



2018 Maine Educational Assessments Individual Score Reports (MEA ISR)

Quick Overview for
Parents/Guardians

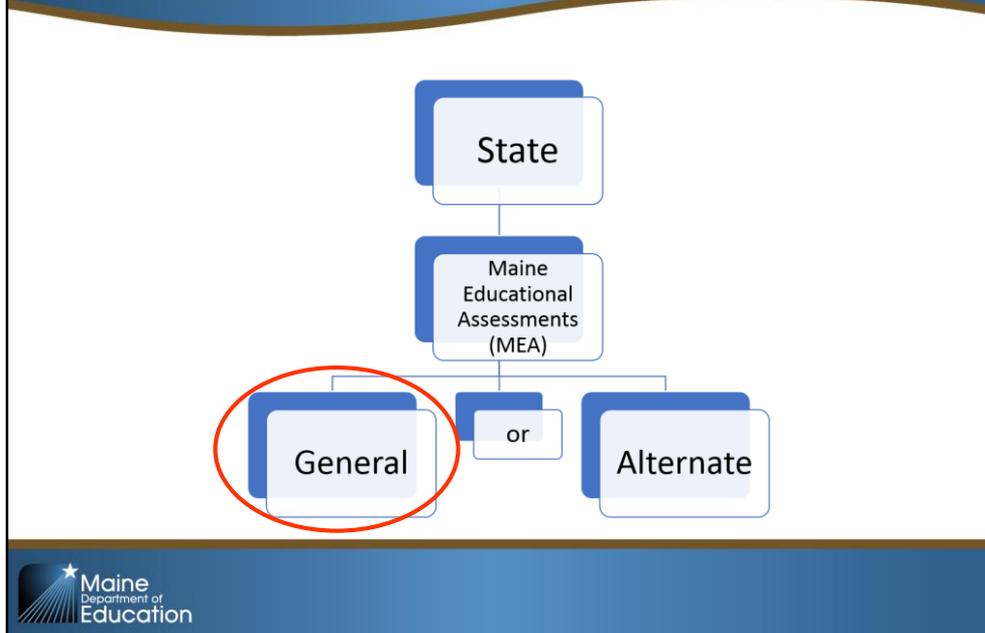
The 2018 Maine Educational Assessments (MEA) were administered this past spring. Test results of the 2018 MEA are available to districts and schools for distribution to students and parents or guardians.

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

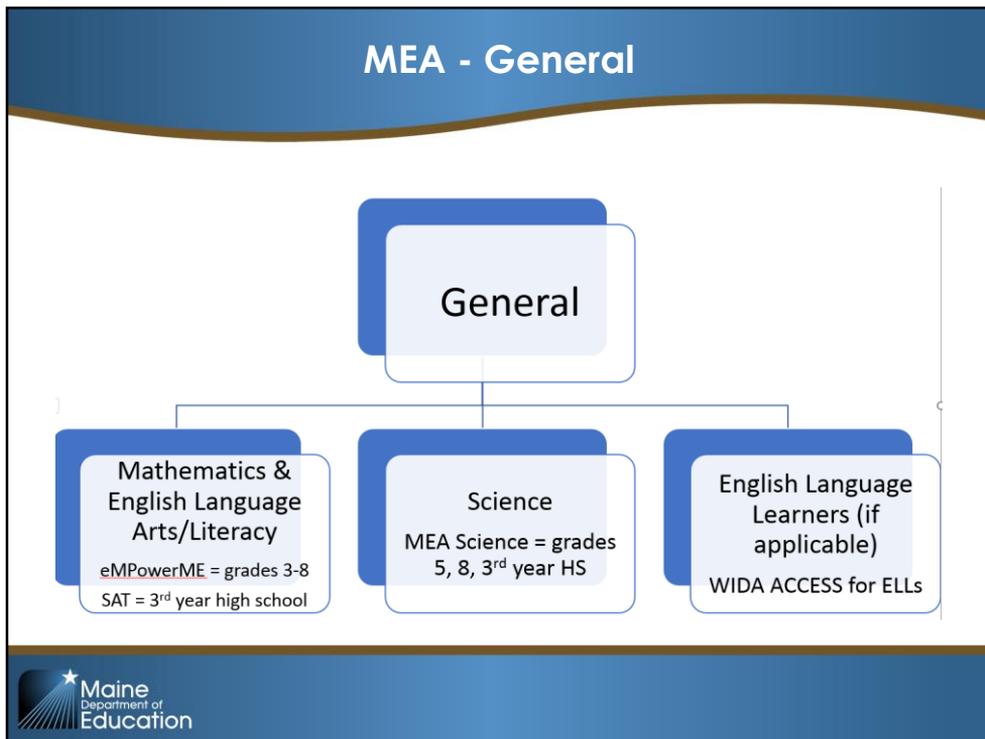
I am Nancy Godfrey, the Assessment Coordinator at the Maine Department of Education, and I am going to walk you through a report for fictitious students so you may better understand your child's report.

Maine Educational Assessments (MEA)



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.

Individual Student Report (ISR) Cover Page



2017-2018
MEA Mathematics, English Language
Arts/Literacy, Science Results

Codey, Liese D

Grade 6
District: Lenoxx Public Schools
School: Buford Elementary

Dear Parents and Guardians,

This report summarizes your child's performance on the 2017-2018 Maine Educational Assessments (MEA). As a parent, you can use this information to help support your child at home and to guide discussions with your child's teacher about what, if any, additional support might be helpful at school. The MEA provides one snapshot of your child's progress. It is important that you consider other indicators, such as school grades and daily schoolwork, to gain a more complete picture.

Maine's educators are committed to the success of our students, and the MEA helps us to keep our expectations high as we move along the path to success. We encourage you to reach out to your child's teacher(s) with any questions you may have.

Sincerely,


Robert G. Hession, Jr., Commissioner

Maine Educational Assessments

The Maine Department of Education is required by federal and state law to annually assess the knowledge and skills expected of students in particular grade levels in the areas of mathematics, English language arts (ELA)/literacy, and science. The MEA, administered statewide, assesses the expectations in Maine's Learning Results (www.maine.gov/ed/learning/content/) in the required content areas.

Mathematics and ELA/Literacy

The eMAP/eME assessed mathematics and ELA/literacy in grades 3-8, and the SAT assessed third year high school students. These assessments were developed to measure the expectations of the Maine Learning Results that are most critical for success in college and careers. Released items of eMAP/eME test questions can be found at: www.maine.gov/ed/Testing_Accountability/MEA/AS/supports.

Science

In grades 5 and 8, and in the third year of high school, the MEA Science assessment measured student progress in achieving Maine's science standards. These standards were established by State policy leaders, based on input from Maine content experts and Science educators. Released items of science test questions can be found at: www.maine.gov/ed/Testing_Accountability/MEA/AS/supports.

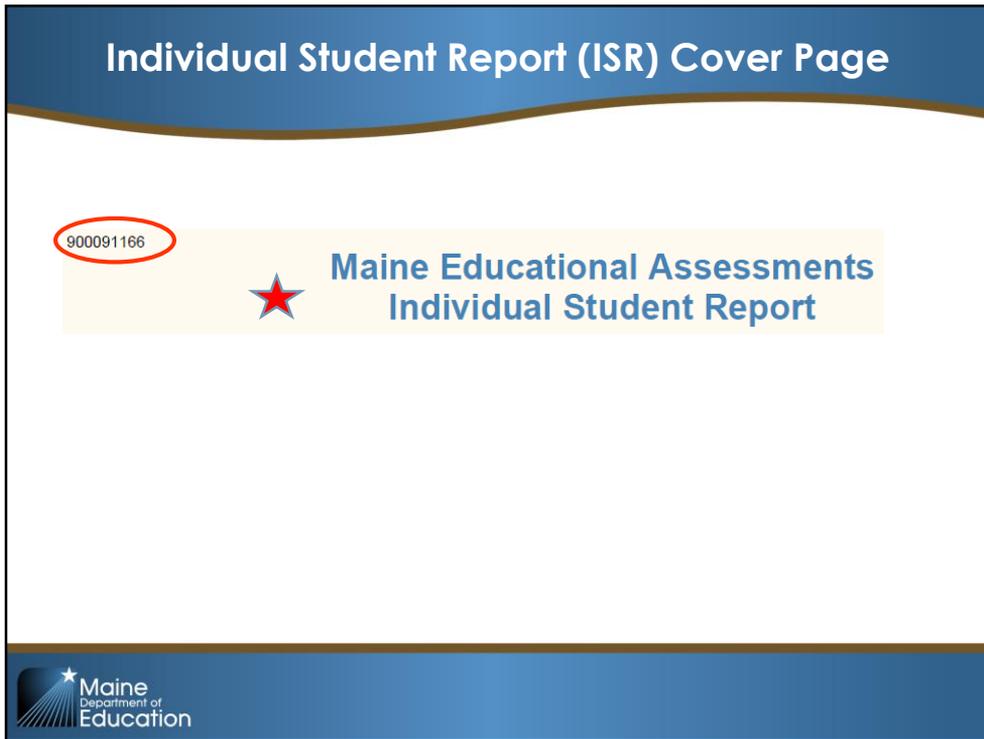
Scores

Your child's performance on the Maine Educational Assessments is presented in multiple ways:

- The first graph shows your child's overall score relative to the State's expectations for students at his/her grade level. The four possible achievement levels are: Well Below, Below, At, or Above State Expectations.
- The second set of graphs compare your child's performance to other students within his/her school, district, and state in the same grade level.
- The third set of data gives a breakdown of the subscores or specific skill areas within an overall content area (Mathematics, ELA/Literacy, or Science). Science reports also include a sample of items that are released to the public.
- For more detailed information on your child's specific subscore reporting categories, please contact your school.



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.

ISR Cover Page Cont.

2017-2018
MEA Mathematics, English Language Arts/Literacy, Science Results
Codey, Liese D
Grade 5
District: Lennox Public Schools
School: Buford Elementary

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Sincerely,


Robert G. Hasson, Jr., Commissioner

Maine Department of Education

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.

ISR Cover Page Cont. (General)



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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.

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



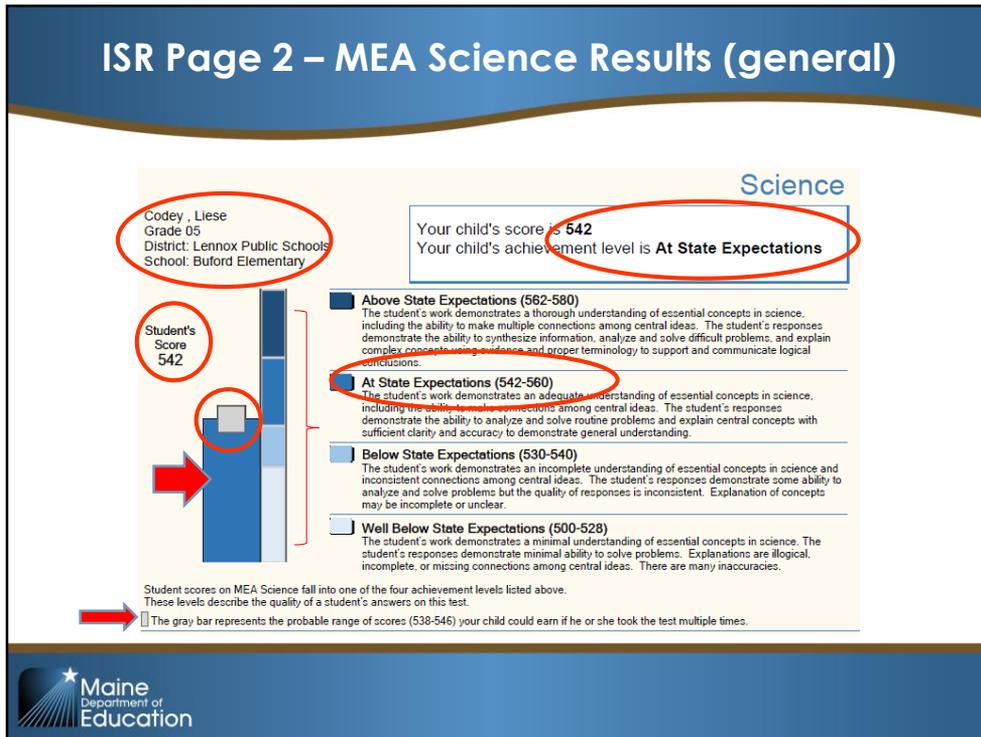
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Scores are specific to grade levels and tests

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

ISR Page 2 – MEA Science Results (general)



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.

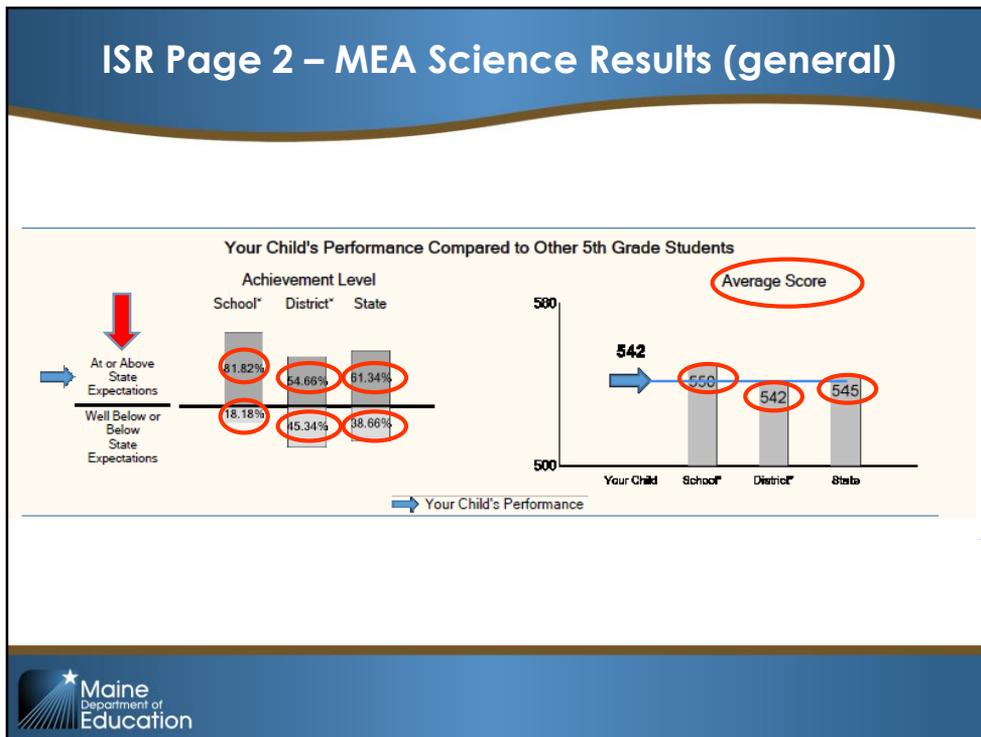
This score places Liese in the achievement level of *At State Expectations.

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.

ISR Page 2 – MEA Science Results (general)



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 compares Liese's score of 542 to the school, district and state average scores.

ISR Page 2 – MEA Science Results (general)

General Science Released Items can be found at:

https://www.maine.gov/doe/Testing_Accountability/MECAS/supports

MEA Science

A Closer Look at Your Child's Performance

Released Items

Released items for the science test can be found (in English only) at:
www.maine.gov/doe/Testing_Accountability/MECAS/supports
 The table below shows how your child answered these questions.

Question Number	1	2	3	4	5	6	7	8	9	10
Science Standard	E3	E4	E4	D3	D2	D1	E2	E3	D3	E2
Your Child's Answer	B	+	+	A	A	C	D	+	3	0

Subscores

The chart below provides information about how your child performed on science standards compared to other 5th grade students.

	Points Possible	Student Score	School Average*	District Average*	State Average
The Physical Setting (D1-D4)	0-24	14	16.5	13.5	14.3
The Living Environment (E1-E5)	0-24	13	15.1	12.8	14.1

Science Standards Included in the Test

The Physical Setting:

D1 = Universe and Solar System
 D2 = Earth
 D3 = Matter and Energy
 D4 = Force and Motion

The Living Environment:

E1 = Biodiversity
 E3 = Ecosystems
 E3 = Cells
 E4 = Heredity and Reproduction
 E5 = Evolution

Key

+ = Correct Answer
 A Letter = Incorrect Answer Choice
 A Number = Number of Points Earned out of 4
 * = Multiple Answer Choices
 Blank = No Answer

* Data for small groups are suppressed to protect student privacy.



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:

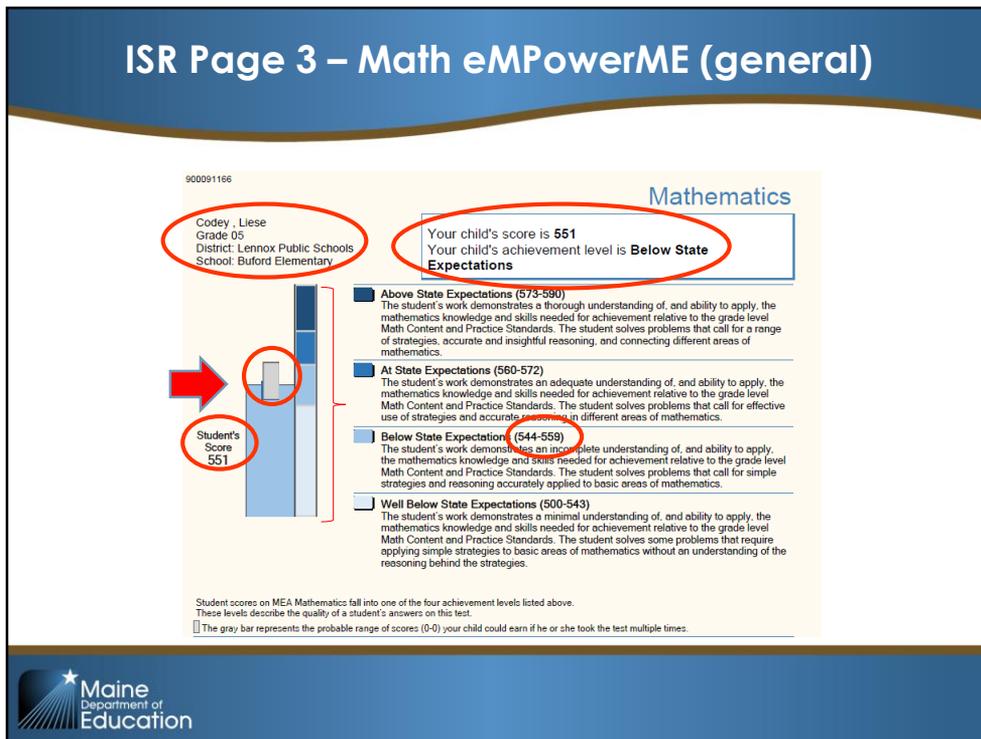
This chart provides information about how the student performed on science standards compared to other 5th grade students in the school, district and state.

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 *astericks 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.

ISR Page 3 – Math eMPowerME (general)



Now we will review the ISR for the subject/content area of Mathematics, beginning with the general Math assessment eMPowerME.

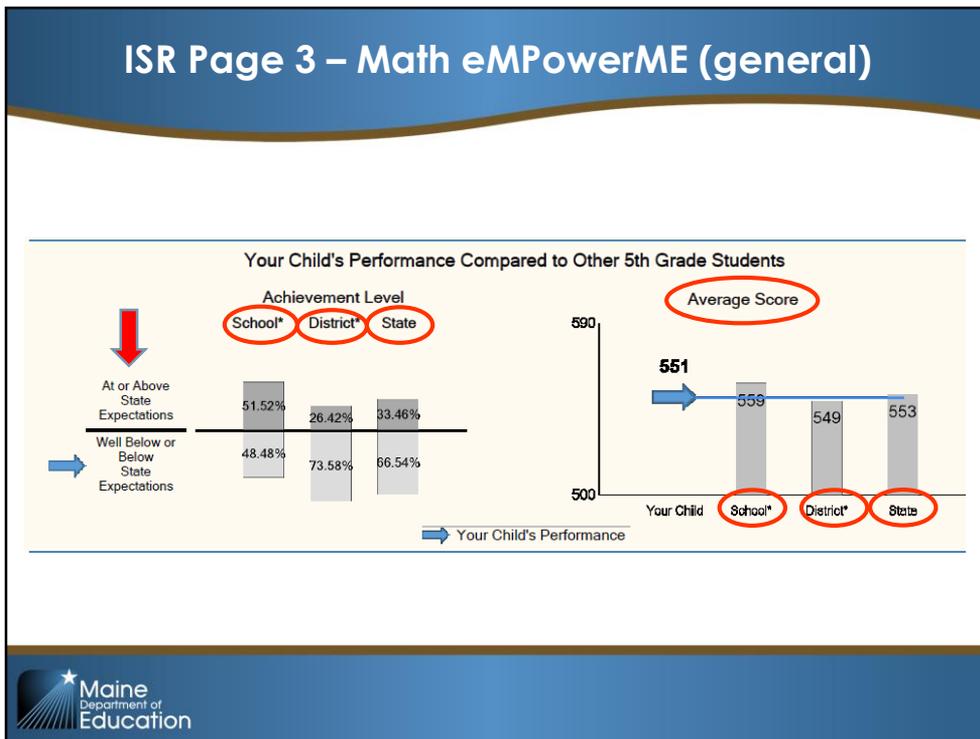
Back to student *Liese Codey, who is in 5th grade at Lennox Public Schools Buford Elementary. Liese received a score of *551 of a possible 590 on the 5th grade Math. This score places Liese in the *achievement level of Below State Expectations.

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.

ISR Page 3 – Math eMPowerME (general)



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.

ISR Page 3 – Math eMPowerME (general)

https://www.maine.gov/doe/Testing_Accountability/MECAS/supports

A Closer Look at Your Child's Performance

 Mathematics Subscores	Points Possible	Student Score	School Average*	District Average*	State Average
→ Numbers, Operations & Algebraic Thinking	0-24	11	12.4	9.4	10.1
→ Geometry, Measurement & Data	0-21	2	5.3	4.4	4.0
→ Mathematical Processes	0-38	13	17.5	13.7	14.9

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

* Data for small groups are suppressed to protect student privacy

For more detailed information on your child's specific subscore reporting categories, please contact your school.
Released items of eMPowerME test questions can be found at: www.maine.gov/doe/Testing_Accountability/MECAS/supports.



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

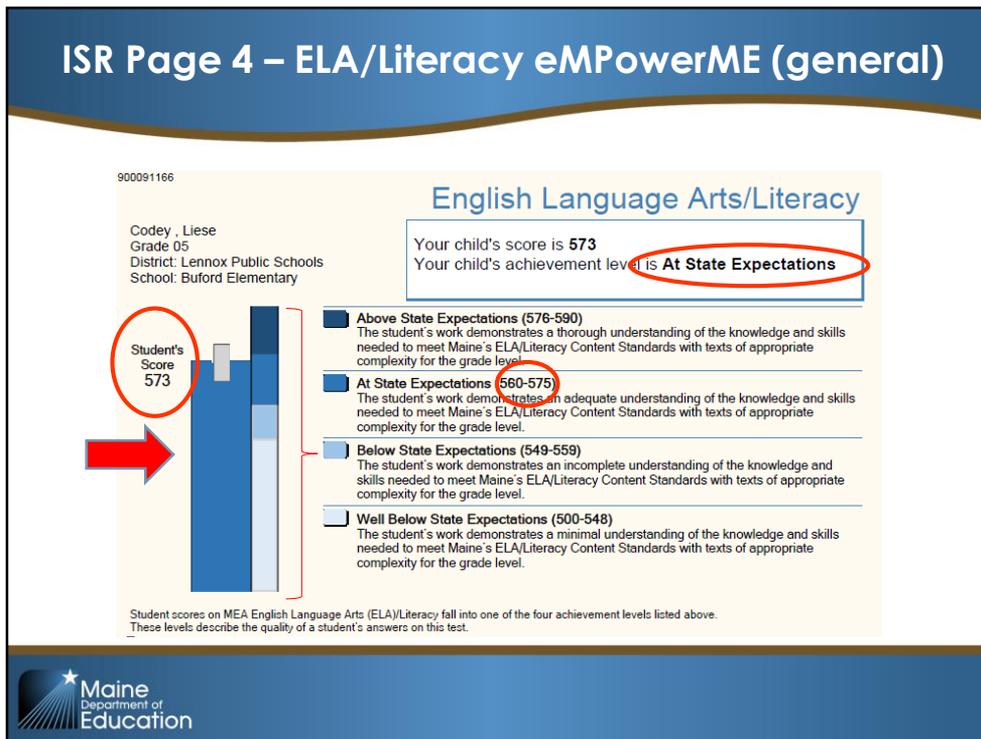
*The same applies in the next 2 rows of student, school, district and state averages

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.

ISR Page 4 – ELA/Literacy eMPowerME (general)

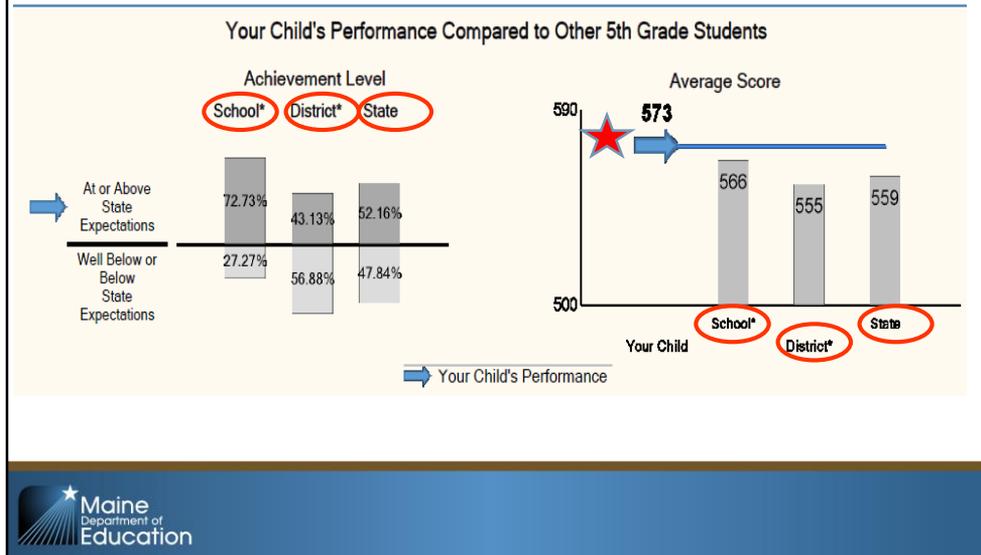


Page 4 of the report shows the results of the general English Language Arts (ELA)/Literacy assessment eMPowerME. Liese received a *score of 573 of a possible 590 placing him in the *achievement level of At State Expectations.

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.

ISR Page 4 – ELA/Literacy eMPowerME (general)



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.

ISR Page 4 – ELA/Literacy eMPowerME (general)

https://www.maine.gov/doe/Testing_Accountability/MECAS/supports

A Closer Look at Your Child's Performance and Lexile Measure/Range

★ ELA/Literacy Subscores	Points Possible	Student Score	School Average*	District Average*	State Average
→ Reading	0-35	27	21.1	16.0	17.7
→ Writing & Language	0-26	17	17.0	13.8	14.7
→ Direct Writing / Essay	0-16	8	7.4	6.2	6.0

Comparisons should not be made across different subscores.

Comparisons should not be made for the same subscore across years.

* Data for small groups are suppressed to protect student privacy. 'NS' Indicates no score

For more detailed information on your child's specific subscore reporting categories, please contact your school.

Released items of eMPowerME test questions can be found at: www.maine.gov/doe/Testing_Accountability/MECAS/supports.



Lexile Measure:

Lexile Range: -100L - 50L

The Lexile® Framework is a system that helps readers select books appropriate for the reading skills.

Lexile levels are only one of several factors to consider when selecting books.

Visit www.maine.gov/doe/Testing_Accountability/MECAS/results/lexile for more information.



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.

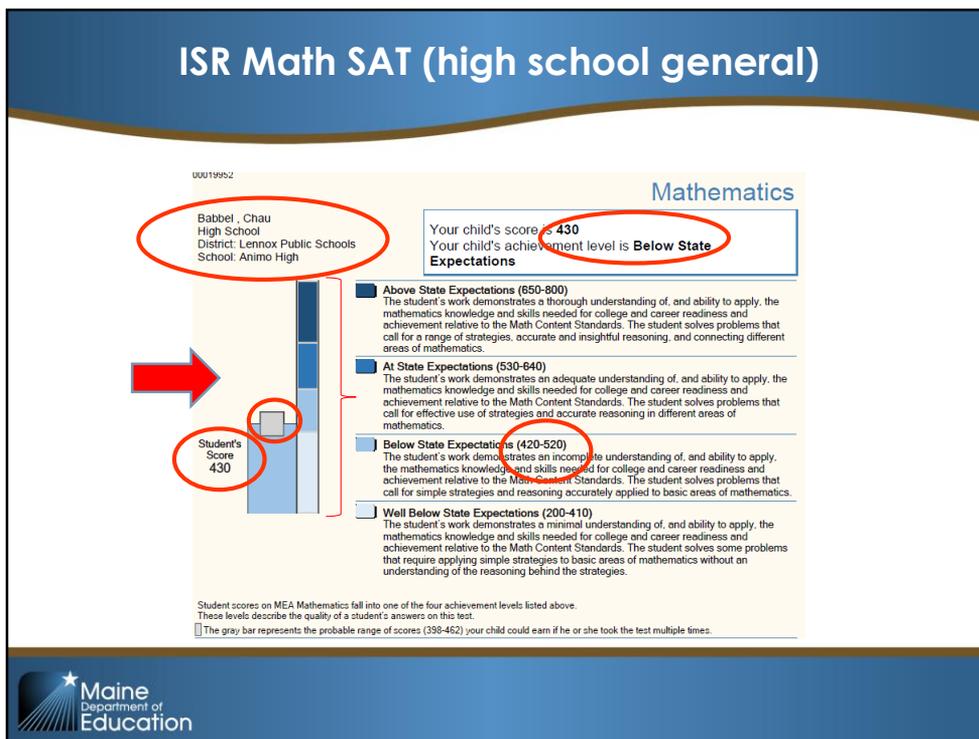
Again this shows that Liese's ELA subscores were higher than the school, district, and state averages.

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.

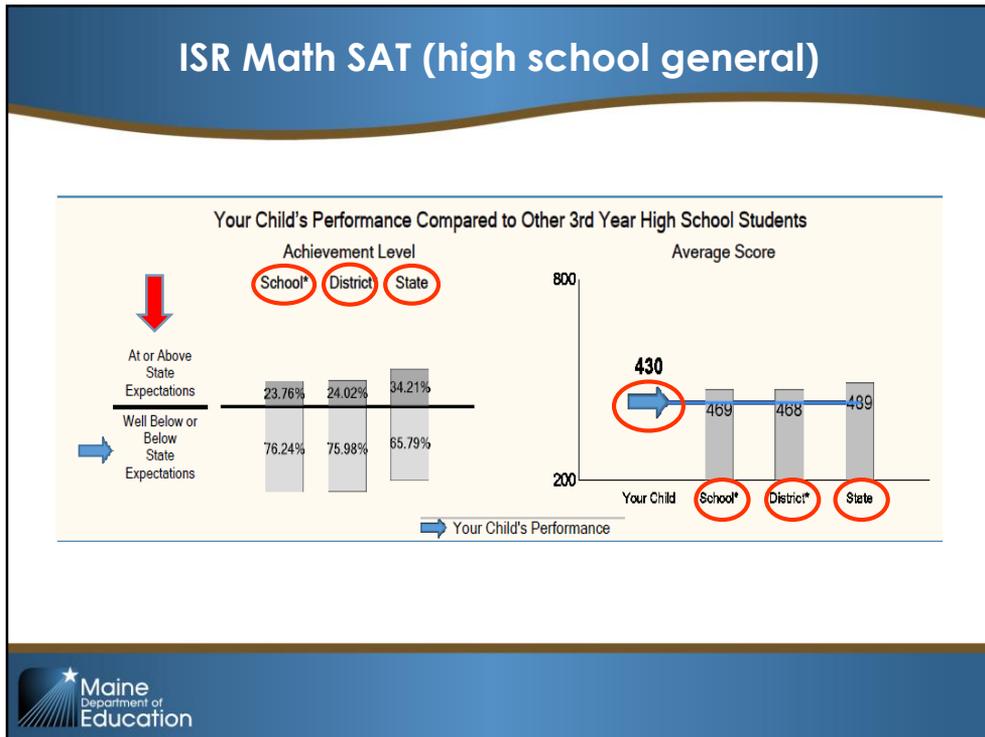


High school students who participate in the general Math and ELA/Literacy test take the SAT. Page 3 of the high school ISR shows the results of the SAT Math for *student Chau Babbel is in 3rd year high school at Lennox Public Schools Animo High.

*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.

ISR Math SAT (high school general)

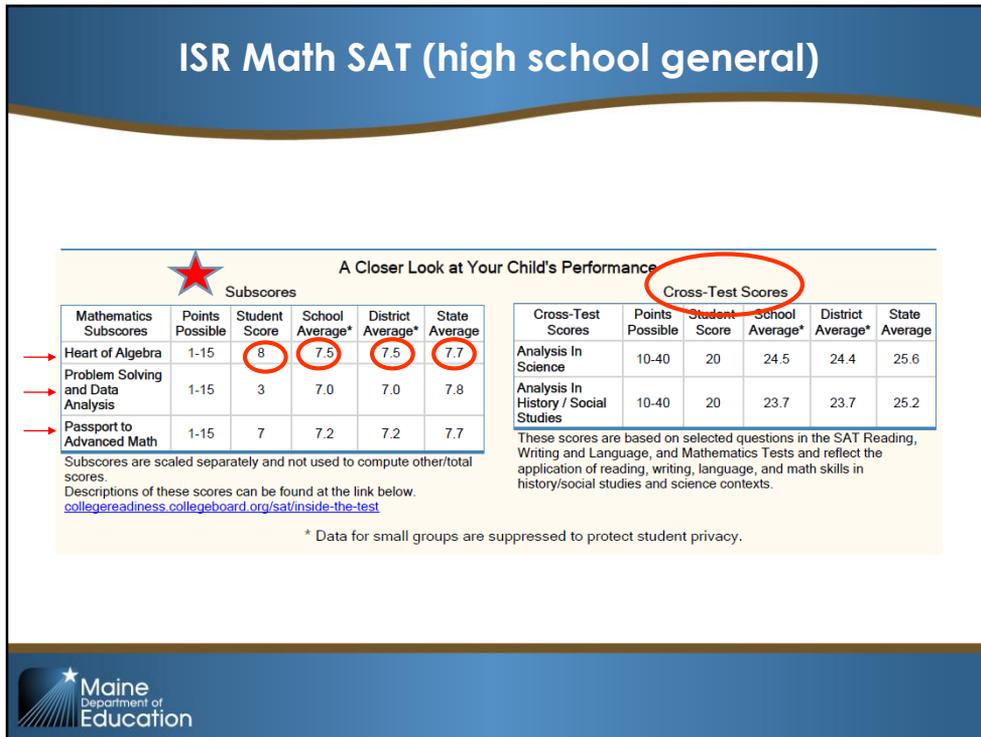


The middle section of the general SAT Math ISR shows the student's performance compared to other high school students.

*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.

ISR Math SAT (high school general)



*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.

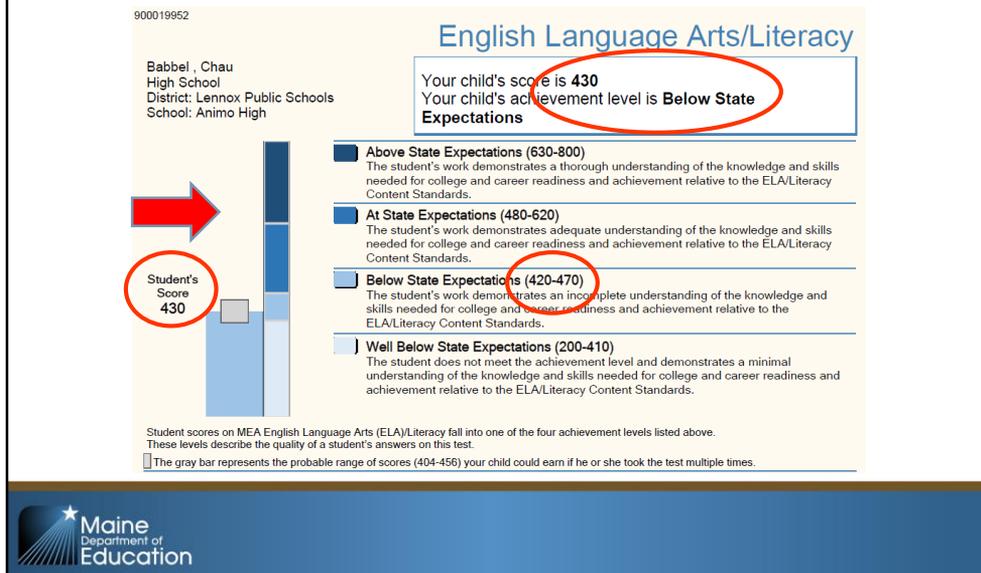
This chart shows:

- 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.

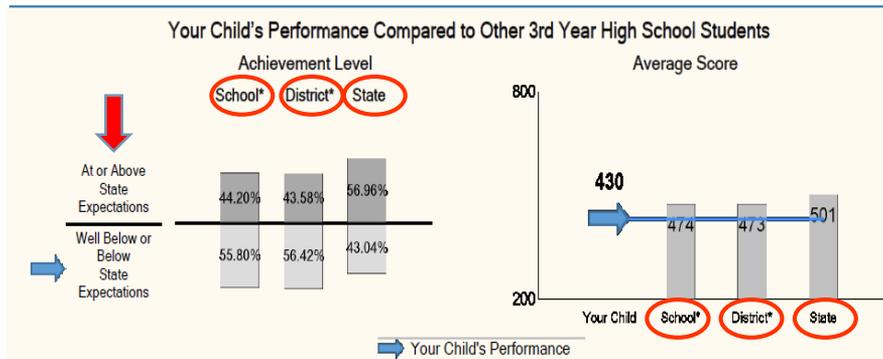
ISR ELA/Literacy SAT (high school general)



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 he took the test multiple times.

ISR ELA/Literacy SAT (high school general)

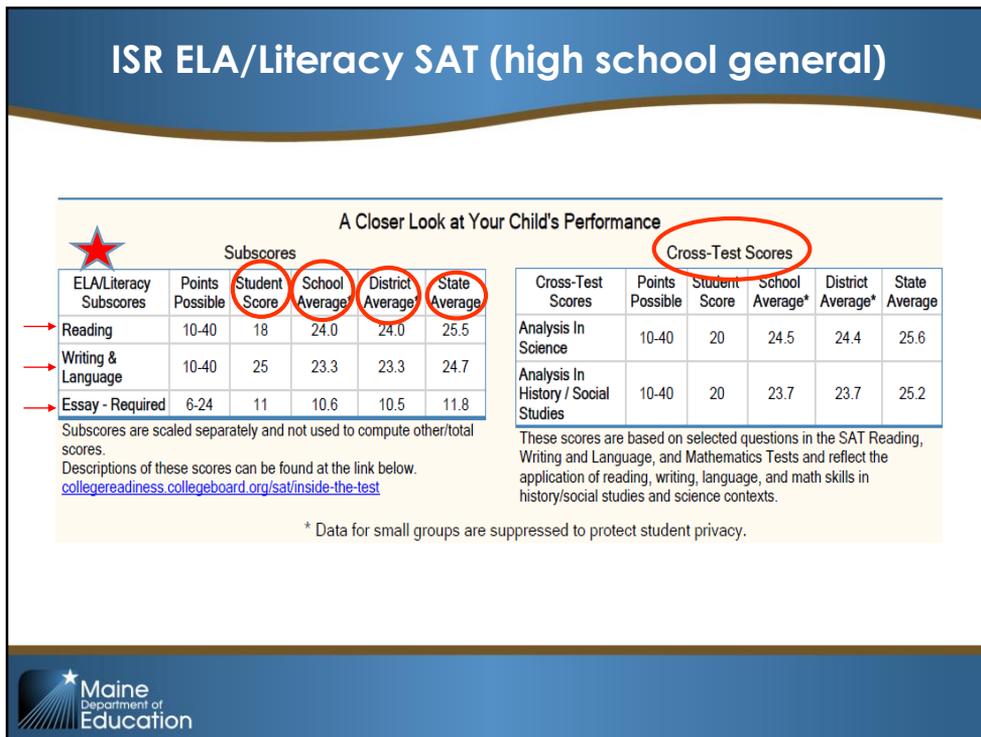


The middle section of the general SAT Math ISR shows the student's performance compared to other high school students.

*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.

ISR ELA/Literacy SAT (high school general)



*The 3 reported subscore categories for high school SAT ELA/Literacy are:

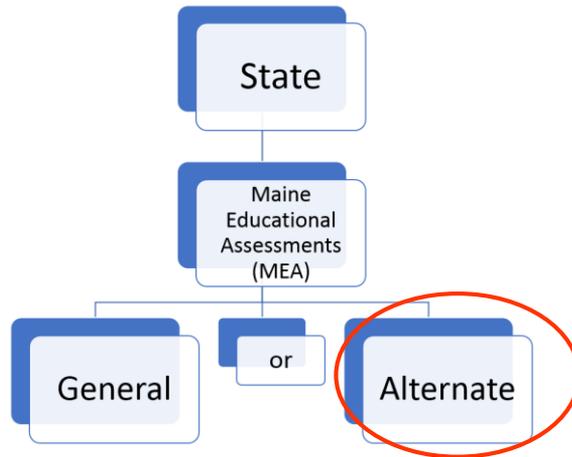
- *Reading,
- *Writing & Language, and
- *Essay.

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.

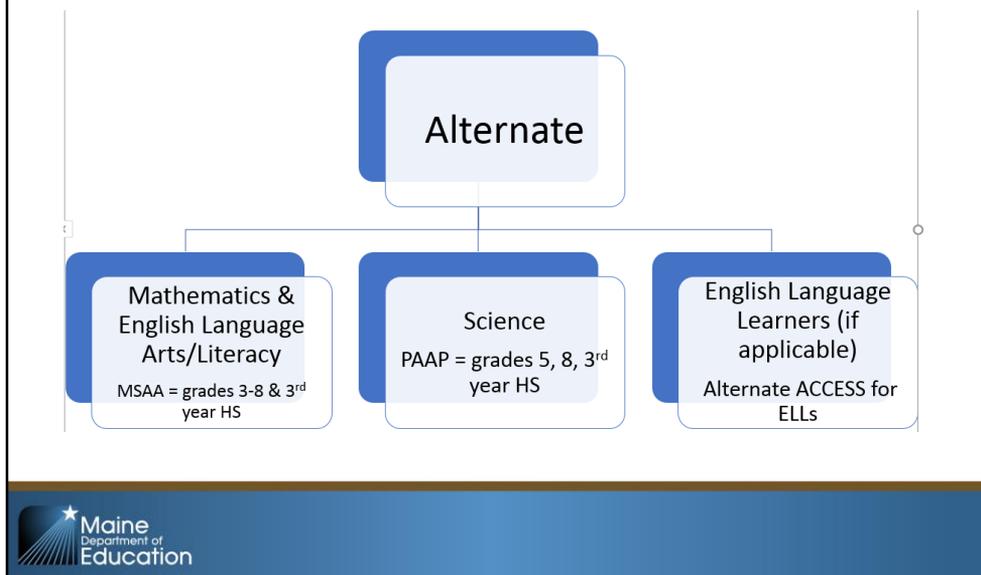
The SAT *cross-test scores chart on the right is a repeat of the same information from the high school ISR page 3.

Maine Educational Assessments (MEA)



We will now cover the ISR pages for a student who participated in *Alternate Assessments.

MEA – 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

Individual Student Report ISR (alternate)

2007
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Maine Educational Assessments - Alternate Individual Student Report


**2017-2018
MEA Mathematics, English Language
Arts/Literacy, Science Results**
Vandewalle, Flemming
Grade 5
District: Auburn Public Schools
School: Auburn Middle School

Dear Parents and Guardians,

This report summarizes your child's performance on the 2017-2018 Maine Educational Assessments (MEA), also a paper. You can use this information to help support your child at home and to guide discussions with your child's teacher at school. The MEA provides one snapshot of your child's progress. It is important that you consider other indicators, such as school grades and daily schoolwork, to get a more complete picture.

Maine's educators are committed to the success of our students, and the MEA helps us to keep our expectations high as we move along the path to success. We encourage you to reach out to your child's teacher with any questions you may have.

Sincerely,

Robert G. Hesson, Jr., Commissioner

Maine Educational Assessments:
The Maine Department of Education is required by federal and state law to annually assess the knowledge and skills expected of students at various grade levels in the areas of mathematics, English language arts (ELA/literacy), and science. The MEA, administered statewide, assesses the expectations in Maine's Learning Results (<http://www.maine.gov/education/learningresults/>) in the required content areas. Maine's students with significant cognitive disabilities participated in alternate assessments for the content standards derived from the Maine Learning Results.

Mathematics and ELA/literacy:
In grades 2-8 and in the first year of high school, the alternate assessment of mathematics and ELA/literacy uses the Multi-Domain Alternate Assessment (MDAA). This year the writing prompt was incorporated by the ELA assessment. The MDAA is an Alternate Assessment based on Alternate Achievement Standards (AA-AS). On the NSAA, students were assessed in the same content areas as their grade level peers.

Science:
In grades 8 and 9, and in the first year of high school, the alternate assessment of science uses the Performance-Based Assessment Portfolio (PAP). The PAP assesses Alternate Grade-Level Expectations (AGLEs) related to Maine's science standards, established by State policy makers, based on input from Maine content experts and Science educators.

What types of supports were available on alternate assessments?
Alternate assessments provide built-in supports which allow students to take the test(s) using materials they are most familiar with and to communicate as independently as possible. These supports included:

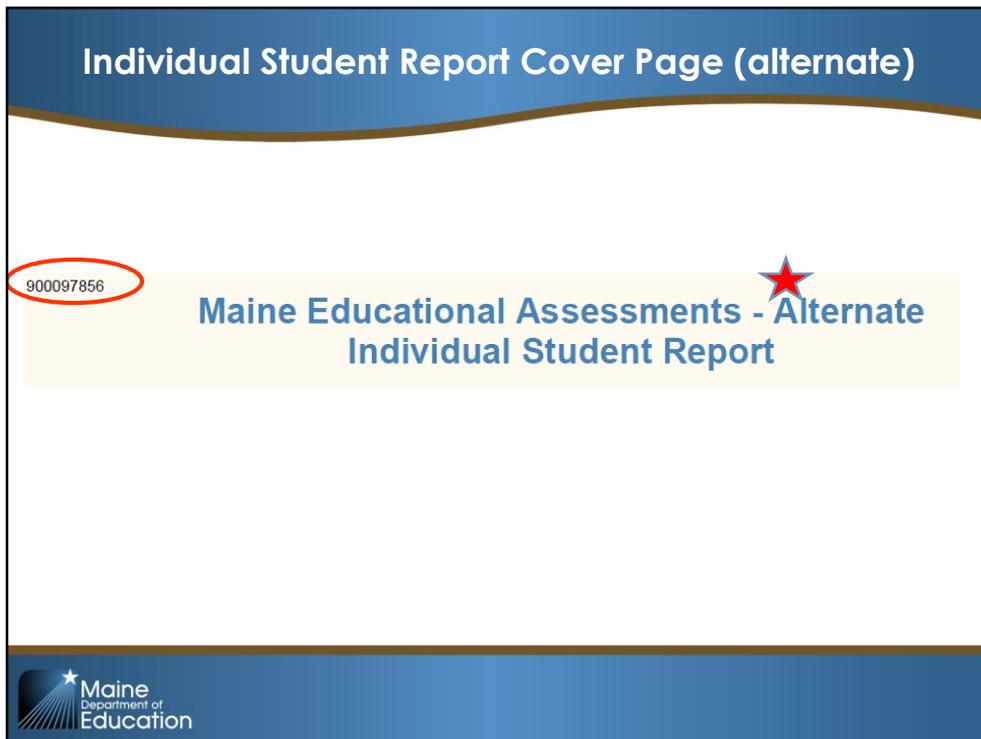
- alternate ELA reading passages
- pictures, charts, tables, and maps to help students understand the reading passages
- models and examples that explain important ideas and concepts that students can use during the ELA and mathematics tests
- alternate questionnaires such as circles, triangles, and squares
- alternate numbers on the mathematics tests
- the option to have the entire test read aloud

How can these results help my child?
Evidence shows that expectations are raised and learning improves when students are engaged in instruction based on state learning standards. The alternate assessments allow students with significant cognitive disabilities to receive instruction at a level that is challenging and appropriate to "show what they know." Alternate assessment results can be used by the school and LEA team to help make decisions about daily instruction, identify challenging academic goals, and plan instruction for the following year.

For more information about the MEA assessments, visit www.maine.gov/education/Assessments/MEAE



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.

ISR Cover Page Cont. (alternate)

The image displays a sample report cover and a letter from the DOE Commissioner. A red arrow points to the letter on the right side of the cover page.

ME A
Maine Educational Assessments

2017-2018
MEA Mathematics, English Language
Arts/Literacy, Science Results
Vandewalle, Fleming N

Grade 5
District: Lennox Public Schools
School: Felton Elementary

Dear Parents and Guardians,

This report summarizes your child's performance on the 2017-2018 Maine Educational Assessments (MEA). As a parent, you can use this information to help support your child at home and to guide discussions with your child's teacher about what, if any, additional support might be helpful at school. The MEA provides one snapshot of your child's progress. It is important that you consider other indicators, such as school grades and daily schoolwork, to gain a more complete picture.

Maine's educators are committed to the success of our students, and the MEA helps us to keep our expectations high as we move along the path to success. We encourage you to reach out to your child's teacher(s) with any questions you may have.

Sincerely,

Robert G. Hasson, Jr.
Robert G. Hasson, Jr., Commissioner

Maine
Department of
Education

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.

ISR Cover Page Cont. (alternate)



Maine Educational Assessments

The Maine Department of Education is required by federal and state law to annually assess the knowledge and skills expected of students in particular grade levels in the areas of mathematics, English language arts (ELA)/literacy, and science. The MEA, administered statewide, assesses the expectations in Maine's Learning Results (www.maine.gov/doi/learning/contents) in the required content areas. Maine's students with significant cognitive disabilities participated in alternate assessments for the content standards derived from the Maine Learning Results.



Mathematics and ELA/Literacy

In grades 3-8 and in the third year of high school, the alternate assessment of mathematics and ELA/literacy was the Multi-State Alternate Assessment (MSAA). This year the writing prompt was incorporated into the ELA assessment. The MSAA is an Alternate Assessment based on Alternate Achievement Standards (AA-AAS). On the MSAA, students were assessed in the same content areas as their grade level peers.



Science

In grades 5 and 8, and in the third year of high school, the alternate assessment of science was the Personalized Alternate Assessment Portfolio (PAAAP). The PAAAP assesses Alternate Grade Level Expectations (AGLEs) related to Maine's science standards, established by State policy leaders, based on input from Maine content experts and Science educators.



What types of supports were available on alternate assessments?

Alternate assessments provide built-in supports which allow students to take the test(s) using materials they are most familiar with and to communicate as independently as possible. These supports included:

- shortened ELA reading passages
- pictures, charts, tables, and maps to help students understand the reading passages
- models and examples that explain important ideas and concepts that students can use during the ELA and mathematics tests
- common geometric shapes such as circles, triangles, and squares
- smaller numbers on the mathematics tests
- the option to have the entire test read aloud



How can these results help my child?

Evidence shows that expectations are raised and learning improves when students are engaged in instruction based on state learning standards. The alternate assessments allow students with significant cognitive disabilities to receive instruction at a level that is challenging and attainable and to "show what they know." Alternate assessment results can be used by the school and IEP team to help make decisions about daily instruction, identify challenging academic goals, and plan instruction for the following year.

For more information about the MEA assessments: www.maine.gov/doi/Testing_Accountability/MECAS



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



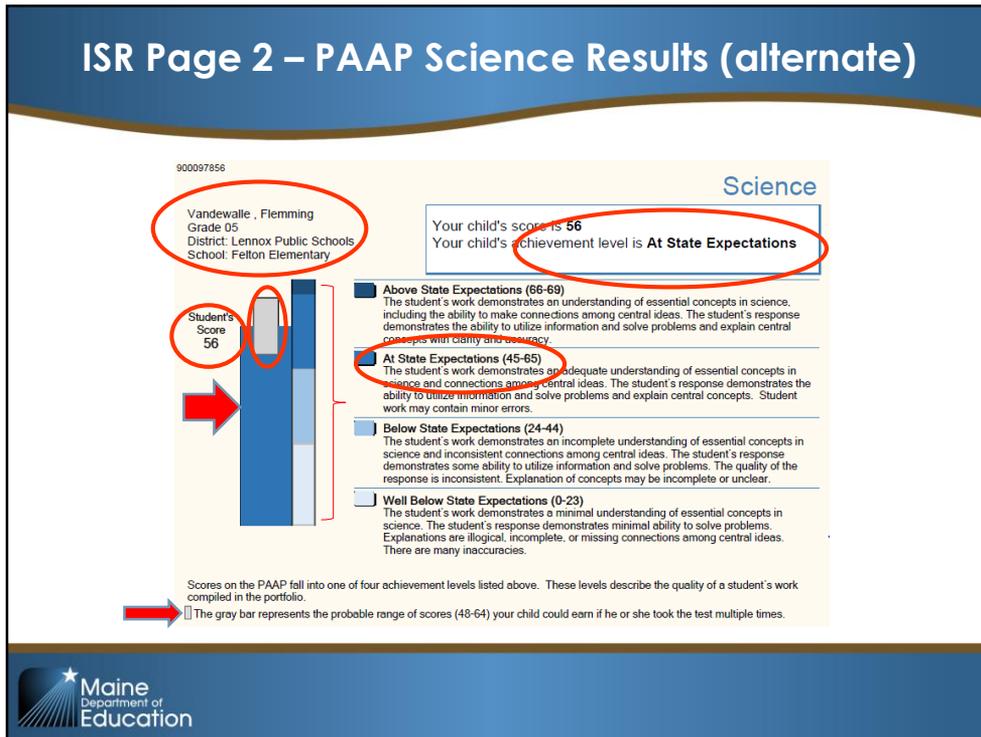
Just as with general assessments, over all student scores in each content area : Math – ELA/Literacy – Science

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

ISR Page 2 – PAAP Science Results (alternate)



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.

ISR Page 2 – PAAP Science Results (alternate)

A Closer Look at Your Child's Performance			
AGLE / Indicator	D1 - Universe and Solar System	D2 - Earth	E2 - Ecosystems
Level of Accuracy	Student work related to the Task was completed with a score of 20-60%	Student work related to the Task was completed with a score of 85-100%	Student work related to the Task was completed with a score of 85-100%
Level of Assistance* (Child received one or more of the listed supports.)	Level of Assistance Score of 2 <ul style="list-style-type: none"> Use of Option 2 using fewer item sets multiple times Limiting a student's response (except at LoC 1) by removing one response option Use of clarifying questions to stimulate student thought to the specific task without providing clues to specific answers 	Level of Assistance Score of 3 <ul style="list-style-type: none"> Independent Providing encouragement Completing tasks by using augmentative/alternative means of communication Repeating directions Reacting to a student Rereading a passage Reminding a student to stay focused 	Level of Assistance Score of 3 <ul style="list-style-type: none"> Independent Providing encouragement Completing tasks by using augmentative/alternative means of communication Repeating directions Reacting to a student Rereading a passage Reminding a student to stay focused
Level of Complexity**	Level of Complexity Score of 2 describing or otherwise demonstrating understanding of the positions or apparent motions of different objects in our solar system and what these objects look like from Earth, by doing the following: <ul style="list-style-type: none"> Identifying pictures of night and day AND Identifying the Sun and Earth's Moon. 	Level of Complexity Score of 4 describing the properties of Earth's surface materials, the processes that change them, and cycles that affect Earth, by doing the following: <ul style="list-style-type: none"> matching weather to the effects it can have on the surface of Earth (erosion or weathering) AND/OR Identifying factors that can influence temperature in the environment (day/night cycle, cloud cover, and presence of a star). 	Level of Complexity Score of 4 describing ways organisms depend upon, interact within, and change the living and nonliving environment as well as ways the environment affects organisms, by doing the following: <ul style="list-style-type: none"> comparing animals and plants that live in different environments to demonstrate understanding of how animals and plants depend on each other and the environments in which they live.

* Level of Assistance: The amount of assistance that the teacher provided to your child that was beyond what was part of the task but did not change what was being assessed.
 ** Level of Complexity: Tasks are created so that students may complete them according to where they are in their learning.

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.

ISR Page 3 – Math MSAA (alternate)

900097856

Mathematics

Vandewalle, Fleming
Grade 05
District: Lennox Public Schools
School: Felton Elementary

Your child's score is **1246**
Your child's achievement level is **At State Expectations**

Student's Score
1246

A bar graph with two bars. The first bar is dark blue and reaches a height corresponding to the score 1246. The second bar is light blue and reaches a height corresponding to the 'At State Expectations' level. A red arrow points from the 'Student's Score 1246' label to the top of the first bar.

- Above State Expectations (1253-1290)**
The student's work demonstrates an essential understanding of, and ability to apply the mathematics knowledge and skills needed to reach learning targets for achievement relative to the grade level Math Content and Practice Standards.
- At State Expectations (1240-1252)**
The student's work demonstrates an adequate understanding of, and ability to apply the mathematics knowledge and skills needed to reach learning targets for achievement relative to the grade level Math Content and Practice Standards.
- Below State Expectations (1232-1239)**
The student's work demonstrates an incomplete understanding of, and ability to apply the mathematics knowledge and skills needed to reach learning targets for achievement relative to the grade level Math Content and Practice Standards.
- Well Below State Expectations (1200-1231)**
The student's work demonstrates a minimal understanding of, and ability to apply the mathematics knowledge and skills needed to reach learning targets for achievement relative to the grade level Math Content and Practice Standards.

Scores on the MSAA fall into one of four achievement levels listed above. These levels describe the quality of a student's answers on this test.

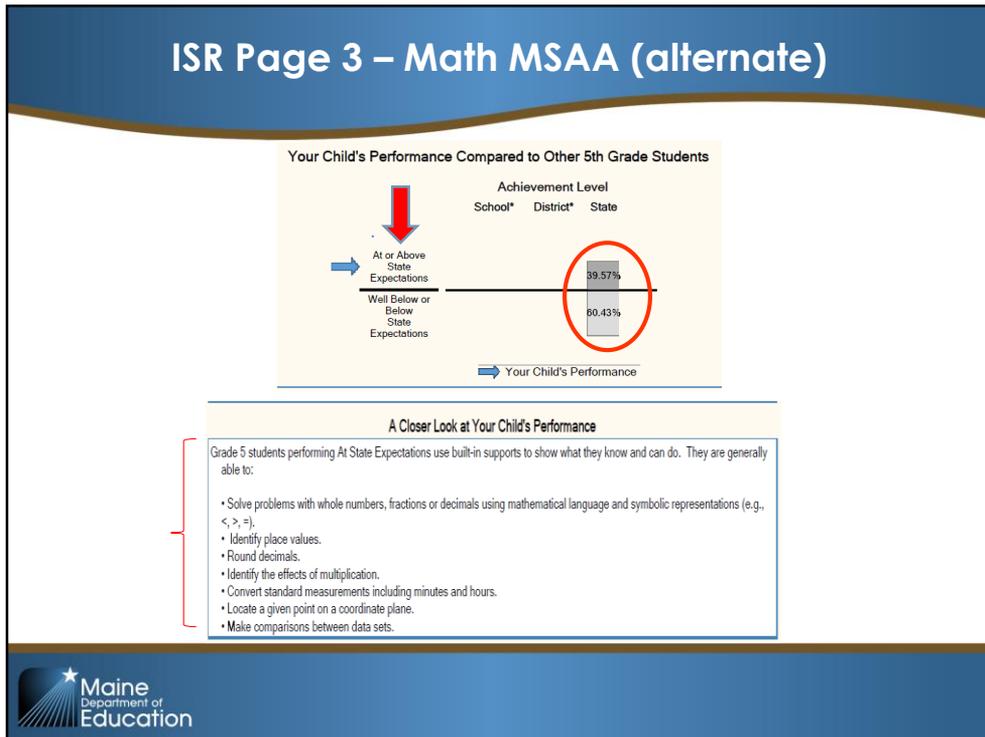
This is page 3 of the ISR for a student who took the alternate math assessment, MSAA.

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

ISR Page 3 – Math MSAA (alternate)



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.

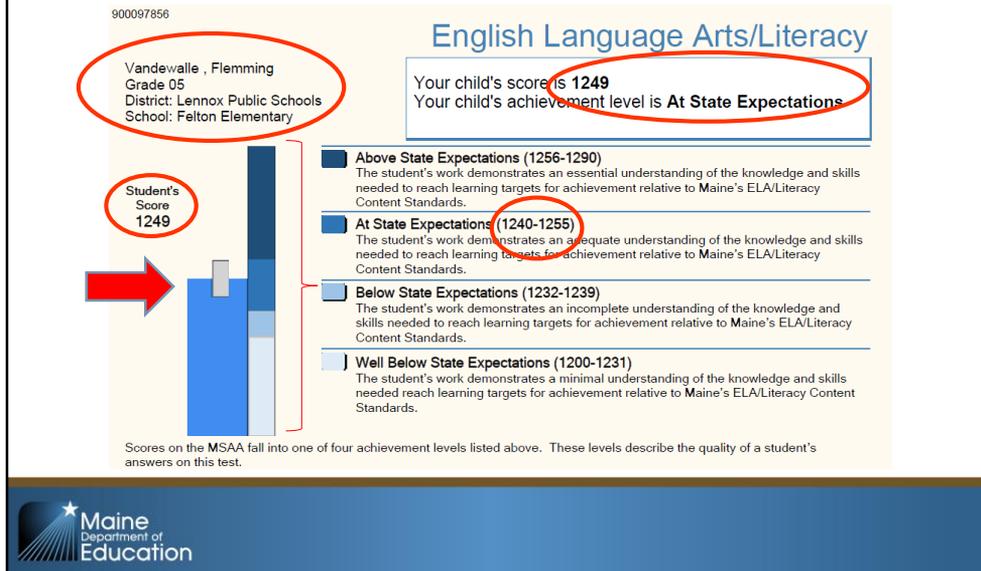
*This graph collapses the top 2 achievement levels (Above and At State Expectations) into one category, and the lower 2 achievement levels (Below and Well Below State Expectations) into one category. School and district comparisons are not shown as data for small groups are suppressed to protect student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

ISR Page 4 – ELA/Literacy MSAA (alternate)



This is page 4 of the ISR for our student who took the alternate ELA assessment, MSAA.

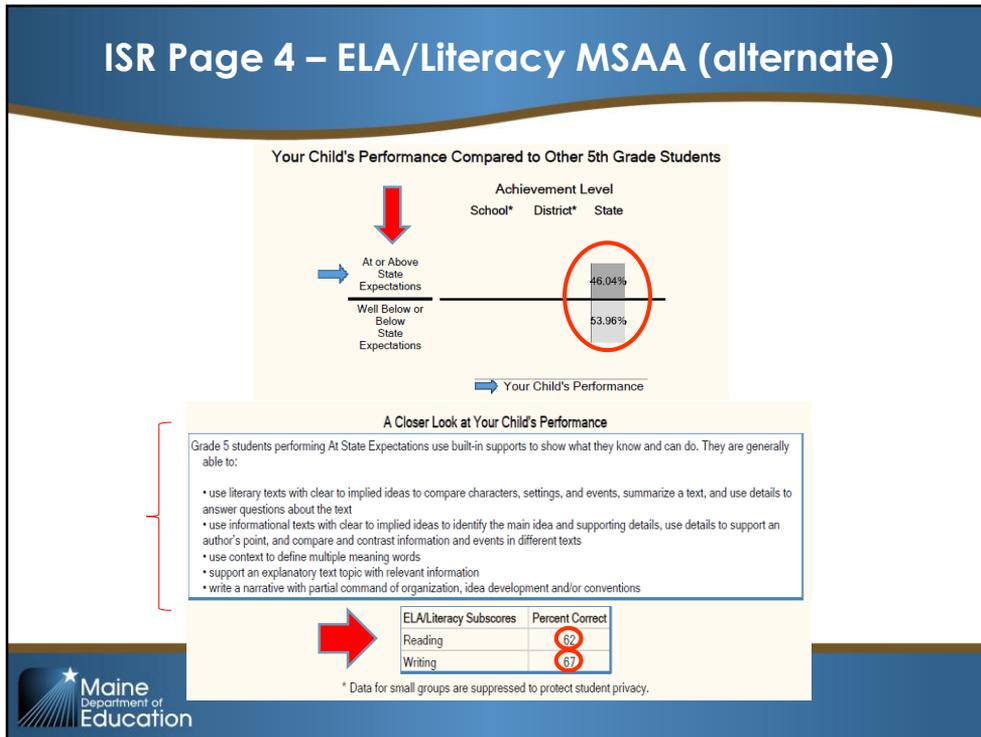
*Again, Flemming is a 5th grade student at Lennox Public Schools, Felton Elementary.

*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.

ISR Page 4 – ELA/Literacy MSAA (alternate)



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.