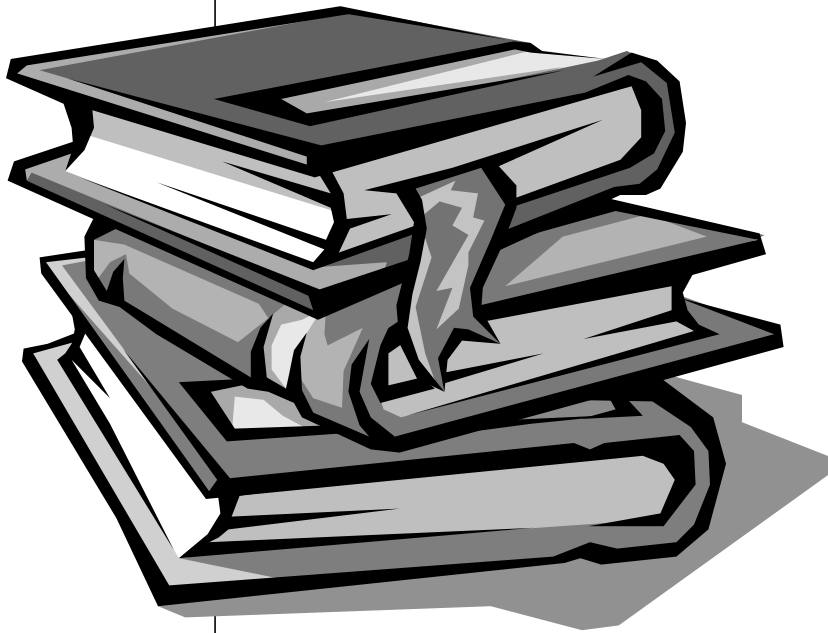


MontCAS

Montana Comprehensive Assessment System



Montana
Office of
Public Instruction
March 2004

OPI

Presenters

- Bob Runkel, Montana SPED Director
- Judy Snow, State Assessment Director
- BJ Granbery, State Title I Director

MontCAS

Phase 1

- Norm-referenced test—the lowas
- Calculator use by IEP
- Grades 4, 8, 11
- Reading, language arts, math, social studies, science
- Multiple choice
- Alternate assessment scales
- Timed test
- March 8 – 26, 2004
- Funded by the state

Phase 2

- Criterion-referenced test
- Calculator use for all students on portions of the test
- Grades 4, 8, 10
- Reading and math
- Multiple choice, math short answer and constructed response
- Untimed test
- Evidence based alternate
- March 29-April 16, 2004
- Funded by NCLB--AYP



Alternate Assessment

Phase 1

- Alternate assessment scales
- Grades 4, 8, 11
- Reading, language arts, math, social studies, science
- Checklist completed by teacher
- May be appropriate for IEP, LEP, and 504 students
- Window: March 8 -26

Phase 2

- Evidence based task
- Grades 4, 8, 10
- Reading and math
- Activity with performance indicators—student completes test activity
- For students with significant cognitive disabilities
- Window: Feb. 17 – April 16

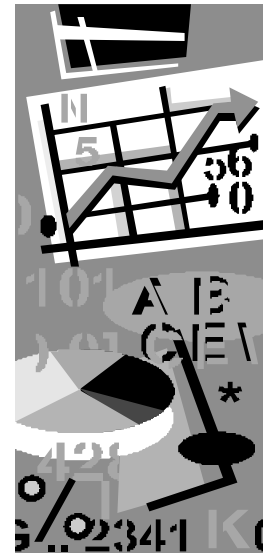
How Results Are Reported

Norm-Referenced Tests

- Percentile Rank
- Normal Curve Equivalent

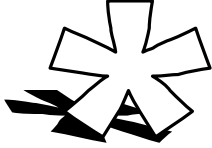
Criterion-Referenced Tests

- Proficiency Level for Individual Students
- Percentage of Students at Proficiency Levels



CRT

Test Development Process

- RFP
- Alignment study
- Item Development
- Test Administration
- Standard Setting 
- Results

Connection between CRT and Adequate Yearly Progress (AYP)

- 2004 CRT is the basis for 2004 AYP
 - Consistent test administration and coding
 - Participation rate information
 - Academic indicator
 - Coding of subgroups

Participation for AYP

- 95% participation rate based on all students enrolled on the first day of school's testing window
 - Within state window of March 29 – April 16
- Principal's Certification of Enrollment
- Reminder of Feb. enrollment count
- Subgroups are included in participation rate

Academic Indicators for AYP

- Calculated on the scores of students who have been in the school or district for the entire academic year

Sub Groups for AYP

- Ethnicity Categories--Mark only one
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Hispanic
 - Native Hawaiian or Other Pacific Islander
 - White

Sub Groups for AYP (cont'd)

- Programs-- Mark all that apply
 - Those that will be calculated for AYP
 - SE—Special Education Students
 - LEP/ELL—Students identified as having limited English proficiency
 - F/RL—Students with free and reduced lunch status

Other Sub Groups

- Those not calculated for AYP but need to be coded for other reporting purposes
 - 504—Students on 504 plans
 - Migrant—Student who has migrant status
 - GT—Gifted student identified and served

Test Sessions

Reading

■ Session 1

- Approx 45 minutes

■ Session 2

- Approx 45 minutes

■ Session 3

- Approx 45 minutes

Math

■ Session 1

- Calculators allowed
- Approx 45 minutes

■ Session 2A

- Calculators allowed
- Approx 20 minutes

■ Session 2B

- No calculators
- Approx 20 minutes

■ Session 3

- No calculators
- Approx 45 minutes

Calculators

- Allowed on math sessions 1 and 2A
 - Other use is considered a non standard accommodation
 - Types of calculators
 - Calculator student regularly uses in classroom
 - Grade 4: four-function calculator
 - Grade 8: scientific calculator
 - Grade 10: graphing calculator
- (If necessary, all items in sessions 1 & 2A may be answered using a four-function calculator)

Constructed Response Items Online

- <http://www.measuredprogress.org/Assessments/GeneralEducation/Montana/Montana.html>
- By
 - Subject
 - Grade
- Items
- Rubrics
- Training Tips
- Student models

Reading Test Taking Strategies

- Read question first
- Read passage for information about question
- Take information from passage
 - No opinion
 - No knowledge from other sources
- Give at least two examples
 - Support both with details from passage

Grade 4 Reading Teaching Strategies

- Multiple step questions every day and follow through on complete responses
- Outlining in other subjects
- Teach decoding and self-questioning strategies

Grade 8 Reading Teaching Strategies

- Reciprocal teaching: students learn skills of predicting, questioning, clarifying, and summarizing
- Concept mapping or outlining a passage
- Read question before reading passage
- Practice using rubric with this type of item and response

Grade 10 Reading Teaching Strategies

- Turn passive readers into active readers who
 - Give themselves a purpose for reading by reading the question first
 - Visualize what they are reading about
 - Visualize themselves in the reading
 - Take notes while reading
 - Paraphrase
 - Summarize
 - Question

Grade 10 Reading Teaching Strategies Cont'd

- Practice written responses to reading selections.
 - Regularly
 - Use a rubric similar to the samples
 - As structure for the response
 - To evaluate the response
 - Ask students to underline or highlight the parts of their answers that fit the rubric.

Math Test Taking Strategies

- Label each part of the question
- Label charts, tables, axes
- Do not skip steps
- Show work to justify each step of solution
- Use math vocabulary
- Go beyond answer to logical and sequential justification.

Grade 4 Math Teaching Strategies

- Align Assessment and instruction closely aligned
- Emphasize reasoning, communication, and problem solving
- Engage students in self-assessment
- Use performance tasks as instruction tools
- Encourage collaboration of performance tasks in heterogeneous groups

Grade 4 Math Teaching Strategies Cont'd

- Integrate authentic literacy experiences into math instruction
- Explicit instruction in math writing
- Differentiate instruction

Grade 10 Math Teaching Strategies

- Reading math is important
- Use math vocabulary
 - Translation, rotation, reflection instead of slide, turn, and flip
- Practice “story” problems or problems in sentence form
- Practice going beyond answer to logical and sequential justification.

For more information

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Online resources

- <http://www.opi.state.us/assessment/index.html>
- **JUMP newsletters**
 - <http://www.opi.state.mt.us/pdf/assessment/newsletters/>

Annual State Report Card

Will include:

- Disaggregated student achievement results by performance level
- Comparison between annual objectives and actual performance for each student group
- Percent of students not tested, disaggregated
- 2-year trend data by subject, by grade tested
- Data on other indicators used to determine AYP



Annual State Report Card (cont.)

- **Graduation rates**
- **Performance of districts making AYP, including the number and names of schools identified for school improvement**
- **Professional qualifications of teachers, percent with provisional credentials, percent of classes not taught by highly qualified teachers including comparison between high- and low-poverty schools**
- **Optional information provided by State**



Online report card link

<http://www.opi.state.mt.us/ReportCard/>

Picture of online report card

Please select a report from any of the pop-up menus below:

Report Type: Academic Indicator by Grade & Subject ▾

Report Level: State ▾

District: Choose a District if the Report Level is 'District' ▾

School: Choose a School if the Report Level is 'School' ▾

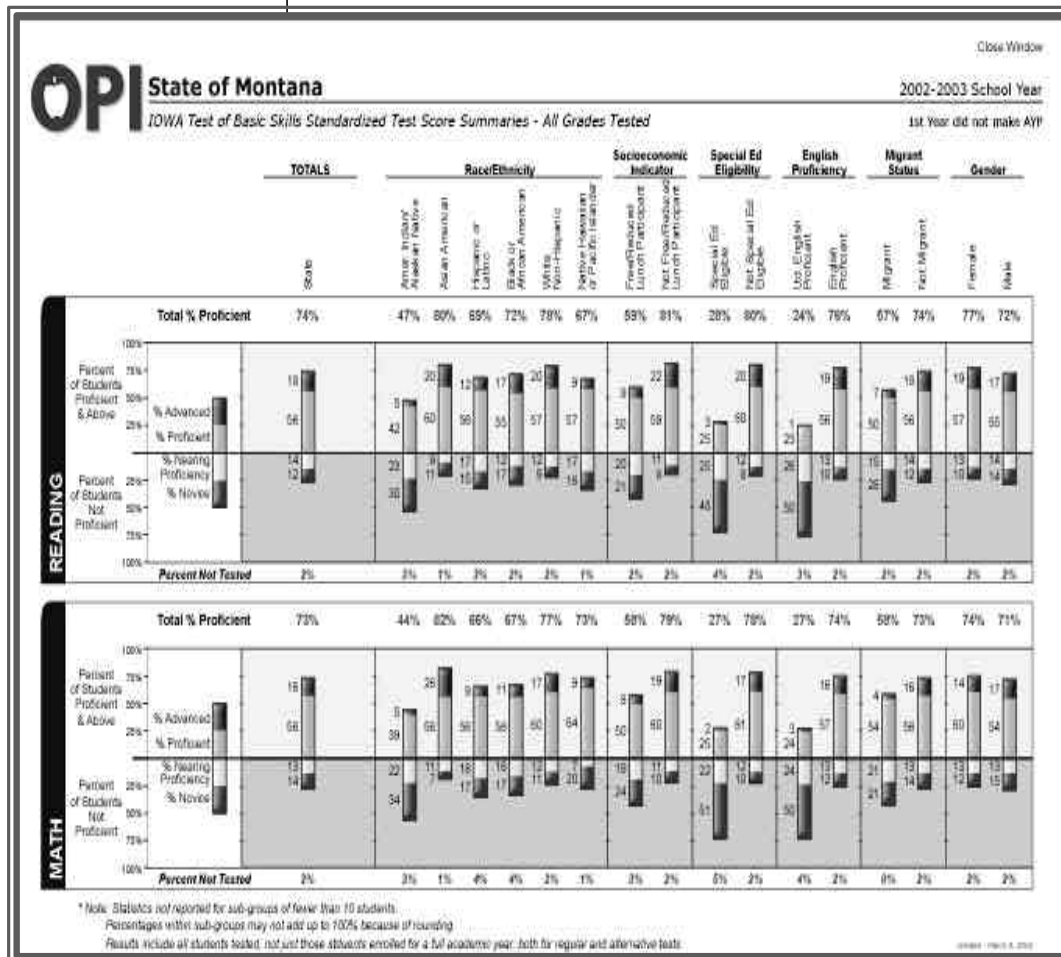
Year: 2002-2003 ▾

Grade: All Grades Combined ▾
(Only applies to the "Academic Indicator by Grade & Subject" report)

Create Report
(Report will open in a new window)

This is the menu shown when you want to create a report.

Picture of online report card (cont'd)



This is an example of what your report will look like after entering your specifications.

Local Report Cards

- Must contain all the same components as the State Report Card as applied to the district and each school in the district.
- For a district: the number and percentage of schools identified for improvement and how long they've been identified.
- How students in the district achieved on the statewide assessment compared to students in the state as a whole.

Local Report Cards

- School report cards must indicate whether the school has been identified for improvement and
- Information that shows how the school's students achieved on the statewide assessment and other indicators compared to other students in the district and the state.

Dissemination

- States might post on website, make copies available in local schools, libraries, parent centers, community centers or other public locations
- Districts must disseminate to all schools in the district, all parents of students attending those schools, the community through public means such as website, libraries, etc.