



# Assessments Technical Assistance Plan

## **The Maine Department of Education Assessment Team**

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## Purpose

Technical assistance supports School Administrative Units (SAUs) and schools in addressing areas of challenge while also highlighting and sharing areas of excellence. Through collaborative partnerships, the Maine Department of Education (DOE) and SAUs work together to expand opportunities for all students to demonstrate what they know and can do in relation to grade-level academic content. To ensure this process is purposeful, meaningful, and aligned with federal requirements set forth by the Every Student Succeeds Act of 2015 (ESSA), the Maine DOE has outlined a plan describing what assessment technical assistance may include across the state.

ESSA includes the expectation that assessment administration practices be reviewed and supported within the state system: the general academic assessments, the general English Language Proficiency (ELP) assessments, the alternate academic assessments, and the alternate ELP assessments. Additionally, equitable access to assessment participation for all students falls within the broader framework of inclusive education. Inclusive education takes place when all students are deemed competent and worthy of a high-quality, challenging education.

The Assessment Technical Assistance Plan is a critical element in supporting SAUs in the implementation of state-required assessments. The levels of support and practices outlined in this plan are designed to support and improve the validity and reliability of student results. This systematic review of SAU practices provides an opportunity for the Maine DOE and SAUs to work together to ensure standardized assessment administration, fairness, equitable access to assessments, and the highest caliber of assessment security.

## Federal and State Assessment Requirements

### Federal Law Requirements

- All states assess students annually in reading/language arts and mathematics in grades 3 through 8 and once in high school. Students must also be assessed in science once in each of the following grade spans: grades 3-5, grades 6-9, and grades 10-12.
- Assessments must include appropriate accommodations for students with disabilities and English language learners (in Maine, multilingual learners or MLs). These assessments are required as a part of federal accountability provisions.
- All states administer an annual assessment of English language proficiency to all English language learners (MLs) in grades K-12. The assessment must be aligned to the state's English language proficiency standards. The English proficiency assessments are required as part of federal accountability provisions.
- All states and selected schools participate in the National Assessment of Educational Progress (NAEP). NAEP is administered to a representative sample of students rather than to every student in a state. Mathematics and reading assessments are administered every other year; other NAEP subject assessments are administered less frequently. NAEP, often referred to as "The Nation's Report Card," measures trends in student performance nationwide over the past 30 years and allows for comparisons of student achievement across states.

Additionally, the State provides for the participation of all students in such assessments, including appropriate accommodations, such as interoperability with assistive technology, for children with

disabilities, as defined in section 602(3) of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1401(3)). States must also provide an alternate assessment aligned with the state's challenging alternate academic achievement standards for students with the most significant cognitive disabilities, as necessary to measure the achievement of those students.

### **State Law Requirements**

The commissioner shall establish a statewide assessment program to measure and evaluate on a continuing basis the academic achievements of students on the accountability standards set forth in [section 6209](#) and in department rules implementing that section and other curricular requirements. 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. The assessment program must be adapted to meet the needs of children with disabilities as defined in [section 7001, subsection 1-A](#) or other students as defined under rules by the commissioner.

## **Statewide Assessment Technical Assistance – Levels of Support**

There are three levels of technical assistance provided to Maine SAUs. Below, the selection criteria are described at each level:

### **Level 1 – All Maine Educational Assessments**

Level 1 technical assistance is available upon request to all Maine SAUs. SAU District Assessment Coordinators and administrators can reach out to the appropriate Maine DOE Assessment Coordinator requesting assistance based on local need. Assistance can be provided in the form of virtual/in-person meetings, on-site training, support with developing resources, etc. Maine SAUs can also request an in-person assessment observation by a Maine DOE Assessment Coordinator.

To request targeted Level 1 technical assistance, please contact a Maine DOE Assessment Coordinator:

#### **Alternate and English Language Proficiency Assessments Coordinator:**

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## Level 2 – All Maine Educational Assessments

Level 2 technical assistance is assigned based on a 10-year, randomly selected cohort cycle. The Maine DOE Assessment Team is required to provide assessment technical assistance and monitor the reliable and valid administration of state assessments across Maine.

Level 2 technical assistance includes the following steps:

- SAUs in the randomly selected cohort year will receive an initial email notification, with the option to schedule a virtual meeting with the Maine DOE Assessment Team to review the process and address any questions.
- As part of the initial notification, SAU leadership will receive access to the Assessment Administration Observation Checklist Tool.
- During the assessment administration windows, SAU leadership will conduct at least one local observation of the Maine Educational Assessments (MEA) and submit observation notes via the Checklist Tool. Ideally, this will include multiple observations and will not be limited to the general assessments; observations may also include alternate and ELP assessments. Observations may be conducted across grade spans, student populations, content areas, and assessments.
- Following the observation(s), SAU leadership will submit the observation form(s) to the Maine DOE Assessment Team, as outlined in the initial notification. The Maine DOE Assessment Team may follow up by requesting a meeting with SAU leadership. This is designed to be a reflective and collaborative conversation focused on lessons learned, challenges encountered, and celebrations observed during local observations.
- SAUs that do not complete observations during their assigned academic year will be contacted by a member of the Maine DOE Assessment Team in the fall and will be required to schedule one or more in-person observations of state assessments during the subsequent academic year.

SAUs have been assigned to a cohort following a ten-year cycle. SAUs selected for the current academic year for level 2 technical assistance will receive notification at the beginning of the school year.

## Level 3

Level 3 technical assistance is the highest level of support for Maine SAUs and schools. The focus of Level 3 technical assistance is participation of eligible students and the secure and uniform administration of state assessments.

### *General Assessments in Reading, Math, and Science*

#### **Participation**

In Spring 2024, the US Department of Education (US ED) provided outreach to the Maine DOE Assessment Team around the immediate need for improved and targeted technical assistance related to assessment participation. The threshold established by US ED was the following:

Schools with <80% participation in at least one required assessment and ≥20 students enrolled

In response to the outreach from US ED, the Maine DOE Assessment Team established the following protocol for providing Level 3 support to applicable Maine Schools:

- Conduct an initial virtual meeting with school leadership to review prior assessment participation, discuss challenges affecting participation, and develop an action plan.

- The Maine DOE Assessment Coordinator will communicate and coordinate with school leadership regarding timelines for action plan components, before, during and after administration.
- During the administration window, the Maine DOE Assessment Coordinator may conduct an on-site observation of assessment administration, which will include a debrief with school leadership following the observation.
- The Maine DOE Assessment Coordinator will provide follow-up communication around the participation rates of eligible students and, as appropriate, arrange for continued technical assistance and support.

The letter from US ED can be viewed here: [US ED Participation Letter](#)

### **Security**

Assessment security is a critical element of the valid and reliable administration of state assessments. When assessment security is compromised, the validity of student results may be called into question. Therefore, technical assistance related to assessment security may be assigned level 3 support.

For detailed information regarding State of Maine assessment security requirements and best practices please refer to the [Maine DOE Assessment Security Handbook](#).

### **Assessment Irregularities**

Level 3 technical assistance may also be assigned in the event of assessment irregularities, for example the misadministration of the assessment due to the following:

- The student was not provided the appropriate accommodations specified in their Individualized Education Program (IEP) or Section 504 Plan. This may be due to proctor error or to an error in the assigning of accommodations and supports within the assessment platform.
- The proctor did not read the assessment administration scripts to the students, as contained within the Assessment Administration Manuals.
- The proctor did not provide the appropriate amount of time for completion of the assessment session (e.g., 60 minutes per session for the grades 5 and 8 Maine Science Assessment and 50 minutes per session for the high school Maine Science Assessment).
- The proctor did not follow the expected procedures for transitioning between assessment sessions (e.g., sessions 1, 2, and 3 of the Maine Science Assessment).
- The proctor administered the wrong version of the assessment (e.g., online vs. paper) to the student.

The above is not a complete or comprehensive list of all assessment irregularities that may qualify for level 3 technical assistance for the general assessments.

### **General and Alternate Assessments of English Language Proficiency**

The Maine DOE Assessment Team collaborates with the following offices and teams to ensure all students eligible for ELP assessments have the equitable opportunity to participate:

- Federal Monitoring Team
- State Agency Programs Team
- Office of Teaching and Learning

The threshold for Level 3 support related to English language proficiency (ELP) is different from that for general assessments. That threshold is:

<80% participation of eligible students in ELP assessments and >10 ML students enrolled (SAU level enrollment)

The Maine DOE Assessment Team established the following protocol for providing Level 3 support to the applicable Maine Schools:

- Conduct an initial virtual meeting with school leadership to review prior assessment participation, discuss challenges affecting participation, and develop an action plan.
- The Maine DOE Assessment Coordinator will communicate and coordinate with school leadership regarding timelines for action plan components, before, during and after administration.
- During the administration window, the Maine DOE Assessment Coordinator may conduct an on-site observation of assessment administration, which will include a debrief with school leadership following the observation.
- The Maine DOE Assessment Coordinator will provide follow-up communication around the participation rates of eligible students and, as appropriate, arrange for continued technical assistance and support.

### *Alternate Assessments in Reading, Math, and Science*

The inclusion of students with the most significant cognitive disabilities, who have been found eligible to participate in an alternate assessment aligned to the state alternate academic achievement standards (AA-AAAS), is a federal requirement under both ESSA and IDEA.

The Maine DOE Assessment Team collaborates with the following offices and teams to ensure all students eligible for alternate assessments have the equitable opportunity to participate:

- Federal Monitoring Team
- State Agency Programs Team
- Transition Team
- Office of Teaching and Learning

The criteria for Level 3 support related to alternate assessments are different from that for general assessments. The criteria are:

- <80% participation of eligible students in alternate assessments and >5 students enrolled (SAU level enrollment)
- >5 students with the Early Stopping Rule applied in a single SAU
- Any students with a Spring 2026 Test Status of **Early Stopping Rule Misapplied (ESM)**

The Maine DOE Assessment Team established the following protocol for providing Level 3 support to the applicable Maine Schools:

- Conduct an initial virtual meeting with school leadership to review prior assessment participation, discuss challenges affecting participation, and develop an action plan.
- The Maine DOE Assessment Coordinator will communicate and coordinate with school leadership regarding timelines for action plan components, before, during and after administration.
- During the administration window, the Maine DOE Assessment Coordinator may conduct an on-site observation of assessment administration, which will include a debrief with school leadership following the observation.

- The Maine DOE Assessment Coordinator will provide follow-up communication around the participation rates of eligible students and, as appropriate, arrange for continued technical assistance and support.

### **MSAA 1% Action Plans**

The Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) of 2015, includes guidelines pertaining to students who participate in an alternate assessment based on alternate academic achievement standards. Specifically, ESSA limits the total number of participants in these assessments to no more than 1.0% of total participants assessed in that subject in the state. As an example, of all students in Maine participating with ELA/literacy assessments, no more than 1.0% can participate in an alternate assessment.

A State may *not* prohibit a Local Education Agency (LEA)—such as a School Administrative Unit (SAU) — from assessing more than 1.0% of students using the alternate assessment based on alternate academic achievement standards. In other words, neither the State nor the School Administrative Unit is permitted to impose a cap on how many students participate in these assessments. However, if an SAU does exceed the 1.0% threshold, it must submit documentation to the State explaining why it exceeded that limit. The State is federally mandated to review and monitor each justification submitted by SAUs. This means the Department of Education must ensure that any SAU exceeding the cap is doing so for valid, well-supported reasons.

Each year, the Department of Education calculates projected participation in alternate assessments using state enrollment data. To ensure accuracy, the alternate assessment flag must be reviewed annually for students who continue to meet eligibility criteria. In October, all SAUs who will be required to complete a 1% action plan will be notified via email. Completed action plans are due to Maine DOE in December.

### **Office of Special Services and Inclusive Education (OSSIE) Federal Monitoring**

It is important to note that participation of eligible students in alternate assessments aligned to alternate academic achievement standards is also now incorporated as a finding related to the monitoring process, conducted by the OSSIE. For more information, please reach out to the Federal Monitoring Team (public SAUs) or the Special Purpose Private School/State Agency Team.

- **Federal Monitoring Team:** [Monitoring.DOE@maine.gov](mailto:Monitoring.DOE@maine.gov)
- **Special Purpose Private School/State Agency Team:** [sppsgss.doe@maine.gov](mailto:sppsgss.doe@maine.gov)

## **Local Observations**

Monitoring the administration of state assessments is the joint responsibility of the local assessment coordinators and the Maine DOE Assessment Team. The information collected through assessment observations provides contextual data to be used in conjunction with quantitative sources to provide a more comprehensive picture of assessment administration practices across the State.

Any irregularities observed during local review should be immediately reported as described in the [Assessment Security Handbook](#). When reported quickly, the SAU may be able to resolve the irregularity and avoid potential downstream effects such as the invalidation of student assessment results.

All SAUs are encouraged to conduct local observation(s) and submit the online Assessment Administration Observation Checklist Tool. The checklists are provided as tools to support the consistent administration of the assessment and, in some cases, provide additional information that helps gauge the student assessment experience. Separate checklists exist for the general and alternate assessments:

- [Maine Through Year Assessment, Maine Science Assessment, and WIDA ACCESS Online Observation Form \(Appendix A\)](#)
- [MSAA and Alternate ACCESS Online Observation Form \(Appendix B\)](#)

### **Assessment Administration**

Administering assessments with fidelity to established processes and directions ensures that valid and reliable data are available for each student. This includes adhering to all test administrator scripts.

Training of SAU employees involved in assessment administration must include support for school assessment coordinators and the thorough training of assessment proctors. Each state assessment includes assessment-specific manuals and training for both coordination and administration. These resources are requirements for coordinators, administrators, and proctors.

## Appendix A: Maine Through Year Reading and Math Assessment, Maine Science Assessment, and WIDA ACCESS Observation Form

An online version of this observation form is available via the [Qualtrics Observation Form](#).

|                      |                                                                                                                                                                                                                                         |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Name:         | Proctor:                                                                                                                                                                                                                                |
| Observer:            | Assessment:<br><input type="checkbox"/> Maine Through Year Reading<br><input type="checkbox"/> Maine Through Year Math<br><input type="checkbox"/> Maine Science<br><input type="checkbox"/> WIDA ACCESS (English Language Proficiency) |
| Date of Observation: | Grade:                                                                                                                                                                                                                                  |

|   | Item                                                                                                                                                                      | Code* | Comments |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| 1 | Instructional materials that may provide clues or answers are not visible in the room.                                                                                    |       |          |
| 2 | The desks/tables are arranged with enough space between them to minimize opportunities to review each other's work.                                                       |       |          |
| 3 | Desks/tables are clear of all materials except what is allowed in the assessment administrator manual.                                                                    |       |          |
| 4 | Electronic devices were collected or otherwise stored away and unavailable for student use.                                                                               |       |          |
| 5 | The proctor read directions clearly, loudly, and exactly as printed in the Assessment Administration Manual.                                                              |       |          |
| 6 | Students worked independently of each other.                                                                                                                              |       |          |
| 7 | The assessment room was free of disruptions (e.g., talking, fire drills, intercom announcements).                                                                         |       |          |
| 8 | Test tickets and paper-based test booklets, as applicable, were distributed to and collected from the students individually by the proctor(s) and not passed by students. |       |          |

\*Use Codes: NA=Not Applicable 1=Exemplary 2=Acceptable 3=Minor Issue 4=Major Issue UO=Unable to Observe

|    | Item                                                                                                                                                                            | Code* | Comments |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| 9  | The proctors answered only questions related to the directions and, when permitted, read individual words to students, provided those words were not part of a reading passage. |       |          |
| 10 | Students were provided a break individually (where applicable) during an assessment session with close supervision.                                                             |       |          |
| 11 | All students remained quiet as everyone completed the assessment session.                                                                                                       |       |          |
| 12 | Test tickets, paper-based test booklets (as applicable), and scrap paper were never left unattended.                                                                            |       |          |
| 14 | The assessment room was supervised at all times.                                                                                                                                |       |          |
| 15 | The proctor(s) were actively monitoring the room at all times.                                                                                                                  |       |          |
| 16 | Assessment signs were posted on room doors (e.g., Do Not Disturb, Electronic Devices Not Allowed).                                                                              |       |          |

\*Use Codes: NA = Not Applicable 1=Exemplary 2=Acceptable 3=Minor Issue 4=Major Issue UO=Unable to Observe

Is this the proctor's first time administering the assessment?

☐ Yes

☐ No

What was the proctor's level of confidence administering the assessment?

☐ High

☐ Neutral

☐ Low

Does the proctor feel they received sufficient training and support to administer the assessment?

☐ Yes

☐ No

If no, please explain.

Were the students provided an opportunity to participate in a practice session?

- ☐ All students were provided the opportunity.
- ☐ Some students were provided the opportunity.
- ☐ None of the students were provided the opportunity.

Were any of the students, or the specifically observed student, observed hurrying through the assessment?

- ☐ Yes
- ☐ No

If yes, was it related to any of the following?

- ☐ Test content
- ☐ Test preparation
- ☐ Student characteristic
- ☐ Proctor behavior
- ☐ Environment
- ☐ Unknown

Were any of the students observed using the universal tools provided in the assessment?

- ☐ Yes
- ☐ No

If yes, how did the student appear to be using the tool(s)?

- ☐ Appropriately utilizing the tools
- ☐ Trying the tool out
- ☐ Playing around (tool appeared to be a distraction)
- ☐ Other: Please describe.

List designated supports and accommodations provided to students.

Are the accommodations indicated in the student's Individual Education Program or Section 504 Plan?

- ☐ Yes
- ☐ No
- ☐ Not applicable

Please provide any insight including specific topics for additional assessment training offered by the Maine Department of Education.

## Appendix B: MSAA & Alternate ACCESS Observation Checklist

An online version of this observation form is available via the [Qualtrics Observation Form for Alternate Assessments](#).

Test Coordinator: \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Time of Day for Observation: \_\_\_\_\_ Subject: \_\_\_\_\_

☐ MSAA ☐ ACCESS

Location of Testing (i.e. classroom, library, computer room): \_\_\_\_\_

Interruptions: \_\_\_\_\_

### Type of Administration: (check all that apply)

- |                                      |                                         |                                    |
|--------------------------------------|-----------------------------------------|------------------------------------|
| <input type="checkbox"/> Paper-Based | <input type="checkbox"/> Computer-Based | <input type="checkbox"/> Reading   |
| <input type="checkbox"/> Hybrid      | <input type="checkbox"/> Desktop        | <input type="checkbox"/> Listening |
|                                      | <input type="checkbox"/> Laptop         | <input type="checkbox"/> Math      |
|                                      | <input type="checkbox"/> iPad           | <input type="checkbox"/> Writing   |
|                                      | <input type="checkbox"/> Whiteboard     | <input type="checkbox"/> Speaking  |
|                                      |                                         | <input type="checkbox"/> Science   |

### Assessment Features Used: (check all that apply)

- |                                                            |                                                                      |
|------------------------------------------------------------|----------------------------------------------------------------------|
| <input type="checkbox"/> Answer Masking                    | <input type="checkbox"/> Audio Player                                |
| <input type="checkbox"/> Alternate Color Theme             | <input type="checkbox"/> Increase Volume                             |
| <input type="checkbox"/> Magnification Tool                | <input type="checkbox"/> Increase/Decrease Size of Text and Graphics |
| <input type="checkbox"/> Tactile Graphics                  | <input type="checkbox"/> Tactile Symbols                             |
| <input type="checkbox"/> Read Aloud by TA                  | <input type="checkbox"/> Manipulatives for Mathematics               |
| <input type="checkbox"/> Alternative Text Read Aloud by TA | <input type="checkbox"/> Object Replacement                          |
| <input type="checkbox"/> Line Reader                       | <input type="checkbox"/> Transcribe                                  |

### Accommodations Specific to the IEP Used:

#### MSAA

☐ Scribe ☐ Sign Language ☐ Paper Based ☐ Assistive Technology: \_\_\_\_\_

*(indicate type)*

#### Alternate ACCESS

- ☐ Extended Testing of a Test Domain Over Multiple Days
- ☐ Interpreter signs directions in ASL
- ☐ Scribe
- ☐ Recording device and transcription
- ☐ Word processor or similar keyboarding device

Instructional Materials that may provide clues or answers are not visible in the room?: ☐ Yes ☐ No

**Assessment signs were posted on room doors (e.g. Do Not Disturb, Electronic Devices Not Allowed, Quiet Please: Assessments are in Progress)?:** ☐ Yes ☐ No

**Desks/tables are clear of all materials except what is allowed in the assessment administrator manual?:**  
☐ Yes ☐ No

**Did the TA use DTAs?:** ☐ Yes ☐ No  
If yes, select one: ☐ DTAs were printed ☐ DTAs were read off a device

**The Assessment Administrator read directions clearly, loudly, and exactly as printed in the Assessment Administration Manual?:** ☐ Yes ☐ No

**DTA Fidelity of Implementation:** ☐ High ☐ Medium ☐ Low

**Did the TA exhibit secure storage of test materials?** ☐ Yes ☐ No

**Did the TA utilize sample items prior to testing?** ☐ Yes ☐ No

**Did the student appear frustrated or distracted by testing?** ☐ Yes ☐ No  
If yes, what situation(s) seemed to trigger frustration?

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What strategies did the TA Use to resolve frustration?

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**Did the student utilize breaks during testing?** ☐ Yes ☐ No

If so, how many? \_\_\_\_\_

What behaviors seemed to result in breaks (TA or student behaviors)?

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**Did the TA use physical prompting (such as pointing, gesturing or hand-over-hand) that may have given the student the answer?** ☐ Yes ☐ No

**Did you observe the student choosing the same answer option repeatedly?** ☐ Yes ☐ No

If yes, this was: ☐ a computer-based test ☐ a paper based test

**Did you observe behaviors that could influence the choice of the same answer option?** ☐ Yes ☐ No

If yes, was it: ☐ related to test content ☐ related to test presentation

☐ related to the student's disability

☐ related to a student characteristic

☐ related to teacher behavior

☐ related to the environment

**Did the TA administer the Student Response Check (SRC)?** ☐ Yes ☐ No

If yes, how many times? \_\_\_\_\_ Were four test items administered? \_\_\_\_\_

Was the test closed? \_\_\_\_\_

**Approximately how many times have you had contact with this TA regarding the test?** \_\_\_\_\_

**Questions for Test Administrator:**

1. What type of assessment(s) do you use with this student in classroom instruction?

- ☐ Informal questions and observations   ☐ Portfolio   ☐ Online/Computer  
☐ Performance Task   ☐ Multiple Choice

2. What caused barriers for the students during test administration? What particular student characteristics were associated with these barriers? (E.g., did this barrier apply exclusively to students with motor difficulties or was it a more generalized barrier?) What do you use in instruction to address similar barriers?

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3. How did the difficulty of items affect students' ability to access and respond to the items? Did they respond differently to easy versus hard items? If so, how?

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4. Describe the response of your students to the tests in terms of the behaviors they displayed: (e.g., normal engagement, excitement, exhaustion, frustration, etc.)

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5. Did this change as the assessment progressed? ☐ Yes   ☐ No

6. What behaviors did you see that were barriers for them to show what they actually can do and know?

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7. What testing situations may have caused those specific behaviors?

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8. How many testing sessions did the majority of your students needed to complete testing?

\_\_\_\_\_

9. Please provide any other feedback or insight you would like to share including specific topics for additional training offered by the Maine Department of Education.

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## Appendix C: Laws and Regulations Related to Monitoring

Please note that Maine DOE takes a collaborative approach to providing technical assistance that is not highlighted in the monitoring requirements as described by US ED. Federal documents are likely to use the term “monitoring” rather than the term “technical assistance” used by Maine DOE.

### Federal Requirements

Section 1111(b)(2)(B) of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 2015 requires the same assessment be used to measure the achievement of all public elementary and secondary school students in the state.

Section 1111(b)(2)(B) Requirements: The assessments under subparagraph (A) shall - (i) Except as provided in subparagraph (D), be

(I) The same academic assessments used to measure the achievement of all public elementary school and secondary school students in the State; And (II) Administered to all public elementary school and secondary school students in the State;

Section 1111(c)(4)(E) of ESSA indicates: (E) Annual Assessment of Achievement - (i) Annually measure the achievement of not less than 95 percent of all students, and 95 of all students in each subgroup of students, who are enrolled in public schools on the assessments described under subsection (b)(2)(v)(I). (ii) For the purpose of measuring, calculating and reporting on the indicator described in subparagraph (B)(i), include in the denominator the greater of

(I) 95 percent of all students, or 95 percent of all such students in the subgroup, as the case may be; or (II) The number of students participating in the assessments (III) Provide a clear and understandable explanation of how the State will factor the requirement of clause (i) of this subparagraph into the statewide accountability system.

Federal statute requires that parents receive a notification indicating their right to request the district’s policies and procedures regarding student participation in state and local assessments. When this information is requested, the district will provide all applicable information to families. The district should be prepared to provide families with their assessment related policies and procedures, this would include an non-participation (opt-out) procedure if the district and school has such a procedure in place.

Section 1112(e)(2)(A) of ESSA indicates: (2) Testing transparency

(A) In general.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by Section 1111(b)(2) and by the State or local education agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

Part B. Assistance for All Children with Disabilities of IDEA indicates: Participation in assessments Sec. 300.160

(a) General. A State must ensure that all children with disabilities are included in all general State and district-wide assessment programs, including assessments described under section 1111 of the ESEA, 20

U.S.C. 6311, with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs.

### **Additional Guidance from Maine DOE:**

Maine policy and practice guidance from Maine DOE Office of Special Services provides a [Maine State Special Services Required Forms Procedural Manual](#) that includes guidance on the integration of assessment information into a student's Individualized Education Plan (IEP).

### Links to Requirements:

- [Every Student Succeeds Act \(ESSA\)](#)
- [20 USC Ch. 33: EDUCATION OF INDIVIDUALS WITH DISABILITIES \(house.gov\)](#)
- [Title 20-A, §6202: State assessment program established; content \(maine.gov\)](#)