



Disclaimer:

This guide is currently a draft, and certain elements may be updated. A final version will be made available prior to 4/3/23 and the final version will be the source of truth for the Maine Through Year Assessment for the Spring 2023 Administration.

The Maine Through Year Assessment Administration Guide

Maine Spring 2023
Reading and Mathematics

Contributors

Maine Through Year Assessments are administered by the Maine Department of Education (Maine DOE)

23 State House Station
Augusta, Maine 04333-0023
1-207-624-6600

The assessment contractor is NWEA.
NWEA can be reached by calling Partner Support: 1-855-430-1777.

Assessment Year: Spring 2023

Last Update Date and By:

Date	By
January 2023	NWEA
February 2023	NWEA and Maine DOE

Copyright © 2022–23 by the Maine Department of Education.

All rights reserved. Except as permitted by law, this material may not be reproduced or used in any form or by any means, electronic or mechanical, including photocopying or recording, or by any information storage or retrieval system without permission from the copyright owner. Maine Department of Education school educators may reproduce any portion of this manual for non-commercial educational purposes without requesting permission. All others should direct their written requests to the Maine Department of Education at the above address or by email to:

Krista.Averill@maine.gov.

Table of Contents

General Information.....	4
About the Maine Through Year Assessment.....	4
Who Should Read This Guide?.....	4
Maine Through Year Administration Key Dates for 2023	5
Assessment Security and Ethics	6
Introduction	6
Assessment Administrator/Proctor Responsibilities	6
Additional Assessment Administrator/Proctor Responsibilities	7
Penalties	7
Checklists for Administration	8
Prior to the Assessment.....	8
Immediately Before the Assessment.....	9
During Each Assessment Session	9
After Each Assessment Session	10
Scripts: Online Administration	11
Assistance During the Assessment.....	11
Script: Reading, Grades 3–8 and High School.....	12
Script: Mathematics Grades 3–5.....	16
Script: Mathematics, Grades 6–8 and High School.....	20
Administering Paper-Based Forms, Large Print, and Braille	24
Administrator/Proctor Responsibilities: Paper-Based Forms.....	24
Script for Paper-Based Forms: Reading, Grades 3–8 and High School.....	25
Script for Paper-Based Forms: Mathematics Grades 3–5.....	28
Script for Paper-Based Forms: Mathematics Grades 6–8.....	31
Script for Paper-Based Forms: Mathematics High School	34
Mathematics Calculator Section.....	37
Braille Assessments.....	37
Transcribing Paper-Based Accommodated Assessments	37
Universal Tools	39
Designated Supports for Some Students	41
Accommodations Requiring IEP/504 Documentation	43
Technology Challenges and Additional Questions	45
Technology Challenges During the Assessment	45
Additional Questions	45

General Information

About the Maine Through Year Assessment

The Maine Through Year Assessment in Reading and Mathematics is developed to provide teachers, students, and parents with information on students' learning strengths and needs throughout the year, as well as student performance according to Maine's accountability standards—the Common Core State Standards.

Students in grades 3–8 and their second year of high school participate in the Maine Through Year Assessment. The exception to participation would occur in cases involving students with the most significant cognitive disabilities who have been found eligible for alternate assessments via the IEP Team Process. Only about 1% of all publicly funded Maine students in grades eligible for assessment participate in an alternate assessment. The rest of the student population (approximately 99%) participate in the Maine Through Year Assessment.

NWEA is the provider of the printed and online versions of the Maine Through Year Assessment through NWEA's assessment platform. The Spring 2023 assessments are available both online and in paper/pencil format. Paper-based forms are an accommodation per the student's IEP or 504 Plan; they are assigned via the student registration process and entered in the online platform by a proctor or scribe. NWEA will provide electronic copies of paper forms in Reading and Mathematics for schools to download and print and will ship Braille forms requested via student registration. For more information, refer to the [*User and Student Management Guide*](#).

Who Should Read This Guide?

The Maine Through Year Assessment Administration Manual is intended for use by assessment administrators responsible for administering the Maine Through Year Reading and Mathematics Assessments to students. This guide provides the following details:

- Maine Through Year Assessment key dates
- assessment security
- checklists for assessment administration
- scripts for the administration of online and paper-based forms
- accessibility and accommodations information
- technology challenges and additional questions

Maine Through Year Assessment Administration Key Dates

Date	Activity
Beginning early March 2023	Online Item Type Samplers available through the NWEA State Solutions Secure Browser or the Assessment Portal
April 3, 2023	Begin student registration
April 3, 2023	Paper/pencil, large print, and braille requests begin to be processed by NWEA
May 1–26, 2023	Maine Through Year Spring 2023 assessment window
May 12, 2023	Last day to register students for braille tests
May 12, 2023	Recommended last day to register students for paper/pencil or large print assessments printed by the SAU
May 19, 2023	Students enrolled after this date do not need to test
June 2, 2023	Last day to add not-tested codes (NTCs) and update supports/accommodations as necessary

DRAFT

Assessment Security and Ethics

Introduction

The quality and usefulness of the assessment data generated by the Maine Through Year Assessment depend, in large part, on the uniformity of the assessment administration and the security of assessment materials. Valuable information about student achievement of content standards measuring the effectiveness of Maine's accountability standards, the Common Core State Standards, will be seriously compromised if assessment security is not strictly implemented and maintained. For this reason, all guidelines included in this manual and in the [Maine Assessment Security Handbook](#) must be followed. All district staff involved with administering the assessment must agree to follow all regulations by reading and signing an [Assessment Security and Data Privacy Agreement](#).

Assessment Administrator/Proctor Responsibilities

1. Follow the instructions provided in this manual, including reading the scripts as they are written.
2. Do not use the contents of the Maine Through Year Assessment to prepare your students for the assessment. Doing so is a violation of assessment security and procedures.
3. Count the materials received from the assessment coordinator and either return the same quantity to the assessment coordinator each day or secure the assessment materials as instructed by the assessment coordinator.
4. Inform students of the rules and procedures they must follow.
5. Provide a standardized assessment environment in which no coaching or prompting occurs.

The Maine Through Year Assessment is designed to provide information about student achievement. The accuracy and value of this information are directly influenced by how students handle assessment materials and respond to assessment questions.

Duplication of any portion of the Maine Through Year Assessment is strictly forbidden, including but not limited to audio recording, video recording, photographing, photocopying, and handwritten copying. No assessment or any record of student work or computer-generated responses may be retained, discarded, recycled, removed, or destroyed.

Assessment Administrators/Proctors are responsible for ensuring that students are properly instructed in the use of assessment materials and are given the opportunity to do their best.

Additional Assessment Administrator/Proctor Responsibilities

1. Ensure that students have been informed about the importance of the Maine Through Year Assessment before the assessment begins. Communicate to students that teachers will use their assessment results to help improve academic performance, included in their school records, and provided to their parents or guardians.
2. Monitor to make sure students do not participate in any form of cheating, for example:
 - only provide answers that are strictly their own;
 - do not consult notes, textbooks, or other instructional materials;
 - do not use cell phones or other electronic devices;
 - do not share assessment questions with other students; and
 - do not consult other students, staff, or anyone else accessible to them during the assessment administration.
3. Make certain that each student receives a set of assessment materials (i.e., test tickets or assessment booklets) for the appropriate grade, uses only that assigned set of assessment materials, and handles and completes the materials properly.
4. Inform students that the assessment is untimed, and they will have the time they need to complete all questions. Inform students that they will be required to make up any assessments missed due to absence from school. Encourage students to avoid absences during the assessment period.

Assessment Administrators should contact Krista Averill, Assessment Coordinator, at the Maine Department of Education at krista.averill@maine.gov or 1-207-215-6528 if questions arise or any situation occurs that could cause any part of the Maine Through Year Assessment 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.

Checklists for Administration

Prior to the Assessment

- Read this *Assessment Administration Manual*.
- Read and sign the [Assessment Security and Student Data Privacy Agreement](#).
- Meet with the assessment coordinator to plan the assessment schedule, review procedures, and receive the list of students to whom you will be administering the assessment, including information about any approved supports and/or accommodations.

Assessment Timing Details

Grade level	Content area	Approximate number of assessment questions	Recommended scheduled assessment time
3–8	Mathematics	52	60 minutes
3–8	Reading	48	60 minutes
2nd Year of High School	Mathematics	52	60 minutes
2nd Year of High School	Reading	47	60 minutes

- The assessments do not have a time limit. Students may be given additional time, if needed, and can complete the assessment in another assessment session, if necessary. Proctors should not pace students.
- Explain the Assessment Security and Ethics considerations in this manual to the students.
- Obtain sufficient writing implements (pens or sharpened pencils) and scratch paper for student use.
- Be sure that all students have a comfortable and adequate workspace, including those students whose supports/accommodations require special seating.
- Cover or remove any instructional or reference materials pertaining to the assessment being administered (mathematics or reading). Examples of materials that must be covered up or removed include, but are not limited to, the following:
 - all reference materials that a reasonable person might conclude offer students in that classroom or space an unfair advantage over other students in Maine,
 - all support materials that may be perceived as influencing student responses, and
 - name tags that include any of the materials listed above or that provide a writing surface.

If in doubt, assessment administrators should discuss the appropriateness of any specific displays with their School/District Assessment Coordinator.

Immediately Before the Assessment

- Obtain from the School Assessment Coordinator or print test tickets for each student.
- Place an “ASSESSMENT IN PROGRESS: DO NOT DISTURB” sign on the door of the assessment room.
- Place a “NO ELECTRONIC DEVICES” sign on the door of the assessment room.
- When seating students, create enough space between students to prevent answer sharing.
- Make sure each student device is powered on and logged in to the secure lockdown browser.
- Provide students with the required universal tools, if applicable (scratch paper, pencils, erasers, etc.).
- Ensure that digital and electronic devices are unavailable to students, including cell phones and any other technology capable of transmitting information either by picture, text, or voice (e.g., smart watches, fitness trackers, etc.).

During Each Assessment Session

- Distribute test tickets to assigned students and ensure each student is taking the correct assessment.
- Follow the instructions in this *Assessment Administration Manual*.
- Allow only trained staff involved in the assessment administration to be in the assessment environment.
- Ensure standardized assessment conditions in which no coaching or prompting occurs.
- Do not leave students unattended in a room with access to assessment materials.
- Continuously circulate through the assessment room to ensure that students do not access unauthorized electronic devices, such as cell phones or other unauthorized resources or tools at any time during the assessment.
- Do not engage in activities that interfere with active monitoring, such as using a computer or other device, preparing lesson plans, or grading papers.
- Contact your School/District Assessment Coordinator immediately if you witness or suspect an assessment security incident that could potentially affect the integrity of a student’s assessment. It is best practice to allow students to continue the assessment until a determination is made by the School Assessment Coordinator or District Assessment Coordinator.

After Each Assessment Session

- Some students will finish more quickly than others. If students are allowed to leave the room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave the assessment session. If students are expected to remain in the room until the end of the session, they may read a book or quietly complete other individual work in a location in the room that does not disrupt others. The use of electronic devices by non-assessment students is not allowed in the room.
- Collect and return applicable assessment materials (test tickets, scratch paper, and accommodated paper materials) to the School Assessment Coordinator or secure the materials as instructed, maintaining assessment security throughout.

DRAFT

Scripts: Online Administration

Assistance During the Assessment

Assessment administration sessions in this document provide the actual scripts (**words printed in boldface**) to be read aloud as printed to students during assessment administration. General directions for assessment administration (not to be read aloud) are printed in regular text and in brackets within the scripts. It is important that directions be read as scripted to ensure uniformity of assessment administration.

If a student asks for assistance reading a word, pronounce the word for the student. Do not define the word or help the student in any other way.

- Note: You may **not** read aloud words from the Reading Passages unless the student has *Read Aloud/Human Reader for Reading Passages* as an accommodation per an IEP or 504 Plan.

If a student asks for assistance in answering an assessment item, say the following statement to let the student know you cannot help.

Say to the student: **I cannot help you answer an assessment question. Try to do your best.**

If a student raises his or her hand and says there is a problem with an assessment item, say the following statement in a one-on-one conversation with the student.

Say to the student: **Tell me the question number and I will let someone know that you have a concern with the question. Meanwhile, answer the question the best that you can the way the question is written.**

Write down the student's first and last name, content assessment, question number, assessment part, and grade level and provide this information to the School Assessment Coordinator. The School Assessment Coordinator should notify the District Assessment Coordinator who will report it to the Maine DOE.

Script: Reading, Grades 3–8 and High School

Materials needed: student test tickets, clean scratch paper, and writing implements. Students who have the Text-to-Speech tool enabled should also have headphones/earbuds unless testing individually in a separate setting.

Students may keep a book under their desks to read in case they finish early.

1. Distribute writing implements and scratch paper to students who need them.
2. Say to the students:
You are about to take the Maine Through Year Reading Assessment. This Assessment is one way for you to show what you know about Reading. You will answer all questions on the computer or device in front of you. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You may also use the online tools found in the assessment to help you answer the questions.

Phones and other electronic devices are not allowed in the assessment room. If you have a phone or other electronic device, please raise your hand.

[Make arrangements to have phones and other electronic devices removed from the room to a safe location, such as the student’s locker or the main office.]

3. Say to the students:
Please sit quietly as I hand out a test ticket to each of you. When you receive your test ticket, check that your name appears on the ticket. If you think that any of the information on the ticket is incorrect, please raise your hand.

[Distribute test tickets to each student, ensuring that each student is given the correct ticket with his or her name printed on it. If any student has a test ticket with the wrong name, make sure the student receives the correct test ticket before starting.]

4. Say to the students:
Double-click the NWEA State Solutions icon that appears on your screen.

Windows® desktop:
From the Start menu, choose NWEA State Solutions Secure Browser.

Mac® desktop:
Double-click the NWEA State Solutions Secure Browser icon on your desktop.

Chromebook™ or iPad:
Start the NWEA State Solutions Secure Browser app.

[Pause to assist students, as necessary. If a student receives an error message, note the content of the error message and contact the School Assessment Coordinator.]

5. When all students are ready, say to the students:
Select “Maine Through Year.” You should now be at the login screen. Raise your hand if you need help getting to the login screen.

[Pause to assist students, as necessary.]

6. Say to the students:
You may now enter your Username, Password, and Session ID in the spaces provided on the screen. Your individual Username, Password, and Session ID are found on your test ticket. When you have finished entering your Username, Password, and Session ID, select the Take Assessment button at the bottom right of the screen.

[Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames, Passwords, and Session IDs are unique to each student.]

7. When all students are ready, say to the students:
When you have selected the Take Assessment button, a summary screen opens that will include your assessment session and name at the top. Raise your hand if you do not see the summary screen with your name at the top.

[Pause to assist students, as necessary. Contact your School Assessment Coordinator if a student finds an error in the information on the summary screen.]

8. Say to the students:
Follow along as I read the directions aloud. This is a Reading Assessment. Read each question carefully and select one choice unless otherwise indicated. Some questions will have more than one part. To answer each question or question part, you may be asked to do one of the following:

- **select from a list of choices,**
- **select a word or group of words from part of a text,**
- **select part of a picture from a larger picture,**
- **move answer choices into the spaces where they belong, or**
- **enter the correct word in the answer space.**

If needed, a scroll bar will appear beside the passage, question, or other material that needs to be moved up and down the screen. If you are asked to write a response, take some time to organize your thinking before you write.

Moving through the Assessment: Question Numbers.

Question numbers are presented at the top of the screen. After you have answered each question, you will select Next to go on to the next screen.

Universal Tools.

There are several tools available for this assessment. You can access most tools by selecting the signs in the toolbars at the top of the screen.

Eliminator: This tool will allow you to cross out any answers from a multiple-choice question that you know are wrong.

Guideline: This tool will allow you to highlight and scroll line-by-line through a passage.

You can select Help at any time to find out how to use the tools.

Markup.

There is a way to mark the text and questions as you read them. Select the Markup button to see the highlighting option.

Helpful Hints.

There is no time limit to finish the assessment. Only one question at a time will appear on the screen. During the assessment, you can select the Help button to find more information.

9. Say to the students:

From the summary screen, you will see the Next button, click on that and you should now be at a screen with a stop sign on it. Raise your hand if you do not see a stop sign.

[Pause to assist students, as necessary.]

If you get stuck on a word in the assessment directions, questions, or answer choices, I can read the word to you. If you want help reading a word, raise your hand. [During the assessment session, pronounce a word from the directions, questions, or answer choices for students who ask for assistance. Do not read words from the Reading Passages unless the student has the *Read Aloud/Human Reader for Reading Passages* accommodation per their IEP or 504 Plan. Do not define the word or help the students in any other way.]

When you are finished with the assessment, select the Submit button. Once you submit, you cannot return to the assessment. Then, select the Logout button at the top right of your screen. A confirmation screen will

pop up. Select Logout again to end your assessment. You may then sit quietly or read a book.

At (the time agreed upon with the School Assessment Coordinator), I will stop the session. Many of you will be finished, but some of you may need more time. All students who need more time will have additional time to finish the assessment.

Raise your hand if you have any questions before you begin.

[Pause.]

When you are ready, select the Next button to begin the assessment.

10. When it is the designated time to stop, say to the students:
This is the end of this session of the Reading Assessment. Raise your hand if you need more time.
11. Collect test tickets for return to the Assessment Coordinator. Collect all used scratch paper for shredding, making sure that no scratch paper leaves the room with students or remains loose in the classroom.

Script: Mathematics Grades 3–5

Materials needed: student test tickets, clean scratch paper, and writing implements. Students who have the Text-to-Speech tool enabled should also have headphones/earbuds unless testing individually in a separate setting.

NOTE: Students may keep a book under their desks to read in case they finish early.

1. Distribute writing implements and scratch paper to students who need them. Calculators are **NOT** needed for grades 3–5 mathematics assessments.
2. Say to the students:
You are about to take the Maine Through Year Mathematics Assessment. This Assessment is one way for you to show what you know about Math. You will answer all questions on the computer or device in front of you. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You may also use the online tools found in the assessment to help you answer the questions.

Phones and other electronic devices are not allowed in the assessment room. If you have a phone or other electronic device, please raise your hand.

[Make arrangements to have phones and other electronic devices removed from the room to a safe location, such as the student’s locker or the main office.]

3. Say to the students:
Please sit quietly as I hand out a test ticket to each of you. When you receive your test ticket, check that your name appears on the ticket. If you think that any of the information on the ticket is incorrect, please raise your hand.

[Distribute test tickets to each student, ensuring that each student is given the correct ticket with his or her name printed on it. If any student has a test ticket with the wrong name, make sure the student receives the correct test ticket before starting.]

4. Say to the students:
Double-click the NWEA State Solutions icon that appears on your screen.

Windows® desktop:
From the Start menu, choose NWEA State Solutions Secure Browser.

Mac® desktop:
Double-click the NWEA State Solutions Secure Browser icon on your desktop.

Chromebook™ or iPad:
Start the NWEA State Solutions Secure Browser app.

[Pause to assist students, as necessary. If a student receives an error message, note the content of the error message and contact the School Assessment Coordinator.]

5. When all students are ready, say to the students:
Select “Maine Through Year.” You should now be at the login screen. Raise your hand if you need help getting to the login screen.

[Pause to assist students, as necessary.]

6. Say to the students:
You may now enter your Username, Password, and Session ID in the spaces provided on the screen. Your individual Username, Password, and Session ID are found on your test ticket. When you have finished entering your Username, Password, and Session ID, select the Take Assessment button at the bottom right of the screen.

[Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames, Passwords, and Session IDs are unique to each student.]

7. When all students are ready, say to the students:
When you have selected the Take Assessment button, a summary screen opens that will include your assessment session and name at the top. Raise your hand if you do not see the summary screen with your name at the top.

[Pause to assist students, as necessary. Contact your School Assessment Coordinator if a student finds an error in the information on the Directions screen.]

8. Say to the students:
Follow along as I read the directions aloud. This is an assessment of skills involved in understanding and solving mathematics questions. To answer each question, read it carefully and follow the specific directions. For questions involving costs and purchases, assume there is no sales tax unless it is mentioned in the question.

Moving through the Assessment: Question Numbers.
Question numbers are presented at the top of the screen. After you have answered each question, select Next to go on to the next screen.

Universal Tools.

There are several tools available for this assessment. You can access most tools by selecting the signs in the toolbars at the top of the screen.

Eliminator: This tool will allow you to cross out any answers from a multiple-choice question that you know are wrong.

Guideline: This tool will allow you to highlight and scroll line-by-line. You can select Help at any time to find out how to use the tools.

Markup.

There is a way to mark the text and questions as you read them. Select the Markup button to see the highlighting option.

Math Tools.

You will see a Reference Sheet button. Select this button to view a reference sheet with formulas and conversions that may be helpful for some questions.

Helpful Hints.

There is no time limit to finish the assessment. Only one question at a time will appear on the screen. During the assessment, you can select the Help button to find more information.

9. Say to the students:

From the summary screen, you will see the Next button, click on that and you should now be at a screen with a stop sign on it. Raise your hand if you do not see a stop sign.

[Pause to assist students, as necessary.]

If you get stuck on a word in the assessment, I can read the word to you. If you want help reading a word, raise your hand. [During the assessment session, pronounce a word for students who ask for assistance. Do not define the word or help the students in any other way.]

When you are finished with the assessment, select the Submit button. Once you submit, you cannot return to the assessment. Then, select the Logout button at the top right of your screen. A confirmation screen will pop up. Select Logout again to end your assessment. You may then sit quietly or read a book.

At (the time agreed upon with the School Assessment Coordinator), I will stop the session. Many of you will be finished, but some of you may need more

time. All students who need more time will have additional time to finish the assessment.

Raise your hand if you have any questions before you begin.

[Pause.]

When you are ready, select the Next button to begin the assessment.

10. When it is the designated time to stop, say to the students:
This is the end of this session of the Mathematics Assessment. Raise your hand if you need more time.
11. Collect test tickets for return to the assessment coordinator. Collect all used scratch paper for shredding, making sure that no scratch paper leaves the room with students or remains loose in the classroom.

DRAFT

Script: Mathematics, Grades 6–8 and High School

Materials needed: student test tickets, clean scratch paper, and writing implements. Students who have the Text-to-Speech tool enabled should also have headphones/earbuds unless testing individually in a separate setting.

Students may keep a book under their desks to read in case they finish early.

1. Distribute writing implements and scratch paper to students who need them.
2. Say to the students:
You are about to take the Maine Through Year Mathematics Assessment. This Assessment is one way for you to show what you know about Math. You will answer all questions on the computer or device in front of you. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You may also use the online tools found in the assessment to help you answer the questions.

Phones and other electronic devices are not allowed in the assessment room. If you have a phone or other electronic device, please raise your hand.

[Make arrangements to have phones and other electronic devices removed from the room to a safe location, such as the student's locker or the main office.]

3. Say to the students:
Please sit quietly as I hand out a test ticket to each of you. When you receive your test ticket, check that your name appears on the ticket. If you think that any of the information on the ticket is incorrect, please raise your hand.

[Distribute test tickets to each student, ensuring that each student is given the correct ticket with his or her name printed on it. If any student has a test ticket with the wrong name, make sure the student receives the correct test ticket before starting.]

4. Say to the students:
Double-click the NWEA State Solutions icon that appears on your screen.

Windows® desktop:
From the Start menu, choose NWEA State Solutions Secure Browser.

Mac® desktop:
Double-click the NWEA State Solutions Secure Browser icon on your desktop.

Chromebook™ or iPad:
Start the NWEA State Solutions Secure Browser app.

[Pause to assist students, as necessary. If a student receives an error message, note the content of the error message and contact the School Assessment Coordinator.]

5. When all students are ready, say to the students:
Select “Maine Through Year.” You should now be at the login screen. Raise your hand if you need help getting to the login screen.

[Pause to assist students, as necessary.]

6. Say to the students:
You may now enter your Username, Password, and Session ID in the spaces provided on the screen. Your individual Username, Password, and Session ID are found on your test ticket. When you have finished entering your Username, Password, and Session ID, select the Take Assessment button at the bottom right of the screen.

[Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames, Passwords, and Session IDs are unique to each student.]

7. When all students are ready, say to the students:
When you have selected the Take Assessment button, a summary screen opens that will include your assessment session and name at the top. Raise your hand if you do not see the summary screen with your name at the top.

[Pause to assist students, as necessary. Contact your School Assessment Coordinator if a student finds an error in the information on the Directions screen.]

8. Say to the students:
Follow along as I read the directions aloud. This is an assessment of skills involved in understanding and solving mathematics questions. To answer each question, read it carefully and follow the specific directions.

Some questions require a numeric response to be entered as an integer or decimal. If you are asked to round your answer, make sure you round to the indicated degree of accuracy. If your solution strategy involves intermediate computations, you should carry out all computations exactly and round only your final answer. If no rounding instructions are given, enter the exact answer.

For questions involving costs and purchases, assume there is no sales tax unless it is mentioned in the questions.

Moving through the Assessment: Question Numbers.

Question numbers are presented at the top of the screen. After you have answered each question, select Next to go on to the next screen.

Universal Tools.

There are several tools available for this assessment. You can access most tools by selecting the signs in the toolbars at the top of the screen.

Eliminator: This tool will allow you to cross out any answers from a multiple-choice question that you know are wrong.

Guideline: This tool will allow you to highlight and scroll line-by-line. You can select Help at any time to find out how to use the tools.

Markup.

There is a way to mark the text and questions as you read them. Select the Markup button to see the highlighting option.

Math Tools.

You will see a Reference Sheet button. Select this button to view a reference sheet with formulas and conversions that may be helpful for some questions. Some items may have a Calculator that you can use. Select this button to open the calculator when it is available.

Helpful Hints.

There is no time limit to finish the assessment. Only one question at a time will appear on the screen. During the assessment, you can select the Help button to find more information.

9. Say to the students:

From the summary screen, you will see the Next button, click on that and you should now be at a screen with a stop sign on it. Raise your hand if you do not see a stop sign.

[Pause to assist students, as necessary.]

If you get stuck on a word in the assessment, I can read the word to you. If you want help reading a word, raise your hand. [During the assessment session, pronounce a word for students who ask for assistance. Do not define the word or help the students in any other way.]

When you are finished with the assessment, select the Submit button. Once you submit, you cannot return to the assessment. Then, select the Logout button at the top right of your screen. A confirmation screen will

pop up. Select Logout again to end your assessment. You may then sit quietly or read a book.

At (the time agreed upon with the School Assessment Coordinator), I will stop the session. Many of you will be finished, but some of you may need more time. All students who need more time will have additional time to finish the assessment.

Raise your hand if you have any questions before you begin.

[Pause.]

When you are ready, select the Next button to begin the assessment.

10. When it is the designated time to stop, say to the students:
This is the end of this session of the Mathematics Assessment. Raise your hand if you need more time.
11. Collect test tickets for return to the assessment coordinator. Collect all used scratch paper for shredding, making sure that no scratch paper leaves the room with students or remains loose in the classroom.

Administering Paper-Based Forms, Large Print, and Braille

Administrator/Proctor Responsibilities: Paper-Based Forms

In addition to the tasks listed in Proctor Responsibilities, proctors must do the following when administering paper-based forms:

- receive assessment booklets from the School Assessment Coordinator;
- distribute assessment booklets to students;
- verify that each student has a pencil, eraser, and scratch paper available;
- ensure students have access to the appropriate universal tools, including a calculator for the applicable grade levels and assessment parts;
- fill in the student's name on the front of the assessment book;
- make sure students are working in the correct place;
- return all assessment materials to the School Assessment Coordinator when assessment is complete; and
- if assigned to transcribe student answers, take student responses from the assessment book and transcribe the answers into the online assessment engine.

Script for Paper-Based Forms: Reading, Grades 3–8 and High School

Materials needed: student test tickets, clean scratch paper, and writing implements. Additional universal tools may be provided to students (e.g., a highlighter or magnifying tool).

Students may keep a book under their desks to read in case they finish early.

1. Distribute writing implements and scratch paper to students who need them.

2. Say to the students:

You are about to take the Maine Through Year Reading Assessment. This Assessment is one way for you to show what you know about Reading. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You can also use a highlighter to mark parts of the questions or reading passages in the assessment booklet.

Other tools that you can use are on this table. Please raise your hand if you need any of the tools on the table and I will bring them to you.

[Proctors can name any other allowed tools and substitute words for where the other tools are located.]

Phones and other electronic devices are not allowed in the assessment room. If you have a phone or other electronic device, please raise your hand.

[Make arrangements to have phones and other electronic devices removed from the room to a safe location, such as the student's locker or the main office.]

3. Say to the students:

Please sit quietly as I hand out the assessment booklets. Do not open the assessment booklet until I tell you to do so.

[Hand out an assessment booklet—face down—to each student.]

You may now turn over your assessment booklet. Please go ahead and print your first and last name on the front cover of the assessment booklet.

[Pause to ensure all students have printed their first and last name on the front cover of their assessment booklets.]

4. Say to the students:

You may now open your assessment booklet. Please follow along as I read the directions aloud. Today, you will take the Grade (insert grade number) Reading Assessment. This is an assessment of Reading skills.

Read each question carefully and select one choice unless otherwise indicated. Some questions will have more than one part.

If you get stuck on a word in the assessment directions, questions, or answer choices, I can read the word to you. If you want help reading a word, raise your hand. [During the assessment session, pronounce a word from the directions, questions, or answer choices for students who ask for assistance. Do not read words from the Reading Passages unless the student has the *Read Aloud/Human Reader for Reading Passages* accommodation per their IEP or 504 Plan. Do not define the word or help the students in any other way.]

[ONLY for students with braille forms and read aloud.] **When I read the questions and answer choices aloud, you may notice some slight differences in the wording of those questions and answers from how they are written in your booklet.**

5. Say to the students:

All questions will be answered in your assessment booklet ONLY. When you come to a blank page that indicates the end of that part, you may go back and review to check your answers. You may only review the part you just completed. You may not look at any other part in the assessment booklet.

Make sure you have marked all your answers. When you are finished, close your assessment booklet. Then raise your hand. When you raise your hand, I will come collect your assessment booklet. You may then sit quietly or read a book.

At (the time agreed upon with the School Assessment Coordinator), I will stop the session. Most of you will be finished, but some of you may need more time. All students who need more time will have additional time to finish the assessment. Raise your hand if you have any questions.

[Pause.]

You may begin answering the questions at this time.

6. As students finish and raise their hands, collect assessment booklets, and scratch paper. You may ask the student, **Are you sure you answered all the questions? Would you like to look again and double check?**

7. When it is the designated time to stop, say to the students

This is the end of the Reading Assessment. Put your pencil down. Raise your hand if you need more time.

8. Collect any remaining assessment booklets for return to the assessment coordinator. Collect all used scratch paper for shredding, making sure that no scratch paper leaves the room with students or remains loose in the classroom.

DRAFT

Script for Paper-Based Forms: Mathematics Grades 3–5

Materials needed: student test tickets, clean scratch paper, and writing implements. Additional universal tools may be provided to students (e.g., graph paper, a highlighter, or a magnifying tool).

Calculators are not needed for the 3–5 mathematics assessments. Providing calculators to students for the grades 3–5 mathematics assessment may result in an invalidation.

Students may keep a book under their desks to read in case they finish early.

1. Distribute writing implements and scratch paper to students who need them.

2. Say to the students:

You are about to take the Maine Through Year Mathematics Assessment. This Assessment is one way for you to show what you know about Math. It is important for you to do your best work. You can use scratch paper and graph paper to help you answer the questions. You can also use a highlighter to mark parts of the questions or reading passages in the assessment booklet.

Other tools that you can use are on this table. Please raise your hand if you need any of the tools on the table and I will bring them to you.

[Proctors can name any other allowed tools and substitute words for where the other tools are located.]

Phones and other electronic devices are not allowed in the assessment room. If you have a phone or other electronic device, please raise your hand.

[Make arrangements to have phones and other electronic devices removed from the room to a safe location, such as the student’s locker or the main office.]

3. Say to the students:

Please sit quietly as I hand out the assessment booklets. Do not open the assessment booklet until I tell you to do so.

[Hand out an assessment booklet—face down—to each student.]

You may now turn over your assessment booklet. Please go ahead and print your first and last name on the front cover of the assessment booklet.

[Pause to ensure all students have printed their first and last name on the front cover of their assessment booklets.]

4. Say to the students:

You may now open your assessment booklet. Please follow along as I read the directions aloud. Today, you will take the Grade (insert grade number) Mathematics Assessment. This is an assessment of some of the skills involved in understanding and solving mathematics questions.

To answer each question, read it carefully and follow the specific directions. For questions involving costs and purchases, assume there is no sales tax unless it is mentioned in the question.

If you get stuck on a word in the assessment, I can read the word to you. If you want help reading a word, raise your hand. [During the assessment session, pronounce a word for students who ask for assistance. Do not define the word or help the students in any other way.]

[ONLY for students with braille forms and read aloud.] **When I read the questions and answer choices aloud, you may notice some slight differences in the wording of those questions and answers from how they are written in your booklet.**

5. Say to the students:

All questions will be answered in your assessment booklet ONLY. When you come to a blank page that indicates the end of that part, you may go back and review to check your answers. You may only review the part you just completed. You may not look at any other part in the assessment booklet.

Make sure you have marked all your answers. When you are finished, close your assessment booklet. Then raise your hand. When you raise your hand, I will come collect your assessment booklet. You may then sit quietly or read a book.

At (the time agreed upon with the School Assessment Coordinator), I will stop the session. Most of you will be finished, but some of you may need more time. All students who need more time will have additional time to finish the assessment. Raise your hand if you have any questions.

[Pause.]

You may begin answering the questions at this time.

6. As students finish and raise their hands, collect assessment booklets, scratch paper, and graph paper. You may ask the student, **Are you sure you answered all the questions? Would you like to look again and double check?**

7. When it is the designated time to stop, say to the students:

**This is the end of the Mathematics Assessment. Put your pencil down.
Raise your hand if you need more time.**

8. Collect any remaining assessment booklets for return to the assessment coordinator. Collect all used scratch paper for shredding, making sure that no scratch paper leaves the room with students or remains loose in the classroom.

DRAFT

Script for Paper-Based Forms: Mathematics Grades 6–8

Materials needed: student test tickets, clean scratch paper, writing implements, and calculators. Additional universal tools may be provided to students (e.g., graph paper, a highlighter, or a magnifying tool).

Students may keep a book under their desks to read in case they finish early.

1. Distribute writing implements, scratch paper, and calculators to students who need them. Students are only allowed to use calculator on part 1 of the assessment.

2. Say to the students:

You are about to take the Maine Through Year Mathematics Assessment. This assessment is one way for you to show what you know about Math. It is important for you to do your best work. You can use scratch paper and graph paper to help you answer the questions. You can also use a highlighter to mark parts of the questions or reading passages in the assessment booklet.

Other tools that you can use are on this table. Please raise your hand if you need any of the tools on the table and I will bring them to you.

[Proctors can name any other allowed tools and substitute words for where the other tools are located.]

Phones and other electronic devices are not allowed in the assessment room. If you have a phone or other electronic device, please raise your hand.

[Make arrangements to have phones and other electronic devices removed from the room to a safe location, such as the student's locker or the main office.]

3. Say to the students:

Please sit quietly as I hand out the assessment booklets. Do not open the assessment booklet until I tell you to do so.

[Hand out an assessment booklet—face down—to each student.]

You may now turn over your assessment booklet. Please go ahead and print your first and last name on the front cover of the assessment booklet.

[Pause to ensure all students have printed their first and last name on the front cover of their assessment booklets.]

4. Say to the students:

You may now open your assessment booklet. Please follow along as I read the directions aloud. Today, you will take the Grade (insert grade number) Mathematics Assessment. This is an assessment of some of the skills involved in understanding and solving mathematics questions.

To answer each question, read it carefully and follow the specific directions. Some questions require a numeric response to be entered as an integer or a decimal. If you are asked to round your answer, make sure you round to the indicated degree of accuracy. If your solution strategy involves intermediate computations, you should carry out all computations exactly and round only your final answer. If no rounding instructions are given, enter the exact answer. For questions involving costs and purchases, assume there is no sales tax unless it is mentioned in the question.

You will have access to a reference sheet with formulas and conversions that may be helpful for some questions. Some items may have a Calculator that you can use.

If you get stuck on a word in the assessment, I can read the word to you. If you want help reading a word, raise your hand. [During the assessment session, pronounce a word for students who ask for assistance. Do not define the word or help the students in any other way.]

[ONLY for students with braille forms and read aloud.] **When I read the questions and answer choices aloud, you may notice some slight differences in the wording of those questions and answers from how they are written in your booklet.**

5. Say to the students:

All questions will be answered in your assessment booklet ONLY. When you come to a blank page that indicates the end of that part, you may go back and review to check your answers. You may only review the part you just completed. You may not look at any other part in the assessment booklet.

Make sure you have marked all your answers. When you are finished, close your assessment booklet. Then raise your hand. When you raise your hand, I will come collect your assessment booklet. You may then sit quietly or read a book.

At (the time agreed upon with the School Assessment Coordinator), I will stop the session. Most of you will be finished, but some of you may need more

time. All students who need more time will have additional time to finish the assessment. Raise your hand if you have any questions.

[Pause.]

You may begin answering the questions at this time.

6. As students finish and raise their hands, collect assessment booklets, scratch paper, and graph paper. You may ask the student, **Are you sure you answered all the questions? Would you like to look again and double check?**
7. When it is the designated time to stop, say to the students:

This is the end of the Mathematics Assessment. Put your pencil down. Raise your hand if you need more time.

8. Collect any remaining assessment booklets for return to the assessment coordinator. Collect all used scratch paper for shredding, making sure that no scratch paper leaves the room with students or remains loose in the classroom.

DRAFT

Script for Paper-Based Forms: Mathematics High School

Materials needed: student test tickets, clean scratch paper, writing implements, and calculators. Additional universal tools may be provided to students (e.g., graph paper, a highlighter, or a magnifying tool).

Students may keep a book under their desks to read in case they finish early.

1. Distribute writing implements, scratch paper, and calculators to students who need them. Students are only allowed to use calculator on part 1 of the assessment.

2. Say to the students:

You are about to take the Maine Through Year Mathematics Assessment. This assessment is one way for you to show what you know about Math. It is important for you to do your best work. You can use scratch paper and graph paper to help you answer the questions. You can also use a highlighter to mark parts of the questions or reading passages in the assessment booklet.

Other tools that you can use are on this table. Please raise your hand if you need any of the tools on the table and I will bring them to you.

[Proctors can name any other allowed tools and substitute words for where the other tools are located.]

Phones and other electronic devices are not allowed in the assessment room. If you have a phone or other electronic device, please raise your hand.

[Make arrangements to have phones and other electronic devices removed from the room to a safe location, such as the student's locker or the main office.]

3. Say to the students:

Please sit quietly as I hand out the assessment booklets. Do not open the assessment booklet until I tell you to do so.

[Hand out an assessment booklet—face down—to each student.]

You may now turn over your assessment booklet. Please go ahead and print your first and last name on the front cover of the assessment booklet.

[Pause to ensure all students have printed their first and last name on the front cover of their assessment booklets.]

4. Say to the students:

You may now open your assessment booklet. Please follow along as I read the directions aloud. Today, you will take the High School Mathematics Assessment. This is an assessment of some of the skills involved in understanding and solving math questions. You will be able to use a calculator. You may also use your Mathematics Formula Sheet to assist you during the assessment.

To answer each question, read it carefully and follow the specific directions. Some questions require a numeric response to be entered as an integer or a decimal. If you are asked to round your answer, make sure you round to the indicated degree of accuracy. If your solution strategy involves intermediate computations, you should carry out all computations exactly and round only your final answer. If no rounding instructions are given, enter the exact answer. For questions involving costs and purchases, assume there is no sales tax unless it is mentioned in the question.

If you get stuck on a word in the assessment, I can read the word to you. If you want help reading a word, raise your hand. [During the assessment session, pronounce a word for students who ask for assistance. Do not define the word or help the students in any other way.]

[ONLY for students with braille forms and read aloud.] **When I read the questions and answer choices aloud, you may notice some slight differences in the wording of those questions and answers from how they are written in your booklet.**

5. Say to the students:

All questions will be answered in your assessment booklet ONLY. When you come to a blank page that indicates the end of that part, you may go back and review to check your answers. You may only review the part you just completed. You may not look at any other part in the assessment booklet.

Make sure you have marked all your answers. When you are finished, close your assessment booklet. Then raise your hand. When you raise your hand, I will come collect your assessment booklet. You may then sit quietly or read a book.

At (the time agreed upon with the School Assessment Coordinator), I will stop the session. Most of you will be finished, but some of you may need more time. All students who need more time will have additional time to finish the assessment. Raise your hand if you have any questions.

[Pause.]

You may begin answering the questions at this time.

6. As students finish and raise their hands, collect assessment booklets, scratch paper, and graph paper. You may ask the student, **Are you sure you answered all the questions? Would you like to look again and double check?**
7. When it is the designated time to stop, say to the students:

This is the end of the Mathematics Assessment. Put your pencil down. Raise your hand if you need more time.

8. Collect any remaining assessment booklets for return to the assessment coordinator. Collect all used scratch paper for shredding, making sure that no scratch paper leaves the room with students or remains loose in the classroom.

DRAFT

Mathematics Calculator Section

Some questions may allow students the use of a calculator; these questions are grouped together on the assessment and clearly indicated in the assessment booklet with a graphic of a calculator at the top left corner of the print-on-demand page. When students reach this section, provide them with access to the appropriate calculator for their grade. After students have answered questions that require a calculator, collect the calculators.

Braille Assessments

Maine Through Year Assessment booklets are available in braille as an accommodation for students who require this format. These students may need assistance indicating their responses. If so, Proctors need to provide the appropriate response accommodation for students using this format (e.g., students indicate their answers directly in the formatted braille assessment booklets or respond using a braille writer). The wording of content in the braille form may be slightly different than the wording of the questions in the paper-based forms. Differences in wording are the result of adaptations made for the various assessment formats.

When braille materials are ordered through the registration file, the district coordinator is contacted and given secure access to the corresponding paper accommodated assessment to be printed on site. The paper accommodated assessment could be used as a reference for administrators/proctors who administer the braille versions of the Assessments. Braille responses must be transcribed into the online assessment engine following the procedures outlined in the [Transcribing Paper Accommodated Assessments](#) section of this manual.

Braille materials are produced in accordance with the rules of the Braille Authority of North America (BANA). Literary text is produced using Unified English Braille (UEB).

Transcribing Paper-Based Accommodated Assessments

During or immediately following the assessment session, student responses for paper-based accommodated assessments **must** be transcribed into the online assessment engine. To transcribe responses requires the proctor or other designated district or school personnel to log in to the NWEA State Solutions Secure Browser using the student's test ticket.

Follow these steps to transcribe student answers:

1. Obtain the student's test ticket from the School Assessment Coordinator.
2. After the student has completed the paper accommodated assessment, use a device that has the NWEA State Solutions Secure Browser software installed and use the student's test ticket to log in to the student's assessment.
3. For security reasons, Maine DOE recommends a second trained staff member be present to verify all transcriptions, when feasible.

4. Begin transcribing student responses. Once you have finished, submit the assessment. The Proctor should then return all printed assessment materials to the School Assessment Coordinator.

Transcribe the student's responses as faithfully and completely as possible and follow the qualifications and procedures outlined below:

- The transcriber must be a current employee of the school district.
- The transcriber must be trained in assessment administration and sign an [Assessment Security and Data Privacy Agreement](#).
- Transcription must take place in a secure location.
- The assessment is transcribed exactly as the student answered the assessment items.

DRAFT

Accessibility Features

Accessibility features is the term used to describe any appropriate means used to support students during the administration of an assessment. Accessibility features are broken out into three groups: universal tools, designated supports, and accommodations, which are described in this section. For more information, please refer to the [Maine Through Year Accessibility Guide](#). All District Assessment Coordinators, School Assessment Coordinators, special education staff, and any proctors providing designated supports or accommodations are required to read this document.

Universal Tools

Universal tools are supports or preferences that are available to all students taking the Maine Through Year Assessment. The use of universal tools is based on student choice, need, and preference. These tools do not alter the assessment “construct” (what the assessment is measuring) or change the reliability or validity of the assessment results. Universal tools do not change score interpretation. Universal tools do not need to be activated or added to the student’s record; they are automatically available to the student.

Embedded Universal Tools

Feature	Description
Answer Eliminator	The Answer Eliminator is used as an assessment-taking strategy to cross out answer choices with the response still visible.
Calculator	An embedded basic, scientific, or graphing Calculator is available, depending on the assessment, grade, and item; tool is available only with the specific items for which the tool would be appropriate.
Color Contrast	Shows a variety of color contrasting options for students to choose during the assessment.
Glossary	Certain words or phrases in the item are underlined with dots, and information about that word or phrase will pop up when selected. These words and phrases are part of the assessment content and do not provide extra context for the answer.
Graph Paper	Graph paper pop-up to plot points and lines. Hard copy graph paper may also be provided.
Help Videos	Help videos are available within the secure assessment engine and show students how to respond to item types and use tools.

Feature	Description
Highlighter	Highlight is used to mark words or numbers. This tool allows a student to highlight text and erase highlights that have been made.
Keyboard Navigation	The student can navigate throughout assessment content by using a keyboard, e.g., arrow keys. This feature may differ depending on the assessment platform or device.
Line Reader	The student can use this feature as a guide when reading text.
Notepad	Notepad is used as an assessment-taking strategy to take notes on an item.
Protractor	The protractor is to measure angles in degrees.
Reference Sheet	Displays conversion tables, formulas, etc. as aids to the student.
Ruler	Customary Ruler and Metric Ruler are used to measure images within an item. Tool is available only with the specific items for which the tool would be appropriate.
Zoom	Students can magnify the entire screen; includes content of assessment as well as all tools.

Non-Embedded Universal Tools

The universal tools in the following list are not embedded and should be made available to all students by the administrator/proctor.

Tool	Description
Scrap/Scratch Paper	The student uses scratch paper, an individual erasable whiteboard, or an assistive technology device to make notes or record responses. Scratch paper can be lined, blank, or graph. All scratch paper must be collected and securely destroyed at the end of each test to maintain test security.

Designated Supports for Some Students

Supports outlined below may provide increased accessibility within the assessment. Utilization and implementation of supports is determined on an individual basis by an educational team, for example as part of a multi-tiered system of supports (MTSS), Response to Intervention (RTI), Individual Language Acquisition Plan (ILAP), and/or Student Assistance Team. **Supports must be consistent with the student’s normal routine during classroom instruction.** Provision of supports does not alter the construct of any test item.

Embedded Designated Support

Tool	Tool Icon	Description
Provision within online platform must be assigned to an individual student by DAC/SAC.		
Text-to-Speech (TTS)	  Speak Audio	<p>Text is read aloud to the student via (embedded) TTS technology. Audio is provided for directions, questions, and answer choices, but is not provided for passages in the Reading assessment. TTS should be consistent with the student’s normal routine during classroom instruction. Headphones/earbuds are necessary unless tested individually in a separate setting.</p>

Non-Embedded Designated Supports

Provisions Outside of the Online Assessment Platform

Tool	Description
Individual/Separate Setting	Individual or separate setting may be used to minimize distractions for students whose assessment is administered out of the classroom or so that others will not be distracted by supports/accommodations being used.
Small Group Setting	Small group setting may be used to minimize distractions for students whose assessment is administered out of the classroom.
Alternate Aids/Supports	The assessment may be presented through their regular communication system to a student who uses alternative or assistive technology on a daily basis. The assessment may be presented using visual aids such as visual magnification devices, reduction of visual print by blocking or other techniques, acetate shields or auditory devices such as special acoustics, amplification, noise buffers, whisper phones, or calming music.
Bilingual Word Glossary for MLs	A bilingual/dual language word-to-word glossary is provided to students who are Multilingual Learners as a language support as per ILAP.
Mathematical Supports (Mathematics Assessment Only)	This Designated Support is for students who need additional supports for mathematics (e.g., abacus, number line, addition/multiplication charts, base-ten blocks, various types of counters, fraction tiles and pies without numerical labels, coins, clock with or without numbers shown on clock face—clock should not have gears, etc.).

Accommodations Requiring IEP/504 Documentation

Accommodations are changes in procedures or materials that are used to increase equitable access during the assessment for students with documentation of the need on an Individualized Education Plan (IEP) or 504 Plan.

Embedded Accommodations

Tool	Description
Braille	<p>Both contracted and un-contracted Braille (English Braille, American Edition, or Unified English Braille) are available as indicated by a student's IEP/504 Plan. Students who require a Braille assessment will be sent a transcribed paper-based assessment.</p> <p>All of the student's answers are entered by the assessment administrator or proctor directly into the assessment platform. Once the student's answers have been entered into the platform, the braille forms are destroyed on-site.</p>
Paper-Based and Large Print	<p>For students with an IEP/504 plan that requires assessments to be paper-based and not administered online.</p> <p>Paper-based and large print forms are print-on-demand, and all answers are entered by the assessment administrator or proctor directly into the assessment platform. Once the student's answers have been entered into the platform, the paper forms are destroyed on-site.</p>

Non-Embedded Accommodations

Provisions Outside of the Online Assessment Platform Based on IEP or 504 Plan

Tool	Description
Read Aloud/Human Reader	Text is read aloud to student by Assessment Administrator human reader as documented in the IEP/504 plan. (This accommodation applies to directions, questions, and answer choices.)
American Sign Language	Text is translated via sign language interpreter to student by Test Administrator as documented in the IEP/504 plan.
Scribe	The student may dictate answers to a human scribe in an individual setting as indicated by a student's IEP/504 plan. Human scribe records verbatim what a student dictates and must give the student an opportunity to review scribed text. Scribed answers must be entered into the online assessment platform—no paper submissions accepted.
Calculator Use (Mathematics Assessment Only)	A calculator is provided throughout the entire mathematics assessment, as per the student's IEP or 504 plan.
Read Aloud/Human Reader for Reading Passages (Reading Assessment Only)	This accommodation is only allowed for students in grades 6+ that have a documented print disability. The student will have the Reading Passages on the Reading Assessment read by a qualified human reader in English. Contact the Maine DOE's Office of Special Services and Inclusive Education (OSSIE) at ossie@maine.gov or 1-207-624-6608 for more information.

Technology Challenges and Additional Questions

Technology Challenges During the Assessment

Although every effort has been made to ensure that the Maine Through Year Assessment will function properly at all sites, it is possible that some schools might experience circumstances that prevent or interrupt the assessment session. Proctors should follow local procedures for reporting technology issues and receiving assistance.

Proctors should also follow local procedures for alternate plans in case students are not able to take the assessment as planned. Check with your School Assessment Coordinator.

As a rule, students should sit for no more than 10–15 minutes at a non-working device. If the technology issue is affecting the entire group in the assessment session, the students should return to an instructional activity after 10–15 minutes, and the assessment session should be rescheduled. If the technology issue is affecting only one student, the student should be given an alternate device to complete the assessment. If there is no device available, the student should return to an instructional activity and will need to attend a make-up session.

When significant technology issues occur, such as many students unable to log in, the Assessment engine is not responding, or other issues that cannot be resolved by site-based technology staff, District Assessment Coordinators should call NWEA Maine Partner Support immediately. In the case of unresolvable technology failures, District Assessment Coordinators should also call the DOE to determine the next steps.

Additional Questions

If you have additional questions about Assessment procedures or policies, please contact **Krista Averill, Assessment Coordinator, at the Maine Department of Education** at Krista.Averill@maine.gov or 1-207-215-6528.

If you have any questions about technology setup and installation, NWEA can be reached by calling Partner Support at 1-855-430-1777.

Customer Service representatives will make every attempt to answer your questions and escalate issues when appropriate. All contacts with the support team are tracked and documented.

Representatives are available from 7:00 a.m. to 8:00 p.m. EST, Monday through Friday.