

# Resources and Q&A: December 14th Maine DOE & NWEA Session

Final Version (Jan. 5, 2024)

Please note that, if a question proposed by stakeholders could be answered by one of the available resources linked in this document, the question is not listed.

## Maine Through Year Assessment General Resources

- [NWEA's Dec. 14<sup>th</sup> Slides](#)
- [Maine DOE Maine Through Year Assessment Webpage](#)
- [NWEA Maine Connection Page](#)
- [Form to Request a NWEA Professional Learning Session](#) for Your School or SAU
  - Available sessions include:
    - Accessing Reports for Teachers
    - Accessing Reports for Administrators
    - Using Multiple Data Sources to Inform Instruction
    - Using Achievement Level Descriptors to Ensure Rigor
    - Purpose & Benefits of the Through Year Assessment
    - Getting Your Teachers Ready for the Through Year Assessment
    - Getting Your Students Ready for the Through Year Assessment
  - *Note: Statewide NWEA PL programming will resume in March 2024.*
- Workshop: Understanding Scores from the Maine Through Year Assessment - *During this workshop, participants will learn about the characteristics and purposes of the two score types produced by the Maine Through Year Assessment. Participants will interact with student RIT score and Maine-specific scale score data to develop a deeper understanding of the purpose and value of, as well as the similarities and differences between, these two measures of student performance.*
  - Jan. 11, 3:30-5:00 PM, [Registration Link](#)
  - Feb. 8, 3:30-5:00 PM, [Registration Link](#)

## Structure of the Maine Through Year Assessment

### Resources

- Video: [Structure of the Maine Through Year Assessment](#)
- [NWEA's Dec. 14<sup>th</sup> Slides](#): Slides 3-9

### Questions

*How does the fall assessment feed into the Maine Through Year Assessment in the spring?*

The diagnostic portion of the spring assessment begins at the ability level of the student's most recent test administration results.

*How do I explain the high school assessment being an “operational field test” and its results to my stakeholders?*

The first administration of the Maine Through Year Assessment in Spring 2023 was an operational field test for high school and an operational test for all other grades. Whereas every question that contributed to a student’s score in grades 3 through 8 had been previously tested with students and validated, the summative portion of the high school assessment contained new, never-before-seen questions that were used to contribute to a students’ scores. The need for an operational field test at the high school level was the result of two factors: 1) NWEA did not have any previously-developed through-year questions at the high school level, as their other State Solutions partners do not use a high school through-year assessment, and 2) the timeline from USDOE required that the Maine Department of Education complete and provide evidence of standard setting by December 1, 2023. Provided the opportunity, Maine DOE would not have chosen to complete standard setting on an operational field test.

Because the high school assessment was an operational field test, data review was completed to identify questions flagged for reasons such as difficulty or bias. Maine DOE and NWEA also reviewed math questions that were particularly low scoring, revised those questions to be field tested in Spring 2024, and then will review the new data to determine whether the revised questions should be operational in Spring 2025. In addition, NWEA is working to re-examine the RIT-scale alignment of summative questions on the high school reading assessment as high school reading RIT scores from the Maine Through Year Assessment demonstrated moderate alignment with MAP Growth RIT scores. Lastly, in Spring 2024, there will be increased adaptivity for the assessment as the summative question bank expands. All these changes, together, will also result in decreased standard error of measurement and increased precision for both the Maine-specific scale score used for achievement level classifications and for RIT scores.

Due to the work that has been and continues to be undertaken to ensure the data associated with this assessment is accurate and reflective of the content assessed, we may see slight shifts in state-level high school assessment results as field-tested questions are refined and the item bank expands.

## Assessment Administration

### Resources

- [Assessment Administration Guide](#): A guide for proctors, including required scripts for assessment administrations
- [Manage Online Testing Guide](#): A technology guide for those monitoring online testing within the Acacia platform
- [Accessibility Guide](#): A guide explaining universal tools, designated supports, and accommodations available for the Maine Through Year Assessment
- [NWEA’s Dec. 14<sup>th</sup> Slides](#): Slides 13-17

## Questions & Answers

*The Dynamic Student Report has a new Test Engagement metric with values of Low, Medium, or High. How is this value determined?*


The Test Engagement Metric is available on Dynamic Student Reports in Acacia for the Fall 2023 and all future administrations.

LAST NAME, FIRST  
999999999  
Maine Through Year Fall 2023

RIT Score  
176

Achievement Percentile  
59th

Test Details

Student Test Engagement   
High

Students with "Medium" or "High" engagement took the typical amount of time to answer test questions.

Test Duration  
00:22:45

Math Instructional Areas RIT Scores

Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data
Students represent and solve problems involving the four operations and build skills related to patterns. Students also gain understanding of factors, multiples, the properties of multiplication, as well as the relationship between...	Students compare the values of numbers and build place value understanding of whole numbers and decimals. Students also perform operations with whole numbers, fractions, and decimals to solve real-world and mathematical...	Students represent and interpret data. Students solve problems involving measurement and conversion of measurements. Lastly, students understand concepts of area, perimeter, volume, and angles.
RIT Score: <b>174</b>	RIT Score: <b>174</b>	RIT Score: <b>194</b>

Student's Item Responses By Instructional Area

The level of Student Test Engagement is determined by the percentage of items answered quickly:

- High: Less than 10% of items answered quickly
- Medium: 10-30% of questions answered quickly
- Low: More than 30% of questions answered quickly

To determine if a student answered an item “quickly,” NWEA uses the following criteria:

1. For multiple choice items, an item is answered “quickly” if the response time is *less than* the lower value of:
  - a.  $0.15 \times$  median response time for that item, OR
  - b. 5 seconds
2. For all other item types, an item is answered “quickly” if the response time is *less than* the lower value of:
  - a.  $0.15 \times$  median response time for that item, OR
  - b. 10 seconds

For example, if the median response time for a multiple-choice item is 20 seconds, 15% of that value ( $0.15 \times 20$ ) is 3 seconds, and so a student would have answered a question “quickly” if they answer in *less than* 3 seconds.

If the median response time for a multiple-choice item is 40 seconds, 15% of that value ( $0.15 \times 40$ ) is 6 seconds. In this case, the lower value of 5 seconds is used by NWEA, and a student answers “quickly” if they answer in *less than* 5 seconds.

Similarly, if the median response time for a non-multiple-choice question is 90 seconds, 15% of that value is 13.5 seconds. In this case, the lower value of 10 seconds is used by NWEA, and a student answers “quickly” if they answer in *less than* 10 seconds.

## Content

### Resources

- [Summative Assessment Blueprints](#): All items on the Maine Through Year Assessment are aligned to the Common Core State Standards. The assessment blueprints specify targets for the distribution and percentage of operational score points aligned to each content category.
  - [Reading Summative Assessment Blueprints](#)
  - [Math Summative Assessment Blueprints](#)
- [Fall & Winter Diagnostic Assessment Blueprints](#)
- [Through Year Assessment Item Development](#)
- [Online Item Type Sampler](#) (For answer keys and paper-based versions, please click the “Item Type Sampler” drop-down menu on the [Maine DOE Maine Through Year Assessment webpage](#).)
- [NWEA’s Dec. 14<sup>th</sup> Slides](#): Slides 10-12

### Questions & Answers

*Could we have access to subscores for both the Maine-specific scale score and RIT score?*

Although Maine DOE is willing to consider the addition of subscores for the Maine-specific scale score in the future, at this time the decision is to exclude those subscores in exchange for a shorter spring assessment. In order to add subscores for the Maine-specific scale score, the spring assessment would need to be significantly longer.

*Is there any way to make the reading portion shorter?*

Both the Reading and Math portions in the fall, winter, and spring have the minimum number of operational questions required to reliably produce scores. Starting in Fall 2023, standalone questions (not tied to a reading passage) were introduced to the Reading assessment to decrease testing time without decreasing the number of questions.

## RIT Score Comparability

### Resources

- [Are Maine Through Year and MAP Growth RIT Scores Comparable?](#)
- [Complete Slides](#) from the August 31 and September 18 RIT Score Comparability Information Sessions
- [NWEA’s Dec. 14<sup>th</sup> Slides](#): Slides 18-28

## Reporting

### Resources

- [NWEA’s Dec. 14<sup>th</sup> Slides](#): Slides 29-55
- [Reports Interpretive Guide](#)
- [Complete \(Unabridged\) Scoring and Reporting Q&A Document](#)
- [Form to Request a NWEA Professional Learning Session](#)

- Includes *Accessing Reports for Teachers, Accessing Reports for Administrators, Using Multiple Data Sources to Inform Instruction*, and more!
- Workshop: Understanding Scores from the Maine Through Year Assessment - *During this workshop, participants will learn about the characteristics and purposes of the two score types produced by the Maine Through Year Assessment. Participants will interact with student RIT score and Maine-specific scale score data to develop a deeper understanding of the purpose and value of, as well as the similarities and differences between, these two measures of student performance.*
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## Questions

*What supports are there for helping families understand the Individual Student Reports?*

Please visit the [Maine Through Year Assessment](#) webpage and navigate to the *Individual Student Report (ISR) Template Translations* drop-down menu. Here you can access the Supplemental Page for Families, available for each grade level in Maine's top languages.

*How quickly can we expect Through Year testing results to be available within the NWEA MAP platform in the future?*

NWEA is working to develop an enhancement that would allow for the immediate availability of MAP Growth reports and anticipates that the enhancement will be fully functional and ready for release in spring 2024.

*I have concerns regarding the retirement of legacy reports in the MAP Growth platform.*

In Summer 2024, NWEA will be retiring several of its legacy reports. All of the data within the retired legacy reports will become available within the new, dynamic Class Profile Report, School Profile Report, and District Profile Report. Please see the table below for a list of reports to be retired and the reports that will be replacing them.

## Legacy report retirement—Summer 2024

Report name	Status before summer 2024	Status after summer 2024	New replacement report
Class Report	Active	Retired	Class Profile report
Grade Report	Active	Retired	School Profile Report
Class Breakdown by RIT	Active	Retired	Class Profile report
Class Breakdown by Instructional Area	Active	Retired	Class Profile report
Class Breakdown by Projected Proficiency	Active	Retired	Class Profile report
Student Progress	Active	Retired	Student Profile report
ASG Quadrant Report	Active	Retired	Class Profile report
ASG Summary/Projection Report	Active	Retired	Class Profile report
District Summary	Active	Retired	District/School Profile Report
Student Growth Summary	Active	Retired	District/School Profile Report
Projected Proficiency Summary	Active	Retired	District/School Profile Report
School Profile Report	Active	Active	—
Class Profile report	Active	Active	—
District Profile Report	Not available	New by Summer 2024	—
Learning Continuum (Test View)	Active	Active	Learning Continuum
Learning Continuum (Class View)	Active	Retired Summer 2023	None
K-2 Screening and Skills Checklist: By Student	Active	Active	—
K-2 Screening and Skills: By Class	Active	Active	—
Family Report	Active	Active	—
Grade Breakdown (.csv)	Active	Retired	District/School Profile Report
Comprehensive Data File (.csv)	Active	Active	—
Combined Data File (.csv)	Active	Active	—

*I have noticed that, over time, which RIT scores and their percentiles are aligned to “Proficient” or “College and Career Ready” have changed. How am I to interpret this within the context of the new Maine Through Year Assessment?*

According to [NWEA](#) (2022), “MAP Growth doesn’t have performance levels like a state summative test. So there are no specific MAP Growth scores that correspond to ‘approaches’, ‘meets’, ‘exceeds’, or any other performance level adjectives typically used by state summative tests. Instead, we [NWEA] conduct regular empirical studies examining the scale relationships between MAP Growth and individual state summative tests. These studies are used to identify MAP Growth scores that predict likely performance on state summative tests.” These studies are called linking studies, and no linking study has been conducted for the State of Maine, neither for past state assessments nor for the new Through Year Assessment.

When a state does not have a linking study for their summative state assessment, NWEA uses default RIT score percentiles to determine projected proficiency within their MAP Growth reports. These default percentile values are not only different than the “college and career ready” percentiles shared in a NWEA study several years ago, the default values also changed entirely in the summer of 2022 ([NWEA](#)).

Because RIT scores are not measures of proficiency and not aligned to performance levels, the percentiles used to *project* proficiency are fluid and interpretive, changing based on context and over time.

In addition, there is not a one-to-one relationship between RIT scores and the Maine-specific scale score. The overall assessment blueprint for the spring administration is different than the assessment blueprint for the summative portion, with different numbers of questions, different degrees of adaptivity, and different content areas of focus. A student with a Maine-specific scale score of 1500, the minimum score for being “At State Expectations,” can be at a wide range of RIT scores and RIT score percentiles.

When considering students’ scores, RIT is best used to measure student growth over time and to compare the growth and achievement of students, with the understanding that these comparisons are based on NWEA’s 2020 MAP Growth norms and new national norms are forthcoming. The Maine-specific scale score is best used to measure student performance according to grade-level standards, with the understanding that this exists on a scale, with students at the lower end of the “At State Expectations” range answering fewer grade-level questions correctly than those at the upper end of the “At State Expectations” range. Together, these two scores provide a more complete picture of a student’s achievement.

## Transition from MAP Growth to the Maine Through Year Assessment

### Resources

Understanding Maine's Achievement Levels in Reading and Math from Spring 2021 to Spring 2023:

- [Full version](#) (3 pages): Contains details regarding norm-referenced means and standard deviations as well as cut score tables
- [One-pager](#): An abbreviated version for those seeking a brief overview of changes from Spring 2021 to Spring 2023

## Policy

### Resource

- [A Tale of Three Assessments](#)

### Questions & Answers

*Will Language Usage be added as a required assessment?*

The Maine Department of Education does not have plans to add Language Usage to the state assessment at this time. The state assessment measures Maine’s accountability standards, specifically the Common Core State Standards in Reading. Should a state Language Usage assessment be of value to the field, the Department would be open to conversations around the collaborative development of a meaningful, authentic, Language Usage assessment within the state that would not contribute to federal accountability or be limited by the requirements of the Every Student Succeeds Act and the peer review process.