



2019 Maine Educational Assessments Individual Student Reports (MEA ISR)

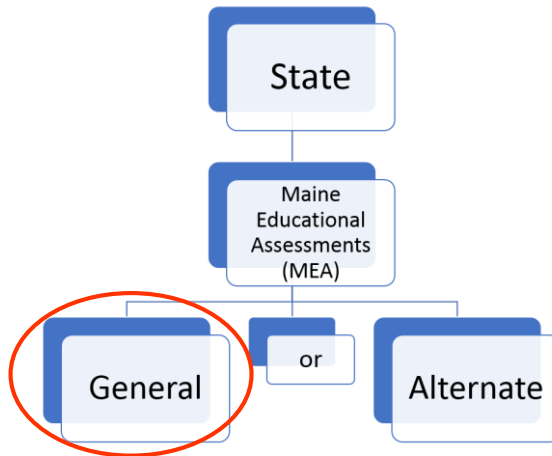
Overview for Families

The 2019 Maine Educational Assessments (MEA) were administered this past spring. Assessment results for the 2019 MEA are available to districts and schools for distribution to students and parents or guardians. I am Nancy Godfrey, the Assessment Coordinator at the Maine Department of Education, and I am going to walk you through a report for fictitious students so you may better understand your child's report.

This webinar reviews the Individual Student Report or ISR. The ISRs are 4-page reports:

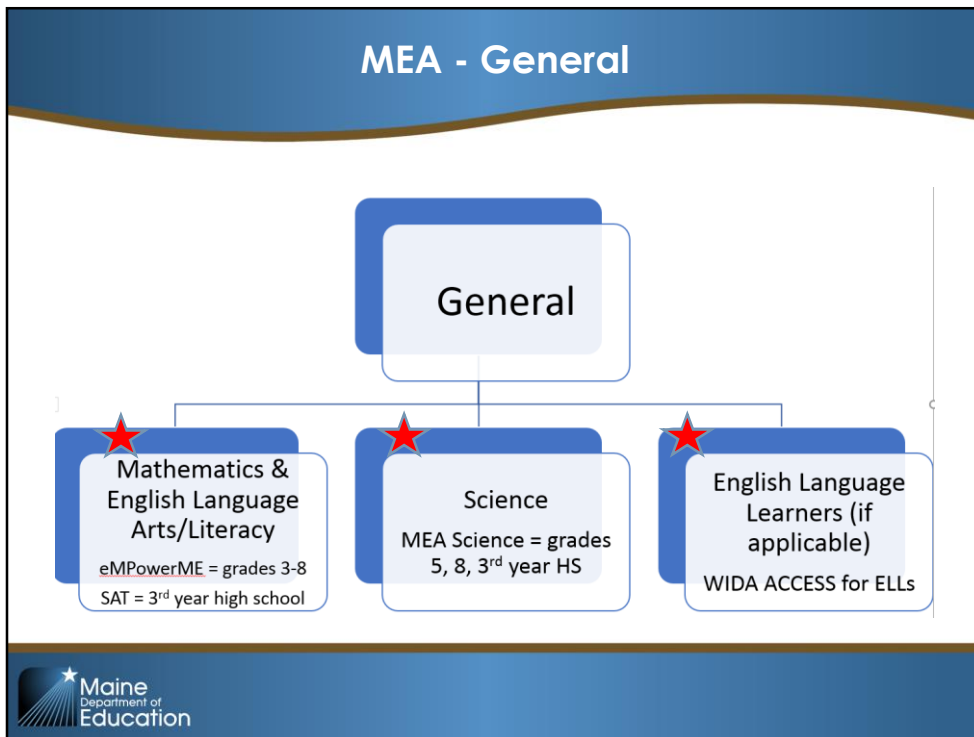
- Page 1 can be used for 1 page Summary Quick Report
- Pages 2-4 are the full and detailed reports each content area:
 - Page 2 Science results when applicable
 - Page 3 Mathematics results
 - Page 4 ELA/Literacy results

Maine Educational Assessments (MEA)



All students in eligible grade levels must participate in the state-required MEAs – either the General MEA or Alternate MEA.

The first part of this webinar will cover the *General Assessments. Review for the Alternate Assessment reports begin on slide #20.



The General Assessments consist of:

- *Mathematics and English Language Arts (ELA)/Literacy – for students in grades 3-8 this is the eMPowerME. Students in 3rd year of high school are assessed with the SAT.
- *Science – students in grades 5, 8 and 3rd year of high school are assessed with the general MEA Science.
- *English Learners are assessed for English proficiency through the ACCESS for ELLs. Remember that based on the date an EL student came to the United States and enrolled in a school for the first time, some students are exempt from the ELA portion of MEA only, and for one year only.

MEA Scores and Achievement Levels

All students receive an overall score on each content area: Science – Math – ELA/Literacy

- Scores are specific to grade levels and assessments

For each assessment, the overall scaled score number then places the student into one of four Achievement Levels:

4. Above State Expectations
3. At State Expectations
2. Below State Expectations
1. Well Below State Expectations



All students receive an overall score on each content area: Science – Math – ELA/Literacy

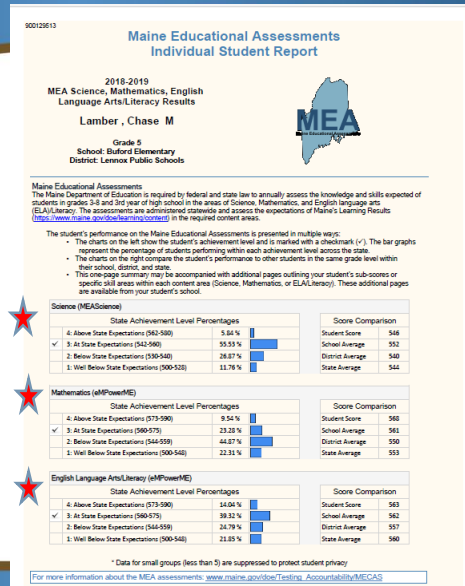
Scores are specific to grade levels and assessments

For each assessment, the overall scaled score number places the student into one of four Achievement Levels:

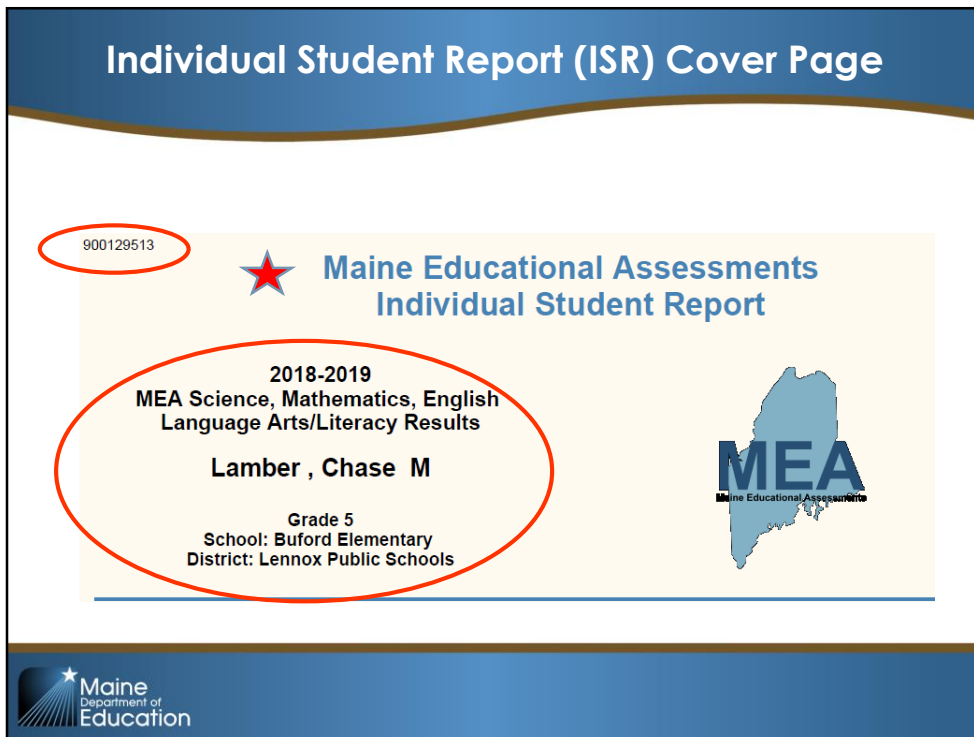
4. Above State Expectations
3. At State Expectations
2. Below State Expectations
1. Well Below State Expectations

Individual Student Report (ISR)

Single page Summary Report
OR
Page 1 of Comprehensive
Student Report



This is a view of the page 1 of a general assessment Individual Student Report or ISR. This new format of page 1 can be used to send to parents as a summary ISR quick report, or the detailed full 4-page comprehensive ISR report reviewed in subsequent slides. Page 1 shows results for all 2019 assessments (*Science if applicable, *Mathematics and *ELA/Literacy). A closer look of each section is shown on the subsequent slides.



The top of the ISR names the *Maine Educational Assessments Individual Student Report.

The *9-digit number at the top left of the page is the unique student's permanent K-12 State Student Identification (SSID) number.

*Under the title on the page 1 is the school year, MEA content areas, student's name, grade, school and district. This sample ISR is for 2018-2019 MEA results for Science, Math and ELA/Literacy student Chase Lamber in Grade 5 at Buford Elementary in Lennox Public Schools.

Individual Student Report (ISR)

Maine Educational Assessments

The Maine Department of Education is required by federal and state law to annually assess the knowledge and skills expected of students in grades 3-8 and 3rd year of high school in the areas of Science, Mathematics, and English language arts (ELA)/Literacy. The assessments are administered statewide and assess the expectations of Maine's Learning Results (<https://www.maine.gov/doe/learning/content>) in the required content areas.

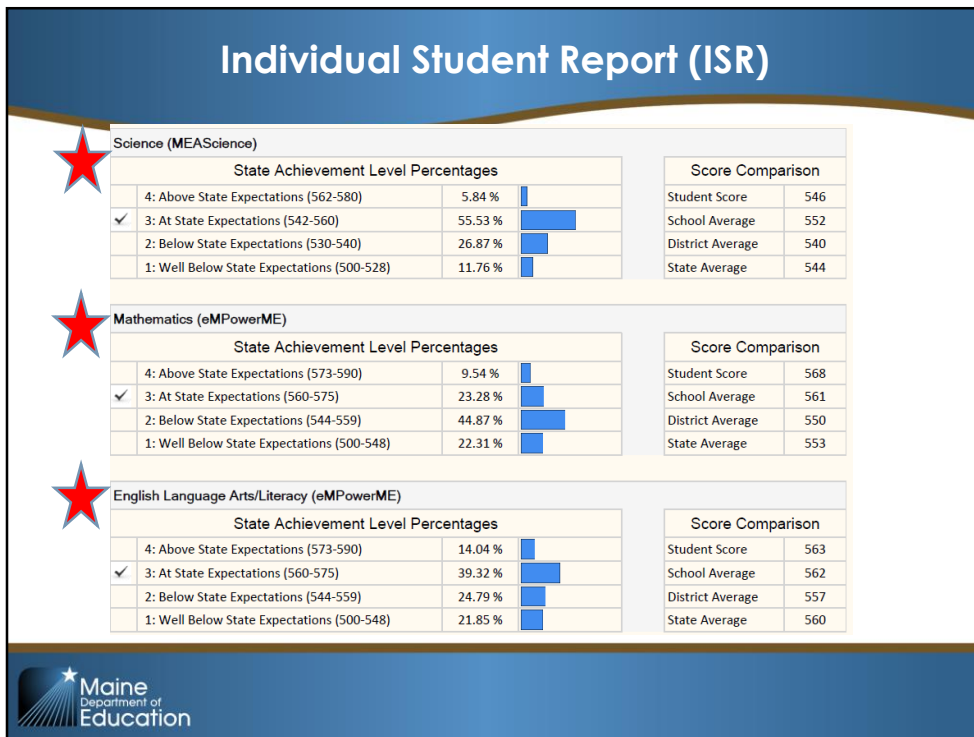
The student's performance on the Maine Educational Assessments is presented in multiple ways:

- The charts on the left show the student's achievement level and is marked with a checkmark (✓). The bar graphs represent the percentage of students performing within each achievement level across the state.
- The charts on the right compare the student's performance to other students in the same grade level within their school, district, and state.
- This one-page summary may be accompanied with additional pages outlining your student's sub-scores or specific skill areas within each content area (Science, Mathematics, or ELA/Literacy). These additional pages are available from your student's school.



The middle of the general ISR provides the following information:

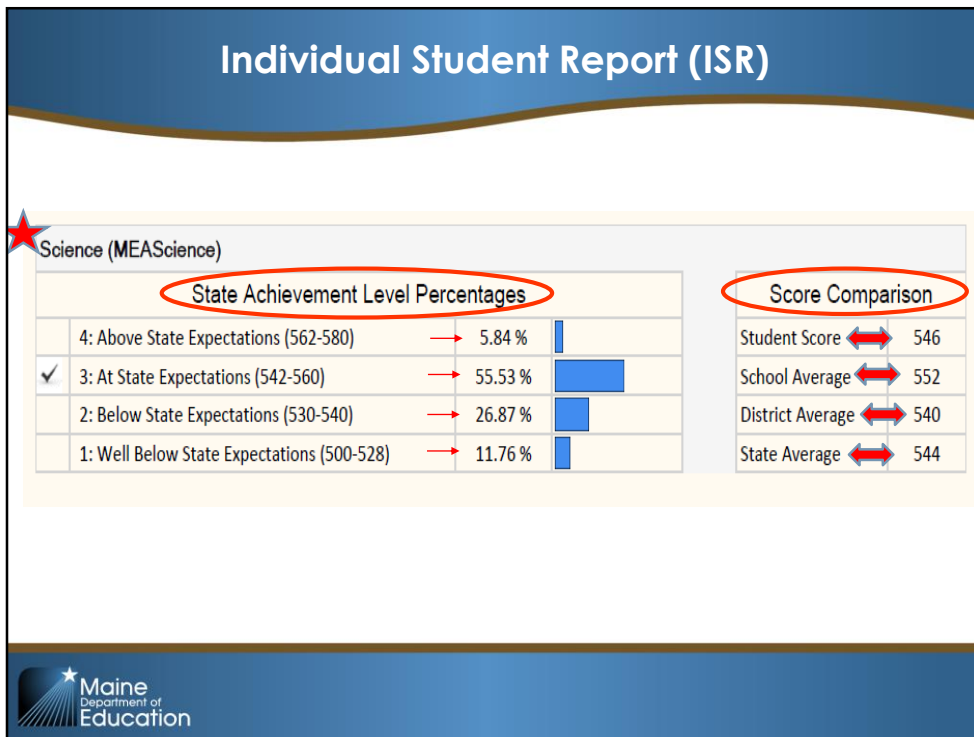
- *A description of the Maine Educational Assessments and a link to Maine Learning Results content standards; and
- *A bulleted explanation of the charts or graphs on the ISR;



The bottom of the ISR shows the student's overall scaled scores on the 3 content areas assessed:

- *General MEA Science,
- *Mathematics eMPowerME, and
- *English ELA/Literacy eMPowerME

We will now look closer at one of these assessment's results.

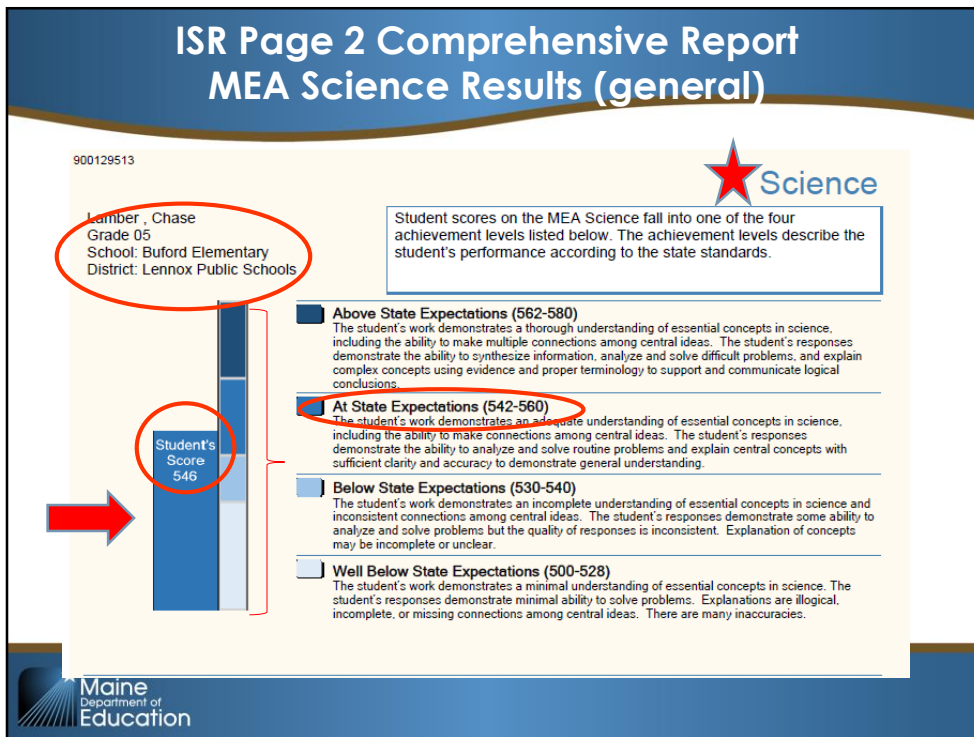


At the bottom section of the ISR, we've zoomed in on *Science for this sample student. Below Science would be Mathematics and ELA/Literacy.

The graph shows *state-wide percentage of students in each of the 4 achievement levels:

- *5.84% of students state-wide were at Achievement level 4 Above State Expectations,
- *55.53% of students state-wide were at Achievement level 3 At State Expectations which is the level of this student,
- *26.87% of students state-wide were at Achievement level 2 Below State Expectations, and
- *11.76% of students state-wide were at Achievement level 1 Well Below State Expectations

On the right the chart shows *Score Comparison of the *student score 546 to the *school average 552, *district average 540, and *state average 544.



The single page one document we just reviewed provides a summary of student performance. If families have received the comprehensive student report, pages 2-4 provided additional details of each of the 3 assessment content areas.

Page 2 is MEA *Science. This page will be blank if the student is in a grade other than 5th, 8th, or 3rd year high school.

This sample shows that student *Chase Lamber is in 5th grade at Buford Elementary in Lennox Public Schools, so this student was eligible for the general MEA Science in addition to Math and ELA/Literacy.

Chase received a score of *546 on the 5th grade Science.

This score places Chase in the achievement level of *At State Expectations. For the 5th grade MEA Science, the score ranges for this achievement level are from 542 to 560, with a definition of the achievement level for Science describing the quality of a student's answers on that assessment.

*The bar graph on the left is the corresponding color of At State Expectations

achievement level next to the *thin bar that shows distribution of all students state-wide in all four achievement levels.

ISR Page 2 Comprehensive Report MEA Science Results (general)

Released Items

Released items for the science test can be found (in English only) at:
www.maine.gov/doe/Testing_Accountability/MFCAS/supports
The table below shows how your child answered these questions.

Question Number	1	2	3	4	5	6	7	8	9	10
Science Standard	E3	E4	E4	D3	D2	D1	E2	E3	D3	E2
Your Child's Answer	+	+	1	+	A	+	+	+	+	3

Science Standards Included in the Test

The Physical Setting:

D1 = Universe and Solar System
D2 = Earth
D3 = Matter and Energy
D4 = Force and Motion

The Living Environment:

E1 = Biodiversity
E3 = Ecosystems
E3 = Cells
E4 = Heredity and Reproduction
E5 = Evolution

A Closer Look at Student's Performance


The chart below provides information about how your child performed on science standards compared to other 5th grade students.

	Points Possible	Student Score	School Average*	District Average*	State Average
The Physical Setting (D1-D4)	0-24	15	16.2	12.1	13.1
The Living Environment (E1-E5)	0-24	15	17.1	13.6	15.0

Key

+ = Correct Answer
A Letter = Incorrect Answer Choice
A Number = Number of Points Earned out of 4
* = Multiple Answer Choices
Blank = No Answer

* Data for small groups (less than 5) are suppressed to protect student privacy



The bottom of the general MEA Science ISR shows *A Closer Look at Student's Performance and the student's performance compared to other students in the same grade within the school, district, and the state.

*MEA Science released Items are on the left:

Each year, the general MEA Science assessment has a number of assessment items that are released to the public. These items can be found at the *link on the left side under Released Items on the ISR.

The table shows how the student answered each of these released items including

- *the question number,
- *the Maine Science standard it assesses, and
- *the student's answer.

*A plus (+) indicates that the student's answer was correct. A letter indicates the incorrect multiple choice answer the student chose. A number indicates the points earned on a assessment item that was worth more than one point; for example not a multiple choice question but one that required a written/constructed response.

*Subscores on the right have more detailed information:

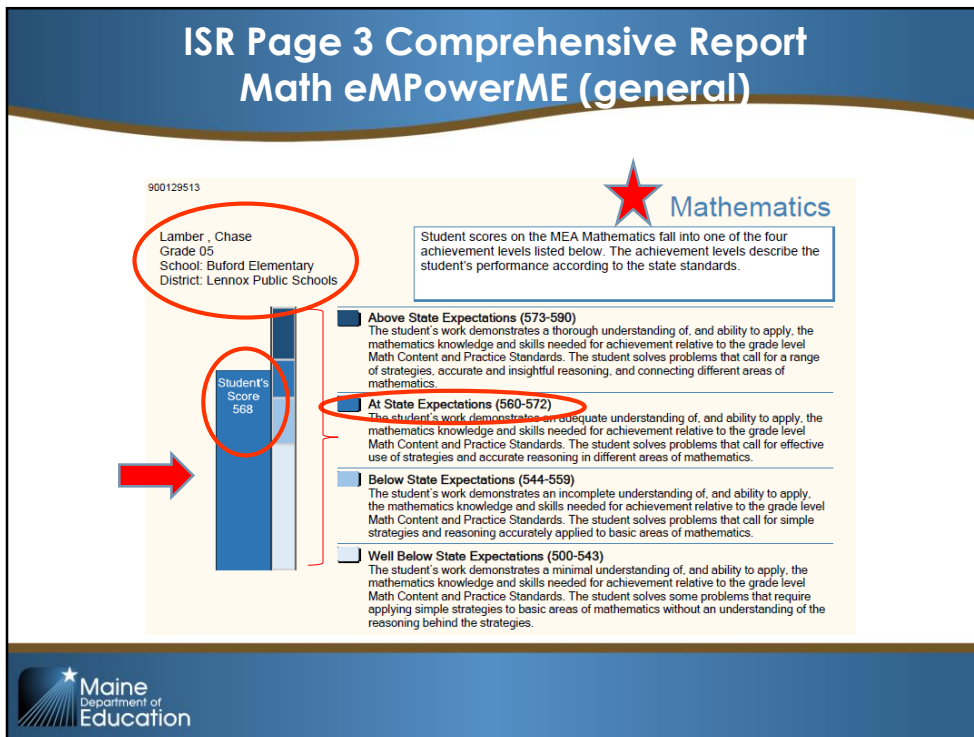
This chart provides information about how the student performed on science standards compared to other 5th grade students in the school, district and state.

This chart shows:

- On assessment items about the *physical setting standards, Chase scored *15 points on assessment items in that subscore category;
- The Buford school scored an average of *16.2 points on physical setting assessment items;
- The Lennox district scored an average of *12.1 points on physical setting assessment items; and
- The state scored an average of *13.1 points physical setting assessment items

The same applies in the bottom row of student, school, district and state averages regarding assessment items that were about the *living environment. Different Science standards are assessed on different grade levels (5, 8 and high school).

If there is an *astericks in any data boxes, that is because the number is fewer than 5 students, and rules state that data for small groups are suppressed to protect student privacy.



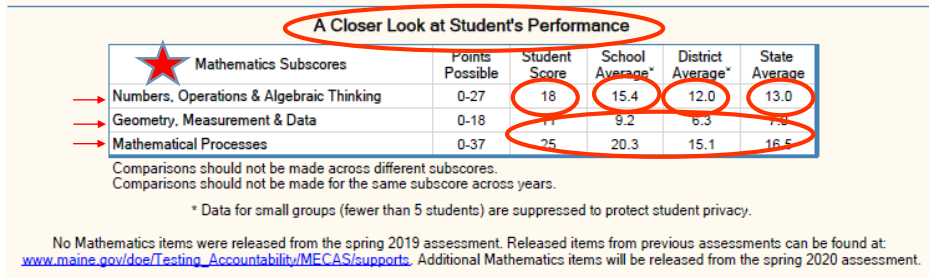
Now we will review the ISR for the subject/content area of general *Mathematics eMPowerME, beginning with the general Math assessment eMPowerME.

Again, *Chase Lamber, who is in 5th grade at Buford Elementary in Lennox Public Schools.

Chase received a scaled score of *568 on the 5th grade Math. This score places Chase in the *achievement level of At State Expectations. For the 5th grade eMPowerME Math, the score ranges for this achievement level are from 560 to 572, with a definition of the achievement level for Math describing the quality of a student's answers on that assessment.

*The bar graph on the left is the corresponding color of At State Expectations achievement level next to the *thin bar showing distribution of all students state-wide in all four achievement levels.

ISR Page 3 Comprehensive Report Math eMPowerME (general)



The bottom section of the general eMPowerME Math ISR shows a *closer look at the student's performance.

*The detailed 3 subscore categories for 5th grade mathematics are:

*Numbers, Operations & Algebraic Thinking;

*Geometry, Measurement & Data; and

*Mathematical Processes. Subscore categories vary for each grade level. For more information on subscores, please speak to your child's school and teacher.

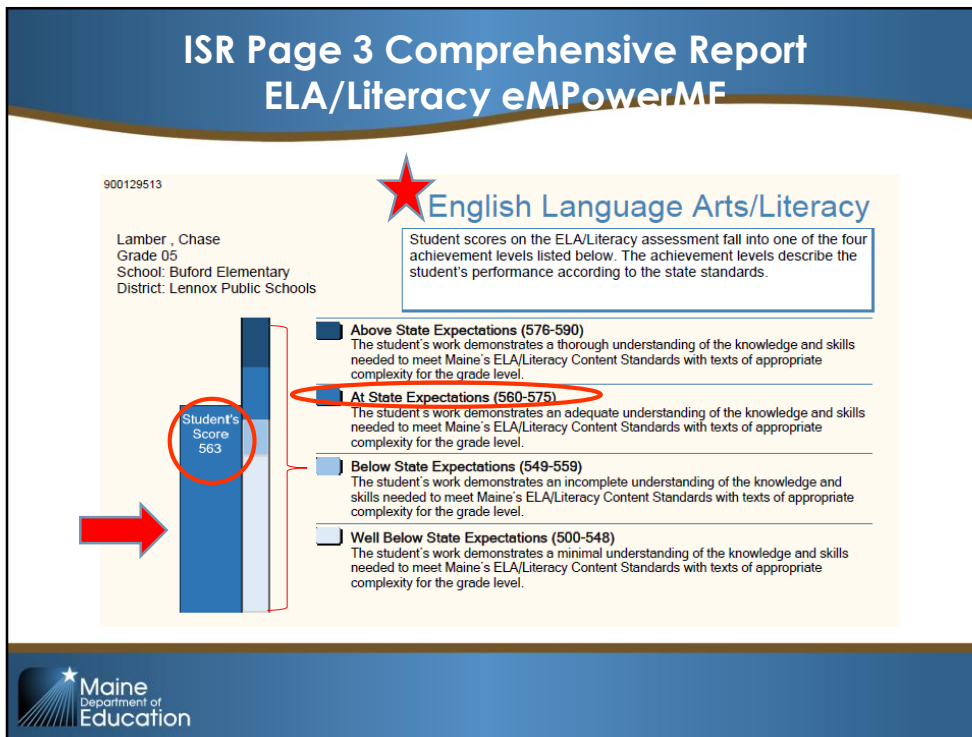
This chart provides information about how the student performed on math subscore categories compared to other 5th grade students in the school, district and state.

This chart shows:

- Chase scored *18 points on assessment items that were about numbers, operations & algebraic thinking;
- the Buford *school scored an average of 15.4;
- the Lennox *district scored an average of 12.0;
- and the *state scored an average of 13.0

*The same applies in the next 2 rows of student, school, district and state averages regarding assessment items that were about geometry, measurement and data; and mathematical processes.

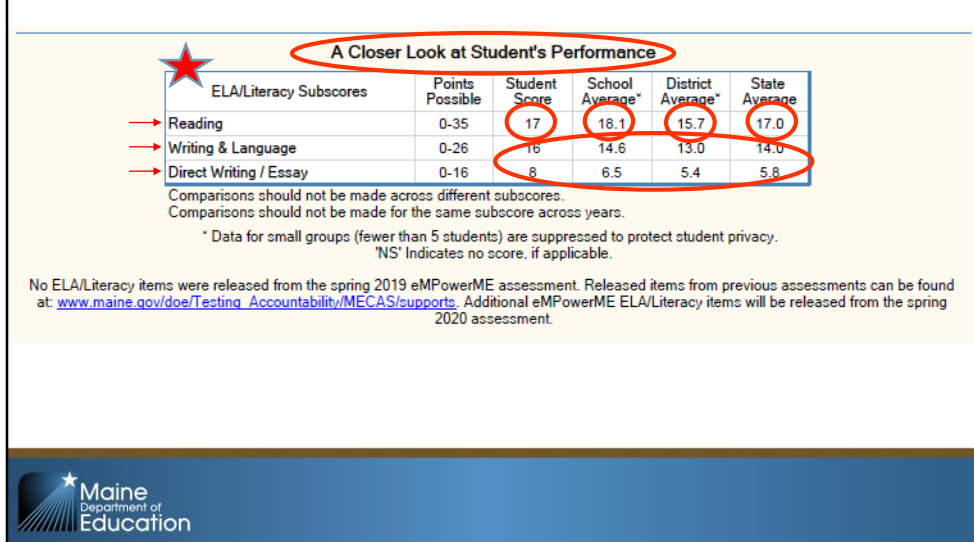
Comparisons should not be made across different subscores, and comparisons should not be made for the same subscore across years.



Page 4 of the report shows the results of the general ELA/Literacy assessment eMPowerME. Chase received a *scaled score of 563 placing him in the *achievement level of At State Expectations. For the 5th grade eMPowerME ELA, the score *ranges for this achievement level are from 560 to 575.

*The bar graph on the left is the corresponding color of At State Expectations achievement level next to the *thin bar showing distribution of all students state-wide in all four achievement levels.

ISR Page 3 Comprehensive Report ELA/Literacy eMPowerME



The bottom section of the general eMPowerME ELA/Literacy ISR shows a *closer look at the student's performance.

*The 3 reported subscore categories for 5th grade ELA/Literacy are:

- *Reading,
- *Writing & Language, and the
- *Direct Writing or Essay.

These 3 subscores for ELA/Literacy are consistent for all grade levels 3-8. For more information on subscores, please speak to your child's school and teacher.

This chart provides information about how the student performed on ELA subscore categories compared to other 5th grade students in the school, district and state.

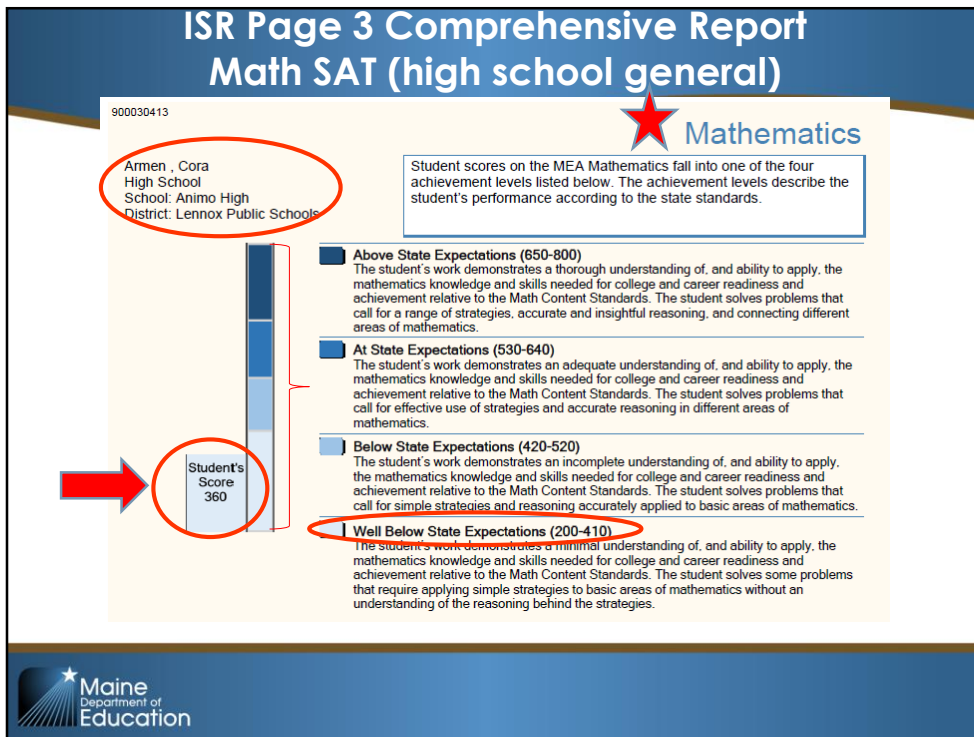
This chart shows:

- Chase scored *17 points on assessment items that were about reading;
- *the Buford school scored an average of 18.1 in reading;
- *the Lennox district scored an average of 15.7; and
- *the state scored an average of 17.0

The same applies in the next *2 rows of student, school, district and state averages

regarding assessment items that were about Writing & Language, and Essay.

Comparisons should not be made across different subscores, and comparisons should not be made for the same subscore across years.



We just looked at the Math and ELA/Literacy ISR for students in grades 3-8, and now we look at a high school students report. Pages 1 and 2 Science for high school students are the same as we just reviewed for grades 3-8.

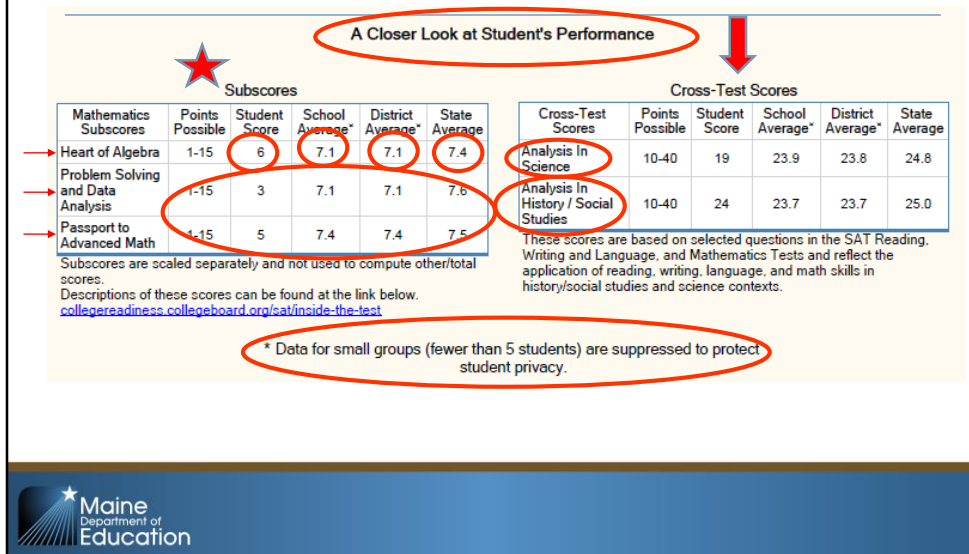
High school students who participate in the general Math and ELA/Literacy assessment take the SAT.

Page 3 of the high school ISR shows the results of the SAT *Math for *student Cora Amen who is in 3rd year high school at Animo High in Lennox Public Schools.

*Cora received a scaled score of 360 in Math, placing her in *achievement level of Well Below State Expectations. The score ranges for this achievement level are from 200 to 410.

*The bar graph on the left is the corresponding color of Well Below State Expectations achievement level next to the *thin bar showing distribution of all students state-wide in all four achievement levels.

ISR Page 3 Comprehensive Report Math SAT (high school general)



The bottom section of the SAT Math ISR shows a *closer look at the student's performance.

*The 3 reported subscore categories for high school SAT math are:

*Heart of Algebra,

*Problem Solving and Data Analysis, and

*Passport to Advanced Math.

For more information on subscores, please speak to your child's school and teacher.

This chart provides information about how the student performed on math subscore categories compared to other high school students in the school, district and state.

This chart shows:

Cora scored *6 points on assessment items that were about algebra;

*Animo high school scored an average of 7.1 on algebra items;

*Lennox district scored an average of 7.1; and the

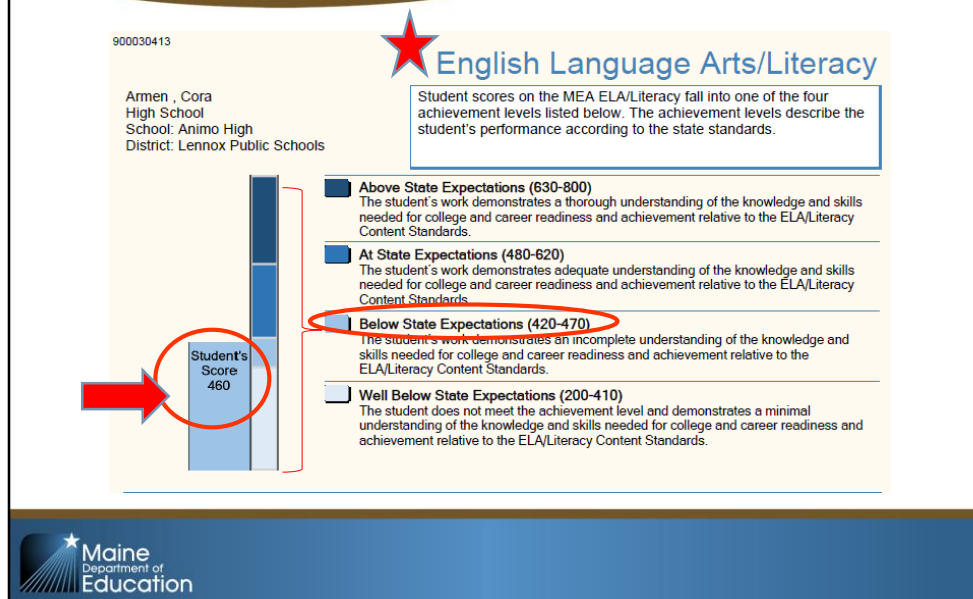
*state scored an average of 7.4.

The same applies in the *next 2 rows of student, school, district and state averages regarding assessment items that were about Problem Solving and Data Analysis, and Passport to Advanced Math.

The SAT also provides *Cross-Test scores. These scores are based on selected questions in the SAT Reading, Writing and Language, and Mathematics assessments and reflect the application of these skills in *Analysis of Science, and *History/Social Studies contexts.

Again, if there is an *astericks in any data boxes, that is because the number is fewer than 5 students, and rules state that data for small groups are suppressed to protect student privacy.

ISR Page 4 Comprehensive Report ELA/Literacy SAT (high school general)

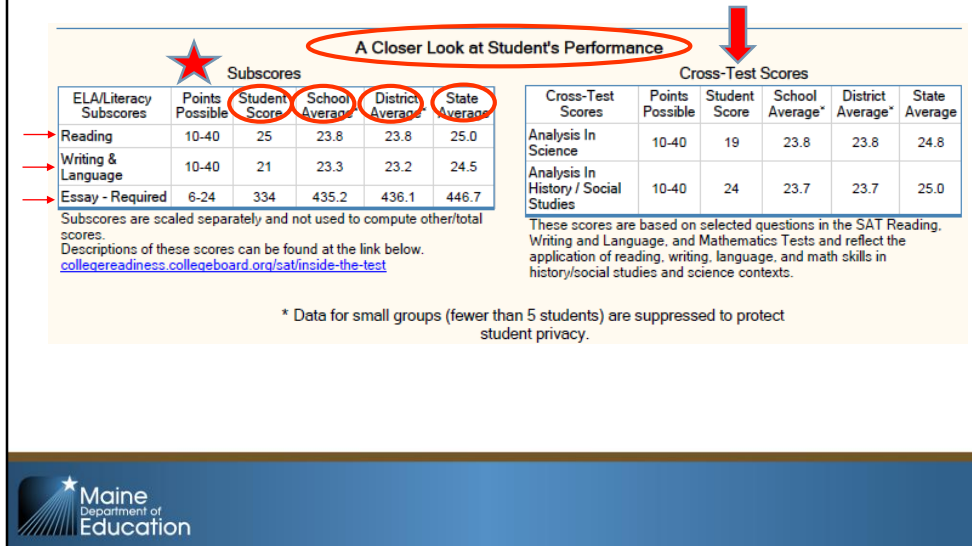


Page 4 of the high school SAT ISR shows the results of the SAT *ELA/Literacy.

Cora received a scaled score of *460 in ELA/Literacy placing her in the *achievement level of Below State Expectations. The score ranges for this achievement level are from 420 to 470.

*The bar graph on the left is the corresponding color of Below State Expectations achievement level next to the *thin bar that shows distribution of all students state-wide in all four achievement levels.

ISR Page 4 Comprehensive Report ELA/Literacy SAT (high school general)



The bottom section of the SAT ELA/Literacy ISR shows a *closer look at the student's performance.

*The 3 reported subscore categories for high school SAT ELA/Literacy are:

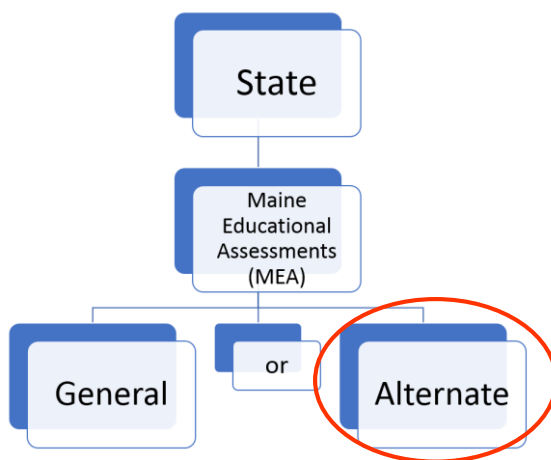
- *Reading,
- *Writing & Language, and
- *Essay.

For more information on subscores, please speak to your child's school and teacher.

This chart provides information about how *Cora performed on ELA/Literacy subscore categories compared to averages of high school students in the *school, *district and *state.

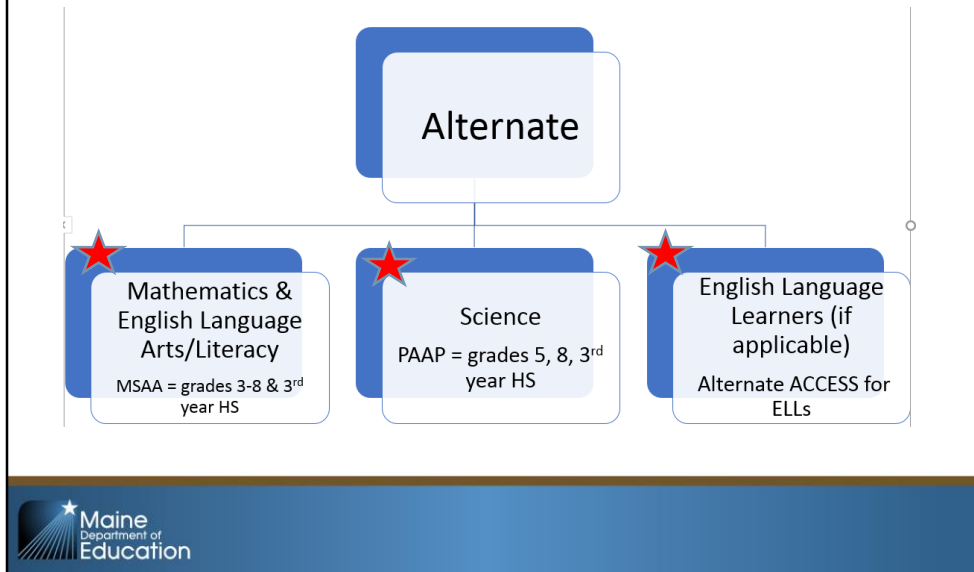
The SAT *Cross-Test scores chart on the right is a repeat of the same information from the high school ISR page 3.

Maine Educational Assessments (MEA) Alternate Assessments



We will now cover the ISR pages for a student who participated in *Alternate Assessments.

MEA – Alternate Assessments



In order to participate in Alternate Assessments, students must meet the eligible participation criteria determined at annual IEP meetings. These students must be flagged as alternate assessment takers in their student enrollment:

- *Mathematics and English Language Arts (ELA)/Literacy in grades 3-8 and 3rd year of high school assessment is the Multi State Alternate Assessment or MSAA
- *Science is assessed in grades 5, 8, and 3rd year of high school with the Personalized Alternate Assessment Portfolio or PAAP
- *English language learners with IEPs and an alternate indicator must take the Alternate ACCESS for ELLs

MEA Scores and Achievement Levels

All students receive an overall score on each content area: Science – Science – Math – ELA/Literacy

Scores are specific to grade levels and assessments

For each assessment, the overall score number then places the student into one of four Achievement Levels:

4. Above State Expectations
3. At State Expectations
2. Below State Expectations
1. Well Below State Expectations



Just as with general assessments, over all student scores in each content area : Science – Math – ELA/Literacy

Scores are specific to grade levels and assessments

For each assessment, the overall score number then places the student into one of four Achievement Levels:

4. Above State Expectations
3. At State Expectations
2. Below State Expectations
1. Well Below State Expectations

Individual Student Report ISR (Alternate)

Single page Summary Report
OR
Page 1 of Comprehensive
Student Report



2018-2019
MEA Alternate Science, Mathematics,
English Language Arts/Literacy Results

Lungsford, Amen N

Grade 8
School: Lennox Middle
District: Lennox Public Schools

Maine Educational Assessments (MEAs)

The Maine Department of Education is required by federal and state law to annually assess the knowledge and skills expected of students in particular grade levels in the areas of Science, Mathematics, English language arts (ELA)/literacy. The MEA, administered statewide, assesses the expectations in Maine's Learning Results (<https://www.maine.gov/education/content>) in the required content areas.

The student's performance on the Maine Educational Assessments is presented in multiple ways:

- The charts on the left show the student's achievement level and is marked with a checkmark (✓). The bar graphs represent the percentage of students performing within each achievement level across the state.
- The charts on the right compare the student's performance to other students in the same grade level within their school, district, and state.
- This one-page summary may be accompanied with additional pages outlining your student's scores. These additional pages are available from your student's school.

Alternate Science (PAAP)

State Achievement Level Percentages	
4: Above State Expectations (93-99)	9.92 %
✓ 3: At State Expectations (58-92)	45.80 %
2: Below State Expectations (33-57)	27.48 %
1: Well Below State Expectations (0-32)	16.79 %

Alternate Mathematics (MSAA)

State Achievement Level Percentages	
✓ 4: Above State Expectations (1250-1290)	15.15 %
3: At State Expectations (1230-1250)	38.64 %
2: Below State Expectations (1230-1239)	18.94 %
1: Well Below State Expectations (1200-1233)	27.27 %

Alternate English Language Arts/Literacy (MSAA)

State Achievement Level Percentages	
✓ 4: Above State Expectations (1250-1290)	18.94 %
3: At State Expectations (1230-1250)	34.85 %
2: Below State Expectations (1230-1239)	17.42 %
1: Well Below State Expectations (1200-1233)	28.79 %

Score Comparison	
Student Score	58
School Average	
District Average	
State Average	56

Score Comparison	
Student Score	1272
School Average	
District Average	
State Average	1238

Score Comparison	
Student Score	1258
School Average	
District Average	
State Average	1236

* Data for small groups (less than 5) are suppressed to protect student privacy

This is a sample view of the summary Individual Student Report or ISR for Alternate Assessments. This new summary format can be used to send to families as a summary ISR, or forms page 1 the comprehensive 4-page ISR report reviewed in subsequent slides.

The summary page shows results for all 2019 assessments (*Alternate Science PAAP if applicable, *Alternate Mathematics and *ELA/Literacy MSAA).

We will now look closer at one of these assessment's results.

ISR Summary Page (Alternate)

900026997

**Maine Educational Assessments - Alternate
Individual Student Report**

2018-2019
MEA Alternate Science, Mathematics,
English Language Arts/Literacy Results

Lungsford, Amen N

Grade 8
School: Lennox Middle
District: Lennox Public Schools

MEA
Maine Educational Assessments

Maine
Department of
Education

The top of the ISR summary page displays the Maine Educational Assessments Individual Student Report and indicates *Alternate ISR.

The *9-digit number at the top left of the page is the student's unique permanent K-12 State Student Identification (SSID) number.

*Under the title on the summary page is the school year, MEA content areas, student's name, grade, school and district. This sample ISR is for 2018-2019 MEA results for Science, Math and ELA/Literacy student Amen Lungsford in Grade 8 at Lenox Middle in Lennox Public Schools district.

ISR Summary Page Cont. (Alternate)

Maine Educational Assessments (MEAs)

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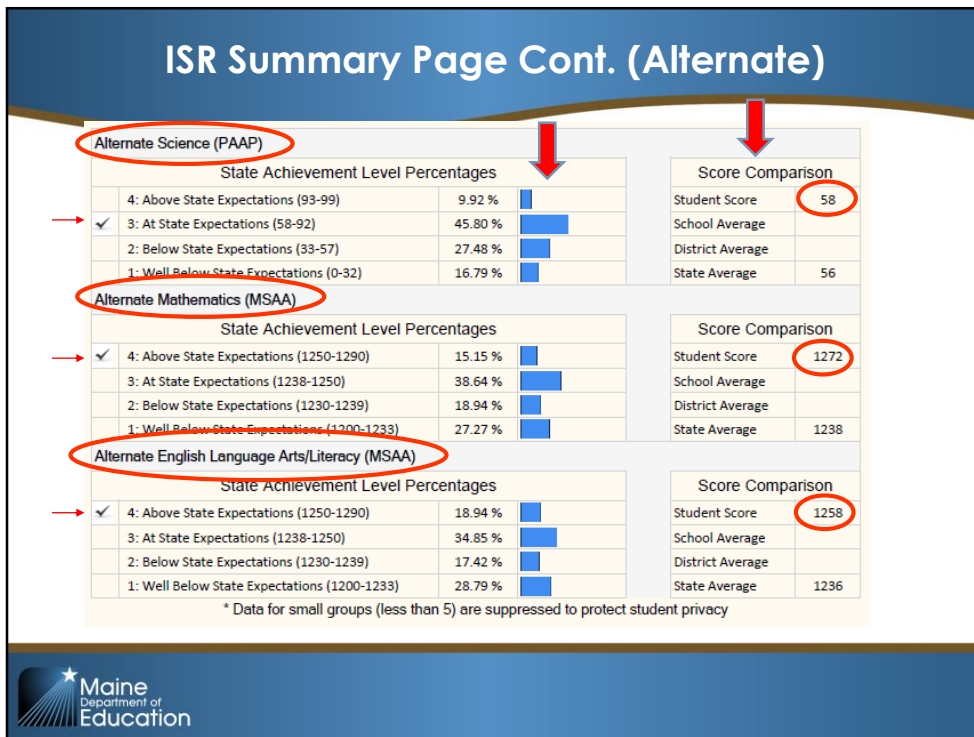
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- The charts on the right compare the student's performance to other students in the same grade level within their school, district, and state.
- This one-page summary may be accompanied with additional pages outlining your student's scores. These additional pages are available from your student's school.



The middle of the ISR alternate assessment summary page includes:

- *A description of the Maine Educational Assessments and a link to Maine Learning Results content standards; and
- *A bulleted explanation of the charts or graphs on the ISR;

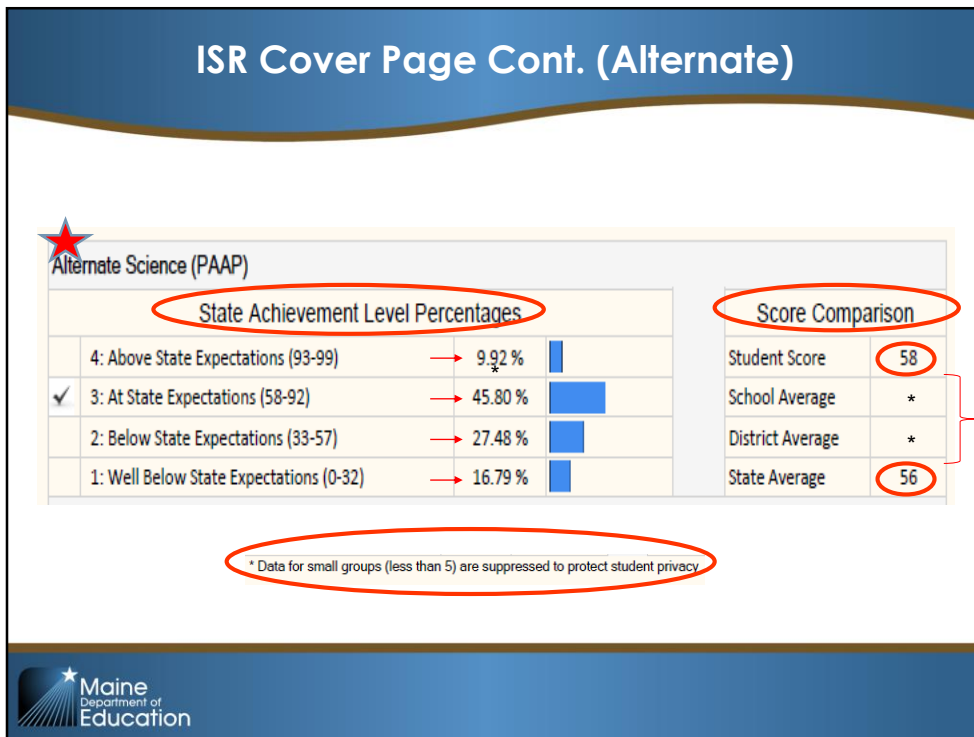


The bottom of the ISR summary page shows the student's overall scores on the 3 content areas assessed (*Alternate Science PAAP when in an applicable grade, *Mathematics, and *English ELA/Literacy).

The left chart check marks show the achievement level for each of the 3 assessments. This student scored Level 3 At State Expectations for Science; Level 4 Above State Expectations for Math; and Level 4 Above State Expectations for ELA/Literacy. The *percentages across the state of students in each of the 4 achievement levels are shown in the bar graph in the middle.

The right chart *Score Comparison shows the student's score in each content area. This student received a scaled score of *58 in Science; *1272 in Math; and *1258 in ELA/Literacy compared with school, district and state average scores.

We will now look closer at one of these assessment's results.

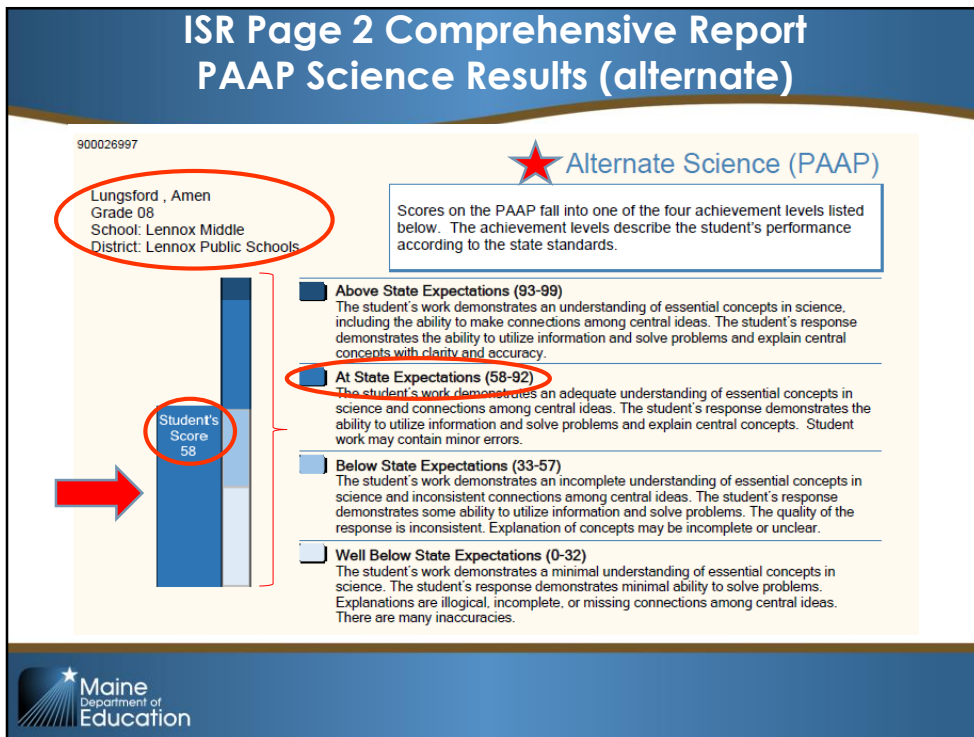


Looking closer at the bottom section of the ISR summary page, we've zoomed in on *Alternate Science PAAP for this sample student, and below Science would be Mathematics and ELA/Literacy.

The left chart shows *state-wide percentage of students in each of the 4 achievement levels:

- *9.92% of students state-wide were at Achievement level 4 Above State Expectations,
- *45.8% of students state-wide were at Achievement level 3 At State Expectations which is the level of this student,
- *27.48% of students state-wide were at Achievement level 2 Below State Expectations, and
- *16.79% of students state-wide were at Achievement level 1 Well Below State Expectations

On the right the chart shows *Score Comparison of the *student score to the *state average. NOTE that the *School and District Average boxes have an asterisk in them as *Data for small groups (less than 5) are suppressed to protect student privacy.



Page 2 is MEA Alternate Science. This page will be blank if the student is in a grade other than 5th, 8th, or 3rd year high school.

This is the top of page 2 of the student report for *8th grade student Amen Lungsford at Lenox Elementary in Lennox Public Schools. Amen was assessed in science with the *Alternate Science PAAP assessment.

Amen received a *scaled score of 58, with an achievement level of *At State Expectations for 8th grade PAAP Science. For the 8th grade PAAP, the score ranges for this achievement level are from 58 to 92.

*The bar graph on the left is the corresponding color of At State Expectations achievement level next to the *thin bar showing distribution of all students state-wide in all four achievement levels.

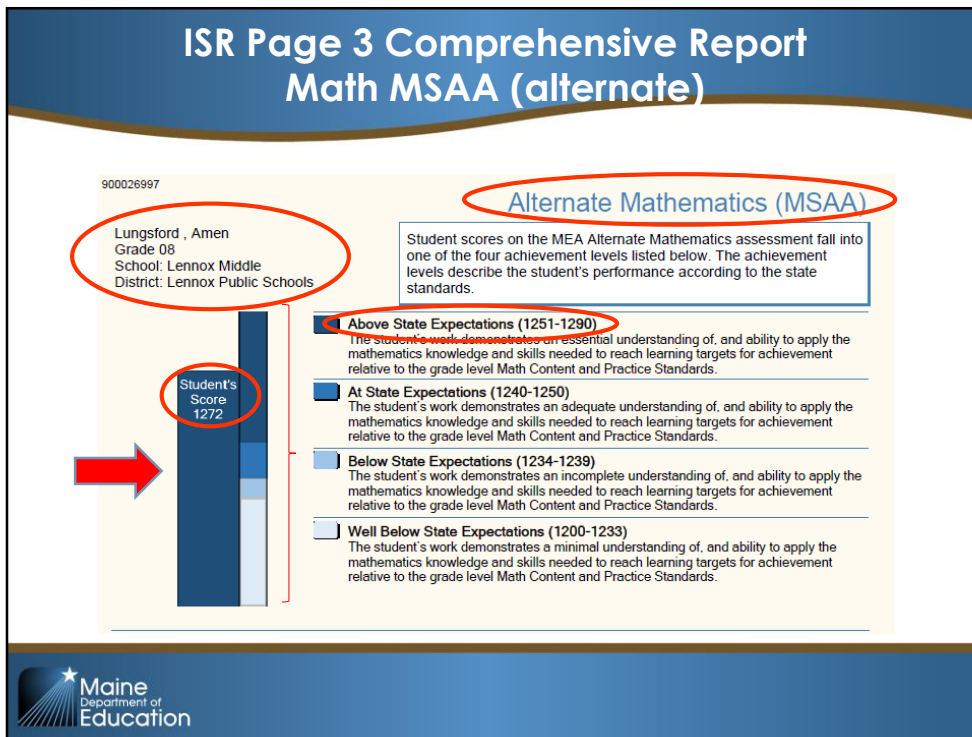
ISR Page 2 Comprehensive Report PAAP Science Results (alternate)				
AGLE / Indicator		D4 - Force and Motion	E3 - Cells	E4 - Heredity and Reproduction
Level of Accuracy		Student work related to the Task was completed with a score of 85-100%	Student work related to the Task was completed with a score of 85-100%	Student work related to the Task was completed with a score of 85-100%
Level of Assistance* (Child received one or more of the listed supports.)		Level of Assistance Score of 3 <ul style="list-style-type: none"> • Independent • Providing encouragement • Completing tasks by using augmentative/alternative means of communication • Repeating directions • Reacting to a student • Rereading a passage • Reminding a student to stay focused 	Level of Assistance Score of 3 <ul style="list-style-type: none"> • Independent • Providing encouragement • Completing tasks by using augmentative/alternative means of communication • Repeating directions • Reacting to a student • Rereading a passage • Reminding a student to stay focused 	Level of Assistance Score of 2 <ul style="list-style-type: none"> • Use of Option 2 using fewer item sets multiple times • Limiting a student's response (except at LoC 1) by removing one response option • Use of clarifying questions to stimulate student thought to the specific task without providing clues to specific answers
Level of Complexity**		Level of Complexity Score of 3 summarizing how various forces affect the motion of objects, by doing the following: <ul style="list-style-type: none"> • describing or demonstrating three ways (e.g., forward, backward, straight, zigzag, up, down, fast, slow) an object can move, AND • identifying that the way an object moves can be changed by pushing or pulling it. 	Level of Complexity Score of 3 describing how living things are made up of one or more cells and the ways cells help organisms meet their basic needs, by doing the following: <ul style="list-style-type: none"> • identifying parts that allow living things to meet basic needs. 	Level of Complexity Score of 4 describing characteristics of organisms and the reason why organisms differ from or are similar to their parents, by doing the following: <ul style="list-style-type: none"> • naming similarities between the adults and offspring of varied organisms AND • identifying and describing, drawing, or otherwise communicating knowledge of stages in a life cycle.
<p>* Level of Assistance: The amount of assistance that the teacher provided to your child that was beyond what was part of the task but did not change what was being assessed.</p> <p>** Level of Complexity: Tasks are created so that students may complete them according to where they are in their learning.</p>				

The bottom section of the PAAP Science ISR shows a closer look at the student's performance.

Each *Alternate Grade Level Expectation, or AGLE indicator, is the alternate standard linked to the Maine Learning Results for science at a particular grade level and are listed across the top bar.

The *Level of Accuracy, *Level of Assistance, and the *Level of Complexity administered are described for each AGLE. All three levels are used in a formula to calculate the final student score.

The details for Alternate Science AGLES are also described in the chart. This grade includes science standards *D4 Force and Motion, *E3-Cells, and *E4-Hereditary and Reproduction.



This is page 3 of the ISR for a student who took the *alternate math assessment, MSAA.

Again, *Amen is our 8th grade student at Lenox Middle at Lennox Public Schools. Amen received a *scaled score of 1272, with an achievement level of *Above State Expectations for 8th grade math with a definition of the achievement level. The score ranges for Above State Expectations on 8th grade Alternate Math MSAA range from 1251 to 1290.

*The bar graph on the left is the corresponding color of Above State Expectations achievement level next to the *thin bar showing distribution of all students in all four achievement levels.

ISR Page 3 Comprehensive Report Math MSAA (alternate)

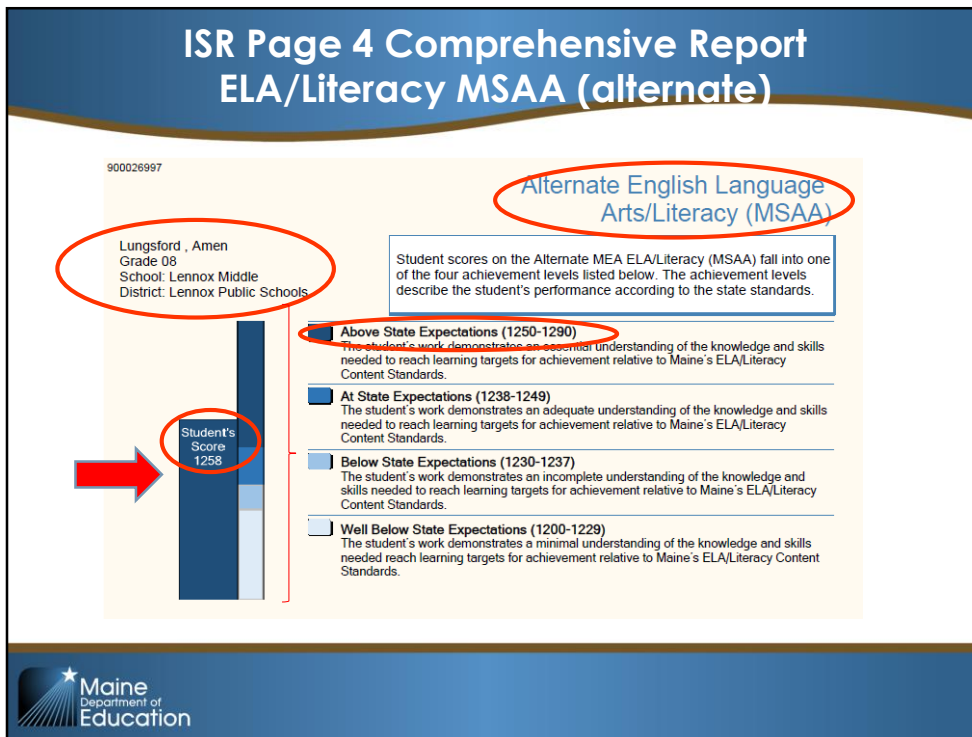
A Closer Look at Your Student's Performance

Grade 8 students performing Above State Expectations use built-in supports to show what they know and can do. They are generally able to:

- Demonstrate an understanding of congruent and similar figures.
- Determine approximate value of irrational numbers.
- Identify and describe the relationship between two variables shown on a graph.
- Plot data on a graph.
- Apply appropriate concepts of quantities and operations to mathematical situations to solve problems about: linear equations, slope of a linear graph, the change in area of a figure when its dimensions are changed, and the volume of a cylinder.



The bottom of page three describes a Closer Look at Your Student's Performance. 8th grade students performing Above State Level Expectation use built-in supports to show what they know and can do. The report shows a *bulleted list of Math skills students may be working on according to the level of performance the student achieved. This example provides the performance level indicators specific for students performing Above State Level Expectation in grade 8.



This is page 4 of the comprehensive ISR for our student who took the *alternate ELA/Literacy assessment, MSAA.

*Again, Amen is an 8th grade student at Lennox Middle in Lennox Public Schools.

He received a *scaled score of 1258, with an achievement level of *Above State Expectations for 8th grade ELA/Literacy. The score ranges for this achievement level range from 1250 to 1290.

*The bar graph on the left is the corresponding color of Above State Expectations achievement level next to the *thin bar that shows distribution of all students state-wide in all four achievement levels.

ISR Page 4 Comprehensive Report ELA/Literacy MSAA (alternate)

A Closer Look at Your Student's Performance

Grade 8 students performing Above State Expectations use built-in supports to show what they know and can do. They are generally able to:

- Use literary texts with implied ideas to identify details that support a conclusion from text and identify how theme is developed.
- Use informational texts with connections among a range of ideas to identify details that support an inference from a text, identify the information (such as facts or quotes) in a section of text that contributes to the development of an idea, identify an argument the author makes and where two texts present different interpretations of facts, and use subject-specific words and phrases accurately.
- Use context to define words and phrases.
- Develop an argument by identifying and organizing relevant information to support a claim.
- Develop an explanatory text that provides information by identifying introduction, body, and conclusion.
- Write an explanatory text with overall command of organization, idea development and/or conventions.



ELA/Literacy Subscores	Percent Correct
Reading	86
Writing	87



The bottom section of the alternate MSAA ELA/Literacy ISR shows a closer look at the student's performance. 8th grade students performing Above State Level Expectation use built-in supports to show what they know and can do. The report shows a *bulleted list of ELA skills students may be working on according to the level of performance the student achieved. This example provides the performance level indicators specific for students performing Above State Level Expectation in grade 8.

*Below the Closer Look is a box that provides the percentage of reading and writing this student achieved. The student achieved *86% correct on reading items and *87% correct on the writing items of the ELA assessment.

Maine Educational Assessments

- The Individual Student Reports for Science, Mathematics and ELA/literacy are only one source of information about your child's educational progress
- Information regarding other data points that may be used to provide a comprehensive and well rounded view of a student's performance can be obtained from the student's teacher



The MEA for reports for Science, Mathematics and ELA/literacy are only ONE source of information about your child's educational progress. Information regarding other data points to that may be used to provide a comprehensive and well rounded view of a students performance in these content areas can be obtained from the student's teacher.



For more clarification, please contact
your student's school/teacher
OR
Nancy Godfrey, General Assessment Coordinator
207-624-6775 nancy.godfrey@maine.gov

Alternate Assessment Coordinator
207-624-6774

This concludes the webinar on how to read and interpret Individual Student Reports.
For additional information, please
contact the DOE assessment coordinators.

Thank you for your participation.