



## NWEA and Maine Standards Q&A

NOTE: These questions are regarding the Common-Core aligned tests and NWEA has updated the assessments for Maine to be aligned to new Maine state standards - ME Learning Results: Parameters for Essential Instruction in [Mathematics](#) and [English Language Arts](#).

### **Q: Can the growth target ever get us to grade level?**

**A:** Growth projections indicate how much growth we might expect to observe, on average, from a given student. They are 50<sup>th</sup> percentile growth projections, meaning about half of students show growth greater than the projection and half less.

These projections are not goals to get students to the 50<sup>th</sup> achievement percentile, but help project the average amount of growth we have seen in similar students. If students meet their growth projections, they will likely remain at a similar achievement percentile and maintain their place in line relative to other students. In order to improve their place in line, to improve their achievement level, they would need to show growth higher than the growth projection.

### **Q: How is the proficiency number set for Maine?**

**A:** MAP Growth data are norms-based, so information and results provided are based on comparisons to similar students nationwide.

### **Q: To what extent are your items common-core aligned? How do you know? Have there been any outside companies that have shown alignment to the common core that you have not hired?**

**A:** Our items on the CCSS MAP Growth tests are tightly aligned to CCSS standards. Here's a press release on an alignment study that was conducted by EdMetric: <https://www.nwea.org/blog/2018/study-concludes-map-growth-items-align-common-core-state-standards/>

For additional info please see *Item Development for Common Core-aligned MAP Growth assessments*.

### **Q: What percentage of the items are multiple choice or multiple select?**

**A:** Here is the composition of our item pool by item type:

Math	
Choice	59%
Choice Multiple	5%

Composite	2%
Gap Match	15%
Graphic Gap Match	1%
Hot Text	1%
Text Entry	17%

Reading	
Choice	77.5%
Choice Multiple	2.9%
Composite	18.1%
Gap Match	1.3%
Hot Text	0.3%

MAP for Reading tests include a range of passage types and 47% of our items are part of sets. The item distribution in our adaptive assessment pool ensures that passage-based items address the range of grade-level standards. Passage and item specifications are written to address specific text types and associated CCSS in reading. Item distribution targets are passage-specific and are designed to achieve a balance of items that address the breadth and depth of the reading standards.

Grade levels are assigned to passages and items based on quantitative and qualitative measurements of text complexity and grade-level appropriateness. Passage acquisition efforts have focused on increasing informational texts at the upper grades, as the CCSS require. To increase the breadth and depth of multicultural literature that students encounter in our assessments, NWEA follows a strategic plan to continuously acquire additional works, both fiction and nonfiction, written by authors of varied cultures and life experiences. In addition to seeking literature that reflects diverse cultural experiences, NWEA will also select writings that are exceptionally well crafted and worthy of in-depth study. Literature of this caliber should lend itself to close reading and analysis, providing opportunities for students to examine an author's craft. Whether informational or literary, such texts should exhibit: a clear and effective structure; freedom from issues of bias or sensitivity or required background knowledge; a development of ideas that is detailed and thorough rather than superficial; relevant evidence, reasoning, and concrete details; rich and varied language displayed through style, syntax, diction, figurative language, and other rhetorical devices.

**Q: What percentage of your math items are major work of the grade?**

**A:** 53% of the items are aligned to major work of the grade (~6,000 items).

**Q: Do you have any released items we could look at so we could see to what extent items are aligned to the rigor of the common core?**

**A:** See the [separate] attachments. Some of our Math sample items were added to the Student Achievement Partners' Coherence map. If you would like to see additional sample items, please let us know.