



# Montana

## Office of Public Instruction

### Understanding Statewide Assessments

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### within a Balanced Assessment System

Assessment Unit | Teaching & Learning Division | Montana OPI

**Location:** Helena, Montana

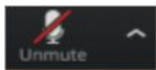
# Zoom Information

## Rename Yourself



1. Open “Participants”
2. Hover over your name
3. Click “Rename”
4. Type your name, your school, and grade level

## Audio



1. Please remain muted unless speaking to avoid background noise. You can unmute yourself by clicking “Unmute” in the lower left-hand corner of the Zoom call.
2. You do not have to use audio if you do not have a microphone.

## Video



We love seeing your smiling faces! But if you would like you can turn the video off by clicking “Stop Video” in the lower left-hand corner of the Zoom call.

## Chat



To view or type in chat, click the “Chat” icon.

**Have a Question? Need Additional Tech Support? Contact the Help Desk from the main page of the ASSIST Conference webpage.**



# **Objectives:**

**After this session, participants will be able to recognize the seven required statewide assessments, and reflect on their district's balanced assessment practices by evaluating the five steps of the Instructional Cycle.**

# Statewide Assessments

## Worksheet Part I:

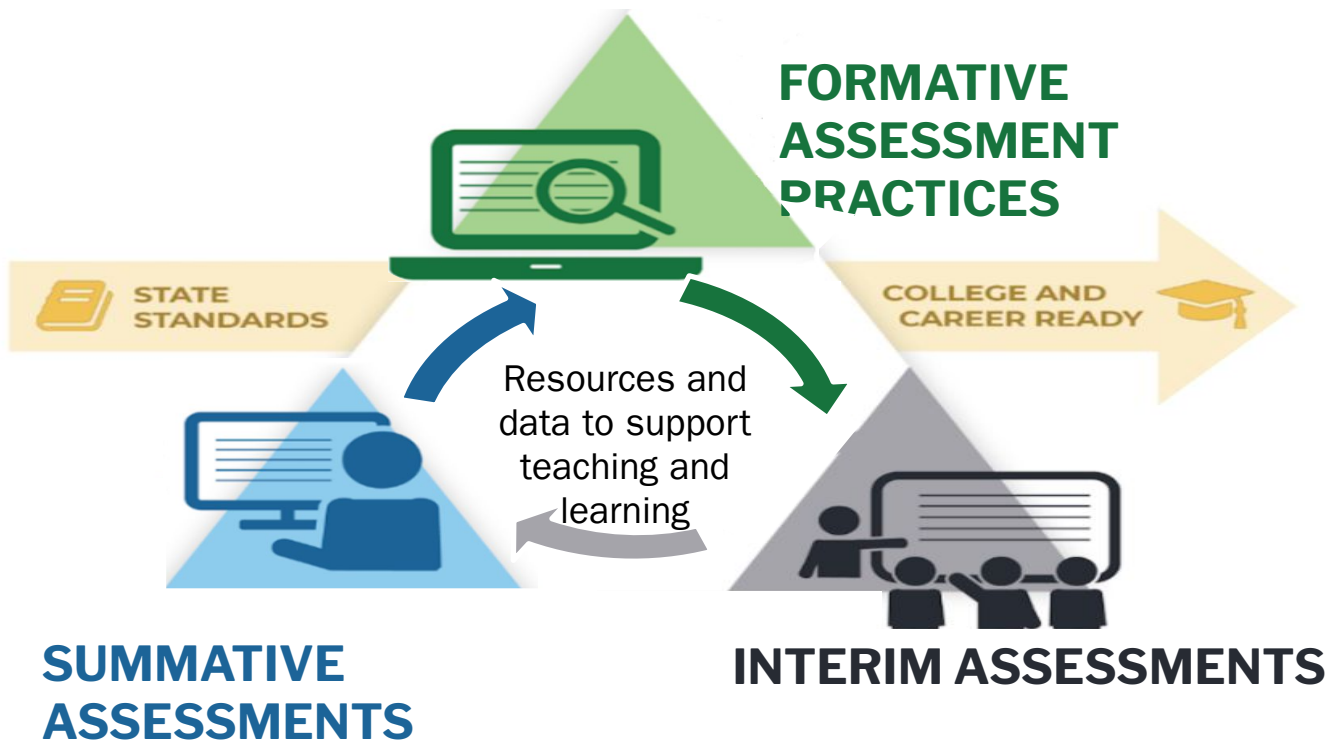
Montana has seven required statewide assessments. Use the chart below to list the statewide assessments, including the subjects and grades being assessed.

Name of Assessment	Grades Levels	Subjects

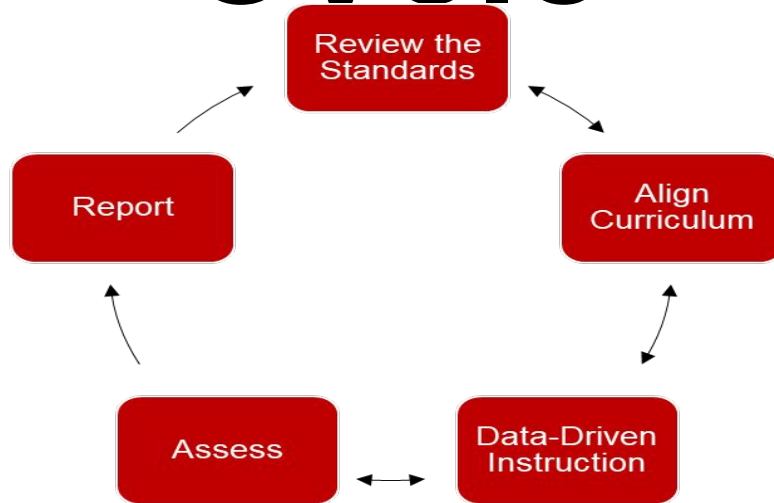
# Statewide Assessments

Name of Assessment	Grade Level	Subjects
ACCESS (WIDA)	K-12	English Learners
ACT	11	Science, ELA & math
NAEP (Federal)	4 & 8	Reading & math
Montana Science Assessment (MSA)	5 & 8	Science
Alternate Montana Science Assessment (AMSA)	5, 8, & 11	Alternate Science
Smarter Balanced Assessment	3-8	Math & ELA
Multi-State Alternate Assessment (MSAA)	3-8 & 11	Math & ELA

# Balanced Assessments



# The Instructional Cycle



# Assessment Model

## Standards

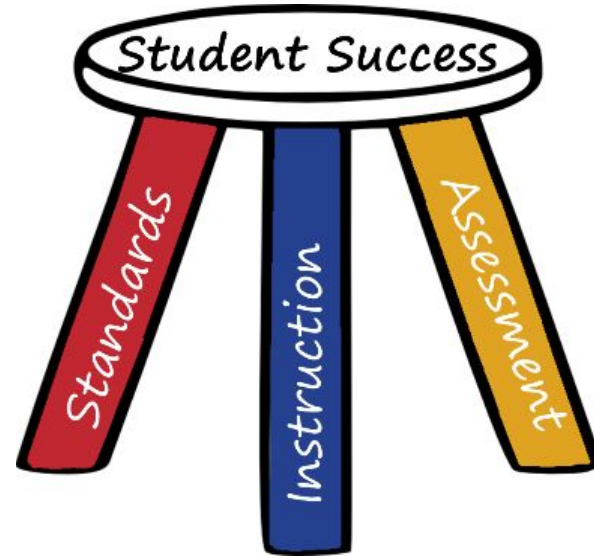
What students should know and be able to do to be college and career ready.

## Instruction

Strategies and resources used to ensure student progress towards standards.

## Assessment

Gathering and evaluation of information about student learning to measure the effectiveness of the instructional program.





# A Balanced System

## System:

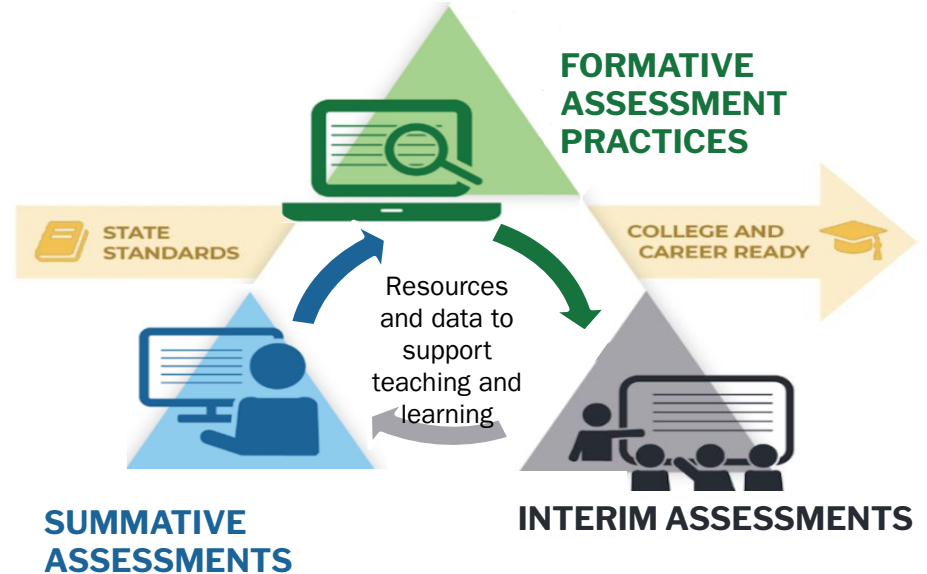
A coordinated process of ensuring curriculum, instruction, and assessments are part of a cohesive vision.

## Coherence:

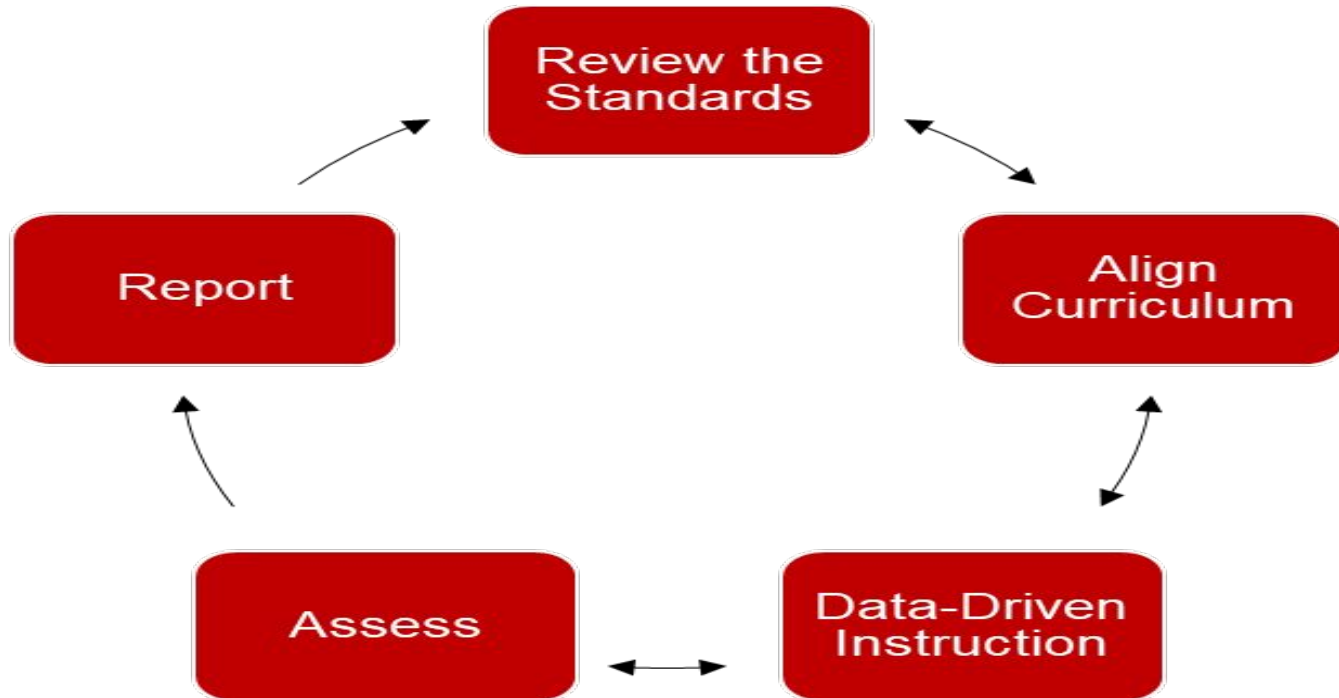
Curriculum, instruction, and assessments are aligned to one set of learning expectations.

## Balance:

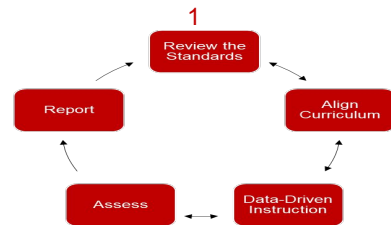
Various assessments are used for different purposes, at different times, and fulfill different data needs



# The Instructional Cycle



# Reviewing Standards



**A.R.M. 10.55.603** “The information obtained [from statewide assessment score reports] shall be considered in curriculum and assessment development.”

## Subjects:

A department of knowledge (i.e. math & ELA)

## Claims:

Broad categories that summarize the knowledge and skills students are expected to demonstrate.

## Targets:

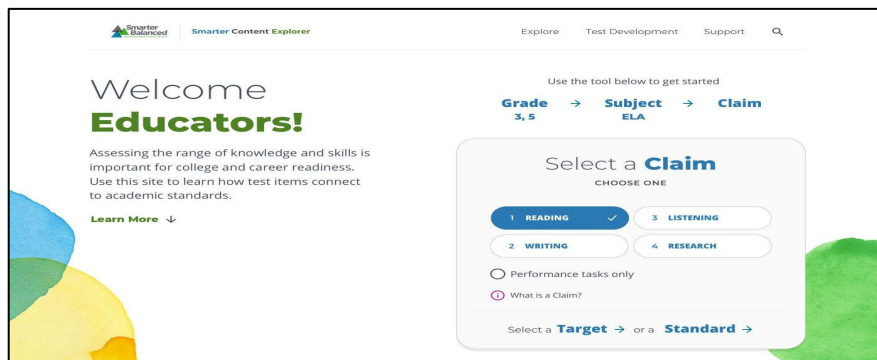
Granular level explanation of the knowledge, skills, and/or abilities expected at a grade level.

Targets are aligned to a group of standards or

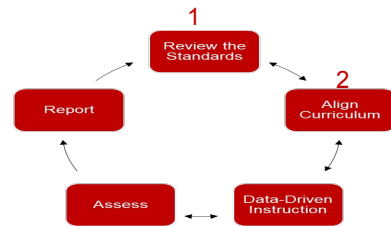
### Writing Standards (W.6)

#### Text Types and Purposes

- W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
- W.6.1.a Introduce claim(s) and organize the reasons and evidence clearly.
- W.6.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources, including oral sources, and understanding of the topic or text.
- W.6.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- W.6.1.d Establish and maintain a formal style.
- W.6.1.e Provide a concluding statement or section that follows from the argument presented.
- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through



# Align Curriculum



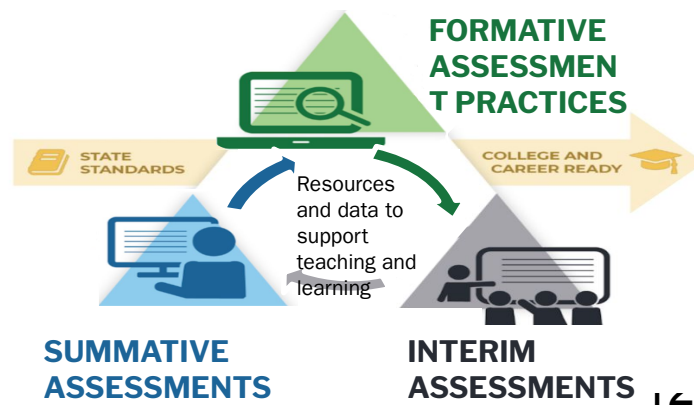
**A.R.M. 10.55.603** “Local school districts shall ensure their curriculum is aligned to all content standards and the appropriate learning progression for each grade level.”

## Guide for selecting materials aligned to MT Content Standards:

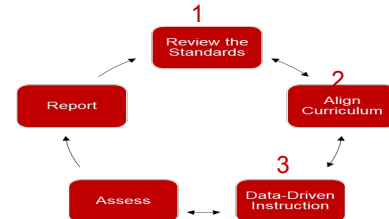
1. Establish district process, parameters, and a timeline,
2. Create a curriculum review group,
3. Engage educators early and often,
4. Collect key evidence-based research and resources,
5. Evaluate materials,
6. Make a decision,
7. Create a roll-out and implementation plan, and
8. Continually assess the effectiveness of the

### Montana Content Standards & Resources

ARTS	CAREER & TECHNICAL EDUCATION	COMPUTER SCIENCE	ENGLISH LANGUAGE ARTS & LITERACY
HEALTH ENHANCEMENT	LIBRARY MEDIA	MATHEMATICS	SCIENCE
SOCIAL STUDIES	TECHNOLOGY	WORLD LANGUAGES	



# Data-Driven Instruction



**A.R.M. 10.56.101** “A balanced assessment system is structured to continuously improve teaching and learning...” by including the use of formative and interim assessments.

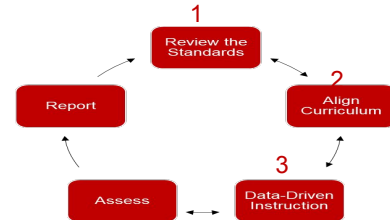


## Interim Assessments

Smarter Balanced interims allow educators to check student progress throughout the year by providing actionable feedback.

1. Interim Comprehensive Assessments (ICA)
2. Interim Assessment Block (IAB)
3. Focused Interim Assessment Block (FIAB)

# Data-Driven Instruction



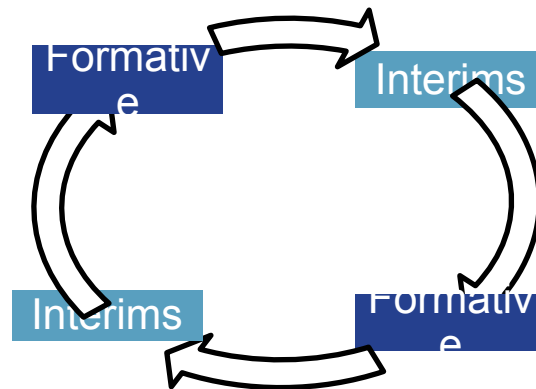
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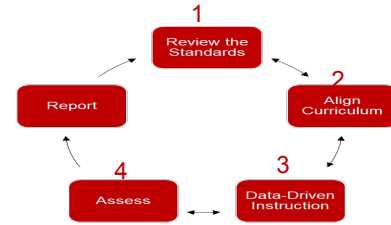
## Formative Assessments

Tools for Teachers holds teacher created lesson plans aligned to Montana’s Content Standards as well as

1. Connections Playlist,
2. Embedded formative strategies, and
3. Accessibility instructional strategies.



# Annually Assess



**A.R.M. 10.56.101** “the Board of Public Education adopts rules for state-level assessment in the public schools and those private schools seeking accreditation.”

## End of Year State-wide Summative Assessment

### Participation



#### Six Things Stakeholders Should Know About Participation and Testing in Montana

The purpose of this document is to ensure that readers are aware of the significant value to stakeholders (e.g., students, parents/guardians, teachers, school leaders, and others) of the information derived from participating in state-level tests.

##### I. Why Assess?

The state assessments provide a valuable picture of what skills and knowledge are needed at particular grade levels for a child to remain on course to be college and career ready at the time of graduation. Teachers use these assessments as one of several important tools to help identify and meet the needs of children in the classroom. It is a real disadvantage for parents and students to be unaware of their access to this important information. Assessment is a hot topic of conversation, with many diverse opinions on how, when, amount of time, what tests, and for what purpose we assess students. Here are important points all stakeholders should know about testing:

- State and federal laws require schools to assess student learning every year in specific grade levels and subjects.
- End-of-year state summative assessments serve as an evaluation tool to track progress toward education goals based on grade and content area standards.
- Assessment data enable us to put Montana students first through four key initiatives: [Montana Hope](#), [Montana Teach](#), [Montana Learn](#), and [Montana Ready](#).

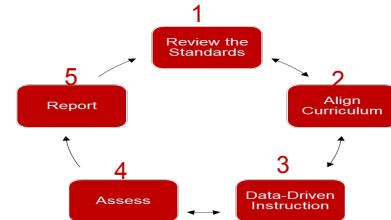
##### II. Why Should Taxpayers Care?



### Accessibility

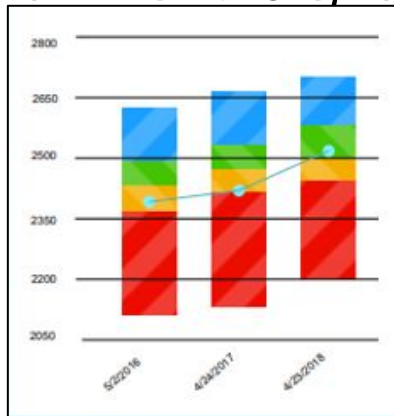




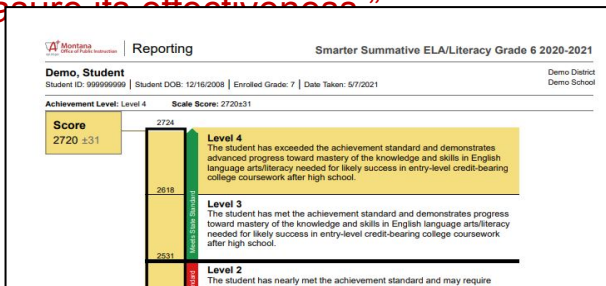


**A.R.M. 10.55.603** “The district shall use assessment results, including state-level achievement information obtained by administration of assessments...to examine the educational program and measure its effectiveness.”

## Administrators/Educators



 **Foundation of Data Literacy**



## Parents

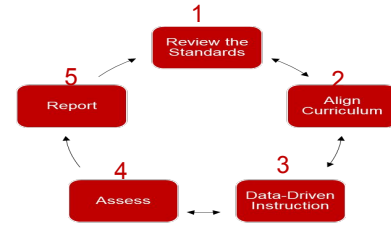


# Starting Smarter





# Reporting



**A.R.M. 10.55.603** “The district shall use assessment results, including state-level achievement information obtained by administration of assessments...to examine the educational program and measure its effectiveness.”

## Stakeholders/General Public

### Student Achievement Scores

#### Mathematics



	Novice	Nearing Proficient	Proficient	Advanced
State	29%	30%	24%	17%

#### Reading



	Novice	Nearing Proficient	Proficient	Advanced
State	26%	24%	31%	19%

#### Science



	Novice	Nearing Proficient	Proficient	Advanced
State	11%	27%	42%	19%

Novice Nearing Proficient Proficient Advanced



**Growth and Enhancement  
of Montana Students**  
gems.opi.mt.gov

### 2018-19 State Report Card



**Licensed K-12 Staff & Paraprofessionals:** 15,684

**Public School Districts:** 408

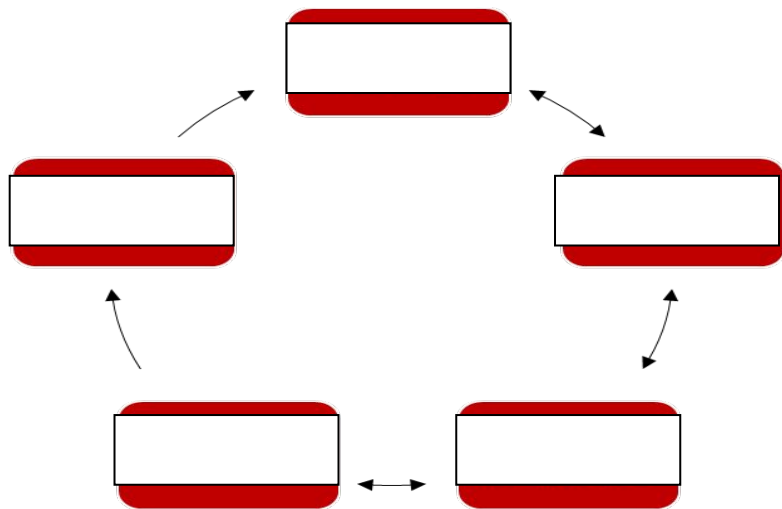
**Public Schools:** 827

**Student Enrollment:** 147,713

**Per Pupil Expenditures:** \$10,474.64



# District-Level Reflection



**Break-Out  
Rooms**

## Complete Worksheet Parts II & III

### Part III: Reflection

1. Based on the definition of a balanced assessment system, what area[s] does your school/district implement well?

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2. What areas within a balanced assessment definition does your school/district want to focus on?

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# Review

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# **The Five W's of Statewide Assessments**

Test

Who?

~~What?~~

When?

Where?

Why?

# State Assessment (Who?)

## 10.56.101 STUDENT ASSESSMENT

- All public schools and private schools seeking accreditation.
- All students in public and private schools.



# State Assessment (When?)

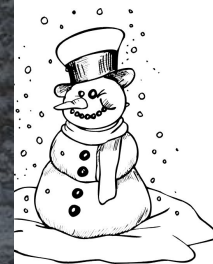
## 10.56.101 STUDENT ASSESSMENT

English language learners  
assessments are administered in  
the "mid-year"

the "spring of




year".





# State Assessment (When?)

## 10.56.101 STUDENT ASSESSMENT




ELA, science and math  
assessments are administered in  
the "spring of the year"



# State Assessment (Where?)

## 10.56.101 STUDENT ASSESSMENT

- In a “standardized procedure” to ensure the integrity of the results.
- All test administrators are required to be trained in and follow the standardized procedures.
  - STC: Completing the Test Security Agreement (TSA) in the MontCAS Application.
  - All other Test Administrator Roles (NEW): Signing the Test Security Agreement Form virtually is required before being able to access the testing portal.
  - All PA Next Users  TSA to sign.

# State Assessment (Why?)

## 10.56.101 STUDENT ASSESSMENT

- To serve learning.
- “A balanced assessment system including formative, interim, and summative assessments aligned to state content standards will provide an integrated approach to meeting



**Summative Assessment:**  
Required End-of-Year Test



**Interim Assessment:**  
Optional Periodic Test



**Formative Assessment:**  
Optional Classroom Tools

# End of Session

The session is now over.

- ❖ Use the Interactive Schedule to select your next session.
  - You will be placed in the waiting room until the start of the next session.
- ❖ Complete the session evaluation.
- ❖ Ask Questions at the Help Desk
- ❖ Join the “networking room”!



# End of Session

Thank you attending this session!

*Please complete the session evaluation form to receive renewal units. Thank you in advance for your feedback!*



[Interactive Schedule](#)

You can find the Session Evaluation Form:

- ❖ Shared in the chat
- ❖ Linked to the session page from the interactive schedule

# Questions?

## **OPI Assessment Help Desk**

Montana Office of Public Instruction

Phone: 844-867-2569

E-mail:

[OPIAssessmentHelpDesk@mt.gov](mailto:OPIAssessmentHelpDesk@mt.gov)