



Maine Through Year Assessment Proctor Training Video Transcript

Welcome to the Maine Through Year Assessment Proctor Training video. In this video, we will discuss training requirements, available supports for students, the Item Type Sampler, and proctoring practices during the administration

Chapter 1: Training Requirements

Proctors of the Maine Through Year Assessment are required to watch this video, in addition to the Assessment Security Training Video for Proctors and Assessment Administrators, prior to signing the Assessment Security and Data Privacy Agreement, which will be provided to you by your School or District Assessment Coordinator and kept on file for one academic year.

Chapter 2: Supports for Students

Three levels of accessibility supports are available for the Maine Through Year Assessment: universal tools for all students, designated supports determined on an individual student basis, and accommodations only for students with an IEP or Section 504 plan.

Proctors must be prepared to provide students with the appropriate accessibility tools and supports before the assessment begins, for example headphones if the student is using text-to-speech. If your school assessment coordinator has not shared students' assigned supports with you, do not hesitate to ask so that you know all students' needs are being met.

Universal tools include the embedded universal tools within the online platform, as well as scratch or scrap paper, which the proctor is required to provide to all students. Scratch paper can be lined, graph, or blank paper.

The Math Reference Sheet is another universal tool that is available both within the online platform and as a printable PDF. Due to the adaptive nature of the assessment, one Math Reference Sheet is available for all grade levels.

Designated supports are available to students based on the following two criteria being met:

1. A team of two or more education professionals with knowledge of the student's performance has determined that the support is appropriate and necessary for the student, and
2. The support is consistent with the student's routine classroom instruction and assessment.

One of the most common designated supports is text-to-speech. All students with text-to-speech or read aloud as an accommodation in an IEP, 504 plan, or Individual Language Acquisition Plan MUST be assigned TTS for the online assessment. For all other students, utilization and implementation of designated supports is determined on an individual basis by a team of two or education professionals with knowledge of the student's performance.

To determine if text-to-speech is appropriate and necessary for these students, schools are encouraged to review the text-to-speech guidance contained in the Accessibility Guide, including lists of domain-specific academic vocabulary. Students should be able to navigate the assessment independently with confidence, to the greatest degree possible. As a result, if a student is unable to decode two or more words from their grade-level vocabulary list, then the student needs to have text-to-speech assigned.

When students first log in to the secure browser, they will be asked to check their text-to-speech, or speak, tool. Once the student confirms that they can hear the text, they will have access to the Speak tool for each question.

Other non-embedded designated supports that need to be entered into the assessment platform by the District or School Assessment Coordinator include small group or individual setting, bilingual word glossary for multilingual learners, and mathematical supports.

A multiplication chart is one example of a designated mathematical support. Multiplication charts can be provided to students in grades 4 through 8 and high school if the chart is necessary for the student to be able to access grade-level content. If a student is provided a multiplication chart, it must be the Maine DOE approved multiplication chart. A copy of the Maine DOE approved chart can be found within the Accessibility Guide. Standalone PDF multiplication charts are also available. Your School Assessment Coordinator may provide you with either version of the chart.

Designated supports that you can provide your students without being entered into the assessment platform include assistive technology, medical devices, visual aids such as magnification devices, auditory devices such as noise buffers, and directions clarification.

Accommodations are available only to students with IEPs and 504 plans. Accommodations include paper-based test forms; the use of a human reader, sign language interpreter, or scribe; or access to a calculator for all questions on the math assessment. The accommodation must be included in the student's IEP or 504 plan and indicated in the assessment platform; please be sure to check with your School Assessment Coordinator before providing accommodations.

Human reader is an allowable accommodation in limited circumstances. A human reader for the directions, questions, and answer choices may be provided for paper-based tests only. Students taking assessments online who need read aloud support should be utilizing the text-to-speech tool. Providing a human reader for the directions, questions, and answer choices for the computer-based assessment may result in review by the Maine Department of Education and possible invalidation of student scores. School Assessment Coordinators must reach out to the Maine DOE Assessment Coordinator before providing a human reader for the computer-based assessment.

Human reader for reading passages is an accommodation only allowed for students with a documented print disability in grades 6 and above. The IEP team needs to complete additional paperwork to be included in the student's file before the provision of this accommodation.

Chapter 3: Item Type Sampler

Students should be familiar with the assessment platform, online tools, and question types that they will encounter on the assessment. Proctors can help prepare students by having students answer questions in the Item Type Sampler. Students can access the Item Type Sampler either within the secure lockdown browser or by utilizing the online version.

Chapter 4: During the Administration

Assessment schedules are determined by the School and District Assessment Coordinators. Please be aware when reviewing the assessment schedule provided by your assessment coordinator that it is not the expectation of the Maine DOE that every student finishes the Maine Through Year Assessment in Reading or Math within one session or within one day, and so—if additional time is needed by a student—it must be provided. Student needs should come first when scheduling the Maine Through Year Assessment, and proctors should never pace students.

It is important to provide an optimal assessment environment that is quiet, orderly, and comfortable. The room should minimize distractions and disruptions for students as they take their assessments. A Do Not Disturb sign should be placed on the door to alert others not to interrupt. The student's workspace should be clear of extra books, binders, and notebooks. Maine DOE recommends storing these extra materials under the student's desk during the assessment administration. If at all possible, students should be spaced apart so that they cannot easily see each other's device screens or paper test booklets. If space is tight, Maine DOE recommends dividers or privacy shields.

Students are not permitted to access any unauthorized electronic device used for communication or capturing images during the assessment, including but not limited to cell phones, smartwatches, smart glasses, electronic tablets, cameras, translation devices, music players, and non-approved calculators.

Instructional materials that may provide clues or answers should not be visible in the room. Charts, posters, and desk tags can be covered or removed.

Assessment materials must be handled and stored securely. Duplication of assessment materials is prohibited, which includes audiotaping, videotaping, photographing, photocopying, and hand-written copying. Login tickets and scratch paper should be returned to the school assessment coordinator to be securely destroyed following the assessment administration. Manuals and guides are not considered secure materials and can be discarded or recycled.

Begin all standardized assessment administration procedures and read oral instructions to students exactly as indicated in the Administration Manual.

Although not required in order to proctor the Maine Through Year Assessment, your School or District Assessment Coordinator may assign you the proctor role in the Acacia platform. For more information on accessing and navigating the proctor dashboard in the Acacia platform, please view the Maine Through Year Assessment Manage Online Testing Training Video or read the Manage Online Testing Guide.

Primary guidelines for proctoring include proctoring by proximity, or moving about the room to monitor student activity. The proctor should be located in a position where they can see student device screens. Do not leave the assessment room unless another proctor is available to remain and observe the students. Avoid working on other tasks during the assessment administration, such as lesson plans or grading papers.

If a student gets stuck on a word in the assessment directions, questions, or answer choices, you may read the word to the student. Pronounce the word but do not define the word or help the student in any other way. Do not read words from the Reading Passages unless the student has the appropriate accommodation per their IEP. If a student asks for help answering a question, let the student know that you cannot help them answer the question and encourage them to do their best.

If a student arrives after the beginning of the assessment session has begun, they can still assess. For a uniform assessment administration, an administrator or proctor should read the script from the Assessment Administration Guide to the student as they log in. Afterward, the student can participate in the assessment with the rest of their student group.

If a student needs to take a break during the assessment session, for example to use the restroom or to re-focus their attention, have the student logout of the assessment and close their device screen before leaving the room.

If a student does not finish the assessment within the allotted time, they can return to the assessment later using the same test ticket. Simply have the student log out and collect the test ticket and scrap paper until they are ready to resume the session. Students must finish the assessment before the end of the administration window.

At the end of the assessment session, please collect the test tickets and scrap paper before students leave the room.

Students should understand that a score report will be provided to their parent or guardian and that the assessment results will be used by teachers and staff to help improve student learning.

Please encourage your students to:

- Make sure they understand and follow directions
- Not discuss the assessment questions with anyone before, during, or after administration
- Respect other students during the administration
- Do their own work, and
- Do their best.