**MSAA Office Hours**

**March 9, 2022**

**Questions & Answers**

**Q: Can students be added to the MSAA after the 3/1/2022 date?**

Students cannot be added or removed after this date to calculate participation in alternate assessments for the school year 2021/22. Students not in the alternate assessment snapshot should participate in the “general” assessment which for the spring of 2022, would be the NWEA assessment.

**Non-related MSAA Questions posed:**

**Q: What is the progress made by the Department in reporting assessment results in a way that those of us that are most familiar with using NWEA have determined success criteria for our students. (I was hoping to create an agenda item for the March 23rd meeting to consider. If this is not possible, please let me know what venue I must consider prior to that meeting. I am hoping that this request will be recorded in the notes attached to the recording.)**

During the [English Language Arts (ELA) standards review process conducted in 2019](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.maine.gov%2Fdoe%2Flearning%2Fcontent%2Fela%2Freview&data=04%7C01%7CJanette.Kirk%40maine.gov%7Cc302adb9831349e17cfd08da02b46da8%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0%7C0%7C637825271217391771%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=T8vgR0AzcvWIqMXalk1POc%2Fm5nXHvvNIFJOZTQq5o6U%3D&reserved=0) as required under [Title 20-A §6209 (4)](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.mainelegislature.org%2Flegis%2Fstatutes%2F20-a%2Ftitle20-Asec6209.html&data=04%7C01%7CJanette.Kirk%40maine.gov%7Cc302adb9831349e17cfd08da02b46da8%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0%7C0%7C637825271217391771%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=8u8jZbKJIjPmvHl2HkdAxKEp6%2Fx58Z3%2FgMVAZNWQEbY%3D&reserved=0) the ELA standards were revised. The standards review steering committee and workgroup members were comprised of active ELA educators from across the state, representative of all facets of PK-20 education. Due to the COVID-19 pandemic, the implementation and rollout of the standards were postponed. This resulted in changes to reports within the NWEA MARC platform during the summer of 2021 when the MAP Growth assessment was updated to align to the revised ELA MLRs and standards. The current reports within the NWEA MARC platform, reflect the instructional standards as outlined in the Maine Learning Results (MLRs) for ELA.

The reports within the NWEA MARC platform align with the revised ELA MLRs and standards contained within them providing a direct correlation between the standards utilized for instruction, the assessment related to the standards, and the subsequent performance of students in relation to the revised ELA MLR standards. For SAUs who have utilized the NWEA assessment locally for an extended period, this has presented challenges regarding continuity of reporting and subsequent development, review, and revision of student goals. As outlined in professional learning and technical assistance sessions offered through Maine Curriculum Leaders (MCLA) and across the state by Maine DOE ELA content specialists, standards have not been removed from the revised ELA MLRs rather, they’ve been streamlined to reflect the transference of learning across all forms of text. This streamlining included combining standards of similar nature or intent and eliminating standards that are redundant or do not serve the overall purpose of the ELA vision. At the middle and high school grades, the standards were collapsed into bands instead of grade levels. Individual Crosswalks have been developed for grades K-5 and shared to outline the changes and to provide support for educators in identifying the correlation between the prior and revised standards.

This shift in reporting structure mirrors the shift and revisions to the ELA MLRs and is a process in which NWEA engages with all its partners. The reporting structure for the MAP reports is a product of the version of the MAP Growth assessment aligned to specific state standards that students are taking. Since Maine students are no longer taking the CCSS aligned version of MAP Growth, the former reporting structure is not available. In short, a “drop-down” for the CCSS reporting structure is not possible due to the aligned MLR version of MAP Growth students are taking.

The Maine DOE and assessment team continues to listen to educators to ensure state-administered assessments are relevant and provide actionable and timely data to inform necessary decision-making. Although the Department is required to ensure that the ELA assessment is aligned to Maine’s ELA standards, the reports within the NWEA MARC platform are not federally required or mandated. Of course, all SAUs and the state is required to continue to share assessment data information with stakeholders and families as applicable.