



**PRINCIPAL AND
TEST COORDINATOR
MANUAL**

MEA

Maine Educational Assessment

MAY 2015

Test Administration Helpdesk 1-866-615-2745

Maine Department of Education

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Note: Additional copies of this manual and the Test Administrator manual may be downloaded from the Internet at <http://www.maine.gov/doe/mea/administration/index.html> or photocopied as needed.

OVERVIEW OF THE 2014–15 MEA SCIENCE ASSESSMENT

1. The Maine Educational Assessment (MEA) will test all publicly funded Maine students in grades 5, 8 and 11 (third year high school) in science. Retained students will be tested regardless of their retention status. **Note:** Mathematics, reading and writing results will be combined with the MEA Science results for high school to provide information about the student achievement at the student, school, SAU and state levels
2. An alternate assessment (PAAP) to the MEA Science assessment was administered this year through April 30, 2015. An MEA Student Answer Booklet does **not** need to be returned for any student who was assessed through alternate assessment. Labels for students who participated through alternate assessment can be discarded.
3. All publicly funded students who participate in the MEA for grades 5, 8 and 11 (third year high school) must have a state student identification number in Infinite Campus State Edition (ICSE). That number must be included on every student's answer booklet, either on the pre-printed student identification labels provided by Measured Progress, or bubbled on page 1 of the Student Answer Booklet.
4. All student demographic data used for MEA reporting will be the data entered by schools into Infinite Campus State Edition as of May 18, 2015. The only exceptions to this are the accommodations codes and homeschooled bubbles on page 2 of the Student Answer Booklet, as this information is not collected in Infinite Campus.
5. The MEA science test is designed to assess MDOE Regulation 131: The Maine Federal, State, and Local Accountability Standards.
6. All testing materials will be shipped from Measured Progress on April 20, 2015 and return testing materials will be automatically picked up by UPS on May 26, 2015.
7. Testing materials for a student who is partially enrolled in a special purpose private school are shipped directly to and from the special purpose private school, as specified in this manual.
8. Schools are responsible for supplying MEA testing materials for enrolled students who are attending out-of-school regional programs, ensuring that testing occurs, and returning test materials as specified in this manual.

IMPORTANT CONTACT INFORMATION

Measured Progress (General Administration Questions)

Measured Progress Maine Service Center (866) 615-2745

Additional Materials Requests <http://iservices.measuredprogress.org>

Maine Department of Education (Policy Questions)

Nancy Godfrey, Assessment Coordinator 624-6775
OR
nancy.godfrey@maine.gov

Sue Nay, Alternate Assessment (PAAP) 624-6774
OR
sue.nay@maine.gov

Charlene Tucker, Director of Assessment & Accountability 624-6827
OR
charlene.tucker@maine.gov

Infinite Campus Helpdesk 624-6896
OR
medms.helpdesk@maine.gov

ADDITIONAL MEA SCIENCE ADMINISTRATION RESOURCES

A training webinar for Test Coordinators and Test Administrators is available for can be found at:
<http://www.maine.gov/doe/mea/training/index.html>.

IMPORTANT DATES

Deadline for Updating ICSE Enrollments for Student Labels March 2, 2015

MEA Test Shipment Date April 20, 2015

MEA Test Administration Window May 4 – 22, 2015

Deadline for Updating ICSE Student Data for Reports May 18, 2015

Automatic UPS Pick Up Date May 26, 2015

PURPOSE OF DOCUMENT

This manual provides information about test coordination and administration procedures for the MEA Science assessment, which includes multiple-choice and constructed-response questions.

For details on the structure, formats, and content of this state-developed test, visit the MEA page for the Maine Department of Education at <http://www.maine.gov/doe/mea/administration/index.html> Current plans are that the results from these tests for individual students, schools, and school administrative units (SAUs) will be reported on August 21, 2015.

Principals and designated test coordinators must read this manual thoroughly prior to testing and be familiar with the instructions given in the *Test Administrator Manual* included with the MEA testing materials and available online at <http://www.maine.gov/doe/mea/administration/index.html>.

In addition, prior to testing, principals and test coordinators should have thoroughly reviewed the *Operational Procedures for the MEA* document located on the MEA Web site listed above and become familiar with the new *MEA Accommodations Guide*, available online at the website above.

Further questions or concerns about these documents and resources can be answered by calling the Measured Progress Maine Service Center at (866) 615-2745.

OVERVIEW OF THE PRINCIPAL/TEST COORDINATOR'S RESPONSIBILITIES

The informed cooperation of every school principal/test coordinator is essential to ensure that the May 2015 MEA Science test administration proceeds smoothly, test materials are properly accounted for, and student responses are accurately analyzed. The instructions given in this manual and in the *Test Administrator Manual(s)* must be followed closely by each principal, test coordinator, and test administrator.

As principal/test coordinator, your primary responsibilities are for the overall test security and ethical administration of the assessment, scheduling logistics, materials handling, and training and supervision of all test administrators.

TEST SECURITY AND ETHICS

The quality and usefulness of the assessment data generated by the MEA depends, in large part, on the uniformity of test administration and the security of test materials. Valuable information about student achievement of content standards measuring the effectiveness of Maine's *Learning Results* will be seriously compromised if test security is not strictly implemented and maintained. School principals are responsible for ensuring that the MEA administration takes place in accordance with these guidelines. Duplication of any portion of the MEA test or answer booklets is strictly forbidden, including but not limited to audio-taping, videotaping, photographing, photocopying, and handwritten copying. No test or answer booklet, and no student work, including any record of computer-generated responses, may be retained, discarded, recycled, removed, or destroyed unless permission has been requested and received due to hazardous material contamination.

PRINCIPAL'S RESPONSIBILITIES

As principal, you are ultimately responsible for the security of MEA test materials while test materials are in your school building. It is critical that you or your designee

1. inform staff and students of these test security and ethical considerations,
2. inventory the test materials as soon as they are received by your school,
3. monitor the distribution and use of these materials, including the secure transmission of test materials to regional programs as necessary,
4. secure test materials after each testing day/period, and
5. ensure complete and error-free return of materials to the testing contractor when testing is completed.

The MEA for grades 5, 8 and 11 (or third year high school students) is designed to provide information about student achievement. The accuracy and value of this information is directly influenced by how staff and students handle test materials and how students respond to test questions. Staff must be notified that using current test materials to familiarize students with test-taking strategies is a violation of test security and testing procedures.

Note: The grade 11 (third year high school) results will be combined with mathematics, reading and writing results.

As principal/test coordinator, you are ultimately responsible for ensuring that students are properly instructed in the use of test materials and are given the opportunity to do their best. You or your designee must ensure that:

1. students have been informed about the importance of the MEA before testing begins; that their test results will be included in their permanent school records; that a copy of the test results will be provided to their parent(s) or guardian(s); and that test results, including sample student responses, will be used by teachers to help improve academic performance.
2. students are informed about test security and ethical considerations; do not participate in any form of cheating; only provide answers that are strictly their own; do not consult notes, textbooks, or other teaching materials; do not use calculators, cell phones, computers or other digital or electronic

devices; do not share test questions with other students or consult other students, staff, or anyone else accessible to them during test administration.

3. each student receives a set of test materials for the appropriate grade, uses only that assigned set of test materials, and handles and completes the materials properly.
4. students are informed that they will have a specific amount of time to complete each session, with a specified amount of additional time (see page 15).
5. students are informed that they will be required to make up any test session missed due to absence from school and that they are encouraged to avoid being absent during the test administration.
6. students are informed that responses identified in the scoring process indicating that the student's physical/emotional health or personal safety may be in jeopardy or that indicate the student may be a threat to others may be referred to appropriate local SAU personnel. All referrals are confidential and any decisions connected with these referrals are under the jurisdiction of the local SAU.

Principals/Test Coordinators or Test Administrators should contact Nancy Godfrey, Assessment Coordinator, at the Maine Department of Education at 624-6775 or at nancy.godfrey@maine.gov if questions arise, or if any situation occurs that could cause any part of the test 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:

- delay in reporting of student, school, or SAU results,
- invalidation of student, school, or SAU results, and/or
- investigation by the Department of Education for possible certification action.

CHECKLIST FOR TEST ADMINISTRATION PREPARATION

NOTE: This checklist is provided as a summary only. Refer to other sections for complete information.

PRIOR TO TESTING

- Read this *Principal/Test Coordinator Manual* and a *Test Administrator Manual*.
- Read the *Operational Procedures for the MEA* document located at <http://www.maine.gov/doe/mea/administration/index.html>.
- Notify staff, students, and parents about testing and discourage absences.
- Determine the testing schedule for your school. Test administration should begin early in the testing window to allow time for makeup testing.
- Schedule a training meeting for all staff who will administer the test to review essential information, including test security and ethics, and the testing schedule. Distribute and review procedures in the *Test Administrator Manual*. Ensure that any absent staff is subsequently trained.
 - Additional paper and pencil administration manuals are available electronically at <http://www.maine.gov/doe/mea/administration/index.html>.
- Arrange for testing of students who require accommodations and ensure that staff who will administer this testing have been trained and have access to the *MEA Accommodations Guide*, available electronically at <http://www.maine.gov/doe/mea/administration/index.html>. Review the *MEA Science Accommodations Table* in Appendix A.
- Use the *Material Summary* form to inventory materials. Call the Maine Service Center at (866) 615-2745 to report or resolve any discrepancies prior to testing. Save cartons and UPS Return Shipping Labels for return mailing.
- Locate and keep the instructions for completing the online *Principal Certification of Proper Test Administration (PCPA)* until completion of testing.
- Ensure that sufficient copies of one (or more) test form(s) with answer booklets enclosed are removed from testing materials for students and test administrators who will receive/administer accommodation P3 (read aloud). Remaining test forms should then be counted and distributed to other students in the order in which they were received.
- Prepare test material tracking documents or use the sample document in Appendix B, as necessary.
- Ensure that all Infinite Campus State Edition student information is complete and correct by May 18, 2015. No corrections to student data will be allowed after that date.
- Ensure that students in “Special Student Testing Situations” will be tested (see page 13).

DURING TESTING

- Maintain test security in all settings and locations.
- Ensure that all approved accommodations are provided correctly to students as appropriate.
- Secure test materials between test administration sessions.
- Monitor/observe test administration in your school and be available to answer questions as necessary.
- Maintain a list of absent students to ensure makeup testing occurs
- Maintain a list of students moving in and out of your school to ensure testing is conducted according to MEA policies.
- Observe and document the destruction of any student test or answer booklets that are contaminated with hazardous biological matter once approval has been granted.

REFER TO THE CHECKLIST ON PAGE 19 WHEN TESTING IS COMPLETE.

PREPARING FOR TEST ADMINISTRATION — MATERIALS

INVENTORY AND STORE TEST MATERIALS

Instruct your school staff (custodians, support staff, and others) to notify you immediately upon receipt of the materials. Testing materials may be easily identified by the Measured Progress information on the carton(s). You will receive at least one carton per grade level being assessed regardless of the size of your school.

If you have not received your test materials by noon on April 23, 2015, call the Maine Service Center at (866) 615-2745.

Inventory the test materials upon receipt. The *Materials Summary* form provides the total number of materials shipped to your school **for each grade**. Using this form, mark the quantity of each item shipped in the “Qty Received” column. (See Appendix D on page 31 for a sample of the form). This is your record of what was received. It is important that all materials are counted prior to testing. Any discrepancy between what is noted on your *Materials Summary* form and the actual count must be reported immediately to the Maine Service Center (866) 615-2745 and recorded in the “Qty Received” column. Additional materials may be ordered by calling the Maine Service Center (866) 615-2745 or online at <http://iservices.measuredprogress.org>. The testing materials listed below are packed in cartons for each assessed grade in the school. Save the cartons and UPS Return Service Labels for return shipping.

| Administrative Materials | |
|---|---|
| MEA Item | Notes |
| <i>Materials Summary</i> form | Use this form to inventory materials; check quantities under the heading “Qty Received” and, after testing, “Qty Returned.” Use this information to complete the online <i>Principal Certification of Proper Test Administration (PCPA)</i> following testing. |
| Packing Slips | These documents are used by Measured Progress to fill the shipping order and will appear in every carton. Please disregard the packing slips. |
| UPS Return Service Labels | Affix one label to each carton when returning test materials. Additional labels should be discarded. |
| Envelope containing pre-printed Student ID Labels | One student label was printed for each student enrolled in your school as of March 2, 2015 and should be affixed to each student’s answer booklet after testing is completed. Labels for students participating in PAAP may be destroyed. Labels are not provided for homeschooled students. |
| White plastic envelope(s) labeled with the grade and “For Return of Used Answer Documents Only” | These envelopes are provided for the return of ALL used Student Answer Booklets except for those requiring placement in the Special Handling envelope. |

| Administrative Materials Continued | |
|---|--|
| MEA Item | Notes |
| White plastic envelope labeled “Special Handling” | This envelope should be used for any set(s) of test materials needing extra attention according to directions in this manual. Include an explanatory letter on school letterhead with any materials returned in this envelope. |
| Instructions for completing <i>Principal Certification of Proper Test Administration</i> (one per school) | (These will be found only in the carton containing materials for the lowest grade in the school.) The <i>Principal Certification of Proper Test Administration</i> will be completed online. The instructions may be discarded after completion. |
| <i>Test Administrator Manual(s)</i> | Extra copies may be duplicated at your school, if needed, or downloaded from http://www.maine.gov/doe/mea/administration/index.html . |
| <i>Principal/Test Coordinator Manual</i> (one per school) | Each school will receive one manual in the carton for the lowest grade in the school. Extra copies may be duplicated at your school or downloaded from http://www.maine.gov/doe/mea/administration/index.html . |

| Secure Testing Materials | |
|--|--|
| Large-print test packets (if applicable) | The large-print test packets include a large-print test booklet, a standard test booklet for the test administrator’s reference, an answer booklet, and special administration instructions. If necessary, a test administrator must transcribe the student’s answers into the regular Student Answer Booklet. |
| Braille test packets (if applicable) | The Braille test packets include a Braille test booklet, a standard test booklet for the Test Administrator’s reference, an answer booklet, and special administration instructions. A test administrator must transcribe the student’s answers into the regular Student Answer Booklet. |
| Student Test Booklets with inserted Student Answer Booklets for grades 5 and 8 | The number of student test booklets with inserted answer booklets included in each shrink-wrapped pack is indicated on the front of the pack. |
| Student Test and Answer Booklets for High School | The number of student test booklets in each shrink-wrapped pack is indicated on the front of the pack. The answer booklets are shrink-wrapped in the same quantities as the test booklets. Answer Booklets are generic to all forms of the test until a student bubbles in the test booklet form number on page 2 of the answer booklet as he or she begins testing. |

Designate a **secure** location for the storage of all test materials prior to distribution and when they are not being used. Only the principal or test coordinator should have access to this secure storage location.

Under no circumstance should anyone have access to test materials other than trained school personnel designated by you to be directly involved with test distribution or administration and students enrolled in grades 5 and 8 during actual test administration. You are responsible for protecting test materials from being used to prepare students for the test or viewed by unauthorized individuals from receipt of the materials at your school until their return shipment to Measured Progress.

Save the original carton(s) and UPS Return Service Label(s) for the return of test materials. Each carton carries a pre-printed bar code label identifying testing materials for your school by grade level. Do not remove, destroy, or deface this label; the information on the label will expedite tracking of returned test materials.

PREPARE THE TRACKING DOCUMENTS

You are responsible for the security of test materials and developing a system for tracking test materials while they are on school premises. You must be able to

- verify that testing materials are being distributed accurately and in accordance with test security and ethics requirements,
- identify the location of materials at any given time during test administration, and
- locate any misplaced materials.

A sample School Test Materials Tracking Form is enclosed in Appendix B on page 29 of this manual. You may modify this document or create your own. Tracking documents should be attached to any and all containers used to distribute test materials during test administration. Tracking documents should be stored securely with test materials when not in use.

Each individual authorized by you to be involved in the handling and security of test materials as they are moved within your school should be an education professional employed by the SAU and thoroughly familiar with principal/test coordinator and test administrator responsibilities. This individual must be present whenever testing materials are being transported in the school building.

Investigate immediately any irregularity in the use of tracking documents or in the information they contain. Any loss of testing materials should be immediately reported to the Measured Progress Maine Service Center, documented on the *Materials Summary* form, and recorded in the comments box of the online *Principal Certification of Proper Test Administration (PCPA)* when testing is complete.

You should retain the tracking documents at the conclusion of testing. It is recommended that you store the tracking documents in a secure location after the conclusion of the MEA administration for future reference regarding test materials and their distribution.

ALLOWABLE MATERIALS

It is important to ensure that no students are either advantaged or disadvantaged during testing by their testing environment. At the top of the page for each test session in the *Test Administrator Manual* is a box that specifies what materials are needed/allowed for that test session. Any materials not specified in the manuals are prohibited during the MEA administration. All science-related reference materials, including those on classroom walls or student desks, must be covered or removed. Calculators are not permitted during the science test.

Note: Students for whom accommodations have been approved and documented may use other allowable materials, as required. See Appendix A on pages 25 through 28 of this manual for a list of approved accommodations.

PREPARING FOR TEST ADMINISTRATION — STUDENT RELATED INFORMATION

DETERMINE HOW STUDENTS WILL PARTICIPATE

It is expected that all students will take part in the MEA, either through standard administration, administration with accommodation(s), or alternate assessment (PAAP). As principal, you must ensure that this occurs.

Accommodations are available to all students based on individual need regardless of disability status. Decisions regarding accommodations must be made by the student's educational team on an individual basis. Accommodations must be consistent with those used during the student's regular classroom instruction, including test taking. Refer to the *MEA Accommodations Guide*, available at <http://www.maine.gov/doe/mea/administration/index.html>, for detailed information on planning and implementing accommodations. The *MEA Science Accommodations Table* is available in Appendix A on pages 25 through 28. Compile a list of all students who require accommodations, along with the accommodation code(s), as applicable. Designate enough trained school personnel to provide the accommodations recommended for each student in accordance with the *MEA Accommodations Guide*.

Students who require alternate assessment should have already participated in the science portion of the Personalized Alternate Assessment Portfolio.

Only students who have been approved for special considerations by MDOE due to specific circumstances may not participate in the MEA. Please see the *Operational Procedures for the MEA* document at <http://www.maine.gov/doe/mea/administration/index.html> for guidance on these and other participation issues such as students who move during the testing window.

SPECIAL STUDENT TESTING SITUATIONS

Testing materials for a student partially enrolled in a special purpose private school are shipped directly to the special purpose private school from Measured Progress. The sending school should ensure that the student is correctly enrolled in Infinite Campus State Edition and that the appropriate testing is taking place.

These schools are responsible for administering the MEA in accordance with all guidelines contained herein. They are also responsible for returning the materials directly to Measured Progress. They will function exactly as all other schools for purposes of MEA administration, including completing the online *Principal Certification of Proper Test Administration (PCPA)* form.

Schools are responsible for supplying testing materials for enrolled students who are attending out-of-school regional programs and ensuring that testing occurs, as specified in this manual. **The materials must be couriered between the school and the program by school personnel or sent through certified mail. The program must return these materials to the school to be included in the school's return shipment.** Please note that the manuals are not secure and may be downloaded from the MEA page at <http://www.maine.gov/doe/mea/administration/index.html>.

If a student is unable to attend school or is hospitalized but able to participate in testing, the student may participate in testing in the out-of-school setting if this accommodation has been approved. The school must send trained school personnel to administer the test at the student's location. Test security protocols must be enforced.

Homeschooled students may be permitted to participate in the MEA in your building at the principal's discretion. These are the only students who may participate without a state student identification number. Boxes A and C must be completed on page 1 of the Student Answer Booklet for these students and they should be designated as "Homeschooled" in box D on page 2 of the Student Answer Booklet. You will **not** receive a student identification label for homeschooled students.

NOTIFY STUDENTS AND PARENTS

Prior to testing, the principal or test coordinator must do the following:

- Notify parents and students of the purpose for and use of the test and testing schedule for your school, discourage absences during test administration, and explain the need for makeup sessions.
- Explain the "Test Security and Ethics" considerations in this manual to the students.
- Notify students that they
 - must bring two number two pencils to each testing session, and
 - may bring a book to read in case they finish working before the end of the session.

PREPARING FOR TEST ADMINISTRATION — SCHEDULE/ENVIRONMENT

SCHEDULING AND STANDARD ADMINISTRATION REQUIREMENTS

Following the requirements described below, develop a testing schedule for your school prior to May 4, 2015. The tables below show the total number of administration sessions and time required for each grade level. An additional 5-10 minutes should be reserved for material distribution and instructions for testing prior to each test session. If you schedule two (or more) test sessions consecutively, it is recommended that a break of at least 10 minutes be scheduled between test sessions. Schools may schedule each grade level assessment at a convenient time within the three-week testing window. However, within a grade, each test session must be administered simultaneously to all students in your school. For example, all grade 5 students in a particular school will take Science Session 1 at the same time. Students taking the test with certain accommodations or taking makeup testing are the only exceptions to this requirement. Concurrent test administration allows the testing environment to be standardized and minimizes potential test security problems. The questionnaire is scheduled last because some questions ask students to describe the MEA test they have just experienced. Test administration should begin early in the testing window to allow time for makeup testing.

All test sessions must be scheduled in the order below, and all students within a school must be tested simultaneously within a grade. The only exceptions to these rules are for makeup testing and students with certain accommodations. Makeup testing must be completed within the testing window by end of day on May 22nd, 2015. Calculators are not permitted during the science test.

Grade 5 Testing Sessions and Time Allowances:

| Session | Base Time | Additional Time If Needed |
|---|--------------|---------------------------|
| Material Distribution/Identification Time | 5-10 minutes | As needed |
| Science Session 1 | 30 minutes | 10 minutes |
| Science Session 2 | 30 minutes | 10 minutes |
| Science Session 3 | 30 minutes | 10 minutes |
| Student Questionnaire Session 4 | 15 minutes | As needed |

Grade 8 Testing Sessions and Time Allowances:

| Session | Base Time | Additional Time If Needed |
|---|--------------|---------------------------|
| Material Distribution/Identification Time | 5-10 minutes | As needed |
| Science Session 1 | 35 minutes | 10 minutes |
| Science Session 2 | 35 minutes | 10 minutes |
| Science Session 3 | 35 minutes | 10 minutes |
| Student Questionnaire Session 4 | 15 minutes | As needed |

High School Testing Sessions and Time Allowances:

| Session | Base Time | Additional Time If Needed |
|---|--------------|---------------------------|
| Material Distribution/Identification Time | 5-10 minutes | As needed |
| Science Session 1 | 50 minutes | 10 minutes |
| Science Session 2 | 50 minutes | 10 minutes |
| Student Questionnaire Science Session 3 | 35 minutes | As needed |

Classrooms experiencing a unique situation in test administration that affects testing time should contact the Maine Department of Education at 624-6775.

TESTING ENVIRONMENT

Test sessions (when possible) should be administered in a classroom setting. Auditoriums, cafeterias, libraries, hallways, study halls, and other non-classroom settings may be uncomfortable, noisy, and distracting to the student, and are therefore not ideal test settings. You should ensure that tests are administered in rooms with adequate lighting, ventilation, space, and furniture to enable students to work comfortably and without disruption. Science-related content materials on walls or desks must be covered or removed during the testing window.

Designate enough classroom spaces in your schedule to allow for

- all students in a grade to be tested at the same time with sufficient personal testing space per student to eliminate the opportunity for cheating,
- separate classroom space for makeup testing, and
- accommodations to be provided for students who have been approved to receive them.

MAKEUP TESTING

It is important that every student complete every MEA test session including makeup testing by May 22, 2015. Test administration should begin early within the first two weeks (May 4–15, 2015) of the testing period in order to complete all makeup testing. It is recommended that test coordinators maintain a list of absentees/test sessions missed during the testing order. See a sample form designed for this purpose in Appendix C page 30. Plan times into your schedule for makeup test sessions to be administered by trained school personnel.

PREPARING FOR TEST ADMINISTRATION — PERSONNEL

DESIGNATE TEST ADMINISTRATORS

Designate enough trained test administrators to ensure that

- each test session can be administered simultaneously to all students being tested at a grade level,
- students can be tested in a classroom setting that provides sufficient testing space per student to eliminate the possibility of cheating,
- students who need them are properly provided with appropriate accommodations, and
- makeup sessions will be supervised.

NOTE: When scheduling test administrators for students who will receive read aloud accommodation P3, a reader trained in test administration may read the same test form to multiple students at the same time.

TRAIN TEST ADMINISTRATORS

Schedule a training meeting with all school staff who will be administering the MEA, including educational technicians as necessary. Prior to the training meeting, distribute a copy of the *Test Administrator Manual* to each designated test administrator and notify them that they must read the manual thoroughly prior to the meeting. If additional copies are required, the manual and instructions may be duplicated or printed from the Maine Department of Education's Web site at <http://www.maine.gov/doe/mea/administration/index.html>. During the meeting, show and discuss the Test Administrator training webinar, available at <http://www.maine.gov/doe/mea/training/index.html>, or direct them to view the webinar at their convenience.

Meet with all designated test administrators to

1. review test security and ethical considerations and the need for staff to follow *Test Administrator Manual instructions and scripts*.
2. provide student assignments and discuss any accommodations that will be provided to students.
3. notify the test administrators of the testing schedule for your school, including the makeup schedule and assignments.
4. inform all test administrators about test material tracking procedures and documents.
5. explain the requirement to distribute test booklets in the order in which they are packaged, except for students receiving the read aloud accommodation P3, and be sure to caution test administrators not to separate the test booklets and the matching inserted Student Answer Booklets for grades 5 and 8.
6. provide test administrators with number two pencils.
7. explain that students will not bubble in any information on pages 1 or 2 of their Student Answer Booklets due to the use of labels, and that each student must legibly write his or her name and school name in the top left corner on page 1 of the Student Answer Booklet. This information will be used by the test coordinator to affix pre-printed student labels on each Student Answer Booklet **AFTER** testing is completed.

8. explain that any coding of student information required on page 2 of the Student Answer Booklet will be completed by the test coordinator **AFTER** testing is completed.
9. answer questions regarding test administration procedures.

CONDUCTING TEST ADMINISTRATION

DISTRIBUTING/MONITORING TEST MATERIALS

Schools may choose one form of the test for each small group of students who have been identified as requiring read aloud accommodation P3. Remove sufficient numbers of testing materials for each form being used in small groups before distributing class packs of test materials to test administrators immediately prior to Session. Also provide large-print and Braille test materials to the test administrators, as applicable, at this time. The large-print and Braille packets contain a standard test booklet for the test administrator's reference and a standard answer booklet for the student's responses.

Monitor correct use of tracking documents and ensure compliance with test security guidelines. Investigate immediately any irregularity in the use of tracking documents or in the information they contain.

MONITORING TEST ADMINISTRATION

It is recommended that you observe and/or maintain close daily contact with all test administrators during the testing window to answer any questions or address any issues that may arise.

It is also recommended that you maintain a list of any students who need makeup testing as well as a list of those who did not complete the entire MEA, such as students who move in or out of your school. You should also document any homeschooled students who participate voluntarily. These lists will assist you in MEA report verification later in the year. See Appendix C on page 30 for a sample form included for this purpose.

Circumstances over which you have no control (fire drills or power failures, for example) may interrupt testing. Interruptions should not reduce the total amount of time students are given to complete the interrupted session. When normal conditions are restored, resume testing.

If a student should become ill during testing, resulting in testing materials becoming contaminated with hazardous biological matter such as blood or vomit, please contact the Maine Service Center (866-615-2745) for guidance immediately.

Call Nancy Godfrey, Assessment Coordinator, at the Maine Department of Education (624-6775) immediately if any situation occurs that could cause test administration to be compromised,

CHECKLIST FOR CONCLUDING TEST ADMINISTRATION

NOTE: This checklist is provided as a summary only. Refer to the following sections for complete information.

AFTER TESTING

- Collect and inventory all test materials from each test administrators and any regional programs that received materials from your school.
- Confirm that no paper has been taped, pasted, stapled or otherwise attached to the Student Answer Booklets.
- Affix each student's identification label at the bottom of page 1 of the Student Answer Booklet over the words "Affix Student ID Label Here," taking care that the correct label is placed on each answer booklet.
- Complete or verify the accommodations, modification, and homeschooled boxes on page 2 of the Student Answer Booklet, as applicable.
- Note: **Do not return** test materials that have been contaminated with hazardous biological matter such as blood or vomit. Contact the Maine Service Center (866) 615-2745 for guidance.
- Insert any student's set of test materials requiring special handling into the envelope labeled "Special Handling," along with a signed letter on school letterhead explaining the need for special handling.
- Inventory all materials using the *Materials Summary* form. Mark the quantity packed for each item under the heading "Qty Returned" on the form. You may note any concerns under the "Comments" section.
- Use instructions included in your shipment and the information collected on the *Materials Summary* form to complete the online *Principal Certification of Proper Test Administration (PCPA)* form. Note any concerns in the comments box.
- Follow the instructions on pages 22 and 23 to complete the grades 5 and 8 Online Principal and Teacher Questionnaires.
- Follow the instructions on pages 22 and 23 to complete the high school Online Principal/Test Coordinator and Department Chair Questionnaires.
- Pack test materials in the appropriate grade-level shipping boxes for return to Measured Progress following the instructions on page 24. All secure materials must be returned to Measured Progress.

CONCLUDING TEST ADMINISTRATION

COLLECTING ALL STUDENT TEST MATERIALS

Collect and inventory all secure testing materials upon completion of the test administration. Ensure that all secure test materials, used and unused, including makeup, large print, and Braille materials, have been returned by each test administrator and regional program, including Student Test Booklets, Student Answer Booklets, and *Test Administrator Manuals*. Only test or answer booklets that have been contaminated by hazardous biological matter may be destroyed by the principal once approval has been requested and granted.

Ensure that each Student Answer Booklet is in good condition, free of stray marks and eraser bits; that erasures have been made completely; and that there are no rubber bands, paper clips, staples, and extraneous paper inserted. Do not staple, glue, tape, or in any way affix paper print-outs of student responses into the Student Answer Booklet for students who were provided with accommodation R4 (student use of word processor).

Label each word processed page created due to accommodation R4 with the

- student's name
- state student ID number
- school name
- test session number
- and question number.

Staple all these pages together, place them anywhere in the Student Answer Booklet, bubble in accommodation R4 on page 2, and then return the answer booklet in the Special Handling envelope with a letter on school letterhead explaining why it is included in the envelope.

COMPLETING INFORMATION ON STUDENT ANSWER BOOKLETS

The student information necessary to compile data used for MEA reporting will be provided by Infinite Campus State Edition (ICSE). Labels included within the testing materials reflect students who were enrolled in your school in Infinite Campus State Edition as of March 2, 2015 with the exception of homeschooled students. All students must be enrolled or exited from your school accurately in ICSE by May 18, 2015 to ensure accurate MEA reporting. No individual student coding corrections for MEA reports will be made or accepted by MDOE after that date.

STUDENT INFORMATION - PAGE 1

Place each student's identification label provided by Measured Progress at the bottom of page 1 of the Student Answer Booklet over the words "Affix Student ID Label Here," taking care that the correct label is placed on each answer booklet by matching the student information in the upper left corner of the answer booklet. This step is critical to reporting student results. Incorrectly affixing the labels may result in inaccurate or no scores for the affected student(s).

If you do not have a pre-printed identification label provided by Measured Progress for a student, first enroll the student in Infinite Campus State Edition and then fill in boxes A, B, and C on page 1 of the Student Answer Booklet. A state student ID number must be provided on the booklets for every student who does not have a label except homeschooled students participating voluntarily.

If you have a label for a student who participated in science through a PAAP, destroy and discard the label.

If you have a label for a student who is no longer enrolled in your school, ensure that ICSE has been updated, and then destroy and discard the label.

ACCOMMODATIONS, MODIFICATION, AND HOMESCHOOLED - PAGE 2 BOX D

Accommodations - Complete the accommodations grid for any students who received accommodations during the MEA test administration.

Modification - Complete the modification bubble M3 for any students who received an inappropriate accommodation or non-approved accommodation during the MEA test administration. Note: Bubbling of M3 modification will result in no credit being given.

Homeschooled - Fill in the "Yes" bubble for any homeschooled student who voluntarily participated in the MEA in your school. This step will ensure that the homeschooled student's results will not be aggregated with the results for other students enrolled in your school or SAU.

PREPARING TEST MATERIALS FOR RETURN BY GRADE

After collecting all test materials, please follow the instructions below, separately for each grade, before packing any materials.

1. Inventory all materials using the *Materials Summary* form. Mark the quantity packed for each item under the heading “Qty Returned” on the form. Remember to count both test booklets that were included in large-print and Braille packets. If any test booklets containing hazardous biological matter were approved for destruction, note this on the *Materials Summary* form.
Note: Materials that do not need to be returned to Measured Progress are shaded out in the “Qty Returned” cell.
2. Do not use rubber bands, staples, or paper or binder clips when repackaging materials.
3. Separate used and unused test materials. Place all “used” Student Answer Booklets that do not require special handling in the white Answer Documents envelope. These are the only materials, except for materials that receive special handling, which will be scored. Do not pack these envelopes in the cartons yet.
4. Place all “used” Student Answer Booklets that require special attention in the Special Handling envelope. A letter written by the Principal or Test Coordinator on school letterhead should be included with special handling materials explaining why the booklet should be handled separately from the rest of the booklets being returned. Examples of Student Answer Booklets that require special handling are those that cannot be machine scanned, such as those that are damaged (torn or wet*) or contain word processed pages for students requiring accommodation R4 (student use of word processor). The word processed pages should be prepared according to instructions specified in this manual (pages 19-20), and accommodation R4 should be bubbled on page 2 of the answer booklet. Call the Maine Service Center at (866) 615-2745 to discuss details of non-routine administration situations.

*Do not return test materials to Measured Progress that have been contaminated with hazardous biological matter, such as blood or vomit. Refer to page 18 for more information. If a booklet is wet due to non-biological matter, please let the booklet dry before inserting it into the Special Handling envelope.

5. Set all **“used” test booklets**, including large print and Braille booklets, aside for packing. Large materials may be folded to fit in the carton.
6. Set all **“unused” test booklets and answer booklets**, including those that were marked “VOID” during test administration, aside for packing. VOID answer booklets will not be scored and may include incorrectly labeled booklets.
7. Retain the list of any students who did not complete the MEA in your school for use in verifying MEA reports.
8. Use the instructions for completing the *Principal Certification of Proper Test Administration (PCPA)* form provided on page 22 to complete this form online.

COMPLETING THE ONLINE PRINCIPAL'S CERTIFICATION OF PROPER TEST ADMINISTRATION (PCPA) AND THE PRINCIPAL QUESTIONNAIRE

The online *Principal's Certification of Proper Test Administration* (PCPA) form is a record of the materials you have received and are returning. You will certify that the test administrators have been trained and administration of the test has been completed according to the requirements in this *Principal/Test Coordinator Manual*. You should complete this form online after testing is finished, but BEFORE UPS comes to pick up materials on May 26, 2015. To complete the PCPA, please follow the directions below. You may use the information you collected on your *Material Summary* form to complete the online PCPA. Your school's login username and password are located on the PCPA instructions sheet included in your test shipment.

An online Principal Questionnaire is also available from the 'selection' screen following login for the PCPA. Please follow the instructions below to complete the Principal Questionnaire. The questions are provided in Appendix E for reference, but please submit the questionnaire online by May 22, 2015.

1. Locate the PCPA instruction sheet containing the username and password for your school; this sheet was included with the administrative materials that were shipped to your school.
2. Go to <http://iservices.measuredprogress.org>.
3. Select "Maine" from the drop-down list and click 'Enter.'
4. Select "Principal Certification and Questionnaire" from the options in the column on the left side.
5. Enter your username and password from the PCPA instruction sheet and click on 'Login.'
6. Click on 'Complete Information for Grade...' to complete the PCPA form for that grade. **You must complete a PCPA form for each grade tested in your school.** Using the information recorded on your *Material Summary* form, enter the materials received, used, and returned in the corresponding boxes. The materials received and returned should match. If there are any discrepancies in the materials shipped to and/or returned by your school, document this in the 'Comments' box of the PCPA. This would include any test or answer booklets destroyed due to contamination by hazardous biological matter.
7. To submit the form, you will type your name in the box marked "Principal Signature," enter your password in the "Password" box (the same password used for login), and click on "Submit this form." If you would like to correct the information entered, click on 'Correct my information' to return to the form.
8. Once you correctly submit the form, you will see the message, "Thank you for completing the Principal's Certification of Proper Test Administration" displayed with links to 'Download and Print the PDF,' 'Return to Grade Selection,' or 'Return to iServices.'
9. It is not necessary to return a printed and signed copy of the PCPA form; an electronic form, submitted online, is all that is required (your digital signature affirms a proper test administration). You may print a copy for your school records.
10. From the 'Grade Selection' screen, you may select 'Complete Information for Grade...' to complete a PCPA form for another grade or select 'Complete the Principal/Test Coordinator Questionnaire' and follow the directions on the screen.
11. To access the Principal Questionnaire from the home page follow the instructions 1-5 above. Click on 'Complete the Principal/Test Coordinator Questionnaire' and follow the directions on the screen.
12. Please contact the Maine Service Center at 1-866-615-2745 if you have any questions about submitting your *Principal's Certification of Proper Test Administration (PCPA)* or your Principal Questionnaire.

COMPLETING THE ONLINE TEACHER QUESTIONNAIRES

Please instruct your teachers to complete the Teacher Questionnaire for Grade 5 and/or Grade 8 online by following the directions below; no password information is required. The questions are also included in Appendix G for reference, but please submit all questionnaires online by May 22, 2015. You may copy this page and Appendix G of this manual as a handout if needed.

1. Go to <http://iservices.measuredprogress.org>.
2. Select “Maine” from the drop-down list and click “Enter.”
3. Select “Teacher Questionnaire” from the options in the column on the left side.
4. Select the link for “Teacher Questionnaire Grade 5” or “Teacher Questionnaire Grade 8” and follow the online directions to submit the questionnaire.
5. Please contact the Maine Service Center at 1-866-615-2745 if you have any questions about submitting your Teacher Questionnaire.

COMPLETING THE ONLINE DEPARTMENT CHAIR QUESTIONNAIRE

This questionnaire is only requirement for those testing high school students. Please instruct your Science Department Chairs to complete the online questionnaire by following the directions below; no password information is required. The questions are also included in Appendix H for reference, but please submit all questionnaires online by May 22, 2015. You may copy Appendix H of this manual as a handout if needed.

1. Go to <http://iservices.measuredprogress.org>.
2. Select “Maine” from the drop-down list and click ‘Enter.’
3. Select “Department Chair Questionnaire” from the options in the column on the left side and follow the online directions to submit the questionnaire.
4. Please contact the Measured Progress Maine Service Center at 1-866-615-2745 if you have any questions about submitting your Department Chair Questionnaire.

PACKING TEST MATERIALS BY GRADE

Please use the original carton(s) for each grade for return shipment of materials, paying attention to the **colored grade sticker** on the outside of the box. If all of the materials for one grade fit into one carton, you may return just one carton for each grade. Please do not mix different grade level materials in a carton, regardless of how small your school enrollment may be. For example, if your school's enrollment includes both grade 5, 8 and high school, pack the grade 5 materials in the box with the grade 5 colored label on it, pack the grade 8 materials in the box with the grade 8 colored label on it and pack the high school materials in the box with the high school colored label on it. The bar code label identifying your school on the carton should be intact and unobscured. If the bar code label is missing, write your school name and return address on the carton. Remove, cross out, or tape over any old UPS address labels.

Please pack the carton(s) for each grade for return shipment to Measured Progress as follows:

| Top of Carton (one grade) |
|---|
| Special Handling Envelope, if used. (If you have no materials needing special handling, you may discard this envelope.) |
| Envelope containing used Student Answer Booklets to be scored |
| Used Student Test Booklets including large print and Braille tests |
| All unused and voided materials including student test and answer booklets |
| Bottom of Carton |

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

- *Principal/Test Coordinator Manual*
- *Test Administrator Manuals*
- *Principal Certification of Proper Test Administration (PCPA)* instructions
- *Material Summary* form
- Unused Student ID Labels
- Packing Slips
- Unneeded envelopes
- Extra cartons
- Extra UPS Return Service Labels

Pack materials in each box with proper cushioning material to ensure that contents do not move when you shake the box and the box will not be crushed during shipping. You may use bubble wrap or wadded paper. Reseal each carton using heavy-duty packing tape and adhere one UPS Return Service label (provided) to each carton(s).

All test materials will be automatically picked up by UPS on May 26, 2015. Please make sure the shipment is ready by the end of the day on May 22nd as UPS pick up times will vary on the 26th. Please do not contact UPS directly. Arrangements have already been made for the pick-up of test materials. MEA testing materials that are ready for return before May 26th may be given to a UPS driver who arrives for other deliveries. (Do not call UPS directly or you will be charged for the pick-up.) Also, please be aware that a UPS driver will still appear on the 26th even if you've returned the materials. You can simply let the UPS driver know that the materials were picked up. If materials are not picked up on May 26, 2015, please contact the Maine Service Center (866-615-2745) for assistance.

**Thank you for your assistance with the administration of the
MEA Science Assessment.**

APPENDIX A

MEA SCIENCE ACCOMMODATIONS TABLE

Revised December 2014

NOTE: The chart below contains accommodations and codes to be used for the MEA Science test and should be bubbled on the student’s answer booklet after testing.

Any accommodation(s) used for the assessment of an individual student will be the result of a team decision made at the local level. All decisions regarding the use of accommodations must be made on an individual student basis – not for a large group, entire class, or grade level. Accommodations are available to all students on the basis of individual need regardless of disability status and should be consistent with the student’s normal routine during instruction and assessment. This table is not intended to be used as a stand-alone document and should always be used in conjunction with the *MEA Accommodations Guide* and/or Test Administrator manuals.

| T. Timing | | |
|------------------|--|---|
| Code | Tests were administered | Details on Delivery of Accommodations |
| T1 | with time to complete a session extended beyond the scheduled administration time within the same day. | The scheduled administration time already includes additional time and the vast majority of students complete the test session within that time period. Extended time within a single sitting may be needed by students who are unable to meet time constraints. A test session may be extended until the student can no longer sustain the activity. |
| T2 | so that only a portion of the test session was administered on a particular day. | In rare and severe cases, the extended time accommodation (T1) may not be adequate for a student not able to complete a test session within a single day. A test session may be administered to a student as two or more “mini-sessions” if procedures are followed to maintain test security and ensure that the student only has access to the items administered on that day (see the <i>MEA Accommodations Guide</i> for details). |
| T3 | with opportunity to move, stand, and/or pace during assessment or needs short, supervised breaks. | Multiple or frequent breaks may be required by a student whose attention span, distractibility, or physical condition, requires shorter working periods. This opportunity may be used in a single-student setting other than the classroom for a student who cannot focus when seated for sustained periods of time. |
| T4 | at the time of day or day of week that takes into account the student’s medical needs or learning style. | Individual scheduling may be used for a student whose school performance is noticeably affected by the time of day or day of the school week on which it is done. This accommodation may not be used specifically to change the order of administration of test sessions. This accommodation must not result in the administration of a test session to an individual student prior to the regularly scheduled administration time for that session for all students. |

| S. Setting | | |
|-------------------|---|---|
| Code | Tests were administered | Details on Delivery of Accommodations |
| S1 | in a separate location within the school by trained school personnel. | A student or students may be tested individually or in small groups in an alternative site within the school to reduce distractions for themselves or others, or to increase physical access to special equipment. |
| S2 | in an out-of-school setting by trained school personnel. | Out-of-school testing may be used for a student who is hospitalized or tutored because they are unable to attend school. The test must be administered by trained school personnel familiar with test administration procedures and guidelines. Relatives/guardians of the student may not be used as the test administrator. |

| P. Presentation | | |
|------------------------|--|--|
| Code | Tests were administered | Details on Delivery of Accommodations |
| P1 | individually. | Individual or small group testing may be used to minimize distractions for a student or students whose test is administered out of the classroom or so that others will not be distracted by other accommodations being used (e.g., dictation) |
| P2 | in a small group. | |
| P3 | with test and directions read aloud in English or signed to the student. | A reader may be used for a student whose inability to read would hinder performance on the Science test. Words must be read as written. No translations (with the exception of signed language) or explanations are allowed. Trained personnel may use sign language to administer the test. |
| P4 | with only test directions read aloud or signed to the student. | A reader may be used for a student whose inability to read or locate directions would hinder performance on the test. Note that most directions on the MEA test occur at the beginning of the test session and are already read aloud by the test administrator. Guidelines for what are and are not “test directions” must be followed. With the exception of sign language and the case of students enrolled in a program where the test administrator routinely presents information in a foreign language, directions may not be translated. |
| P5 | with administrator verification of student understanding following the reading of test directions. | After <u>test directions</u> have been read, the test administrator may ask the student to explain what he/she has been asked to do. If directions have been misunderstood by the student, the <u>test directions</u> may be paraphrased or demonstrated. Test items MUST NOT be paraphrased or explained. |
| P6 | using alternative or assistive technology that is part of the student’s communication system. | The test may be presented through his/her regular communication system to a student who uses alternative or assistive technology on a daily basis. |
| P7 | by trained school personnel known to the student other than the student’s classroom teacher. | A student may be more comfortable with a test administrator who works with the student on a regular basis, but is not the student’s regular teacher for the general curriculum or other staff assigned as test administrator. All test administrators must be trained school personnel familiar with test administration and accommodations procedures and guidelines. |
| P8 | using a large-print version of assessment. | Both large-print and Braille versions of the assessment require special preparation and processing and must be pre-ordered. Directions for ordering these materials are included in communications sent to school principals prior to the test. |
| P9 | using Braille version of assessment. | |
| P10 | using a word-to-word translation dictionary for ELL students. | A student with limited English proficiency may have a word-to-word dictionary available for individual use as needed. A word-to-word dictionary is one that does not include any definitions. Information on acceptable dictionaries is provided on the departments’ websites. |
| P11 | using visual or auditory supports. | The test may be presented using visual aids such as visual magnification devices, reduction of visual print by blocking or other techniques, or acetate shields; or auditory devices such as special acoustics, amplification, noise buffers, whisper phones, or calming music. |

| R. Response | | |
|--------------------|--|---|
| Code | Tests were administered | Details on Delivery of Accommodations |
| R1 | with a student <u>dictating</u> responses to school personnel. | A student may dictate answers to constructed-response or short-answer questions to locally trained personnel or record oral answers in an individual setting so that other students will not benefit by hearing answers or be otherwise disturbed. Policies regarding recorded answers must be followed prior to returning test materials. |
| R2 | with a student <u>dictating</u> responses using alternative or assistive technology/devices that are part of the student's communication system. | Technology is used to permit a student to respond to the test. Policies regarding recorded answers must be followed prior to returning test materials. |
| R3 | with a student using approved tools or devices to minimize distractions. | Noise buffers, place markers, carrels, etc. may be used to minimize distractions for the student. This accommodation does NOT include assistive devices such as templates, graphic organizers, or other devices intended specifically to help students organize thinking or develop a strategy for a specific question. |
| R4 | with a student <u>writing</u> responses using separate paper, a word processor, computer, braille, or similar device. | A student may use technological or other tools (e.g., large-spaced paper) to write responses to constructed-response items. A key distinction between this accommodation and R2 is that the student using this accommodation is responding in writing rather than dictating. When using a computer, word processing device, or other assistive technology, access to the Web must be turned off. This accommodation is intended for unique individual needs, not an entire class. Policies regarding recorded answers must be followed prior to returning test materials. |
| R5 | with a student indicating responses to multiple-choice items to school personnel. | A student unable to write or otherwise unable to fill in answers to multiple-choice questions may indicate a response to trained school personnel. The school personnel records the student's response in the student answer booklet. |
| R6 | with a student responding with the use of visual aids. | Visual aids include any optical or non-optical devices used to enhance visual capability. Examples include magnifiers, special lighting, markers, filters, large-spaced paper, color overlays, etc. An abacus may also be used for student with severe visual impairment or blindness on the Science tests. Note that the use of this accommodation still requires student responses to be recorded in a student answer booklet. |
| R7 | with a student with limited English proficiency responding with use of a word-to-word dictionary. | A student with limited English proficiency may have a word-to-word dictionary available for individual use as needed when responding. A word-to-word dictionary is one that does not include any definitions. Information on acceptable dictionaries is provided on the Department's website. |

| O. Other | | |
|---|--|---|
| This accommodation requires DOE approval or no credit will be given. | | |
| Code | Tests were administered | Details on Delivery of Accommodations |
| O1 | using other accommodation(s) not on this list, requested by the accommodations team. | An IEP team or other appropriate accommodation team may request that a student be provided an accommodation not included on this standard list of accommodations. Like all other accommodations, these should be consistent with the student's normal routine during instruction and/or assessment. Requests should be made to the DOE when accommodation plans are being made for a student prior to testing. DOE approval must be received for the requested accommodation to be coded as an O1 accommodation. Non-approved accommodations used during test administration will be coded as an M3 modification. |

| M. Modification | | |
|--|---|--|
| This modification results in no credit being given. | | |
| Code | Tests were administered | Details on Delivery of Accommodations |
| M3 | using an accommodation on this list not approved for a particular test or an accommodation not included on this list without prior approval of the DOE. | Inappropriate use of an accommodation included on this list or use of another accommodation without prior approval of the DOE will result in impacted items being scored as incorrect. |

Note: English Language Learners may qualify for any of the accommodations listed as appropriate and determined by a team. Refer to the *MEA Accommodations Guide* for additional information.

APPENDIX C

(Optional) - MEA Student Enrollment Update Record 2015

All Maine students in grades 5, 8 and third year high school are required to participate in MEA Science testing, as documented in the *Operational Procedures for the MEA* document found at: <http://www.maine.gov/doe/mea/administration/index.html>. However, some unexpected participation issues may occur due to changes in enrollment or other situations as described below. It is recommended that you track these situations, using this form or one of your own design, to serve as the school's record for use in verifying MEA participation. This information should be stored in a secure place and accessible to you during the MEA report verification window. Copy and attach additional forms as needed.

School _____ SAU _____
 Person Completing Form _____

| State Student Identification Number | Last Name | First Name | Grade (5, 8 or HS) | Reason Code |
|-------------------------------------|-----------|------------|--------------------|-------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
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| | | | | |
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| | | | | |
| | | | | |

Reason for Non-Participation Codes

- 01** student has moved from the school and SAU
- 02** student has moved from the school to another school in the SAU
- 03** student has been withdrawn from school
- 10** student was receiving education in an out-of-state program
- 20** student enrolled in the school AND SAU during the testing window after this subject test was administered
- 21** student enrolled in the school from another school in this SAU after this subject test was administered
- 30** student was approved by MDOE as requiring special considerations for this test

APPENDIX D



50 Education Way
Dover, NH 03820

SAMPLE MATERIAL SUMMARY FORM

Ship To:

| | | | |
|-----------------------------|--|--------------------------------|---------------------------|
| MP Ship Code: | 000000000001234 | Date Packed: April 16, 2015 | |
| Contract: 1234 | Contract Name: MEA | Administration: 2014-2015 | |
| County Code: | County Name: | SU Code: | Superintendent Unit Name: |
| SAU Code: 1234 | SAU Name: MSAD 99 | | |
| School Code: 1234 | School Name: Pine Tree Valley Middle School | Grade: 08 | Enrollment: 23 |
| Total Boxes Shipped: | | 2 | |

| Box Label: 000000012345678 | Unit | Qty Shipped | Qty Received | Qty Returned |
|--|------|-------------|--------------|--------------|
| Content | | | | |
| Material Summary Form | EA | 1 | | |
| Principal Certification Instructions | EA | 1 | | |
| UPS Return Service Labels | EA | 2 | | |
| Envelope containing pre-printed Student ID Labels | EA | 1 | | |
| Plastic envelope(s) labeled "For Return of Used Answer Documents Only" | EA | 1 | | |
| Plastic envelope labeled "Special Handling" | EA | 1 | | |
| <i>Test Administrator Manual(s)</i> | EA | 3 | | |
| <i>Principal/Test Coordinator Manual</i> | EA | 1 | | |

| Box Label: 000000001234567 | Unit | Qty Shipped | Qty Received | Qty Returned |
|---|------|-------------|--------------|--------------|
| Content | | | | |
| Large-print test packets | EA | 1 | | |
| Braille test packets | EA | 0 | | |
| Student Test Booklets with Answer Booklets Inserted | EA | 25 | | |

Comments:

APPENDIX E

PRINCIPAL QUESTIONNAIRE QUESTIONS GRADE 5 & 8

| Principal Questionnaire Questions | |
|---|---|
| Question | Possible Answers |
| 1: Choose the response to the prompt that best describes how your school/district integrates research-based information on student preconceptions in science into teacher professional development. | A. Every science PD session B. Occasionally C. We don't use it D. We don't know about this E. We don't offer science PD |
| 2: Check all that you use regularly. "We use the following materials to support science curriculum development." | Maine <i>Learning Results</i> |
| | Benchmarks for Science Literacy |
| | National Science Education Standards |
| | A Framework for K-12 Science Education (NRC) |
| | Textbooks |
| | Science materials/kits |
| | Ready, Set, Science! |
| Teacher judgment | |
| 3: How well do you believe your school's science program prepared your students for the fifth grade science sessions on the MEA? | A. Well B. Somewhat well C. Not well D. My school does not include 5th grade. |
| 4: How well do you believe your school's science program prepared your students for the eighth grade science sessions on the MEA? | A. Well B. Somewhat well C. Not well D. My school does not include 8th grade. |

APPENDIX F

PRINCIPAL /TEST COORDINATOR QUESTIONNAIRE QUESTIONS HIGH SCHOOL

| Principal/Test Coordinator Questionnaire Questions | | | | | | | | | |
|---|---|---------|-----------|----------|-----------|-----------|-----------|-----------|------------|
| Question | Possible Answers | | | | | | | | |
| 1: Choose the response to the prompt that best describes how your school/district integrates research-based information on student preconceptions in science into teacher professional development. | A. Every science PD session B. Occasionally C. We don't use it D. We don't know about this E. We don't offer science PD | | | | | | | | |
| 2: Check all that you use regularly. "We use the following materials to support science curriculum development." | Maine <i>Learning Results</i> | | | | | | | | |
| | Benchmarks for Science Literacy | | | | | | | | |
| | National Science Education Standards | | | | | | | | |
| | A Framework for K-12 Science Education (NRC) | | | | | | | | |
| | Textbooks | | | | | | | | |
| | Science materials/kits | | | | | | | | |
| | Ready, Set, Science! | | | | | | | | |
| Teacher judgment | | | | | | | | | |
| 3: How well do you believe your school's science program prepared your students for the MEA science sessions? | A. Well B. Somewhat well C. Not well | | | | | | | | |
| 4: What is the minimum number of years of science courses students at your school are required to take? | A. 2 B. 3 C. 4 D. other | | | | | | | | |
| 5: What percentage of students at your school graduate with 2 years of science courses? | A. 0-20% B. 21-40% C. 41-60% D. 61-80% E. 81-100% | | | | | | | | |
| 6: What percentage of students at your school graduate with 3 years of science courses? | A. 0-20% B. 21-40% C. 41-60% D. 61-80% E. 81-100% | | | | | | | | |
| 7: What percentage of students at your school graduate with 4 years of science courses? | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. 0-5%</td> <td style="width: 50%;">E. 21-40%</td> </tr> <tr> <td>B. 6-10%</td> <td>F. 41-60%</td> </tr> <tr> <td>C. 11-15%</td> <td>G. 61-80%</td> </tr> <tr> <td>D. 16-20%</td> <td>H. 81-100%</td> </tr> </table> | A. 0-5% | E. 21-40% | B. 6-10% | F. 41-60% | C. 11-15% | G. 61-80% | D. 16-20% | H. 81-100% |
| A. 0-5% | E. 21-40% | | | | | | | | |
| B. 6-10% | F. 41-60% | | | | | | | | |
| C. 11-15% | G. 61-80% | | | | | | | | |
| D. 16-20% | H. 81-100% | | | | | | | | |
| 8: What percentage of students at your school graduate with more than 4 years of science courses? | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. 0-5%</td> <td style="width: 50%;">E. 21-40%</td> </tr> <tr> <td>B. 6-10%</td> <td>F. 41-60%</td> </tr> <tr> <td>C. 11-15%</td> <td>G. 61-80%</td> </tr> <tr> <td>D. 16-20%</td> <td>H. 81-100%</td> </tr> </table> | A. 0-5% | E. 21-40% | B. 6-10% | F. 41-60% | C. 11-15% | G. 61-80% | D. 16-20% | H. 81-100% |
| A. 0-5% | E. 21-40% | | | | | | | | |
| B. 6-10% | F. 41-60% | | | | | | | | |
| C. 11-15% | G. 61-80% | | | | | | | | |
| D. 16-20% | H. 81-100% | | | | | | | | |

APPENDIX G

TEACHER QUESTIONNAIRE QUESTIONS GRADE 5

| Teacher Questionnaire Questions Grade 5 | |
|---|--|
| Question | Possible Answers |
| 1: Choose the best response. "I use research-based information on student preconceptions in science to understand what my students know." | A. Every unit B. Occasionally C. I don't use it. D. I don't know about this research base. |
| 2: Check all that you use regularly. "We use the following materials to support science curriculum development." | Maine <i>Learning Results</i> Benchmarks for Science Literacy National Science Education Standards A Framework for K-12 Science Education (NRC) Textbooks Science materials/kits Ready, Set, Science! Teacher judgment |
| 3: What best describes your elementary school science program? | A. A curriculum developed from research-based, inquiry approach materials/kits B. A curriculum developed from research-based, inquiry approach materials/kits in which strategies for reading, writing, and talking about science are integrated into instruction C. A curriculum developed by local teachers D. A textbook series or collection of textbooks |
| 4: How familiar are you with science content standards D: The Physical Setting and E: The Living Environment of the <i>Maine Learning Results, Parameters for Essential Instruction</i> ? | A. Very familiar B. Somewhat familiar C. Not familiar |
| 5: How well do you believe your science program prepared your students for the fifth grade science sessions on the MEA? | A. Students were well prepared. B. Students were somewhat well prepared. C. Students were not well prepared. |
| 6: Choose all that apply. "Science professional development I participate in..." | Is required by the school Is not required by the school Is directly related to the content I teach students Is not necessarily directly related to the content I teach Includes instructional strategies for teaching science effectively |

TEACHER QUESTIONNAIRE QUESTIONS GRADE 8

| Teacher Questionnaire Questions Grade 8 | |
|---|--|
| Question | Possible Answers |
| 1: Choose the best response. "I use research-based information on student preconceptions in science to understand what my students know." | A. Every unit B. Occasionally C. I don't use it. D. I don't know about this research base. |
| 2: Check all that you use regularly. "We use the following materials to support science curriculum development." | Maine <i>Learning Results</i> |
| | Benchmarks for Science Literacy |
| | National Science Education Standards |
| | A Framework for K-12 Science Education (NRC) |
| | Textbooks |
| | Science materials/kits |
| | Ready, Set, Science! |
| Teacher judgment | |
| 3: What best describes your middle school science program? | A. A curriculum developed from research-based, inquiry approach materials/kits B. A curriculum developed from research-based, inquiry approach materials/kits in which strategies for reading, writing, and talking about science are integrated into instruction C. A curriculum developed by local teachers D. A textbook series or collection of textbooks |
| 4: How familiar are you with science content standards D: The Physical Setting and E: The Living Environment of the <i>Maine Learning Results, Parameters for Essential Instruction</i> ? | A. Very familiar B. Somewhat familiar C. Not familiar |
| 5: How often do you use the science simulations on the MLTI laptop image (NetLOGO, Ecobeaker Maine Explorer, Molecular Workbench, Geniquest, or Wolf Quest)? | A. Regularly B. Occasionally C. Never D. Have never heard of them E. Do not have MLTI laptops |
| 6: How useful have you found NetLOGO, the science tool on the MLTI laptop? | A. Very useful B. Somewhat useful C. Not useful D. Have not used |

| Teacher Questionnaire Questions Grade 8 Continued | |
|---|--|
| Question | Possible Answers |
| 7: How useful have you found Ecobeaker Maine Explorer, the science tool on the MLTI laptop? | A. Very useful B. Somewhat useful C. Not useful D. Have not used |
| 8: How useful have you found Molecular Workbench, the science tool on the MLTI laptop? | A. Very useful B. Somewhat useful C. Not useful D. Have not used |
| 9: How useful have you found Geniquest, the science tool on the MLTI laptop? | A. Very useful B. Somewhat useful C. Not useful D. Have not used |
| 10: How useful have you found Wolf Quest, the science tool on the MLTI laptop? | A. Very useful B. Somewhat useful C. Not useful D. Have not used |
| 11: How well do you believe your science program prepared your students for the eighth grade science sessions on the MEA? | A. Students were well prepared. B. Students were somewhat well prepared. C. Students were not well prepared. |
| 12: Choose all that apply. "Science professional development I participate in..." | Is required by the school |
| | Is not required by the school |
| | Is directly related to the content I teach students |
| | Is not necessarily directly related to the content I teach |
| | Includes instructional strategies for teaching science effectively |

APPENDIX H

SCIENCE DEPARTMENT CHAIR QUESTIONNAIRE QUESTIONS

| Science Department Chair Questionnaire Questions | |
|---|--|
| Question | Possible Answers |
| 1: Choose the best response. "I use research-based information on student preconceptions in science to understand what my students know." | A. Every unit B. Occasionally C. I don't use it. D. I don't know about this research base. |
| 2: Check all that you use regularly. "We use the following materials to support science curriculum development." | Maine <i>Learning Results</i> |
| | Benchmarks for Science Literacy |
| | National Science Education Standards |
| | A Framework for K-12 Science Education (NRC) |
| | Textbooks |
| | Science materials/kits |
| | Ready, Set, Science! |
| 3: What best describes your high school science program? | Teacher judgment |
| | A. A curriculum developed from research-based, inquiry approach materials/kits |
| | B. A curriculum developed from research-based, inquiry approach materials/kits in which strategies for reading, writing, and talking about science are integrated into instruction |
| | C. A curriculum developed by local teachers |
| 4: How familiar are you with science content standards D "The Physical Setting" and E "The Living Environment" of the Maine Learning Results, Parameters for Essential Instruction? | D. A textbook series or collection of textbooks |
| | A. Very familiar |
| | B. Somewhat familiar |
| | C. Not familiar |
| 5: How often do you use the science simulations on the MLTI laptop image (NetLOGO, Ecobeaker Maine Explorer, Molecular Workbench, Geniquest, or Wolf Quest)? | A. Regularly |
| | B. Occasionally |
| | C. Never |
| | D. Have never heard of them |
| | E. Do not have MLTI laptops |
| 6: How useful have you found NetLOGO, the science tool on the MLTI laptop? | A. Very useful |
| | B. Somewhat useful |
| | C. Not useful |
| | D. Have not used |
| 7: How useful have you found Ecobeaker Maine Explorer, the science tool on the MLTI laptop? | A. Very useful |
| | B. Somewhat useful |
| | C. Not useful |
| | D. Have not used |

Science Department Chair Questionnaire Questions Continued

| Question | Possible Answers |
|--|--|
| 8: How useful have you found Molecular Workbench, the science tool on the MLTI laptop? | A. Very useful B. Somewhat useful C. Not useful D. Have not used |
| 9: How useful have you found Geniquest, the science tool on the MLTI laptop? | A. Very useful B. Somewhat useful C. Not useful D. Have not used |
| 10: How useful have you found Wolf Quest, the science tool on the MLTI laptop? | A. Very useful B. Somewhat useful C. Not useful D. Have not used |
| 11: How well do you believe your science program prepared your students for the science sessions on the MEA? | A. Students were well prepared. B. Students were somewhat well prepared. C. Students were not well prepared. |
| 12: Choose all that apply. "Science professional development I participate in..." | Is required by the school |
| | Is not required by the school |
| | Is directly related to the content I teach students |
| | Is not necessarily directly related to the content I teach |
| 12: Choose all that apply. "Science professional development I participate in..." | Includes instructional strategies for teaching science effectively |
| | |
| | |
| | |
| 13: What is the minimum number of years of science courses students at your school are required to take? | A. 2 B. 3 C. 4 D. other |
| 14: What percentage of students at your school graduate with 2 years of science courses? | A. 0-20% B. 21-40% C. 41-60% D. 61-80% E. 81-100% |
| 15: What percentage of students at your school graduate with 3 years of science courses? | A. 0-20% B. 21-40% C. 41-60% D. 61-80% E. 81-100% |
| 16: What percentage of students at your school graduate with 4 years of science courses? | A. 0-5% E. 21-40% B. 6-10% F. 41-60% C. 11-15% G. 61-80% D. 16-20% H. 81-100% |
| 17: What percentage of students at your school graduate with more than 4 years of science courses? | A. 0-5% E. 21-40% B. 6-10% F. 41-60% C. 11-15% G. 61-80% D. 16-20% H. 81-100% |