Alternate Montana Science Assessment
Test Administration Manual

2023-2024

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Montana Resources and Technical Support

The Montana Portal at https://mt.portal.cambiumast.com is the home for all Montana administration information.

For questions regarding the online testing system or for additional assistance, please contact the Montana Help Desk at 1-877-365-7915 or mthelpdesk@cambiumassessment.com.

The Help Desk is open Monday–Friday 6:00 a.m. to 6:00 p.m. Mountain Time. During these hours, staff will respond promptly to calls.

The Help Desk may be contacted for situations and questions including the following:

- Help is needed in preparing for online testing, such as downloading the Secure Browser and installing voice packs.

- The online testing environment is down or unavailable.

- User accounts are unavailable, or users are unable to administer tests.

- Student information or test session is incorrect or missing.

- Issues are present with loading student data or student settings into the Test Information Distribution Engine (TIDE).

When contacting the Help Desk, provide the representative with as much detail as possible about the issue(s) encountered and the system on which it occurred. This should include the following:

- Type of device being used for the test

- Any error messages that appeared (code and description)

- Operating system and browser information

- Network configuration information

- Your contact information, including email address and telephone number

- Any relevant and authorized student and school information, including the State Student Identifier (SSID), grade level, and content area

- If the issue pertains to a student, provide the associated district or school for that student. SSID and additional student PII can only be communicated via phone with the help desk. **Do not leave any student identifying information such as a student name, SSID, and/or personal characteristics in a voicemail or email.**

For Alternate Montana Science Assessment administration resources, please refer to the Montana Portal.

Section I. Overview of the Alternate Montana Science Assessment

I.I About the Alternate Montana Science Assessment

The Alternate Montana Science Assessment (AMSA) is based on alternate academic achievement standards and is designed for students with significant cognitive disabilities. The purpose of the AMSA is to maximize access for students with significant cognitive disabilities to the general education curriculum and to ensure that all of Montana's students are included in statewide assessments and are part of the state educational accountability system. AMSA is only for those students with documented significant cognitive disabilities and/or adaptive behavior deficits whrequire extensive support across multiple settings (such as home, school, and community). By just placing "and" it reads as if they must have both of those qualities to assess when above it reads that it is for students with significant cognitive disabilities. Typically, this student population consists of about 1% of the total student population.

Summary of AMSA Development

The Alternate Montana Science Assessment items were written by collaborative teams at Cambium Assessment, Inc. The collaborative teams included both (a) experienced assessment item writers with a background in education and expertise in the assigned content area and (b) specialists in alternate assessment with experience teaching students with significant disabilities. Members of these collaborative teams were trained on aspects of item and test design that are unique to students with significant cognitive disabilities. All writers were monitored and supported by a team of senior test development specialists. This work was then reviewed at various stages by Montana special and general education teachers, OPI staff, psychometric experts, and other specialists in alternate assessment and instruction for students with significant cognitive disabilities.

Test Design Information

The online AMSA is a computer adaptive test (CAT) in grades 5, 8, and 11, with a fixed form test option for students requiring alternate response options. For the CAT, items are selected by the testing system based on the student's ability as demonstrated on the previously answered items, according to the test blueprint. The fixed form test meets a comparable blueprint of item types and performance expectations presented to the student. All forms were created out of the item pool and blueprint approved by OPI. Each test form contains approximately 40 operational items and 10 field test items.

I.II AMSA Participation Guidelines

The AMSA is based on alternate academic achievement standards and is designed for students with significant cognitive disabilities. Please review the Eligibility Criteria Worksheet for Alternate Assessments to assist in identifying students who qualify for the alternate assessments. The Eligibility Criteria Worksheet form is intended to assist IEP teams in determining whether the student should participate in the general or alternate assessments and to address documentation requirements under IDEA. The IEP team must decide which MontCAS assessments (general or alternate) the student will participate in. When completed, this form must be attached to the student's IEP.

AMSA Decision Flow Chart

The following flow chart may aid educators in determining if their student qualifies for the AMSA. Please review the AMSA Decision Flow Chart.

The Decision Flowchart is designed to guide the sequence of decisions to be made by IEP Teams when determining whether a student should participate in Montana's Alternate Assessments.

1. Do student records indicate a disability[ies] that most significantly impacts intellectual function and adaptive behavior?

Answer = Yes

2. Would the student be appropriately challenged by the goals, short-term objectives, and instruction linked to the enrolled grade-level state standards knowledge and skills?

Answer = Yes

3. a) Does the student require extensive, repeated, individualized instruction and support that is not of a temporary or transient nature?

Answer = Yes

3. b) Does the student use substantially adapted materials with individualized methods of accessing information in alternate ways to acquire, maintain, generalize, demonstrate, and transfer skills across academic content?

Answer = Yes

Student may participate in the Alternate Assessments.

Note: If you answered "NO" to any of the above questions, the student must participate in the general assessment with or without accommodations based on individual student needs consistent with all state and federal laws and regulations (ARM 10.56.104). If there are any questions, please contact OPI's Student Support Services Division. Students cannot be exempted from state testing through an IEP, 504 Plan, and/or an English learner (EL) designation.

Consider These:

- Results of Individual Cognitive Ability Test, Adaptive Behavior Skills Assessment individual administered achievement tests, district-wide alternate assessments, and EL language assessments, if applicable.
- Data from scientific research-based interventions, progress monitoring data, results of informal assessments, teacher collected data and checklists.
- Examples of curriculum, instructional objectives, materials, and work samples from school- or community-based instruction.
- Present levels of academic and functional performance, goals, objectives, and post school outcomes from the IEP and the Transition Plan, if applicable

I.III Test Administration Roles and Responsibilities

Table 1 outlines all available roles in the online testing system used to administer the Alternate Montana Science Assessment. For the AMSA test administration, it is recommended that a teacher familiar with the student's needs and IEP work directly with the student during administration. It is recommended that a teacher in this role have a Test Administrator (TA) role or above in TIDE. Prior to administering the AMSA, the Alternate Test Administrator (TA) Certification Course must be completed.

Table 1. User Roles in the Online Testing System

User Role	Description
Authorized Representative (AR)	Authorized Representatives (AR) are assigned by a State User. If assigned, an AR can modify student records (including accommodations, designated supports, and interim test eligibility) as well as add System Test Coordinators (STC) or Building Coordinators (BC) in TIDE. All other responsibilities for this role should be assigned by the State.
System Test Coordinator (STC)	STCs are responsible for the following: - adding BCs into TIDE - ensuring that the BCs, TAs, and PRs in their districts are appropriately trained regarding the state and AMSA administration and security policies and procedures - Communicating test administration information and protocols to families in advance of testing, as needed - reporting online test security incidents to the OPI via the secure centralized OPI MontCAS Application - reporting non-participation for any student not completing the AMSA via the OPI MontCAS Application - making requests for accommodations beyond those routinely allowed via the OPI MontCAS Application - general oversight responsibilities for all administration activities in their district schools

User Role	Description
Building Coordinator (BC) *Note: A BC can be a principal, vice principal, technology coordinator, counselor, or other staff member. If possible, BCs should be people with non-instructional or limited instructional duties so that they can coordinate and monitor testing activity in the school.*	BCs are responsible for: • reviewing the User Roles and System access document on the Montana portal at https://mt.portal.cambiumast.com/ prior to adding users to the school • adding Test Administrators (TA) and Proctors (PR) in TIDE. **NOTE: The PR role should be only explicitly assigned if a user should not have access to score report data in the Reporting System, otherwise all users should be given the TA role** • identifying TAs and PRs and ensuring they are properly trained • coordinating with TAs so they administer all assessments • entering and/or verifying test settings for students • creating or approving testing schedules and procedures for the school (consistent with state/territory and district policies) • working with technology staff to ensure that necessary secure browsers are installed, and any other technical issues are resolved • monitoring testing progress during the testing window and ensuring that all students participate, as appropriate • addressing testing problems and reporting them to the STC, as needed • mitigating and reporting all test security incidents in a manner consistent with AMSA and district policies, and • general oversight responsibilities for all administration activities in their school and for all TAs and PRs.
Test Administrator (TA) *Note: The Alternate Montana Science Assessments should be administered by individuals with an existing state/territory certification in education (e.g., teachers, school psychologists, principals, etc.).*	TAs are responsible for: • completing assessment administration training and reviewing all MontCAS policy and administration documents prior to administering the AMSA • viewing student information prior to testing to ensure that the correct student receives the proper test with the appropriate supports. TAs should report any potential data errors to STCs and BCs as appropriate • providing students with opportunities to become familiar with the online test tools by reviewing the practice and training tests • administering the AMSA in a manner consistent with state and district administration policies • assuring the test environment meets the specific requirements • Becoming familiar with the reports Score Reports and Plan and Manage Testing in throughout the testing window • reporting all potential test security incidents to their STC and BC in a manner consistent with state and district policies.
Proctor (PR) *District or school personnel responsible for administering the Alternate Montana Science Assessments in a secure manner in compliance with the policies and procedures outlined in the Summative Test Administration Manual.*	TAs are responsible for: • completing assessment administration training and reviewing all MontCAS policy and administration documents prior to administering the AMSA • viewing student information prior to testing to ensure that the correct student receives the proper test with the appropriate supports. TAs should report any potential data errors to STCs and BCs as appropriate • administering the AMSA in a manner consistent with state and district administration policies • assuring the test environment meets the specific requirements • reporting all potential test security incidents to their STC and BC in a manner consistent with state and district policies.

User Role	Description
	• Monitoring and communicating test completion status to BC (e.g., students who need to make up tests or need more time to compete a test) **Note:** All roles can administer tests. Users with the role PR in TIDE will NOT be able to see score report data.

This manual refers to Test Administrators (TAs) generically whenever discussing administration or the user guide. Proctors can be defined as district or school personnel responsible for administering the Alternate Montana Science Assessments in a secure manner in compliance with the policies and procedures outlined in the *Online, Summative Test Administration Manual*. If the user role Test Administrator (TA) in TIDE is being referenced, that will be clarified.

I.IV TA Training

Prior to administering a test, school test administrators (TAs) (and any other individuals who will be administering any secure Alternate Montana Science Assessment) should read this manual, the Montana Alternate Accessibility Guidelines, the Test Administrator (TA) User Guide, and view the associated training modules. The OPI expects all persons involved in handling test materials and test administration to complete the following:

- Complete the MontCAS Test Security readings and tasks as described on the OPI Test Security webpage
- Complete the Test Security Agreement (TSA) upon activating your TIDE account. This must be signed virtually before accessing any locked tile on the portal. If a user has access to the secure tiles on the portal it signifies that they have signed their TSA.
- Complete the assessment-specific MontCAS Accessibility and Accommodation Guideline readings and tasks as described on the Alternate Accessibility Guidelines
- Complete the Alternate Test Administrator (TA) Certification Course. Completion of this course is **required** to access the TA interface and start a test session. TAs for the AMSA **must** complete the Alternate course, not the general assessment course

All Alternate Montana Science manuals can be found:

- On the Montana portal under the Resources tab: https://mt.portal.cambiumast.com/
- OPI MontCAS: http://opi.mt.gov/Leadership/Assessment-Accountability/MontCAS

Section II. Test Administration Resources

This Test Administration Manual (TAM) for summative assessments is intended for staff who play a role in the administration of Alternate Montana Science Assessment. This manual provides procedural and policy guidance to implement the AMSA. The appendices of this manual contain important information that can be used as stand-alone materials and are easily extracted for printing or distribution. For a list of frequently used terms associated with the AMSA, see Appendix A. For specific questions not addressed in this manual, please contact the Help Desk.

II.I Alternate Montana Science Assessment Administration Resources

The TAM is designed to complement a variety of other resources. All resources can be found on the Montana portal located at https://mt.portal.cambiumast.com.

Table 2: Manuals

Resource	Description
Alternate Accessibility Guidelines	This manual provides guidance for Montana school district personnel who must make decisions about testing special student populations.
Online Technology Guide	The *Online Technology Guide* provides staff with the technical specifications and configurations for online testing, including information on Internet, network, hardware and software requirements, and the text-to-speech function. It also provides instructions for installing and configuring the secure browser on supported operating systems, as well as information about supported operating systems and required hardware and software for using assistive technology with the secure browser.
Test Administrator (TA) User Guide	The *Test Administrator (TA) User Guide* supports individuals using the test delivery system applications to manage testing for students participating in the summative assessments. This resource provides information about the test delivery system, including the TA and student applications.
TIDE User Guide	The Test Information Distribution Engine (TIDE) User Guide is designed to help users navigate the Test Information Distribution Engine (TIDE). Users can find information on managing user account information, managing student account information and student test settings and accommodations.
User Roles and Access Guide	This document contains a list of user roles and access for the tasks that District Users and School Users can perform in all online Montana Assessment systems. It is recommended to review this document prior to assigning a system user permission to individuals in your districts or schools.

Table 3: Training Modules

Module Name	Primary Audience	Objective
Student Interface Training Module	Students, District/ School Test Coordinators, Test Administrators, teachers	This module explains how to navigate the Student Interface.
Test Administrator (TA) Interface for Online Testing	District/School Test Coordinators, Test Administrators, teachers	This module presents an overview on how to navigate the TA Interface.
TIDE	District/School Test Coordinators, Test Administrators	This module provides detailed information on how to upload student information, manage users, and use other features of the TIDE system.

Table 4: Practice Test

Resource	Description
Practice Test*	The practice tests provided include sample items in all subjects and tested grades. To access the practice tests, click on the Alternate Science Practice Test card. You will be directed to the MT student practice test site. https://mt.portal.cambiumast.com/alternate-science.html

Section III. Ensuring Test Security

The security of assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

To maintain the validity of the tests administered in the statewide assessment system, security of the test questions and test materials is absolutely necessary. The following measures are required to preserve the security of the statewide assessment program. All personnel handling test materials for the AMSA are charged with following these guidelines to preserve the integrity of the testing program.

All online and printed test items are secure and must be handled appropriately before, during, and after testing sessions. No test materials should be photographed, printed, or reproduced in any way outside of administrative guidelines. Students should not be provided with any access to test materials before test administration. Such exposure to the test will invalidate test results. When testing is complete, all printed test materials must be destroyed. Test items should not be discussed or used for instruction.

III.I Security of the Test Environment

Table 5 describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation and includes what a student can see, hear, or access (including access via technology).

Individuals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially affect the integrity of the assessments must report this incident immediately to the STC so he or she may notify the OPI via the secure Montana Comprehensive Assessment System (MontCAS) Test Irregularity Reporting System.

Table 5: Requirements of the Test Environment

Requirement	Description
BEFORE TESTING	
Instructional materials removed or covered	Instructional materials **must be removed or covered, including but not limited to** information that is displayed on bulletin boards, nametags, chalkboards, or dry-erase boards, or on posters (e.g., wall charts that contain literary definitions, maps, formulas, etc.) that might assist students in answering questions.
Signage	If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic to promote optimum testing conditions.
Complete the Online Test Security Agreement	The STC must complete the Online Test Security Agreement located in the OPI MontCAS Application at https://apps.opi.mt.gov/MontCAS/frmLogin.aspx. An STC login is required to access the site. Copies of these agreements should be maintained in accordance with your local school district policies or the preference of the STC for a period of at least three school years. The OPI can request signed agreements at any time throughout the school year.
Administer the Student Response Check	Complete prior to starting a test. https://mt.portal.cambiumast.com/resources/accessibility-and-accommodations/student-response-check-(src)-in-paper

Requirement	Description
DURING TESTING	
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation.
Student supervision	Students are actively supervised by a trained TA and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students or with other individuals outside the test environment or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, smart watches, personal digital assistants (PDAs), iPods, cameras, and electronic translation devices.
Access to allowable resources only	Students must only have access to, and use of, those allowable resources identified by OPI that are permitted for each specific test (or portion of a test). This includes access to medical devices, which may be integrated into other technology devices. Use of such devices may require additional monitoring or a separate test setting to maintain test security.
Access to assessments	Unauthorized staff or other adults must not be in the room during testing. Only students who are testing can view items. TAs may offer technical assistance to students but should not be actively reading the assessment questions. Students who are not being tested may not be in the room where a test is being administered and must not have access to secure testing materials including test items.
Testing through secure browser	Administration of the AMSA is permitted only through the Student Interface via a secure browser. If the student uses alternate response options, student responses must be entered via the Student Interface using the secure browser.
DURING AND AFTER TESTING	
No copies of test materials	Unless needed as an alternate response options accommodation, no copies of the test items, stimuli, reading passages, performance task materials, or writing prompts may be made or otherwise retained.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc.
No retaining, discussing, or releasing test materials	Descriptions of test items or stimuli must not be retained, discussed, or released to anyone.
No reviewing, discussing, or analyzing test materials	ARs, STCs, TAs, and other staff must not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing. Students should be informed that they may not discuss or share test items, stimuli, reading passages, or writing prompts with anyone during or after testing.
All test materials must remain secure at all times	Printed materials from the alternate response options accommodation, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration.
AFTER TESTING	
No test materials used for instructions	Test items must not be used for instruction.
Destroy test materials securely	Printed test items/passages, including scratch paper, must be collected and inventoried and then immediately destroyed upon a student's completion of the test.

III.II Secure Handling of Printed Materials

The AMSA will be digitally delivered via the online testing interface. Students that require the alternate response option accommodation will be sent answer option cards and test visuals for this fixed form of the assessment at district request. After testing, collect all printed materials for the fixed form. Secure these materials in a locked room or locked cabinet that can be opened only by staff responsible for test administration. This includes materials to be used for subsequent test sessions. All alternate response option materials should be destroyed after test administration. For more information on this accommodation please see section Alternate Response Options Accommodation.

For printed test materials, including test-specific reference pages, scoring rubrics, and test items, a TA must:

- Maintain all printed test materials in a secure, locked location

- Protect secure materials from view by other students, teachers, parents, school staff, or other individuals

- Ensure secure transport of testing material form school building to school building

- Refrain from duplicating, reproducing, or sharing items or other secure test materials

- Give **ALL** printed test item/s or other printed material to the STC/BC after the test session is completed, for secure shredding

- Delete any test materials, items, or information from the computer and/or any assistive technology used by the student after testing is complete, and

- Securely dispose of all printed testing materials—including student login information and scratch paper—in a secure manner after testing is complete

III.III Testing Conditions

TAs provide each student an appropriate testing environment during every testing session. The TA may provide intermittent visual, tactile, physical, or auditory prompts for the purpose of refocusing the student's attention to the task at hand. The prompts must not provide any cues as to the correct response.

TAs can ensure an appropriate testing environment by providing:
1. Optimal testing conditions for every student
2. Appropriate student positioning
3. Allowable adaptations appropriate for individual students
4. Accommodations as defined in the student's IEP that are consistent with OPI testing policies

Table 6: Optimal Testing Conditions

Before Administering the Test
Consider the ability of the student to communicate and demonstrate a response.
Review the Allowable Adaptations for the Montana Alternate Science Assessment section and prepare environment and materials as appropriate for individual students.
Identify the accommodations defined in the student's IEP that are consistent with OPI policies and prepare for implementation during testing.
Download and print all test materials and resources such as the Student Response Check.
Arrange to administer the AMSA to individual students in a familiar setting that is free of noise and distractions.
Develop a schedule to administer the AMSA during the best time of day for the student. Consider time needed for breaks for the student.

During Test Administration
The AMSA is an untimed test. It is recommended that the items are administered consecutively. However, students may take as long as is needed to complete the assessment within the test administration window. If multiple activities are conducted in one day, attention to cognitive or physical fatigue must be considered.
Provide appropriate student positioning, provide appropriate Allowable Adaptations, and provide the accommodations in the student's IEP that are consistent with OPI policies.
Provide encouragement to support student engagement and focus. TAs may use phrases that <u>do not</u> indicate either the correct or incorrect response. Examples of acceptable encouraging phrases include: "I like the way you are listening and following directions." "Only one more to go!" "Just five minutes until a break!" "Keep working!"

Allowable Adaptations for the Montana Alternate Science Assessment

The AMSA is designed to be administered by the TA in a one-to-one test setting with the student. Allowable adaptations may include a change in the test setting, timing, response options, or presentation that does not alter what the test measures or the comparability of student scores. The purpose of an allowable adaptation is to enable a student to participate in an assessment in a way that allows knowledge and skills to be assessed, rather than the physical or communication abilities of the student.

Table 7 provides a list of current allowable adaptations available for the AMSA test administration.

If you encounter a scenario where an adaptation is required for a student, but it is not addressed by the list of allowable adaptations included below, please contact the OPI for clarification.

> Test administrators (TAs) should become familiar with the allowable adaptations and may incorporate them into instruction prior to the administration of the test.

Table 7: Alternate Montana Science Allowable Adaptations

Setting
Allowable Adaptations
The AMSA was designed to be administered in a one-to-one setting. The following adaptations are examples of those that may be made to the test setting to address the student's needs: • Providing special lighting • Providing adaptive or special furniture Please note that if the assessment is administered in a location other than the classroom (e.g., a conference room or office), ensure that the seating and lighting are appropriate to support the student's needs.

Timing
Allowable Adaptations
The AMSA is an untimed test. It is recommended that the items are administered consecutively. However, students may take as long as is needed to complete the assessment within the test administration window. If multiple items are conducted in one day, attention to cognitive or physical fatigue must be considered. Students may: • be assessed at a specific time of day (e.g., afternoon) • be provided frequent breaks • be administered the assessment over several days with one or several sessions per day

Response Options	
Allowable Adaptations	**Description**
Non-Verbal Selection of Answer Option	The student may indicate their selected answer option non-verbally (e.g., eye gaze, pointing, Augmentative and Alternate Communication [AAC] device).
Augmentative and Alternate Communication (AAC)	The student may use the communication system and/or device typically used during instruction. Various methods of communication may be used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language. These systems of communication may be aided or unaided.
Assistive Technology (AT)* ***AT applies to both Allowable Adaptations Response Options and Presentation Options**	Includes hardware and software tools used to increase, maintain, or improve the functional capabilities of individuals with disabilities. Assistive technology that is listed in the student's IEP and used routinely during instruction may be used to access the content and respond to task requests during the assessment. However, providing an accommodation or access to assistive technology only during the assessment will not ensure that the student will be able to use it effectively. Prior to the assessment, a student needs opportunity to use the technology during daily instruction to ensure that the student can use it appropriately and effectively during both instruction and for the assessment. Scratch paper to make notes, write computations, or record responses may be made available.

Table 7: Alternate Montana Science Allowable Adaptations

Presentation Options	
Allowable Adaptations	**Description**
Assistive Technology (AT)*	Hardware and software tools used to increase, maintain, or improve the functional capabilities of individuals with disabilities.
*AT applies to both Allowable Adaptations Response Options and Presentation Options	Assistive technology that is listed in the student's IEP and used routinely during instruction may be used to access the content and respond to task requests during the assessment. However, providing an accommodation or access to assistive technology only during the assessment will not ensure that the student will be able to use it effectively. Prior to the assessment, a student needs opportunity to use the technology during daily instruction to ensure that the student can use it appropriately and effectively during both instruction and for the assessment.

Section IV. Responding to Testing Improprieties, Irregularities, and Breaches

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student an unfair advantage or because they compromise the secure administration of the assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. Improprieties, irregularities, and breaches need to be reported in accordance with the instructions in this section for each severity level. Definitions for test security incidents are provided in Table 8.

This section refers to documentation and reporting of incidents involving test security. Refer to Appendix E for a list of test security incident levels and examples of types of issues.

IV.I Impact and Definitions

Table 8: Definitions for Test Security Incidents

Type	Definition
Impropriety	An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level. An impropriety should be reported to the STC and BC immediately and entered into the OPI MontCAS Application as necessary (should an appeal be required).
Irregularity	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level. An irregularity must be reported to the STC and BC immediately and entered into the OPI MontCAS Application on the OPI website within 24 hours of the incident (should an appeal be required).
Breach	An event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications and may result in an OPI decision to remove the test item(s) from the available secure bank. A breach incident must be reported to the STC and BC immediately and the STC should notify the OPI immediately and enter in the OPI MontCAS Application should an appeal be required.

It is important for TAs to ensure the physical conditions in the testing room meet the criteria for a secure test environment.

Documentation of Security Incidents

All testing incidents that involve a student and test and that require an action for the test, such as to reset or reopen a test that a student was taking at the time of the incident, must be recorded in the TIDE Appeals system for action by the OPI State User and documented in the MontCAS Application.

All test security incidents should be recorded in the Test Security Incident Worksheet and should be maintained at the school district level.

STCs and BCs ensure that all test security incidents are documented in a Test Security Incident Log or other tracking method. In addition to logging all test security incidents in the Test Security Incident Log, incidents requiring specific actions to be taken regarding the test itself are to be escalated to the appropriate office or agency via the appeals module of TIDE.

Section V. Technology Infrastructure

Online testing systems used for the *Alternate Montana Science Assessment* will be delivered via the same online platform used for Smarter Balanced assessments in English language arts and mathematics. Prior to assessment administration, ARs, STCs, BCs, and technology coordinators should review the technology infrastructure at their schools to ensure it meets the minimum requirements for administering the AMSA.

V.I Technology Resources

The *Online Technology Guide,* located on the portal, provides Technology Coordinators with the technical specifications for online testing, including information about Internet and network requirements, hardware and software requirements, and audio functionality.

The *Operating System Support Plan* document is available for download at https://mt.portal.cambiumast.com/. This document provides information about supported technology and technology requirements and can be used to confirm that your school meets the minimum requirements for online testing.

V.II Secure Browser

The secure browser is designed to support test security by prohibiting access to external applications or navigation away from the assessment. Devices that will be used for testing must be equipped with a secure browser prior to the assessment. Many devices can use the secure browser to secure the device. School Technology Coordinators are responsible for ensuring that each device to be used for testing at the school is properly secured by installing the most current secure browser.

Review the sections *Installing the Secure Browser* and *Configuring Student Workstations* within the Online Technology Guide for your operating system for guidance on secure browser installation.

Section VI. Test Administration Information

This section provides an overview of the online testing environment and guidelines for test administration. Use this section to become familiar with what students will experience in accessing the assessments, how to prepare for the assessments, and to review general rules for online testing. TAs should become familiar with this section well in advance of the start of testing so materials for login, accommodations, and exemptions described below can be assembled.

VI.I General Rules of AMSA Administration

The online Test Delivery System uses digitally delivered audio for all stimuli, questions, and answer options. This audio is scripted using specifically worded presentations of information, directions, and explanations to the student. Students taking the online test respond either independently via the student interface or through the support of their TA, who operates the test interface for them to deliver the passage/stimuli, question, and answer options to the student. Students will have the opportunity to select an initial response and change their response as many times as they choose, before advancing to the next test item.

For students who cannot independently respond, the Scribe accommodation can be used if indicated in the IEP. This option allows TAs to record the student's response for them in the student interface once the question has been delivered and the student has indicated their answer selection. See section Accessibility Features and Accommodations for more information. Another accommodation that might be specified in an IEP is the Alternate Response Option accommodation. For more information, see Alternate Response Options Accommodation.

If no response is indicated or recorded by the student, the TA will access the context menu for the item and select the "No Response" option for that item. This will mark the item as a "No Response" and the TA will be able to advance to the next test item for administration. Guidelines on "No Response" can be found in the Early Stopping Rule section.

VI.II Testing time and scheduling

Testing Window

District and schools will establish a schedule for the administration of the Alternate Montana Science Assessment using a testing window as defined below:

For AMSA-eligible students in Grades 5, 8 and 11:

- The online test window is March 13–April 28, 2023.
- Testing may continue up to and including the last day of the testing window.

A system or school may establish more specific windows within the constraints of the defined window described above. Breaks can be provided during the test sessions using the software's pause feature. If the TA intends to administer the test over the course of multiple days for a student, TAs may ask that the students pause after they reach a designated point. The TA should give the students clear directions on when to pause.

VI.III Early Stopping Rule

If you anticipate that your student will not exhibit evidence of a response during the assessment, make sure the student is also eligible for the Scribe accommodation. Responses must be entered by the TA as directly observed or represented verbatim.

The Early Stopping Rule will be instituted if all the following conditions are met:

1. The student had no visible response during the administration of the Student Response Check.

2. The student does not respond to the first **four** items in the assessment.

3. The "No Response" option is selected for the student by the TA using the context menu for each of the first four items.

4. The TA confirms that the student was provided with appropriate communication and accessibility supports during testing and was given sufficient response time.

When the first three conditions are met, the online Test Delivery System will prompt the TA to verify this information. After the fourth condition is met, the TA will be prompted to complete and submit the test within the student interface.

Recording No Response

The online test delivery system for the AMSA allows the TA to record a "No Response" for a question if a student is non-responsive. "No response" means a student has not given any response to a particular item. If the TA anticipates that the student will be non-responsive at times during testing, the Scribe accommodation will need to be requested so that the TA may enter the **[No Response]** option for the student within the test delivery system. Then, if a student is non-responsive to a particular question, the TA may select the **[No Response]** option within the system on behalf of the student. The system will automatically record a "No response" for the item. The TA works with the student to attempt to continue testing. For specific steps on accessing the item context menu and ending the test early, see step 10. Early Stopping Rule in Section IX. Day of Test Administration.

Section VII. Accessibility Features and Accommodations

Both federal and state laws require that all students with disabilities be administered assessments intended to hold schools accountable for the academic performance of students. Individualized Education Program (IEP) team members must actively engage in a planning process that addresses:

- the provision of universal tools, accommodations, and other accessibility features to facilitate student access to grade-level instruction and state assessments; and

- the use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities.

For students who are unable to take the AMSA via the online test delivery system, due to the need for additional supports beyond those provided for online testing, the TA should contact OPI to request an Alternate Response Options accommodation.

Universal Design for Test Access for AMSA

The AMSA is designed so that many of the supports that a student may need are built into the assessment design (e.g., picture arrays, oral reading of passages). All items may be read and reread by the audio playback function within the online testing system. For the paper alternate response options accommodation, all items may be orally presented after the teacher uses the online digital interface to present the test item the first time. TAs using this or another accommodation delivery method outside of the online testing system must take care to follow the same script as was provided by the digital interface. Testing is not timed, may be completed over multiple sessions, and can stop at any point within the test form, as needed.

Accessibility Features the AMSA (Supports)

A variety of embedded and non-embedded tools are available to enhance accessibility to the AMSA. A list of these is provided in Appendix D. Accessibility Features and Accommodations. This list is by no means exhaustive, as students with significant cognitive disabilities vary widely in the type and amount of supports that may be required for access. The guidelines apply to all students taking the AMSA. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments.

It is essential that AMSA TAs provide their students with the supports that they routinely receive during classroom instruction when administering the AMSA. Student eligibility for accommodations must be documented by District-Level Users in the student's electronic Individual Education Plan (IEP); the IEP is attached to the student's record in the Achievement in Montana (AIM) system. The AIM system is also designed to collect demographic, enrollment, program participation, and assessment data for each student. The state uploads the student data file from AIM into the Test Information Distribution Engine (TIDE). TIDE then distributes student information to the appropriate system.

Accommodations for the AMSA

Accommodations must be stipulated in a student's IEP. Furthermore, an allowable accommodation should have been used in daily instruction for a sufficient period of time prior to testing for a student to become comfortable with it. Using an accommodation during assessment that is not used during instruction might be detrimental to the student's performance on the assessment. Accommodations are selected on a case-by-case basis. Therefore, it is not allowable to indiscriminately provide an accommodation because it is typically administered to a group of students. Please note that decisions about selecting and using accommodations should be shared with a student's teachers as well as a student's parents/guardians.

Table 9: Definitions for Accessibility Features and Accommodations

Type	Definition
Accessibility Features (Supports)	Access features of the assessments that are either provided as digitally delivered (embedded) components of the test administration system or are separate (non-embedded) from it. Such tools are available to all students based on student preference and selection.
Accommodations	Accommodations are changes in procedures or materials that increase equitable access during the AMSA test administration. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented IEPs or 504 Plans. OPI-approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments. They are either provided as embedded components of the test administration system or are non-embedded.

TAs have the ability to set embedded accommodations or turn off accessibility features in the TA interface prior to approving students for entry into the AMSA test**. TAs do NOT need to enter student test settings in TIDE ahead of time for the AMSA administration. However, the Alternate Assessment option must be selected in the student's electronic IEP, and all state-approved accommodations must be documented there.** The universal test design for the AMSA allows for all appropriate supports to be provided as a universal tool or logged as a non-embedded accommodation in the IEP. For additional information about the availability of designated supports and accommodations, refer to the Alternate Accessibility Guidelines. The *Test Administrator (TA) User Guide* also contains information on how to use some of these settings. User guides can be found on the portal https://mt.portal.cambiumast.com/.

Alternate Response Options Accommodation

The AMSA is available as a fixed form with accompanying supplemental paper alternate response options as an approved accommodation **only**. Answer option cards and test visuals are provided as a PDF to be printed for this fixed form of the assessment. Student responses for this test must still be directly entered by the TA into the online test delivery system via the student interface through the secure browser, after the student selects their answer to each item using the paper answer option cards that are provided. These supplemental resources are intended for students that require an accommodation using physical or manipulative materials to be able to produce a response.
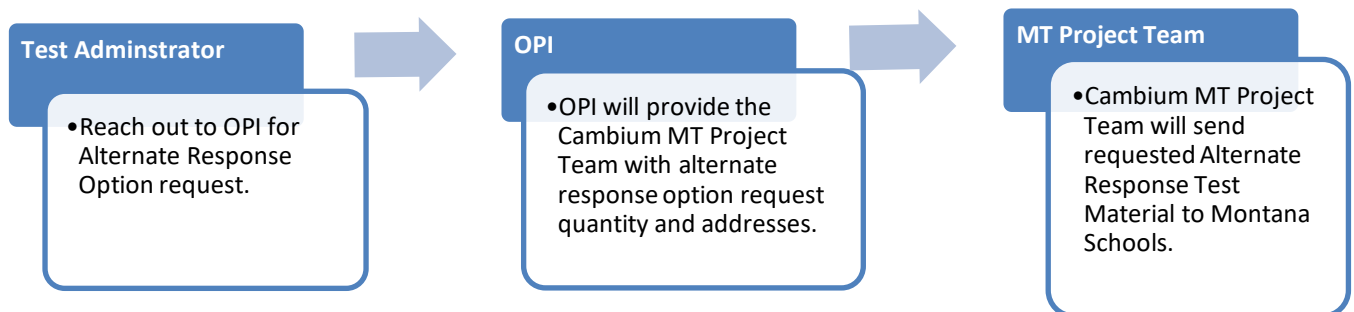
Alternate response options include, but are not limited to:
- an oral response
- pointing
- eye gaze
- a response card
- sign language
- an augmentative communication device
- paper test
- sign language
- scribe

Requesting Alternate Response Option Test Kits

TAs who would like to request approval of this accommodation for one or more of their students will need to contact the OPI Assessment Help Desk at 844-867-2569 or OPIAssessmentHelpDesk@mt.gov. In your communication, please do not share any identifying student information via voicemail or email. PDF responses will be sent to TA's Secure Inbox via TIDE for local school printing.

Test Adminstrator
- Reach out to OPI for Alternate Response Option request.

OPI
- OPI will provide the Cambium MT Project Team with alternate response option request quantity and addresses.

MT Project Team
- Cambium MT Project Team will send requested Alternate Response Test Material to Montana Schools.

Section VIII. Prior to Test Administration

BCs and TAs will need to work together to determine the most appropriate testing option(s) and testing environment.

VIII.I Tasks to Complete Prior to Administration

- The TA **must** complete the Alternate Test Administrator (TA) Certification Course. Completion of this course is required to access the TA interface and start a test session.

- STCs, BCs, and TAs should verify that students are provided the opportunity to complete the Practice Test prior to testing. This allows students the opportunity to become familiar with all of the item types, the universal tools, buttons, and any allowable designated supports and/or accommodations.

- STCs and BCs should ensure all TAs have login information for the TA interface.

- SCs, BCs, and TAs should verify and/or update student demographic information and test settings.

- BCs should ensure that TAs have any additional required resources described in AMSA TAM available for student use during test administration.

- TAs should conduct the Student Response Check to verify student responsiveness.

Please make sure that students are correctly assigned to their district, school, and grade in AIM. OPI will upload students into TIDE. Information logged in AIM is regularly synced with TIDE.

In addition to the correct school and grade, BCs and TAs should verify that all students are appropriately flagged as an Alternate Assessment student in TIDE. If this attribute is not marked as 'Yes', the student will not be able to receive the AMSA test.

Any changes made in AIM during the testing window will be reflected in TIDE within 24 to 48 hours. TAs may view student information; however, TAs cannot add, upload, or modify student information. Within the TA Interface, a TA can change and turn off universal tools available on the AMSA prior to the start of the test.

IMPORTANT: Any additions/modifications/deletions of students must be completed **before the student can test**. The update, once made, may take **up to 24 hours to appear in the TA interface**. Failure to correct information before testing could result in the student's not being provided with the needed accommodations and/or assessment at the time of testing. This is considered a testing irregularity.

For information on how to view and modify student information, please refer to the *TIDE User Guide*.

It is important for anyone with access to student information to remember that student personal information, including the student's SSID, is confidential. **If materials containing student personal information and/or SSIDs are distributed to students, these materials must be collected before the students leave the testing room and either securely stored to be used in a subsequent test session or shredded.**

Students will log in to the Alternate Montana Science Assessment testing system using their first name, SSID, and test session ID. Prior to starting a test session, TAs must have a record of each student's first name and SSID. This information must be provided to each student to complete the login process. It is suggested that the SSID and the student's first name be printed on a card or piece of paper and distributed to students just prior to testing to help them type it in the computer accurately. Student information is confidential; therefore, the cards/papers with this information must be kept secure until used during a test session. TAs may provide additional identifying information on the printed *card*. The loss of login information is considered a security breach at the local level and needs to be reported for test security reasons.

> When a test administrator (TA) creates a test session, a unique session ID is randomly generated. This session ID must be provided to students before they log in.

VIII.II Student Response Check (SRC)

The Student Response Check (SRC) is designed to evaluate your student's ability to demonstrate a response. This content-neutral assessment provides an opportunity to observe and confirm the student's mode of response. It is not important that the student responds correctly to any of the items. The SRC consists of 3 items.

The SRC should be administered prior to the test, to verify student responsiveness. There is a Student Response Check PDF available on the MT portal that can be printed out or shown on the computer for administration, depending on your student's needs. The TA should ensure the use of the communication mode of response most appropriate for the student. It is important to conduct this check for students that may be non-responsive. Student response types may vary depending on ability, IEP, or accommodation requirements (eye gaze, pointing, etc.).

There are two ways that the TA can conduct the SRC: (1) using the computer or (2) using a paper version. The student is given a task and asked to respond using one of the response modes listed in the SRC, including the following:

- Using the mouse to select the answer
- Verbalizing the answer
- Gesturing or pointing to the answer
- Using assistive technology (AT) to indicate the answer
- Using the eye gaze board to select the answer
- Circling or marking the answers on a paper copy of the Test

The TA observes the student when responding to the task using each listed response mode; however, if a student does not use AT as listed above, the TA does not ask the student to use AT to demonstrate this response mode. Please use professional judgment when conducting the SRC.

An observable response mode is a predictable and consistent behavior or movement that is able to be understood by a communication partner as intentional communication. Modalities may include eye-gaze, reliable gestures, sign language, partner-assisted scanning, scanning on a device, direct selection from an array of choices, activation of a voice-output device, use of a speech-generating device, or use of another reliable means. The student's observable response mode demonstrates a response to or shared information about the stimulus (test item) and intent toward the task. Assigning meaning to habitual or uncontrollable motor movement or vocalization without communicative intent are not considered response modes.

There are students whose communication mode(s) are inconsistent and not always understood by others. In these cases, the SRC aids in gathering information that is needed to determine if there are communication barriers to meaningful participation in the assessment.

Completing the Student Response Check (SRC)

To Administer the SRC on Paper

1. Navigate to the MT Portal (https://mt.portal.cambiumast.com/). Access the Student Response Check (SRC) on the Resources page.

2. Download the SRC PDF to administer the SRC on paper.

> Test administrators (TAs) may use "top option," "first option," or "this option" (noting where you, the test administrator (TA), points) if the student is more familiar with these terms. **This change in script applies only to the SRC.**

> Hand-over-hand prompting is not considered a consistent observable response because the student is not initiating his or her answer choice in an independent way.

For students using pointing or gesturing:

1. Print the SRC from the MT Portal.
2. Place the SRC item 1 page of the paper version of the SRC in front of the student. Read the text out loud to the student. Direct the student to point or gesture to the first option/top option/option 1.
3. Next, place the SRC item 2 page of the paper version of the SRC in front of the student. Read the text out loud to the student. Direct the student to point or gesture to the last option/bottom option/option 3.
4. Finally, place the SRC item 3 page of the paper version of the SRC in front of the student. Read the text out loud to the student. Direct the student to point or gesture to the second option/middle option/option 2.

For students using a pencil/pen:

1. Print the SRC from the MT Portal.
2. Place the SRC item 1 page of the paper version of the SRC in front of the student. Read the text out loud to the student. Direct the student to circle the first option/top option/option 1.
3. Next, place the SRC item 2 page of the paper version of the SRC in front of the student. Direct the student to circle the last option/bottom option/option 3.
4. Finally, place the SRC item 3 page of the paper version of the SRC in front of the student. Direct the student to circle the second option/middle option/option 2.

For students using eye gaze:

1. Print the SRC from the MT Portal.
2. Using the SRC item 1, cut out each response option. Place response option 1 on the left-hand side of the student's eye gaze board. Tell the student, "Look at option 1 on the board."
3. Next, place the responses from SRC item 2 on the student's eye gaze board. Place response option 3 on the right side of the student's eye gaze board. Tell the student, "Look at option 3 on the board."
4. Finally, place responses from SRC item 3 on the top, middle part of the eye gaze board. Tell the student, "Look at option 2 on the board."

If a student uses another response mode to indicate the requested option:

Ask the student to indicate his or her response for options 1, 3, and 2 of the content-neutral task.

Section IX. Day of Test Administration

Use the following information and script to assist students with the login procedures. Please refer to the *Test Administrator (TA) User Guide* at https://mt.portal.cambiumast.com/ to become familiar with the Online Testing System. The TA should verify the security of the testing environment prior to beginning a test session. TAs must ensure that students do not have access to non-approved digital, electronic, or manual devices during testing.

Actively Monitor Student Testing

TAs should actively monitor student testing and assist students in navigating the online administration as needed. TAs should make sure that students are listening to the complete audio description of the answer options or answer option cards when PicSyms are present. While the PicSym may contain a single word, the script that is provided when the answer option is digitally read aloud often contains more information. It is important to remember that TAs are allowed to support students with test navigation, however when TAs directly enter a student's response based on student selection using a non-direct method, that the Scribe accommodation will need to be indicated for this student. This includes the entry of a "No Response" for students (see section Early Stopping Rule (Optional)).

The TA is required to be present for the entire duration of the test session and is encouraged to maintain a natural classroom atmosphere during the test administration. Before each test begins, he or she should encourage students to do their best. Students may have all parts of the assessment presented to them as many times as is necessary, including passages/stimuli, question stem, and response options.

IX.I Starting a Test Session

The TA should follow the steps outlined in this section to administer a test session.

The TA must create a test session before students can log in to the Online Testing System **(but no more than 30 minutes prior or the system will time out).** When a TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log in and should be written down. TAs should follow these steps to create a session:

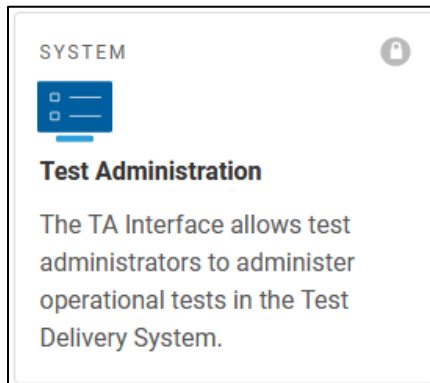1. *The TA logs in to the TA Interface.*

   a) From the Montana Portal (https://mt.portal.cambiumast.com/) select the Alt Science Assessment program card.

Figure 1: Alt Science User Card
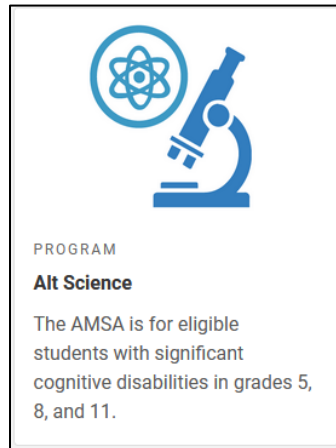
   b) Select the **Test Administration** card.

Figure 2: Test Administration Card

c) On the *Login* page, the TA enters their email address and password associated with their TIDE account in the respective fields. Then, the TA clicks **Secure Login**. The TA Interface appears.

Figure 3: Login Page

2. **The TA begins the test session.**

When a TA logs in to the TA Interface, the *Test Selection* window opens automatically. Afer clicking the assessment(s) to be administered during the test session, the TA clicks on the [**Start Operational Session**] button to begin the test session and generate the session ID that students use to join that test session.
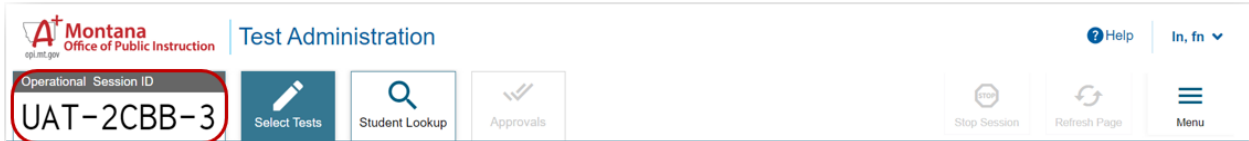
Figure 4: Test Selection Window

3. *The TA prepares students for testing and login.*

The system-generated session ID appears in the Operational Session ID box at the top of the TA interface screen.

Figure 5: Operational Session ID

SAY:	Today, you will take the [NAME OF TEST (i.e., Grade 5 Alternate Science)] test. You will be given a test session ID that is required to start the test. Before logging in, let's go over some test rules.

Give students the test session ID and other log-in information or enter the information in on the student's behalf. The test session ID, the statewide student identifier (SSID), and the student's first name may be provided to students ahead of time on a card or piece of paper to help them type it in the computer accurately. Student information is confidential; therefore, the cards/papers with this information must be collected after each test session and securely destroyed after testing is complete. **The TA should write down the session ID for his or her own records, in case he or she gets involuntarily logged out of the system.** The TA will be logged out of the session if there is no activity for 30 minutes by the TA or a student. Having the session ID will allow the TA to resume the session.

Please note: If the session ID is not written down or known and the TA tries to log in to the session after getting involuntarily logged out of the system, the TA will be logged out for 4 hours before he or she is able to start a new session.

TAs may also write the test session ID on a classroom dry-erase or chalk board or another place where students can see it.

If providing students with the test session ID number, read aloud the directions below.

|	
SAY:	Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.
	Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID. Let me know if you need help typing this information on your keyboard.
	Now click SIGN IN. Once you have successfully logged in, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please show me what is incorrect.

Ensure that all students have successfully entered their information. The TA should ensure that the students use their first name as it appears in TIDE, not nicknames. If a student is unable to log in, he or she will be prompted to try again and provided with a message describing the reason (an invalid SSID, for example). If the student is still having difficulty, the TA can look up the correct information using the Student Lookup function on the TA Interface or in TIDE. TAs may assist students with logging in if necessary.

Figure 6: Student Login Page
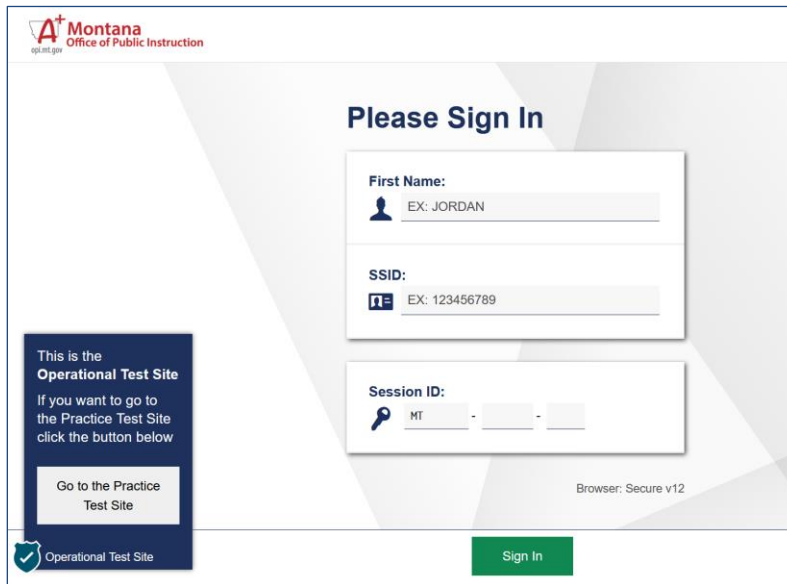
4. *The TA confirms student test selection.*

> **SAY:** On the next screen, select the [INSERT NAME OF TEST (i.e., Grade 5 Alternate Science)] test, and then click START TEST. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. Please wait quietly while I check and approve your test.

5. *The TA views and approves students who are waiting for test session approval.*

After students have selected a test, the TA verifies that each student selected the appropriate test before approving that student for testing. **It is very important that the TA pays close attention to the test name prior to approving to be sure it is the correct test to be administered at that time.** To do this:

a. Select the [**Approvals (#)**] button.

Figure 7: Students Waiting for Test Session Approval in the TA Interface
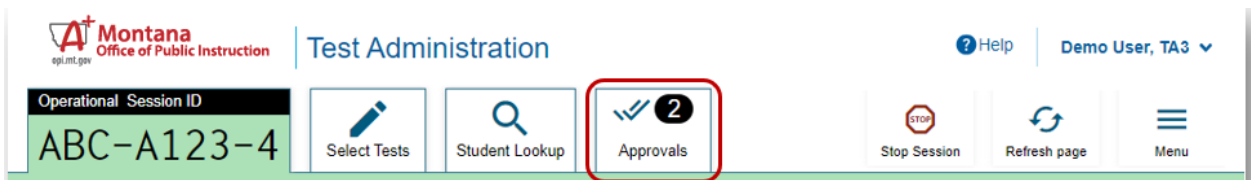
b. A new window opens that shows a list of students, organized by test name. The TA should review the list to ensure that students are taking the correct test (grade level), and the correct content area (Alternate Science).

Grade 5 - Alternate Science Assessment - 1 student(s)					
Student Name	**SSID**	**Opp #**	**See Details**		**Action**
Jefferson, Thomas	11111103	1	Custom	👁	✔ ✖

6. ***The TA reviews the test settings assigned to each student to ensure that they are correct.***

If a student's settings are incorrect, do *not* approve that student to begin testing. **Ensuring the test settings are correct before the student begins testing is critical to avoid the need for a test reset that may result in additional testing for the student later.**

    a. To check a student's test settings and accommodations, click 👁 for that student. The student's information appears in the Test Settings window. This window groups test settings by their area of need.
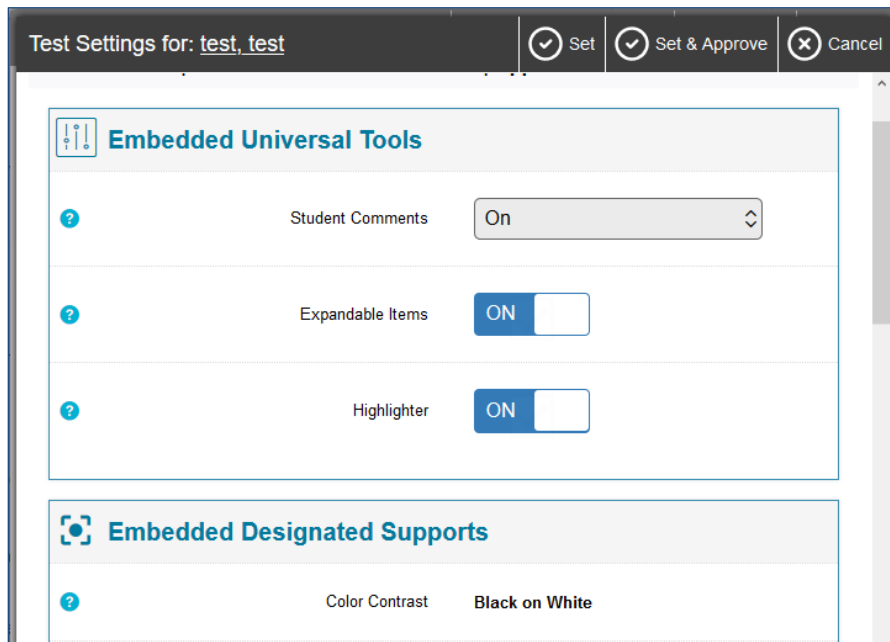
    b. If any settings are incorrect, update them as required. Students should not begin testing until their settings are correct.

- Editable settings must be updated in this window, while read-only settings must be updated in TIDE.

    c. Do one of the following:

- To confirm the settings, click Set. You must still approve the student for testing.

- To confirm the settings and approve the student, click Set & Approve.

- To return to the Approvals and Student Test Settings window without confirming settings, click Cancel.

7. ***When the correct test is selected and test settings are verified, the TA clicks [Approve].***
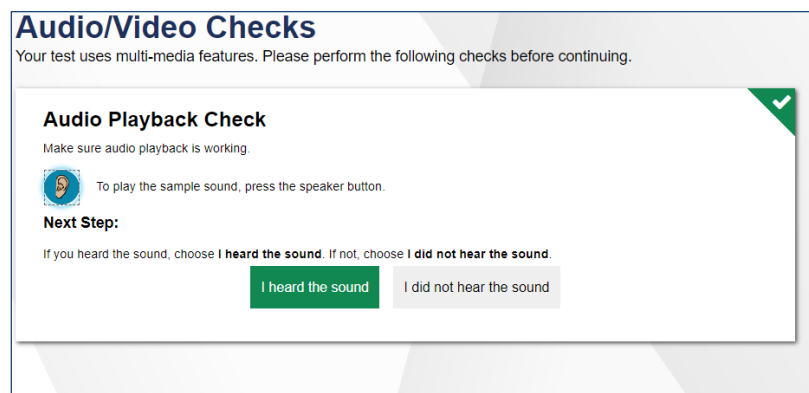
Figure 8: Approvals and Student Test Settings Window
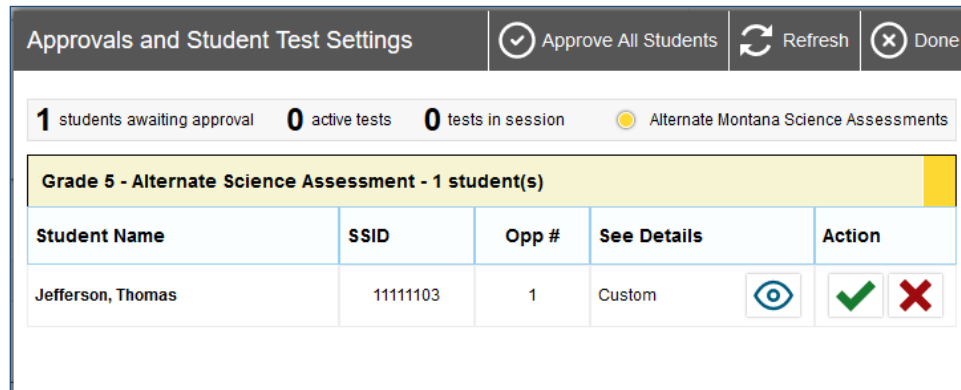
8. **The student will see an Audio Playback Check.**

All items on the AMSA have descriptive audio text associated with them.

Figure 9: Sound and Video Playback Check Page

From the Audio/Video Check panel, students select and listen to the audio.

  a. If the sound is clearly audible, select **I heard the sound**. A green check appears at the upper-right corner of the panel.

  b. If the sound is not clearly audible, select **I did not hear the sound** to open the Sound Check: Audio Problem panel.

Students can select Try Again to return to the Audio Playback Check panel and retry.

If a student's volume is not working, troubleshoot basic steps such as ensuring that the headset is fully plugged in, mute is not inadvertently selected, and the volume setting is turned up. If the student is still experiencing issues, contact your school Technology Coordinator or the Montana Help Desk at 1-877-365-7915 or mthelpdesk@cambiumassessment.com.

9. **The TA monitors student progress.**

It is very important that TAs monitor student progress throughout the test session. The TA monitors the test the student is taking by referring to the Students in Your Test Session table in the TA Interface.

TAs should actively monitor student testing and assist students in navigating the online administration as needed. TAs should make sure that students are listening to the complete audio description of the answer option cards for all items. It is important to remember that TAs are allowed to support students with test navigation, however when TAs directly enter a student's response based on student selection using a non-direct method, that the Scribe accommodation will need to be indicated in TIDE for this student.

Figure 10: TA Refresh Button
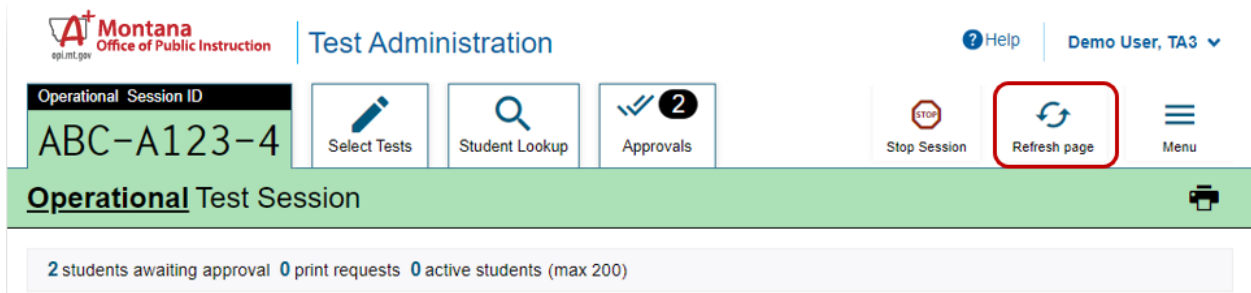
While the TA Interface is designed to automatically refresh every minute, the TA can refresh it manually at any time by clicking the ⟳ button at the top right of the page. **Do NOT click the web browser's refresh button to refresh the TA Interface.**

10. *Early Stopping Rule (Optional)*

Students are eligible for the Early Stopping Rule when they have no consistent, observable response on the Student Response Check and on the first four items on the AMSA because of deficits in communication skills. For more details on the Early Stopping Rule, please refer to the Early Stopping Rule section.

- For students that are non-responsive, TAs may end the test early.

- The first 4 items must be presented and marked as 'no response' for the student to be considered a participant for accountability purposes.

To mark No Response during:

a. Open the context menu by clicking the context menu ≡˅ or by right-clicking.
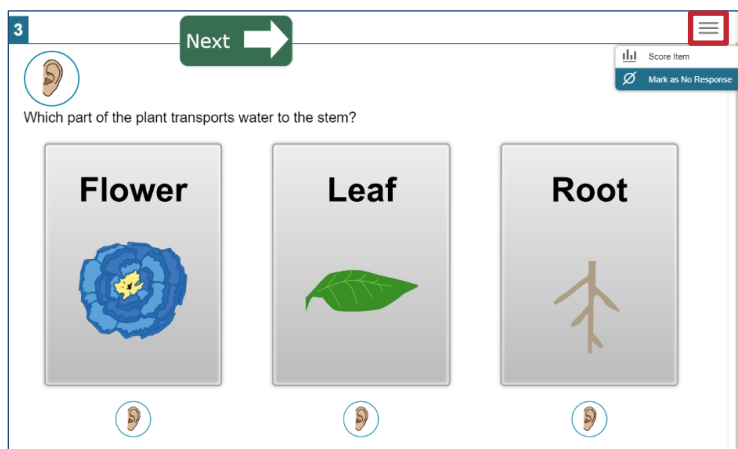
b. A warning Tab will open, select **Yes.**

Warning

Are you sure you want to mark this item with a No Response?

Yes   No
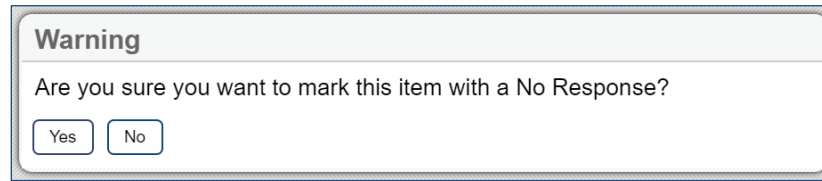
c. After the first 4 scorable items are administered, the TA must click the SAVE button on the 4th scorable item in the Test Delivery System. Navigate to the next segment.

d. The TA will be asked to confirm all conditions for the Early Stopping Rule have been met.

e. The TA will then be prompted to complete and submit the test.

11. *The TA ends the test session and logs out of the TA Site.*

The information button, ⓘ , in the TA Interface also allows TAs to monitor and understand reasons that halt student progress.

TAs should click [**Stop Session**] to end the test session and pause any student test in the session that is still in progress. When finished, TAs can log out of the TA Interface by clicking the [**Logout**] button at the top right. TAs should also collect any scratch paper or material with student information used to assist with logging into the test.

Testing Over Multiple Sessions or Days

If the TA intends to administer the test over the course of multiple days for a student or group of students, TAs may ask students to **Pause** after they reach a designated point. For most tests, there is nothing built into the system to prevent students from progressing from one section of the test to another. **In those cases, the TA should give the students clear directions on when to pause.** For example, TAs may designate a certain amount of time for testing. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see.

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID. Please note that the session ID will be different from the Session ID used test from previous days.

Use the script below the following day when the next session is administered.

> **SAY:** Enter your first name followed by your student ID number. Enter the test session ID number exactly as it is written without extra spaces or characters. Let me know if you need help typing this information. Follow the on-screen prompts and sign in to the test session. Once I approve you for the test, you can resume working on the test.

Section X. After Alternate Science Assessment Administration

Destroying Test Materials

Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student's personally identifiable information. Any printed materials must be securely stored and then shredded.

As a reminder, any printed and paper test materials must be securely shredded immediately following each test session and may not be retained from one test session to the next.

Reporting Testing Improprieties, Irregularities, and Breaches

Throughout testing, ensure that all test security incidents were reported in accordance with the guidelines in Ensuring Test Security and Responding to Testing Improprieties, Irregularities, and Breaches in this manual.

Appendix A. Frequently Used Terms

Table 10: Frequently Used Terms

Term	Definition
Accommodations	Changes in procedures or materials that increase equitable access to the Alternate Montana Science Assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or 504 Plans. OPI-approved accommodations do not compromise the construct, grade-level standards, or intended outcome of the assessments. See the *Montana Alternate Accessibility Guidelines at* *https://mt.portal.cambiumast.com/resources* for complete information.
Accessibility Features	Accessibility features and supports available to **all** students based on student preference and selection.
Appeal	Authorized users may submit and view requests for reopening students' assessments in accordance with state policy. These requests must result from a test security incident or incorrect test setting that impacted testing. All requests must be approved by a state education agency representative.
Authorized Representative (AR)	District-level staff member who has the same capabilities as a State user in TIDE. ARs may be assigned by the State. If assigned, an AR can upload, add, modify, and remove student records. All other responsibilities for this role should be assigned by the State.
Break	There is no limit on the number of breaks or the length of a break that a student may be given according to his or her unique needs
Building Coordinator (BC)	School staff member responsible for monitoring the test schedule, process, and TAs. BCs are also responsible for ensuring that TAs have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures established by the Montana Office of Public Instruction.
Item	A test question or stimulus presented to a student to elicit a response.
Pause	Action taken by a student or TA to temporarily halt the test during any part of the test, as needed.
Proctor (PR)	District or school personnel responsible for administering the MontCAS assessments in a secure manner in compliance with the policies and procedures outlined in the *Summative Test Administration Manual*.
Secure Browser	A web browser that is downloaded and installed on a computer prior to a student beginning the test. The browser is specifically designed for use with one or more of the MontCAS assessments to provide secure access to the test for each content area and prevent students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) that are not allowed during the assessments.
Session	A timeframe in which students actively test in a single sitting. The length of a test session is determined by building or district administrators who are knowledgeable about the periods in the building and the timing needs associated with the assessment.
Statewide Student Identifier (SSID)	A statewide, unique student identifier assigned to each student by his or her state education agency. This is the same identifier used on other state assessments.

Term	Definition
Stimulus/Stimuli	Material or materials used in the test context which form the basis for students to answer connected test items. Many items/tasks for the assessments include a stimulus along with a set of questions to which the student responds. Examples of stimuli include texts viewed on a computer screen, images with audio presentations for students to listen to, simulated web pages for students to use for research or scenarios, charts, and graphs.
System Test Coordinator (STC)	District-level staff member who is responsible for the overall administration of the summative assessment in a district. STCs should ensure that the BCs and TAs in their districts are appropriately trained and aware of policies and procedures. In the event there is no STC, another designated individual will be assigned these responsibilities by the State.
Test Administrator (TA)	School staff member responsible for monitoring the test schedule, process, and PRs. TAs are also responsible for ensuring that PRs have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures established by the Montana Office of Public Instruction.
Test Security Incident Log	Document of record for a district to record all test security incidents.
Testing Breach	A security event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications and may result in a decision to remove the test item(s) from the available secure bank. A breach incident must be reported immediately to the state level.
	For specific details on how to proceed when an incident has occurred, please refer to section Responding to Testing Improprieties, Irregularities, and Breaches of this manual. Also see the OPI Test Security webpage.
Testing Impropriety	An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level.
	For specific details on how to proceed when an incident has occurred, please refer to Responding to Testing Improprieties, Irregularities, and Breaches of this manual. Also see the OPI Test Security webpage.
Testing Irregularity	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level but are submitted in the online system for resolution of the Appeal for testing impact.
	For specific details on how to proceed when an incident has occurred, please refer Responding to Testing Improprieties, Irregularities, and Breaches of this manual. Also see the OPI Test Security webpage.

Appendix B. Secure Browser for Testing

Test Administrators (TAs) should be aware of the following guidelines and employ the necessary precautions while administering online assessments:

Close External User Applications

Prior to administering the online assessments, TAs should check all computers that will be used and close all applications except those identified as necessary by the school Technology Coordinator. After closing these applications, the TA should open the secure browser on each computer.
The secure browser and Student Interface automatically detect certain applications that are prohibited from running on a computer while the secure browser is open. The secure browser will not allow a student to log in if the computer detects that a forbidden application is running. A message will also display that lists the forbidden application(s) that needs to be closed.

> If a forbidden application is launched in the background while the student is already in a test, the student will be logged out and a message displayed. The student will have to close the forbidden application, reopen the secure browser, and log in to continue working on the assessment. This would be considered a test security incident.

Testing on Computers with Dual Monitors

Systems that use a dual monitor setup typically display an application on one monitor screen while another application is accessible on the other screen.
Students should *not* take online assessments on computers that are connected to more than one monitor except in extremely rare circumstances such as when a TA is administering a test via read-aloud and wants to have a duplicate screen to view exactly what the student is viewing for ease of reading aloud. In these rare cases where a dual monitor is allowed, AMSA requires that the monitors be set up to "mirror" each other. School Technology Coordinators can assist TAs in setting up the two monitors to ensure they mirror each other rather than operate as independent monitors.

In these cases, all security procedures must be followed, and the test administered in a secure environment to prevent others from hearing the questions or viewing the student or TA screens.

Secure browser error messages

Possible error messages displayed by the open-source secure browser are shown in.

Table 11: Secure Browser Error Messages

Message	Description
Secure Browser Not Detected	The system automatically detects whether a computer is using the secure browser to access the online testing system. The system will not permit access to a test other than through the secure browser; under no condition may a student access a test using a non-secure browser.
Unable to Establish a Connection with the Test Delivery System	If a computer fails to establish a connection with the test delivery system, a message will be displayed. This is most likely to occur if there is a network-related problem. The causes may include an unplugged network cable or a firewall not allowing access to the site.

Force-quit commands for secure browsers

In the rare event that the secure browser or test becomes unresponsive, and you cannot pause the test or close the secure browser, users have the ability to "force quit" the secure browser.

To force the browser to close, use the following keyboard commands. **(Reminder: This will log the student out of the test he or she is taking. When the secure browser is opened again, the student will have to log back in to resume testing.)**

Force Quit Secure Browser Keyboard Commands

Operating System	Key Combination
Windows*	• **Ctrl** + **Alt** + **Shift** + **F10**
Mac OS X*	• **Ctrl** + **Alt** + **Shift** + **F10**. The **Ctrl** key may appear as **Control**, **Ctrl**, or **^**
Linux	• **Ctrl** + **Alt** + **Shift** + **Esc**

* If you are using an Apple keyboard, you may need to press **Ctrl** + **Shift** + **Option** + **F10**. If you are using a laptop or notebook, you may also need to press **Function** before pressing **F10**.

Force-quit commands do not exist for the Secure Browser for iOS, and Chrome OS devices.

You are strongly advised against using the force-quit commands, as the secure browser treats this action as an abnormal termination. The secure browser hides features such as the Windows taskbar; if the secure browser is not closed correctly, then the taskbar may not reappear correctly.

These commands should be used only if the [**Close Secure Browser**] button does not work.

Appendix C. Training Tests

In preparation for the test and to expose students to the various item-response types in the Alternate Montana Science Assessment, it is **highly recommended** that all students access the Training Tests available on the Montana Portal. The Practice Test offers students a unique opportunity to experience a test in a manner similar to what they will see on the AMSA and prepares students for testing.

Overview of the Training Tests

The practice tests provided include sample items in all subjects and tested grades. To access the appropriate practice tests, click on the Practice and Training Test Administration tile in the Montana Testing Portal. You will be directed to the Montana student practice test site. Select either grade 5, 8, or 11 to access the appropriate Alternate Practice Test. Select the test under Alternate Assessment Science Test to begin. Students may log in as a guest user or with their own credentials.

Figure 11. Practice and Training Test Portal Card
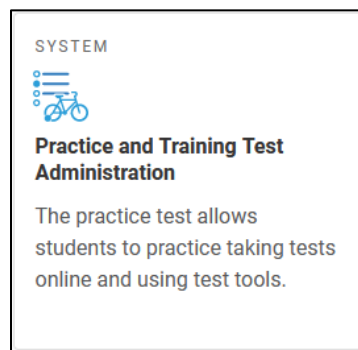
Appendix D. Accessibility Features and Accommodations

The following tables outline the embedded accessibility features and accommodations that are available to students taking the Alternate Montana Science Assessment. For a full list of all approved supports and accommodations, including non-embedded supports, refer to the Montana Alternate Accessibility Guidelines.

Table 12: Accessibility Features (Supports) available to all students

Tool	Description
Audio Playback (Embedded)	Text is read aloud to the student via embedded audio files that includes audio playback of all items, passages/stimuli, and response options. Although test administration is designed primarily for one-to-one testing, some students who are able to navigate the test delivery system, independently, may be able to be tested in a small group setting. Therefore, these students need to either use headphones or be tested in a separate setting (see Separate Setting).
Breaks (Embedded and Non-Embedded)	Breaks may be given as often as necessary at the discretion of the TA to reduce cognitive fatigue when students experience heavy assessment demands.
Calculator (Non-Embedded)	When the embedded calculator tool is not suitable for a student participating in the assessment, the provision of a battery-operated hand-held calculator may be appropriate. If a calculator is provided, proctors must ensure that the device is appropriate for the test and functionality. Additionally, the proctor must confirm the calculator has working batteries and that the student is familiar and comfortable with how to use it. Students may not use calculators available on their phones, iPads, or other electronic devices. Students may not share calculators.
Digital Notepad	This tool is used for taking notes about an item. The digital notepad is item-specific and is available through the end of the test segment.
Expandable stimuli (Embedded)	Each stimulus can be expanded so that it takes up a larger portion of the screen.
Expandable items (Embedded)	Each item can be expanded so that it takes up a larger portion of the screen.
Global Notes (Embedded)	This tool is used for making notes about the test. The global notepad is available throughout the test.
Highlighter (Embedded)	Highlight text with the embedded feature, flashlight, pointer, highlight marker, or other means of focusing student's attention to the response options. Focusing attention must not prompt the student to the correct answer.
Line Reader (Embedded)	A dark grey background is applied to test content, except for the line that is being highlighted. This tool provides focus on the specific highlighted text.
Mark for Review (Embedded)	Allows students to flag items for future review during the assessment.
No Response (Embedded)	If no response is indicated or recorded by the student, the TA will need to access the context menu for the item and select the "No Response" option for that item. This will mark the item as a "No Response" and the TA will be able to advance to the next test item for administration.

Tool	Description
Scratch Paper	Students may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers. A whiteboard with a marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper. The assistive technology device needs to be familiar to the student and/or consistent with the child's IEP or 504 plan. Access to internet must be disabled on assistive technology devices. If a student needs to take the assessment in more than one session, scratch paper, whiteboards, and/or assistive technology devices may be collected at the end of each session, securely stored, and made available to the student at the next testing session. Once the student completes the test, the scratch paper must be collected and securely destroyed, whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.
Strikethrough (Embedded)	Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.
Thesaurus	A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Timing or scheduling	Students can be tested during their optimal time of day. Scheduling should account for a student who requires frequent breaks and rest periods, over an extended time period.

Table 13: Designated Supports

Tool	Description
Amplification	Volume may be adjusted beyond the computer's built-in settings using headphones or other non-embedded devices.
Bilingual Dictionary	A bilingual/dual language word-to-word dictionary is a language support and can be provided to students that require one.
Color Choices (Embedded)	Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background. Available options include: Blue, Light blue, Black on cream, Gray, Light gray, Medium Gray on Light Gray, Green, Light green, Magenta, Light magenta, White on navy, White on red, Red on white, Yellow, Light yellow, Yellow on Blue, Yellow on black, and Reverse Contrast.
Color Contrast	Test content of online items may be printed with different colors.
Color Overlay	Color transparencies are placed over a paper-based assessment.
Magnification	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) may be adjusted with an assistive technology device or software. Magnification allows increasing the size and changing of the color contrast, including the size and color of the mouse pointer, to a level not provided for by the zoom, color choices, and/or mouse pointer embedded designated support.
Masking (Embedded)	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. This can be done through the embedded onscreen feature or with an external manipulative such as a piece of paper. Students are able to focus their attention on a specific part of the answer option or item by masking.
Medical Supports	Students may have access to medical supports for medical purposes (e.g., Glucose Monitor). Educators should follow local policies regarding medical supports and ensure students' health is the highest priority.
Mouse Pointer [Size and Color] (Embedded)	This embedded support allows the mouse pointer to be set to a larger size and for the color to be changed. A TA sets the size and color of the mouse pointer prior to testing.
Noise Buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds.
Permissive Mode (Embedded)	Permissive mode is a setting that allows students to use accessibility software in addition to the secure browser.
Physical Manipulatives	Students may have access to concrete objects that can be viewed and physically handled to demonstrate or model abstract concepts (e.g., rods, counters, blocks, etc.). This is appropriate for students that already use these manipulatives as part of their instruction.
Read Aloud	The Read Aloud support may be needed during the assessment for students who require a slower speed or more familiar sounding audio delivery speed than is currently available via the online platform. If this accommodation is provided to a student, the in-test audio must first be played for the student via the Test Delivery System with the TA listening carefully to the script as it is read aloud. The TA may then carefully reread or restate the passage, question, and/or answer option(s) exactly as read aloud by the in-test audio. TAs must not make any changes, additions or deletions, intonation, or emphases that might inadvertently lead a student to the correct response.

Scribe Items (Non-Writing)	Students indicate their responses to a human who records verbatim what they indicate. The scribe must be trained and qualified, refer to the Alternate Accessibility Guidelines for more details.
Separate Setting	Test location is altered so that the student is tested in a setting different from that made available for most students. The AMSA is designed to be primarily administered in a one-to-one setting. Students who are easily distracted in the regular classroom setting, may need an alternate location to be able to take the assessment. Text to Speech is a universal tool for these assessments, therefore students need to either use headphones or be tested in a separate setting. Allow students time to become familiar with the new testing location.
Simplified Test Directions	The TA simplifies or paraphrases the test directions found in the TAM, Section IX Day of Test Administration.
Streamlined Mode (Embedded)	This designated support provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.
Translated Test Directions (Non-Embedded)	PDF of directions translated in each of the languages currently supported. Bilingual adult can read to student. **Note: Translated Test Directions are currently only available in Spanish.**
Turn Off Any Universal Tools	Any universal tool or accessibility feature may be turned off that might be distracting or that students do not need to use or are unable to use.
Zoom (Embedded)	A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the Zoom In button. The student can click the Zoom Out button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. To increase the default print size of the entire test, the print size must be set for the student in TIDE or set by the TA prior to the start of the test. This is the only feature that TAs can set. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Table 14: Non-Embedded Accommodations supported by IEP or 504 Plan

Accommodation	Description
Alternate Response Options	Students taking the AMSA with TA assistance may respond using the mode of communication that they use during instruction. These response modes include, but are not limited to, an oral response, pointing, eye gaze, a response card, sign language, switches, paper test responses (w/fixed form), scribe or an augmentative communication device. Once the student has communicated a response, the TA may enter the student's response into the system. Consistent criteria must be used as basis for student response; i.e., TA cannot take orally provided answer on first item and then switch response on the next. For students that require this accommodation, TAs may request supplemental printed alternate response options to be shipped to the school. Contact Montana Help Desk (1-877-365-7915 ormthelpdesk@cambiumassessment.com) for this request.
Print on request	Paper copies of either /stimuli and/or items are printed for students. For those students needing a paper copy of a passage or stimulus,

Accommodation	Description
	permission for the students to request printing must first be set in the TIDE.
Sign Language for Test Items	Test content may be translated into Sign Language by a human signer. Some students who are deaf or hard of hearing and who typically use Sign Language may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally.
Specialized Calculator	A non-embedded, stand-alone calculator for students needing a specialized calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform.
Timing or Scheduling	Students can be tested during their optimal time of day. Scheduling should account for a student who requires their test to be frequently paused over an extended time period.

Appendix E. Examples of Test Security Violations

Table 15: Test Security Violations

Term	Level I	Level II	Level III
Description	(Unusual circumstances or routine testing phenomena)	(Non-routine or unusual circumstances)	(Rare and extreme events)
Reporting Timeframe	Reported to the STC within 5 days. (Unless otherwise specified in the assessment specific TAM.)	STC reports to the OPI Assessment Division in the MontCAS Application within 3 days. (Unless otherwise specified in the assessment specific TAM.)	Reported to the OPI Assessment Division immediately by phone (1.844.867.2569). STC must report in the MontCAS Application within 24 hours. (Unless otherwise specified in the assessment specific TAM.)
Program Impact	**Low**	**Medium**	**High**
	Low impact on individual or group of testing students	May impact the performance of a student or group of testing students	May impact large group of testing students, state or nation and compromise the test
tabvl	Little risk to interpretation of test scores	Has the potential to skew the interpretation of test scores	Severe risk to test program or interpretation of test scores
Features of Incident	- Low risk of impacting: - Student performance - Test security - Test validity	- It may impact student performance or the interpretation of scores - No statewide or national implications - May result in invalidation of test results	- May expose secure test materials - May affect all students participating - statewide and nationwide

The OPI's definition of each Level:
- Level I – This includes many different activities, not necessarily cheating, but anything unusual that happened during testing. The event is considered routine, but the standards of test administration were not observed. It has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity.
    - **Examples**: Student(s) leave the test room without authorization or student(s) making distracting gestures/sounds or talking during the test session that creates a disruption in the test session for other students.

- Level II – This includes many different activities; however, it is more serious than a Level I and the standards of test administration were not observed. The difference between Level I and Level II is usually defined in perception of the degree, intent, and/or effect of the misconduct. It may impact the performance of a student or group of students who are testing and may potentially affect student performance on the test or interpretation of those scores. (Typically, does not have statewide or nationwide implications).

    - **Examples**: Administrator left instructional related materials on the walls or desks in testing environment or administrator allowed inappropriate designated supports and/or accommodations during test window.

- Level III – This is a narrow set of activities; it is the most serious Level as it describes the act of breaking or failing to observe the standards of test administration. The difference between Level II and Level III is defined in perception of the intent and/or effect of the misconduct. It may compromise the integrity of an assessment, typically by exposing secure test materials. The implications of Level III can affect all students participating in the assessment statewide and nationwide.

    - **Examples**: Administrator or coordinator modified a student's response or records, or an adult or student posted item(s) or test materials on social media, website, or any other form of media.

Appendix F. System Test Coordinator (STC) Checklist

The System Test Coordinator (STC) activity checklist list below provides recommended steps to help test coordinators prepare for an online test administration.

	System Test Coordinator (STC) Activities	Manual in reference	Estimated Time to Complete	Target Completion Date	Notes/Resources
	Direct Responsibilities				
☐	Notify schools when administration manuals and training materials are available.	*TAM*, Section II		Complete at least 5–6 weeks prior to testing.	https://mt.portal.cambiumast.com/
☐	Review all AMSA policy and test administration documents.	*TAM*, Section II	60–90 minutes	Complete at least 5–6 weeks prior to testing.	https://mt.portal.cambiumast.com/
☐	Review scheduling and testing requirements with BCs.	*TAM*, Section VI.II	60–90 minutes	Complete at least 3–4 weeks prior to testing.	
☐	Plan any state-required training for BCs and TAs; retrain as needed.			Complete at least 3 weeks prior to testing.	
☐	Review training materials and schedule training session for BCs.	*TAM*, Section II	2–3 hours	Complete while spaced over 2–3 weeks prior to testing.	
☐	Review security procedures with BCs and TAs.	*TAM,* Section II		Complete at least 2–3 weeks prior to testing.	
☐	Work with District Technology Coordinators to ensure timely computer setup. • Conduct network diagnostics. • Download the secure browser • Verify that schools meet the minimum technology requirements.		5–10 hours	Complete at least 2 weeks prior to testing.	https://mt.portal.cambiumast.com/tech-guide.html
☐	Work with schools to review TIDE student enrollment information.		2–4 hours	Complete at least 2 weeks before testing and during testing.	*TIDE User Guide*
☐	Perform an equipment needs assessment based on individual student requirements. • Work with the BC to identify students who will need specialized equipment for accommodations.		1–2 hours	Complete at least 2 weeks prior to testing.	Students are permitted and encouraged to use their own ear buds or headsets—but districts and schools should also plan on having some available.

System Test Coordinator (STC) Activities	Manual in reference	Estimated Time to Complete	Target Completion Date	Notes/Resources
Monitor Administration Activities				
☐ Investigate all testing improprieties, irregularities, and breaches reported by TAs. • Follow reporting procedure according to Section IV.	*TAM,* Section IV	As needed	Ongoing. Deadline for all submissions will be one week after the testing window closes.	
☐ Report any test security incident in TIDE and report to the appropriate personnel according to the guidelines.	*TAM,* Section IV	As needed		
☐ Monitor with the District Technology Coordinator any technical problems to apply resolutions or disseminate information at other school sites prior to testing.			Ongoing throughout the testing window.	
Oversight Responsibilities				
☐ Ensure that BCs and TAs in the district are appropriately trained and aware of policies and procedures, especially related to security.	*TAM,* Section III and Section VI		Complete at least 3 weeks prior to testing	
☐ Review STC schedules for adequate time and resource planning.	*TAM,* Section VI		Complete at least 3 weeks prior to testing	
☐ Verify that BCs and TAs have reviewed student information in TIDE and are verifying student settings for designated supports and accommodations in TIDE.			Complete at least 2 weeks prior to testing.	*TIDE User Guide*
☐ You or your designee must be available during your testing window for questions and problem solving.		Complete during your entire testing window.		
☐ Communicate regularly with BCs any emerging trends or issues.		Complete during your entire testing window.		

System Test Coordinator (STC)
Avoiding Security Breaches
1. Inventory all test materials when they arrive.
2. Store materials in a secure location until the test window opens.
3. Train Proctors in maintaining test security.
4. Do not test before the test window opens or after it closes.
5. Do not copy or otherwise reproduce test materials.
6. Do not discuss test questions with students or faculty.
7.   Securely destroy all secure test materials after testing .

Appendix G. Building Coordinator (BC) Checklist

The Building Coordinator (BC) activity checklist list below provides recommended steps for a coordinator to help prepare for an online test administration.

	Building Coordinator (BC) Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	Direct Responsibilities				
☐	Attend trainings your district offers and review all Alternate Montana Science policy and test administration documents.	*TAM,* Section II	60–90 minutes	Complete at least 3 weeks prior to testing.	
	Ensure that all TAs attend your school's or district's training.		2–3 hours	Complete at least 3 weeks prior to testing.	
☐	Work with technology personnel to ensure timely computer setup: • Conduct network diagnostics. • Download the secure browser. • Verify that your school has met the minimum technology requirements. • Ensure that other technical issues are resolved before and during testing.		5–10 hours	Complete at least 3–4 weeks prior to testing.	https://mt.portal.cambiumast.com/tech-guide.html
☐	Perform an equipment needs check based on individual student requirements. • Work with TAs to identify students who will need specialized equipment for accommodations.	*None*	1–2 hours	Complete at least 2 weeks prior to testing.	
☐	Based on the test administration windows, work with TAs ands, STCs	*TAM,* Section VI.II	2–4 hours	Complete at least 1–2 weeks prior to testing.	

Building Coordinator (BC) Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
and/or ARs to establish a testing schedule.				
☐ Work with TAs to review student information in TIDE before students are tested to ensure that correct student information and test settings for designated supports and accommodations are applied.		2–4 hours	Complete at least 1–2 weeks prior to testing.	*TIDE User Guide*
☐ Establish a place to test those students who need a separate test setting.		1–2 hours	Complete at least 1–2 weeks prior to testing.	*Alternate Accessibility Guidelines*
☐ Ensure proper handling of all printed test materials and scratch paper. Collect all test materials on each day of testing to keep in a secure location until after the test session, and then destroy according to the security policy outlined in the *TAM*.	*TAM,* Section III.II		Complete during and after testing window.	
☐ Ensure adherence to all security policies.	*TAM,* Section III		Ongoing	
☐ Document any testing impropriety, irregularity, or breach and report to the STC (if applicable) immediately after learning of the incident. • Enter incidents in TIDE (or work with the STC to enter).	*TAM,* Section IV	As needed	Ongoing	

	Building Coordinator (BC) Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	Monitor Administration Activities				
☐	Monitor testing progress during the testing window and ensure that all students participate as appropriate, addressing student issues as needed.	*None*	As needed	Ongoing	
☐	Raise any technical issues with the School Technology Coordinator for resolution.	*None*	As needed	Ongoing	
☐	Review, investigate, and report on all potential testing improprieties, irregularities, and breaches reported by the TA. Mitigate incidents when appropriate.	*TAM*, Section IV Appendix E	As needed	Ongoing	
	Oversight responsibilities				
☐	Verify that TAs have completed the Alternate TA Certification Course.		Complete at least 1–2 weeks prior to testing.		
	Verify that TAs have verified student settings for designated supports and accommodations in TIDE.		Complete at least 1–2 weeks prior to testing.	Ongoing	*TIDE User Guide*
☐	Assist TAs in taking proper measures to ensure that students have access only to allowable non-embedded resources during testing.	*None*	Complete prior to testing.	Ongoing	*TIDE User Guide*
☐	Verify that TAs are adhering to all test security policies and practices and that they have access to the Test	*TAM,* Section IV	Complete during testing.	Ongoing	

Building Coordinator (BC) Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
Security Incident Log, and that they understand how to complete this document if testing improprieties, irregularities, or breaches occur.				

Building Coordinator (BC)
Avoiding Security Breaches
1. Store materials in a secure location when not in use.
2. Do not allow students to have access to technology which may be used to record, print, or otherwise expose test questions or stimuli to other students or outside sources at any time while test materials are present.
3. Do not give students access to secure test questions prior to testing or discuss test questions at any time.
4. Do not leave students unattended with testing materials or to take them unaccompanied to another location.
5. Store all test materials together to avoid misplacing or losing any. Immediately return them to their storage place after each session.
6. Do not copy or otherwise reproduce test materials.

Building Coordinator (BC) / Test Administrator (TA)
Standardized Testing Environment
1. Instruct students to store all electronic communication devices, such as cell phones and headphones, before the test session begins. Inform students that they are not permitted to access any such devices until the end of the test session even if they finish before other students.
2. Do not allow students to have access to dictionaries, thesauri, or reference sources.
3. Do not allow students to use calculators unless specified.
4. Cover or remove bulletin boards, posters, or other instructional displace that could aid students during testing. This includes instructional items that are not available to all students taking the test such as graphic organizers or multiplication tables.
5. Minimize distractions during testing, including intercom announcements.
6. Place "Do Not Disturb" signs on doors where testing is occurring.
7. Make sure testing environment is comfortable and has appropriate lighting.
8. Utilize testing proctors at a recommended ratio of one proctor to not more than 30 students.

Appendix H. Test Administrator (TA) Checklist

The Test Administrator (TA) activity checklist list below provides recommended steps to help prepare a TA for an online test administration.

	Test Administrator (TA) Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	Review all AMSA policy and test administration documents, particularly the *Test Administration Manual (TAM).*		1–2 hours	Complete at least 2–3 weeks prior to testing.	https://mt.portal.cambiumast.com/
☐	Review the training modules and attend school or district training sessions, if any are offered.	*TAM,* Section II	2–3 hours	Complete at least 2–3 weeks prior to testing.	https://mt.portal.cambiumast.com/
☐	Complete the Alternate TA Certification Course		1 hour	Complete at least 1–2 weeks prior to testing.	https://mt.portal.cambiumast.com/alternate-science.html
☐	Provide students with a walk-through of the Practice Test for familiarity with navigation of the system and tools	*TAM, Appendix C*	1 hour	Complete while spaced over 2–3 weeks prior to testing.	https://mt.portal.cambiumast.com/alternate-science.html
☐	Perform an equipment needs check based on individual student requirements. • Work with the STC and BC to identify students who will need specialized equipment for accommodations.	*None*	1–2 hours	Complete at least 2 weeks prior to testing.	Students are permitted and encouraged to use their own ear buds or headsets—but districts and schools should also plan on having some available.
☐	Work with the SC to determine precise testing schedules based on the test administration windows selected by the school schedule. • Make sure your students' test administration schedule includes allowable breaks.	*TAM*, Section VI		Complete at least 1–2 weeks prior to testing.	
☐	Confirm that you have received your TIDE login information. You should have received an automated email from the Help Desk notifying you of how to log in to TIDE. You will			Complete at least 1–2 weeks prior to testing.	*TIDE User Guide* If you have not received this information, please check your spam/junk email folder to see if it was mistakenly routed there. If not, check with your BC.

Test Administrator (TA) Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
also use this username and password for the Online Testing System.				
☐ Work with your BC to ensure that each student has an SSID number and has been loaded into TIDE as an Alternate Assessment student			Complete at least 1–2 weeks prior to testing.	*TIDE User Guide*
☐ Confirm each student's test settings for designated supports and accommodations against their IEP or other relevant documentation as appropriate.		2–4 hours	Complete at least 1–2 weeks prior to testing.	*TIDE User Guide*
☐ Ensure that the MT secure browser has been downloaded to any computer(s) on which students will be testing.		1–2 hours	Complete at least 1–2 weeks prior to testing. *and again* Complete the day before testing or morning of testing.	Check with your BC or School Technical Coordinator if the [**Secure Browser**] icon is missing. https://mt.portal.cambiuma st.com/tech-guide.html
☐ Prior to administration, check all computers that will be used and close all applications except those identified as necessary by the school's Technology Coordinator. Make sure that no computer has dual monitors.	*None*	1–2 hours	Complete the morning of testing.	The TA should open the secure browser on each computer after closing any unnecessary applications.
☐ Review all guidelines for creating a secure test environment. • Review all security procedures and guidelines in the *TAM*.	*TAM,* Section III.III		Prior to and during day(s) of testing.	
☐ Make sure the physical conditions of the testing room are satisfactory. • Make sure that no instructional materials directly related to the content of the assessments are visible.	*TAM,* Section III.III		Complete the day(s) of testing.	• Make sure students clear their desks and put away all books, backpacks, purses, cell phones, electronic devices of any kind, and other materials not needed for the test. • Ensure that students do not access unauthorized electronic devices (such

	Test Administrator (TA) Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	• Students should be seated so there is enough space between them or provide desktop partitions to minimize opportunities to look at each other's screen. • Actively monitor students throughout the test sessions. • Students who are not being tested may not be in the room where a test is being administered.				as cell phones) at any time during testing.
☐	On the day of testing, verify that the students have their login information (first name, SSID, and session ID).			Complete the day(s) of testing.	*TIDE User Guide*
☐	Report any testing improprieties, irregularities, and breaches to the STC and BC in writing immediately following an impropriety, irregularity, or breach.	*TAM,* Section IV		Complete as soon as possible during or immediately following testing.	Test Security Incident Worksheet
☐	Securely dispose of all printed testing materials, including student login information, print-on-demand documents, and scratch paper in a secure manner.	*TAM,* Section III.II		Complete after testing.	

Test Administrator (TA) / Proctor (PR)
Standardized Test Administration Procedures
1. Maintain a positive attitude about testing before, during and after testing.
2. Allow students to take rest room breaks in advance of testing.
3. Check to see if all eyeglasses and/or hearing devices are working and being used, if needed
4. Clear main/home screen of calculators both before and after calculator use sessions.
5. Make sure if a test session is started that it is finished in the same day, unless otherwise specified by OPI, the assessment manual, or a student's IEP.
6. Keep voice inflections neutral in the event a required and allowable test accommodation is to read portions of the test aloud.
7. Monitor students as they test.
8. Do not allow students to leave the room unaccompanied by an adult once the student has begun a session.
9. If a student asks a question, the Proctor may respond, "I'm sorry I can't help you; just do your best."
10. If a student is utilizing the scribe accommodation, scribe exact student responses, including incorrect responses, when scribing is a specified accommodation. Include all grammatical and punctuation errors when scribing answers to constructed response questions.
11. Transcribe exact student responses, including incorrect responses, when a student's test booklet has been damaged or an alternate format has been used (such as Braille).
12. Do not coach any students

Student Assessment Office Contact Information

The contact information for Assessment Division of the Montana Office of Public Instruction.

Contact Information	
Questions about state policies	**Questions about technology and the overall administration procedures**
Montana OPI **Accommodations, Test Policy, Testing Irregularities** **844-867-2569** OPIAssessmentHelpDesk@mt.gov	**Montana Help Desk** **Monday–Friday 6:00 a.m. to 6:00 p.m. Mountain Time** **1-877-365-7915** mthelpdesk@cambiumassessment.com

Appendix I. Change Log

Change Made	Section	Date