Maine Through Year Assessment Blueprint

General Summative Blueprint Considerations

The NWEA Through-Year summative blueprints have been created for Maine using the content categories consistent with the MAP Growth Assessment in Reading and Mathematics and aligned to the Common Core State Standards.

Math Summative Blueprint

The blueprints reflect the instructional emphasis of the content at each grade.

Content category	Grade 3	Grade 4	Grade 5
Operations and Algebraic Thinking	23-25%	18-20%	13-15%
Numbers and Operations	33-35%	48-50%	53-55%
Measurement and Data	28-30%	20%	20%
Geometry	13-15%	13-15%	13-15%

Content category	Grade 6	Grade 7	Grade 8	Grade 10
Operations and Algebraic Thinking	25%	20%	48-53%	46-50%
The Real and Complex Number Systems	45%	40%	13-15%	13-15%
Geometry	15%	20%	21-23%	26-30%
Statistics and Probability	15%	20%	13-15%	13-15%

The tables above show that students' skills in the **Numbers and Operations** content category progress as they work with whole numbers less than 1,000 and fractions with a limited set of denominators in grade 3 to decimals and a larger set of fractions in grade 5. After students grasp these skills, the significance of the content category (which is called **The Real and Complex Number Systems** starting in grade 6) gradually lessens as students work with the set of rational numbers in grade 6 to the set of irrational numbers in high school.

Conversely, students' skills in the **Operations and Algebraic Thinking** content category steadily increases as students solve simple two-step problems in context in grade 3 to working with linear and quadratic functions in high school.

For the third content category (I.e., **Measurement and Data** in grades 3-5 and **Statistics and Probability** in grades 6-8 and 10), the percentage remains relatively constant and ranges from 10 to 30 percent. Students' skills gradually progress as they work with picture graphs in grade 3 to scatter plots in high school.

For the **Geometry** content category, the percentage gradually increases from 15 percent in grade 3 as students work with area and perimeter to nearly 30 percent in high school as students work with more complex figures and geometric proofs.

Reading Summative Blueprint

The focus of the Reading blueprints is the weight and breadth of the standards designed to assess literary and informational texts and vocabulary skills. Writing, language knowledge and conventions, and speaking/listening standards will not be assessed.

Content

Reading text content is classified as either literary or informational. The balance of percentages shifts from more literary content to more informational content as the grade-level increases.

Content category	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Literary Text	45-50%	40-45%	35-40%	35-40%	30-35%	30-35%	30-35%
Informational Text	30-35%	35-40%	35-40%	40-45%	45-50%	45-50%	45-50%
Vocabulary	20-25%	20-25%	20-25%	20-25%	20-25%	20-25%	20-25%

Text Complexity

Quantitative data includes concrete measures such as word length or frequency, sentence length, text cohesion, and vocabulary.
This table shows acceptable **Lexile** ranges for each grade.

Grade(s)	Lexile Range*
3	450L – 790L
4–5	745L – 980L
6–8	925L – 1155L
10	960L – 1305L

*These Lexile bands reflect the adaptive nature of the assessments and the need to include a slightly larger range of readabilities than outlined in CCSS Appendix A.

The table below provides acceptable **word count** ranges for each grade.

Grade	Word Count Range
3	200–700
4	200–900
5	300–1000
6	400–1100
7	400–1100
8	400–1200
10	600–1400

Qualitative data includes the following dimensions: meaning/purpose, structure, language, and knowledge demands. NWEA conducts a review of each passage using a Passage Quality Checklist that determines the complexity and suitability for assessment.

Passage Quality Checklist

Title:	Author:	Grade Level or Band:
Lexile:	FK:	Word Count:

Selection Criteria	Comments		

1. **Work worthy of study:**
  a. Accurate content
  b. Lends itself to a close reading and analysis
  c. Provides ample opportunity for examining an author's craft:
    i. Clear and effective structure
    ii. Development of arguments, ideas, characters, plot, setting (etc.) are detailed and thorough rather than superficial
    iii. Relevant evidence, reasoning, and concrete details
    iv. Rich, varied language (style, syntax, diction, rhetorical devices, domain-specific terms)
	☐Yes	☐No	☐Maybe

2. **Free of bias and sensitivity concerns:**
  a. Does not provoke an undue emotional response outside of highly individualized experiences
  b. Represents groups fairly, accurately, respectfully, and without stereotype
  c. Distinguishes traditional behaviors/values from stereotypes
  d. Presents differences and varieties without moral judgment
  e. Does not overgeneralize
  f. Characters are not depicted as victims of/dependent on dominant culture for help/success
	☐Yes	☐No	☐Maybe

3. **Engaging and appropriate for target readers:**
  a. Topics, issues, or arguments are likely to be of interest; OR
  b. Text is engaging
	☐Yes	☐No	☐Maybe

4. **Ideal for assessment:**
  a. Presents multiple opportunities for reading-related questions
  b. Appropriate for grade level given both text complexity and grade-specific standards
  c. Aligned to Common Core standards
	☐Yes	☐No	☐Maybe

5. **Complex text that feels complete:**
  a. Appropriate for grade level or grade band based on quantitative and qualitative measures
  b. Does not require more prior knowledge than would be appropriate at the given grade
  c. Has the sense of a beginning, middle, and end.
  d. Does not require an elaborate contextual introduction
  e. Falls within word count guidelines for grade level or band (with allowance for +/-10%)
	☐Yes	☐No	☐Maybe