

Test Administration Plan

My School District

2022-2023

**EVIDENCE:* All evidence is located in the electronic Test Security Folder unless otherwise noted.

Item 1.1 Test Administration Manuals (TAM)

Read the assessment specific test administration manuals (TAMs) found on each program and create a plan with staff who will administer state assessments on how to follow the instructions exactly per the published guidelines and to read the scripts verbatim during test delivery to ensure each administration is conducted in standardized and consistent manner throughout each classroom and the State of Montana as a whole.

- ACCESS for ELLs
 - STC will read the TAM and administer the ACCESS for ELL as we have a limited number of students who take this test.
- Alternate Math and ELA
 - STC and Special Education teachers will read the TAM when it becomes available each year. TAM will be distributed in February.
- Alternate Science
 - STC and Special Education teachers will read the TAM when it becomes available each year. TAM will be distributed in February.
- General Science
 - STC will read the TAM when it becomes available each year. STC will assign appropriate staff to administer the General Science assessment and provide the TAM materials to the staff to review/read before the testing dates.
- General Math and ELA
 - STC will read the TAM when it becomes available each year. STC will assign appropriate staff to administer the General Math and ELA assessments and provide the staff the TAM materials to review/read before the testing dates.
- ACT with Writing
 - STC will read the ACT TAM and administer the test each year or assign a staff member as needed.

EVIDENCE: STC Assessment Log; copies of emails

- ACCESS for ELLs and ACT with Writing: STC notes date the TAM was read in the Assessment Log.
- Alternate Math and ELA and Alternate Science:
 - STC notes date the TAM was read in the Assessment Log.
 - Copies of emails to Special Education teachers with instruction to read the TAM, and their reply emails that it has been completed.
- General Math/ELA and Science
 - STC notes date the TAM was read in the Assessment Log.
 - Copies of emails to TAs with instruction to read the TAM, and their reply emails that it has been completed.

Item 1.2 Assessments Dates and Timing:

Ensure all schools place assessments on the school calendar during the OPI published testing windows and that each state assessment is scheduled with enough time to permit students to have multiple testing opportunities throughout the window in the event of student absence(s) and to encourage students breaks as needed by the learner.

- STC will give the office the testing windows to place in the school newsletter by the end of September.
- STC will confer with Administration and check school calendar for pre-determined events; then set dates of testing within the window and schedule alternate dates for testing those students who were absent. These dates will be placed on the school calendar at least two months in advance of the testing.
 - Access for ELLs in December; Alternative State Assessments in March, SB & Science Assessments in April, ACT in April
- STC and staff will ensure that all students are given the required amount of time to complete testing for each of the various assessments.
- STC will create test dates that ensure enough time for all students to participate in testing during the window (at least 4 weeks) at the beginning or middle of the testing window. This will allow another few weeks at the end of the testing window for unusual circumstances.

EVIDENCE: *School newsletter, school website, Meeting Agenda/notes*

- A copy of one or more school newsletters
- A screenshot of the school website with assessment notices
- A copy of STC notes from the meeting with Administration regarding scheduling state assessments

Item 1.3 - Testing Location:

Identify appropriate testing locations where the environment is conducive for test-taking and to allow students the ability to focus and fully demonstrate their knowledge and skills related to grade-level content standards.

- Where do your students test? In their classrooms? How is the room prepared?
- Do you test in any other rooms? Do you use the Library for make up testing?
 - How to you prepare for testing building wide? Where are “quiet” signs? When are the posted?

EVIDENCE: *How does your district ensure the above is done? Do you communicate via email? Hold a meeting? Keep emails, provide a meeting agenda and sign in sheet, or list of attendees. Below are possible examples.*

- Copies of staff meeting agendas with assessment location discussion noted as an agenda item
 - Copy of email between Administration and office staff to turn bells off during testing days
 - Copy of the Library Schedule showing the date/time of assessments
 - Copies of emails to staff with instruction for posting testing signs on the doors

Item 1.4 - Build an Assessment Team:

Create a plan to have school leaders identify school staff who can assist with testing and communicate about roles (who is authorized, who knows how to do this, who can help with,

and who is available when before, during, and after testing) and that each staff member know what assessments are required by state and federal law.

- **STC – who is your STC?**
- **Technology Coordinator – who does the technology checks and downloads browsers?**
When is he/she available?
- **How do you let the rest of the staff in your district know who to contact for state testing issues? Do you email them? Share in staff meetings?**

EVIDENCE: *How does your district ensure the above is done? Do you communicate via email? Hold a meeting? Keep emails, provide a meeting agenda and sign in sheet, or list of attendees. Below are possible examples.*

- *Copies of emails to staff administering assessments with instructions on who to contact for different issues during testing (i.e., testing incident, technology issue)*
- *Copies of emails between STC and Tech Coordinator determining days/hours for availability*
- *Copies of PIR meeting agendas with testing windows and required testing information as an agenda item*
 - *Copy of the sign-in log for the PIR meetings*

Item 1.5 - AR Role:

Create a plan to have the AR review the Applicable “Roles and Responsibilities Letters” and affirm their compliance with test security as defined in the annual TEAMS Application - Assessment Screen for Test Security and Student Privacy Assurances collection.

- **In September, AR must verify STC role in Infinite Campus. All plans will be on file with the Administration for their use in reporting.**

EVIDENCE: *Screenshot of Infinite Campus Screen showing STC designation, copy of AR Roles & Responsibilities letter with AR's initials and date indicating it was read*

Item 1.6 STC Role:

Create a plan to have the STC review the Applicable “Roles and Responsibilities Letters” and affirm their compliance with test security as defined in the annual MontCAS Application - Test Security Agreement and Testing Plan collection.

- **How does your district ensure the STC is in place and aware of responsibilities?**

EVIDENCE: *Copies of signed Test Security Compliance and Testing Plan Compliance screens*

Item 1.7 BC Role:

Create a plan to have the BC review the applicable “Roles and Responsibilities Letters” and complete the annual test security agreement process with each online test delivery system before accessing the system and have the STC provide a copy of the district's local test security agreement/non-disclosure records and/or other documents assuring the OPI of the local test security procedures [as required] through the demonstration of evidence for the Title Monitoring-Common Compliance Areas.

- **Do you have BCs in your district? N/A: BC/STC is the same person in our district.**

EVIDENCE: *N/A*

Item 1.8 TA Role:

Create a plan to have the TA review the applicable Roles and Responsibilities Letters and complete the annual test security agreement process with each online test delivery system before accessing the system and have the STC provide a copy of the district's local test security agreements/non-disclosure records and/or other documents assuring the OPI of the local test security procedures [as required] through the demonstration of evidence for the Title Monitoring-Common Compliance Areas.

- How do your TAs get their portal accounts and access? The STC should create TA accounts in the various testing systems, ensuring each has a copy of the Roles and Responsibilities Letters (sent through email).

EVIDENCE: How does your district ensure the above is done? Do you communicate via email? Hold a meeting? Keep emails, provide a meeting agenda and sign in sheet, or list of attendees. Below are possible examples.

- Copies of emails between STC and TAs with the Roles & Responsibilities letters
- Copies of reply emails from TAs indicating they have reviewed the letters
- Copies of TA training completion certificates from various portals
- Copies of user account reports pulled from the various testing portals showing compliance with test security agreements

Item 1.9 Parent Participation Notice:

Create a plan to notify parents/guardians about the importance of assessments including: (a) purpose; (b) the source of the requirement; (c) when the information about student performance is provided to teachers and parents; (d) how teachers, principals, and district officials use the information about student performance; and (e) how parents can use that information to help their child before testing takes place.

- How do parents know about testing at the school?
- When and how do you send assessment notification letters to parents?

EVIDENCE: Screen shot of school website, copies of letters across assessments sent to parents

Item 1.10 Handling Parent Refusals:

Create a plan to ensure families are aware of the importance of state assessments and what participation policies are possible as in the state of Montana there is no "opt out" law, and state law requires all students in public and accredited non-public schools to participate in state testing. (Six Things Stakeholders Should Know About Participation and Testing in Montana).

- Testing information is on the district website.
- A letter template has been prepared for any instance of a parent wanting to opt a student out of testing

EVIDENCE: Screen shot of school website, copy of letter template to parents