



# Maine Educational Assessments Security Handbook

## The Maine Department of Education Assessment Team

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## Introduction

Assessing student learning is an essential aspect of education, as it provides data that can lead to improved instruction and outcomes. Assessments take many forms, and each type of assessment has distinct value and purpose in a comprehensive assessment system. Educators, policymakers, and the assessment community use assessment data to improve education and to address needs for the workforce and the economy. As required by Maine Statute [20-A §6202](#), the Maine Department of Education (Maine DOE) must establish a statewide assessment program to measure and evaluate, on a continuing basis, the academic achievement of students in Maine’s public schools, charter schools, and private schools whose school enrollments include at least 60% publicly funded students. Results from these statewide assessments contribute to educational decisions made at the federal, state, and local levels about both schools and resources/programming for students. It is critical that assessment results are accurate, fair, and comparable.

To that end, the Maine DOE has established policies and defined procedures to ensure the integrity of the state assessment system. Adherence to Maine’s assessment security expectations ensures that the assessments will yield high-quality data that can be trusted to support valid and fair conclusions related to academic achievement.

The inability to follow Maine’s assessment administration and security requirements can potentially lead to one or more of the following consequences:

- Delay in reporting of student, school, district, or state results.
- Invalidation of student, school, district, or state results.
- Further review by the Maine DOE for possible action.

### Importance of Assessment Security

Standardized assessments present all students with questions from a common item bank and are scored in a “standard,” or consistent, which makes it possible to compare the relative performance of individual students or groups of students. Assessment security is an important condition for the standardization of assessments.

Unusual things do happen before, during, and after assessments are administered, and these incidents are referred to as “assessment irregularities.” Assessment irregularities can be unintentional occurrences such as power outages, innocent mistakes in the assessment administration, or they can be more deliberate. In all cases, it is the joint responsibility of state and local assessment leaders to evaluate potential implications and reach the best possible resolution.

### Irregularities Can Impact Validity and Comparability

Appropriate assessment practices are not always universally understood, and this lack of understanding can lead to assessment irregularities that may impact the validity or comparability of assessment results. For example, if an uninformed assessment administrator in one classroom provided calculators for a non-calculator portion of the mathematics assessment, results would be impacted unfairly and comparisons to other students would not be valid.

There are many types of events that could impact the validity and comparability of assessment results, some intentional and some unintentional. Focusing on assessment security aims to avoid where possible, and to address where necessary, irregularities that threaten the validity and comparability of results. Areas of concern are sometimes different for paper/pencil assessments than they are for online administration, but it is important to be aware of common events that are applicable to all modes of assessing.

## Maine Assessment Security Handbook

To help ensure appropriate administration of state assessments, the Maine DOE seeks to develop a common understanding of what practices are appropriate and to establish procedures to reinforce their consistent implementation.

This *Maine Assessment Security Handbook* presents the general expectations of the Maine DOE for the administration of statewide assessments. Maine's policies and procedures around security are presented in four sections as described in the list below:

1. **Prevention of Irregularities** – Best practices for avoiding irregularities including training to prepare for assessments, handling of materials, expectations for students, appropriate assessment environments, etc.
2. **Detection of Irregularities** – Steps to be taken at both the state level and the local level to monitor the assessment administration and detect/report any irregularities that may threaten the validity of the results.
3. **Investigation of Irregularities** – Outline of the steps to be taken by the local education leaders in collaboration with the Maine DOE to best understand the incident and its implications should an irregularity require investigation.
4. **Resolution of Irregularities** – Guidelines for working with the Maine DOE to optimally resolve irregularities and to ensure valid results for *all* students.

## Section 1 – Prevention of Assessment Irregularities

When it comes to standardized assessment, the consequences of a security breach can be costly on many levels. The aim of this section is to highlight ways that state and local assessment personnel can work together to avoid irregularities. **An assessment irregularity is any event, act, or omission which can compromise the integrity of Maine state assessment.**

Maine has several different state-level assessments designed to assess grade level content for eligible students. These are collectively known as the Maine Educational Assessments (**MEA**). The principles and guidance in this *Maine Assessment Security Handbook* apply across the assessments listed below. Requirements for particular assessments are specified in the corresponding test administration and coordination manuals, and/or training provided by the Maine DOE.

Maine Educational Assessments		
Content Assessed	Assessment Name	Intended Population
Mathematics & Reading/English language arts	Maine Through Year Assessment	Students in grades 3-8 and second-year high school students
	Multi-State Alternate Assessment (MSAA)*	Students in grades 3-8 and third-year high school students with the most significant cognitive disabilities
Science	Maine Science Assessment	Students in grades 5, 8, and third-year high school
	Multi-State Alternate Assessment (MSAA)*	Students in grades 5, 8, and third-year high school with the most significant cognitive disabilities
English Language Proficiency	ACCESS for ELLs	Multilingual learners in grades K-12
	Alternate ACCESS	Multilingual learners in grades K-12 with the most significant cognitive disabilities
*Alternate assessments based on alternate academic achievement standards ( <b>AA-AAAS</b> ) are designed for students with the most significant cognitive disabilities. This determination is made by the local IEP Team utilizing state resources for eligibility.		

### Local assessment personnel

The SAU **Superintendent** has ultimate responsibility for assessments within the SAU. The Superintendent designates a staff member to act as **District Assessment Coordinator (DAC)**. The DAC should be listed in the [NEO Staff Module](#) at the beginning of the school year. The DAC is the key point of contact for communication with the Maine DOE Assessment Team. The Superintendent and/or DAC will collaborate with the SAU **Director of Technology** to ensure that devices, networks, and servers are configured to support the administration of computer-based assessments.

At the school level, the **Principal** has the responsibility to ensure the security and integrity of each assessment administration within their building. The **School Assessment Coordinator (SAC)** is designated to handle the logistics and oversight of the administration. In some schools, the Principal may serve as the SAC.

**Assessment Administrators (AA)** are the personnel administering the assessments with students. These are also sometimes referred to as **Proctors** or **Test Administrators (TA)**. Generally, AA should be selected in the following preferred order.

1. Certified teachers or administrators employed by the school district
2. Paraprofessionals or non-licensed administrative personnel
3. Substitute teachers or contracted employees

The Maine DOE recommends one AA for every 20 students.

AAs must not have a conflict of interest or the appearance of a conflict of interest. They may not serve as monitoring staff in rooms where their children or students residing in their households are being assessed.

### Preparation of assessment personnel

All SAU and school staff involved in implementation of any state assessment must participate in required training. Individuals who are charged with handling secure assessment materials, or who have exposure to secure material, must also be trained in procedures to maintain security.

All involved staff must be fully trained in the administration policies and procedures for the specific assessment being administered. The training will include at a minimum:

- Relevant sections of this *Maine Assessment Security Handbook*
- The administration manual for the specific assessment
- Training materials provided for the specific assessment

The DAC is responsible for ensuring that clear and comprehensive annual training has been provided on assessment administration, security, and procedures for all involved parties. The Superintendent and the DAC are ultimately responsible for ensuring that all involved staff understand and comply with state assessment requirements. The DAC should ensure that training is documented.

### Assessment Security and Student Data Privacy Agreement

After assessment professionals are fully trained, they are required to sign (in writing or digitally) the *Security and Student Data Privacy Agreement* Appendix F. These agreements must be maintained by the SAU for one year following the assessment administration. In the case of an irregularity, the Maine DOE will expect the DAC to be able to produce the signed agreements.

### Preparing Students for Assessments

Students must be prepared for assessments in four ways:

1. Students should have the opportunity to learn the content being assessed in a manner that promotes long-term retention, application and transference of learning and concepts covered.
2. Students should be familiar with the assessment platforms, online tools, item types, and accessibility features.
3. Students should understand that their results are important and will be used by teachers to help improve curriculum and instructional planning.
4. Students should know that some parts of the assessment might be easy for them, and some parts might be difficult.

[Appendix A Student Assessment Responsibilities](#), is available for optional use. Assessment personnel may use Appendix A with students in advance of assessing, share with families, have students sign as acknowledgement, etc. This resource may be customized for the local assessment situation or the age and needs of the students.

### Encouraged assessment preparation practices

- Communicating with students, families, and the public what state assessments entail, when and how the assessments will be administered, and how data will be used.
- Creating a positive culture of assessment.
- Interacting with released items, sample items, and other practice materials.

### Prohibited student assessment preparation practices

The Maine DOE will investigate any alleged misuse of secure assessment material. If found to be true, such activity could lead to district liability for the cost of item development, score invalidations, personnel action, and/or certification action.

The following prohibited assessment preparation practices must be avoided:

- Discussing, retaining, or reproducing any secure state assessment questions, materials, or student responses to secure questions.
- Using secure assessment questions or altered versions of secure assessment questions to prepare students.
- Placing undue stress on students before, during, or after the assessment administration.

### Assessment Administration Environment

It is important to provide an optimal assessment environment. The assessment room should be quiet, orderly, comfortable, and have adequate lighting and ventilation. Some students may require a unique assessment environment as an approved accommodation. In such cases, the accommodation overrides the general assessment environment requirements. See individual Assessment Administration Manuals for specific guidance.

### Distraction free environment

The school shall designate an area for assessment administration that minimizes distractions and disruptions for students (e.g., classroom, computer lab, or library). A “Do Not Disturb” sign should be placed on the door to alert that an assessment is taking place.

### Instructional materials

All information regarding the content being measured or assessment-taking strategies displayed in the assessment room, in any manner or form, must be removed or covered. Students should not have access to unauthorized notes, textbooks, or other instructional materials. Examples include, but are not limited to:

- Assessment-taking tips
- Content displays/posters
- Word lists
- Writing formulas
- Definitions
- Mathematical formulas/theorems
- Multiplication tables



- Charts or maps
- Desk tags (e.g., multiplication charts, fraction charts, etc.)

### Appropriate student seating

Students must be seated so there is enough space between them to minimize opportunities to review each other's work. Maine DOE does not require that seating charts be created to show where each student was sitting for a particular assessment session.

In unique cases, the Maine DOE may require that a particular SAU or school maintain seating charts. When required by the Maine DOE, the seating charts must be maintained by the SAU for a period of one year. Prohibited electronic devices

Students are not permitted access to any unauthorized electronic devices used for communication, for capturing images of the assessment itself or the room, or for data storage that can be used to compromise the validity or security of the assessment. Prohibited devices include smart phones, smart watches, cell phones, book readers, electronic tablets, pagers, cameras, non-approved calculators, music players (including listening to music), or voice recorders.

Unauthorized devices must be powered off and stored away from the students' work area during an assessment session. These devices cannot be used as a substitute for a calculator. Specific calculator policies are outlined in the Assessment Administration Manual particular to each assessment and should be reviewed by the AA in advance of the administration.

### Security of Assessment Materials

To achieve valid and comparable state assessment results, students must have no prior exposure to the secure assessment items. (Note: This does not apply to sample items, practice items and item type samplers available across assessments.)

The District Assessment Coordinator (DAC) should work with School Assessment Coordinators (SAC) to ensure proper and secure handling of materials before, during and following the assessment administration. a. Specifically, school personnel **must** follow these assessment security practices:

- Printed secure assessment materials must be kept in a locked storage area that is only accessible to the SAC and designees. Materials should be locked before and after administration.
- Secure items include, but are not limited to assessment booklets (such as a Braille or paper form as necessitated by the student's IEP), assessment tickets, answer documents, scratch paper, materials used to provide accommodations, and ancillary materials specific to assessments (e.g., Listening & Speaking CD for ACCESS for ELLs).
- Inform all personnel involved in the assessment administration of the importance of maintaining strict assessment security and of the implications of assessment security breaches.
- Distribute and collect secure assessment materials to/from students individually at the beginning and end of each session.
- Implement careful inventory procedures to account for secure materials as they are checked in and checked out by designated staff.
- Account for all secure assessment materials, including assessment tickets, before, during, and after each session. in accordance with the procedures and timelines outlined in the Assessment Administration Manuals.
- Destroy all student (login) tickets and scratch paper following guidelines and instructions in the applicable Assessment Administration Manuals.

- Maintain packing lists, shipping records, and documents used to track the delivery and custody of materials for one year following the administration (if applicable). These will be helpful if a discrepancy arises, or if the receipt of materials cannot be confirmed.

Any activity that exposes secure assessment material beyond what is necessary for the administration is prohibited and must be immediately contained to eliminate further exposure. If a student posted an item on social media, it must be taken down. If an assessment form was copied and distributed to the teachers in the school, all copies must be retrieved and destroyed. If teachers are discussing an item in the teachers' room, they must immediately be informed of the security impropriety.

**If the security of assessment questions or forms are compromised, the appropriate State Assessment Coordinator identified on the cover of this document must be immediately contacted.** A breach of the security of state assessments could result in invalid SAU, school, or student scores.

### Assessment Administration

State assessments require a standardized process of assessment administration to yield fair and accurate results that can be compared to other students. This section outlines steps that support this goal as well as the types of activities to be avoided.

#### Assessment windows

Each of the Maine Educational Assessments has its own assessment administration window defining the dates during which the assessment must be administered. Within the designated assessment windows, district and school assessment leaders should create the most effective schedule for the students in the SAU/school.

The assessment calendar outlining applicable assessment windows for the current school year can be found on the [Maine DOE MECAS website](#). They can also be found in each of the respective Assessment Administration Manuals. The windows are designed to provide ample opportunity to complete administration while limiting the exposure of secure assessment items to a specific period.

In planning the assessment schedule, consider any students who may require an extended time accommodation or extra time between sessions. For some students, it may be critical to begin assessments on the early end of the window. For others, it may be critical to begin sessions early in the assessment day.

#### Assessment schedule

The DAC should work with SACs, and the AAs where appropriate, to develop assessment administration schedules based on the school's resources (i.e., staffing, available computers, rooms, etc.) and needs, to ensure the overall integrity of the assessment process.

When possible, DOE recommends that general assessment sessions be administered simultaneously to all students at the same grade in a particular school. For example, all grade 5 students in a particular school are recommended to take Science Session 1 at the same time. Simultaneous or same day scheduling limits the opportunity for students who have taken the assessment to share information with students who have not. For computer-based assessments, a concurrent administration may not always be possible due to the need to share computers or availability of proctors and assessment administrators.

Alternate assessments are administered in a one-to-one setting. English language proficiency (ELP) assessments are typically administered in small to medium-sized groups depending on the domain and grade level being assessed.

DOE recommends that the Alternate and ELP assessment schedules be shared with the school community to ensure an equitable administration with limited interruptions.

Students who require a make-up due to absence on assessment day and students requiring certain accommodations may require a different schedule. Individually administered assessments (e.g., MSAA, Alternate ACCESS for ELLs) will not happen concurrently for all students. All assessments must take place within the administration windows identified by the Maine DOE. It is recommended that administration begin early in the windows to ensure that all eligible students have the opportunity to participate, including make-ups.

Assessment schedules for Mathematics & ELA/literacy, ACCESS for ELLs, Alternate ACCESS for ELLs, Maine Science, and MSAA, administrations should be developed and maintained at the local level. Please see [Appendix C: Sample Assessment Schedule](#). Documentation must include:

- Principal
- SAU
- District Assessment Coordinator
- School Name
- School Assessment Coordinator
- Location of Session
- Date, Start Time and End Time
- Assessment/Grade/Subject/Session
- Assessment Administrator for each session

Documentation of assessment schedules must be maintained for one year after the administration. The schedules will be a helpful support during observations of assessment administrations by the Maine DOE. They will also be critical in the case of an irregularity that requires investigation.

### Role of the Assessment Administrator

At all times during the assessment administration, an Assessment Administrator must be present. The administrator has a critical role in ensuring a successful assessment administration that results in meaningful information about student achievement. Some of the important tasks of the Assessment Administrator related to assessment security include:

- Begin all standardized administration procedures exactly as indicated in the Assessment Administration Manual.
- Monitor student behavior closely and ensure that students are not viewing other students' devices or answer documents.
- Ensure there are no distractions during the assessment administration (e.g., talking, noises).
- Ensure that all assessment tickets and other materials used for online administrations are destroyed immediately after students have completed assessments.

Assessment Administrators, and Proctors where used, are encouraged to frequently and unobtrusively move through the room and monitor the students' work areas during administration. To perform this function successfully, and to maintain security, the Assessment Administrator and Proctor should always grant their full attention to administration. They should refrain from distractions such as:

- Holding extended conversations with each other

- Reading newspapers or books
- Eating
- Using a computer, cell phone, or other device unless directly required for the assessment
- Tending to other unrelated duties (e.g., grading papers)

### Prohibited assessment practices

All educators involved in the assessment process must follow professional standards that ensure the integrity of assessment scores by eliminating any opportunities for assessment takers to attain scores by fraudulent or deceptive means. Assessment personnel **must not participate** in restricted practices and **must report** any such behavior they observe.

#### The following are examples of restricted practices:

- Leaving an assessment room unsupervised at any time. Proctors may leave the room to find an assessment coordinator, if needed, or assist a student who must leave the classroom.
- Permitting the use of any supplemental reference materials (e.g., graphic organizers, outlines, word lists, multiplication charts) that are not specifically allowed.
- Making assessment answers available to students.
- Administering assessments outside of their designated assessment window.
- Coaching or assisting students during the assessment by any means, edit their work, or respond to their questions regarding content or answers.

### Retention of Assessment Administration Documentation

Certain documentation of an assessment administration must be maintained for one year beyond the administration. Documents may be maintained at the SAU or at individual school level with District Assessment Coordinators or School Assessment Coordinators. Assessment administration documents that must be maintained include:

1. Names of the District Assessment Coordinator and the School Assessment Coordinators for each administration
2. Assessment training materials, including handouts and sign-in sheets documenting participation.
3. Signed *Security and Student Data Privacy Agreements*
4. Seating charts (if utilized)

As will be discussed in later sections of this *Maine Assessment Security Handbook*, there are circumstances when these documents will be requested by the Maine DOE. If the SAU or school is selected for technical assistance, documentation will be reviewed. In the case of an irregularity that requires investigation, such documentation will be very helpful in understanding the circumstances and verifying appropriate practices of staff involved with administration.

## Section 2 – Detection of Irregularities

An assessment irregularity is any actual event, act or omission, and any alleged event, act, or omission, which can compromise the integrity, validity, credibility, security, or fairness of Maine state assessments. The possibility still exists that mistakes will be made or something unexpected will occur that disrupts the administration when best practices for prevention of assessment irregularities are followed. This section addresses the ways in which irregularities may be detected and reported so that the best possible resolution can be reached in the most efficient and least harmful way. Examples of assessment irregularities can be found in Appendix G of this handbook.

### Reporting Irregularities

Whether intentional or unintentional, any suspected violation of assessment security by students, proctors, teachers, or administrators must be reported as soon as possible. Many irregularities can be remediated without significant consequences if caught and corrected in a timely fashion.

#### Reporting by Assessment Professionals

In most cases, the staff directly involved in the assessment administration (i.e., Assessment Administrators, Proctors, School Assessment Coordinators) will be in the best position to notice an irregularity in the administration. These individuals are critical eyes, ears, and voices in the detection of irregularities. District Assessment Coordinators must ensure that lines of communication are defined and shared.

The Maine DOE recommends that Assessment Administrators (or Proctors) report any potential irregularities to the School Assessment Coordinator. This is especially important for any irregularities that may: (1) involve a breach of assessment item security, (2) lead to assessment invalidation, (3) involve student misbehavior, or (4) involve educator misbehavior. The School Assessment Coordinator, or other administrator, should report irregularities according to instructions in the table below.

Instructions for Reporting Assessment Irregularities	
Math and Reading (NWEA)	The School Assessment Coordinator (or other administrator) should contact the State Assessment Coordinator to report details of the irregularity. For all other questions that may require technical assistance please reach out to NWEA Partner Support at (855) 430-1777 or email <a href="mailto:techsupport@nwea.org">techsupport@nwea.org</a> .
Alternate Math and ELA/literacy (MSAA)	The School Assessment Coordinator (or other administrator) should contact the Cognia Client Care Center at (866) 834-8879 or email <a href="mailto:MSAAServiceCenter@cognia.org">MSAAServiceCenter@cognia.org</a> to report details of the irregularity. Any necessary information will be provided to the State Assessment Coordinator by the Cognia Service Center.
Maine Science	The School Assessment Coordinator (or other administrator) should contact the New Meridian Customer Support at (855) 544-0842) or email <a href="mailto:MEScience@adamexam.com">MEScience@adamexam.com</a> to report details of the irregularity. Any necessary information will be provided to the State Assessment Coordinator by New Meridian.
Alternate Science (MSAA)	The School Assessment Coordinator (principal) should contact the Cognia Client Care Center at (866) 615-2745 or email <a href="mailto:mainesaa@cognia.org">mainesaa@cognia.org</a> to report details of the irregularity. Any necessary information will be provided to the State Assessment Coordinator by the Cognia Service Center.

ACCESS for ELLs and Alternate ACCESS for ELLs	The School Assessment Coordinator (or other administrator) should contact Data Recognition Corp help desk at (866) 276-7735 or email <a href="mailto:help@wida.us">help@wida.us</a> to report details of any irregularity. Any necessary information will be provided to the State Assessment Coordinator by WIDA/DRC.
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In many cases, the State Assessment Coordinator (or the Help Desk) will provide instructions that will enable immediate resolution of the irregularity (e.g., unlocking or resetting an online session).

For more complex irregularities, the State Assessment Coordinator will contact the DAC and possibly initiate an investigation of the irregularity to determine the most appropriate resolution (e.g., starting an assessment session without required accommodations; staff or student misconduct during administration). The DAC, along with any other appropriate administrator, will collaborate with the State Assessment Coordinator until the concern has been resolved. *Section 3- Investigation of Irregularities* and *Section 4- Resolution of Irregularities* provide information about the Maine DOE protocol for resolving complex irregularities.

### Reporting by Others

Occasionally, there will be other parties with concerns about a particular assessment practice. Students might discuss concerns with their parents. Other educators might observe questionable practices. To capture information from all available sources about potential irregularities, the Maine DOE has created an [Anonymous MEA Tip Link](#). This link is posted on the [Maine DOE MECAS homepage](#) and should be communicated to educators and parents along with other assessment information.

This is an anonymous tip link, and follow-up conversation will not be possible. Therefore, it is critical that complete information be provided about the concern. Without actionable information, no action will be taken.

## Observing 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. It is the joint responsibility of the local assessment coordinators and assigned Maine DOE personnel to observe assessment administrations. Consistent administration of assessments in accordance with established policies, and that there is no indication or appearance of assessment fraud or inappropriate exposure of secure materials provides the best opportunity for high quality student data.

### Local observations

It is the SAU and school’s responsibility to observe assessment practices and enforce the policies and guidelines in the *Maine Assessment Security Handbook* to promote fair, approved, and standardized practices. The Maine DOE greatly relies on school and SAU leadership to observe assessment practices and to take self-corrective actions to resolve problems.

The provision of technical assistance to schools during an assessment administration will help support the implementation of procedures and risk of error is minimized. The Maine DOE recommends that District Assessment Coordinators, School Assessment Coordinators, and Principals make randomly visit assessment rooms to observe, without disrupting the administration environment. [Appendix D Assessment Administration Observation Checklist](#) may be customized to meet your needs. Any irregularities that are discovered during local observations should be

immediately reported as described in the *Reporting Irregularities* section. When reported quickly, the district may be able to resolve the irregularity and avoid a significant number of student assessment results being invalidated.

### Maine DOE Technical Assistance

The Maine DOE will provide technical assistance visits and support to schools during assessment windows to observe assessment administration procedures. A Maine DOE staff member or designee may present at the front office of the school at the beginning of the school day during a technical assistance visit. A schedule of assessments for the school will be requested and a room chosen to observe.

The DOE staff member or designee should collaborate with the Assessment Administrator(s)/Proctor(s) and will observe with minimal interference to the assessment administration. The DOE staff member or designee will utilize a checklist like [Appendix D Assessment Administration Observation Checklist](#) in and may also request an interview with the School Assessment Coordinator. Upon conclusion of the observation, the DOE staff member or designee will highlight best practices observed and address any concerns via technical assistance with the Assessment Administrator. The Maine DOE will provide a will provide feedback of from the observation to the school.

Technical assistance will be provided to schools on a ten-year (10-year) cycle. Schools may receive additional technical assistance should there be increased instances of irregularities or that showed unusual results on a previous state assessment or may be selected for annual technical assistance for consecutive years.

### Data Forensics Analysis

During and following the assessment administration, the Maine DOE conducts multiple statistical analyses on student assessment data. These “data forensics” analyses help the Maine DOE flag potential irregularities. The questions that could be addressed through data forensics analyses are similar for computer-based and paper-pencil assessments, but the methodology may be different depending on the assessment delivery method. Some questions that the Maine DOE could explore through data forensics are:

- *Does it appear that two or more students shared information before or during an assessment?*  
A data forensics analysis called “Similarity Analysis” examines data on an item-by-item basis for pairs and groups of students to determine if responses are more similar than would be expected. If this is true for two students, it may suggest that they shared answers during an assessment. If the similarity occurs for a classroom, it may suggest the undue influence of a teacher.
- *Does it appear that some students had advance knowledge of specific assessment questions?*  
A data forensics analysis called “Person-Fit Analysis” examines the consistency of student responses across an entire assessment. Unusual patterns, such as answering difficult items correctly after missing easier items, may suggest that the student(s) received inappropriate assistance on the difficult items.
- *Are there changes to scores for an individual or a class from one assessment administration to the next that are greater than one would expect?*  
A data forensics analysis called “Unusual Score Gains and Losses” compares scores from one assessment occasion to another. Changes greater than typical for student, or especially for a group of students, may suggest coaching on actual assessment content or “help” during the earlier or later administration.

- *Does the timing of responses to questions vary considerably from the responses of other students?*  
A data forensics analysis called “Unusual Time Expenditure” could detect that a student or group of students is using an unusually long or short time to answer questions. This may suggest something other than a legitimate assessment experience. For example, if a student answered questions on a reading session correctly without taking time to read the passages, one might wonder how they got the answers. This analysis can be done on an item-by-item basis on a computer-based assessment.
- *Is there an unusual pattern of incorrect answers changed to correct answers?*  
A data forensics analysis called “Corrective Change Analysis” identifies responses that were changed. On a paper-pencil assessment, erasures are analyzed. On a computer-based assessment, a comparison can be made between a first response and the replacement response. An unusual pattern of correcting many incorrect responses may suggest that answers were changed by an educator or that students had inappropriate assistance during administration.

In some cases, there are competing reasonable explanations for the surprising patterns. The Maine DOE will be careful not to over interpret the information gathered from data forensics analyses. Questionable patterns may, for example, prompt additional analyses or increased communication with schools.

### Monitoring Social Media

To the extent practical, the Maine DOE, in collaboration with school districts and assessment contractors, is responsible for monitoring the internet and social media for any disclosure of secure assessment questions or materials. This includes monitoring the internet for assessment items captured and shared either from computer screens or from paper-based booklets. It also includes monitoring of social media sites for posts discussing or exposing secure assessment material. SAU or school staff that encounter secure materials on the internet or hear about students posting such information must immediately report the incident to the appropriate State Assessment Coordinator, as identified on the cover of this document.



## Section 3 – Investigation of Irregularities

In investigating irregularities, there are three overarching questions:

- Did the irregularity lead to a breach of assessment item security?
- Did a misadministration affect the validity of any student performance and resulting scores?
- Was the irregularity deliberate; is there evidence of academic fraud?

For more complex irregularities, the State Assessment Coordinator may determine that further investigation is necessary to ensure an appropriate resolution. The State Assessment Coordinator will communicate with the DAC and any other appropriate administrators throughout the investigative process.

The Maine DOE protocol to preserve assessment security is as follows:

1. Once it is determined that further review and information gathering is warranted, the appropriate State Assessment Coordinator will immediately contact the DAC about the reported incident.
2. **If the event involves inappropriate exposure of secure assessment material, the most critical action is that the exposure be immediately contained.**
3. The State Assessment Coordinator and the DAC will determine the most appropriate administrator(s) to support the DAC with information gathering. In most cases, the District Assessment Coordinator and the School Principal will work with the appropriate State Assessment Coordinator through the process. If the reported incident involves a Principal, the Superintendent (or designee) will work with the DAC. For purposes of this protocol, the team will be referenced as DAC/Administrator.
4. The State Assessment Coordinator will notify the DAC that a review and further information gathering must be conducted with the appropriate staff and student(s).
5. **If student(s) are allegedly involved, a family member must be notified.**
6. The DAC/Administrator must communicate with the appropriate State Assessment Coordinator providing thorough documentation of the incident, information gathered, and the outcome/determination reached. The communication ([Test Irregularity](#)) may be sent to the State Assessment Coordinator by email, and must include as applicable:
  - State IDs (not names) for any students whose results might be impacted
  - Names and roles of involved educators
  - Grade level(s) and session(s) affected
  - Documentation of assessment security training
  - Record of signed Security and Student Data Privacy Agreements
  - Whether in the opinion of the DAC/Administrator assessment security was violated
  - Scope of any secure assessment material exposure: what material, exposed to whom, for what period of time, and any actions taken, disciplinary and/or other

7. Information about exposure of any secure assessment material must be immediately reported by the State Assessment Team Leader to the assessment contractor.
8. The Maine DOE Review Team, consisting of the Chief of Learning Systems, the State Assessment Team Leader, and the applicable State Assessment Coordinator, will review the documentation within one week of receipt. At any point deemed necessary, the Maine DOE may seek legal counsel if necessary.
9. The DOE Review Team will determine whether any student, school, or SAU assessment results must be invalidated and communicate that decision to the DAC/Administrator and the associated assessment contractor. Students whose assessment results are invalidated are identified as non-participants in the state accountability system.
10. The DOE Review Team will determine whether there are questions about teacher or administrator conduct. If not, **go to #17.**
11. The Review Team will determine the need for the Maine Commissioner of Education's involvement. If there is no need for Maine Commissioner of Education involvement, **go to #17.**
12. The DOE Review Team will submit documentation with recommendations to the Maine Commissioner of Education as soon as possible upon completion of review and information gathering.
13. The Maine Commissioner of Education will decide within one week whether to order one or more of the following actions: (a) further information gathering; (b) delay in reporting student, school, or district results; (c) invalidation of student, school, or SAU results; (d) additional review by the Maine DOE for possible certification action.
14. If the Maine Commissioner of Education determines that a certification review is necessary, the information will be forwarded to Maine DOE Certification so that additional information can be properly gathered. DOE Certification will report independently to the Maine Commissioner of Education.
15. The Maine Commissioner of Education will communicate with the Superintendent as soon as practical following the completion of the review. The response will outline the Department's process, documentation, determinations, and any prescribed corrective actions.
16. The State Assessment Team Leader (or designee) will review the report and its recommendations to ensure that all actions called for in the report have been carried out before determining a resolution has been achieved. This does not include any activity related to certification beyond the initial sharing of the Maine Commissioner of Education's request for inquiry with DOE Certification.
17. The State Assessment Team Leader (or designee) will communicate with the Superintendent, DAC and Administrator to share any determination(s) and prescribed corrective action(s).
18. The State Assessment Team Leader (or designee) will ensure that all appropriate actions are implemented.
19. The State Assessment Team Leader (or designee) will maintain files of all correspondence.



## Maine Assessment Security Handbook

## Section 4 – Resolution of Irregularities

Resolving irregularities is a good faith partnership between the SAU and the Maine DOE. Corrective actions aim to:

- Minimize the immediate damage.
- Ensure that any released assessment results are valid.
- Be appropriately transparent.
- Be consistent with all relevant laws and regulations regarding issues such as privacy rights.
- Take action to prevent future assessment irregularities.
- Recover costs as appropriate.
- Support school decisions regarding disciplinary action.
- Support any Maine DOE Certification determinations.

### Determination

Based on the information collected, the Maine DOE Review Team will create a summary and make one or more of the following determinations:

1. **NO IRREGULARITY**: The Maine DOE determines that there was no irregularity.
2. **IRREGULARITY RESOLVED**: The Maine DOE determines that there was an irregularity and that all applicable steps were completed.
3. **BREACH OF ASSESSMENT ITEM SECURITY**: The Maine DOE determines that there was inappropriate exposure of secure assessment material.
4. **INVALID ASSESSMENT ADMINISTRATION**: The Maine DOE determines that there was a problematic irregularity in the Assessment administration that may be accidental or ill-informed, rather than deliberate.
5. **STUDENT MISCONDUCT**: The Maine DOE determines that the assessment irregularity may involve deliberate student misbehavior (e.g., possible cheating attempt).
6. **EDUCATOR MISCONDUCT**: The Maine DOE determines that the assessment irregularity may involve deliberate teacher or administrator misbehavior (e.g., possible cheating attempt).

### Corrective Action

Once a determination has been made, the Maine DOE will identify and/or recommend corrective actions. The corrective actions will be intended to remedy the current situation caused by the irregularity and/or to prevent similar irregularities in the future. The specific corrective actions will be tailored to specifics of the irregularity and its context. Some of the possible corrective actions that could be required and/or recommended for determinations are provided.

1. **NO IRREGULARITY**: No corrective action required.
2. **IRREGULARITY RESOLVED**: No corrective action required.
3. **BREACH OF ASSESSMENT ITEM SECURITY**: Possible corrective actions include:
  - a. Maine DOE reports exposed assessment material to assessment vendor.
  - b. Student scores are invalidated as needed with no opportunity of reassessing. This may impact elements within Maine’s Model of School Support.
  - c. Superintendent is required to inform the local school board of a misadministration and any resulting invalidation of scores.

- d. Superintendent is required to inform the local school board of the security breach and any resulting invalidation of scores.
  - e. School or SAU is identified for additional annual technical assistance.
  - f. If SAU error is responsible for costs associated with additional assessment development or additional administrations, those costs may be passed on to the SAU.
  - g. The Maine DOE relies on the SAU and/or School Assessment Coordinators to supervise assessment booklets and assessment tickets until the day of administration. The Assessment Coordinators closely observe administration and collect, return and/or dispose of materials following administration.
4. **INVALID ASSESSMENT ADMINISTRATION:** Possible corrective actions include:
- a. Student scores are invalidated as needed with no opportunity of reassessing.
  - b. Superintendent is required to inform the local school board of a misadministration and any resulting invalidation of scores.
  - c. Principal is required to inform families of students whose assessment scores will be invalidated.
  - d. School or SAU receives annual technical assistance.
  - e. Superintendent is required to provide an updated plan with the Maine DOE for the following year's assessment administration.
  - f. School is required to prepare a seating chart for the next year's assessment administration.
5. **STUDENT MISCONDUCT:** Possible corrective actions include:
- a. Student scores are invalidated as needed with no opportunity of reassessing. This may impact elements within Maine's Model of School Support.
  - b. Principal is required to inform families of the incident and any resulting invalidation of scores.
  - c. Any student disciplinary action will be left to the discretion of the families and the school administration.
  - d. Principal is required to utilize [Appendix A Student Assessment Responsibilities](#) for future assessment administrations.
  - e. School is required to prepare seating charts for the next year's assessment administration.
6. **EDUCATOR MISCONDUCT:** Possible corrective actions include:
- a. Student scores are invalidated as needed with no opportunity of reassessing. This may impact elements with Maine's Model of School Support.
  - b. Superintendent is required to inform the local school board of the security breach and any resulting invalidation of scores.
  - c. Superintendent is required to inform the local school board of a misadministration and any resulting invalidation of scores.
  - d. School or SAU is identified to receive annual technical assistance.
  - e. The Maine DOE appoints an assessment monitor to supervise assessment booklets and tickets until the day of administration. The state-appointed monitor would closely observe assessments and collect, return and/or dispose of materials following administration.
  - f. Personnel involved in the irregularity may be excluded from administering future assessments.
  - g. The Superintendent will be notified so that the district may take necessary personnel action.
  - h. At the discretion of the Maine Commissioner of Education, the involved personnel may be referred for review by Maine DOE Certification.

### **The School Response**

The school may accept the remediation or will have two weeks to request an appeal. If an appeal is requested, the Maine DOE will assign an independent review panel to review the case.

### **Documentation**

Actions are documented during all phases. Documentation will be reviewed annually by the Maine DOE Assessment Team to generate recommendations to improve Maine's assessment procedures.

## Appendices

[Appendix A](#): Student Assessment Responsibilities

[Appendix B1-B2](#): Assessment Administration Seating Charts

[Appendix C](#): Sample Assessment Schedule

[Appendix D](#): Sample Assessment Administration Observation Checklist

[Appendix E](#): Assessment Security & Data Privacy Agreement (Assessment Administrators, Proctors)

[Appendix F](#): Assessment Security & Data Privacy Agreement (School and District Assessment Coordinators)

[Appendix G](#): Examples of Irregularities

[Appendix H](#): Assessment Irregularity Reporting Form

## APPENDIX A: Student Assessment Responsibilities

State assessments are intended to provide students with the opportunity to demonstrate what they know and can do in relation to grade level content. It is important to emphasize to students that some parts of the assessment might be easy and other parts more difficult, and they should just do their best.

Creating a positive district and school culture around assessment can help to reduce inappropriate or prohibited conduct during the administration. Inappropriate conduct can lead to assessment irregularities, and may include:

- Communication with anyone about the assessment questions, during and after the administration. This includes written, electronic, verbal, or gestured forms of communication.
- Copying another student's answers.
- Requesting or accepting help from another person.
- Answering an assessment question or any part of a question for another student.
- Using any material or equipment that is not allowed by the instructions.
- Using prohibited devices such as phones or calculators.
- Doing anything to unfairly affect your score or the score of another student.
- Taking assessment questions from the room.





## Maine Assessment Security Handbook

### APPENDIX B: Assessment Schedule

Assessment schedules should be shared schoolwide as part of the advance planning for administration. This should include assessments for special populations, such as alternate and English language proficiency assessments. Transparency around the details of the administration will mitigate misunderstandings and interruptions when it comes to the day of the assessment.

The following is a generalized assessment schedule template; Maine SAUs are encouraged to customize based on their needs and specifications.

SAU					Principal:			
School:					District Assessment Coordinator:			
Date:					School Assessment Coordinator:			
Assessment	Grade	Subject	Session	Form	Location	Assess. Admin.	Start Time	End Time
<i>Math</i>	<i>4</i>	<i>Math</i>	<i>2</i>	<i>13</i>	<i>Room 17</i>	<i>Mrs. Smith</i>	<i>9:00</i>	<i>9:50</i>

**APPENDIX D: 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.

DACS are encouraged to perform local assessment observations, and in addition, Maine DOE reaches out to SAUs on an annual basis to seek the opportunity for in-person observations across content areas and grade levels. This observation data is utilized by the Maine DOE Assessment Team to inform planning of professional learning and resources statewide for the upcoming school year.

The following prompts are included in the Assessment Observation Form and relate specifically to assessment security and potential irregularities:

	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

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.

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



## Maine Assessment Security Handbook

- Student characteristic
- TA/Proctor/AA behavior
- Environment
- Unknown

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

[An electronic copy of the complete survey is available here](#)



# Maine Assessment Security Handbook

## APPENDIX E: MEA Assessment Security and Data Privacy Agreement

### Administrators and Proctors

*Note: This document applies to general assessments only. Maine’s alternate and ELP assessments include mandatory security agreements as a part of initial login to the assessment platforms on an annual basis.*

Please check applicable assessment/s:

- Math & Reading (Maine Through Year)  Science (Maine Science)

As a School Assessment Coordinator/Assessment Administrator/Proctor for the MEA Mathematics and ELA/Literacy assessment, I agree that:

1. I have participated in training for my SAU/school’s Assessment Administrators/Proctors including related administration manuals and training webinars (SAC)
2. I am familiar with all related administration manuals and participated in required training webinars
3. I will accordingly provide a secure assessment environment and securely handle printed materials
4. I will report any potential assessment security incidents to the District Assessment Coordinator/SAC as appropriate
5. I will comply with the Maine DOE Assessment Security Handbook and/or Security webinar guidance and understand technical assistance may occur to ensure that assessments are administered in accordance with established policies, and there is no indication of assessment fraud or inappropriate exposure of secure materials.
6. I understand that failure to address the above requirements may result in one or more of the following:
  - delay in reporting of student, school, or SAU results,
  - invalidation of student, school, or SAU results, and/or
  - additional review by the Department of Education for possible certification action.

### Student Data Privacy Agreement

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. No information may be disclosed during or following the assessment administration about individual students, including student demographics, student assessment settings and responses, and incidents that occur during administration, except to the District Assessment Coordinator as needed. I agree to protect the confidentiality of student information in compliance with the Family Educational Rights and Privacy Act (FERPA) and to only access student information that is related to the scope of my work. Failure to comply could result in a DOE investigation and possible certification action.



I understand and voluntarily accept and agree to the conditions outlined above in the Assessment Security Agreement and the Student Data Privacy Agreement.

Name (print or type): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# Maine Assessment Security Handbook

## APPENDIX F: MEA Assessment Security and Data Privacy Agreement

District and School Coordinators

*Note: This document applies to general assessments only. Maine’s alternate and ELP assessments include mandatory security agreements as a part of initial login to the assessment platforms on an annual basis.*

Please check applicable assessment/s:

- Math & Reading (Maine Through Year)  Science (Maine Science)

As a School Assessment Coordinator/District Assessment Coordinator for the MEA Mathematics, Reading and/or Science assessments, I agree that:

I have participated in training for my SAU/school’s Assessment Administrators/Proctors including related administration manuals and training webinars (SAC) OR I am familiar with all related administration manuals and participated in required training webinars (AA/Proctor).

1. I have provided training for my SAU/school’s Assessment Administrators/Proctors including related administration manuals and training webinars (SAC)
2. I will accordingly provide a secure assessment environment and securely handle printed materials
3. I will report any potential assessment security incidents to the Maine DOE as appropriate
4. I am aware that assessment data may be analyzed to identify any patterns indicative of a security concern
5. I will comply with the Maine DOE Assessment Security Handbook and/or Security webinar guidance and understand technical assistance may occur to ensure that assessments are administered in accordance with established policies, and there is no indication of assessment fraud or inappropriate exposure of secure materials
6. I understand that failure to address the above requirements may result in one or more of the following:
  - delay in reporting of student, school, or SAU results,
  - invalidation of student, school, or SAU results, and/or
  - additional review by the Department of Education for possible certification action

### Student Data Privacy Agreement

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. No information may be disclosed during or following the assessment administration about individual students, including student demographics, student assessment settings and responses, and incidents that occur during administration, except to the District Assessment Coordinator as needed. I agree to protect the confidentiality of student information in compliance with the Family Educational Rights and Privacy Act (FERPA) and to only access student information that is related to the scope of my work. Failure to comply could result in a DOE investigation and possible certification action.

-----  
I understand and voluntarily accept and agree to the conditions outlined above in the Assessment Security Agreement and the Student Data Privacy Agreement.

Name (print or type): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### APPENDIX G: Examples of Irregularities

This list is not comprehensive but constitutes the most common irregularities experienced by Maine SAUs.

Example of Irregularity	Reportable	Irregularity results in an Invalidation of Student Score (yes/no)	Rationale
Cell phone usage	Yes	Yes	In most cases, the student utilized the cell phone during the administration of the assessment and therefore, it is determined academic fraud (e.g., cheating) has taken place. Given technological advances, proctors and administrators should be mindful of the use of smart watches during assessment administration.
Coaching	Yes	Yes	The coaching and leading of students to an answer/response would be deemed academic fraud.
Emergency Procedures (e.g., Fire alarm, lockdown)	Yes	No	The session would be paused/suspended; student data saved; all students ceasing participation in the assessment at the same time. Secure assessment content remains secure.
Loss of WIFI	Yes	No	The session would be paused/suspended; student data saved; all students ceasing participation in the assessment at the same time. Secure assessment content remains secure.
Power Outages	Yes	No	The session would be paused/suspended; student data saved; all students ceasing participation in the assessment at the same time. Secure assessment content remains secure.
Materials/Resources	Yes	Maybe	The determination would be based upon whether the availability of materials & resources was a deliberate act of academic fraud. This would be determined based upon responses provided in the irregularity report.
Misadministration of Accommodations	Yes	Maybe	This depends upon the additional information provided to the state assessment coordinator and accommodations as outlined in a student intervention/IEP/504 plan.

**Upon notifying the applicable state assessment coordinator of the irregularity, the state assessment coordinator will provide a copy of the Assessment Irregularity Reporting form (Appendix H).**



APPENDIX H: Assessment Irregularity Reporting Form



Assessment Irregularity Reporting  
**School Year** Administration

The Department was notified on **date** of an assessment irregularity for the **insert** assessment which requires additional information to determine next steps. The Department has confirmed an instance of an irregularity on the Reading. Please respond to and complete the following document and return to the appropriate assessment coordinator via confidential/secure email.

Please select the following as they apply:

- The irregularity led to a breach of test item security
- A misadministration affects the validity of any student performance and resulting scores
- Plagiarism affects the validity of student performance and resulting scores.
- The irregularity is deliberate; there is evidence of academic fraud

The following information is necessary to determine next steps:

SAU Org ID# & Name:	School Org ID# & Name:	Student State ID(s): Class name (if applicable):
Names & Roles of involved educators:	Date of Test Security training:	Date of signed Test Security and Student Data privacy agreements:
<b>Insert name</b>	<b>Insert date</b>	<b>Insert date</b>
Assessment/test sessions affected:		
Provide a rationale as to why the DAC/Assessment Administrator believes assessment security was or was not violated?		
Provide a description of the assessment irregularity.		
Date family is informed of irregularity.		
Please share any concerns related to assessment secure material exposure. (if applicable - what materials, to whom, and for what period of time)		

Disciplinary action or other action taken? (Student or educator as applicable)	
How were assessment sessions monitored by Assessment Administrators to ensure non- approved devices were not utilized?	

**\*\* Please do not include student names or PII in this document or subsequent emails. \*\***

Submitted by: \_\_\_\_\_ Role: \_\_\_\_\_ Date: \_\_\_\_\_

The Maine DOE Assessment Review Team will review provided documentation within one week of receipt.

DOE Receipt:

Follow up actions, if necessary:

SAMPLE