UNDERSTANDING THE DIFFERENCE: THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS AND THE MAINE THROUGH YEAR ASSESSMENT

The National Assessment of Educational Progress (NAEP) and the Maine Through Year Assessment are different tests with different purposes. Both are used as single measures of student achievement. As we work toward improving education for all students, it is important to understand the similarities and differences between these tests.

	NAEP	Maine Through Year Assessment
Purpose	• The NAEP measures student performance across the nation over time.	The Maine Through Year Assessment measures student achievement toward meeting Maine's assessment standards in English Language Arts and Mathematics.
Participants	• A random sample of students in grades 4 and 8 • In 2024, approximately 1,700 Maine students participated in the NAEP per subject (Reading or Mathematics) per grade level (grades 4 and 8). • Federal law requires all states that receive Title I funds to participate in the NAEP Reading and Mathematics assessments at the 4th- and 8th-grade levels every other year.	• All students in grades 3 through 8 and once in high school (at grade 10) in the public elementary and secondary schools, in charter and magnet schools, and in all private schools approved for tuition whose school enrollments include at least 60% publicly funded students • Approximately 85,000 students in total participate.
Administration Window	NAEP Reading and Mathematics assessments required under the Every Student Succeeds Act (ESSA) are administered once every two years between the months of January and March.	The Maine Through Year Assessment is administered three times per year—in the fall, winter, and spring. The winter administration is optional at the discretion of Maine school administrative units (SAUs).
Standards/ Frameworks	Based on the NAEP subject frameworks	Based on Maine's assessment standards in English Language Arts and Mathematics

	NAEP	Maine Through Year Assessment
Subjects	- Mathematics (required, grades 4 and 8) - Reading (required, grades 4 and 8) *Note: Students are assessed in one subject.*	- Mathematics - Reading *Note: Students are assessed in both subjects.*
Testing Time	- Between 1.5 to 2 hours in total - Students must finish in one day.	- Between .75 and 1.5 hours per subject - Students can take multiple days to finish.
Administration Mode	Students utilize either their school device or a NAEP-provided device. *Read more about device/OS requirements here: eNAEP Download Center.*	Students utilize their school device. *Read more about device/OS requirements here: The Maine Through Year System and Technology Guide.*
Reporting	- Results are reported at the state and national levels. - There are no individual student, school, or SAU results provided. Additionally, families of participating students do not receive any reports. - Results are reported as average scale score estimates, meaning the average performance of students overall in the two subjects/two grade levels. - NAEP has developed proficiency levels that exceed national grade level expectations. "NAEP Proficient" is not equivalent to grade-level proficiency. - Monitor student performance over time in the U.S. using a consistent instrument - Report trends in student achievement over time for student groups *Note: The National Center for Education Statistics (NCES), which administers the NAEP, cautions against making policy decisions or suggesting causal relationships based on NAEP state score estimates.*	- Results are reported for all students and for student subgroups. - Families and schools receive individual student reports. - Results are reported at the student, school, SAU, county, and state levels. - School-, SAU-, and state-level results are publicly released in the Maine Report Card, also known as the Maine ESSA Dashboard. - Measure performance of students, student groups, schools, and SAUs - Measure growth in learning from fall to spring - Evaluate school and student progress as a part of Maine's Model of School Supports - Provides diagnostic results to improve classroom teaching and learning