

The Maine Through Year Assessment

Coordinator Guide

2024–2025 Maine Through Year Assessment
Reading and Mathematics

Contributors

The Maine Through Year Assessment is administered by the Maine Department of Education (DOE).

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Table of Contents

Part 1—General Information	4
About the Maine Through Year Assessment	4
Who Should Read This Guide?	5
Maine Through Year Assessment Security	5
Other Manuals and Guides	6
Important Contact Information	7
Part 2—Assessment Coordinator Checklists	8
Before the Administration	8
During the Administration	9
Part 3—Scheduling the Assessment	10
Scheduling	10
Typical Assessment Duration	11
Part 4—Participation Requirements	12
Federal Participation Requirement	12
State Participation Requirement	12
Student Withdrawal or Enrollment During Assessment Window	12
Participation with Supports and Accommodations	13
Participation of Multilingual Learners	14
Participation of Newcomers Identified as Multilingual Learners	14
Part 5—Operational Reports	15
About Operational Reports	15
List of Available Reports	15
Appendix A—Spring 2024 Testing Times	17

Part 1—General Information

About the Maine Through Year Assessment

The Maine Through Year Assessment assesses all publicly funded Maine students in grades 3 through 8 and second year of high school in the content areas of Reading and Math. The Through Year Assessment consists of three administrations: fall, winter, and spring. The fall and spring administrations are required for all students; the winter administration is optional. Students with significant cognitive disabilities who qualify for the alternate assessment to the Maine Through Year Assessment participate in the MSAA. The Maine Through Year Assessment does not need to be submitted for any student who was assessed through the alternate assessment.

The Maine Through Year Assessment in Reading and Mathematics was developed to provide teachers, students, and parents with information on student learning strengths and needs throughout the year, as well as student progress in mastering college and career-ready skills based on Maine's accountability standards, the Common Core State Standards.

The Maine Through Year Assessment is administered online and is computer-adaptive, varying the difficulty of the next question based on a student's performance on prior assessment questions. As a result, the assessment adapts to the learner and is unique to every student. The assessment is composed of items, or questions, from NWEA's through-year item bank as well as MAP Growth™ items. The assessment is designed to be untimed; students should be provided as much time as they need to answer all assessment questions.

A variety of student supports and accessibility features are available to students to ensure that the assessment experience is as consistent as possible with the student's daily instruction. These accessibility features include, but are not limited to, supports and accommodations for students with support plans, Individual Language Acquisition Plans, 504 plans, and Individualized Education Programs (IEPs). Paper, large print, and braille assessments are available for qualifying students.

The Maine Through Year Assessment provides the opportunity for teachers to access and use immediate, actionable data within 72 hours to support classroom formative assessments and planning for instruction. The assessment reports student performance according to two different score types: the Maine-specific scale score and RIT scores. Each score type serves a different purpose.

- Maine-specific scale scores communicate information about a student's performance according to grade-level standards.
- RIT scores communicate overall performance in the content area so that comparisons can be made between students and over time.
- Instructional area RIT scores communicate areas of relative strength and relative need.

To create a more complete understanding of what your students know and can do, results from the Maine Through Year Assessment should be used alongside additional data sources, such as school assessments and classroom learning.

Who Should Read This Guide?

The Maine Through Year Assessment Coordinator Guide provides information about assessment coordination and administration procedures for the Maine Through Year Assessment. Assessment coordinators at both the SAU- and school-levels should become familiar with the contents of this guide.

Maine Through Year Assessment Security

The quality and usefulness of the assessment data generated by the Maine Through Year Assessment depend, in large part, on the uniformity of the assessment administration and the security of assessment materials. Valuable information about student achievement and the effectiveness of Maine's academic standards will be seriously compromised if assessment security is not strictly implemented and maintained.

Maine DOE requires that all assessment coordinators review the information in the [Maine Assessment Security Handbook](#). The School Assessment Coordinator, or other administrator, should report assessment irregularities to Krista Averill, Maine DOE Assessment Coordinator, at Krista.Averill@maine.gov or 1-207-215-6528.

Teachers, counselors, administrators, or other familiar, qualified education personnel may act as proctors. Assessment coordinators and proctors are required to watch the applicable training videos, which vary by role, and complete and sign the MEA Assessment Security and Data Privacy Agreement, found in the Assessment Security Handbook. Signed copies should be filed and kept on-site. Both the training videos and Assessment Security Handbook can be found at the [Maine DOE's Assessment Security site](#).

Other Manuals and Guides

This document is part of a suite of guides and manuals available through Maine DOE for the Maine Through Year Assessment. Assessment coordinators should ensure that they are familiar with the purpose and overall content of each of the manuals and guides.

For assessment coordinators:

- [The Maine Through Year Assessment Reports Interpretive Guide](#): Provides an overview of the two score types produced by the Maine Through Year Assessment, the Maine scale score and RIT score, and describes features of each report available in Acacia.
- [The Maine Through Year Assessment Accessibility Guide](#): Provides information regarding accessibility features, including universal tools, designated supports, and accommodations. Special education directors, special education teachers, and case managers should also read this guide.
- [The Maine Through Year Assessment User and Student Management Guide](#): Provides information regarding navigating the Acacia platform, user roles and permissions, managing accounts for school and SAU personnel, student registrations, and creating student groups.

For technology coordinators:

- [The Maine Through Year System and Technology Guide](#): Provides information regarding online readiness tools, system and network requirements, and the NWEA State Solutions Secure Browser.
- [System Requirements](#): A brief, two-page guide which provides information regarding device, operation system, processors, memory, and other requirements.

For proctors:

- [The Maine Through Year Assessment Administration Guide](#): Provides checklists for administration of the assessment as well as the required scripts to be read for each assessment.
- [The Maine Through Year Manage Online Testing Guide](#): Only for those proctors who will be monitoring student progress online via the Acacia platform. Provides directions for navigating Manage Online Testing in Acacia, including printing test tickets.

For educators:

- [The Maine Through Year Assessment Reports Interpretive Guide](#): Provides an overview of the two score types produced by the Maine Through Year Assessment, the Maine scale score and RIT score, and describes features of each report available in Acacia.

Important Contact Information

If you have questions pertaining to state policy, including but not limited to scheduling the assessment, assessment coordinator responsibilities, requirements for student participation, assessment security, and accessibility, contact the Maine DOE Assessment Coordinator for the Maine Through Year Assessment, Krista Averill, at Krista.Averill@maine.gov or 1.207.215.6528.

If you have any additional questions, contact NWEA Maine Partner Support by phone at 855.430.1777. Customer service representatives will make every attempt to answer your questions and escalate issues when appropriate. All contacts to the support team are tracked and documented. Representatives are available from 7:00 a.m. to 8:00 p.m. EST, Monday through Friday.

Part 2—Assessment Coordinator Checklists

The following checklists provide a suggested timeline of tasks and responsibilities for assessment coordinators.

Before the Administration

Activity	Date
Work with technology coordinators to verify system and bandwidth readiness, including downloading of the latest version of the NWEA State Solutions Secure Browser. Refer to The Maine Through Year System and Technology Guide .	6 weeks prior to the assessment administration window
Read the Maine DOE Assessment Security Handbook .	Approximately 4 weeks prior to the administration window
Read The Maine Through Year Assessment Coordinator Guide (this document).	Approximately 4 weeks prior to the administration window
Complete the Maine Through Year Assessment Coordinator Training Module. Refer to How to Enroll in the Maine Through Year Assessment Coordinator Training Module . Instructions can also be found on the NWEA Maine Connections page .	Approximately 4 weeks prior to the administration window
Develop a local assessment administration schedule and share the schedule with other assessment coordinators and educators, as applicable.	Approximately 4 weeks prior to the administration window
Ensure that proctors view the required assessment security webinars, available on the Maine DOE Assessment Security webpage . Combined viewing time is approximately 8 minutes.	At least 2 weeks prior to assessment administration
Ensure that proctors view the required Maine Through Year Assessment Proctor Training Video, available on the Maine DOE Maine Through Year Assessment webpage . Approximate viewing time is 10 minutes.	At least 2 weeks prior to assessment administration
Ensure that proctors understand the universal tools available to all students as well as of the designated supports and accommodations available to students with specific needs. Share The Maine Through Year Assessment Accessibility Guide with proctors.	At least 2 weeks prior to assessment administration

Activity	Date
Complete registration activities, including entering student supports and accommodations. Refer to The Maine Through Year Assessment Accessibility Guide and The Maine Through Year Assessment User and Student Management Guide .	When the Acacia management system becomes available through the end of the administration window
Distribute The Maine Through Year Assessment Administration Guide to proctors, as well as The Maine Through Year Manage Online Testing Guide to those who will be monitoring online testing in Acacia.	At least 1 week prior to assessment administration
Ensure that students view the Online Student Tutorial on the NWEA Maine Connections page .	Prior to the assessment administration
Allow students to access the Online Item Type Samplers , which act as practice assessments.	Prior to the assessment administration

During the Administration

Activity	Date
Complete registration activities, including entering student supports and accommodations. Refer to The Maine Through Year Assessment Accessibility Guide and The Maine Through Year Assessment User and Student Management Guide .	When the Acacia management system becomes available through the end of the administration window
Distribute test tickets and other secure assessment materials to proctors before the assessment session. Collect all test tickets and other secure assessment materials immediately following the assessment session.	The day of the assessment
Assist and supervise proctors during the Maine Through Year Assessment window to ensure that required procedures are being followed with fidelity. Report any observed assessment irregularities to Krista Averill, Maine DOE Assessment Coordinator, at Krista.Averill@maine.gov or 207-215-6528.	During the assessment administration window
Securely destroy Maine Through Year Assessment materials such as test tickets and scratch paper.	By the last day of the assessment administration window
<i>If the SAU prefers to receive MAP Growth reports integrating Maine Through Year Assessment RIT score data in addition to the reports available in Acacia, roster students in the MARC platform.</i>	By the last day of the assessment administration window

Part 3—Scheduling the Assessment

Scheduling

The Maine Through Year Assessment is an untimed assessment that can be administered over multiple days, allowing flexibility in scheduling.

Here are some guidelines for scheduling:

- The assessment may be scheduled on any day, Monday through Friday excluding state holidays and school breaks.
- All assessments must be scheduled and completed within the six-week assessment window but can be administered over multiple days.
- Since SAUs know their students best, they should consider student needs related to environment, timing, and additional administration elements when creating an assessment schedule. Students who finish the assessment early may read or work on other assignments, but not on their computers or devices.
- The Maine Through Year Assessment is untimed. Proctors should not pace students. The assessment administration schedule needs to account for students who may need additional time to complete the assessment.
- The Maine Department of Education (DOE) recommends that the final week of the assessment window be considered a makeup week, with no regular sessions scheduled during that week. **Assessment resets cannot be requested during the last week of the administration window.**
- Younger students are more likely to need more frequent breaks or multiple sittings to complete the assessment.
- Students arriving at a new school will be transferred to the correct Reporting School in the Maine Through Year platform during the nightly sync with NEO. The new Reporting School will have access to the student's score results. If the student started but did not finish the assessment at their previous school, the new Reporting School will need to reach out either to the student's prior school or to Krista Averill (Krista.Averill@maine.gov), the Maine DOE Assessment Coordinator, to request the student's test ticket information.
- Regardless of the schedule used, the assessment administration must be consistent and standardized, and the scripted directions must be followed. It may be advisable to postpone the assessment if an event causes a level of disruption or distress that could result in students performing below their capabilities. SAU and school personnel are urged to keep the best interests of the students in mind when deciding to reschedule assessment dates. Early administration of the assessment at the beginning of the six-week administration window should eliminate most scheduling problems.

Typical Assessment Duration

The Maine Through Year Assessments do not have time limits. [Table 1: Fall and Winter Assessment Duration Details](#) and [Table 2: Spring Assessment Duration Details](#) below list the number of assessment questions per content area and the recommended scheduled assessment-taking time for each grade level for the fall, winter, and spring assessments. The number and length of sessions in the tables are recommendations, not requirements.

Some students may require more or less time than others. Students should be given additional time, if needed, and can complete the assessment in one or more assessment sessions. Proctors should not pace students. When scheduling assessment sessions, these variances should be considered.

If individual students finish the assessment early, they may read or work on other assignments, but not on their computer or other device.

Table 1: Fall and Winter Assessment Duration Details

Grade level	Content area	Number of assessment questions	Recommended scheduled assessment-taking time
3–8 2 nd Year of High School	Mathematics	42	1 hour
3–8 2 nd Year of High School	Reading	36	1 hour

Table 2: Spring Assessment Duration Details

Grade level	Content area	Approximate number of assessment questions*	Recommended scheduled assessment-taking time
3–5	Mathematics	50	2 hours total, 2-3 sessions
3–5	Reading	46	2.5 hours total, 3-4 sessions
6–8	Mathematics	50	2 hours total, 1-2 sessions
6–8	Reading	46	2 hours total, 1-2 sessions
2 nd Year of High School	Mathematics	54	1.5 hours, 1 session
2 nd Year of High School	Reading	49	1.5 hours, 1 session
*All students in the same grade given the same test will receive the same number of test items.			

Note: [Table 2: Spring Assessment Duration Details](#) above reflects data from the Spring 2024 administration.

Spring assessment recommended scheduled assessment-taking times and number of sessions are based on empirical data and feedback from the field. Refer to [Appendix A—Spring 2024 Testing Times](#) on page 17 for more information on the mean and 95th percentile testing times.

Part 4—Participation Requirements

Federal Participation Requirement

Under the federal [Every Student Succeeds Act of 2015 \(ESSA\)](#), a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965, the Maine Department of Education is required to annually assess publicly funded students in grades 3-8 and at one point in high school in mathematics and reading/language arts.

These requirements apply to all students whose education is paid through Maine's public-school funds, even if those students are attending a private school. Publicly funded students are eligible for and required to participate in Maine's state assessment program at state expense.

State Participation Requirement

Expectations for assessment in Maine's legislation can be located in [Title 20-A, Chapter 222 Standards and Assessment of Student Performance](#).

These assessments apply to students in the public elementary and secondary schools, in public, charter and magnet schools, as defined in section 2401, subsection 9, and in all private schools approved for tuition whose school enrollments include at least 60% publicly funded students.

Maine DOE includes all students in all public schools in the State in each indicator in the State's accountability system for Title I purposes, unless a Title I exception applies.

All students enrolled in Maine's public schools, Special Purpose Private Schools (SPPS), regional programs, charter schools, or private schools with at least 60% publicly funded students are required to participate in the state assessments of mathematics and reading.

Student Withdrawal or Enrollment During Assessment Window

If a student enrolls during the established assessment window, it is the new school's responsibility to determine whether the student was assessed at their previous school and to administer the assessment in its entirety to the student before the last day of the administration window.

Note: Verify that students are enrolled correctly in Synergy to ensure their assessment enrollments appear correctly in the assessment management platform, Acacia.

1. **If the new student has NOT yet started the Maine Through Year Assessment**, the newly enrolled student should participate in the regularly scheduled assessment sessions with the rest of the student population, OR if the new school has finished assessing all students, be provided an alternate opportunity to complete the assessment. The new school will have access to the student's test tickets in Acacia.

2. **If the student has COMPLETED the Maine Through Year Assessment but the new school has not administered the assessment**, it is appropriate to make other educational arrangements for the student while the rest of the student's classmates are taking the assessment.
3. **If the student has STARTED BUT NOT COMPLETED the Maine Through Year Assessment**, the new SAU must reach out to either the old SAU or Maine DOE to obtain a copy of the student's test ticket.
4. **If the student has COMPLETED an accommodated PAPER-BASED FORM**, the prior SAU should have a scribe enter all student responses into the platform for scoring and submit the assessment. Secure test materials must be destroyed on-site.
5. **If the student has STARTED BUT NOT COMPLETED an accommodated PAPER-BASED FORM for the Maine Through Year Assessment**, the prior SAU should have a scribe enter answers in the online platform for only those questions the student has completed. Do NOT submit the assessment if it has not yet been completed. The old SAU should destroy the secure, paper-based materials on-site. The new SAU should reach out to Krista Averill, at Krista.Averill@maine.gov, to request a new copy of the paper-based form.

Students who transfer during the administration window to an out-of-state school (not including residential schools, special purpose private schools, and other publicly-funded placements), to a private school paid by private funds, or to home instruction will remain in Acacia although they are no longer eligible to assess. An SAU in Acacia named "Placeholder SAU" exists for the Maine DOE to place students who are no longer eligible for the state assessment. Transferring students to the placeholder SAU is not required for reporting or accountability but is available to SAUs as an option if the SAU no longer wishes to see the ineligible students in Manage Online Testing. Requests for student transfers to the placeholder SAU should be sent to Krista Averill at Krista.Averill@maine.gov.

For more guidance regarding special enrollment circumstances, refer to [Maine's Comprehensive Assessment System \(MECAS\) Guidelines](#).

Participation with Supports and Accommodations

All students are expected to participate in state assessments. No student, including students with disabilities, may be excluded from the state assessment and accountability system. The Maine Through Year Assessment has three tiers of accessibility features to support the inclusion of all students in the state assessment: universal tools, designated supports, and accommodations. For information on accessibility features, refer to [The Maine Through Year Assessment Accessibility Guide](#).

Designated supports and accommodations are assigned when students are registered. For more information on registering students and assigning supports and accommodations, such as text-to-speech, refer to [The Maine Through Year Assessment User and Student Management Guide](#).

Participation of Multilingual Learners

According to the Every Student Succeeds Act (ESSA) and state law, multilingual learners, or MLs, must be provided the opportunity for equitable access to all required state assessments. MLs were formerly referred to as English learners. Refer to [this press release from the Maine DOE](#) for more information.

SAUs should carefully consider the tools and resources utilized by MLs on a routine basis to access classroom instruction. These should be implemented as designated supports for the student during the assessment experience. For additional information about accessibility features, including designated supports, refer to [The Maine Through Year Assessment Accessibility Guide](#).

Participation of Newcomers Identified as Multilingual Learners

Multilingual learners who were enrolled in a United States school for the first time as indicated in the appropriate field in Synergy State Edition “US School Entry Date” and subsequently identified as MLs are **exempt from the Reading assessment if the last day of the administration window is less than 12 months after the US Entry Date**. For more information, reference the [Maine Through Year Assessment Multilingual Learner Exemption Guidance](#).

The following criteria must also be met:

- The student is administered the appropriate [English language proficiency screener](#) and identified as a multilingual learner.
- The student participates in the ACCESS for ELLs during the assessment window.

SAUs are encouraged to consider whether the exemption from the Reading assessment is applicable on an individual basis and to include the parents or guardians of the student in the decision-making process, whenever possible. The benefits of assessment participation, including the establishment of baseline data, should be shared with the parents or guardians as part of this discussion.

There is no exemption from the mathematics assessment for newly arrived MLs.


For more information on participation of Multilingual Learners in the Maine Educational Assessments, refer to the [Maine Comprehensive Assessment System \(MECAS\) Guidelines](#).

Part 5—Operational Reports

About Operational Reports

These reports are designed to help District Assessment Coordinators and School Assessment Coordinators monitor assessment statuses and the status of materials orders.

To access operational reports:

1. In the main menu, select **Reports > Operational**.
2. Select the **Organization** and **Report Type** from the drop-down lists.
3. Select **Find**.
4. Information about the report appears below. Select the Download icon  to download the report. If you do not see the Download icon, use the **Refresh** button.

List of Available Reports

Materials Order Report

This report lists each school that needs paper-based assessment forms (standard, large print, and braille), and how many of each kind of form were requested for each grade. It also includes the shipping contact and shipping address for each school.

Large print and braille materials will be shipped to SAUs by NWEA. Standard print assessments can be printed by the SAU; NWEA will contact school building leaders with information on how to securely download the assessment materials.

Use this report to determine how many of each standard paper-based forms to print, and to keep track of how many large print and braille forms you should receive from NWEA.

Student Mobility Report

This report lists each student transferred between organizations during the assessment window, including information such as the student's previous SAU and school, current SAU and school, the date and time the student was transferred, the user who initiated the transfer, and the reason provided for the transfer.

NTC Usage Report

Not Tested Codes (NTCs) are used solely by the Maine DOE to track special circumstances in which students' assessment data will not be included in an SAU's or school's aggregated data.

Important: Only Maine DOE will enter NTCs into the Acacia platform. SAUs should not enter NTCs, and any NTCs entered by SAUs will be removed.

This report shows each test registration to which an NTC was applied. It shows information about the student, the test registration including content area and any assigned supports or accommodations, the SAU and school of attendance, the online testing group name, and the NTC assigned.

Organization Report

This report shows each organization to which you have access, including the name, type (such as school or SAU), code, shipping information, phone number, and the code for the organization's parent organization.

Registration Report

This report lists students and the tests that students are registered for, including any accommodations and group names. This report shows one line for each class. This report is in the same format as the roster file used for student registration, so users can generate this report, make changes to student registration, and upload the file. This can be useful to assign supports or accommodations.

Refer to [The Maine Through Year Assessment User and Student Management Guide](#) for instructions.

Summary Testing Status Report

This report shows how many students are in each testing status (such as Ready to Test, In Progress, Inactive, or Submitted) at each school, grade, language, and content area combination.

Testing Status Report

This report shows details of the students' assessments, including status and demographic information from the registration file.

Student Score Data File (SSDF)

The Student Score Data File contains all valid test events for assessments completed within the administration by grade and content area. The SSDF is available after data clean-up and validation.

MAP Growth Roster Errors Report

This report contains all the MAP Growth roster errors that result in a failure to sync data from MAP Growth to Acacia. This report shows data at the organization level.

Appendix A—Spring 2024 Testing Times

Grade	Content Area	Mean Testing Time (in Minutes)	95% Completed Testing Time (in Minutes)
3	Math	53	104
3	Reading	66	135
4	Math	55	106
4	Reading	70	139
5	Math	61	116
5	Reading	71	138
6	Math	57	107
6	Reading	64	122
7	Math	58	108
7	Reading	62	115
8	Math	58	109
8	Reading	60	110
HS	Math	46	88
HS	Reading	41	80

Note: The above testing times do not include distribution of assessment materials or logging into the secure browser.

Note: The above testing times reflect data from the spring 2024 administration.