



Accessibility Guide

MAINE SCIENCE ASSESSMENT

SPRING 2026

ADAM
Assessment Delivery and Management

Table of Contents

Maine Science Assessment Accessibility Guide	1
Introduction	1
Accessibility Tools, Supports, and Accommodations.....	2
I. Universal Tools for All Students.....	2
Embedded Universal Tools.....	2
Non-Embedded Universal Tools.....	5
II. Designated Supports for Some Students.....	6
Embedded Designated Support.....	6
Non-Embedded Designated Supports.....	10
III. Accommodations	11
Non-Embedded Accommodations	11
Administration of Paper-Based Forms.....	12
Appendix A—Text-to-Speech Guidance and Domain-Specific Academic Vocabulary	14
Appendix B—Supplemental Information for Paper-Based Assessment Administration ..	16
Preparing for Paper-Based Assessment Administration	16
Receipt of Student Assessment Booklets.....	16
Conducting Paper-Based Assessment Administration	17
Distributing/Monitoring Assessment Materials	17
Monitoring Assessment Administration.....	17
Store and Return Assessment Materials	17
Common Paper-Based Assessment Administration Errors	18
Concluding Paper-Based Assessment Administration	18
Collecting All Student Assessment Materials	18
Preparing and Packing Assessment Materials for Return	19

Maine Science Assessment Accessibility Guide

Introduction

The Maine Science Assessment Accessibility Guide provides the necessary information to prepare students who utilize accessibility features, including universal tools, designated supports, and accommodations.

The Maine Department of Education (DOE) will deliver the online administration of the Maine Science Assessment in spring of 2026 using the Assessment Delivery and Management (ADAM) platform. ADAM features a range of on-screen tools that enhance the accessibility of the online assessments for all students, including those who require visual, auditory, and attention focus supports.

This guide describes the accessibility features available for the Spring 2026 Maine Science Assessment, including both embedded accessibility features within the ADAM platform as well as non-embedded accessibility tools, supports, and accommodations provided locally by the assessment proctor.

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

If after reading this guide you still need assistance, contact the Maine Science Support Desk at <https://mescience.zendesk.com>.

Accessibility Tools, Supports, and Accommodations

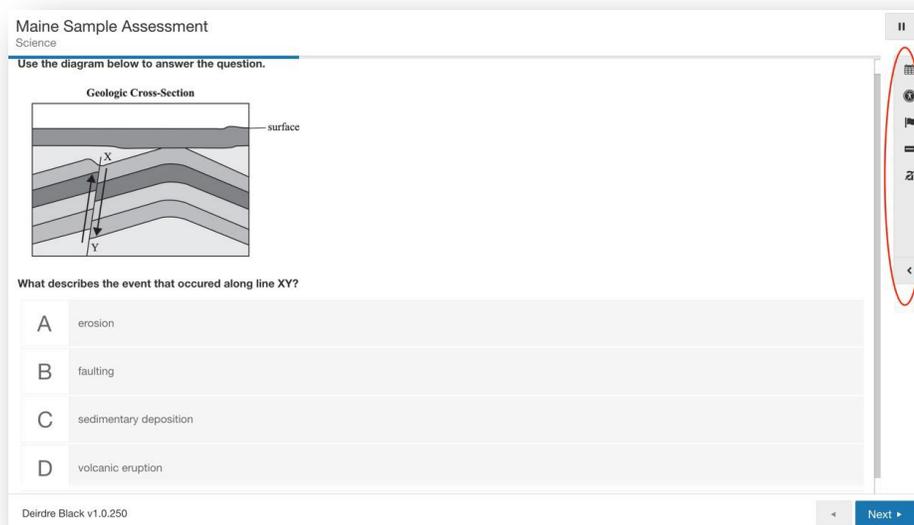
I. Universal Tools for All Students

Universal tools are available to **all students** participating in the Maine Science Assessment. These supports are either embedded in the online assessment or provided by an assessment administrator at the local level during the assessment. Universal tools do not affect the construct being measured on the assessment.

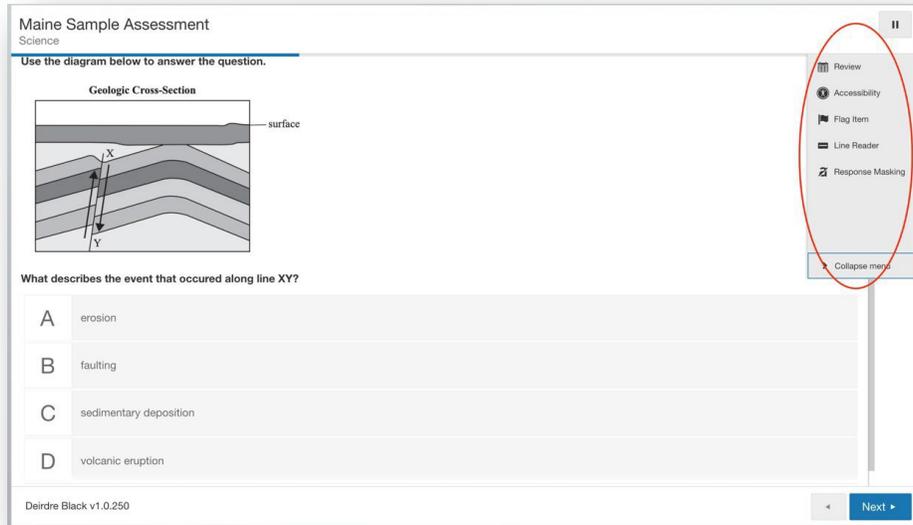
Embedded Universal Tools

ADAM Accessibility Tools

The accessibility tools menu is located on the right side of each assessment screen within the test supports toolbar. The student can access this menu at any time during the assessment session.



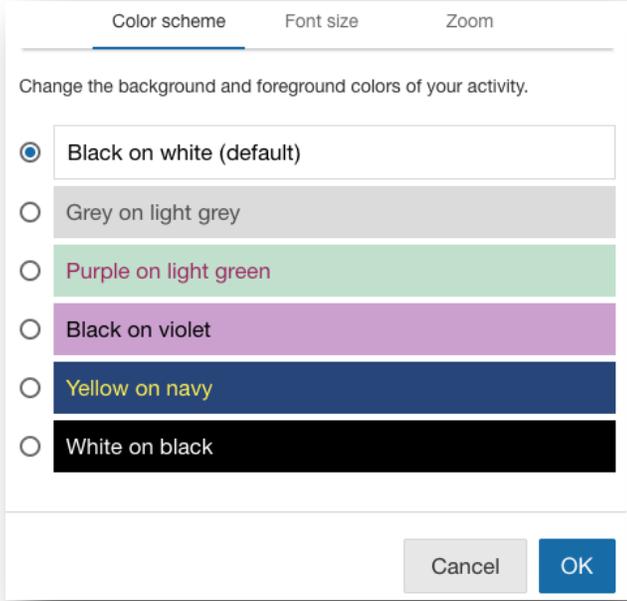
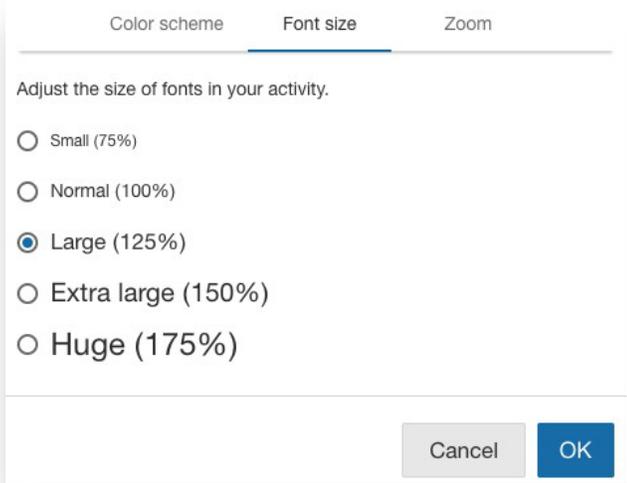
The accessibility tools menu can be expanded or collapsed by selecting the arrow icon at the toolbar's bottom.

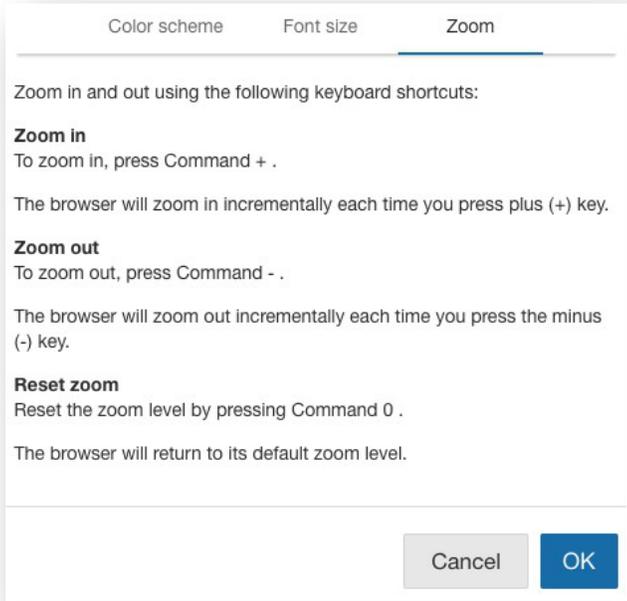


Tool	Tool Icon	Description
Review		Review page shows flagged items for review and items not attempted.
Accessibility		The accessibility menu provides options to <ul style="list-style-type: none"> • Change the color scheme (color contrast) of the background and text. • Change the font size. • View instructions for using the zoom functionality built into the web browser. <i>(See next page for more details.)</i>
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.

Accessibility Menu

Students can set preferences for many of the tools that will persist from screen to screen (question to question) during an assessment session. Students must reselect their preferred settings each time they log in to a new session or rejoin a session.

<p>Color Scheme (Color Contrast)</p>	
<p>Font Size</p>	

Zoom	 <p>Notes:</p> <ol style="list-style-type: none"> 1. Trackpad pinch gestures to zoom in and out are NOT ENABLED in the required ADAM lockdown browser for the Maine Science Assessment. 2. Touch screen devices pinch gestures to zoom in and out ARE ENABLED.
------	---

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. To maintain test security, all scratch paper must be collected and securely destroyed at the end of each test session.

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 education 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.

Text to Speech (TTS) Support

Text-to-speech (TTS) is an approved designated support for students who are offered the opportunity to access text-to-speech or read-aloud as part of their normal routine during classroom instruction and assessment. When considering the appropriateness of text-to-speech for an individual student, educators should consider the student’s ability to decode both general vocabulary terms as well as domain-specific academic vocabulary. For lists of domain-specific vocabulary terms for each grade level, refer to Appendix A—Text-to-Speech Guidance and Domain-Specific Academic Vocabulary on page 13.

All students taking the online assessment requiring this support must use the text-to-speech technology. A human reader cannot be provided for the online assessment.

For students for whom text-to-speech (TTS) is an approved designated support for the Maine Science Assessment, a text-to-speech tool in ADAM will enable the text on the screen to be read aloud. For the TTS tool to appear on-screen for the student during the assessment session, it needs to be pre-selected by the District Assessment Coordinator

adamexam.com

or School Assessment Coordinator in the student’s record within ADAM when rostering the student for each assessment session. For the Maine Science Assessment, proctors also have the ability to assign TTS within the proctor dashboard; it may take up to 30 minutes, however, for TTS to be enabled and ready for student use after being assigned in the dashboard.

ADAM displays the TTS control bar at the top of the screen for each assessment question when TTS has been enabled by the District/School Assessment Coordinator for use during an assessment.



Text-to-Speech (TTS) Controls Menu

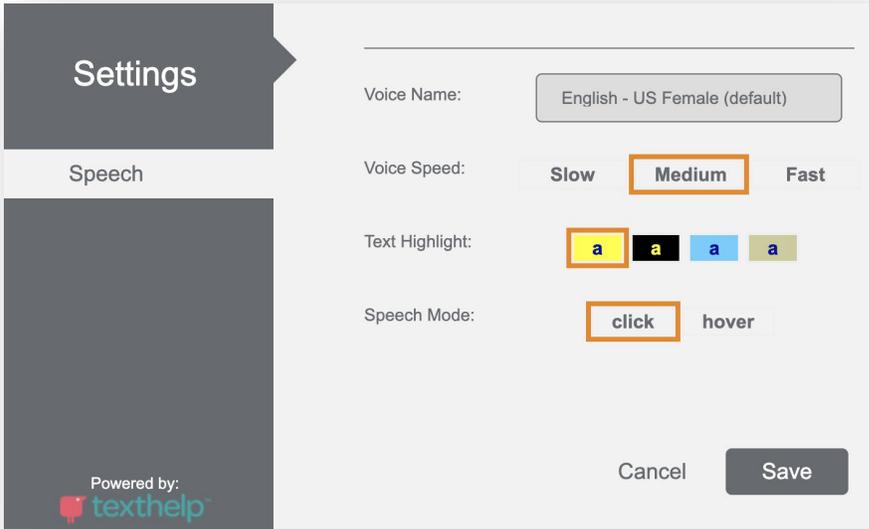
Students can set preferences for different aspects of the TTS tool that will persist from screen to screen (question to question) during an assessment session.

Students must reselect their preferred settings each time they log in to a new session or rejoin a session.



When TTS is enabled, this icon will appear within the test supports toolbar. That toolbar (ADAM Accessibility Tools, page 2) is on the right side of the assessment page. Students can open and close (hide) the TTS toolbar by selecting this headset icon.

 Text to Speech	
The text-to-speech player enables features for TTS.	
	Select to collapse or expand the TTS toolbar.
	Select to start TTS, then select anywhere in the text to start reading aloud.

	<p>Speak (read aloud) the current selection.</p>
	<p>Pause speech.</p>
	<p>Stop speech playback.</p>
	<p>Change settings.</p> <div style="text-align: center; margin-top: 20px;"> <h3>Settings for Text-to-Speech</h3>  </div>
	<p>Select and hold and drag to move the toolbar.</p>

Alt Text for Students with Color Blindness

Text-to-speech on the Maine Science Assessment includes alt text (alternative text) and descriptions of graphics, including but not limited to diagrams, maps, charts, and graphs. The assignment of text-to-speech on the Maine Science Assessment is appropriate for students who are unable to distinguish between colors in graphics due to, for example, color blindness, *even if the student is able to decode the text independently*.

As with students utilizing TTS for other reasons, TTS must be pre-selected by the District Assessment Coordinator or School Assessment Coordinator in the student's record within ADAM when rostering the student for each assessment session.

Note: Screen Reader Support

ADAM supports common screen readers across operating systems. Since screen reader makers optimize their screen readers for use with specific browsers, support within ADAM is available directly through the providers of these screen reader tools:

- VoiceOver for macOS and iOS
- JAWS for Chrome on Windows
- ChromeVox for Chromebooks

If utilizing a screen reader, please add the text-to-speech support to the student's record.

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 the required 60 minutes per session for grades 5 & 8 and 50 minutes per session for 3 rd year high school. Students with extended time <u>must complete the assessment session on the day it starts</u> ; 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 paper-based bilingual/dual language word-to-word glossary without definitions is provided by the school as a language support to students who are multilingual learners (MLs) according to their Individual Language Acquisition Plan.

Examples of designated 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 supports (e.g., special acoustics, amplification, noise buffers, whisper phones, calming music in individual setting)
- 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 in an Individualized Education Plan (IEP) or 504 Plan.

Non-Embedded Accommodations

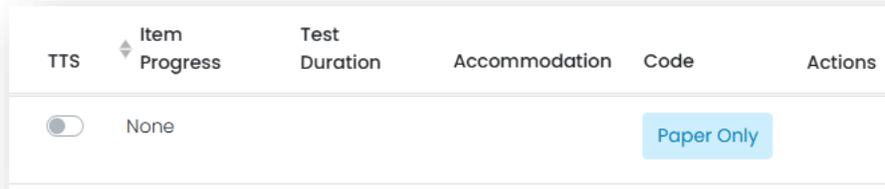
Provisions Outside of the Online Assessment Platform Based on IEP or 504 Plan

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	These accommodations are for students with an IEP/504 plan that requires assessments to be standard font paper-based or large print paper-based. Request for Paper-Based Science Assessment
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 allowed only for students who have a documented need for paper/pencil. The student will have those parts of the test with text-to-speech support in the computer-based version read by a qualified human reader in English.

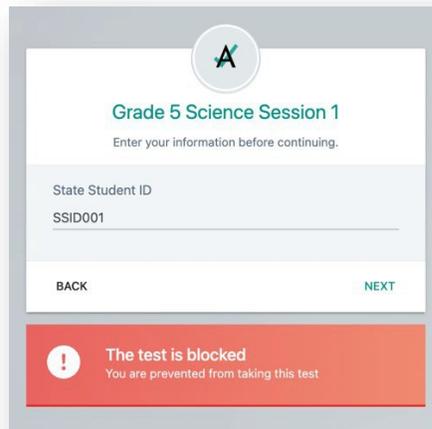
Administration of Paper-Based Forms

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.



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.*



Unique Accommodations

The Maine Department of Education Assessment Team has an established process for approving student use of unique accommodations on statewide assessments. In the rare event that a student with a disability requires an accommodation on a statewide assessment that is not included in the standard accommodation list within the Accessibility Guide, the accommodation is considered unique. As with any standard accommodation, a unique accommodation may not change the construct being measured by the assessment.

To request the utilization of a unique accommodation on the Maine Science Assessment, a minimum of four weeks prior to the test administration, the Special Education Director and District Assessment Coordinator (DAC) must complete and send the [Unique Accommodation Request](#) form via email to the Maine DOE Assessment Coordinator, Krista Averill, at krista.averill@maine.gov. School personnel are responsible for the mandatory filing of a copy of this completed request form into the student's file. Maine DOE will provide a decision to the SAU within one week of receipt of this form. If approved, the accommodation must be listed in the Individualized Education Program (IEP) or 504 plan for a student with a disability and in the Individual Language Acquisition Plan (ILAP) for multilingual learners who are dually identified.

Questions about unique accommodations should be directed to Krista Averill, Assessment Coordinator, at krista.averill@maine.gov or 207-215-6528.

Appendix A—Text-to-Speech Guidance and Domain-Specific Academic Vocabulary

For the Maine Science Assessment, text-to-speech (TTS) is a designated support.

All students with text-to-speech or read-aloud as an accommodation in an IEP, 504 plan, or ILAP **MUST** be assigned TTS for the online assessment.

For all other students, **utilization and implementation of designated supports is determined on an individual basis by a team of two education professionals with knowledge of the student’s performance, and supports must be consistent with the student’s normal routine during classroom instruction and assessment.**

TTS is an approved designated support for students who are offered the opportunity to access text-to-speech and/or read-aloud as part of their normal routine during classroom instruction and assessment. The following word lists provide guidance as to whether text-to-speech is appropriate for the individual student.

Students should be able to navigate the assessment independently with confidence, to the greatest degree possible. As a result, text-to-speech is an appropriate designated support if either of the following is true:

1. A student would struggle to decode two or more words from their grade-level list
2. A student would struggle to decode two or more words from any previous grade level’s list

To be enabled, TTS must be assigned to the student within the assessment platform.

Note: The presence of a word on any of the lists on the next page does not mean that the word *must* appear on any specific administration of the state assessments. Instead, these word lists include some of the more difficult, content-specific words which *may* appear on the assessment.

Grade 5	Grade 8	High School
<ol style="list-style-type: none"> 1. Evaporate/evaporation 2. Quantity 3. Reflectivity/reflective 4. Conductivity/conductive 5. Electrical 6. Thermal 7. Solubility/soluble 8. Investigation 9. Gravity/gravitational 10. Ecosystem 11. Organism 12. Decomposer 13. Geosphere 14. Biosphere 15. Hydrosphere 16. Atmosphere 17. Percentage 18. Reservoir 19. Distribution 20. Glacier 	<ol style="list-style-type: none"> 1. Collision 2. Gravitational 3. Attractive 4. Interpret 5. Relationship 6. Amplitude 7. Absorb/absorption 8. Digitized 9. Analog 10. Cyclic 11. Eclipse 12. Specialized 13. Reproduction 14. Diversity 15. Extinction 16. Anatomy/ anatomical 17. Evolution/ evolutionary 18. Embryo/ embryological 19. Genetic 20. Inheritance 	<ol style="list-style-type: none"> 1. Valence 2. Sodium 3. Chloride 4. Hydrogen 5. Equilibrium 6. Macroscopic 7. Thermodynamics 8. Resonance 9. Specialization/specialized 10. Homeostasis 11. Photosynthesis 12. Amino 13. Aerobic/anaerobic 14. Mitosis 15. Meiosis 16. Ancestry 17. Heritable 18. Astronomical 19. Continental 20. Oceanic

Appendix B—Supplemental Information for Paper-Based Assessment Administration

Preparing for Paper-Based Assessment Administration

Receipt of Student Assessment Booklets

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. Additional paper student assessment booklets in support of human reader or American Sign Language (ASL) may be ordered by the assessment coordinator 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.

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. The student may write their answers directly in the large print booklet. The standard-print assessment booklet can be used for a scribe if needed.
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.

Conducting Paper-Based Assessment Administration

Distributing/Monitoring Assessment Materials

Standard paper, large print, and braille assessment materials will be provided to the assessment administrators/proctors. 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 the student's responses.

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

1. Please have a proctor or assessment administrator do the following should a student become ill during the assessment, which results in assessment materials becoming contaminated with hazardous biological matter such as blood or vomit: 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. Have an assessment coordinator report the irregularity to the Maine Science Support Desk (855) 544-0842 for guidance and to order an additional booklet; and
3. Have an assessment coordinator destroy all contaminated material(s).

Proctors and assessment administrators should notify their assessment coordinator if any situation occurs that could cause the assessment administration to be compromised.

Store and Return Assessment Materials

The assessment coordinator will designate a **secure** location to store all assessment materials before distribution and when they are no longer being used.

Save the original assessment material box(es) and UPS return service label(s) to

adamexam.com

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, assessment coordinators should 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, the assessment coordinator should 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 the assessment coordinator.
4. If a student mistakenly uses a pen in an assessment booklet, the assessment coordinator should 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.

Concluding Paper-Based Assessment Administration

Collecting All Student Assessment Materials

Collect 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 to the assessment coordinator. Only assessment booklets that have been contaminated by hazardous biological matter may be destroyed by the assessment coordinator.

Ensure that each student assessment booklet is in good condition, free of stray marks and eraser bits, erasures have been made completely, and 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 them as per the instructions for return shipments.

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).
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. 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.

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.

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

- *Assessment Coordinator Manual*
- *Assessment Administration Manual*
- Extra cartons
- Extra UPS Return Shipping Labels