

Table of Contents

Maine Science Assessment Practice Test	3
Supplemental Materials and Resources	3
Universal Features, Designated Supports/Features, and Accommodations	4
High School Practice Test Table of Rationales and Exemplars	5
Rubrics	14
Item 03 - Hawaiian Islands	14
Item 05 Part B - Preserving the Declaration	16
Item 11 – Breeding Cats	19

Maine Science Assessment Practice Test Supplemental Materials and Resources

Grade High School

There are two systems that can be used to help prepare your student for the Maine Science Assessment.

1. The [Maine Science Assessment Tutorial](#) is a set of online questions that allow students to better understand and practice using the tools and response methods they may experience using ADAM, the Maine Science Assessment platform. This tutorial does not provide practice on the content or item types from a content perspective. It will, however, provide exposure to the navigation, tools, accessibility features, and methodology for responding to item types such as drag and drop and other technology-based item types that require manipulation of the mouse.

Tutorial test code:

- No Text-to-speech (TTS): STUTOR
- Text-to-speech (TTS) enabled: STUTORT

2. The High School [Maine Science Assessment Practice Test](#) is an online set of scenarios and items meant to familiarize students with the types of questions they may encounter when they take the Maine Science Assessment. The practice test is not scored, nor are the students' answers retained. Each online question can be answered and checked via the online interface. The students will receive real-time feedback that indicates the accuracy of their answers using the following messages:

- Correct, way to go!
- Incorrect, you may want to try again.

Practice Test code:

- No Text-to-speech (TTS): SPTHSN
- Text-to-speech (TTS) enabled: SPTHST

Each student has up to three (3) attempts to reason through and find the correct answer. The rationales, or reasons why the incorrect answers are wrong, can be found starting on page 5 of this packet and should be used to help explain the error that they likely made that led them to choose that specific wrong answer. The rationales are developed based on the most frequent errors and may not be the exact logic or factual error a student made.

For test questions that are not scored by the system, those that require a written or constructed response, we recommend that students answer these questions on paper so that their responses can be reviewed against the rubric and discussed outside of the system. The rubrics for these questions can be found starting on page 5 of this packet.

While these tools do not take the place of your science instruction, which is the number one preparation that all students should receive, we do recommend that you have students access and take the tutorial (see URL below) to familiarize themselves with the ADAM platform, navigation, and features. Once there is good familiarity with the platform, we recommend that your students work through the practice test (see URL below) to become acquainted with how their science content will be assessed during the Maine Science Assessment.

Links:

- Maine Science Assessment Tutorial: <https://adamexam.com/tester/>
- Maine Science Assessment Practice Test: <https://adamexam.com/tester/>
- Supplemental Materials and Resources: <https://mescience.zendesk.com/hc/en-us/sections/1500001237162-Resources-Document-Downloads>

Universal Features, Designated Supports/Features, and Accommodations

The full list of Universal Features, Designated Supports/Features, and Accommodations for students with disabilities and English learners can be found in Appendix A of the [Maine Principal and Assessment Coordinator \(PAC\) Manual](#).

High School Practice Test Table of Rationales and Exemplars

Item Number	Part	ACO A	ACO B	ACO C	ACO D	Rationale	Exemplar
Hawaiian Islands							
1	N/A	N/A	N/A	N/A	N/A	The box in the top left corner of the map, closest to Kaua'i, should be marked. According to the table in the scenario, Kaua'i is the oldest island, and Hawai'i is the youngest.	N/A
2	N/A	This is incorrect because proximity to the oceanic crust is not the determining factor in volcanic activity.	This is incorrect because small islands are also capable of supporting volcanoes.	This is incorrect because although the island of Hawaii is the youngest island of the island chain, there are older islands in the world that have volcanoes.	This is correct because it accurately describes how hot spot volcanoes, like the Hawaiian Islands, are formed.	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	The youngest island of the Hawaiian Island chain is still on the hotspot, so it is still being built up by the solidifying lava. Also, the island has not been exposed to weathering and erosion forces for as

Item 11 – Breeding Cats

Joshua breeds cats. He has a male cat with long fur (ff) and a grey-and-white colored coat (gg). He also has a female cat that has short fur (Ff) and a solid white coat (Gg). He knows that there is a demand for cats with long fur and a solid white coat.

Parent Cats



Long fur, grey and white



Short fur, solid white

