ASSESSMENT COORDINATOR MANUAL

MAINE SCIENCE ASSESSMENT
SPRING 2026

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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/29826873891607-Assessment-Coordinator-Manual-ACM

Part 1 – General Information

About the Maine Science Assessment

The Maine Science Assessment assesses Maine students in grades 5, 8, and 3rd year of high school. Students with significant cognitive disabilities who qualify for the alternate assessment to the Maine Science Assessment will participate in the MSAA-Science. This Maine Science Assessment does not need to be submitted for any student who was assessed through the alternate assessment. For more information on the participation requirements for the Maine Educational Assessments, please see the Maine Comprehensive Assessment System Guidelines.

The Maine Science Assessment was developed to provide teachers, students, and parents with information on student progress in mastering the Maine Learning Results in Science & Engineering, which are heavily adapted from the Next Generation Science Standards (NGSS).

The Maine Science Assessment is administered online. The assessment is composed of items, or questions, from the New Meridian Science Exchange, a licensable collection of science items contributed by states from their NGSS-aligned assessments, as well as items specially developed by New Meridian. The assessment is comprised of three timed sessions.

A variety of student supports and accessibility features are available to students to ensure that the assessment experience is as consistent as possible with the student's daily instruction. These accessibility features include, but are not limited to, supports and accommodations for students with support plans, Individual Language Acquisition Plans, 504 plans, and Individualized Education Programs (IEPs). Paper, large print, and braille assessments are available for qualifying students.

To create a more complete understanding of what your students know and can do, results from the Maine Science Assessment should be used alongside additional data sources such as school assessments and classroom learning.

For details on the structure, formats, and content of this state-developed assessment, visit the Maine Department of Education's Maine Science Assessment page. Additional manuals, guides, and informational articles can be found at https://mescience.zendesk.com/.

Who Should Read This Guide?

The Maine Science Assessment Coordinator Manual provides information about

assessment coordination and administration procedures for the Maine Science Assessment. Assessment coordinators at both the SAU- and school-levels should become familiar with the contents of this guide.

Assessment Security

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 and the effectiveness of Maine's academic standards will be seriously compromised if assessment security is not strictly implemented and maintained.

Maine DOE requires that all assessment coordinators review the information in the Maine Assessment Security Handbook. The School Assessment Coordinator, or other administrator, should report assessment irregularities to Krista Averill, Maine DOE Assessment Coordinator, at *Krista.Averill@maine.gov* or 207-215-6528.

Teachers, counselors, administrators, or other familiar, qualified education personnel may act as proctors. Assessment coordinators and proctors are required to watch the applicable training videos, which vary by role, and complete and sign the Assessment Security and Data Privacy Agreement, found in the Assessment Security Handbook. Signed copies should be filed and kept on-site. Both the training videos and Assessment Security Handbook can be found at the Maine DOE's Assessment Security site.

Important Contact Information

If you have questions pertaining to state policy, including but not limited to scheduling the assessment, assessment coordinator responsibilities, requirements for student participation, assessment security, and accessibility, contact the Maine Department of Education.

Maine Department of Education

Krista Averill, Assessment Coordinator……207-215-6528
Krista.Averill@maine.gov

Janette Kirk, Chief of Federal Programs……207-441-2958
Janette.Kirk@maine.gov

MEDMS Support Team……..207-624-6896
MEDMS.Support@maine.gov

If you have any additional questions, contact the Maine Science Support Desk.

Maine Science Support Desk (New Meridian)

Support Desk Self-Service (Initiate an Inquiry, Resources, Chat*)
https://mescience.zendesk.com/

**Chat will be available from 6:30 a.m. – 6:00 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

Part 2 – Assessment Coordinator Checklists

Before the Administration

1. Work with technology coordinators to verify system and bandwidth readiness, including downloading of the latest version of the ADAM Secure Lockdown Browser. Refer to the Lockdown Browser Installation article on Zendesk.
2. Read the Assessment Security Handbook and watch the Maine Educational Assessments Security Training video.
3. Read the Maine Science Assessment Coordinator Manual (this document).
4. Develop a local assessment administration schedule and share the schedule with other assessment coordinators and proctors, as applicable.
5. Ensure that all proctors view the required assessment security webinars, available on the Maine Assessment Security webpage. Combined viewing time is approximately 8 minutes.
6. Ensure that all proctors view the Maine Science Assessment Proctor Training Video. Viewing time is approximately 11 minutes.
7. Ensure that all proctors sign the Assessment Security and Data Privacy Agreement, Appendix A, of the Assessment Security Handbook.
8. Ensure that all proctors understand the universal tools available to all students as well as the designated supports and accommodations available to students with specific needs. Share the Maine Science Assessment Accessibility Guide with proctors.
9. Designate enough trained assessment administrators/proctors to ensure that each assessment session can be administered simultaneously to all students assessed at a grade level, and that students who need them are provided with appropriate supports/accommodations.
10. Create classes in ADAM and enter student supports and accommodations. Refer to the Rostering and the Update Student Supports and Accommodations Zendesk articles for instructions for creating classes and assigning supports and accommodations.
11. Distribute the Assessment Administrator Manual to proctors.
12. Inventory and prepare materials for the assessment, including Student Assessment Cards (i.e., test tickets) and any paper-based test booklets. Directions for printing test tickets can be found by referencing the Print Student Assessment Cards article.
    a. Standard and large print paper-based test booklets will be shipped by Strategic Measurement and Evaluation (SME) directly to the campus or school where the student(s) will be assessed.
    b. Braille assessment booklets will be shipped from the braille vendor directly to the campus or school where the student(s) will be assessed.
13. Allow students to access the practice assessments in order to build familiarity

with the ADAM platform prior to the administration.

During the Administration

1. On the day of the assessment, distribute the Student Assessment Cards (i.e., test tickets) and other secure assessment materials to proctors before the assessment session. Collect all test tickets and other secure assessment materials immediately following the assessment session.

2. Provide headphones for students approved to use the text-to-speech feature.

3. Assist and supervise proctors during the Maine Science Assessment administration window to ensure that the required procedures are being followed with fidelity.

   Report any observed assessment irregularities to Krista Averill, Maine DOE Assessment Coordinator, at *Krista.Averill@maine.gov* or 207-215-6528.

4. Maintain a list of absent students to ensure that make-up sessions occur.

5. Complete information for student reporting by ensuring that all students are enrolled or exited from your school accurately in Connect by the second to last day of the administration window.

6. By the last day of the administration window, securely destroy Maine Science Assessment materials such as student assessment cards (i.e., test tickets) and scratch paper. **Do NOT destroy paper-based test booklets.** They must be returned to Strategic Measurement and Evaluation (SME).

For Paper-Based Assessments:

1. Read the guidelines below, titled “Administration of Paper Based Forms.”

2. Immediately prior to a session, provide one paper-based student assessment booklet to assessment administrators/proctors who are administering to an individual or small group of online students requiring the Human Reader or ASL Signer accommodation.

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

4. **Do NOT destroy paper-based test booklets.** Schedule a UPS pick-up to return all secure paper-based assessment materials to Strategic Measurement and Evaluation (SME) on the first business day after completing all paper assessments.

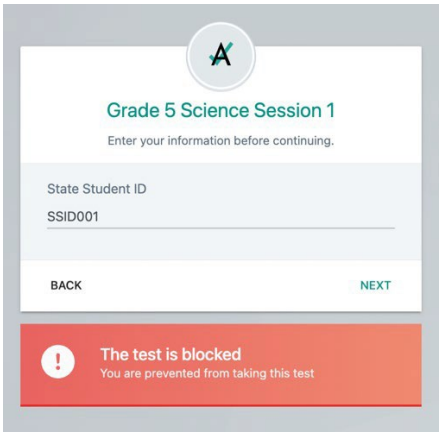
Administration of Paper Based Forms

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 log in to the online platform, the following alert message will appear on the screen: *The test is blocked, you are prevented from taking this test.*



Concluding the Administration

1. Collect and inventory all assessment materials from each assessment administrator/proctor.
2. Shred all student assessment cards and rosters containing test codes, student SSID numbers, and any scrap paper utilized by students.
3. Complete or verify the supports/accommodations provided to students in ADAM.
4. Follow the instructions on page 15 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.

For Paper-Based Assessments:

1. Confirm that no paper has been taped, pasted, stapled, or otherwise attached to the paper student assessment booklets.
2. **Do <u>NOT</u> destroy paper-based test booklets.** Return all secure paper-based assessment materials to Strategic Measurement and Evaluation (SME) on the first business day after completing all paper assessments via UPS pick-up.

Part 3 – Assessment Schedule and Environment

Scheduling

- The Maine Science Assessment consists of three sessions that can be administered over the course of the two-week administration window.
- All assessment sessions should be scheduled in order (Session 1, Session 2, Session 3). Within a grade, each assessment session should be administered simultaneously to all students in that grade. 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. In addition, exceptions may be made for make-up session(s) and students with certain accommodations.
- 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 5 minutes (high school) or 10 minutes (grades 5 and 8) be scheduled between assessment sessions.
- 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.

Assessment Session Order and Time Allowances:

Session	Total Time (Grades 5 & 8)	Total Time (High School)
Material Distribution and Instructions	10–15 minutes	10–15 minutes
Session 1	60 minutes	50 minutes
Session 2	60 minutes	50 minutes
Session 3	60 minutes	50 minutes
TOTAL (not including distribution/instructions)	**180 minutes**	**150 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.

Make-up Session(s)

It is crucial that every student complete every Maine Science Assessment session, including make-up sessions, by the end of the administration window. 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.

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.

Part 4 – Participation Requirements

Federal Participation Requirement

Under the federal Every Student Succeeds Act of 2015 (ESSA), a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965, the Maine Department of Education is required to assess public school students in science at least three times, once in each of the following grade spans: 3–5, 6–9, and 10–12.

These requirements apply to all students who attend a Maine public school. Public school students are eligible for and required to participate in Maine's state assessment program at state expense.

State Participation Requirement

Expectations for assessment in Maine's legislation can be accessed in Title 20-A, Chapter 222 Standards and Assessment of Student Performance.

These assessments apply to students in the public elementary and secondary schools, in public, charter and magnet schools, as defined in section 2401, subsection 9, and in all private schools approved for tuition whose school enrollments include at least 60% publicly funded students.

Maine DOE includes all students in all public schools in the state in each indicator in the state's accountability system for Title I purposes, unless a Title I exception applies.

All students enrolled in Maine's public schools, Special Purpose Private Schools (SPPS), regional programs, charter schools, or private schools with at least 60% publicly funded students are required to participate in the state assessments.

Participation with Supports and Accommodations

All students are expected to participate in state assessments. No student, including students with disabilities, may be excluded from the state assessment and accountability system. The Maine Science Assessment has three tiers of accessibility features to support the inclusion of all students in the state assessment: universal tools, designated supports, and accommodations. For information on accessibility features, refer to the Maine Science Assessment Accessibility Guide.

Designated supports and accommodations are assigned to students in the ADAM platform. Supports and accommodations can either be assigned to students individually or assigned to multiple students at once through a bulk upload.

- 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 text-to-speech tool for that student.

- 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.
- Students that require paper (including large print or braille) will have this accommodation checked by default.
    - You may uncheck these accommodations if this requirement has changed.
    - 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.
- For additional information, refer to the Maine Science Support Site.

Participation of Multilingual Learners

According to the Every Student Succeeds Act (ESSA) and state law, multilingual learners, or MLs, must be provided the opportunity for equitable access to all required state assessments. MLs were formerly referred to as English learners. Refer to this press release from the Maine DOE for more information.

SAUs should carefully consider the tools and resources utilized by MLs on a routine basis to access classroom instruction. These should be implemented as designated supports for the student during the assessment experience. For additional information about accessibility features, including designated supports, refer to the Maine Science Assessment Accessibility Guide.

Participation of Newcomers Identified as Multilingual Learners

There is no exemption from the science assessment for newly arrived MLs.

Part 5 – Staff Questionnaires

Online Principal/Assessment Coordinator Questionnaire

Go to the link below to complete the Principal/Assessment Coordinator Questionnaire. The questions are provided on pages 16–18 for reference, but please submit the questionnaire online by the final day of the assessment administration window.

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 on pages 19–21 for reference, but please submit all questionnaires online by the final day of the assessment administration window.

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 on pages 22–24 for reference, but please submit all questionnaires online by the final day of the assessment administration window.

High School Department Chair Questionnaire

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	
PRINCIPALS/ASSESSMENT COORDINATORS: • **For grade 5, please answer questions 1–7.** • **For grade 8, please answer questions 1 and 6–8.** • **For 3rd year of high school, please answer questions 1 and 9–15.**	
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. (Grade 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. (Grade 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 6–8.** • **For 3rd year of high school, please answer questions 1 and 9–15.**	
Question	**Possible Answers**
7. (Grades 5 & 8) Check all that your school/SAU use regularly to support science curriculum development.	_ 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?	A. Students were well prepared. B. Students were somewhat well prepared. C. Students were not well prepared.
9. (3rd year of high school) Check all that your school/SAU uses regularly to support science curriculum development.	_ 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. (3rd 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?	A. Students were well prepared. B. Students were somewhat well prepared. C. Students were not well prepared.
11. (3rd year of high school) How many years of science courses are students at your school/SAU required to take?	A. 2 B. 3 C. 4 D. Other
12. (3rd year of high school) What percentage of students at your school/SAU graduate with at least two years of science courses?	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 6–8.** • **For 3rd year of high school, please answer questions 1 and 9–15.**	
Question	**Possible Answers**
13. (3rd 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. (3rd 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. (3rd 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%

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: • **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.	_ 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 _ 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...”	_ Is required by the school. _ Is not required by the school. _ Is directly related to the content I teach. _ Is not directly related to the content I teach. _ Includes instructional strategies for teaching science effectively. _ Is provided by my school. _ Is not provided by my school. _ 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 school’s 3–5 classrooms?	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 8th 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.

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 uses regularly to support science curriculum development.	_ 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...”	_ Is required by the school. _ Is not required by the school. _ Is directly related to the content I teach. _ Is not directly related to the content I teach. _ Includes instructional strategies for teaching science effectively. _ Is provided by my school. _ Is not provided by my school. _ 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 school: “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 school: “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 school: “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 school: “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 school: “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 school: “Introducing students to potential science career pathways is...”	A. Not important. B. Somewhat important. C. Very important.


Maine
DOE
New Meridian
Maine Science Assessment