

Maine Educational Assessment for Mathematics and English Language Arts/Literacy Grades 3-8 eMPower™ME Tools and Accommodations

Paper/Pencil Version Tools

The following tools are allowed for all students taking the paper/pencil version of the MEA for Mathematics and English Language Arts/Literacy:

- Highlighters
- Guideline Reader Tool
- **BLANK** scrap/scratch paper available to students during testing sessions. NO pre-authored aids such as templates, graphic organizers, reference sheets, multiplication tables, etc.

Item Specific:

- Ruler
- Protractor
- Calculator
 - External calculators are needed for the paper version for USE IN CALCULATOR ALLOWABLE ITEMS/SECTIONS ONLY.
 - Grades 3-6 Basic 4-function calculator ONLY
 - Grades 7-8 Scientific Calculator

Paper/Pencil Version Accommodations – IEP/504 Approved

The following Accommodations are determined by an appropriate team, are documented in an IEP and/or 504 Plan. Accommodations for the paper/pencil version of the MEA for Mathematics and English Language Arts/Literacy must be filled in below. The accommodation information is NOT in Infinite Campus State Edition, so it must be provided here. Please refer to the Test Administration Manual for more information

| Code | Tool | Description |
|-------|------------------------|--|
| NE-01 | Scribe | The student may dictate answers to Test Administrator in an individual setting. Human scribe records verbatim what student dictates as documented in the IEP/504 plan. If a scribe is an approved accommodation in a student's plan, a scribe is allowed for the extended writing response/essay. |
| NE-02 | Read Aloud | Text is read aloud to student by Test Administrator human reader as documented in the IEP/504 plan. Read Aloud is restricted to designated content areas and text within item. See accompanying chart which outlines allowable Read Aloud. |
| NE-03 | American Sign Language | Trained personnel may use sign language to administer the test for deaf or hearing impaired students as documented in the IEP/504 plan. **Sign language may only be used for content selected to match availability for Text-To-Speech. See accompanying chart which outlines allowable Read Aloud.) |

| Code | Tool | Description |
|-------|--|---|
| NE-04 | Large Print | Large Print paper versions of the assessment require special preparation and processing and must be pre-ordered. Contact the Department's Assessment Coordinator. |
| NE-05 | Distraction Reducing | As documented in the IEP/504 plan (e.g. study carrel, noise buffer, etc.) |
| NE-06 | Alternative/Assistive Aids & Devices | Visual, auditory and communication supports or systems used regularly for communication system as documented in the IEP/504 plan. |
| NE-07 | Bilingual Word Translation | MATH ONLY: Word-to-word translation dictionary with NO definitions as determined by Language Acquisition Committee/Team. |
| NE-08 | Individual Separate Setting | Individual test setting to minimize distractions for students whose test is administered out of the classroom as documented in the IEP/504 plan. |
| NE-09 | Small Group Separate Setting | Small group testing to minimize distractions for students whose test is administered out of the classroom as documented in the IEP/504 plan. |
| NE-10 | Extended Time | Extended time beyond standard administration testing schedule as documented in the IEP/504 plan. 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 administered. This accommodation may NOT be used 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. |
| NE-11 | Breaks | Multiple or frequent breaks for attention, distractibility, physical and/or medical conditions as documented in the IEP/504 plan. Opportunity for student to move, stand, and/or pace during assessment. 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. |
| NE-12 | Preferential Seating | Students may have predetermined seating locations to reduce distractions for themselves or others, or to increase physical access to special equipment. |
| NE-13 | Out-of-school setting with 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. |
| NE-14 | Braille | Assessment provided via paper in the braille code (UEB, UEB with Nemeth and/or EBAE/Nemeth) in which the student is most proficient as documented in the IEP/504 plan. |

| Code | Tool | Description |
|---|---|---|
| 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. Without pre-approval, bubbling of this accommodation will result in no credit being given. |

Paper Version Read Aloud / American Sign Language Specifications

The following chart outlines the components of grade-level, content-level, and specific text that will be accessed within test platform system for Text-To-Speech (TTS). The same chart guidelines should follow for non-embedded accommodations being provided by a human reader (Read Aloud) and an interpreter (Sign Language). TTS and/or Read Aloud must be made available to all students who are blind/visually impaired who do not have braille reading skills.

| Read Aloud & ASL | | |
|-----------------------------|------------------|------------------|
| Content Area | Item | Gr. 3 – 8 |
| Reading 1&2 | Test Directions | No |
| Reading 1&2 | Test Questions | No |
| Reading 1&2 | Answer Choices | No |
| Reading 1&2 | Reading Passages | No |
| | | |
| Math 1&2 | Test Directions | Yes |
| Math 1&2 | Test Questions | Yes |
| Math 1&2 | Answer Choices | Yes |
| Math 1&2 | Passages | Yes |
| | | |
| Writing & Language 1&2 | Test Directions | No |
| Writing & Language 1&2 | Test Questions | No |
| Writing & Language 1&2 | Answer Choices | No |
| Writing & Language 1&2 | Passages | No |
| | | |
| Writing/Essay | Test Directions | Yes |
| Writing/Essay | Passages | Yes |
| Writing/Essay | Prompts | Yes |
| | | |