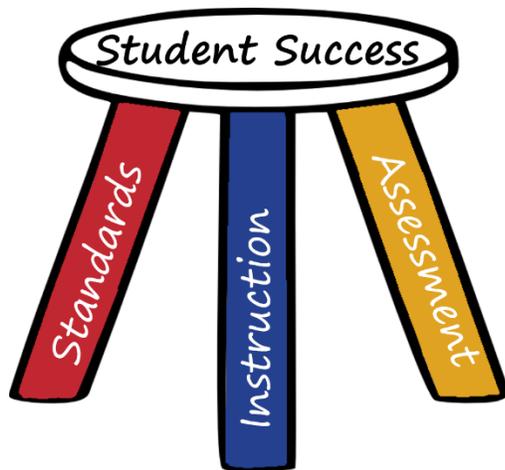


# JUNE 2022 ASSESSMENT BULLETIN



## Assessment Quick Links 1-844-867-2569

- [OPIAssessmentHelpDesk@mt.gov](mailto:OPIAssessmentHelpDesk@mt.gov)
- [May 2022 OPI Assessment Bulletin](#)
- [April 2022 OPI Assessment Bulletin](#)
- [Test Window Calendar](#)
- [Test Security](#)
- [Student Participation & Eligibility](#)
- [Staying Informed with Testing Updates and Alerts](#)
- [Accessibility Resources](#)
- [Parent Corner](#)

This bulletin communication is tailored to System Test Coordinators (STC) with a lens for providing the current news, testing alerts, and changes to statewide assessments. We thank the Assessment Bulletin readers for the planning, preparation, training, and overall effort to support state assessment at the local level and to the meet statutory and regulatory requirements.

**Reporting News:** This update provides information on the school district roles and responsibilities for distributing score reports to key stakeholders and gives information on the general process and timeline for releasing student achievement results. Montana school districts are required to provide parents/guardians with individual student reports in a timely manner. More family resources and sample letters can be found on the [Parent Corner page](#). To understand and address the specific academic needs of students, it is required under state and federal law to provide individual student interpretive, descriptive, and diagnostic reports regarding achievement. This allows families, teachers, and other school leaders to address individual student needs regarding student proficiency and progress as soon as is practicable after the assessment is given. Any instances where it was unsafe for a student to participate in the state assessment due to COVID reasons or for medical reasons must be reported to the OPI using the "Medical Exemption" policy as defined within the [MontCAS Policies and Procedures for Participation in State Assessments](#).

The OPI hosted a webinar on **Wednesday, May 18** on the "[5 Things You Must Know About Score Reports and Responsibilities](#)". The purpose of the focused webinar was to provide school districts with guidance on communicating with families, teachers, and school leaders about student proficiency and progress (see ESEA-ESSA Section 1111 (b)(2)(B)(x)). The focused webinar was recorded and is posted to the [Focused Webinar page](#) of the [STC Corner website](#). You can also view it on the [Focused Webinar Playlist](#) on the [Montana OPI Assessment YouTube Channel](#).

**NEW:** Here are the Technical Assistance and Training Opportunities for the 2022-2023 school year so System Test Coordinators can place these on calendars and save the date ([STC Workshop Series](#), [STC Open Forum Series](#), and [MontCAS Focused Webinar Series](#)).

## Table of Contents

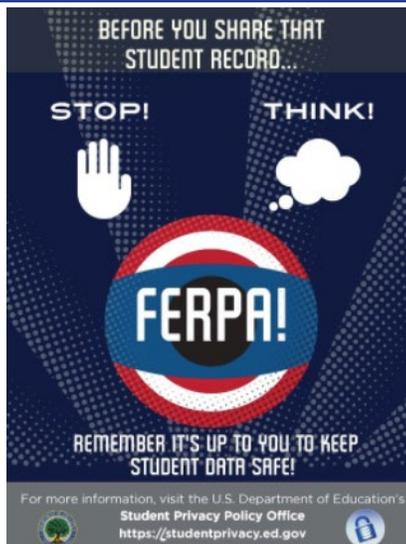
Use these hyperlinks to navigate to each section of the Bulletin:

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

## 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](#)

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.

All school officials (i.e., persons with legitimate educational interest) have a responsibility to safeguard student personally identifiable information (PII). The use of data is critical to ensuring high-quality education for all students but benefits of using student data must always be balanced with protecting student privacy. For more resources on student privacy, visit the [Student Privacy Policy Office's Privacy Technical Assistance Center Site](#).

## Students Rostered to Test Delivery Systems

The [Testing Portals](#) page provides access to the various online, restricted-use test delivery system links used in Montana for state assessments. The [AIM Data Collection Schedule](#) contains a complete list of all AIM/Infinite Campus data collections for state and federal programs across the OPI that occur throughout the academic year. The [MontCAS Policies and Procedures for Participation in State Assessments](#) is a guide that explains the participation policies and procedures to register and include students in each of the state assessments.

## What are the requirements for accountability this year ESEA-ESSA Section 1111(c)?

- Montana restarted its federal accountability systems in the 2021-2022 school year.
- All accountability and school identification requirements are in effect.

- Data from this year’s state assessments will be used within the OPI’s accountability process for annual meaningful differentiation of schools.
- **Participant** = must have **(1)** a valid score and be **(2)** assigned a proficiency level (see 34 CFR 200.2(a)(b)(1)(i)). All students, including students with disabilities are required by state and federal law to take part in the OPI’s state assessments with or without accommodations. All students are expected to take part in state assessments in one of three ways:
  - Participate in the general education assessments without accommodations.
  - Participate in the general education assessments with accommodations.
  - Participate in [Alternate Assessments](#) when the participation criteria are met.
- To see a list of schools who were previously identified for targeted and comprehensive status, visit the [OPI’s ESSA Information and Documents Page](#). The federal accountability process for school identification using the 2021-2022 state assessment data is planned to commence this Fall.

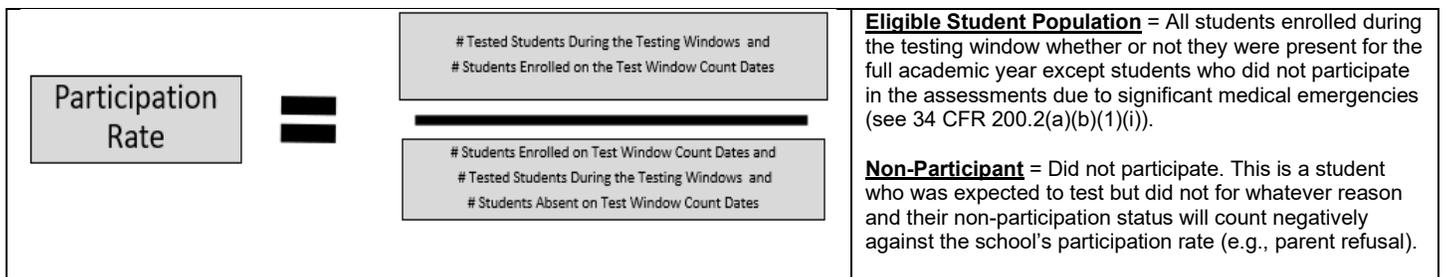
**What are the requirements for reporting this year ESEA-ESSA Section 1111(h)?**

- School districts must provide individual student reports that include information regarding achievement on the academic assessments to help parents, teachers, and principals to understand and address the specific academic needs of students as soon as is practicable after the assessment is given (34 CFR 200.8(a), [see memo](#)).
- Schools are required to annually measure the achievement of not less than 95 percent of all students and students in each subgroup on its annual statewide assessments.
- Any instances where it was unsafe for a student to participate in the state assessment due to COVID reasons or for medical reasons must be reported to the OPI using the “Medical Exemption” policy as defined within the [MontCAS Policies and Procedures for Participation in State Assessments](#).
- To see how schools are performing over time and compared to other schools in Montana, visit [Montana’s longitudinal data warehouse \(GEMS\)](#). State-level results will be released this Fall and on the [ESSA Report Card](#) in the Winter. In anticipation of the [state-level release](#), resources and sample memos will be published on the [OPI Statewide Testing Page](#).

**What does participation and non-participation mean for state assessments?**

Participation is necessary to ensure the data are representative and reflective of the population. When participation rates fall below the state and federal requirements, bias can be introduced into the student knowledge, skill, and ability estimates, thus reducing the overall confidence we have in the data and ultimately interfering with the inferences that can be made about student achievement.

- In Montana, there is no “opt out” law, and both state law and accreditation rules require all students in public and accredited non-public schools to participate in state testing.
- The OPI recognizes there are circumstances beyond the control of the school that may result in non-participation. In those rare cases, the district must report the reason for non-participation to the OPI using the [MontCAS Application](#).
- The figure on participation below is used to show how the calculation is made for participation rates for a school which is displayed on the [Montana ESSA Report Card](#) and within the accountability differentiation process.
  - Per the OPI’s policies and federal reporting, only students with “medical exemptions” can be removed from the denominator, meaning all other instances of non-participation (or absence) impact the school’s participation rate.
  - The state factors the requirement for 95 percent student participation in mathematics and reading/language arts assessments into the statewide accountability system. Students who meet participation requirements and who do not test are assigned a score of “Novice” and designated as a non-participant for accountability purposes (see [ESSA State Plan](#), [MontCAS Policies and Procedures for Participation in State Assessments](#), and [Six Things Stakeholders Should Know about Participation and Testing in Montana](#)).

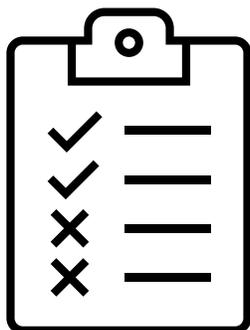


## OPI Test Windows in 2022 and 2023 and Expected Reporting Timelines

	ACCESS for ELLs	Multi-State Alternate	Alternate Science	Science	Smarter Balanced (General)	ACT with Writing
Required Subjects	English Language Proficiency (ELP)	Math and ELA	Science	Science	Math and ELA	Math, ELA, and Science
Student Group	English learners	SwSCDs	SwSCDs	General	General	General
Grades Tested	Grades K–12	Grades 3–8, 11	Grades 5, 8, 11	Grades 5, 8	Grades 3–8	Grade 11
SY2022 Test Window	Dec 1 – Mar 11	Mar 14 – Apr 29	Mar 14 – Apr 29	Mar 7 – May 27	Mar 7 – May 27	Date 1: Mar 29 Date 2: Apr 12 Date 3: Apr 26
Anticipated District/Student Access	Online: May 3 Printed: May 13	July 18 – Sept. 9	TBD – Fall	TBD – Fall	2 weeks after submission	Online: 3 Weeks Paper: 5 Weeks
Anticipated* State Access	Early May 2022	Early July 2022	Early July 2022	Early July 2022	Early July 2022	Early July 2022
Anticipated* SY2023 Test Windows	Dec 5 – Feb 24	Mar 13 – Apr 28	Mar 13 – Apr 28	Mar 6 – May 26	Mar 6 – May 26	Date 1: Mar 28* Date 2: Apr 11* Date 3: Apr 25*

**Note:** SwSCDs is an acronym for student with significant cognitive disabilities and 'SY' is the abbreviation for school year. The OPI will publish any changes to the test windows on the [Published Test Windows](#). The asterisk (\*) is used to signify these dates are subject to change based on new information or changed policies.

### Science Assessment Development Opportunities



#### Rubric Validation Workshop

The OPI and Cambium Assessment Inc. (CAI) are recruiting panelists to participate in Rubric Validation for the Montana Science Assessment in Grades 5 and 8. This one-day virtual meeting will take place virtually on June 13th. Participants will review Montana-owned field test items from the Spring 2022 administration of the MSA to ensure the logic scoring is accurate. Discussions include recommendations on how to change the scoring logic or clarify the scoring assertion text of the item to fix any differences between scoring and student responses. There will be 8–10 participants total split into grade band rooms.

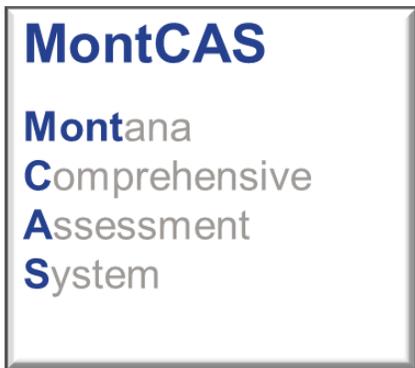
🕒 To apply for this event, complete this [Google Form](#).



#### Standards Setting Workshop:

The OPI and CAI are recruiting panelists to participate in establishing state-specific performance levels for the Montana Science Assessment (MSA) in Grades 5 and 8 and the Alternate MSA administered in Grades 5, 8, and 11. Panelists will support Montana's state education system by contributing their local science education expertise[s] and experience[s] to setting state-specific proficiency standards for the MSA and AMSA. Educators will also help ensure that the language used to describe student proficiency across the four levels of achievement are meaningful and understandable to students, parents/guardians, teachers, and principals to help address specific academic needs.

🕒 To apply for this event, complete this [Google Form](#).



*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](#)

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 \(or TDS\)](#). This person is the OPI's single point of contact for all assessment-related communications.

**What is a need-based approach?**

The Achievement in Montana [AIM/Infinite Campus] IEP Statewide Assessment Editor collects information from the Individualized Education Plan (IEP) to support meaningful participation in assessments. The hierarchy of the cascade includes six components, that is, the (1) participation decision, (2) state assessment, (3) content area, (4) reason for accessibility, (5) the supports and accommodations that meet the reason, and (6) a notes section for documentation of accessibility features or documentation for non-routine accommodations. This [needs-based approach](#) is intended for all accessibility features (i.e., universal tools, designated supports, and accommodations) for Montana's statewide assessments. School districts are encouraged to use the [Accessibility Decision Tree](#) to determine if the accessibility feature is appropriate or not.

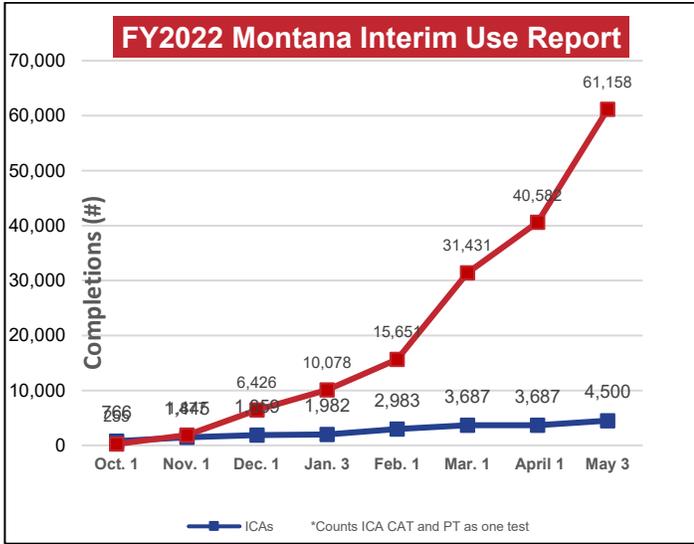
**Alternate Assessments Based on Alternate Academic Achievement Standards [AA-AAAS]**

Montana's Alternate Assessment aligned with Alternate Academic Achievement Standards (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). Students eligible to participate in Alternate Assessments make up approximately 1.0 percent 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.

**NEWS Effective August 1, 2022:**

In the [April 2022 OPI Assessment Bulletin](#), the Assessment Unit published timely information on the announcement of the OPI's Alternate Assessment Eligibility Guidelines. These policies were published before the effective date to support school district training and technical assistance needs. This allows school districts with adequate time to transition and implement the updated policies and procedures. The new eligibility guidelines explain the OPI's policies and procedures for assessing students with significant cognitive disabilities (SwSCDs) using Montana's Alternate Assessments.

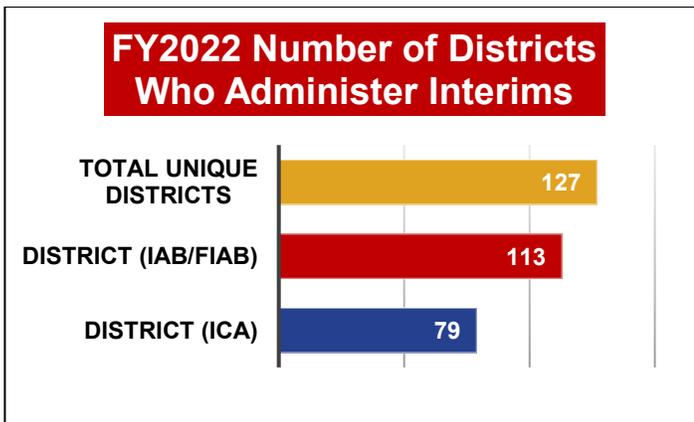
Resource Name	Resource Description
<a href="#">Alternate Assessment Eligibility Guidelines</a>	This document was published in 2021-2022 for school district training and technical assistance purposes and will be in effect on August 1, 2022. This allows school districts with adequate time to transition and implement the updated policies and procedures. The new eligibility guidelines explain the OPI's policies and procedures for assessing students with significant cognitive disabilities (SwSCDs) using Montana's Alternate Assessments.
<b>Appendix A:</b> <a href="#">Participation Form</a>	These four questions are the <u>same</u> that will be in the 2022-2023 school year AIM/Infinite Campus "Statewide IEP Editor". The requirement for school districts is to electronically complete these steps in AIM/Infinite Campus. Whereas the PDF document can be used to assist conversations locally but is not required to submit to the OPI. This form is intended to be used by the IEP team to document the conversations, evidence, and decisions when determining whether a student should participate in Alternate Assessments.
<b>Appendix B:</b> <a href="#">Decision Flowchart</a>	Effective on August 1, 2022, this decision flowchart is designed to guide the sequence of decisions to be made by IEP teams when determining whether a student should participate in Montana's Alternate Assessments.
<a href="#">State 1.0 Percent Cap Guidance and Monitoring Google Site</a>	This OPI website is intended to centralize the guidance on Alternate Assessments, assist the OPI with the public comment process for 1.0 percent cap, and share various resources with the public.



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...”

Balance occurs when we don't rely on one measure to tell the entire story of a student's growth as a learner. The [Balanced Assessment Roadmap](#) has resources to support implementation of Smarter Balanced interims. The charts in this section show the 2021-2022 [fiscal year 2022] results for Math and ELA Smarter Balanced Interims that were administered.

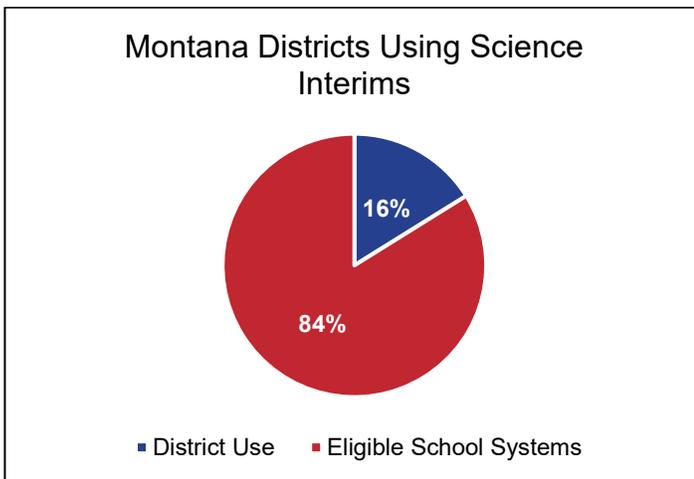
**Chart 1)** Montana Math & ELA Interim Use During the 2021-2022 School Year



**Chart 2)** Number of Montana Districts Who Administered Smarter Balanced Math and ELA Interims

**Note:**  
ICA = Interim Comprehensive Assessment,  
IAB = Interim Assessment Block,  
FY2022 = 2021-2022 school year.

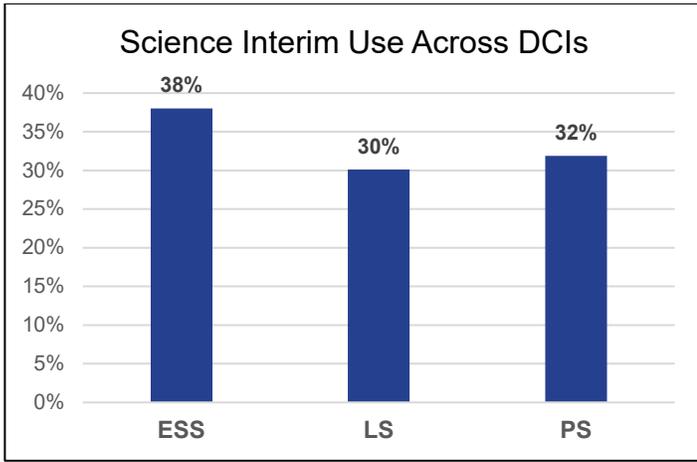
Charts 1, 2 and 5 depict Smarter Balanced statewide contract values for formative and interim math and English language arts (ELA) data.



**Chart 3)** Montana Science Interim Use During the 2021-2022 School Year

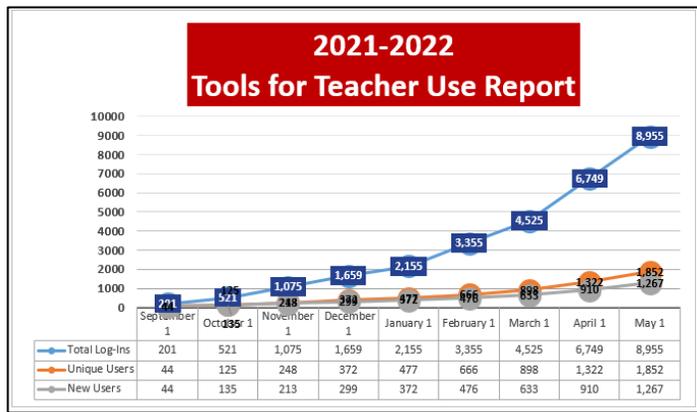
Chart 3 shows that 51 districts have used the science interims with 12,124 test opportunities provided to students this 2021-2022 school year.

**Note:**  
Charts 3 and 4 depict statewide contract values for interim science data.



**Chart 4)** Science Interims Used Across Disciplinary Core Ideas (DCIs)

DCI	Percent	Sum of Grand Total
ESS	38%	4603
LS	30%	3564
PS	32%	3858
<b>Total</b>	<b>100.0%</b>	<b>12,105</b>



**Chart 5)** Tools for Teachers Use Report

Tools for Teachers is a site that houses teacher created lesson plans that directly align to existing IAB/FIAB assessments. Tools for Teachers Monthly Report:

- Blue line = the total number of logins
- Orange line = the total number of unique users
- Gray line = the total number of new users

#### Defining Standards, Instruction, and Assessment:

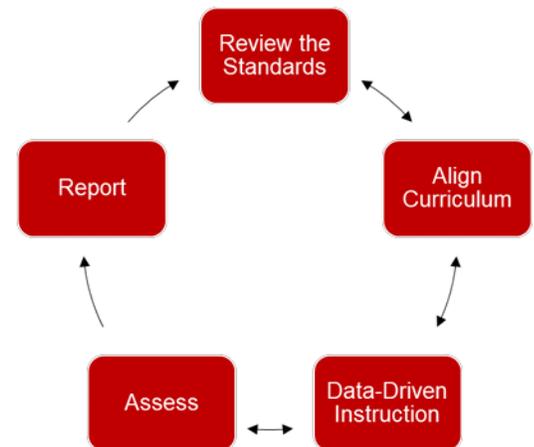
Data literacy and its direct influence in guiding instruction, alongside a balanced approach including the use of formative and interim strategies ensures all children have fair and equitable opportunities to obtain a high-quality education and reach, at a minimum, proficiency on challenging academic content standards.

- **Standards** are what students should know and be able to do to be college and workforce ready.
- **Curriculum** is the instructional strategies and resources teachers use to ensure students are making progress towards the knowledge and skills they are expected to learn as they progress through their K–12 education.
- **Assessment** is the gathering, organizing, and evaluation of information about student learning in order to monitor and measure the effectiveness of the instructional program (see [ARM 10.55.602](#)).

#### Some ideas to support the annual Continuous Improvement Cycle:

1. Review the Montana Content Standards so you are familiar with the grade level requirements for each subject.
2. Make sure the district curriculum aligns with the Montana Content Standards and goes through the district review process every five years.
3. Use data-driven instruction practices guided by the Montana Content Standards, district curriculum, and assessment feedback loop.
4. Provide immediate feedback combined with formative strategies to enable educators to individualize instruction for all students.
5. Use end-of-year summative assessments to review progress toward district goals and system programmatic effects.
6. Annually evaluate district, school, and student summative results to ensure the district is meeting content standard goals and showing growth.
7. Send [home individual score reports](#) from summative tests to engage parents in the district plan.

#### Steps to Instructional Cycle





*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.*

<a href="#">Assessment Profile</a>	<a href="#">Consortium Map</a>	<a href="#">Testing Calendar</a>	<a href="#">Testing Time Facts</a>

Portal Link: [Montana Testing Portal](#)

Contact Cambium Help Desk at 1-877-365-7915 or e-mail at [mthelpdesk@cambiumassessment.com](mailto:mthelpdesk@cambiumassessment.com).

Website Link: [Smarter Balanced Resources](#)



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

<b>Grades(s):</b>	3 – 8
<b>Subject(s):</b>	Mathematics English Language Arts (ELA)
<b>Test Time:</b>	3 – 4 hours
<b>Testing Window:</b>	March 7 – May 27, 2022
<b>Helpful Pages:</b>	<a href="#">OPI Page</a> and <a href="#">STC Corner Page</a>

**Testing Alerts and Updates:**

**Testing Window Closed Friday, May 27**

The Grades 3–8 ELA and mathematics [i.e., Smarter Balanced] summative testing window closed on Friday, May 27. Interim assessments are also closed for 2021-2022.

**Frequently Asked Questions:**

**Q: How soon can I see student reports?**

**A:** Student score reports are available in the [Reporting System](#) ten business days after a student submits his/her ELA or mathematics summative assessment. Any tests that were partially, or fully completed, but not submitted will be force completed at the close of the testing window [i.e., May 27] and subsequent partial/full score reports will be available for these tests no later than June 10. **Note:** unless you have a pending determination on a Test Incident Report on student[s], the score reports you see in the Reporting System can be downloaded and provided to parents and placed in cumulative files.

**Q: Will the individual student reports (ISRs) be sent to the district?**

**A:** No. It is the district’s responsibility to download individual student reports (ISRs) to be provided to parents/families as well as to place into the student’s cumulative file. Resources on how to download ISRs and OPI Parent Letter Templates can be found on the OPI [STC Corner Site](#), under the “What are the data and reporting district requirements” tab.

**Q: Are the stickers to put into the students’ cumulative files available anywhere?**

**A:** The stickers are no longer provided by the test delivery vendor and school districts are responsible for downloading and placing an individual student report (ISR) into each students cumulative file per [ARM 10.55.909](#).

**Q: When will the ELA and Mathematics [Smarter Balanced] Interims become available this fall?**

**A:** The ELA and mathematics interim assessments will be made available to districts on September 12, 2022. Tools for Teachers remains available to all educators with an account in the Montana Testing Portal [i.e., TIDE].

## Smarter Balanced June 2022 Tasks

### Due This Month

Due Date		Complete
	Ten Days After Test is Submitted, or no later than June 10	<b>Review/Download Individual Student Reports:</b> Student score reports are available in the <a href="#">Reporting System</a> within ten business days after a student submits his/her subject specific summative test. Any tests that are force completed at the end of the testing window will have scores available on June 10. <b>Note:</b> that score reports must be downloaded at the district level.
	After Testing – Prior to Fall Parent Teacher Conferences	<b>Provide Individual Student Reports (ISRs) to Parents/Families:</b> Individual Student Reports (ISRs) as downloaded in the previous step must be provided to parents/families alongside a <a href="#">Parent Letter</a> in a “timely manner.” This is interpreted to mean no later than Fall Parent-Teacher Conferences. Resources are available in the <a href="#">OPI Score Report Resources</a> link below.
	After Testing – Prior to the Start of the New School Year	<b>Place an ISR into student cumulative files:</b> Individual Student Reports must be downloaded and printed with one copy being placed into the students cumulative file per <a href="#">ARM 10.55.909</a> .

### Smarter Balanced Timely Tasks

Task		Responsibility
<input checked="" type="checkbox"/>	Prepare Score Report Letters to Parents	The district should edit the <a href="#">OPI Parent Letter Template</a> in preparation to send the reports to parents/families no later than Fall Parent-Teacher Conferences.
<input checked="" type="checkbox"/>	<b>Report Test Incidents</b>	Report any testing incidents per the MontCAS Test Security policies.
<input checked="" type="checkbox"/>	<b>Report Medical Exemption Non-Participation Reasons</b>	Any instances where it was unsafe for a student to participate in the state assessment due to COVID reasons or for medical reasons must be reported to the OPI using the “Medical Exemption” policy as defined within the <a href="#">MontCAS Policies and Procedures for Participation in State Assessments</a> but only after all test opportunities have been exhausted throughout the published test window. Follow the <a href="#">MontCAS Test Security Collection Schedule 2021-22</a> deadlines for state reporting.

### Resources and Supports

Resource		Support with...
	<a href="#">Score Report Parent Letter Template</a>	This letter template may be customized by districts and provided alongside individual student reports (ISRs) for parents/families.
	<a href="#">Balanced Assessment Roadmap</a>	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.
	<a href="#">Tools for Teachers</a>	This site offers teacher-created lesson plans, formative assessment resources, and individual interim assessment items.
	<a href="#">Reporting System User Guide</a>	This user guide provides instructions and support for users viewing student assessment performance reports in the Reporting System.
	<a href="#">OPI Smarter Balanced Score Report Resources</a>	The OPI’s STC Corner Site offers comprehensive resources for districts around score reports. [View the <a href="#">What are the data and reporting district requirements</a> tab.]



*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.*

			
<a href="#">Assessment Profile</a>	<a href="#">Consortium Map</a>	<a href="#">Testing Calendar</a>	<a href="#">Testing Time Facts</a>

**Portal Link:** [PearsonAccess<sup>Next</sup>](#)

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](#).

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



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

<b>Grades(s):</b>	11
<b>Subject(s):</b>	Mathematics English Language Arts (ELA) Science
<b>Test Time:</b>	3.5 hours
<b>Testing Window:</b>	March 29, April 12, and April 26, 2022
<b>Helpful Pages:</b>	<a href="#">OPI Page</a> and <a href="#">STC Corner Page</a>

**Testing Alerts and Updates:**

**ACT Customer Care**

**\*NEW!** ACT has developed state specific ACT Customer Care telephone numbers to assist users in reaching a Customer Care Representative most able to answer their questions. Save the Montana ACT customer care number: 319-337-1584.

**Frequently Asked Questions:**

**Q: When will score reports be available and where can I find them?**

**A:** ACT with Writing score reports are available on the *ACT Test Scores and Reports* tab on the [ACT Success site](#) five to eight weeks after the answer document has been received by ACT (for paper testing), or after the test has been submitted (for online testing). Scores for online tests typically populate sooner than paper test scores. Students who created MyACT accounts can also access their own scores in their MyACT account.

**Note:** School districts must save student score reports and place reports in the cumulative files [see [ARM 10.55.909](#)] and ensure they are made available to parents/guardians.

## ACT with Writing June 2022 Tasks

### Due This Month

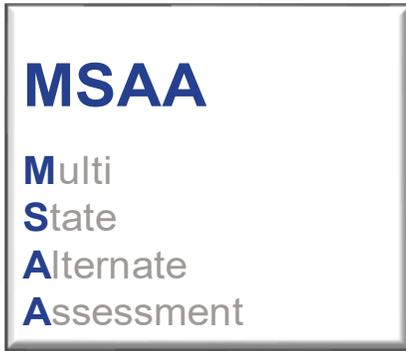
Due Date		Complete
	Five to eight Weeks After Testing	<u>Review/Download Individual Student Reports:</u> Student score reports are available under the <i>ACT Test Scores and Reports</i> tab in the <a href="#">ACT Success site</a> five to eight weeks after the answer document was received by ACT (paper testing) or the test was submitted (online testing). Districts will receive the High School Report and Student Score Labels in hard copy format.
	After Receipt of Score Reports	<u>Provide Student Score Reports to Parents/Families:</u> Student Score Reports must be provided to parents/families alongside a <a href="#">Parent Letter</a> in a “timely manner.” This is interpreted to mean no later than Fall Parent-Teacher Conferences. Resources are available in the <a href="#">OPI Score Report Resources</a> .

### ACT Timely Tasks

Task		Responsibility
<input checked="" type="checkbox"/>	Attend ACT Office Hours	ACT hosts a weekly open forum Office Hours webinar on Wednesdays from 1:00 PM–2:00 PM and Thursdays from 9:00 AM–10:00 AM. Attendees are welcome to join at any time by either <a href="#">registering, or simply joining a meeting</a> .
<input checked="" type="checkbox"/>	Report Testing Incidents	To ensure school districts meet the requirements under ESEA-ESSA Section 1111(b)(2) for implementing valid and reliable assessment systems any incidents must be reported by the System Test Coordinator in the <a href="#">MontCAS Application</a> . This allows the OPI to evaluate any threats to score report interpretations. This highlights the importance of reporting all local test incidents in a timely manner to ensure score reports are valid and reliable for their intended use[s] under ESEA-ESSA.
<input checked="" type="checkbox"/>	Report Medical Exemption Non-Participation Reasons	Any instances where it was unsafe for a student to participate in the state assessment due to COVID reasons or for medical reasons must be reported to the OPI using the “Medical Exemption” policy as defined within the <a href="#">MontCAS Policies and Procedures for Participation in State Assessments</a> but only after all test opportunities have been exhausted throughout the published test window. Follow the <a href="#">MontCAS Test Security Collection Schedule 2021-22</a> deadlines for state reporting.

### Resources and Supports

Resource		Support with...
	<a href="#">ACT Online Reporting</a>	This video shows how to run reports for state and district testing in the ACT Success site.
	<a href="#">Understanding Your Test Scores</a>	Share this site with students and parents to help them understand how to make sense of their/their child’s ACT scores.
	<a href="#">ACT State and District Testing</a>	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.
	<a href="#">ACT Success</a>	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.



*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.*

<a href="#">Assessment Profile</a>	<a href="#">Consortium Map</a>	<a href="#">Testing Calendar</a>	<a href="#">Testing Time Facts</a>

Portal Link: [MSAA System](#)

Contact Cognia Help Desk Hotline: 1-866-834-8879  
[MSAAServiceCenter@MeasuredProgress.org](mailto:MSAAServiceCenter@MeasuredProgress.org)

Website Link: [MSAA Consortia](#)



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

<b>Grades(s):</b>	3 – 8 and 11
<b>Subject(s):</b>	Mathematics English Language Arts (ELA)
<b>Test Time:</b>	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.
<b>Testing Window:</b>	March 14 – April 29, 2022
<b>Helpful Pages:</b>	<a href="#">OPI Page</a> and <a href="#">STC Corner Page</a>

**Testing Alerts and Updates:**

**Core Content Connectors – MT Content Standards Crosswalk Document Coming Soon**

The Core Content Connectors (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the Montana Content Standards and the Learning Progression Frameworks (LPF). The current [CCC's](#) apply to all of the MSAA Consortia states and a document that crosswalks the Montana Content Standards to the CCCs is in the final review stages and is expected to be available to districts by the start of the 2022-2023 school year.

**Frequently Asked Questions:**

**Q: When can I get MSAA Score Reports?**

**A:** MSAA Score Reports can be downloaded from the MSAA System from Late July through Early September. Additional resources can be found on the [MSAA STC Corner Site](#) under the “What are the data and reporting district requirements” tab.

- Download Student Reports: District, school and individual student reports will be available for districts to download on the [MSAA System](#).
- Provide reports to parents alongside Family Guides no later than Fall Parent Teacher Conferences [See [OPI MSAA Score Report Resources](#) linked below].
- Individual Student Reports must be downloaded and printed with one copy being placed into the students cumulative file per [ARM 10.55.909](#).

**Q: What participation rate must we have in the MSAA?**

**A:** The requirement for 95 percent student participation in mathematics and reading/language arts assessments into the statewide accountability system. Students who meet participation requirements and who do not test are assigned a score of “Novice” and designated as a non-participant for accountability purposes. **NEW:** If the student[s] is unable to test for a medical reason and/or the student response check has been properly deployed, then they may qualify for the medical exemption [see [MontCAS Policies and Procedures for Participation in State Assessments](#)]. All instances of non-participation due to medical reasons including COVID must reported to the OPI by the System Test Coordinator in the [MontCAS Application](#) after the test opportunities have been exhausted.

## MSAA May 2022 Tasks

### Due This Month

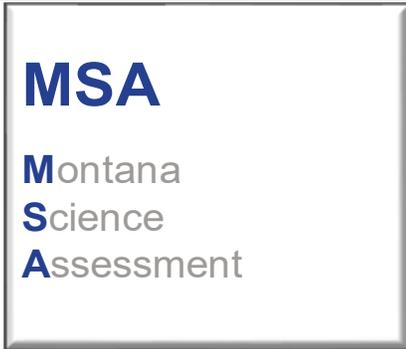
Due Date		Complete
	July 18 – Sept.9, 2022	<p><b>Download Student Reports:</b> District, school and individual student reports will be available for districts to download on the <a href="#">MSAA System</a>.</p> <ul style="list-style-type: none"> <li>Provide reports to parents alongside Family Guides no later than Fall Parent Teacher Conferences [See <a href="#">OPI MSAA Score Report Resources</a> linked below]. Individual Student Reports must be downloaded and printed with one copy being placed into the students cumulative file per <a href="#">ARM 10.55.909</a></li> </ul>
	Sept. 9, 2022	<p><b>Place an ISR into student cumulative files:</b> Individual Student Reports must be downloaded and printed with one copy being placed into the students cumulative file per <a href="#">ARM 10.55.909</a>.</p>
	No later than Fall Parent Teacher Conferences	<p><b>Provide Individual Student Reports (ISRs) to Parents/Families:</b> Individual Student Reports (ISRs) must be provided to parents/families alongside a <a href="#">Parent Letter</a> in a “timely manner.” This is interpreted to mean no later than Fall Parent-Teacher Conferences. Resources are available in the <a href="#">OPI Score Report Resources</a> link below and include MSAA Grade-Specific Family Guides.</p>

### MSAA Timely Tasks

Task	Responsibility
<input checked="" type="checkbox"/> <b>Report Testing Incidents</b>	To ensure school districts meet the requirements under ESEA-ESSA Section 1111(b)(2) for implementing valid and reliable assessment systems any incidents must be reported by the System Test Coordinator in the <a href="#">MontCAS Application</a> . This allows the OPI to evaluate any threats to score report interpretations. This highlights the importance of reporting all local test incidents in a timely manner to ensure score reports are valid and reliable for their intended use[s] under ESEA-ESSA.
<input checked="" type="checkbox"/> <b>Report Medical Exemption Non-Participation Reasons</b>	Any instances where it was unsafe for a student to participate in the state assessment due to COVID reasons or for medical reasons must be reported to the OPI using the “Medical Exemption” policy as defined within the <a href="#">MontCAS Policies and Procedures for Participation in State Assessments</a> but only after all test opportunities have been exhausted throughout the published test window. Follow the <a href="#">MontCAS Test Security Collection Schedule 2021-22</a> deadlines for state reporting.

### Resources and Supports

Resource	Support with...
 <a href="#">Alternate Assessment Eligibility Guidelines</a>	This new document will be in effect on August 1, 2022 and explains the OPI’s policies and procedures for assessing students with significant cognitive disabilities (SwSCDs) using Montana’s Alternate Assessments.
 <a href="#">TIES Center- Resources</a>	The TIES Center is the national technical assistance center on inclusive practices and policies with resources on teaching students with significant disabilities (SwSCD).
 <a href="#">OPI MSAA Score Report Resources</a>	The OPI’s STC Corner Site offers comprehensive resources for districts around score reports. [View the <a href="#">What are the data and reporting district requirements</a> tab.]



*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.*

<a href="#">Assessment Profile</a>	<a href="#">Consortium Map</a>	<a href="#">Testing Calendar</a>	<a href="#">Testing Time Facts</a>

Portal Links: [Montana Testing Portal](#)

Website Link: [MontCAS Science](#)

Contact Cambium Help Desk at 1-877-365-7915 or e-mail at [mthelpdesk@cambiumassessment.com](mailto:mthelpdesk@cambiumassessment.com).



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

<b>Grades(s):</b>	5 and 8
<b>Subject(s):</b>	Science
<b>Test Time:</b>	1.5 – 2 hours
<b>Testing Window:</b>	Mar 7 – May 27, 2022
<b>Helpful Pages:</b>	<a href="#">OPI Page</a> and <a href="#">STC Corner Page</a>

**Testing Alerts and Updates:**

**Science Assessment Development Opportunities**

**Rubric Validation:** The Montana Office of Public Instruction (OPI) and Cambium Assessment Inc. (CAI) are recruiting panelists to participate in Rubric Validation for the Montana Science Assessment in Grades 5 and 8. This one-day virtual meeting will take place virtually on June 13, 2022. This meeting is a review of sample student responses from field test items to ensure that the scoring logic is accurate. Follow this [link](#) to a short Google Forms to confirm your interest in this event.

**Frequently Asked Questions:**

**Q: When will the Montana Science Interims become available this fall?**

**A:** The science interim assessments will be made available to districts on September 12, 2022.

**Q: When will I be able to access my MSA/AMSA scores from Spring 2022?**

**A:** Scores will be accessible in Fall of 2022, after the Standards Setting event that will take place August 1–5, 2022. Science educators will support Montana’s state education system by contributing their local science education expertise[s] and experience[s] to setting state-specific proficiency standards for the MSA and AMSA. Educators will also help ensure that the language used to describe student proficiency across the four levels of achievement are meaningful and understandable to students, parents/guardians, teachers, and principals to help address specific academic needs. To apply for this event, complete this [Google Form](#).

**Q: When score reports are released, are there stickers to put into the students’ cumulative files available?**

**A:** No. The stickers are no longer provided by the test delivery vendor and school districts are responsible for downloading and placing an individual student report (ISR) into each students cumulative file per [ARM 10.55.909](#).

## MSA June 2022 Tasks

### Due This Month

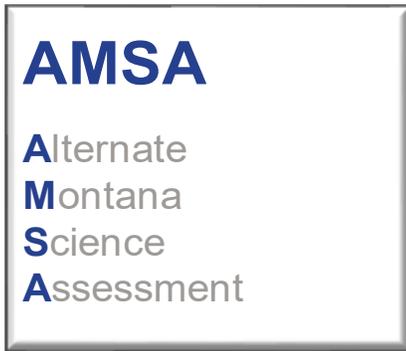
Due Date		Complete
	After Testing – Prior to Fall Parent Teacher Conferences	Provide Individual Student Reports (ISRs) to Parents/Families: Individual Student Reports (ISRs) must be provided to parents/families alongside a Parent Letter in a “timely manner.” Sample Parent Letters will be available for the Montana Science Assessment in Fall 2022 at the <a href="#">Parent Corner Site</a> . Resources are available in the <a href="#">OPI Score Report Resources</a> link below. <b>**Reminder:</b> No ISRs will be available until after Standards Setting in Summer 2022.
	After Testing – Prior to the Start of the New School Year	Place an ISR into student cumulative files: Individual Student Reports must be downloaded and printed with one copy being placed into the students cumulative file per <a href="#">ARM 10.55.909</a> .

### MSA Timely Tasks

Task		Responsibility
<input checked="" type="checkbox"/>	Prepare Score Report Letters to Parents	The district should edit the <a href="#">OPI Parent Letter Template</a> in preparation to send the reports to parents/families no later than Fall Parent-Teacher Conferences. Please note that this Template is not Montana Science Assessment specific.
<input checked="" type="checkbox"/>	Report Testing Incidents	To ensure school districts meet the requirements under ESEA-ESSA Section 1111(b)(2) for implementing valid and reliable assessment systems any incidents must be reported by the System Test Coordinator in the <a href="#">MontCAS Application</a> . This allows the OPI to evaluate any threats to score report interpretations. This highlights the importance of reporting all local test incidents in a timely manner to ensure score reports are valid and reliable for their intended use[s] under ESEA-ESSA.
<input checked="" type="checkbox"/>	Report Medical Exemption Non-Participation Reasons	Any instances where it was unsafe for a student to participate in the state assessment due to COVID reasons or for medical reasons must be reported to the OPI using the “Medical Exemption” policy as defined within the <a href="#">MontCAS Policies and Procedures for Participation in State Assessments</a> but only after all test opportunities have been exhausted throughout the published test window. Follow the <a href="#">MontCAS Test Security Collection Schedule 2021-22</a> deadlines for state reporting.

### Resources and Supports

Resource		Support with...
	<a href="#">Score Report Parent Letter Template</a>	This letter template may be customized by districts and provided alongside individual student reports (ISRs) for parents/families. Please note that this Template is not Montana Science Assessment specific.
	<a href="#">Reporting System User Guide</a>	This user guide provides instructions and support for users viewing student assessment performance reports in the Reporting System.
	<a href="#">OPI MSA Score Report Resources</a>	The OPI’s STC Corner Site offers comprehensive resources for districts around score reports. [View the <a href="#">What are the data and reporting district requirements</a> tab.]



*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.*

<a href="#">Assessment Profile</a>	<a href="#">Consortium Map</a>	<a href="#">Testing Calendar</a>	<a href="#">Testing Time Facts</a>

Portal Link: [Montana Testing Portal](#)

Website Link: [MontCAS Science](#)



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

Contact Cambium Help Desk at 1-877-365-7915 or e-mail at [mthelpdesk@cambiumassessment.com](mailto:mthelpdesk@cambiumassessment.com).

<b>Grades(s):</b>	5, 8 and 11
<b>Subject(s):</b>	Science
<b>Test Time:</b>	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.
<b>Testing Window:</b>	Mar 14 – Apr 29, 2022
<b>Helpful Pages:</b>	<a href="#">OPI Page</a> and <a href="#">STC Corner Page</a>

**Frequently Asked Questions:**

**Q: When and where will I be able to access my AMSA scores from Spring 2022?**

**A:** Scores will be accessible in Fall of 2022, after the Standards Setting event that will take place August 1–5, 2022. Science educators will support Montana’s state education system by contributing their local science education expertise[s] and experience[s] to setting state-specific proficiency standards for the MSA and AMSA. Educators will also help ensure that the language used to describe student proficiency across the four levels of achievement are meaningful and understandable to students, parents/guardians, teachers, and principals to help address specific academic needs. **To apply for this event, complete this [Google Form](#).**

**Q: What participation rate must we have in the AMSA?**

**A:** The requirement for 95 percent student participation in science assessments into the statewide accountability system. Students who meet participation requirements and who do not test are assigned a score of “Novice” and designated as a non-participant for accountability purposes. **NEW:** If the student[s] is unable to test for a medical reason and/or the student response check has been properly deployed, then they may qualify for the medical exemption [see [MontCAS Policies and Procedures for Participation in State Assessments](#)]. All instances of non-participation due to medical reasons including COVID must reported to the OPI by the System Test Coordinator in the [MontCAS Application](#) after the test opportunities have been exhausted.

## AMSA June 2022 Tasks

### Due This Month

Due Date		Complete
	After Testing – Prior to Fall Parent Teacher Conferences	<p>Provide Individual Student Reports (ISRs) to Parents/Families:</p> <ol style="list-style-type: none"> <li>Individual Student Reports (ISRs) must be provided to parents/families alongside a Parent Letter in a “timely manner.” Sample Parent Letters will be available for the Alternate Montana Science Assessment in Fall 2022 at the <a href="#">Parent Corner Site</a>. Resources are available in the <a href="#">OPI Score Report Resources</a> link below. <b>**Reminder: No ISRs will be available until after Standards Setting in Summer 2022**</b></li> </ol>
	After Testing – Prior to the Start of the New School Year	<p>Place an ISR into student cumulative files:</p> <p>Individual Student Reports must be downloaded and printed with one copy being placed into the students cumulative file per <a href="#">ARM 10.55.909</a>.</p>

### AMSA Timely Tasks

Task		Responsibility
<input checked="" type="checkbox"/>	Prepare Score Report Letters to Parents	The district should edit the <a href="#">OPI Parent Letter Template</a> in preparation to send the reports to parents/families no later than Fall Parent-Teacher Conferences. Please note that this Template is not Alternate Montana Science Assessment specific.
<input checked="" type="checkbox"/>	Report Testing Incidents	To ensure school districts meet the requirements under ESEA-ESSA Section 1111(b)(2) for implementing valid and reliable assessment systems any incidents must be reported by the System Test Coordinator in the <a href="#">MontCAS Application</a> . This allows the OPI to evaluate any threats to score report interpretations. This highlights the importance of reporting all local test incidents in a timely manner to ensure score reports are valid and reliable for their intended use[s] under ESEA-ESSA.
<input checked="" type="checkbox"/>	Report Medical Exemption Non-Participation Reasons	Any instances where it was unsafe for a student to participate in the state assessment due to COVID reasons or for medical reasons must be reported to the OPI using the “Medical Exemption” policy as defined within the <a href="#">MontCAS Policies and Procedures for Participation in State Assessments</a> but only after all test opportunities have been exhausted throughout the published test window. Follow the <a href="#">MontCAS Test Security Collection Schedule 2021-22</a> deadlines for state reporting.

### Resources and Supports

Resource		Support with...
	<a href="#">Score Report Parent Letter Template</a>	This letter template may be customized by districts and provided alongside individual student reports (ISRs) for parents/families. Please note that this Template is not Alternate Montana Science Assessment specific.
	<a href="#">Reporting System User Guide</a>	This user guide provides instructions and support for users viewing student assessment performance reports in the Reporting System.
	<a href="#">OPI AMSA Score Report Resources</a>	The OPI’s STC Corner Site offers comprehensive resources for districts around score reports. [View the <a href="#">What are the data and reporting district requirements</a> tab.]
	<a href="#">Accessing the Alternate Science Practice Test</a>	Use this resource as a guide on how to access the AMSA.
	<a href="#">Eligibility Criteria Worksheet for Alternate Students</a>	Effective for the 2021-2022 school year [see <a href="#">Alternate Assessments Based on Alternate Academic Achievement Standards [AA-AAAS]</a> ]. This form is designed to assist IEP teams in determining whether a student should participate in the alternate assessments.



*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.*

<a href="#">Assessment Profile</a>	<a href="#">Consortium Map</a>	<a href="#">Testing Calendar</a>	<a href="#">Testing Time Facts</a>

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

Contact WIDA Training and Resources at 1.866.876.7735 or e-mail [help@wida.us](mailto:help@wida.us).

**Website Link:** [Training and Resources](#)

Contact WIDA Assessment Management Site at 1.855.787.9615 or email at [WIDA@datarecognitioncorp.com](mailto:WIDA@datarecognitioncorp.com).



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

<b>Grades(s):</b>	K–12
<b>Subject(s):</b>	English Proficiency Assessment (ELP)
<b>Test Time:</b>	4 – 4.5 hours
<b>Testing Window:</b>	Dec. 1, 2021 – Feb. 25, 2022
<b>Helpful Pages:</b>	<a href="#">OPI Page</a> and <a href="#">STC Corner Page</a>

**Testing Alerts and Updates:**

**Exiting Proficient Students**

Students who attain an overall composite score of 4.7 or higher must be exited from EL status in AIM and monitored for two years to ensure that their language development and academic achievement continue to progress at grade level. Families must also be notified of changes in EL status and services. Check out the [OPI English Learners Page](#) for resources.

**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, 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.

**Q: Where can I find students’ ACCESS scores from 2021-2022?**

**A:** Printed score reports were shipped to district offices in mid-May. Online reports since May 3, 2022 can be accessed through [WIDA AMS](#) via **Report Delivery** → **Test Results** and selecting the administration and school information for the desired reports.

## WIDA June 2022 Tasks

### Due This Month

Due Date		Complete
	Report late test material returns	The testing window for ACCESS for ELLs closed on <b>3/11/2022</b> . Ensure that all secure test materials have been returned to DRC. Late material returns will be reported as testing incidents in the <a href="#">MontCAS Application</a> and accountability forms must be completed in <a href="#">WIDA AMS</a> for any secure materials destroyed or misplaced.
	Report Medical Exemption Non-Participation Reasons	Any instances where it was unsafe for a student to participate in the state assessment due to COVID reasons or for medical reasons must be reported to the OPI using the "Medical Exemption" policy as defined within the <a href="#">MontCAS Policies and Procedures for Participation in State Assessments</a> but only after all test opportunities have been exhausted throughout the published test window. Follow the <a href="#">MontCAS Test Security Collection Schedule 2021-22</a> deadlines for state reporting.

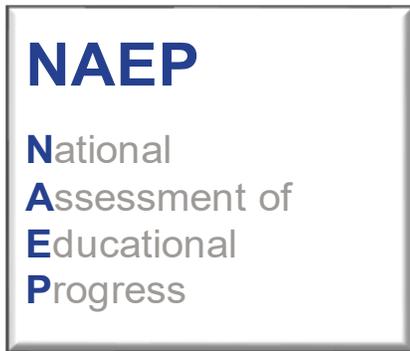
### ACCESS for ELLs Timely Tasks

Task		Responsibility
<input checked="" type="checkbox"/>	Exit proficient students from EL status	Students who attain an overall composite score of 4.7 or higher must be exited from EL status in AIM and monitored for two years to ensure that their language development and academic achievement continue to progress at grade level. Families must also be notified of changes in EL status and services.
<input checked="" type="checkbox"/>	Administer Home Language Survey	As students enroll, districts must administer the <a href="#">Home Language Survey</a> . Read the <a href="#">2021-2022 English Learner Guidance for School Districts</a> and <a href="#">EL Tool Guide</a> 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 <a href="#">Provisional EL Identification Procedure During Periods of Remote Learning</a> . Mark newly identified students and transfer students correctly in AIM. <a href="#">AIM Data</a> 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 <a href="#">placement letter</a> within the first 30 days of enrollment.

### Resources and Supports

Resource		Support with...
	<a href="#">2021-2022 English Learner Guidance for School Districts</a>	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.
	<a href="#">EL Tool Guide for AIM</a>	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.
	<a href="#">ACCESS for ELLs Interpretive Guide for Score Reports</a>	This document is designed to help educators interpret ACCESS for ELLs score reports for communications with families and for their own instructional purposes.
	<a href="#">Alternate ACCESS Interpretive Guide for Score Reports</a>	This document is designed to help educators interpret Alternate ACCESS for ELLs score reports for communications with families and for their own instructional purposes.
	<a href="#">Standardized Entrance-Service-Monitor-Exit Procedures for ELs</a>	This checklist walks administrators through the standardized procedures for identifying, serving, monitoring, and exiting English learners.
	<a href="#">WIDA Educator Exchange (Open Facebook Group)</a>	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.

*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).*



<a href="#">Assessment Profile</a>	<a href="#">Nationwide Trends</a>	<a href="#">Testing Calendar</a>	<a href="#">Testing Time Facts</a>

Portal Link: [MyNAEP Testing Portal](#)

Contact Shantel Niederstadt at [SNiederstadt@mt.gov](mailto:SNiederstadt@mt.gov) or 406-444-3450.

Website Link: [NAEP](#)

NAEP Help Desk at 1-800-283-6237 or [naephelp@westat.com](mailto:naephelp@westat.com).



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

	LTT Age 13	NAEP 2023 Field Test
<b>Grade(s)/Age:</b>	Age 13	4, 8 & 12
<b>Subject(s):</b>	Mathematics & Reading	Mathematics, Reading & Science
<b>Test Time:</b>	90 minutes	120 minutes
<b>Testing Window:</b>	Oct. 10 - Dec. 16, 2022	Mar. 20 - Apr. 14, 2023
<b>Mode:</b>	Paper-Based Assessment	Digital-Based Assessment
<b>Helpful Pages:</b>	<a href="#">OPI Page</a> and <a href="#">STC Corner Page</a>	

**Testing Alerts and Updates:**

The NCES has begun preparing for the 2023 assessment cycle and will conduct the National Assessment of Educational Progress (NAEP) and various international assessments during the 2022-2023 school year. From October 10, 2022, to April 14, 2023, the NAEP program will administer three operational assessments: reading and mathematics for grades 4, 8 and 12, science for grade 8, and long-term trend (LTT) for age 13. Students will be assessed in one subject only. A small number of Montana schools may be selected to participate in a few international assessments. As conducted in previous years, NAEP assessment teams will provide significant support to schools, bring all necessary materials and equipment, and administer the assessment. They will wear necessary personal protective equipment (PPE) and follow all school-specific health protocols. Schools will only need to provide space for students to take the assessment with flat desks or tables. The NAEP-selected schools were notified in May 2022.

For more information about NAEP assessments, please refer to the [Superintendent's Memorandum](#).

**Frequently Asked Questions:**

**Q: Is Participation in NAEP Mandatory?**

**A:** Participation in mathematics and reading in Grades 4 and 8 is required under the Every Student Succeeds Act (ESSA) for any district receiving Title I funding.

## Webinars and Educator Resources

**NEW:** Here are the Technical Assistance and Training Opportunities for the 2022-2023 school year so System Test Coordinators can place these on calendars and save the date ([STC Workshop Series](#), [STC Open Forum Series](#), and [MontCAS Focused Webinar Series](#)).



### STC Workshop Series

The purpose of the “STC Workshop Series” is to provide each Montana school district System Test Coordinator (STC) with the opportunity to learn the “how-to’s” for each of the assessment related components listed below. STC participants will leave this three-day series with content to complete the four required testing plans ([Test Administration Plan](#), [Test Accessibility Plan](#), [Test Security Plan](#), and [Test Training Plan](#)) and be provided with step-by-step instructions on how to accomplish the various STC activities. The OPI Assessment Team will share some tips and tricks to accomplish said activities and invite veteran STCs to share their experience(s) as well. **Attendees are eligible for renewal units for each session attended.**

The [STC Workshop Series](#) will host four sessions on October 6, October 13, and October 20, 2022 for a total of 12 sessions to support new and veteran STCs with the planning, preparation, and test management needs for the 2022-2023 school year.



### OPI Assessment Monthly Webinar

During the 2022-2023 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 2022 to June 2023 as published in the [FY2023 Monthly Focused Webinar Plan](#).

**Attendees are eligible for 1-hour of renewal.**

- **June 8:** Wrap Up and Look Forward [[Register](#)] [Passcode 638495]
- **August 31:** Montana’s Balanced Assessment System [[Register](#)]



### STC Open Forum Webinar Series

During the 2022-2023 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 11 webinars will be offered from August 2022 to June 2023 as published in the [FY2023 STC Open Forum](#). This time is designed to bring questions and tips for the OPI Assessment Team and fellow STCs.



### Technical Advisory Committee (TAC) News

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. 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](#).

## OPI's Recommended Roles and Responsibilities

<b>Authorized Representative Role:</b>	<p>The individual designated to comply and/or enforce activities in connection with federal legal requirements (see <a href="#">34 CFR §99.3</a>). Authorized Representatives appoint STCs as the single point of contact for all assessment-related matters and testing alerts within the school system.</p> <ul style="list-style-type: none"> <li>Authorized Representatives must complete <a href="#">the electronic assurance for data privacy</a> and STC designation within the TEAMS Application each year. Check the <a href="#">TEAMS page</a> for data collection deadlines and guidance.</li> </ul>
<b>System Test Coordinator Role:</b>	<p>This role serves as the data steward for managing local users within the restricted web-based <a href="#">TDS portals</a> 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> <ul style="list-style-type: none"> <li>STCs must sign the electronic test security agreement and the testing plan assurances in the <a href="#">MontCAS Application</a> by the dates specified in the "<a href="#">MontCAS Test Security Collection Schedule 2021-22</a>".</li> </ul>
<b>Building Coordinator Role:</b>	<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> <ul style="list-style-type: none"> <li>All staff with <a href="#">TIDE Testing Portal accounts</a> will be required to sign an electronic TSA. All staff with WIDA accounts, ACT accounts, and MSAA accounts will also be required to sign an electronic TSA or non-disclosure agreement (NDA) to gain access to the online test administration and reporting sites.</li> </ul>
<b>Test Administrator Role:</b>	<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 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> <ul style="list-style-type: none"> <li>All staff with <a href="#">TIDE Testing Portal accounts</a> will be required to sign an electronic TSA. All staff with WIDA accounts, ACT accounts, and MSAA accounts will also be required to sign an electronic TSA or non-disclosure agreement (NDA) to gain access to the online test administration and reporting sites.</li> </ul>
<b>Technology Coordinator Role:</b>	<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 <a href="#">MontCAS Test Security Manual</a>.</p>
<b>Staff in Supporting Roles</b>	<p>All staff within the district who may assist with state assessments (e.g., storing ACT materials, sending score reports home, and scribes) will sign the <a href="#">MontCAS Test Security Agreement for Supporting Roles</a>. The TSA should be electronically signed prior to the opening of the state assessment test windows.</p>

More information about local roles and responsibilities can be found on the [OPI's Test Security Page](#) under the "Resources" column for "Roles and Responsibilities Letters". The STC is responsible for maintaining records of TSAs at each level for a period of up to three years as the OPI may request copies of them within that time period.

## Assessment Team

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**State Testing General Sites:**

[OPI Statewide Testing Website](#)

[STC Corner Site](#)

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### **Accommodation statement for publications**

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Human Resource Manager  
406-444-2673  
[OPIpersonnel@mt.gov](mailto:OPIpersonnel@mt.gov)

For further information on notice of nondiscrimination, call 1-800-421-3481 or visit <http://wdcrobcop01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the Office of Civil Rights (OCR) that serves your area.