p>English Language Proficiency Registration: 12/1/21 – 2/25/22</p> <p>ACT with Writing Registration: 12/1/21 – 4/22/22</p> <p>The "EL and 504 Test Setting" ad hoc includes information for each student with these designations unless they have an IEP and the state assessment support and/or accommodation needed to meaningfully participate in assessments. To interpret the supports and accommodation codes for the EL and 504 Test Setting Ad Hoc Report, use the Excel Test Setting Code Lookup spreadsheet.</p>

If you have questions about the type of assessment or accommodation/supports needed, please call the [OPI Assessment Help Desk](#) at 1-844-867-2569.

If you have questions about the data entry screen area inside the IEP for Special Education students, please call Kristie Sears in the OPI Special Education Division at 406-444-0685.

For technical assistance with Special Education questions, contact a member of the School Improvement Unit:

- Marla Swanby, School Improvement Specialist at MSwanby@mt.gov or 406-444-0044
- Christopher McCrea, School Improvement Specialist at Christopher.McCrea@mt.gov or 406-444-3864
- John Gorton, School Improvement Unit Manager at John.Gorton@mt.gov or 406-459-4281

Test Security Plan

The "Test Security" plan is intended to protect the integrity and confidentiality of statewide assessments to yield valid and reliable results.

[Test Security Plan](#)

[Sample Test Security Plan](#)

Q: How do I know what instructional aides must be covered during summative administration?

A: Some instructional aides are not appropriate to provide during assessments as the intent of the assessment is to measure the student's comprehension of that concept. It depends on the instructional aide and what the "construct of interest/measurement" is for the test, or in other words, what the test is designed to measure. Review the assessment specific Test Administration Manual, Accessibility Guidelines, and/or contact the OPI Assessment Team with questions on acceptable use.

Q: If a general education student[s] uses an instructional aide in a classroom setting, can they use it on the state assessment?

A: In TIDE, only students with IEP and 504s plans are permitted to use accommodations on the state assessments pursuant to the [UAAG](#).

<p>Test Training Plan</p> <p>The “Test Training” is intended to ensure that all schools have a plan in place to make sure that all personnel involved in assessments know how to administer the assessments with fidelity.</p> <p>Test Training Plan</p> <p>Sample Test Training Plan</p>	<p>Q: Who can administer and assist with administering the state assessments?</p> <p>A: See Table 2 on page 15 of the MontCAS Test Security Manual lists who can assist with administering assessments.</p> <p>Q: How do I stay informed with the state testing alerts and critical updates?</p> <p>A: The OPI Assessment Unit releases information on a monthly basis via the Assessment Bulletin Newsletter. You can also attend the monthly focused webinars or STC Open Forums from this “Training and Events” link.</p>
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Montana 2021-2022 Public Comment Survey

1.0 Percent State Cap

What are Alternate Assessment aligned with Alternate Academic Achievement Standards (AA-AAAS)?

Montana's AA-AAAS assessments measure student proficiency on alternate academic math, English language arts (ELA), English language proficiency (ELP), and science standards aligned to Montana's adopted college- and career-ready content standards (see ARM Chapter 53). The following AA-AAAS assessments are used to satisfy the state and federal requirements for Alternate Assessment for students with significant cognitive disabilities:

- **Multi-State Alternate Assessment (MSAA)** is the alternate math and reading/language arts assessment for academic achievement reporting in Grades 3–8 and 11 for students with significant cognitive disabilities.
- **Alternate Montana Science Assessment (AMSA)** is the alternate science assessment for academic achievement reporting in Grades 5, 8, and 11 for students with significant cognitive disabilities.
- **Alt ACCESS for ELLs (Alt ACCESS)** is the English Language Proficiency assessment for academic achievement reporting in Grades K–12 for English Learners (EL) with significant cognitive disabilities.

What is the 1.0 Percent State Alternate Cap?

Under Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) the state may not exceed 1.0 percent. As described in 34 CFR 200.6(c)(3), the state may not prohibit a district from assessing more than 1.0 percent of its assessed students with an AA-AAAS. However, a state may require a district exceeding 1.0 percent of its assessed students in any subject to justify the need to exceed the 1.0 percent threshold.

Why is this requirement important?

Students eligible to participate in Alternate Assessment make up approximately 1.0% of the total student population. The decision to move a special education student to an alternate assessment has significant implications for the path that a student will take in their K–12 school career. It means the student is not able to participate in the general education curriculum even when provided with accommodations. A student who participates in an alternate assessment requires a modified curriculum.

What information and supports are available to assist districts with these expectations?

Read the [Communication History](#) and [State Monitoring and Implementation Procedures](#) to understand the U.S. Department of Education’s (Department) requirements under ESSA for the 1.0 percent cap and the OPI’s timeline and plan for training, technical assistance, monitoring, and submitting a waiver if the 1.0 percent cap is exceeded. The [State 1.0 Percent Cap Guidance and Monitoring Google Site](#) is intended to centralize this guidance and the [public comment survey](#) is a tool to collect comment on these various resources.

What resources are available to assist us locally with these expectations?

The OPI is reaching out to all interested stakeholders to solicit comment on the implications of exceeding the 1.0 percent AA-AAAS cap and for comment on the new [Alternate Assessment Eligibility Guidelines](#), [Appendix A](#), and [Appendix B](#). [Note: anyone with these linked documents can comment on them directly.] Provide public comment at the December 9, 2021 “State 1.0 Percent Cap Guidance and Monitoring” webinar at 3:00 PM. [Register in advance for this meeting](#).

How can I comment and engage on this topic?

This [public comment survey](#) allows the OPI to provide further clarification on the requirements and solicit comments on any training or technical assistance needs necessary to address the concerns of the state 1.0 percent cap requirement

under ESSA. You can also submit written comments to the OPI Assessment Help Desk opiassessmenthelpdesk@mt.gov.

TAC News

Technical Advisory Committee

The Montana Technical Advisory Committee (TAC) serves as a consulting group to the Montana Office of Public Instruction (OPI) to ensure the validity and reliability of the test scores and fairness in testing all students. The members are knowledgeable in educational measurement with rich experiences on psychometric and testing issues in the design, development, and implementation of large-scale assessments. Members of the TAC are highly regarded national, state, and local experts who have been widely published in their respective fields and have a good combination of various expertise to contribute to the OPI. TAC biographies are published on the [OPI's Statewide Testing Page](#).

On October 25 – 26, 2021, the OPI held its Fall 2021 TAC meeting via Zoom. The takeaways from the meeting will be available in the next assessment bulletin.

Montana's Theory of Action

Balanced Assessment Systems

Per [ARM 10.56.101](#), "A balanced assessment system including formative, interim, and summative assessments aligned to state content standards, will provide an integrated approach to meeting both classroom learning needs and school and state level information needs..." A balanced assessment system is needed because state assessment systems that focus on once-a-year summative do not provide sufficient information to improve student learning and school capacity. Balance occurs when we don't rely on one measure to tell the entire story of a student's growth as a learner. The idea is not to have an equal amount of each type of assessment, but rather, as many different data points from assessments to guide teaching that will, in turn, improve student outcomes. The [Balanced Assessment Roadmap](#) has resources to support implementation of Smarter Balanced interims.



This assessment opportunity is available to all students in Grades 3–8 (unless the child is eligible for the alternate) using the OPI’s published guidance for test administration and test security.

Assessment Profile	Consortium Map	Testing Calendar	Testing Time Facts

Portal Link: [Montana Testing Portal](#)

Contact Cambium Help Desk at 1-877-365-7915 or e-mail at mthelpdesk@cambiumassessment.com.

Website Link: [Smarter Balanced Resources](#)



[Program Overview](#)

Grades(s):	3 – 8
Subject(s):	Mathematics English Language Arts (ELA)
Test Time:	3 – 4 hours
Testing Window:	March 7 – May 27, 2022

Testing Alerts and Updates:

Social/Emotional Resources available in Tools for Teachers

There are new professional development resources available in Tools for Teachers to help educators support the social-emotional learning needs of their students as part of a successful academic school experience. The three modules address self-awareness, self-management, and social awareness.

Frequently Asked Questions:

Q: How do I make sure students taking an interim receive the accommodations they need per their IEP/504?

A: There are three types of student test settings within the Montana Testing Portal, and they need to be turned on locally [i.e., district level] in order for a student to be able to utilize them.

- Universal Tools are available to all students who can benefit from such.
- Designated Supports can be turned on as determined by the student’s educational team and do not require an IEP or 504.
- Accommodations can only be turned on if a student has an IEP/504. For details on student test settings see the [Usability, Accessibility, and Accommodations Guide](#).
- View the recordings from STC Workshop Series [Session 5](#), [Session 6](#), and [Session 8](#) for more information on this topic.

Q: Why are some students missing in TIDE?

A: The OPI conducts uploads from AIM into TIDE twice a week, per the [2021-2022 TIDE Upload Calendar](#). If a student’s information is incorrect, make the appropriate edits in the district’s Student Information System [i.e., Infinite Campus, PowerSchool, etc.] as this syncs to AIM where the OPI pulls all student information from to upload into TIDE.

Smarter Balanced December 2021 Tasks

Due This Month

Due Date		Complete
	Review IEP/504s & Student Test Settings	To ensure that all students can meaningfully participate in statewide assessments update or verify that all student IEP/504s accurately reflect student needs. Refer to the Usability, Accessibility, and Accommodations Guide as a resource to know what supports and accommodations are available to students within the Montana Testing Portal.
	Prior to Administering ELA/Math Interims	If planning to administer Interims, refer to the Smarter Balanced Google Calendar for a list of August tasks to complete prior to such. Tasks include: <ul style="list-style-type: none"> • Reviewing TIDE User Roles • Reviewing the student list in TIDE • Selecting Student Test Settings • Download an updated Secure Browser • Complete the 20-minute Test Administrator Certification Course • Sign the virtual Test Security Agreement (TSA)

Depending on the number of schools and students, we estimate this will take 60–100 minutes to complete this month.

Smarter Balanced Timely Tasks

Task	Responsibility
<input checked="" type="checkbox"/> Administer interims per local discretion	As part of a district-wide balanced assessment system, districts are encouraged to administer ELA and math interims as it aligns with their data-driven curriculum mapping plans. Note: All FY2021 score reports should be analyzed within a local context and caution used in any interpretation with said data given the challenges around the coronavirus.

Depending on the number of schools and students, we estimate this will take 60–100 minutes to complete this month.

Resources and Supports

Resource	Support with...
 Balanced Assessment Roadmap	This document explains the principles of a balanced assessment and consolidates all Smarter Balanced (ELA/math) tools, via links, to support educators engaging with the Instructional Cycle.
 Tools for Teachers	This site offers teacher-created lesson plans, formative assessment resources, and individual interim assessment items.
 smART	The Smarter Annotated Response Tool can be used to better understand how student writing is scored on Smarter Balanced tests and support writing instruction in your classroom.
 TIDE Upload Schedule	Students are uploaded into the Montana Testing Portal [i.e. TIDE] twice a week until the summative testing window opens, when uploads occur daily.

ACT with Writing News

ELA, Mathematics, and Science



This assessment opportunity is available to all students in Grade 11 (unless the child is eligible for the alternate) using the OPI's published guidance for test administration and test security.

Assessment Profile	Consortium Map	Testing Calendar	Testing Time Facts

Portal Link: [PearsonAccess Next](#)

Website Link: [State ACT Testing and District Testing](#)

Contact ACT Customer Care at 800-553-6244 or 319-337-1270. You can use the [Email Form](#) to send questions or visit the [State ACT Testing and District Testing](#).



[Program Overview](#)

Grades(s):	11
Subject(s):	Mathematics English Language Arts (ELA) Science
Test Time:	3.5 hours
Testing Window:	March 29, April 12, and April 26, 2022

Testing Alerts and Updates:

The [Schedule of Events](#) has been posted on the [Montana ACT State and District website](#). This schedule will assist schools in meeting the deadlines for the required tasks to administer the ACT with Writing successfully this coming spring. The OPI will upload students into the [PearsonAccess^{next}](#) (PANext) site on December 14, 2021. After that date, STCs and ACT Test Coordinators will be able to confirm student lists are correct and can select test dates for Spring 2022 testing. Requesting accommodations from ACT can begin at any time; students are not required to be in the portal for initial requests. Once students are uploaded to the system by the OPI, PINs from the Test Administration and Accommodations site can be applied to students within the PANext system.

Frequently Asked Questions:

Q: How do I upload my students to the PearsonAccess^{next} site?

A: Districts and schools do not upload students locally. The OPI will complete the student data upload to the PearsonAccess^{next} site by December 14, 2021. After that date, STCs and ACT Test Coordinators can verify that student lists are correct.

Q: What will the process for the ACT Test Accessibility and Accommodations (TAA) System look like this year?

A: The ACT has been working to increase equity and collaborate with school and industry partners to ensure students with disabilities and English learners (ELs) are provided the appropriate resources and supports necessary to succeed. ACT's [Policy for Requesting Accommodations](#) has been updated to align with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, the laws established to ensure our public schools meet the needs of our students with disabilities. Read the [ACT's Policy for Requesting Accommodations](#) for the ACT to learn more about these enhancements.

Q: What are allowable ACT accommodations for English learners (ELs)?

A: The [Allowable ACT EL Supports Document](#) outlines information to describe these supports and the process for ensuring these requests are made and approved on an individual basis. Read Katie Featherston's, Senior Director for Accessibility, blog [here](#) on "Ensuring Students with Disabilities and English Learners Receive Necessary Supports For Success" or watch the [OnDemand webinar](#).

- View the recordings from STC Workshop Series [Session 3](#) and [Session 9](#) for more information on this topic.

ACT with Writing December 2021 Tasks

Due This Month

Due Date	Complete
 January 13, 2022	STCs and ACT Test Coordinators select test date, materials receipt date, and mode of administration in PearsonAccess ^{next} . The OPI recommends selecting early dates to allow for make-up testing. The Spring 2022 test dates are listed on the State Assessment Test Windows document. For assistance in completing this task, see the Test Date Selection Training Video .
 January 28, 2022	Districts can begin the process to request ACT-authorized accommodations and/or supports through the Test Accessibility & Accommodations website at any time. For assistance with requesting accommodations and supports, view the ACT TAA User Guide for State and District Testing .

We estimate this will take 60-100 minutes to complete this month.

ACT Timely Tasks

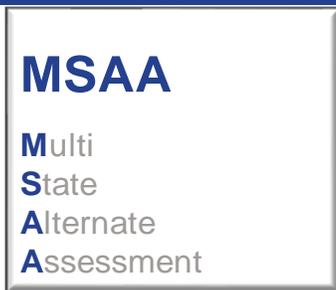
Task	Responsibility
<input checked="" type="checkbox"/> Ensure student data is correct in Infinite Campus	Districts should review and confirm correct enrollment data in the district's System Information System (Infinite Campus, PowerSchool, etc.) to ensure correct students are uploaded to the PearsonAccess^{next} system. The OPI will upload Grade 11 students to the system in mid-December 2021.
<input checked="" type="checkbox"/> Attend the Test Administration Webinar and Q&A Session	On January 18, 2022, ACT will host a webinar, including a Q&A session, with information about test administration. Register for the webinar and ask questions of ACT staff.
<input checked="" type="checkbox"/> Attend ACT Office Hours	<p>ACT hosts a weekly Office Hours webinar on Wednesdays from 1:00-2:00 p.m. and Thursdays from 9:00-10:00 a.m. The webinar is an open forum format and attendees are welcome to join at any time by either registering, or simply joining a meeting.</p> <p>ACT also hosts weekly Office Hours specific to accommodations and supports. There is no registration required for this webinar, simply join the meeting on Tuesdays, from 11:00 a.m. to 12:00 p.m.</p>

Resources and Supports

Resource	Support with...
 ACT Online Testing Information for States and Districts	Online administration provides multiple days and greater flexibilities for schools to deliver the assessments. Schools considering the online option over paper should review this information.
 ACT State and District Testing	This is the Montana specific site for the ACT with Writing. The site provides resources for each step of the testing process for before, during, and after testing.
 ACT Success	The Success site provides access to student, school, and district level score reports. It also provides access to the Test Accommodations and Accessibilities (TAA) site. Reporting will move from PANext to the Success site for this coming spring's reports.
 PearsonAccess^{next} (PANext)	This is the site to manage test administration, students, and users.
 Performance Levels	The established proficiency levels for the ACT math and reading/language arts sub-tests in 2017 for ESSA accountability and reporting purposes are noted below. New this year the OPI has established proficiency levels for the ACT science sub-test for ESSA accountability and reporting purposes.

MSAA News

Alternate Assessment for ELA and Math



This assessment opportunity is available to only Students with Significant Cognitive Disabilities (SwSCD) in Grades 3–8 and 11 using the OPI's published guidance for test administration and test security.

Assessment Profile	Consortium Map	Testing Calendar	Testing Time Facts

Portal Link: [MSAA System](#)

Contact Cognia Help Desk Hotline: 1-866-834-8879
MSAAServiceCenter@MeasuredProgress.org

Website Link: [MSAA Consortia](#)



[Program Overview](#)

Grades(s):	3 – 8 and 11
Subject(s):	Mathematics English Language Arts (ELA)
Test Time:	5–6 hours The test is not designed to be completed in one sitting as tests may be paused and resumed as often as necessary. A break may consist of a few minutes to a few days.
Testing Window:	March 14 – April 29, 2022

Testing Alerts and Updates:

Students eligible to participate in alternate assessments make up approximately 1.0% of the total student population. The decision to move a special education student to an alternate assessment has significant implications for the path that a student will take in their K–12 school career. It means the student is not able to participate in the general education curriculum even when provided with accommodations. A student who participates in alternate assessment requires a modified curriculum.

The OPI is in the process of developing new guidelines to support districts, schools, and IEP teams with identification of students eligible to participate in the Alternate Assessments based on Alternate Academic Achievement Standards (AA-AAAS). The Alternate Assessment Guidelines will be published late this fall. Until these new guidelines are available, districts can access the [Eligibility Guidelines for MontCAS Alternate Assessments](#) document for more information on how to determine student eligibility for alternate assessments.

Frequently Asked Questions:

Q: I can't access the MSAA Portal, can you help me?

A: All resources [i.e., sample items and technology requirements] can be accessed on the [MSAA Portal](#) without having to log into the system. On February 22, 2022, all district STC's will receive an email from MSAA that they have a new account in the MSAA Portal, at which time STCs can access the system and create additional district users per local control. The MSAA Training Modules will become available in the MSAA Portal on February 28, 2022, and weekly uploads into the MSAA System will occur throughout the testing window.

View the recordings from STC Workshop Series [Session 3](#) and [Session 7](#) for more information on this topic.

Due This Month

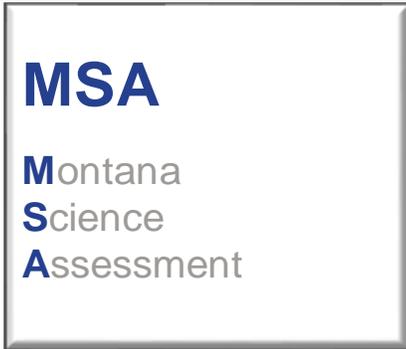
	Due Date	Complete
	Ongoing for students with IEP/504 Plans	School and district staff should review student alternate assessment eligibility criteria using the Eligibility Criteria Worksheet for Alternate Students , a form to assist IEP teams in determining whether a student should participate in the alternate assessments. See the Montana Accessibility Site for more details on the alternate assessment blueprint, rubrics, and standards.

MSAA Timely Tasks

	Task	Responsibility
	Implement formative strategies per local discretion	As part of a district-wide balanced alternate assessment system, districts are encouraged to analyze MSAA score reports, review their alignment to the Core Content Connectors as outlined on the MSAA Curriculum Resources site, and plan instruction utilizing the Sample Items Teacher Guides as a formative tool during instruction. Note: All FY2021 score reports should be analyzed within a local context and caution used in any interpretation with said data given the challenges around the coronavirus.

Resources and Supports

	Resource	Support with...
	MSAA System Portal	This is the portal where the Training Manuals, student information, user accounts, and testing are located.
	Formative Resources	Sample items accompanied with comprehensive Teacher Guides are now available on the MSAA System website, which are designed as formative teaching resources for educators.
	MSAA Consortia Site	This new website designed by the MSAA consortia member-states offers guidance and resources for educators.
	TIES Center	The TIES Center is the national technical assistance center on inclusive practices and policies with resources on teaching during the novel coronavirus.
	Accessibility, Statewide Assessments, & Improving Results for Students with Disabilities	A Montana-specific site that addresses accessibility supports, which are designed to eliminate the effects of student barriers that prevent them from demonstrating what they know and can do. All students can work toward grade level academic content standards via differentiation and appropriately selected supports and accommodations.



This assessment opportunity is available to all students in Grades 5 and 8 (unless the child is eligible for the alternate) using the OPI's published guidance for test administration and test security.

Assessment Profile	Consortium Map	Testing Calendar	Testing Time Facts

Portal Links: [Montana Testing Portal](#)

Contact Cambium Help Desk at 1-877-365-7915 or e-mail at mthelpdesk@cambiumassessment.com.

Website Link: [MontCAS Science](#)



[Program Overview](#) and [Video](#)

Grades(s):	5 and 8
Subject(s):	Science
Test Time:	1.5 – 2 hours
Testing Window:	Mar 7 – May 27, 2022

Testing Alerts and Updates:

Science Interims Update

Based on feedback from the field, the OPI is working with our testing contractor to create new Science Interim Assessments that are structured to better accommodate district needs. The go-live date for the interims has been delayed due to some technical difficulties, and interims are scheduled to go live between December and January. Last year's Science Interims are not currently available on the testing portal.

Frequently Asked Questions:

Q: What tools are available to me to get ready for the science assessments this year?

A: These are the testing tools available to you! View the recordings from STC Workshop Series [Session 3](#) and [Session 8](#) for more information on this topic.

Sample Items	Practice and Training Tests	Science Interims	Montana Science Website
<p>Meant to provide exposure to content expectations and/or showcase what the test is like. Great tool for communicating with educators, families, and students about expectations.</p> <p>Go to the Sample Item Page to explore more.</p>	<p>Intended for students and TAs to become familiar with the item types, format, and functionality of the online test.</p> <p>Go to the Practice Test Page to explore more.</p>	<p>Optional tests administered throughout the year - help teachers monitor student progress and provides actionable data about student knowledge and abilities to help target instruction to meet students' individual learning needs.</p> <p>[Note: includes all the accessibility resources available in the summative assessment to help provide accurate results for students.]</p>	<p>This website is intended to share information on the design and construction of Montana's Science Assessments.</p> <p>Go to the Science Assessment in Montana Website to explore more.</p>

MSA December 2021 Tasks

Due This Month

Due Date		Complete
	Prior to the Spring 2022 Operational Test	<p>Spring 2022 is the first year of the operational MSA. To prepare for the MSA, here are some steps you can take this school year:</p> <ul style="list-style-type: none"> • Review available resources for the MSA • Allow students the opportunity to use the practice tests to gain familiarity with the testing procedure • Utilize interims (once available later this fall) to assess student knowledge • Allow students the opportunity to use the practice tests to gain familiarity with the testing procedure
	Prior to Administering Science Interims	<p>If planning to administer interims once they are available later this fall, complete the following tasks prior to administration:</p> <ul style="list-style-type: none"> • Review TIDE User Roles • Review the student list in TIDE • Select Student Test Settings • Download an updated Secure Browser • Complete the 20-minute Test Administrator Certification Course • Sign the virtual Test Security Agreement (TSA)

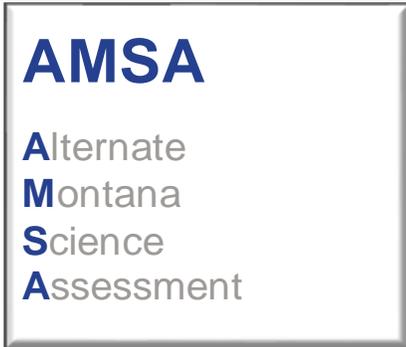
MSA Timely Tasks

Task	Responsibility
<input checked="" type="checkbox"/> Update Student Information in AIM	Ensure that student demographic information is up to date for the 2021-2022 school year. All 504 plans, IEPs, and EL designations need to be up to date in AIM.
<input checked="" type="checkbox"/> Review Curriculum/Plan Instruction	Ensure alignment of local curriculum to the Montana Content Standards and plan instruction using data-driven practices.

Depending on the number of schools and students, we estimate this will take 60–100 minutes to complete this month.

Resources and Supports

Resource	Support with...
 Montana Testing Portal	This portal includes access to TIDE, TA Certification, Reporting, and Practice and Training Tests. Materials are available to utilize before, during, and after testing.
 2021 Educator Conference	This year's sessions at the MFPE Educator Conference will include information about the new Science Interims, what we learned from our 2021 MSA Field Test, and instructional support for educators about administering and interpreting the MSA.
 Teacher Learning Hub	Use the courses on the Teacher Learning Hub to understand the Montana Science Standards, teach students how to utilize real-world data, and more!
 Teacher Learning Hub	Use the courses on the Teacher Learning Hub to understand the Montana Science Standards, teach students how to utilize real-world data, and more!



This assessment opportunity is available to only students with significant cognitive disabilities in Grades 5, 8, and 11 using the OPI's published guidance for test administration and test security.

Assessment Profile	Consortium Map	Testing Calendar	Testing Time Facts

Portal Link: [Montana Testing Portal](#)

Contact Cambium Help Desk at 1-877-365-7915 or e-mail at mthelpdesk@cambiumassessment.com.

Website Link: [MontCAS Science](#)



[Program Overview](#)

Grades(s):	5, 8 and 11
Subject(s):	Science
Test Time:	1.5 – 2 hours To accommodate for diverse student needs, the test can be paused for a break and resumed as often as necessary. A break in the test can be anywhere from a few minutes to a few days, depending on student needs.
Testing Window:	Mar 14 – Apr 29, 2022

Testing Alerts and Updates:

Fixed Form and Alternate Response Options

Questions received from the field last year have resulted in some modifications to our fixed form. Only students who are eligible for the fixed form will have this accommodation available to be selected. Please note that districts who require fixed form for their students need to select “fixed form option” during set-up to print the test for their students. Alternate Response Kits need to be requested by the district for their students through the OPI.

Frequently Asked Questions:

Q: What are the guidelines for participation in the Science Alternate Assessment?

A: The OPI is in the process of developing new guidelines to support districts, schools, and IEP teams with identification of students eligible to participate in the Alternate Assessments based on Alternate Academic Achievement Standards (AA-AAAS). The OPI is reaching out to all interested stakeholders to solicit comment on the implications of exceeding the 1.0 percent AA-AAAS cap and for comment on the new [Alternate Assessment Eligibility Guidelines](#), [Appendix A](#), and [Appendix B](#). [Note: anyone with these linked documents can comment on them directly.] Provide public comment at the December 9, 2021 “State 1.0 Percent Cap Guidance and Monitoring” webinar at 3:00 PM. [Register in advance for this meeting.](#)

Q: Where do I find test administration resources?

A: All resources [i.e., technology requirements] can be accessed on the [Montana Testing Portal](#) without having to log into the system. For more information on the design and construction of the Science Alternate Assessment visit the [Science Assessment in Montana Website](#). View the recordings from STC Workshop Series [Session 5](#), [Session 6](#), and [Session 8](#) for more information on this topic.

AMSA December 2021 Tasks

Due This Month

Due Date	Complete
 Prior to the Spring 2022 Operational Test	Spring 2022 is the first year of the operational AMSA. To prepare for the AMSA, here are some steps you can take this school year: <ul style="list-style-type: none">• Review available resources for the AMSA.• Identify students who will be taking the AMSA.• Allow students the opportunity to use the practice tests to gain familiarity with the testing procedure.

AMSA Timely Tasks

Task	Responsibility
<input checked="" type="checkbox"/> Identify Students who will take the AMSA	Ensure that students who are eligible to take the AMSA participate in spring testing. Review the OPI's Participation Policies and Accessibility and Inclusion links to ensure that equitable opportunities are given to all students.
<input checked="" type="checkbox"/> Update Student Information in AIM	Ensure that student demographic information is up to date for the 2021-2022 school year. All 504 plans, IEPs, and EL designations need to be up to date in AIM.
<input checked="" type="checkbox"/> Review Curriculum/Plan Instruction	Ensure alignment of local curriculum to the Montana Content Standards and plan instruction using data-driven practices.

Resources and Supports

Resource	Support with...
 Montana Testing Portal	This portal includes access to TIDE, TA Certification, Reporting, and Practice and Training Tests. Materials are available to utilize before, during, and after testing.
 Science Assessment in Montana	This website is intended to share information on the new Montana Science Assessments.
 Accessing the Alternate Science Practice Test	Use this resource as a guide on how to access the AMSA.

ACCESS for ELLs News

English Language Proficiency Assessment



This assessment opportunity was available to all students in Grades K–12 who are indicated to take the assessment based on the results of the WIDA Screener (unless the child is eligible for the alternate) using the OPI’s published guidance for test administration and test security.

Assessment Profile	Consortium Map	Testing Calendar	Testing Time Facts

Portal Link: [Assessment Management System \(AMS\)](#)

Contact WIDA Training and Resources at 1.866.876.7735 or e-mail help@wida.us.

Website Link: [Training and Resources](#)

Contact WIDA Assessment Management Site at 1.855.787.9615 or email at WIDA@datarecognitioncorp.com.



[Program Overview](#)

Grades(s):	K–12
Subject(s):	English Proficiency Assessment (ELP)
Test Time:	4 – 4.5 hours
Testing Window:	Dec. 1, 2021 – Feb. 25, 2022

Testing Alerts and Updates:

WIDA Assessment Training

Every two years, the System Test Coordinator (STC) must complete the WIDA Screener test administrator training and certification course and complete the Online ACCESS for ELLs test administrator training and certification course in the [WIDA Secure Portal](#) as required by the [MontCAS Test Security Manual](#). The OPI requires that Test Administrators complete training courses and be certified to administer the ACCESS for ELLs assessments every two years. STCs are responsible for checking the certification status of their TAs in the WIDA Secure Portal and ensuring that their certification status is current prior to the opening of the test window on December 2, 2021.

WIDA Discussion about EL Assessment, Proficiency, and Growth during COVID

Have questions about the new WIDA research report, [Examining English Learner Testing, Proficiency and Growth: Before and Throughout the COVID-19 Pandemic](#)? We are excited to share that WIDA will host a [Facebook Live](#) event on this very topic on **Tuesday, November 30 from 12:00 pm-1:00 pm CT**. During the live event, report authors, Dr. H. Gary Cook and Narek Sahakyan, will answer questions about the report and English learner performance during COVID.

Frequently Asked Questions:

Q: How do I know if a transfer student was previously identified as an EL?

A: District clerks must request EL records for transfer students, as these are not automatically carried over with student profiles. The [AIM EL Tool Guide](#) contains instructions for requesting records. Past ACCESS scores should be available in WIDA AMS, but if you have difficulty finding them, please reach out to the [Assessment Help Desk](#) for assistance.

Q: I’m new to EL education and assessment. Where do I start?

A: Check out the [OPI English Learners Page](#) for resources related to general guidance, professional resources, classroom resources, and family and community engagement resources. The [English Learner Guidance for School Districts](#) is the OPI’s primary document explaining state policies for identifying, serving, and assessing ELs.

WIDA December 2021 Tasks

Due This Month

Due Date		Complete
	Before testing	STCs and Tas must complete appropriate ACCESS for ELLs (Online, Kindergarten, Alternate) test administrator training courses before administering any assessments.
	Dec. 2, 2021 – Feb. 25, 2022	Assess currently enrolled ELs using ACCESS for ELLs, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs.

ACCESS for ELLs Timely Tasks

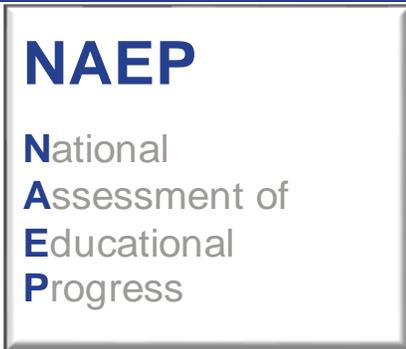
Task		Responsibility
<input checked="" type="checkbox"/>	Administer Home Language Survey	As students enroll, districts must administer the Home Language Survey . Read the 2021-2022 English Learner Guidance for School Districts and EL Tool Guide for more information.
<input checked="" type="checkbox"/>	Screen Potential ELs	Districts screen potential ELs within 14 days of enrollment using an approved WIDA screener. For schools or districts with students learning remotely, check the Provisional EL Identification Procedure During Periods of Remote Learning . Mark newly identified students and transfer students correctly in AIM. AIM Data includes: (1) Home Primary Language (HPL), (2) Language of Impact (LOI), (3) EL identification (within 30 days), (4) Date identified as EL, (5) Date identified as proficient, and (6) 2 years of monitoring after exiting EL status.
<input checked="" type="checkbox"/>	Place ELs and Notify Families	EL identification: Newly identified ELs receive an EL designation in AIM and parents/guardians receive a placement letter within the first 30 days of enrollment.

Resources and Supports

Resource		Support with...
	2021-2022 English Learner Guidance for School Districts	The guidance document describes the OPI's policies and procedures required to serve EL students in the state of Montana. These requirements fall under the authority of both state and federal laws and regulations.
	EL Tool Guide for AIM	This document guides AIM users through the EL program features in AIM, including how to request records transfers, enroll newly identified EL students, and exit proficient students from the program designation.
	ACCESS 2020-2021 Scores	Printed score reports were shipped to district offices in June 2020. Online reports are accessed through WIDA AMS via Report Delivery → Test Results and selecting the administration and school information for the desired reports.
	ACCESS for ELLs Interpretive Guide for Score Reports	This document is designed to help educators interpret ACCESS for ELLs score reports for communications with families and for their own instructional purposes.
	Alternate ACCESS Interpretive Guide for Score Reports	This document is designed to help educators interpret Alternate ACCESS for ELLs score reports for communications with families and for their own instructional purposes.
	Provisional English Learner Identification Procedure	This remote-learning guidance document provides a means of provisionally identifying ELs in remote learning situations where face-to-face screening is not possible.
	Standardized Entrance-Service-Monitor-Exit Procedures for ELs	This checklist walks administrators through the standardized procedures for identifying, serving, monitoring, and exiting English learners.
	WIDA Micro-Offerings	Five 30-minute mini-PD courses available to the public to help teachers support multilingual students during the COVID-19 pandemic.
	WIDA Educator Exchange (Open Facebook Group)	This group allows EL educators from around the world to share their ideas and ask questions about EL teaching and assessment. It's especially helpful during times of remote learning and/or social distancing.
	WIDA Secure Portal	Access the WIDA Secure Portal for professional learning, training courses, test administrator certification quizzes, and screener test materials. Check out the Download Library for test administrator manuals, webinar recordings, and other helpful documents.
	WIDA AMS Site	The WIDA AMS site serves as the test administration site.

NAEP News

National and International Assessment Studies



This assessment is administered to ONLY selected schools and students in mathematics and reading at Grades 4 and 8 (unless the child is eligible for the alternate).

Assessment Profile	Nationwide Trends	Testing Calendar	Testing Time Facts

Portal Link: [MyNAEP Testing Portal](#)

Contact Shantel Niederstadt at SNiederstadt@mt.gov or 406-444-3450.

Website Link: [NAEP](#)

NAEP Help Desk at 1-800-283-6237 or naephelp@westat.com.



[Program Overview](#)

Grades(s):	4 and 8
Subject(s):	Math Reading Civics US History
Test Time:	2 hours
Testing Window:	January 24 – March 4, 2022

Testing Alerts and Updates:

The 2022 NAEP program includes digitally based assessments that are administered on tablets, in mathematics and reading assessments at grades 4 and 8 and civics and U.S. history at grade 8 from January 24 to March 4, 2022. The 2022 program will also include paper-based assessments in mathematics and reading for 9-year olds, administered between January 10 to March 18, 2022 as part of NAEP's long-term trend assessment. Each student will be only assessed in one subject. NAEP representatives will bring all necessary materials and equipment to schools. Schools will not need to provide internet access.

In December, NAEP School Coordinators (SCs) will focus on four tasks: Task 3 – Review & Verify, Task 4 – Complete SD/EL, Task 7 – Manage Questionnaires, and Task 8 – Encourage Participation. These tasks will open on December 6 and are due on December 17, 2021.

Frequently Asked Questions:

Q: Is Participation in NAEP Mandatory?

A: Participation in mathematics and reading in Grades 4 and 8 is required under the re-authorization of the Elementary and Secondary Education Act (ESEA) (or ESSA), for any district receiving Title I funding. As of 2003, participation became a requirement in all states/territories and school districts receiving Title I funding.

Q: When do I need to send the parent letter?

A: On December 6, NAEP School Coordinators will have access to NAEP-selected students and which assessment each student will take – mathematics or reading. At that time, they can decide to send notice to all parents of students in NAEP-selected grade (4th or 8th) or send notice to just those sampled students' parents. Parents must be notified at least one week before your school's assessment date.

Q: Is Task 7 – Manage Questionnaires optional?

A: Yes, questionnaires are optional for schools and teachers, but they must be given the opportunity to complete them. NAEP School Coordinators (SCs) need to send the questionnaires via MyNAEP.

NAEP December 2021 Tasks

Due This Month

Due Date		Complete
	December 17, 2021	Task 3 – Review and Verify List of Students Selected for NAEP: NAEP School Coordinator confirms, reviews, and fills in any missing demographic information and identifies students who have withdrawn or are virtual/remote learners.
	December 17, 2021	Task 4 – Complete SD/EL Student Information: NAEP School Coordinator reviews and assesses the participation of SD and/or EL students by providing relevant testing needs and accommodations for each SD/EL student.
	December 17, 2021	Task 7 – Manage Questionnaires: NAEP School Coordinator distributes School and Teacher Questionnaires and manages the questionnaire completion. This is optional for the teachers and schools to complete but must be sent by the NAEP School Coordinator.
	December 17, 2021	Task 8 – Encourage Participation: NAEP School Coordinator informs and prepares teachers and students for the NAEP Assessment.

Depending on the number of schools and students, we estimate this will take 5-6 hours to complete this month.

NAEP Timely Tasks

Task		Responsibility
<input checked="" type="checkbox"/>	Before PRC	Task 9 – Update Student List: To ensure NAEP reflects the educational progress of all students, it is important for schools to verify their NAEP-sampled grade enrollment records within the state’s student information system.
<input checked="" type="checkbox"/>	Before PRC	Task 5 – Plan for Assessment Day: NAEP School Coordinator answers school specific questions about logistics and details the NAEP Assessment Team needs to follow to ensure the assessment runs smoothly.
<input checked="" type="checkbox"/>	Before Assessment Day	Task 10 – Support Assessment Activities: NAEP School Coordinator supplies appointment cards, teacher notification letters, and a list of NAEP-selected students for necessary school staff.
<input checked="" type="checkbox"/>	Assessment Day	NAEP State Coordinator provides the NAEP Assessment Team with all school logistical and session location information, and is available for support before, during, and after the assessment. During the assessment, we would appreciate the presence of a school staff member as an observer in each testing session.

Depending on the number of schools and students, we estimate this will take 5 to 6 hours to complete this month.

Resources and Supports

Resource		Support with...
	Task 3: Review and Verify	NAEP School Coordinator verifies and/or corrects the student demographic information and identifies any student(s) who cannot take NAEP.
	Task 4: Complete SD/EL	NAEP School Coordinator reviews and downloads OPI’s NAEP Inclusion Policy, includes SD/EL students to the fullest extent possible, and provides information about how SD/EL students are assessed and their accommodations.
	Task 7: Manage Questionnaires	NAEP School Coordinator identifies school and teacher respondents for the NAEP school and teacher questionnaires. The questionnaires must be sent via MyNAEP , but it is optional for the respondents to complete it.
	Task 8: Encourage Participation	NAEP School Coordinator plans activities to notify students, teachers, and other staff of NAEP assessment. To ensure a successful administration of NAEP, it is important that everyone involved is informed and prepared.

Webinars and Educator Resources

MontCAS Monthly Webinar Series

	<p>State 1.0 Percent Cap Guidance and Monitoring Webinar</p> <p>Students eligible to participate in Alternate Assessment make up approximately 1.0% of the total student population. Under Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) the state may not exceed the 1.0 percent state cap. On December 9, 2021, the OPI will host the “State 1.0 Percent Cap Guidance and Monitoring” webinar at 3:00 PM. New Alternate Assessment guidelines will be released for public comment during this meeting. Register in advance for the meeting. After registering, you will receive a confirmation email containing information about joining the meeting.</p>
	<p>OPI Assessment Monthly Webinar</p> <p>During the 2021-2022 school year, the OPI Assessment Team will offer a Monthly Focused Webinar for 1-hour on Wednesdays. The focused webinar is designed to support educational practitioners such as district and school-level personnel involved in local assessment and local data-driven decision-making actions and/or continuous improvement processes. These 1-hour sessions are designed for educational practitioners to learn more about balanced assessments systems and strategies for implementing high-quality local assessment/data literacy practices including creating local systems around data-driven decision-making. A total of 11 webinars will be offered from August 2021 to June 2022 as published in the FY2022 Monthly Focused Webinar Plan [or Google Calendar]. Attendees are eligible for 1-hour of renewal.</p>
	<p>STC Open Forum Webinar Series</p> <p>During the 2021-2022 school year, the OPI Assessment Team will offer a STC Open Forum for System Test Coordinators (STCs) who are confirmed through the annual designation by Authorized Representatives in the TEAMS Collection. These half-hour sessions are scheduled the first week of every month on Mondays. This open forum series is in addition to the monthly focused webinar that the Assessment Team hosts. These monthly webinars are intended to provide the opportunity for STCs to connect with peers, ask questions, and discuss more deeply any OPI updates, or testing announcements. A total of 10 webinars will be offered from August 2021 to June 2022 as published in the FY2022 STC Open Forum [or Google Calendar]. This time is designed to bring questions and tips for the OPI Assessment Team and fellow STCs.</p>

Assessment Team

Assessment Unit

Teaching and Learning Department

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Email:

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[OPI Statewide Testing Website](#)

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