

District Test Administration Plan – 2022-2023 School Year

Plan Item	Who/What/When/Where/How – EVIDENCE
Item 1.1) Test Administration Manuals (TAM) Read the assessment-specific test administration manuals (TAMs) found on each program page below and create a plan with educators 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 (see Standardized Test Administration Guidelines). - ACCESS for ELLs - Alternate Math and ELA - Alternate Science - General Science - General Math & ELA - ACT with Writing	Describe here how you (STC) will ensure testing staff are aware of when the TAM is available, and that they have read it. EVIDENCE: Describe here what you could use as evidence of this assurance. This could be emails that are sent to staff to read the TAM, and an email back from them that it's been completed, it could be a Google Sheet "Sign Off Sheet" that is shared with staff and they 'sign' and date when they have read the TAM. This could also be a completed training log attached to a training or meeting agenda on which "Review TAM for Assessment" is an item. Provide the location of the evidence in the plan so that if the district is selected for monitoring, the evidence can be located.
Item 1.2) Assessment Dates and Timing: Create a plan to ensure all schools place assessments on the school calendar during the OPI published test 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 breaks as needed by the learner (e.g., Smarter Balanced Testing Time Recommendations and MSAA Timing and Scheduling – page 28)	Describe how this process happens. Are the testing dates/windows selected by one person (who?)? Is there a meeting to determine the dates? The School Board selects the dates? When is this task completed? EVIDENCE: The school calendar with the testing dates present is good evidence for this. Add to the evidence where the calendar is located (is this a school or district calendar that is provided to all staff? Is this a 'public calendar' on your school/district website?). If the dates are decided at a meeting, a meeting agenda with this item would also be good evidence, it would show the who, the when and the how.
Item 1.3) Testing Location: Create a plan to identify appropriate testing locations where the environment is conducive for test taking (e.g., comfortable, appropriate lighting, and quiet) and to allow students the ability to	Describe how you/the school determines the rooms or locations that will be used for testing. Do you have a group meeting to schedule those? Does the building principal take care of that?

focus and fully demonstrate their knowledge and skills related to grade-level content standards	EVIDENCE: Again, meeting agendas with this item on it. If the principal schedules the rooms, how does the principal communicate that? If by email, provide the emails. If by some kind of internal communications tool, indicate that and share a copy of the notice. A calendar or schedule showing the testing rooms and dates would also be good evidence here.
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 (e.g., 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 knows what assessments are required by state and federal law (e.g., Elementary and Secondary Education Act and Administrative Rules for Montana Chapter 56).	Describe here who the Test Administrators are (this can be general, doesn't have to be names of TAs – for example, “all classroom teachers in the Elementary School will administer the Smarter to their own students. Students with IEPs will have the assessment administered by the SpEd staff” or something like that). Also, who do the TAs reach out to if they have problems or don't understand something? This is the “who is authorized, who knows how to do this, etc. EVIDENCE: Again, meeting agendas or minutes are good. Emails to testing staff telling them who will be available to help during testing if needed. Maybe you include this as part of a training. IF so, a completed, dated training log (meaning the participants have signed in – not a blank log).