



Test
Administrator
Manual

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Maine Department
of Education

HIGH
SCHOOL
SCIENCE

Test Administrator Manual for Science



*Maine
High School
Assessment*

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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 student work, including any record of 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 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; that 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 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, 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 test section.

5. students are informed that they will be required to make up any test section 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 administrative unit (SAU) personnel. All referrals are confidential, and any decisions connected with these referrals are under the jurisdiction of the local SAU.

Test Administrators should contact Nancy Godfrey, Assessment Coordinator, at the Maine Department of Education, at 624-6775 or at nancy.godfrey@maine.gov 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.
- _____ 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.

IMMEDIATELY BEFORE TESTING

- _____ Obtain secure test and answer booklets from the test coordinator.
- _____ Post a “TESTING—PLEASE DO NOT DISTURB” sign on the classroom door.
- _____ Ensure that digital and electronic devices, including cell phones and calculators, are unavailable.

DURING EACH TESTING SECTION

- _____ Distribute test booklets in the order they are packaged unless you are administering to a group of students who receive read aloud accommodation MP3, as described in the *Policies and Procedures for Accommodations for the Maine High School Assessment*.
- _____ Follow directions, Test Administrator scripts, and time allowances in this manual for administering student tests, 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 only the time indicated in this manual to complete the test sections.
- _____ 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 the testing day(s).

AFTER COMPLETING TESTING REFER TO THE CHECKLIST ON PAGE 14.

PREPARATION FOR TESTING

It is expected that all students will take part in the MEA, 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 schedule), review testing procedures, and receive information on how test materials will be distributed and tracked in your school between and during administration of test sections.

TEST SCHEDULE

Except for makeup test sections or test sections for students requiring certain accommodations, the test sections must be administered concurrently to all students 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 sections.

Test Session Order and Time Allowances

Session	Time Allowed
Material Distribution/Identification Time	5-10 minutes
Science Session 1	50 minutes
Science Session 2	50 minutes
Test Session 3: Student Questionnaire	15 minutes

STUDENT TESTING MATERIALS

In addition to this manual, you will receive a set of test booklets and answer booklets for the group of students you will be testing.

- ☞ NOTE: During each test section, 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 test sections contain questions that are unique to each test form. The only exception to this distribution requirement is for students who have been identified as requiring approved read aloud accommodation MP3. In this case, schools may choose one or more form(s) for use with these students.

The answer booklets do not have different form numbers. Students will bubble in the appropriate form number on page 2 of their answer booklet. The booklets have been designed for machine scoring and should be handled carefully. They 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 science 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 section.

Students should also be informed that calculators, cellphones, 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 Science test using allowable accommodations outlined in the Principal and Test Coordinator Manual Appendix A,
- have a copy of the allowable accommodations that clarify what is permissible for each student,
- explain to students which accommodation(s) 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, school name, test section number, and question number on **each page** of student work for students who receive accommodation MR4 (student use of word processor). 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 at the end of testing.

FINAL ADMINISTRATION PREPARATION

Just before testing, please

- arrange testing materials for each test section so that you will be able to distribute them to students rapidly.
- post a “TESTING—PLEASE DO NOT DISTURB” sign on the classroom door.

SCRIPTS

Test administration sections in this document provide the actual scripts (**words printed in boldface excluding the test section 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. 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 section, 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 test section.

MATERIALS DISTRIBUTION/IDENTIFICATION TIME

Time Allowed: 5-10 minutes

SCIENCE SESSION 1

Time Allowed: 50 minutes

Uniform testing conditions depend on you reading the script exactly as detailed in this test section.

1. At the beginning of the administration, **say to the students:**

This portion of the Maine High School Assessment consists of a two-session science test and a questionnaire. The results from the science test will be combined with your MEA for Mathematics and English Language Arts/Literacy developed by Smarter Balance to measure your achievement of Maine’s *Learning Results*.

If you have questions about any of the instructions I give you, please ask them so that you can be sure of doing your best on this state assessment.

The Maine Department of Education has testing policies that are designed to give each of you a fair and equitable opportunity to show your abilities. To ensure fairness, do not engage in any of the following unacceptable behaviors:

- Giving or receiving help of any kind
- Looking through the test booklet before the start of the test
- Marking answers after time is called
- Sharing test questions with anyone during or after the test
- Attempting to remove test materials from the testing room
- Attempting to take the test for someone else
- Causing a disturbance of any kind
- Failing to follow testing procedures

Now we’re going to prepare to start the test.

- Remove everything from your desktop except your Number 2 pencils and erasers. This includes any highlighters, rulers, calculators, dictionaries or other books, pens or colored pencils, pamphlets, and papers of any kind. Turn off the power to cell phones, watch alarms, handheld computers, and other digital and electronic devices, and store them out of sight as these are all prohibited.
 - Close all bags and backpacks and put them under your desk until the test is over.
 - Please be respectful of the quiet testing environment required by your fellow students.
2. Walk around the room to make sure that students have only Number 2 pencils and erasers on their desks.

3. Then **say to the students:**

I am going to pass out an answer booklet and test booklet to each of you now. When you get the test booklet, read the back cover. It has important information about timing, marking answers, and formula scoring. Do not open your test booklet until I ask you to do so.

Distribute one answer booklet and one test booklet to each student. Make sure every student is using a Number 2 pencil. Check to ensure that no one is using a pen or mechanical pencil.

When you have finished reading, please look up.

4. When all students are ready, **say to the students:**

Now look at the cover of your answer booklet. Using a Number 2 pencil, write your name and our school name in the upper left-hand corner. [Pause.]

Now turn to page 2 of the answer booklet and find Box D. Fill in the bubble for the form number that appears in the box in the middle of the front cover of your test booklet.

Check that students are filling in the correct form number.

5. When everyone is ready, **say to the students:**

During the test, keep your answer booklet and test booklet flat on your desk. If you find a defect with either one, raise your hand at that time. I will walk around the room to check progress and also keep the official time for the test.

Remember, after the test has ended, no one may leave the room until I announce dismissal.

You will now take Science Session 1. This test section consists of 20 multiple-choice questions and 3 constructed-response questions. You should plan your answers to the constructed-response questions to fit in the answer boxes provided. You will have 50 minutes to work on this test session. You may work in Science Session 1 only.

You will answer the questions in Science Session 1 on pages 3 - 5 of your answer booklet. Do not work past the stop sign on page 5 of your answer booklet. If you have any questions about testing procedures, please ask them now. Once you begin testing, I cannot answer questions. [Answer any procedural questions students may have.]

6. After you answer all questions, **say to the students:**

Open your test booklet to page 1, read the directions, and begin working now.

Please be alert and attentive throughout the test. Do not read, grade papers, work on a computer, talk on a cell phone, or do any other task unrelated to the test administration. During testing, follow these procedures:

Time the test:

Write the start and stop times on the board for students to see. Before you call stop, check your watch against the time you wrote on the board.

Monitor test-takers:

Walk around the room to check that everyone is working independently on Session 1.

7. After exactly 50 minutes, **say to the students:**

Please stop working now. Put your pencils down.

If you plan to continue testing, follow the instructions for Science Section 2 beginning with step 2.

If you plan to take a 10 minute break or if you do not plan to continue testing at this time, **say to the students:**

This completes Science Session 1. Please put your answer booklet into your test booklet, close your test booklet, and I will collect them both now. Please sit quietly until you are dismissed.

Before dismissal:

- Collect the test booklets with inserted answer booklets from each student. Do not separate the answer booklets from the test booklets.
- Check that the student's name, your school name, and the correct form number are completed on each student's answer booklet.
- Verify by count that you have a test booklet with inserted answer booklet for each student.
- Keep students seated until you are sure you have an answer booklet and test booklet from each student.

8. After all materials are accounted for, **say to the students:**

Remember, you must not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including e-mail, text messages, or the Internet.

This test session is now over. Thank you for your cooperation.

Do not separate the test booklets from the answer booklets. After the students are dismissed, 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: 50 minutes

Uniform testing conditions depend on you reading the script exactly as detailed in this test section.

1. Pass out test booklets and answer booklets to students if they do not have them already. Make sure every student is using a Number 2 pencil. Check to ensure that no one is using a pen or mechanical pencil.

Say to the students:

Before you begin, please check to see that your name is written on your test booklet and answer booklet.

Now we're going to prepare to start the test.

- **Remove everything from your desktop except your Number 2 pencils and erasers. This includes highlighters, rulers, calculators, dictionaries or other books, pens or colored pencils, pamphlets, and papers of any kind. Turn off the power to cell phones, watch alarms, handheld computers, and other digital and electronic devices, and store them out of sight as these are all prohibited.**
 - **Close all bags and backpacks and put them under your desk until the test is over.**
 - **Please be respectful of the quiet testing environment required by your fellow students.**
2. Walk around the room to make sure that students have only Number 2 pencils and erasers on their desks.
 3. When all students are ready, **say to the students:**

During the test, keep your answer booklet and test booklet flat on your desk. If you find a defect with either one, raise your hand at that time. I will walk around the room to check progress and also keep the official time for the test.

Remember, after the test has ended, no one may leave the room until I announce dismissal.

You will now take the Science Session 2. This test section consists of 28 multiple-choice and 2 constructed-response questions. You will have 50 minutes to work on this test section. You may work in Science Session 2 only.

Open your answer booklet to page 6. You will answer the questions in Science Session 2 on pages 6 and 7 of your answer booklet. Do not work past the stop sign on page 7 of your answer booklet. If you have any questions about testing procedures, please ask them now. Once you begin testing, I cannot answer questions. [Answer any procedure questions students may have.]

4. After you answer all questions, **say to the students:**

Open your test booklet to page 14, read the directions, and begin working now.

Please be alert and attentive throughout the test. Do not read, grade papers, work on a computer, talk on a cell phone, or do any other task unrelated to the test administration. During testing, follow these procedures:

Time the test:

Write the start and stop times on the board for students to see. Before you call stop, check your watch against the time you wrote on the board.

Monitor test-takers:

Walk around the room to check that everyone is working independently on Section 2.

5. After exactly 50 minutes, **say to the students:**

Please stop working now. Put your pencils down.

If you plan to administer the questionnaire now, follow the instructions for Student Questionnaire Section 3 beginning with step 2.

If you plan to take a 10 minute break or if you do not plan to administer the questionnaire at this time, **say to the students:**

This completes Science Session 2. Please put your answer booklet into your test booklet, close your test booklet, and I will collect them both now. Please sit quietly until you are dismissed.

Before dismissal:

- Collect the test booklets with answer booklets inserted from each student. Do not separate the answer booklets from the test booklets.
- Verify by count that you have a test booklet and answer booklet for each student.
- Keep students seated until you are sure you have an answer booklet and test booklet from each student.

6. After all materials are accounted for, **say to the students:**

Remember, you must not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including e-mail, text messages, or the Internet.

This test session is now over. Thank you for your cooperation.

Do not separate the test booklets from the answer booklets. After the students are dismissed, count and return all booklets to the test coordinator or secure the test materials as instructed by your test coordinator.

STUDENT QUESTIONNAIRE SESSION 3

Time Allowed: 15 minutes

1. Pass out test booklets and answer booklets to students if they do not have them already. Make sure every student is using a Number 2 pencil. Check to ensure that no one is using a pen or mechanical pencil.

Say to the students:

Before you begin, check to see that your name is written on your test booklet and answer booklet.

- **Remove everything from your desktop except your Number 2 pencils and erasers. This includes highlighters, rulers, calculators, dictionaries or other books, pens or colored pencils, pamphlets, and papers of any kind. Turn off power to cell phones, watch alarms, handheld computers, and other digital and electronic devices, and store them out of sight as these are all prohibited.**
 - **Close all bags and backpacks and put them under your desk until the questionnaire is over.**
2. Walk around the room to make sure that students have only Number 2 pencils and erasers on their desks.
 3. **Say to the students:**

You are now going to take the Student Questionnaire. Please open your Test Booklet to page 26. You will answer the questions for this test section on page 8 of your Student Answer Booklet.

You will have about 15 minutes to answer the questions in this test section. If you are not finished at that time, you may have more time to complete the questions. You may work in Student Questionnaire Session 3 only.

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

Please raise your hand if you have not finished answering the questions in this test section. 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:**

Place your answer booklet on top of your test booklet, and I will collect them both now. Please sit quietly until you are dismissed.

Before dismissal:

- Collect the answer booklet and test booklets individually from each student.
- Make sure answer booklets are not inserted in or between test booklets.
- Keep students seated until you verify by count that you have a test booklet and an answer booklet for each student.

6. After all materials are accounted for, **say to the students:**

This test administration is now over. Thank you for your cooperation.

After students are dismissed, follow the “Checklist for Concluding MEA Administration” below.

CHECKLIST FOR CONCLUDING MEA ADMINISTRATION

CHECKING STUDENT TEST AND ANSWER BOOKLETS

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

_____ Sort the answer booklets 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 MR4 (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 section number, and
- question number.

Staple the separate printout pages all together and insert this 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.

_____ Return all test and answer booklets to the test coordinator and notify him or her of any students who require makeup testing and the test section(s) 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 <i>MEA Accommodations Guide</i> 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 <u>test directions</u> 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 <u>test directions</u> 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 <u>dictating</u> 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 <u>dictating</u> 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 <u>writing</u> responses using separate paper, a word processor, computer, braille, 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		
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		
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>.

