

Q&A: Maine Through Year Assessment Scoring & Reporting

Structure of the Maine Through Year Assessment

The Maine Through Year Assessment consists of three administrations: fall, winter (optional), and spring. Students access all administrations of the Maine Through Year Assessment through the NWEA State Solutions Secure Browser, and school personnel can monitor testing progress and access score results in the Acacia platform.

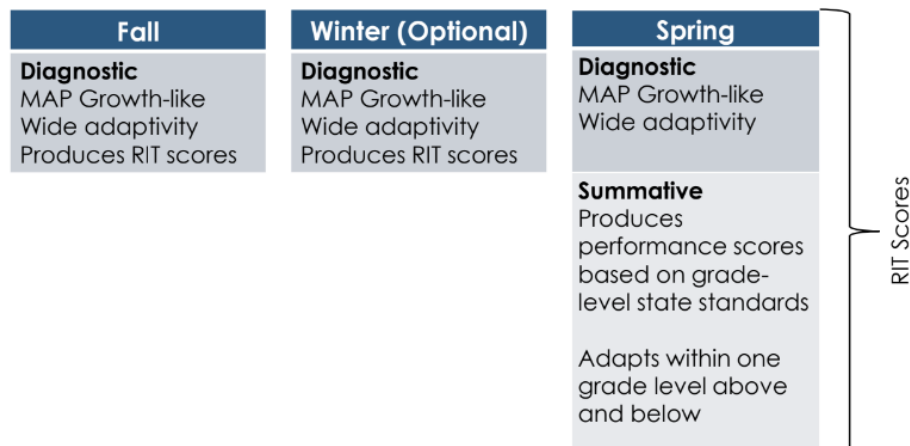
Fall and Winter Administrations

The Fall and Winter Maine Through Year Assessment administrations are fully diagnostic assessments. Although administered through the NWEA State Solutions Secure Browser, the questions on the Fall and Winter Maine Through Year Assessments are all from the MAP Growth question bank.

Spring Administration: One Test with Two Purposes

The Spring administration of the Maine Through Year Assessment is one test with two purposes: to generate two distinct types of scores, RIT scores to measure growth over time and a Maine-specific scale score to measure performance according to grade-level state standards. As a result, the Spring Maine Through Year Assessment contains two types of questions: diagnostic and summative. The Maine-specific scale score is determined based only on the summative portion of the assessment.

Maine's Through Year Assessment Model



How can RIT scores from the diagnostic assessment in fall and winter be comparable to the RIT scores from the spring assessment if it contains both summative and diagnostic questions? This is a particular concern due to the limited adaptivity of the summative portion within one grade level above and below.

Each summative question on the spring assessment is aligned to the RIT scale.

In addition, the spring assessment contains more questions than the fall and winter assessments in order to meet the requirements of both the summative and diagnostic assessment blueprints. As a result, the spring assessment contains more items to contribute to the RIT score determination than the fall and winter assessment and so some items on the spring assessment, particularly those from the summative portion at the very beginning, have less of an impact on the overall RIT score than would be true if the assessment was the same length as the fully diagnostic assessment.

Comparability evidence provided by both NWEA and Maine DOE show strong comparability between RIT for students who took both the MAP Growth assessment and Maine Through Year Assessment in spring 2023 in grades 3 through 8. Given that the fall and winter administrations contain only MAP Growth questions with the same wide adaptivity, we can infer that the comparability also applies to RIT from the fall and spring Maine Through Year Assessments.

Due to the development of new questions, the summative portion of the high school assessment was fixed form in spring 2023. In spring 2024, that portion will be adaptive, improving RIT comparability between fall and spring administrations of the Maine Through Year Assessment.

Here are some resources regarding RIT Score Comparability:

- [Are MAP Growth and Maine Through Year RIT Scores Comparable?](#)
- [Complete Slides](#) (Aug. 31 and Sept. 18 RIT Score Comparability Sessions)

Some of my students have the exact same RIT score for the Spring 2023 administration but different Maine-specific scale scores, or conversely the same Maine-specific scale score but different RIT scores. How do I interpret this?

The questions that determine the Maine-specific scale score are a subset of the questions that determine the RIT score during the spring administration. Approximately two-thirds of the questions on the spring assessment determine the Maine-specific scale score. The additional one-third of the questions are diagnostic questions from the MAP Growth item bank that contribute to the student's unique RIT score determination.

In addition, there are differences in the assessment blueprints that contribute to each score type. Whereas the RIT score weighs each of the Instructional Areas equally, the Maine-specific scale score reflects the instructional emphasis of the content at each grade level. Here is [an overview of the summative assessment blueprints](#).

Lastly, given the adaptive nature of the assessment, students can receive the same scores without receiving the same questions. This increases the potential for variability between the Maine-specific scale score and RIT score.

The Maine-Specific Scale Score

How were the cut scores for the Maine Through Year Assessment Maine-specific summative scores determined?

Every question on the summative portion of the Through Year Assessment is written to align to both a standard and an achievement level of Well Below, Below, At, or Above State Expectations. General, or policy, achievement level descriptors (ALDs) were written by the Maine Department of Education (DOE) with feedback from NWEA and approved by Maine DOE leadership. The complete text of the general achievement level descriptors can be found [here](#).

Each Common Core State Standard has also been rewritten to align to each of these four achievement levels. These are known as range ALDs. Range ALDs for the Common Core State Standards can be found in the Achievement Level Explorer Tool: <https://ald-explorer.nwea.org/>. The ALDs were written by NWEA content experts and reviewed and revised by Maine educators and curriculum coordinators in fall 2022.

The cut scores between achievement levels are determined during standard setting. Although the goal of standard setting is always the same—to determine the cut scores between achievement levels—there are different standard setting methodologies in the field of psychometrics for accomplishing that goal. For the Maine Through Year Assessment, *embedded* standard setting was used, and this was conducted at same time as the alignment study, in July 2023. During the alignment study and embedded standard setting, the item (i.e., question) writers' standard- and ALD-item alignments are reviewed by a panel of Maine educators and verified or corrected as needed. In some cases, the ALD may need to be reviewed and re-written.

After the educator panel has finalized the item-ALD alignments, response probabilities are used to determine exact cut score values. The two most common response probabilities (RP) for large-scaled standardized assessments are RP50 and RP67; the Maine Through Year Assessment uses RP50. RP50 signifies that a student at the very lowest end of the Below, At, or Above achievement level score range has a 50% likelihood of answering questions within that achievement level score range correctly. For example, the position of the cut score between Well Below and Below will be the score at which a student has a 50% likelihood of correctly answering questions aligned to the Below range ALDs. RP50 is a commonly used response probability for computer-adaptive assessments. Computer-adaptive assessments work by adjusting the difficulty of the questions a student sees based on their previous responses, with the ultimate score representing the question difficulty at which a student has a 50% probability of answering the question correctly. Selecting a response probability of 50% for achievement level cut scores aligns with the process used by the constraint-based engine that adapts the assessment for the student in real time.

Whereas the item-ALD alignments are developed based on state standards and the input of subject matter experts, the selection of a response probability value is a policy-based decision. The selection of a response probability does not change the ALDs or the item-ALD alignments, but it does impact the percentage of students reported at each achievement level.

This combined process of the alignment study, embedded standard setting, and response probability policy decision determines the cut scores within the designated score range.

*Note: Just as the 100-350 RIT score lowest and highest values do not hold any special, inherent meaning (it could have easily been 0-250 or 500-750), the specific values of 1400 and 1600 don't hold any special meaning. The lower and highest values were suggested by Maine's Technical Advisory Committee so that 1) the range would sufficiently wide enough to allow more meaningful differentiation of student results and 2) the number would not be confused with a RIT score. The Maine-specific scale score four digits rather than three, and it's also not possible to interpret the Maine-specific scale score just as a RIT score + 1,000.

The pattern of a student's responses is used to place the student's score along that scale. For example, if a student answers almost all of the Well Below questions correctly, most of the Below questions correctly, and very few of the At questions correctly, we would expect that their final scale score would be in the Below Achievement Level, close to the cut score between Below and At. If a student answers all of the Well Below questions correctly, most of the Below questions correctly, and half of the At questions correctly, they will be at the lower end of the At score range.

[Will there be a fall Maine-specific scale score?](#)

The Maine-specific scale score is determined solely by the summative questions on the spring administration of the Maine Through Year Assessment. Because the fall and winter assessments do not contain any summative questions, those administrations do not produce a Maine-specific scale score.

[I'm having difficulty explaining to parents what it means when the state score is less than the cut score of 1500.](#)

The state average, or mean, scores displayed on the Individual Student Reports are calculated based on the scores of all students in Maine in that grade level who received scores on the Maine Through Year Assessment. Below is a table of the state average scores for each grade level and content area:

State Average (Mean) Scores

Grade	Reading	Math
3	1504	1505
4	1506	1504
5	1507	1501
6	1506	1497

7	1505	1498
8	1506	1497
HS	1505	1499

If the state average score is less than the cut score of 1500 for the At State Expectations level, we could infer that *on average* students in Maine at that grade level are not meeting grade-level expectations based on the Common Core State Standards. It is worthwhile to note, however, how close the state average mean scores are to 1500, falling within the expected standard error of measurement.

[Does the Maine-specific scale score reflect the number of questions a student answered correctly vs. incorrectly?](#)

Because the Maine Through Year Assessment is adaptive, the questions a student sees and the difficulty of those questions vary. The constraint-based engine that drives the adaptivity of the Maine Through Year Assessment is the same as that for the MAP Growth assessment, and if the constraint-based engine is working perfectly and the assessment is of sufficient length, we would expect each student to answer about 50% of questions correctly.

[Are the Maine-specific scale scores on a “flattened bell curve”?](#)

A bell curve, or normal curve, can be used to describe norm-referenced data. Because the Maine-specific scale scores are criterion-referenced rather than norm-referenced, they are not reported based on normative measures, such as percentiles.

What is the difference between a criterion-referenced score and a norm-referenced score?

The Maine-specific scale score is a criterion-referenced score. Criterion-referenced scores are aligned to specific performance expectations, or standards, and report performance according to those standards. The Maine-specific scale score reports a student’s performance in relation to grade-level state standards.

The RIT score produced by the MAP Growth and Maine Through Year Assessments are norm-referenced scores. They report a student’s performance *in comparison to other students* across the nation at the same grade level. RIT scores do not report proficiency or mastery of standards. Although MAP Growth reports do report “projected proficiency,” for students in Maine this is based on a student’s percentile in comparison with the performance of other students across the nation, not based on state standards. For example, for a third grade student, performing in the 1st to 58th percentile compared to the performance other third grade students (per the [2020 MAP Growth norms](#)) results in a projected proficiency of “below.” For more information on the default linking study NWEA uses for “projected proficiency” determinations for Maine, New Hampshire, Rhode Island, and West Virginia, please read this [article](#).

Maine-Specific Scale Score: How can a student be proficient at the 32nd percentile?

A student can be proficient at the 32nd percentile if at least 68% of students in a grade level are performing at or above the minimum cut score for the At State Expectations achievement level score range.

Although SAUs and schools may independently make the decision to interpret statewide results according to percentiles, percentiles do not determine achievement level classifications. The Maine-specific scale score is intended to report student performance according to grade-level state standards, not student performance relative to a population of students (who may or may not be performing at state standards). This is also why the percentage of students at each achievement level is not uniform across grade levels; we are measuring student performance according to specific grade-level state standards. Since the standards are different in each grade level and the population of students being assessed is different, we would anticipate minor fluctuations between grade levels.

How are MAP Growth diagnostic questions different from summative questions?

MAP Growth questions are aligned to a standard but not to an achievement level. One MAP Growth question can be aligned to different standards for different states, for example to the Common Core State Standards for Maine, Nebraska's College and Career Readiness Standards, or the Texas Essential Knowledge and Skills.

The Maine-specific scale score is an artificial score. How can it be used to measure student performance?

It may be helpful here to provide clarity around scale scores and large-scale assessments, including both MAP Growth and the Maine Through Year Assessment.

"It's important to remember that *all* assessment scores are an estimate. That is, irrespective of the test being used, all observed scores include some measurement error, so we can never really know a student's actual achievement level (their true score). But we *can* estimate the range in which we think a student's true score likely falls." (Source: NWEA, [Making Sense of Standard Error of Measurement](#))

There is a distinction between an assessment score being an estimate and it being artificial. Because assessment scores are estimates, they are reported with a standard error of measurement. If the argument is that a score is artificial *because it is an estimate* of a latent trait, then the argument would need to be extended to other standardized assessments such as MAP Growth and WISC-IV.

Timeline for Availability of Results

When will scores from fall testing be available?

RIT scores are available in the Acacia platform usually within 60 minutes but always within no more than 72 hours.

For Fall 2023, MAP Growth reports were available on November 6 for SAUs that rostered their students in the MAP Growth platform.

When will the Fall 2023 Student Score Data File (csv file) be available in Acacia?

With the extension of the Fall 2023 assessment administration window, NWEA anticipates that the SSDF for each SAU will be available on December 6, 2023.

NWEA has indicated that SAUs will continue to have access to the Spring 2023 SSDF in Acacia. The Maine DOE Assessment Team does still recommend, however, that SAUs download the Spring 2023 SSDF csv file to a secure location for future reference.

In the future, when will spring scores be available?

NWEA has indicated that for all future Through Year Assessment administrations, including spring, student scores will be available in the Acacia platform usually within 60 minutes but always within no more than 72 hours.

Organization Report

Where can I find this in Acacia?

Student Scores

[View Student Score Reports](#)

[Organization](#)

[Student](#)

[RIT](#)

[Demographic](#)

[ISR Bulk Print](#)

When is this report available?

Organizational reports are available only for the Maine-specific scale score generated by the spring administration of the Maine Through Year Assessment.

How can I see results for all students in my SAU? (Not broken down by grade level?)

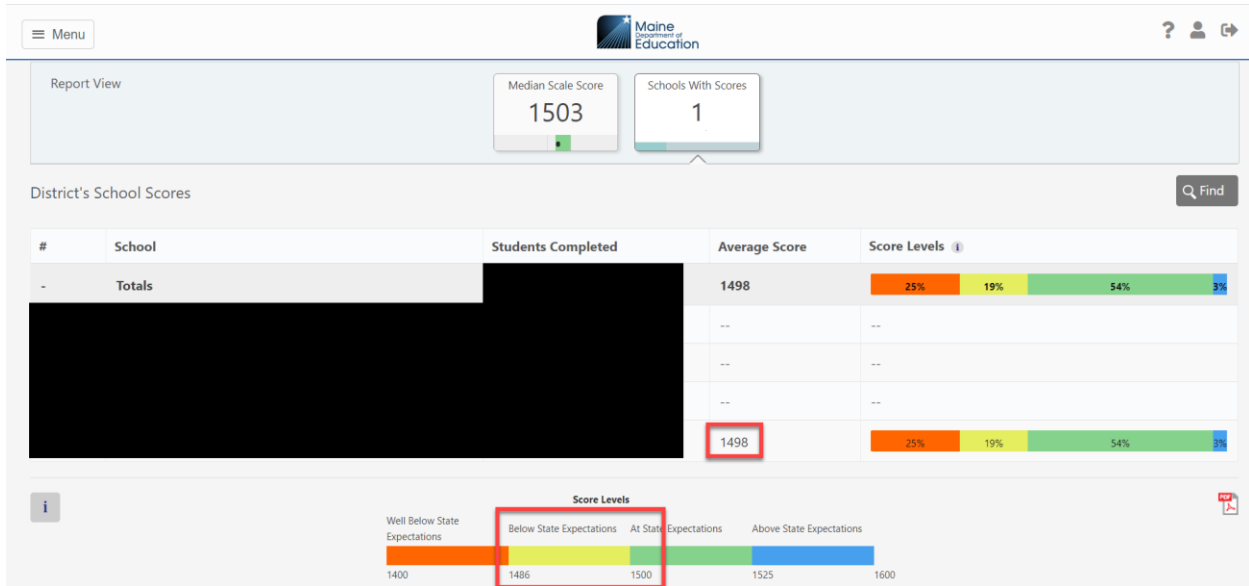
At this time, the reports available in Acacia do not include an aggregated report for all students in all grades in a school or SAU. Results are broken down by grade level due to the achievement cut score between Well Below and Below being slightly different for each grade level and content area.

The inclusion of an aggregated report that allows for seeing all students in a school or SAU at the same time is an element of the Maine DOE's "enhancement wish list." An enhancement wish list is submitted to NWEA by the Maine DOE each academic year to lay the foundation for discussions about potential, future improvements to the assessment, data processes, and Acacia.

How are school-level achievement level classifications determined for the Organization report in Acacia?

School-level achievement level classifications in the Organization reports are based on the average, or mean, Maine-specific scale score. You can find the average scale score for each School under the "Schools With Scores" tab. We can expect that occasionally the average, or mean, for a student population will be different than the median, or "middle" of all values.

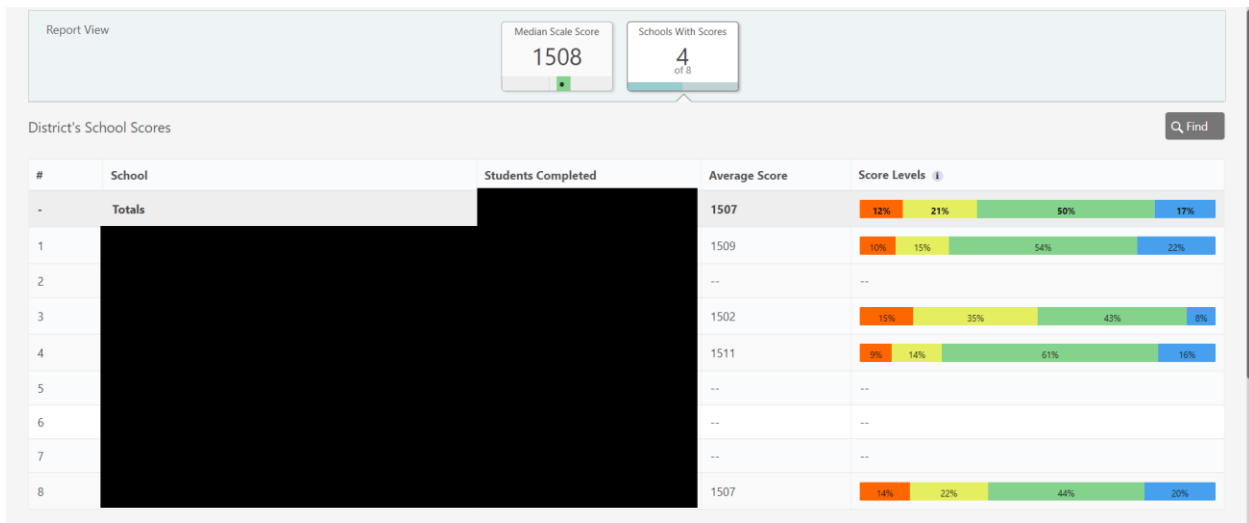
The screenshot below illustrates one case in which the median score of 1503 is within the "At State Expectations" range but the mean score of 1498 is within the "Below State Expectations" range. In this case, although the Median Scale Score tab is green for At Expectations, the actual school classification is Below Expectations. Although cases like this are uncommon, one item on Maine DOE's enhancement wish list for 2024-25 is using a common measure (i.e., the mean) in the both the title of the tab and in the school/SAU achievement level classification.



Is there a report that shows the percentage of students within a school at each achievement level?

The Organization report will show the percentage of students within a specific grade at each achievement level for each school within an SAU.

Below is a screenshot of a district-level Organization report with four of eight schools in the SAU containing the grade level being reported.



Clicking on the name of a specific school will allow the user to breakdown scores by Reporting groups.

Users in Acacia with school-level access only will see results only for that school. Below is a screenshot of the school-level Organization report, broken down into five Reporting groups.

Report View

Median Scale Score
1513

Students Tested
[Redacted]

Median RIT
206

Find

Student Reporting Groups

#	Groups	Students Completed	Average Score	Score Levels
-	All Students	[Redacted]	1509	
1	[Redacted]	[Redacted]	1510	
2	[Redacted]	[Redacted]	1477	
3	[Redacted]	[Redacted]	1519	
4	[Redacted]	[Redacted]	1509	
5	[Redacted]	[Redacted]	1498	

Dynamic Student Report

Where can I find this in Acacia?

Student Scores

View Student Score Reports

Organization

Student

RIT

Demographic

ISR Bulk Print

When is this report available?

Dynamic student reports are available for the fall, winter, and spring administrations, although the spring reports will look different due to the inclusion of the Maine-specific scale score.

The Student Test Engagement metric and Tools Used (on the Dynamic Student Report) are not available on my Spring 2023 reports. Why not?

The Test Engagement metric and Tools Used are two new features in the Dynamic Student Report for all of NWEA's State Solutions through-year assessment partners this fall. These will appear on all future Dynamic Student Reports.

The Dynamic Student Report has a new Test Engagement metric with values of Low, Medium, or High. How is this value determined?


The Test Engagement Metric is available on Dynamic Student Reports in Acacia for the Fall 2023 and all future administrations.

LAST NAME, FIRST Report
999999999
Maine Through Year Fall 2023

RIT Score
176

Achievement Percentile
59th

Test Details

Student Test Engagement ⓘ 
High

Students with "Medium" or "High" engagement took the typical amount of time to answer test questions.

Test Duration
00:22:45

Math Instructional Areas RIT Scores

Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data
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... RIT Score: 174	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... RIT Score: 174	Students represent and interpret data. Students solve problems involving measurement and conversion of measurements. Lastly, students understand concepts of area, perimeter, volume, and angles. RIT Score: 194

Student's Item Responses By Instructional Area

The level of Student Test Engagement is determined by the percentage of items answered quickly:

- High: Less than 10% of items answered quickly
- Medium: 10-30% of questions answered quickly
- Low: More than 30% of questions answered quickly

To determine if a student answered an item “quickly,” NWEA uses the following criteria:

1. For multiple choice items, an item is answered “quickly” if the response time is *less than* the lower value of:
 - a. $0.15 * \text{median response time for that item}$, OR
 - b. 5 seconds
2. For all other item types, an item is answered “quickly” if the response time is *less than* the lower value of:
 - a. $0.15 * \text{median response time for that item}$, OR
 - b. 10 seconds





For example, if the median response time for a multiple-choice item is 20 seconds, 15% of that value ($0.15 * 20$) is 3 seconds, and so a student would have answered a question “quickly” if they answer in *less than* 3 seconds.

If the median response time for a multiple-choice item is 40 seconds, 15% of that value ($0.15 * 40$) is 6 seconds. In this case, the lower value of 5 seconds is used by NWEA, and a student answers “quickly” if they answer in *less than* 5 seconds.

Similarly, if the median response time for a non-multiple choice question is 90 seconds, 15% of that value is 13.5 seconds. In this case, the lower value of 10 seconds is used by NWEA, and a student answers “quickly” if they answer in *less than* 10 seconds.

In the Dynamic Student Report, the identified achievement level and the difficulty rating do not always align. How am I supposed to interpret this?

For an example, please see the screenshot below of a sample Dynamic Student Report, with the standard and achievement level in column 1, the student’s response in column 2, the question type in column 3, and the item difficulty in column 4. All four questions were aligned to the same standard, but the question aligned to the “Above State Expectations” ALD (appended .Ab) had a difficulty rating of “Medium” whereas the three questions aligned to the “At State Expectations” ALD (appended .At) had difficulty ratings of Easy, Medium, and Hard.

CCSS.ELA-Literacy.RL.8.3.Ab	 Incorrect	Choice - Single	MEDIUM
CCSS.ELA-Literacy.RL.8.3.At	 Correct	Choice - Single	MEDIUM
CCSS.ELA-Literacy.RL.8.3.At	 Correct	Choice - Single	HARD
CCSS.ELA-Literacy.RL.8.3.At	 Correct	Choice - Single	EASY

The achievement level alignment is the achievement level that a question is written to, or the specific skill that the question is intended to measure. The difficulty rating is an empirical value based on actual students' responses. We expect overall, general consistency between achievement level descriptors and item difficulty, with the understanding that the empirical difficulty may vary from expected values due to factors such as opportunity to learn. If there are large discrepancies between questions' expected difficulty and actual difficulty for a particular standard, that is an indicator that the achievement level descriptors may need to be revised or rewritten.

RIT Score Reports

Where can I find this in Acacia?

Student Scores

[View Student Score Reports](#)

[Organization](#)

[Student](#)

[RIT](#)

[Demographic](#)

[ISR Bulk Print](#)

When is this report available?

RIT reports are available for the fall, winter, and spring administrations.

Why do RIT scores report to five categories rather than to the four achievement levels?

RIT scores are normative measures that compare a student's performance to the performance of their same-grade peers across the nation. The five RIT score categories in Acacia use percentiles reflect where a student's score falls in comparison to other students. A percentile tells what percentage of other students' scores across the nation fell *below* an individual student's score.

The five percentile levels, also known as quintiles, are the following:

- Low: 1st – 20th percentile
- Low Average: 21st – 40th percentile
- Average: 41st – 60th percentile
- High Average: 61st – 80th percentile
- High: 81st – 99th percentile

The four achievement levels of Well Below, Below, At, and Above State Expectations are criterion-referenced scores that measure student achievement according to grade-level state standards. A student's achievement level does not depend on the performance of other students.

Where can I find a table to show the spans for percentile scores at each grade level?

Tables containing percentile bands vary per grade level, content area, and administration (fall, winter, spring).

Below are four percentile band tables.

Fall Mathematics Student Achievement

Percentile Band	Grade						
	3	4	5	6	7	8	10
1-20	157-177	166-187	174-196	177-201	180-206	181-210	182-213
21-40	178-185	188-196	197-205	202-211	206-216	210-220	213-224
41-60	185-192	196-203	206-213	211-219	216-225	221-230	224-234
61-80	192-200	204-212	213-222	219-228	225-235	230-241	235-246

81-99	200-220	212-233	222-224	229-252	235-261	242-269	247-276
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Fall Reading Student Achievement

Percentile Band	Grade						
	3	4	5	6	7	8	10
1-20	148-173	158-183	166-191	172-196	176-200	178-204	180-206
21-40	173-182	183-192	191-200	197-206	201-210	204-214	207-217
41-60	183-191	193-201	201-209	206-214	210-218	214-222	217-226
61-80	191-201	201-211	209-218	215-224	219-228	223-232	226-237
81-99	201-225	211-236	219-243	225-248	229-253	233-258	237-263

Spring Mathematics Student Achievement

Percentile Band	Grade						
	3	4	5	6	7	8	HS
1-20	168-189	174-197	180-205	182-208	183-211	184-214	183-215
21-40	190-198	198-207	205-215	209-218	212-222	214-225	215-227
41-60	198-205	207-214	215-223	219-227	222-231	226-235	228-238
61-80	205-213	215-224	223-233	228-238	232-242	236-247	239-250
81-99	231-234	224-247	233-258	238-264	243-270	248-277	251-282

Spring Reading Student Achievement

Percentile Band	Grade						
	3	4	5	6	7	8	HS
1-20	159-183	167-191	174-198	178-202	180-205	182-207	181-208
21-40	184-193	192-201	198-207	202-211	205-214	208-217	209-219
41-60	193-201	201-209	207-215	212-219	215-223	218-226	219-228
61-80	202-211	209-219	215-224	220-229	223-232	226-236	229-239
81-99	211-235	219-243	225-248	229-253	233-256	236-261	239-266

This data comes from Appendix C.1 of the [2020 Norms Detail Tables](#).

Demographic Reports

Where can I find this in Acacia?

Student Scores

[View Student Score Reports](#)

[Organization](#)

[Student](#)

[RIT](#)

[Demographic](#)

[ISR Bulk Print](#)

When is this report available?

Demographic reports are available only for the Maine-specific scale score generated by the spring administration of the Maine Through Year Assessment.

[Will demographic reports be available for fall and winter data?](#)

Although not currently available, this is an item on Maine DOE's enhancement wish list for 2024-25.

Individual Student Reports (ISRs)

Where can I find this in Acacia?

Student Scores

[View Student Score Reports](#)

[Organization](#)

[Student](#)

[RIT](#)

[Demographic](#)

[ISR Bulk Print](#)

When is this report available?

Individual Student Reports (ISRs) are available only for the spring administration of the Maine Through Year Assessment.

There is nothing on the ISR related to overall RIT – Why?

The format of the ISR was based on input and feedback from Maine’s Technical Advisory Committee, as well as the requirements for an ISR under the Every Student Succeeds Act (ESSA). ISR design is an iterative process, and in November 2023 a committee of approximately 8 education professionals from SAUs across Maine is participating in an ISR review and redesign. The timeline of this review and redesign will meet NWEA’s request for a finalized Spring 2024 ISR by December 1, 2023.

Why do the Instructional Area scores on the ISR not add up to the overall score for that content area?

The Instructional Areas scores are RIT scores rather than specific to the summative portion of the Maine Through Year Assessment. Our Technical Advisory Committee strongly recommended that Maine report out student performance according to subareas to meet the requirements under ESSA for interpretive, detailed, and descriptive individual student reports. Using RIT Instructional Area scores that were separate from the Maine-specific scale score was a compromise to balance this recommendation with the technical limitations imposed by needing all data on the ISR to come directly from the Student Score Data File provided by NWEA, while at the same time not increasing the length of the spring assessment.

The ISR Review and Redesign Committee is considering temporary solutions to improve the ISR for Spring 2024 while Maine DOE works with NWEA to update the Student Score Data File for 2024-25 to include the elements desired on the reports.

How do I explain the Maine-specific scale score to families?

At each grade level there are standards that specify what a student at that grade level should know and be able to do. The Maine-specific scale score is a measure of your child’s performance according to those grade-level standards. For more information on your child’s relative areas of strength and need within reading or math, you may look at the highest and lowest Instructional Area scores on this report or reach out to your child’s teacher.

How do I explain the Instructional Area scores to families?

The Instructional Area scores on your child's Individual Student Report allow you to see relative areas of strength and relative areas of need for your child in that content area. They do not add up to the overall content area score.

For example, if your child has the highest score in Literary Text, that would be an area of relative strength. If the Informational Text score is low, that would be an area of need. Please reach out to your child's teacher for more information on how you can support your child's learning in these Instructional Areas.

The ISRs mention growth. What will create the growth score?

The ISR Review and Redesign Committee will consider removing this wording from the ISR as that document currently only reports achievement according to the Maine-specific scale score, not growth according to RIT scores.

How do I print more than one ISR at a time?

At this time, the Bulk ISR function in Acacia generates a zip folder of ISRs, each as a separate pdf. There are methods for printing multiple pdf documents at one time without opening each one, but these methods vary depending on your device type and operating system.

As part of the enhancement wish list for future administrations, Maine DOE has requested that NWEA provide the bulk ISR as a single pdf file containing all students' reports.

Will parent reports be available for fall testing - similar to the spring Individual Student Reports?

The Individual Student Reports in Acacia will only be available for spring administrations. You can, however, print the Student Dynamic Report from Acacia by scrolling all the way to the bottom of the page and clicking the pdf icon.

In addition, if the SAU chooses to roster their students in the MAP Growth platform, Family Reports will become available when other MAP Growth reports become available.

Other Questions

When I go to look at the scores, I do not see the “View Reports” icon in Acacia.

Access to student score results is determined by user roles in the MAP Growth platform and the assigning of Reporting groups.

Users with the District Assessment Coordinator role in the MAP Growth platform have access to student score results for all students in the SAU. Users with the School Assessment Coordinator role in the MAP Growth platform have access to all student score results within a school. Users with the Instructor role in MAP Growth need to be assigned to a Reporting group by an assessment coordinator in order to see their students’ results. This is due to the requirements under the Family Educational Rights and Privacy Act (FERPA) for individuals to only have access to student data when there is legitimate educational interest. There is a similar procedure within the MAP Growth platform for allowing Instructors to see their students results.

User roles are assigned at the local level, by the SAU’s System Administrators. Maine DOE does not assign user roles.

Directions for assessment coordinators for creating Reporting groups can be found in Part 7 of the [User and Student Management Guide](#).

Will the Maine Through Year Assessment scores be accessible in the MAP Growth platform?

Maine Through Year Assessment RIT scores are accessible in MAP Growth reports within the MARC (MAP Growth) platform *if an SAU rosters their students in MAP Growth prior to the end of the administration window*.

For fall RIT scores, will we be able to see scores aggregated by school or grade level?

At this time, aggregated reports, for example Organization reports, are not available in Acacia for RIT scores. If seeking aggregated RIT score reports, Maine DOE recommends ensuring that your students are rostered within the MARC platform by the end of the administration window.

Aggregated RIT score reports, both Operational and Demographic, are items on Maine DOE’s enhancement wish list for future administrations.

How do the Maine Through Year Assessment reading scores compare to the Lexile reading levels? We need a chart to compare scores for reading placement.

Please use the following [RIT-Lexile conversion chart](#).

How will growth be projected?

At this time, growth projections are a feature of MAP Growth reports and are not included in the reports in the Acacia platform.

Given that Maine students now have two successive RIT scores in the Acacia platform, RIT score projections in reports in Acacia are a feature on Maine DOE's enhancement wish list for future assessment administrations.

Is there a report that breaks down the questions...like the old MEA report did showing the question and how many students answered it correctly/incorrectly? I found the report that tells how each individual student answered but now how a class answered. There is no report that shows a specific question and how many students answered it correctly. Per their company policy, NWEA does not release assessment items. In addition, given the adaptive nature of the assessment, students do not all see the same questions. Any particular question from NWEA's question bank may be seen by none, some, or all students within a class group.

Are state-level Through Year Assessment proficiency percentages for each grade level currently available? If so, where can they be accessed. If not, will they be made available? If so, when and where?

Preliminary statewide achievement level percentages were shared with SAU Superintendents and District Assessment Coordinators in early October. Other SAU and school administrators can request access to those reports either from their Superintendent, District Assessment Coordinator, or Krista Averill at Krista.Averill@maine.gov. Educators should reach out to their building leaders for more information.

Reports for public consumption will be available in the [ESSA Dashboard](#) later this academic year.

What are my next steps if the data doesn't match what I'm seeing in the classroom? The Maine Through Year Assessment provides a snapshot in time of a student's achievement. To create a more complete understanding of what your student knows and can do in relation to grade level standards, data from the Maine Through Year Assessment should be used alongside additional sources, such as school assessments and classroom learning.

Did the Maine DOE know prior to administering the MTYA that longitudinal data would be lost without RIT grade level scores for those districts using NWEA for a long time? Any prior RIT score data from MAP Growth assessment administrations was not lost due the transition from the MAP Growth assessment to the Through Year Assessment because that data is housed in a different platform called MARC, independent from the Acacia platform for the Maine Through Year Assessment. Maine DOE has no access to student results data in MARC.

In order to receive MAP Growth reports containing Maine Through Year Assessment RIT score data, SAUs need to continue to roster their students in MARC with each assessment administration as they had done previously while administering MAP Growth. This rostering by the SAU is essential for the one-to-one SSID and demographic link between NWEA's two platforms for the transfer of that RIT score data. At this time, NWEA's technical limitations only

allow student demographic data to flow one way, from MARC into Acacia. Because Maine DOE has no access to rosters or student demographic data in MARC, only SAUs can complete the rostering process. This requirement was communicated with District Assessment Coordinators at multiple times during both the Spring 2023 and Fall 2023 administrations.

Maine DOE has requested in the past and will continue to request that NWEA consider updating their platforms to allow for a sync of student demographic data from Acacia into MARC, removing the need for SAUs to roster their students in the MARC platform.