

Assessment  
Administration  
Manual

Spring 2024

SCIENCE

**HIGH  
SCHOOL**

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**NOTE:** This manual may be downloaded from the link below and printed or photocopied as needed: [ME Science Zendesk](#).

**Assessment administration questions should be directed to the principal/assessment coordinator at your school.**

## 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. For this reason, all guidelines included in this manual must be followed.

### Assessment Administrator/Proctor Responsibilities

1. Follow the instructions provided in this manual, including reading the scripts as they are written and following time allowances as they are stated.
2. Do not use the contents of the Maine Science Assessment Booklets to prepare your students for the assessment. Doing so is a violation of assessment security.
3. Count the materials received from the assessment coordinator and either return the same quantity to the assessment coordinator each day or secure the assessment materials as instructed by the assessment coordinator.
4. Inform students of the rules and procedures they must follow.
5. Provide a standardized assessment environment in which no coaching or prompting occurs.

The Maine Science Assessment is designed to provide information about student achievement. The accuracy and value of this information are directly influenced by how students handle assessment materials and respond to assessment questions.

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 or any record of student work or computer-generated responses may be retained, discarded, recycled, removed, or destroyed.

Assessment Administrators/Proctors are responsible for ensuring that students are properly instructed in the use of assessment materials and are given the opportunity to do their best.

### Additional Assessment Administrator/Proctor Responsibilities to Students

1. Ensure that students have been informed about the importance of the Maine Science Assessment before the assessment begins. Communicate to students that their assessment results will be used by teachers to help improve academic performance and provided to their parent(s) or guardian(s).
2. Monitor to make sure students do not participate in any form of cheating, e.g.,
  - They only provide answers that are strictly their own.
  - They do not consult notes, textbooks, or other instructional materials.
  - They do not use calculators, cell phones, or other electronic devices.
  - They do not share assessment questions with other students.
  - They do not consult other students, staff, or anyone else accessible to them during assessment administration.
3. Make certain that each student receives a set of assessment materials (i.e., student assessment cards or booklets) for the appropriate grade, uses only that assigned set of assessment materials, and handles and completes the materials properly.
4. Inform students that they will have a specific amount of time to complete each session and that they will be required to make up any assessment session(s) missed due to

absence from school. Encourage students to avoid absences during the assessment period.

5. Advise students that responses identified in the scoring process indicating that the student's physical/emotional health or personal safety may be in jeopardy may be referred to appropriate local school district personnel. All referrals are confidential, and any decisions connected with these referrals are under the jurisdiction of the local school administrative unit (SAU).

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 questions arise or if any situation occurs that could cause any part of the science assessment administration to be compromised.

## **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 Online Assessment Administration

## Prior to the Assessment

- \_\_\_\_\_ Read this *Assessment Administration Manual*.
- \_\_\_\_\_ Meet with the assessment coordinator to plan the assessment schedule, review procedures, and receive the list of students to whom you will be administering the assessment, including information about any approved supports and/or accommodations (see pages 34–36).
- \_\_\_\_\_ Obtain sufficient writing implements (pens or sharpened pencils) and scratch paper for student use.
- \_\_\_\_\_ Explain the assessment security and ethics considerations in this manual to the students.
- \_\_\_\_\_ Be sure that all students have a comfortable and adequate workspace, including those students whose supports/accommodations require special seating.
- \_\_\_\_\_ Cover or remove any instructional science materials from your classroom.

## Immediately Before the Assessment

- \_\_\_\_\_ Obtain secure student assessment cards (formerly test tickets) for each session from the assessment coordinator.
- \_\_\_\_\_ Check the student assessment cards against your student roster. You should have one card per session for each student. Return any mismatched cards to the assessment coordinator.
- \_\_\_\_\_ Make sure each device is powered on, logged into the ADAM secure lockdown browser, and open to the ADAM “Welcome” screen.
- \_\_\_\_\_ Post an “ASSESSING—PLEASE DO NOT DISTURB” sign on the classroom door.
- \_\_\_\_\_ Ensure that digital and electronic devices, including cell phones and calculators, are unavailable to students.

## During Each Assessment Session

- \_\_\_\_\_ Distribute student assessment cards to assigned students.
- \_\_\_\_\_ Follow directions, assessment administrator/proctor scripts, and time allowances in this manual for administering student assessment sessions and the questionnaire, including any make-up sessions you are assigned to administer.
- \_\_\_\_\_ Give students as much time as needed—within guidelines—to complete the sessions.
- \_\_\_\_\_ Collect all assessment materials (student assessment cards and scratch paper) from each student at the end of each assessment session and return the materials to the assessment coordinator or secure the assessment materials as instructed by your assessment coordinator.
- \_\_\_\_\_ Notify the assessment coordinator of all students needing make-up sessions at the end of each assessment day.

**After completing the administration, refer to the Checklist for Concluding the Maine Science Assessment Administration on page 33.**

# Checklist for Paper Assessment Administration

## Prior to the Assessment

- \_\_\_ Read this *Assessment Administration Manual*.
- \_\_\_ Meet with the assessment coordinator to plan the assessment schedule, review procedures, and receive the list of students to whom you will be administering the assessment, including information about any approved supports and/or accommodations (see pages 34–36).
- \_\_\_ Obtain sufficient sharpened No. 2 pencils and scratch paper for student use.
- \_\_\_ Explain the assessment security and ethics considerations in this manual to the students.
- \_\_\_ Be sure that all students have a comfortable and adequate workspace, including those students whose supports/accommodations require special seating.
- \_\_\_ Cover or remove any instructional science materials from your classroom.

## Immediately Before the Assessment

- \_\_\_ Obtain secure student assessment booklets from the assessment coordinator.
- \_\_\_ Check that label on the back of each booklet against the roster of paper test takers. Return any mismatched materials to the assessment coordinator.
- \_\_\_ Post “ASSESSING—PLEASE DO NOT DISTURB” sign on the classroom door.
- \_\_\_ Ensure that digital and electronic devices, including cell phones and calculators, are unavailable to students.

## During Each Assessment Session

- \_\_\_ Distribute Student Assessment Booklets to assigned students.
- \_\_\_ Follow directions, assessment administrator/proctor scripts, and time allowances in this manual for administering student assessment sessions and the questionnaire, including any make-up sessions you are assigned to administer.
- \_\_\_ Monitor students handling of assessment materials to keep the booklets in good condition.
- \_\_\_ Give students as much time as needed—within guidelines—to complete the sessions.
- \_\_\_ Collect all assessment materials (booklets and scratch paper) from each student at the end of each assessment session and return the materials to the assessment coordinator or secure the assessment materials as instructed by your assessment coordinator.
- \_\_\_ Notify the assessment coordinator of all students needing make-up sessions at the end of each assessment day.

**After completing the administration, refer to the Checklist for Concluding the Maine Science Assessment Administration on page 33.**

## Preparation for the Assessment

Students in grades 5, 8, and 3rd year of high school participate in the Maine Science Assessment. The exception to participation would occur in cases involving students with the most significant cognitive disabilities who have been found eligible for alternate assessments via the IEP Team Process. Only about 1% of all publicly funded Maine students in grades eligible for assessment participate in an alternate assessment. The rest of the student population (approximately 99%) participates in the Maine Science Assessment.

Familiarize yourself with all administration procedures prior to the assessment window. Reach out to your school principal/assessment coordinator if you have any questions regarding the assessment schedule (including plans for delivery of approved supports/accommodations and make-up sessions), review assessment procedures, or assessment materials will be distributed and tracked in your school between and during assessment sessions.

All assessment administrators/proctors are required to watch 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](https://www.maine.gov/doe/Testing_Accountability/MECAS/Generalscience)), as well as sign the Assessment Security and Data Privacy Agreement, found in the Assessment Security Handbook ([https://www.maine.gov/doe/Testing\\_Accountability/MECAS/materials/security](https://www.maine.gov/doe/Testing_Accountability/MECAS/materials/security)).

### Assessment Schedule

Total assessment time is approximately three hours, made up of three separate sessions. An additional amount of time is needed for distribution/identification time and a student questionnaire.

Except for make-up sessions or sessions for students requiring certain accommodations, the assessment sessions should be administered concurrently to all students in a grade and follow the order listed below. The assessment coordinator in your school will arrange an assessment schedule. There is flexibility in scheduling; schools may choose to spread the sessions over three days or complete more than one session in a day. It is recommended that a 10-minute break be provided to students between assessment sessions.

### 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
<b>TOTAL (not including distribution/instructions)</b>	<b>200 minutes</b>

## Student Assessment Materials

In addition to this manual, you will receive a set of student assessment materials for the group of students you will be assessing. These materials include student assessment cards for online test takers and student assessment booklets for paper test takers.

➡ NOTE: During each assessment session, students should always be working with their own original assessment materials, which are those distributed to them at the beginning of the assessment.

The paper-based student assessment booklets have been designed for machine scoring and should be handled carefully. The booklets should be free of extraneous marks and loose eraser bits, and they should never be folded, clipped, stapled, banded, taped, or torn.

## Preparing Students for the Assessment

The Maine Science Assessment consists of a variety of items, including multiple-choice, multiple-select, multiple-part, technology-enhanced, and constructed-response questions, so it is appropriate to familiarize students with these types of questions. An online tutorial to help familiarize students with the ADAM assessment platform and tools, and an online practice assessment for science content samples can be found on the Maine Science Support Page [ME Science Zendesk](#).

➡ NOTE: Using current assessment materials to familiarize students with assessment-taking strategies is a violation of assessment security and assessment procedures.

Students should be made aware of the need to plan concise, complete answers to constructed response questions to fit in the allowed space. For paper assessments, only responses written on the lines provided in the student assessment booklets will be scored. For online assessments, responses must fit within the space provided.

Notify students of the assessment in advance and request that they bring writing implements to every online assessment session (two sharpened No. 2 pencils for paper assessment sessions), along with clean scratch paper and a book to read in case they finish a session of the assessment early.

Students should also be informed that calculators, cell phones, smart watches, watch alarms, handheld computers, and other digital and electronic devices are **not** permitted during the Maine Science Assessment.

## Assessing Students Who Require Supports/Accommodations

It is important that those assessment administrators/proctors who administer the assessment with supports/accommodations:

- Know which students have been approved by a team to participate in the Maine Science Assessment using allowable supports/accommodations.
- Have a copy of the allowable supports and/or accommodations that clarify what is permissible for each student (see the Supports & Accommodations table on pages 34–36).
- Explain to students which support(s) and/or accommodation(s) they may use.
- Have been trained to administer the assessment according to the administration procedures in this manual.



## **Final Administration Preparation**

Just before the assessment, please:

- Arrange the assessment materials (student assessment cards or booklets) for each session so that you will be able to quickly distribute them to students.
- Cover or remove any instructional science materials from your classroom.
- Post an “ASSESSING—PLEASE DO NOT DISTURB” sign on the classroom door.
- Verify that you have the proper student assessment booklets and/or student assessment cards for each student on your assessment roster.

## Scripts

Assessment administration sessions in this document provide the actual scripts (**words printed in boldface, excluding the session information**) to be read aloud as printed to students during assessment administration. General directions for assessment administration (not to be read aloud) are printed in regular text and in brackets within the scripts. It is important that directions be read as scripted to ensure uniformity of assessment administration.

## Assessment Administration Interruptions

Circumstances over which you have no control (fire drills or power failures, for example) may interrupt the assessment. If such an interruption does occur during any assessment session, please focus on student safety first. If time and circumstances allow, follow the instructions below for the population of students in your room:

- For students taking an online assessment, do the following:
  - Pause the assessment for the students in your proctor group.
    - If you do not have a device with the proctor screen available, or the situation is not safe for you to take the time to do so, please contact your school (or district) assessment coordinator to request your proctor group be paused.
  - Instruct students to place their student assessment card on top of their scratch paper, turn the stack upside down, and place their pen/pencil on top of the stack so that they do not lose any papers before the session resumes.
- For students taking a paper assessment, do the following:
  - Instruct students to insert their scratch paper into their student assessment booklets at their current page, close their booklet, and turn it upside down so their preprinted label is facing up when the session resumes.

When normal conditions are restored, resume the assessment. Interruptions should not reduce the total amount of time students are given to complete the interrupted session.

**For online administration instructions, proceed to the next page.  
For paper administration instructions, turn to page 21.**

# **Online Administration: Science Session 1**

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## **Including Materials Distribution & Identification Time**

# Online Administration: Science Session 1

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## Materials Distribution/Identification Time

**Time Allowed: 10–15 minutes**

Materials needed: student assessment cards, clean scratch paper, and writing implements. Students who have the text-to-speech tool enabled should also have headphones/earbuds unless testing individually in a separate setting.

NOTE: Students may keep a book under their desks to read in case they finish early.

1. Distribute writing implements and scratch paper to students who need them. Next, give the correct student assessment card to each student. Each student must receive his or her own student assessment card.

2. Say to the students:

**The Maine Science Assessment is designed to find out what you know about science. The results will also help us understand how well our school is teaching you. All 3rd year high school students in the state of Maine are taking this assessment.**

**Look at the student assessment card in front of you. Check to be sure it shows your first name, last name, and Student State ID. Raise your hand if you have the wrong card.**  
[Pause]

**Your card should say Session 1 on the bottom, right corner. Raise your hand if you have a different session number on your card.** [Pause]

3. Say to the students:

**Now enter the test code into the field on the welcome screen and then click “Next.” Be sure to enter the code exactly as it shows on your card.** [Pause to help any students having difficulty.] **Now enter your Student State ID into the correct field on the login screen and then click “Next.” Be sure to enter the number exactly as it shows on your card and then click “Next.”** [Pause to help any students having difficulty.] **Now, review the Confirm screen. It should say Test: High School Science Session 1 and your full name. If this is correct, click “Next” and wait for me before going on.**

**You should now see a screen that says, “Maine Department of Education.” Follow along as I read the directions out loud. You are about to take a science assessment. You should do your best work and try to answer ALL questions.**

**There are different types of questions throughout the assessment. Some are multiple-choice. Some questions include instructions that describe how to answer those questions. Some questions ask you to write your own answer. You can earn points for partly correct answers to these questions, so you should try to answer them as best as you can. To receive full credit, read the questions carefully to help guide you in writing complete answers.**

**Many of the questions are grouped in sets that include a common background. Sometimes the background information is repeated with the next question if there is more than one question in the set. You do not need to reread the background information each time, but it is there for you if you need it.**

# Online Administration: Science Session 1

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## Session 1

Time Allowed: 60 minutes

4. Say to the students:

**You are now going to take the first of three science sessions. As you begin answering questions, remember to click the circle for the answer(s) you choose for multiple-choice and multiple-select questions. If you make a mistake, you can click on the choice again to remove your selection. If you want to come back to a question, check the Flag option at the top of the screen. If you need scratch paper, raise your hand and I will bring you some. Remember, only the questions you answer online will be scored.**

**You will answer questions for this session beginning on the next screen. If you get stuck on a word in the assessment, I can read the word to you. If you want help reading a word, raise your hand. [During the assessment session, pronounce a word for students who ask for assistance. Do not define the word or help the students in any other way.] You will not be able to work past the end of Session 1.**

**You will have 60 minutes to answer the questions in this session. I will let you know when you have 15 minutes left.**

**When you reach the end of Session 1, there will be a review screen to help you remember if you have answered all the questions before you finish. You can check the “Flagged” and “Unattempted” boxes at the top of the screen to help you find questions to review. You will not be able to go back into the questions once you click “Finish.” When you are sure you are ready, click “Finish.” and then “Yes.” You may then sit quietly or read a book. You may not work on any other session of the assessment. Do you have any questions? [Answer any procedural questions students have.]**

**Click the “Start” button at the bottom of the screen. Read the background information on the left side of the screen and begin answering the questions on the right side. You may begin now.**

From time to time during the session, circulate and check that students are working in the correct space. When students reach the final screen, you may quietly remind them to check the “Flagged” and “Unattempted” boxes to know what items to go back and review.

5. After 45 minutes, say to the students:

**You have 15 minutes left to complete this session. Remember to review your answers to make sure you have answered all the questions before you click “Finish.” Don’t forget the “Flagged” and “Unattempted” boxes at the top of the screen. Checking those will help you find questions to review. You will not be able to go back into the questions once you submit your work. When you are sure you are finished, submit Session 1 by clicking “Finish” and then “Yes.” You may then sit quietly or read a book.**

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## Online Administration: Science Session 1

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6. If all students in the assessment room have completed their session and it is before the allotted 60-minutes, or at the end of the 60 minutes, say to the students:  
**This completes Session 1. Please use the “Next” button to get to the end of the session. Click “Finish” and then “Yes” to log out of the science assessment.**
7. Collect and label the used and unused student assessment cards for return to the assessment coordinator. Collect all used scratch paper for shredding, making sure that no scratch paper leaves the room with students or remains loose in the classroom.

# Online Administration: Science Session 2

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# Online Administration: Science Session 2

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## Session 2

**Time Allowed: 60 minutes**

Materials needed: student assessment cards, clean scratch paper, and writing implements. Students who have the text-to-speech tool enabled should also have headphones/earbuds unless testing individually in a separate setting.

NOTE: Students may keep a book under their desks to read in case they finish early.

1. Pass out the student assessment cards. Each student must receive his or her own student assessment card.

Say to the students:

**Look at the student assessment card in front of you. Check to be sure it shows your first name, last name, and Student State ID. Raise your hand if you have the wrong card.** [Pause]

**Your card should say Session 2 on the bottom, right corner. Raise your hand if you have a different session number on your card.** [Pause]

2. Distribute clean scratch paper and writing implements to students who need them.

Say to the students:

**You are now going to take the second of three science sessions. Please enter the test code into the field on the welcome screen and then click “Next.” Remember to enter the code exactly as it shows on your card. Now enter your Student State ID, into the correct field on the login screen and then click “Next.”** [Pause to help any students having difficulty.]

**Now, review the Confirm screen. It should say Test: High School Science Session 2 and your full name. If this is correct, click “Next” and wait for me before going on. Remember, if you get stuck on a word in the assessment, I can read the word to you. If you want help reading a word, raise your hand.** [During the assessment session, pronounce a word for students who ask for assistance. Do not define the word or help the students in any other way.] **You will not be able to work past the end of Session 2.**

**You will have 60 minutes to answer the questions in this session. I will let you know when you have 15 minutes left.**

**When you reach the end of Session 2, there will be a review screen to help you remember if you have answered all the questions before you finish. You can check the “Flagged” and “Unattempted” boxes at the top of the screen to help you find questions to review. You will not be able to go back into the questions once you click “Finish.” When you are sure you are ready, click “Finish.” and then “Yes.” You may then sit quietly or read a book. You may not work on any other session of the assessment. Do you have any questions?** [Answer any procedural questions students have.]

**Click the “Start” button at the bottom of the screen. Read the background information on the left side of the screen and begin answering the questions on the right side. You may begin now.**

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## Online Administration: Science Session 2

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From time to time during the session, circulate and check that students are working in the correct space. When students reach the final screen, you may quietly remind them to check the “Flagged” and “Unattempted” boxes to know what items to go back and review.

3. After 45 minutes, say to the students:

**You have 15 minutes left to complete this session. Remember to review your answers to make sure you have answered all the questions before you click “Finish.” Don’t forget the “Flagged” and “Unattempted” boxes at the top of the screen. Checking those will help you find questions to review. You will not be able to go back into the questions once you submit your work. When you are sure you are finished, submit Session 2 by clicking “Finish” and then “Yes.” You may then sit quietly or read a book.**

4. If all students in the assessment room have completed their session and it is before the allotted 60-minutes, or at the end of the 60 minutes, say to the students:

**This completes Session 2. Please use the “Next” button to get to the end of the session. Click “Finish” and then “Yes” to log out of the science assessment.**

5. Collect and label the used and unused student assessment cards for return to the assessment coordinator. Collect all used scratch paper for shredding, making sure that no scratch paper leaves the room with students or remains loose in the classroom.

# Online Administration: Science Session 3

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# Online Administration: Science Session 3

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## Session 3

**Time Allowed: 60 minutes**

Materials needed: student assessment cards, clean scratch paper, and writing implements. Students who have the text-to-speech tool enabled should also have headphones/earbuds unless testing individually in a separate setting.

NOTE: Students may keep a book under their desks to read in case they finish early.

1. Pass out the student assessment cards. Each student must receive his or her own student assessment card.

Say to the students:

**Look at the student assessment card in front of you. Check to be sure it shows your first name, last name, and Student State ID. Raise your hand if you have the wrong card.** [Pause]

**Your card should say Session 3 on the bottom, right corner. Raise your hand if you have a different session number on your card.** [Pause]

2. Distribute clean scratch paper and writing implements to students who need them.

Say to the students:

**You are now going to take the 3rd of three science sessions. Please enter the test code into the field on the Welcome screen and then click “Next.” Remember to enter it exactly as it shows on your card. Now enter your Student State ID, into the correct field on the login screen and then click “Next.”** [Pause to help any students having difficulty.]

**Now, review the Confirm screen. It should say Test: High School Science Session 3 and your full name. If this is correct, click “Next” and wait for me before going on. Remember, if you get stuck on a word in the assessment, I can read the word to you. If you want help reading a word, raise your hand.** [During the assessment session, pronounce a word for students who ask for assistance. Do not define the word or help the students in any other way.] **You will not be able to work past the end of Session 3.**

**You will have 60 minutes to answer the questions in this session. I will let you know when you have 15 minutes left.**

**When you reach the end of Session 3, there will be a review screen to help you remember if you have answered all the questions before you finish. You can check the “Flagged” and “Unattempted” boxes at the top of the screen to help you find questions to review. You will not be able to go back into the questions once you click “Finish.” When you are sure you are ready, click “Finish.” and then “Yes.” You may then sit quietly or read a book. You may not work on any other session of the assessment. Do you have any questions?** [Answer any procedural questions students have.]

**Click the “Start” button at the bottom of the screen. Read the background information on the left side of the screen and begin answering the questions on the right side. You may begin now.**

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## Online Administration: Science Session 3

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From time to time during the session, circulate and check that students are working in the correct space. When students reach the final screen, you may quietly remind them to check the “Flagged” and “Unattempted” boxes to know what items to go back and review.

3. After 45 minutes, say to the students:

**You have 15 minutes left to complete this session. Remember to review your answers to make sure you have answered all the questions before you click “Finish.” Don’t forget the “Flagged” and “Unattempted” boxes at the top of the screen. Checking those will help you find questions to review. You will not be able to go back into the questions once you submit your work. When you are sure you are finished, submit Session 3 by clicking “Finish” and then “Yes.” You may then sit quietly or read a book.**

4. If all students in the assessment room have completed their session and it is before the allotted 60-minutes, or at the end of the 60 minutes, say to the students:

**This completes Session 3. Please use the “Next” button to get to the end of the session, click “Finish” and then “Yes” to log out of the science assessment.**

5. Collect and label the used and unused student assessment cards for return to the assessment coordinator. Collect all used scratch paper for shredding, making sure that no scratch paper leaves the room with students or remains loose in the classroom.

**Online Administration: Science Session 4**  
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**Student Questionnaire**

# Online Administration: Science Session 4

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## Student Questionnaire

**Time Allowed: Approximately 15–20 minutes**

Materials needed: student assessment cards. Students who have the text-to-speech tool enabled should also have headphones/earbuds unless testing individually in a separate setting.

NOTE: Students may keep a book under their desks to read in case they finish early.

1. Pass out the student assessment cards. Each student must receive his or her own student assessment card.

Say to the students:

**Before you begin, please check to see that you have your Session 4 student assessment card.**

2. Say to the students:

**You are now going to take the student questionnaire. These questions will ask you about different things related to school. There are no right or wrong answers, so mark the answers that are true for you. If you want help with reading or understanding a question, raise your hand.**

**Please enter the test code into the field on the Welcome screen and then click “Next.” Remember to enter the code exactly as it shows on your card. Now enter your Student State ID into the correct field on the login screen and then click “Next.” [Pause to help any students having difficulty.]**

**Now, review the Confirm screen. It should say Test: High School Science Session 4 and your name. You will have about 15 to 20 minutes to answer the questions in this session. If you are not finished at that time, you may have more time to complete the questions.**

**When you reach the end of Session 4, there will be a review screen to help you remember if you have answered all of the questions before you finish. When you are sure you are ready, click “Finish.” and then “Yes.” You may then sit quietly or read a book. You may not work on any other session of the assessment. Do you have any questions right now? [Answer any procedural questions students have.]**

**Click the “Start” button at the bottom of the screen. Read the information at the top of the screen and begin answering the questions now.**

Circulate and check that students are working in the correct place.

3. After 15 minutes, say to the students:

**Please raise your hand if you have not finished answering the questions.** [If students raise their hands, allow them a reasonable amount of time to complete the session.]

4. When all students have finished, say to the students:

**This completes Session 4. Please click “Finish” and then “Yes” to log out of the science assessment.**

Collect the student assessment cards. Keep all materials secure and follow the Checklist for Concluding the Maine Science Assessment Administration on page 33.

**Paper Administration: Science Session 1**  
.....  
**Including Materials Distribution & Identification Time**

# Paper Administration: Science Session 1

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## Materials Distribution/Identification Time

**Time Allowed: 10–15 minutes**

Materials needed: student assessment booklets, clean scratch paper, and sharpened No. 2 pencils only

NOTE: Students may keep a book under their desks to read in case they finish early.

Uniform testing conditions depend on you reading the script exactly as detailed in this test session. Provide sharpened No. 2 pencils and clean scratch paper to students who need them.

1. Distribute sharpened Number 2 pencils and scratch paper to students who need them. Next, give the correct student assessment booklet to each student.
2. Say to the students:

**The Maine Science Assessment is designed to find out what you know about science. The results will also help us understand how well our school is teaching you. All 3rd year high school students in the state of Maine are taking this assessment.**

**Place the student assessment booklet in front of you so that you are looking at the back cover. Check that the booklet has a sticker with your name and Student State ID on it. Raise your hand if you have the wrong book. [Pause]**

3. Say to the students:

**Now turn the booklet over so that you are looking at the front cover. On the line provided, print your first and last name. [Pause until students are finished.]**

4. Say to the students:

**Now open your booklet to the inside of the front cover and follow along with me as I read the directions.**

**You are about to take a science assessment along with a questionnaire that asks about your schoolwork. The science assessment has three sessions, and the questions are located in this booklet. You will answer the questions in this booklet. You should do your best work and try to answer ALL questions.**

**There are different types of questions throughout the assessment. Some questions are multiple-choice questions. You should mark only one answer for a multiple-choice question. Some questions include instructions that describe how to answer those questions.**

**Some questions ask you to write your own answer on the lines provided. You can earn points for partly correct answers to these questions, so you should try to answer them as best as you can. To receive full credit, read the questions carefully to help guide you in writing complete answers.**

**Many of the questions are grouped in sets that include a common background. At the beginning of each set, there are instructions that let you know which questions belong to that set. Sometimes the background information is repeated on the next page if there is more than one question in the set. You do not need to reread the background information each time, but it is there for you if you need it.**



# Paper Administration: Science Session 1

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## Session 1

Time Allowed: 60 minutes

5. Say to the students:

**You are now going to take the first of three science sessions. As you begin answering questions, remember to fill in the circles for multiple-choice and multiple-select questions by making a dark mark that completely fills the circle. For other items, you will need to plan your answers to fit in the space provided. Answers outside of this space may not be scored. If you make a mistake on any answer, erase it cleanly and carefully. If you need scratch paper, raise your hand and I will bring you some. Remember, only the answers in your student assessment booklet will be scored.**

**You will answer questions for this session beginning on the next page. If you get stuck on a word in the booklet, I can read the word to you. If you want help reading a word, raise your hand. [During the assessment session, pronounce a word for students who ask for assistance. Do not define the word or help the students in any other way.] Do not work past the stop sign on page 21.**

**You will have 60 minutes to answer the questions in this session. I will let you know when you have 15 minutes left.**

**When you have finished this part of the assessment, you may go back and check your work in this session only, or you may insert any scratch paper into your booklet, close your booklet, and then sit quietly or read a book. You may not work on any other session of the assessment. Do you have any questions? [Answer any procedural questions students have.]**

**Turn to the next page in your booklet, read the background information on the left side of the page, and begin answering the questions that follow. You may begin now.**

6. From time to time during the session, circulate and check that students are working in the correct space.

7. After 45 minutes, say to the students:

**You have 15 minutes left to complete this session. Remember that when you have completed the questions up to the stop sign on page 21 of your booklet, you may go back and check your work in this session. Once you are finished, insert any scratch paper you used into your booklet and close it. You may then sit quietly or read a book.**

8. If all students in the assessment room have completed their session and it is before the allotted 60-minutes, or at the end of the 60 minutes, say to the students:

**This completes Session 1. If you have not already done so, please insert your scratch paper into your booklet and close it.**

(cont. next page)

## Paper Administration: Science Session 1

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9. If you plan to continue the assessment after a short break:

- Pick up all used scratch paper from students and stack for return to your assessment coordinator.
- Follow the instructions for Session 2, beginning with step 2.

If you do not plan to continue the assessment at this time:

- Collect the student assessment booklets for return to the assessment coordinator.
- Separate out all used scratch paper for shredding, making sure that no scratch paper leaves the room with students or remains loose in the classroom.
- Count and return all assessment booklets, including reader and transcriber copies, to the assessment coordinator or secure the assessment as instructed by your assessment coordinator.

# Paper Administration: Science Session 2

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# Paper Administration: Science Session 2

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## Session 2

**Time Allowed: 60 minutes**

Materials needed: student assessment booklets, clean scratch paper, and sharpened No. 2 pencils only.

NOTE: Students may keep a book under their desks to read in case they finish early.

1. Pass out the student assessment booklets. Each student must receive his or her own booklet.

Say to the students:

**Before you begin, please check to see that your name is written on the front cover of your student assessment booklet.**

2. Distribute clean scratch paper and sharpened No. 2 pencils to students who need them.

Say to the students:

**You are now going to take the second of three science sessions. Please open your booklet to page 23, where you should see a large stop sign and the words Session 2. You will answer the questions for this session beginning on the next page. Remember, if you get stuck on a word in the booklet, I can read the word to you. If you want help reading a word, raise your hand.** [During the assessment session, pronounce a word for students who ask for assistance. Do not define the word or help the students in any other way.] **Do not work past the stop sign on page 45 of your booklet.**

**You will have 60 minutes to answer the questions in this session. I will let you know when you have 15 minutes left.**

**When you have finished this part of the assessment, you may go back and check your work in this session only, or you may insert any scratch paper into your booklet, close your booklet, and then sit quietly or read a book. You may not work on any other session of the assessment. Do you have any questions?** [Answer any procedural questions students have.]

**Turn to Science Session 2 on page 24 in your booklet. Read the information at the top of the page and begin answering the questions. You may begin now.**

From time to time during the session, circulate and check that students are working in the correct space.

3. After 45 minutes, say to the students:

**You have 15 minutes left to complete this session. Remember that when you have completed the questions up to the stop sign on page 45 of your booklet, you may go back and check your work in this session. Once you are finished, insert any scratch paper you used into your booklet and close it. You may then sit quietly or read a book.**

4. If all students in the assessment room have completed their session and it is before the allotted 60-minutes, or at the end of the 60 minutes, say to the students:

**This completes Session 2. If you have not already done so, please insert your scratch paper into your booklet and close it.**

(cont. next page)

## Paper Administration: Science Session 2

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5. If you plan to continue the assessment after a short break:

- Pick up all used scratch paper from students and stack for return to your assessment coordinator.
- Follow the instructions for Session 3, beginning with step 2.

If you do not plan to continue the assessment at this time:

- Collect the student assessment booklets for return to the assessment coordinator.
- Separate out all used scratch paper for shredding, making sure that no scratch paper leaves the room with students or remains loose in the classroom.
- Count and return all assessment booklets, including reader and transcriber copies, to the assessment coordinator or secure the assessment as instructed by your assessment coordinator.

# Paper Administration: Science Session 3

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# Paper Administration: Science Session 3

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## Session 3

**Time Allowed: 60 minutes**

Materials needed: student assessment booklets, clean scratch paper, and sharpened No. 2 pencils only

NOTE: Students may keep a book under their desks to read in case they finish early.

1. Pass out the student assessment booklets. Each student must receive his or her own booklet.

Say to the students:

**Before you begin, please check to see that your name is written on the front cover of your student assessment booklet.**

2. Distribute clean scratch paper and sharpened No. 2 pencils to students who need them.

Say to the students:

**You are now going to take the last of three science sessions. Please open your booklet to page 47, where you should see a large stop sign and the words Session 3. You will answer the questions for this session beginning on the next page. Remember, if you get stuck on a word in the booklet, I can read the word to you. If you want help reading a word, raise your hand.** [During the assessment session, pronounce a word for students who ask for assistance. Do not define the word or help the students in any other way.] **Do not work past the stop sign on page 71 of your booklet.**

**You will have 60 minutes to answer the questions in this session. I will let you know when you have 15 minutes left.**

**When you have finished this part of the assessment, you may go back and check your work in this session only, or you may insert any scratch paper into your booklet, close your booklet, and then sit quietly or read a book. You may not work on any other session of the assessment. Do you have any questions?** [Answer any procedural questions students have.]

**Turn to Science Session 3 on page 48 in your booklet. Read the information at the top of the page and begin answering the questions. You may begin now.**

From time to time during the session, circulate and check that students are working in the correct space.

3. After 45 minutes, say to the students:

**You have 15 minutes left to complete this session. Remember that when you have completed the questions up to the stop sign on page 71 of your booklet, you may go back and check your work in this session. Once you are finished, insert any scratch paper you used into your booklet and close it. You may then sit quietly or read a book.**

4. If all students in the assessment room have completed their session and it is before the allotted 60-minutes, or at the end of the 60 minutes, say to the students:

**This completes Session 3. If you have not already done so, please insert your scratch paper into your booklet and close it.**

(cont. next page)

## Paper Administration: Science Session 3

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5. If you plan to continue with the Student Questionnaire Session 4 after a short break:

- Pick up all used scratch paper from students and stack for return to your assessment coordinator.
- Follow the instructions for Student Questionnaire Session 4, beginning with step 2.

If you do not plan to continue with the Student Questionnaire Session 4 at this time:

- Collect the student assessment booklets for return to the assessment coordinator.
- Separate out all used scratch paper for shredding, making sure that no scratch paper leaves the room with students or remains loose in the classroom.
- Count and return all assessment booklets, including reader and transcriber copies, to the assessment coordinator or secure the assessment as instructed by your assessment coordinator.



**Paper Administration: Science Session 4**



**Student Questionnaire**

# Paper Administration: Science Session 4

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## Student Questionnaire

**Time Allowed: Approximately 15–20 minutes**

Materials needed: student assessment booklets and sharpened No. 2 pencils only

NOTE: Students may keep a book under their desks to read in case they finish early.

1. Pass out the student assessment booklets. Each student must receive his or her own booklet.

Say to the students:

**Before you begin, please check to see that your name is written on the front cover of your student assessment booklet.**

2. Distribute sharpened No. 2 pencils to students who need them.

Say to the students:

**You are now going to take the student questionnaire. These questions will ask you about different things related to school. There are no right or wrong answers, so mark the answers that are true for you. If you want help with reading or understanding a question, raise your hand.**

**Please open your booklet to page 73 where you will see a stop sign and the words Session 4. You will have about 15 to 20 minutes to answer the questions in this session. If you are not finished at that time, you may have more time to complete the questions.**

**When you have finished answering the questions in this session, close your booklet, and then sit quietly or read a book. You may not work on any other session of the assessment. Do you have any questions right now? [Answer any questions students have.]**

**Turn to Student Questionnaire Session 4 on page 74 in your booklet. Read the information at the top of the page and begin answering the questions now.**

Circulate and check that students are working in the correct place.

3. After 15 minutes, say to the students:

**Please raise your hand if you have not finished answering the questions. [If students raise their hands, allow them a reasonable amount of time to complete the session.]**

4. When all students have finished, say to the students:

**This completes Session 4. Please close your booklet.**

Collect the booklets. Keep all materials secure and follow the Checklist for Concluding the Maine Science Assessment Administration on page 33.

# Checklist for Concluding the Maine Science Assessment Administration

## Concluding Online Assessment Administrations

- \_\_\_ Return all student assessment cards to the assessment coordinator and notify him or her of any students who require make-up session(s) and the assessment sessions they have missed.
- \_\_\_ Ensure all used scratch paper is shredded or placed in a secure location for shredding.

## Concluding Paper Assessment Administrations

- \_\_\_ Count the sets of student assessment booklets to make sure you have all the booklets the assessment coordinator gave you.
- \_\_\_ Separate booklets and any remaining scratch paper. Ensure that each student's name is written legibly on the booklet's front cover as you do so.
- \_\_\_ Check the condition of the booklets. Notify your assessment coordinator if any booklets are torn or damaged.
- \_\_\_ Make sure scribed or transcribed responses are recorded in the booklet with the student's PreID label on the back cover.
- \_\_\_ Return all booklets to the assessment coordinator.
- \_\_\_ Provide the assessment coordinator with a list of any students who require makeup session(s) and the assessment session(s) they have missed.
- \_\_\_ Ensure all used scratch paper is shredded or placed in a secure location for shredding.






**Thank you for your assistance in the administration of the Maine Science Assessment.**

# 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>		
<b>Review</b>		Review page shows flagged items for review and items not attempted.
<b>Accessibility</b>		Accessibility options of Color Scheme / Font Size / Zoom enlargement ( <a href="#">Accessibility Guide</a> , ADAM Accessibility Tools section, see page 7–9).
<b>Flag or Bookmark</b>		Ability to flag or bookmark an item to return to for review.
<b>Line Reader</b>		The line reader tool helps focus on reading one line of text at a time.
<b>Response Masking</b>		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
<b>Scrap/Scratch Paper</b>	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.

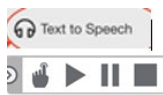
## II. Designated Supports for Some Students

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
<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>(<a href="#">Accessibility Guide</a>, Text to Speech (TTS) Support section 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>	Individual or separate setting may be 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.
<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.



New Meridian

# Maine Science Assessment