



Maine Through Year Assessment Scoring & Reporting

Background: 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.

Maine's Through Year Assessment Model

Fall	Winter (Optional)	Spring	Produces RIT Score
Interim MAP Growth questions Adapts by difficulty level Produces RIT score	Interim MAP Growth questions Adapts by difficulty level Produces RIT score	Interim MAP Growth questions Adapts by difficulty level State Summative Questions aligned to both a standard and achievement level (e.g., At State Expectations) Adapts by difficulty level Produces Maine scale score based on grade-level state standards	

Fall and Winter Administrations

An **interim assessment** is administered during the school year to measure student learning and provides timely information that can be used to support instruction. In the Maine Through Year Assessment, the fall and winter administrations are interim assessments, providing RIT scores that help educators monitor student growth and adjust instruction throughout the year.

Although administered through the State Solutions Secure Browser, the questions on the fall and winter Maine Through Year Assessments are all from the NWEA MAP Growth question bank.

Spring Administration: One Assessment with Two Purposes

The spring administration of the Maine Through Year Assessment is one assessment with two purposes. It generates two types of scores: an interim assessment score, known as the RIT score, and a summative assessment score.

Whereas an interim assessment is an assessment *for learning* that can help educators adjust instruction, a **summative assessment** is an assessment *of learning*, administered after a period of instruction to measure what students know and can do. In the Maine Through Year Assessment, the summative assessment is used to evaluate student performance at the end of the year relative to grade-level academic standards. Only the

summative portion of the spring administration is used to determine a student's Maine-specific scale score (also referred to as the Maine scale score) and achievement level.

Because the spring administration serves two purposes, it includes two types of questions: interim and summative.

FAQ: The Maine Scale Score

How were the cut scores for the 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 range ALDs were developed by NWEA content experts and reviewed and revised by Maine educators and curriculum coordinators in fall 2022. (Note: In Summer 2025 based on feedback from the federal assessment peer review process, ALDs were reviewed again, and some were updated to improve clarity.)

The cut scores between achievement levels are established through a process known as standard setting. Although the goal of standard setting is always the same—to determine the cut scores between achievement levels—different psychometric methodologies can be used to accomplish that goal. For the Maine Through Year Assessment, embedded standard setting was conducted alongside the alignment study in July 2023.

During the alignment study and embedded standard setting process, Maine educators review the item writers' alignments between assessment questions, state standards, and achievement level descriptors. The educator panel verifies or corrects these alignments as needed and, in some cases, recommends revisions to the ALDs themselves.

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-scale 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 correctly answering questions aligned with that achievement level. For example, the position of the cut score between Well Below and Below is the point 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 final score representing the 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 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 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.

Together, the alignment study, embedded standard setting, and response probability policy decision determine the cut scores within the designated score range.

Note: Like the RIT scale, the numerical values on the Maine-specific scale do not have any inherent meaning. Just as the RIT scale could have used a different numerical range (for example, 0–250 or 500–750 instead of 100–350), the values of 1400 and 1600 were selected for practical reasons rather than because they carry any intrinsic meaning. Maine's Technical Advisory Committee recommended a four-digit scale so that (1) the score range would be sufficiently wide to allow more meaningful differentiation of student performance and (2) the scale would be clearly distinguishable from the three-digit RIT scale.

A student's pattern of responses, not simply the number of questions answered correctly, is used to determine where the student's score falls on the Maine-specific 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, the student's final scale score would be expected to fall within 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, the student's score would be expected to fall at the lower end of the At achievement level.

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

Because the Maine Through Year Assessment is computer adaptive, the questions each student sees and the difficulty of those questions vary based on the student's responses. If a student's response pattern is consistent (that is, the student is not responding randomly or guessing) and the assessment is of sufficient length, the constraint-based adaptive engine is designed so that most students will answer approximately 50% of the questions correctly.

Other Questions

[Are the Maine Through Year Assessment scores accessible in the MAP Growth platform?](#)

Maine Through Year Assessment RIT scores are available in MAP Growth reports *if the school rosters their students in MAP prior to the end of the administration window*.

[Are state-level Through Year Assessment proficiency percentages for each grade level available? If so, where can they be accessed?](#)

Preliminary statewide achievement level percentages are available within the Summary Report in Acacia, which is available to school- and SAU-level users with the appropriate user roles. Educators should reach out to their building leaders for more information.

Reports for public consumption will be available in the [ESSA Dashboard](#) in the fall following the spring assessment administration.