

Maine Curriculum Matrix Summary

Introduction

The Curriculum Matrix data in this resource kit is provided as a guide to help educators in planning curriculum and instruction. All interpretations of state standards, Common Core [State Standards](#), and state assessment program data that were needed to construct the correlations in this Matrix were conducted by content area specialists in each discipline and reviewed by research managers. Where and if necessary, interpretations of the learning statements used in the correlations were verified by third-party reviewers and/or officials of the state's department of education. Every effort has been made to ensure the accuracy of the crosswalk and summary data. However, some learning outcome statements are, by their nature, subject to interpretation and determination of intent by content area specialists. Educators should always exercise their own best judgment in determining how to apply the data.

Care was taken to ensure that all data used in the analyses was current at the time of publication, but all standards and assessment data remain subject to updates as states revise or update their state standards or assessment programs. The International Center welcomes your feedback, advice, and suggestions about the data provided. The Center also eagerly encourages users to help us keep the data current for all educators in their state by advising us of any such updates. Please address all comments to: International Center for Leadership in Education, 1587 Route 146, Rexford, NY 12148 or info@LeaderEd.com.

New England Common Assessment Program

Maine has joined New Hampshire, Rhode Island, and Vermont in the yearly development and administration of the New England Common Assessment Program (NECAP). Participating states use this assessment to meet the *No Child Left Behind Act* requirements for testing reading and mathematics once each year in grades 3-8. The states also include a writing assessment administered at grades 5 and 8. The first NECAP administration in Maine begins in October 2009.

English Language Arts

The reading portion of the NECAP is used in Maine to assess students on a statewide basis. Maine Learning Results (MLR) performance indicators in reading identify content knowledge and skills expected of all students for large-scale assessment in grades 3-8. Reading performance indicators for grades 9-10 and assessed in grade 11. Writing performance indicators are assessed on the NECAP in grades 5, 8, and grades 9-11. International Center researchers compared the English language arts (ELA) NECAP standards to the MLR standards. These comparisons enabled the determination of which ELA MLR standards were eligible for testing. The alphanumeric designation for the MLR that aligns with the Performance Indicators (PI) is located within each PI in the left column throughout the matrix. The absence of this numeration indicates that there is not a Performance Indicator-to-MLR alignment and therefore the PI is not tested.

Testing Priority Designation

Information necessary to make priority designations relative to grade 2(3)-7(8) assessments was obtained from the Rhode Island Department of Education website. Maine, the newest member of NECAP, is using the NECAP test blueprints obtained from the Rhode Island Department of Education. These blueprints provided the number of possible score points per NECAP content strand at each grade level. Information necessary to make priority designations relative to high school assessments was obtained from the released test data on the Maine Department of Education website. It provided the maximum number of score points a student can earn in each NECAP reading and writing NECAP subcategory. The number of score points for each subcategory at each grade level grade level/span was then averaged. Standard deviations (STD) were calculated for each grade level/span and subtracted from the mean. This number established the cut-off point between Medium (M) priority designations and High (H) priority designations. Grade level expectations/spans that were not tested were assigned a Low (L) priority designation. The results can be found in Table 1.

Table 1. Reading/Writing Designation Data

Grade	Mean	STD	Mean – STD	Designations		
				L = Low	M = Medium	H = High
2	16.8	2.73	14.06=14	0	1-14	>14
3	16.8	2.73	14.06=14	0	1-14	>14
4	18.8	4.94	13.85=14	0	1-14	>14
5	16.37	4.56	11.80=12	0	1-12	>12
6	18.8	4.63	14.16=14	0	1-14	>14
7	16.37	4.80	11.56=12	0	1-12	>12
8	16.37	4.80	11.56=12	0	1-12	>12
9-Diploma	17.66	4.68	12.98=13	0	1-13	>13

English Language Arts summary data is presented in Table 2.

Table 2. English Language Arts Assessment Data Summary

English LA			NESS ⁱ			NECAP/MHSA		
Grade	Standards	Performance Indicators	H 1-19	M 20-38	L 39-50	H	M	L
2	6	14	13	1	0	2	1	11
3	6	14	12	2	0	3	3	8
4	6	14	12	2	0	6	4	4
5	6	14	11	2	0	7	3	4
6	6	15	13	2	0	0	5	10
7	6	15	13	2	0	6	5	4
8	6	15	13	2	0	2	3	10
9-Diploma	6	15	11	4	0	3	2	10
Totals	42	116	98	17	0	29	26	61

Mathematics

The mathematics MLR performance indicators identify content knowledge and skills expected of all students for large-scale assessment in grades 2-7 and 8-10. The fall assessment tests mathematics content at the preceding grade level. Maine Department of Education personnel compared the NECAP mathematics standards to the MLR standards. These comparisons enabled International Center researchers to determine which MLR standards were eligible for testing. The alphanumeric designation for the MLR that aligns with the PI is located within each PI in the left column throughout the matrix. The absence of this numeration indicates that there is not a Performance Indicator-to-MLR alignment and therefore the PI is not tested.

Testing Priority Designation

Information necessary to make priority designations relative to grade 2(3)-7(8) assessments was obtained from the Rhode Island Department of Education website. Maine, the newest member of NECAP, is using the NECAP test blueprints obtained from the Rhode Island Department of Education. These blueprints provided the number of possible score points per NECAP content strand at each grade level. Information necessary to make priority designations relative to high school assessments was obtained from the released test data on the Maine Department of Education website. The number of score points per NECAP content strand at each grade level or grade span was then averaged. Standard deviations (STD) were calculated for each grade level/span and subtracted from the mean. Priority designations relative to high school assessment were obtained from the Maine Department of Education 2009 released test items and test samples. The number of eligible performance indicators was counted in these samples then averaged. Standard deviations were calculated and subtracted from the mean. These numbers (elementary and high school) established the cut-off point between Medium (M) priority designations and High (H) priority designations. Performance indicators not tested that were assigned a Low (L) priority designation. The results can be found in Table 3.

Table 3. Mathematics Priority Designation Data

Grade	Mean	STD	Mean – STD	Designations		
				L = Low	M = Medium	H = High
Pre K-2	16.25	9.68	6.56 = 7	0	1- 7	>7
3	16.25	8.20	8.04 = 8	0	1- 8	>8
4	16.50	7.05	9.50 = 10	0	1-10	>10
5	16.50	5.39	11.11 = 11	0	1-11	>11
6	16.50	3.13	13.37 = 13	0	1-13	>13
7	16.50	5.75	10.75 =11	0	1-11	>11
8	16.00	5.69	10.31 = 10	0	1-10	>10
9-Diploma	3.50	1.62	1.89 = 1	0	1-2	>2

Mathematics summary data are presented in Table 4.

Table 4. Mathematics Assessment Data Summary

Mathematics			NESS ¹			NECAP/MHSA		
Grade	Standards	Performance Indicators	H 1-16	M 17-42	L 43-70	H	M	L
2	4	11	6	4	1	10	0	1
3	4	12	9	3	0	12	0	0
4	4	13	10	2	1	12	1	0
5	4	17	13	3	1	12	3	2
6	4	16	10	5	1	12	3	1
7	4	12	10	2	0	9	2	1
8	4	14	8	6	0	8	1	5
9-Diploma	4	15	5	9	1	12	1	2
Totals	32	110	71	34	5	87	11	12

Science

The science MLR performance indicators identify content knowledge and skills expected of all students for large-scale assessment in grade spans 3-5, 6-8, and high school.

Testing Priority Designation

Information necessary to make priority designations relative to grade 3-5 and 6-8 assessments was obtained from the Rhode Island Department of Education website and from Maine Department of Education personnel. Maine, the newest member of NECAP, is using the NECAP test blueprints obtained from the Rhode Island Department of Education. The website provided documents revealing the number of score points for each MLR science section grades 3-5 and 6-8. Maine Department of Education personnel provided the percentage of score points for each section for high school. The number of test score points or percentage of score point (high school only) per MLR science section at each grade span was then averaged. Standard deviations (STD) were calculated for each grade span and subtracted from the mean. This number established the cut-off point between Medium (M) priority designations and High (H) priority designations. Grade level expectations that were not tested were assigned a Low (L) priority designation. The results can be found in Table 5 below.

Table 5. Science Priority Designation Data

Grade	Mean	STD	Mean – STD	Designations		
				L = Low	M = Medium	H = High
3-5	1.85	1.19	.66	0	1	>1
6-8	2.25	1.31	.94	0	1	>1
9-Diploma	2.25	1.31	.94	0	1	>1

Science summary data are presented in Table 6.

Table 6. Science Assessment Data Summary

Science		Performance Indicators	NESS ¹			NECAP/MHSA		
Grade	Standards		H 1-32	M 33-50	L 51-85	H	M	L
3-5	5	18	16	0	2	6	6	6
6-8	5	19	17	2	0	5	11	3
9-Diploma	5	19	19	0	0	7	2	10
Totals	15	56	52	2	2	18	19	19

Totals for English Language Arts, Mathematics, and Science

Table 7 presents the number of performance indicators compared to the number of performance indicators tested. Using this data, the percentage of performance indicators tested was calculated.

Table 7. Totals and Percentages for English Language Arts, Mathematics, and Science

	Performance Indicators	Performance Indicators Tested	% Performance Indicators Tested
English Language Arts	116	55	47.5
Mathematics	110	98	89.1
Science	56	37	66.1
Totals	282	190	67.4