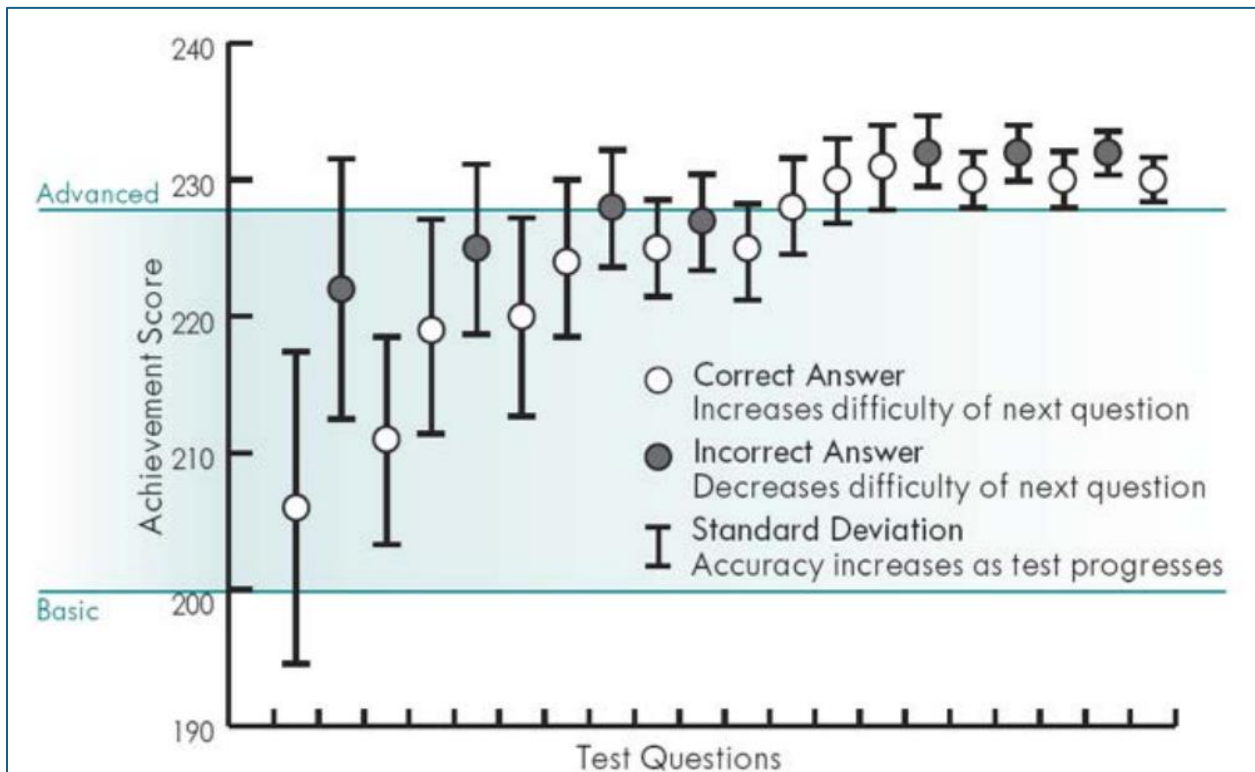


Maine Through Year Assessment Structure

The Maine Through Year Assessment is a balanced assessment system combining both multiple interim assessments that provide a measure of student growth within the academic year as well as an end-of-year, summative assessment that measures student performance according to grade-level expectations.

The Maine Through Year Assessment is a computer-adaptive test. In general, the computer-adaptive engine provides a more difficult question after a student answers a question correctly and provides an easier question after a student answers a question incorrectly.

Figure 1. The Computer-Adaptive Engine

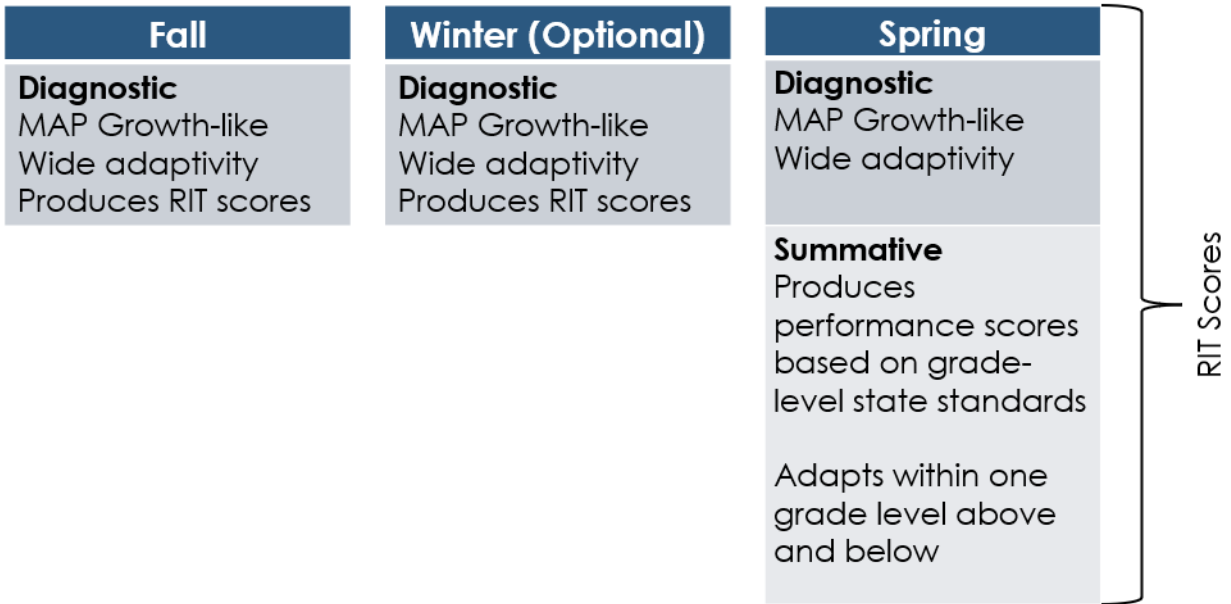


The assessment consists of three administrations: a required fall interim administration, an optional winter interim administration, and a required spring administration with both interim and summative components.

For the interim or “diagnostic” portions of the assessment in the fall, winter, and spring, the test can adapt outside of the student’s enrolled grade level. In the fall and winter, the entire assessment is diagnostic.

In the spring, there is an additional summative portion of the assessment, which meets the federal requirements for a state summative assessment under the Elementary and Secondary Education Act, reauthorized as the Every Student Succeeds Act (2015).


Figure 2. Maine Through Year Assessment Structure



For more information regarding the structure of the Maine Through Year Assessment, please view the [Structure of the Maine Through Year Assessment video](#).

Two Score Types

As shown in *Figure 2. Maine Through Year Assessment Structure*, one score type produced by the Maine Through Year Assessment is a RIT score in the fall, winter, and spring. In the spring, the assessment produces an additional score type known as the Maine scale score.

RIT Scores	Maine Scale Score
<p data-bbox="203 455 488 485">Fall, winter, and spring</p> <p data-bbox="203 527 794 625">Based on an assessment blueprint that aims to weigh all instructional areas equally at every grade level</p> <div data-bbox="203 1003 414 1180">  </div> <p data-bbox="435 989 781 1157">Compares student performance to their same-grade peers nationwide utilizing the 2020 MAP Growth norms</p> <p data-bbox="203 1247 792 1377">Reports student growth and achievement according to percentiles and quintiles or, in other words, by comparisons to other students rather than by mastery of standards</p> <p data-bbox="203 1423 792 1486">NOT a measure of proficiency or of student ability according to grade-level state standards</p> <ul data-bbox="253 1497 781 1812" style="list-style-type: none"> • It would be inaccurate to claim that a student is proficient based on their RIT score percentile or quintile. • Some states have linking studies that indicate the <i>probability</i> that a student at a certain RIT score will <i>likely</i> be proficient according to state-specific grade-level standards. <u>Maine does not have a linking study at this time.</u> 	<p data-bbox="826 455 964 485">Spring only</p> <p data-bbox="826 527 1414 625">Based on an assessment blueprint that prioritizes areas of instructional emphasis for a specific grade level</p> <ul data-bbox="875 636 1390 873" style="list-style-type: none"> • Example: Fractions is an area of instructional emphasis in the state standards for grade 3, and this is reflected in the weighting of <i>Numbers and Operations</i> instructional area in the grade 3 summative assessment blueprint. <p data-bbox="826 884 1414 947">Please see Summative Assessment Blueprints: An Overview for more information.</p> <p data-bbox="826 989 1390 1087">Reports student performance according to Maine’s state standards, in the form of both a numeric score <u>and</u> an achievement level:</p> <ul data-bbox="875 1098 1300 1234" style="list-style-type: none"> • Well Below State Expectations • Below State Expectations • At State Expectations • Above State Expectations <p data-bbox="826 1283 1357 1381">A student’s Maine scale score and achievement level are not impacted by the score of other students.</p> <p data-bbox="826 1423 1419 1661">Achievement level descriptors (ALDs) provide statements regarding the skills students demonstrate at each of the four achievement levels. See the Achievement Level Explorer Tool for the complete set of ALDs for the Maine Through Year Assessment in both reading and math.</p>

<p>RIT scores are on a longitudinal scale that is not grade-specific: A 250 RIT score represents the same ability level whether the score is received by a 3rd grader, 6th grader, or 8th grader.</p> <p>RIT scores are best for comparisons:</p> <ul style="list-style-type: none"> • Between students • Between performance on two or more tests for one student (i.e., growth) <p>RIT scores range from 100 to 350</p> <p>RIT scores answer the questions:</p> <ul style="list-style-type: none"> • How is my student performing compared to other students in their grade level? • How is my student's academic growth compared to other students in their grade level? 	<p>Maine scale scores are on a grade-level-specific scale. A 1500 represents the cut score for At State Expectations for each grade level, based on the specific standards for that grade level.</p> <p>Maine scale scores are best for measuring student performance in relation to grade-level state standards.</p> <p>Maine scale scores range from 1400 to 1600 to avoid overlap or confusion with the RIT score range</p> <p>Maine scale scores answer the question:</p> <ul style="list-style-type: none"> • Is my student approaching, meeting, or exceeding grade-level academic standards?
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The Maine Through Year Assessment is an assessment with two purposes: to provide a measure of within-year academic growth as well as to provide an end-of-year measure of mastery of grade-level state standards. The RIT scores and Maine scale scores are each designed to meet one of these two purposes.