



# Accessibility Guide

MAINE SCIENCE ASSESSMENT

SPRING 2024

**ADAM**  
Assessment Delivery and Management

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# Maine Science Assessment Accessibility Guide

## Introduction

This accessibility guide for district and school assessment administrators and technology coordinators provides the necessary information to prepare students for the Spring 2024 Maine Science Assessment.

The online administration of the Maine Science Assessment will be delivered by the Maine Department of Education (DOE) 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 2024 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.

This document is part of a suite of guides and manuals available through Maine DOE for the Spring 2024 Maine Science Assessment, including

- [ADAM Platform User Guide](#)
- Assessment Administration Manuals, one each for [grade 5](#), [grade 8](#), and [3<sup>rd</sup> year of high school](#)
- [Device, System, and Lockdown Browser Installation Guide](#)
- [Accessibility Guide](#) (**THIS DOCUMENT**)
- [Principal and Assessment Coordinator Manual](#)
- [Proctor User Guide](#)
- [Quick Guide – Starting your Maine Science Assessment](#)

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](mailto: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>.**

## ADAM Accessibility Tools

### Universal Tools – Designated Supports – Accommodations

#### I. Universal Tools for All Students

##### Embedded Universal Tools

Tool	Tool Icon	Description
<b>Provisions within online assessment platform available to all students automatically</b>		
Review		Review page shows flagged items for review and items not attempted.
Accessibility		Accessibility options of Color Scheme / Font Size / Zoom enlargement ( <i>ADAM Accessibility Tools</i> see page 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.

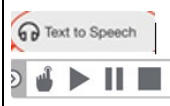
## II. Designated Supports for Some Students

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 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
<b>Provision within online platform that must be assigned to individual student.</b>		
<b>Text-to-Speech (TTS)</b>		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>(Text to Speech (TTS) Support see page 10)</i>

### Non-Embedded Designated Supports

#### Provisions Outside of the Online Assessment Platform

Tool	Description
<b>Breaks</b>	Multiple or frequent breaks may be required by students whose attention span, distractibility, physical and/or medical condition require shorter working periods.
<b>Extended Time</b>	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.
<b>Small Group or Individual Setting</b>	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.

Tool	Description
<b>Bilingual Word Glossary for MLs</b>	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
<b>American Sign Language</b>	Text is translated via sign language interpreter to student by Test Administrator as documented in the IEP/504 plan.
<b>Scribe</b>	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.
<b>Paper-Based + Large Print</b>	For students with an IEP/504 plan that requires assessments to be paper-based and not administered online. <a href="#">Request for Paper-Based Science Assessment</a>
<b>Braille</b>	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.
<b>Human Reader (Paper Based Tests ONLY)</b>	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.

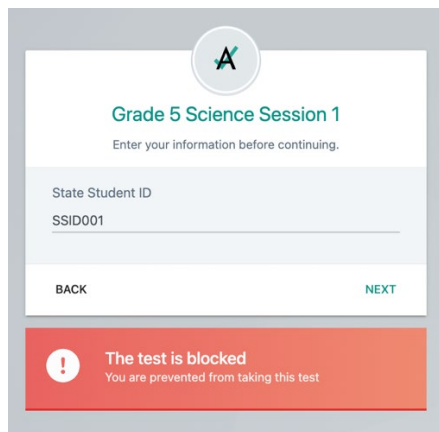
## Administration of Paper-Based Forms

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.*

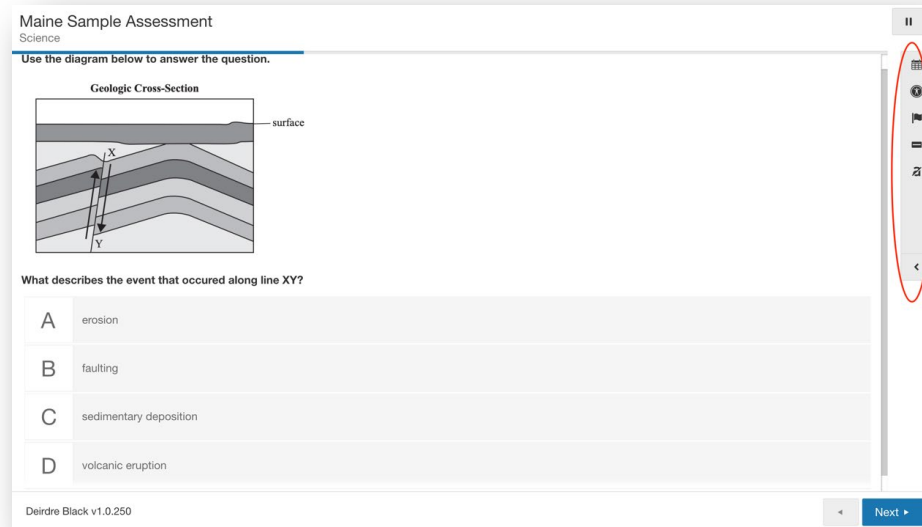




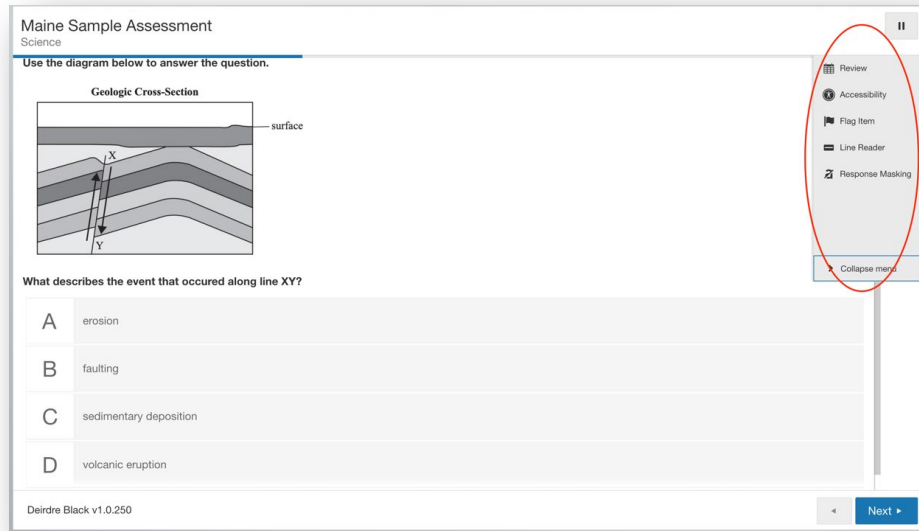
# Online Accessibility Tools User Guide

## 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.

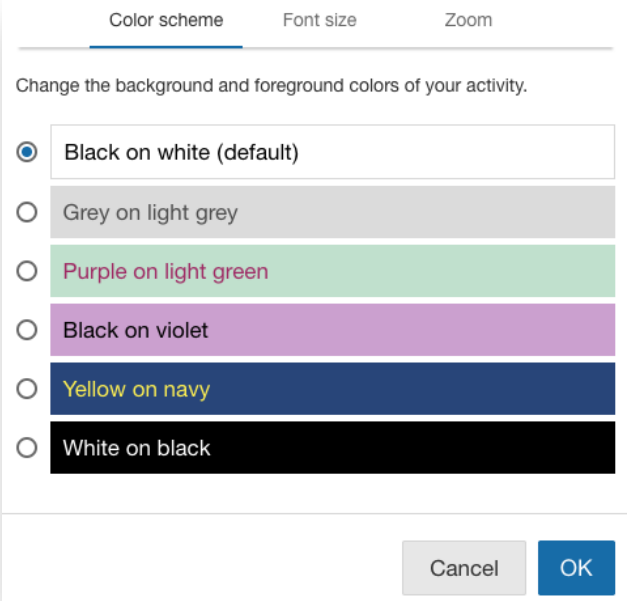
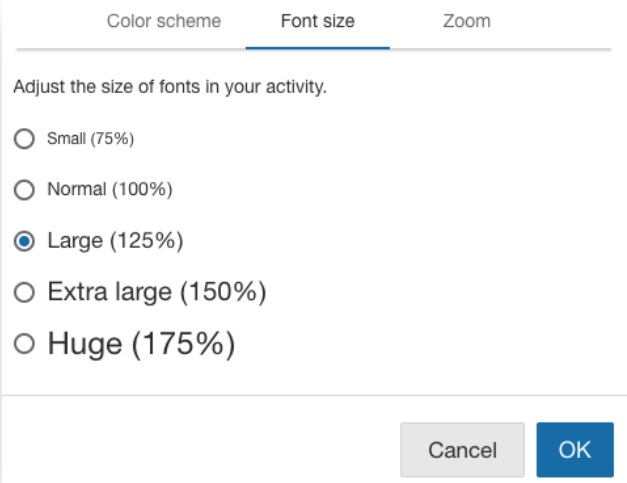


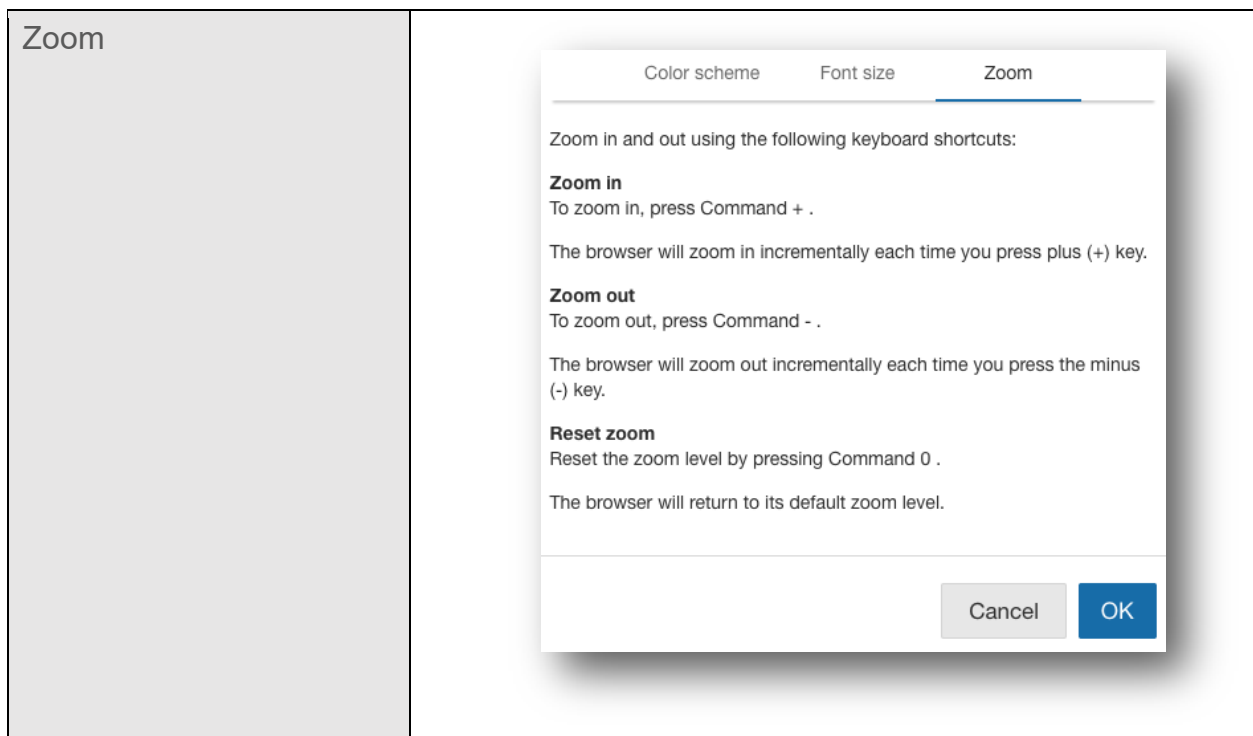
## Accessibility Tools Menu

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.

 <b>Accessibility</b>	<p>The accessibility menu provides options to</p> <ul style="list-style-type: none"> <li>● Change the color scheme (color contrast) of the background and text.</li> <li>● Change the font size.</li> <li>● View instructions for using the zoom functionality built into the web browser.</li> </ul>
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<p>Color Scheme (Color Contrast)</p>	
<p>Font Size</p>	



Note:

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.

## Text to Speech (TTS) Support

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 must be pre-selected by the District Assessment Coordinator (DAC) or School Assessment Coordinator (SAC) in the student's record within ADAM when rostering the student for each assessment session.

ADAM displays the TTS control bar at the top of the screen for each assessment question when TTS has been enabled by the DAC/SAC for the student's use during an assessment.









### Text-to-Speech (TTS) Controls Menu


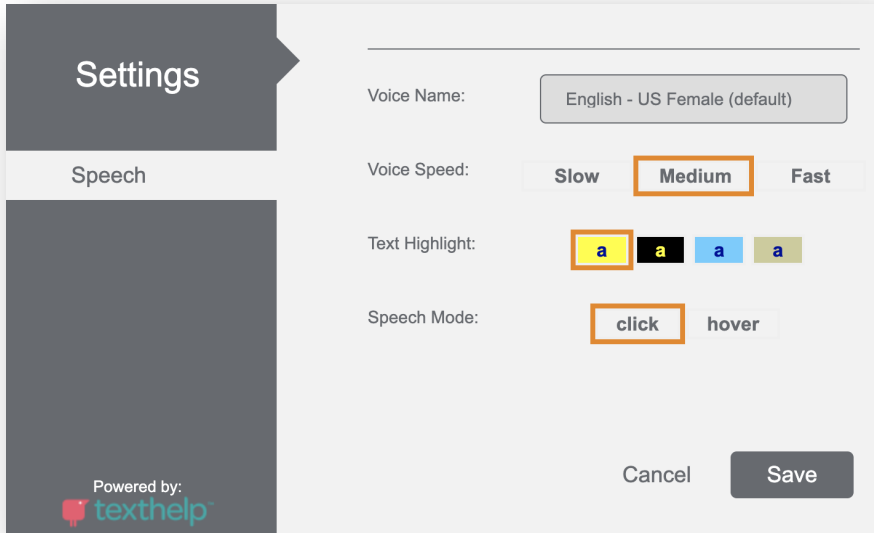

Students can set preferences for different aspects of the TTS tool that will persist from screen to screen (question to question) during an assessment session.

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 8) 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.
	Speak (read aloud) the current selection.
	Pause speech.
	Stop speech playback.

	<p>Change settings.</p> <p style="text-align: center;">Settings for Text-to-Speech</p> 
	<p>Select and hold and drag to move the toolbar.</p>

## 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

## Appendix A—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.

<b>Secure Assessment Materials – As Ordered</b>	
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 <b>should transcribe the student’s answers into the standard student assessment booklet.</b>
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 <b>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.</b>
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 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

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. an assessment coordinator will 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).

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

### Store and Return Assessment Materials

The principal or assessment coordinator will designate a **secure** location to store all assessment materials before distribution and when they are not being used.

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, assessment coordinators should please contact Krista Averill, Assessment Coordinator at the Maine DOE (207-215-6528 or [Krista.Averill@maine.gov](mailto: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 and 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 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.

### **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.

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.

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

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

END OF GUIDE