

Reminder: Assessment Security Training

For District and School Assessment Coordinators:

- [Assessment Security Training Video for District and School Assessment Coordinators](#) (11 minutes)
- [2024-25 Assessment Security Handbook](#)

For Assessment Administrators/Proctors:

- [Assessment Security Overview Training Webisode](#) (5 minutes)
- [Assessment Irregularities! What Now? Security Training Webisode](#) (3 minutes)

All staff involved in the administration of Maine Educational Assessments must sign the **Assessment Security & Data Privacy Agreement**, which is found in Appendix A of the [Assessment Security Handbook](#). The SAU must maintain these agreements throughout the current school year.

Please note that the Maine Through Year Assessment and Maine Science Assessment each have additional assessment-specific trainings.

Maine Through Year Assessment

2024-25 Through Year Assessment Schedule

Fall 2024 (Required)

September 16 – October 25, 2024

Winter 2025 (Optional)

January 6 – February 14, 2025

Spring 2025 (Required)

April 14 – May 30, 2025

The spring administration will be closed April 21-25 for spring break.

Assessment Resets

Assessment Reset Process Flow

Resets erase all student progress and generate a new test ticket.

Reset requests must be submitted by 4:00 PM on October 18.

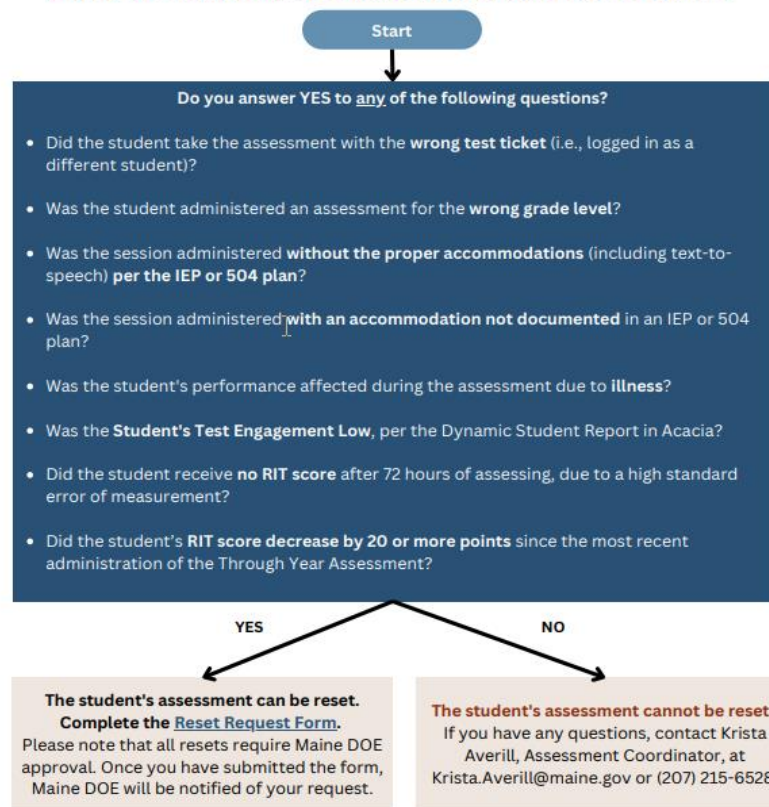
No reset requests will be accepted during the last week of the administration window.

Maine Through Year Assessment: Reset Process



Resets erase all student progress and generate a new test ticket.

All reset requests for the Fall 2024 administration **MUST** be submitted by **4:00 PM on October 18, 2024**. Any requests submitted after that time cannot be approved.



Reporting Groups in Acacia

In order for those with the Instructor role in MAP Growth to be able to see students' score results in Acacia, Instructors must be assigned to students within a Reporting Group in Acacia.

Reporting Groups must be created by the end of the administration window (Part 7 of the [User and Student Management Guide](#)).

Trick for quickly and easily identifying students who have not yet been assigned to a Reporting Group:

- Generate a Testing Status Report from Operational Reports in Acacia (Part 5 of the [Assessment Coordinator Guide](#)).
- Column AO includes the student's assigned Reporting Groups; if the field is empty, it indicates the student has not yet been assigned to a Reporting Group.

Exemption from the Reading Assessment for Multilingual Learners

Newly arrived multilingual learners may be exempt from the reading assessment (only) if:

- 1) they have a US School Entry Date in Synergy within 12 months of the last day of the administration window, and
- 2) they have an ML Start Date in Synergy.

The [ML Exemption Guidance document](#) provides exact US School Entry Date ranges for exemption from different administrations of the Maine Through Year Assessment.

Special Consideration Exemption Requests

A Special Consideration is a request for a student to be exempt from participation in a required Maine Educational Assessment (MEA) due to a significant medical emergency.

Special Consideration requests can only be submitted during the open administration window. The last day to submit a Special Consideration request for the fall administration of the Maine Through Year Assessment is October 25.

[Directions for submitting a special considerations request](#)

SAU Data Cleanup

SAU Data Cleanup Checklist

Examples of data cleanup activities:

- Ensure demographic information is up-to-date
- Utilize the Student Import Errors report
- Remove students who have transferred out of your school from the current term in MAP Growth

Register for Fall 2024 NWEA PL Offerings

Student-Centered Assessment Literacy*

- Session 1: November 12, 3:00-4:30 PM
- Session 2: November 14, 3:00-4:30 PM

**Participants may attend either session or both sessions. Attendance at session 1 is not necessary for attendance at session 2.*

Maine Through Year Assessment:

Whom do I contact?

NWEA Maine Partner Support

(855) 430-1777

techsupport@nwea.org

- Technical issues with the Acacia platform
- Technical issues with the State Solutions Secure Browser
- Technical issues with the MARC (MAP Growth) platform, including rostering in MARC
- Support with pre-administration activities in the Acacia platform (e.g., creating groups or assigning accommodations)
- Support administering the online assessment
- Information regarding procedures for students taking accommodated paper-based forms
- SAU Data Clean-Up Tasks

Maine DOE MEDMS Helpdesk

MEDMS.Helpdesk@maine.gov

(207) 624-6896

- Fixing a student who incorrectly appears or does not appear in your assessment roster in NEO
- Help determining if a student is eligible for the Maine Through Year Assessment, based on information entered by the SAU into Synergy

Maine DOE Assessment Team

Krista.Averill@maine.gov

(207) 215-6528

- Questions related to assessment content, accessibility, scoring, and reporting
- Policy-related questions
- Fixing a student who appears on your assessment roster in NEO but does not appear in Acacia
 - *Please wait at least 36 hours after making the update in Synergy.*
- Any problems that NWEA Maine Partner Support or MEDMS Helpdesk are not able to resolve – For NWEA Partner Support, if you have a case number, please provide.

Maine Science Assessment

Maine Science Assessment

Reporting

Spring 2024 reports became available in the Kite Reporting platform on **October 8th**.

Resources:

- [Reporting Platform Guide](#)
- [Score Interpretation Guide](#)

Maine Science Assessment: Understanding & Utilizing Score Reports

Participants will learn how the structure of the Maine Science Assessment reflects the three dimensions of the Next Generation Science Standards (disciplinary core ideas, science and engineering practices, and crosscutting concepts) as well as how score reports can inform educational decision making.

- October 29, 3:30-4:30 PM [[Registration Link](#)]
- November 4, 3:30-4:30 PM [[Registration Link](#)]

Maine Science Assessment: *Whom do I contact?*

Kite Service Desk

Kite-support@ku.edu

(855) 277-9752

- Accessing reports from Spring 2023 and Spring 2024

Maine DOE Assessment Team

Krista.Averill@maine.gov

(207) 215-6528

- Questions related to assessment content, accessibility, scoring, and reporting
- Policy-related questions
- Any problems that Kite Service Desk is not able to resolve

Please note that the ADAM platform is closed to Maine SAUs/schools until early spring.

Practice Tests & Released Items

Practice Tests

Online set of questions meant to familiarize students with the types of questions they may encounter when they take the Maine Science Assessment.

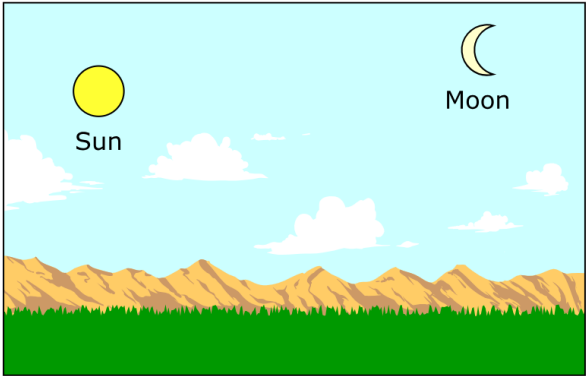
- [Practice Test & Tutorial Codes](#)
- Login with the code at adamexam.com/tester

Grade 5 Maine Science Assessment Practice Test

2 of 16

Phases of the Moon

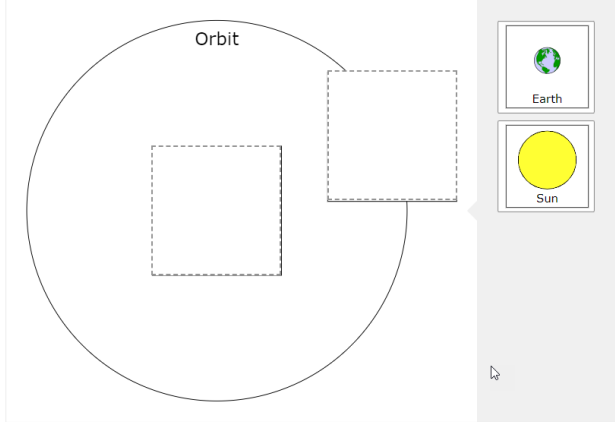
Jeremy is walking home from school in the early afternoon. He sees the Sun and the Moon together in the sky. This surprises Jeremy because he thought that the Moon could be seen only at night. He wonders why the Moon is visible during the day.



Jeremy wants to make models to understand how systems interact.

Part A

How do Earth and the Sun interact? Move "Earth" or "Sun" to each box to complete the model.



Practice Session v1.2.378

Next

Practice Tests & Released Items

Released Items

Test questions that are no longer in use and have been made available to the public.

- "For Student" copy resembles a test booklet.
- "For Teachers" version contains the answer key, standards alignment, and rubrics for constructed-response questions.

Kay does an additional investigation. She keeps the volume the same but plays a tone instead of a song. She sets up the water bottles the same as she did in her previous investigation and then plays a low-pitched tone through the speaker. She does this multiple times by changing the pitch each time and records her observations.

Bottles at Three Different Pitches	
Volume	Number of Bottles that Fall Over
high	3
medium	5
low	8

1. Based on the results of **both** investigations, which cause an object to move?
- (A) pitch only
 - (B) volume only
 - (C) pitch and volume both
 - (D) neither pitch nor volume

Bottles at Three Different Pitches	
Volume	Number of Bottles that Fall Over
high	3
medium	5
low	8

1. Based on the results of **both** investigations, which property of sound can cause an object to move?

- A pitch only
- B volume only
- ☒ C pitch and volume both
- D neither pitch nor volume

Standards alignment

Discipline: Physical Science
NGSS Topic: Waves

DCI: PS4.A: Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks).

SEP2: Developing and Using Models

CCC2: Cause and Effect

1 point

Located on the [Maine Science Assessment webpage](#), under the *Content* drop-down menu

Maine Science Assessment

Looking Ahead to Spring 2025:

Changes to the Administration

- ALL Grade Levels: Removal of Session 4 (Student Questionnaire)
- High School ONLY: Sessions 1, 2, and 3 reduced from 60 minutes each to 50 minutes each
 - No change in the number of questions
 - Spring 2022 and 2023 data reflect that nearly all high school students *without extended time* complete each session within 50 minutes

Administration Schedule

- High School: April 2-17, 2025
- Grades 5 and 8: May 12-23, 2025