

# MontCAS Test Security Manual

Policies and Procedures for Data Integrity and Test Security within the  
Montana Comprehensive Assessment System (MontCAS) Program



Reviewed August 2023

All accredited schools must annually administer the state assessments approved by the Montana Board of Public Education and follow the test administration protocols according to the standardized procedures published by the Montana Office of Public Instruction (OPI). These policies and procedures provide documentation of the test security and protection measures used by the OPI to safeguard its state assessments under the obligations of Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). The “MontCAS Test Security Manual” guidance describes the policies and procedures required for test security in the state of Montana. These requirements fall under the authority of both state and federal laws and regulations which are defined further throughout this manual.

## Table of Contents

<b>Purpose</b> .....	<b>4</b>
<b>Chapter 1: Overview</b> .....	<b>4</b>
Federal Requirements .....	4
State Requirements .....	5
Test Security Purpose.....	6
Student Eligibility and Participation Policies .....	8
<b>Chapter 2: Elements of Prevention for Test Security</b> .....	<b>9</b>
MontCAS Authorized User Access.....	10
Building An Assessment Team .....	10
Authorized Representative Roles and Responsibilities .....	10
System Test Coordinator Role .....	11
Building Coordinator Role .....	11
Test Administrator Role.....	11
Technology Coordinator Role.....	11
Supporting Staff Roles .....	11
Test Administration Plan and Policies .....	11
OPI Published Test Windows.....	12
Standardized Testing Environment.....	12
Prohibited Materials .....	13
Statewide Assessment Overview .....	15
Complaint Protocol.....	21
Test Accessibility Plan and Policies .....	21
Test Security Plan and Policies.....	22
What is a Test Incident?.....	22
What does secure mean? .....	23
Processing Testing Incident .....	24
Test Security Frequently Asked Questions.....	24
Data Use Testing Policies.....	25
Data Use Frequently Asked Questions.....	25
• Smarter Balanced How To Instructions.....	25
• ACT with Writing How To Instructions.....	25
• MSAA How To Instructions.....	25
• MSA How To Instructions .....	25
• AMSA How To Instructions.....	25
• ACCESS for ELLs How To Instructions.....	25
Training Plan and Policies.....	26
Who May Administer Tests?.....	26
Monthly Newsletter .....	28
MontCAS Focused Monthly Webinar.....	28
STC Workshop Series.....	28
Practice and Training Tests.....	29
<b>Chapter 3: Elements of Detection for Test Security</b> .....	<b>29</b>
OPI Site Observations and Local Monitoring Checklists .....	29
Assessment Monitoring.....	30
Site Visits .....	30
Observer Allowable Actions .....	30
Title Monitoring - Common Compliance Areas .....	30
CC-H Requirements: Student Participation in State Assessments .....	31
CC-I Requirements: Data Integrity and Reliability of State Assessments .....	31
CC-J Requirements: Communicate Information with Parents and the Public .....	31
CC-K Requirements: Ensure Completed Training and Awareness of Standardized Protocols.....	31

MontCAS Application Reporting.....	31
Confidential Test Incident Report .....	32
<b>Chapter 4: Elements of Inspection for Test Security .....</b>	<b>32</b>
Self-Investigation .....	32
Data Forensics.....	33
Independent Investigation .....	33
<b>Chapter 5: Elements of Resolution for Test Security .....</b>	<b>33</b>
<b>Chapter 6: Consequences for Non-Compliance.....</b>	<b>33</b>
<b>References.....</b>	<b>34</b>
<b>Glossary.....</b>	<b>34</b>
<b>Appendix.....</b>	<b>34</b>
<b>Questions.....</b>	<b>34</b>

## Purpose

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The purpose of this document is to explain the Montana Office of Public Instruction's (OPI) policies and procedures for data integrity and test security under the Montana Comprehensive Assessment System (MontCAS) program. Readers are encouraged to supplement this guidance with the [MontCAS Policies and Procedures for Participation in State Assessments](#), [English Learner Guidance for School Districts](#), and the [Alternate Assessment Eligibility Guidelines](#). The assessment-specific Test Administrator Manual, [Montana's Three Tiers of Accessibility](#), the assessment-specific Usability, Accessibility, and Accommodation Guidelines (UAAG), and the assessment-specific Test Coordinators Manual are also required policies before delivering state assessments to Montana enrolled students under the authority of Montana Code Annotated (MCA) §20-2-121(12), Administrative Rules for Montana (ARM) §10.55.603, ARM §10.56. Although the OPI specifies the following policies and guidelines, all possible testing situations cannot feasibly be addressed, so the OPI provides general guidance on test security throughout the six chapters in this manual.

## Chapter 1: Overview

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The OPI supports teaching and learning in Montana's accredited schools through the MontCAS Program, which includes a suite of required state assessments aligned with Montana's academic content standards. Chapter 1 provides the context for Montana's academic content standards, student academic achievement standards, and each state assessment.

Montana is a member-state to several collaborative[s]/consortium[s] that permit the OPI to deliver its [six state assessments](#) to all students that are enrolled in public and accredited non-public schools. As a member-state, the OPI is also bound to the overall test security procedures and rules defined by the collaborative[s], consortium[s], and testing delivery contractors. In addition to these policies, this MontCAS Test Security Manual, the OPI's general test administration, test accessibility, test security, reporting/data use, and test training procedures are defined in [ARM Chapter 56](#).

### Federal Requirements



**Purpose:** The purpose of this section is to provide the reader with information about the federal requirements to administer the MontCAS assessments in Montana accredited schools.

In 2015, the Elementary and Secondary Education Act (ESEA) was reauthorized as Every Student Succeeds Act (ESSA), which subsequently initiated the federal requirement for new peer review guidelines for State Education Agencies (SEAs). Under ESEA-ESSA Sections 1111(a)(4) and 1111(b)(2)(B)(iii)-(iv) and 34 CFR § 200.2(b)(4) and (5) and (d), the U.S. Department of Education (the Department) has an obligation to conduct peer review on the technical quality of State Education Agency (SEA) assessment systems implemented under ESEA-ESSA Section 1111(b)(2) [[Peer Review Guidance, 2018](#)].

Federal law for state assessments stem from the Title I, Part A requirements under ESEA-ESSA and ARM Chapter 56 for mathematics (math), reading/language arts (ELA), science, and English language proficiency (ELP) for identified English Learners (ELs) in specific grade-levels. The state rules also require the same state assessments for private schools seeking accreditation (see [ARM 10.56.101](#)). A key purpose of ESEA-ESSA's Title I provision is to promote educational excellence and equity so that all students master the knowledge and skills by the time they graduate high school. The ESEA-ESSA requires that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

In the 2017-2018 school year, under the new peer review guidelines, the OPI submitted its math and ELA assessments, Smarter Balanced, Multi-State Alternate Assessment (MSAA), and ACT with Writing assessments. The Peer Review Guidance (2018) describes 30 critical elements that represent the federal law, regulation, policy, and current thinking on best practices for state development and implementation of assessment systems.

Also during the 2017-2018 school year, the OPI was audited under the Federal Office of Management and Budget [Compliance Supplement](#) for Title I Grants to Local Education Agencies (LEAs or school districts) for Assessment System Security (see p. 1089). The compliance requirements are:

*“SEAs, in consultation with LEAs, are required to establish and maintain an assessment system that is valid, reliable, and consistent with relevant professional and technical standards. Within their assessment system, SEAs must have policies and procedures to maintain test security and ensure that LEAs implement those policies and procedures (Title I, Section 1111(b)(2)(B)(iii) of the ESEA (20 USC 6311(b)(2)(B)(iii)).”*

The ESEA-ESSA requires that SEAs must establish and maintain an assessment system that is valid, reliable, and consistent with the relevant professional and technical standards (Title I (84.010)). Test Security is defined under the Peer Review Guidelines (2018) as the SEA, “has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through Prevention, Detection, Investigation, Remediation (PDIR)”- [pg. 43].

As part of the research phase of designing the policies and procedures, the OPI reviewed the [2011 Key Policy Letter](#) from the Department, conducted best practice research from other states and used the guidance on audits and risk analyses to implement complete test security and data quality procedures. Further, the OPI used research from the [2013 Technical Issues in Large Scale Assessment group under the Council of Chief State School Officer’s \(CCSSO\) state test security guidebook](#) to establish many of its procedures.

In the OPI’s research into best practices for test security, the relevant critical elements from the Peer Review Guidelines (2018) to establish the OPI’s PDIR policies and procedures included the policies for including all students in assessments (1.4), test administration (2.3), monitoring test administration (2.4), test security (2.5), and monitoring test administration for special population students (5.4).

## State Requirements



**Purpose:** The purpose of this section is to provide the reader with information about the state requirements to administer the state assessments in Montana’s accredited schools.

In the state of Montana, assessment is defined as the “means of gathering, organizing, and evaluating information about student learning in order to monitor and measure student attainment of a specific set of content standards, and the effectiveness of the instructional program” (ARM [10.55.602](#)). School districts must assess the progress of all students toward achieving content standards and content-specific grade-level learning progressions in each program area. The district must use assessment results, including state-level achievement information obtained by administration of assessments pursuant to ARM [10.56.101](#) to examine the educational program and measure its effectiveness.

The Montana Board of Public Education (the Board) adopts rules for state-level assessment ([ARM Chapter 56](#)) in the public schools and those private schools seeking accreditation. Through the negotiated rulemaking process that involved independent stakeholders, [ARM Chapter 56](#) was amended to reflect the major developments in Montana’s state assessments, including:

- the reauthorization of the ESEA-ESSA,
- the adoption of new science standards ([ARM Chapter 53](#)),
- the Department’s peer review for summative assessments [[Montana 7](#)],
- the [Title I Test Security Audit](#), and
- the Department’s approval of [Montana’s ESSA State Plan](#).

All policies and procedures for test security were adopted, implemented, and effective for each school district as of July 27, 2019. As a result, the OPI was charged, under the authority of the Board, with providing schools with information and technical assistance for compliance with the student assessment rules ([§20-3-106, MCA](#)).

Since the 2020-2021 school year, the test security policies and procedures have been fully operationalized. The OPI's procedures allow monitoring and verification that school districts had implemented test security measures, for example, by reviewing documentation and interviewing officials and school administrators and teachers, as necessary.

### Test Security Purpose



**Purpose:** The purpose of the state end-of-year summative assessments can be broken into some of its varied use[s], need[s], and purpose[s]. This section presents these varied uses and provides the reader with an understanding of the importance of test security and data integrity to support these needs.

**The primary goal of test security is to protect the integrity of the assessment and to ensure that results are accurate and meaningful.**

**State testing** is intended to measure student attainment of grade-level content knowledge and progress on state content standards over time and help Montana monitor and address these educational needs (ESEA-ESSA Section 1111(b)). The end-of-year summative assessment marks the end of the instructional sequence which “sums-up” the learning. These achievement results inform educators and help the decision-making process to improve instruction and supports for students.

Student achievement test data, test scores, and interpretations are used for many intended purposes. The Board recognizes that the primary purpose of assessment is to serve learning. A balanced assessment system is needed because state assessment systems that focus on once-a-year summative testing do not provide sufficient information to improve student learning and school capacity.

*“A balanced assessment system including formative, interim, and summative assessments aligned to state content standards, will provide an integrated approach to meeting both classroom learning needs and school and state level information needs. A balanced assessment system is structured to continuously improve teaching and learning and to inform education policy.”*

—[ARM 10.56.101\(2\)](#)

Balance occurs when data users rely on multiple measures to tell the entire story of a student's growth as a learner. The idea is not to have equal amounts of each type of assessment, but rather, as many different data points to guide teaching that will, in turn, improve student outcomes.

**Accountability** is intended to help the public understand individual school performances on these achievement indicators and to measure inequities across schools, so all students have equitable opportunities to access high-quality education (ESEA-ESSA Section 1111(c)). The state assessments have a role within the OPI's federal and state accountability process and play an important role in advancing educational equity. Student achievement data is used in the annual meaningful differentiation process and for school identification to direct resources and supports to ensure all students have opportunities to access high-quality education. The accountability work is intended to improve the educational outcomes for every student across the state.

**Reporting** is intended to provide timely and transparent information to the public and families on these achievement indicators and to support education information processes at the local and state levels (ESEA-ESSA Section 1111(h)). The data from these assessments is also used to help various stakeholder groups, and the public in general, understand academic performance relation to the state's adopted content standards. Score information helps families, teachers, and principals understand and address the specific academic needs of students in relation to the standards. The achievement results, in combination with other data, are helpful to create a stronger and more equitable education system for all learners and help direct resources where they are most needed.

#### **BOTTOM LINE:**

**If test results are used to make important decisions, then they should be as accurate as possible to direct the right instruction.**

### Where does Test Security and Data Integrity happen?

It happens everywhere test materials are handled and/or available and anywhere data (or results) are handled and/or available. It occurs at every phase of the testing cycle, before, during, after, and throughout testing.

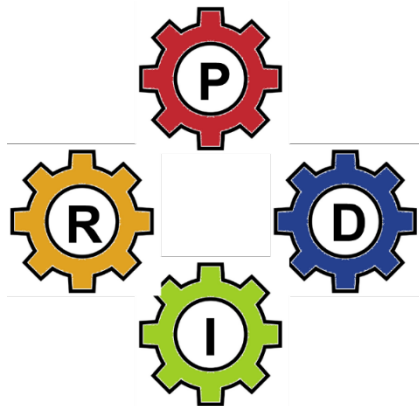
### Who is Responsible for Test Security?

Everyone who works with the state assessments, communicates test results, and/or receives testing information is responsible for test security. This includes:

- Montana Office of Public Instruction (OPI) staff;
- Authorized Representatives (or School System Superintendents);
- System Test Coordinators (STCs);
- Building Coordinators (or School Principals);
- Test Administrators (or Educators);
- Technology Coordinators;
- Certified and non-certified public-school supporting staff; and
- Students, parents, and the community at large;

For these reasons, the test security guidelines have been developed by the OPI to be used by all persons involved with handling assessment materials in order to maintain the integrity and fidelity of the intended use[s] and purpose[s] of state assessments under ESEA-ESSA. All persons responsible for test administration including handling or supporting assessments must be aware of the significant value to stakeholders (e.g., students, parents/guardians, teachers, school leaders, and others) state assessments have.

**Figure 1.** Prevention, Detection, Investigation, and Remediation (PDIR) process for Test Security



**The MontCAS Test Security Manual focuses on four main PDIR integrity themes:**

**Prevention** – following best practices for the test integrity and security aspects of the design, development, operation, and administration of state assessments to prevent incidents from occurring. This includes the manuals for test administration, accessibility, security, reporting/data use, and training/certification requirements. Usually all “pre-process” actions.

**Detection** – monitoring, reporting, and working with the OPI when incidents are found.

**Inspection/Investigation** – Guidelines for the OPI and local school districts working together to investigate or inspect incidents.

**Resolution/Remediation** – working together to investigate incidents and/or resolve issues to ensure valid results for all students.

**If a testing incident arises that is not addressed in this manual, apply the following guideline:**

**No student taking a state assessment should have access to any form of assistance or material that could provide an unfair advantage.**

## Student Eligibility and Participation Policies

State assessments must be administered in all public and accredited nonpublic schools on an annual basis in accordance with state and federal laws and regulations ([ARM 10.56.102\(2-4\)](#)). These guidelines were designed to be valid and accessible for use by all students, including students with disabilities and English learners (ELs). All students, including students with disabilities and ELs, are required by federal and state law to take part in the OPI's state assessments with or without accommodations. Generally, if a student can receive instruction, then they are also able to participate in state assessments. All students are expected to take part in state assessments in one of three ways:

1. Participate in the general education assessments without accommodations.
2. Participate in the general education assessments with accommodations.
3. Participate in [Alternate Assessments](#) when the participation criteria are met.

More information on accessibility and accommodations is presented in [Chapter 2: Test Accessibility Plan and Policies](#). The school district must consult the OPI's [AIM Collection Schedule](#) to reference important test registration information that supports students with participation in each state assessment as required by the student's educational plan. This needs-based approach ensures that each student is granted a fair and equal opportunity to participate and access the state assessment educational service as provided to their peers.

Participation is necessary to ensure the data are representative and reflective of Montana's student population. When participation rates fall below the state and federal requirements, bias can be introduced into the estimates of student knowledge, skills, and/or abilities, thus reducing the overall confidence the OPI has in the data. Inferences regarding student achievement are strengthened the better the quality of the data. Strong participation rates ensure accurate, valid, and reliable test scores that students, parents, educators, school leaders, school boards, legislators, researchers, and the public can use for informing programs and local decision-making efforts.

The school district must adhere to the collection dates published in the AIM Data Collection Schedule and the [OPI Published Test Windows](#). There are about 10 collections specifically used to support accountability and reporting requirements under the [Montana ESSA State Plan](#). The OPI expects that school districts provide the participation opportunity for state assessments for all students in the grades tested throughout the OPI's published test windows ([34 CFR 200.2\(b\)\(9\)](#)).

**Any behavior, including non-participation, that threatens the validity of the test score is considered test fraud.**

For accountability and reporting purposes, the OPI will determine student eligibility using the testing snapshots published for each collection for students with primary enrollments. Newly enrolled students must be afforded the opportunity to demonstrate grade-level content knowledge on the end-of-year state summative throughout the published testing windows.

### The ESEA-ESSA requires that school districts follow these participation rules:

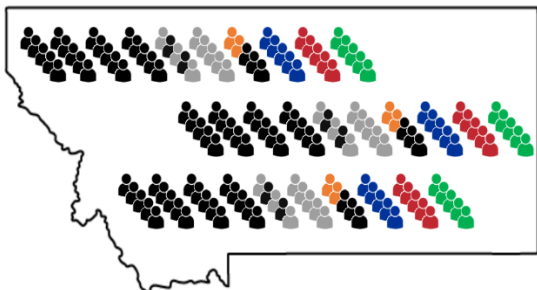
- Schools must have 95 percent student participation in the state assessments either overall for all students or for any student subgroup consisting of 10 or more students.
- Students with the most significant cognitive disabilities may take the alternate assessment based on alternative achievement standards, but the percentage of students that a state may assess with the alternate cannot exceed 1.0 percent of all students in the grades assessed for each content area.
- Students may only be exempted from testing under certain, limited conditions. In these rare and unique instances, a student may be unable to participate in any part of the assessment due to a significant and documented medical reason.
  - Students who meet participation requirements and who do not test are typically assigned a score of "Novice" and designated as a non-participant for accountability purposes unless it is for medical reasons.
  - Medical exemptions do not count negatively towards a school district within the federal participation calculation.
  - Non-participation reasons must be reported to the OPI by the System Test Coordinator (STC) using the MontCAS Application (see [MontCAS Application User Guide](#) for step-by-step instructions for reporting non-participation).



For more information on participation and non-participation rules, see the [MontCAS Policies and Procedures for Participation in State Assessments](#).

**Figure 2** shows a hypothetical diverse Montana K–12 student population. Students must be included in the state assessments to the fullest extent possible as all students are entitled to receive educational benefits and services to ensure equal access to education.

**Figure 2.** Hypothetical Montana K–12 Student Population



### Participation Frequently Asked Questions

**Q: What are the participation requirements this year?**

**A:** The participation requirement to administer state assessments is required under federal and state law.

**Q: What is the schoolwide participation threshold?**

**A:** 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 state assessments under ESEA-ESSA Section 1111(b)(2)(B)(v)(I).

**Q: How do I report non-participation due to a significant medical reason?**

**A:** Non-participation due to [medical exemptions](#) [see pages 11–14] must be reported to the OPI within the MontCAS Application.

**Q: What are the accountability expectations for this school year?**

**A:** All accountability and school identification requirements under ESEA-ESSA Section 1111 are in effect. This means that data from this school year will be used within the accountability process for annual meaningful differentiation of schools.

## Chapter 2: Elements of Prevention for Test Security

The prevention policies are organized into user access, roles, and responsibilities, building assessment teams, test administration, test accessibility, test security, reporting/data use, and test training procedures. Chapter 2 discusses the elements of preventing test security and data integrity infractions. This chapter is divided into subchapters, each describing an important element of prevention for test security and data integrity.

- [MontCAS Authorized User Access](#)
- [MontCAS Roles and Responsibilities](#)
- [Build an Assessment Team](#)
- [Test Administration Policies](#)
- [Accessibility and Accommodations Policies](#)
- [Statewide Assessment Overview](#)
- [Test Security Policies](#)
- [Data Use Policies](#)
- [Test Training Policies](#)

The OPI, in consultation with LEAs, maintains an assessment system that is valid, reliable, and consistent with relevant professional and technical standards through the OPI's policies and procedures for [Test Administration Plan](#), [Test Accessibility Plan](#), [Test Security Plan](#), [Reporting/Data Use Plan](#), and [Test Training Plan](#).

## MontCAS Authorized User Access



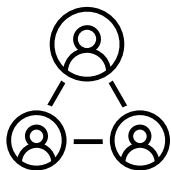
**Purpose:** The purpose of this section is to provide the reader with the expectations for safeguarding student information and ensuring all forms of student data and assessment materials remain secure.

Montana is a local control state, meaning that school district trustees have a responsibility to implement the state's policies and procedures within the school district (§20-3-323, MCA). The MontCAS Program has a specific authorized user roles policy to protect student confidentiality. The OPI recommends that only “school officials” have credentials for accessing restricted-use online test delivery systems (TDS). School official means any employee, including teacher, that the school or district has determined to have a “legitimate educational interest” in the personally identifiable information from an education record of a student. School officials may also include third party contractors, consultants, volunteers, service providers, or other party with whom the school or district has outsourced institutional services or functions for which the school or district would otherwise use employees under the school official exception in [Family Educational Rights and Privacy Act \(FERPA\)](#).

The [MontCAS Data Privacy by User Role and Responsibility Policy](#) explains these roles, rules of thumb, and recommendations for locally assigning school officials for these important assessment responsibilities. Only authorized users are permitted to access and manage accounts in the test delivery systems. These education partners [or stakeholders] have responsibilities locally to ensure that the assessment system is valid, reliable, and consistent with the relevant and professional technical standards. Locally, districts must appoint individuals to serve in these various roles, but how this is determined or whether persons assume multiple roles in the system is at the local discretion since each Montana school district is unique.

It is critical the OPI protects the security of its online portals through requiring the annual verification of the System Test Coordinator and management of user accounts. Annually, the school districts must review and refresh user accounts as required to limit access to these secure, restricted-use online systems to only authorized personnel.

## Building An Assessment Team



**Purpose:** The purpose of this section is to provide the reader with an understanding of the importance of defining roles at each school and building an assessment team to share the responsibility of state testing.

Everyone who works with the state assessments, communicates test results, and/or receives testing information is responsible for test security. School districts, school staff, and students are critical partners in ensuring test security policies and procedures are followed. All these roles and the OPI must work in partnership to ensure that data are collaboratively collected, maintained and reported. Every stakeholder should be aware of the common “dos and don’ts” during state testing defined in [MontCAS Ethical Testing Behavior Guidance](#). This document is organized by each component of the testing cycle and all MontCAS roles should be familiar with these concepts. School systems must make sure the following roles are familiar with the expectations for testing within the test cycle, that is, before, during, after, and throughout.

## Authorized Representative Roles and Responsibilities

This person is designated to conduct – with respect to Federal – or State-supported education programs – any audit or evaluation, or any compliance or enforcement activity in connection with Federal legal requirements that relate to these programs (see [34 CFR §99.3](#)). Authorized Representatives appoint the System Test Coordinator as the single point of contact for all assessment-related matters and testing alerts within the school system. At the district level, the Authorized Representative (i.e., System Superintendent) is required to complete [the electronic assurance for data privacy](#) and STC designation within Infinite Campus each year. The [Authorized Representative and Building Coordinator Roles and Responsibilities for Test Security](#) outlines responsibilities the school and district level roles must be aware of for proper test security.

**CONTROL:** The OPI will annually monitor the Infinite Campus STC Screen Report for every school system and provide technical assistance as needed.

### **System Test Coordinator Role**

Since the early 2000s, the System Test Coordinator is a role that has been used at the OPI. This person is assigned by the Authorized Representative within [Infinite Campus](#). 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. The [STC Roles and Responsibilities for Test Security](#) outline responsibilities the school and district level roles must be aware of for proper test security.

**CONTROL:** The OPI will annually monitor the MontCAS Application – Test Security Agreement and Required Records Screen for every school system and provide technical assistance as needed.

### **Building Coordinator Role**

This person is typically assigned by the Authorized Representative and/or System Test Coordinator as 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. The [Authorized Representative and Building Coordinator Roles and Responsibilities for Test Security](#) outline responsibilities the school and district level roles must be aware of for proper test security.

**CONTROL:** LEAs will annually monitor the [TDS portals](#) for electronic test security and non-disclosure agreements for every user and contact the OPI for technical assistance as needed.

### **Test Administrator Role**

This person is typically assigned by the System Test Coordinator and/or Building Coordinator 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. The [TA Roles and Responsibilities for Test Security](#) outline responsibilities the school and district level roles must be aware of for proper test security.

**CONTROL:** Educators will annually complete electronic test security and non-disclosure agreements for every portal and complete the training/certification requirements before administering any assessments.

### **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.

### **Supporting Staff 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 test security agreement should be electronically signed prior to the opening of the state assessment test windows.

### **Test Administration Plan and Policies**



**Purpose:** The purpose of this section is to provide the reader with guidance to make sure that state assessments are given within each school consistently in a standardized fashion in order to be valid, reliable, comparable, and fair for the purposes for which the assessments are used.

The OPI has implemented policies and procedures for the standardized test administration. As part of the test delivery process, the OPI has established and communicated to educators regularly and consistently regarding the standardized procedures for test administration, test accessibility, test security, and training of these assessments, including administration with or without accommodations. Having a role in test administration requires the responsibility to safeguard the instrument and to uphold the integrity of these tests. These assessments have many uses and purposes for a wide-ranging audience, thus all persons involved with test administration must ensure the information gleaned from these tools is accurate and meaningful for the many purposes it serves. Without trust in the data, the assessments cannot be used as intended, which is to fairly evaluate the educational equities within and across schools.

The OPI, school districts, school personnel and students are critical partners in ensuring test security. With all of these players working together, the OPI has defined continuously improving processes, procedures and controls, and established quality assurance and control measures to ensure the integrity of the data we publish.

**All test administration practices are subject to this ultimate question:**

***Q: Will the test administration lead to student results that accurately reflect a valid and reliable measure of what each student knows and is able to do compared to Montana's Content Standards?***

Test security must be maintained to give an equal opportunity for all students to demonstrate what they have learned and to ensure that their test scores are valid. Proper test administration will lead to student results that accurately reflect what each student knows and is able to do compared to Montana's content standards.

Each assessment under the MontCAS Program has its own Test Administrator Manual (or TAM) and its own testing window. The testing windows provide ample opportunity to complete testing while keeping test items secure. The majority of the MontCAS assessments are untimed but do come with suggested testing schedules for planning and practical purposes such as planning around bell schedules or lunch.

As described in the [Six Things Stakeholders Should Know About Participation and Testing in Montana](#), the average child will spend 4–6 hours total, or less than one percent of instructional time, on the state assessments. All other assessments administered to students are determined at the school district and building level. For example, students in grades 4–12 are required to have a minimum of 1,080 hours of instruction. In the instance of state required testing, the average grade 5 student is estimated to spend 3–4 hours taking the Smarter Balanced assessment and to spend 1.5 hours taking the Montana Science Assessment. Schools should refer to the Test Administrator Manual for guidance on scheduling and any time restrictions.

### **OPI Published Test Windows**

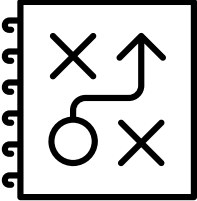


**Purpose:** The purpose of this section is to provide the reader with the expectations for administering the state assessments in accordance with the published test windows and suggested testing schedules.

### **Standardized Testing Environment**

School districts must designate area[s] for the test administration that provide an environment that minimizes distractions and disruptions for students (e.g., classroom, computer lab, library, etc.). The Building Coordinator is encouraged to designate areas that are as similar to the classroom experience as possible so it is familiar and comfortable for students to demonstrate what they know and can do in relation to the State's content standards. Standardized testing procedures are in place to prevent a student or group of students from having an unfair advantage among peers in the school, state and nation.

**① Coaching is a testing irregularity that gives an unfair advantage to a student or group of students. ①**

Examples of COACHING	Include but are not limited to:
	<ul style="list-style-type: none"> <li>• Providing answers to students,</li> <li>• Changing student responses,</li> <li>• Suggesting students change their responses,</li> <li>• Influencing student responses to test questions by offering hints, clues, cues, facial expressions, nods, voice inflections or any other manner of assistance that could impact a student's answers, and/or</li> <li>• Not following the explicit directions for accommodations that are listed in the accommodation manual.</li> </ul>

**Prohibited Materials**

Students are not permitted to access any electronic devices used for communication, capturing images of the test or testing room, or data storage (e.g., smartphones, smart watches, cell phones, book readers, electronic tablets, pagers, cameras, non-approved calculators, music players, voice recorders, etc.) that can disrupt the testing environment, and/or be used to compromise the security and confidentiality of the test. At a minimum, these devices must be powered off and always stored away from the students' work area during a test session. These devices cannot be used as a substitute for a calculator. Specific calculator policies are covered in the assessment-specific Test Administrator Manuals particular to each assessment.


Students should not have any prohibited devices near them during testing. Students should be informed of this policy in advance and strongly encouraged to leave such items out of the testing room. Failure to comply with this policy may result in score invalidations for individual students or groups of students depending on the degree the security, reliability, or validity of the assessment has been compromised. If a student does access any of these devices during testing, it will constitute a prohibited behavior and the student's test results in that content area may be invalidated. More information on student behaviors prohibited during testing can be found in the [Student Prohibited Behavior](#).

The System Test Coordinators ensure all authorized staff are trained in and have completed the standardized testing procedure trainings and readings for each assessment they will administer to prevent testing incidents. To help schools avoid misadministrations, follow the [Test Administration Plan](#). It provides some expectations for Building Coordinators to use with their local assessment teams for all persons involved with testing, including proctors, scribes, and Test Administrators. The STC must affirm completion of the [Test Administration Plan](#) on behalf of the school system in the [MontCAS Application > Records Tracking](#) screen.

In this manual, information about the OPI's required testing plans [i.e., [test administration](#), [test accessibility](#), [test security](#), [data use](#), and [test training](#)] are presented. For each plan, the school district should be aware that the plans should be maintained annually in accordance with local school district policies or at the preference of the STC for a period of at least three school years. For each plan, the STC must affirm completion on behalf of the school system in the [MontCAS Application > Records Tracking](#) screen. The OPI can request evidence of plans at any time throughout the school year for monitoring purposes, including the [LEA Title Monitoring - Common Compliance Areas](#).

**Testing plans should be kept by the district for a period of at least three school years.**

**Table 1. Test Administration Frequently Asked Questions**

Testing Plan	Test Administration Frequently Asked Questions
	<p><b>Q: What are the state assessments?</b>  <b>A:</b> In this section, the reader can access details about each state assessment that the OPI has selected to fulfill the state and federal requirements for annual assessments that measure student proficiency and progress on the OPI’s academic content standards.</p> <p><b>Q: What is the MontCAS Test Administration Plan?</b>  <b>A:</b> This is a required activity for each school to complete prior to test administration. The STC is required, through the MontCAS Application &gt; Required Records Tracking, to have the <a href="#">Test Administration Plan</a> on record to ensure the school system administers state assessments consistently and with fidelity.</p> <p><b>Q: How can I prevent testing incidents?</b>  <b>A:</b> Not all incidents can be prevented, but below are tips to make them less likely:          Make sure all five testing plans are in place in each school. Designate time before the test session for students to use the bathroom. Instruct students at the beginning of the session to remain quiet for the duration of the session. Unless it is an emergency, don’t allow a student to leave the testing room unattended.</p> <p><b>Q: What happens if something unexpected occurs?</b>  <b>A:</b> In the event a student suffers from an unforeseeable circumstance immediately before or during testing, follow the <a href="#">Unforeseeable Circumstance Resource</a> and contact the OPI Assessment Unit with any questions.</p>

The [MontCAS Policies and Procedures for Participation in State Assessments](#), [Alternate Assessment Eligibility Guidelines](#), and the [English Learner Guidance for School Districts](#) are the manuals that explain the participation policies and procedures for how the OPI includes users, registers schools, and rosters students into the various online test delivery systems for each of the state assessments presented in this section.

Montana's six state end-of-year summative assessments are delivered to students mostly via online solutions. The OPI contracts with test delivery contractors to deliver these assessments to Montana students. School districts manage educator training, roster preparation, student delivery, and achievement reporting through these various [test delivery system portals](#). Each assessment is managed independently from one another as the assessments themselves have different purposes and measurement intentions. System Test Coordinators should ensure all persons with a responsibility to support state assessments follow the state and district policies for managing local users and permissions to access these test delivery portals. In this section, a description of the purpose and use for each state assessment is presented to the reader.

## Statewide Assessment Overview

Required Assessment	Statute References	Purpose	Subjects Assessed	Grades Assessed	Testing Window (23'-24')	Test Modality	Approx. Students Assessed	Approx. Testing Time	Funding Source
<b>ACCESS</b> for <b>ELLs</b> English Language Learners	SEC. 1111 (b)(2)(G) <sup>1</sup> (b)(1)(F) <sup>2</sup> & <a href="#">ARM 10.56</a>	<ul style="list-style-type: none"> <li>Monitor English Learner progress</li> <li>Provide state, district, school, and individual student data</li> <li><a href="#">Program Overview Video</a></li> </ul>	<input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing	K – 12	<a href="#">Dec 4 – Apr 23</a>	Online & Paper	~3,500 (~2.0% of students)	2 – 3 hours	<i>Federal Grant for State Assessments</i>
<b>AMSA</b> Alternate Montana Science Assessment	SEC. 1111 (b)(2)(D) <sup>1</sup> (b)(1)(E) <sup>2</sup> & <a href="#">ARM 10.56</a>	<ul style="list-style-type: none"> <li>Provide state, district, school, and individual student data</li> <li><a href="#">Program Overview Video</a></li> </ul>	<input checked="" type="checkbox"/> Science	5, 8 & 11	<a href="#">Mar 11 – Apr 26</a>	Online	~350 (~1% of grade)	1 – 2 hours	<i>Federal IDEA Funding</i>
<b>MSA</b> Montana Science Assessment	SEC. 1111 (b)(2)(B) <sup>1</sup> (b)(1)(E) <sup>2</sup> & <a href="#">ARM 10.56</a>	<ul style="list-style-type: none"> <li>Provide state, district, school, and individual student data</li> <li><a href="#">Program Overview Video</a></li> </ul>	<input checked="" type="checkbox"/> Science	5 & 8	<a href="#">Mar 4 – May 24</a>	Online	~23,000 (11,500/grade)	1 – 2 hours	<i>Federal Grant for State Assessments</i>
<b>MSAA</b> Multi State Alternate Assessment	SEC. 1111 (b)(2)(D) <sup>1</sup> (b)(1)(E) <sup>2</sup> & <a href="#">ARM 10.56</a>	<ul style="list-style-type: none"> <li>Provide state, district, school, and individual student data</li> <li><a href="#">Program Overview Video</a></li> </ul>	<input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> ELA	3 – 8 & 11	<a href="#">Mar 11 – Apr 26</a>	Online	~800 (1% of grade)	2 – 3 hours	<i>Federal IDEA Funding</i>
<b>SBA</b> Smarter Balanced Assessment	SEC. 1111 (b)(2)(B) <sup>1</sup> (b)(1)(B) <sup>2</sup> & <a href="#">ARM 10.56</a>	<ul style="list-style-type: none"> <li>Provide state, district, school, and individual student data</li> <li><a href="#">Program Overview Video</a></li> </ul>	<input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> ELA	3 – 8	<a href="#">Mar 4 – May 24</a>	Online	~69,000 (11,500/grade)	3 – 4 hours	<i>Federal Grant for State Assessments</i>
<b>ACT</b> with Writing American College Testing	SEC. 1111 (b)(2)(B) <sup>1</sup> (b)(1)(B) <sup>2</sup> & <a href="#">ARM 10.56</a>	<ul style="list-style-type: none"> <li>Provide state, district, school, and individual student data</li> <li><a href="#">Program Overview Video</a></li> </ul>	<input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> English <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Science	11	<b>Window 1:</b> <a href="#">Mar 26 – Apr 5</a>  <b>Window 2:</b> <a href="#">Apr 9 – Apr 19</a>  <b>Window 3:</b> <a href="#">Apr 23 – May 3</a>	Online	~10,500	3 – 4 hours	<i>Federal GEAR UP Grant</i>

**Note:** each ACT Test window is a two-week period available on Tuesday, Wednesday, and Thursday.

## ACCESS for ELLs

The ACCESS for ELLs is the [ELP Assessment](#) for academic state achievement reporting in Grades K–12, and the state assessment for ELs 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. In addition to the ELP assessment, the World Class Instructional Design and Assessment (WIDA) is the contractor who supports the OPI with providing identification and professional learning services to school districts in order to comply with obligations for ELs under ESEA-ESSA and the Office of Civil Rights (OCR). The ACCESS for ELLs is designed to measure speaking, listening, reading, and writing on the OPI’s English language development standards (2011). The ACCESS for ELLs is used to provide state, district, school, and individual student achievement information on the state-adopted content standards in English Proficiency. Montana’s accountability system uses results from the ACCESS for schools with ten or more ELs to calculate the “ESSA EL Progress” indicator (see [English Learner Guidance for School Districts](#)). For more information on this assessment, read the [MontCAS Policies and Procedures for Participation in State Assessments](#) and visit the [ACCESS for ELLs page](#) on the OPI website.

### ELP Test Training and Certification Requirement

The STCs and TAs must complete the appropriate test administration and certification course[s] in the [WIDA Secure Portal](#) once every two years. System Test Coordinators are responsible for ensuring that Test Administrators have completed the annual required trainings and certifications for the screening tests that they will administer, including training courses for scoring student responses. In addition to the formal training and certification requirements, STCs must understand how to use WIDA AMS to manage user and student profiles, edit test sessions, and retrieve score reports. STCs also manage professional learning accounts in the WIDA Secure Portal for any educators wishing to participate in courses. At a minimum, the System Test Coordinator must complete the WIDA Screener test administrator training and certification course in the [WIDA Secure Portal](#) and the Online ACCESS for ELLs test administrator training and certification course every two years. The training course takes approximately one hour to complete. The WIDA Secure Portal houses all training courses and user guides for WIDA AMS. WIDA also provides a [screening and placement guide](#) and an [ACCESS for ELLs checklist](#) to help districts plan their testing activities.

### ELP Test Security Requirement





Educators logging into the [WIDA Secure Portal](#) after July 1 will be prompted to agree to the “[Non-Disclosure and User Agreement](#)” (NDUA). Educators will not be able to view secure materials and resources without first agreeing to the NDUA. For technical assistance regarding the “how-to,” contact WIDA Training and Resources at 1-866-876-7735 or e-mail at [help@wida.us](mailto:help@wida.us) or the WIDA Assessment Management Site at 1-855-787-9615 or email at [WIDA@datarecognitioncorp.com](mailto:WIDA@datarecognitioncorp.com). For technical assistance regarding policies and procedures for the ELP assessment, contact the OPI Assessment Help Desk at 1-844-867-2569 or e-mail [opiassessmenthelpdesk@mt.gov](mailto:opiassessmenthelpdesk@mt.gov).

### Quick Links to Test Delivery Portals:

- **Portal Link:** [Assessment Management System \(AMS\)](#)
- **Website Link:** [Training and Resources](#)

**Table 1.** ACCESS for ELLs Resources

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

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## Alternate Montana Science Assessment

The Alternate Montana Science Assessment (AMSA) is the alternate science assessment for academic state achievement reporting in Grades 5, 8, and 11 for students with significant cognitive disabilities. The AMSA is designed to measure the alternate academic achievement standards aligned with Montana's Content Standards (2016) in Science. The AMSA is the alternate version provided in place of the Montana Science Assessment. The AMSA is used to provide state, district, school, and individual student achievement information on the state-adopted content standards in science. Student performance within Montana's accountability system will use results from the AMSA for K–8 schools to calculate the STEM indicator. For more information on this assessment, read the [MontCAS Policies and Procedures for Participation in State Assessments](#) and visit the [AMSA Page](#) of the OPI website.

### AMSA Test Training and Certification Requirement

At a minimum, STCs and TAs are required to complete the Alternate 20-minute Test Administration Certification Course that is located under the "Preparing for Testing" section under the tile labeled "Test Administration Certification" within the [Montana Testing Portal](#). The completion of the Test Administration Certification Course is an annual requirement. The AMSA Test Administration Manual (TAM) is located on the [Montana Testing Portal](#) under the "Resources" section. **Note:** this training is different than the Smarter Balanced and Montana Science Assessment (MSA) TA Certification Course.

### AMSA Test Security Requirement



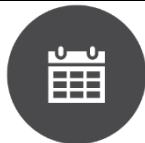

After August 21, current and new users are required to sign the [Montana Testing Portal Test Security Agreement \(TSA\)](#). Users are unable to access the system to deliver interim or summative assessments without first agreeing to the electronic TSA. For technical assistance regarding the "how-to" contact the Cambium Help Desk at 1-877-365-7915 or e-mail at [mthelpdesk@cambiumassessment.com](mailto:mthelpdesk@cambiumassessment.com). For technical assistance regarding policies and procedures for the ELP assessment, contact the OPI Assessment Help Desk at 1-844-867-2569 or e-mail [opiassessmenthelpdesk@mt.gov](mailto:opiassessmenthelpdesk@mt.gov).

### Quick Links to Test Delivery Portals:

- Portal Link: [Montana Testing Portal](#)
- Website Link: [Alternate Montana Science Assessment](#)

**Table 2.** AMSA Resources

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

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## 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. The Montana Science Assessment (MSA) is the general science assessment for academic state achievement reporting in Grades 5 and 8. The MSA is aligned with the Montana Content Standards (2016) in Science. The MSA is used to provide state, district, school, and individual student achievement information on the state-adopted content standards in science. Student performance within Montana's accountability system will use results from the MSA for K–8 schools to calculate the STEM indicator. For more information on this assessment, read the [MontCAS Policies and Procedures for Participation in State Assessments](#) and visit the [MSA Page](#) of the OPI website.

### MSA Test Training and Certification Requirement

At a minimum, STCs and TAs are required to complete the 20-minute Test Administration Certification Course that is located under the "Preparing for Testing" section under the tile labeled "Test Administration Certification" within the [Montana Testing Portal](#). The completion of the Test Administration Certification Course is an annual requirement. This is the same Test Administration Module used for the Smarter

Balanced Assessment. The MSA Test Administration Manual (TAM) is located on the [Montana Testing Portal](#) under the "Resources" section.

### MSA Test Security Requirement





After August 21, current and new users are required to sign the electronic TSA. This is the same Test Administration Module used for Smarter Balanced and the AMSA. For technical assistance regarding the "how-to" contact the Cambium Help Desk at 1-877-365-7915 or e-mail at [mthelpdesk@cambiumassessment.com](mailto:mthelpdesk@cambiumassessment.com). For technical assistance regarding policies and procedures for the ELP assessment, contact the OPI Assessment Help Desk at 1-844-867-2569 or e-mail [opiassessmenthelpdesk@mt.gov](mailto:opiassessmenthelpdesk@mt.gov).

### Quick Links to Test Delivery Portals:

- Portal Links: [Montana Testing Portal](#)
- Website Link: [Montana Science Assessment](#)

**Table 3.** MSA Resources

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

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### Multi-State Alternate Assessment

This assessment opportunity is available to only students with significant cognitive disabilities in Grades 3–8 and 11 using the OPI's published guidance for test administration and test security. The Multi-State Alternative Assessment (MSAA) is the ELA and math alternate assessment for students with significant cognitive disabilities provided in place of the Smarter Balanced test in Grades 3–8 and the ACT with Writing test in grade 11. The MSAA uses Core Content Connectors (CCCs) aligned with core academic content in ELA and math Montana Content Standards (2011) and the Learning Progression Frameworks. Students eligible for the alternate assessment will be included within Montana's accountability system for K–8 schools under the SBA achievement categories and for high schools under the ACT achievement category. For more information on this assessment, read the [MontCAS Policies and Procedures for Participation in State Assessments](#) and visit the [MSAA Page](#) of the OPI website.

### MSAA Test Training and Certification Requirement

At a minimum, for the MSAA, STCs/Test Coordinators and Test Administrators must complete the annual training requirements within the [MSAA System Portal](#) due to the one-on-one nature of administering the assessment. Test Coordinators are responsible for completing the MSAA Training Modules housed in the portal and made available two weeks prior to the opening of the testing window. If a Test Coordinator will also be administering the MSAA Alternate Assessment, they are also required to complete the TA training modules and pass the final quiz. Test Administrators are responsible for completing all modules as well as passing a final quiz with 80% accuracy before access to the test and testing materials will be available. The training modules are broken down into short modules based on test administration topics. The average time to complete the six training modules is two hours. If a TA is taking the training modules for the first time, plan for more time than the stated average to complete such.

### MSAA Test Security Requirement





When the MSAA portal opens, users are required to agree to the [online Test Security Agreement](#) in order to access the secure materials and administer tests. For technical assistance regarding the "how-to," contact the Cognia Help Desk Hotline at: 1-866-834-8879 or [MSAAServiceCenter@MeasuredProgress.org](mailto:MSAAServiceCenter@MeasuredProgress.org). For technical assistance regarding policies and procedures for the ELP assessment, contact the OPI Assessment Help Desk at 1-844-867-2569 or e-mail [opiassessmenthelpdesk@mt.gov](mailto:opiassessmenthelpdesk@mt.gov).

### Quick Links to Test Delivery Portals:

- Portal Link: [MSAA System](#)
- Website Link: [MSAA Consortia](#)

**Table 4.** MSAA Resources

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

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### Smarter Balanced Assessment

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. The Smarter Balanced Assessment (SBA) is the general math and ELA assessment for academic state achievement reporting in Grades 3–8. The SBA is aligned with the Montana Content Standards (2011) in Math and ELA. It is used to provide state, district, school, and individual student achievement information on the state-adopted content standards in math and ELA. Student performance within Montana’s accountability system will use results from this assessment for K–8 schools to calculate academic achievement and growth over time. For more information on this assessment, read the [MontCAS Policies and Procedures for Participation in State Assessments](#) and visit the [Smarter Balanced page](#) on the OPI website.

### Smarter Balanced Test Training and Certification Requirement

At a minimum, STCs and TAs are required to complete the 20-minute Test Administration Certification Course that is located under the “Preparing for Testing” section under the tile labeled “Test Administration Certification” within the [Montana Testing Portal](#). The completion of the Test Administration Certification Course is an annual requirement. This is the same Test Administration Module used for General Montana Science Assessment. The Smarter Balanced Test Administration Manual (TAM) is located on the [Montana Testing Portal](#) under the “Resources” section.

### Smarter Balanced Test Security Requirement





After August 21, current and new users are required to sign the electronic TSA. This is the same Test Administration Module used for MSA and the AMSA. For technical assistance regarding the “how-to,” contact the Cambium Help Desk at 1-877-365-7915 or e-mail at [mthelpdesk@cambiumassessment.com](mailto:mthelpdesk@cambiumassessment.com). For technical assistance regarding policies and procedures for the ELP assessment, contact the OPI Assessment Help Desk at 1-844-867-2569 or e-mail [opiassessmenthelpdesk@mt.gov](mailto:opiassessmenthelpdesk@mt.gov).

### Quick Links to Test Delivery Portals:

- Portal Link: [Montana Testing Portal](#)
- Website Link: [Smarter Balanced Resources](#)

**Table 5.** Smarter Balanced Resources

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

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## ACT with Writing

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. The ACT with Writing is the required general math, reading/language arts, and science assessment for academic achievement reporting in Grade 11. It is used to provide state, district, school, and individual student achievement information on the state-adopted content standards in mathematics, ELA, and science. Student performance within Montana’s accountability system will use results from this assessment for schools with Grades 9–12 to calculate academic achievement. For more information on this assessment, read the [MontCAS Policies and Procedures for Participation in State Assessments](#) and visit the [ACT with Writing page](#) on the OPI website.

### ACT Test Training and Certification Requirement

The STC or appointed ACT Test Coordinator will conduct a local training session for all testing staff before the test dates. The session is required and used to discuss policy, address procedural and logistical issues, and ensure everyone has a common understanding of what is to take place on test day. The Training Session must be conducted annually, and before test day. The training session, on average, takes between 60 to 90 minutes. The training requirements are found in the [ACT State and District Test Coordinator Information Manual](#). Additional training resources are available on the [Montana ACT State and District website](#) under “Step 4: Preparation”. The Test Coordinator role has overall responsibility for coordinating test operations, assigning and training staff, and preparing facilities.

### ACT Test Security Requirement




The OPI’s data use, privacy, and security requirements originated from the Department’s [Privacy Technical Assistance Center](#). The Department recommends these practices so states and districts can safeguard student information when using college admission exams to fulfill the required testing, accountability, and reporting provisions of ESEA-ESSA. The guidance covers how districts will meet obligations under FERPA, the [Individuals with Disabilities Education Act \(IDEA\)](#), and the [Protection for Pupil Rights Amendment \(PPRA\)](#). The OPI adheres to the Department’s [Technical Assistance on Student Privacy for State and Local Education Agencies When Administering College Admissions Examinations document](#) with its implementation of the ACT with Writing. Test Coordinators (TC) and proctors are required to complete the [ACT Terms and Conditions](#) before testing. For technical assistance regarding the “how-to,” contact the 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](#). For technical assistance regarding policies and procedures for the ELP assessment, contact the OPI Assessment Help Desk at 1-844-867-2569 or e-mail [opiassessmenthelpdesk@mt.gov](mailto:opiassessmenthelpdesk@mt.gov).

### Quick Links to Test Delivery Portals:

- Portal Link: [PearsonAccess<sup>Next</sup>](#)
- Website Link: [State ACT Testing and District Testing](#)

**Table 6.** ACT with Writing Resources

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

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## Complaint Protocol

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 state test items. However, there are occasional instances where educators need to share concerns and comments with the OPI about the test materials, items, or policies under the MontCAS Program.

In these rare instances, educators can submit in writing to the OPI a complaint about the test materials, items, or policies using the secure [MontCAS Complaint Protocol](#). The name and address of the person submitting the complaint, along with a description of the complaint and suggested resolution being sought, are required elements for the complaint to be reviewed. If the complaint is about a test question, special care must be taken by the person submitting the complaint because the security of test questions not released to the public must be protected. Unauthorized release of secure test questions is a serious offense. To protect the security of test questions, the individual submitting a written complaint about a test question should describe the specific complaint in a manner that does not reveal the content of the test question itself.

## Test Accessibility Plan and Policies



**Purpose:** The purpose of this section is to provide the reader guidance to maintain student inclusion to the fullest extent practicable and to ensure that every student has equal opportunity to participate in assessments and are NOT denied the opportunity.

On an annual basis, online test delivery systems must be properly configured to reflect students' test settings needs for tools, supports, and/or accommodations as required in the educational plan before administering state assessments. There are three types of student test settings and these need to be turned on locally at the district-level in order for a student to have access to them during testing.

- **Universal Tools** - available to all students who can benefit from such.
- **Designated Supports** - can be turned on as determined by the student's educational team and do not require an IEP or 504.
- **Accommodations** - can only be turned on if a student has an educational plan (e.g., IEP/504).

For more information on accessibility and student needs, read the [Montana's Three Tiers of Accessibility Manual](#).

**Table 9. Test Accessibility Frequently Asked Questions**

Testing Plan	Test Accessibility Frequently Asked Questions
<p><b>MontCAS</b> Montana Comprehensive Assessment System Montana Office of Public Instruction</p> <p><b>Plan 2 - Test Accessibility Plan</b> 2022-2023 School Year</p> <p>The primary goal of test accessibility is to maintain student inclusion to the fullest extent practicable and ensure that every student has equal opportunity to participate in assessments.</p> <p>The System Test Coordinator (STC) is required to have the Test Accessibility Plan on record to maintain student inclusion to the fullest extent practicable. For the required activities below, formulate the school system evidence used, along with the specific steps taken to ensure these tasks are accomplished on an annual basis. In the description, be specific about the local implementation of these policies and procedures including the timeline required to implement each step.</p> <p><b>15 Activities: Test Accessibility Plan</b></p> <p><b>Item 2.1.1 Maintaining State Records:</b> Maintain the <a href="#">2023 Test Accessibility Plan</a> and other plan to ensure students are properly identified in Montana's state student information system (i.e., Achievement360 Montana (AIM/Arkive Campus) and included in state assessments to the fullest extent practicable and ensure that every student has equal opportunity to participate in assessments.</p> <p><b>Item 2.2.1 Test Setting Calibration:</b> In accordance with the <a href="#">2023 Test Accessibility Plan</a>, ensure a plan to follow the special population test setting calibration requirements for students with IEPs in the <a href="#">2023 Test Accessibility Plan</a> and the <a href="#">2023 Test Setting Manual</a> and ensure each area of the location for identifying accommodations and/or supports for students in the test delivery system (e.g., <a href="#">2023 Test Setting Manual</a> and <a href="#">2023 Test Accessibility Plan</a>).</p> <p><b>Item 2.3 Testing Experience:</b> Create a plan to ensure that students with disabilities are provided the testing experience that is most appropriate for their needs and that the student is expected to have full access to the assessment in one of three ways (1) without accommodations, (2) with accommodations, or (3) in the alternate assessment (AA) or in the alternate assessment (AA) with accommodations.</p> <p><b>Item 2.4.1 Three-Tier Approach:</b> Create a plan to ensure that accessibility features that are made available within the test settings for each state assessment are clearly available to the test taker upon registration when the student is familiar with the supports and accommodations provided.</p> <p><b>Item 2.5 Educational Plan Meetings:</b> Create a plan to have a formal meeting to discuss the process for ensuring participation and the benefits of accommodations for students with disabilities. <a href="#">2023 Test Accessibility Plan</a> and <a href="#">2023 Test Setting Manual</a> during the testing experience. Ensure that the plan does not deny a student the opportunity to participate in the assessment, or any of the benefits from participation in the assessment that are a result of a student's individualized education plan (IEP) or 504.</p> <p><b>Item 2.6 Usability, Accessibility, Accommodation Guidelines (UAAAG):</b> Review the assessment-specific UAAAG based on each program and ensure a plan to ensure that students with disabilities are provided the testing experience that is most appropriate for their needs and that the student is expected to have full access to the assessment in one of three ways (1) without accommodations, (2) with accommodations, or (3) in the alternate assessment (AA) or in the alternate assessment (AA) with accommodations.</p> <p><b>Item 2.7 Test to Practice:</b> Create a plan to ensure the appropriate use of accessibility features provided on state assessments are used in classroom instruction and test administration for the testing year. <a href="#">2023 Test Accessibility Plan</a> and <a href="#">2023 Test Setting Manual</a>.</p> <p><b>Item 2.8 Accessibility for General Students:</b> Create a plan to address the accessibility features needs for all general education students (i.e., students who do not have a documented disability or are not identified as English learners) and to communicate with stakeholders about the general arrangements for their child including awareness of the conditions under which the child will participate in the state assessment in accordance with the <a href="#">2023 Test Accessibility Plan</a> and <a href="#">2023 Test Setting Manual</a>.</p> <p><b>Item 2.9 Accessibility for Students with Disabilities:</b> Create a plan to address the accessibility features needs for students with documented disabilities (i.e., students who have a documented disability or are identified as English learners) and to communicate with stakeholders about the general arrangements for their child including awareness of the conditions under which the child will participate in the state assessment in accordance with the <a href="#">2023 Test Accessibility Plan</a> and <a href="#">2023 Test Setting Manual</a>.</p> <p><b>Item 2.10 Eligibility:</b> Create a plan to ensure that students with disabilities are provided the testing experience that is most appropriate for their needs and that the student is expected to have full access to the assessment in one of three ways (1) without accommodations, (2) with accommodations, or (3) in the alternate assessment (AA) or in the alternate assessment (AA) with accommodations.</p> <p><b>Item 2.11 Accessibility for Students with Disabilities:</b> Create a plan to address the accessibility features needs for students with documented disabilities (i.e., students who have a documented disability or are identified as English learners) and to communicate with stakeholders about the general arrangements for their child including awareness of the conditions under which the child will participate in the state assessment in accordance with the <a href="#">2023 Test Accessibility Plan</a> and <a href="#">2023 Test Setting Manual</a>.</p> <p><b>Item 2.12 State 14 Student Cap:</b> Should the annual device access 1.0 percent of its assessed students in any subject create a plan to meet the annual device access 1.0 percent of its assessed students in any subject. <a href="#">2023 Test Accessibility Plan</a> and <a href="#">2023 Test Setting Manual</a>.</p> <p><b>Item 2.13 State Usability and Accessibility:</b> Create a plan to ensure that students with disabilities are provided the testing experience that is most appropriate for their needs and that the student is expected to have full access to the assessment in one of three ways (1) without accommodations, (2) with accommodations, or (3) in the alternate assessment (AA) or in the alternate assessment (AA) with accommodations.</p> <p><b>Item 2.14 Test Delivery System Configuration:</b> Create a plan to verify that (1) test settings are accurate and up-to-date and (2) students with disabilities are provided the testing experience that is most appropriate for their needs and that the student is expected to have full access to the assessment in one of three ways (1) without accommodations, (2) with accommodations, or (3) in the alternate assessment (AA) or in the alternate assessment (AA) with accommodations.</p> <p><b>Item 2.15 Test Administration Procedures:</b> Create a plan to ensure that students with disabilities are provided the testing experience that is most appropriate for their needs and that the student is expected to have full access to the assessment in one of three ways (1) without accommodations, (2) with accommodations, or (3) in the alternate assessment (AA) or in the alternate assessment (AA) with accommodations.</p> <p>The Test Accessibility Plan should be updated annually in accordance with your school district policies or the preference of the STC. Plans should be archived for a period of at least three school years as the OPI can request evidence of plans at any time throughout the school year. If you have questions, please contact us at <a href="#">844.881.2589</a> or <a href="#">OPIAssessment@opi.mt.gov</a>.</p>	<p><b>Q: What is a need-based approach?</b></p> <p><b>A:</b> The IEP State Assessment Editor collects information from the IEP to support meaningful participation in assessments. The hierarchy of the cascade includes six components; the (1) participation decision (2) assessment, (3) content area, (4) reason for accessibility support, (5) the supports and accommodations that meet the reasons, and (6) a notes section for documentation of accessibility support specifics or documentation of non-routine accommodations.</p> <p><b>Q: What is the MontCAS Test Accessibility Plan?</b></p> <p><b>A:</b> This is a required activity for each school to complete prior to test administration. The System Test Coordinator is required to have the <a href="#">Test Accessibility Plan</a> on record to maintain student inclusion to the fullest extent practicable.</p> <p><b>Q: What are AIM/Infinite Campus "Ad Hocs"?</b></p>

	<p><b>A:</b> During the 2021-2022 school year, the OPI released State Published Ad Hocs including the “SPED Statewide Assessment Accommodations” available to assist schools with their AIM and test delivery reporting needs. The “SPED Statewide Assessment Accommodations” shows currently enrolled special education students that have an active IEP indicating state assessments marked with accommodations. The IEP Statewide Editor has an editor to provide additional support for IEP teams in implementing an individualized, need-based approach to selecting accommodations and supports for state assessments.</p>
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**Test Security Plan and Policies**



**Purpose:** The purpose of this section is to provide the reader guidance intended to protect the integrity and confidentiality of state assessments to yield valid and reliable results.

Standardized testing procedures are in place to prevent a student or group of students from having an unfair advantage among peers in the school, state, and nation. This section addresses the types of testing incidents and severity of each. The OPI recognizes three levels of testing incidents: Level I, Level II, and Level III. Incidents Levels I–III are behaviors prohibited either because they give a student an unfair advantage or because they compromise the secure administration of the MontCAS assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. Typically, as the test incident increases from Level I to Level III, the degree of severity of threat the incident has to the interpretations for test scores increases. All incidents are evaluated for the threat to the reliability, validity, and comparability impacts before the OPI makes a determination.

**What is a Test Incident?**

Table 10 illustrates examples of the possible violations of test security. Scenarios for OPI actions are also depicted in this Table. All test incidents must be reported to the OPI for evaluation before a decision will be determined. This section is for explanatory purposes only, and the OPI reserves the right to evaluate testing incidents on a case-by-case basis, as it not possible for the OPI to possibly cover all situations or circumstances that may occur before, during, or after test administrations. Rather, this table is intended for informational and training purposes to prevent incidents from arising in the first place.

**Whether intentional or unintentional in nature, any behavior that threatens the validity of the test score is considered test fraud.**

**Table 10.** Description of the Incident and Examples

Test Incident Level	Description of the Incident and Examples
<b>Level I</b>	This includes many different activities, not necessarily cheating, but anything unusual that happened during testing. The event is considered routine, but the standards of test administration were not observed. It has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity.

	<b>Examples:</b> Student(s) leave the test room without authorization or student(s) making distracting gestures/sounds or talking during the test session that creates a disruption in the test session for other students.
<b>Level II</b>	<p>This includes many different activities; however, it is more serious than a Level I and the standards of test administration were not observed. The difference between Level I and Level II is usually defined in perception of the degree, intent, and/or effect of the misconduct. It may impact the performance of a student or group of students who are testing and may potentially affect student performance on the test or interpretation of those scores. (Typically, does not have statewide or nationwide implications).</p> <p><b>Examples:</b> Administrator left instructional related materials on the walls or desks in testing environment or administrator allowed inappropriate designated supports and/or accommodations during test window.</p>
<b>Level III</b>	<p>This is a narrow set of activities; it is the most serious level as it describes the act of breaking or failing to observe the standards of test administration. The difference between Level II and Level III is defined in perception of the intent and/or effect of the misconduct. It may compromise the integrity of an assessment, typically by exposing secure test materials. The implications of Level III can affect all students participating in the assessment statewide and nationwide.</p> <p><b>Examples:</b> Administrator or coordinator modified a student's response or records, or an adult or student posted item(s) or test materials on social media, website, or any other form of media.</p>

**What does secure mean?**

The OPI requires that the state test questions/items remain secure at all times. To maintain the security of the state assessments, only authorized persons are permitted to use the test questions and stimulus passages. All test questions, as well as stimulus passages and performance tasks, are to be regarded as secure instruments and are for the sole purpose of state testing to yield academic achievement results for state reporting and accountability. Testing personnel should not reproduce, discuss, or in any way release, share or distribute the test questions. **Note:** Any other use of these materials may constitute a security breach.

Test Administrators must be trained to maintain test security while secure materials are in their possession during testing. Test booklets and answer documents should not be left unattended at any time and should be stored in a secure location such as a locked file cabinet when not in use. Test Administrators and students should only have access to secure testing websites and materials at the time of testing. All test booklets and answer documents must be returned to the test delivery contractor on time. Students should not have access to technology that may be used to record, print, or otherwise expose test questions or stimuli to other students or outside sources at any time while test materials are present.

**Late or missing booklets constitute a security breach and may result in score invalidations of student results for schools and/or school systems.**


To ensure that trends in achievement results can be calculated across years to provide longitudinal data, a certain number of test questions must be repeated from year to year. If any secure test questions are made public, the validity of the test may be compromised because students may know the questions and answers in advance of taking the assessment. If the reliability or validity of a test is compromised, the test scores of individual students or entire classes may be invalidated, and disciplinary actions may be taken. **Note:** Questions and stimulus passages released by the OPI with official reports, on the OPI

website or in practice and training tests are not considered secure test materials. Secure items are in the operational pool and are actively used for student testing for state accountability and reporting purposes within the state of Montana and/or another state.

### Processing Testing Incident

Starting in 2019, the OPI launched the Test Incident Tracking System to follow issues through to resolution. For all state assessments with the exception of the ACT with Writing, the OPI makes determinations for self-reported testing incidents from school districts. The [Test Incident Decision Tree](#) shows the sources of information on test security that the OPI has access to. From these sources, the OPI uses the decision tree shown to evaluate and make a determination on the testing incident.

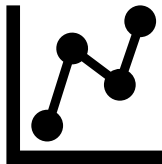
**Table 11. Test Security Frequently Asked Questions**

Testing Plan	Test Security Frequently Asked Questions
 <p><b>Plan 3 - Test Security Plan</b> 2022-2023 School Year The primary goal of test security is to protect the integrity of the assessment and to ensure that results are accurate and meaningful.</p> <p>The System Test Coordinator (STC) is required to have the Test Security Plan on record to protect the integrity and confidentiality of state assessments. For the regular academic tests, maintain the secure system evidence used, along with the specific steps taken to ensure these tasks are accomplished on an annual basis. In the description, be specific about the local implementation of these policies and procedures including the timelines required to implement each step.</p> <p><b>15 Activities: Test Security Plan</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Item 3.1 Student Data Privacy Policy:</b> Create a plan to protect and safeguard student information (<a href="#">MontCAS Data Privacy by User Role and Responsibility</a>). For example, the OPI Assessment List has a policy to release a testing irregularity if any student information (PI) is sent over a non-secure service that is email.</li> <li><input type="checkbox"/> <b>Item 3.2 Secure Content:</b> Create a plan to ensure students, families, educators, and school leaders understand the importance of keeping test items/questions secure from unauthorized disclosure and school staff are informed of the consequences of not following test security requirements as described in the assessment-specific Test Administration Manual and (<a href="#">MontCAS Test Security Manual</a>).</li> <li><input type="checkbox"/> <b>Item 3.3 Principles of Data Collection:</b> Create a plan to ensure all school leaders know what information is collected by OPI, when it is collected, how it is collected, and how the data is used to support students (<a href="#">MontCAS Test Security Credential Strategy</a> and the <a href="#">Data Collection Strategy</a>).</li> <li><input type="checkbox"/> <b>Item 3.4 Secure Browser:</b> Create a plan to ensure all students are assessed through the Secure Browser or other assessment-specific secure browser/extension (e.g., <a href="#">CogniaSecure</a>, <a href="#">TestSecure</a>, <a href="#">iClicker</a>, <a href="#">iClicker Secure Browser</a>, <a href="#">iClicker Secure Browser</a>, <a href="#">iClicker Secure Browser</a>).</li> <li><input type="checkbox"/> <b>Item 3.5 Electronic Device Policy:</b> In accordance with the (<a href="#">MontCAS Test Security Manual</a>), create a plan to ensure that all cell/photocopier/electronic devices (laptop, tablet, etc.) are removed from all testing sites of high-stake state assessments and that staff are aware that no unauthorized assessment disclosure or any form of assessment is provided to students during testing.</li> <li><input type="checkbox"/> <b>Item 3.6 Student Verification:</b> Create a plan to ensure each student is in the assigned assessment room, meet, and verify that the student has been given the correct assessment (e.g., identity is being verified, etc.) with the necessary testing features in place prior to entering any of the test questions.</li> <li><input type="checkbox"/> <b>Item 3.7 Test Administrator Observation:</b> Create a plan to ensure that testing facilities are what it takes to be an active observer during testing and the proper way to monitor assessments without disrupting test security, and a risk assessment is conducted to the extent of the OPI's responsibility to audit test administration activities to monitor adherence to test security and best practices (see <a href="#">CISA 2013-212</a> and <a href="#">CISA 2014-286</a>).</li> <li><input type="checkbox"/> <b>Item 3.8 MontCAS Application - Test Incident Reporting:</b> Create a plan to inform school staff and the STC when an incident that has the potential to impact student performance and create a plan to inform school staff of the Test Security Hotline and the options to submit to the OPI + <a href="#">Confidential Data Incident Report</a> (<a href="#">MontCAS Test Security Manual</a>) by the testing at OPI-ATA-CPI, and of the professional consequences for failing to comply with the OPI's test administration and security requirements.</li> <li><input type="checkbox"/> <b>Item 3.9 Records Retention:</b> Create a plan to ensure that each school building has the appropriate records-retention process and process to securely destroy assessment materials in accordance with the TMS.</li> <li><input type="checkbox"/> <b>Item 3.10 Complaint Protocol:</b> In the event an issue arises with secure materials, create a plan to report these concerns to the OPI (e.g., use the secure <a href="#">MontCAS Complaint Protocol</a>) to report concerns on test materials (OPI protocol).</li> </ul> <p>The Test Security Plan should be maintained annually in accordance with your local school district policies or the preference of the STC. Plans should be archived for a period of at least three school years as the OPI can request evidence of plans at any time throughout the school year. If you have questions, please contact us at 844-887-2626 or <a href="#">CISAsupport@opi.mt.gov</a>.</p>	<p><b>Q: What is the MontCAS Test Accessibility Plan?</b> <b>A:</b> This is a required activity for each school to complete prior to test administration. The STC is required through the MontCAS Application &gt; Required Records Tracking to have the <a href="#">Test Security Plan</a> on record to protect the integrity and confidentiality of state assessments.</p> <p><b>Q: How do I know what instructional aides must be covered during summative administration?</b> <b>A:</b> Some instructional aides are not appropriate to provide during assessments as the intent of the assessment is to measure the student's comprehension of that concept. It depends on the instructional aide and what the "construct of interest/measurement" is for the test, or in other words, what the test is designed to measure. Review the assessment-specific Test Administration Manual, Accessibility Guidelines, and/or contact the OPI Assessment Team with questions on acceptable use.</p> <p><b>Q: What are some examples of testing incidents?</b> <b>A:</b> More information on examples of testing incidents can be found in the <a href="#">What is A Test Incident Resource</a> and in <a href="#">Key to Testing Incident Examples</a>.</p> <p><b>Q: How does the OPI act on the self-reported test incidents within the MontCAS Application?</b> <b>A:</b> The OPI uses these 20 codes described within the <a href="#">OPI Allowable Actions in the MontCAS Application for Testing Incidents</a>, which illustrates the likely workflow of reported testing incidents and the OPI's decision-making procedures.</p> <p><b>Q: What are some strategies to avoid test security breaches?</b> <b>A:</b> Read the <a href="#">Test Administrator Checklist - Avoiding Test Security Breaches</a>. Even if a security breach seems unintentional, it is important that the situation is reported so that procedures and policies can be clarified and updated, ensuring that everyone understands how to maintain test security.</p> <p><b>Q: What is Cheating?</b> <b>A:</b> Cheating is a general term that can include educator or student misconduct, or any intentional behavior that contributes to creating false estimates of student academic ability. The</p>



	<p>behavior is perpetrated to gain an unfair or dishonest advantage for the person or institution at the expense of falsifying a student's or a group of students' real ability measures. For more information on the OPI's policies and procedures for cheating, read the <a href="#">OPI Cheating and Academic Dishonesty Policy</a>.</p>
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## Data Use Testing Policies




**Purpose:** The purpose of this section is to provide the reader guidance intended to ensure that all schools are able to use the assessment results in accordance with the various needs and purpose[s] under ESEA-ESSA for addressing specific academic needs and continuous improvement processes within the school system.

The [OPI publishes guidance](#) provides technical assistance, and provides 'just-in-time' training to support school districts with the responsibilities for notification of individual student reports to families, teachers, and school leaders as soon as practicable after each test administration. On an individual level, these assessment data can provide information on the strengths or academic needs that each child has related to the state content standards. Information gleaned from these data helps pinpoint areas where educators most need to accelerate learning opportunities for students.

Montana school districts are required to provide parents/guardians with individual student reports in a timely manner. 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.

**Table 12. Reporting and Data Use Frequently Asked Questions**

Testing Plan	Data Use Frequently Asked Questions
 <p><b>Plan 4 - Data Use Plan</b> 2022-2023 School Year The primary goal of data use is to ensure results can help the school system address specific needs and continuous improvement processes.</p> <p>The System Test Coordinator (STC) is required to have the Data Use Plan on record to ensure results can help the school system address specific needs and continuous improvement processes. For the required activities below, formulate the school system evidence used, along with the specific steps taken to ensure these tasks are accomplished on an annual basis. In the description, be specific about the local implementation of these policies and procedures including the timelines required to implement each step.</p> <p><b>10 Activities: Data Use Plan</b></p> <ul style="list-style-type: none"> <li>Item 4.11 <b>4.11 Student Assessment:</b> Create a plan to review the most recent assessment <a href="#">Report Card</a> for individual assessment under the Title program within the <a href="#">2023-24 Goals System</a>.</li> <li>Item 4.12 <b>4.12 ACCESS for ELLs Individual Student Reports (ISRs) Grades K-12:</b> Create a plan to:             <ul style="list-style-type: none"> <li>Notify Parents/Families as soon as practicable after the administration with information regarding student achievement on the academic assessments to help parents, teachers, and principals understand and address the specific academic needs of the individual student (see <a href="#">2023-24 Goals System</a>).</li> <li>Download the ACCESS for ELLs ISR, school, and district score reports (<a href="#">2023-24 Goals System</a> <a href="#">Scores Reports and Timelines</a>) and place the ISR in the student's cumulative file per <a href="#">ARM 10.55.109</a>.</li> </ul> </li> <li>Item 4.13 <b>4.13 Multi-State Assessment (MSA) Grades 3-8 and 11:</b> Create a plan to:             <ul style="list-style-type: none"> <li>Notify Parents/Families as soon as practicable after the administration with information regarding student achievement on the academic assessments to help parents, teachers, and principals understand and address the specific academic needs of the individual student (see <a href="#">2023-24 Goals System</a>).</li> <li>Download the MSA ISR, school, and district score reports during the July - September window (<a href="#">2023-24 Goals System</a> <a href="#">Scores Reports and Timelines</a>) and place the ISR in the student's cumulative file per <a href="#">ARM 10.55.109</a>.</li> </ul> </li> <li>Item 4.14 <b>4.14 Montana Science Assessment (MSA) ISRs Grades 5, 8, and 11:</b> Create a plan to:             <ul style="list-style-type: none"> <li>Notify Parents/Families as soon as practicable after the administration with information regarding student achievement on the academic assessments to help parents, teachers, and principals understand and address the specific academic needs of the individual student (see <a href="#">2023-24 Goals System</a>).</li> <li>Download the MSA ISR, school, and district score reports (<a href="#">2023-24 Goals System</a> <a href="#">Scores Reports and Timelines</a>) and place the ISR in the student's cumulative file per <a href="#">ARM 10.55.109</a>.</li> </ul> </li> <li>Item 4.15 <b>4.15 Montana Science Assessment (MSA) ISRs Grades 3 and 8:</b> Create a plan to:             <ul style="list-style-type: none"> <li>Notify Parents/Families as soon as practicable after the administration with information regarding student achievement on the academic assessments to help parents, teachers, and principals understand and address the specific academic needs of the individual student (see <a href="#">2023-24 Goals System</a>).</li> <li>Download the MSA ISR, school, and district score reports (<a href="#">2023-24 Goals System</a> <a href="#">Scores Reports and Timelines</a>) and place the ISR in the student's cumulative file per <a href="#">ARM 10.55.109</a>.</li> </ul> </li> <li>Item 4.16 <b>4.16 Smarter Balanced (SB) ISRs:</b> Create a plan to:             <ul style="list-style-type: none"> <li>Notify Parents/Families as soon as practicable after the administration with information regarding student achievement on the academic assessments to help parents, teachers, and principals understand and address the specific academic needs of the individual student (see <a href="#">2023-24 Goals System</a>).</li> <li>Download the SB ISR, school, and district score reports (<a href="#">2023-24 Goals System</a> <a href="#">Scores Reports and Timelines</a>) and place the ISR in the student's cumulative file per <a href="#">ARM 10.55.109</a>.</li> </ul> </li> <li>Item 4.17 <b>4.17 ACT with Writing (ACT) ISRs:</b> Create a plan to:             <ul style="list-style-type: none"> <li>Notify Parents/Families as soon as practicable after the administration with information regarding student achievement on the academic assessments to help parents, teachers, and principals understand and address the specific academic needs of the individual student (see <a href="#">2023-24 Goals System</a>).</li> <li>Download the ACT ISR, school, and district score reports (<a href="#">2023-24 Goals System</a> <a href="#">Scores Reports and Timelines</a>).</li> <li>Share with students appropriate <a href="#">ACT resources</a> that they will be able to access their individual score report via the MyACT account, and place the ISR in the student's cumulative file per <a href="#">ARM 10.55.109</a>.</li> </ul> </li> <li>Item 4.18 <b>4.18 Data Reporting: Continuous Improvement:</b> Create a plan to utilize data assessment results, assess the progress of all students toward achieving content standards and content-specific grade level learning progressions in each program, and compare how the school system is performing over time and compared to other schools in Montana using the <a href="#">School Data Analysis (SDA)</a> to assess the educational program and measure its effectiveness (<a href="#">2023-24 Goals System</a> <a href="#">10.55.001</a> and <a href="#">2023-24 Goals System</a> <a href="#">10.55.002</a>).</li> <li>Item 4.19 <b>4.19 Student Assessment:</b> Create a plan to ensure the school district has maintained the achievement of at least 85 percent of all students and 80 percent of students in the district with multiple subject areas as measured by students in grades 3-8 in assessment(s) to require (<a href="#">2023-24 Goals System</a> <a href="#">10.55.001</a>).</li> <li>Item 4.20 <b>4.20 MontCAS Application Test Incidents and Non-Participation Reporting:</b> Create a plan to ensure that communication with stakeholders the resolution processes used by the school system for previous testing year incidents, non-participation, irregularities, appeals, and/or non-compliance accommodations.</li> </ul> <p>The Data Use Plan should be maintained annually in accordance with your local school district policies or the preference of the STC. Plans should be available for a period of at least three school years as the OPI can request evidence of plans at any time throughout the school year. If you have questions, please contact us at 844.867.2566 or <a href="mailto:DataManagement@OPI.mt.gov">DataManagement@OPI.mt.gov</a>.</p>	<p><b>Q: What is the MontCAS Data Use Plan?</b></p> <p><b>A:</b> This is a required activity for each school to complete prior to test administration. The STC is required through the MontCAS Application &gt; Required Records Tracking to affirm the school system has a <a href="#">Data Use Plan</a> on record to ensure results can help the school system address specific needs and continuous improvement processes.</p> <p><b>Q: Will the OPI send home individual student reports (ISRs)?</b></p> <p><b>A:</b> No. It is the district's responsibility to download individual student reports (ISRs) and make them available to parents/families as well as to place them into the student's cumulative file. For more information on "how-to," follow these assessment-specific instructions:</p> <ul style="list-style-type: none"> <li>• <a href="#">Smarter Balanced How To Instructions</a></li> <li>• <a href="#">ACT with Writing How To Instructions</a></li> <li>• <a href="#">MSAA How To Instructions</a></li> <li>• <a href="#">MSA How To Instructions</a></li> <li>• <a href="#">AMSA How To Instructions</a></li> <li>• <a href="#">ACCESS for ELLs How To Instructions</a></li> </ul> <p><b>Q: What is the student's cumulative file?</b></p> <p><b>A:</b> Under <a href="#">ARM 10.55.109</a>, state rules require that each school shall keep, in secure storage, a permanent file of students'</p>

	<p>records, that shall include the level of achievement (e.g., standardized achievement tests).</p> <p><b>Q: Does the OPI have any resources to help communicate results and assessment information to families?</b></p> <p><b>A:</b> Yes. Family resources and sample letters can be found on the <a href="#">Parent Corner Page</a>.</p>
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### Training Plan and Policies



**Purpose:** The purpose of this section is to provide the reader guidance intended to ensure that all schools have a plan in place to make sure that all personnel involved in assessments know how to administer the assessments with fidelity.

The OPI requires Test Administrators (or TAs) to receive training on test administration, test accessibility, test security, and data use in advance of testing to maintain the validity and reliability of the state assessments. It is important to note that most testing incidents can be prevented by maintaining standardized testing procedures as described in this manual. All test administration materials, policies, and guidelines should be reviewed before any tests are administered. Tests must be administered in strict accordance with the instructions and policies contained in these materials. To help schools avoid misadministrations, follow the [MontCAS Test Training Plan](#). It provides some expectations for Building Coordinators to use with their local assessment teams for all persons involved with testing, including proctors, scribes, and Test Administrators.

The OPI requires Test Administrators to complete the required trainings and review all manuals specific to the assessment before administering state assessments to students. Test Administrators must become familiar with the administration steps ahead of testing day, so they are comfortable with the process and flow of the test. The Test Administration Manuals for the state assessments can be found on the test delivery portals linked in the [Statewide Assessment Overview](#) section.

The System Test Coordinator can use the OPI’s policies on [test administration](#), [test accessibility](#), [test security](#), [data use](#), and [test training](#) to identify critical partners and to build an assessment team within the school district to support annual state assessments. Training for all persons involved with testing, including proctors, scribes, and Test Administrators includes:

- [MontCAS Test Security Manual](#);
- [TA Roles and Responsibilities for Test Security](#);
- [MontCAS Policies and Procedures for Participation in State Assessments](#);
  - [English Learner Guidance for School Districts](#) [where applicable];
  - [Alternate Assessment Eligibility Guidelines](#) [where applicable];
- Assessment-Specific Test Administration Training/Certification Modules;
- Assessment-Specific Test Administration Manual;
- [Montana’s Three Tiers of Accessibility Manual](#); and
- Assessment-specific Usability, Accessibility and Accommodation Guidelines (UAAG).

### Who May Administer Tests?

Since 2013, all state assessments must be administered to students by Montana licensed professionals who have been trained, are familiar with standardized testing procedures, and since 2019, are employed by the school system.


**Table 13.** Who Can Administer State Assessments

Non-Certified School Educator	
<ul style="list-style-type: none"> <li>• May administer</li> <li>• Must complete trainings</li> <li>• Must be employed by district</li> </ul>	<p><b>Montana non-certified educator</b> may administer the test <b>only</b> if they are employed by the School System and if they have received all of the necessary training. Submit the <a href="#">Exemption to Administer Form</a>.</p>

<b>Montana Licensed Substitute Teacher</b>	
<ul style="list-style-type: none"> <li>• May administer</li> <li>• Must complete trainings</li> <li>• Must be employed by district</li> </ul>	<b>Montana licensed substitute teachers</b> may administer the test <b>only</b> if they are employed by the School System and if they have received all of the necessary training. Submit the <a href="#">Exemption to Administer Form</a> .
<b>Student Teacher</b>	
<ul style="list-style-type: none"> <li>• May assist</li> <li>• Must complete all trainings</li> <li>• Under direct supervision of licensed educator</li> </ul>	<b>Student teachers</b> may administer the assessment if they are under the direct supervision of the licensed educator.
<b>Paraprofessional</b>	
<ul style="list-style-type: none"> <li>• May assist</li> <li>• Must complete all trainings</li> <li>• Under direct supervision of licensed educator</li> </ul>	<b>Paraprofessionals</b> may assist with the administration when they are under the direct supervision of a licensed educator employed by the School System and if they have received all of the necessary training.
<b>Parent and/or Community Member</b>	
<ul style="list-style-type: none"> <li>• May NOT assist OR observe</li> </ul>	<b>Parents/Community Members</b> may <b>not</b> assist with or observe the administration of any MontCAS assessments.
<p><b>Note:</b> Direct supervision means within sight and hearing of the licensed educator. To discuss special staffing circumstances, please contact the OPI Assessment Unit at 844-867-2569 or <a href="mailto:OPIAssessmentHelpDesk@mt.gov">OPIAssessmentHelpDesk@mt.gov</a>.</p>	

Should a school not meet the OPI policy for having an eligible Test Administrator, the school district should use the [Exemption to Administer Form](#). This form is intended to provide information to the OPI to minimize conflict and ensure tests are properly delivered to students in a standardized fashion to yield fair, comparable, reliable, and valid test scores. All Test Administrators must complete the appropriate training/certification plans to preserve the integrity of the assessments. The information submitted in this form will be used by the OPI to provide the school district with technical assistance to permit exceptions to test administration given unusual cases while maintaining the OPI's standards for data integrity and test security.

**Table 14. Test Training Plan Frequently Asked Questions**

Testing Plan	Test Training Frequently Asked Questions
 <p><b>Plan 5 - Test Training Plan</b> 2022-2023 School Year</p> <p>The primary goal of test training is to ensure the school system has a plan for proper training/certification for school personnel that assist with state assessments.</p> <p>The System Test Coordinator (STC) is required to have the Test Training Plan on record to ensure the school system has a plan in place for proper training in state assessments for any school personnel that may assist with assessments. For the required activities below, formulate the school system evidence used, along with the specific steps taken to ensure these tasks are accomplished on an annual basis. In the description, be specific about the local implementation of these policies and procedures including the timeline required to implement each step.</p> <p><b>10 Activities: Test Training Plan</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Item 5.1) Before, During, and After MontCAS Policies and Procedure Trainings:</b> Create a plan to ensure schools have clear expectations on how to give the tests by following the assessment-specific Test Administrator Manuals, Test Coordinators Manuals, all MontCAS policies, and procedure for state assessments.</li> <li><input type="checkbox"/> <b>Item 5.2) Test Administrator Identification:</b> Create a plan to identify Test Administrators who are employed by the school system (see <a href="#">ASR 10.56.103(2)</a> and are licensed educators (<a href="#">MontCAS Test Security Manual</a>) that will proctor state assessments. <b>Note:</b> In the event these criteria cannot be met, there is a plan to submit to the OPI an <a href="#">Exemption to Administer Request</a>.</li> <li><input type="checkbox"/> <b>Item 5.3) ACCESS for ELLs Training and Certification Requirements:</b> Create a plan to have the STC provide a copy of the <a href="#">ACCESS for ELLs Training Log</a> and/or other documents confirming credentials and annual training of Test Administrators to the OPI as required through the demonstration of evidence for the <a href="#">Title Monitoring - Common Core/Access Areas</a>.</li> <li><input type="checkbox"/> <b>Item 5.4) Smarter Balanced, Montana Science Assessment (MSA), and Alternate MSA Training and Certification Requirements:</b> Create a plan to have the STC provide a copy of the <a href="#">ACT Training Log</a> and/or other documents confirming credentials and annual training of Test Administrators to the OPI as required through the demonstration of evidence for the <a href="#">Title Monitoring - Common Core/Access Areas</a>.</li> <li><input type="checkbox"/> <b>Item 5.5) Multi-State Alternate Assessment (MSAA) Training and Certification Requirements:</b> Create a plan to have the STC provide a copy of the <a href="#">MSAA Training Log</a> and/or other documents confirming credentials and annual training of Test Administrators to the OPI as required through the demonstration of evidence for the <a href="#">Title Monitoring - Common Core/Access Areas</a>.</li> <li><input type="checkbox"/> <b>Item 5.6) ACT Training and Certification Requirements:</b> Create a plan to have the STC provide a copy of the <a href="#">ACT Training Log</a> and/or other documents confirming credentials and annual training of Test Administrators to the OPI as required through the demonstration of evidence for the <a href="#">Title Monitoring - Common Core/Access Areas</a>.</li> <li><input type="checkbox"/> <b>Item 5.7) Monthly Newsletter:</b> Create a plan for the STC to distribute the <a href="#">Bi-monthly Bulletin</a> to any school staff who must be aware of these tests and responsibilities in order to prepare for state assessments.</li> <li><input type="checkbox"/> <b>Item 5.8) Focused Monthly Webinar:</b> Create a plan to have the STC invite any school staff who support them with planning, preparing, and delivering state assessments to attend these <a href="#">Focused Webinars</a>.</li> <li><input type="checkbox"/> <b>Item 5.9) STC Workshop Series:</b> Create a plan to have the STC complete the necessary training through the <a href="#">STC Workshop Series</a>.</li> <li><input type="checkbox"/> <b>Item 5.10) Assessment Wrap:</b> Create a plan to have the STC distribute the <a href="#">STC Debrief Feedback Survey</a> in order to provide the OPI with feedback and to obtain renewal units.</li> </ul> <p>The Test Training Plan should be maintained annually in accordance with your local school district policies or the preference of the STC. Plans should be archived for a period of at least three school years as the OPI can request evidence of plans at any time throughout the school year. If you have questions, please contact us at 844.867.2569 or <a href="mailto:OPIAssessmentHelpDesk@mt.gov">OPIAssessmentHelpDesk@mt.gov</a>.</p>	<p><b>Q: What is the MontCAS Test Training Plan?</b></p> <p><b>A:</b> This is a required activity for each school to complete prior to test administration. The STC is required through the MontCAS Application &gt; Required Records Tracking to have a <a href="#">Test Training Plan</a> on record to ensure the school system has a plan in place for proper training in state assessments for any school personnel that may assist with assessments.</p> <p><b>Q: What resources are available to record training completions?</b></p> <p><b>A:</b> Many of the test delivery portals make available printed certificates and reports that can be presented to the System Test Coordinator to demonstrate completion of required activities. In addition to this, the OPI encourages the STC to document training using the <a href="#">MontCAS Test Administration Training Log</a>.</p>

	<p><b>Q: What is the communication or “chain of custody” for training and information?</b></p> <p><b>A:</b> To keep individuals well informed regarding testing security policies and procedures, the OPI recommends the following <a href="#">Communication Protocol Workflow</a>. This protocol serves the purpose of connecting all individuals involved in testing with a deliberate communication channel intended to provide the highest degree of documentation within the school system and response between parties.</p> <p><b>Q: How do I stay informed with the state testing alerts and critical updates?</b></p> <p><b>A:</b> The OPI Assessment Unit releases information monthly via the Assessment Bulletin newsletter and monthly webinars described in this section. System Test Coordinators can subscribe to the Assessment Bulletin and attend the monthly focused webinars from this <a href="#">“Stay Informed”</a> link.</p>
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**Monthly Newsletter**

The OPI Assessment Bulletin is specifically designed for System Test Coordinators, subscribers, and any school personnel with a responsibility to administer state assessments. It is carefully crafted each month by the OPI Assessment Unit to provide timely access to key test administration responsibilities and actionable content within each of the program checklists. Also included in each issue are references to the state and federal requirements, resources to support professional learning, and testing alerts and updates. School districts are encouraged to share the Assessment Bulletin with any school staff who must be aware of these tasks and responsibilities to prepare for state assessments.

**MontCAS Focused Monthly Webinar**

The Assessment Unit offers a 1-hour session once a month from September to May each year. Focused webinars are designed to support educational practitioners such as district and school-level personnel involved in local assessment and accountability determinations, local data-driven decision-making actions, and/or continuous improvement processes. The Assessment Team invites educational practitioners to learn more about balanced assessments systems and strategies for implementing high-quality assessments. The information to join these sessions is posted on the [OPI’s Staying Informed: Page](#). The purpose of this focused webinar is to ensure that school districts have clear guidance on planning and preparation needs for balanced assessment systems. System Test Coordinators can invite any school staff who support them with planning, preparing, and delivering state assessments to attend this webinar. STCs can also view it on the [OPI Assessment Monthly Webinars Playlist](#) on the [Montana OPI Assessment YouTube Channel](#).

**STC Workshop Series**

Since 2021, the [STC Workshop Series](#) is an annual event hosted in the fall of each school year. It is designed to help STCs with preparing their district’s testing plans on [test administration](#), [test accessibility](#), [test security](#), [data use](#), and [test training](#) over 3-days. The purpose of the workshop is to provide each System Test Coordinator with the opportunity to learn the “how-tos” for each of the assessment related components and learn step-by-step processes to accomplish various STC activities. The sessions are virtual and tailored to the best practices for score reporting, user roles and responsibilities, accessing systems and creating teams, establishing critical partners and preparing testing plans, student inclusion and meaningful participation, student supports and accommodations, assessment setup and test delivery system preparation across all assessments, local monitoring, MontCAS Application basics, and balanced assessment systems. These fundamentals are important to ensure the successful administration of the state assessments on an annual basis.

## Practice and Training Tests

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

A: In the Table below, schools can use sample items, practice/training tests, science interims, and other resources to provide information to students, families, educators, and the general public.

**Table 15.** Example of Resources for Science Practice and Training Tests

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

## Chapter 3: Elements of Detection for Test Security

Chapter 3 details the reporting requirements for test security and the state quality assurance analyses conducted for student achievement data. The focus of this chapter is on procedures for monitoring and detecting testing irregularities and maintaining the integrity of the MontCAS assessments. Two important responsibilities for districts and schools are:

- Have local plans for monitoring the integrity of the assessment before, during, and after all test administrations.
- Contact the OPI immediately if an incident is suspected.

**Below are some detection activities to help reduce test administration errors and facilitate a standardized administration of each assessment:**

- Conduct site observations,
- Be present and monitor during all phases of the testing cycle,
- Complete self-reports, and
- Contact the OPI immediately if an incident is suspected.

### OPI Site Observations and Local Monitoring Checklists

In accordance with the [Peer Review Guidance \(2018\)](#), the OPI monitors the administration of its state assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools. This desk and site monitoring includes, but is not limited to, monitoring test administration in school districts to ensure that appropriate assessments, with or without accommodations, are selected for all students, with or without disabilities, and ELs so that they are appropriately included in assessments and receive accommodations that are consistent with the State's policies for accommodations. It is the joint responsibility of the OPI and the school district to monitor

testing practices and follow these test security guidelines to promote fair, approved, and standardized practices.

### **Assessment Monitoring**

The following procedures can be used by the State and school districts to ensure fair, comparable, consistent, reliable, and valid high-quality assessments. It is the district's responsibility to monitor testing practices and resolve testing irregularities in a good faith partnership with the OPI. Districts that discover testing irregularities should immediately report them to the OPI [see [MontCAS Application Reporting](#)]. If reported quickly, the district may be able to resolve the incidents with no action taken, and in some rare cases, avoid adverse consequences such as group-level score invalidations. These checklists can be used by OPI staff and districts to ensure test administration activities are conducted in a standardized and consistent manner.

1. [ACCESS for ELLs Checklist](#)
2. [Alternate MSA Checklist](#)
3. [MSA Checklist](#)
4. [MSAA Checklist](#)
5. [Smarter Balanced Checklist](#)
6. [ACT with Writing Checklist](#)

During testing, STCs should be available to answer questions and resolve issues. Monitoring schools during a test administration will help confirm that procedures are being followed, and it can minimize the risk of error. Building Coordinators (e.g., Principals) play a critical role in this effort, ensuring that each Test Administrator is actively monitoring their room and that all testing personnel are adhering to the proper procedures.

### **Site Visits**

It is the OPI's responsibility to observe test administration activities in schools to ensure that the state assessments are conducted in a standardized and consistent manner throughout Montana. The OPI organizes monitoring during test windows as both a learning experience, where department staff can learn more about the testing process, and as a monitoring requirement to ensure appropriate testing practices in schools. The OPI annually selects schools as part of its targeted and random methodology to observe. Targeted schools have had previous testing incidents or show unusual results from previous testing years, whereas the random list is a sample of schools with no prior incidents to ensure representative observations based on region, school size, assessment, etc.

The OPI staff conducting these observations will be referred to throughout this protocol as "OPI Observers." The OPI Observers conduct site observations in schools each testing window. The OPI Observers follow procedures developed by the OPI to ensure the security and confidentiality of state assessments and that all testing personnel are adhering to proper procedures. A school can be monitored during a test administration if they were selected for 1) Targeted Assessment Monitoring or 2) Random Assessment Monitoring ([SEA School Selection Protocol](#)).

**CONTROL:** The OPI will observe test administrations and complete the assessment checklist to submit as evidence of compliance for the federal and state test security rules.

### **Observer Allowable Actions**

These observations are essential to confirm the OPI's quality control activities and ensure that MontCAS data are of the highest quality possible. OPI Observers will be "observing from a distance" to ensure Test Administrators can conduct the assessment with little to no interruption in their standardized administration procedures. TAs should be able to complete the tasks with minimal disruption while taking little or no notice of the OPI Observer. The OPI Observer will unobtrusively observe students taking the assessment ([OPI Observer Protocol](#)).

### **Title Monitoring - Common Compliance Areas**

In order to receive federal Title monies, one responsibility school districts have is to complete the assurances within the [OPI's E-Grants System](#). The E-Grants System is a web-enabled system for PK-12

education in the State of Montana. The system supports the grant application from the allocation of funds and application for funding, through payment accountability, reporting to the grantor, and grant close-out. The Common Assurances apply to all programs administered by the Department. Each legal entity (LEA) that participates in one or more of the programs listed in the Common Assurances for Federal Programs must complete and return the application to the OPI prior to the award of funds.

As of the 2019–2020 school year, sections CC-H through CC-K for state assessment were added to the [Title I Common Compliance Monitoring](#). To ensure school districts meet the requirements under ESEA/ESSA Section 1111(b)(2) for implementing comparable, fair, valid and reliable assessment systems, the LEA must demonstrate compliance in [test administration](#), [test accessibility](#), [test security](#), [data use](#), and [test training](#) with items CC-H through CC-K. These requirements ensure state assessments are administered in a consistent and standardized way to measure student proficiency and progress on the State’s challenging academic standards over time and to address educational needs.

**Table 16.** Title Monitoring Toolkit for Common Compliance Areas in State Assessments

<p><b>CC-H Requirements: Student Participation in State Assessments</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Submit the LEA’s <a href="#">“Test Administration Plan”</a> describing the steps taken to ensure these tasks are accomplished on an annual basis.</li> <li><input checked="" type="checkbox"/> Submit the LEA’s <a href="#">“Test Accessibility Plan”</a> describing the steps taken to ensure these tasks are accomplished on an annual basis to maintain student inclusion to the fullest extent and ensure participation rates are at or above 95% as required under ESEA-ESSA.</li> </ul>
<p><b>CC-I Requirements: Data Integrity and Reliability of State Assessments.</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Submit the LEA’s <a href="#">“Test Security Plan”</a> describing the steps taken to ensure these tasks are accomplished on an annual basis to protect the integrity and confidentiality of state assessments to ensure these achievement measures are valid, reliable, fair, and comparable.</li> </ul>
<p><b>CC-J Requirements: Communicate Information with Parents and the Public</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Submit the LEA’s <a href="#">“Data Use Plan”</a> describing the steps taken to ensure these tasks are accomplished on an annual basis.</li> </ul>
<p><b>CC-K Requirements: Ensure Completed Training and Awareness of Standardized Protocols</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Submit the LEA’s <a href="#">“Test Training Plan”</a> describing the standardized procedures to ensure appropriate staff receive necessary training to administer assessments and know how to administer assessments (including, as necessary, alternate assessments), and to make use of appropriate accommodations during assessment for all students with disabilities.</li> </ul>

**CONTROL:** The OPI will annually evaluate the evidence submitted by school districts who are selected for the OPI’s title monitoring process for these federal program expectations under sections CC-H through CC-K.


**MontCAS Application Reporting**

The [MontCAS Application](#) is a restricted-use website that contains information on the summative end-of-year state assessments. The MontCAS Application is intended for use by STC. The MontCAS Application allows STCs to annually supply the OPI with school system information pertaining to the integrity of the assessment and provide assurance of the assessment results through standardized and secure assessment conditions. As of the 2020-2021 school year, test security agreements at all levels moved to electronic platforms as described in the [User Roles section](#). The [Roles and Responsibilities Letters](#) outline the responsibilities the school and district level user must be aware of for proper test security. For more information, see the [MontCAS Application User Guide](#) for step-by-step instructions for completing the required STC tasks. For all of these activities, school districts are required to adhere to the state data collection schedule described in the [MontCAS Test Security Collection Schedule](#).

While the guidance provides instruction for school staff to work within the school district to report any possible issues, there may be circumstances in which these incidents must be reported directly to OPI. The OPI website has a tip line where test security concerns can be reported anonymously in addition to the Confidential TIR.

### Confidential Test Incident Report

Except for confidential reports, any witness of student or staff actions that violate test security must be reported immediately to the STC to be submitted to the OPI via the MontCAS Application. The OPI's [Confidential Test Incident Report \(TIR\)](#) is intended for use by students, parents, staff, and community members to share concerns directly with the OPI without going through the System Test Coordinator or district.

<p>Any person may submit a <a href="#">Confidential Test Incident Report (TIR)</a> to the OPI.</p> 	<p><b>*ATTENTION</b> - It is a testing irregularity to send student information over a non-secure service such as email. The OPI does not consider even encrypted emails to be secure for sensitive information such as student names and identifying details. Schools are encouraged to familiarize themselves with the <a href="#">OPI Student Records Confidentiality Policy</a> and follow this guidance to maintain student confidentiality at all times.</p>
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## Chapter 4: Elements of Inspection for Test Security

Chapter 4 provides information on the elements of follow-up investigations. The focus of this chapter is on procedures for follow-up investigations at the local or state level to maintain the integrity of the MontCAS assessments. Two important considerations for districts and schools are:

- Should this be handled at the local level?
- Is there enough evidence to support disciplinary action?
- Should this be elevated to the OPI?

### Self-Investigation

Following a reported incident, or complaint, the OPI may determine that questions still remain regarding the security, validity, or authenticity of the test administration, and require the STC (or designee) to complete a self-investigation and file a self-report with the OPI. The STC should evaluate the circumstances when notified of these occurrences and determine whether any student or adult testing personnel bears responsibility for what occurred. If the district determines that no error was committed by a student or an adult, the district should include all evidence of the school's conclusion of the incidents in the self-investigation report. The more thorough the self-investigation and self-report, the more likely the OPI and the school can come to some determination on the severity of the incident and identify the appropriate remediation. Here are a few activities to help streamline the self-investigation process for reported incidents:

- Be responsive and timely with information as delays may negatively impact student test scores,
- Provide strategic guides and expectations for elucidating information (e.g., forms, timelines, etc.),
- Determine the level of evidence needed to substantiate further inquiry,
- Be a critical consumer of facts,
- Be conservative when interpreting data forensics,
- Use multiple lines of evidence to build rationales,
- Maintain comprehensive records,
- Determine roles of building and retaining documentation, and
- When further inquiry is warranted, respect privacy and professionalism.



## Data Forensics

The OPI has contracted with measurement experts to analyze the state assessment data using threat-detecting statistics. These analyses look for unusual patterns in the data that may or may not reflect violations of the testing policies or indicate instances of test fraud. For example, one common data forensic test is to look at “Answer Changes”. This flag can pinpoint how many answers were changed on a test, and flag high rates of wrong-to-right answer changes. In instances there are unusual test taking phenomena observed, the OPI will contact the school district to understand these behaviors more deeply.

## Independent Investigation

Following a reported incident, or complaint, the OPI may determine that an investigation of widespread testing anomalies, or one that is highly suggestive of inappropriate behavior by educators, students, or others, is warranted. The OPI will follow its Test Incident Decision Tree (see Figure 6) and follow the Chapter 56 Test Security Process to elevate warranted cases to the Board.

## Chapter 5: Elements of Resolution for Test Security

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Chapter 5 describes the recommendations for resolving test security incidents. The focus of this chapter is on procedures for resolution or remediation in order to maintain the integrity of the state assessments. Remediation of testing irregularities can differ based on the severity of a confirmed allegation or misadministration. There are limited options for the OPI to resolve these irregularities after the testing window is over, but the goal of the OPI is to ensure valid test scores, and for all students to have an equal opportunity to show their knowledge, skills, and abilities through their engagement with the test. It is important to remember that many test irregularities can be corrected if they are detected and attended to during the test administration window.

- Evaluate the OPI’s Test Security Protocols
- Conduct a Needs Assessment for OPI
- Determine if any escalation is warranted
- Identify the steps to take to rectify the situation for all parties
- Create an Action Plan

## Chapter 6: Consequences for Non-Compliance

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This is the final chapter of the manual that explains the likely consequences for school districts for non-compliance to these test security requirements. This section is specific to the consequences that the OPI and school districts can take should instances of non-compliance arise.

For routine non-compliance matters relating to failure to meet reporting requirements or repeat test incidents, the OPI may remove test administration user accounts and permissions from all testing portals and further require school districts to demonstrate proof of local adherence to standardized testing guidelines and staff certification and training. Failure to satisfy the evidence under [Title Monitoring - Common Compliance Areas](#) may also result in a hold of allocations. Under the OPI’s policies and procedures for test security, failure to comply with the test security policies may result in one or more of the following penalties:

- a. invalidating test scores for an individual student or for groups of students;
- b. placing a school on a monitoring list for future test administrations;
- c. prohibiting specific personnel from administering a test in the future;
- d. requiring a re-training plan for a school or district; and/or
- e. Per ARM 10.56.103(4), failure to comply with the test administration and security requirements may result in the OPI making a recommendation for consequences to the Board of Public Education for further action.

For more information on these sanctions, see the [OPI Allowable Actions in the MontCAS Application for Testing Incidents](#).

## References

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For a comprehensive list of references and sources, please visit the [MontCAS Test Security Portal Reference](#) page.

1. [2013 - TILSA Test Security Guidebook for States](#)
2. [Key Policy Letters](#)
3. [Michigan Department of Education \(2019\). Assessment Integrity Guide](#)
4. [Nebraska Student-Centered Assessment System \(NSCAS\) \(2018\). Summative Assessment Security Manual](#)
5. [Ultimate Guide to Protecting Assessments with Data Forensics](#)
6. [Family Educational Rights and Privacy Act \(FERPA\)](#)
7. [Individuals with Disabilities Education Act \(IDEA\)](#)
8. [Protection for Pupil Rights Amendment \(PPRA\)](#)

## Glossary

For assessment defined terms, visit the [MontCAS Test Security Training Portal](#).

## Appendix

For assessment resources and descriptions of links, visit the [MontCAS Test Security Training Portal](#).

## Questions

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Should the reader have any questions or uncertainties that were not answered by these materials or by the local System Test Coordinator, please direct those to the OPI Assessment Help Desk.

OPI Assessment Help Desk  
Department of Teaching and Learning  
Montana Office of Public Instruction  
Phone: 1-844-867-2569  
Website: [opi.mt.gov](http://opi.mt.gov)  
Email: [OPIAssessmentHelpDesk@mt.gov](mailto:OPIAssessmentHelpDesk@mt.gov)