



MAINE DEPARTMENT  
OF EDUCATION (DOE)

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# Assessment Lunch & Learn Office Hours

**November 13, 2024**

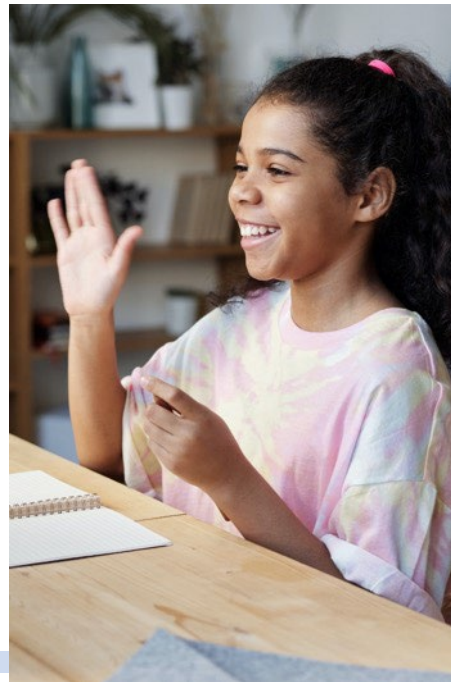
Please post questions you may have in the chat box – we will work to answer them during the session and add them to a Q&A document.

We will begin shortly.

**Presented by:** The Assessment Team



# Mission & Vision



**To promote the best learning opportunities for all Maine students by providing information, guidance, and support to our schools, educators, and leaders and by providing adequate and equitable school funding and resources.**



# The Maine DOE Assessment Team

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Jodi Bossio-Smith, Director of Assessment

Krista Averill, Assessment Coordinator

Daniella Crone, Office Specialist

Mechelle Ganglfinger, Assessment Coordinator

Leah Jarvis, Business Analyst

Dr. Regina Lewis, NAEP State Coordinator

## Today's Agenda

- ☐ Assessment data visualization work
- ☐ Maine Through Year: Adaptivity and Difficulty vs. Grade Level Alignment
- ☐ Maine Science
- ☐ National and International Assessments
- ☐ ACCESS & Alternate ACCESS: Timeline and Next Steps
- ☐ MSAA
- ☐ Questions & Answers

# Assessment Data Visualization

*Joining us today is Maine DOE Data Warehouse  
Coordinator Brett Molin*

# Maine Through Year Assessment

# 2024-25 Through Year Assessment Schedule

## Fall 2024 (Required)

September 16 – October 25, 2024

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

## Winter 2025 (Optional)

January 6 – February 14, 2025

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

## Spring 2025 (Required)

April 14 – May 30, 2025

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

# Questions Around Adaptivity

Examples:

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

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

# Maine's Through Year Assessment Model

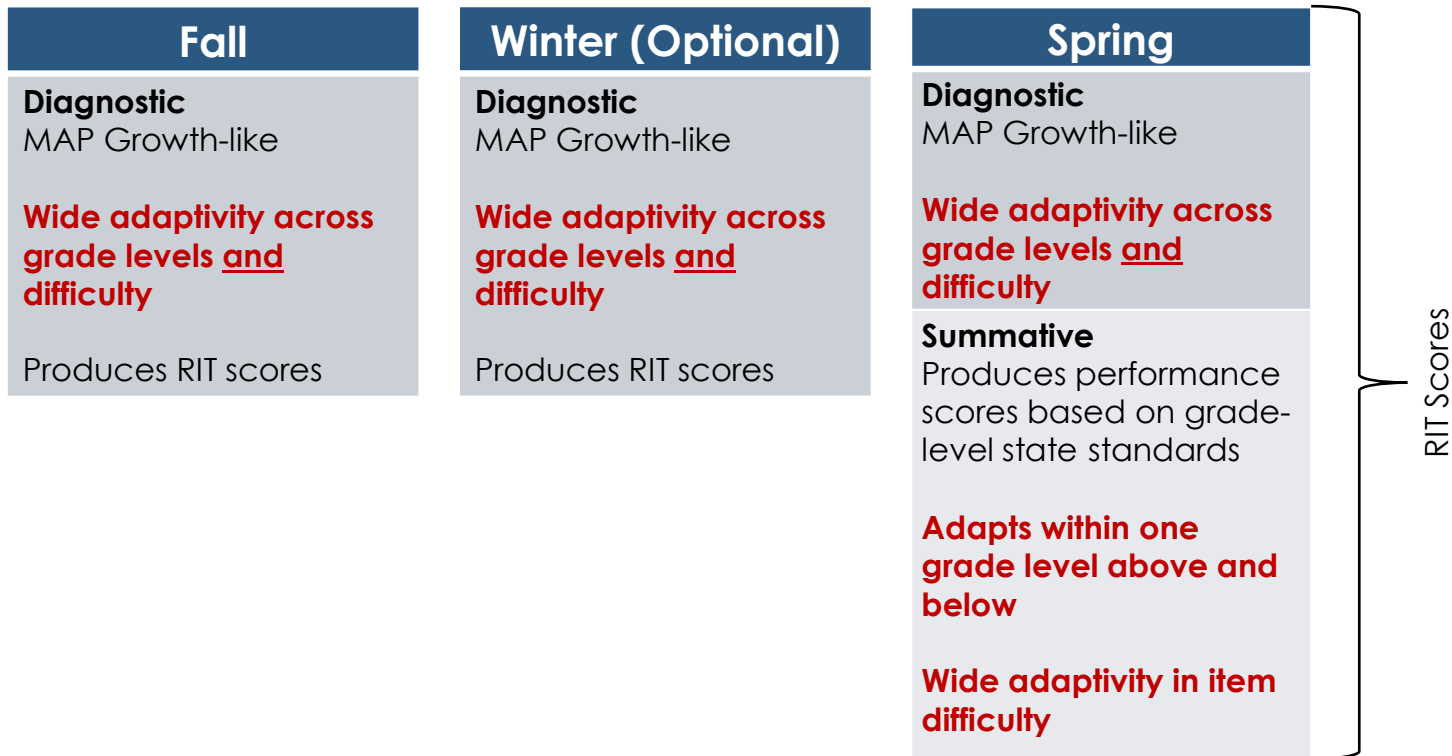
Fall	Winter (Optional)	Spring
Diagnostic	Diagnostic	Diagnostic
		Summative



# Maine's Through Year Assessment Model

Fall	Winter (Optional)	Spring
<b>Diagnostic</b> MAP Growth-like	<b>Diagnostic</b> MAP Growth-like	<b>Diagnostic</b> MAP Growth-like
<b>Wide adaptivity across grade levels <u>and</u> difficulty</b>	<b>Wide adaptivity across grade levels <u>and</u> difficulty</b>	<b>Wide adaptivity across grade levels <u>and</u> difficulty</b>
Produces RIT scores	Produces RIT scores	<b>Summative</b>

# Maine's Through Year Assessment Model



# Difficulty vs. Grade Level Alignment

Grade Level Alignment

Difficulty

# Difficulty vs. Grade Level Alignment

## Grade Level Alignment

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

## Difficulty

# Difficulty vs. Grade Level Alignment

## Grade Level Alignment

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

## Difficulty

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

# Difficulty vs. Grade Level Alignment

## Grade Level Alignment

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

## Difficulty

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

*NWEA Talking Point:* **Grade level alignment does not determine difficulty.**

There does not exist a one-to-one correlation between the two. They are determined separately of one another.

# Example 1: Reading Passages

Approximately 15 reading passages proposed for high school item development:

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

**Grade Level Alignment**

**Difficulty**

# Example 1: Reading Passages

Approximately 15 reading passages proposed for high school item development:

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

## Grade Level Alignment

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

## Difficulty

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



# Example 2a: Sample Items (Grade 3)

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

## 3.NBT.A.2

Subtract. Enter the answer in the box.

$$350 - 96 =$$

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

# Example 2a: Sample Items (Grade 3)

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Subtract. Enter the answer in the box.

$$350 - 96 =$$

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

## 3.OA.D.8

Use the information to answer the question.

Javier's photo album fits 9 pictures on each page. He filled 7 pages and has some pictures on page 8.

Which could be the total number of pictures that Javier has in the album?

- ☐ A. 50
- ☐ B. 58
- ☐ C. 66
- ☐ D. 74

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

# Example 2b: Sample Items (Grade 4)

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

## 4.NF.B.3b

What are two different ways to represent  $\frac{4}{7}$ ? Move numbers to the boxes to make two true equations.

$$\frac{4}{7} = \frac{\boxed{\phantom{000}}}{7} + \frac{\boxed{\phantom{000}}}{7} + \frac{\boxed{\phantom{000}}}{7}$$

$$\frac{4}{7} = \frac{\boxed{\phantom{000}}}{7} + \frac{\boxed{\phantom{000}}}{7}$$

1      2      3      4      5      6      7      8      9

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

# Example 2b: Sample Items (Grade 4)

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

## 4.NF.B.3b

What are two different ways to represent  $\frac{4}{7}$ ? Move numbers to the boxes to make two true equations.

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1      2      3      4      5      6      7      8      9

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

## 4.OA.A.3

Use the information to answer the question.

Ana collected 37 eggs. Her sister collected 3 times as many eggs as Ana. A carton holds 12 eggs.

What is the fewest number of cartons needed to hold all of the eggs?

cartons

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

# Example 2c: Sample Items (Overlap)

RIT bands for items aligned to different grade levels overlap.

## 3.OA.D.8

Use the information to answer the question.

Javier's photo album fits 9 pictures on each page. He filled 7 pages and has some pictures on page 8.

Which could be the total number of pictures that Javier has in the album?

- ☐ A. 50
- ☐ B. 58
- ☐ C. 66
- ☐ D. 74

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

## 4.NF.B.3b

What are two different ways to represent  $\frac{4}{7}$ ? Move numbers to the boxes to make two true equations.

$$\frac{4}{7} = \frac{\boxed{\phantom{000}}}{7} + \frac{\boxed{\phantom{000}}}{7} + \frac{\boxed{\phantom{000}}}{7}$$

$$\frac{4}{7} = \frac{\boxed{\phantom{000}}}{7} + \frac{\boxed{\phantom{000}}}{7}$$

1      2      3      4      5      6      7      8      9

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

# Example 3: Individual Student Item Breakdown

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

**Item Position:** Order the questions were received by the student

Item Position
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15

# Example 3: Individual Student Item Breakdown

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

**Item Position:** Order the questions were received by the student

**Item Grade:** Grade-level alignment

Item Position	Item Grade
1	Grade 07
2	Grade 02
3	Grade 02
4	Grade 04
5	Grade 04
6	Grade 05
7	Grade 06
8	Grade 03
9	Grade 03
10	Grade 03
11	Grade 04
12	Grade 03
13	Grade 07
14	Grade 07
15	Grade 06

# Example 3: Individual Student Item Breakdown

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

**Item Position:** Order the questions were received by the student

**Item Grade:** Grade-level alignment

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

0: Medium difficulty

-3: Very easy

+3: Very difficult

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



# Example 3: Individual Student Item Breakdown

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

**Grade 2:** -1.6 to -0.6

**Grade 3:** 0.9 to 1.7

**Grade 4:** -0.2 to 1.9

**Grade 5:** 1.2 to 1.9

**Grade 6:** 1.3 to 2.0

**Grade 7:** -1.6 to 2.0

**Grade 8:** 2.1

**NWEA has a HUGE item bank. This example is limited to 42 total items.**

Within the item bank, we would expect to see ranges as large as those for grade 7 across most grade levels.

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

# Register for Fall 2024 and Winter 2025 NWEA PL Offerings

## Student-Centered Assessment Literacy\*

- Session 1: What is assessment literacy? What helps make assessment practices and processes matter to students?
  - January 16, 3:00-4:30 PM
- Session 2: Which structures and strategies support a culture of learning? How do you use classroom assessment tools to build assessment literacy?
  - November 14, 3:00-4:30 PM
  - January 30, 3:00-4:30 PM

*\*Participants may attend either session or both sessions. Attendance at session 1 is not necessary for attendance at session 2.*

# Register for Fall 2024 and Winter 2025 NWEA PL Offerings

## Applying Classroom Assessment Standards\*

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

## Using Achievement Level Descriptors to Ensure Classroom Rigor

- February 27, 3:00-4:30 PM

*\*Participants may attend either session or both sessions. Attendance at session 1 is not necessary for attendance at session 2.*

# Maine Through Year Assessment:

## *Whom do I contact?*

### NWEA Maine Partner Support

(855) 430-1777

[techsupport@nwea.org](mailto:techsupport@nwea.org)

- Technical issues with the Acacia platform
- Technical issues with the State Solutions Secure Browser
- Technical issues with the MARC (MAP Growth) platform, including rostering in MARC

### Maine DOE MEDMS Support Team

[MEDMS.Support@maine.gov](mailto:MEDMS.Support@maine.gov)

(207) 624-6896

- Help determining if a student is eligible for the Maine Through Year Assessment, based on information entered by the SAU into Synergy

### Maine DOE Assessment Team

[Krista.Averill@maine.gov](mailto:Krista.Averill@maine.gov)

(207) 215-6528

- Questions related to assessment content, accessibility, scoring, and reporting
- Policy-related questions
- Any problems that NWEA Maine Partner Support or the MEDMS Support Team are not able to resolve – For NWEA Partner Support, if you have a case number, please provide.

# Maine Science Assessment

# Maine Science Assessment

## *Reporting*

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

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

Resources:

- [Reporting Platform Guide](#)
- [Score Interpretation Guide](#)

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





# Maine Science Assessment: *Whom do I contact?*

## Kite Service Desk

[Kite-support@ku.edu](mailto:Kite-support@ku.edu)

(855) 277-9752

- Accessing reports from Spring 2023 and Spring 2024

## Maine DOE Assessment Team

[Krista.Averill@maine.gov](mailto:Krista.Averill@maine.gov)

(207) 215-6528

- Questions related to assessment content, accessibility, scoring, and reporting
- Policy-related questions
- Any problems that Kite Service Desk is not able to resolve

Please note that the ADAM platform is closed to Maine SAUs/schools until early spring.

# Maine Science Assessment

*Looking Ahead to Spring 2025:*

*Manuals and guides will be posted when finalized*

## Changes to the Administration

- ALL Grade Levels: Removal of Session 4 (Student Questionnaire)
- High School ONLY: Sessions 1, 2, and 3 reduced from 60 minutes each to 50 minutes each





## Administration Schedule

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

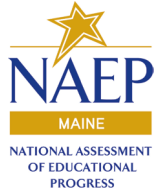
# National and International Assessments

Wrapping up 2024 and moving forward

# National and International Assessments – NAEP 2025

	Long-Term Trend 			Field Test 				
Sample Level	National			National			Puerto Rico	
Grade or Age	Age 13	Age 9	Age 17	4	8	12	4	8
Subject (s)	<div><div><div><div>+</div><div>−</div></div><div><div>÷</div><div>×</div></div></div><div></div></div> Math and Reading			<div><div><div><div>+</div><div>−</div></div><div><div>÷</div><div>×</div></div></div><div></div></div> Math and Reading			<div><div><div><div>+</div><div>−</div></div><div><div>÷</div><div>×</div></div></div> Math</div>	
Devices	Paper-based Assessment			School and NAEP devices				
Number of Sessions	1 or 2			2 (1-2 if school devices)				
Students per Session	25 or 50			25 (25-50 if school devices)				
Session Duration	90 minutes			120 minutes				
Questionnaires	School			Student, Teacher, and School				
Assessment Window	Oct 7 – Dec 13, 2024	Jan 6 – Mar 14, 2025	Mar 17 – May 23, 2025	Jan 27 – Mar 7, 2025				

# National and International Assessments - NAEP



*Preparations for Main/State NAEP 2026 are underway expect changes related to use of student devices!*

**NAEP 2025:** Long Term Trend Age 13 administration window is open

**NAEP 2024:** Date of results released to be announced later this month

## **\*\*Reminder: NAEP Updates**

- Field Study 2025
- Operational 2026
- New Mathematics and Reading Frameworks 2026
- New Science Framework 2028

# **ACCESS and Alternate ACCESS**

Maine's general and alternate assessments of English language proficiency

Coordinator: Mechelle Ganglfinger

# ACCESS Timeline

11/21/24 - 2/28/25: WIDA AMS test setup available for registrations

12/12/24 - 12/13/24: SAUs receive materials boxes

12/12/24: Additional materials ordering open to SAUs through February 21<sup>st</sup> 2025

- **Assessment Window: January 6<sup>th</sup> – February 28<sup>th</sup> 2025**

3/11/25: SAU deadline for return of secure and test materials to DRC.

4/30/25: Reports available in WIDA AMS

5/16/25 - 5/19/25: Printed reports available in SAUs

# Receiving & Ordering Materials

- The upload of the student pre-ID file has been completed. Districts will receive initial shipment of test materials based on this information 12/12/24-12/13/24.
- Please check to ensure all materials received match the packing lists included in your boxes. Remember all materials are secure and will need to be returned in the yellow boxes in which they were received.
- If additional materials are needed including paper version of the assessment orders can be placed through the WIDA secure portal.
  - To place a new order, select an administration, district, and the district-level ordering site from the drop-down menus, and click Add Order
  - In the Additional Materials Entry grid, enter quantities for the additional materials the district requires. When you are finished, click Submit (or Cancel to cancel the process)



# NEO Contacts Update

The NEO contacts list now has a new primary contact field: Directors/Coordinators of Multilingual Programs. Please make sure that as your district is updating NEO contacts for this school year, your information is included in that field.



The screenshot displays the 'Maine DOE Contact Search' interface. At the top, the header includes the Maine DOE logo, the text 'Contact Search', and 'From Maine Department of Education'. Below the header is a 'Dashboard' link. The main content area is titled 'Primary Contacts' and features a 'Select Primary Contact Type' dropdown menu. The dropdown menu is open, showing a list of roles: 'Please Select', 'Director of Health Services', 'Director of Operations', 'Director of Student Activities', 'Director of Technology', 'Director/Coordinator of Multilingual Programs' (highlighted with a yellow arrow), 'Director/Supervisor of Food Service', 'Dropout Prevention Coordinator', and 'ESSA Coordinator'. On the left side of the interface, there are links for 'New Search', 'Export to Excel', and 'Go to top'.

# Annual Training

Maine DOE recommends Test Administrators certify or recertify annually before administering ACCESS assessments, by completing the appropriate trainings courses below:

- Online ACCESS for ELLs: Administration
- Paper ACCESS for ELLs: Administration
- Speaking for Grades 1-5 (and/or 6-12): Scoring  
ACCESS Paper and WIDA Screener
- Kindergarten ACCESS for ELLs: Administration and Scoring
- WIDA Alternate ACCESS: Administration and Scoring



# Upcoming Professional Development Opportunities

## Maine DOE Assessment Team Webinar

### Accessibility Features and Accommodations on the ACCESS Assessment

Monday, December 2, 2024, 3:00pm-4:00pm

**Presentation Description:** Participants will be provided with guidance on the selection and administration of Administrative Considerations, Universal Tools, and Accommodations available on the ACCESS assessment.

## Upcoming WIDA Assessment Webinars

- ☐ **Managing Student Information for ACCESS Testing** Thursday, November 14 at 2:00pm-2300pm
- ☐ **WIDA Alternate ACCESS for New Test Administrators** Tuesday, November 19 at 2:00pm-3:00pm

Learn more and add these upcoming webinars to your calendar on the [Webinars](#) page (login required)

# WIDA ACCESS & Alternate ACCESS

## *Whom do I contact?*

### WIDA Client Services Center

1-866-276-7735

[Help@WIDA.us](mailto:Help@WIDA.us)

- WIDA Secure Portal account creation
- Assessment training modules
- Self-paced e-learning resources

### Data Recognition Corporation (DRC)

1-855-787-9615

[WIDA@datarecognitioncorp.com](mailto:WIDA@datarecognitioncorp.com)

- WIDA AMS account creation
- Technical issues with the WIDA AMS platform, including finding students, assigning accommodations, and creating test sessions
- Technical issues with the installation of the DRC lockdown browser

### Maine DOE Assessment Team

(207) 242-4244

[mechelle.ganglfinger@maine.gov](mailto:mechelle.ganglfinger@maine.gov)

- Questions related to assessment coordination, administration, and accessibility
- Policy-related questions
- Fixing a student who appears on your assessment roster in NEO but does not appear in WIDA AMS
  - *Please wait at least 36 hours after making the update in Synergy.*
- Any problems that WIDA and DRC Customer Services are unable to answer

# MSAA

Maine's alternate assessments based on alternate academic achievement standards in reading, math and science (AA-AAAS)

Coordinator: Mechelle Ganglfinger



# 2024-2025 Important Dates

2/18/25

MSAA System goes live for Spring 2025. Maine DOE will create the SAU TC accounts within the MSAA Platform. Training Modules for TCs and TAs available in the MSAA System.

3/1/25

Final check by MSAA TC to communicate with local data manager, administrative assistant or appropriate colleague to confirm that all students who are eligible for alternate assessment participation via the IEP have been accurately flagged in Synergy State Edition.

3/10/25 – 4/25/25

Administration window for the Multi-State Alternate Assessment [MSAA] in ELA/Literacy, Math, and Science.

7/14/25 - 9/5/25 Online reporting window for 2025 MSAA and MSAA Science.

# Multi-State Alternate Assessment

## *Whom do I contact?*

### MSAA Service Desk

866-834-8879

[MSAAServiceCenter@cognia.org](mailto:MSAAServiceCenter@cognia.org)

[Live Chat available](#)

- Issues with the platform
- Questions around account permissions/creation
- Mandatory training modules and quiz
- Help logging in

### Maine DOE Assessment Team

(207) 242-4244

[mechelle.ganglfinger@maine.gov](mailto:mechelle.ganglfinger@maine.gov)

- Questions related to assessment coordination, administration, and accessibility
- Policy-related questions
- Fixing a student who appears on your assessment roster in NEO but does not appear in the MSAA Platform
  - *Please wait at least 36 hours after making the update in Synergy.*
- Any problems that MSAA Service Desk is unable to answer

**Assessment Team  
Lunch 'n' Learn Office Hours**

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**Q&A**





Stay Connected!

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## Find Us Online!



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