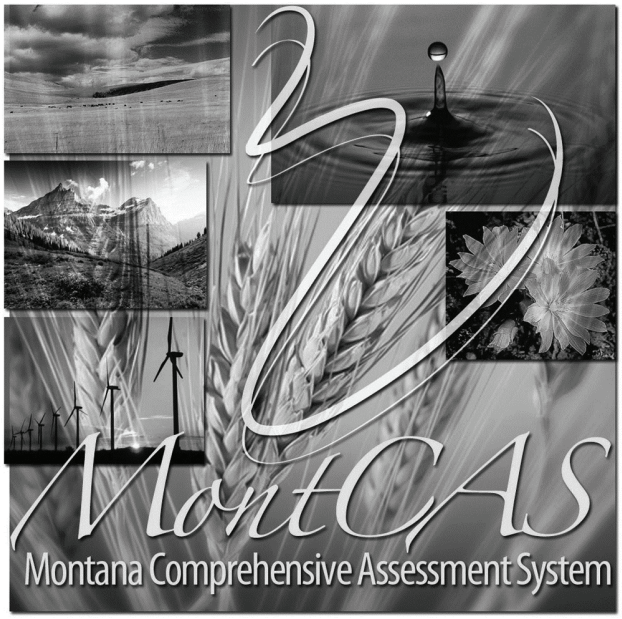

Criterion-Referenced Test
(CRT) - Science

TEST COORDINATOR'S MANUAL
Spring 2015

Reminders and What's New

- This year the CRT is only being administered in Science at grades 4, 8 and 10. Reading and Math will be assessed using Smarter Balanced.

- The CRT Alternate is also being administered in Science at grades 4, 8 and 10. Reading and Math will be assessed using NCSC.

- Monday, March 11 is the first day after daylight-savings time. It is recommended that schools do not schedule testing on that day.

• **Standard accommodations are intended for use with students identified as IEP/504/LEP.

For prospective cases in which the request is not related to a medical emergency, the guidelines below should be followed.

• The accommodation has been in place and used regularly in classroom instruction for at least three consecutive months.
• A team made the decision about the appropriateness of the accommodation for instruction and formalized assessments.
• There are data to demonstrate the effectiveness of the accommodation for the student on formalized assessments.
• The accommodation is used in the administration of ALL other formalized assessments such as MAPS, chapter tests, unit tests, and other tests administered to groups of students.

Instructions for the online process to request approval will be provided to System Test Coordinators in a separate document.

Important Dates

March 3 - March 24, 2015: CRT - Science test administration window

February 17 - March 24, 2015: CRT – Alternate Science test administration window

Wednesday, March 25, 2015: The deadline to return test materials to your System Test Coordinator

Important Test Security Statement

All Test Booklets, test questions, and responses to those items in the Montana Comprehensive Assessment System Criterion-Referenced Test (CRT) are secure materials and may not be copied or duplicated in any way or retained in the school after testing is completed. Systems and schools are required to return all Test Booklets to Measured Progress after testing is completed.

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Important Phone Numbers

As a test coordinator representing your system, you may require more assistance. It is readily available through the offices listed below.

For information about the CRT or CRT-Alternate program administration issues, contact:
Montana Service Center at (888)792-2741 or montanahelpdesk@measuredprogress.org

Tim Greenlaw, Montana Program Manager
E-mail: greenlaw.timothy@measuredprogress.org

Brendan McCaughey, Montana Program Assistant
E-mail: mcaughey.brendan@measuredprogress.org

For information about program policy issues, the CRT-Alternate Assessment, or standard and nonstandard accommodations, contact:
Judy Snow, State Assessment Director
Phone: (406) 444-3656
E-mail: jsnow@mt.gov

For information about ELL/LEP, contact:
Lynn Hinch, OPI
Phone: (406) 444-3482
E-mail: lhinch@mt.gov

For information about Title I, contact:
B. J. Granbery, OPI
Phone: (406) 444-4420
E-mail: bgranbery@mt.gov

For information about students with migrant status, contact:
Angela Branz-Spall, OPI
Phone: (406) 444-2423
E-mail: angelab@mt.gov

For information about CRT-Alternate policy issues, contact:
Frank Podobnik, OPI
Phone: (406) 444-4429
E-mail: fpodobnik@mt.gov

Important Dates

December 17, 2014	Manuals for test coordinators and administrators are posted online.
January 8 - 9, 2015	OPI Assessment Conference - Billings
January 15 - 16, 2015	OPI Assessment Conference - Missoula
Week of January 26, 2015	System Test Coordinators receive memo mailed by MP containing the password necessary for access to the CRT-Alternate Test Booklets online.
February 2, 2015	System Test Coordinators download and print CRT-Alternate *Test Administrator's Manual* and CRT-Alternate Test Booklets for teachers administering the CRT-Alternate.
February 6, 2015	Measured Progress ships all CRT and CRT-Alternate test materials.
February 17–March 24, 2015	CRT-Alternate test window (February 19–25 is intended for administration training and preparation.)
March 3–March 24, 2015	CRT-Science test window
March 25, 2015	Last day to schedule pickup (if using iServices) for CRT and CRT-Alternate used student Answer Booklets and other test materials
March 26, 2015	**Last day to ship all test materials (CRT and CRT-Alternate used Answer Booklets, Test Booklets, and other test materials) to Measured Progress**
April 20 – 23, 2015	Item review, Bias review and Benchmarking meetings in Helena
June 15, 2015	Final reports and data (including CRT-Alternate) posted on MARS.
June 23 – 24, 2015	Statistical Review meeting in Helena
August 28, 2015	Measured Progress ships *Guide to the Criterion-Referenced Test and CRT-Alternate Assessment Reports*, printed copies of student reports, and cumulative labels to system offices.

Test Security

Test coordinators and administrators are prohibited from disclosing the contents of CRT assessments. All test questions are secure. Under no circumstances should Test Booklets or marked Answer Booklets be reviewed, circulated, duplicated, or discussed. The only exception is for the administrator who needs to read to the student who is taking the test with a modality accommodation.

All System Test Coordinators and school principals/authorized representatives must each complete an online test security agreement after testing. The agreements will be online at the website address http://iservices.measuredprogress.org.

Any concern about a breach of test security or noncompliance with test administration procedures must be reported immediately to the principal, System Test Coordinator, and State Assessment Director. All System Test Coordinators and school principals should be familiar with *OPI Guidelines and Procedures for Test Security*, provided by OPI. This OPI publication outlines reporting procedures for testing irregularities, as well as a sample of the online reporting form. The form must be completed and submitted to OPI within five days of the incident. More information on test security can be found on the OPI website.

Structure and Format of the Test

The MontCAS Criterion-Referenced Test (CRT) is a comprehensive assessment covering a broad range of objectives in science. All students in grades 4, 8, and 10 will take the science CRT. Each student will record answers to all portions of the test in a single Answer Booklet. Directions for administering tests are given in the *Test Administrator's Manual.* Students may underline words and/or use a highlighter in their Test Booklets. Scrap paper may be provided to students to assist them during testing. All scrap paper must be shredded after each test session.

The CRT includes

- Multiple-choice items, which require students to select the correct answer from four possible options;
- Constructed-response items, which require students to write a brief response or to show the solution to a problem. These items each take approximately 5–10 minutes to answer.

Shipment Information

Receipt and Inventory of CRT Test Materials

Test materials will be delivered to System Test Coordinators via UPS. Please alert your staff and ask them to notify you when they accept delivery of the test materials. If you have not received test materials by February 17, 2015, immediately contact Measured Progress at 888-792-2741.

- Materials for each school in your system will be packed separately by grade. A Material Summary Form is located in each box. Complete the "Qty Received" and "Qty Returned" columns for a quick inventory of the materials you received and keep this for your records. The System Test Coordinator is accountable for returning all secure test materials received (Test Booklets and Answer Booklets) and for making any requests for additional materials.

Inventory test materials to allow for time to order additional test materials if needed. Please provide training for school test coordinators and authorized personnel before distributing the test materials.

Affixed to each box is a barcode label that identifies the system, school, and grade to which the contents have been shipped. The information on the label will expedite the tracking of materials when they are returned to Measured Progress after testing. Please do not remove, destroy, or deface the label. (Save the boxes and the packing materials in which test materials were shipped so they can be reused when you return the test materials to Measured Progress.)

Each delivery will include UPS return service labels for shipping boxes back to Measured Progress. You will receive the same number of return service labels as the number of boxes shipped to your school.

Administration Materials

Test Materials Shipped to Systems, Organized by School	
Item	Notes
Material Summary Form	Use this form to inventory test materials.
Memo to System Test Coordinators	One per system.
CRT Test Coordinator's Manual	One per System Test Coordinator.
Test Administrator's Manual(s)	One per test administrator. Extra copies may be downloaded from the OPI website http://www.opi.mt.gov, or the Measured Progress website http://iservices.measuredprogress.org.
White plastic envelope(s) labeled "For Return of Used Answer Documents"	One envelope per test administrator.
White plastic envelope(s) labeled "Special Handling"	One envelope per grade/school for used Answer Booklets that need special handling (voided, torn, or crumpled Answer Booklets, etc.).
Class Packs of Test Booklets	The number of test materials included in each class pack is indicated on the front of the pack. There are four different versions of the test. Please note that the different versions have been mixed in the class packs to ensure that the test forms are randomly distributed to students. Test materials must be distributed in the order in which they appear in the class packs.
Class Packs of Answer Booklets	The number of Answer Booklets in each class pack is indicated on the front of the pack.
Student Barcode Labels	Barcode labels are sorted and packed by school, grade, teacher (for schools that entered this information into AIM), and students' last names. Test administrators or test coordinators must place the barcode labels on page 1 of Answer Booklets prior to the first test session.
Unused Barcode Label Form	This form is to be used for all unused student labels regardless of reason. For more information, see page 14.
Prepaid, pre-labeled return shipping boxes labeled "For Return of Used Answer Documents Only"	Use these boxes to return used Answer Booklets (answer documents) placed in white envelopes.

CRT-Alternate Material Binder by Grade	Contains most of the materials needed to support a student for the CRT-Alternate Assessment. There will be only one of these for each grade for which a student is registered and only if that grade has not recently been assessed at the school. The System Test Coordinator stores the materials binders after testing for future use.
CRT-Alternate Assessment Return Materials	One per registered student. Includes a white return envelope with a checklist and a brief questionnaire.

Instructions for Ordering Additional Test Materials

Only System Test Coordinators may order additional test materials. Please be advised that an overage is shipped for each school.

Test Booklets are considered secure and confidential. Each system and school is responsible for the Test Booklets assigned to it. **Do not share Test Booklets with other schools.** If you are missing any test materials indicated on the Material Summary Form, contact Measured Progress immediately.

To order additional test materials, use Measured Progress's online ordering system at http://iservices.measuredprogress.org. At the welcome screen, select "**MONTANA**" and click "**Enter**." Select "**Order Additional Materials**" from the left column. Follow the onscreen instructions. To access your school's account, you will need the "MP Ship Code" located on the first line of your Material Summary Form.

Instructions for System and School Test Coordinators

It is the role of each system and school test coordinator to ensure that testing proceeds smoothly, that test materials are properly accounted for, and that all school test coordinators and authorized personnel are properly trained. The quality of assessment data depends on uniformity of test administration procedures. For this reason, the instructions given in this manual must be followed closely by test coordinators, and the instructions given in the *Test Administrator's Manual* must be followed by test administrators.

Checklist for System Test Coordinators

The System Test Coordinator serves as the liaison between OPI, Measured Progress, and local test administrators (teachers, in most cases). The System Test Coordinator also serves as the school's contact person for OPI and Measured Progress.

BEFORE TESTING:

- Notify schools about testing.
- Plan training to address test scheduling, test security and procedures, inventory procedures, administration procedures, and testing accommodations.
- The *OPI Guidelines and Procedures for Test Security* is available at the OPI website, http://www.opi.mt.gov. Please make sure that all personnel who are administering the test have access to this information.
- Receive and inventory test materials using the Material Summary Form. A test materials overage is shipped to schools to compensate for new students. To maintain test security, do not open the shrink-wrapped Test Booklet packages until the first day of testing.

- Read the test coordinator and test administrator instruction manuals.
- Distribute manuals, barcode labels, and test materials to school test coordinators. Save the original test boxes for the return shipment after testing has ended.
- Request additional test materials if needed.

CRT-ALTERNATE BEFORE TESTING:

- ✓ Download, print, and distribute CRT-Alternate Test Booklets and *CRT-Alternate Administrator's Manuals*.
- ✓ Distribute CRT-Alternate Test Material Kits and Return Materials.

DURING TESTING:

- Be available to answer questions from school personnel. Call OPI if you have questions regarding policy, security, or accommodation usage. For other inquiries, contact Measured Progress at (888)792-2741.
- Be sure schools have arranged for makeup testing for students who miss all or part of the test. All CRT test sessions, original and makeup, must be scheduled between March 3 and March 24, 2015.

AFTER TESTING: (Please refer to pages 15–18 for specific CRT and CRT-Alternate return instructions.)

- Collect all test materials from school test coordinators on or before the morning of March 26, 2015.
- Inventory test materials using the Material Summary Form.
- Pack used Answer Booklets by school and grade in the used answer document box assigned to the appropriate school/grade and return to Measured Progress. These boxes have been pre-labeled with a prepaid UPS second-day air label. **Do not return materials from multiple schools and grades in the same box.**
- Pack all other secure test materials in shipping boxes for return to Measured Progress. Affix a UPS return service label to each box.
- Schedule a UPS pickup. (See page 17 and 18 for further instructions.)
- All System Test Coordinators and school principals/authorized representatives must each complete an online test security agreement after testing. The agreements are to be completed online at http://iservices.measuredprogress.org.

CRT-ALTERNATE AFTER TESTING:

Materials for each student should be packaged separately in the white plastic envelopes (**one for each student**) marked "For Return of Test Materials." The envelopes should be returned to the System Test Coordinator for shipment. Each of the following items should be placed in the plastic envelope:

- ✓ CRT-Alternate Test Booklet, with student name and ID written on the cover
- ✓ Any used or Unused test materials
- ✓ Material Replacement Form (if necessary)

Note that answer documents will be returned via 2 day boxes with CRT answer documents

Checklist for School Test Coordinators

(The test administrator's checklist can be found in the *Test Administrator's Manual*.)

BEFORE TESTING:

- Read this manual and the *Test Administrator's Manual*.
- Give Test Security information to all authorized school personnel.
- Develop training and testing schedules and review testing procedures outlined in the *2015 Test Administrator's Manual* with administrators, including the OPI guides for test security and accommodations.
- Arrange for testing of students who require test accommodations.
- Distribute all test materials to test administrators, including student barcode labels for placement on Answer Booklets.
- Supply test administrators with extra #2 pencils and scrap paper.

DURING TESTING

- See that testing procedures are followed.
- Maintain test security in all settings and locations.
- Be sure that all students have comfortable and adequate work spaces.
- Ensure that students receive the appropriate accommodations as outlined in Appendix E on page 26.
- Be available to answer questions.

AFTER TESTING:

- Principals/authorized representatives use instructions from *OPI Guidelines and Procedures for Test Security* and access the Test Security Agreement online.
- Verify that boxes on page 2 of the Answer Booklets have been completed, if applicable.
- Confirm that no paper has been taped, pasted, stapled, or otherwise attached to used Answer Booklets.
- Verify that all used Answer Booklets have been placed in the large white plastic envelope labeled "For Return of Used Answer Documents."
- Collect and inventory all secure test materials (Test Booklets) from test administrators.
- Pack all of the large white envelopes labeled "**For Return of Used Answer Documents**," and the "Special Handling" envelopes in the box labeled "**For Return of Used Answer Documents Only**." Pack all other secure Test Booklets (used and unused) in the appropriate shipping boxes.
- Return all test materials in the appropriate boxes to System Test Coordinators on or before the morning of **March 25, 2015**.

  CRT-ALTERNATE AFTER TESTING:

  Ensure that test administrators administering the CRT-Alternate have transferred student scores from the CRT-Alternate Test Booklets to the Answer Booklets. Not transferring answers will result in the student receiving the lowest possible score (200/novice).

  - ✓ Ensure that test administrators administering the CRT-Alternate have placed test materials and the Materials Replacement Form in the envelope(s) labeled "For Return of CRT-Alternate Student Test Materials" (one envelope per student).
  - ✓ Send all CRT-Alternate Tyvek envelopes to the System Test Coordinator for shipping.

School Test Coordinators

Scheduling Test Sessions

The CRT test must be given to students between March 3 and March 24. Schedule the testing in your school early enough during this period to allow time for makeup testing. You must also schedule testing for any students who require test accommodations that cannot be met during regular test sessions. All testing, including makeup sessions, must be completed no later than March 24, 2015.

Announce ahead of time, not during testing, that students who complete a test session early may go back and check their work in the test session they just completed or they may close their Test Booklets and sit quietly. Students may not work on any other session of the test. Since some students will finish early, it is important for them to be quietly occupied so they will not disturb students who require more time.

The CRT is intended to be a measure of student proficiency rather than speed; therefore, suggested times should not be strictly enforced. Students should be allowed to continue as long as they are working productively. If a student needs additional time beyond the suggested time range, move the student to a pre-designated area. Schools should set aside a separate classroom on testing days to continue testing students who need more than the scheduled time per session to finish their work. Students should be accompanied to the new site by a trained test administrator, and testing should continue to be monitored by a trained test administrator who will collect the Answer and Test Booklets and return them to a secure location. See Appendix A on page 21 for suggested testing schedules.

Global Instructions for Students

It is suggested that the following information and instructions be posted in the testing area before testing begins and remain posted during all test sessions:

- Teacher's name
- Keep working until you reach the stop sign at the end of the session, located on the bottom-right corner of the page.
- When you finish a test session, you may check your work in the test session you just completed.
- For constructed-response questions, make sure your work fits in the space provided.
- Mark the answer to each multiple-choice question by filling in the correct bubble in your Answer Booklet.

Students Required to Take the Science CRT

- **ALL** classroom students in grades 4, 8, and 10 enrolled in accredited public and private Montana schools are required to participate.* This includes students participating in the Montana Digital Academy and Youth Challenge programs. (See glossary on page 20 for detailed definitions.)
- Students who have been identified as having Limited English Proficiency (LEP) must take the science CRT.
- Part-time students must be included in the CRT if they are enrolled in the district for 180 hours or more for the school year and if they have not reached the age of 19. Part-time students enrolled for less than 180 hours in a science are required to take the CRT, but their scores will not be included in the calculation of averages.
- Homeschooled students may participate in the CRT at the request of a parent. Homeschooled students must be tested at a local school during the regular testing period; they may not be tested at home. Arrangements should be made through the

county superintendent. For schools with homeschooled students participating in testing, the following are directions for completing their Answer Booklets:

Page 1: Complete the "Student Name," "School Code," "Form Number," and "Birth Date" boxes.

Page 2: Complete Section 1, "Student not enrolled." Complete Section 2, if applicable.

- Students in private schools not accredited by the Montana Board of Public Education may be allowed to participate in the CRT provided they comply with state assessment guidelines. Please check with OPI for more information.
  - If private schools not accredited participate the following are required:

    Page 1: Complete the "Student Name," "School Code," "Form Number," and "Birth Date" boxes.

    Page 2: Complete Section 3, "Student enrolled."
- All suspended students are expected to participate and will be counted in district and school reports.

*** Students eligible for the CRT–Alternate Assessment in are required to take the CRT–Alternate science.**

Students who do not participate during testing: The Office of Public Instruction is required to report to the United States Department of Education the reason for each enrolled student, including students with IEPs, who does not participate in the state-wide assessment. These reasons do not represent options for not having a student participate; rather they are a method to report why, despite the school's best efforts, a student was unable to participate.

Any student enrolled on the count date (March 19, 2015) in the Montana state student information system (AIM), but for whom there is no Answer Booklet returned to Measured Progress, will be assigned a scaled score of 200 (novice), which will be included in the school's average. Test administrators must maintain a list of students who are absent for regularly scheduled test sessions. Makeup test sessions for these students must be scheduled within the testing period (March 3–March 24). Schools should return an Answer Booklet for each enrolled student even if the booklet is blank or incomplete; the student barcode label should be affixed or the required information should be bubbled on page 1.

Students Eligible for Reporting Exclusions (from Calculation of Averages)

Excluded from state averages	Must participate	May participate	Results included in averages	Results not included in averages
Foreign exchange students	Yes			√
Students enrolled in a private accredited school	Yes			√
Students enrolled in a private non-accredited school provided they are willing to comply with state assessment guidelines		Yes		√
Students not in school for the entire academic year	Yes			√
Students not in a system for the entire academic year	Yes			√
Students enrolled part-time (less than 180 hours) and taking a science course		Yes		√
Homeschooled students may participate in the CRT at the request of a parent. Homeschooled students must be tested at a local school during the regular testing period; they may not be tested at home. Arrangements should be made through the county superintendent.		Yes		√

Determining How Students Will Participate in the CRT or CRT-Alternate

All students, including students with special needs, must participate in the CRT assessment program, either by taking the regular CRT or, if they meet the eligibility criteria, the CRT-Alternate Assessment. Students with special needs and LEP students are often given test accommodations. All persons administering the assessment to special education students should be familiar with the assessment guidelines that are part of each student's IEP and with the allowed state-assessment accommodations. Test accommodations are generally derived from a student's IEP. A limited number of standard accommodations are available for regular education students. If one of the allowable standard accommodations for regular education students has been part of a student's classroom routine three months prior to testing, it may be used in the administration of the CRT. Please see Appendix D on page 26 for details on accommodations.

The CRT-Alternate Assessment results are classified into the same four performance categories as regular CRT assessment results. This allows the results for alternately assessed students to be aggregated with the scores of other students for the performance classification of schools and districts under the No Child Left Behind Act.

OPI has established goals for the performance of children with challenging disabilities that are consistent, to the maximum extent appropriate, with the goals and standards for the performance of nondisabled children. Therefore, the CRT-Alternate Assessment is a performance-based test that is aligned with Montana's content standards and expanded benchmarks. The inclusion of students with disabilities in the assessment and accountability system is critical to ensuring appropriate allocation of resources and learning opportunities for these students. The CRT-Alternate was designed for the less than one percent of the student population for whom traditional assessments, even with accommodations, would be an inappropriate measure of progress.

Completion of the CRT-Alternate Assessment

- ensures that students with significant challenges will be represented in school achievement data;
- provides multiple ways for IEP teams (including general and special education teachers, support services, families, and students) to measure progress on relevant student outcomes;
- encourages student choice and decision-making in learning as well as providing evaluation of student work;
- merges instructional and assessment activities; and
- builds support for meaningful participation in appropriate general education curriculum.

Guidelines for Test Administration

- For scheduling purposes, each session must be treated as an intact unit. That is, once students start a session of the test, they must finish it within the session block; under no circumstances may they go back to complete or revise an earlier session or go forward to view or begin another session.

- Suggested total testing time for the science CRT is approximately 2 hours and 30 minutes. Scheduling different sessions over the course of at least two days is suggested to minimize student fatigue and allow students to do their best work on the test. Test sessions may be scheduled to fit the overall school schedule.

- The CRT is an untimed test. The suggested schedule reflects the time needed by most students to complete the test. A student who is working productively without experiencing undue fatigue or frustrations may be allowed more time to complete the test. Extra time is not a standard accommodation.
- Sessions 1, 2, and 3 must be completed in order (for example, Monday morning, session 1; Monday afternoon, session 2; Tuesday, session 3). For guidance on scheduling makeup sessions, contact OPI.
- The test is designed to assess a wide range of student abilities and to provide information to schools and districts about student performance. All students should be tested in surroundings that will provide them with the opportunity to do their best work on the assessment. In schools where students in several classes of the same grade are being tested, each classroom of students should take the same test session simultaneously to ensure test security. The test should not be administered to several classes of students grouped in one large room, such as a cafeteria or an auditorium.
- Testing schedules should be arranged so students, especially fourth graders, do not become fatigued. It is suggested that students be tested for no longer than two hours without an hour break in any one day.
- Be sure that the test administration sessions do not conflict with regularly scheduled daily activities, such as recess, breaks, lunch, or end of day schedules. Sufficient time should be allowed for continuous administration of each test part.

Training and Distributing Test Materials

As the school test coordinator, you must review the *Test Administrator's Manual*. Distribute a manual to all staff that will be administering the test or assisting with test administration. Additional manuals and training documentation can be accessed at http://www.opi.mt.gov/Curriculum/MontCAS. Schedule time to provide training, to distribute test materials, and to answer any questions test administrators may have about administering the assessment.

Training should address the topics listed below:

- test scheduling
- test security and procedure (See *OPI Guidelines and Procedures for Test Security*.)
- inventory procedures
- administration procedures
- Answer Booklet coding/barcode labels
- testing accommodations (See *OPI Accommodations Guidance Memo*.)
- returning materials after testing

Please remind test administrators that there are four test forms per grade and that Test Booklets must be distributed in random order. All four test forms have the same set of common items (items previously field-tested and used for scoring) but different field-test items. This system of testing permits the release of a percentage of common items each year. If needed, class packs of Test Booklets may be split to accommodate the number of students in any one testing group within a school.

Test administrators may not comment on a student's work or help them in any way, except when completing their student demographic information on the front cover of their Answer Booklets. The test administrator's primary role is to encourage students to take the task

seriously and do their best on the tests, to give clear directions to students, and to monitor student progress to see that directions are followed.

Barcode Labels

Student barcode labels are included in school test materials shipments. Note that all student label information is extracted from AIM in January. Schools will not receive a label for students enrolled after this extract. If you do not have a label for an enrolled student, the student's demographic information will need to be entered onto the student Answer Booklet. If a student is no longer enrolled at your school, please update your local student information in AIM prior to the end of the testing window. If a student's name is misspelled or a student's grade level is wrong, you may still use the label and update the information in AIM prior to the end of the testing window. Do not write directly on the barcode label. All student information changes must be in AIM prior to the end of the testing window to ensure that CRT reports reflect the correct student information and enrollment status. (See Appendix B on page 22.) Student labels that are not used for any reason are to be affixed to the Unused Barcode Label Form and returned to Measured Progress.

Barcode label availability and required coding information may differ depending on the type of school in which a student is enrolled. For specific information about barcode labels and coding for each school type, see the OPI website http://www.opi.mt.gov/Curriculum/MontCAS.

Participating school types include the following:

- public schools
- treatment centers that are under contract with the Office of Public Instruction
- private accredited schools
- private non-accredited schools
- schools that test students who are not enrolled, such as homeschooled students

Students Who Move during the Test Window

For information on what to do when a student moves before or during testing, refer to OPI's *Students Who Move,* posted online at http://www.opi.mt.gov/Curriculum/MontCAS.

CRT Accommodations

The *OPI Guidelines for Accommodations* is online at the OPI website at http://www.opi.mt.gov/Curriculum/MontCAS.

Accommodations

Accommodations are available to all students on the basis of individual needs and regardless of disability status. Decisions regarding accommodations should be made by the student's educational team on an individual basis, consistent with either previous accommodation decisions for the student or current educational needs. Any accommodation(s) must be consistent with those used during the student's regular classroom instruction and assessment for at least three months prior to testing.
Accommodations are changes in the way a test is administered or responded to by the student who is being tested.

- **Standard accommodations are intended for use with students identified as IEP/504/LEP. These accommodations must be listed in the student's IEP, 504 Plan, or LEP Plan.
    - In unusual circumstances, approval may be requested for a general education student (not identified as IEP/504/LEP) to be administered the CRT with an accommodation keyed with **. In most cases, these are students who may have a medical emergency at the time of testing. In medical emergency cases, please contact Judy Snow, 406-444-3656 or jsnow@mt.gov.
    - For prospective cases in which the request is not related to a medical emergency, the guidelines below should be followed.
        - The accommodation has been in place and used regularly in classroom instruction for at least three consecutive months.
        - A team made the decision about the appropriateness of the accommodation for instruction and formalized assessments.
        - There are data to demonstrate the effectiveness of the accommodation for the student on formalized assessments.
        - The accommodation is used in the administration of ALL other formalized assessments such as MAPS, chapter tests, unit tests, and other tests administered to groups of students.

  Instructions for the online process to request approval will be provided to System Test Coordinators in a separate document.

- Nonstandard accommodations change what is being measured by a test.

Large-print: Large-print Test Booklets are enlarged editions (using 18-point font) of the CRT Test Booklets. Students may write directly in the large-print Test Booklets. Test administrators are ***required*** to transfer each student's answers from the large-print Test Booklet to an Answer Booklet and **code accommodation #27** in the appropriate boxes on page 2 of the Answer Booklet. Not transferring answers will result in the lowest possible score (200/novice). If you need to order a large-print Test Booklet, see Instructions for Ordering Additional Materials, on page 6.

Braille: Montana treats the Braille version of the CRT as a standard test accommodation. Test administrators are ***required*** to transfer each student's answers from the Braille Test Booklet to an Answer Booklet and **code accommodation #26** in the appropriate boxes on page 2 of the Answer Booklet. Not transferring answers will result in the lowest possible score (200/novice).

The accommodations and guidelines for the spring 2015 CRT are listed in Appendix D on page 25.

After Testing

Collecting Test Materials

After original test sessions and makeup sessions are completed, all used and unused test materials must be returned to the school test coordinator. When materials are returned, check to ensure the following:

- All test materials, whether used or unused, have been returned by each test administrator.
- All Test Booklets are counted to ensure that you are returning the same amount you received.
- Answer Booklets have been completed for each student, whether the student was fully tested, partially tested, or totally excluded from the CRT or the CRT-Alt.
- Answer Booklets are in good condition and free of erasure bits.
- All accommodations and participation information is coded, if applicable.
- Each test administrator has placed the used Answer Booklets into the large white envelope labeled "**For Return of Used Answer Documents Only**." Please note these envelopes are school and grade specific.
- Used Answer Booklets that are frayed, torn, or in a condition that will make the test booklet unsuitable for scanning must be returned to Measured Progress in the "**Special Handling**" envelope. Measured Progress program management staff will examine all items in the "Special Handling" envelope and hand-process test materials requiring special attention.
- CRT-Alternate Test Booklet, material replacement form (if necessary), and Answer Booklet of each student who took the CRT-Alternate have been placed in the white plastic envelope marked "**For Return of CRT-ALTERNATE Test Materials**."
    - ✓ All scrap paper and other non-secure test materials have been returned to you.

<u>All</u> CRT and CRT-Alternate test materials are to be returned to the System Test Coordinator for shipment to Measured Progress on or before the morning of Thursday, March 25, 2015.

Packing Test Materials

CRT: Inside your original CRT shipment boxes, you received flat return shipment boxes marked "For the Return of Used Answer Documents Only." These are to be returned separately from other materials. Special prepaid second-day UPS return service labels have been pre-affixed to these boxes. These boxes are to be used specifically for the return of used CRT Answer Booklets and "Special Handling" envelopes. Please note that each box is school specific. To ensure streamlined processing of your materials, please do not return materials from multiple schools in the same box. Test Booklets can be returned in the original shipping boxes. (See Table 2 on page 17.) Failure to follow instructions regarding the return of materials will result in a delay of reports being posted.

Return of Test Materials

All used Answer Booklets and other test materials must be shipped to Measured Progress no later than March 26.

Make an inventory of all test materials before returning them using the Material Summary Form. As you count test materials, check the appropriate spaces on this form. Pack test materials for return in the boxes in which you received them. Since the labels are prepaid, it is important to return test materials by grade in the boxes in which they were received.

Table 1: Return Instructions for Boxes Labeled "For the Return of Used Answer Documents"
Packing Order for Box

Top of Box
Unused Barcode Label Forms (packed loosely)
CRT Answer Booklets* These should be placed in the envelopes labeled "For Return of Used Answer Documents." Include CRT Alternate Answer documents
Special Handling Envelope(s) These should only contain Answer Booklets that were destroyed by a student, torn, frayed on edges, etc. (Anything that will not go through a scanner.) Nothing else should be in this envelope.
Bottom of Box

Table 2: Return Instructions for Boxes for Returning All Other Test Materials
Packing Order for Box

Top of Box
CRT-Alternate Materials Envelopes labeled "For the return of CRT-Alternate" - Each envelope contains one student's Test Booklet, Teacher Recording Evidence Form (in the Test Booklet), and Material Replacement Forms (from the accordion materials binder, if necessary).
Unused Answer Booklets (must be returned to Measured Progress)
Test Booklets (ALL test booklets received by a system must be returned to Measured Progress.)
Bottom of Box

Reseal the carton(s) using heavy-duty packing tape. Cross out or tape over any old address labels, leaving the barcode label(s) on the side of the box untouched. Include in the first carton any extra UPS return service labels that you did not use. All other materials may be recycled or disposed of.

Instructions for Using UPS Return Service

*Please note that answer document labels will be pre-affixed to the appropriate boxes.

Step 1	Locate the UPS return service label for every box being returned. A single UPS label has been provided for each box you received. The preprinted labels contain the system name, street address, city, state, and zip code at the top.
Step 2	Adhere the appropriate UPS return service label to each box being returned. Place the label over the original label on the box.
Step 3	When your test materials are sealed and ready to be returned to Measured Progress, you will have to select one of the options listed below.

Arrangements for UPS pickup must be made no later than 11:00 A.M., on March 25. A delay in returning used Answer Booklets could result in delayed reports statewide!

Option 1: Request a UPS pickup online at http://iServices.measuredprogress.org. At the welcome screen, select **MONTANA** from the drop-down menu and click "**Enter**"; then select "**UPS Pickup Request**" from the left column. Follow the onscreen instructions to place a UPS pickup request. Requests for pickup made after 12:00 P.M. Mountain Standard Time (2:00 P.M. Eastern Standard Time) will require the pickup to be made on the second business day after the request is received. You will need the UPS tracking number (found on the UPS return service label) to enter your request. Only one tracking number is needed, even if you have multiple boxes to return.

Option 2: Contact UPS directly by calling (866) 745-6447. You will need the UPS tracking number (found on the UPS return service label) to enter your request. Only one tracking number is needed, even if you have multiple boxes to return.

Option 3: If a UPS driver arrives for a delivery, you may give the boxes to the driver provided that the prepaid UPS return service labels are affixed to the boxes.

Option 4: You may drop the boxes off at any UPS store.

If you have any questions regarding the return of materials, contact the Montana Service Center toll-free at (888) 792-2741.

GLOSSARY

TERM	DEFINITION
Accommodations	Special arrangements made for students who are unable to take the assessment under normal circumstances.
Alternate Assessment	The process by which teachers collect information (performance event) that reflects a student's abilities; for a small percentage of students with disabilities for whom accommodations to the regular assessment will not give results representative of those students' abilities.
Common Item	A question that is scored. Common items appear in the same locations across all forms of the assessment to allow comparison of individual student performance.
Constructed-Response Item	An item that requires more than one or two words for a response; this type of item is also called an open-response item.
Criterion-Referenced Test	An assessment that compares a student's performance to a specific standard or standard of achievement established for an entire content domain or sub-domain.
Field-Test Item	A trial item on a test form. Field-test items are not included in final student results.
Foreign Exchange Student	A high school student who has been issued a student visa. An elementary student who has accompanied a parent(s) to the United States and has a student visa.
Former LEP Student	A student previously identified as Limited English Proficient who has attained proficiency. A student cannot be identified as former LEP for more than two years. To determine when LEP students become proficient, districts take into account multiple measures, including the following: • At a minimum, an overall score of 5.0 along with a rating of 4.0 in literacy (reading and writing) on the ACCESS for ELLs English language proficiency assessment; and • Input from additional measures of reading, writing, or language development available from school assessments. If you need further clarification, please contact OPI bilingual specialist Lynn Hinch at (406) 444-3482 or lhinch@mt.gov.

Full Academic Year	Continuous enrollment from the October enrollment reporting date (first Monday in October) through the school test administration window. This definition is applied separately at both the school and district levels, with those students identified as not in school for the full academic year (NSAY) being excluded from all school-level annual measurable objective calculations and those students identified as (NDAY) being excluded from all district-level annual measurable objective calculations. (OPI AYP Data Glossary)
LEP Eligibility	A student must be identified as **one** of the following: 1. An individual who was not born in the United States or whose native language is a language other than English. 2. An individual who comes from an environment where a language other than English is dominant. 3. An individual who is American Indian or Alaskan Native and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency. AND; The student must also have sufficient difficulty speaking, reading, writing, or understanding the English language so as to deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.
Montana Digital Academy (MDA) Students	Grade 10 students enrolled in a public high school for more than 180 hours, including taking classes through the MDA.
Montana Youth Challenge (MYC) Students	Grade 10 students enrolled in a public or private accredited high school for more than 180 hours, but attending the Montana Youth Challenge Academy beginning in January 2014 are required to participate in the CRT. AIM needs to be updated to indicate that these students are attending the Montana Youth Challenge Academy. Their barcode labels, Answer Booklets, and Test Booklets will be sent to the Beaverhead County Superintendent, who will administer the CRT to them and return the materials to Measured Progress. Their results and participation will be attributed to the high school in which they are enrolled.

APPENDIX A

Suggested Testing Schedules

GRADES 4, 8, & 10: SCIENCE	
Day 1	Time range (in minutes)
Session 1	45–50
Day 2	
Session 2	45–50
Break	
Session 3	45–50

APPENDIX B

Locating State Student ID Numbers through the AIM System

Barcode Labels and State Student ID Numbers for Public Schools and Private Accredited Schools

The school principal/authorized representative at each school is responsible for the security of student data entered into AIM and for granting access to district personnel. Further, the authorized representative designates an AIM specialist for the district. The AIM specialist serves as the contact for both OPI and other district personnel.

If a student does not have a barcode label, contact the district's AIM specialist for further assistance in obtaining the student's state ID number. The instructions below provide guidance for obtaining state ID numbers.

Step 1: Search to locate the student in the AIM system.

1. Log in to the AIM system from the Achievement in Montana website at http://opi.mt.gov/Reports&Data/AIM.
2. From the **Index**, select **Student Information** and **General**. Click on the **Search** tab.
3. Enter the student's **Last Name** in the **Search** box and click **Go**. A list of students matching the search criteria will be generated on the left side of the screen.
4. To select a student, click on the student's name. The **Summary** window will open on the right side of the screen. The student's **State ID** is located directly under the student's name and in the lower right corner of the **Person Information** screen.
   *The **Person ID** in the top left corner of the **Person Information** screen is *not* the student's **State ID**.
5. Give the student's **State ID** to the test coordinator to record on the Answer Booklet.

Step 2: The student is not in the AIM system.

1. The student will need to be enrolled in the AIM system and assigned a state ID number.
2. Instructions for locating state ID numbers and entering student enrollment data is available on the AIM website at http://opi.mt.gov/Reports&Data/AIM under **AIM Collections** and **Assessment Registration Collection** on the menu bar.

Contact a member of the OPI AIM help desk at 877-424-6681 if further assistance is required.

APPENDIX C

Answer Booklet Example (Pages 1 and 2)

MONTANA COMPREHENSIVE ASSESSMENT SYSTEM (MONTCAS)
CRT AND CRT - ALTERNATE SPRING 2014

All "required" information in Boxes A–E must be bubbled if there is no student ID label.

A STUDENT NAME *(Required)*
LAST NAME | FIRST NAME

B SCHOOL CODE(Sc) *(Required)*

MontCAS
Montana Comprehensive Assessment System

ANSWER BOOKLET
GRADE 4

TEACHER NAME:

F FORM (COVER OF TEST BOOKLET) *(Required with or without label)*
① ② ③ ④

C LOCAL STUDENT IDENTIFICATION *(Optional)*

D STATE STUDENT IDENTIFICATION *(Required)*

E BIRTH DATE *(Required)*
MONTH | DAY | YEAR

STUDENT ID LABEL

VARIABLE BARCODE

1

Complete appropriate sections of this page after testing is complete.

Section 1: Required only for public schools and private schools accredited by the Montana Board of Public Education. **TO BE COMPLETED BY SCHOOL TEST COORDINATOR.**

G

- ◯ Student not enrolled (For example: homeschooled student)
- ◯ Student enrolled less than 180 hours and taking a reading or mathematics course.
- ◯ First-year LEP student enrolled in a United States school. "First-year" means full calendar year from date of first enrollment in any United States school. (For example: First-time enrollment on September 10, 2013, means that first-year LEP status would be valid through September 10, 2014.)

Section 2: Required only for public schools and private schools accredited by the Montana Board of Public Education. **TO BE COMPLETED BY THE TEST ADMINISTRATOR.** This section is not applicable for students participating in the CRT-Alternate Assessment.

H **STANDARD ACCOMMODATIONS**
(Mark all that apply.)

Science ① ② ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱ ⑲ ⑳ ㉑ ㉒ ㉓ ㉔ ㉕ ㉖ ㉗ ㉘

NON-STANDARD ACCOMMODATIONS
(Mark all that apply.)

Science ㉙

Section 3: Only for private schools not accredited by the Montana Board of Public Education. TO BE COMPLETED BY SCHOOL TEST COORDINATOR.

I **(Required Coding)**

- ◯ Student enrolled in a private non-accredited school

J **GENDER**
(Optional Coding)

- ◯ Female
- ◯ Male

K **ETHNICITY**
(Optional Coding)

Is the student Hispanic/Latino?

- ◯ Yes
- ◯ No

Select one or more of the following races:

- ◯ American Indian/Alaskan Native
- ◯ Black or African American
- ◯ Asian
- ◯ White
- ◯ Native Hawaiian or Other Pacific Islander

L **PROGRAM INFORMATION**
(Optional Coding)
(Mark all that apply.)

- ◯ SE (student has an IEP)
- ◯ 504
- ◯ MG
- ◯ GT
- ◯ LEP/ELL (Cannot be former LEP)
- ◯ Former LEP (Cannot be current LEP)
- ◯ F/RL
- ◯ Significant Cognitive Disability (Student should participate through CRT-ALT)

STATE USE ONLY

1. Ⓐ Ⓑ Ⓒ Ⓓ 2. Ⓐ Ⓑ Ⓒ Ⓓ 3. Ⓐ Ⓑ Ⓒ Ⓓ

2

APPENDIX D

CRT Accommodations

The *Spring 2015 CRT Accommodation Manual* can be accessed at www.opi.mt.gov/curriculum/MontCAS. The following tables provide information on accommodations.

Student Population	Parameters for Use of Standard Accommodations	Parameters for Use of Nonstandard Accommodations
General Student Population	• Can be used, must be based on individual student need and not an instructional strategy determined for a group of students. • Must be a practice routinely used by this student in classroom instruction and assessment for at least 3 months prior to testing. • Accommodation(s) used must be coded in the student Answer Booklet on page 2. • **Accommodations intended for students with an IEP or 504 Plan. In unusual circumstances, a student without an IEP or 504 Plan may require an accommodation keyed with **.	• Not allowed under any circumstances.
Students with an IEP or 504 Plan	• Can be used, based on individual student need. • Need for accommodation is documented in the student's IEP/504 Plan. • Allowable standard accommodations for the CRT that are described in a student's IEP/504 Plan should match those used during the administration of the CRT. • Accommodation(s) used must be coded in the student Answer Booklet on page 2.	• Can be used if need for accommodation is documented in the student's IEP/504 Plan. • Accommodation(s) used must be coded in the student Answer Booklet on page 2. • Nonstandard accommodations for the CRT that are described in a student's IEP/504 Plan should match those used during the administration of the CRT.

LEP Students	• Can be used, based on individual student need. • Must be a practice routinely used by this student in classroom instruction and assessment for at least 2–3 months prior to testing. • Accommodation(s) used must be coded in the student Answer Booklet on page 2.	• Can be used if need for accommodation is documented in the student's IEP/504 Plan or after consultation with the OPI State Assessment Director and the OPI bilingual specialist. • Accommodation(s) used must be coded in the student Answer Booklet on page 2.

Some accommodations are coded with * or **.

- * Accommodations suggested as appropriate for Limited English Proficient (LEP) students.
- **Standard accommodations are intended for use with students identified as IEP/504/LEP. These accommodations must be listed in the student's IEP, 504 Plan, or LEP Plan.
    - In unusual circumstances, approval may be requested for a general education student (not identified as IEP/504/LEP) to be administered the CRT with an accommodation keyed with **. In most cases, these are students who may have a medical emergency at the time of testing. In medical emergency cases, please contact Judy Snow, 406-444-3656 or jsnow@mt.gov.
    - New this year: For prospective cases in which the request is not related to a medical emergency, the guidelines below should be followed.
        - The accommodation has been in place and used regularly in classroom instruction for at least three consecutive months.
        - A team made the decision about the appropriateness of the accommodation for instruction and formalized assessments.
        - There are data to demonstrate the effectiveness of the accommodation for the student on formalized assessments.
        - The accommodation is used in the administration of ALL other formalized assessments such as MAPS, chapter tests, unit tests, and other tests administered to groups of students.

  Instructions for the online process to request approval will be provided to System Test Coordinators in a separate document.

REMINDERS:

- Accommodations are determined on an individual basis.
- There is no standard accommodation (including oral presentation) that provides an opportunity for a student to request or receive help on a specific word, phrase, line, pronunciation, definition, item, question, answer choice, or any part of the assessment.
- Standard accommodations do not override standard administration of the CRT or the need for independent work by the students.
- Allowable standard accommodations for the CRT that are described in a student's IEP/504 Plan should match those used during the administration of the CRT.

- Nonstandard accommodations for the CRT that are described in a student's IEP/504 Plan should be used during the administration of the CRT.

The following tables include a list of standard and nonstandard accommodations guidance.

Standard Accommodations

Scheduling Accommodations
1. Change in Administration Time: Test is administered at a time of day or a day of the week based on student needs.
2. Session Duration: Test is administered in appropriate blocks of time for individual student needs, followed by rest breaks.
3. N/A
Setting Accommodations
4. *Individual Administration: Test was administered in a one-to-one situation.
5. *Small Group Administration: Test was administered to a small group of students. Recommend no more than fifteen students unless accommodation 22 for which no more than five students should be in the small group administration.
6. Reduce Distracters: Student is seated at a carrel or other physical arrangement that reduces visual distraction.
7. *Alternative Setting: Test is administered to the student in a different setting.
8. *Change in Personnel: Test is administered by other personnel known to the student (e.g., LEP, Title I, special education teacher).
9. Home Setting: Test is administered to the student by school personnel in their home.
10. *Front Row Seating: A student is seated in the front of the classroom when taking the test.
11. N/A
Equipment Accommodations
12. **Magnification: Student used equipment to magnify test materials.
13. **Student (not groups of students) wears equipment to reduce environmental noises.
14. **Template: Student uses a template. An example is a piece of card stock that has a window cut out which enables the student to focus by isolating lines or text or items.
15. **Amplification: Student uses amplification equipment (e.g., hearing aid or auditory trainer) while taking test.
16. **Writing Tools: After the student completes typing a constructed response, the test administrator transfers what the student typed into the appropriate space in the Answer Booklet word-for-word exactly as the student typed it. The student may review what the test administrator wrote and advise changes; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student. NOTE: The answers must be directly transferred into the Answer Booklet with a # 2 pencil and **not be on a separate piece of paper** taped, glued, or stapled into the Answer Booklet.

17. **Voice Activation: The student speaks a response into a computer equipped with voice activation software. After the student completes an answer, the test administrator transfers what the student said and, for constructed response, transfers word-for-word exactly what the student said into the appropriate space in the Answer Booklet. The student may review what the test administrator marked or wrote and advise changes; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student. NOTE: The answers must be directly transferred into the Answer Booklet with a # 2 pencil and **not be on a separate piece of paper** taped, glued, or stapled into the Answer Booklet.
18. *Bilingual Dictionary: Student uses a bilingual dictionary (note: bilingual dictionary could include a simplified English dictionary, glossary, or subject area vocabulary list).
Recording Accommodations
19. **Dictation: Student dictates answers to a test administrator who records them in the Answer Booklet. While the student completes dictating answers and/or a constructed response, the test administrator transfers what the student dictated, and for constructed responses writes what the student dictated into the appropriate space in the Answer Booklet word-for-word exactly as the student dictated it. The student may review what is bubbled or written; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student. NOTE: The answer must be directly transferred into the Answer Booklet with a # 2 pencil and **not be on a separate piece of paper** taped, glued, or stapled into the Answer Booklet.
20. **Writing Tools: The student marks or writes answers with the assistance of a technological device or special equipment. After the student completes an answer, the test administrator transfers what the student completed with a technological device or special equipment and, for constructed response, transfers word-for-word exactly what the student completed into the appropriate space in the Answer Booklet. The student may review what the test administrator marked or wrote and advise changes; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student. NOTE: The answers must be directly transferred into the Answer Booklet with a # 2 pencil and **not be on a separate piece of paper** taped, glued, or stapled into the Answer Booklet.
21. **Assistive Technology: Another form of assistive technology that does not change the intent or content of the test but is routinely used by the student, was employed by the student (not groups of students) to take the test.

Modality Accommodations
22. ***Oral Presentation: **Science:** The test administrator must read the test items and answer choices word-for-word. Before reading aloud, the test administrator should advise students that each item and answer choice will be read aloud in exactly the order as presented. Students should also be advised that items, including answer choices, will be repeated at the end of a session in case the students wish to review/check their work. • Oral presentation should be limited to small groups of three to five students. • In advance of the test sessions, students should be advised to follow along with the text as it is being read.
23. **Test Interpretation: Tests, including directions, were interpreted for students who are deaf or hearing-impaired.
24. *Test Directions with Verification: An administrator gave test directions with verification (by using a highlighter) so that the student understood them.
25. *Test Directions Support: An administrator assisted students in understanding test directions, including giving directions in native language.
26. **Braille: A Braille version of the test was used by the student.
27. Large-Print: A large print version of the test was used by the student.
28. Other: With verification from OPI in advance of the testing window, some other approved accommodation was used by a student.

Nonstandard Accommodations

29. N/A
30. N/A
31. N/A
32. N/A
33. Other, Science: With verification from OPI in advance of the testing window, some other approved accommodation is used by a student.