# Assessment Team Office Hours Q&A
# August 20, 2025

## Resources

- Slides
- Recording
- Assessment Security Webpage
- Maine DOE professional learning calendar: **Event Calendar | Department of Education (maine.gov)**

## Maine Through Year

### Additional Resources

- NWEA Maine Connection Page – Manuals and guides, access to the Assessment Coordinator Training Module when it becomes available at the end of August
- Same scale, new reference: What's new in the 2025 MAP Growth norms: Webinar recording and slides (*Note: At this time, you may be asked to provide NWEA with your name and email address in order to access the webinar recording.*)
- Norms Toolkit

### Questions:

***Do these new norms impact the Fall and Spring Maine Through Year Assessments?***
Yes, the new RIT score norms will be reflected in the RIT achievement percentiles available in Maine Through Year Assessment reports in Acacia as well as in all norms-based data in MAP Growth reports that integrate Through Year Assessment RIT data.

***Will the new national 2025 norms change the Maine Through Year proficiency ranges?***

It's helpful to examine the distinction between proficiency and *projected* proficiency, which is often confused when discussing RIT scores.

RIT scores from the MAP Growth assessment, and consequently also RIT scores from the Maine Through Year Assessment, do not correspond to any proficiency or achievement levels, such as "at state expectations", "meeting expectations", or "approaching" (Does MAP Growth have proficiency or performance levels?). RIT scores do not measure whether a student has mastered grade-level standards. Instead, RIT scores provide a comparison, through the norms, to the performance of other students at the same grade level or of a student's current performance to their past performance (i.e., growth). Another way to think of this is that many states have different state standards, emphasizing different skills to different degrees of complexity at different grade levels, and so we can't assume that proficiency means the same thing in all states, even if the students may have the same RIT score.

RIT scores are, however, sometimes used to calculate ***projected*** proficiency. Projected proficiency indicates the *likelihood*, based on probability, that a student would score as proficient on a state's spring summative

assessment. Many, but not all, states have a linking study with NWEA to match student performance on MAP Growth to student performance on the spring summative assessment. Actual student data is used in these linking studies, and they are different for every state. There is no linking study, however, for the State of Maine. Instead, projected proficiencies for Maine students have relied on a default linking study, which contains no data from Maine students but instead relies on the average of all of the other states' data that do have linking studies. As a result, Maine DOE does not recommend relying heavily on the *projected* proficiencies available in MAP Growth reports.

To measure proficiency, the Through Year Assessment produces a separate score, known as the Maine scale score, in the spring that does measure end-of-year proficiency according to the state standards aligned to the student's grade level. This score doesn't compare a student's performance to the performance of other students (like RIT does); instead, the Maine scale score measures to what degree students are demonstrating the knowledge, skills, and abilities represented in the standards. A student can either meet expectations by adequately demonstrating the knowledge and skills from Maine's grade-level standards or not meet expectations because they cannot yet demonstrate the knowledge and skills.

***Given the change in norms, can we compare Fall 2024 data to Fall 2025 data?***

Yes, absolutely. The first and most important point is that the difficulty level represented by the RIT scale has not changed. A question that was previously aligned to a RIT score of 200 remains aligned to that score on the scale. A student who demonstrated the skills, knowledge, and abilities associated with the RIT scale score of 180 continues to demonstrate the same skills, knowledge, and abilities as they did prior to the new norms.

What is changing are the percentiles, quintiles, and growth projections. To address this, NWEA has retroactively applied the 2025 norms to the MAP Growth reports that you already have access to. This means that, if you printed or downloaded hard copies of MAP Growth reports before the implementation of the new norms in July, you will now see different achievement and growth percentiles, as well as different growth projections, than before. These new norms are based on updated student data nationwide and are a more accurate representation of today's learners.

***Is the state of Maine considering the new 2025 norms and how they might align with the Maine scale score?***
It is important to remember that the Maine scale score is a separate measure of student performance with a different purpose than the RIT scores. The new 2025 national norms apply specifically to RIT scores, not to the Maine scale score. Whereas RIT scores are useful for making comparisons, both between students and between performance for one student over time (i.e., growth), the Maine scale score measures student performance according to the knowledge, skills, and abilities outlined in the grade-level state standards. A student's Maine scale score is not impacted in any way by the performance of other students; the student's performance is being measured against the expectations outlined in the standards, not against the performance of other students.

That being said, following each spring administration the Maine DOE Assessment Team does look at the range of RIT scores and percentiles that align with the cut score for At State Expectations at each grade level in each content area as an informative practice to provide greater insight for our team into student results data statewide. We will continue to do so with the updated norms in Spring 2026.

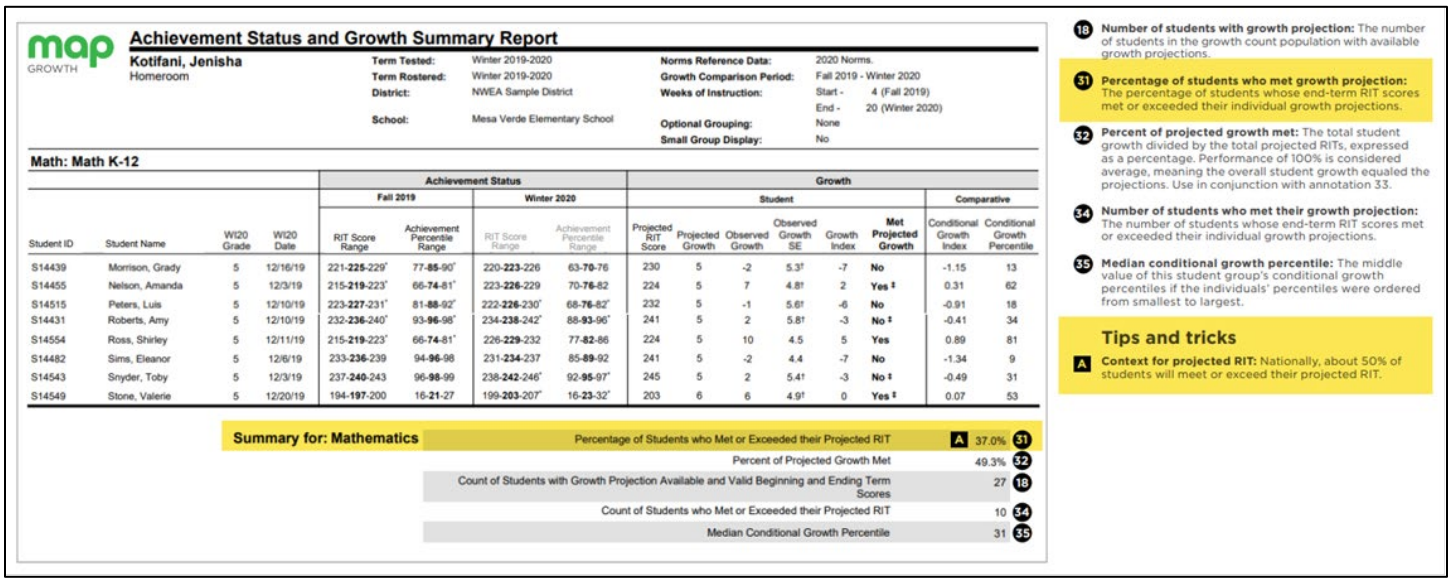
***Based on your 4th grade (250 score) example, does this mean the new Enhanced Item Selection Algorithm is only adaptable 2 grades above now?***
NWEA's psychometricians have confirmed that the new Enhanced Item Selection Algorithm can adapt more than two grade levels above or below the student's enrolled grade.

***Will you all announce (via email) when the updated training materials are "live"?***
Periodic updates will be sent to recipients of the Maine Through Year and Maine Science Assessments email updates as resources and reports become available. If you would like to receive these updates, please reach out to Krista.Averill@maine.gov.

***I am new to this role. My school board is asking me for a % of students who made progress on NWEA last year, they are aware of number on level, above, etc. but they would like to know a percentage of students who made individual progress. I love this, as progress is progress, but I am unsure how to collect that data.***

MAP Growth reports are your best resource for looking at student growth data via RIT score results. In order to integrate Maine Through Year Assessment RIT score data into MAP Growth reports, schools must roster their students in the MAP Growth platform each term prior to the close of the administration window.

The Achievement Status and Growth Summary Report (screenshot below) provides the percentage of students who met or exceeded their projected RIT. It is helpful to note the context for projected RIT, highlighted in the screenshot under "Tips and tricks": Nationally, about 50% of students will meet or exceed their projected RIT.



map GROWTH

**Achievement Status and Growth Summary Report**

Kotifani, Jenisha
Homeroom

Term Tested: Winter 2019-2020
Term Rostered: Winter 2019-2020
District: NWEA Sample District
School: Mesa Verde Elementary School

Norms Reference Data: 2020 Norms
Growth Comparison Period: Fall 2019 - Winter 2020
Weeks of Instruction: Start - 4 (Fall 2019); End - 20 (Winter 2020)
Optional Grouping: None
Small Group Display: No

**Math: Math K-12**

| | | | | Achievement Status | | | | Growth | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Fall 2019 | | Winter 2020 | | Student | | | | | | Comparative | |
| Student ID | Student Name | WI20 Grade | WI20 Date | RIT Score Range | Achievement Percentile Range | RIT Score Range | Achievement Percentile Range | Projected RIT Score | Projected Growth | Observed Growth | Observed Growth SE | Growth Index | Met Projected Growth | Conditional Growth Index | Conditional Growth Percentile |
| S14439 | Morrison, Grady | 5 | 12/16/19 | 221-225-229 | 77-85-90 | 220-223-226 | 63-70-76 | 230 | 5 | -2 | 5.3† | -7 | No | -1.15 | 13 |
| S14455 | Nelson, Amanda | 5 | 12/3/19 | 215-219-223 | 66-74-81 | 223-226-229 | 70-76-82 | 224 | 5 | 7 | 4.8† | 2 | Yes ‡ | 0.31 | 62 |
| S14515 | Peters, Luis | 5 | 12/10/19 | 223-227-231 | 81-88-92 | 222-226-230 | 68-76-82 | 232 | 5 | -1 | 5.6† | -6 | No | -0.91 | 18 |
| S14431 | Roberts, Amy | 5 | 12/10/19 | 232-236-240 | 93-96-98 | 234-238-242 | 88-93-96 | 241 | 5 | 2 | 5.8† | -3 | No ‡ | -0.41 | 34 |
| S14554 | Ross, Shirley | 5 | 12/11/19 | 215-219-223 | 66-74-81 | 226-229-232 | 77-82-86 | 224 | 5 | 10 | 4.5 | 5 | Yes | 0.89 | 81 |
| S14482 | Sims, Eleanor | 5 | 12/6/19 | 233-236-239 | 94-96-98 | 231-234-237 | 85-89-92 | 241 | 5 | -2 | 4.4 | -7 | No | -1.34 | 9 |
| S14543 | Snyder, Toby | 5 | 12/3/19 | 237-240-243 | 96-98-99 | 238-242-246 | 92-95-97 | 245 | 5 | 2 | 5.4† | -3 | No ‡ | -0.49 | 31 |
| S14549 | Stone, Valerie | 5 | 12/20/19 | 194-197-200 | 16-21-27 | 199-203-207 | 16-23-32 | 203 | 6 | 6 | 4.9† | 0 | Yes ‡ | 0.07 | 53 |

| Summary for: Mathematics | | |
|---|---|---|
| | Percentage of Students who Met or Exceeded their Projected RIT | A 37.0% 31 |
| | Percent of Projected Growth Met | 49.3% 32 |
| | Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores | 27 18 |
| | Count of Students who Met or Exceeded their Projected RIT | 10 34 |
| | Median Conditional Growth Percentile | 31 35 |

18 **Number of students with growth projection:** The number of students in the growth count population with available growth projections.

31 **Percentage of students who met growth projection:** The percentage of students whose end-term RIT scores met or exceeded their individual growth projections.

32 **Percent of projected growth met:** The total student growth divided by the total projected RITs, expressed as a percentage. Performance of 100% is considered average, meaning the overall student growth equaled the projections. Use in conjunction with annotation 33.

34 **Number of students who met their growth projection:** The number of students whose end-term RIT scores met or exceeded their individual growth projections.

35 **Median conditional growth percentile:** The middle value of this student group's conditional growth percentiles if the individuals' percentiles were ordered from smallest to largest.

**Tips and tricks**

A **Context for projected RIT:** Nationally, about 50% of students will meet or exceed their projected RIT.

From Hailey Westphal, NWEA Lead Solution Delivery Consultant: [Alternately] if you would like to use RIT scores for that information you can calculate the percentage of students who made progress by pulling the Student Progress Report in MAP. Look for how many students met or exceeded their projected growth, then divide by the total tested. Example: 120 out of 200 = 60% showed growth. The District Summary Growth Report also provides a broader view across schools or grades. It shows the percentage of students who met or exceeded growth targets by subject and grade.

***Where are the trainings available for teachers on how to understand and use this data- both the RIT and the Maine scale scores?***

*Maine Through Year Assessment: A Balanced Approach*

Topics:

- Maine Through Year Assessment as part of a balanced assessment system
- Assessment model: summative and interim components, new enhanced item selection algorithm

Offerings:

- Monday, September 15, 3:00-4:30 PM (Register)
- Monday, September 22, 12:00-1:30 PM (Register)

*Maine Through Year Assessment: Fall Interim Reports*

Topics: An overview of Maine Through Year Assessment fall interim reports, including RIT, Student, and Report Export in Acacia, as well as MAP Growth reports

Offerings:

- Monday, September 22, 3:00-4:00 PM (Register)
- Wednesday, October 15, 12:00-1:00 PM (Register)

## Maine Science

### Additional Resources

- Maine Science Support
- Scoring and Reporting Resources

### Question/Comment

***I'm brand new in my role. How do I know if I have a KITE account?***

You can access the Kite Reporting Platform at https://educator-testlet.kiteaai.org/AART/logIn.htm. Your username would be your email address; if, after clicking, "request password" you receive a notification that there is no account associated with your email address, please reach out to Krista.Averill@maine.gov.

## NAEP & International

### Resource

- NAEP Frequently Asked Questions
- NAEP Assessment Schedule
- Nation's Report Card Website
- NAEP Data Explorer
- NAEP Questions Tool - with released items by subject, grade, and year (includes sample student responses, scoring, and result data as applicable)
- NAEP Item Maps – with released items by subject, grade, and year

### Questions

***What is the timeline for the transition of NAEP to Apple/iOS devices?***

At this time, the goal for NAEP administration on schools devices using iOS operating systems is to be fully operational for 2028. Updates pertaining to the progress with this transition including field tests and/or pilot studies will be provided as information is provided to the Assessment Team and Maine DOE.

## ACCESS & Alternate ACCESS (English language proficiency)

### Resource

- Information related to the annual English Language Proficiency Assessment, can be found on the Maine DOE/ACCESS webpage: English Language Proficiency Assessments | Department of Education (maine.gov)

### Questions

***What's the timeline for getting the reports from the state that provide information about whether students have met their ACCESS growth target? In the past, we received these as school-specific PDF forms - is there any way we can get these in a different format? Our SAU is currently tracking the percentage of ML students who are meeting their annual growth targets.***

The information in the ELP indicator report around target year, target growth, actual growth, etc.

Penny Henry on the Data Team is working on that data right now. We just received our final ACCESS data file from DRC on August 4. The reason is we had three late corrections to the file for three students, which causes a downstream effect. Following receipt of the file, our Data Team validates the data. Following that Penny Henry and Brett Molin, who is in charge of our Data Warehouse, can work on getting the ELP indicator data ready for our districts.

I do not have final information around the format but Brett Molin, Data Warehouse Manager, has been working on an ELP Dashboard. The intent is that the ELP indicator data will be available to you via the dashboard for the students in your SAU and you would be able to download the data, for example as a CSV file. I will need to reach out to him to see if we have an updated timeline. I know they are working to get it out as fast as possible.

## MSAA (Math/ELA and Science)

### Resource

- Information related to the Multi-State Alternate Assessment can be found on the Maine DOE/MSAA webpage: MSAA | Department of Education (maine.gov)

### Questions

*No questions at this time.*