The Maine Through Year Assessment

Accessibility Guide

2024–2025 Maine Through Year Assessment
Reading and Mathematics

Contributors

The Maine Through Year Assessment is administered by the Maine Department of Education (DOE).

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Part 1—Introduction

The Maine Through Year Assessment Accessibility Guide provides the necessary information to prepare students who utilize accessibility features, including universal tools, designated supports, and accommodations, for the 2024–2025 Maine Through Year Assessment in Mathematics and Reading.

The online administration of the Maine Through Year Assessment will be delivered by the Maine Department of Education using the NWEA Acacia platform. Embedded tools, supports, and accommodations are available in the platform, in addition to non-embedded tools, supports, and accommodations which can be provided locally by the assessment administrator/proctor.

If questions arise, or if any situation occurs that could cause any part of the assessment administration to be compromised, School and District Assessment Coordinators should contact Krista Averill, Assessment Coordinator, at the Maine Department of Education at Krista.Averill@maine.gov or 1-207-215-6528.

Part 2—Universal Tools, Designated Supports, and Accommodations

Universal Tools for All Students

Universal tools are available to all students participating in the Maine Through Year Assessment. These supports are either embedded in the online assessment or provided by an assessment administrator at the local level during the assessment (i.e., scratch paper). Universal tools do not affect the construct being measured on the assessment.

Embedded Universal Accessibility Tools Menu

The Accessibility Tools Menu is located on the top of each assessment screen within the assessment supports toolbar. The student can access this menu at any time during the assessment sessions. The available tools may change depending on the assessment item, the grade, and the subject.

| 🧰 Tools | ✍ Markup | ☰ Guideline | ☒ Eliminator | 📑 Reference Sheet | ▦ Graph Paper |
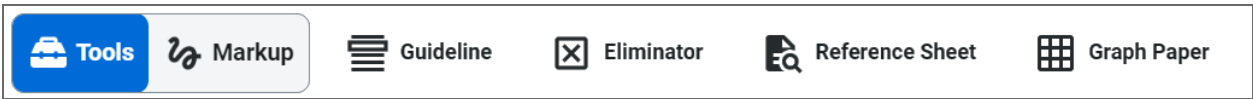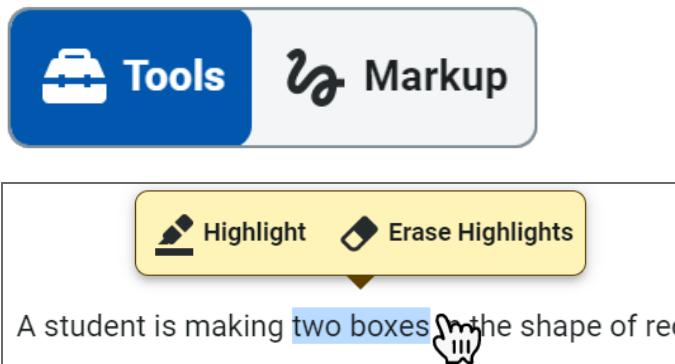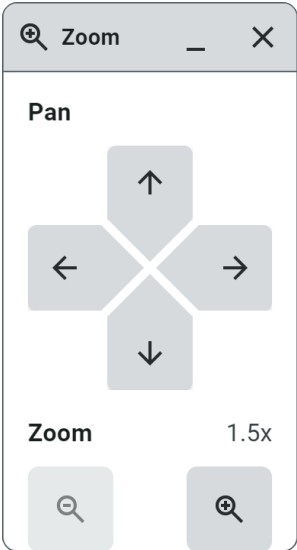
Students can set preferences for many of the tools that will persist from screen to screen (question to question) during an assessment session.

Students must reselect their preferred settings each time they log in to a new session or rejoin a session.

Tool	Description	Tool Icon
Eliminator	The Eliminator is used as an assessment-taking strategy to cross out answer choices with the response still visible.	☒ Eliminator
Calculator	An embedded basic, scientific, or graphing calculator is available, depending on the assessment, grade, and item; this tool is available only with the specific items for which the tool would be appropriate.	▦ Basic Calculator ▦ Graphing Calculator ▦ Scientific Calculator

Tool	Description	Tool Icon
Color Contrast	This shows a variety of color contrasting options for students to choose from during the assessment.	Color

Tool	Description	Tool Icon
Graph Paper	Graph paper pops up to allow a student to plot points and lines. Hard copy graph paper may also be provided. For grades 3 through 5, 15 x 15 graph paper is provided. For grades 6 through 8 and high school, 33 x 33 graph paper is provided.	Graph Paper

Tool	Description	Tool Icon
Help Videos	Help videos are available within the secure assessment engine and show students how to respond to question types and use tools.	**?** Help
Highlighter	Highlight is used to mark words or numbers. This tool allows a student to highlight text and erase highlights that have been made. To access the highlighter tool, the student can change the Tools toggle to **Markup**, or simply select text on the screen. 🧰 **Tools** 〰 **Markup** ✏ Highlight ◆ Erase Highlights A student is making two boxes in the shape of re	✏ Highlighter
Keyboard Navigation	The student can navigate throughout assessment content by using a keyboard, (e.g., arrow keys). This feature may differ depending on the assessment platform or device.	
Guideline	The student can use this feature as a guide when reading text.	☰ Guideline
Notepad	Notepad is used as an assessment-taking strategy to take notes on an item.	📝 Notepad
Protractor	The protractor is used to measure angles in degrees.	⌒ Protractor
Reference Sheet	Displays conversion tables, formulas, etc., as aids to the student.	📄 Reference Sheet
Ruler	Customary Ruler and Metric Ruler are used to measure images within an item. This tool is available only with the specific items for which the tool would be appropriate.	📏 Ruler

Tool	Description	Tool Icon
Responsive Zoom	The student can enlarge the size of text and graphics on a given screen. This feature allows students to view material in magnified form on an as-needed basis. The system allows magnifying features to work in conjunction with other accessibility features and accommodations provided. Students using Macs, Windows PCs, and Chromebooks can also use Ctrl + and Ctrl – on their keypads to zoom in and out. iPad users use the Pinch Zoom feature.	Zoom Zoom — ✕ Pan ↑ ← → ↓ Zoom 1.5x

Non-Embedded Universal Tool

Provisions Outside of the Online Assessment Platform

Tool	Description
Scrap/Scratch Paper	The student uses scratch paper, an individual erasable whiteboard, or an assistive technology device to make notes or record responses. Scratch paper can be lined, blank, or graph. All scratch paper must be collected and securely destroyed at the end of each test to maintain test security.

Designated Supports for Some Students

Supports outlined below may provide increased accessibility within the assessment.

Utilization and implementation of designated supports is determined on an individual student basis by a team of two or more education professionals with knowledge of the student's performance. Supports must be consistent with the student's normal routine during classroom instruction and assessment.

The provision of supports does not alter the construct of any test item.

Embedded Designated Support—Text-to-Speech (TTS)

An embedded designated support is a provision in the online platform that must be assigned to individual students by the DAC or SAC.

Tool	Description	Tool Icon
Text-to-Speech (TTS)	Text is read aloud to the student via embedded TTS technology. Audio is provided for directions, questions, and answer choices, but is not provided for passages in the Reading assessment. Headphones or earbuds are necessary unless a student is tested individually in a separate setting.	Speak

Text-to-speech (TTS) is an approved designated support for students who are offered the opportunity to access text-to-speech or read-aloud as part of their normal routine during classroom instruction and assessment. When considering the appropriateness of text-to-speech for an individual student, educators should consider the student's ability to decode both general vocabulary terms as well as domain-specific academic vocabulary. For lists of domain-specific vocabulary terms for each grade level, refer to Appendix A—Text-to-Speech Guidance and Domain-Specific Academic Vocabulary on page 15.

For students whom text-to-speech is an approved tool for the Maine Through Year Assessment for Mathematics and Reading, a text-to-speech tool enables the text on the screen to be read aloud. For the TTS tool to appear on-screen for the student during the assessment session, TTS must be pre-selected by the DAC or SAC in the student's record when the SAU updates the registration for the student for each assessment administration.

Text-to-speech will read the directions, questions, and answer choices. Text-to-speech will not read the reading passages on the reading assessment.

All students taking the online, computer-adaptive assessment requiring this support must use the text-to-speech technology. A human reader cannot be provided for the online assessment.

Screen Reader Support

Assign the Text-to-Speech (TTS) designated embedded support to students using screen readers.

The NWEA State Solutions Secure Browser is compatible with common screen readers across operating systems, such as the following:

- VoiceOver for macOS and iOS
- JAWS for macOS and Windows
- ChromeVox for Chromebooks

For help with installing, configuring, or using a screen reader, contact the manufacturer of the screen reader software.

Non-Embedded Designated Supports

Non-embedded designated supports are provisions outside of the online assessment platform.

Tool	Description
Small Group or Individual Setting	This designated support is provided to minimize distractions for students whose test is administered out of the classroom or so that others will not be distracted by supports and accommodations being used.
Bilingual Word Glossary for MLs	A paper-based bilingual/dual language word-to-word glossary without definitions is provided by the school to students who are Multilingual Learners as a language support as per their Individual Language Acquisition Plan.
Mathematical Supports (Mathematics Assessment)	This designated support is for students who need additional supports for math and can include the following: • Abacus • Number line • Addition chart • Multiplication chart (not allowable for grade 3) • Base-ten blocks • Various types of counters • Fraction tiles and pies without numerical labels • Coins • Clock with or without numbers; should not have gears Math journals are **not** an allowable mathematical support.

Examples of supports that can be provided to students and do **not** need to be indicated in the assessment platform include:

- Translated copies of the Mathematics Reference sheet, which can be found under the **Content** menu on the [Maine DOE Through Year Assessment webpage](#)

- Assistive technology

- Medical devices

- Visual aids (for example: magnification devices, external monitors, reduction of visual print by blocking or other techniques, student privacy shields)

- Auditory devices (for example: special acoustics, amplification, noise buffers, whisper phones, calming music)

- Student reads assessment aloud to self in individual setting

- Directions clarification

Accommodations Requiring IEP or 504 Documentation

Accommodations are changes in procedures or materials that are used to increase equitable access during the assessment for students with documentation of the need on an Individualized Education Plan (IEP) or 504 Plan. Accommodations must be consistent with the student's normal routine during classroom instruction and assessment.

Embedded Accommodations: Paper-Based Accommodated Forms

Tool	Description
Standard Paper-Based	For students with an IEP or 504 plan that requires assessments to be paper-based and not administered online.
	Standard (size 12 font) paper-based forms are print-on-demand. NWEA will provide secure download instructions and login credentials to the school building administrator following Maine DOE's approval of the [paper-based form request](#).
Large Print	For students with an IEP or 504 plan that requires assessments to be paper-based, large print, and not administered online.
	Large print forms are shipped to schools following Maine DOE's approval of the [paper-based form request](#).
	Note: Large print forms are size 18 font. The Zoom tool in the assessment platform allows for greater magnification of the font. In addition, external monitors can be used when designated as the primary screen in the device settings.
Braille	Both contracted and un-contracted braille (English Braille, American Edition, or Unified English Braille) are available as indicated by a student's IEP or 504 Plan. Students who require a braille assessment will be sent a transcribed paper-based assessment.

Requesting Paper-Based Accommodated Forms

To request a paper-based standard or large print form, the following two steps need to be completed:

1. The District or School Assessment Coordinator enters the accommodation into the student's profile in Acacia. The Material Orders Operational Report can be used to confirm how many students need paper-based accommodated forms at each school building.

2. Complete the Maine Through Year Paper-Based Assessment Approval Form: Paper-based form request.

To request a braille form, contact the Assessment Coordinator at the Maine Department of Education, Krista Averill, at Krista.Averill@maine.gov.

Braille Assessments

Maine Through Year Assessment booklets are available in braille as an accommodation for students who require this format. These students may need assistance indicating their responses. If so, proctors need to provide the appropriate response accommodation for students using this format (e.g., students indicate their answers directly in the formatted braille assessment booklets or respond using a braille writer). The wording of content in the braille form may be slightly different than the wording of the questions in the paper-based forms. Differences in wording are the result of adaptations made for the various assessment formats.

When braille materials are ordered, the building administrator is contacted and given secure access to the corresponding paper accommodated assessment to be printed on site. The paper accommodated assessment could be used as a reference for administrators/proctors who administer the braille versions of the assessments. Braille responses must be transcribed into the online assessment engine following the procedures outlined in Transcribing Paper-Based Accommodated Assessments below.

Braille materials are produced in accordance with the rules of the Braille Authority of North America (BANA). Literary text is produced using Unified English Braille (UEB).

Transcribing Paper-Based Accommodated Assessments

During or immediately following the assessment session, student responses for paper-based accommodated assessments **must** be transcribed into the online assessment engine. To transcribe responses requires the proctor or other designated district or school personnel to log in to the NWEA State Solutions Secure Browser using the student's test ticket.

> **Note**: Once the student's answers have been entered into the platform, the paper-based forms are destroyed on-site. No materials should be shipped back to NWEA.

Follow these steps to transcribe student answers:

1. Obtain the student's test ticket from the School Assessment Coordinator.

2. After the student has completed the paper accommodated assessment, use a device that has the NWEA State Solutions Secure Browser software installed and use the student's test ticket to log in to the student's assessment.

> **Note**: For security reasons, Maine DOE recommends a second trained staff member be present to verify all transcriptions, when feasible.

3. Begin transcribing student responses. Transcribe the student's responses as faithfully and completely as possible. Use the qualifications and procedures below:

   - The transcriber must be a current employee of the school district.
   - The transcriber must be trained in assessment administration and sign an Assessment Security and Data Privacy Agreement, found in the [Assessment Security Handbook](#).
   - Transcription must take place in a secure location.
   - The assessment is transcribed exactly as the student answered the assessment items.

4. Once you have finished, submit the assessment.

5. Return all printed assessment materials to the School Assessment Coordinator.

Assessment Coordinator Responsibilities for Paper-Based Assessments

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

   Verify that all large print and braille assessment packages were received. Immediately report any missing packages to NWEA Maine Partner Support.

2. **Inventory the materials.**

   Immediately report any shortages or the incorrect receipt of assessment materials to NWEA Maine Partner Support for reconciliation.

3. **Distribute materials on the day of the assessment session.**

   Assessment booklets should be distributed to proctors early enough on the day of the assessment to give them ample time to review directions prior to the assessment. After each day of the assessment is complete, all secure assessment materials (e.g., test tickets, paper test booklets) should be returned to the School Assessment Coordinator for secure storage as soon as possible.

4. **Provide assessment forms to proctors or other trained school personnel for entry into the online system.**

5. **After the assessment, securely destroy paper-based assessment materials.**

Non-Embedded Accommodations

Non-embedded accommodations are provisions outside of the online assessment platform based on a student's IEP or 504 Plan.

Tool	Description
Human Reader (Paper Based Tests ONLY)	This accommodation is **only allowed for students that have a documented need for a paper/pencil assessment**. Students without a documented need for a paper/pencil assessment in an IEP or 504 Plan are expected to use the text-to-speech tool in the online platform. The student will have those parts of the test that have text-to-speech support in the computer-based version read by a qualified human reader in English. (This accommodation applies to directions, questions, and answer choices, **not** reading passages.)
American Sign Language	Text is translated by a sign language interpreter to the student by an Assessment Administrator as documented in the IEP or 504 Plan.
Scribe	The student may dictate answers to a human scribe in an individual setting as indicated by a student's IEP or 504 plan. The human scribe records verbatim what a student dictates and must give the student an opportunity to review scribed text. Scribed answers must be entered into the online assessment platform; no paper submissions are accepted. **Note**: The Through Year Assessment does not include constructed response questions.
Calculator Use (Mathematics Assessment)	A calculator is provided throughout the entire mathematics assessment, as per the student's IEP or 504 plan.
Human Reader for Reading Passages (Reading Assessment, Grades 6+ ONLY)	This accommodation is only allowed for students in grades 6+ that have a documented print disability. The student will have the reading passages on the reading assessment read by a qualified human reader in English. • Human Reader for Reading Passages: Training Video • Maine Print Disability Considerations • Print Disability Flowchart • Print Disability Checklist If you have any questions regarding the above resources, contact the Maine DOE's Office of Special Services and Inclusive Education (OSSIE) at ossie@maine.gov or 1-207-624-6608 for more information. A student completing an online assessment may only have the reading passages read aloud, and this must occur in an individual, separate setting. The student must continue to use the text-to-speech tool for the directions, questions, and answer choices.

Appendix A—Text-to-Speech Guidance and Domain-Specific Academic Vocabulary

For the Maine Through Year Assessment, text-to-speech (TTS) is a designated support.

All students with text-to-speech or read-aloud as an accommodation in an IEP, 504 Plan, or ILAP *must* be assigned TTS for the online assessment.

For all other students, the use and implementation of designated supports is determined on an individual student basis by a team of two or more education professionals with knowledge of the student's performance and supports must be consistent with the student's normal routine during classroom instruction and assessment.

TTS is an approved designated support for students who are offered the opportunity to access text-to-speech or read aloud as part of their normal routine during classroom instruction and assessment. The following word lists provide guidance as to whether text-to-speech is appropriate for the individual student.

Students should be able to navigate the assessment independently with confidence, to the greatest degree possible. As a result, text-to-speech is an appropriate designated support if either of the following is true:

- A student would struggle to decode two or more words from their grade-level list
- A student would struggle to decode two or more words from any previous grade level's list

To enable TTS, assign this support to the student in the assessment platform.

Note: The presence of a word on any of the following lists does not mean that the word *must* appear on any specific administration of the state assessments. Instead, these word lists include some of the more difficult, content-specific words which *may* appear on the assessment.

Grade 3

Reading	Math
1. Author	1. Multiplication
2. Evidence	2. Division
3. Inference	3. Product
4. Passage	4. Quotient
5. Literary	5. Estimate/estimation
6. Fable	6. Commutative
7. Folktale	7. Associative
8. Myth	8. Distributive
9. Moral	9. Diagram
10. Trait	10. Equation
11. Motivation	11. Expression
12. Stanza	12. Quadrilateral
13. Narrator	13. Rhombus
14. Illustration	14. Equivalent
15. Informational	15. Partition
16. Relationship	16. Fraction
17. Vocabulary	17. Represent
18. Dictionary	18. Liter
19. Glossary	19. Kilogram
20. Thesaurus	20. Perimeter

Grade 4

Remember to consider also the student's ability to decode grade 3 words when determining whether TTS is an appropriate support.

Reading	Math
1. Passage	1. Equivalent/equivalence
2. Phrase	2. Perpendicular
3. Organization/organize	3. Rhombus
4. Literary	4. Parallelogram
5. Character	5. Trapezoid
6. Narrator/narrate	6. Quadrilateral
7. Third-person	7. Protractor
8. Theme	8. Two-dimensional
9. Imagine	9. Symmetry/symmetrical
10. Summarize/summary	10. Measurement
11. Inference	11. Kilometer
12. Evidence	12. Milliliter
13. Example	13. Quantity
14. Hyperbole	14. Perimeter
15. Verse	15. Numerator
16. Rhythm	16. Denominator
17. Vocabulary	17. Diameter
18. Dictionary	18. Circular
19. Glossary	19. Composite
20. Thesaurus	20. Quotient

Grade 5

Remember to also consider the student's ability to decode grades 3 and 4 words when determining whether TTS is an appropriate support.

Reading	Math
1. Quote	1. Perpendicular
2. Structure	2. Axis/axes
3. Inference	3. Coordinate
4. Fiction/fictional	4. Intersection
5. Summarize/summary	5. Quadrant
6. Conclusion	6. Attribute
7. Contrast	7. Classification
8. Narrator	8. Polygon
9. Genre	9. Isosceles
10. Similarity	10. Scalene
11. Difference	11. Hierarchy
12. Figurative	12. Convert/conversion
13. Simile	13. Rectangular
14. Metaphor	14. Parentheses
15. Definition	15. Symbol
16. Dictionary	16. Evaluate
17. Glossary	17. Numerical
18. Thesaurus	18. Corresponding
19. Synonym	19. Exponent
20. Antonym	20. Thousandth

Grade 6

Remember to also consider the student's ability to decode grades 3–5 words when determining whether TTS is an appropriate support.

Reading	Math
1. Analysis	1. Compose/composition
2. Evidence	2. Decompose/decomposition
3. Observation	3. Vertex/vertices
4. Quality	4. Prism
5. Contribute	5. Pyramid
6. Accurate/accurately	6. Parallelogram
7. Central	7. Exponent/exponential
8. Informative	8. Variable/variability
9. Technical	9. Coefficient
10. Resolution	10. Arithmetic
11. Narrator/narration	11. Equivalent/equivalence
12. Bias	12. Expression
13. Genre	13. Represent/representation
14. Anecdote	14. Inequality
15. Memoir	15. Statistics/statistical
16. Biography	16. Histogram
17. Figurative	17. Interquartile
18. Interpret/interpretation	18. Distribution
19. Personification	19. Percentage
20. Thesaurus	20. Quantity

Grade 7

Remember to also consider the student's ability to decode grades 3–6 words when determining whether TTS is an appropriate support.

Reading	Math
1. Infer/inference	1. Geometric
2. Connotation	2. Algebra/algebraic
3. Development	3. Corresponding
4. Chronological	4. Dimensions
5. Establish	5. Circumference
6. Oppose/opposing	6. Complementary
7. Influence	7. Supplementary
8. Soliloquy	8. Adjacent
9. Sonnet	9. Composite
10. Fictional/fictionalized	10. Statistics/statistical
11. Anonymous	11. Representative
12. Historical	12. Comparative
13. Rhyme	13. Probability
14. Alliteration	14. Frequency
15. Assonance	15. Approximate/approximation
16. Onomatopoeia	16. Simulation
17. Allusion	17. Discrepancy
18. Affix	18. Theoretical
19. Synonym	19. Proportion/proportional
20. Antonym	20. Randomization

Grade 8

Remember to also consider the student's ability to decode grades 3–7 words when determining whether TTS is an appropriate support.

Reading	Math
1. Textual	1. Congruent/congruence
2. Organizational	2. Similar/similarity
3. Chronology/ chronological	3. Vertex/vertices
4. Excerpt	4. Increment
5. Analysis	5. Coordinate
6. Inference	6. Transformation
7. Convey	7. Translation
8. Objective	8. Dilation
9. Dialogue	9. Magnitude
10. Incident	10. Transversal
11. Analogy	11. Adjacent
12. Advantage	12. Pythagorean
13. Disadvantage	13. Theorem
14. Sufficient	14. Cylinder
15. Irrelevant	15. Sphere
16. Literary	16. Irrational
17. Figurative	17. Bivariate
18. Connotative/ connotation	18. Association
19. Allusion	19. Intercept
20. Irony	20. Approximate/ approximation

2nd Year of High School

Remember to also consider the student's ability to decode grades 3–8 words when determining whether TTS is an appropriate support.

Reading	Math
1. Quotation	1. Congruent/congruence
2. Inference	2. Theorem
3. Analysis	3. Transversal
4. Development	4. Equidistant
5. Denouement	5. Construct/construction
6. Motivation	6. Dilation
7. Parallel	7. Pythagorean
8. Tension	8. Trigonometry/trigonometric
9. Sufficient	9. Radius/radii
10. Fallacious	10. Circumscribe
11. Figurative	11. Algebraic/algebraically
12. Objective	12. Quadratic
13. Connotative	13. Coefficient
14. Technical	14. Polynomial
15. Euphemism	15. Binomial
16. Oxymoron	16. Exponential
17. Hyperbole	17. Domain
18. Symbolize	18. Category/categorical
19. Nuance	19. Radical
20. Derived/derivation	20. Deviation