

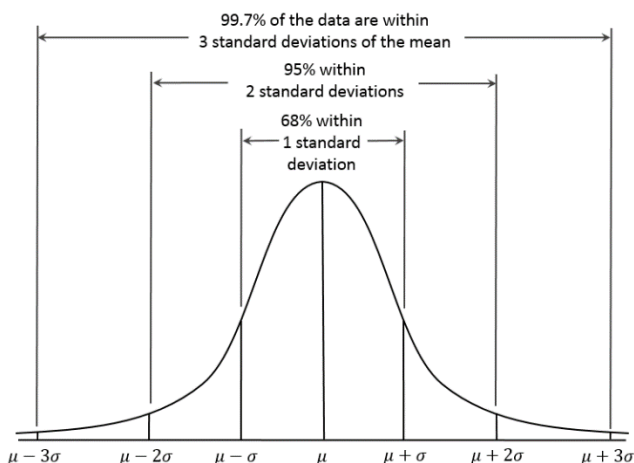
Understanding Maine’s Achievement Levels on the Reading and Math Assessments

What do you need to know? What has changed and why?

Maine’s Use of the NWEA MAP Growth Assessment for Spring 2021 and 2022

In Spring 2021, the NWEA MAP Growth assessment was adopted as an emergency measure during the pandemic to meet schools’ needs for immediate, useful data. NWEA MAP Growth is a norm-referenced assessment that allows for the comparison of a student’s achievement and growth to the expected achievement and growth of students in the same grade level across the nation (NWEA’s 2020 [MAP Growth Normative Data Overview](#)). MAP Growth test scores form a normal distribution. This means that there are more scores in the middle than at the highest and lowest ends, and the scores are not biased to the high or low end. A normal distribution graphed visually creates the familiar "bell curve."

Because NWEA MAP Growth is a norm-referenced assessment, the Department created cut scores based on the national average scores and standard deviations found in NWEA’s [MAP Growth Normative Data Overview](#). Standard deviation (SD) is a measure of how much individual scores differ from the average score. Students whose score fell within one standard deviation of the national average are in the “At Expectations” category. If the performance of students within a school or SAU in spring 2022 fit perfectly with the performance of students at the same grade level in that subject across the nation, we would expect 68% of students to be within the “At Expectations” range and 84% of students to be either “At Expectations” or “Above Expectations.” The achievement level determinations are based on a single “snapshot” of student performance on one spring assessment administration. Student growth is not a factor in the achievement level determinations.



Normal Distribution “Bell Curve” [Source:

https://commons.wikimedia.org/wiki/File:Empirical_Rule.PNG]

CUT SCORE TABLE Examples:

Reading	Spring		At Expectations	Below	Above
Grade	Average	SD	Range		
3	197.12	16.27	180.85 - 213.39	≤180.84	≥213.40
6	215.36	16.03	199.33 - 231.39	≤199.32	≥231.40
10	223.51	18.2	205.31 - 241.71	≤205.30	≥241.72

Math	Spring		At Expectations	Below	Above
Grade	Average	SD	Range		
3	201.08	14.11	186.97 - 215.19	≤186.96	≥215.20
6	222.88	17.47	205.41 - 240.35	≤205.40	≥240.36
10	232.42	21.25	211.17 - 253.67	≤211.16	≥253.68

Maine’s Transition to the Through Year Assessment in Spring 2023

The Maine Through Year Assessment is one assessment with two purposes. It will continue to provide norm-referenced [RIT scores](#) in the fall, winter, and spring. In addition, the spring Through Year Assessment will also include a criterion-referenced, summative portion aligned to state standards to meet federal peer review requirements.

Student performance will be measured on the spring summative portion of the assessment according to four achievement levels: Well Below, Below, At, and Above State Expectations. This will be based on a student’s performance relative to grade-level state expectations as defined in Maine’s accountability standards for Reading and Math, the Common Core State Standards. The [Achievement Level Explorer Tool](#) provides performance expectations for each grade-level standard at each of the four achievement levels. Each question on the summative portion of the Through Year Assessment is aligned to a standard at one of the four achievement levels. The achievement levels from the norm-referenced MAP Growth assessment used in spring 2021 and spring 2022 cannot be compared to the achievement levels from the criterion-referenced, summative portion of the Maine Through Year Assessment.