The 2018 Maine Educational Assessments (MEA) were administered this past spring. Test results of the 2018 MEA are available to districts and schools for distribution to students and parents or guardians.

This webinar will review the Individual Student Report or ISR. The ISRs are 4-page reports:

• Page 1 cover page
• Page 2 Science results when applicable
• Page 3 Mathematics results
• Page 4 ELA/Literacy results

I am Nancy Godfrey, the Assessment Coordinator at the Maine Department of Education, and I am going to walk you through a report for fictitious students so you may better understand your child’s report.
All students in eligible grade levels must participate in the state-required MEAs – either the General MEA or Alternate MEA.

The first part of this webinar will cover the *General Assessments. Review for the Alternate Assessment reports begin on slide #24.
The General Assessments consist of:

- Mathematics and English Language Arts (ELA)/Literacy – for students in grades 3-8 this is the eMPowerME. Students in 3rd year of high school are assessed with the SAT.
- Science – students in grades 5, 8 and 3rd year of high school are assessed with the general MEA Science.
- English Learners are assessed with the ACCESS for ELLs. Remember that based on the date an EL student came to the United States and enrolled in a school for the first time, some students are exempt from the ELA portion of MEA only, and for one year only.
This is a view of the cover page of a general assessment Individual Student report.
The top of the ISR cover page names the *Maine Educational Assessments Individual Student Report.

The **9-digit number at the top left of the page is the student’s permanent K-12 State Student Identification (SSID) number.
Under the title on the cover page is the *school year, MEA content areas, student’s name, grade, district and school.

The *right side box includes a letter from the DOE Commissioner.
The bottom of the ISR general assessment cover page includes:

- *A description of the MEAs with a link to the Maine Learning Results standards;
- *A description of the Math and ELA/Literacy assessments and a link to the DOE assessment home page for more information;
- *A description of the Science assessments and a link to DOE assessment home page; and
- *A description of the scores and graphs on pages 2-4 of the ISR.
All students receive an overall score on each content area: Math – ELA/Literacy – Science

Scores are specific to grade levels and tests

For each assessment, the overall score number then places the student into one of four Achievement Levels:

1. Above State Expectations
2. At State Expectations
3. Below State Expectations
4. Well Below State Expectations
This sample shows that student *Liese Codey is in 5th grade at Lennox Public Schools, Buford Elementary so this student was eligible for the general MEA Science in addition to Math and ELA/Literacy.

Liese received a score of *542 of a possible 580 on the 5th grade Science.

This score places Liese in the achievement level of *At State Expectations.

For the 5th grade MEA Science, the *score ranges for the At State Expectations achievement level are from 542 to 560, with a definition of the achievement level for Science describing the quality of a student’s answers on that test.

The bar graph on the left shows *the corresponding color of At State Expectations achievement level is shown for Liese’s 542 score next to the *thin bar distribution of all 5th grade students state-wide in all achievement levels.

The *small gray box, or bar, represents a probable range of scores *(in this case 538-546) that the student could earn if he or she took the test multiple times.
The middle section of the general MEA Science ISR shows the student’s performance compared to other 5th grade students in the school, district, and the state.

The *left graph collapses the top 2 achievement levels (Above and At State Expectations) into one category, and the lower 2 achievement levels (Below and Well Below State Expectations) into one category.

The information on this sample graph on the left shows that:
1. *81.82% of 5th grade students in the Buford Elementary school scored At or Above
2. *18.18% of 5th grade students in the Buford school scored Below or Well Below
3. *54.66% of 5th grade students in the Lennox district scored At or Above
4. *45.34% of 5th grade students in the Lennox district scored Below or Well Below
5. *61.34% of 5th grade students in the state scored At or Above
6. *38.66% of 5th grade students in the state scored Below or Well Below

The *right graph shows the average 5th grade scores at the school, district and state.

The information on this graph shows that:
• *The average 5th grade Science score in the Buford school was 550
• *The average 5th grade Science score in the Lennox district was 542
• *The average 5th grade Science score in the state was 545

The blue arrows compare Liese’s score of 542 to the school, district and state average scores.
The bottom section of the general MEA Science ISR shows a closer look at the student’s performance.

*Released Items are on the left:

Each year, the general MEA Science test has a number of actual test items that are released. These items can be found at the link on the left side under Released Items on the ISR, and at the top of this slide.

The table shows how the student answered each of these released items including
*the question number,
*the Maine Science standard it assesses, and
*the student’s answer.

A plus (+) indicates that the student’s answer was correct. A letter indicates the incorrect multiple choice answer the student chose. A number indicates the points earned on a test item that was worth more than one point; for example not a multiple choice question but one that required a written/constructed response.
*Subscores on the right have more detailed information:
This chart provides information about how the student performed on science standards compared to other 5th grade students in the school, district and state.
This chart shows:
• *Liese scored 14 of a possible 24 points on test items that were about the *physical setting standards
• *The Buford school scored an average of 16.5 of 24 points on physical setting test items;
• *The Lennox district scored an average of 13.5 of 24 points on physical setting test items; and
• *The state scored an average of 14.3 of 24 points physical setting test items
• *The same applies in the bottom row of student, school, district and state averages regarding test items that were about the *living environment. Different Science standards are assessed on different grade levels (5, 8 and high school).

If there is an *asterisks in any data boxes, that is because the number is less than 5 and rules state that data for small groups are suppressed to protect student privacy.
Now we will review the ISR for the subject/content area of Mathematics, beginning with the general Math assessment eMPowerME.

Back to student *Liese Codey, who is in 5th grade at Lennox Public Schools Buford Elementary. Liese received a score of *551 of a possible 590 on the 5th grade Math. This score places Liese in the *achievement level of Below State Expectations.

For the 5th grade eMPowerME Math, the score ranges for the *Below State Expectations achievement level are from 544 to 559, with a definition of the achievement level for Math describing the quality of a student’s answers on that test.

The bar graph on the left shows the corresponding color of Below State Expectations achievement level is shown for Liese’s score of 551 next to the *thin bar distribution of all 5th grade students state-wide in all achievement levels.

Again, the *small gray bar, represents a probable range of scores that the student could earn if he or she took the test multiple times.
The middle section of the general eMPowerME Math ISR shows the student’s performance compared to other 5th grade students in the school, district, and the state.

As before, the *left graph collapses the top 2 achievement levels (Above and At State Expectations) into one category, and the lower 2 achievement levels (Below and Well Below State Expectations) into one category.

The information on this sample graph shows the percentage of students in the At + Above, and Well Below + Below Expectations in the *school; *district; and *state.

The *right graph shows average 5th grade scores in the *school, *district and *state.

The blue arrow indicates Liese’s score of 551.
The bottom section of the general eMPowerME Math ISR shows a closer look at the student’s performance.

*The detailed 3 subscore categories for 5th grade mathematics are:
*Numbers, Operations & Algebraic Thinking;
*Geometry, Measurement & Data; and
*Mathematical Processes. Subscore categories vary for each grade level. For more information on subscores, please speak to your child’s school and teacher.

This chart provides information about how the student performed on math subscore categories compared to other 5th grade students in the school, district and state.

This chart shows:
Liese scored *11 of a possible 24 points on test items that were about numbers, operations & algebraic thinking; the Buford *school scored an average of 12.4; the Lennox *district scored an average of 9.4; and
the *state scored an average of 10.1

*The same applies in the next 2 rows of student, school, district and state averages
regarding test items that were about geometry, measurement and data; and mathematical processes

Comparisons should not be made across different subscores, and comparisons should not be made for the same subscore across years.

eMpowerME Released Items can be found at the link under the slide title, or on the ISR under a closer look at your child’s performance.
Page 4 of the report shows the results of the general English Language Arts (ELA)/Literacy assessment eMPowerME. Liese received a *score of 573 of a possible 590 placing him in the *achievement level of At State Expectations.

For the 5th grade eMPowerME ELA, the score *ranges for the At State Expectations achievement level are from 560 to 575.

*The bar graph on the left is corresponding color of At State Expectations achievement level next to the *distribution of all students in all achievement levels.
The middle section of the general eMpowerME ELA ISR collapses the top 2 achievement levels and the lower 2 levels and the student’s performance compared to other 5th grade students in the *school, *district, and the *state.

The right graph shows average 5th grade scores in the *school, *district and *state.

The blue arrow on the left indicates Liese’s score of 573. It is important to note in this sample that Liese’s *ELA score was above the school, district and state average.
The bottom section of the general eMPowerME ELA ISR shows a closer look at the student’s performance.

*The 3 reported subscore categories for 5th grade ELA are:
*Reading,
*Writing & Language, and the
*Direct Writing or Essay.
These 3 subscores for ELA are consistent for all grade levels 3-8. For more information on subscores, please speak to your child’s school and teacher.

This chart provides information about how the student performed on ELA subscore categories compared to other 5th grade students in the school, district and state. This chart shows:
- Liese scored *27 of a possible 35 points on test items that were about reading;
- *the Buford school scored an average of 21.1;
- *the Lennox district scored an average of 16.0; and
- *the state scored an average of 17.7.
Again this shows that Liese’s ELA subscores were higher than the school, district, and state averages.

The same applies in the next *2 rows of student, school, district and state averages regarding test items that were about Writing & Language, and Essay.

Comparisons should not be made across different subscores, and comparisons should not be made for the same subscore across years.

eMPowerME Released Items can be found at the link under the slide title, or on the ISR under a closer look at your child’s performance.

The *bottom of ELA general eMPowerME includes information regarding Lexile measures. The Lexile Framework for Reading evaluates reading ability and text complexity on the same developmental scale. For more information on Lexile measures, please speak to your child’s school and/or teacher.
High school students who participate in the general Math and ELA/Literacy test take the SAT. Page 3 of the high school ISR shows the results of the SAT Math for *student Chau Babbel is in 3rd year high school at Lennox Public Schools Animo High.

*Chau received a score of 430 of a possible 800 in Math, placing him in *achievement level of Below State Expectations. The score ranges for the Below State Expectations achievement level are from *420 to 520.

*The bar graph on the left corresponds to the color of the achievement level Below State Expectations shown in the second bar; the *thin bar displays the state performance level of all students throughout the state in 3rd year high school and provides a comparison of this student to state performance; and the *small gray bar, represents a probable range of scores that the student could earn if he or he took the test multiple times.
The middle section of the general SAT Math ISR shows the student’s performance compared to other high school students.

*The four achievement levels are combined into 2 categories; shows the student’s performance compared to other high school students in the *school, *district, and the *state.

The right graph shows average high school math scores in the *school, *district and *state; and the *blue arrow on the left shows Chau’s score of 430.
The 3 reported subscore categories for high school SAT math are:
* Heart of Algebra,
* Problem Solving and Data Analysis, and
* Passport to Advanced Math.

For more information on subscores, please speak to your child’s school and teacher.

This chart provides information about how the student performed on math subscore categories compared to other high school students in the school, district and state. This chart shows:

Chau scored *8 of a possible 15 points on test items that were about algebra;
* Animo high school scored an average of 7.5;
* Lennox district scored an average of 7.5; and the
* state scored an average of 7.7. This shows that Chau’s math subscores were higher than the school, district, and state averages.

The same applies in the next 2 rows of student, school, district and state averages regarding test items that were about Problem Solving and Data Analysis, and Passport to Advanced Math.
The SAT also provides *cross-test scores. These scores are based on selected questions in the SAT Reading, Writing and Language, and Mathematics Tests and reflect the application of these skills in analysis of science, and history/social studies contexts.
Page 4 of the high school SAT ISR shows the results of the SAT ELA/Literacy. Chau received a score of 430 of a possible 800 in ELA placing him in the achievement level of Below State Expectations. The score ranges for the Below State Expectations achievement level are from 420 to 470.

*The bar graph on the left corresponds to the color of the achievement level Below State Expectations shown in the second bar; the thin bar displays the state performance level of all students throughout the state in 3rd year high school and provides a comparison of this student to state performance; and the small gray bar, represents a probable range of scores that the student could earn if he or she took the test multiple times.
The middle section of the general SAT Math ISR shows the student’s performance compared to other high school students.

*The four achievement levels are combined into 2 categories, and shows the student’s performance compared to other high school students in the *school, *district, and the *state.

The right graph shows average high school math scores in the *school, *district and *state; and the blue arrow on the left shows Chau’s score of 430.
*The 3 reported subscore categories for high school SAT ELA/Literacy are:

*Reading,

*Writing & Language, and

*Essay.

For more information on subscores, please speak to your child’s school and teacher.

This chart provides information about how *Chau performed on ELA subscore categories compared to averages of high school students in the *school, *district and *state.

The SAT *cross-test scores chart on the right is a repeat of the same information from the high school ISR page 3.
We will now cover the ISR pages for a student who participated in *Alternate Assessments.
In order to be eligible for Alternate Assessments, students must have IEPs, meet alternate participation criteria, and must be flagged as alternate test takers in their student enrollment:

- Mathematics and English Language Arts (ELA)/Literacy in grades 3-8 and 3rd year of high school assessment is the Multi State Alternate Assessment or MSAA
- Science is tested in grades 5, 8, and 3rd year of high school with the Personalized Alternate Assessment Portfolio or PAAP
- English language learners with IEPs and alternate indicator must take the Alternate ACCESS for ELLs
This is a full view of the cover page of an Alternate Assessment student report.
The top of the ISR cover page displays the Maine Educational Assessments Individual Student Report and indicates *Alternate ISR.

The **9-digit number at the top left of the page is the student’s permanent K-12 State Student Identification (SSID) number.
Under the title on the cover page is the *school year, MEA content areas, student’s name, grade, district and school.

The *right side box includes a letter from the DOE Commissioner.
The bottom of the ISR assessment cover page includes:

- *A description of the MEAs with a link to the Maine Learning Results standards;
- *A description of the Math and ELA/Literacy assessments and a reference to AA-AAS, or Alternate Assessment based on Alternate Achievement Standards.
- *A description of the Science assessments and a reference to the AGLES or Alternate Grade Level Expectations
- *A description of the supports and features available with alternate assessments
- *A narrative on how these results help my child.
MEA Scores and Achievement Levels

All students receive an overall score on each content area: Math – ELA/Literacy – Science
Scores are specific to grade levels and tests
For each assessment, the overall score number then places the student into one of four Achievement Levels:
1. Above State Expectations
2. At State Expectations
3. Below State Expectations
4. Well Below State Expectations

Just as with general assessments, overall student scores in each content area: Math – ELA/Literacy – Science
Scores are specific to grade levels and tests
For each assessment, the overall score number then places the student into one of four Achievement Levels:
1. Above State Expectations
2. At State Expectations
3. Below State Expectations
4. Well Below State Expectations
This is page 2 of the student report for 5th grade student Flemming Vandewalle at Lennox Public Schools, Felton Elementary. Flemming was assessed in science with the PAAP alternate science assessment.

Flemming received a score of 56 of a possible 69, with an achievement level of At State Expectations for 5th grade PAAP Science.

For the 5th grade PAAP, the score ranges for the At State Expectations achievement level are from 45 to 65.

*The bar graph on the left corresponds to the color of the achievement level At State Expectations shown in the second bar; the thin bar displays the state performance level of all students throughout the state in 5th grade and provides a comparison of this student to state performance.

The small gray bar, represents a probable range of scores (in this case 48-64) that the student could earn if he or she took the test multiple times.
The bottom section of the PAAP Science ISR shows a closer look at the student’s performance.

Each *Alternate Grade Level Expectation, or AGLE indicator, is the standard of the Maine Learning Results for science at a particular grade level and are listed across the top bar.

The *Level of Accuracy, *Level of Assistance, and the *Level of Complexity administered are described for each AGLE. All three levels are used in a formula to calculate the final student score.

In this case, the student received a score between *20-60% of accuracy for AGLE D1 – the Universe and Solar System.

The student received one or more of the bulleted *Levels of Assistance for a score of 2; and was administered items of *Level of Complexity 2.

The bullets describe what a student was able to achieve at level of Complexity 2 with the Level of Assistance 2.
The Next two AGLES are also described; in this grade *D2-Earth, and *E2-Ecosystems.

As depicted on the upper half of the report, this student achieved within the At State Expectations achievement level, even though the student received more assistance at one AGLE. The more difficult items at Level of Complexity 4 brought this student’s score up to meet state expectation.
This is page 3 of the ISR for a student who took the alternate math assessment, MSAA.

Again, *Flemming is our 5th grade student at Lennox Public Schools, Felton Elementary. Flemming received a *score of 1246 of a possible 1290, with an achievement level of *At State Expectations for 5th grade math.

The score ranges for the At State Expectations achievement level are from *1240 to 1252, with a given definition of the achievement level.

*The bar graph on the left corresponds to the color of the achievement level At State Expectations shown in the second bar; the *thin bar displays the state performance level of all students throughout the state in 5th grade and provides a comparison of this student to state performance.
The middle section of the alternate MSAA Math ISR shows the student’s performance compared to other 5th grade students in the school, district, and the state.

*This graph collapses the top 2 achievement levels (Above and At State Expectations) into one category, and the lower 2 achievement levels (Below and Well Below State Expectations) into one category. School and district comparisons are not shown as data for small groups are suppressed to protect student privacy, *only the percentages at the state level are shown.

The blue arrow on the left indicates Flemming’s score of 1246.

*The bottom section of page 3 shows a closer look at the student’s performance. The report shows a bulleted list of math skills students may be working on according to the level of performance the student achieved. This example provides the performance level indicators specific for students performing At State Level Expectation in grade 5.
This is page 4 of the ISR for our student who took the alternate ELA assessment, MSAA.

*Again, Flemming is a 5th grade student at Lennox Public Schools, Felton Elementary.

*He received a score of 1249 of a possible 1290, with an achievement level of *At State Expectations for 5th grade ELA.

*The score ranges for the At State Expectations achievement level are from 1240 to 1255.

*The bar graph on the left corresponds to the color of the achievement level At State Expectations shown in the second bar; the *thin bar displays the state performance level of all students throughout the state in 5th grade and provides a comparison of this student to state performance.
The middle section of the alternate MSAA ELA ISR shows the student’s performance compared to other 5th grade students in the state.

*The four achievement levels are combined into 2 categories.

School and district comparisons are not shown as data for small groups are suppressed to protect student privacy, *only the percentages at the state level are shown.

The blue arrow on the left indicates Flemming’s score of 1249.

*The bottom section of the alternate MSAA ELA ISR shows a closer look at the student’s performance. 5th grade students performing At State Level Expectation use built-in supports to show what they know and can do. The report shows a bulleted list of ELA skills students may be working on according to the level of performance the student achieved. This example provides the performance level indicators specific for students performing At State Level Expectation in grade 5.

*Below the Closer Look is a new section of the report. With the addition of the writing prompt incorporated in the ELA score, this chart breaks down the Reading and writing
scores a student achieved. The student achieved *62% correct on reading items and *67% correct on the writing items of the ELA assessment.
For more clarification, please contact your student’s school/teacher
OR
Nancy Godfrey, Assessment Coordinator
207-624-6775 nancy.godfrey@maine.gov

Sue Nay, Alternate Assessment Coordinator
207-624-6774 sue.nay@maine.gov

This concludes the webinar on how to read and interpret Individual Student Reports. The MEA for reports for Science, Mathematics and ELA/literacy are only one source of information about your child’s educational progress. Please speak with your child’s teacher for additional information, or contact the DOE assessment coordinators listed on the slide.

Thank you for your participation.