Maine Through Year Assessment

Reading and Math

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Through Year Model

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What is a Through Year Model?

Fall	Winter	Spring
Personalized to each student's readiness to learn the state's content standards **on, below, or above** the student's grade level.	Using **prior** performance, the assessment picks up from the student's fall results to provide a **personally adaptive** assessment of each student's performance on the state's content standards, adapting **on, below, or above** the student's grade level.	Using **prior** performance, the assessment picks up from the student's winter, or fall, results, and adaptively measures grade-level learning expectations and **proficiency**, as well as providing a final **personalized** assessment of student knowledge against content standards **on, below, or above grade** level.
Growth (via RIT)		
		On-grade **proficiency**

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Maine's Through Year Model

Fall	Winter (Optional)	Spring
Diagnostic MAP Growth-like Produces RIT score	**Diagnostic** MAP Growth-like Produces RIT score	**Diagnostic** MAP Growth-like Produces RIT score
		Summative Produces performance score based on state standards Meets federal peer review requirements

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Why are we making this change?

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Comparing the MAP Growth Assessment to a Through Year Model

BOTH the MAP Growth and Through Year assessments…

- Are developed by NWEA
- Are adaptive assessments containing questions above, on, and below grade level
- Produce a norm-referenced RIT score for measuring growth over time
- Take approximately one-hour for the average student to complete each subject area (reading and math)

The Through Year Assessment ALSO…

- Has a spring summative portion that provides the ability to produce a criterion-referenced performance score
- *Personally* adapts the diagnostic portion of the assessment in the winter and spring based on the student's previous assessment results
- Meets all federal requirements for state assessments

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Assessment Pre-Administration & Administration

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Resource: Maine DOE Through Year Assessment Webpage

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

- Calendar
- Science
- Math & ELA / Literacy
- English Language Proficiency
- National & International Assessments
- Resources
- Security
- Technical Assistance
- Family Resources
- Assessment Results
- Reports

Maine Through Year Assessment: Math & Reading

What's New!

Access to the Acacia (Maine Through Year Assessment) platform opened on Monday, April 3. You can access the Acacia platform by logging into the NWEA MAP platform and clicking "Maine Through Year" in the left-hand menu.

What is assessed?

- Maine's accountability standards: the Common Core State Standards in Reading and Math

Who participates in the Maine Science Assessment?

- Students in grades 3-8 and 2nd year of high school

What is the format of the assessment?

- Online (Paper-based forms are available as an accommodation per an IEP or 504 plan.)

When is the assessment given?

- Two untimed sessions (Reading and Math)
- Spring: May 1-26, 2023
- NOTE: The fall and spring administrations of the Through Year Assessment are required. The winter administration remains optional.

Through Year Assessment Checklist

Please see the April PD Calendar for information on virtual professional learning opportunities. Brief descriptions of each session can be found by clicking the registration links in the calendar.

Transition to the Maine Through Year Assessment - Updated March 22, 2023

Resources for Maine Through Year Assessment

Item Type Samplers

STAY IN THE KNOW!

Subscribe to the MEA Listserv

Subscribe to the Alternate Assessment Listserv

Subscribe to ESL Communication

When you subscribe to the above links, you will receive periodic information from our coordinators as information becomes available.

Contact

Krista Averill
Assessment Coordinator
207-215-6528

krista.averill@maine.gov

NWEA Maine Partner Support

(855) 430-1777

7:00 a.m. - 8:00 p.m. EST

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Resource: Maine NWEA Connection Page

https://connection.nwea.org/s/maine-connection?language=en_US

nwea CONNECTION

Home | Support | MAP Suite Help Center | Product Logins | NWEA.org | Search... | Log in

About the Maine Through Year Assessment

The Maine Through Year Assessment in Reading and Mathematics is developed to provide teachers, students, and parents with information on student learning strengths and needs throughout the year, as well as student performance according to Maine's accountability standards, the Common Core State Standards.

Students in grades 3-8 and second year of high school participate in the Maine Through Year Assessment. The exception to participation would occur in cases involving students with the most significant cognitive disabilities who have been found eligible for alternate assessments via the IEP Team Process. Only about 1% of all publicly funded Maine students in grades eligible for assessment participate in an alternate assessment. The rest of the student population (approximately 99%) participate in the Maine Through Year Assessment.

NWEA is the provider of the printed and online versions of the Maine Through Year Assessment through NWEA's assessment platform, Acacia. The Spring 2023 assessments are available in the following formats: online, paper and large print (print on demand) and braille (order). Paper-based forms are an accommodation per the student's IEP or 504 Plan; they are assigned via the student registration process and entered in the online platform by a proctor or scribe. NWEA will provide electronic copies of paper forms in Reading and Mathematics for schools to download and print and will ship braille forms requested via student registration.

Select your role to access your resources

- Assessment Coordinator
- Technology Coordinator
- Teacher/Proctor
- Parent/Student

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Testing Dates

Spring 2023 Maine Through Year Assessment:
May 1 – 26, 2023

Need Help?

- Contact Maine Partner Support

Training Resources

- ME Through Year Assessment Administration Training video
- Maine Through Assessment Administration Training slide deck
- Q&A from Spring 2023 Administration Training

Maine: Reset, Move or Swap Requests

- Form to request reset, move or swap
- Reset, move or swap process flow

Quick Links

- Maine DOE website: Maine Through Ye

Chat with an Expert

Resource: Maine NWEA Partner Support

Questions for Krista Averill, Maine DOE

- Assessment policy, including assessment security, participation, and accountability
- Accommodations
- Availability of MAP Growth reports
- School and District Assessment Coordinator Responsibilities
- Assessment blueprint and design

Krista.Averill@maine.gov or (207)215-6528 (Please leave a message if I am unable to answer.)

Questions for NWEA Maine Partner Support

- System and technology requirements
- Technical aspects of the Acacia and MAP platforms, including rostering, user roles, and registration

(855) 430-1777 (7am-8pm)

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Pre-Administration: System Requirements

System Requirements

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State Solutions

Category	Requirements
Devices	**Desktop**: Windows, macOS **Laptop**: Windows, Chromebook, macOS **Tablets**: iPad (5th, 6th, 7th, and 8th generation), Windows (except Windows RT)
Operating systems	**Windows 10**: versions 1803, 1809, 1903, 1909, 2004, 20H2, 21H1, 21H2. Windows 10 S is not supported **Windows 11**: version 21H2 **ChromeOS**: Release channel only; version 96 or later **macOS**: 10.15, 11, 12. **Note**: macOS 10.14 is no longer supported **iOS**: 14, 15. **Note**: iOS 13 is no longer supported. The app will not function on iOS 13
Processors	**Windows**: Intel x86 (32 or 24 bit) **Chrome OS***: Any **macOS**: Intel-based models, M1 **iOS**: Any *Google is committed to not disabling Chrome apps until all standardized assessment providers are fully migrated onto an alternative solution and have had sufficient time to test their applications.

NWEA State Solutions System & Technology Guide

System Requirements, continued

Memory	**Windows**: 2 GB (4 GB recommended) **Chrome OS**: 2 GB (4 GB recommended) **macOS**: 2 GB (4 GB recommended) **iOS**: 1 GB (2 GB recommended)
Minimum screen size	9.5 inches for all devices
Minimum screen resolution	1024 x 768 for all devices Note: Most displays require no scaling. Windows sets display scale to 100%.
Keyboard	Physical keyboard recommended for assessments with essays. Wired keyboard and mouse are strongly recommended.
Headphones	Recommended for assessments with audio or for students with TTS accommodations. **Sound Mode**: Stereo Earpiece: Double Driver Unit Size: 32 mm **Frequency Response**: 20 – 20000 Hz **Impedance**: 32 ohms

System Requirements, continued

Platform system requirements

The management and reporting insights platform is supported on the latest versions of the following browsers:

- Google Chrome™
- Mozilla® Firefox®
- Mozilla Firefox LTS
- Microsoft® Edge™
- Safari®
- Safari on iPad®

The website is optimally viewed using a 1280 x 1024 screen resolution. System functionality and screens may display, operate, or appear differently in different browsers and operating systems.

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Pre-Administration

- Roster file from Maine DOE
- Registration happens at the SAU/school level
  - To download a registration file pre-loaded with your students' roster information, go to Operational Reports in the Acacia (Maine Through Year Assessment) platform
  - Example: assigning designated supports & accommodations to students

- Preparing students:
  - Item type sampler
  - Short videos to demonstrate student experience

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Pre-Administration: DAC Responsibilities

- Work with technology coordinators to prepare devices
- Attend a NWEA Administration Training (March 16 or 21) or watch the recording posted on our website
- Read the Assessment Coordinator Guide
- Schedule the assessments
- Complete registration activities
- Enter student supports and accommodations
- Distribute assessment materials
- Lead School Assessment Coordinator orientation:
  - District schedule
  - Procedures for distribution, storage, and collection of assessment materials
  - Assessment security
  - Proctor orientation

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Administration: Overview

- Flexible schedule
- In-person administration
- Student experience: 1 cohesive spring assessment
- Increased accessibility features

Proctor/Administrator Responsibilities

BEFORE

- Review the Proctor User Guide and Assessment Administration Manual
- Read the Assessment Security Handbook and/or watch the Assessment Security Training video (start at 2:30)
- Assessment Security and Student Data Privacy Agreement
- Prepare the room

DURING

- Universal tools
- Standardized assessment conditions
- Report any issues during assessment to School Assessment Coordinator (SAC)

AFTER

- Collect and return assessment materials to SAC

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Administration: Proctoring in the Platform

- Login to MARC (MAP Growth) platform
- Click "Maine Through Year" in the lefthand menu
- Test ticket driven assessment
- Monitoring the assessment:

- Student Assessment Status:

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Administration: Resets

Assessment "resets" erase all student progress and generate a new test ticket.

All resets require Maine DOE approval.

NWEA has created a form for SAUs to submit their reset request(s), and after the request is received, Maine DOE reviews requests before approval.

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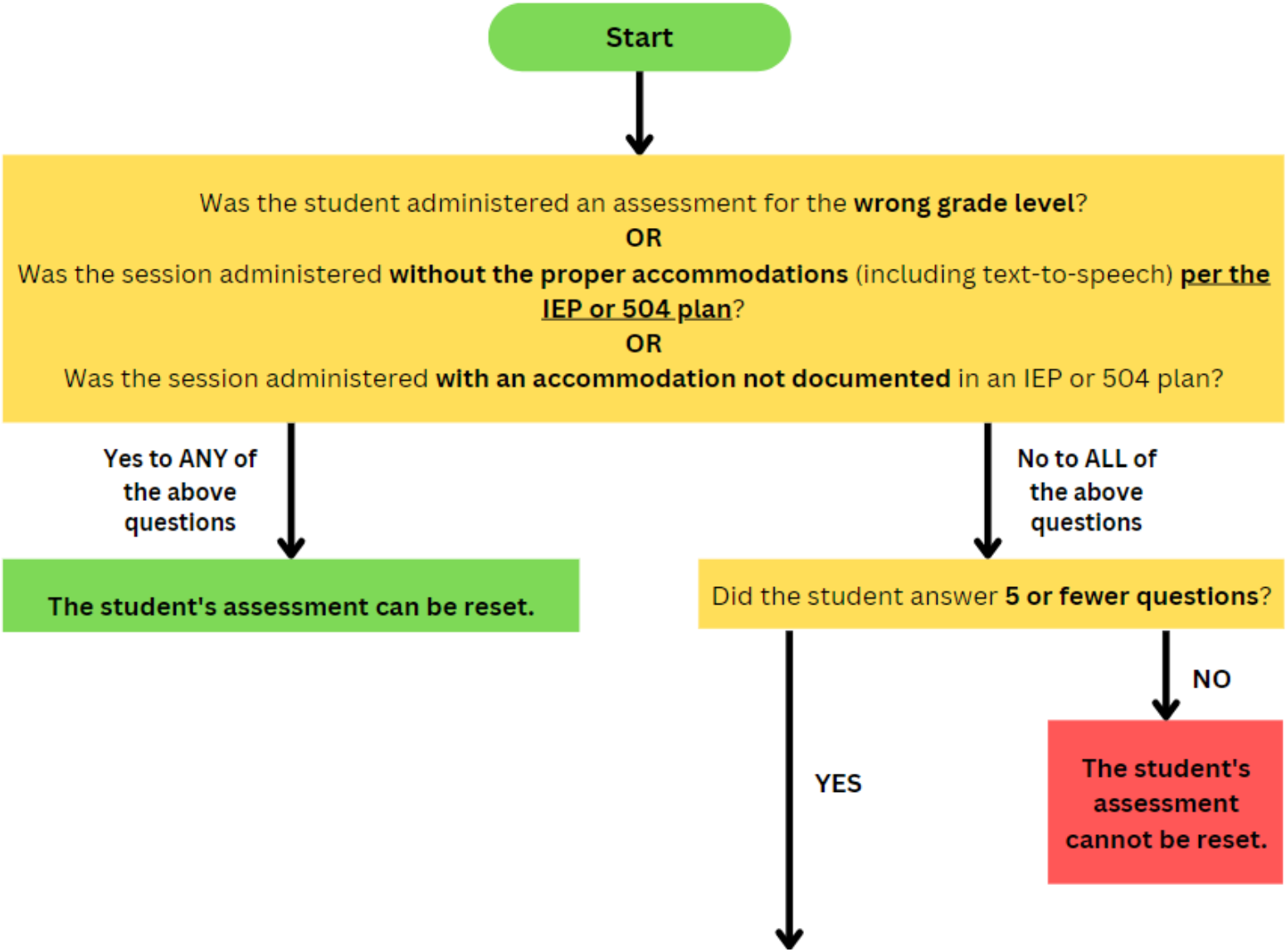
Administration: Resets



See next slide.

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Administration: Resets

5 or fewer questions answered

- Was the student's performance affected by illness?
- Should TTS have been assigned as a designated support, but wasn't?
  - TTS can always be assigned after a student starts an assessment...
  - BUT if TTS is assigned after a student starts the assessment, it will not be fully functional for some gap match and graphic gap match (drag-and-drop) questions.

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Computer Adaptive Testing

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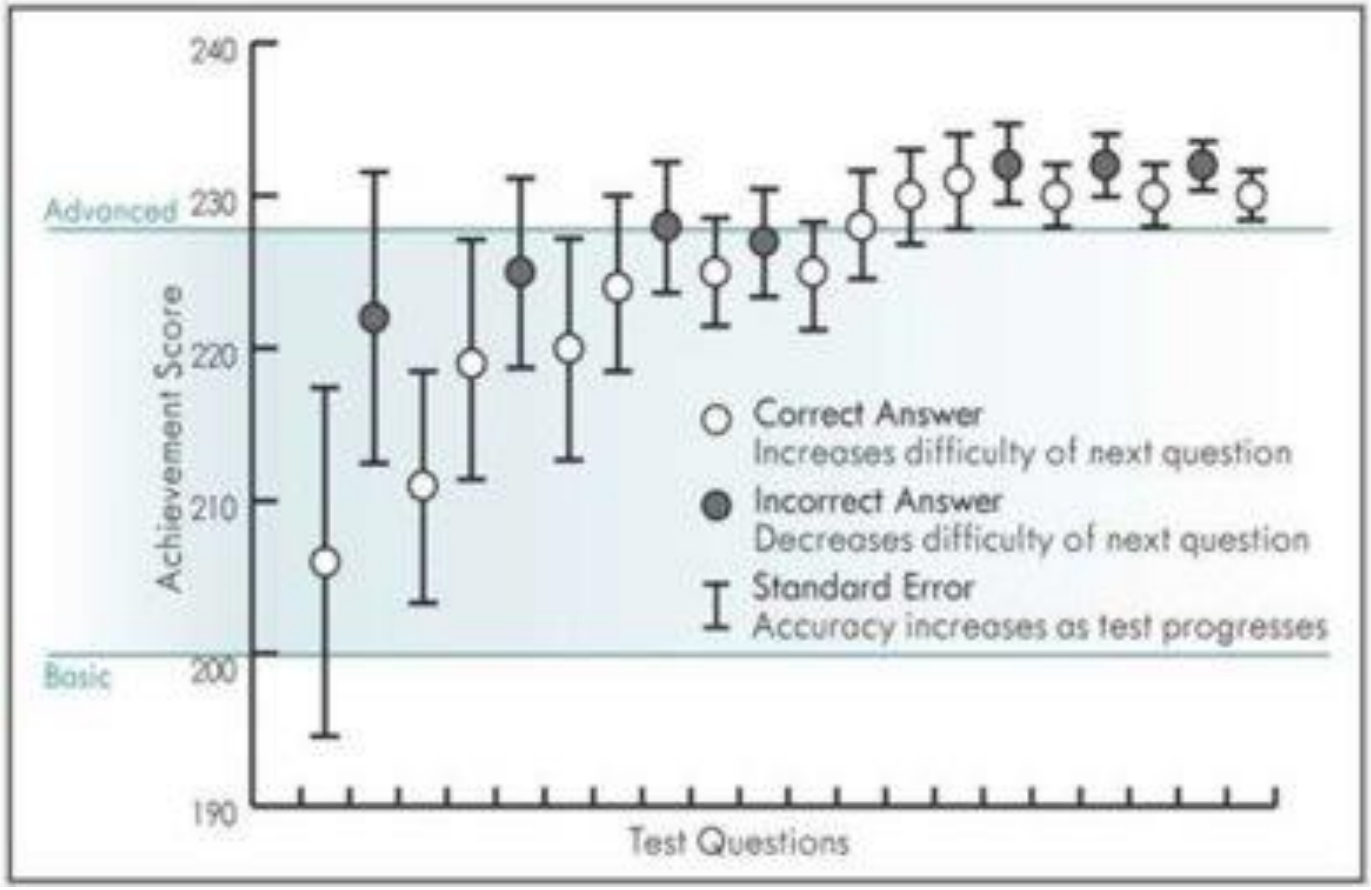
What does it mean for an assessment to be *adaptive*?

Constraint-Based Engine



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Maine's Through Year Model: Grades 3-8

Fall	Winter (Optional)	Spring
Diagnostic MAP Growth-like Produces RIT score **Wide adaptivity**	**Diagnostic** MAP Growth-like Produces RIT score **Wide adaptivity**	**Diagnostic** MAP Growth-like Produces RIT score **Wide adaptivity**
		Summative Produces performance score based on state standards Meets federal peer review requirements **Adaptive within 1 grade level above/below**

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Maine's Through Year Model: Grade 10

Fall	Winter (Optional)	Spring
Diagnostic MAP Growth-like Produces RIT score **Wide adaptivity**	**Diagnostic** MAP Growth-like Produces RIT score **Wide adaptivity**	**Diagnostic** MAP Growth-like Produces RIT score **Wide adaptivity**
		Summative Produces performance score based on state standards Meets federal peer review requirements **Fixed Form**

We do not **yet** have enough grade 10 summative items to create an adaptive summative form this spring.

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Scoring and Reports

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Maine's Through Year Model

Fall	Winter (Optional)	Spring
Diagnostic MAP Growth-like **Produces RIT score**	**Diagnostic** MAP Growth-like **Produces RIT score**	**Diagnostic** MAP Growth-like **Produces RIT score**
		Summative **Produces performance score based on state standards** Meets federal peer review requirements

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RIT Scores & Instructional Areas

- Comparable to RIT scores from MAP Growth assessment

Reading RIT Score Instructional Areas (Reporting Categories)	
MAP Growth: CCSS 2010 V4	
Literary Text	Students read literary texts closely to determine key ideas and details, inferences, theme, and literary elements. Students will also analyze author's purpose, text structure, points of view, and texts with similar topics/themes.
Informational Text	Student read informational texts closely to determine key ideas and details, inferences, central ideas, and to summarize main ideas. Students will also analyze and compare how texts are structured, various representation of ideas, claims and supporting evidence, and author's purpose and/or point of view.
Vocabulary	Students will focus on using context, Greek and Latin affixes, and reference materials in order to find the meaning of words, including general academic and domain-specific vocabulary. Students will interpret figurative language, understand the relationship between words, and distinguish between connotations and denotations.

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Math 3-5 RIT Score Instructional Areas (Reporting Categories)	
MAP Growth: CCSS 2010 V2	
Operations and Algebraic Thinking	Students represent and solve problems involving the four operations and build skills related to patterns. Students also gain understanding of factors, multiples, the properties of multiplication, as well as the relationship between multiplication and division.
Numbers and Operations	Students compare the values of numbers and build place value understanding of whole numbers and decimals. Students also perform operations with whole numbers, fractions, and decimals to solve real-world and mathematical problems.
Measurement and Data	Students represent and interpret data. Students also solve problems involving measurement and conversion of measurements. Lastly, students understand concepts of area, perimeter, volume, and angles.
Geometry	Students classify shapes by their properties and graph points on the coordinate plane to solve real-world and mathematical problems.

Math Grades 6+ RIT Score Instructional Areas (Reporting Categories)	
MAP Growth: CCSS 2010 V2	
Operations and Algebraic Thinking	Students solve real-life and mathematical problems using numerical and algebraic expressions and equations, as well as linear and quadratic functions.
The Real and Complex Number Systems	Students use ratio reasoning and units to solve problems. Students also use properties of rational and irrational numbers and reason quantitatively.
Geometry	Students solve real-world and mathematical problems involving length, angle measure, area, surface area, and volume. Students also apply and prove geometric theorems. Finally, students understand geometric constructions as well as congruency and similarity transformations.
Statistics and Probability	Students use statistical measures to summarize distributions. Students also understand random sampling, comparative inferences, and probability models. Lastly, students investigate patterns of association as well as represent and interpret data and linear models.

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General Achievement Level Descriptors

Well-Below State Expectations	Below State Expectations	At State Expectations	Above State Expectations
On this assessment, students at this achievement level **demonstrate limited understanding of the knowledge and skills** necessary at this grade level, as specified in the Common Core State Standards. The students ***need substantial academic support*** to be prepared for the next grade level and to be on track for college and career readiness.	On this assessment, students at this achievement level **demonstrate partial understanding of the knowledge and skills** necessary at this grade level, as specified in the Common Core State Standards. The students ***need additional academic support*** to be prepared for the next grade level and to be on track for college and career readiness.	On this assessment, students at this achievement level **demonstrate the knowledge and skills** necessary at this grade level, as specified in the Common Core State Standards. The students ***are prepared*** for the next grade level and are on track for college and career readiness.	On this assessment, students at this achievement level **demonstrate advanced understanding of the knowledge and skills** necessary at this grade level, as specified in the Common Core State Standards. The students ***are well prepared*** for the next grade level and are well prepared for college and career readiness.

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Achievement Level Explorer Tool

https://ald-explorer.nwea.org/

CURRENTLY VIEWING:

Partner: State of Maine

Grade: Grade 3

Subject: Math

Below State Expectations

Students currently at the **Below State Expectations** level should continue learning skills at this level and start learning skills at the **At State Expectations** level.

Geometry

3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

- Determines rhombuses, rectangles, or squares out of other quadrilaterals.
- Determines shared attributes among rhombuses, rectangles, and/or squares.
- Does not require students to use/know the terms parallel, parallelogram, or perpendicular.

3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape

At State Expectations

Students currently at the **At State Expectations** level sho
learning skills at this level and start learning skills at the **A**
Expectations level.

Geometry

3.G.A.1 Understand that shapes in different catego
rhombuses, rectangles, and others) may share attri
four sides), and that the shared attributes can define a la
(e.g., quadrilaterals). Recognize rhombuses, rectangles, a
examples of quadrilaterals, and draw examples of quadri
do not belong to any of these subcategories.

- Sorts rhombuses, rectangles, and squares out of other quadrilaterals based on shared attributes. May include sorting.
- Draws/creates examples of rhombuses, rectangles, an
- Does not require students to use/know the terms para parallelogram, or perpendicular.

3.G.A.2 Partition shapes into parts with equal areas. Expr
each part as a unit fraction of the whole. For example, pa

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Reporting

- Through Year Assessment (Acacia) platform:
  - Basic RIT score information
  - Summative assessment Maine performance score and achievement level
  - Data aggregated at district and school levels or displayed at the student level
  - Student demographics

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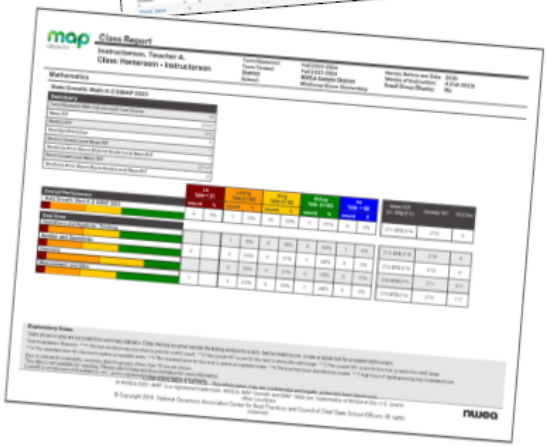
MAP Growth Reports

Integrating State Test Results into MAP Growth Reports



- As part of our commitment to creating quality reports that inform instructional learning, NWEA State Solutions is launching an initiative to provide partners with MAP Growth reports that incorporate RIT-related data generated from the state assessment. These reports will be available to Maine educators in the fall of 2023.
- RIT-related state test results in MAP Growth reports will continue as a standard feature beginning in the fall 2023 assessment window.
- The data on MAP Growth reports will not include proficiency scores tied to accountability measures; data for accountability will continue to be reported in Acacia Reports.
- We are excited to share specific details and visuals on what to expect from these reports by mid-March.

Note –

- We expect all MAP Growth Reports except the Learning Continuum to be available.
  - The Learning Continuum uses MAP Growth Learning Statements, which are not aligned to the state assessment design.
  - Reports that leverage the Learning Continuum and/or Learning Statement results will not display this information.

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MAP Growth Reports "Toolkit"

- Overview
- Frequently Asked Questions
- Condensed Reports Portfolio

Option 1: Roster Students in MAP Growth Before May 26	**Option 2: Do NOT Roster Students in MAP Growth Before May 26**
The State of Maine rosters your students in the Acacia (Maine Through Year Assessment) platform.	The State of Maine rosters your students in the Acacia (Maine Through Year Assessment) platform.
You receive preliminary student RIT score results in the Acacia platform in July 2023 in a csv file (i.e., spreadsheet).	You receive preliminary student RIT score results in the Acacia platform in July 2023 in a csv file (i.e., spreadsheet).
You receive Maine-specific scaled scores and achievement levels (Well Below, Below, At, and Above State Expectations) in fall 2023 in the Acacia dynamic reporting system. Basic RIT information is also included in these reports.	You receive Maine-specific scaled scores and achievement levels (Well Below, Below, At, and Above State Expectations) in fall 2023 in the Acacia dynamic reporting system. Basic RIT information is also included in these reports.
You have access to MAP Growth reports with spring 2023 RIT score data in August 2023. MAP Growth reports provide more detailed RIT score information than the Acacia reports.	*You **do not have access** to MAP Growth reports containing spring 2023 RIT score data.*

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Accessibility Features

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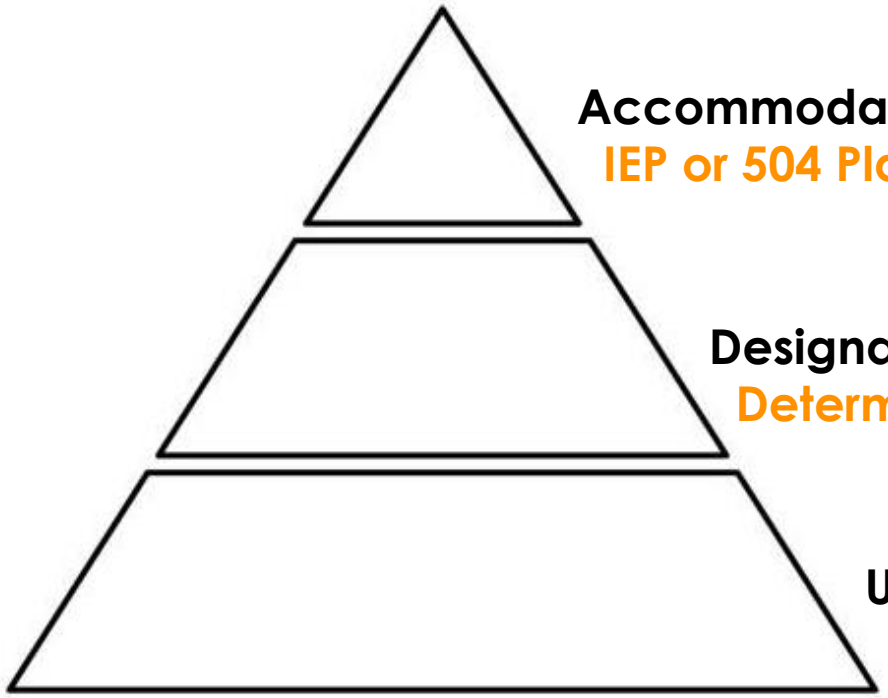
Types of Accessibility Features



Accommodations
IEP or 504 Plan ONLY

Designated Supports
Determined on an Individual Basis

Universal Tools
All Students

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Universal Tools: All Students

Embedded Universal Tools	Non-embedded Universal Tool
Provisions within the assessment platform automatically provided to ALL students Examples: • Zoom • Line reader • Answer eliminator Best way to prepare students is to explore tutorials and take practice tests	**Scrap/scratch paper**: • Unlined paper • Lined paper • Blank graph paper • Erasable whiteboards • AT device

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Math Reference Sheet

- Embedded Universal Tool on the Through Year Assessment in Mathematics
- Available to all grade levels

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Mathematics Formula Sheet

Perimeter

The perimeter of a polygon is equal to the sum of the lengths of its sides.

Circumference of a Circle

$C = \pi d$ or $C = 2\pi r$

$\pi \approx 3.14$

Area

Triangle	$A = \frac{1}{2}bh$
Rectangle	$A = bh$ or $A = lw$
Circle	$A = \pi r^2$

Surface Area

The total area of the 2-dimensional surfaces that make up a 3-dimensional object.

Volume

Right Rectangular Prism	$V = lwh$ or $V = Bh$
Right Prism	$V = Bh$
Cylinder	$V = \pi r^2 h$
Cone	$V = \frac{1}{3}\pi r^2 h$
Sphere	$V = \frac{4}{3}\pi r^3$
Pyramid	$V = \frac{1}{3}Bh$

Slope Formula

$m = \frac{y_2 - y_1}{x_2 - x_1}$

Linear Equation

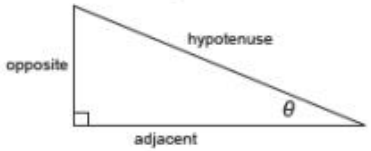
$y = mx + b$

Pythagorean Theorem

$a^2 + b^2 = c^2$

Definition of Trigonometric Functions

For $0° < \theta < 90°$,



$\sin\theta = \frac{\text{opposite}}{\text{hypotenuse}}$

$\cos\theta = \frac{\text{adjacent}}{\text{hypotenuse}}$

$\tan\theta = \frac{\text{opposite}}{\text{adjacent}}$

Mean

$\bar{x} = \frac{x_1 + x_2 + x_3 + \ldots + x_n}{n}$

Interquartile Range

$IQR = Q_3 - Q_1$

The difference between the third quartile and first quartile of a set of data.

Standard Deviation

$\sigma = \sqrt{\frac{(x_1 - \bar{x})^2 + (x_2 - \bar{x})^2 + \cdots + (x_n - \bar{x})^2}{n}}$

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Designated Supports

- Increase accessibility without altering the construct of any assessment item
- Determined on an individual basis by an educational team, for example (but not limited to) as part of…
  - Multi-Tiered System of Supports (MTSS)
  - Response to Intervention (RTI)
  - Individual Language Acquisition Plan (ILAP)
  - Student Assistance Team
- **For assigning designated supports, a team is two or more education professionals with knowledge of a student's performance.**
- **Supports must be consistent with the student's normal routine during classroom instruction.**
- Supports are entered into the assessment platform by either the School or District Assessment Coordinator

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Designated Supports:
Determined on an Individual Basis

Embedded Designated Support	Non-embedded Designated Supports
Text-to-Speech (TTS) • Provision within the platform that must be assigned to the student • Should be consistent with the student's normal routine during classroom instruction • Will not read the Reading Passages on the Reading assessment	**Individual/Separate Setting**
	Small Group Setting
	Alternate Aids/Supports
	Bilingual Word Glossary for MLs
	Mathematical Supports (Math ONLY)

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Accommodations

Accommodations are changes in procedures or materials that are used to increase equitable access during the assessment **for students with documentation of the need on an Individualized Education Plan (IEP) or 504 Plan**.

Accommodations are entered into the assessment platform by the School or District Assessment Coordinator.

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Accommodations: 504 Plans or IEPs ONLY

Accommodations
Paper-Based + Large Print
Braille
American Sign Language
Read Aloud/Human Reader
Scribe
Calculator Use (Math ONLY)
Grades 6+ Read Aloud/Human Reader *for Reading Passages* (Reading ONLY)

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Continued Use of MAP Growth

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Spring 2023

MAP Growth	Maine Through Year Assessment
No assessment window limitations	Assessment window: May 1st – 26th
RIT score data within 24 hours	In spring 2023 only, delayed RIT score data with an anticipated delivery date of July 2023 due to comparability studies and standard setting
RIT Instructional Areas based on the Maine Learning Results (2022-23 academic year)	RIT Instructional Areas based on the CCSS and consistent with the national MAP Growth assessment
Extended assessment seat time: 45 – 55 minutes per MAP Growth assessment and 55 – 60 minutes per Through Year Assessment*	55 – 60 minutes per Through Year Assessment*
Option to administer the Language Usage assessment	No Language Usage assessment option
Continued compatibility with MAP Accelerator and Instructional Connections	Not yet compatible with MAP Accelerator or Instructional Connections
No additional cost to SAUs/schools in Spring 2023	No cost to SAUs/schools

*Assessment seat times represent the average seat time. Individual students will take varying amounts of time to complete the assessments.

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Future Academic Years (2023-24 and beyond)

- Maine DOE will not prevent SAUs and schools from purchasing the MAP Growth product

- "Off grades:" K-2, 9, 11, and 12
  - Allows for the maintenance of longitudinal data from early elementary through high school

- Grades 3-8 and 2nd year of high school
  - Unique cases
  - “Double testing”

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Questions?

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