



Assessment Administration Manual

Spring 2025

**Grades 5, 8, and
3rd Year of High
School**

SCIENCE

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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 and the [Maine Assessment Security Handbook](#) must be followed. All district staff involved with administering the assessment must agree to follow all regulations by signing the Assessment Security and Data Privacy Agreement found in the [Maine Assessment Security Handbook](#).

Assessment Administrator/Proctor Responsibilities

1. Follow the instructions provided in this manual, including reading the scripts as they are written.
2. Maintain the security of assessment materials as instructed by the assessment coordinator.
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.
3. Ensure that students have been informed about the importance of the Maine Science Assessment. Communicate to students that their assessment results will be used by teachers to help improve academic performance and will be provided to their parent(s) or guardian(s).
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.
5. Use proctoring by proximity to ensure that students do not participate in any form of cheating.
6. Advise students that responses identified in the scoring process that indicate the student's physical/emotional health or personal safety may be in jeopardy will be referred to appropriate local school district personnel. All referrals are confidential, and any decisions connected with these referrals are under the authority of the local school administrative unit (SAU).
7. Provide a standardized assessment environment in which no coaching or prompting occurs.

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 of the Maine Department of Education, at krista.averill@maine.gov or 207-215-6528.

Checklist for Online Assessment Administration

Prior to the Assessment

- _____ Read this *Assessment Administration Manual*.
- _____ Meet with the assessment coordinator to plan the assessment schedule and review procedures.
- _____ Receive the list of students to whom you will be administering the assessment, including information about any approved supports and/or accommodations (see the [Accessibility Guide](#)).
- _____ Obtain sufficient writing implements (pens or sharpened pencils) and scratch paper for student use.
- _____ Explain the assessment security and ethics considerations on page 3 of this manual to students.
- _____ Be sure that all students, including those students whose supports/accommodations require special seating, have a comfortable and adequate workspace.
- _____ Cover or remove any instructional science materials from your classroom.

Immediately Before the Assessment Session

- _____ Obtain secure student assessment cards (i.e., test tickets) 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 devices are 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 students.
- _____ Follow directions, assessment administrator/proctor scripts, and time allowances for administering student assessment sessions.
- _____ 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 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.

After completing the administration, refer to the Checklist for Concluding the Maine Science Assessment Administration on page 8.

Checklist for Paper Assessment Administration

Prior to the Assessment

- _____ Read this *Assessment Administration Manual*.
- _____ Meet with the assessment coordinator to plan the assessment schedule and review procedures.
- _____ Receive the list of students to whom you will be administering the assessment, including information about any approved supports and/or accommodations (see the [Accessibility Guide](#)).
- _____ Obtain sufficient sharpened No. 2 pencils and scratch paper for student use.
- _____ 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 Session

- _____ Obtain secure student assessment booklets from the assessment coordinator.
- _____ Check the label on the back of each booklet against the roster of paper test-takers. Return any mismatched materials to the assessment coordinator.
- _____ 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 Booklets to assigned students.
- _____ Follow directions, assessment administrator/proctor scripts, and time allowances for administering student assessment sessions.
- _____ Monitor student handling of assessment materials to keep the booklets in good condition. 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.
- _____ Give students as much time as needed—within guidelines—to complete the sessions.
- _____ Collect all assessment materials (booklets and scratch paper) from each student 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.

After completing the administration, refer to the Checklist for Concluding the Maine Science Assessment Administration on page 8.

Preparation for the Assessment

Preparation of Proctors

All assessment administrators/proctors are required to watch the following training videos:

- [Assessment Security Overview Training Webisode](#)
- [Assessment Irregularities! What Now? Security Training Webisode](#)
- Maine Science Assessment Proctor Training video (found at https://www.maine.gov/doe/Testing_Accountability/MECAS/Generalscience)

Proctors must also sign the Assessment Security and Data Privacy Agreement in Appendix A of the [Assessment Security Handbook](#).

Assessment Schedule

The assessment is comprised of three separate sessions.

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 create 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 in grades 5 & 8 between assessment sessions; a 5-minute break may be provided to high school students between assessment sessions.

Assessment Session Order and Time Allowances

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

Accessibility Features

A variety of student supports and accessibility features are available to students to ensure that the assessment experience is as consistent as possible with daily instruction.

Accessibility features include, but are not limited to, supports and accommodations for students with support plans, Individual Language Acquisition Plans, 504 plans, and Individualized Education Programs (IEPs). Paper, large print, and braille assessments are available for qualifying students. For more information, refer to the [Maine Science Assessment Accessibility Guide](#).

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, focus on student safety first. If time and circumstances allow, follow the instructions below for the students in your proctor group:

- For students taking an online assessment, do the following:
 - Pause the assessment.
 - If you do not have a device with the proctor screen available, contact your school (or district) assessment coordinator to request that 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.

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 appear in brackets within the scripts. It is important that directions be read as scripted to ensure uniformity of assessment administration.

For online administration instructions, turn to page 9.

For paper administration instructions, turn to page 19.

Checklist for Concluding the Administrations

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 that 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 make-up session(s) and the assessment session(s) they have missed.
- _____ Ensure that 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.

Online Administration: Science Session 1

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Including Materials Distribution & Identification Time

Online Administration: Science Session 1

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 students in grades 5, 8, and 3rd year of high school take the Maine Science 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. The screen should show your full name, your grade level, and session 1. 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, if there is more than one question in the set, the background information is repeated with the next question. 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

Time Allowed	
Grades 5 & 8	60 minutes
3 rd Year High School	50 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.

For grades 5 and 8: You will have 60 minutes to answer the questions in this session. I will let you know when you have 15 minutes left.

For 3rd year high school: You will have 50 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. 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 which items to go back and review.

5. **For grades 5 and 8:** After 45 minutes,

For 3rd year high school: After 35 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 these 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.

Online Administration: Science Session 1

6. If all students in the assessment room have completed their session or it is at the end of the allotted 50 or 60minutes, 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 the student assessment cards to 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

Time Allowed	
Grades 5 & 8	60 minutes
3 rd Year High School	50 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. The screen should show your full name, your grade level, and session 2. 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.**

For grades 5 and 8: You will have 60 minutes to answer the questions in this session. I will let you know when you have 15 minutes left.

For 3rd year high school: You will have 50 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

Online Administration: Science Session 2

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 which items to go back and review.

3. **For grades 5 and 8:** After 45 minutes,

For 3rd year high school: After 35 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 or it is at the end of the allotted 50 or 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 the student assessment cards to 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

Time Allowed	
Grades 5 & 8	60 minutes
3 rd Year High School	50 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. The screen should show your full name, your grade level, and session 3. 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.**

For grades 5 and 8: You will have 60 minutes to answer the questions in this session. I will let you know when you have 15 minutes left.

For 3rd year high school: You will have 50 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

Online Administration: Science Session 3

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 which items to go back and review.

3. **For grades 5 and 8:** After 45 minutes,

For 3rd year high school: After 35 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 or it is at the end of the allotted 50 or 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 to 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.

Keep all materials secure and refer to the Checklist for Concluding the Administrations on page 8.

Paper Administration: Science Session 1

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Including Materials Distribution & Identification Time

Paper Administration: Science Session 1

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.

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 students in grades 5, 8, and 3rd year of high school take the Maine Science 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. The science assessment has three sessions, and the questions are 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

Time Allowed	
Grades 5 & 8	60 minutes
3 rd Year High School	50 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 at the end of session 1.**

For grades 5 and 8: You will have 60 minutes to answer the questions in this session. I will let you know when you have 15 minutes left.

For 3rd year high school: You will have 50 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. You may begin now.

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

7. **For grades 5 and 8:** After 45 minutes,

For 3rd year high school: After 35 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 at the end of Session 1 in 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 or it is at the end

Paper Administration: Science Session 1

of the allotted 50 or 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.

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

Time Allowed	
Grades 5 & 8	60 minutes
3 rd Year High School	50 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 session 2, 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 at the end of session 2 of your booklet.

For grades 5 and 8: You will have 60 minutes to answer the questions in this session. I will let you know when you have 15 minutes left.

For 3rd year high school: You will have 50 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 in your booklet. You may begin now.

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

3. **For grades 5 and 8:** After 45 minutes,
For 3rd year high school: After 35 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 at the end of Session 2 in 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

Paper Administration: Science Session 2

may then sit quietly or read a book.

4. If all students in the assessment room have completed their session or it is at the end of the allotted 50 or 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.

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

Time Allowed	
Grades 5 & 8	60 minutes
3 rd Year High School	50 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 3rd of three science sessions. Please open your booklet to Session 3, 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 second stop sign of your booklet.

For grades 5 and 8: You will have 60 minutes to answer the questions in this session. I will let you know when you have 15 minutes left.

For 3rd year high school: You will have 50 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 in your booklet. You may begin now.

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

3. **For grades 5 and 8:** After 45 minutes,
For 3rd year high school: After 35 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 at the end of Session 3 in your

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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 or it is at the end of the allotted 50 or 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.

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.

Keep all materials secure and refer to the Checklist for Concluding the Administrations on page 8.



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