Maine Through Year Assessment

2024-25 Through Year Assessment Schedule

Fall 2024 (Required)

September 16 – October 25, 2024

***December 3**: Student Score Data File (CSV) will be available in Acacia*

Winter 2025 (Optional)

January 6 – February 14, 2025

***December 16**: Acacia platform opens for pre-administration activities, such as assigning supports and accommodations*

Spring 2025 (Required)

April 14 – May 30, 2025

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

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Questions Around Adaptivity

Examples:

Why is my third grader seeing grade 7 questions on the fall assessment?

Are RIT scores measuring the same construct in the fall and spring if the grade-level adaptivity is different?

Maine's Through Year Assessment Model

Fall	Winter (Optional)	Spring
Diagnostic MAP Growth-like **Wide adaptivity across grade levels and difficulty** Produces RIT scores	**Diagnostic** MAP Growth-like **Wide adaptivity across grade levels and difficulty** Produces RIT scores	**Diagnostic** MAP Growth-like **Wide adaptivity across grade levels and difficulty**
		Summative Produces performance scores based on grade-level state standards **Adapts within one grade level above and below** **Wide adaptivity in item difficulty**

RIT Scores

Difficulty vs. Grade Level Alignment

Grade Level Alignment

- Determined when an item, or question, is written by NWEA's content experts *before students ever see or interact with the item*
- Achievement Level Descriptor (ALD) Explorer Tool

Difficulty

- Based on empirical evidence from students' previous answers to that question
- At a most basic level, the difficulty is the likelihood that a student will answer the question correctly

NWEA Talking Point: **Grade level alignment does not determine difficulty**.
There does not exist a one-to-one correlation between the two. They are determined separately of one another.

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Example 1: Reading Passages

Approximately 15 reading passages proposed for high school item development:

- Lexile range: 920-1410
- Flesch-Kincaid range: 5.4 to 14.3

Grade Level Alignment

- All of the questions written for these passages are aligned to a high school standard and achievement level descriptor.
- When the algorithm looks for an on-grade item, all of the items for these passages will be available options.

Difficulty

- Based on reading passage difficulty alone, we can predict that the difficulty of the associated items will vary widely.

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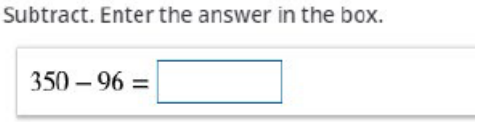
Example 2a: Sample Items (Grade 3)

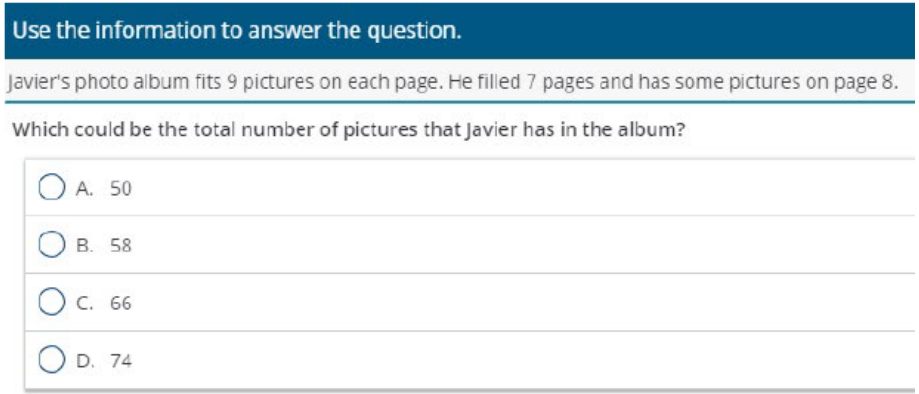
There can be wide variations in RIT within one grade level.

3.NBT.A.2



- Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- DOK: 1
- RIT: 179

3.OA.D.8



- Solve two-step word problems using the four operations. Represent these problems using equations.
- DOK: 2
- RIT: 199

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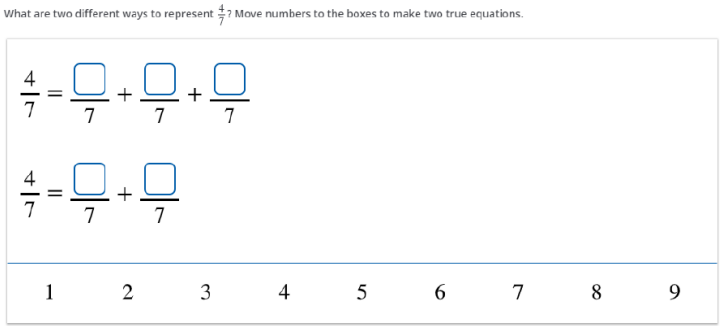
Example 2b: Sample Items (Grade 4)

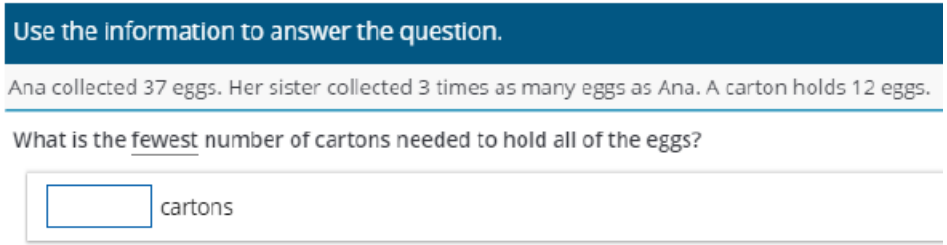
There can be wide variations in RIT within one grade level.

4.NF.B.3b



- Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation.
- DOK: 1
- RIT: 191

4.OA.A.3



- Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.
- DOK: 2
- RIT: 217

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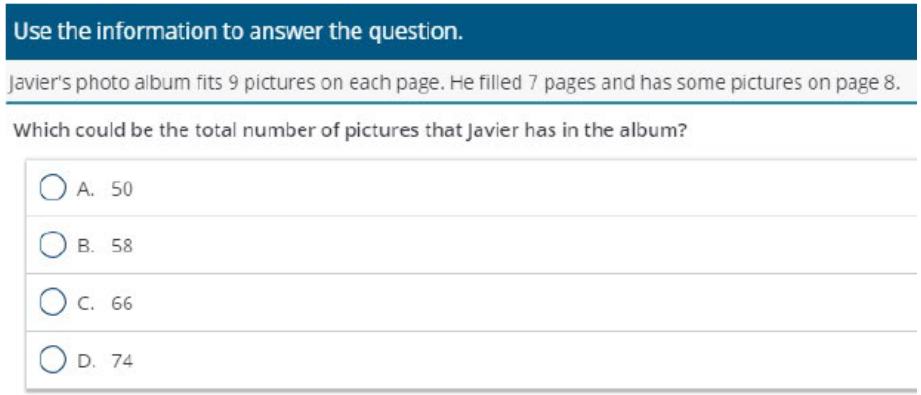
Example 2c: Sample Items (Overlap)

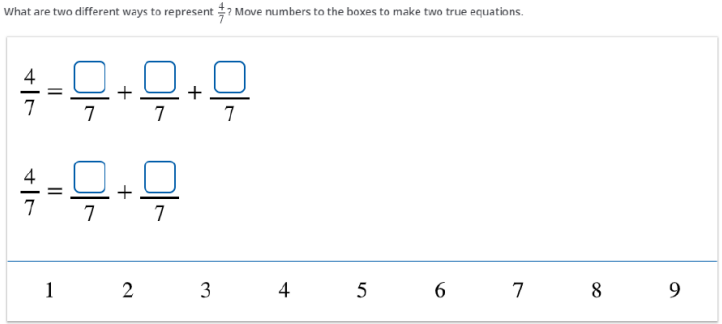
RIT bands for items aligned to different grade levels overlap.

3.OA.D.8



- Solve two-step word problems using the four operations. Represent these problems using equations.
- DOK: 2
- RIT: 199

4.NF.B.3b



- Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation.
- DOK: 1
- RIT: 191

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Additional Resource: RIT Reference Charts

Example 3: Individual Student Item Breakdown

Data provided by NWEA for an individual student (grade 3, math)

Item Position: Order the questions were received by the student

Item Grade: Grade-level alignment

Item Difficulty: In an IRT (Item Response Theory) model, item difficulty ranges from about -3 to +3:

- 0: Medium difficulty
- -3: Very easy
- +3: Very difficult

Item Position	Item Grade	Item Difficulty
1	Grade 07	-1.6
2	Grade 02	-1.6
3	Grade 02	-0.6
4	Grade 04	-0.2
5	Grade 04	0.7
6	Grade 05	1.2
7	Grade 06	2
8	Grade 03	1.6
9	Grade 03	1.2
10	Grade 03	0.9
11	Grade 04	1.3
12	Grade 03	1.5
13	Grade 07	1.7
14	Grade 07	2
15	Grade 06	1.7

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Example 3: Individual Student Item Breakdown

For items received by this student, the range in difficulty for the items aligned to each grade level are:

Grade 2: -1.6 to -0.6

Grade 3: 0.9 to 1.7

Grade 4: -0.2 to 1.9

Grade 5: 1.2 to 1.9

Grade 6: 1.3 to 2.0

Grade 7: -1.6 to 2.0

Grade 8: 2.1

NWEA has a HUGE item bank. This example is limited to 42 total items. Within the item bank, we would expect to see ranges as large as those for grade 7 across most grade levels.

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There can be wide adaptivity within questions all aligned to the same grade level.

Register for Winter 2025 NWEA PL Offerings

Student-Centered Assessment Literacy*

- Session 1: What is assessment literacy? What helps make assessment practices and processes matter to students?
  - January 16, 3:00-4:30 PM
- Session 2: Which structures and strategies support a culture of learning? How do you use classroom assessment tools to build assessment literacy?
  - January 30, 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.*

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Register for Winter 2025 NWEA PL Offerings

Applying Classroom Assessment Standards*

- Session 1: What existing frameworks can guide teachers' classroom assessment practices and inform decisions?
  - January 14, 3:00-4:30 PM
- Session 2: What are the main components of quality assessment practices?
  - February 10, 3:00-4:30 PM

Using Achievement Level Descriptors to Ensure Classroom Rigor

- February 27, 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.*

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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

Maine DOE MEDMS Support Team

MEDMS.Support@maine.gov

(207) 624-6896

- 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
- Any problems that NWEA Maine Partner Support or the MEDMS Support Team are not able to resolve – For NWEA Partner Support, if you have a case number, please provide.

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Maine Science Assessment

Maine Science Assessment

Reporting

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

Spring 2023 Student Score Data Files will become available in Kite in early December. (The spring 2023 ISRs, SAU reports, and school reports remained available.)

Resources:

- Reporting Platform Guide
- Score Interpretation Guide

Understanding the Maine Science Assessment & Utilizing Score Reports: Video Recording

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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.

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Looking Ahead to Spring 2025:

Manuals and guides will be posted when finalized

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

Administration Schedule

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

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