MEA

Maine Educational Assessment

# Test Administrator Manual

May 2015

Maine Department of Education

GRADE

5

SCIENCE

# TABLE OF CONTENTS

Test Security and Ethics ..... 4
Test Administrator Responsibilities ..... 4
Penalties ..... 5
Checklist for Test Administration ..... 6
Prior to Testing ..... 6
Immediately Before Testing ..... 6
During Each Testing Session ..... 6
Preparation for Testing ..... 7
Test Schedule ..... 7
Student Testing Materials ..... 7
Preparing Students for the Test ..... 8
Testing Students Who Require Accommodations ..... 8
Final Administration Preparation ..... 8
Scripts ..... 9
Test Administration Interruptions ..... 9
Materials Distribution/Identification Time ..... 10
Science Session 1 ..... 10
Science Session 2 ..... 13
Science Session 3 ..... 15
Student Questionnaire Session 4 ..... 17
Checklist for Concluding MEA Administration ..... 18
Checking Student Test and Answer Booklets ..... 18
Accommodations Coding and Details ..... 19

**NOTE: Additional copies of this Test Administrator Manual may be downloaded from the Internet at http://www.maine.gov/doe/mea/administration/index.html or photocopied as needed.**

**Test administration questions should be directed to the principal/test coordinator at your school.**

# TEST SECURITY AND ETHICS

The quality and usefulness of the assessment data generated by the MEA depends, in large part, on the uniformity of test administration and the security of test materials. Valuable information about student achievement of content standards measuring the effectiveness of Maine's *Learning Results* will be seriously compromised if test security is not strictly implemented and maintained. For this reason, all guidelines included in this manual must be followed.

## TEST ADMINISTRATOR RESPONSIBILITIES

1. Test Administrators must follow the instructions provided in this manual including reading the scripts as they are written and following time allowances as they are stated.
2. Do not use the contents of the MEA test booklets to prepare your students for the test. Doing so is a violation of test security and testing procedures.
3. Duplication of any portion of the MEA test or answer booklets is strictly forbidden, including but not limited to audio-taping, videotaping, photographing, photocopying, and handwritten copying. No test or answer booklets or any record of student work or computer-generated responses may be retained, discarded, recycled, removed, or destroyed.
4. Test Administrators must count the materials received from the testing coordinator and return the same number to the test coordinator each day or secure the test materials as instructed by the test coordinator.
5. Test Administrators must inform students of the rules and procedures they must follow.
6. Test Administrators are responsible for providing a standardized test environment in which no coaching or prompting occurs.

The MEA science assessment is designed to provide information about student achievement. The accuracy and value of this information are directly influenced by how students handle test materials and respond to test questions. Test Administrators are responsible for ensuring that students are properly instructed in the use of test materials and are given the opportunity to do their best.

Test Administrators must ensure that

1. students have been informed about the importance of the MEA before testing begins; their test results will be included in their permanent school records; a copy of the test results will be provided to their parent(s) or guardian(s); and test results, including sample student responses, will be used by teachers to help improve academic performance.

2. students do not participate in any form of cheating; only provide answers that are strictly their own; do not consult notes, textbooks, or other instructional materials; do not use calculators, cell phones, computers, or other digital or electronic devices; do not share test questions with other students; and do not consult other students, staff, or anyone else accessible to them during test administration.

3. each student receives a set of test materials for the appropriate grade, uses only that assigned set of test materials, and handles and completes the materials properly.

4. students are informed that they will have a specific amount of time to complete each session with a specified amount of additional time.

5. students are informed that they will be required to make up any test session missed due to absence from school and that they are encouraged to avoid absences during the testing period.

6. students are informed that responses identified in the scoring process indicating that the student's physical/emotional health or personal safety may be in jeopardy may be referred to appropriate local school district personnel. All referrals are confidential and any decisions connected with these referrals are under the jurisdiction of the local school administrative unit (SAU).

Test Administrators should contact Nancy Godfrey, Assessment Coordinator, at the Maine Department of Education at 624-6775 if questions arise, or if any situation occurs that could cause any part of the test administration to be compromised.

## PENALTIES

Failure to comply with the administration and security requirements described in this document may result in one or more of the following penalties:

- delay in reporting of student, school, or SAU results,
- invalidation of student, school, or SAU results, and/or
- investigation by the Department of Education for possible certification action.

# CHECKLIST FOR TEST ADMINISTRATION

## PRIOR TO TESTING

_____ Read this *Test Administrator Manual*.
_____ Meet with the test coordinator to plan the testing schedule, review procedures, and receive the list of students to whom you will be administering the assessment, including information about any approved accommodations (see pages 19-22).
_____ Obtain sufficient sharpened number two pencils.
_____ Explain the "Test Security and Ethics" considerations in this manual to the students.
_____ Be sure that all students have comfortable and adequate work space, including those whose accommodations require special seating.
_____ Cover or remove any instructional science materials from your classroom.

## IMMEDIATELY BEFORE TESTING

_____ Obtain secure test and answer booklets from the test coordinator.
_____ Check that the form number on the covers of the test and inserted answer booklets match. Remove any sets that do not match.
_____ Post a "TESTING – PLEASE DO NOT DISTURB" sign on the classroom door.
_____ Write the name of the school on the board.
_____ Ensure that digital and electronic devices, including cell phones and calculators, are unavailable.

## DURING EACH TESTING SESSION

_____ Distribute test booklets in the order they are packaged unless you are administering to a group of students who receive read aloud accommodation P3.
_____ Follow directions, Test Administrator scripts, and time allowances in this manual for administering student test sessions and the questionnaire, including makeup testing if you are assigned to do so.
_____ Monitor students' handling of test materials to keep the booklets in good condition.
_____ Give students as much time as needed (within guidelines) to complete the sessions.
_____ Collect all test materials from each student at the end of each testing period and return the materials to the test coordinator or secure the test materials as instructed by your test coordinator.
_____ Notify the test coordinator of all students needing makeup sessions at the end of each testing day.

## AFTER COMPLETING TESTING REFER TO THE CHECKLIST ON PAGE 18

# PREPARATION FOR TESTING

It is expected that all students will take part in the MEA science assessment either through standard administration, administration with accommodation(s), or alternate assessment.

Familiarize yourself with all administration procedures prior to testing. Attend the training scheduled by your school principal/test coordinator to discuss the testing schedule (including plans for delivery of approved accommodations and makeup sessions), review testing procedures, and receive information on how test materials will be distributed and tracked in your school between and during test sessions.

## TEST SCHEDULE

Total testing time is approximately two hours, made up of three separate testing sessions. An additional amount of time is needed for distribution/identification time and a student questionnaire.

Except for makeup sessions or sessions for students requiring certain accommodations, the test sessions must be administered concurrently to all students in a grade and follow the order listed below. The test coordinator in your school will arrange a testing schedule. It is recommended that a 10-minute break be provided to students between test sessions.

**Test Session Order and Time Allowances**

| Session | Base Time | Additional Time If Needed |
|---|---|---|
| Material Distribution/Identification Time | 5-10 minutes | As needed |
| Science Session 1 | 30 minutes | 10 minutes |
| Science Session 2 | 30 minutes | 10 minutes |
| Science Session 3 | 30 minutes | 10 minutes |
| Student Questionnaire Session 4 | 15 minutes | As needed |

## STUDENT TESTING MATERIALS

In addition to this manual, you will receive a set of student testing materials for the group of students you will be testing. These materials include test booklets with inserted matching answer booklets. Do not separate the answer booklets from the test booklets until **after** the final session has been completed.

☞ NOTE: During each test session, students should always be working with their own original test materials, which are those distributed to them at the beginning of testing.

☞ NOTE: The different forms of the test booklets are arranged in a special order in the stacks you have been given. DO NOT CHANGE THE ORDER OF ANY FORMS. They are arranged to achieve the proper distribution of materials when they are passed out. The only exception to this distribution requirement is for students who have been identified as requiring approved read aloud accommodation P3. In this case, schools may choose one or more form(s) for use with these students. The students' accommodation codes must be entered on the second page of the answer booklet.

The answer booklets have been designed for machine scoring and should be handled carefully. The booklets should be free of extraneous marks and loose eraser bits, and they should never be folded, clipped, stapled, banded, or torn.

## PREPARING STUDENTS FOR THE TEST

The MEA science assessment consists of multiple-choice and constructed-response questions, so it is appropriate to familiarize students with these types of questions. Sample science released items and practice tests can be found on the Maine Department of Education web site at: http://www.maine.gov/doe/mea/resources/released/index.html.

☞ NOTE: Using current test materials to familiarize students with test-taking strategies is a violation of test security and testing procedures.

Students should be made aware of the need to plan concise, complete answers to constructed-response questions to fit in the boxes available in the answer booklet. Only responses written in the answer boxes will be scored.

Notify students of the testing in advance and request that they bring two sharpened number two pencils to every testing session along with a book to read in case they finish a section of the test early.

Students should also be informed that calculators, cell phones, pagers, watch alarms, handheld computers, and other digital and electronic devices are **not** permitted during the MEA Science test.

## TESTING STUDENTS WHO REQUIRE ACCOMMODATIONS

It is important that those Test Administrators who administer the test with accommodations

- know which students have been approved by a team to participate in the MEA using allowable accommodations on pages 19-22.
- have a copy of the allowable accommodations that clarify what is permissible for each student,
- explain to students which accommodations they may use,
- have been trained to administer the assessment according to the administration procedures in this manual, and
- write the student name, state student ID number, and school name on each page of student work for students who receive accommodation R4 (student use of word processor). Indicate the session and question numbers on each page. Staple all the extra answer pages that are printed out of the word processor together and insert this packet anywhere in the student's answer booklet after testing.

## FINAL ADMINISTRATION PREPARATION

Just before testing, please

- arrange testing materials for each session so that you will be able to distribute them to students rapidly.
- cover or remove any instructional science materials from your classroom.
- post a "TESTING—PLEASE DO NOT DISTURB" sign on the classroom door.
- write the name of the school on the board (e.g., "SCHOOL: Pine Tree Valley Middle School").
- verify that the form number on the front cover of each test booklet and the form number printed on the front cover of the inserted answer booklet match. Before distributing materials to students, set aside any test/answer booklet pairs with form numbers that do not match.

## SCRIPTS

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

## TEST ADMINISTRATION INTERRUPTIONS

Circumstances over which you have no control (fire drills or power failures, for example) may interrupt testing. If such an interruption does occur during any testing session, instruct students to insert their answer booklets into their test booklets and close their test booklets. When normal conditions are restored, resume testing. Interruptions should not reduce the total amount of time students are given to complete the interrupted session.

## MATERIALS DISTRIBUTION/IDENTIFICATION TIME

**Time Allowed: 5–10 minutes**

## SCIENCE SESSION 1

**Time Allowed: 30-40 minutes**

**Materials needed: Student Test Booklets with matching answer booklets enclosed and sharpened number two pencils only**

☞ **NOTE: Prior to testing, write the name of the school on the board.**

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

1. Distribute sharpened number two pencils to students who need them. Next, give one test booklet containing an answer booklet to each student. Pass out the different forms of the test just as you would if all the forms were identical.

   NOTE: If you are reading the test aloud to a group of students who are receiving accommodation P3, you may supply them with the same form(s) of the test.

2. **Say to the students:**

   **This MEA test is designed to find out what you know about science. The results will also help us to find out how well our school is teaching you. All fifth-grade students in the state of Maine are taking this test.**

   **Before we begin, please look through your test booklet and check for missing, blank, or unreadable pages.** [Replace the test materials—test booklet and answer booklet—if any test materials are defective.]

   **Place the Student Answer Booklet in front of you so that you are looking at page 1. Neatly print your name and the name of our school on the top of page 1 as I have written it on the board.** [Pause.] **You do not need to fill in any more information on pages 1 and 2 of this answer booklet.**

3. **Say to the students:**

   **Now place the Student Test Booklet in front of you so that you are looking at the front cover. On the lines provided, print your name and the name of our school.** [Pause until students are finished.]

4. **Say to the students:**

   **Now please turn to page 2 of your test booklet. Follow along with me as I read the General Directions.**

## General Directions

**You are about to take a science test along with a questionnaire that asks about your schoolwork. The science test has three sessions and the questions are located in this booklet. You will answer the questions in a separate answer booklet. You should do your best work and try to answer ALL questions.**

**Some of the test questions will be multiple choice. This means that you will choose the BEST answer from the four choices and bubble your choice in the answer booklet. You can earn 1 point for each correct answer.**

**Other questions will ask you to write your answers in the boxes provided in the student answer booklet. These are called constructed-response items. You can earn points for partly correct answers to these questions, so you should try to answer them as best as you can. The highest score you can earn for a constructed-response question is 4 points. In order to earn that score, you will need to answer and label ALL PARTS of a question (a, b, c, etc.). If a question asks you to EXPLAIN how or why you gave an answer, or asks you to give EXAMPLES, you must do so.**

**Do not write your answers in this test booklet.**

5. **Say to the students:**

**You are now going to take the first of three science sessions. Please open your Student Answer Booklet to page 3. First, look at the examples of correct and incorrect marks beside the drawing of the pencil, near the top of the page. When you fill in the circles for multiple-choice questions, make a dark mark that completely fills the circle. If you make a mistake, erase cleanly and carefully.**

**You will answer questions for this session on pages 3 and 4. If you get stuck on a word in the test booklet, I can read the word to you. If you want help reading a word, raise your hand.** [During the test session, pronounce a word to students who ask for assistance. Do not define the word or help the students in any other way.] **Do not work past the stop sign on page 4 of your answer booklet. You must plan your answers carefully to questions 11 and 12 to fit in the boxes provided.**

**You will have 30 minutes to answer the questions in this session. If you are not finished at that time, you may have 10 more minutes to complete your work.**

**When you have finished this part of the test, you may go back and check your work in this session only, or you may insert your answer booklet into your test booklet, close your test booklet, and sit quietly or read a book. You may not work on any other section of the test. Do you have any questions?** [Answer any procedural questions students have.]

**Turn to "Science Session 1" on page 3 in your test booklet. Read the information at the top of the page and begin answering the questions that follow. You may begin now.**

6. From time to time during the session, circulate and check that students are working in the correct space.

7. After 30 minutes, **say to the students:**

   **Please raise your hand if you have not finished answering the questions.** [If all students have completed this session, have them insert their answer booklets into their test booklets, close their test booklets to end the session, and go to Step 9.]

   If students are still working, **say to students:**

   **You may have up to 10 more minutes to complete this session. Remember that when you have completed the questions up to the stop sign on page 4 of your answer booklet you may go back and check your work in this session or insert your answer booklet into your test booklet, close your test booklet, and sit quietly or read a book.**

8. At the end of the 10 minutes, **say to the students:**

   **This completes Session 1. Please insert your answer booklet into your test booklet and close your test booklet.**

9. If you plan to continue testing after a short break, follow the instructions for Session 2, beginning with Step 2.

   If you do not plan to continue testing at this time, collect the test booklets with answer booklets inserted. Do not separate the booklets. Count and return all booklets to the test coordinator or secure the test materials as instructed by your test coordinator.

## SCIENCE SESSION 2

**Time Allowed: 30–40 minutes**

**Materials needed: Student Test Booklets with matching answer booklets enclosed and sharpened number two pencils only**

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

1. Distribute sharpened number two pencils to students who need them and pass out the test booklets. Each student must receive his or her own test booklet with matching answer booklet enclosed.

   **Say to the students:**

   **Before you begin, please check to see that your name is written at the top of page 1 of your Student Answer Booklet.**

2. **Say to the students:**

   **You are now going to take the second of three science sessions. Please open your Student Answer Booklet to page 5. You will answer the questions for this session on pages 5 and 6. If you get stuck on a word in the test booklet, I can read the word to you. If you want help reading a word, raise your hand.** [During the test session, pronounce a word to students who ask for assistance. Do not define the word or help the students in any other way.] **Do not work past the stop sign on page 6 of your answer booklet. You must plan your answers carefully to questions 23 and 24 to fit in the boxes provided.**

   **You will have 30 minutes to answer the questions in this session. If you are not finished at that time you may have 10 more minutes to complete your work.**

   **When you have finished this part of the test, you may go back and check your work in this session only, or you may insert your answer booklet into your test booklet, close your test booklet, and sit quietly or read a book. You may not work on any other section of the test. Do you have any questions?** [Answer any procedural questions students have.]

   **Turn to "Science Session 2" on page 10 in your test booklet. Read the information at the top of the page and begin answering the questions. You may begin now.**

3. From time to time during the session, circulate and check that students are working in the correct space.

4. After 30 minutes**, say to the students:**

   **Please raise your hand if you have not finished answering the questions.** [If all students have completed this session, have them insert their answer booklets into their test booklets, close their test booklets to end the session, and go to Step 6.]

If students are still working, **say to the students:**

**You may have up to 10 more minutes to complete this session. Remember that when you have completed the questions up to the stop sign on page 6 of your answer booklet you may go back and check your work in this session or insert your answer booklet into your test booklet, close your test booklet, and sit quietly or read a book.**

5. At the end of the 10 minutes, **say to the students:**

   **This completes Session 2. Please insert your answer booklet into your test booklet and close your test booklet.**

6. If you plan to continue testing after a short break, follow the instructions for Session 3, beginning with Step 2.

   If you do not plan to continue testing at this time, collect the test booklets with answer booklets inserted. Do not separate the booklets. Count and return all booklets to the test coordinator or secure the test materials as instructed by your test coordinator.

## SCIENCE SESSION 3

**Time Allowed: 30–40 minutes**

**Materials needed: Student Test Booklets with matching answer booklets enclosed and sharpened number two pencils only**

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

1. Distribute sharpened number two pencils to students who need them and pass out the test booklets. Each student must receive his or her own test booklet with matching answer booklet enclosed.

   **Say to the students:**

   **Before you begin, please check to see that your name is written at the top of page 1 of your Student Answer Booklet.**

2. **Say to the students:**

   **You are now going to take the last science session. Please open your Student Answer Booklet to page 7 where you will answer the questions for this session. If you get stuck on a word in the test booklet, I can read the word to you. If you want help reading a word, raise your hand.** [During the test session, pronounce a word to students who ask for assistance. Do not define the word or help the students in any other way.] **Do not work past the stop sign on page 7 of your answer booklet. You must plan your answer to question 45 carefully to fit in the box provided.**

   **You will have 30 minutes to answer the questions in this session. If you are not finished at that time you may have 10 more minutes to complete your work.**

   **When you have finished this part of the test, you may go back and check your work in this session only, or you may insert your answer booklet into your test booklet, close your test booklet, and sit quietly or read a book. You may not work on any other section of the test. Do you have any questions?** [Answer any procedural questions students have.]

   **Turn to "Science Session 3" on page 16 in your test booklet. Read the information at the top of the page and begin answering the questions. You may begin now.**

3. From time to time during the session, circulate and check that students are working in the correct space.

4. After 30 minutes**, say to the students:**

   **Please raise your hand if you have not finished answering the questions.** [If all students have completed this session, have them insert their answer booklets into their test booklets, close their test booklets to end the session, and go to Step 6.]

If students are still working, **say to the students:**

**You may have up to 10 more minutes to complete this session. Remember that when you have completed the questions up to the stop sign on page 7 of your answer booklet you may go back and check your work in this session or insert your answer booklet into your test booklet, close your test booklet, and sit quietly or read a book.**

5. At the end of the 10 minutes, **say to the students:**

**This completes Session 3. Please insert your answer booklet into your test booklet and close your test booklet.**

6. If you plan to administer the Student Questionnaire Session 4 after a short break, follow the instructions on the next page, beginning with Step 2.

If you do not plan to administer the Student Questionnaire session now, collect the test booklets with answer booklets inserted. Do not separate the booklets. Count and return all booklets to the test coordinator or secure the test materials as instructed by your test coordinator.

## STUDENT QUESTIONNAIRE SESSION 4

**Time Allowed: Approximately 15 minutes**

**Materials needed: Student Test Booklets with matching answer booklets enclosed and sharpened number two pencils only**

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

1. Distribute sharpened number two pencils to students who need them and pass out the test booklets. Each student must receive his or her own test booklet with matching student answer booklet enclosed.

   **Say to the students:**

   **Before you begin, check to see that your name is written at the top of page 1 of your Student Answer Booklet.**

2. **Say to the students:**

   **You are now going to take the student questionnaire. These questions will ask you about different things related to school. There are no right or wrong answers, so mark the answers that are true for you. If you want any help reading or understanding a question, raise your hand.**

   **Please open your Student Answer Booklet to page 8. You will have about 15 minutes to answer the questions for this session on page 8. If you are not finished at that time, you may have more time to complete the questions.**

   **When you have finished answering the questions in this session, please insert your answer booklet into your test booklet, close your test booklet, and sit quietly or read a book. You may not work on any other section of the test. Do you have any questions right now?** [Answer any questions students have.]

   **Turn to "Student Questionnaire Session 4" on page 26 in your test booklet. Read the information at the top of the page and begin answering the questions now.**

3. Circulate and check that students are working in the correct place.

4. After 15 minutes, **say to the students:**

   **Please raise your hand if you have not finished answering the questions.** If students raise their hands, allow them a reasonable amount of time to complete the session.

5. When all students have finished, **say to the students:**

   **This completes Session 4. Please insert your answer booklet into your test booklet and close your test booklet.**

6. Collect the test booklets with answer booklets inserted. Keep all materials secure and follow the "Checklist for Concluding MEA Administration" below.

## CHECKLIST FOR CONCLUDING MEA ADMINISTRATION

### CHECKING STUDENT TEST AND ANSWER BOOKLETS

_____ Count the sets of test/answer booklets to make sure you have all the sets you were given by the test coordinator.

_____ Separate test booklets and answer booklets. Ensure that each student's name is written legibly in the top left corner of the answer booklet as you do so.

_____ Check the condition of the answer booklets. Notify your test coordinator if any booklets are torn or damaged.

_____ If labels have not already been attached to the answer booklets, sort them into alphabetical order by the students' last names to facilitate the application of student labels by the test coordinator. It is not necessary to alphabetize the test booklets.

_____ For students who received accommodation R4 (student use of word processor), verify that the following are included on each word processed page of responses:
- student name,
- state student ID number,
- school name,
- test session number, and
- question number.

Staple the separate pages all together and insert the packet into any place in the Student Answer Booklet. **Do not attach the pages to the answer booklet**. Notify the test coordinator that this answer booklet should be returned in the Special Handling envelope.

_____ If instructed by your test coordinator, complete Box D, "Accommodations, Modification, Homeschooled" on page 2 of each Student Answer Booklet.

_____ Return all test/answer booklets to the test coordinator and notify him or her of any students who require makeup testing and the test sessions they have missed.

Thank you for your participation and assistance in the administration of the MEA Science test.

# MEA SCIENCE ACCOMMODATIONS TABLE

Revised December 2014

**NOTE:** The chart below contains accommodations and codes to be used for the MEA Science test and should be bubbled on the student's answer booklet after testing.

Any accommodation(s) used for the assessment of an individual student will be the result of a team decision made at the local level. All decisions regarding the use of accommodations must be made on an individual student basis – not for a large group, entire class, or grade level. Accommodations are available to all students on the basis of individual need regardless of disability status and should be consistent with the student's normal routine during instruction and assessment. This table is not intended to be used as a stand-alone document and should always be used in conjunction with the *MEA Accommodations Guide* and/or Test Administrator manuals.

| **T. Timing** | | |
|---|---|---|
| Code | Tests were administered | Details on Delivery of Accommodations |
| T1 | with time to complete a session extended beyond the scheduled administration time within the same day. | The scheduled administration time already includes additional time and the vast majority of students complete the test session within that time period. Extended time within a single sitting may be needed by students who are unable to meet time constraints. A test session may be extended until the student can no longer sustain the activity. |
| T2 | so that only a portion of the test session was administered on a particular day. | In rare and severe cases, the extended time accommodation (T1) may not be adequate for a student not able to complete a test session within a single day. A test session may be administered to a student as two or more "mini-sessions" if procedures are followed to maintain test security and ensure that the student only has access to the items administered on that day (see the *MEA Accommodations Guide* for details). |
| T3 | with opportunity to move, stand, and/or pace during assessment or needs short, supervised breaks. | Multiple or frequent breaks may be required by a student whose attention span, distractibility, or physical condition, requires shorter working periods. This opportunity may be used in a single-student setting other than the classroom for a student who cannot focus when seated for sustained periods of time. |
| T4 | at the time of day or day of week that takes into account the student's medical needs or learning style. | Individual scheduling may be used for a student whose school performance is noticeably affected by the time of day or day of the school week on which it is done. This accommodation may not be used specifically to change the order of administration of test sessions. This accommodation must not result in the administration of a test session to an individual student prior to the regularly scheduled administration time for that session for all students. |

| **S. Setting** | | |
|---|---|---|
| Code | Tests were administered | Details on Delivery of Accommodations |
| S1 | in a separate location within the school by trained school personnel. | A student or students may be tested individually or in small groups in an alternative site within the school to reduce distractions for themselves or others, or to increase physical access to special equipment. |
| S2 | in an out-of-school setting by trained school personnel. | Out-of-school testing may be used for a student who is hospitalized or tutored because they are unable to attend school. The test must be administered by trained school personnel familiar with test administration procedures and guidelines. Relatives/guardians of the student may not be used as the test administrator. |

| P. Presentation | | |
|---|---|---|
| Code | Tests were administered | Details on Delivery of Accommodations |
| P1 | individually. | Individual or small group testing may be used to minimize distractions for a student or students whose test is administered out of the classroom or so that others will not be distracted by other accommodations being used (e.g., dictation) |
| P2 | in a small group. | |
| P3 | with test and directions read aloud in English or signed to the student. | A reader may be used for a student whose inability to read would hinder performance on the Science test. Words must be read as written. No translations (with the exception of signed language) or explanations are allowed. Trained personnel may use sign language to administer the test. |
| P4 | with only test directions read aloud or signed to the student. | A reader may be used for a student whose inability to read or locate directions would hinder performance on the test. Note that most directions on the MEA test occur at the beginning of the test session and are already read aloud by the test administrator. Guidelines for what are and are not "test directions" must be followed. With the exception of sign language and the case of students enrolled in a program where the test administrator routinely presents information in a foreign language, directions may not be translated. |
| P5 | with administrator verification of student understanding following the reading of test directions. | After test directions have been read, the test administrator may ask the student to explain what he/she has been asked to do. If directions have been misunderstood by the student, the test directions may be paraphrased or demonstrated. Test items MUST NOT be paraphrased or explained. |
| P6 | using alternative or assistive technology that is part of the student's communication system. | The test may be presented through his/her regular communication system to a student who uses alternative or assistive technology on a daily basis. |
| P7 | by trained school personnel known to the student other than the student's classroom teacher. | A student may be more comfortable with a test administrator who works with the student on a regular basis, but is not the student's regular teacher for the general curriculum or other staff assigned as test administrator. All test administrators must be trained school personnel familiar with test administration and accommodations procedures and guidelines. |
| P8 | using a large-print version of assessment. | Both large-print and Braille versions of the assessment require special preparation and processing and must be pre-ordered. Directions for ordering these materials are included in communications sent to school principals prior to the test. |
| P9 | using Braille version of assessment. | |
| P10 | using a word-to-word translation dictionary for ELL students. | A student with limited English proficiency may have a word-to-word dictionary available for individual use as needed. A word-to-word dictionary is one that does not include any definitions. Information on acceptable dictionaries is provided on the departments' websites. |
| P11 | using visual or auditory supports. | The test may be presented using visual aids such as visual magnification devices, reduction of visual print by blocking or other techniques, or acetate shields; or auditory devices such as special acoustics, amplification, noise buffers, whisper phones, or calming music. |

| R. Response | | |
|---|---|---|
| Code | Tests were administered | Details on Delivery of Accommodations |
| R1 | with a student dictating responses to school personnel. | A student may dictate answers to constructed-response or short-answer questions to locally trained personnel or record oral answers in an individual setting so that other students will not benefit by hearing answers or be otherwise disturbed. Policies regarding recorded answers must be followed prior to returning test materials. |
| R2 | with a student dictating responses using alternative or assistive technology/devices that are part of the student's communication system. | Technology is used to permit a student to respond to the test. Policies regarding recorded answers must be followed prior to returning test materials. |
| R3 | with a student using approved tools or devices to minimize distractions. | Noise buffers, place markers, carrels, etc. may be used to minimize distractions for the student. This accommodation does NOT include assistive devices such as templates, graphic organizers, or other devices intended specifically to help students organize thinking or develop a strategy for a specific question. |
| R4 | with a student writing responses using separate paper, a word processer, computer, brailler, or similar device. | A student may use technological or other tools (e.g., large-spaced paper) to write responses to constructed-response items. A key distinction between this accommodation and R2 is that the student using this accommodation is responding in writing rather than dictating. When using a computer, word processing device, or other assistive technology, access to the Web must be turned off. This accommodation is intended for unique individual needs, not an entire class. Policies regarding recorded answers must be followed prior to returning test materials. |
| R5 | with a student indicating responses to multiple-choice items to school personnel. | A student unable to write or otherwise unable to fill in answers to multiple-choice questions may indicate a response to trained school personnel. The school personnel records the student's response in the student answer booklet. |
| R6 | with a student responding with the use of visual aids. | Visual aids include any optical or non-optical devices used to enhance visual capability. Examples include magnifiers, special lighting, markers, filters, large-spaced paper, color overlays, etc. An abacus may also be used for student with severe visual impairment or blindness on the Science tests. Note that the use of this accommodation still requires student responses to be recorded in a student answer booklet. |
| R7 | with a student with limited English proficiency responding with use of a word-to-word dictionary. | A student with limited English proficiency may have a word-to-word dictionary available for individual use as needed when responding. A word-to-word dictionary is one that does not include any definitions. Information on acceptable dictionaries is provided on the Department's website. |

| O. Other<br>This accommodation requires DOE approval or no credit will be given. | | |
|---|---|---|
| Code | Tests were administered | Details on Delivery of Accommodations |
| O1 | using other accommodation(s) not on this list, requested by the accommodations team. | An IEP team or other appropriate accommodation team may request that a student be provided an accommodation not included on this standard list of accommodations. Like all other accommodations, these should be consistent with the student's normal routine during instruction and/or assessment. Requests should be made to the DOE when accommodation plans are being made for a student prior to testing. DOE approval must be received for the requested accommodation to be coded as an O1 accommodation. Non-approved accommodations used during test administration will be coded as an M3 modification. |

| M. Modification<br>This modification results in no credit being given. | | |
|---|---|---|
| Code | Tests were administered | Details on Delivery of Accommodations |
| M3 | using an accommodation on this list not approved for a particular test or an accommodation not included on this list without prior approval of the DOE. | Inappropriate use of an accommodation included on this list or use of another accommodation without prior approval of the DOE will result in impacted items being scored as incorrect. |

Note: English Language Learners may qualify for any of the accommodations listed as appropriate and determined by a team. Refer to the *MEA Accommodations Guide* for additional information.

The *MEA Accommodations Guide* can be found on the Maine Department of Education web site at: http://www.maine.gov/doe/mea/administration/index.html.