



PRINCIPAL AND ASSESSMENT COORDINATOR MANUAL

MAINE SCIENCE ASSESSMENT
SPRING 2024

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NOTE: This manual may be downloaded from the link below and printed or photocopied as needed.

<https://mescience.zendesk.com/hc/en-us/articles/1500009572282-Principal-and-Assessment-Coordinator-PAC-Manual>

Overview of the 2023–24 Maine Science Assessment

1. The Maine Science Assessment assesses all publicly funded Maine students in grades 5, 8, and 3rd year of high school.
2. Students with significant cognitive disabilities who qualify for the alternate assessment to the Maine Science Assessment will participate in the MSAA-Science this year from March 11 through April 26, 2024. This Maine Science Assessment does not need to be submitted for any student who was assessed through the alternate assessment.
3. All publicly funded students who participate in the Maine Science Assessment for grades 5, 8, and 3rd year of high school must have a state student identification (SSID) number in Synergy State Edition.
 - A. **Online Assessment Administration:** To log into the ADAM assessment platform, students should be provided a session-specific student assessment card (formerly, test ticket) to use during the login process. The student assessment cards will contain the following student information:
 1. SSID
 2. First Name
 3. Last Name
 - B. **Paper Assessment Administration:** Students must use the Student Assessment Booklet with their pre-printed PreID label placed on the back cover. Students needing large print or braille will receive a student assessment booklet for the required accommodation and a standard-print student assessment booklet into which the student (or scribe) can record all responses for scoring. Both assessment booklets should have the student-specific PreID label on them. The pre-printed PreID label contains the following student information:
 1. SSID
 2. First Name
 3. Last Name
 4. Grade
 5. School
 6. District
4. Schools must enter all student demographic data used for Maine Science Assessment reporting into Synergy State Edition. See **Important Dates** on page 3 of this manual for the due date. The only exceptions to this rule are the accommodation codes. For more information on accommodations, see the [Maine Science Assessment Accessibility Guide](#).
5. The Maine Science Assessment is designed to assess Maine DOE Regulation 131: The Maine Federal, State, and Local Accountability Standards.

The following statements are only applicable to the **paper-based assessment** administration:

6. Maine Science Assessment Booklets will be shipped by Strategic Measurement and Evaluation (SME) directly to the campus or school where the student(s) requiring paper/Large Print accommodations will be assessed. See **Important Dates** on page 3 of this manual for the ship by date.
7. Braille assessment booklets will be shipped from the braille vendor directly to the campus or school where the student(s) requiring the braille accommodation will be assessed. See **Important Dates** on page 3 of this manual for the ship by date.
8. School assessment coordinators will need to schedule a UPS pick-up to return all secure assessment materials on the first business day after completing all paper assessments. See **Important Dates** on page 3 of this manual for the “ship by no later than” date.

Important Contact Information

Maine Science Support Desk (New Meridian)

Support Desk Self-Service (Initiate an Inquiry, Resources, Chat*)

<https://mescience.zendesk.com/>

**Chat will be available from 7:30 a.m. – 4:00 p.m. during the science assessment window*

Toll-Free Number 855-544-0842

Email Address for follow-up inquiries (please include the ticket #)

MEScience@adamexam.com

Maine Department of Education (Policy Questions)

Krista Averill, Assessment Coordinator 207-215-6528

Krista.Averill@maine.gov

Jodi Bossio-Smith, Director of Assessment..... 207-530-1462

Jodi.Bossio-Smith@maine.gov

Janette Kirk, Chief of Federal Programs 207-441-2958

Janette.Kirk@maine.gov

Synergy Helpdesk..... 207-624-6896

medms.helpdesk@maine.gov

Additional Maine Science Assessment Administration Resources

Links to Training webinars and Q&A sessions for assessment coordinators and assessment administrators are available and can be found at <https://mescience.zendesk.com/> under Video Tutorials and Webinars.

Important Dates

Deadlines and windows for ordering Paper-Based Assessment Booklets*

Initial orders for

Braille December 6, 2023

Paper, Large Print..... March 25–April 12, 2024

Additional orders for Paper and Large Print April 22–May 9, 2024

Maine Science Assessment Paper-Based Booklet Shipment Windows

Paper and Large Print April 29–May 3, 2024

Braille April 29–May 3, 2024

Maine Science Assessment Administration Window May 13–24, 2024

Deadline for Updating Synergy Student Data for Reports June 3, 2024

Deadline to Ship to Return Paper Materials to SME[€]

Ship by Date..... May 31, 2024

*For students needing student assessment booklets due to an IEP accommodation requiring they be assessed using paper (standard font), large print, or braille.

[€]SAUs may contact UPS to pick up paper assessment materials as soon as their science assessment administration for students using paper-based (including large print and braille) accommodations is complete.

Purpose of Document

This manual provides information about assessment coordination and administration procedures for the Maine Science Assessment, which includes a variety of item types including multiple-choice, multiple-select, multiple-part, technology-enhanced, and constructed-response questions.

For details on the structure, formats, and content of this state-developed assessment, visit the Maine DOE's Maine Science Assessment page at https://www.maine.gov/doe/Testing_Accountability/MECAS/Generalscience.

Principals and designated assessment coordinators must read this manual thoroughly before the administration and be familiar with the Assessment Administrator Manual instructions available online from the Resources area of the Maine Science Support Desk at <https://mescience.zendesk.com/>.

Before the administration, principals and assessment coordinators should have

1. Reviewed the Maine Comprehensive Assessment System Guidelines 2023-24, which can be accessed on the Maine DOE's Resources page: https://www.maine.gov/doe/Testing_Accountability/MECAS/supports.
2. Become familiar with the [Maine Science Assessment Accessibility Guide](#).

Further questions or concerns about these documents and resources can be answered by calling the Maine Science Support Desk at 855-544-0842 or by email at MEScience@adamexam.com.

Overview of the Principal/Assessment Coordinator's Responsibilities

- A. Every school principal/assessment coordinator's informed cooperation is essential to ensure that the Spring 2024 Maine Science Assessment administration proceeds smoothly, the assessment materials are correctly accounted for, and student responses are accurately analyzed.
- B. The instructions outlined in this manual and in the *Assessment Administrator Manuals (grade 5, grade 8, 3rd year of high school)* must be followed closely by each
 1. Principal.
 2. Assessment coordinator.
 3. Assessment administrator/proctor.
- C. As principal/assessment coordinator, your primary responsibilities are for the
 1. Overall security and ethical administration of the assessment.
 2. Scheduling logistics.
 3. Materials handling.
 4. Training and supervision of all assessment administrators/proctors.

Assessment Security and Ethics

The quality and usefulness of the assessment data generated by the Maine Science Assessment depend, in large part, on the uniformity of the assessment administration and the security of assessment materials. Valuable information about student achievement of content standards measuring the effectiveness of the [Maine Learning Results](#) will be seriously compromised if assessment security is not strictly implemented and maintained.

School principals are responsible for ensuring that the Maine Science Assessment administration takes place in accordance with these guidelines. Duplication of any portion of the Maine Science Assessment is strictly forbidden, including but not limited to audio recording, video recording, photographing, photocopying, and handwritten copying. No assessment, record of student work, or computer-generated responses may be retained, discarded, recycled, removed, or destroyed.

Principal's Responsibilities

As principal, you are ultimately responsible for Maine Science Assessment materials' security while assessment materials are in your school building. It is critical that you or your designee

1. Inform staff and students of these assessment security and ethical considerations.
2. Ensure the ADAM lockdown browser is installed on all devices to be used for the assessment.
3. Inventory the paper assessment materials, including student assessment cards and student assessment booklets as soon as your school receives them.
4. Print and organize the student assessment cards from ADAM for online administration.
5. Monitor the distribution and use of these materials.
6. Secure devices and assessment materials after each assessment day/period.
7. Ensure the complete and error-free return of paper-based booklets to the assessment contractor when the science assessment is completed.

The Maine Science Assessment for grades 5, 8, and 3rd year of high school students is designed to provide information about student achievement.

1. The accuracy and value of this information are directly influenced by how students handle assessment materials and respond to assessment questions.
2. **Staff must be notified that using current assessment content or materials to familiarize students with test-taking strategies is a violation of assessment security and assessment procedures.**

As principal/assessment coordinator, you are ultimately responsible for ensuring that students are properly instructed in the use of assessment materials and are given the opportunity to do their best. You or your designee must ensure the following:

1. Students have been informed
 - a. About the importance of the Maine Science Assessment before the assessment begins.
 - b. That a copy of the assessment results will be provided to their parent(s) or guardian(s).
 - c. That assessment results will be used by teachers to help improve academic instructional practices.

2. Students are informed about assessment security and ethical considerations; i.e.,
 - a. They do not participate in any form of cheating.
 - b. They only provide answers that are strictly their own.
 - c. They do not consult notes, textbooks, or other teaching materials.
 - d. They do not use calculators, cell phones, smartwatches, computer resources, or other digital or electronic devices.
 - e. They do not share or discuss assessment content or questions with anyone.
 - f. They do not consult with others about the assessment during the Maine Science Assessment administration window.
3. Each student
 - a. Receives a set of assessment materials for the appropriate grade and mode (online or paper).
 - b. Uses only their assigned set of assessment materials.
 - c. Handles the materials and completes the assessment properly.
4. Students are informed that they will have a specific amount of time to complete each session (see page 10).
5. Students are informed that
 - a. They will be required to make up any assessment session missed due to absence from school.
 - b. They are encouraged to avoid being absent during the assessment administration.
 - c. All make-up assessment sessions must be completed during the two-week science administration window.
6. Students are informed that responses identified in the scoring process indicating concern for student's health or personal safety may be confidentially referred to appropriate local SAU personnel.

If questions arise or any situation occurs that could cause any part of the science assessment administration to be compromised, principals/assessment coordinators or assessment administrators should contact Krista Averill, Assessment Coordinator, at the Maine Department of Education at Krista.Averill@maine.gov or 207-215-6528.

Penalties

Failure to comply with the administration and security requirements described in this document may result in one or more of the following penalties:

- A delay in reporting of student, school, or SAU results.
- Invalidation of student, school, or SAU results.
- An investigation by the Department of Education into possible certification action.

Checklist for Assessment Administration Preparation

NOTE: This checklist is provided as a summary only. Refer to other sections for complete information.

Prior to Administration

1. Read this [Principal and Assessment Coordinator Manual](#) and the appropriate [Assessment Administrator Manual\(s\)](#) ([grade 5](#), [grade 8](#), [3rd year of high school](#)).
2. Read the Maine Comprehensive Assessment System Guidelines 2023-24, which can be accessed on the Maine DOE's Resources page: https://www.maine.gov/doe/Testing_Accountability/MECAS/supports.
3. Notify staff, students, and parents about the science assessment, and discourage absences.
4. Determine the science assessment schedule for your school. We recommend administering early in the assessment window to allow time for make-up session(s).
5. Schedule a training meeting for all staff who will administer the assessment—
 - a. Review essential information, including assessment security and ethics, and the assessment schedule.
 - b. Distribute and review procedures in the [Assessment Administrator Manual](#) ([grade 5](#), [grade 8](#), [3rd year of high school](#)).
 - c. Ensure that any absent staff member is subsequently trained.
6. Arrange for assessment of students who require accommodations and ensure that staff members who will administer this assessment have been trained and have access to the [Maine Science Accessibility Guide](#).
7. Ensure that students are rostered correctly in the ADAM platform and that Student Assessment Cards for all four sessions are printed.
8. Make sure there is a designated process for assessment coordinators, administrators, or proctors to secure all used scratch paper and Student Assessment Cards and shred these after each administration session.
9. Ensure that all Synergy State Edition student information is complete and correct.

Print and Inventory Student Assessment Cards and Rosters

Follow the instructions in the [ADAM Platform User Guide](#) for the ADAM administration platform. From the interface you can print Student Assessment Cards and Rosters for each session of the Maine Science Assessment administration. After printing, you should inventory and organize these printed materials for distribution to proctors for each session.

Allowable Materials

It is essential to ensure that no students are either advantaged or disadvantaged during the assessment by their assessment environment. At the top of the page for each assessment session in the *Assessment Administrator Manual* ([grade 5](#), [grade 8](#), [3rd year of high school](#)) is a *Materials Needed* statement that specifies what materials are needed/allowed for that assessment session. Any materials not specified in the manuals are prohibited during the Maine Science Assessment administration. **All science-related reference materials, including those on classroom walls or student desks, must be covered or removed.**

Calculators are not needed/permitted during the science assessment.

Note: Students for whom accommodations have been approved and documented may use other allowable materials, as required. See **Appendix A—Maine Science Accessibility Guide** beginning on page 8.

During the Administration

1. Maintain assessment security in all settings and locations.
2. Ensure that all approved accommodations are provided correctly to students as appropriate.
3. Secure the assessment materials between assessment administration sessions.
4. Ensure that used scratch paper and student assessment cards are securely shredded after administration sessions.
5. Monitor/observe assessment administrations in your school and be available to answer questions, as necessary.
6. Maintain a list of absent students to ensure make-up session(s) occur.
7. Maintain a list of students moving in and out of your school to ensure the assessment is conducted according to *Maine Comprehensive Assessment System Guidelines 2023-24*, which can be accessed on the Maine DOE's Resources page: https://www.maine.gov/doe/Testing_Accountability/MECAS/supports.
8. Observe and document the destruction of any student paper-based assessment booklets that are contaminated with hazardous biological matter once approval has been granted (see page 4, *Monitoring Assessment Administration* for further details) or refer to the *Checklist for Concluding Assessment Administration* on page 15 for when the paper-based assessment is complete.

Preparing for Assessment Administration— Student-Related Information

Determine How Students Will Participate

Students take part in the Maine Science Assessment either through standard administration or through administration with supports and/or accommodation(s). As a principal, you must ensure that the following occurs:

1. Supports/accommodations are available to all students based on individual needs regardless of disability status.
2. The student's educational team must make decisions regarding supports/accommodations on an individual basis.
3. Supports/accommodations must be consistent with those used during the student's regular classroom instruction.
4. The **Appendix A—Maine Science Accessibility Guide** is available beginning on page 8 and found as a single document at <https://mescience.zendesk.com/hc/en-us/articles/1500008077761>.
5. Compile a list of all students who require supports/accommodations, along with the specific support/accommodation each student requires.
6. In the ADAM platform, on the far left go to Rostering, Users and find the name of each student that will require one or more accommodation/support during the Maine Science Assessment. Use the Edit button under Actions to open the student's profile and check the box(es) for any accommodations that the student requires.
 - a. To enable text-to-speech, the box must be checked **at least 30 minutes prior to the start of the administration** to allow the change to flow through the system and turn on the accommodation for that student.
 - b. For all other supports and accommodations, boxes must be checked **at least 30 minutes prior to the administration** for the support/accommodation codes to be reflected in the Proctor dashboard. You can then reprint rosters or student assessment cards to reflect the changes as needed.
 - c. Students that require paper (including large print or braille) will have this accommodation checked by default.
 - i. You may uncheck these accommodations if this requirement has changed.
 - ii. Checking these boxes will not generate an order for any form of paper. To initiate a paper order, you must go through the [Request for Paper-Based Science Assessment](#) process. See page 3 for paper order deadlines.
 - d. For additional information, see the [ADAM Platform User Guide](#)
7. Designate enough trained school personnel to provide the supports/accommodations recommended for each student.

Only students who have been approved for special considerations by the Maine DOE due to specific circumstances may be exempted from participation in the Maine Science Assessment. Please see the *Maine Comprehensive Assessment System Guidelines 2023-24*, which can be accessed on the Maine DOE's Resources page: https://www.maine.gov/doe/Testing_Accountability/MECAS/supports, for guidance on these and other participation issues such as for students who move during the assessment window.

Preparing for Assessment Administration— Schedule/Environment

Scheduling and Standard Administration Requirements

Following the requirements described below, develop an assessment schedule for your school prior to the start of each grade level administration window. The tables below show the total number of administration sessions and the time required for each grade level. An additional 5–10 minutes should be reserved for material distribution and instructions for the assessment prior to each assessment session. If you schedule two (or more) assessment sessions consecutively, it is recommended that a break of at least 10 minutes be scheduled between assessment sessions. Schools should schedule each grade-level assessment at a convenient time within the two-week window. Within a grade, each assessment session should be administered simultaneously to all students in your school. For example, all grade 5 students in a particular school will take Science Session 1 at the same time. Schools with students in a hybrid or remote setting may need to schedule sessions on a rolling basis to account for the non-standard school schedule. Once an assessment session has started, it must be completed on the same day. Concurrent assessment administration allows the assessment environment to be standardized and minimizes potential assessment security problems. The questionnaire is scheduled for last because some questions ask students to describe the Maine Science Assessment they have just taken.

All assessment sessions should be scheduled in the order below, and all students within a school should be assessed simultaneously within a grade. The only exceptions to these rules are for schools with hybrid or remote students, make-up session(s), and students with certain accommodations. All session(s) must be completed within the administration window for all grades by end of day on May 24, 2024.

Assessment Session Order and Time Allowances:

Session	Total Time
Material Distribution and Instructions	10–15 minutes
Session 1	60 minutes
Session 2	60 minutes
Session 3	60 minutes
Student Questionnaire	15–20 minutes
TOTAL (not including distribution/instructions)	200 minutes

Classrooms experiencing a unique assessment administration situation that affects the assessment time should contact Krista Averill, Assessment Coordinator, at the Maine DOE at (207) 215-6528.

Assessment Environment

Assessment sessions (when possible) should be administered in a classroom setting. Auditoriums, cafeterias, libraries, hallways, study halls, and other non-classroom settings may be uncomfortable, noisy, and distracting to the student and are therefore not ideal assessment settings. You should ensure that assessments are administered in rooms with adequate lighting, ventilation, space, and furniture to enable students to work comfortably and without disruption. Science-related content materials on walls or desks must be covered or removed during the assessment window.

Designate enough classroom space in your schedule to allow for

1. All students in a grade to be assessed at the same time with sufficient personal assessment space for adequate monitoring and proctoring.
2. Separate classroom space for make-up sessions if necessary.
3. Supports and accommodations to be provided for students who have been approved to receive them.

Make-up Session(s)

It is crucial that every student complete every Maine Science Assessment session, including make-up sessions, for all grades by May 24, 2024. It is recommended that assessment coordinators maintain a list of absentees/assessment sessions missed during each assessment session. Plan times into your schedule for make-up assessment sessions to be administered by trained school personnel.

Preparing for Assessment Administration—Personnel

Designate Assessment Administrators/Proctors

Designate enough trained assessment administrators/proctors to ensure that

1. Each assessment session can be administered simultaneously to all students assessed at a grade level.
2. Students can be assessed in a classroom setting that provides sufficient assessment space per student to eliminate the possibility of cheating.
3. Students who need them are correctly provided with appropriate supports/accommodations.
4. Make-up sessions will be supervised.

NOTE: When scheduling assessment administrators/proctors for students who will receive a read-aloud accommodation using a Human Reader or ASL interpreter, a reader trained in assessment administration may read the same grade level science assessment session to multiple students simultaneously.

Train Assessment Administrators/Proctors

Schedule a training meeting with all school staff who will be administering the Maine Science Assessment, including educational technicians, as necessary.

Distribute a copy of the appropriate *Assessment Administrator Manual* ([grade 5](#), [grade 8](#), [3rd year of high school](#)) to each designated assessment administrator/proctor and notify him or her that they must read the manual thoroughly. If additional copies are required, the manual and instructions may be downloaded, printed, and duplicated from the Resources area of the Maine Science Support Desk at <https://mescience.zendesk.com/>.

During the meeting, show the [Assessment Security Overview Training Webisode](#), [Assessment Irregularities! What Now? Security Training Webisode](#), and Maine Science Assessment Proctor Training video (found at https://www.maine.gov/doe/Testing_Accountability/MECAS/Generalscience), or direct assessment administrators and proctors to view the videos at their convenience.

Meet with all designated assessment administrators/proctors to

1. Review assessment security and ethical considerations and the staff's need to follow *Assessment Administrator Manual* ([grd5](#), [grd8](#), [HS](#)) instructions and scripts.
2. Provide student assignments and discuss any supports/accommodations that will be provided to students.
3. Notify the assessment administrators/proctors of the assessment schedule for your school, including the make-up schedule and assignments.
4. Inform all assessment administrators/proctors about assessment material tracking procedures and documents.
5. Explain the requirement to distribute student assessment booklets and student assessment cards to the correct students.
6. Provide paper assessment administrators/proctors with No. 2 pencils.
7. Explain that each student using a paper booklet must legibly write his or her name and school name on the front cover of the booklet.
8. Explain that any coding of online student accommodations information to allow for the use of text-to-speech should have occurred in the ADAM platform **BEFORE** the

- administration and should be reflected on the roster and student assessment card.
9. Explain that any coding of additional accommodation and support demographics will be completed by the assessment coordinator **AFTER** the assessment is completed.
 10. Answer questions regarding assessment administration procedures.

Conducting Assessment Administration

Distributing/Monitoring Assessment Materials

Distribute rosters, student assessment cards, and, if applicable, student assessment booklets to the assessment administrators/proctors for the students taking the science assessment. Provide headphones for students approved to use the text-to-speech accessibility feature.

If applicable, coordinators will need to provide one paper-based student assessment booklet to assessment administrators/proctors administering to an individual or small group of online students requiring the Human Reader or ASL Signer accommodation. This booklet should be provided immediately prior to a session.

Monitor correct use of tracking documents and ensure compliance with assessment security guidelines. Investigate immediately any discrepancy in the use of tracking documents or in the information they contain.

Monitoring Assessment Administration

It is recommended that you observe and/or maintain close daily contact with all assessment administrators/proctors during the assessment window. This is to answer any questions or address any issues that may arise.

Administration of Paper Based Forms

Students will complete their responses on the paper-based forms, and the school will return the paper test booklets to the Maine Science scoring vendor according to the procedures for handling paper testing materials. It is important to note that local test administrators and/or proctors will not enter student responses into an online form.

Students assigned a paper-based form will have the Paper-Based Form accommodation indicated in the test administration dashboards. They will also be indicated with a Paper Only code.

Auth Fields (Identifier)	Accommodation	Code	Actions
SSID001	1	Paper Only	

Should a student receiving a paper-based accommodation attempt to login to the online platform the following alert message will appear on the screen: *The test is blocked, you are prevented from taking this test.*

Grade 5 Science Session 1
Enter your information before continuing.

State Student ID
SSID001

BACK NEXT

The test is blocked
You are prevented from taking this test

Handling Irregularities

Circumstances over which you have no control (fire drills or power failures, for example) may interrupt the assessment. Interruptions should not reduce the total amount of time students are given to complete the interrupted session. When normal conditions are restored, resume the assessment.

Call Krista Averill, Assessment Coordinator, at the Maine DOE (207-215-6528) immediately if any situation occurs that could cause the assessment administration to be compromised.

Checklist for Concluding Assessment Administration

NOTE: This checklist is provided as a summary only. Refer to the applicable sections for complete information.

After Assessment Administration

- Collect and inventory all assessment materials from each assessment administrator/proctor.
- Shred all student assessment cards and rosters containing test codes, student SSID numbers, and any scrap paper utilized by students.
- Confirm that no paper has been taped, pasted, stapled, or otherwise attached to the paper student assessment booklets.
- Complete or verify the supports/accommodations provided to students in ADAM.
- Follow the instructions on page 17 to distribute the information for appropriate staff to complete the online Principal/Assessment Coordinator, Teacher (Grades 5 & 8), and Department Chair (3rd year of High School) questionnaires.

Concluding Assessment Administration

Collecting All Student Assessment Materials

Collect and inventory all secure assessment materials upon completion of the assessment administration. Ensure that assessment materials have been returned by each assessment administrator/proctor and regional program, including student assessment cards and student assessment booklets.

Completing Information for Student Reporting

All students must be enrolled or exited from your school accurately in Synergy State Edition at the end of the administration window to ensure accurate Maine Science Assessment reporting.

Accessibility: Accommodations & Supports – ADAM platform

In the ADAM platform, return to Rostering, Users to verify that the correct supports/accommodations are checked for each student who received one or more of the supports/accommodations during the Maine Science Assessment administration. For additional information, see the [ADAM Platform User Guide](#).

Online Principal/Assessment Coordinator Questionnaire

Go to the link below to complete the Principal/Assessment Coordinator Questionnaire. The questions are provided in **Appendix E—Principal/Assessment Coordinator Questionnaire Questions** page 30–32 for reference, but please submit the questionnaire online by the final day of the assessment, no later than May 24.

[Principal/Assessment Coordinator Questionnaire](#)

Online Teacher Questionnaire (Grades 5 & 8)

Please instruct your teachers to complete the teacher questionnaire for grade 5 and/or grade 8 online using the link below. The questions are also included in **Appendix F—Teacher (Grades 5 & 8) Questionnaire Questions** page 33–35 for reference, but please submit all questionnaires online by the final day of the assessment, no later than May 24. You may copy Appendix F from this manual as a handout if needed.

[Teacher Questionnaire](#)

Online High School Department Chair Questionnaire

This questionnaire is only required for those assessing 3rd year of high school students. Please instruct your Science Department Chairs to complete the online questionnaire by using the link below. The questions are also included in **Appendix G—Science Department Chair Questionnaire Questions (High School)** page 36–38 for reference, but please submit all questionnaires online by the final day of the assessment, no later than May 24. You may copy Appendix G of this manual as a handout if needed.






[High School Department Chair Questionnaire](#)

Appendix A—ADAM Accessibility Tools

Universal Tools – Designated Supports – Accommodations

I. Universal Tools for all Students

Embedded Universal Tools

Tool	Tool Icon	Description
Provisions within online assessment platform available to all students automatically		
Review		Review page shows flagged items for review and items not attempted.
Accessibility		Accessibility options of Color Scheme / Font Size / Zoom enlargement (Accessibility Guide , ADAM Accessibility Tools section pages 7–9).
Flag or Bookmark		Ability to flag or bookmark an item to return to for review.
Line Reader		The line reader tool helps focus on reading one line of text at a time.
Response Masking		Ability to hide/cover an answer choice – not available on all item types such as technology enhanced.

Non-Embedded Universal Tools

Provisions outside of the Online Assessment Platform

Tool	Description
Scrap/Scratch Paper	The student uses scratch paper, an individual erasable whiteboard, or an assistive technology device to make notes or record responses. Scratch paper can be lined, blank, or graph. All scratch paper must be collected and securely destroyed at the end of each test to maintain test security.


II. Designated Supports for Some Students

Supports outlined below may provide increased accessibility within the assessment.

Utilization and implementation of supports are determined on an individual basis by a team of two or more educational professionals with knowledge of the student’s performance, and supports must be consistent with the student’s normal routine during classroom instruction and assessment.

Provision of supports does not alter the construct of any test item.

Embedded Designated Support

Tool	Tool Icon	Description
Provision within online platform that must be assigned to individual student		
Text-to-Speech (TTS)		Text is read aloud to the student via (embedded) TTS technology. Headphones/earbuds are necessary unless student is tested individually in a separate setting. <i>(Accessibility Guide, Text to Speech (TTS) Support section page 10.)</i>

Non-Embedded Designated Supports Provisions Outside of the Online Assessment Platform

Tool	Description
Breaks	Multiple or frequent breaks may be required by students whose attention span, distractibility, physical and/or medical condition require shorter working periods.
Extended Time	Extended time is time beyond recommended/average of 60 minutes per session(s) 1, 2, and 3. Students with extended time must complete the assessment session on the day it was started; the session will auto-submit at 11:59 PM.
Small Group or Individual Setting	This designated support is used to minimize distractions for students whose test is administered out of the classroom or so that others will not be distracted by supports/accommodations being used.
Bilingual Word Glossary for MLs	A bilingual/dual language word-to-word glossary is provided to students who are multilingual learners as a language support as per ILAP.

Examples of supports that can be provided to students and do **not** need to be indicated in the assessment platform include the following:

- Assistive technology
- Medical devices
- Visual aids (e.g., magnification devices, external monitors, reduction of visual print by blocking or other techniques, student privacy shields)
- Auditory devices (e.g., special acoustics, amplification, noise buffers, whisper phones, calming music)
- Student reads assessment aloud to self in individual setting
- Directions clarification

III. Accommodations Requiring IEP/504 Documentation

Accommodations are changes in procedures or materials that do not alter what the assessment measures and are used to increase equitable access during the assessment for students with documentation of the need on an Individualized Education Plan (IEP) or 504 Plan.

Non-Embedded Accommodations Provisions outside of the Online Assessment Platform Based on IEP or 504 Plan

Tool	Description
American Sign Language	Text is translated via sign language interpreter to student by Test Administrator as documented in the IEP/504 plan.
Scribe	The student may dictate answers to a human scribe in an individual setting as indicated by a student's IEP/504 plan. Human scribe records verbatim what a student dictates and must give the student an opportunity to review scribed text. Scribed answers must be entered into the online testing platform - no paper submissions accepted.
Paper-Based + Large Print	For students with an IEP/504 plan that requires assessments to be paper-based and not administered online. <u>Request for Paper-Based Science Assessment</u>
Braille	Both contracted and un-contracted braille (English braille, American Edition or Unified English braille) are available as indicated by a student's IEP/504 Plan. Students who require a braille assessment will be sent a transcribed paper-based assessment.
Human Reader (Paper Based Tests ONLY)	This accommodation is only allowed for students that have a documented need for paper/pencil. The student will have those parts of the test that have text-to-speech support in the computer-based version read by a qualified human reader in English.

Appendix B—Supplemental Instructions for Paper-Based Assessment Administration

Note: All Administrators and Coordinators should also be familiar with the information, instructions, and checklists in pp. 1–16 of this manual.

Preparing for Paper-Based Assessment Administration

Supplemental Checklist for Paper-Based Assessment Administration Preparation

NOTE: This checklist is provided as a summary only. Refer to other sections for complete information.

1. Use the Packing List/Return Shipment List to inventory student assessment booklets. Call the New Meridian Maine Science Support Desk at (855) 544-0842 to report or resolve any discrepancies prior to the assessment.
2. Save student assessment booklet shipping boxes and UPS return shipping labels for return mailing.
3. When organizing materials for the assessment administrators/proctors who will administer the science assessment to students with paper-based accommodations, be sure to
 - a. Set aside standard-print student assessment booklets for students with this paper accommodation.
 - b. Check separate paper (including large print) and braille shipments to pair a student's standard-print booklet with their large print or braille booklet using the PreID labels on the back cover.
4. For administrators/proctors that will be administering as a scribe, human reader, or human ASL signer, you will need to contact the New Meridian Maine Science Support Desk to order an additional booklet. It is important to emphasize that student responses **must be captured in the student assessment booklet with the student's PreID label on the back cover**. We recommend the student's name be written on the front cover of both booklets.
5. Prepare assessment material tracking documents or use the sample document in **Appendix C—Sample Tracking Form**, as necessary.
6. Make sure there is a designated process for assessment coordinators, administrators, or proctors to secure student assessment booklets and shred all used scratch paper after each administration session.

Inventory Student Assessment Booklets

If you have followed the instructions in **Appendix A—Maine Science Accessibility Guide** to order paper, large print, or braille booklets, you should instruct your school staff (custodians, support staff, and others) to notify you immediately upon receipt of your shipment. Assessment materials will be shipped from the print vendor, Strategic Measurement and Evaluation (SME), and should be easily identified by the fluorescent "Attention" and "Save this Box" stickers on the box(es). If you have ordered braille materials, you will receive shipments from the braille vendor, the American Printing House for the Blind (APH), and SME.

If you have not received your initial order of paper assessment materials by noon on May 3, 2024, call the **Maine Science Support Desk at (855) 544-0842** or initiate a help request at <https://mescience.zendesk.com/>.

Inventory the assessment materials upon receipt to ensure you have the booklets you ordered for students with paper accommodations. If you need additional materials for students with paper accommodations, please submit an additional [Request for Paper-Based Science Assessment](#) on the Maine DOE website.

Additional paper student assessment booklets in support of human reader or American Sign Language (ASL) may be ordered by contacting the Maine Science Support Desk at (855) 544-0842, or initiate a help request at <https://mescience.zendesk.com/>.

The paper assessment materials listed below are packed in cartons by school. Save the cartons and UPS return service labels for return shipping.

Paper Administration Materials	
Maine Science Assessment Item	Notes
Instruction Letter	Enclosure with key information to help you navigate your shipment.
Packing List/Return Shipment List	These documents are used by SME to fill the shipping order and will appear in every assessment material box. You should check this slip against the materials in your box as well as against your orders placed for students with paper accommodations. Remember: Orders for braille and large print booklets will automatically initiate an order for a standard-print booklet for use by a proctor or scribe. Braille orders will ship separately from APH.
UPS Return Shipping Labels	Affix one label to each assessment material box when returning assessment materials. Additional labels should be discarded. It is recommended to keep a copy of the UPS return label for tracking return shipments. Note: Braille materials should be returned to SME with the other secure paper assessment materials.

Secure Assessment Materials – As Ordered	
Large Print Booklet sets	The large print booklet sets include a large print booklet, a standard student assessment booklet for the assessment administrator/proctor’s reference, and special administration instructions. If necessary, an assessment administrator/proctor should transcribe the student’s answers into the standard student assessment booklet.
Braille Booklet sets	The braille booklet sets include a braille booklet, a standard student assessment booklet for the assessment administrator/proctor’s reference, and special administration instructions. An assessment administrator/proctor should transcribe the student’s answers into the standard student assessment booklet with the student’s PreID label affixed, or include a printout of the student’s responses with the booklet.
Standard Student Assessment Booklets	Standard student assessment booklets are assigned to specific students and will come with a PreID label affixed to the back cover.

Prepare Tracking Documents

You are responsible for the security of assessment materials and for developing a system for tracking assessment materials while they are on school premises. You must be able to

1. Verify that assessment materials are being distributed accurately and in accordance with assessment security and ethics requirements.
2. Identify the location of materials at any given time during the assessment administration.
3. Locate any misplaced materials.

A sample School Assessment Materials Tracking Form is included as **Appendix C— Sample Tracking Form** of this manual. You may modify this document or create your own. Tracking documents should be attached to any and all containers used to distribute assessment materials during assessment administration. Tracking documents should be stored securely with assessment materials when not in use.

Each individual authorized by you to be involved in the handling and security of assessment materials as they are moved within your school should be an education professional employed by the SAU and thoroughly familiar with principal/assessment coordinator and assessment administrator/proctor responsibilities. This individual must be present whenever assessment materials are being transported within the school building.

Investigate immediately any irregularity in the use of tracking documents or in the information they contain. Any loss of assessment materials should be immediately reported to the Maine Science Support Desk.

You should retain the tracking documents at the conclusion of the assessment. It is recommended that you store the tracking documents in a secure location after the Maine Science Assessment administration's conclusion for future reference regarding assessment materials and their distribution.

Conducting Paper-Based Assessment Administration

Distributing/Monitoring Assessment Materials

Provide standard paper, large print and braille assessment materials to the assessment administrators/ proctors, as applicable. The large print and braille booklets should be distributed with the standard student assessment booklet with the designated student's PreID label affixed to the back cover for the assessment administrator/proctor's reference and the capture of student's responses.

Monitor correct use of tracking documents and ensure compliance with assessment security guidelines. Investigate immediately any irregularity in the use of tracking documents or in the information they contain.

Coordinators will need to provide one student assessment booklet to assessment administrators/proctors administering to an individual or small group of students requiring the Human Reader or ASL Signer accommodation. This booklet should be provided immediately prior to a session.

Monitoring Assessment Administration

If a student should become ill during the assessment, resulting in the assessment materials becoming contaminated with hazardous biological matter such as blood or vomit,

1. please transcribe any answered questions onto securely held paper, unless you have an extra assessment booklet intended for use by a human reader/signer. You may use this booklet by writing the student's first name, last name, and SSID in large print on the front and back of the booklet;
2. report the irregularity to the Maine Science Support Desk (855) 544-0842 for guidance and to order an additional booklet; and
3. the principal may destroy all contaminated material(s).

Call Krista Averill, Assessment Coordinator, at the Maine DOE (207) 215-6528 immediately if any situation occurs that could cause assessment administration to be compromised.

Store and Return Assessment Materials

Designate a **secure** location to store all assessment materials before distribution and when they are not being used. Only the principal or assessment coordinator should have access to this secure storage location.

Under no circumstance should anyone other than trained school personnel designated by you have access to assessment materials or be directly involved with assessment distribution or administration or with students enrolled in grades 5, 8, and 3rd year of high school during actual assessment administration. **You are responsible for protecting assessment materials** from being used to prepare students for the assessment and/or from being viewed by unauthorized individuals at your school until their return shipment to SME.

Save the original assessment material box(es) and UPS return service label(s) to return assessment booklets. Each assessment material box carries a pre-printed bar code label identifying assessment materials for your school by grade level. Do not remove, destroy, or deface this label; the label's information will expedite tracking of returned assessment materials.

Common Paper-Based Assessment Administration Errors

Below is a list of common paper-based assessment errors and how to handle each. If you have an error that you are unsure how to handle, please contact Krista Averill, Assessment Coordinator at the Maine DOE (207-215-6528 or Krista.Averill@maine.gov), or contact the Maine Science Support Desk (855-544-0842 or <https://mescience.zendesk.com/>).

1. If a student answers a constructed-response question in the incorrect area of the student assessment booklet, cross out the printed question/item number and write in the correct question/item number the student answered. You do not need to write a letter of explanation or place it in a special envelope.
2. The student must write his or her constructed response inside the provided space in the assessment booklet. However, if the student mistakenly writes outside the provided area, please notify the Maine Science Support Desk (855-544-0842 or <https://mescience.zendesk.com/>) and provide information on the student, grade, session, and item number(s) to request special processing.
3. If a student returns to a previous session and answers or edits previous assessment items, OR if a student continues to a subsequent session that is scheduled for a later date/time, stop the student immediately and notify Krista

Averill, Assessment Coordinator at the Maine DOE (207-215-6528 or Krista.Averill@maine.gov) immediately.

4. If a student mistakenly uses a pen in an Assessment Booklet, contact the Maine Science Support Desk (855-544-0842 or <https://mescience.zendesk.com/>) and provide information on the student, grade, session, and item number(s) to request special processing.
5. If you are missing assessment booklets ordered for a student requiring a paper, large print, or braille accommodation, contact the Maine Science Support Desk (855-544-0842 or <https://mescience.zendesk.com/>). No extra/overage paper materials will be included in shipments for the Spring 2024 Maine Science Assessment.

Concluding Paper-Based Assessment Administration

Supplemental Checklist for Concluding Assessment Administration

NOTE: This checklist is provided as a summary only. Refer to the applicable sections for complete information.

- Collect and inventory all assessment materials from each assessment administrator/proctor.
- Shred all used scrap paper and rosters containing student SSID numbers.
- Confirm that no paper has been taped, pasted, stapled, or otherwise attached to any Student Assessment Booklet.
- Complete or verify the accommodations provided to students in ADAM.
- Note: **Do not return** student assessment booklets that have been contaminated with hazardous biological matter such as blood or vomit. For additional questions, contact the Maine Science Support Desk at (855) 544-0842 or <https://mescience.zendesk.com/> for guidance.
- Pack student assessment booklets in the appropriate shipping boxes for return to SME following the instructions on pages **26-26**. All secure materials must be returned to SME.

Collecting All Student Assessment Materials

Collect and inventory all secure assessment materials upon completion of the assessment administration. Ensure that all secure assessment materials, including standard font, large print, and braille assessment booklets, have been returned by each assessment administrator/proctor and regional program. Only assessment booklets that have been contaminated by hazardous biological matter may be destroyed by the principal once approval has been requested and granted.

Ensure that each student assessment booklet is in good condition, free of stray marks and eraser bits, erasures have been made completely, and that there are no rubber bands, paper clips, staples, and extraneous paper inserted. Do not staple, glue, tape, or in any way affix paper printouts of student responses into the student answer booklet for students who took the assessment with an electronic braille device.

Label each word-processed page with the following:

- student's name
- state student ID number
- school name
- assessment session number
- question number

Staple all these pages together, place them anywhere in the Student Assessment Booklet, and then return as per the instructions for return shipments.

Accessibility: Accommodations & Supports – ADAM platform

In the ADAM platform, return to Rostering, Users to verify that the correct accommodations are checked for each student who received one or more of the accommodations/supports during their Maine Science Assessment paper-based administration. For additional information, see the [ADAM Platform User Guide](#)

Preparing and Packing Assessment Materials for Return

After collecting all assessment materials, please follow the instructions below, before packing any materials.

1. Inventory your paper materials using the *Packing List/Return Shipment List* from your paper shipment(s), see **Appendix D—Sample Packing List/Return Shipment List**. Include any braille materials shipped from APH in your return shipment list.
2. Do not use rubber bands, staples, or paper or binder clips when repackaging materials.
3. Separate assessment booklets with student or scribed responses and group together, by grade. These are the only materials that will be scored. Place any braille, large print, or unused standard font assessment booklets in the bottom of the box.
4. **Do not return** assessment materials that have been contaminated with hazardous biological matter such as blood or vomit. Refer to page **24** for more information. If a booklet is wet due to nonbiological matter, please let the booklet dry before packaging it for return.
5. Large materials may be folded to fit in the assessment materials box.
6. It is recommended to keep a copy of the completed *Packing List/Return Shipment List* and *UPS Return Shipment Label* for potential future tracking.

Please use the original assessment material boxes for return shipment of materials. The bar code label identifying your school on the assessment material box should be intact and unobscured. If the bar code label is missing, write your school's name and return address on the carton. Remove, cross out, or tape over any old UPS address labels.

Please pack the assessment material for each grade for return shipment to Strategic Measurement and Evaluation, Inc. (SME) as follows:

Top of Box
Completed Packing List/Return Shipment List
Polybags containing assessment booklets to be scored (one per grade level)
Unused student assessment booklets including large print and braille booklets and standard-print booklets used to assist the administration
Bottom of Box

Materials that DO NOT need to be returned to SME and should be discarded:

- *Principal/Assessment Coordinator Manual*
- *Assessment Administrator Manuals*
- Extra cartons
- Extra UPS Return Shipping Labels

Pack materials in each box with proper cushioning material to ensure that contents do not move when you shake the box and that the box will not be crushed during shipping. You may use bubble wrap or other packing material. Reseal each assessment material box using heavy-duty packing tape and adhere one UPS return shipping label (provided) to each assessment material box(es).

If your campus does not have a regular UPS pick-up, you can contact UPS at (888) 743-5877 or use [Schedule a Pick-Up](#). You can also contact the Maine Science Support Desk at (855) 544-0842 or <https://mescience.zendesk.com/> for assistance. **You will need the information on your pre-printed UPS return label(s) for assistance with scheduling a pick-up.**

Appendix C—Sample Tracking Form

Maine Science Assessment 2024 School Assessment Paper-Based Materials

Principal Name: _____

Grade: _____

Tracking Form #: _____

EXAMPLE

Date	Assessment Booklets Moved from:	Assessment Booklets Moved to:	SSID* Reference(s)	Signature of Responsible Administrator(s)
5/15	Principal's office	Science classroom E37	123456789	
5/15	Science classroom E37	Secure storage closet, 1st floor, main building	123456789	

* For unassigned proctor books, use n/a, otherwise, use the SSID# for student to whom the book is assigned.

Date	Assessment Booklets Material Moved from:	Assessment Booklets Material Moved to:	SSID* Reference(s)	Signature of Responsible Administrator(s)

Appendix D—Sample Packing List/Return Shipment List for Paper-Based Admin



Science – Test Booklets

Packing List / Return Shipment List

District:		
School:		

This packing list identifies the number of Science assessment booklets sent to your school for the 2024 Maine Science Assessment based on information provided by the district. Note: the assessment booklets are scannable. There are no separate answer documents for the science assessment.

Note: For Large Print and Braille materials, a blank standard-print copy of the assessment booklet is included for the Scribe. Braille materials will arrive in a separate shipment.

Type/Barcode Range	NUMBER of Booklets Shipped	USED Booklets Returned	UNUSED Booklets Returned	TOTAL Booklets Returned	SME USE ONLY COUNT-IN		SME USE ONLY BOX #
					1	2	
Science Grade 5:	1						
Science Grade 8:	1						
Science High School:	1						

MAINE SCIENCE ASSESSMENT MATERIALS ARE SECURE AND ALL ASSESSMENT BOOKLETS MUST BE RETURNED.

Refer to the *Spring 2024 Science Principal and Assessment Coordinator Manual* for detailed packing instructions.

- Return shipments should include all assessment booklet copies including scribe copies, large print, and braille.
- Package assessment booklets by grade in large polybags, using one polybag per grade level.
- Report missing materials immediately.

If you have any questions, please contact the Science Support Desk at (855) 544-0842.

SME USE ONLY	Picked: _____	Checked: _____	Labels: _____	Count 1: _____	Count 2: _____
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Appendix E—Principal/Assessment Coordinator Questionnaire Questions

[Link to the Principal/Assessment Coordinator Questionnaire](#)

To begin the questionnaire, you will be asked to indicate your SAU.

Principal/Assessment Coordinator Questionnaire	
<p>PRINCIPALS/ASSESSMENT COORDINATORS:</p> <ul style="list-style-type: none"> • For grade 5, please answer questions 1–7. • For grade 8, please answer questions 1 and 6–9. • For 3rd year of high school, please answer questions 1 and 10–17. 	
Question	Possible Answers
1. SAU	Indicate your current SAU
2. (Grade 5) How well do you believe your school's/SAU's science program prepared your students for 5th grade science sessions on the Maine Science Assessment?	A. Students were well prepared. B. Students were somewhat well prepared. C. Students were not well prepared.
3. (Grades 5) How much time is scheduled for science in your school's/SAU's K–2 classrooms?	A. None B. 30 minutes or less weekly C. 20–30 minutes daily D. More than 30 minutes daily E. Science is integrated with other disciplines.
4. (Grades 5) How much time is scheduled for science in your school's/SAU's 3–5 classrooms?	A. None B. 30 minutes or less weekly C. 20–30 minutes daily D. More than 30 minutes daily E. Science is integrated with other disciplines.
5. (Grade 5) Choose the response that best describes how often your school/SAU incorporates research that shows that the absence of science and social studies instruction is detrimental to literacy skills acquisition.	A. Every science PD session B. Occasionally C. We don't use it. D. We don't know about this.
6. (Grades 5 & 8) Choose the response that best describes how your school/SAU integrates research-based information on student preconceptions about science into teacher professional development.	A. Every science PD session B. Occasionally C. We don't know about this. D. We don't offer science PD.

Principal/Assessment Coordinator Questionnaire

PRINCIPALS/ASSESSMENT COORDINATORS:

- For grade 5, please answer questions 1–7.
- For grade 8, please answer questions 1 and 6–9.
- For 3rd year of high school, please answer questions 1 and 10–17.

Question	Possible Answers
7. (Grades 5 & 8) Check all that your school/SAU use regularly to support science curriculum development.	<ul style="list-style-type: none"> _ Old Maine Learning Results (2007) _ Next Generation Science Standards (NGSS)/MLRs (2019) _ Science Standards developed by MCCL (2015) _ A Framework for K–12 Science Education _ Commercially produced science kits _ Science textbooks _ Maine DOE MOOSE modules _ Internet resources/apps
8. (Grade 8) How well do you believe your school's science program prepared your students for 8th grade science sessions on the Maine Science Assessment?	<ul style="list-style-type: none"> A. Students were well prepared. B. Students were somewhat well prepared. C. Students were not well prepared.
9. (3 rd year of high school) Check all that your school/SAU uses regularly to support science curriculum development.	<ul style="list-style-type: none"> _ Old Maine Learning Results (2007) _ Next Generation Science Standards (NGSS)/MLRs (2019) _ Science Standards developed by MCCL (2015) _ A Framework for K–12 Science Education _ Commercially produced science kits _ Science textbooks _ Maine DOE MOOSE modules _ Internet resources/apps
10. (3 rd year of high school) How well do you believe your school's/SAU's science program prepared your students for the Maine Science Assessment high school sessions?	<ul style="list-style-type: none"> A. Students were well prepared. B. Students were somewhat well prepared. C. Students were not well prepared.
11. (3 rd year of high school) How many years of science courses are students at your school/SAU required to take?	<ul style="list-style-type: none"> A. 2 B. 3 C. 4 D. Other
12. (3 rd year of high school) What percentage of students at your school/SAU graduate with at least two years of science courses?	<ul style="list-style-type: none"> A. 0–20% B. 21–40% C. 41–60% D. 61–80% E. 81–100%

Principal/Assessment Coordinator Questionnaire

PRINCIPALS/ASSESSMENT COORDINATORS:

- For grade 5, please answer questions 1–7.
- For grade 8, please answer questions 1 and 6–9.
- For 3rd year of high school, please answer questions 1 and 10–17.

Question	Possible Answers
13. (3 rd year of high school) What percentage of students at your school/SAU graduate with at least three years of science courses?	A. 0–20% B. 21–40% C. 41–60% D. 61–80% E. 81–100%
14. (3 rd year of high school) What percentage of students at your school/SAU graduate with at least four years of science courses?	A. 0–20% B. 21–40% C. 41–60% D. 61–80% E. 81–100%
15. (3 rd year of high school) What percentage of students at your school/SAU graduate with MORE THAN four years of science courses?	A. 0–20% B. 21–40% C. 41–60% D. 61–80% E. 81–100%

Appendix F—Teacher (Grades 5 & 8) Questionnaire Questions

[Link to the Teacher Questionnaire](#)

To begin the questionnaire, you will be asked to indicate your school or SAU.

Teacher (Grades 5 & 8) Questionnaire	
TEACHERS: <ul style="list-style-type: none"> • Please answer questions 1–8. • For grade 5, continue to questions 9–12. • For grade 8, please skip to questions 12–14. 	
Question	Possible Answers
1. School or SAU	Indicate your current school or SAU
2. Choose the best response. “I use research-based information on student preconceptions in science to understand what my students know.”	A. Every unit B. Occasionally C. I don’t use it. D. I don’t know about this research.
3. Check all that you use regularly to support science curriculum development.	<input type="checkbox"/> Old Maine Learning Results (2007) <input type="checkbox"/> Next Generation Science Standards (NGSS)/MLRs (2019) <input type="checkbox"/> Science Standards developed by MCCL (2015) <input type="checkbox"/> A Framework for K–12 Science Education <input type="checkbox"/> Commercially produced science kits <input type="checkbox"/> Science textbooks <input type="checkbox"/> Maine DOE MOOSE Modules <input type="checkbox"/> Internet resources/apps <input type="checkbox"/> Ready, Set, Science! (2008)
4. How familiar are you with Maine’s Science & Engineering Learning Results, also known as Next Generation Science Standards (NGSS)?	A. Very familiar B. Somewhat familiar C. Not familiar
5. When planning lessons and units, how often do you try to blend scientific practices and scientific themes with content?	A. Daily B. Almost Always C. Occasionally D. Seldom E. Never
6. How confident are you in your science knowledge for teaching science in your classroom?	A. Very confident B. Somewhat confident C. Not at all

Teacher (Grades 5 & 8) Questionnaire

TEACHERS:

- Please answer questions 1–8.
- For grade 5, continue to questions 9–12.
- For grade 8, please skip to questions 12–14.

Question	Possible Answers
7. How often do you use science simulations or apps on tablets or laptops?	A. Regularly B. Occasionally C. Never
8. Choose all that apply. "Science professional development I participate in..."	<input type="checkbox"/> Is required by the school. <input type="checkbox"/> Is not required by the school. <input type="checkbox"/> Is directly related to the content I teach. <input type="checkbox"/> Is not directly related to the content I teach. <input type="checkbox"/> Includes instructional strategies for teaching science effectively. <input type="checkbox"/> Is provided by my school. <input type="checkbox"/> Is not provided by my school. <input type="checkbox"/> I do not participate in science professional development.
9. (Grade 5) What best describes your elementary school science program?	A. A curriculum developed from research-based, inquiry-approach materials/kits B. A curriculum developed by local teachers C. A textbook series or collection of textbooks D. We have no elementary science curriculum.
10. (Grade 5) How well do you believe your science program prepared your students for 5th grade science sessions on the Maine Science Assessment?	A. Students were well prepared. B. Students were somewhat well prepared. C. Students were not well prepared.
11. (Grade 5) How much time is scheduled for science in your SAU's 3–5 classroom?	A. None B. 30 minutes or less weekly C. 20–30 minutes daily D. More than 30 minutes daily E. It is integrated with other disciplines.
12. (Grades 5 & 8) How many times, on average, do you go outside for science lessons throughout the school year?	A. A few times a week B. A few times a month C. Once a month D. Never or almost never

Teacher (Grades 5 & 8) Questionnaire

TEACHERS:

- Please answer questions 1–8.
- For grade 5, continue to questions 9–12.
- For grade 8, please skip to questions 12–14.

Question	Possible Answers
13. (Grade 8) What best describes your middle school science program?	A. A curriculum developed from research-based, inquiry-approach materials/kits B. A curriculum developed by local teachers C. A textbook series or collection of textbooks D. Open Sci Ed units
14. (Grade 8) How well do you believe your science program prepared your students for 8 th science sessions on the Maine Science Assessment?	A. Students were well prepared. B. Students were somewhat well prepared. C. Students were not well prepared.

Appendix G—Science Department Chair Questionnaire Questions (High School)

[Link to the Science Department Chair Questionnaire](#)

To begin the questionnaire, you will be asked to indicate your name and your SAU.

Science Department Chair Questionnaire (High School Only)	
Question	Possible Answers
1. Name	Indicate your name
2. SAU	Indicate your current SAU
3. Choose the best response. “I use research-based information on student preconceptions about science to understand what my students know.”	A. Every unit B. Occasionally C. I don't use it. D. I don't know about this research.
4. Check all that your school/SAU use regularly to support science curriculum development.	<ul style="list-style-type: none"> _ Old Maine Learning Results (2007) _ Next Generation Science Standards (NGSS)/MLRs (2019) _ Science Standards developed by MCCL (2015) _ A Framework for K–12 Science Education _ Commercially produced science kits _ Science textbooks _ Maine DOE MOOSE modules _ Internet resources/apps
5. What best describes your high school science program?	A. A curriculum developed from research-based, inquiry-approach materials/kits B. A curriculum developed by local teachers C. A textbook series or collection of textbooks D. Open Sci Ed units
6. How often do you utilize science and engineering practices in science class?	A. A few times a week B. A few times a month C. Almost never D. What are science and engineering practices?
7. How familiar are you with Maine's Science & Engineering Learning Results, also known as the Next Generation Science Standards (NGSS)?	A. Very familiar B. Somewhat familiar C. Not familiar

Science Department Chair Questionnaire (High School Only)

Question	Possible Answers
8. When planning lessons and units, how often do you try to blend science practices and crosscutting concepts with content?	A. Always B. Almost Always C. Occasionally D. Seldom E. Never
9. How often do you use science simulations or apps on tablets or laptops?	A. Regularly B. Occasionally C. Never
10. How well do you believe your science program prepared your students for the Maine Science Assessment?	A. Students were well prepared. B. Students were somewhat well prepared. C. Students were not well prepared.
11. Choose all that apply. "Science professional development I participate in..."	<input type="checkbox"/> Is required by the school. <input type="checkbox"/> Is not required by the school. <input type="checkbox"/> Is directly related to the content I teach. <input type="checkbox"/> Is not directly related to the content I teach. <input type="checkbox"/> Includes instructional strategies for teaching science effectively. <input type="checkbox"/> Is provided by my school. <input type="checkbox"/> Is not provided by my school. <input type="checkbox"/> I do not participate in science professional development.
12. How many years of science courses are students at your school required to take?	A. 2 B. 3 C. 4 D. Other
13. What percentage of students at your school graduate with at least two years of science courses?	A. 0–20% B. 21–40% C. 41–60% D. 61–80% E. 81–100%
14. What percentage of students at your school graduate with at least three years of science courses?	A. 0–20% B. 21–40% C. 41–60% D. 61–80% E. 81–100%

Science Department Chair Questionnaire (High School Only)

Question	Possible Answers
15. What percentage of students at your school graduate with at least four years of science courses?	A. 0–20% B. 21–40% C. 41–60% D. 61–80% E. 81–100%
16. What percentage of students at your school graduate with MORE THAN four years of science courses?	A. 0–20% B. 21–40% C. 41–60% D. 61–80% E. 81–100%
17. Rate the following statement as it relates to instruction in your classroom: “Providing opportunities for students to design experiments is...”	A. Not important. B. Somewhat important. C. Very important.
18. Rate the following statement as it relates to instruction in your classroom: “Covering fewer topics at a greater depth is...”	A. Not important. B. Somewhat important. C. Very important.
19. Rate the following statement as it relates to instruction in your classroom: “Helping students move through most chapters in their textbook is...”	A. Not important. B. Somewhat important. C. Very important.
20. Rate the following statement as it relates to instruction in your classroom: “Incorporating climate science into all courses is...”	A. Not important. B. Somewhat important. C. Very important.
21. Rate the following statement as it relates to instruction in your classroom: “Guiding students to evaluate whether resources are reliable or not is...”	A. Not important. B. Somewhat important. C. Very important.
22. Rate the following statement as it relates to instruction in your classroom: “Introducing students to potential science career pathways is...”	A. Not important. B. Somewhat important. C. Very important.



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