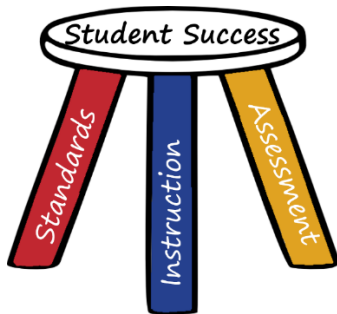


OCTOBER 2022 ASSESSMENT BULLETIN



Assessment Quick Links

- OPIAssessmentHelpDesk@mt.gov
- [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: 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.

Federal Requirement: provide timely individual student reports to parents, teachers, and principals and include the results on local report cards ([ESSA Section 1111](#)).

State Requirement: statewide assessment public results must include a clear statement of the purpose, subject areas assessed, description of proficiency levels, and the percentage of students who participated in the assessments ([ARM 10.56.105\(2\)](#) and [§20-7-104, MCA](#)). School districts must also place individual student reports in the student's cumulative file per [ARM 10.55.909](#).

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](#)

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

Portal Link: [OPI Website](#)



Spring 2023 ACT with Writing Moves to Online Format

The OPI will be supporting online testing this coming spring under the state contract for the Grade 11 ACT with Writing. Testing windows will each be two weeks and give schools Tuesday, Wednesday, and Thursday options for each testing window to deliver the test. Districts and schools are encouraged to plan early for this move to online test administration by reviewing the [ACT Online Testing Information for States and Districts](#).

Reporting

The summative assessment results are one of several strategies across the learning continuum that Montana has employed to understand how students are performing academically in light of the pandemic. As always, it is important to rely on multiple pieces of information to understand student achievement and academic needs. It is not appropriate to rely on one single data point to determine the proficiency of a child.

State assessment results provide information to the public and families that supports the educational needs and processes at the local and state level. LEAs are responsible for providing families, teachers, and other school leaders with access to these reports as soon as practicable after the test administration ([Reporting Roles and Responsibilities Memo](#)). The OPI's state assessments and accountability systems play an important role in advancing educational equity and the OPI uses data from summative state assessments in a variety of ways, including providing the public with information on student participation, proficiency, and progress to help monitor and address the needs of the educational system overall. One of the ways that the OPI will use the data at the state level is to look at patterns of participation and proficiency in each subject for each student group to understand more about what opportunities were available to students statewide.

Data Use

To see how schools are performing over time and compared to other schools in Montana, visit [Montana's longitudinal data warehouse \(GEMS\)](#). Official state-level results will be released this fall. In anticipation of the [state-level release](#), resources and sample memos will be published on the [OPI Statewide Testing Page](#).

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.

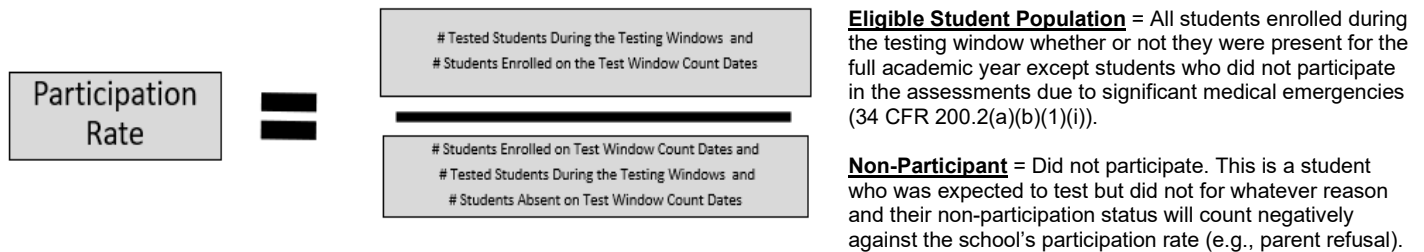
What are the requirements for reporting this year ESEA-ESSA Section 1111(h)?

- 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](#).

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.

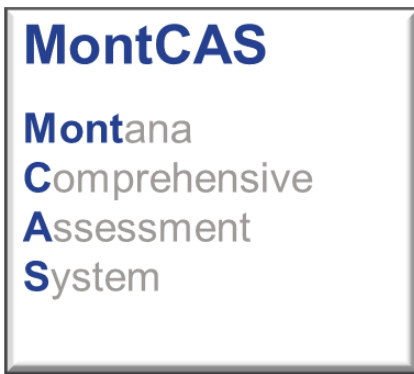
- In Montana, there is no “opt out” law, and both state law and accreditation rules require all students in public and accredited non-public schools to participate in state testing.
- The OPI recognizes there are circumstances beyond the control of the school that may result in non-participation. In 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](#)).



2022-2023 OPI Test Windows

	ACCESS for ELLs	Multi-State Alternate	Alternate Science	Science	Smarter Balanced	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
Test Window	Dec 5 Feb 24	Mar 13 – Apr 28	Mar 13 – Apr 28	Mar 6 – May 26	Mar 6 – May 26	Window 1: Mar 28 – Apr 5 Window 2: Apr 11 – Apr 20 Window 3: Apr 25 – May 4

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.



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](#)

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](#).

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.

New System Test Coordinators (STCs) should contact the OPI Assessment Unit to ensure proper access to assessment portals. Confirmation from the district Authorized Representative will be required prior to providing access to student level data in the portals. Contact the Assessment Unit at OPIAssessmentHelpDesk@mt.gov or at 844-867-2569 for assistance.

STCs should review the schedule and plan for the district accordingly. Check the [MontCAS Test Security Collection Schedule link](#), where the 2022-2023 version will be available soon.

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.

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
Alternate Assessment Eligibility Guidelines	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.
Appendix A: Participation Form	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.
Appendix B: Decision Flowchart	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.
State 1.0 Percent Cap Guidance and Monitoring Google Site	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.

Montana's Theory of Action

Balanced Assessment Systems

Per [ARM 10.56.101](#), "A balanced assessment system including formative, interim, and summative assessments aligned to state content standards, will provide an integrated approach to meeting both classroom learning needs and school and state level information needs..."

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.



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

Assessment Profile	Consortium Map	Testing Calendar	Testing Time Facts

Portal Link: [Montana Testing Portal](#)

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

Website Link: [Smarter Balanced Resources](#)



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

Grades(s):	3 – 8
Subject(s):	Mathematics English Language Arts (ELA)
Test Time:	3 – 4 hours
Testing Window:	March 6 – May 26, 2023
Helpful Pages:	OPI Page and STC Corner Page

Testing Alerts and Updates:

Interims Are LIVE for the New School Year

Interims are available in the [Montana Testing Portal](#). If planning to administer interims, refer to the [Smarter Balanced Google Calendar](#) for a list of tasks in preparation to do so.

Frequently Asked Questions:

Q: Why are there are no score reports in the Reporting System for my district?

A: The Reporting System default page is the current year [i.e., FY2022-2023]. To access FY2021-2022 summative score reports, change the reporting time period under “My Settings” in the top right-hand corner of the screen to 2021-2022 to see the spring summative reports.

Q: How do I print the individual student Smarter Balanced reports to be sent home to parents/families?




A: Review the resources in the [STC Corner Site](#), under the “Data & Reporting District Requirements” tab, which includes a [Quick-Start Tutorial](#) video on accessing score reports and where to find the parent letter template.

Q: Why are some students missing in TIDE?

A: Like last year, the OPI took the student file from May 2022, and upgraded all students before uploading them as the initial TIDE file for this year. This upgraded file is what you are currently seeing in TIDE and it is to be expected that newly enrolled students are not in TIDE at this time. Due to the dynamic nature of AIM the OPI will not be starting our twice a week uploads from AIM into TIDE until December 1, which is after the first AIM Collection date when the data stabilizes. The full TIDE upload schedule can be found [here](#).

Smarter Balanced Tasks







Due This Month

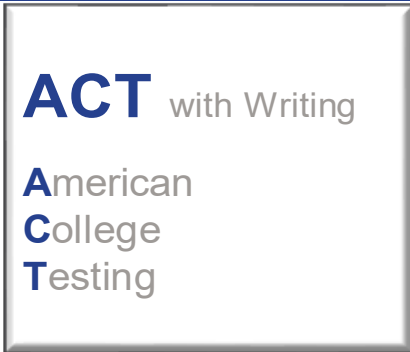
Due Date		Complete
	Prior to Fall Parent-Teacher Conferences	Download Individual Student Reports (ISR's) from the Reporting System [see District Data & Reporting Requirements] and prepare to provide to parents/families. ISR's can be either printed [i.e. color recommended], attached to an individual student tab in Infinite Campus where parents can access, or sent via a secure file transfer system. *Note that ISR's contain personally identifiable information (PII) and per FERPA and OPI policy may not be sent in an unsecure manner. Ensure that student data privacy is maintained at all times.
	Prior to Fall Parent/Teacher Conferences	Access, download, and customize the Parent Letter template to be accompanied by the Individual Student Reports (ISRs).
	Prior to Administering ELA/Math Interims	If planning to administer interims, refer to the Smarter Balanced Google Calendar for a list of August tasks to complete prior to such. Tasks include: <ul style="list-style-type: none"> • Reviewing TIDE User Roles • Reviewing the student list in TIDE • Selecting Student Test Settings • Download an updated Secure Browser • Complete the 20-minute Test Administrator Certification Course • Sign the virtual Test Security Agreement (TSA)

Timely Tasks

Task	Responsibility
<input checked="" type="checkbox"/> Administer interims per local discretion	As part of a district-wide balanced assessment system, districts are encouraged to administer ELA and math interims as it aligns with their data-driven curriculum mapping plans. *Note that all FY2022 score reports should be analyzed within a local context and caution used in any interpretation with said data given the challenges around the coronavirus.

Resources and Supports

Resource	Support with...
 Smarter Balanced Score Reports Quick-Start Tutorial	This OPI created the Quick Start Tutorial Video provides Montana administrators and educators with an overview of how to access and download individual student reports from the grades 3-8 ELA/math [i.e Smarter Balanced] state assessments.
 Score Report Parent Letter Template	This letter template may be customized by districts and provided alongside individual student reports (ISRs) for parents/families.
 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.
 OPI Smarter Balanced 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.]



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}](#)

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](#)

Grades(s):	11
Subject(s):	Mathematics English Language Arts (ELA) Science
Test Time:	3.5 hours
Testing Window:	Window 1: March 28 – 30 & April 4 – 6; Window 2: April 11 – 13 & April 18 – 20; Window 3: April 25 – 27 & May 2 – 4
Helpful Pages:	OPI Page and STC Corner Page

Testing Alerts and Updates:

Spring 2023 ACT with Writing Moves to Online Format

The OPI will be supporting online testing this coming spring under the state contract for the Grade 11 ACT with Writing. Testing windows will each be two weeks and give schools Tuesday, Wednesday, and Thursday options for each testing window to deliver the test. Districts and schools are encouraged to plan early for this move to online test administration by reviewing the [ACT Online Testing Information for States and Districts](#).

Frequently Asked Questions:

Q. How can my school prepare for the move to online administration of the ACT with Writing?

A. Districts and schools can review the resources under the *Complete Site Readiness for Online Testing* under *Step 2: Configuration* of the [ACT State and District Testing website](#). The resources include documents outlining technical requirements, a site readiness plan, and training videos to assist schools in preparing for online testing.

Q. Where can I access student and school score data?


A: Score reports for Spring 2022 state testing can be found in [ACT Success](#) under the "ACT Test Scores and Reports" tab. Score reports in the ACT Success site are interactive and can be filtered to view the data at many levels.

Q: Will the PreACT be available for Grade 10 students again this year?

A. Yes, the PreACT will be available at no cost to Grade 10 students in Montana schools. The PreACT is provided to Montana schools through funding from the Office of the Commissioner of Higher Education. Learn more about the PreACT for Grade 10 students on the [PreACT page](#) of the [ACT State and District Testing website](#)

ACT with Writing Tasks





Due This Month

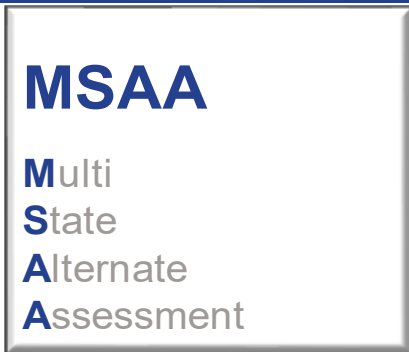
	Due Date	Complete
	After Receipt of Score Reports and prior to Parent-Teacher Conferences	Student Score Reports must be provided to parents/families alongside a Parent Letter in a “timely manner.” This is interpreted to mean no later than Fall Parent-Teacher Conferences.

Timely Tasks

	Task	Responsibility
<input checked="" type="checkbox"/>	Become familiar with online testing format and prepare your district early	Review the resources found under the Complete Site Readiness for Online Testing heading under Step 2: Configuration of the Montana ACT State and District Testing website .
<input checked="" type="checkbox"/>	Attend the “ACT Accommodations Training”	This Q&A session will provide training related to the Test Accessibility and Accommodations System (TAA) and requesting accommodations/supports for the ACT. General questions related to accommodations and English Learner Supports will also be addressed.

Resources and Supports

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



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](#)

Website Link: [MSAA Consortia](#)



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

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

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 13 – April 28, 2023
Helpful Pages:	OPI Page and STC Corner Page

Testing Alerts and Updates: Reporting

The Multi-State Alternate Assessment (MSAA) is the alternate math and reading/language arts assessment for academic achievement reporting in Grades 3–8 and 11 for students with significant cognitive disabilities and this test was given over the course of seven weeks from March 14 – April 29, 2022.

- How to Access District Results: [How To Instructions](#)


Frequently Asked Questions:

Q. Where do I find my district’s score reports?

A: The MSAA district-level, school-level, and Individual Student Reports (ISR) for all students who participated in the ELA /Math alternate test were available for downloading in the MSAA System from July 18-September 9, 2022. Beyond September 9, the MSAA scores are no longer available on the MSAA System Portal and any district who has not downloaded the reports prior to the closing date, will need to reach out to [Austin Waldbillig](#), at the OPI Assessment Unit for next steps.

MSAA Tasks




Due This Month

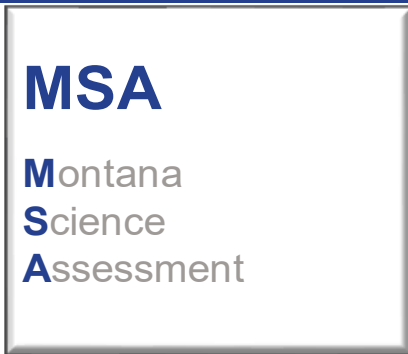
	Due Date	Complete
	No later than Fall Parent Teacher Conferences	Provide Individual Student Reports (ISR's) and grade-specific Family Guides to parents/families of any student who has participated in the MSAA in 2021-2022. <ul style="list-style-type: none">• Individual student reports (ISR's) were available for download in the MSAA System Portal from July 18- September 9.• If you have not downloaded the MSAA individual student reports (ISR's) from the MSAA System Portal prior to September 9, reach out to Austin Waldbillig, at the OPI Assessment Unit.

Timely Tasks

	Task	Responsibility
<input checked="" type="checkbox"/>	Implement formative strategies per local discretion	As part of a district-wide balanced alternate assessment system, districts are encouraged to analyze MSAA score reports, review their alignment to the Core Content Connectors as outlined on the MSAA Curriculum Resources site, and plan instruction utilizing the Sample Items Teacher Guides as a formative tool during instruction.

Resources and Supports

	Resource	Support with...
	Alternate Assessment Eligibility Guidelines	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.
	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.]



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

Assessment Profile	Consortium Map	Testing Calendar	Testing Time Facts

Portal Links: [Montana Testing Portal](#)

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

Website Link: [MontCAS Science](#)



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

Grades(s):	5 and 8
Subject(s):	Science
Test Time:	1.5 – 2 hours
Testing Window:	Mar 6 – May 26, 2023
Helpful Pages:	OPI Page and STC Corner Page

Testing Alerts and Updates:

Score Reporting

Districts are responsible for providing Individual Score Reports (ISRs) to families alongside a [parent/family score report letter](#). Score reports for the Montana Science Assessment (MSA) and Alternate Montana Science Assessment (AMSA) are available through the [Montana Testing Portal Reporting System](#). The [Reporting System User Guide](#) shows how to access scores.

Frequently Asked Questions:

Q: When will score reports for the MSA be available, and how do I access them?




A: Score reports became available on September 12th, 2022 and can be accessed through the [Montana Testing Portal Reporting System](#).

Q: Who takes the Montana Science Assessment?

A: The Montana Science Assessment (MSA) is administered to general education students in grades 5 and 8.

MSA Tasks




Due This Month

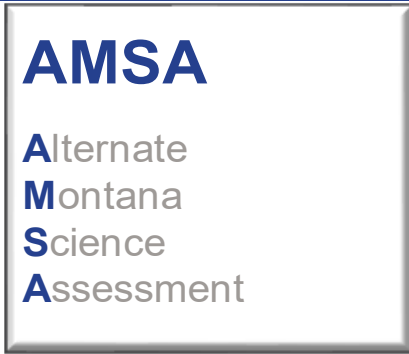
Due Date		Complete
	Prior to Fall Parent Teacher Conferences	Download Individual Student Reports (ISR's) from the Reporting System and prepare to provide to parents/families. ISR's can be either printed [i.e. color recommended], attached to an individual student tab in Infinite Campus where parents can access, or sent via a secure file transfer system. *Note that ISR's contain personally identifiable information (PII) and per FERPA and OPI policy may not be sent in an unsecure manner. Ensure that student data privacy is maintained at all times.
	Prior to Fall Parent Teacher Conferences	Access, download, and customize the Parent Letter template to be accompanied by the Individual Student Reports (ISRs).
	Prior to Administering Science Interims	If planning to administer interims, refer to the MSA Google Calendar for a list of August and September tasks to complete prior to such. Tasks include: <ul style="list-style-type: none"> • Reviewing TIDE User Roles • Reviewing the student list in TIDE • Selecting Student Test Settings • Download an updated Secure Browser • Complete the 20-minute Test Administrator Certification Course Sign the virtual Test Security Agreement (TSA)

MSA Timely Tasks

Task	Responsibility
<input checked="" type="checkbox"/> Review Curriculum/Plan Instruction	Ensure alignment of local curriculum to the Montana Content Standards and plan instruction using data-driven practices.
<input checked="" type="checkbox"/> Update Student Information in AIM	Ensure that student demographic information is up to date for the 2021-2022 school year. All 504 plans, IEPs, and EL designations need to be up to date in AIM.
<input checked="" type="checkbox"/> Administer interims per local discretion	As part of a district-wide balanced assessment system, districts are encouraged to administer interims as it aligns with their data-driven curriculum mapping plans.

Resources and Supports

Resource	Support with...
 Score Report Parent Letter Template	This letter template may be customized by districts and provided alongside individual student reports (ISRs) for parents/families.
 Reporting System Training Module	This module provides an overview of the Reporting System. It includes information on navigating the Reporting System for Summative and Interim Tests, using the Student Portfolio report, setting up reports, and /generating Individual Student Reports (ISRs) and Student Data Files.
 Reporting System User Guide	This user guide provides instructions and support for users viewing student assessment performance reports in the Reporting System.



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](#)



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

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

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 13 – Apr 28, 2023
Helpful Pages:	OPI Page and STC Corner Page

Testing Alerts and Updates:

Score Reporting

Districts are responsible for providing Individual Score Reports (ISRs) to families alongside a [parent/family score report letter](#). Score reports for the Alternate Montana Science Assessment (AMSA) are available through the [Montana Testing Portal Reporting System](#). The [Reporting System User Guide](#) shows how to access scores.

Frequently Asked Questions:

Q: When will score reports for the AMSA be available, and how do I access them?




A: Score reports became available on September 12th, 2022 and can be accessed through the [Montana Testing Portal Reporting System](#).

Q: Who takes the Alternate Montana Science Assessment?

A: The Alternate Montana Science Assessment (AMSA) is administered to students with significant cognitive disabilities in grades 5, 8, and 11.

AMSA Tasks






Due This Month

Due Date		Complete
	Prior to Fall Parent Teacher Conferences	Download Individual Student Reports (ISR's) from the Reporting System and prepare to provide to parents/families. ISR's can be either printed [i.e. color recommended], attached to an individual student tab in Infinite Campus where parents can access, or sent via a secure file transfer system. *Note that ISR's contain personally identifiable information (PII) and per FERPA and OPI policy may not be sent in an unsecure manner. Ensure that student data privacy is maintained at all times.
	Prior to Fall Parent Teacher Conferences	Access, download, and customize the Parent Letter template to be accompanied by the Individual Student Reports (ISRs).
	Prior to Administering Science Interims	If planning to administer interims, refer to the MSA Google Calendar for a list of August and September tasks to complete prior to such. Tasks include: <ul style="list-style-type: none"> • Reviewing TIDE User Roles • Reviewing the student list in TIDE • Selecting Student Test Settings • Download an updated Secure Browser • Complete the 20-minute Test Administrator Certification Course Sign the virtual Test Security Agreement (TSA)

AMSA Timely Tasks

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

Resources and Supports

Resource	Support with...
 Score Report Parent Letter Template	This letter template may be customized by districts and provided alongside individual student reports (ISRs) for parents/families.
 Reporting System Training Module	This module provides an overview of the Reporting System. It includes information on navigating the Reporting System for Summative and Interim Tests, using the Student Portfolio report, setting up reports, and /generating Individual Student Reports (ISRs) and Student Data Files.
 Reporting System User Guide	This user guide provides instructions and support for users viewing student assessment performance reports in the Reporting System.
 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.



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

Assessment Profile	Consortium Map	Testing Calendar	Testing Time Facts

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

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

Website Link: [Training and Resources](#)

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



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

Grades(s):	K–12
Subject(s):	English Proficiency Assessment (ELP)
Test Time:	4 – 4.5 hours
Testing Window:	Dec. 5, 2022 – Feb. 24, 2023
Helpful Pages:	OPI Page and STC Corner Page

Testing Alerts and Updates:

The English Language Proficiency assessment for academic achievement reporting for English Learners (EL) in Grades K–12 and this test was given over the course of 12-weeks from December 2, 2021 – March 11, 2022.

- How to Access District Results: [How To Instructions](#)

WIDA AMS Updates

On July 1, DRC launched several enhancements in [WIDA AMS \[app.explore.wisc.edu\]](#). See below for a quick glance at the new features for this year, or review our [Get familiar with 2022-23 WIDA AMS enhancements \[app.explore.wisc.edu\]](#) article to learn about the enhancements in more depth.

- The WIDA AMS landing page has a new look! Log in and use the buttons at the top of the page to quickly access commonly completed tasks. At the bottom, you’ll find two tabs with customer service information and links to public test resources.

DRC has a number of new customer service features:

- Over 60 Knowledge Articles are now available to provide you with the information you need quickly. Log in to WIDA AMS and select **DRC Customer Service** from the **My Applications** menu.
- Bilingual Spanish speaking customer service agents are available by request. Additionally, DRC now has a Teletypewriter (TTY) number for those who need access to that service.
- WIDA Screener Online Individual Student Reports are now available in the same 49 languages as ACCESS for ELLs and are now 508c/WCAG 2.1 AA compliant. WIDA Screener Online reports can be downloaded from WIDA AMS, under **Report Delivery > On Demand Reports**.
- Test Practice and Sample Items are now available for WIDA Screener Online, with or without embedded accommodations. Simply select the grade-level cluster and domain and whether you’d like to use embedded accommodations or not, and the appropriate login information will be displayed directly on the screen.




Contact DRC Customer Service with questions about any of these features at wida@datarecognitioncorp.com or 855-787-9615.

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.

WIDA Tasks







Due This Month

Due Date		Complete
	Prior to fall parent/teacher conferences	School districts are required to notify parents/guardians of assessment results in a timely manner. Send home ACCESS Score Reports accompanied by the OPI Sample Parent Letter .
	October 14, 2022	Update EL Data in AIM. Ensure that EL students who tested proficient on ACCESS in 2020-2021 are exited from the EL program in AIM and ensure that students who are newly identified are enrolled in the EL program in AIM.
	October 14, 2022	Ensure that EL records are requested in AIM for any newly transferred students. Instructions can be found in the AIM EL Tool Guide .

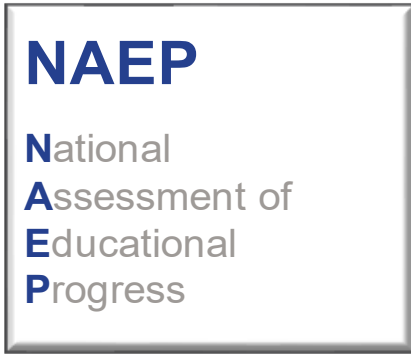
ACCESS for ELLs Timely Tasks

Task		Responsibility
<input checked="" type="checkbox"/>	Administer Home Language Survey	As students enroll, districts must administer the Home Language Survey . Read the 2022-2023 English Learner Guidance for School Districts and EL Tool Guide for more information.
<input checked="" type="checkbox"/>	Screen Potential ELs	Districts screen potential ELs within 14 days of enrollment using an approved WIDA screener. For schools or districts with students learning remotely, check the Provisional EL Identification Procedure During Periods of Remote Learning . Mark newly identified students and transfer students correctly in AIM. AIM Data includes: (1) Home Primary Language (HPL), (2) Language of Impact (LOI), (3) EL identification (within 30 days), (4) Date identified as EL, (5) Date identified as proficient, and (6) 2 years of monitoring after exiting EL status.
<input checked="" type="checkbox"/>	Place ELs and Notify Families	EL identification: Newly identified ELs receive an EL designation in AIM and parents/guardians receive a placement letter within the first 30 days of enrollment.

Resources and Supports

Resource		Support with...
	2022-2023 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.
	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 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.

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](#)

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

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 2022-23 school year. From October 10, 2022 to April 14, 2023, 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 and schools selected for international assessments have already been contacted. 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 1 funding.

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

A: Parents must be notified at least one week before the school's assessment date.

Q: Is Task 7 – Manage Questionnaires optional?






A: No. Questionnaires are not optional for schools (principals), but there are no teacher questionnaires for schools' participating in LTT Age 13.

Q: Is a make-up session required?

A: No, a make-up session will be “offered” by the NAEP Assessment Team. It is not required. ESSA requires participation, and if the school fully provided the opportunity on assessment day, then OPI’s perception is “they fulfilled their obligation.”

NAEP Tasks








Due This Month

	Due Date	Complete
	10.14.22	Task 4: Review and Verify List of Students Selected for NAEP (LTT Age 13 Only)
	10.14.22	Task 5: Complete SD/EL Student Information (LTT Age 13 Only)
	10.14.22	Task 6: Plan for Assessment Day (LTT Age 13 Only)
	10.14.22	Task 7: Notify Parents/Guardians (LTT Age 13 Only)
	10.14.22	Task 8: Manage Questionnaires (LTT Age 13 Only)

Timely Tasks

	Due Date	Complete
<input checked="" type="checkbox"/>	Before Assessment Day	Task 9: Encourage Participation (LTT Age 13 Only)
<input checked="" type="checkbox"/>	Before Assessment Day	Task 10: Support Assessment Activities (LTT Age 13 Only)
<input checked="" type="checkbox"/>	Assessment Day	Reserve dedicated space for most, if not all, of the day is required. (LTT Age 13 Only)
<input checked="" type="checkbox"/>	Assessment Day	Request the presence of a school staff person as an observer. (LTT Age 13 Only)

Resources and Supports

	Resource	Support with...
	NAEP in Your District: Fall 2022	This guide provides an overview of Long-Term Trend (LTT) Age 13 in districts.
	NAEP in Your District: NAEP 2023	This guide provides an overview of NAEP 2023 in districts for grades 4, 8, and 12 field test.
	NAEP in Your School: Fall 2022	This guide provides an overview of Long-Term Trend (LTT) Age 13 in schools.
	NAEP in Your School: NAEP 2023	This guide provides an overview of NAEP 2023 in schools for grades 4, 8, and 12 field test.
	School Coordinator Responsibilities: A Guide to MyNAEP for Long-term Trend Assessment	This guide provides an overview of Long-Term Trend (LTT) Age 13 school coordinator responsibilities.
	LTT Age 13 School Coordinator Timeline and Checklist	This guide is a checklist of NAEP school coordinator responsibilities during the assessment window.
	NAEP in Your District: Fall 2022	This guide provides an overview of Long-Term Trend (LTT) Age 13 in districts.

Webinars and Educator Resources

The Technical Assistance and Training Opportunities for the 2022-2023 school year are included below. System Test Coordinators can place these on calendars and save the date ([STC Workshop 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 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 27, 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 10 webinars will be offered from September 2022 to June 2023 as published in the [FY2023 Monthly Focused Webinar Plan](#). **Attendees are eligible for 1-hour of renewal.**

- **October 12:** System Access Across Assessments and Setup [\[Register\]](#)
- **November 16:** Gaining Comfort and Familiarity with the Assessments [\[Register\]](#)



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

Authorized Representative Role:	<p>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.</p> <ul style="list-style-type: none"> 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:	<p>This role serves as the data steward for managing local users within the restricted web-based TDS portals used to deliver each test. This role also serves as the local liaison for all standardized testing procedures (i.e., proctoring, safeguarding, securing, and reporting state test information) and ensuring staff are trained and certified to administer state assessments.</p> <ul style="list-style-type: none"> 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:	<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"> 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:	<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"> 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:	<p>This person ensures the secure browser is installed properly to administer the online assessments via the test delivery systems and that all system requirement setup and requirements have been completed before testing. More information about these roles can be found in the MontCAS Test Security Manual.</p>
Staff in Supporting Roles	<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 MontCAS Test Security Agreement for Supporting Roles. 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

Assessment Unit Teaching and Learning Department Phone: 844-867-2569 Email: OPIAssessmentHelpDesk@mt.gov State Testing General Sites: OPI Statewide Testing Website STC Corner Site	Ashley McGrath State Assessment Director Vacant	Marcy Fortner Assessment Specialist MFortner@mt.gov 
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Duane Schlabach Assessment Specialist Austin.Waldbillig@mt.gov 	Vacant Assessment Specialist Vacant	Katie Murnion Assessment Specialist Katie.Murnion@mt.gov 
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Shantel Niederstadt NAEP State Coordinator SNiederstadt@mt.gov 	Additional Contacts Tools for Teachers State Leads Stephanie Swigart Stephanie.Swigart@mt.gov Sonja Whitford Sonja.Whitford@mt.gov	Accessibility Support Specialists EL Specialist Destin Markland Destin.Markland@mt.gov Student Support Services Mercee Cislo Mercee.Cislo@mt.gov
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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.

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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Human Resource Manager
406-444-2673
OPIpersonnel@mt.gov

For further information on notice of nondiscrimination, call 1-800-421-3481 or visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the Office of Civil Rights (OCR) that serves your area.