



Assessment Technical Assistance Plan

Table of Contents

Purpose	3
Statewide Assessment Technical Assistance	4
Maine DOE Technical Assistance Identification	4
Review Process.....	5
Assessment Administration	7
Assessment Security	8
Assessment Administration for Special Populations – Students with Disabilities and English Learners	9
Assessment Participation.....	9
Assessment Results and Reports	9
Appendix A: Notification Letter	11
Appendix B: SAU Identification Process.....	12
Appendix C: Sample Online Maine Science and General ELA and Mathematics Assessment Observation Form via Qualtrics Survey	17
Appendix D: Sample School Interview in Qualtrics.....	22
Appendix F: Laws and Regulations Related to Monitoring.....	23
Federal Requirements.....	23
Peer Review Guidance Documents:.....	24
Additional Guidance from Maine DOE:.....	24

Purpose

This plan was created to provide school and School Administrative Unit (SAU) personnel with the technical knowledge necessary to assure consistent administration of all state required student assessments throughout Maine. To ensure this process is purposeful and meaningful while also meeting federal requirements set forth by the Every Student Succeeds Act of 2015 (ESSA), the Maine Department of Education (Maine DOE) has outlined a plan for what assessment technical assistance may include across the state.

The purpose of providing technical assistance is to support SAUs and schools with areas of challenge while also highlighting and sharing areas of excellence. Through collaborative partnerships, the Department and SAUs will work together to improve the opportunity for students to demonstrate what they know and can do. As a part of the technical assistance process, SAUs will continue to observe assessment administration conducted in schools through the utilization of an online observation tool provided by Maine DOE. SAUs will continue to follow the guidelines and requirements for assessment security and administration of the state assessments administered within the SAU.

Maine DOE will examine assessment data and associated documentation with the goal of providing SAUs with feedback and support. Consistency of administration, appropriate application of accommodations, and observation of assessment administration assists with providing the most accurate picture of what a student knows and can do. The goal of these collaborative efforts is to reduce the challenges and barriers experienced by SAUs, schools and students that prevent or reduce student performance during assessment experience.

The structures and practices outlined in this plan are designed to support and improve the validity and reliability of student results. This procedural method of looking at SAU practices is an opportunity for Maine DOE and SAUs to work together to ensure standardized assessment administration, fairness, equity of access to the assessment, and assessment security of the very highest caliber.

ESSA includes the expectation all assessment administration practices be reviewed and supported within the State system: the general academic assessments, the general English Language Proficiency (ELP) assessments, the alternate academic assessments, and the alternate ELP assessments. Additionally, ESSA contains provisions that will help to ensure success for students through equitable access to high quality instruction. Equity in assessment is a part of equity in education and requires the development of systems to ensure that every child has an equal chance for success.

The Assessment Technical Assistance Plan is a critical element in supporting SAUs in the implementation of state-required assessments. Data collected through all aspects of a balanced assessment system helps to increase understanding of the unique challenges and barriers faced by individual students or by populations of students. As a result of this collaborative process among Maine's educator, schools, SAUs and the Maine Department of Education, all Maine students will have an equitable opportunity to demonstrate what they know and can do in relation to grade level content via state assessments.

Technical assistance is purposeful and targeted support for Maine SAUs across all elements related to state assessments.

Statewide Assessment Technical Assistance

Monitoring administration of state assessments is the joint responsibility of the local assessment coordinators and assigned Maine DOE personnel. The intent is to ensure that assessments are administered in accordance with established policies, without indication or appearance of test fraud or inappropriate exposure of secure test materials. Additionally, these efforts will assist with ensuring the fairness and equity of access to state assessments for all Maine students.

It is the SAUs and schools' responsibility to review assessment practices and promote the policies and guidelines in the [Maine Assessment Security Handbook](#) as a part of implementing fair, approved, and standardized practices. The Maine DOE greatly relies on school and SAU leadership to review assessment practices for all state assessments and implement self-corrective actions to resolve any identified issues, as described in the Maine Assessment Security Handbook. Local review of practices during an assessment administration will help confirm that procedures are being followed and risk of error is minimized. It also ensures that students with disabilities or English Learners are administered the appropriate assessments with any necessary and allowable supports or accommodations. Observation of the assessment administration is a critical element of the review of administration practices.

The Maine DOE recommends that District Assessment Coordinators (DACs), School Assessment Coordinators, and Principals make regular and unscheduled visits to observe assessment administration, with limited disruption to the assessment environment. These visits should be conducted across grade spans, student populations, content areas, and assessments. The [Assessment Administration Observation Checklist](#), provided in [Appendix D](#) of the Maine Assessment Security Handbook, will be posted annually on the [MeCAS webpage](#). A [sample Interview of the School Assessment Coordinator or school administrator](#), which can be customized for use by the DAC, is provided to verify school-level procedures in [Appendix E](#) of the [Assessment Security Handbook](#). These documents will be available for electronic submission in the Qualtrics platform. Each SAU is asked to complete observations and corresponding interviews per school year. These visits should be conducted across grade spans, student populations, content areas and assessments. Please refer to the [MeCAS webpage](#) to access, complete and submit electronic copies of these documents.

The information collected through assessment observations provides contextual and situational data to be used in conjunction with quantitative sources, which provide a more comprehensive picture of the quality and equity of assessment administration across Maine SAUs and schools.

Any irregularities observed during local review should be immediately reported as described in the Reporting Irregularities section of the Assessment Security Handbook. When reported quickly, the SAU may be able to resolve the irregularity and avoid a significant number of invalidated student assessment results.

Maine DOE Technical Assistance Identification

SAUs/Schools are identified for technical assistance as part of a part of an annual review cycle by Maine DOE. Additional SAUs/Schools may be identified for targeted technical assistance based on the criteria included in Appendix B.

It is important to note that exemplary SAUs/Schools may also be selected for observation and interview. Exemplary schools may provide guidance and/or best practices for the Department to share with other SAUs/Schools across the state to benefit from.

Superintendents and DACs will be notified in September to initiate the collaborative process of planning technical assistance support prior to the proceeding assessment administration. The notification will include any schools selected within the SAU along with a proposed timeline.

Targeted assessment technical assistance provides additional supports to schools that have had a previous irregularity or showed unusual results on a previous state assessment. These schools may be selected for assistance for more than one year. Data contained in the following bullets informs the selection of SAUs/Schools for targeted assessment technical assistance:

- A Participation rate of less than 95% in one or more state, national, and/or international assessments
- Observed statistical irregularities or discrepancies with student assessment data (e.g., high growth in percent of students scoring proficient, questionable response patterns, extreme changes in student demographics, large numbers of re-administrations of assessments)
- An established pattern of assessment violations as reported to Maine DOE (e.g., vendor reports, invalidations, improper assessment administration, failure to attend or conduct yearly training)
- Documented concerns (e.g., parent and community, noncompliance issues from prior years, pertaining to accommodations and supports as required by student's IEP or 504, other technical assistance requests) and/or
- Assessment irregularities as observed through technical assistance and feedback
- Participation of ineligible students in state required assessments

Technical assistance will follow a ten-year cycle to ensure that every SAU can participate. Maine DOE will continue to be available for SAUs requesting technical assistance.

Technical support will include all assessment components of the Maine Educational Assessments (MEAs). All SAUs, whether they are identified for technical support from Maine DOE or not are encouraged to conduct internal observation(s) and to submit online observation checklists. The checklists are provided as tools to support the consistent administration of the assessment and in some cases, provide additional information to assist with gauging the assessment experience of the student. Maine DOE is requesting that all SAUs conduct one observation of the general assessment at each school and/or grade span as appropriate as well as one observation each of the of the MSAA and/or the ACCESS assessments as administered within the SAU. It is important to note that observation of the science assessment will be rolled out during the spring 2023 administration.

Review Process

The Maine DOE assessment team members will visit schools during open assessment windows to observe administration procedures. Upon arrival, the Maine DOE staff member will report to the front office of the school. The staff member will meet with a predesignated person to review the intended plan of the visit as well as the schedule of assessments for the school. Using the provided schedule, the

staff member will select room or rooms in which to observe. The staff member should be introduced to the Assessment Administrator(s)/Proctor(s) and will observe with minimal interference to the assessment administration. The staff member will have an appropriate checklist similar to the [Assessment Administration Observation Checklist](#) and will interview the School Assessment Coordinator and/or a School Administrator using the Interview of School Assessment Coordinator document located in the Assessment Security Handbook. The staff member has an opportunity to share best practices observed and provide any further applicable feedback. A copy of a sample school interview is in the Assessment Security Handbook as well as in Appendix D of this document. The Maine DOE will provide a copy of the feedback to the school, the superintendent, and DAC of the SAU.

The assessment administration to be reviewed will be conducted in the current year of administration. For example, in school year 2022-2023, the assessment administration under review will be in the fall of 2022 or spring of 2023 as appropriate for the assessment. If the SAU or school is selected for technical assistance, the documentation requested for review may include documents and/or logs containing information related to assessment administration and security. In the case of an assessment irregularity that requires investigation, such documentation will be helpful to understand the context and circumstances of the administration.

Any requested documentation should be received by Maine DOE by the date indicated in the notification letter. Preferably, documentation should be submitted in an electronic format. See [Appendix B](#) for data and other information used in the Technical Assistance Identification Process.

Maine DOE may use the following steps to review documentation received:

- Review all documentation required by the Assessment Security Handbook and the Assessment Technical Assistance Plan.
- Examine demographic files and other data files to verify participation rates of student populations and work with assessment vendors to reference data files in matters of assessment security and administration.

At the request of an SAU, Maine DOE will help support the implementation of assessment administration, fairness, equity of access to the assessment, and assessment security. . The assistance may include onsite visitations or may be conducted remotely.

Selected SAUs should review the copy of the identification process provided in the communication from Maine DOE. A sample of the Technical Assistance Identification Process is provided in Appendix B of this document. The template, designed to be used as a guide, supports the SAU in completing a local plan to address any identified areas. SAUs have access to the following resources and materials.

- Assessment Observation forms
- School Interview form

A brief description of each element is provided below. Members of the Assessment Team continue to be available to support SAUs with the design of a plan, if requested.

Assessment Observation forms

Brief comments or explanations to provide additional information regarding supporting documentation and SAU procedures.

Appropriate information to support submitted documentation around each element. Documentation should be from the current spring administrations of the assessments and be specific enough to provide the reader with an accurate description of what procedures are in place. Each SAU/school should provide a description regarding the implementation of applicable technical assistance plan and assessment observations. If appropriate, steps can be bulleted or numbered instead of written in a paragraph.

Assessment Administration

Consistent administration of statewide assessments is crucial to maintaining the quality of data that is collected by each assessment. Administering assessments to all students under the same conditions ensures that valid and reliable data is available for each assessment.

SAUs are required to administer all components of the state assessments and follow outlined administration procedures for each assessment, including the training of SAU employees for assessment administration, supporting building assessment coordinators, and obtaining assessment security agreements for all applicable employees administering the assessment(s).

In addition, the Superintendent and DAC should ensure observations of each of the assessments administered within the SAU are conducted annually. This should include the identification of personnel to conduct assessment observations and the maintenance of all applicable documentation.

Maine Educational Assessments			
Content Assessed	General Assessment	*Alternate Assessment	Intended Population
Mathematics & ELA/Literacy	Mathematics Assessment & ELA/Literacy Assessment (NWEA)	Alternate Mathematics and Alternate ELA/Literacy Assessments (MSAA)	All students in grades 3-8 & second-year High School students (NWEA) All students in grades 3-8 & third-year High School Students (MSAA)
Science	Maine Science Assessment	Alternate Science Assessment (MSAA)	All students in grades 5, 8, and third-year HS
English Language Proficiency	ELP Assessment	Alternate ELP Assessment	English learners in grades K-12
*Alternate assessments are intended for students with the most significant cognitive disabilities who have been found eligible by the IEP Team using the state criteria/guidance for eligibility.			

Assessment Security

Assessment security is an important consideration of consistent administration and maintaining data quality. Assessment security – avoiding cheating or exposure of assessment items at multiple levels of administration – is essential to guaranteeing the integrity of assessment data.

Should there be concerns related to assessment security, Maine DOE may ask SAUs to provide additional documentation and outline the consequences of a security breach, an event that results in the inappropriate exposure of assessment items or that could potentially impact the accuracy of assessment results, should it occur. An important part of maintaining assessment security is ensuring all assessment materials (paper- and computer-based) are secure; Assessment Administrators receive professional development related to assessment security-related topics; guidelines regarding prohibited electronic devices as outlined in the Assessment Security Handbook are followed; immediately report and document any irregularities; and to maintain confidentiality of student information, assessment materials, and assessment results.

Further information regarding documentation that demonstrates assessment security was met is outlined in the [Maine Assessment Security Handbook](#).

The Department may request to review specific documentation pertaining to assessment security and personnel training to support the provision of technical assistance. Documentation of assessment technical assistance, assessment administration training, and assessment security measures must be maintained by the SAU for a period of one year following the assessment.

Assessment Administration for Special Populations – Students with Disabilities and English Learners

SAUs and states are required to provide documentation related to assessment of students with disabilities and English Learners as described by [IDEA Sec. 300.160](#) and state policy as described in the [Maine State Special Services Required Forms Procedural Manual](#). SAUs are also required to provide students with appropriate accommodations – as determined by an IEP or 504 plan – when assessing students, and to document all provided accommodations.

Documentation that supports this element includes:

- a written description of how student accommodations are determined for students with disabilities and English Learners,
- documentation that all assessment administrators received training on administering accommodations,
- documentation of accommodations provided during assessment.

Examples of acceptable documentation might include, but are not limited to, SAU forms that are completed for each student indicating what accommodations are to be provided for each assessment throughout the school year or completed Alternate Assessment Participation Guidelines checklist for students.

Assessment Participation

Maine DOE collects data related to participation in assessments. This data is also utilized in accountability calculations. SAUs are federally required to administer assessments to all eligible students. This includes alternate assessments for students with the most significant cognitive disabilities in addition to English Language Proficiency assessments for students identified as English learners as stated in the [Maine Comprehensive Assessment System Guidelines](#). Schools or SAUs may not systematically exclude students from assessment.

Documentation that fulfills the criteria for this indicator includes documentation of how special circumstances are tracked and documented, school and SAU assessment schedules including a description where and how description students were assessed.

Examples of supporting documentation might include, but are not limited to, spreadsheets or written lists of students who didn't participate in the assessment including those with a Special Considerations exemption.

Assessment Results and Reports

To streamline documentation, the assessment team will coordinate with the Elementary and Secondary Education Act (ESEA) team to review documentation the SAU has submitted within their ESEA Consolidated application for Federal funds related to providing assessment data to families. In this application as part of ESEA assurances, the SAU has provided a brief description of how reports are meaningfully disseminated to families, and how schools and educators maintain confidentiality of assessments data.

The SAU is asked to provide a sample copy of the letter provided to parents which accompanies the individual student report(s) or the copy of an email sent to parents notifying results have been posted to a parent accessible portal.

Appendix A: Notification Letter

Dear (Name of Superintendent),

Your school district has been identified for technical assistance during the spring XXXX administration.

The process will include a document review, and within the following schools:

- [List of schools]

A member of Maine DOE assessment team will be reaching out to explain the collaborative process in determining the type of technical assistance to be provided. Additional information about the process can be found in the Maine Assessment Technical Assistance Plan located on the [MeCAS webpage](#)

To assist the SAU during this process, the Maine DOE will provide training webinars and other resources on the MeCAS webpages. The Department will seek suggestions for training topics from the SAUs and is available to discuss any questions you may have. A designated member from the Maine DOE Assessment team will work with the DAC in the coming days to provide the location of the resources and the recorded webinar. The Assessment team is available to discuss any questions or concerns that you may have.

The date that any documentation to be submitted will be determined during the initial call with Maine DOE.

Maine DOE is looking forward to working with the SAU throughout this process. Please do not hesitate to contact the applicable Assessment Coordinator at the Maine DOE if you have any questions or concerns about the process.

Sincerely,

Janette Kirk
Chief of Federal Programs
Maine Department of Education

Appendix B: SAU Identification Process

Assessment Technical Assistance Identification Procedures

The identification procedures will be completed, and decisions will be made as a team/group. The following table outlines the data used for each indicator and the team member responsible for providing and/or acquiring the data for the indicator.

A Indicators – General assessments in ELA/literacy, math, and science

B Indicators – Alternate assessments in ELA/literacy, math, and science

C Indicators – English language proficiency general and alternate assessments

INDICATOR	DATA	WHO
1a-Assessment Participation <95% of eligible students assessed	District Participation rates for the general assessments Mathematics Reading Language Science Assessment Participation of students placed in regional or out of state programs	State Assessment Coordinator Data Analyst
1b-Assessment Participation <95% of eligible students assessed	Alternate Assessment MSAA (ELA/literacy & math) MSAA Science Assessment Participation of students placed in regional or out of state programs	State Assessment Coordinator, Alternate and WIDA Assessments Data Analyst
1c-Assessment Participation <95% of eligible students assessed	English Learners Alternate Assessment for EL Misapplication of ELA exemption for ELs with US Start Date within 12 months. Assessment Participation of students placed in regional or out of state programs	State Assessment Coordinators Data Analyst
2b- 1% threshold for participation in alternate assessments >1% participation in alternate assessments (95% of students must equal > 3 students to account for small district populations)	Alternate Assessment Participation Rate > 1% Action Plan for exceeding the 1% threshold for alternate assessment participation completed? Y/N	State Assessment Coordinators Data Analyst
3a –Assessment Security Assessment security requirements have not been met	Requirements: Assessment Training: <ul style="list-style-type: none"> Appropriate role (DAC/ITC/STC/AA/Proctor) participate in applicable live or 	State Assessment Coordinators

	<p>recorded trainings made available by vendor/DOE</p> <ul style="list-style-type: none"> • Security agreements signed and on file • Assessment (paper) materials stored in a secure location if applicable • Secured (paper) materials returned if applicable 	
<p>3b- Assessment Security</p> <p>Assessment security requirements have not been met</p>	<p>Requirements:</p> <p>Assessment Training:</p> <ul style="list-style-type: none"> • Training modules completed including proficiency score on final training quiz, <p>Secure Materials:</p> <ul style="list-style-type: none"> • Security agreements signed and on file • Assessment materials stored in a secure location • Secured materials returned if applicable • Student paper assessment materials destroyed after the window closes 	<p>State Assessment Coordinators</p>
<p>3c- Assessment Security</p> <p>Assessment security requirements have not been met</p>	<p>Requirements:</p> <p>Assessment Training:</p> <ul style="list-style-type: none"> • Training modules completed including proficiency score on training quiz <p>Secure Materials:</p> <ul style="list-style-type: none"> • WIDA NDA read and signed • Assessment materials stored in a secure location • Secured materials returned if applicable • Student scratch paper destroyed following the assessment • All secure materials were returned, including scripts, manuals, and student booklets. • 	<p>State Assessment Coordinators</p>
<p>4a- Local assessment observations completed</p> <p>Local observations by SAU</p>	<p>Requirements:</p> <p>Local assessment coordinators complete a minimum of 2 local assessment observations for each of the MEA. Observations should take place at different grade levels and schools.</p>	<p>State Assessment Coordinators</p> <p>Management Analyst</p>

	<p><u>Recommendations:</u></p> <ul style="list-style-type: none"> • 3 or more observations • Observations are conducted across each of the grade level bands, 1 observation per grade span: <p style="text-align: center;">3-5 6-8 High school</p>	
<p>4b - Local assessment observation completed</p> <p>Local observations by SAU</p>	<p><u>Requirements:</u></p> <p>Local assessment coordinators complete a minimum of 1 local assessment observation for each of the MEA. Observations should take place at different grade levels and schools.</p> <p><u>Recommendations:</u></p> <ul style="list-style-type: none"> • 2 or more observations • Observations are conducted across each of the grade level bands, 1 observation per grade span: <p style="text-align: center;">3-8 High school</p>	<p>State Assessment Coordinators</p> <p>Management Analyst</p>
<p>4c - Local assessment observation completed</p> <p>Local observations by SAU</p>	<p><u>Requirements:</u></p> <p>Local assessment coordinators complete a minimum of 1 local assessment observations for each of the MEA. Observations should take place at different grade levels and schools.</p> <p><u>Recommendations:</u></p> <ul style="list-style-type: none"> • 3 or more observations • Observations include diversity within the ACCESS suite of assessments <p style="text-align: center;"><i>K ACCESS for ELLs</i> <i>Online ACCESS for ELLs</i> <i>ACCESS for ELLs Paper</i> <i>Alternate ACCESS for ELLs</i></p>	<p>State Assessment Coordinators</p> <p>Management Analyst</p>
<p>5a- Assessment Irregularities reported or identified through data</p>	<p><u>Potential Irregularities include:</u></p> <ul style="list-style-type: none"> • Misuse of Re-administration requests (NWEA only) • Misuse of suspensions/terminations (NWEA only) 	<p>State Assessment Coordinators</p> <p>Data Analyst</p> <p>Management Analyst</p>

	<ul style="list-style-type: none"> • Lack of accommodations or misadministration of accommodations • Breach of assessment security • Student or staff misconduct (Cheating) • Administration of wrong assessment/session • Technological disruption requiring DOE intervention • Other 	
5b - Assessment Irregularities reported or identified through data	<u>Potential Irregularities include:</u> <ul style="list-style-type: none"> • Re-administration requests • Suspensions/terminations • Lack of accommodations or misadministration of accommodations • Cheating • Use of accommodations or supports not approved for state assessment • Early Stopping Rule misapplication (ESM) 	State Assessment Coordinators Data Analyst Management Analyst
5c - Assessment Irregularities reported or identified through data	<u>Potential Irregularities include:</u> <ul style="list-style-type: none"> • Re-administration requests • Regeneration of student test ticket • Suspensions/terminations • Lack of required accommodations or misadministration of accommodations • Cheating • Use of accommodations or supports not approved for state assessment 	State Assessment Coordinators Data Analyst Management Analyst
6a - Was the SAU identified for Technical Assistance in the previous Academic year?		State Assessment Coordinators
6b - Was the SAU identified for Technical Assistance in the previous Academic year?		Data Analyst
6c - Was the SAU identified for Technical Assistance in the previous Academic year?		Management Analyst
7-Other issues	Rostering or enrollment	

	<p>Consistent across assessments</p> <p>Participation of ineligible students</p> <p>Denied special consideration requests</p>	<p>State Assessment Coordinators</p> <p>Data Analyst</p> <p>Management Analyst</p>
8-District Request	<p>Districts can request technical assistance with the following (not limited to):</p> <ul style="list-style-type: none"> • New TC/TA • Organizing for assessment • Modeling assessment administration • Test security requirements • Use of sample/practice items • Observation of assessment administration • Support with rostering/enrollment • Support navigating assessment resources • Other 	<p>State Assessment Coordinators</p>

Appendix C: Sample Online Maine Science and General ELA and Mathematics Assessment Observation Form via Qualtrics Survey

** Note that the observation forms all contain similar elements that take place before, during, and after the assessment, but the individual assessment specific surveys also contain elements that are specific to the assessments. This form is the most basic form of the survey.

[Link to online version of the Qualtrics Survey.](#)

School Name:	
Assessment Administrator:	Proctor/TA/AA(s):
Observer:	Assessment:
Date of Observation:	Grade/Subject

	Item	Code*	Comments
1	Instructional materials that may provide clues or answers are not visible in the room.		
2	The desks/tables are arranged with enough space between them to minimize opportunities to review each other's work.		
3	Desks/tables are clear of all materials except what is allowed in the assessment administrator manual.		
4	Electronic devices were collected or otherwise stored away and unavailable for student use.		
5	The Assessment Administrator read directions clearly, loudly, and exactly as printed in the Assessment Administration Manual.		
6	Students worked independently of each other.		
7	The assessment room was free of disruptions (talking, fire drills, intercom announcements).		

*Use Codes: NA=Not Applicable 1=Exemplary 2=Acceptable 3=Minor Issue 4=Major Issue UO=Unable to Observe

	Item	Code*	Comments
8	Booklets/tickets were distributed to and collected from the students individually by the Assessment Administrator/Proctor(s) and not passed by students.		
9	The Assessment Administrator answered only questions related to the directions.		
10	Students were provided a break individually, (where applicable) during an assessment session with close supervision.		
11	Students worked on appropriate sections of the assessment and did not return to or go forward to other sections.		
12	All students remained quiet as everyone completed the assessment session.		
13	Assessment tickets/booklets, answer documents, and scrap paper were never left unattended.		
14	The assessment room was supervised at all times.		
15	The Assessment Administrator/Proctor(s) were actively monitoring the room at all times.		
16	Assessment signs were posted on room doors (e.g., Do Not Disturb, Electronic Devices Not Allowed, Quiet Please Assessments in Progress).		
17	List any observed accommodations provided to students		

*Use Codes: NA = Not Applicable 1=Exemplary 2=Acceptable 3=Minor Issue 4=Major Issue UO=Unable to Observe

Is this the TA's first time administering the assessment?

- Yes
 No

TA's level of confidence administering the assessment.

- High
 Neutral
 Low

Does the proctor/TA/AA feel they received sufficient training and support to administer the assessment?

Yes

No

If no, please explain.

Did you observe any students or did the specifically observed student complete the entire assessment?

Yes

No

If no, please provide a reason why the student or students did not complete the assessment.
Please check all that apply.

Student became ill and left the room

Student became overwhelmed

Student was dismissed

Student left the room and did not return

Student has an accommodation that allows taking breaks

Student was administered the assessment administration over multiple days

Student refused to complete the assessment

Environmental disruption resulted in student not completing the assessment

Other reason, please describe.

Was the student(s) provided an opportunity to participate in a practice session?

All students were provided the opportunity

Some students were provided the opportunity

None of the students were provided the opportunity

Were any of the students or the specifically observed student observed choosing the same answer repeatedly?

Yes

No

If yes, was it related to any of the following?

Test content

Test preparation

Student characteristic

TA/Proctor/AA behavior

Environment

Unknown

Were any of the students, or the specifically observed student observed hurrying through the assessment?

Yes

No

If yes, was it related to any of the following?

Test content

Test preparation

Student characteristic

TA/Proctor/AA behavior

Environment

Unknown

Were any of the students observed using the universal tools provided in the assessment?

Yes

No

If yes, how did the student appear to be using the tool(s)?

- Appropriately utilizing the tools
- Trying the tool out
- Playing around (tool appeared to be a distraction)

Other, please describe.

Please provide any insight including specific topics for additional assessment training offered by the Maine Department of Education.

Appendix D: Sample School Interview in Qualtrics

**This document is consistent with the Assessment Security Handbook. [Link to online School Coordinator Interview.](#)

School Name:
School Principal:
School Assessment Coordinator:
Interviewer:
Interviewee:
Date of Interview:

	Item	Code*	Comments
1	The School Principal or School Assessment Coordinator provided a schedule of the assessments occurring.		
2	Please share the location of tickets/booklets when not in use for assessment administration.		Is the location locked with limited access?
3	Please share how you distribute and return assessment materials to the Assessment Administrators		Were materials for the observed administration(s) handled consistently with the plan?
4	Please provide copies of the <i>Security and Student Data Privacy Agreement</i> for everyone that is in contact with the assessment.		Did you see signed agreements for the Assessment Administrator/Proctor(s) involved in the observed administration(s)?
5	Please provide all documentation demonstrating all Assessment Administrators and Proctors have been trained in assessment administration and security.		Is documentation that such training occurred for the Assessment Administrator/Proctor(s) involved in the observed administration(s) also available?
6	Please share next steps at the conclusion of the assessment administration.		Were materials taken directly to the School Assessment Coordinator?

*Use Codes: NA = Not Applicable 1=Exemplary 2=Acceptable 3=Minor Issue 4=Major Issue UO=Unable to Observe

Appendix F: Laws and Regulations Related to Monitoring

Please note that Maine DOE is taking a collaborative approach to providing the technical assistance process that is not highlighted in the monitoring requirements as described by US ED. Federal documents are likely to use the term “monitoring” rather than the term “technical assistance” used by Maine DOE.

Federal Requirements

Section 1111(b)(2)(B) of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 2015 requires the same assessment be used to measure the achievement of all public elementary and secondary school students in the state.

Section 1111(b)(2)(B) Requirements: The assessments under subparagraph (A) shall - (i) Except as provided in subparagraph (D), be

(I) The same academic assessments used to measure the achievement of all public elementary school and secondary school students in the State; And (II) Administered to all public elementary school and secondary school students in the State;

Section 1111(c)(4)(E) of ESSA indicates: (E) Annual Assessment of Achievement - (i) Annually measure the achievement of not less than 95 percent of all students, and 95 of all students in each subgroup of students, who are enrolled in public schools on the assessments described under subsection (b)(2)(v)(I). (ii) For the purpose of measuring, calculating and reporting on the indicator described in subparagraph (B)(i), include in the denominator the greater of
(I) 95 percent of all students, or 95 percent of all such students in the subgroup, as the case may be; or
(II) The number of students participating in the assessments (III) Provide a clear and understandable explanation of how the State will factor the requirement of clause (i) of this subparagraph into the statewide accountability system.

Federal statute requires that parents receive a notification indicating their right to request the districts policies and procedures regarding student participation in state and local assessments. When this information is requested, the district will provide all applicable information to families. The district should be prepared to provide families with their assessment related policies and procedures, this would include an non-participation (opt-out) procedure if the district and school has such a procedure in place.

Section 1112(e)(2)(A) of ESSA indicates: (2) Testing transparency

(A) In general At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by Section 1111(b)(2) and by the State or local education agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

Part B. Assistance for All Children with Disabilities of IDEA indicates: Participation in assessments Sec. 300.160