



# MAINE EDUCATIONAL ASSESSMENT (MEA) OPERATIONAL PROCEDURES

## MARCH 2005 ADMINISTRATION

This document is intended for use in conjunction with “Policies and Procedures for Accommodations and Alternate Assessment to the MEA,” and both the “MEA Principal/Test Coordinator’s Manual” and the “MEA Test Administrator’s Manual.” These documents will be available on the Maine Department of Education (MDOE) web page at <http://www.maine.gov/education/mea/index.htm>.

### Table of Contents

Section 1.0	Enrollment .....	pp. 1-3
Section 2.0	Participation .....	pp. 4-6
Section 3.0	Administration .....	p. 6
Glossary.....		pp. 7-8

### Maine Department of Education Contact Information:

#### MEA-related questions:

Horace (Brud) Maxcy, Ph.D. at 207-624-6774 or [brud.maxcy@maine.gov](mailto:brud.maxcy@maine.gov)

Susan Smith at 207-624-6775 or [susan.smith@maine.gov](mailto:susan.smith@maine.gov)

#### AYP-related questions:

Rachelle Tome at 207-624-6705 or [rachelle.tome@maine.gov](mailto:rachelle.tome@maine.gov)

George Tucker at 207-624-6705 or [george.tucker@maine.gov](mailto:george.tucker@maine.gov)

**MAINE EDUCATIONAL ASSESSMENT (MEA) OPERATIONAL PROCEDURES  
MARCH 2005 ADMINISTRATION**

**1.0 ENROLLMENT**

Schools are responsible for updating individual student information in Maine Educational Data Management System (MEDMS) to ensure that MEA and Adequate Yearly Progress (AYP) reports reflect accurate information. For AYP purposes, schools should maintain a list of students enrolled, and their subgroup designations (e.g., LEP, SPED, etc.), during the MEA administration.

**1.1 Participation of Enrolled Students**

Each student enrolled in a school covered by Chapter 127 shall participate in the Maine Educational Assessment (MEA) in grades 4, 8, and 11. Participation can be through standard administration of the MEA, through administration with accommodations, and/or through alternate assessment (PAAP).

***AYP Implications:*** A student continuously enrolled in a Maine public school from 10/1 through the testing window of the school year in which testing occurs is considered to be enrolled for a full academic year. The test data for this student would count for participation and for performance for AYP purposes.

A student not enrolled continuously from 10/1 through the testing window of the school year in which testing occurs does not meet the Full Academic Year (FAY) definition. The data for this student would be counted for participation, but not for performance.

**1.2 Students Attending an In-State Private Special Purpose School (approved by MDOE) or Public Regional Program**

Students enrolled in public schools who attend an MDOE-approved in-state private special purpose school or public school regional program will participate in the MEA through the appropriate avenue in the school or program they are attending. The student's results on the MEA or MEA/PAAP will be included with the results for the sending school (the school in the district the student would ordinarily attend).

***AYP Implications:*** The student's scores are counted as part of the sending school's AYP participation and performance data provided the student met Full Academic Year requirements for performance.

**1.3 Students in Out-of-State Schools/Programs**

Students who receive their educational program outside the state of Maine during the school year, including the MEA testing window, will not participate in the assessment.

***AYP Implications:*** These students will not be counted as part of AYP data.

**1.4 Students Taking the MEA Test Who Move During the Two-Week MEA Testing Window**

NOTE: It is the school's responsibility to keep a list of students who move in or out of the school during testing, along with a list of the content area sessions of the MEA that the student completed. A student's score is based on the items s/he has answered/submitted, and may reflect an inaccurate score if the student moved during a content area test. It will be necessary for the school to appeal the participation and/or performance finding during the data correction phase of the AYP process.

**MAINE EDUCATIONAL ASSESSMENT (MEA) OPERATIONAL PROCEDURES  
MARCH 2005 ADMINISTRATION**

**1.4 Students Taking the MEA Test Who Move During the Two-Week MEA Testing Window (Cont'd.)**

**1.4.1 From Out-of-State or Private School**

A student who enrolls in a public school in Maine during the testing window from an out-of-state or private school must take any content area tests of the MEA administered in the receiving school on and after the date of enrollment.

***AYP implications:*** The student's scores will count for participation, but not for performance since Full Academic Year requirements were not met.

**1.4.2 In-State, Out-of-District Move**

A student who enrolls in a public school during the testing window from a Maine school outside the district must take any content area tests of the MEA administered in the receiving school on and after the date of enrollment. MEA scores for the content area tests will be sent to the school where they were administered.

***AYP Implications for Sending School:*** The student's scores on any content area test administered while the student is enrolled in the sending school will count in the sending school for both participation and performance provided the student met Full Academic Year requirements up to the time of the move.

***AYP Implications for Receiving School:*** The student's scores on any content area test administered while the student is enrolled in the receiving school will count in the receiving school for participation only since full academic year requirements were not met.

**1.4.3 In-State, In-District Move**

If a student moves from one public school to another within the same district no more than two weeks prior to or during the MEA testing window, the student scores count for the sending school. The student's test materials should be sent to the receiving school for administration and returned to the sending school for shipping to the test contractor.

***AYP Implications:*** The student's scores will count in the sending school for both participation and performance provided the student met full academic year requirements for performance.

**1.5 Students Participating in the MEA through a Personalized Alternate Assessment Portfolio (PAAP) Who Move**

**1.5.1 From Out-of-State School (PAAP) – During MEA Testing Window**

A student requiring a PAAP in any content area who moves into a Maine public school from an out-of-state school during the MEA testing window will not be required to complete a PAAP for that content area unless a decision-making team (e.g., Pupil Evaluation Team) in the receiving school determines and documents that using the PAAP process for the current year is appropriate. See section 1.4 for any content area in which the student can participate in the MEA through standard administration or with accommodations.

***AYP Implications:*** Student scores for those who complete a PAAP will count for participation only in that content area since Full Academic Year requirements were not met.

**MAINE EDUCATIONAL ASSESSMENT (MEA) OPERATIONAL PROCEDURES  
MARCH 2005 ADMINISTRATION**

**1.5 Students Participating in the MEA through a Personalized Alternate Assessment Portfolio (PAAP) Who Move (Cont'd.)**

**1.5.2 From Out-of-State School (PAAP) –After MEA Testing Window**

A student requiring a PAAP who moves into a Maine school from an out-of-state school after the MEA testing window will not be required to complete a PAAP.

*AYP Implications:* No impact. The student was not enrolled in school during the full academic year or the MEA testing window.

**1.5.3 In-State, Out-of-District Move (PAAP) – During or After the MEA Testing Window**

When a student who is participating in alternate assessment through the PAAP in one public school within Maine moves to another Maine public school outside the district during or after the MEA testing window, the receiving and sending schools shall collaborate on final details required for PAAP submission.

*AYP Implications:* The student's scores will count at the sending school for both participation and performance provided the student met Full Academic Year requirements for performance.

**1.5.4 In-State, In-District Move (PAAP) – During the MEA Testing Window**

A student participating in the PAAP who changes schools within the same district no more than two weeks prior to or during the MEA testing window will have the PAAP submitted by the sending school.

*AYP Implications:* The student's scores will count in the sending school for both participation and performance provided the student met Full Academic Year requirements for performance.

**1.5.5 In-State: In-District Move (PAAP) – After the MEA Testing Window**

A receiving school does not need to submit a PAAP for a student who is participating in the MEA through the alternate assessment who moves into a public school after the MEA testing window is closed. The sending school is responsible for submitting that student's PAAP.

*AYP Implications:* The student's scores will count in the sending school for AYP participation and performance provided the student met Full Academic Year requirements for performance.

**1.6 Home Schooled Students/Exchange Students**

Home schooled students and exchange students are not considered to be part of the school's official enrollment for purposes of MEA testing and Adequate Yearly Progress.

**1.7 Students Requiring Special Considerations (Refer to Section 2.12)**

Students approved for special considerations by MDOE are not considered to be part of the school's official enrollment for purposes of MEA testing and Adequate Yearly Progress.

NOTE: It is the school's responsibility to keep documentation on these students.

*AYP Implications:* No impact. Students approved for special consideration are not included in AYP data.

**MAINE EDUCATIONAL ASSESSMENT (MEA) OPERATIONAL PROCEDURES  
MARCH 2005 ADMINISTRATION**

## **2.0 PARTICIPATION**

For AYP purposes, schools should maintain a list of students enrolled, and their subgroup designations (e.g., LEP, SPED, etc.), during the MEA administration.

### **2.1 Student Participation**

Each student enrolled in a school covered by Chapter 127 shall participate in the MEA in grades 4, 8, and 11. Participation can be through standard administration of the MEA, through administration with accommodations, and/or through alternate assessment (PAAP). Each student takes the MEA the first year s/he is in grade 4, 8 or 11. (Grade 11 is defined as the third year of high school regardless of accumulated credits.) Every student takes the MEA only once for each grade level. (See section 2.3)

### **2.2 Retention**

A student who has previously taken the assessment at the grade level being tested will not participate again at that grade level. There is no second opportunity to take the test, even on a voluntary basis. (Note: Refer to the MEA Test Coordinator's Manual for instructions on how to code this student on the Student Response Booklet.)

**AYP Implications:** The retained student will **not** be counted for participation or performance in the current year.

### **2.3 Students in High School or Ungraded, Multi-age Programs**

At the high school level, students will take the MEA in their third year of high school regardless of accumulated credits, as per Informational Letter # 28 (11-22-02).

In ungraded, multi-age programs, it is a local decision to determine when a student is in the 4<sup>th</sup> and 8<sup>th</sup> grade.

**AYP Implications:** Students' scores count for AYP participation and performance in the year they are tested for that grade level provided the student met Full Academic Year requirements for performance.

### **2.4 Accelerated Students In Grades K-8**

Accelerated learners who skip grade 4 or 8 will not participate in the MEA since they are never enrolled in that grade.

**AYP Implications:** No impact. These students are not included in AYP data in grades 4 and 8.

### **2.5 Students Not Present During Testing**

Any student enrolled in a Maine school must take part in the MEA unless s/he is enrolled in an out of state school/program (see section 1.3) or has a condition requiring special considerations, as described in section 2.12 below.

**AYP Implications:** Students not present during any content area test count as non-participants for AYP, except for students described above.

### **2.6 Parent/Student Refusals**

Federal and Maine laws require that all students will be tested.

**AYP Implications:** If a student does not take the MEA, the student will be counted as not participating. It is the school's responsibility to document these cases.

**MAINE EDUCATIONAL ASSESSMENT (MEA) OPERATIONAL PROCEDURES  
MARCH 2005 ADMINISTRATION**

**2.7 Home-Schooled Students**

Home-schooled students may take the test on an optional basis at the local school, if the local school agrees. Scores of home-schooled students are returned to the local school but are not included in the scores for the school.

*AYP Implications:* No impact - student scores are not included in AYP data.

**2.8 Exchange Students**

Exchange students are not permitted to participate in the MEA.

*AYP Implications:* No impact.

**2.9 Newly Arrived Limited English Proficient (LEP) Students**

LEP students, during their 1<sup>st</sup> year of enrollment in U.S. schools, must be assessed for English proficiency. The Language Assessment Scales (LAS) or Idea Proficiency Test (IPT) can be used for this purpose.

*AYP Implications:* Participation in either of these assessments counts as participation in reading.

First-year LEP students are required to participate in the mathematics content area test of the MEA through standard administration, through administration with accommodations, and/or through alternate assessment (PAAP). A simplified English version of the mathematics test is available to eligible students as an accommodation.

*AYP Implications:* Student scores in the mathematics content area test will count for participation, not performance.

First year LEP students may, but are not required to, participate in the writing, reading, and science content area test.

*AYP Implications:* If the MEA reading content area test is taken, student scores in reading will not count for AYP performance.

NOTE: Limited English Proficiency Students who have been enrolled in a U.S. school for longer than one year are required to take part in all content area tests of the MEA through the appropriate avenue of administration. Refer to "Policies and Procedures for Accommodations and Alternate Assessment to the MEA" for allowable accommodations.

**2.10 Students in Private Schools with 60% or More Publicly Funded Students**

Publicly funded students, who attend private schools in which 60% or more of their student population is publicly funded, are required to participate in the MEA. Schools have the option to test privately funded students.

*AYP Implications:* Private schools cannot be held accountable for AYP under the federal NCLB Act, even if 60% or more of the students are publicly funded through tuition agreements.

**2.11 Students Attending Other Private Non-Special Education Schools**

There is no statute that applies to these students; therefore there is no basis to require them to take the MEA.

*AYP Implications:* No impact

**MAINE EDUCATIONAL ASSESSMENT (MEA) OPERATIONAL PROCEDURES  
MARCH 2005 ADMINISTRATION**

**2.12 Student Conditions Requiring Special Considerations:**

A special consideration may be available when a student's long-term or emergency condition, physical or mental, prevents the student's participation in the MEA even with accommodations or through PAAP. (*Notes: (1.) Special consideration based on a student's physical or mental condition may be available for students suffering from terminal illnesses or injuries or receiving extraordinary medical treatment for either a physical or psychiatric condition. (2.) Emergencies are unforeseen events or situations which may include, but are not limited to, death in a student's immediate family, childbirth, accidents, injuries, and hospitalizations.*) The Maine Department of Education should be contacted for further instructions regarding procedure and documentation.

*AYP Implications:* No impact. Students approved for special consideration are not included in AYP data.

### **3.0 ADMINISTRATION**

#### **3.1 Students with Behavioral Issues**

Students who must be removed from testing for inappropriate behavior may be allowed to resume testing at the discretion of the principal after appropriate intervention. In the case of cheating, testing should be stopped and the Maine Department of Education should be contacted for further instructions.

*AYP Implications:* Students will be counted for participation and performance. Performance scores will be based on the work completed or allowed.

#### **3.2 Blank/Non-Scorable Student Responses**

If there is a blank student response booklet or there are no scorable items (e.g., contains expletives, unrelated drawings, but not answers), the student will not receive a score.

*AYP Implications:* The student will be considered a non-participant.

#### **3.3 Incomplete Student Responses**

If testing is incomplete, the student gets a score based on the items he or she has answered/submitted.

*AYP Implications:* The student's score is included for both participation and performance.

#### **3.4 Extensions to MEA Testing Window**

Requests for an extension to the MEA testing window due to unforeseen circumstances will be handled on an individual basis by the Maine Department of Education.

#### **3.5 Out-of-Level Assessments**

Students at one grade level may not be assessed with material developed for a different grade level. Public schools are encouraged not to use off-grade MEA released items in developing PAAPs due to alignment and sufficiency issues.

**MAINE EDUCATIONAL ASSESSMENT (MEA) OPERATIONAL PROCEDURES  
MARCH 2005 ADMINISTRATION**

**GLOSSARY**

**Adequate Yearly Progress (AYP)** - Adequate yearly progress is a federal measure of school performance required by the *No Child Left Behind Act*. A school makes adequate yearly progress if the students in the tested grade(s) and all required subgroups meet the participation targets of 95%, meet or exceed the performance targets established for mathematics and reading in the grade(s), and meet attendance goals (K-8) or graduation rate targets.

**Chapter 127** – “Instructional Program, Assessment, and Diploma Requirements”- a Maine Department of Education rule.

**District (for AYP purposes)** – A “district” refers to school administrative districts, municipal districts, and consolidated school districts for the purposes of this document. It does not refer to unions.

**Full Academic Year (FAY)** - A student is counted for performance in a school if the student has been present for a full academic year. In Maine a full academic year is defined as being continuously enrolled in a school from a date before or on October 1 in the academic year of testing through the date of testing.

**Limited English Proficient (LEP)** – This designation refers to a subset of language minority students whose proficiency in *any* of the language modalities (reading, writing, listening or speaking) is significantly below that of their peers. "Limited English Proficient" is a label based on the *assessment* of a student's English language proficiency (English proficiency level of V or lower) through either the Language Assessment Scales (McGraw-Hill) or the Idea Proficiency Test (Ballard & Tighe).

**Participation (for AYP purposes)** - A student is determined to have participated in a content area test of the MEA if that student has submitted scorable work for that content test. The participation rate for a school in a content area test is the ratio of the number of students who participate in the test to the number of students enrolled during the test for the tested grade. In general, to make AYP at least 95% of students enrolled must participate for the school and all groups in the school.

**Performance (for AYP purposes)** - The student’s score is that student’s performance on the MEA. For purposes of AYP, a school is rated on the percentage of students who are proficient (scoring in the “meets” or “exceeds” range on the MEA). The percentage of students who have MEA scores in these two categories compared to the number of students participating is used to compute the percentage proficient. The percentage proficient is compared to the established target to determine if a group has made AYP for performance.

**Personalized Alternate Assessment Portfolio (PAAP)** – Federal and state laws require that all students be included in the Maine Educational Assessment. To that end, three avenues of participation are provided (Standard Administration, Administration with Accommodations, and Alternate Assessment). Maine’s Alternate Assessment is the PAAP. The PAAP was designed for students who would require accommodations that are not approved for the MEA because they would compromise the validity of the assessment.

**MAINE EDUCATIONAL ASSESSMENT (MEA) OPERATIONAL PROCEDURES  
MARCH 2005 ADMINISTRATION**

**GLOSSARY (Cont'd.)**

**Pupil Evaluation Team (PET)** – A team of individuals, including parents, responsible for determining a student’s eligibility for special education and supportive services, including the student’s avenue of participation in the MEA. (Chapter 101, sec. 8)

**Receiving School** - For the purposes of this document, a receiving school is the school to which a student moves.

**Sending School** – For the purposes of this document, a sending school is the school from which a student moves.

**Testing Window** – The testing window for the administration of the MEA, which should include all make-up testing, begins on the first day of testing March 7, 2005 and ends on March 18, 2005.