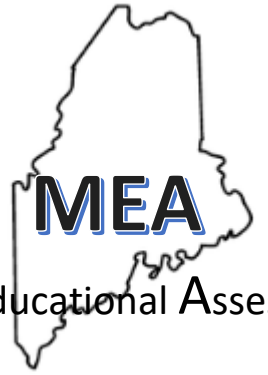

Maine Educational Assessments

Maine Comprehensive Assessment System Guidelines

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Maine Comprehensive Assessment System (MeCAS) 2021-2022

The Assessment Team and the Maine Department of Education have prepared this document to provide background and reference information for educators and administrators responsible for administration of assessments to Maine students. This document is designed to provide the breadth of background information that district and/or school personnel need to carry out the responsibilities for the successful administration of the individual assessments within the Maine Comprehensive Assessment System providing general information that is common across all assessments in the Maine Comprehensive Assessment System. This document is not intended to replace assessment specific guides or handbooks.

Maine Educational Assessments (MEA)		
Assessment Name	**Assessment Dates**	**Intended For**
English Language Proficiency (ACCESS for ELLs)	1/10/22 – 3/4/22	English learners K-12
English Language Proficiency (Alternate ACCESS for ELLs)	1/10/22 – 3/4/22	English learners 1-12 w/ the most significant cognitive disabilities
Mathematics, Reading and Language Usage (NWEA)	10/4/21 – 10/29/21 5/2/22 – 5/27/22	Grades 3-8, and 3rd year of high school
Mathematics & ELA/Literacy Alternate Assessment (MSAA)	3/14/22 – 4/29/22	Students w/ the most significant cognitive disabilities; Grades 3-8, and 3rd. year high school
Maine Science Assessment	5/2/22 – 5/13/22 5/16/22 – 5/27/22	Grades 5, 8 and 3rd year high school
Science Alternate Assessment (MSAA Science)	3/14/22 – 4/29/22	Students w/ the most significant cognitive disabilities; Grades 5, 8, and 3rd. year high school

National & International Assessments		
Assessment Name	**Assessment Dates**	**Intended For**
National Assessment of Educational Progress (NAEP)	1/24/22– 3/4/22	Mathematics and Reading Grades 4 and 8 Civics and U.S. History Grade 8
International Assessments (PISA)	9/30/21- 10/29/21	Mathematics, Reading, Science, and Financial Literacy

SECTION 1: ASSESSMENT REQUIREMENTS

Maine's public-school students at specific grade levels must be annually assessed in specific content areas based on both federal and state law.

1.1 Federal requirements

Under the federal Elementary and Secondary Education Act (ESEA), the Maine Department of Education (Maine DOE) is required to annually assess public school students in grades 3-8 and at one point in high school (third year high school in Maine) in mathematics and English language arts (ELA)/literacy. Maine DOE is also required to assess public school students in science at three grade levels (grade 5, grade 8, and third year high school).

Additionally, English learners (ELs) in grades K-12 must participate in an annual assessment of their English language proficiency.

We interpret these requirements as applying to all students whose education is paid through Maine's public-school funds, even if those students are attending a private school. Publicly funded students are eligible and required to participate in Maine's state assessment program at state expense, whether they participate in the general assessment or an alternate assessment.

Moreover, School Administrative Units [SAUs] and schools, that are biennially selected to participate in the National Assessment of Educational Progress (NAEP), are required to do so under the federal ESEA.

1.2 State requirements

Expectations for assessment in Maine's legislation can be located in Title 20-A, Chapter 222 Standards and Assessment of Student Performance.

These assessments apply to students in the public elementary and secondary schools, in public, charter and magnet schools, as defined in section 2401, subsection 9, and in all private schools approved for tuition whose school enrollments include at least 60% publicly funded students.

The Maine DOE interprets this requirement as meaning that ALL students enrolled in Maine's public schools, Special Purpose Private Schools [SPPS], regional programs, charter schools, or private schools with at least 60% publicly funded students are eligible for and must participate in the state assessments of mathematics, ELA/literacy and science content areas. In these schools, the participation of ALL students really does mean ALL. Students attending Maine's public schools, SPPS, regional programs, charter schools, or private schools with at least 60% publicly funded students whose tuition is paid from a source other than Maine public funds must also participate in these state assessments (general or alternate).

1.3 Which of Maine's students must be assessed?

Based on the combination of federal and state requirements, students in grades 3–8 and third year high school, including English learners, must participate in Maine's state assessment of mathematics and ELA/literacy. Students in grades 5, 8, and third year high school students, including English learners, must participate in Maine's state assessment of science.

Eligible students required to participate in Maine Educational Assessments include:

- Students who attend a Maine public school (state requirement)
- Students who attend a Maine charter or magnet school (state requirement)
- Students who attend a private school with at least 60% publicly funded students (state requirement)

- Students supported by Maine public funding, regardless of where they attend school (federal requirement)

Additionally, English learners (ELs) in grades K-12 must participate in an annual assessment of English language proficiency. The following English learners are eligible and required to participate in the annual assessment of English language proficiency.

- ALL English learners enrolled in Maine's public schools, Special Purpose Private Schools [SPPS], regional programs, charter schools, are required to participate in an annual assessment of English language proficiency.
- ALL English learners whose tuition is publicly funded to attend a private school (federal requirement).

SECTION 2: ENROLLMENT AND PARTICIPATION

All students as defined in the previous section must participate in MEA except for those who meet the criteria for the Special Considerations exemption or the recently arrived English learner exemption from the ELA/literacy assessment. This includes students designated as homeless, in foster care, and state agency clients. Participation may occur through standard administration of MEA, administration with accommodations, or through alternate assessments for students with significant cognitive disabilities.

It is essential that schools keep their enrollment data current in Synergy State Edition MEA reports are based on student primary enrollments in Synergy State Edition. **Schools are responsible for regularly updating individual student enrollment information in Synergy State Edition to ensure that MEA reports reflect accurate information**. The official student data of record, except for accommodations, will be supplied by Synergy State Edition for all 2021-2022 MEA assessments. To ensure that an accurate roster of students is available for assessment, schools must update and verify student enrollment on a daily basis as needed. To assist communication between schools, the Maine DOE has posted contact information for District Data Specialists. (choose SAU Primary Contacts/By Primary Contact Type; then filter by Data Specialist)

All MEAs must be administered in accordance with the rules contained in the corresponding Assessment Administration Manuals.

2.1 Public program in resident or responsible School Administration Unit (SAU)

2.1.1 Students who are attending a program in their resident or responsible SAU that is located in a school other than their grade appropriate school must be enrolled in their grade appropriate school.

2.1.2 Each student attending a program in the resident or responsible SAU that is not located in the grade appropriate school shall participate in MEA under the leadership of the grade appropriate school. This may be orchestrated by one of the following:

2.1.2.1 Transporting the student back to the grade appropriate school; or

2.1.2.2 Having an Assessment Administrator (AA) from the grade appropriate school assess the student at the program; or

2.1.2.3 Designating an AA at the program site to assess students. If taking this third option, a district or school administrator (e.g. superintendent/director/principal) for the grade appropriate school is responsible for ensuring the AA has received the necessary training is certified and has signed the Security and Student Privacy Agreement. Results are reported with the resident or responsible school and SAU.

2.2 Public program in non-resident or responsible SAU

2.2.1 Students who are publicly tuitioned to an in-state public program (regional special education or alternative education) must be enrolled in a grade appropriate school in their resident or responsible SAU.

2.2.2 Students who are publicly tuitioned to a public program (regional special education or alternate education) in a non-resident or responsible SAU must participate in MEA under the leadership of the resident or responsible school. This may be orchestrated by one of the following:

2.2.2.1 Transporting the student back to the grade appropriate school in the resident or responsible SAU;

2.2.2.2 Having an Assessment Administrator (AA) from the grade appropriate school assess the student at the program; or

2.2.2.3 Designating a TA at the program site to assess students. If taking this third option, a district or school administrator (e.g. superintendent/director/principal) for the resident or

responsible SAU or grade appropriate school is responsible for ensuring the AA has received the necessary training, is certified, and has signed the Assessment Security and Student Privacy Agreement. Results are reported with t school and SAU.

2.3 Special Purpose Private School (SPPS) approved by the Department

Each student enrolled in a public school who is tuitioned by an SAU to a Department approved in-state SPPS must have a primary enrollment in a grade appropriate school in the resident or responsible SAU in Synergy State Edition and must have a partial enrollment in the SPPS. These students must participate in MEA through the appropriate avenue in the school they are attending. The student results will be included with the results for the resident or responsible SAU.

2.4 Residential Treatment Centers as defined in Title 20-A§1(24-A) (D)

2.4.1 Students publicly tuitioned to a residential SPPS for placement by a sending SAU have an appropriate grade level primary enrollment within a school in the sending SAU, with a partial enrollment with the SPPS. These students must participate in MEA through the appropriate avenue in the school they are attending.

2.4.2 Students attending a residential SPPS for placement by Department of Health and Human Services (DHHS), or other state agency, have an appropriate grade level primary enrollment in a school in which the SPPS is physically located, with a partial enrollment with the SPPS. These students must participate in MEA through the appropriate avenue in the school they are attending.

2.4.3 Students attending residential treatment centers or private schools outside of Maine are enrolled by the Maine DOE Data Team. School responsibility for the enrolled student is determined by the SAU where the family resides. Students placed out of state will participate in MEA through the attending school in collaboration with the resident or responsible SAU with support from the Department as needed.

2.5 Home-Instruction students

2.5.1 Assessment of home-instruction students is a joint parent and resident or responsible SAU decision. If a home- instruction student is to participate in MEA and is already in the school's enrollment, due to the student partaking of some public-school instruction, the enrollment should remain as it is. If an assessed home-schooled student is not already in the school's Synergy State Edition enrollment, they must be temporarily entered. Select the "Homeschool" checkbox AND select "1-25% of educational time spent at school" in the FTE field. Once the student completes the assessment, exit the student using the exit code "01918 – Transferred to Homeschooling."

2.5.2 Home-schooled students will receive an Individual Student Report (ISR) but will not be included in the school's results. The student will count neither for nor against participation. ISRs for home-schooled students can be accessed through Maine's Assessment and Accountability Reporting System (MAARS) via Student Quick Reports and must be distributed by the resident or responsible and responsible SAU.

2.6 Maine resident attending school in another state

2.6.1 All students that are publicly funded by Maine are required to participate in Maine's state assessment, including those receiving their educational program outside the state of Maine. For students placed in Special Purpose Private Schools (SPPS), see Section 2.4. For students being educated in another state, the Maine DOE recommends the resident or responsible SAU work

collaboratively with the Attending Program to ensure all eligible participate in the MEA. If not feasible, refer to section 2.6.3.

2.6.2 The following enrollment protocol must be followed for students attending a non-Maine school or out of state private school with public funds :

- Students enrolled in a non-Maine SPPS and educated at Maine public expense must be enrolled in Synergy State Edition by the DOE Data Helpdesk. Maine SAUs cannot create this type of enrollment. If a responsible or resident SAU has a student attending an out of state SPPS, the SAU must contact the DOE Data Helpdesk, medms.helpdesk@maine.gov or 207-624-6896, to enroll the student in the non-Maine school. This communication must occur each year the student is attending a non-Maine school.* **Please note this protocol is in the process of being modified for SY 2022-2023.*
- Students enrolled in a non-Maine private non-sectarian school must be enrolled in Synergy State Edition by that private school. If a responsible or resident SAU has a student attending an out of state private-non sectarian school, the SAU must ensure that the school is approved for tuition purposes and aware of their obligations to enroll students in Synergy State Edition.

2.6.3 Maine SAUs are accountable for students who are educated at out-of-state placements. Both the participation and the performance of these students being educated in another state will count in the resident or responsible SAU's accountability.

2.7 Non-Maine resident attending Maine public schools

2.7.1 All students in assessed grades at Maine's public schools and charter schools, as well as those at private schools serving at least 60% publicly funded students, are required to be assessed. This includes students who are paid through private funding, including private pay international students. The student must have access to the most appropriate version of the assessment: standard administration, administration with accommodations, or an alternate assessment. The only exception would be in the case of an inter-state agreement requiring the student to take the assessment from their sending state. In this case, the applicable Maine DOE Assessment Coordinator must be notified.

2.7.2 Non-Maine residents attending public schools in Maine must be enrolled in Synergy State Edition with the resident or responsible SAU as "Non-Maine SAU" and with a fiscal responsibility of "Paid by Other Source."

2.7.3 Maine public schools and public SAUs are NOT accountable for non-Maine students who attend Maine schools. These students will not count in Maine's accountability system for either participation or performance. Individual student reports will be made available for distribution through the Maine public school.

2.8 Privately funded Maine students at Maine public schools

2.8.1 All students in assessed grades at Maine's public, charter and magnet schools, as well as those at private schools serving at least 60% publicly funded students, are required to be assessed. This includes students who are paid through private funding.

2.8.2 Privately funded students at Maine's public or 60% schools must be enrolled in Synergy State Edition with a fiscal responsibility of "Paid by Other Source."

2.8.3 Maine public schools and SAUs are NOT accountable for the privately funded students who attend Maine schools. These students will not count in Maine's accountability system for either participation or performance.

2.8.4 Privately funded students will receive an Individual Student Report (ISR) but will not be included in the school's results. The student will count neither for nor against participation. ISRs

for privately funded students can be accessed through Maine's Assessment and Accountability Reporting System (MAARS) via Student Quick Reports and must be distributed by the resident or responsible SAU.

2.9 Publicly funded Maine students at private schools

2.9.1 All students whose education is paid through Maine public funding are required to participate in the MEA, including those who are publicly tuitioned to a private school.

2.9.2 Publicly funded students attending private schools must be enrolled in Synergy State Edition with their resident or responsible SAU and town filled in appropriately and fiscal responsibility of "Paid by resident or responsible SAU or Education in Unorganized Territory (EUT)."

2.9.3 The resident or responsible Maine SAU is accountable for the publicly funded students that are tuitioned to private schools. These students will be included in the resident or responsible SAUs accountability for participation and for performance.

2.10 International students

2.10.1 All students in assessed grades at Maine's public schools and charter schools, as well as those at private schools serving at least 60% publicly funded students, must be assessed. Students from another country, whether their tuition is paid privately or covered by an exchange program, are required to participate in the MEA:

2.10.2 International students (that are not part of an exchange program)attending public schools in Maine must be enrolled in Synergy State Edition with the resident or responsible SAU as "Non-Maine SAU" and with a fiscal responsibility of "Paid by Other Source."

2.10.3 Maine public schools and public SAUs are NOT accountable for the students from other countries who attend Maine schools through privately paid tuition. They will not count in Maine's accountability system for either participation or performance. Individual student reports will be made available for distribution through the Maine public school.

2.10.4 Maine public schools and SAUs ARE accountable for the students from other countries who attend Maine's schools as part of an exchange program. Exchange students should be enrolled in Synergy State Edition as resident or responsible of the district in which they reside. Exchange program students will count in Maine's accountability system for both participation and performance on MEA.

2.11 Special enrollment circumstances

2.11.1 Students Who Move: It is the SAU's responsibility to immediately update Synergy State Edition when students move. The two schools must attempt to coordinate the completion of assessment for these students.

2.11.1.1 Students who move out of a school must be exited from the Synergy State Edition enrollment of that school on the last date of attendance. This must occur regardless of whether or not a request for records has been received from another school. Students who move from one Maine public school and into another during any assessment window must complete any remaining sessions of MEA in the new resident or responsible SAU at the grade appropriate school.

2.11.1.2 Students who move into a school must be enrolled in Synergy State Edition by the new attending school immediately (after being exited from the previous school). It will be the responsibility of the new school to ensure that students have the opportunity to finish incomplete portions of any MEA.

2.11.1.3 Students who move into a school from another state during the assessment window must participate in MEA during the open assessment window.

2.11.2 Students Taking the Alternate Assessments Who Move

2.11.2.1 Eligible MSAA and MSAA Science students who move from one Maine school to another Maine school before or after March 1st must participate in the MSAA and MSAA Science. The receiving school must administer and complete the MSAA Science.

2.11.2.2 Eligible MSAA and MSAA Science students that have moved from a non-Maine school and enrolled in a Maine school before March 1st must complete the MSAA and MSAA Science. The receiving school must administer the MSAA Science. Out-of-state students who transfer into a Maine school after March 1st are not required to take this assessment.

2.11.3 Students Taking the English Proficiency Assessments Who Move or are Recently Arrived to a Maine school.

2.11.3.1 English learners who arrive or who move from one Maine school to another Maine school before February 3, 2022 must participate in the ACESS for ELLs or Alternate ACCESS for ELLs assessment. The grade appropriate school in the resident or responsible SAU must administer and complete the assessment.

2.11.3.2 English learners who arrive or who move from a non-Maine school and enroll in a Maine school before February 3 2022 must complete the ACCESS or Alternate ACCESS for ELLs assessments. The grade appropriate school in the resident and responsible SAU must administer the appropriate ELP assessment. The grade appropriate school in the resident or responsible SAU has a federal statutory requirement to identify students for potential EL status within thirty days of enrollment. For more information regarding state protocol for EL identification, see the Maine DOE Guidance on Determining English Learner Status.

2.11.3.3 Students that were enrolled in a United States school for the first time during any particular school year have a one-time exemption from the MEA ELA/Literacy assessment, provided that they participate in the applicable language proficiency screeners and/or ACCESS for ELLs during the assessment window. The data in Synergy State Edition "Date Entered US School" will be used to determine eligibility for these exemptions. There is no exemption from the mathematics or science assessments for English language Learners. Please refer to section 3.4 for details.

For SY 21-22, the exemption for newly arrived English learners applies to the Reading and Language Usage sessions of the NWEA during the fall and spring administrations.

2.11.4 Expelled students are not considered to be part of a school's official enrollment. These students must be exited from Synergy State Edition, with expulsion code of "01925 – Expelled or involuntarily withdrawn". In order to use this exit code, there must be an expulsion behavior incident recorded in the Behavior Module of Synergy State Edition. Expelled students receiving special education services must then be re-enrolled in Synergy State Edition as a primary enrollment, however the FTE field must show "5 – Special Education only provided by school". No assessment is required.

2.11.4 Suspended students are considered to be part of a school's official enrollment and are required to participate in all MEA through a combination of regularly scheduled administration and makeup sessions.

2.11.5 Students adjudicated and committed to Arthur R. Gould School are enrolled and assessed in the educational program provided at that site. Students must be exited from the Synergy State Edition enrollment of the former school and enrolled in Synergy State Edition by the Long Creek Youth Development Center.

2.11.6 Students detained by law enforcement but not committed to a Youth Development Center during the entire MEA assessment window remain enrolled in Synergy State Edition at the school they attended prior to being detained and remain eligible for assessment.

2.11.7 Retained Students - All students who have been retained at a grade level will participate again at the repeated grade level with the following exception: high school students participate in MEA Mathematics and ELA/Literacy, and Science only once, during their third year in high school, regardless of their grade level.

2.11.9 Students who are not present during assessment:

2.11.9.1 Absent: All students enrolled in Maine's public schools, charter schools, or private schools with at least 60% publicly funded students are required to participate in the appropriate MEA for their grade level. Students not in attendance for assessment, including those on scheduled vacations, will be considered non-participants, except for those students with Special Considerations approved by the Maine DOE.

2.11.9.2 Truant: Habitually truant students who do not participate in MEA due to absences during the assessment window will be considered non-participants.

2.11.10 Students attending approved regional programs as defined in 20A-§7253:Each student enrolled in a public school who is tuitioned by an SAU to a Department approved in-state regional program must have a primary enrollment in a grade appropriate school in the resident or responsible SAU in Synergy State Edition and must have a partial enrollment in the regional program. These students must participate in MEA through the appropriate avenue in the school they are attending. The student results will be included with the results for the resident or responsible SAU. Local SAU programs only have primary enrollments at the school offering the program.

SECTION 3: PARTICIPATION EXCEPTIONS

3.1 Multi-grade/Off-grade level

3.1.1 Students in ungraded, multi-age programs must participate in MEA at the grade level in which the student is enrolled by the school in Synergy State Edition.

3.1.2 Students at one grade level may not be assessed with material developed for a different grade level. The grade level of record is the grade level in Synergy State Edition. If a student takes any MEA at another grade level, that student will be considered a non-participant, and no scores will be computed.

3.2 Parent/student refusal and non-participation issues

Under the federal Elementary and Secondary Education Act (ESEA), the Maine Department of Education (Maine DOE) is required to annually assess public school students in grades 3-8 and at one point in high school (third year high school in Maine) in mathematics and English language arts (ELA)/literacy. Maine DOE is also required to assess public school students in science at three grade levels (grade 5, grade 8, and third year high school).

3.2.1 Currently there is no available coding through the Maine DOE for designating a student that does not participate due to a parental decision. Students who are eligible for assessment, but do not participate, count as non-participants in Maine's accountability system.

3.3 Exemption from MEA with special considerations

Students may be exempted from an MEA when a significant medical emergency has rendered the student incapable of participating in any academic activity and/or statewide assessment. This includes long-term hospitalization without access to academics, severe trauma, mental health crisis (student is in danger to self or others), or placement in hospice care. A medical emergency may also include medically fragile students that are not able to participate in any academic activity and/or statewide assessment due to a debilitating disease. For accountability data purposes, the medical exemption is reviewed during the Maine DOE nonparticipation reconciliation process. In order for the student to be considered for a medical exemption, the following protocol applies:

3.3.1 The attending SAU or school must obtain family permission to request exemption. This request must also be authorized by the resident or responsible SAU. Requests for Special Consideration are made online through the MEA module. This dashboard requires login credentials. Superintendents, principals and district assessment coordinators may request log-in credentials by contacting the DOE Data Helpdesk at (207) 624-6896 or medms.helpdesk@maine.gov .

3.3.2 The attending school or district must provide documentation from a medically licensed professional by uploading the documentation to the state secure MEA module within the specific assessment window.

3.3.3 The Department's Special Consideration Review Committee will review the documentation and contact the administrator requesting the exemption, via email, stating the decision of the committee. If the exemption has been approved, the student will not be included in performance, accountability, and participation reporting.

3.4 Recently arrived English Learner (EL) exemption

All EL students who were enrolled in a United States school for the first time by February 4th, 2022 as indicated in the appropriate field in Synergy State Edition "Date Entered US School", have a **one-time** exemption from the MEA ELA/Literacy within one year of arrival. The following criteria must be met:

- The student is administered the appropriate English language proficiency screener and identified as an English learner;
- The student participates in the 2022-2023 ACCESS for ELLs during the assessment window.

**There is no exemption from the mathematics or science assessments for newly arrived ELs.

SECTION 4: ASSESSMENT REGISTRATION

4.1 Assessment registration

4.1.1 Student Registration - Student assessment rosters for the MEA are automatically generated based on Synergy State Edition enrollment data.

4.1.2 Student Registration for the Multi State Alternate Assessment (MSAA) - Students who have been found eligible and have alternate assessment participation identified in their IEPs must have the alternate assessment flag checked in the Synergy State Edition enrollment. Only students with the alternate assessment flag checked in Synergy by March 1st, 2022 will participate in the MSAA.

4.1.3 Student Registration for ACCESS for ELLs and Alternate ACCESS for ELLs - Students who have been identified as English learners using the state protocol for EL identification must be given an EL Start Date in the Synergy State Edition enrollment.

4.1.4 Student Registration for the Alternate ACCESS for ELLs – Students who have been identified as English learners **and** found eligible to participate in alternate assessments must be given **both** an EL Start Date as well as have the alternate assessment flag checked in Synergy State Edition Enrollment. The rosters for the Alternate ACCESS for ELLs are automatically generated based on Synergy enrollment data.

GLOSSARY

Assessment Administrator (AA) - School personnel that administers any assessment to students.

ACCESS – English language proficiency assessment for students in grades K – 12 who are identified as English Learners.

Alt. ACCESS - English language proficiency assessment for students in grades 1 – 12 with the most significant cognitive disabilities and who are identified as English Learners.

Accountability – A system of indicators for which schools and SAUs are held publicly accountable, and which may systematically determine prescribed supports. Maine's accountability system considers measures of assessment participation, achievement performance and progress, and other indicators to determine school identifications.

Attending School (Program) – The school a student attends daily.

English learner (EL) – This designation refers to a student population whose English proficiency in any of the language modalities (reading, writing, listening or speaking) is significantly below that of their peers. A student is classified as an "English learner" based on the student's English language proficiency as measured by WIDA ACCESS for ELLs and appropriate English language proficiency screener.

ESEA – Federal Elementary and Secondary Education Act, amended by the Every Student Succeeds Act (ESSA) of 2015.

Individual Educational Program (IEP) – A program designed by a team of individuals, including parents, responsible for determining a student's eligibility for special education and related services, including the student's avenue of participation in the MEA. (Maine Unified Special Education Regulations, Chapter 101).

Maine DOE – Maine Department of Education, also referenced as the Department.

Maine Educational Assessments (MEA) – The MEA include a set of assessments administered to public school students in Maine as required by federal and state legislation. These include assessments of: (1) mathematics and English language arts/literacy content at grades 3-8- and third-year high school; (2) science content at grade 5, 8- and third-year high school, and (3) English language proficiency for English learners in grades K-12. Three avenues of participation are provided (Standard Administration, Administration with Accommodations, or Alternate Assessment).

MSAA - Multi-State Alternate Assessment used for the MEA Alternate Mathematics, Alternate English Language Arts/literacy and math. Administered in grades 3-8 and third year of high school students with the most significant cognitive disabilities.

MSAA Science – Multi-State Alternate Assessment of Science – alternate assessment of science content derived from Next Generation Science Standards [NGSS], administered in grades 5, 8 and third year of high school students with the most significant cognitive disabilities.

National Assessment of Educational Progress (NAEP) – An national assessment that supports the comparison of academic progress over time and across states, also called the Nation's Report Card.

Partial Enrollment – A student who is tuitioned to special purpose private school has a primary enrollment in Synergy State Edition at his/her resident or responsible school and a partial enrollment at the special purpose private school.

Programme for International Student Assessment (PISA) – An international assessment that measured 15-year-olds' ability to use reading, mathematics and science knowledge and skills to meet real-life challenges.

Resident or responsible school or resident or responsible SAU- The school or school administrative unit where the student's parent/guardian resides.

SAU - A school administrative unit "SAU" may be a charter school, magnet school, school administrative district, municipal district, a community school district, state operated school, or a regional school unit for the purposes of this document.

Resident or responsible SAU - the district where the student resides.

Responsible SAU – A responsible SAU is one that has fiscal responsibility and pays tuition for students to attend private schools or schools in another SAU.

SPPS – Special Purpose Private School. A Maine approved out of district placement for students with needs that are not able to be met in the SAU.

Synergy State Edition – The statewide student data management system

Appendix A: GUIDANCE FOR SPECIAL CONSIDERATIONS

A Special Consideration is a request for a student to be exempt from participation in any required Maine Educational Assessment. Special Consideration requests must be submitted within the assessment window of the applicable Maine Educational Assessments (MEA). These requests must be based on a decision made by an education team that includes as appropriate; the student's teachers, English as a Second Language endorsed educator, school counselor, principal, family members, and if possible, the student. This educational team collects and reviews information and documents the decision.

In accordance with Federal guidelines, students may only be exempted from a State Assessment when a significant medical emergency has rendered the student incapable of participating in any academic activity and/or statewide assessment. This includes long-term hospitalization without access to academics, severe trauma, mental health crisis (student is in danger to self or others), or placement in hospice care or mental health facility. A medical emergency may also include medically fragile students that are not able to participate in any academic activity and/or statewide assessment due to a debilitating disease. For accountability data purposes, the medical exemption is reviewed during the DOE nonparticipation reconciliation process. Documentation is required for medical emergency/serious illness.

Requests for Special Consideration are made online through the Maine.gov NEO dashboard MEA module which requires login credentials. To request a Special Consideration, a superintendent, principal or district assessment coordinator must obtain log-in credentials for the Maine Educational Assessments module by contacting the DOE Data Helpdesk at (207) 624-6896 or medms.helpdesk@maine.gov. Superintendents may request access on behalf of personnel using the NEO Access Request Form. Login credentials migrate from year to year. The applicable SAU employee will complete the request for Special Consideration and obtain family member consent. Requests are reviewed by the Special Considerations Review Panel at the Maine DOE. The Special Considerations Review Panel may request additional information and/or documentation as necessary.

For assistance please call:

Director of Assessment	Janette Kirk	207-441-2958
Alternate and WIDA Assessments Coordinator	Jodi Bossio-Smith	207-530-1462
Special Service Team – Regional Program Coordinator	Leora Byras	207-664-6618
Special Services Team – Out of State Coordinator	Sarah Ferguson	207-624-6674
NWEA and Maine Science Assessments Coordinator	Nancy Godfrey	207-530-1273
NAEP & International Assessment Coordinator	Regina Lewis	207-530-1355
Management Analyst	Cheryl Brackett	207-446-3019
Data Analyst	Varun Motay	207-530-1368

Appendix B: English Learner Exemption Guidance

N/A	Not applicable
Yes	Student is required to participate
No	Student is not required to participate on the basis of ELA/literacy exemption for newly arrived English learners
Optional	Student may participate based on the SAU, school and family decision

ELA/literacy Exemption Clarification	
Assessment (General)	**Alternate Assessment**
NWEA Reading and Language Usage sessions Fall/Spring	MSAA ELA/literacy Spring

** A NWEA administration would be considered completing a fall and spring administration during a single academic year.

Newly arrived English learners identified [all students must be screened within 30 days of enrollment]	**ACCESS for ELLs Winter 21**	**ELA/literacy content assessment 20-21**	**ACCESS for ELLs Winter 22**	**ELA/literacy content assessment 21-22**	**ACCESS Winter 23**	**ELA/literacy content assessment 22-23**
Prior to 3/16/21	Yes	No	Yes	Yes	Yes	Yes
Between 3/16/21 – 2/4/22	Optional; if identified between 3/16/21 – 4/16/21	NA	Yes	No	Yes	Yes
After 2/4/22	NA	NA	Optional	No	Yes	No