

The Maine Through Year Assessment Administration 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—General Information

About the Maine Through Year Assessment

The Maine Through Year Assessment assesses all publicly funded Maine students in grades 3 through 8 and second year of high school in the content areas of Reading and Math. Students with significant cognitive disabilities who qualify for the alternate assessment to the Maine Through Year Assessment participate in the MSAA.

The Maine Through Year Assessment in Reading and Mathematics was developed to provide teachers, students, and parents with information on student learning strengths and needs throughout the year, as well as student progress in mastering college and career-ready skills based on Maine's accountability standards, the Common Core State Standards.

Who Should Read This Guide?

The Maine Through Year Assessment Administration Guide is intended for use by proctors responsible for administering the Maine Through Year Assessment to students. The guide provides the following details:

- Checklists for assessment administration
- Scripts for the administration of the online and paper based forms
- Technology challenges and additional questions

Administration of the Maine Through Year Assessment is an important professional responsibility. The usefulness of the test results depends on the accuracy of each student's performance. Experience shows that student performance is highly dependent upon the student's motivation and attitude towards the test, the preparedness of the proctor, the physical arrangements for testing, and adherence to instructions. To ensure accurate and reliable results, the proctor must become thoroughly familiar with the procedures described in this guide before administering the test.

Assessment Security and Ethics

The quality and usefulness of the assessment data generated by the Maine Through Year Assessment depend, in large part, on the uniformity of the assessment administration and the security of assessment materials. Valuable information about student achievement of content standards measuring the effectiveness of Maine's accountability standards, the Common Core State Standards, will be seriously compromised if assessment security is not strictly implemented and maintained. For this reason, all guidelines in the [Maine Assessment Security Handbook](#) must be followed. All district staff involved with administering the assessment must agree to follow all regulations by signing the Assessment Security and Data Privacy Agreement found in the [Maine Assessment Security Handbook](#).

Accessibility Features

A variety of student supports and accessibility features are available to students to ensure that the assessment experience is as consistent as possible with the student's daily instruction. These accessibility features include, but are not limited to, supports and accommodations for students with support plans, Individual Language Acquisition Plans, 504 plans, and Individualized Education Programs (IEPs). Paper, large print, and braille assessments are available for qualifying students. For more information, refer to [The Maine Through Year Assessment Accessibility Guide](#).

Part 2—Checklists for Administration

Prior to the Assessment

- Read this manual, The Maine Through Year Assessment Administration Guide, and watch the Maine Through Year Assessment Proctor Training video, available on the [Maine Through Year Assessment webpage](#).
- Read and sign the Assessment Security and Student Data Privacy Agreement in the [Assessment Security Handbook](#).
- Meet with the assessment coordinator to plan the assessment schedule, review procedures, and receive the list of students to whom you will be administering the assessment, including information about any approved supports and accommodations.
- Obtain sufficient writing implements (pens or sharpened pencils) and scratch paper for student use.
- Be sure that all students have a comfortable and adequate workspace, including those students whose supports and accommodations require special seating.
- Cover or remove any instructional or reference materials pertaining to the assessment being administered (mathematics or reading). Examples of materials that must be covered up or removed include, but are not limited to, the following:
 - All reference materials that a reasonable person might conclude offer students in that classroom or space an unfair advantage over other students in Maine
 - All support materials that may be perceived as influencing student responses
 - Name tags that include any of the materials listed above

If in doubt, assessment administrators should discuss the appropriateness of any specific displays with their School or District Assessment Coordinator.

Immediately Before the Assessment

- Obtain from the School Assessment Coordinator or print test tickets for each student.
- Place an ASSESSMENT IN PROGRESS: DO NOT DISTURB sign on the door of the assessment room.
- Place a NO ELECTRONIC DEVICES sign on the door of the assessment room.
- When seating students, create enough space between students to prevent answer sharing.
- Make sure each student device is powered on and logged in to the secure testing browser.
- Provide students with scratch paper and a writing implement.
- Ensure that digital and electronic devices are unavailable to students, including cell phones and any other technology capable of transmitting information either by picture, text, or voice (e.g., smart watches, fitness trackers, etc.).

During Each Assessment Session

- Distribute test tickets to assigned students and ensure each student is taking the correct assessment.
- Follow the instructions in The Maine Through Year Assessment Administration Guide.
- Allow only trained staff involved in the assessment administration to be in the assessment environment.
- Ensure standardized assessment conditions in which no coaching or prompting occurs.
- Do not leave students unattended in a room with access to assessment materials.
- Continuously circulate through the assessment room to ensure that students do not access unauthorized electronic devices, such as cell phones or other unauthorized resources or tools at any time during the assessment.
- Do not engage in activities that interfere with active monitoring, such as preparing lesson plans or grading papers.
- Contact your School or District Assessment Coordinator immediately if you witness or suspect an assessment security incident that could potentially affect the integrity of a student's assessment. It is best practice to allow students to continue the assessment until a determination is made by the School Assessment Coordinator or District Assessment Coordinator.

After Each Assessment Session

Some students will finish more quickly than others. If students are allowed to leave the room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave the assessment session. If students are expected to remain in the room until the end of the session, they may read a book or quietly complete other individual work in a location in the room that does not disrupt others. The use of electronic devices by non-assessment students is not allowed in the room.

Collect and return applicable assessment materials (test tickets, scratch paper, and accommodated paper materials) to the School Assessment Coordinator or secure the materials as instructed, maintaining assessment security throughout.

Part 3—Scripts

Assistance During the Assessment

Assessment administration sessions in this document provide the actual scripts (**words printed in boldface**) to be read aloud as printed to students during assessment administration. General directions for assessment administration (not to be read aloud) are printed in regular text and in brackets within the scripts.

Important: Read directions exactly as scripted to ensure uniformity of assessment administration.

If a student asks for assistance reading a word, pronounce the word for the student. Do not define the word or help the student in any other way.

Important: Do not read aloud words from the reading passages unless the student has *Human Reader for Reading Passages* as an accommodation per an IEP or 504 Plan.

If a student asks for assistance in answering an assessment item, say the following statement to let the student know you cannot help.

Say to the student: **I cannot help you answer an assessment question. Try to do your best.**

If a student raises his or her hand and says there is a problem with an assessment item, say the following statement in a one-on-one conversation with the student.

Say to the student: **Tell me the question number and I will let someone know that you have a concern with the question. Meanwhile, answer the question the best that you can the way the question is written.**

Write down the student's first and last name, subject, question number, and grade level and provide this information to the School Assessment Coordinator. The School Assessment Coordinator or the District Assessment Coordinator should report the problem item to NWEA, following the instructions on the [NWEA Maine Connection page](#).

Scripts for Online Assessment: Reading Grades 3–8 and High School

Materials needed: Student test tickets, clean scratch paper, and writing implements. Students who have the text-to-speech tool enabled should also have headphones or earbuds unless testing individually in a separate setting.

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

1. Distribute writing implements and scratch paper to students who need them.
2. Say to the students:

You are about to take the Maine Through Year Reading Assessment. This assessment is one way for you to show what you know about reading. You will answer all questions on the computer or device in front of you. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You may also use the online tools found in the assessment to help you answer the questions.

Phones and other electronic devices are not allowed during the assessment. If you have a phone or other electronic device, please raise your hand.

[Make arrangements to have phones and other electronic devices moved to a secure location, such as the student's locker or the main office.]

3. Say to the students:

Please sit quietly as I hand out a test ticket to each of you. When you receive your test ticket, check that your name appears on the ticket. If you think that any of the information on the ticket is incorrect, please raise your hand.

[Distribute test tickets to each student, ensuring that each student is given the correct ticket with his or her name printed on it. If any student has a test ticket with the wrong name, make sure the student receives the correct test ticket before starting.]

4. Say to the students:

Double-click the NWEA State Solutions icon that appears on your screen.

| Windows® desktop: | Mac® desktop: | Chromebook™ or iPad™: |
|---|---|---|
| From the Start menu, choose NWEA State Solutions Secure Browser. | Double-click the NWEA State Solutions Secure Browser icon on your desktop. | Start the NWEA State Solutions Secure Browser app. |

[Pause to assist students, as necessary. If a student receives an error message, note the content of the error message and contact the School Assessment Coordinator.]

5. When all students are ready, say to the students:

Select “Maine Through Year.” You should now be at the login screen. Raise your hand if you need help getting to the login screen.

[Pause to assist students, as necessary.]

6. Say to the students:

You may now enter your username, password, and session ID in the spaces provided on the screen. Your individual username, password, and session ID are found on your test ticket. When you have finished entering your username, password, and session ID, select the Take Assessment button at the bottom right of the screen.

[Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames, Passwords, and Session IDs are unique to each student.]

7. When all students are ready, say to the students:

When you have selected the Take Assessment button, a summary screen opens that will include your assessment session and name at the top. Raise your hand if you do not see the summary screen with your name at the top.

[Pause to assist students, as necessary. Contact your School Assessment Coordinator if a student finds an error in the information on the Directions screen.]

From the summary screen, you will see the Next button, click on that and you should now be at a screen with a stop sign on it. Please wait at this screen while I read the directions.

8. Say to the students:

This is a reading assessment. Read each question carefully and select one choice unless otherwise indicated. Some questions will have more than one part. If needed, a scroll bar will appear beside the passage, question, or other material that needs to be moved up and down the screen.

Question numbers are presented at the top of the screen. Only one question at a time will appear on the screen. After you have answered each question, you will select Next to go on to the next screen.

There are several tools available for this assessment, for example the answer eliminator and guideline. You can access most tools by selecting the signs in the toolbars at the top of the screen.

You can select Help at any time to find out how to use the tools.

If you get stuck on a word in the assessment directions, questions, or answer choices, I can read the word to you. If you want help reading a word, you may raise your hand. [During the assessment session, pronounce a word from the directions, questions, or answer choices for students who ask for assistance. Do not read words from the reading passages unless the student has the *Human Reader for Reading Passages* accommodation per their IEP or 504 Plan. Do not define the word or help the students in any other way.]

When you are finished with the assessment, a confirmation screen will pop up. Select Exit to end your assessment. You may then sit quietly or read a book.

At (*the time agreed upon with the School Assessment Coordinator*), I will stop the session. Many of you will be finished, but some of you may need more time. All students who need more time will have additional time to finish the assessment.

Raise your hand if you have any questions before you begin.

[Pause.]

When you are ready, select the Next button to begin the assessment.

9. When it is the designated time to stop, say to the students:

This is the end of this session of the Reading assessment. Raise your hand if you need more time.

10. Collect test tickets for return to the assessment coordinator. Collect all used scratch paper for shredding, making sure that no scratch paper leaves the room with students or remains loose in the classroom.

Script for Online Assessment: Mathematics Grades 3–8 and High School

Materials needed: Student test tickets, clean scratch paper, and writing implements. Students who have the text-to-speech tool enabled should also have headphones or earbuds unless testing individually in a separate setting.

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

1. Distribute writing implements and scratch paper to students who need them.
2. Say to the students:

You are about to take the Maine Through Year Mathematics Assessment. This assessment is one way for you to show what you know about math. You will answer all questions on the computer or device in front of you. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You may also use the online tools found in the assessment to help you answer the questions.

Phones and other electronic devices are not allowed during the assessment. If you have a phone or other electronic device, please raise your hand.

[Make arrangements to have phones and other electronic devices moved to a secure location, such as the student's locker or the main office.]

3. Say to the students:

Please sit quietly as I hand out a test ticket to each of you. When you receive your test ticket, check that your name appears on the ticket. If you think that any of the information on the ticket is incorrect, please raise your hand.

[Distribute test tickets to each student, ensuring that each student is given the correct ticket with his or her name printed on it. If any student has a test ticket with the wrong name, make sure the student receives the correct test ticket before starting.]

4. Say to the students:

Double-click the NWEA State Solutions icon that appears on your screen.

| Windows® desktop: | Mac® desktop: | Chromebook™ or iPad™: |
|---|---|---|
| From the Start menu, choose NWEA State Solutions Secure Browser. | Double-click the NWEA State Solutions Secure Browser icon on your desktop. | Start the NWEA State Solutions Secure Browser app. |

[Pause to assist students, as necessary. If a student receives an error message, note the content of the error message and contact the School Assessment Coordinator.]

5. When all students are ready, say to the students:

Select “Maine Through Year.” You should now be at the login screen. Raise your hand if you need help getting to the login screen.

[Pause to assist students, as necessary.]

6. Say to the students:

You may now enter your username, password, and session ID in the spaces provided on the screen. Your individual username, password, and session ID are found on your test ticket. When you have finished entering your username, password, and session ID, select the Take Assessment button at the bottom right of the screen.

[Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: usernames, passwords, and session IDs are unique to each student.]

7. When all students are ready, say to the students:

When you have selected the Take Assessment button, a summary screen opens that will include your assessment session and name at the top. Raise your hand if you do not see the summary screen with your name at the top.

[Pause to assist students, as necessary. Contact your School Assessment Coordinator if a student finds an error in the information on the Directions screen.]

From the summary screen, you will see the Next button, click on that and you should now be at a screen with a stop sign on it. Please wait at this screen while I read the directions.

8. Say to the students:

This is an assessment of skills involved in understanding and solving mathematics questions. To answer each question, read it carefully and follow the specific directions.

Question numbers are presented at the top of the screen. Only one question at a time will appear on the screen. After you have answered each question, select Next to go on to the next screen.

There are several tools available for this assessment, for example the answer eliminator and guideline. You can access most tools by selecting the signs in the toolbars at the top of the screen. You will see a Math Reference Sheet button. Select this button to view a reference sheet with formulas that may be helpful for some questions. Some questions may have a calculator that you can use. You can select Help at any time to find out how to use the tools.

If you get stuck on a word in the assessment, I can read the word to you. If you want help reading a word, you may raise your hand. [During the assessment session, pronounce a word for students who ask for assistance. Do not define the word or help the students in any other way.]

When you are finished with the assessment, a confirmation screen will pop up. Select Exit to end your assessment. You may then sit quietly or read a book.

At (*the time agreed upon with the School Assessment Coordinator*), I will stop the session. Many of you will be finished, but some of you may need more time. All students who need more time will have additional time to finish the assessment.

Raise your hand if you have any questions before you begin.

[Pause.]

When you are ready, select the Next button to begin the assessment.

9. When it is the designated time to stop, say to the students:

This is the end of this session of the Mathematics Assessment. Raise your hand if you need more time.

10. Collect test tickets for return to the assessment coordinator. Collect all used scratch paper for shredding, making sure that no scratch paper leaves the room with students or remains loose in the classroom.

Part 4—Administering Paper-Based Forms, Large Print, and Braille

Proctor Responsibilities

Proctors must do the following when administering paper-based forms:

- Receive assessment booklets from the School Assessment Coordinator
- Distribute assessment booklets to students
- Verify that each student has a pencil, eraser, and scratch paper available
- Ensure students have access to the appropriate universal tools, including a calculator for the applicable grade levels and assessment parts
- Make sure students are working in the correct place
- Return all assessment materials to the School Assessment Coordinator when testing is complete
- If assigned to transcribe student answers, take the student's responses from the assessment book, and transcribe the answers into the NWEA State Solutions Secure Browser.

Script for Paper-Based Forms: Reading Grades 3–8 and High School

Materials needed: Clean scratch paper and writing implements. Additional universal tools may be provided to students (e.g., a highlighter or magnifying tool).

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

1. Distribute writing implements and scratch paper to students who need them.
2. Say to the students:

You are about to take the Maine Through Year Reading Assessment. This assessment is one way for you to show what you know about reading. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You can also use a highlighter to mark parts of the questions or reading passages in the assessment booklet.

Other tools that you can use are on this table. Please raise your hand if you need any of the tools on the table and I will bring them to you.

[Proctors can name any other allowed tools and substitute words for where the other tools are located.]

Phones and other electronic devices are not allowed during the assessment. If you have a phone or other electronic device, please raise your hand.

[Make arrangements to have phones and other electronic devices moved to a secure location, such as the student's locker or the main office.]

3. Say to the students:

Please sit quietly as I hand out the assessment booklets. Do not open the assessment booklet until I tell you to do so.

[Hand out an assessment booklet—face down—to each student.]

You may now turn over your assessment booklet. Please go ahead and print your first and last name on the front cover of the assessment booklet.

[Pause to ensure all students have printed their first and last name on the front cover of their assessment booklets.]

4. Say to the students:

You may now open your assessment booklet. Please follow along as I read the directions aloud.

This test will include two different types of questions. Some questions are based on one or two passages. Multiple Choice questions will ask you to select a single answer. Multiple Select questions will ask you to select multiple correct answers from among five or more answer choices. For some questions, there may be two parts, Part A and Part B, where each part has a Multiple Choice or Multiple Select question.

For all questions:

- Read each question carefully and choose the best answer.
- You may use scratch paper to make notes.
- Be sure to answer ALL the questions.

When you come to the word **STOP**, you have finished the Reading test. You may review to check your answers. Make sure you have marked **ALL** of your answers clearly and that you have completely erased any marks you do not want. When you are finished, close your test booklet.

[ONLY for students with braille forms and human reader.] **When I read the questions and answer choices aloud, you may notice some slight differences in the wording of those questions and answers from how they are written in your booklet.**

If you get stuck on a word in the assessment directions, questions, or answer choices, I can read the word to you. If you want help reading a word, raise your hand. [During the assessment session, pronounce a word from the directions, questions, or answer choices for students who ask for assistance. Do not read words from the Reading Passages unless the student has the *Human Reader for Reading Passages* accommodation per their IEP or 504 Plan. Do not define the word or help the students in any other way.]

When you are finished, raise your hand. When you raise your hand, I will come collect your assessment booklet. You may then sit quietly or read a book.

At (the time agreed upon with the School Assessment Coordinator), I will stop the session. Most of you will be finished, but some of you may need more time. All students who need more time will have additional time to finish the assessment. Raise your hand if you have any questions.

[Pause.]

You may begin answering the questions at this time.

5. As students finish and raise their hands, collect assessment booklets, and scratch paper. You may ask the student, **Are you sure you answered all the questions? Would you like to look again and double check?**
6. When it is the designated time to stop, say to the students:

This is the end of the Reading Assessment. Put your pencil down. Raise your hand if you need more time.

7. Collect any remaining assessment booklets for return to the assessment coordinator.
Collect all used scratch paper for shredding, making sure that no scratch paper leaves the room with students or remains loose in the classroom.

Script for Paper-Based Forms: Mathematics Grades 3–5

Materials needed: Clean scratch paper and writing implements. Additional universal tools may be provided to students (e.g., graph paper, a highlighter, or a magnifying tool).

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

1. Distribute writing implements and scratch paper to students who need them. Calculators are *not* needed for the grades 3-5 paper-based mathematics assessment.

2. Say to the students:

You are about to take the Maine Through Year Mathematics Assessment. This assessment is one way for you to show what you know about math. It is important for you to do your best work. You can use scratch paper and graph paper to help you answer the questions. You can also use a highlighter to mark parts of the questions or answer options in the assessment booklet.

Other tools that you can use are on this table. Please raise your hand if you need any of the tools on the table and I will bring them to you.

[Proctors can name any other allowed tools and substitute words for where the other tools are located.]

Phones and other electronic devices are not allowed during the assessment. If you have a phone or other electronic device, please raise your hand.

[Make arrangements to have phones and other electronic devices moved to a secure location, such as the student's locker or the main office.]

3. Say to the students:

Please sit quietly as I hand out the assessment booklets. Do not open the assessment booklet until I tell you to do so.

[Hand out an assessment booklet—face down—to each student.]

You may now turn over your assessment booklet. Please go ahead and print your first and last name on the front cover of the assessment booklet.

[Pause to ensure all students have printed their first and last name on the front cover of their assessment booklets.]

4. Say to the students:

You may now open your assessment booklet. Please follow along as I read the directions aloud.

This test will include two different types of questions. Multiple Choice questions will ask you to select a single answer. Multiple Select questions will ask you to select multiple correct answers from among five or more answer choices. For some questions, there may be two parts, Part A and Part B, where each part has a Multiple Choice or Multiple Select question.

For all questions:

- Read each question carefully and choose the best answer.
- You may use scratch paper to solve the problems.
- The Mathematics Reference Sheet is provided in the back of the Mathematics section. You may refer to this page at any time during the test.
- You may not use a calculator on this test.
- Be sure to answer **ALL** the questions.

When you come to the word STOP, you have finished the Mathematics test. You may review to check your answers. Make sure you have marked ALL of your answers clearly and that you have completely erased any marks you do not want. When you are finished, close your test booklet.

[ONLY for students with braille forms and read aloud.] **When I read the questions and answer choices aloud, you may notice some slight differences in the wording of those questions and answers from how they are written in your booklet.**

If you get stuck on a word in the assessment, I can read the word to you. If you want help reading a word, raise your hand. [During the assessment session, pronounce a word for students who ask for assistance. Do not define the word or help the students in any other way.]

When you are finished, raise your hand. When you raise your hand, I will come collect your assessment booklet. You may then sit quietly or read a book.

At (the time agreed upon with the School Assessment Coordinator), I will stop the session. Most of you will be finished, but some of you may need more time. All students who need more time will have additional time to finish the assessment. Raise your hand if you have any questions.

[Pause.]

You may begin answering the questions at this time.

5. As students finish and raise their hands, collect assessment booklets, scratch paper, and graph paper. You may ask the student, **Are you sure you answered all the questions? Would you like to look again and double check?**
6. When it is the designated time to stop, say to the students:
This is the end of the Mathematics Assessment. Put your pencil down. Raise your hand if you need more time.
7. Collect any remaining assessment booklets for return to the assessment coordinator. Collect all used scratch paper for shredding, making sure that no scratch paper leaves the room with students or remains loose in the classroom.

Script for Paper-Based Forms: Mathematics Grades 6–8 and High School

Materials needed: Student test tickets, clean scratch paper, writing implements, a basic calculator for grade 6 and a scientific calculator for grades 7–8 and high school grades. Additional universal tools may be provided to students (e.g., graph paper, a highlighter, or a magnifying tool).

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

1. Distribute writing implements, scratch paper, and the basic or scientific calculators based on grade to students who need them. Students are only allowed to use the calculator on part 1 of the assessment. After students have answered questions that require a calculator, collect all the calculators.

2. Say to the students:

You are about to take the Maine Through Year Mathematics Assessment. This assessment is one way for you to show what you know about math. It is important for you to do your best work. You can use scratch paper and graph paper to help you answer the questions. You can also use a highlighter to mark parts of the questions or answer options in the assessment booklet.

Other tools that you can use are on this table. Please raise your hand if you need any of the tools on the table and I will bring them to you.

[Proctors can name any other allowed tools and substitute words for where the other tools are located.]

Phones and other electronic devices are not allowed during the assessment. If you have a phone or other electronic device, please raise your hand.

[Make arrangements to have phones and other electronic devices moved to a secure location, such as the student's locker or the main office.]

3. Say to the students:

Please sit quietly as I hand out the assessment booklets. Do not open the assessment booklet until I tell you to do so.

[Hand out an assessment booklet—face down—to each student.]

You may now turn over your assessment booklet. Please go ahead and print your first and last name on the front cover of the assessment booklet.

[Pause to ensure all students have printed their first and last name on the front cover of their assessment booklets.]

4. Say to the students:

You may now open your assessment booklet. Please follow along as I read the directions aloud.

This test will include several different types of questions. Multiple Choice questions will ask you to select a single answer. Multiple Select questions will ask you to select multiple correct answers from among five or more answer choices. For some questions, there may be two parts, Part A and Part B, where each part has a Multiple Choice or Multiple Select question.

For all questions:

- **Read each question carefully and choose the best answer.**
- **You may use scratch paper to solve the problems.**
- **The Mathematics Reference Sheet is provided in the back of the Mathematics section. You may refer to this page at any time during the test.**
- **You may use a calculator ONLY for questions in Part 1 of the test. You may NOT use a calculator for any other questions on this test.**
- **Be sure to answer ALL the questions.**

When you come to the word STOP at the end of Part 1, you have finished Part 1 of the Mathematics test. You may review ONLY Part 1 to check your answers. Make sure you have marked ALL of your answers clearly and that you have completely erased any marks you do not want. Your calculator must be collected before you can continue with Part 2. When your calculator has been collected, and your proctor has given you permission, you may move on to Part 2.

When you are finished with Part 2, you may review ONLY Part 2 to check your answers. Make sure you have marked ALL of your answers clearly and that you have completely erased any marks you do not want. When you are finished, close your test booklet.

[ONLY for students with braille forms and read aloud.] When I read the questions and answer choices aloud, you may notice some slight differences in the wording of those questions and answers from how they are written in your booklet.

If you get stuck on a word in the assessment, I can read the word to you. If you want help reading a word, raise your hand. [During the assessment session, pronounce a word for students who ask for assistance. Do not define the word or help the students in any other way.]

When you are finished, raise your hand. When you raise your hand, I will come collect your assessment booklet. You may then sit quietly or read a book.

At (the time agreed upon with the School Assessment Coordinator), I will stop the session. Most of you will be finished, but some of you may need more time. All students who need more time will have additional time to finish the assessment. Raise your hand if you have any questions.

[Pause.]

You may begin answering the questions at this time.

5. As students finish and raise their hands, collect assessment booklets, scratch paper, and graph paper. You may ask the student, **Are you sure you answered all the questions? Would you like to look again and double check?**
6. When it is the designated time to stop, say to the students:
This is the end of the Mathematics Assessment. Put your pencil down. Raise your hand if you need more time.
7. Collect any remaining assessment booklets for return to the assessment coordinator. Collect all used scratch paper for shredding, making sure that no scratch paper leaves the room with students or remains loose in the classroom.

Part 5—Technology Challenges and Additional Questions

Technology Challenges During the Assessment

Although every effort has been made to ensure that the Maine Through Year Assessment will function properly at all sites, it is possible that some schools might experience circumstances that prevent or interrupt testing. Proctors should follow local procedures for reporting technology issues and receiving assistance.

Proctors should also follow local procedures for alternate plans in case students are not able to take the assessment as planned. Check with your School Assessment Coordinator.

As a rule, students should sit for no more than 10–15 minutes at a non-working device. If the technology issue is affecting the entire group in the assessment session, the students should return to an instructional activity after 10–15 minutes, and the assessment session should be rescheduled. If the technology issue is affecting only one student, the student should be given an alternate device to complete the assessment. If there is no device available, the student should return to an instructional activity and will need to attend a make-up session.

When significant technology issues occur, such as many students unable to log in, the assessment engine is not responding, or other issues that cannot be resolved by site-based technology staff, District Assessment Coordinator should call NWEA Partner Support immediately. In the case of unresolvable technology failures, District Assessment Coordinators should also call Maine DOE to determine the next steps.

Additional Questions

If you have additional questions about assessment procedures or policies, please contact **Krista Averill, Assessment Coordinator, at the Maine Department of Education** at Krista.Averill@maine.gov or 207.215.6528.

If you have any questions about technology setup and installation, NWEA can be reached by calling Partner Support at 855.430.1777.

Customer Service representatives will make every attempt to answer your questions and escalate issues when appropriate. All contacts with the support team are tracked and documented.

Representatives are available from 7:00 a.m. to 8:00 p.m. EST, Monday through Friday.