

Transition to the Maine Through Year Assessment

Updated January 4, 2023

The Maine Department of Education is committed to our mission of promoting the best learning opportunities for all Maine students by providing information, guidance, and support to our schools, educators, and leaders and by providing adequate and equitable school funding and resources.

New questions and answers are added as they are compiled. The most recent version of this document can always be found at the Maine DOE’s Math & Reading Assessments webpage: https://www.maine.gov/doe/Testing_Accountability/MECAS/NWEA

Table of Contents

Introduction	4
Why are we making this transition from MAP Growth to the Maine Through Year Assessment?	4
What is the difference between the NWEA assessments in the 2021-22 and 2022-23 school years?	4
How did the transition from 3rd year of high school to 2nd year of high school come about for the NWEA assessment?	5
Why are science assessments still being administered in third year of high school?	5
Will a through year assessment be developed for students in grades K-2, 9, or 11?	5
Through Year Assessment Model.....	6
What is a flexible, through year assessment program?.....	6
To which standards will the Maine Through Year Assessment align?	6
What does the transition to the Maine Through Year Assessment mean for my school?.....	6
How will the fall and winter administrations of the Maine Through Year Assessment be different from the spring administration?.....	6
What is the overall assessment design for the spring Through Year Assessment?.....	6
It seems it is the spring test that the state is truly using for assessment. Shouldn't then the fall test be optional because the fall test will stand alone and not compare to anything?	7
Assessment Pre-Administration & Administration	8
UPDATED: What training resources will be available?	8
How will students be rostered for the Maine Through Year Assessment?	8
Does the new Maine Through Year Assessment need to be administered in one sitting?	8
What devices can students use to test?	8

Is setting up an assessment session for the Maine Through Year Assessment like setting up a MAP Growth session?.....	8
Can the Maine Through Year test be administered remotely?	8
Will practice assessments be made available for the Through Year Assessment?	8
Computer Adaptive Testing	9
I have heard that new Through Year Assessment will not be adaptive. Is this true?.....	9
If the assessment for 2nd year high school students will be fixed form, how will a RIT score be generated for each student?	9
Will the fixed form Spring 2023 assessment for high school have all questions in the same order or will they be randomized?	9
Will the paper-based forms and braille forms also be adaptive?.....	9
Scoring and Reports	10
What kinds of scores will be generated by the summative Maine Through Year Assessment?	10
What are the four Achievement Level Descriptors (ALDs) that describe students' performance on the summative assessment?	10
Will the Through Year Assessment results be connected to the Learning Continuum?	10
Will NWEA's Through Year Assessment reports still report RIT scores for specific instructional areas?	10
Can NWEA MAP Growth assessment scores be compared to the Maine Through Year Assessment scores?	12
Will scores generated by the Maine Through Year Assessment be nationally normed?	12
What will be the timeline for receiving scores for the Maine Through Year Assessment? For MAP Growth, results were available in the MARC platform within 24 hours.....	12
Will the Through Year Assessment reports be the same as the MAP Growth reports that SAUs are accustomed to?.....	13
What percentage of the assessment does a student need to complete to receive a score?	13
How were cut scores determined for the spring 2021 and spring 2022 MAP Growth assessment administrations? Will cut scores be determined in the same way for the spring 2023 administration of the Through Year Assessment?.....	13
Accessibility Features.....	16
What accessibility features will be available on the Maine Through Year Assessment?	16
Why are Braille, Paper-Based, and Large Print considered embedded accommodations if the student is not using a computer or other device?	17
One of the possible non-embedded designated support features for both the MAP Growth assessment and the Maine Through Year Assessment is the use of a bilingual word-to-word glossary for the math assessment. Is this glossary provided by NWEA or the Department of Education?	17

Continued Use of MAP Growth.....	18
I want to use MAP Growth in Spring 2023. Can I?.....	18
If an SAU pays for a NWEA MAP Growth subscription for the 2023-24 academic year, are we able to continue to use this assessment?	18
Under what circumstances may a school choose to administer both the MAP Growth assessment and the Through Year Assessment to its students?.....	18
Will it be possible to use Maine Through Year Assessment results with Instructional Connections? ...	19
Will my students be able to use MAP Accelerator for the remainder of this school year?	19
Can I manually adjust a student’s Khan learning path?.....	19
Will MAP Accelerator connect with Maine Through Assessment data?	19
Communication	20
Is the DOE going to provide the SAUs with a letter to go home to explain the transition in assessments to families?.....	20

Introduction

Why are we making this transition from MAP Growth to the Maine Through Year Assessment?

The NWEA MAP Growth assessment was adopted as an emergency measure during the pandemic to meet schools' needs for immediate, actionable data. MAP Growth was an interim assessment solution while the Department of Education worked collaboratively with NWEA to develop a state assessment that meets all federal requirements. The Maine Through Year Assessment will provide the opportunity for Maine educators to continue utilizing an assessment tool that they find helpful and necessary in instructional decision making. By maneuvering to a through year approach, students will now be assessed on grade-level content with a performance level assigned, and they will also receive a RIT score which provides continuity of longitudinal data for those Maine SAUs that have used NWEA for some time. Additionally, in order for a state assessment to meet federal peer review requirements, it must include a criterion-referenced, summative portion that aligns with grade-level state standards. The Maine Through Year Assessment will continue to address the need for actionable data while also meeting federal requirements for a criterion-referenced statewide assessment.

What is the difference between the NWEA assessments in the 2021-22 and 2022-23 school years?

MAP Growth Assessments

What is NOT changing:

- MAP Growth assessments were required in Fall 2022 and will be optional in Winter 2023.

What IS changing:

- MAP Growth will not be administered as the Spring assessment. Instead, the Spring 2023 will be the first administration of the Maine Through Year Assessment.
- Beginning in the Fall of 2023, students will take the Maine Through Year Assessment in the fall, winter (optional), and spring. MAP Growth will no longer be provided by the State to SAUs.

Subject Areas

What is NOT changing:

- Students will be assessed in Reading and Math.

What IS changing:

- The MAP Growth Language Usage assessment will not be required in Fall 2022 and Winter 2023 but will be available. Language Usage will not be a part of the Maine Through Year Assessment.

Grade Levels Assessed

What is NOT changing:

- Students in grades 3rd – 8th grade will participate in the assessments.

What IS changing:

- Grade 10 is required and no longer optional.
- Grade 11 will not be assessed.

How did the transition from 3rd year of high school to 2nd year of high school come about for the NWEA assessment?

The Department received feedback from Maine educators who shared the number and timing of assessments for students in their 3rd year of high school posed a challenge with scheduling and participation. Additionally, many high school students participate in Algebra I, Geometry, and Algebra II courses rather than a generalized math course. Shifting the administration of the state mathematics assessment to 2nd year of high school ensures a shorter elapsed timeframe from when a student may have received more generalized mathematics instruction to specific mathematics course instruction. Taking these elements into consideration, the Maine general reading and math assessments were shifted to 2nd year of high school.

Why are science assessments still being administered in third year of high school?

The Maine Science Assessment includes questions about high school level Earth science, life science, and physical science. We want to ensure that all students have the opportunity to be instructed in all three of those content areas prior to taking the Maine Science Assessment.

Will a through year assessment be developed for students in grades K-2, 9, or 11?

The Maine Through Year Assessment, with its grade-level specific summative portion, will only be developed for those grades required to complete the state assessment: grades 3 through 8 and 2nd year of high school.

Through Year Assessment Model

What is a flexible, through year assessment program?

- The Through Year Assessment provides educators with information about student growth and proficiency throughout the year. The assessment is administered 2 to 3 times a year, in the fall, winter (optional), and spring.
- Assessments are computer adaptive, providing a personalized experience for each student.
- Assessments are efficient and leverage information about how students performed in previous administrations to personalize later assessment experiences.
- Assessments provide educators with immediate data about student growth with a norm-referenced RIT score that is provided after each administration.
- The assessment model meets federal requirements with the spring assessment administration, producing a summative score based on grade-level state standards.

To which standards will the Maine Through Year Assessment align?

The Maine Through Year Assessment in Math and Reading will align to Maine's state accountability standards, the Common Core State Standards.

What does the transition to the Maine Through Year Assessment mean for my school?

We now have a Common Core aligned assessment that not only provides a norm-referenced RIT score at multiple points through the year but also provides a measure of student performance according to grade-level state standards. This ensures that Maine's assessment system provides educators and leaders with the timely data they need, limits the amount of assessment seat time, and values both student growth and performance.

How will the fall and winter administrations of the Maine Through Year Assessment be different from the spring administration?

In the through-year model in the fall, a student will take an adaptive test similar to MAP Growth that will produce not only a RIT score but also a report on the student's readiness for on-grade expectations. The winter session will remain optional. If taken, the winter assessment will be a personally adaptive assessment, taking into consideration the student's fall assessment results and picking up from there. The optional winter assessment will also produce a RIT score and a report of the student's readiness for on-grade expectations. Finally, the required spring assessment will be a personally adaptive assessment, taking into consideration the student's most recent assessment results and picking up from there. The spring assessment will continue to provide a RIT score in addition to a measure of students' on-grade performance according to state expectations.

What is the overall assessment design for the spring Through Year Assessment?

The spring Maine Through Year Assessment is one assessment with two purposes. It will consist of both a summative portion and a diagnostic portion, and it will produce two scores: a student performance score according to state expectations and a RIT score.

Per federal peer review requirements, the summative portion of the assessment can adapt within one grade level above and below the assessed grade level. The diagnostic portion of the assessment will have the full adaptability of MAP Growth, spanning across a wide range of grade levels. The summative portion alone will determine the student performance score that is needed for federal accountability

purposes. The entire assessment, summative and diagnostic, will be used to determine the student's RIT score in the spring.

It seems it is the spring test that the state is truly using for assessment. Shouldn't then the fall test be optional because the fall test will stand alone and not compare to anything?

The spring assessment is used by the Department to meet necessary federal requirements and utilized for accountability purposes. The reason the assessment is referred to as the *through-year* assessment is that the required spring assessment will be a personally adaptive assessment, taking into consideration the student's most recent assessment results (fall or winter) and picking up from there. In other words, the form of the assessment a student receives in the spring depends on their performance on the fall assessment. Additionally, an indicator within the accountability model utilizes student growth, therefore a fall and spring measure of student performance is required to calculate such growth.

Assessment Pre-Administration & Administration

UPDATED: What training resources will be available?

Training will be provided in webinar, virtual workshop, and pre-recorded on-demand formats. Additional resources such as user guides and administration manuals will also be made available.

The link for NWEA's Professional Learning Catalog for virtual workshops and webinars being held January through April 2023 is https://dpdol.nwea.org/pl/sa/ME/ME_StatewidePL_Catalog_FY23.pdf If you are struggling with accessing the pdf, you can also reach the registration links for each session here: <https://web.cvent.com/event/4135c4c4-8f46-4b8a-81e3-a886a3eca448/> If the session you prefer is full, please check back periodically in case another individual has cancelled their registration. There is no waiting list for sessions.

Additional pre-administration and administration trainings will be held this spring. Once dates have been determined, they will be posted on our NWEA webpage:

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

How will students be rostered for the Maine Through Year Assessment?

NWEA will receive a roster file from the Maine DOE. This will allow NWEA to import all students into the assessment platform. Class registrations (assessment groupings) will be completed at the SAU level.

Does the new Maine Through Year Assessment need to be administered in one sitting?

The assessment is untimed, and there is flexibility when it comes to scheduling; however, it is recommended that assessments are completed within 2 days or as short a window as possible.

What devices can students use to test?

Students can use the same devices they currently use to take MAP Growth tests. Students must use a secure testing browser when testing. Districts will need to download a new secure testing browser, separate from the MAP Growth secure browser. Please see this document for specific [System Requirements](#).

Is setting up an assessment session for the Maine Through Year Assessment like setting up a MAP Growth session?

No, because the assessment will be on a different platform than MAP Growth, the login and set-up process will be different. Assessment sessions will be automatically created based on information included in the registration file.

Can the Maine Through Year test be administered remotely?

We recognize the value of an assessment system that is responsive to remote learning environments. Currently, we do not have the ability to allow students to take the Maine Through Year Assessment remotely.

Will practice assessments be made available for the Through Year Assessment?

There will be an item type sampler for students, parents, and educators to experience the look and feel of the assessment and platform so that they are prepared for the testing interface. We will also have short videos available that demonstrate the student experience.

Computer Adaptive Testing

I have heard that new Through Year Assessment will not be adaptive. Is this true?

The Maine Through Year Assessment being developed by NWEA will continue to be computer-adaptive, driven by the same constraint-based engine which adjusts the difficulty of the next question based on student's prior performance. In spring 2023, students in grade 10 will take an assessment in which the summative portion is fixed form (not adaptive) but the diagnostic portion maintains the same adaptability as the MAP Growth assessment. This will gradually be replaced by a fully adaptive assessment in future years as more items are added to the question bank.

If the assessment for 2nd year high school students will be fixed form, how will a RIT score be generated for each student?

Only the summative portion of the assessment for 2nd year high school students will be fixed form. The diagnostic portion will remain adaptive, pulling from the entire bank of MAP Growth questions. The summative questions and MAP Growth questions will be linked to determine the RIT score.

Will the fixed form Spring 2023 assessment for high school have all questions in the same order or will they be randomized?

All questions for the summative portion of the assessment will be in the same order. The questions in the diagnostic portion of the assessment will adapt based on the student's previous responses and, consequently, will not be the same from student to student.

Will the paper-based forms and braille forms also be adaptive?

Paper-based and braille forms cannot be adaptive because they are not administered using computer-adaptive software. Paper-based and braille forms will be fixed forms, unique to each grade level.

Scoring and Reports

What kinds of scores will be generated by the summative Maine Through Year Assessment?

The spring Maine Through Year Assessment will generate two types of scores for every student, three-digit RIT scores comparable to the RIT scores produced by the MAP Growth assessment and a four-digit student performance score aligned to state standards. The four-digit student performance score will fall within one of four achievement levels: Well Below, Below, At, and Above State Expectations.

What are the four Achievement Level Descriptors (ALDs) that describe students' performance on the summative assessment?

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.

Will the Through Year Assessment results be connected to the Learning Continuum?

Educators will have access to a different but similar tool, the Achievement Level Explorer (<https://ald-explorer.nwea.org/>), that is rooted in Maine's range Achievement Level Descriptors (ALDs). The new tool will help Maine educators scaffold students toward standards-based learning targets.

Will NWEA's Through Year Assessment reports still report RIT scores for specific instructional areas?

Yes, RIT scores for instructional areas will be available with final reporting after the spring 2023 administration and all administrations that are part of the 2023-24 and following school years.

The Instructional Areas for which students will receive RIT scores are shown in the tables below. These RIT Instructional Areas align with the most current version of MAP Growth.

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.

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.
--	---

Can NWEA MAP Growth assessment scores be compared to the Maine Through Year Assessment scores?

Yes, the Maine Through Year Assessment is designed to generate a RIT score comparable to those provided by the NWEA MAP Growth assessment. This allows for the continued use of longitudinal RIT score data to inform instruction. For more information, please read the following from NWEA's psychometrics team:

“Like validity, comparability of scores from separate test events depends upon multiple factors and related evidence across testing events being compared. These factors include comparisons of test purpose, administration mode, blueprints, item types, measurement properties, and student characteristics (NAE, 2020). Even when all such factors are the same, as in there is the same test given at different times, there is and will always some level of measurement error. That said, we have and will continue to evaluate and collect evidence of comparability to support the use and interpretation of RIT scores derived from different assessment events.

For example, we know the administration modes are the same, where we provide item level adaptive assessments for both MAP Growth and other state assessments. Item types and measurement properties are comparable, as are student characteristics. In fact, we've had the rare opportunity to conduct a study with strictest comparability factor: matched students. Over 5,000 students took both MAP Growth and the Nebraska [through year] assessment in Spring of 2022. Students' RIT scores across tests were, on average, less than 1 scale score point different. Given the standard error of measure for the RIT is reported as 3 scale score points, the results of the preliminary study provide great evidence for and our confidence in being able to provide comparable RIT scores from state assessments with similar test designs, including for Maine.”

Berman, A. I., Haertel, E. H., & Pellegrino, J. W. (Eds.). (2020). *Comparability of Large-Scale Educational Assessments: Issues and Recommendations*. Washington, DC: National Academy of Education.

Will scores generated by the Maine Through Year Assessment be nationally normed?

The RIT scores generated by the Maine Through Year Assessment will continue to be nationally normed.

The four-digit performance score will be criterion-referenced rather than norm-referenced and specific to the state of Maine.

What will be the timeline for receiving scores for the Maine Through Year Assessment?

For MAP Growth, results were available in the MARC platform within 24 hours.

Due to standard setting in the summer of 2023, student results from the spring 2023 assessment will be delayed. For all future assessment administrations, however, we expect SAUs to receive results within 24 to 48 hours.

Will the Through Year Assessment reports be the same as the MAP Growth reports that SAUs are accustomed to?

The reports generated by the Through Year Assessment will not be identical to those generated by the MAP Growth reports. The DOE continues to work with NWEA to develop these reports.

What percentage of the assessment does a student need to complete to receive a score?

State summative assessments often have different “attemptedness rules” for generating scaled scores and determining participation than other types of assessments.

To be considered a participant for the spring administration of the Maine Through Year Assessment, the student must complete 25% of the operational summative items, or 7 operational summative items. Because the spring Through Year Assessment contains a mixture of diagnostic items, operational summative items, and field test summative items, this is not equivalent to the first 25% of the entire assessment or to the first 7 questions of the assessment. Similarly, to receive a scaled performance score for the summative portion of the spring assessment, a student must complete 25% of the operational summative items.

In order for a RIT score to be valid and reliable, and in order to provide accurate scores for RIT Instructional Areas, all operational items—both summative and diagnostic—need to be answered by the student. Due to the random distribution of field items, this equates to completing the entire assessment. In order to receive a RIT score for any administration (fall, winter, or spring), the student must complete the entire assessment.

How were cut scores determined for the spring 2021 and spring 2022 MAP Growth assessment administrations? Will cut scores be determined in the same way for the spring 2023 administration of the Through Year Assessment?

NWEA MAP Growth does not have proficiency or performance levels like a state summative test, so there are no specific MAP Growth scores that correspond to “below”, “meets”, “exceeds”, or any other performance level adjectives typically used by state summative tests. Instead, NWEA reports MAP Growth scores that *predict likely performance* on state summative tests. These correlations are the projected proficiency levels. Often, MAP Growth’s projected proficiency levels are based on linking studies between a state’s summative assessment and MAP Growth scores. No such linking study exists for the state of Maine, and as a result the projected proficiency levels you see in MAP Growth are based on the following categories:

- **Below standards:** 1st - 39th percentile
- **Proficient:** 40th - 69th percentile
- **Advanced:** 70th -99th percentile

Percentiles are based on the NWEA Norms Study.

Because NWEA MAP Growth is a norm-referenced assessment and does not have true proficiency or performance levels, the Department created cut scores based on the national mean and standard deviation from NWEA’s [MAP Growth Normative Data Overview](#). Students whose score fell within one standard deviation of the national mean are in the “At Expectations” category.

CUT SCORE TABLES

Reading Achievement

Reading	Spring		At Expectations	Below Expectations	Above Expectations
Grade	Mean	SD	Range		
3	197.12	16.27	180.85 - 213.39	≤180.84	≥213.40
4	204.83	16.31	188.52 - 221.14	≤188.51	≥221.15
5	210.98	15.97	195.01 - 226.95	≤195	≥226.96
6	215.36	16.03	199.33 - 231.39	≤199.32	≥231.40
7	218.36	16.38	201.98 - 234.74	≤201.97	≥234.75
8	221.66	16.87	204.79 - 238.53	≤204.78	≥238.54
10	223.51	18.2	205.31 - 241.71	≤205.30	≥241.72
11	224.71	18.5	206.21 - 243.21	≤206.20	≥243.22

Math Achievement					
Math	Spring		At Expectations	Below Expectations	Above Expectations
Grade	Mean	SD			
3	201.08	14.11	186.97 - 215.19	≤186.96	≥215.20
4	210.51	15.56	194.95 - 226.07	≤194.94	≥226.08
5	218.75	16.7	202.05 - 235.45	≤202.04	≥235.46
6	222.88	17.47	205.41 - 240.35	≤205.40	≥240.36
7	226.73	18.6	208.13 - 245.33	≤208.12	≥245.34
8	230.3	19.95	210.35 - 250.25	≤210.34	≥250.25
10	232.42	21.25	211.17 - 253.67	≤211.16	≥253.68
11	234.25	21.65	212.60 - 255.90	≤212.59	≥255.90

For the Maine Through Year Assessment, 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. Cut scores for the summative portion of the Maine Through Year Assessment will be determined by standard setting in summer 2023.

Accessibility Features

What accessibility features will be available on the Maine Through Year Assessment?

Accessibility features on the Maine Through Year Assessment are grouped into three overarching categories: Universal Tools, Designated Supports, and Accommodations. Within each category, there are **embedded features** which are part of the assessment platform and **non-embedded features** which are provided locally by the assessment administrator or proctor.

- **Universal Tools:** Available to all students
- **Designated Supports:** Designated supports must be consistent with the student's normal routine during instruction. Utilization and implementation of supports and features is determined by an educational team such as part of a multi-tiered system of support (MTSS), Individual Language Acquisition Plan, and/or Student Assistance Team.
- **Accommodations:** Require an IEP or 504 plan

Universal Tools

Embedded

Zoom
Line Reader
Answer Eliminator
Highlighter
Notepad
Graph Paper
Reference Sheets
Protractor

Non-Embedded

Scrap/Scratch Paper

Designated Supports

Embedded

Text-to-Speech (not Reading Passages)

Non-Embedded

Individual/Separate Setting
Small Group Setting
Alternate Aids/Supports
Bilingual Word Glossary for MLs
Mathematical Supports

Accommodations

Embedded

Braille
Paper-Based
Large Print

Non-Embedded

Read Aloud/Human Reader
American Sign Language
Scribe

Calculator Use

Read Aloud/Human Reader for Reading Passages

Why are Braille, Paper-Based, and Large Print considered embedded accommodations if the student is not using a computer or other device?

Braille forms are ordered by and shipped to the school. Paper and large print forms are printed on-demand. They are all considered embedded accommodations because an assessment proctor enters the student's responses into an online, fixed-form version of the assessment and submits the completed assessment through the testing platform. The braille and paper forms are then destroyed on-site rather than being returned to NWEA.

One of the possible non-embedded designated support features for both the MAP Growth assessment and the Maine Through Year Assessment is the use of a bilingual word-to-word glossary for the math assessment. Is this glossary provided by NWEA or the Department of Education?

NWEA does not provide bilingual word-to-word glossaries for their assessments, and currently the Department of Education also does not provide bilingual word-to-word glossaries. The supports used during the Maine Through Year Assessment should mirror those used in regular classroom instruction and assessments.

Continued Use of MAP Growth

I want to use MAP Growth in Spring 2023. Can I?

Yes, MAP Growth Reading, Math, and Language Usage will continue to be available to SAUs and schools in spring 2023 at no cost. All students, however, will still be expected to take the Maine Through Year Assessment, as MAP Growth cannot be used as an alternative to the Through Year Assessment.

If an SAU pays for a NWEA MAP Growth subscription for the 2023-24 academic year, are we able to continue to use this assessment?

Yes, SAUs may choose to continue to use to NWEA MAP Growth as their district-level interim assessment after the implementation of the Maine Through Year Assessment. It is important to note, however, that RIT scores produced by MAP Growth and the Through Year Assessment will be comparable and, starting in fall 2023, we expect RIT scores from the Through Year Assessment to be available within 24 to 48 hours. As a result, using both assessments would result in duplicative scores with a doubling of assessment seat time.

Under what circumstances may a school choose to administer both the MAP Growth assessment and the Through Year Assessment to its students?

Spring 2023

Please note that all students are required to participate in the Maine Through Year Assessment beginning in spring 2023. The chart below is designed to provide guidance to SAUs and schools when deciding whether or not to administer the MAP Growth assessment **in addition to** the Maine Through Year Assessment.

MAP Growth	Maine Through Year Assessment
No assessment window limitations	Assessment window: May 1 st – 26 th
RIT score data within 24 hours	<u>In spring 2023 only</u> , delayed RIT score data with an anticipated delivery date of late summer or early fall due to 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 <u>and</u> 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.

2023-24 Academic Year and Beyond

During the 2023-24 school year and beyond, there are a very small number of circumstances in which a school may choose to continue administering MAP Growth in addition to the Maine Through Year Assessment. Both assessments are designed to produce RIT scores that are comparable and nationally normed, and as a result administering both assessments would increase assessment seat time and produce similar data points. The Department understands, however, that in some circumstances—for example Maine’s charter schools—an accepted performance framework or local policy may require administering both a district-level assessment (MAP Growth) and a state-level assessment (Through Year Assessment) throughout the year.

[Will it be possible to use Maine Through Year Assessment results with Instructional Connections?](#)

Districts can continue to use MAP Growth to support Instructional Connections. We recognize the value of supporting Instructional Connections, and we are investigating how soon they can be supported by the Through Year Assessment.

[Will my students be able to use MAP Accelerator for the remainder of this school year?](#)

Yes, MAP Accelerator will continue to use the Fall and Winter MAP Growth data to inform learning paths. If students take the MAP Growth assessment in the Winter, their learning path will adjust according to their Winter RIT score. If students take the MAP Growth assessment in the Spring (in addition to the Through Year Assessment), their learning path will adjust according to their Spring RIT score.

[Can I manually adjust a student’s Khan learning path?](#)

Yes, at any point in time you can manually adjust a student’s learning path to a level you think is more appropriate for the student. Here is a [link](#) to Khan Academy on how to adjust a student’s placement.

[Will MAP Accelerator connect with Maine Through Assessment data?](#)

We are currently exploring solutions to use results from the Maine Through Year Assessment to inform learning paths in MAP Accelerator.

Communication

Is the DOE going to provide the SAUs with a letter to go home to explain the transition in assessments to families?

This is a helpful suggestion, thank you! The Assessment Team is collaborating with NWEA to craft a family-friendly communication about the transition to the Maine Through Year Assessment, to be provided as a resource to SAUs.