MAY 2022 ASSESSMENT BULLETIN

OPI Student Safety and Support Page

WHOLE CHILD APPROACH — HOPE — MONTANA OFFICE OF PUBLIC INSTRUCTION

TEACHER & EDUCATIONAL LEADERS — TEACH — MONTANA OFFICE OF PUBLIC INSTRUCTION

ACADEMIC ACHIEVEMENT — LEARN — MONTANA OFFICE OF PUBLIC INSTRUCTION

COMMUNITY, COLLEGE & CAREER — READY — MONTANA OFFICE OF PUBLIC INSTRUCTION

Student Success — Standards — Instruction — Assessment
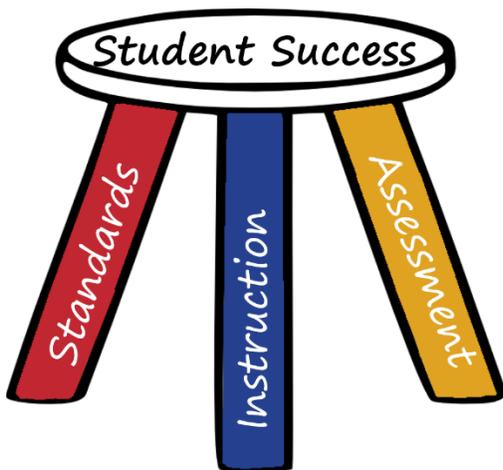
Assessment Quick Links
1-844-867-2569

- **OPIAssessmentHelpDesk@mt.gov**
- **April 2022 OPI Assessment Bulletin**
- **March 2022 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: 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. 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 but only after all test opportunities have been exhausted throughout the published test window.

To provide flexibility to schools and students across Montana, the OPI has extended all testing windows to the greatest extent practicable using a balance with reporting information to families and educators. 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 [see Memo].

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

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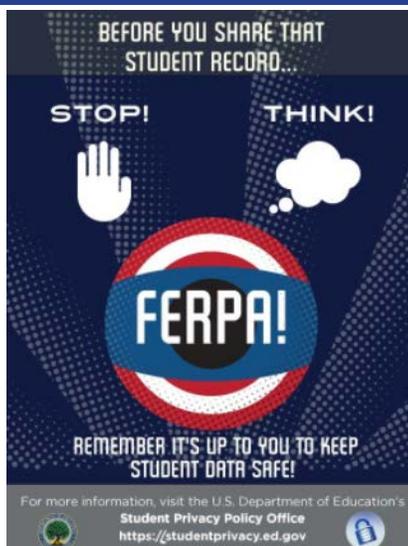
This section pertains to the policies, procedures, and updates from the Montana Office of Public Instruction (OPI) program.
Portal Link: OPI Website

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.

What are the requirements for participation this year ESEA-ESSA Section 1111(b)?
- The participation requirement to administer state assessments is required under federal and state law.
- The OPI has extended all testing windows this spring to the greatest extent practicable.
- School districts must provide all students with the opportunity to assess when it is safe to do so.
- The OPI will continue to allow the shortened version of the Smarter Balanced assessment for Math and ELA in Grades 3–8.

What are the requirements for accountability this year 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.

What are the requirements for reporting this year ESEA-ESSA Section 1111(h)?
- Schools are required to annually measure the achievement of not less than 95 percent of all students and students in each subgroup on its annual statewide assessments.
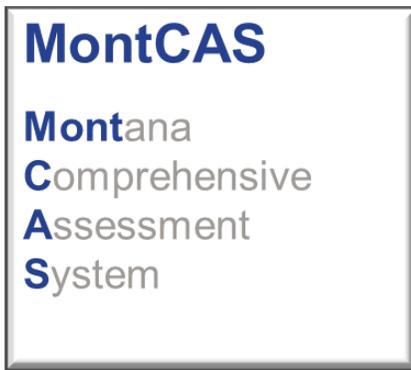
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OPI Test Windows in 2022 and 2023 and Expected Reporting Timelines

	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: March 29 Date 2: April 12 Date 3: April 26
Anticipated District/ Student Access	Online - May 3 Printed - May 13	Aug. 1 - Sept. 23	TBD - Fall	TBD - Fall	10 days after completed test is submitted	3–8 weeks after testing
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 2 – Mar 11	Mar 13 – Apr 28	Mar 13 – Apr 28	Mar 6 – May 26	Mar 6 – May 26	Date 1: March 28 Date 2: April 11 Date 3: April 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.

Science Assessment Development Opportunities

Score Reports Open Forum:
The OPI Assessment Unit is seeking feedback from the field on Performance Level Descriptors (PLDs) and Reporting Categories (RCs) that will be listed on the score reports of the new Montana Science Assessment and Alternate Montana Science Assessment.

Lend us your insight and expertise as we discuss the language and usage of these PLDs and RCs. This open forum will take place virtually on April 21, 2022, from 3:30 to 4:30 PM MST.

Visit this link for updates and additional information.

Standards Setting Workshop:
The OPI and Cambium Assessment Inc. (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 even, complete this Google form.**

MontCAS

Montana
Comprehensive
Assessment
System

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.

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.

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 it syncs to AIM/Infinite Campus where the OPI pulls all student information from to upload into TIDE.

Needs-Based Approach Towards Accessibility
Schools must administer statewide assessments with or without accommodations based on individual student needs consistent with all state and federal laws and regulations (ARM 10.56.104). Each school must support their students with accessibility tools per the student's educational plan. This means that any student supports and accommodations that were selected in the 2020-2021 school year are the same student supports and accommodations that are visible in TIDE for this 2021-2022 school year. It is incumbent upon the local school district to verify that these test settings are still accurate and up to date before administering Spring 2022 assessments.

Q: Why are student test settings visible in the Montana Testing Portal?
A: Accessibility features (i.e., universal tools, designated supports, and accommodations) are NOT transferred from the state AIM/Infinite Campus into the Test Information and Distribution Engine (TIDE) so districts must locally "turn them on" on for students to access during testing. If a student has an IEP/504 marked in TIDE this enables the accommodations to be turned on. ⓘ***NOTE*** All accommodations require an IDEA/IEP or Section 504 plan. This flag must be set for a student before an accommodation can be updated in TIDE. Click here to review the Usability, Accessibility, and Accommodations Guide. If the local district does not turn on individual student accommodations, then the student will not have accessibility features available on the assessment(s).

Q: I have a student with an IEP who does not have the IEP Designation turned to YES in TIDE. What do I do?
A: The determiner for students being uploaded into the Montana Testing Portal [i.e., TIDE] with an IDEA Designation turned to "Yes" is that they have an IEP locked in the district's student information system (e.g., Infinite Campus-District Edition/PowerSchool/Other). Student data as entered locally is synced to the State AIM database, which is the database the OPI uses to upload into TIDE every night during the testing window per the TIDE Upload Schedule. The most common problem is a) that the IEP is unlocked, b) the IEP is expired, or c) there are overlapping IEPs for the same student. If you are able to identify this as being the problem and the IEP is locked today, then tonight's upload from AIM into TIDE will result in the student being listed as having an IEP. **Note**: if your district does not use Infinite Campus as its student information system, then updates must first be manually synced to AIM for the update to take affect overnight.

What Does Participation and Non-Participation Mean For State Assessments?
In March, the OPI hosted a webinar on the "5 Things You Must Know About Participation and ACT with Writing This School Year". The first 30-minutes of this presentation was devoted to a needs-based approach and reminders on the requirements for participation and non-participation situations across all 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.
  - o 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.
  - o 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 and Six Things Stakeholders Should Know about Participation and Testing in Montana).

$$\text{Participation Rate} = \frac{\text{\# Tested Students During the Testing Windows and \# Students Enrolled on the Test Window Count Dates}}{\text{\# Students Enrolled on Test Window Count Dates and \# Tested Students During the Testing Windows and \# Students Absent on Test Window Count Dates}}$$

All students must be afforded the opportunity to participate in state assessments.

Students CANNOT be exempted from state testing through an IEP, 504 Plan, and/or an English Learner (EL) designation. For more information on making state assessments accessible to all students, contact:

IEP Plan Questions?	504 Plan Questions?	EL Plan Questions?	State Testing Questions?	AIM Questions?
Contact OPI Student Support and Services.	Contact OCR Regional Office Technical Center at 1 800-421-3481 or email ocr@ed.gov.	Contact OPI Evelyn Paz at 406-459-3552.	Contact OPI Assessment Help Desk at 1-844-867-2569.	Contact the OPI AIM Help Desk at 1-877-424-6681 or 406-444-3800.

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.

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 guidelines were published this Spring to support school district training and technical assistance needs; however, they are not effective until 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. For many years now, the OPI has published the AA-AAS Participation Criteria as a training aide to assist schools with the qualifying criteria to identify student's needs and eligibility to participate in the AA-AAAS.

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These four questions are the same in the "AIM 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.

For the 2022-2023 school year, this will also be true for Appendix A: Participation Form. The "AIM Statewide IEP Editor" will have questions mirroring this Appendix A Form; therefore, the PDF form is merely intended to serve as a training aide that can help scaffold the process for IEP teams as it is electronically completed in AIM.

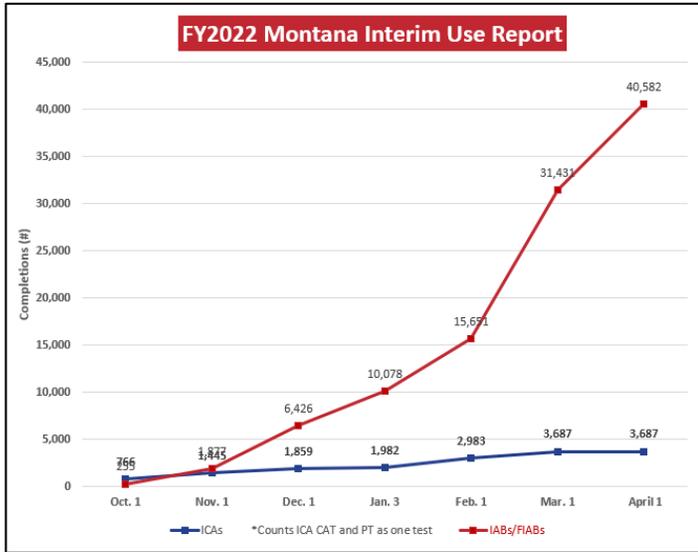## Assessment Program Test Security Requirements

Table 1 below outlines the test security agreement (TSA) requirements for each state assessment program.

Table 1. TSAs Across Assessment Portals

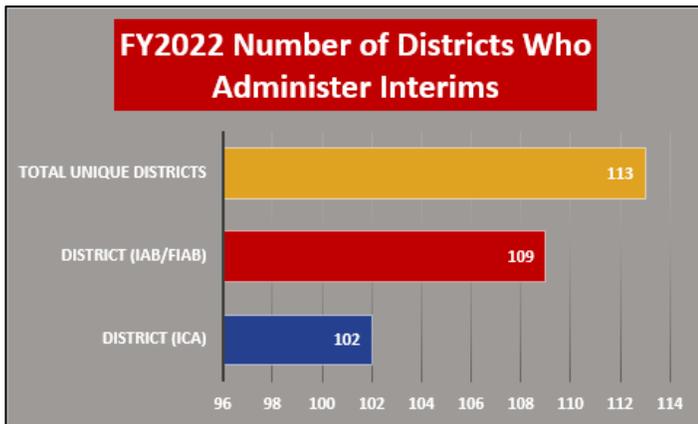| Link to Program/Form	Online Test Security Agreements in each test delivery system:
ACCESS for ELLs (WIDA) and Screener	Educators logging into the WIDA Secure Portal on or after July 1 will be prompted to agree to the WIDA Secure Portal User Agreement "Non-Disclosure and User Agreement" (NDUA). Educators will not be able to view secure materials and resources without first agreeing to the NDUA.
Montana Testing Portal	After August 2021, current and new users are required to sign the Online TIDE TSA. Users will be unable to access the interim or summative assessments without first agreeing to the online TIDE TSA. ☑ Montana Testing Portal - Word version TSA **Q: How do I make sure that all staff have signed the Test Security Agreement (TSA) located in the Montana Testing Portal?** **A:** All users are required to sign their virtual Test Security Agreement (TSA) before they can access any secure material such as TIDE, the interims, the certification course, or the Reporting System. If users can access any of these secure sites, it means they have already signed their TSAs virtually. The OPI maintains records of all users who have signed their TSA; for a district copy reach out to the Assessment Help Desk at OPIAssessmentHelpDesk@mt.gov.
Multi-State Alternate Assessment (MSAA)	When the MSAA portal opens users will be required to agree to the online TSA in order to access the secure materials and administer tests. ☑ MSSA Portal - Word version TSA
ACT with Writing	In addition to the student/teacher non-disclosure forms, STCs for the state required ACT must sign the ACT TC Student Privacy Assurances Form prior to administration. Test Coordinators (TC) and proctors are required to complete the ACT's test security assurances including the NDA before testing. The test security policies of the ACT are enforced by ACT and are in addition to those required by the OPI for the state contract option of ACT with Writing for Grade 11 students. ☑ ACT - Word version TSA [Terms and Conditions]
Supporting Roles	MontCAS Test Security Agreement for Supporting Roles - form is for staff without test delivery accounts (e.g., handling materials, etc.).

How to File a MontCAS Complaint?

Under the OPI's policies and procedures for test security, Test Administrators and other trained school staff are not permitted to actively view, review, or analyze any secure Summative test items. However, there are occasional instances where you need to share concerns and comments with the OPI about the test materials, items, or policies under the MontCAS Program. In order to protect the security and confidentiality of Summative assessments, contact the OPI Assessment Unit using the secure MontCAS Complaint Protocol. This allows System Test Coordinators [or other concerned stakeholders] to communicate with the Assessment Unit in accordance with the resolution processes.

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

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.
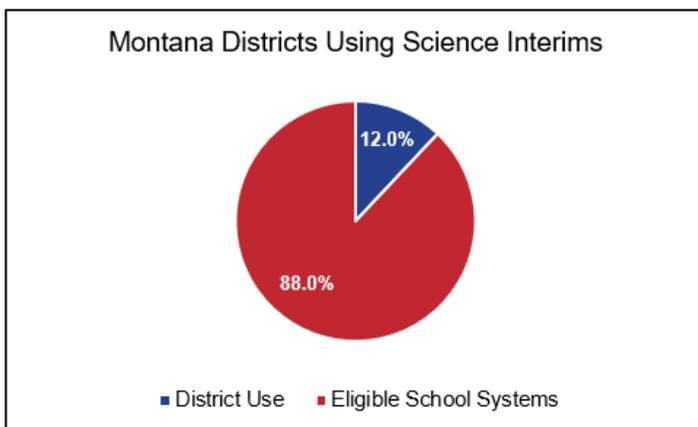

Chart 2) Number of Montana Districts Who Administered Smarter Balanced Math and ELA Interims

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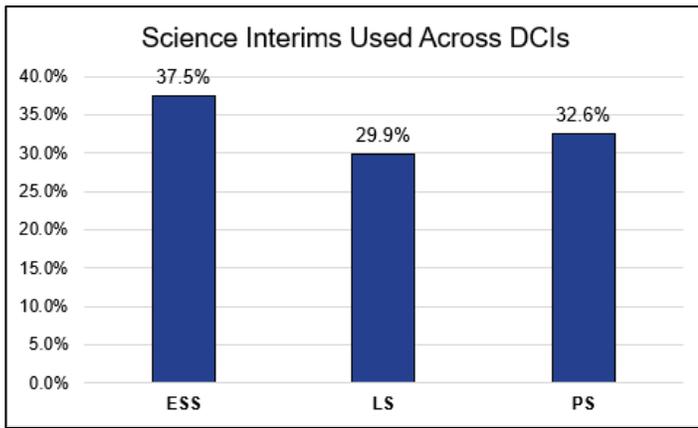FY2022 = 2021-2022 school year.

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 38 districts have used the science interims with 9,694 test opportunities provided to students this 2021-2022 school year.

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

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

DCI	Percent	Sum of Grand Total
ESS	37.5%	3,635
LS	29.9%	2,902
PS	32.6%	3,157
Total	**100.0%**	**9,694**
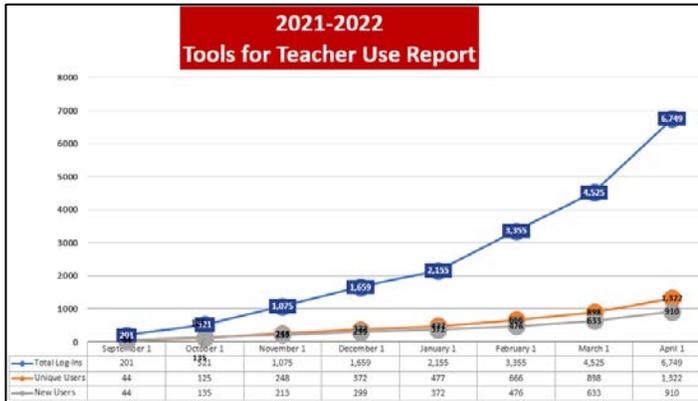
Chart 5) Tools for Teachers Use Report

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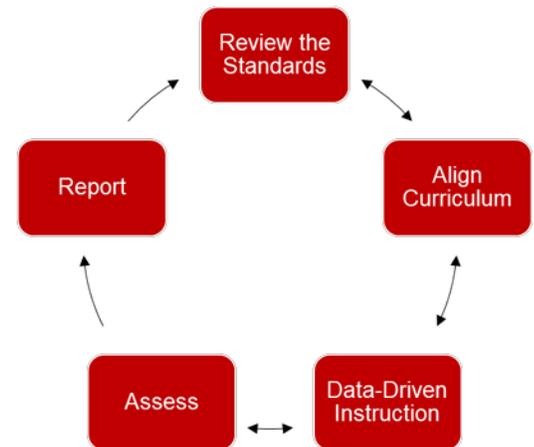- Blue line = the total number of logins
- Orange line = the total number of unique users
- Gray line = the total number of new users

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 Administrative Rules for Montana (ARM 10.55.602).

Below are 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; and
7. Send home individual score reports from summative tests to engage parents in the district plan.

Steps to Instructional Cycle

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Math and ELA

SBAC

Smarter
Balanced
Assessment
Consortium

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

Website Link: Smarter Balanced Resources

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

Program Overview and **Video**

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:

Testing Window Closes Friday, May 27

The Grades 3–8 ELA and mathematics [i.e., Smarter Balanced] summative testing window will close on Friday, May 27.

Frequently Asked Questions:

Q: I have a student with an IEP who does not have the IEP Designation turned to YES in TIDE. What do I do?

A: The determiner for students being uploaded into the Montana Testing Portal [i.e., TIDE] with an IDEA Designation turned to "Yes" is that they have an IEP locked and current student information system (e.g., Infinite Campus-District Edition/PowerSchool/Other). Student data as entered locally is synced to the State AIM database, which is the database the OPI uses to upload into TIDE every night during the testing window per the TIDE Upload Schedule. The most common problem is a) that the IEP is unlocked, b) the IEP is expired, or c) there are overlapping IEPs for the same student. If you are able to identify this as being the problem and the IEP is locked today, then tonight's upload from AIM into TIDE will result in the student being listed as having an IEP.

Q: How soon can I see student score reports?

A: The score reports are available <u>ten days</u> after a student submits their subject-specific state Summative test. These reports are official results unless a testing irregularity was filed with the OPI through the MontCAS Application [e.g., the student was involved in a reported testing incident that would result in the score being invalidated]. The OPI reconciles test irregularities on a weekly basis throughout the testing window and finalizes data for statewide reporting purposes before the summer. This highlights the importance of reporting all local test incidents in a timely manner to ensure that all score reports available are valid and reliable.

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Smarter Balanced May 2022 Tasks

Due This Month

	Due Date	Complete
🕐	Prior to Testing	The Five Steps to Preparing for Smarter Balanced:[Refer to the February Bulletin (p. 7–8) for detailed steps and links] 1. Review and verify user roles in the Montana Testing Portal [i.e., TIDE], 2. Complete the TA Certification Course and sign the virtual test security agreement (TSA), 3. Locally select the appropriate student test settings, 4. Update the Secure Browsers on all student computers, and 5. Send out the Parent Notification Letter.
🕐	March 7 – May 27, 2022	Administer the Grades 3–8 ELA and math summative assessments.
🕐	10 Days After Test is Submitted	Review/Download Individual Student Reports: Student score reports are available to download in the Reporting System within ten business days after a student submits his/her subject specific summative test.
🕐	After Testing – Prior to Fall Parent Teacher Conferences	Provide Individual Student Reports (ISRs) to Parents: Individual Student Reports (ISRs) must be provided to parents/families with a Parent Letter in a "timely manner." Best practices are to share this no later than Fall Parent-Teacher Conferences. Resources: OPI Score Report Resources.
🕐	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 ARM 10.55.909.

Smarter Balanced Timely Tasks

	Task	Responsibility
☑	Maintain Test Security	Adhere to the district's Smarter Balanced testing, accessibility, training, and test security plans as indicated in the MontCAS Application process.
☑	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 MontCAS Application. 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.
☑	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 MontCAS Policies and Procedures for Participation in State Assessments but only after all test opportunities have been exhausted throughout the published test window. Follow the MontCAS Test Security Collection Schedule 2021-22 deadlines for state reporting.

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.
📋	Reporting System User Guide	This user guide provides instructions and support for users viewing student assessment performance reports in the Reporting System.
📋	TIDE Upload Schedule	Students are uploaded into the Montana Testing Portal [i.e., TIDE] daily.
📋	Accessibility Resources Site	A page on the OPI website created to provide school districts with information on supporting students with meaningful participation in the state assessments.
📋	OPI Score Report Resources	The OPI's STC Corner Site offers comprehensive resources for districts around score reports.
📋	Smarter Balanced Test Administration Manual	This manual provides information for Test Administrators (TA) on procedural and policy guidance to prepare for and administer the Smarter Balanced tests.

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ELA, Mathematics, and Science

ACT with Writing

American
College
Testing

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 and Video

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:
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.

Planning and Scheduling Recommendations
Mode of testing can be changed from paper to online with only one days' notice. Instructions for completing this are found in the Manage Student Tests portion of the PANext User Guide. Report any test incidents or instances of non-participation in the MontCAS Application.

Frequently Asked Questions:
Q: Our school was closed for April 12 testing. What if all of my students are not present for the April 26 test?
A: To ensure all students have the opportunity to test, change the mode of testing for absent students to online using instructions to Change an Examinee's Delivery Format. Schools can administer the online test on any Tuesday, Wednesday, and/or Thursday through May 5.

Q: What if I am missing students, or have students no longer in my school still appearing on my student list, in the PearsonAccess^{next} site?
A: Add or remove students to the PearsonAccess^{next} site using Option 2 in the Add or Remove Students section of the PANext User Guide. ACT also offers a self-guided PowerPoint presentation on how to enroll and unenroll students.

Q: How do I manage the non-test portion of the ACT with Writing this year?
A: The non-test portion of the ACT with Writing cannot be submitted via the paper supplement this year. The MyACT student account is the only platform for students to submit non-test information. The OPI recommends schools host an in-school session to create the account and complete the non-test portion of the ACT. The MyACT User Guide for Test Coordinators will guide schools in creating these accounts.

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ACT with Writing May 2022 Tasks
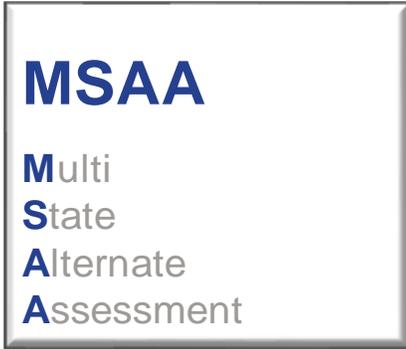
Due This Month

	Due Date	Complete
🕐	April 25, 2022	For April 12 window: Return test booklets, used answer documents, and used test administration forms to ACT. Keep unused answer documents for any needed make up testing. **Answer documents received by ACT after April 29, 2022, will not be scored.**
🕐	April 26-May 5	Administer the ACT with Writing in the online mode. May 5, 2022, is the final opportunity to complete Spring 2022 ACT testing.
🕐	April 27, 2022	For April 26 window: Return test booklets, used answer documents, and used test administration forms from accommodations testing to ACT. Keep unused answer documents for any needed make up testing. **Answer documents received by ACT after May 4, 2022, will not be scored.** Return the materials from online testing to ACT.

ACT Timely Tasks

	Task	Responsibility
☑	Prior to initial test date	Schedule an in-school session to allow students to create the MyACT account, and to complete the non-test portion of the ACT with Writing. The MyACT Account Setup State and District Testing video has instructions for setting up student MyACT accounts.
☑	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 registering, or simply joining a meeting.
☑	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 MontCAS Application. 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.
☑	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 MontCAS Policies and Procedures for Participation in State Assessments but only after all test opportunities have been exhausted throughout the published test window. Follow the MontCAS Test Security Collection Schedule 2021-22 deadlines for state reporting.

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.

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Alternate Assessment for ELA and Math

MSAA

Multi
State
Alternate
Assessment

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 and **Video**

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:
Testing Window is Open!
The Grades 3–8 & 11 alternate ELA and mathematics [i.e., MSAA] summative testing window closes on Friday, April 29, 2022.

Educator Recruitment: MSAA Item Reviews
Do you want to engage with reviewing items for the Multi-State Alternate Assessment [MSAA] this summer? The Item Review Workshop from June 13–17 at Minneapolis, MN will engage in a content and bias review of English Language Arts and Mathematics field test items developed for the 2023 administration of the assessment. Reach out to the Assessment Help Desk at 1-844-867-2569 or complete the Participants Form.

Frequently Asked Questions:
Q: How long does it take to complete the MSAA test?
A: Every student is different and has varying degrees of stamina and levels of ability to stay on task. TAs may pause testing to take a break at any time. A test session for a student may consist of one or two items at a time, or 10 or more items. The Test is not timed and can be paused for a variety of reasons, including frustration, lack of engagement, refusal to participate, or sickness. The TA may pause and resume the administration of the Test as often as necessary during the test window. A break may consist of a few minutes to a few days, depending on the student's needs.

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 A.R.M. 10.55.909.

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Due This Month

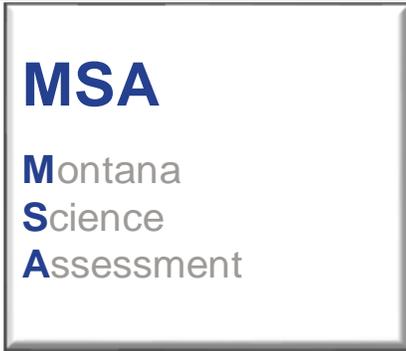|	Due Date	Complete
🕐	March 14 – April 29, 2022	Administer Summative Assessments: Administer the Grades 3–8 & 11 ELA and mathematics alternate assessment according to district testing plans.
🕐	June 1, 2022	Report Non-Participation Reports: Report any relevant non-participation reports [i.e., Medical or Covid -19] in the MontCAS Application as applicable after the testing window has closed.

MSAA Timely Tasks

	Task	Responsibility
☑	Maintain Test Security	Adhere to the district's Smarter Balanced testing, accessibility, training, and test security plans as indicated in the MontCAS Application process.
☑	Maintain Student Information System (SIS)	The OPI conducts weekly uploads [i.e., Friday] from AIM into the MSAA System during the testing window, per the 2021-2022 MSAA Upload Calendar.
☑	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 MontCAS Application. 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.
☑	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 MontCAS Policies and Procedures for Participation in State Assessments but only after all test opportunities have been exhausted throughout the published test window. Follow the MontCAS Test Security Collection Schedule 2021-22 deadlines for state reporting.

Resources and Supports

	Resource	Support with…
📋	Eligibility Criteria Worksheet for Alternate Students	Effective for the 2021-2022 school year [see Alternate Assessments Based on Alternate Academic Achievement Standards [AA-AAAS]]. This form is designed to assist IEP teams in determining whether a student should participate in the alternate assessments.
📋	MSAA Sample Items	This is the MSAA System Portal where Sample Items, formative Teacher Guides, and Best Practices Videos are located.
📋	TIES Center- Resources	The TIES Center is the national technical assistance center on inclusive practices and policies with resources on teaching students with significant disabilities (SwSCD).
📋	OPI MSAA Score Report Resources	The OPI's STC Corner Site offers comprehensive resources for districts around score reports. [View the What are the data and reporting district requirements tab.]

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Science

MSA

Montana
Science
Assessment

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](#)

Website Link: [MontCAS Science](#)

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

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

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

Testing Alerts and Updates:

Testing Window is Open!

The summative testing window opened on March 7 and remains open through Friday, May 27.

New Calculators

New calculators will be available this year for the science assessment. These calculators are the same kind that students use on the Smarter Balanced assessments, and include a basic calculator in elementary, a scientific calculator in middle school, and a graphing calculator in high school.

Frequently Asked Questions:

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 Standards Setting work occurs this summer.

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
Great tool for communicating with others about expectations. Go to the [Sample Item Page](#) to explore more.	[Practice Tests](#) can be administered to students as logged in users or as guests. In both cases, it is recommended that Test Administrators walk students through each step of the process and allow generous time for questions and discussion about using the testing platform. Intended for students and TAs to become familiar with the item types, format, and functionality of the online test.	[Science Interims](#) are now live on the Montana Testing Portal. Interims can be accessed through the Interim Assessment Viewing Application Tile. TAs can select interims from one of three categories: Testlets by DCI, Single-Item PE, and Braille items.	The [Science Assessment in Montana Website](#) is intended to share information on the design and construction of Montana's Science Assessments.

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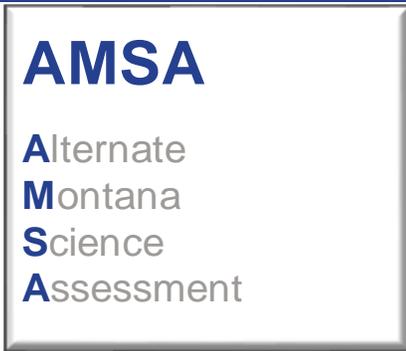
Due This Month

	Due Date	Complete
⏰	Prior to Testing	Complete the following tasks prior to administration: 1. Review TIDE User Roles 2. Review the student list in TIDE 3. Select Student Test Settings as outlined in the Usability, Accessibility, and Accommodations Guide 4. Download an updated Secure Browser from the Montana Testing Portal 5. Complete the 20-minute Test Administrator Certification Course in the Montana Testing Portal 6. Sign the virtual Test Security Agreement (TSA)
⏰	Early March	Parent Notification Letter: Per ARM 10.56.102(6), customize the OPI Parent Notice Letter Template and send to parents in preparation for administering Grades 5 and 8 statewide science assessments.
⏰	March 7th-May 27th	Administer Montana Science Assessment Administer the Grades 5 and 8 summative science assessment according to district testing plans.

MSA Timely Tasks

	Task	Responsibility
☑	Maintain Test Security	Adhere to the district's testing, accessibility, training, and test security plans as indicated in the MontCAS Application process.
☑	Maintain Student Information System (SIS)	Ensure that the local Student Information System that feeds into the State AIM database is maintained at all times because student upload files from AIM into TIDE are submitted on a nightly basis throughout the testing window.
☑	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 MontCAS Application. 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.
☑	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 MontCAS Policies and Procedures for Participation in State Assessments but only after all test opportunities have been exhausted throughout the published test window. Follow the MontCAS Test Security Collection Schedule 2021-22 deadlines for state reporting.

Resources and Supports

	Resource	Support with…
📋	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!
📋	Montana Science Assessment Test Administration Manual	This manual provides information for Test Administrators (TA) on procedural and policy guidance to prepare for and administer the Montana Science Assessment.

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AMSA

Alternate
Montana
Science
Assessment

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](#)

Website Link: [MontCAS Science](#)

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

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

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:
Testing Window Closing April 29th
Reminder that the testing window for the Alternate Montana Science Assessment (AMSA) closes on April 29. This assessment is required for alternate students in grades 5, 8, and 11.

Fixed Form and Alternate Response Options
Questions received from the field last year have resulted in modifications to the fixed form. Only students who are eligible for the fixed form will have this accommodation available to be selected. **Note**: 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: 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.

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 Standards Setting work occurs this summer.

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Due This Month

	Due Date	Complete
🕐	Prior to Testing	Complete the following tasks prior to administration: 1. Review TIDE User Roles 2. Review the student list in TIDE 3. Select Student Test Settings as outlined in the Usability, Accessibility, and Accommodations Guide 4. Download an updated Secure Browser from the Montana Testing Portal 5. Complete the 20-minute Test Administrator Certification Course in the Montana Testing Portal 6. Sign the virtual Test Security Agreement (TSA)
🕐	Early March	Parent Notification Letter: Per A.R.M. 10.56.102(6), customize the OPI Parent Notice Letter Template and send to parents in preparation for administering Grades 5, 8, and 11 statewide science assessments.
🕐	March 14th-April 29th	Administer Alternate Montana Science Assessment Administer the Grades 5, 8, and 11 summative science assessment according to district testing plans.

AMSA Timely Tasks

	Task	Responsibility
☑	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. The Eligibility Criteria Worksheet for Alternate Students is a form to assist IEP teams in determining whether a student should participate in the alternate assessments. See the Accessibility Site for more details on the alternate assessment blueprint, rubrics, and standards.
☑	Maintain Test Security	Adhere to the district's testing, accessibility, training, and test security plans as indicated in the MontCAS Application process.
☑	Maintain Student Information System (SIS)	Ensure that the local Student Information System that feeds into the State AIM database is maintained at all times because student upload files from AIM into TIDE are submitted on a nightly basis throughout the testing window.
☑	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 MontCAS Application. 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.
☑	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 MontCAS Policies and Procedures for Participation in State Assessments but only after all test opportunities have been exhausted throughout the published test window. Follow the MontCAS Test Security Collection Schedule 2021-22 deadlines for state reporting.

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.
📋	Eligibility Criteria Worksheet for Alternate Students	Effective for the 2021-2022 school year [see Alternate Assessments Based on Alternate Academic Achievement Standards [AA-AAAS]]. This form is designed to assist IEP teams in determining whether a student should participate in the alternate assessments.

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English Language Proficiency Assessment

ACCESS for **ELLs**

English
Language
Learners

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)

Website Link: Training and Resources

Program Overview and **Video**

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

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

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:
Score Report Delivery WIDA has announced that ACCESS for ELLs score reports will be available online by May 3, 2022, and printed score reports should be delivered to districts by May 13, 2022. ARM 10.55.909 requires that these reports are included in student educational records and ARM 10.56 and federal law require that these reports are shared with parents/guardians, and provided for EL teams and teachers.

WIDA AMS Enhancement Webinar
Join WIDA and DRC on May 17, 2022, for a webinar on the changes coming to WIDA AMS for the 2022-2023 school year. This presentation will focus on changes to the WIDA AMS language page, accommodated logins for test practice and sample items, DRC customer service enhancements, and test monitoring tools. Register here!

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 2020-2021?
A: 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.

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WIDA May 2022 Tasks

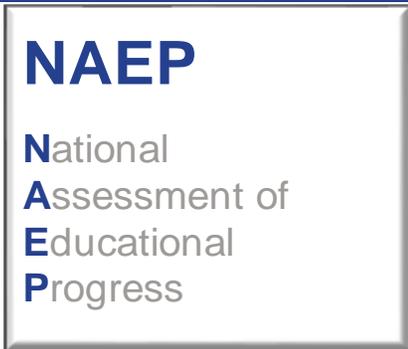### Due This Month

	Due Date	Complete
🕐	After Testing	Report incidents of non-participation in the MontCAS Application.
🕐	Report late test material returns	The testing window for ACCESS for ELLs closed on **3/12/2022**. Ensure that all secure test materials have been returned to DRC. Late material returns will be reported as testing incidents in the MontCAS Application.
🕐	<mark>Report Medical Exemption Non-Participation Reasons</mark>	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 but only after all test opportunities have been exhausted throughout the published test window. Follow the MontCAS Test Security Collection Schedule 2021-22 deadlines for state reporting.

ACCESS for ELLs Timely Tasks

	Task	Responsibility
☑	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.
☑	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.
☑	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 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.

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NAEP

National
Assessment of
Educational
Progress

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 and **Video**

Grades(s):	4 and 8
Subject(s):	Math Reading Civics US History
Test Time:	2 hours
Testing Window:	January 24 – March 31, 2022

Testing Alerts and Updates:

NAEP 2022 is complete. We appreciate your support and service in bringing high-quality assessment and education to our Montana students. The national and state results will be available in the winter and will be shared with participating schools.

The National Center for Education Statistics (NCES) administers the same NAEP assessment in every state, providing educators, policymakers, and parents with a common measure of student achievement that allows for direct comparisons among states. NAEP also provides states with a benchmark to target improvement efforts that raise the bar for student achievement and ensure that students have equal opportunities to success. Results are reported as scores and percentages of students reaching NAEP achievement levels – NAEP Basic, NAEP Proficient, and NAEP Advanced. NAEP is not designed to provide results for individual students or schools. The NAEP results are available on The Nation's Report Card website: **http://nationsreportcard.gov**.

The NCES has begun preparing for the 2023 assessment cycle and will conduct the National Assessment of Educational Progress (NAEP) and various international assessments and studies during the 2022-23 school year. The NAEP-selected school sample will be available in May and schools will be notified before the end of the school year.

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.

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Webinars and Educator Resources
MontCAS Monthly Webinar Series

Score Reports Open Forum:
The OPI Assessment Unit is seeking feedback from the field on Performance Level Descriptors (PLDs) and Reporting Categories (RCs) that will be listed on the score reports of the new Montana Science Assessment and Alternate Montana Science Assessment.

Lend us your insight and expertise as we discuss the language and usage of these PLDs and RCs. This open forum will take place virtually on April 21, 2022, from 3:30 to 4:30 PM MST.

Visit this link for updates and additional information.

OPI Assessment Monthly Webinar
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.**

May 18: Meaningful Score Reports [Register] [Passcode 372756]

June 8: Wrap Up and Look Forward [Register] [Passcode 638495]

STC Open Forum Webinar Series
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.

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. 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.

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OPI's Recommended Roles and Responsibilities

Authorized Representative Role:	The individual designated to comply and/or enforce activities in connection with federal legal requirements (see 34 CFR §99.3). Authorized Representatives appoint STCs as the single point of contact for all assessment-related matters and testing alerts within the school system. • Authorized Representatives must complete the electronic assurance for data privacy and STC designation within the TEAMS Application each year. Check the TEAMS page for data collection deadlines and guidance.
System Test Coordinator Role:	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. • STCs must sign the electronic test security agreement and the testing plan assurances in the MontCAS Application by the dates specified in the "MontCAS Test Security Collection Schedule 2021-22".
Building Coordinator Role:	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. • All staff with TIDE Testing Portal accounts 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.
Test Administrator Role:	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. • All staff with TIDE Testing Portal accounts 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.
Technology Coordinator Role:	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.
Staff in Supporting Roles	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 MontCAS Test Security Agreement for Supporting Roles. The TSA should be electronically signed prior to the opening of the state assessment test windows.

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.

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Accommodation statement for publications

The OPI is committed to providing reasonable accommodations to people with disabilities. If you need a reasonable accommodation, require an alternate format, or have questions concerning accessibility, contact the OPI ADA Coordinator, 406-444-3161, opiada@mt.gov, or call 711 for assistance.

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