

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.

DRAFT

The Maine Through Year Assessment Coordinator Guide

Maine Spring 2023
Reading and Mathematics

Contributors

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

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Part 1 — 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 student 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 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, Acacia. 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 Coordinator Guide* is intended for use by District Assessment Coordinators and School Assessment Coordinators. District Assessment Coordinators and School Assessment Coordinators should become familiar with the contents of this guide. A brief description of the responsibilities of each role follows.

District Assessment Coordinators are responsible for coordinating the assessment activities of all schools in their SAU. Responsibilities include but are not limited to coordinating the assessment schedules of the schools in the SAU and setting up assessment sessions.

School Assessment Coordinators serve as single points of contact at the schools for the District Assessment Coordinators and are responsible for coordinating the assessment activities in their schools. Responsibilities include but are not limited to secure handling of assessment materials, such as test tickets, and coordination of Proctors. In some SAUs, the School Assessment Coordinator and District Assessment Coordinator may be the same person.

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

District Assessment Coordinator and School Assessment Coordinator Responsibilities

District Assessment Coordinator

Schedule the Assessments

The District Assessment Coordinator is typically responsible for scheduling the assessments for all schools in the district and for coordinating the efficient distribution and collection of assessment materials.

School Assessment Coordinator Orientation

It is recommended that the District Assessment Coordinator conduct an orientation session for School Assessment Coordinators prior to their meetings with Proctors. Meet to review and discuss the following topics:

- District assessment schedule
- [General information on Page 1](#) in this manual
- Procedures for distribution, secure storage, and collection of assessment materials (It will be the District Assessment Coordinator's responsibility to coordinate the return of assessment materials.)
- Procedures for maintaining security, outlined in [Maine Assessment Security Handbook](#) for the Maine Through Year Assessment
- Proctor orientation

School Assessment Coordinators should be given ample time to distribute copies of the *Maine Through Year Proctor Guide* to Proctors and to schedule a Proctor orientation session prior to the assessment window.

District Assessment Coordinator Checklist

The following checklist provides a suggested set of dates and tasks for District Assessment Coordinator.

Activity	Date
Work with technology coordinators to verify system and bandwidth readiness, including downloading of the latest version of the NWEA State Solutions Secure Browser. Refer to the <i>Maine Through Year System and Technology Guide</i> .	After March 1, 2023
Attend one of the virtual Maine Through Year Assessment administration trainings. March 16, 3:00 – 5:00 (registration link) March 21, 3:00 – 5:00 (registration link)	March 16, 2023, and March 21, 2023
Read the <i>Maine Through Year Assessment Coordinator Guide</i> (this document) and review scheduling guidance.	By March 24, 2023
Enter student supports and accommodations. Refer to the <i>Maine Through Year User and Student Management Guide</i> and the <i>Maine Through Year Assessment Accessibility Guide</i> . This task can also be assigned to School Assessment Coordinators.	After April 3, 2023
Distribute the <i>Maine Through Year Assessment Proctor Guide</i> to Proctors.	By April 17, 2023
Conduct SAU's School Assessment Coordinator orientation, including local administration schedule and procedures.	April 17-28, 2023
Assist and supervise Proctors during the Maine Through Year Assessment window.	May 1–26, 2023
Complete registration activities. Refer to the <i>Maine Through Year User and Student Management Guide</i> .	By May 26, 2023
Securely destroy Maine Through Year online assessment materials, such as test tickets and scratch paper.	By May 29, 2023
Enter not tested codes and update supports/accommodations in the testing platform as necessary.	By June 2, 2023

School Assessment Coordinator

School Assessment Coordinators will be responsible for providing secure assessment materials to Proctors. In the case of the online assessment, test tickets will need to be distributed. Do not distribute any assessment materials except the *Maine Through Year Proctor Guide* until the day of each session. On the day of the assessment, the School Assessment Coordinator should distribute the correct test tickets for that day's assessment to each Proctor.

After each day of assessments is completed, all assessment materials should be returned to the School Assessment Coordinator for secure storage as soon as possible. Be sure to collect all materials, including test tickets and scratch paper.

Proctor Orientation

Prior to the scheduled assessment dates, School Assessment Coordinators should conduct an orientation session for Proctors. Any teachers, counselors, administrators, or other familiar, qualified education personnel may act as Proctors.

In this orientation session, please discuss the following topics:

- **Assessment Schedule**—Be certain that Proctors know the assessment schedule.
- **Administration Preparation**—Proctors are to have received and studied the *Maine Through Year Proctor Guide* prior to orientation.
- **Accessibility Features**—Ensure that Proctors have an understanding of the universal tools available to all students as well as of the designated supports and accommodations available to students with specific needs. Share the *Maine Through Year Assessment Accessibility Guide* with Proctors. An overview of universal tools, designated supports, and accommodations can also be found in Appendix C.
- **Assessment Conditions**—Impress upon Proctors the importance of good assessment conditions (e.g., a comfortable, quiet room) and a positive approach to the assessment.
- **Security**: Emphasize that all assessment materials must be always kept secure prior to and during the assessment, and that completed answer sheets for paper/pencil forms must be kept confidential. Review required security procedures detailed in the [Maine Assessment Security Handbook](#).

School Assessment Coordinator Checklist

The following checklist provides a suggested set of dates and tasks for School Assessment Coordinators.

Activity	Date
Read the <i>Maine Through Year Assessment Coordinator Guide</i> (this document).	By March 13, 2023
Enter student supports and accommodations. Refer to the <i>Maine Through Year User and Student Management Guide</i> .	Beginning April 3, 2023
Distribute the <i>Maine Through Year Proctor Guide</i> and the <i>Assessment Administration Manual</i> to Proctors/Administrators.	By April 17, 2023
Attend district's School Assessment Coordinator orientation.	April 17-28, 2023 (<i>exact date determined locally by DAC</i>)
Conduct orientation session for Proctors.	April 17-28, 2023
Ensure that students view the <i>Online Student Tutorial</i> .	By May 1, 2023
Allow students to access the <i>online Item Type Samplers</i> , which act as practice assessments.	By May 1, 2023
Assist and supervise Proctors during the Maine Through Year Assessment window.	May 1–26, 2023
Securely destroy Maine Through Year Assessment materials such as test tickets and scratch paper.	By May 29, 2023
Enter not tested codes and update supports/accommodations to the assessment platform as necessary.	By June 2, 2023

Typical Assessment Duration

The Maine Through Year Assessments do not have time limits. While they provide students with as much time as needed to complete each content area, the estimated assessment-taking time is no more than 90 minutes. [Table 1: Assessment Duration Details](#) below lists the number of assessment questions per content area and the recommended scheduled assessment-taking time. Some students may require more or less time than others. When scheduling assessment sessions, these variances should be considered. Be sure to consider the time needed for other assessment-related activities, including test ticket distribution, starting the assessment session, launching the secure browser, or student log-in time.

Table 1: Assessment Duration Details

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

**All students in the same grade given the same assessment will receive the same number of assessment items.*

As noted, 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.

If individual students finish the assessment early, they may read or work on other assignments.

Scheduling the Assessment

There is flexibility in assessment scheduling. Schools should prioritize student needs related to environment, timing, and additional administration elements when building a schedule. Proctors should not pace students. All schedules need to account for students who may need additional time to complete the assessment.

With the design of the Maine Through Year Assessment, schools may opt to plan one assessment session for each assessment; however, schools may schedule two or more sessions for students to complete the assessment. This is considered a local decision.

Note: Due to the adaptive nature of the online assessment, students will not be able to go back to previous items. Students will begin where they left off when resuming the assessment after logging out.

Here are some guidelines for scheduling:

- The assessment may be scheduled on any day, Monday through Friday, but preferably not on a Monday.
- The Maine DOE recommends that the final week of the assessment window be considered a makeup week, with no regular sessions scheduled during that week.
- Alternate testing schedules may be used for students with identified needs (e.g., frequent breaks).
- Younger students are more likely to need more frequent breaks or multiple sittings to complete the assessment.
- All assessments must be scheduled and completed within the assessment window.
- Since SAUs know their students best, they should consider student needs as well as these scheduling guidelines when creating an assessment schedule. Students who finish the assessment early may read or work on other assignments, but not on their computers or devices.
- Students arriving at a new school will be transferred to the correct school in the Maine Through Year platform during the nightly sync with NEO. When students arrive at a new school, transfer the student into the new school or SAU for the assessment via the assessment platform. Any completed or in-progress assessments will be transferred along with the student record.
- Regardless of the schedule used, the assessment administration must be consistent and standardized, and the scripted directions must be followed.
- Student benefit should always be considered first with regard to scheduling.
- Whenever possible, it is recommended that the first half of the assessment window be used for administering assessments, leaving the remainder of the assessment window open for unforeseen rescheduling.

- It may be advisable to postpone the assessment if a large percentage of the school population is absent on any selected day or days, or if an event causes a level of disruption or distress that could result in students performing below their capabilities. District personnel are urged to keep the best interests of the students in mind when deciding to reschedule assessment dates. Early administration of the assessment should eliminate most scheduling problems.

Student Participation and NTCs

The purpose of the Maine Through Year assessments is to provide information on student learning strengths and needs throughout the year as well as student performance according to Maine's accountability standards, the Common Core State Standards. The Every Student Succeeds Act requires that at least 95% of students (who are eligible to test) participate in the state assessments.

If any student is not assessed, the reason should be recorded in the assessment platform. Refer to not [tested codes \(NTCs\) on page 27](#) and page 28 for instructions.

Note: All NTCs must be recorded by June 2, 2023.

Student Withdrawal or Enrollment During Assessment Window

If a student enrolls during the established assessment window, it is the new school's responsibility to determine whether the student was assessed at their previous school. If the new student has not yet taken, or partially completed, the Maine Through Year Assessment for a required subject, it is the new school's responsibility to administer the assessment in its entirety to the student before the last day of the assessment window (May 26, 2023). If the school has not yet completed assessments, the newly enrolled student should participate in the regularly scheduled assessment sessions with the rest of the student population.

Note: Verify that students are enrolled correctly in NEO to ensure their assessment enrollments appear correctly in the assessment management platform, Acacia.

If the student was already administered the Maine Through Year Assessment for a required subject in its entirety at their previous school but the new school has not completed its scheduled assessments, it is appropriate to make other educational arrangements for the student while the rest of the student's classmates are taking the assessment. It is the new school's responsibility to complete the necessary research to avoid reassessing students who have already completed the assessment.

If a student is administered the paper/pencil Maine Through Year Assessment during the scheduled assessment sessions but withdraws prior to the end of the established assessment window, the assessing district should have a scribe enter the responses into the platform for scoring as intended. If the assessments were not completed before the student left, the scribe should enter answers for only those questions the student has completed.

If a student transfers to a new school after starting but not completing part of a Maine Through Year assessment for a required subject, the student's assessment enrollments

will be transferred in the Maine platform during the nightly sync with NEO, provided the SAU has updated the student's enrollment information in Synergy. The student's assessment will be transferred, and the student can continue. The school that the student is leaving should securely destroy the paper materials.

For more guidance regarding special enrollment circumstances, please review [Maine's Comprehensive Assessment System \(MECAS\) Guidelines](#).

Participation with Supports and Accommodations

All students are expected to participate in state assessments. No student, including students with disabilities, may be excluded from the state assessment and accountability system. The Maine Through Year Assessment has three tiers of accessibility features to support the inclusion of all students in the state assessment:

1. **Universal Tools:** Universal Tools are available to all students. These include embedded universal tools automatically available within the assessment platform to all students as well as providing scrap/scratch paper to all students.
2. **Designated Supports:** Designated Supports 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 assessment item.
3. **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.

For more information on accessibility features, including universal tools, designated supports, and accommodations, refer to Appendix C or the *Maine Through Year Assessment Accessibility Guide*.

Designated supports and accommodations are assigned when students are registered. For more information on registering students and assigning supports/accommodations, such as text-to-speech, see the *User and Student Management Guide*.

Participation of Multilingual Learners

According to the Every Student Succeeds Act (ESSA) and state law, English learners ([in Maine, multilingual learners or MLs](#)) must be provided the opportunity for equitable access to all required state assessments.

Districts should carefully consider the tools and resources utilized by MLs on a routine basis to access classroom instruction. These should be implemented as designated supports for the student during the assessment experience. For additional information about accessibility features, including designated supports, please reference the *Maine Through Year Assessment Accessibility Guide* or Appendix C.

Participation of Newcomers Identified as Multilingual Learners

Multilingual learners who were enrolled in a United States school for the first time by February 4, 2023, as indicated in the appropriate field in Synergy State Edition “US School Entry Date” and subsequently identified as MLs, have a one-time exemption from the Reading assessment within one year of arrival. The following criteria must be met:

- The student is administered the appropriate [English language proficiency screener](#) and identified as a multilingual learner.
- The student participates in the Spring 2023 ACCESS for ELLs during the assessment window.

SAUs are encouraged to consider whether the exemption from the Reading assessment is applicable on an individual basis and to include the parents/guardians of the student in the decision-making process, whenever possible. The benefits of assessment participation, including the establishment of baseline data, should be shared with the parents/guardians as part of this discussion.

There is no exemption from the Mathematics assessment for newly arrived MLs.

More information on participation of Multilingual Learners in the Maine Educational Assessments can be found in the [Maine Comprehensive Assessment System \(MECAS\) Guidelines](#).

Maine Through Year Assessment Security

In a centralized assessment process, it is critical that equity of opportunity, standardization of procedures, and fairness to students is maintained. Therefore, Maine DOE requires that all assessment administrators and proctors review the information in [Maine Assessment Security Handbook](#).

The Maine DOE recommends that Assessment Administrators (or Proctors) report any potential irregularities to the School Assessment Coordinator. This is especially important for any irregularities that may

- (1) involve a breach of assessment item security,
- (2) lead to assessment invalidation,
- (3) involve student misbehavior, or
- (4) involve educator misbehavior.

The School Assessment Coordinator, or other administrator, should report irregularities to Krista Averill, Maine DOE Assessment Coordinator, at Krista.Averill@maine.gov or 1-207-215-6528. See the [Maine Assessment Security Handbook](#) for more details on this process.

MEA Assessment Security and Data Privacy Agreement

School Assessment Coordinators, Assessment Administrators, and Proctors are required to complete and sign the [MEA Assessment Security and Data Privacy Agreement](#). Signed copies should be filed and kept on-site, available for delivery to the Maine DOE if requested.

Assessment Ethics and Appropriate Practice

All teachers need to be familiar with appropriate assessment ethics and security practices related to assessments. Proctors are expected to actively monitor student participation in the assessment to ensure students remain on-task. Professionalism, common sense, and practical procedures will provide the right framework for assessment ethics. The [Maine Assessment Security Handbook](#) outlines clear practices for appropriate security.

Online Security

Student test tickets contain student-level password information for accessing the assessment and must be kept secure. Proctors should print or be given the student test tickets prior to assessment administration, allowing them ample time to review and organize the tickets for distribution before the assessment begins. Once an assessment session is started, only the student taking the assessment is allowed to view the student's screen. No one is allowed to view or copy assessment content while a student is taking the assessment.

This *Maine Through Year Assessment Coordinator Guide* is not considered a secure assessment material.

Student Assessment Security

Students should look only at their individual computers. For further security, folders may be set up around each computer screen to eliminate any possibility of students looking at other computer screens. For larger groups, it is advisable to have a sufficient number of Proctors to monitor the room. Paraeducators under the supervision of a certified teacher may be used as Proctors.

Returning or Destroying Secure Materials

Proctors should be sure to collect all student test tickets, scratch paper, and assessment booklets (where applicable) from students after the assessment so that those materials can be securely destroyed.

Part 2 — Navigating the Platform

Platform System Requirements

The management and reporting insights platform is supported on the latest versions of the following browsers:

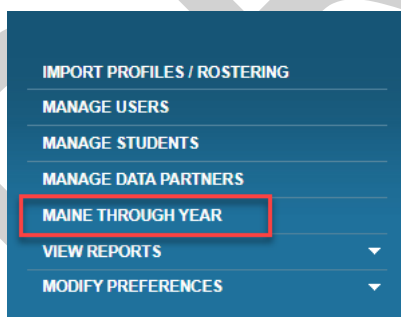
- Google Chrome™
- Mozilla® Firefox®
- Mozilla Firefox LTS
- Microsoft® Edge™
- Safari®
- Safari on iPad®

The website is optimally viewed using a 1280 x 1024 screen resolution. System functionality and screens may display, operate, or appear differently in different browsers and operating systems.

Access the Management Platform

To access the management platform:

1. Log in to MAP at <https://teach.mapnwea.org> using your MAP login credentials.
2. Select the **Maine Through Year** link in the left navigation menu.



3. You will be automatically directed to the new assessment management platform.

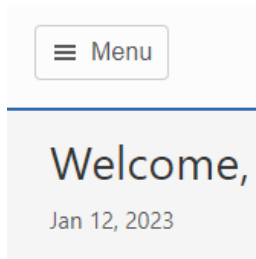
Platform Home

Access the management platform home page at any time by clicking **Home** at the top of the main menu on the left. Find the following on the home page:

- **News & Announcements:** The left section of the home page contains announcements from the state.
- **Shortcuts:** Towards the bottom of the home page, find quick links to commonly used functions, such as Add Student, Monitor Test, or View Reports. Available shortcuts will vary based on assigned user roles.

Navigation Menu

To show or hide the menu, select the **Menu** button at the top left.



Your User Profile

Your user information and roles will be automatically synced to the assessment platform (may also be referred to as CAP, Comprehensive Assessment Platform) from the MAP Growth (MARC) platform.

At the top right of the management platform website is a **Profile** icon. To view or make updates to your profile:

1. Select the **Profile**  icon.


2. Make any necessary updates and select the **Update User** button.


A green rectangular button with the text 'Update User' in white.

Note: Updates to first or last names are not reflected in the username. Usernames are created automatically by the system and cannot be changed.

Help and Logout

Next to the **Profile** icon are the **Help** and **Logout** icons.



The **Help**  icon directs users to where they can find help documentation.

The **Logout**  icon closes your current session and redirects the web browser to the login page.

View Organization Information

Each district and school is categorized as an organization and has information associated with it, such as an address. Access to view this information is based on your role. For example, District Assessment Coordinators can view information at both the SAU and school level, while School Assessment Coordinators can only view information at the school level.

To view organizations you have access to:

1. In the main menu, select **Organizations > View & Edit Orgs.**
2. On the **View & Edit Organizations** page, enter the search criteria (organization type, name, code, or city).
3. Select **Search** to view the results.
4. To view organization information, select the **Edit** icon in the **Actions** column. A profile page for the organization appears.
5. In the top right, four tabs are available: **General Info**, **Addresses**, **Users**, and **Structure**. Select the tab containing the information you want to view. Functionality varies based on your user role.
 - a. **General Info:** View the organization name, code, type, and responsible organization (for example, the “responsible organization” for a school is a district).
 - b. **Addresses:** View the mailing address and billing address.
 - c. **Users:** View a list of users at the organization, including their email, role, and status. Select the **Edit** icon  in the **Actions** column to view or edit a user. Refer to the *User and Student Management Guide* for details.
 - d. **Structure:** View a list of child organizations (for example, a school is a “child organization” of a district). Select the **Edit** icon  in the **Actions** column to view a child organization.

Part 3 — Manage Student Groups and Sessions

Create New Student Groups for Reports or Assessment Sessions

Student groups can define reporting groups, assessment sessions, or both. If you need to create a new group of students to appear in a report, or you need to create a new test session, you can accomplish this by creating a group and selecting the desired group type.

To create a new student group:



1. In the main menu, select **Students > Student Groups**.
2. Above the search criteria, select the **Create** tab on the right.
3. Select the **School**, **School Year**, and **Assessment Type** from the drop-down lists.
4. Select **Continue**.
5. Select the appropriate settings for the group. If you choose a wrong setting, select the X next to that setting to remove it.
 - **Test Administration:** Select all test administrations that apply.
 - **Subject:** Select **Math**, **Reading**, or both. This option determines which test will appear in reports or test sessions for this group. Note that this does not change any student registrations.
 - **Group Name:** Enter a name that will appear in any reports or test sessions for this group.
 - **Group Type:** Choose **Online Testing**, **Reporting**, or both.
 - **Online Testing:** This option creates a test session for the group under OnlineTesting > Manage.
 - **Reporting:** This option allows reports to be generated for this group.
 - **User Access to this Group:** Assign individual users to this group. Typically, you will assign a teacher for a reporting group, or a Proctor for an online testing group.
6. Select **Continue**.
7. Enter search criteria to find students to add to the group. The **Grade** field is required; optionally enter last name, first name, or student ID. You may enter multiple grades.

8. Select **View** to see a list of students.
9. Select the checkbox next to the names of students you want to add to the group, then select the **Add To** button to add students to the list of selected students on the right.
10. To remove students from the list of selected students, select the checkbox next to the names of students you want to remove, then click the **Remove** button. The student names will move out of the list of selected students.
11. Select **Save Student Group** to create the group.

Search for and View Student Groups

Student groups define reporting groups and online test sessions. Users such as teachers or proctors can be assigned to student groups, allowing that user to view reports or test sessions.

To search for student groups:

1. In the main menu, select **Students > Student Groups**.
2. On the **Student Groups** page, select search criteria using the **School**, **Year**, and **Test Administration** drop-down lists.
3. Select the **Find** button to view a list of groups matching the search criteria.
4. Click the **Edit** icon  in the **Actions** column to update the group, or the **Delete**  icon to delete the group. Refer to [Create New Student Groups for Reports or Assessment Sessions](#) on page 22 for information about the available group settings.
5. After editing is complete, select **Save Student Group** to save the changes.

View Online Test Sessions

To view and manage a test session, complete the following steps.




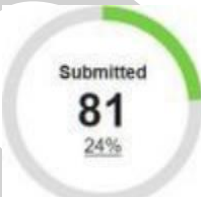
1. In the main menu, select **Online Testing > Manage**.
2. From the drop-down lists, select the **Test Administration**, **Subject**, **Testing Grade**, and **School**, then select **Search**.
3. An overview of testing progress for the criteria you selected appears.
4. Below the test status icons, the available test session groups are listed, including the number of students in each status.
5. To view a test session, click the **View Session** icon in the **Actions** column. To view all students, click the **View Session** icon for the **All Students** entry at the top of the results list.
6. A list of students in the session appears below the search filters.
7. Optionally, enter filters to view students meeting specific criteria, or select one of the test status icons, such as **Ready to Test**, to view all students in that status.

Monitor Test Status

Status Monitor Icons

When viewing a list of sessions or an individual session, the status monitor icons summarize the testing progress of students in that session or sessions. The available statuses are listed in [Table 2: Status Monitor Icons](#).








Table 2: Status Monitor Icons

Icon	Assessment Status Icon Descriptions
	<p>The Ready to Test icon displays the number and percentage of students who are enrolled and ready to take the assessment. It includes assessments in the Registered, Enrolled, and Ready to Test statuses. All assessments remaining in these statuses at the end of the testing window are changed to Expired.</p>
	<p>The In Progress icon displays the number and percentage of students actively taking the assessment. It includes assessments in the In Progress status only.</p>
	<p>The Alerts icon displays the number and percentage of students who have logged out and have not completed an assessment or have an enrollment hold. These students need test ticket login information to log back in and complete an assessment. This count includes tests in the Inactive and Enrollment Hold statuses. Note: If any test registrations are in the Enrollment Hold status during the week before testing starts, contact NWEA Partner Support to resolve the hold.</p>
	<p>The Submitted icon displays the number and percentage of students who completed and submitted assessments. It includes assessments in the Submitted status only.</p>

Student Test Status



When viewing a list of students in a test session or other set of search results under **Online Testing > Manage**, the status of each student's test is shown in the **Test Status** column. The available statuses are listed in [Table 3: Student Assessment Status](#) on the next page.

Table 3: Student Assessment Status

Icon	Descriptions
	The Registered icon indicates that the student is registered for an assessment, but the online assessment is not yet available.
	The Enrollment Hold icon indicates that the student's enrollment is not yet processed. Please contact the Support Center.
	The Ready to Test icon appears before the initial login to an available assessment or after a submitted assessment has been reopened. The student can log in using the information on the student test ticket.
	The In Progress icon indicates that the student is logged in and actively taking the assessment or has paused the assessment.
	The Inactive icon indicates that the student has logged out of the assessment or has been logged out due to inactivity. The student can log back into the assessment using the information on the student test ticket.
	The Completed icon indicates that the student has submitted the assessment. The student will no longer be able to log in to the test.
	Incomplete tests when test window ends: Tests that have been started but not completed by the end of the testing window will be scored as-is.

Test Session Actions


Depending on the status of the student's test and your user role, the following actions are available to you in the Actions column when viewing a list of students in a test session or other search in **Online Testing > Manage**.

Icon	Descriptions
	Print. Downloads a PDF of the student test ticket for printing.
	Test Attributes. Opens a window that allows users to assign an NTC. Refer to Assign Not Tested Codes (NTCs) on page 27 for details.

Download and Print Test Tickets

Proctors and Assessment Coordinators can print student test tickets.

To download and print student test tickets, follow these instructions:

1. In the main menu, go to **Online Testing > Manage** and find the test session you want to print tickets for. Refer to [View Online Test Sessions](#) on page 23 for detailed instructions.
2. To print tickets for all eligible students, select **Print All Tickets/Rosters** at the top of the student list.
3. To print tickets for a set of students, select the checkbox next to the students you want to print tickets for, then select **Print Selected Tickets/Rosters** at the top of the student list.
4. To print a ticket for a single student, select the **Print** icon  in the **Actions** column for that student.
5. A printable PDF document appears with test tickets for the student or students you selected.

Assign Not Tested Codes (NTCs)

States and SAUs are required to assess all students in grades 3–8 and one year of high school. In the rare event that a student is unable to participate in required assessments, an NTC must be assigned to their registration. NTCs can be assigned manually, either in the student’s profile or a test session, or via an import file. NTCs must be applied before the end of the assessment administration window.

Available NTCs

The available NTCs are listed below in [Table 4: Descriptions of Available NTCs](#).

Table 4: Descriptions of Available NTCs

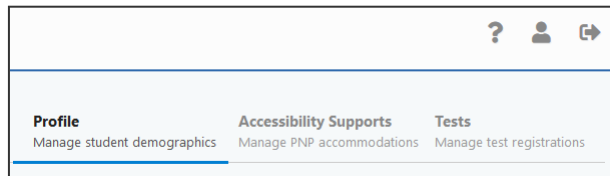
Code	Description	Explanation of use
INV	Invalid (<i>requires State Approval</i>)	<p>Student’s assessment was invalidated, such as due to a security breach.</p> <p>Assessment administrators and proctors should report assessment irregularities to the School Assessment Coordinator (SAC). The SAC should report assessment irregularities to Krista Averill, Assessment Coordinator, at Krista.Averill@maine.gov or 1-207-215-6528. Score invalidations are determined by Maine DOE.</p>
PAR	Parent Refusal	<p>Students were not assessed because of a written request from a parent or guardian.</p> <p><i>Note:</i> Students who are eligible for assessment, but do not participate, count as non-participants in Maine’s accountability system.</p>
STR	Student Refusal	<p>Students were not assessed due to student refusal to participate.</p> <p><i>Note:</i> Students who are eligible for assessment, but do not participate, count as non-participants in Maine’s accountability system.</p>
EMW	Emergency Medical Waiver (<i>requires State Approval</i>)	<p>The student was not assessed because of an approved emergency medical waiver.</p> <p>For more information, see the Special Considerations Exemption Instructions.</p>
RMV	Removal	<p>Student left the SAU before the assessment window; student is a full-time home-schooled student; or there are duplicate student records.</p>

Assigning NTCs in the Student Profile

To add NTCs:

1. Search for and view the student profile. Refer to the *User and Student Management Guide* for detailed instructions.


On the Student Profile page, select the Accessibility Supports tab in the upper right.



2. Select the applicable assessment administration from the drop-down list, then select View Supports.
3. Locate the **Test Administration Test Attributes** section at the bottom and select the NTC from the drop-down lists for the appropriate test. Refer to [Assign Not Tested Codes \(NTCs\)](#) on page 27 for more details about assigning NTCs.
4. Select **Save Updates**. A confirmation window appears.

Assigning NTCs in the Online Test Session

To assign an NTC to a student in the online test session:

1. In the main menu, go to **Online Testing > Manage** and find the test session. Refer to [View Online Test Sessions](#) on page 23 for detailed instructions.
2. Locate the student you want to assign an NTC to and select the **Test Attributes** icon  in the **Actions** column.
3. The **Update Test Attributes** window appears. Select the NTC from the drop-down list.
4. Select **Save** to apply the NTC.

Assigning NTCs via File Upload

This method is useful if you need to assign NTCs in bulk. Refer to the *User and Student Management Guide* for detailed instructions.

Part 4 — Managing Paper/Pencil Assessment and Materials

District Assessment Coordinator Responsibilities for Paper/Pencil Assessments

Requesting Paper/Pencil Assessments

For students who need a paper/pencil assessment, verify that the student is assigned **Plain Paper, Braille, or Large Print** as appropriate in the **Accessibility Supports** section of the student's profile. Refer to the *User and Student Management Guide* for details.

Plain Paper and Large Print Assessments: Download, Print, and Distribute Assessment Materials

NWEA will contact the District Assessment Coordinator (DAC) to provide secure download instructions and login credentials for paper/pencil materials to be printed locally at the district. The secure download site is <https://download.nwea.org>.

Download the forms provided, print the assessment materials, and distribute them to schools. Use the Material Orders report to confirm how many students need paper/pencil materials, and which schools to send the materials to. Refer to [Materials Order Report on page 33](#).

Braille Assessments: Receive, Inventory, and Distribute Assessment Materials

All materials for braille Maine Through Year Assessments will be shipped to schools by NWEA. Orders will be mailed to the School Assessment Coordinator at the school mailing address on file with Maine DOE. Materials for each school will be packed separately and marked clearly. Follow these steps to ensure that the district and schools have all the materials needed for assessments:

- 1. Count all school and district packages immediately upon receipt.**

Verify that all braille assessment packages were received. Immediately report any missing packages or receipt of packages intended for other districts to customer support.

- 2. Inventory the materials.**

Open the packages and inventory the contents. If not inventoried at the district level, distribute the school packages and allow enough time for the School Assessment Coordinator to inventory the materials.

- 3. Distribute materials to schools.**

Send the braille assessment materials to the School Assessment Coordinators.

- 4. Immediately report any shortages or the incorrect receipt of assessment materials.**

After School Assessment Coordinators inventory their materials and report back to you, direct any issues to partner support for reconciliation.

After the Assessment: Receive and Securely Destroy Returned Materials

Once the assessment window is complete and scribes have entered student responses into the online platform, School Assessment Coordinators will return paper/pencil assessment materials to you. Securely destroy all materials, including both locally printed paper/pencil and large print forms as well as braille forms provided by NWEA. No materials should be shipped back to NWEA.

District Assessment Coordinator Checklist for Paper/Pencil Assessments

The following checklist is intended as a suggested set of dates and tasks for District Assessment Coordinators.

Task	Due Date
Identify individual students who will be administered the paper/pencil, large print, and braille assessments within the assessment platform.	Beginning April 3, 2023
Receive braille paper/pencil Item Type Samplers and secure materials from NWEA.	Beginning April 10, 2023
Download large print and print-on-demand forms for identified students.	April 24, 2023
Securely destroy paper/pencil assessment materials.	By May 29, 2023

School Assessment Coordinator Responsibilities for Paper/Pencil Assessments

Receive and Take Inventory of School Materials

Packages containing braille forms should be opened immediately upon receipt to inventory the contents. School Assessment Coordinators should verify the contents of their packages. All packages should be kept for use when returning materials to the District Assessment Coordinator when assessments are finished. The quantity of materials packed for each school was based on data collected during the rostering process.

Provide Assessment Booklets to Proctors

School Assessment Coordinators will be responsible for providing secure assessment materials to Proctors. All standard assessment booklets are provided as single materials. Do not distribute any assessment materials, except the Maine Through Year Assessment Proctor Guide, until the day of each session.

On the day of the assessment, the School Assessment Coordinator should distribute the correct assessment booklets needed for that day's assessment to each Proctor. Assessment booklets should be distributed to Proctors early enough on the day of the assessment to give them ample time to review directions prior to the assessment. After each day of the assessment is complete, all assessment materials should be returned to the School Assessment Coordinator for secure storage as soon as possible. Be sure to return all materials, including used and unused assessment booklets and scratch paper.

Process Materials after the Assessment

Provide Assessment Documents to Scribe for Entry into the Online System

If scribes have not already transcribed paper/pencil assessments into the online system, provide the returned assessment documents to the scribe for transcription. Refer to the [*Maine Through Year Assessment Proctor Guide*](#) for instructions on transcribing assessments.

Securely Destroy Materials On-Site

Local SAU policy will determine whether School Assessment Coordinators should securely destroy test tickets, scrap paper, and accommodated paper forms on-site, or if all materials should be sent to the district office to be securely destroyed by the District Assessment Coordinator. If shipping to the district office, maintain assessment security during shipping and keep a record of what you send.

School Assessment Coordinator Checklist for Paper/Pencil Assessments

The following checklist is intended as a suggested set of dates and tasks for managing paper/pencil assessments for School Assessment Coordinators.

Task	Due Date
Download PDFs of the paper/pencil Item Type Samplers from the Maine Assessment Portal.	Beginning early March 2023
In the assessment platform, verify that students are assigned the paper form.	Beginning April 3, 2023
Assist and supervise Proctors during the assessment window.	Assessment Window: May 1–26, 2023
Ensure all responses are scribed in the online platform for each individual student.	By May 26, 2023
Securely destroy paper/pencil assessment materials not sent back to the District Assessment Coordinator.	By May 29, 2023

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Part 5 — Operational Reports

About Operational Reports

These reports are designed to help School and District Assessment Coordinators monitor **assessment statuses** and the status of materials orders. They do not include assessment results.

To access operational reports:

1. In the main menu, select **Reports > Operational**.
2. Select the **Organization** and **Report Type** from the drop-down lists.
3. Select **Find**.
4. Information about the report appears below. Select the icon in the **Download** column to download the report.

List of Available Reports

Materials Order Report

This report lists each school that needs paper/pencil, braille, or large print forms, and how many of each kind of form were requested for each grade. It also includes the shipping contact and shipping address for each school.

Braille materials will be shipped to districts by NWEA. Other paper/pencil and large print assessments can be printed by the district; NWEA will contact District Assessment Coordinators with information on how to securely download the assessment materials.

Use this report to determine how many of each standard paper/pencil and large print forms to print, and to keep track of how many braille forms you should receive from NWEA.

Mobility Report

This report shows a list of each student transferred between organizations during the assessment window, including information such as the student's previous district and school, current district and school, the date and time the student was transferred, the user who initiated the transfer, and the reason provided for the transfer.

NTC Usage Report

This report shows each test registration to which an NTC was applied. It shows information about the student, the test registration including content area and any assigned supports/accommodations, the district and school of attendance and accountability, the online testing group name, and the NTC assigned.

Organization Report

This report shows each organization to which you have access, including the name, type (such as school or district), code, shipping information, phone number, and the code for the organization's parent organization.

Registration Report

The Registration report lists students and the assessments they are registered for, including any accommodations, assigned NTCs, and group names. This report shows one line for each class. This report is in the same format as the roster file used for student registration, so users can generate this report, make changes to student registration, and upload the file. This can be useful to assign NTCs or groups in bulk.

Refer to the *User and Student Management Guide* for instructions.

Summary Testing Status Report

This report shows how many students are in each testing status (such as Ready to Test, In Progress, Inactive, or Submitted) at each school, grade, and content area combination.

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Part 6 — Additional Questions

If you have questions pertaining to state policy, including but not limited to scheduling the assessment, District and School Assessment Coordinator responsibilities, requirements for student participation, assessment security, and accessibility, please contact the Maine DOE Assessment Coordinator for the Maine Through Year Assessment, Krista Averill, at Krista.Averill@maine.gov or 1-207-215-6528.

If you have any additional questions, please contact NWEA Maine Partner Support by phone at 1-855-430-1777.

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

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

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Appendix A — Suggestions for a Smooth Assessment Process

- Start assessment preparations early, plan ahead, and assign a building coordinator.
- Gather assessment materials as soon as online tools and booklets are available. Keep assessment materials secure and in a locked room.
- Read all security requirements; School Assessment Coordinators, Assessment Administrators, and Proctors should all complete the [MEA Assessment Security and Data Privacy Agreement](#).
- Read all applicable assessment administration guides.
- Attend training. Prepare to train all assessment administrators and Proctors.
- Examine student lists for accuracy and building assignments. Verify all state assessment rosters.
- Take advantage of all Item Type Sampler opportunities.
- Develop a scheduling plan for the assessment window.
- Establish an assessment setting that matches the instructional setting as much as possible. (For example, an auditorium setting for assessments is not like a classroom setting.)
- Protect instructional time as much as possible.
- Do not wait until the end of the assessment window to begin assessing your students.
- Avoid Mondays as assessment days.
- Organize and communicate decisions about accessibility supports.
- Communicate the assessment plan with all staff.
- Communicate the importance of the assessment with staff and with students.
- For online assessments, prepare the computer room setting or the laptops ahead of time. Launch the NWEA State Solutions Secure Browser on each machine to ensure that each device meets minimum requirements.
- Prepare “Testing in Progress” signs for the doors.
- Encourage students to do their best. Establish a positive culture around the assessment and the topic of appropriate uses of the assessment data.
- Develop a consistent building plan for what students are to do when they are done with the assessment.
- Follow the scripted directions for all assessments, both online and paper/pencil.

Appendix B — Maine Assessment Security Handbook

To help ensure appropriate administration of state assessments, the Maine DOE seeks to develop a common understanding of what practices are appropriate and to establish procedures to reinforce their consistent implementation.

The [Maine Assessment Security Handbook](#) presents the general expectations of the Maine DOE for the administration of statewide assessments. Maine's policies and procedures around security are presented in four sections in the handbook as described in the list below:

1. **Prevention of Irregularities** – Best practices for avoiding irregularities including training to prepare for assessments, handling of materials, expectations for students, appropriate assessment environments, etc.
2. **Detection of Irregularities** – Steps to be taken at both the state level and the local level to monitor the assessment administration and detect/report any irregularities that may threaten the validity of the results.
3. **Investigation of Irregularities** – Outline of the steps to be taken by the local education leaders in collaboration with the Maine DOE to best understand the incident and its implications should an irregularity require investigation.
4. **Resolution of Irregularities** – Guidelines for working with the Maine DOE to optimally resolve irregularities and to ensure valid results for all students.

Appendix C — Accessibility Features

For a complete description of accessibility features, including universal tools, designated supports, and accommodations, please see the *Maine Through Year Assessment Accessibility Guide*.

Universal Tools for All Students

Embedded Universal Tools

Provisions Within the Online Assessment Platform

Embedded universal tools are automatically provided within the assessment platform to all students, and include the following:

- Calculator (Math only and with specific items)
- Color Contrast
- Eliminator
- Graph Paper (Math Only)
- Guideline
- Help Videos
- Highlighter
- Keyboard Navigation
- Notepad
- Protractor (Math only and with specific items)
- Reference Sheet (Math Only): In addition to students accessing the electronic copies of the Mathematics Reference Sheet within the assessment platform, schools can also provide printed copies of the Mathematics Reference Sheet. These are located on the Maine Assessment Portal.
- Ruler (Math only and with specific items)
- Zoom

Students should use the Item Type Samplers to familiarize themselves with Universal Tools, such as the Notepad and Highlighter.

Non-Embedded Universal Tools


Provisions Outside of the Online Assessment Platform

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 that must be assigned to individual student by DAC/SAC		
Text-to-Speech (TTS)		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 students are tested individually in a separate setting.

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 math (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.).
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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 + 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	<p>Text is read aloud to the student by an Assessment Administrator human reader as documented in the IEP/504 plan. (This accommodation applies to directions, questions, and answer choices.)</p>

American Sign Language	Text is translated via a sign language interpreter to the student by a 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. A 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 are 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)	<p>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.</p> <p>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.</p>

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