



**OPERATIONAL PROCEDURES
FOR THE
MAINE EDUCATIONAL ASSESSMENTS (MEA)
2016 - 2017 Administration**

This document is not intended to replace individual
MEA Test Administration Manuals or Test Handbooks

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Maine Comprehensive Assessment System (MeCAS)

2016-2017 TESTING DATES

Test Name	Testing Dates	Intended For
MEA – English Language Proficiency (WIDA ACCESS for ELLs)	Grades 1-12 (Online) 1/17/17-3/30/17 Kindergarten (Paper) 1/23/17-3/3/17	English learners K-12
MEA (Alternate) – English Language Proficiency (WIDA Alternate ACCESS)	1/17/17 – 3/3/17	English learners K-12 with significant cognitive disabilities
MEA (Alternate) Science (PAAP)	12/1/16 – 4/30/17	Students with significant cognitive disabilities; Grades 5, 8, 3 rd year high school
MEA – Mathematics & ELA/Literacy – eMPowerME	3/20/17 – 4/14/17	All students Grades 3-8
MEA Mathematics & ELA/Literacy – SAT	Wednesday 4/5/17 Makeup Tuesday 4/25/17	All students 3 rd year high school
MEA (Alternate) Mathematics & ELA/Literacy (Multi-State Alternate Assessment – MSAA)	3/27/17 – 5/12/17	Students with significant cognitive disabilities; Grades 3-8, 3 rd year high school
MEA Science	4/3/17 – 4/14/17 4/24/17 – 5/5/17	3 rd year high school Grades 5 & 8

National & International Assessments

Test Name	Testing Dates	Intended For
National Assessment of Educational Progress (NAEP)	1/30/17 – 3/10/17	Sample of selected schools Grades 4 & 8

MAINE ASSESSMENT HELP DESKS

General Mathematics and ELA/Literacy	maineservice@measuredprogress.org	855-652-8929
Alternate Mathematics and ELA/Literacy	MSAAServiceCenter@measuredprogress.org	866-834-8879
General Science	Measured Progress	866-615-2745
Alternate Science (PAAP) Task Bank Technical Assistance	http://www.measuredprogress.org	866-834-8880
ACCESS for ELLs WIDA	help@wida.us	866-276-7735
WIDA Assessment Management System (WIDA AMS)	WIDA@datacognitioncorp.com	855-787-9615
Infinite Campus State Edition Help Desk:	medmshelpdesk@maine.gov	207-624-6896

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SECTION 1: ASSESSMENT REQUIREMENTS

Maine’s public school students at particular grade levels must be annually assessed in particular content areas based on both federal and state law.

1.1 Federal requirements

Under the federal Elementary and Secondary Education Act (ESEA), we are required to annually assess public school students in grades 3-8 and at one point in high school (3rd year high school in Maine) in mathematics and English language arts (ELA)/literacy. We are also required to assess public school students in science at three grade levels (grade 5, grade 8 and 3rd year high school in Maine). Additionally, English learners (ELs) in grades K-12 must participate in an annual assessment of their English language proficiency.

We interpret these requirements as applying to all students whose education is paid through Maine’s public school funds, even if those students are attending a private school. Publicly funded students are eligible to, and expected to, participate in Maine’s state assessment program at state expense, whether they take the general assessment or an alternate assessment.

Moreover, public school districts and schools, that are annually selected to participate in the National Assessment of Educational Progress (NAEP), are required to do so under the federal ESEA.

1.2 State requirements

Expectation for assessment in Maine’s legislation can be located in [Title 20-A, Chapter 222 Standards and Assessment of Student Performance.](#)

This assessment applies to students in the public elementary and secondary schools, in public charter schools, as that term is defined in section 2401, subsection 9, and in all private schools approved for tuition whose school enrollments include at least 60% publicly funded students.

We interpret this requirement as meaning that ALL students enrolled in Maine’s public schools, charter schools, and private schools with at least 60% publicly funded students are eligible for and must participate in the state assessments of mathematics, ELA/literacy and science content. In these schools, the participation of ALL students really does mean ALL. Students at these schools whose tuition is paid from a source other than Maine public funds must also participate in these state assessments (general or alternate).

1.3 Which of Maine’s students must be tested?

Based on the combination of federal and state requirements, the following students are eligible and expected to participate in Maine’s state assessment of mathematics, ELA/literacy and science at specified grade levels.

- ALL students who attend a Maine public school (state requirement)
- ALL students who attend a Maine charter school (state requirement)
- ALL students who attend a private school with at least 60% publicly funded students (state requirement)
- ALL students supported by Maine public funding, regardless of where they attend school (federal requirement)

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Additionally, English learners (ELs) in grades K-12 must participate in an annual assessment of their English language proficiency. The participation requirements, however, are slightly different from the requirements for the content assessments. The following English learners are eligible and expected to participate in the annual assessment of English language proficiency.

- ALL English learners who attend a Maine public school (federal requirement)
- ALL English learners who attend a Maine charter school (federal requirement)
- ONLY the publicly funded English learners who attend a private school (federal requirement)

SECTION 2: ENROLLMENT AND PARTICIPATION

All students as defined in the previous section must participate in MEA except for those who meet the criteria for the Special Considerations exemption or the recently arrived English learner exemption from the ELA/literacy assessment. This includes students designated as state wards, state agency clients, or homeless. Participation may occur through standard administration of MEA, administration with accommodations, or through MEA Alternates.

MEA reports are based on student primary enrollments in Infinite Campus State Edition (ICSE). Schools are responsible for regularly updating individual student enrollment information in ICSE to ensure that MEA reports reflect accurate information. The official student data of record, except for accommodations, will be supplied by ICSE for all 2016-17 MEA assessments. **It is essential that schools keep their ICSE data current.** To ensure that an accurate roster of students is available for testing, schools must update and verify student enrollment on a daily basis as needed. To assist communication between schools, the Maine Department of Education (DOE) has posted contact information for District Data Specialists at <https://neo.maine.gov/doe/neo/SuperSearch/> (choose SAU Primary Contacts/By Primary Contact Type; then filter by Data Specialist)

All MEA must be administered in accordance with the rules contained in the corresponding Test Administration Manuals.

2.1 Public Program in Resident School Administration Unit (SAU)

- 2.1.2 Students who are attending a program in their resident SAU that is located in a school other than their resident school must be enrolled in their resident school.
- 2.1.2 Each student attending a program in the resident SAU that is not located in the resident school shall participate in MEA under the leadership of the resident school. This may be orchestrated by one of the following:
 - 2.1.2.1 Transporting the student back to the resident school; or
 - 2.1.2.2 Having a Test Administrator (TA) from the resident school assess the student at the program; or
 - 2.1.2.3 Designating a TA at the program site to assess students. If taking this third option, a district or school administrator (e.g. superintendent/director/principal) for the resident school is responsible for making sure the TA is properly trained and certified and has signed the Test Security and Student Privacy Agreement. Results are reported with the resident school and SAU.

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2.2 Public Program in Non-Resident SAU

- 2.2.1 Students who are publicly tuitioned to an in-state public program (regional special education or alternative education) must be enrolled in a grade appropriate school in their resident SAU.
- 2.2.2 Students who are publicly tuitioned to a public program (regional special education or alternate education) in a non-resident SAU must participate in MEA under the leadership of the resident school. This may be orchestrated by one of the following:
 - 2.2.2.1 Transporting the student back to the resident school;
 - 2.2.2.2 Having a Test Administrator (TA) from the resident school assess the student at the program; or
 - 2.2.2.3 Designating a TA at the program site to assess students. If taking this third option, a district or school administrator (e.g. superintendent/director/principal) for the resident SAU or school is responsible for making sure the TA is properly trained and certified and has signed the Test Security and Student Privacy Agreement. Results are reported with the resident school and SAU.

2.3 Special Purpose Private School (SPPS) Approved by the Department

Each student enrolled in a public school who is tuitioned by an SAU to a Department approved in-state SPPS must have a primary enrollment in a grade appropriate school in the resident SAU in ICSE and must have a partial enrollment in the SPPS. These students must participate in MEA through the appropriate avenue in the school they are attending. The student results will be included with the results for the resident SAU.

2.4 Residential Treatment Centers as defined in Title 20-A§1(24-A) (D)

Students who live at a Residential Treatment Center 100% of the time, are State Agency Clients, and receive 100% of their education at that location will be enrolled by the Department's Special Services Team (stacey.bean@maine.gov) in the Maine DOE School as primary enrollments. The Residential Treatment Center must enroll the students as partial enrollments, completing the Resident Town and Resident SAU fields with "Maine Department of Education." These students must participate in MEA through the appropriate avenue in the school they are attending.

2.5 Home-Schooled Students

- 2.5.1 Assessment of home-schooled students is a joint parent and local SAU decision.
- 2.5.2 If a home-schooled student is to participate in MEA and is already in the school's enrollment due to the student partaking of some public school instruction, leave the enrollment as it is. If an assessed home-schooled student is not already in the school's ICSE enrollment, he/she must be temporarily entered. Select "Homeschool" and then indicate that the student spends 1-25% of his/her time at the public school. Once the student completes testing, exit the student using the exit code 13 "Transfer to Homeschooling."
- 2.5.3 Home-schooled students will receive an Individual Student Report, but will not be included in the testing school's results. The student will count neither for nor against participation. Reports for home-schooled students must be distributed by the local school.

2.6 Maine Residents Attending School in Another State

- 2.6.1 All students that are publicly funded by Maine are required to participate in Maine's state assessment, even those receiving their educational program outside the state of Maine. For students placed in Special Purpose Private Schools, see Section 2.4. For students being

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educated in another state in some other type of school, the Maine DOE recommends that, if feasible, the student participates in the MEA at their sending school district, whether that student is taking a general assessment or an alternate assessment.

- 2.6.2 The following enrollment protocol must be followed: Students who are enrolled in a Maine public SAU, but are receiving their educational program outside the state of Maine during an MEA testing window, must be exited from the Maine SAU and enrolled in “Non-Maine School” for the period they are gone. The resident SAU must contact the MEDMS Help Desk, medms.helpdesk@maine.gov or 624-6896, to enroll the student in the “Non-Maine School” and to re-enroll the student in the resident SAU school when he/she returns.
- 2.6.3 Maine public SAUs are accountable for their students who are educated at out-of-state placements. Both the participation and the performance of these students being educated in another state will count in Maine SAU’s accountability.

2.7 Residents of Other States Attending Maine Public Schools

- 2.7.1 The agreement between the sending district (other state) and the receiving district (Maine) may specify which assessment pertains to the student. The student may participate in the Maine assessment along with classmates, if that is the inter-state agreement. The student would have access to the most appropriate version of the assessment: standard administration, administration with accommodations, or an alternate assessment.
- 2.7.2 Students from other states attending public schools in Maine must be enrolled in Infinite Campus State Edition with the resident SAU indicating that those students are from another state.
- 2.7.3 Maine public schools and public SAUs are NOT accountable for the students from another state who attend Maine schools. These students will not count in Maine’s accountability system for either participation or performance. Individual student reports will be made available for distribution through the Maine public school.

2.8 Privately Funded Students at Maine Public Schools

- 2.8.1 All students in testing grades at Maine’s public schools and charter schools, as well as those at private schools serving at least 60% publicly funded students, must be assessed. This includes students who are paid through private funding.
- 2.8.2 Privately-funded students at Maine’s public, charter or 60% schools must be enrolled in ICSE with a fiscal responsibility of “Paid by Other Source.”
- 2.8.3 Maine public schools and public SAUs are NOT accountable for the privately-funded students who attend Maine schools. These students will not count in Maine’s accountability system for either participation or performance. Individual student reports will be made available for distribution through the Maine public school.

2.9 Publicly Funded Students at Private Schools

- 2.9.1 All students whose education is paid through Maine public funding must participate in the state assessment, even those who are publicly tuitioned to a private school (e.g., Gould Academy).
- 2.9.2 Publicly funded students attending private schools must be enrolled in Infinite Campus State Edition with their resident SAU and town filled in appropriately and fiscal responsibility of “Paid by Resident SAU or EUT.”
- 2.9.3 The responsible Maine SAU is accountable for the publicly-funded students that they tuition to private schools. These students will be included in the sending SAUs accountability for

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participation and for performance.

2.10 International Students

- 2.10.1 All students in testing grades at Maine's public schools and charter schools, as well as those at private schools serving at least 60% publicly funded students, must be assessed. Students from another country, whether their tuition is paid privately or covered by an exchange program, would have access to the most appropriate version of the assessment: standard administration, administration with accommodations, or an alternate assessment.
- 2.10.2 Students from other countries who are privately tuitioned and attending public schools in Maine must be enrolled in Infinite Campus State Edition with fiscal responsibility indicating that they are internationally tuitioned.
- 2.10.3 Maine public schools and public SAUs are NOT accountable for the students from another country who attend Maine schools through privately-paid tuition. They will not count in Maine's accountability system for either participation or performance. Individual student reports will be made available for distribution through the Maine public school.
- 2.10.4 Maine public schools and public SAUs ARE accountable for the students from another country who attend Maine's schools as part of an exchange program. They will count in Maine's accountability system for both participation and performance.

2.11 Special Enrollment Circumstances

- 2.11.1 Students Who Move: It is the school's responsibility to immediately update ICSE when students move. The two schools must attempt to coordinate the completion of testing for these students. Students' scores are based on the items answered/submitted and may be inaccurate if the students move during testing and do not complete an assessment.
 - 2.11.1.1 Students who move out of a school must be exited from the ICSE enrollment of that school on the last date of attendance. This must occur regardless of whether or not a request for records has been received. Students who move out of a Maine public school and into another during the testing window must take all sessions of MEA that are administered in that school before the date of the move.
 - 2.11.1.2 Students who move into a school must be enrolled in ICSE by the new attending school immediately (after being exited from the previous). It will be the responsibility of the new school to ensure that students have the opportunity to finish any incomplete portions of MEA.
 - 2.11.1.3 Students who move into a school from another state during the testing window must participate in MEA during the open window.
- 2.11.2 Students Taking PAAP Who Move
 - 2.11.2.1 Students who move into a school on or prior to March 1st and are participating in the PAAP, from either out-of-state or another Maine school on or prior to March 1st, the PAAP must be completed. Any PAAP work completed to date must be sent to the receiving school for incorporation into the final portfolio.
 - 2.11.2.2 Students who move into a school after March 1st and are participating in the PAAP from another school after March 1st, the PAAP work completed before the moving date must be submitted by the original school for scoring. The receiving school does not need to administer a new PAAP. For out-of-state arrivals, no assessment is required.
- 2.11.3 Expelled students are no longer considered to be part of a school's official enrollment. These students must be exited from ICSE, with expulsion as the exit type. Expelled students receiving

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special education services must be enrolled in ICSE with an enrollment type of “N. Special Ed Services.” No assessment is required.

- 2.11.4 Suspended students are considered to be part of a school’s official enrollment and are expected to participate in all MEA through a combination of regularly scheduled administration and makeup sessions.
- 2.11.5 Students adjudicated and committed to Long Creek Youth Development Center are enrolled and assessed in the educational program provided at that site. These students must be exited from the ICSE enrollment of the former school and enrolled in ICSE by the Long Creek Youth Development Center.
- 2.11.6 Students detained by law enforcement but not committed to a Youth Development Center during the entire MEA testing window remain enrolled in ICSE at the school they attended prior to being detained. The school must complete a Special Considerations Request for these students. (See page 13 for instructions.)
- 2.11.7 Retained Students - All students who have been retained at a grade level will participate again at the repeated grade level with the following exception: high school students participate in MEA Mathematics and ELA/Literacy, and Science only once, during their 3rd year in high school, regardless of their grade level.
- 2.11.8 Students who are Recently Arrived English Learners (ELs) - ELA/Literacy – All EL students who were enrolled in a United States school for the first time on or after January 1, 2016, as indicated in the appropriate field in ICSE “Date Entered US School”, have a one-time exemption from MEA ELA/Literacy only, provided that they participated in the ACCESS for ELLs during the testing window or were administered the W-APT or MODEL if enrolled after the ACCESS for ELLs 2.0 testing window. There is no exemption from the mathematics or science assessment for English learners.
- 2.11.9 Students who are not present during testing:
 - 2.11.9.1 Absent: All students enrolled in a Maine public school must take part in the appropriate MEA for their grade level. Students not present for testing, including those on scheduled vacations, will be considered to be non-participants, except for those students with Special Considerations approved by the Maine DOE.
 - 2.11.9.2 Truant: Habitually truant students who do not participate in MEA due to absences during the testing window will be considered non-participants.

SECTION 3: PARTICIPATION EXCEPTIONS

3.1 Multi-grade/Off-grade level

- 3.1.1 Students in ungraded, multi-age programs must participate in MEA at the grade level in which the student is enrolled by the school in ICSE.
- 3.1.2 Out-of-Level Assessments: Students at one grade level may not be assessed with material developed for a different grade level. The grade level of record is the grade level in ICSE. If a student takes the MEA at another grade level, that student will be considered a non-participant, and no scores will be computed.

3.2 Parent/Student Refusal and Non-Participation Issues

- 3.2.1 Federal law requires that Maine’s publicly funded students in grades 3-8 and at the 3rd year of high school participate in the statewide assessment of mathematics and ELA/literacy. Federal

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law also requires that Maine’s publicly funded students in grades 5, 8 and 3rd year high school participate in the statewide assessment of science. In addition, federal law also requires that Maine’s publicly funded English learners in grades K-12 participation annually in statewide assessment of English language proficiency.

- 3.2.2 There is no available coding through the Maine DOE for designating a student that does not participate due to a parental decision. Students who are eligible for testing, but do not participate, count as non-participants in state and/or federal accountability systems.

3.3 Exemption from MEA with Special Considerations

- 3.3.1 If a student can receive instruction, the student can participate in a state assessment. However, in rare instances, students are unable to participate in either instruction or assessment. In these cases, a request for Maine DOE approval of non-participation in MEA must be made. NOTE: Absence due to behavior issues, suspensions, and truancy do not meet the definition and do not make a student eligible for a Special Consideration exemption.
- 3.3.2 Special Consideration requests must be submitted by the last day of the testing window of the applicable MEA. These requests must be based on a decision made by an educational team that includes as appropriate: the student’s teachers, special education teacher, English as a Second Language endorsed educator, school counselor, principal, parent or legal guardian, and, if possible, the student. This educational team collects and reviews information, and documents the decision. Requests for Special Consideration are made online through the Maine.gov NEO dashboard which requires login credentials. In order to request a Special Consideration, a principal must request log-in credentials by contacting the Help Desk at (207) 624-6896 or medms.helpdesk@maine.gov. Guidance for Special Consideration is found on page 13.
- 3.3.3 Allowable Special Consideration Categories
- 3.3.3.1 Medical Emergency/Serious Illness: Students experiencing a documented significant and fully incapacitating medical emergency or serious illness, such as: a terminal illness, a serious car accident, hospitalization, or placement in hospice care.
- 3.3.3.2 Severe Emotional Distress: Students experiencing a documented significant and fully incapacitating emotional trauma that extends across the entire test window and prevents the student from participating in instruction offered either at school or at home.
- 3.3.3.3 Death in the Immediate Family: Students experiencing the loss of a close family member.
- 3.3.3.4 Agency Involvement: Involvement by an outside agency such as Department of Health and Human Services or detention by law enforcement pending adjudication.
- 3.3.3.5 Exigent Circumstance: A situation that doesn’t meet any of the above criteria must be discussed with one of the following Maine DOE assessment personnel: Nancy Godfrey, General Assessment Coordinator at 207-624-6775, Sue Nay Alternate Assessment Coordinator at 207-624-6774 or Nancy Mullins, Coordinator of ACCESS for ELLs at 624-6788 **prior** to the submission of the request.

3.4 Recently Arrived English Learner (EL) Exemption

All EL students who were enrolled in a United States school for the first time on or after January 1, 2016, as indicated in the appropriate field in ICSE “Date Entered US School”, have a one-time exemption from MEA ELA/Literacy only, provided that they participated in the ACCESS for ELLs during the testing window or were administered the W-APT or MODEL if enrolled after the ACCESS for ELLs 2.0 testing window. There is no exemption from the mathematics or science assessment for English learners.

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SECTION 4: ASSESSMENT REGISTRATION

4.1 Assessment Registration

- 4.1.1 Student Registration (General Assessment) - Student testing rosters for the MEA Mathematics and ELA/Literacy and Science are automatically generated based on ICSE enrollment data.
- 4.1.2 Student Registration for MSAA (Alternate Assessment) - Student testing rosters for the MEA Alternate for Mathematics & ELA/Literacy are automatically generated based on ICSE enrollment data.
- 4.1.3 Student Registration for ACCESS for ELLs - Student testing rosters for the MEA ACCESS for ELLs are automatically generated based on ICSE enrollment data.
- 4.1.4 Student Registration MEA Alternate Science (PAAP) - Student testing rosters for the MEA Alternate Science are automatically generated based on ICSE enrollment data. Teacher registration and student identification will occur through the online Task Bank from December 1, 2016 - March 1, 2017. All students appearing on the PAAP roster through the online Task Bank on March 1, 2017 will receive return shipment materials.

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GLOSSARY

Accountability – A system of indicators for which schools and SAUs are held publicly accountable, and which may systematically determine prescribed supports and/or consequences. Maine’s accountability system typically considers measures of assessment participation, achievement performance, and other indicators to determine school ratings or designations. A new accountability system will be developed under the *Every Student Succeeds Act* for implementation in 2017-18.

Attending School – The school that a student attends daily.

English Learner (EL) – This designation refers to a **subset of students** whose English proficiency in *any* of the language modalities (reading, writing, listening or speaking) is significantly below that of their peers. A student is classified as an “English Learner” based on the student’s English language proficiency as measured by WIDA ACCESS for ELLs 2.0.

ESEA – Federal Elementary and Secondary Education Act, formerly known as the *No Child Left Behind Act*, and most recently amended by the *Every Student Succeeds Act*.

Individual Educational Program (IEP) – A program designed by a team of individuals, including parents, responsible for determining a student’s eligibility for special education and related services, including the student’s avenue of participation in the MEA. (Maine Unified Special Education Regulations, Chapter 101).

Infinite Campus State Edition (ICSE) – The statewide student data management system.

Limited English Proficient (LEP) – An LEP designation refers to students who are English Learners (ELs) and is a category in ICSE and assessment and accountability reports.

Maine DOE – Maine Department of Education, also referenced as the Department.

Maine Educational Assessments (MEA) – The MEA include a set of assessments administered to public school students in Maine as required by federal and state legislation. These include assessments of: (1) mathematics and English language arts/literacy content at grades 3-8 and at the 3rd year high school; (2) science content at grade 5, 8 and 3rd year high school, and (3) English language proficiency for English learners in grades K-12. Three avenues of participation are provided (Standard Administration, Administration with Accommodations, or Alternate Assessment).

MODEL - The WIDA MODEL (Measure of Developing English Language) is a series of English language proficiency assessments for Kindergarten through Grade 12.

MSAA - Multi-State Alternate Assessment used for the MEA Alternate Mathematics and English Language Arts/Literacy.

National Assessment of Educational Progress (NAEP) – An annual national assessment that supports the comparison of academic progress over time and across states, also called the Nation’s Report Card.

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PAAP – Personalized Alternate Assessment Portfolio used for the MEA Alternate Science.

Partial Enrollment – A student who is tuitioned to special purpose private school has a primary enrollment in ICSE at his/her resident school and a partial enrollment at the special purpose private school.

Resident School or Resident SAU- The school or school administrative unit where the student’s parent/guardian reside.

SAU - A school administrative unit “SAU” may be a charter school, school administrative district, municipal district, a community school district, a state operated school (MSSM, correctional, etc.), or a regional school unit for the purposes of this document.

Sending SAU – For the purposes of this document, a sending SAU is one that has fiscal responsibility and pays tuition for students to attend private schools or schools in another SAU.

SPPS – Special Purpose Private School.

TA – Test Administrator.

W-APT – The WIDA-ACCESS Placement Test is an English language proficiency "screener" test given to incoming students who may be designated as English learners.

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CIRCUMSTANCES WHICH MEET A NEED FOR SPECIAL CONSIDERATION

A Special Consideration is a request for a student to be exempt from accountability for any particular required Maine Educational Assessment. Special Consideration requests must be submitted by the last day of the testing window of the applicable Maine Educational Assessments (MEA). These requests must be based on a decision made by an education team that includes as appropriate; the student's teachers, English as a Second Language endorsed educator, school counselor, principal, parent or legal guardian, and if possible, the student. This educational team collects and reviews information, and documents the decision.

Requests for Special Consideration are made online through the Maine.gov NEO dashboard which requires login credentials. In order to request a Special Consideration, a principal must request log-in credentials by contacting the Help Desk at (207) 624-6896 or medms.helpdesk@maine.gov. The principal completes the request for Special Consideration and obtains parent/guardian consent. Requests are reviewed by the Special Considerations Review Panel at the Maine DOE, who may request additional information when needed. In all cases, incident dates must have reasonable implications on the specific testing window and documentation is required.

- **Medical Emergency/Serious Illness:** Students experiencing a documented significant and fully incapacitating medical emergency or serious illness, such as: a terminal illness, a serious car accident, hospitalization, or placement in hospice care. In all cases, incident dates must have reasonable implications on the specific testing window and documentation is required.
- **Severe Emotional Distress:** Students experiencing a documented significant and fully incapacitating emotional trauma that extends across the entire test window and prevents the student from participating in instruction offered either at school or at home. In all cases, incident dates must have reasonable implications on the specific testing window and documentation is required.
- **Death in the Immediate Family:** Students experiencing the loss of immediate family member. In all cases, incident dates must have reasonable implications on the specific testing window and documentation is required.
- **Agency Involvement:** Involvement by an outside agency such as Department of Health and Human Services or detention by law enforcement pending adjudication. In all cases, incident dates must have reasonable implications on the specific testing window and documentation is required.
- **Exigent Circumstance:** A situation that doesn't meet any of the above criteria must be discussed with the appropriate Coordinator at MDOE prior to the submission of the request. Absence due to behavior issues, suspensions, or truancy does not meet this definition and are not eligible for appeal.

**MAINE OPERATIONAL PROCEDURES
MAINE EDUCATIONAL ASSESSMENTS (MEA)
2016 - 2017 ADMINISTRATION**

Special Consideration Contact Information

General Assessments:

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