SCORE INTERPRETATION GUIDE

MAINE SCIENCE ASSESSMENT SPRING 2025

Table of Contents

Introduction **1**
Overview of the Maine Science Assessment Format 1
The Next Generation Science Standards 2
DCIs, SEPs, and CCCs 2
Scoring **3**
Item Types 3
Differences Between Online and Paper-Based Assessments 3
What Are Scale Scores? 4
2025 Scale Score Ranges 4
Standard Error of Measurement 5
Achievement Levels 5
Subdiscipline Reporting 6
Grade 5 Subscores 6
Grade 8 and High School Subscores 9
Appropriate Use and Limitations of Data 11
Reporting Overview and Visual Walkthrough **12**
Example ISR Overview and Walkthrough (PDF) 12
Example School Summary Report Overview and Walkthrough (PDF) 14
Example SAU Summary Report Overview and Walkthrough (PDF) 16
Example Roster Report Overview and Walkthrough (CSV) 18
Importing and Filtering of CSV Roster Files **20**
How to Import a CSV File and Create Filters in Microsoft Excel 20
How to Import a CSV File and Create Filters in Apple Numbers 21
How to Import a CSV File and Create Filters in Google Sheets 21

Copyright © Maine Department of Education
All rights reserved

Table of Tables

Table 1: Scale Score Ranges for Achievement Levels 4
Table 2: Achievement Levels and Descriptors 5
Table 3: Grade 5 NGSS Topics on the Maine Science Assessment 7
Table 4: Grade 8 NGSS Topics on the Maine Science Assessment 9
Table 5: High School NGSS Topics on the Maine Science Assessment 10
Table 6: Roster Report Data Fields with Descriptors 18

Table of Figures

Figure 1: Individual Student Report Example (First Page Matter) 12
Figure 2: Individual Student Report Example (Second Page Matter) 13
Figure 3: School Summary Report Example (Charts and Aggregate Table) 14
Figure 4: School Summary Report Example (Grade, School, and State Tables) 15
Figure 5: SAU Summary Report Example (Charts and Aggregate Table) 16
Figure 6: SAU Summary Report Example (Grade, School, SAU, and State Tables) 17

Copyright © Maine Department of Education
All rights reserved

Introduction

The Maine Science Assessment is given to Maine students in grades 5, 8, and third year of high school.

Overview of the Maine Science Assessment Format

The Maine Science Assessment has blueprints and specifications for each grade level. The blueprints specify targets for the minimum and maximum number of operational score points aligned to each science discipline (for grades 8 and high school), or science topic (for grade 5). All items on the Maine Science Assessment are aligned to a Next Generation Science Standards (NGSS) science topic and to a specific NGSS performance expectation. The coverage of science disciplines and topics is ensured by the blueprint specifying targets for the minimum and maximum number of operational score points aligned to each discipline/topic.

All items on the Maine Science Assessment forms come directly from the New Meridian Science Exchange item bank. The Science Exchange includes over 2,000 science items in grades 3–8 and high school, all of which align to the NGSS. The Maine Science Assessment consists of a variety of item types, including selected-response, technology-enhanced, and constructed-response formats.

Each item on the Maine Science Assessment contains a stem, which is the question or problem presented to the student, and a set of response options or prompts. The response options or prompts vary depending on the item type, and they are designed to assess the student's knowledge and understanding of the relevant and engaging science concepts. The items may also include graphics, tables, or other visual aids to support the stem and response options. Some items may include multiple questions that scaffold or build on other parts. Regardless of type, most items are structured in groups called clusters and are associated with a scenario or phenomenon.

Copyright © Maine Department of Education
All rights reserved

The Next Generation Science Standards

The Next Generation Science Standards (NGSS) are science education standards developed by a consortium of states, including Maine, and led by the National Research Council, the National Science Teachers Association, and the American Association for the Advancement of Science. The NGSS are based on the latest research in science education and are designed to improve science education for all students. The NGSS are organized around three dimensions: Science and Engineering Practices (SEPs), Crosscutting Concepts (CCCs), and Disciplinary Core Ideas (DCIs). The SEPs describe the skills and practices that scientists and engineers use to investigate the natural world and design solutions to problems. The CCCs describe the concepts that apply across all scientific disciplines and help students make connections between different areas of science. The DCIs describe the core ideas in each scientific discipline that students should know and understand by the end of high school. The NGSS are designed to prepare students for college and career readiness in science, technology, engineering, and mathematics fields. The Maine Science Assessment includes questions that assess all three dimensions to measure student understanding of the Maine Learning Results and the NGSS.

DCIs, SEPs, and CCCs

Each question on the Maine Science Assessment is designed to assess the student's knowledge and understanding of science concepts aligned with the Maine Learning Results and the NGSS. The items are aligned to specific performance expectations, which are based on the three dimensions of the NGSS: disciplinary core ideas (DCIs), science and engineering practices (SEPs), and crosscutting concepts (CCCs). Items may require the student to apply their knowledge of the DCIs, use the SEPs to solve a science or engineering problem, or draw on their understanding of the CCCs to explain a phenomenon. They include real-world scenarios and examples to provide context for the stem and response options. Items are designed to measure the student's ability to think critically and apply scientific reasoning to real-world situations.

Each item cluster on the Maine Science Assessment is designed to assess at least one DCI, but no one item is expected to assess all three dimensions of the NGSS (DCIs, SEPs, and CCCs). In other words, items can be one-dimensional (assess one dimension of the NGSS) to three-dimensional (assess all three dimensions). The clusters are developed to dig deeper into the content of the DCIs. Students are presented with a discrepant event (phenomenon) and are asked to make sense of the phenomenon as they work through the item cluster. Students need to apply their knowledge of the disciplinary content, as well as their science and engineering practices

Copyright © Maine Department of Education
All rights reserved

and skills and ability to make connections across the content areas through the crosscutting concepts, to make sense of the phenomenon given. Therefore, while each item cluster assesses at least one DCI, not every DCI is measured on each assessment.

The assessment blueprint is designed to ensure that the assessment measures student understanding of the Maine Learning Results and the Next Generation Science Standards in a comprehensive and balanced way across multiple years.

Scoring

Item Types

The Maine Science Assessment includes a variety of item types to best elicit evidence of a student's mastery of a DCI and SEP. The range of item types used on the assessment was selected to ensure accessibility and fairness for all assessment takers while maintaining a tight alignment to the Maine Learning Results. The item types included in the assessment are:

Selected-response: These items include both traditional multiple-choice and multiple-select formats.
Technology-enhanced: These items require students to interact with technology to respond to an item prompt. Examples include drag-and-drop, hot spot, and matching.
Constructed response: These items require students to provide a written response to a prompt.

The use of multiple item types allows for a high level of reliability and validity in measuring student performance on the Maine Learning Results.

Differences Between Online and Paper-Based Assessments

The online and paper versions of the Maine Science Assessment are designed to measure the same content and skills, but they differ in their administration and accessibility features.

The online version of the assessment is administered via computer or tablet and includes technology-enhanced items that require students to interact with technology to respond to the item prompt. The online version includes embedded accessibility features such as text-to-speech, zoom, and color contrast adjustments to support students with disabilities and English language learners.

Copyright © Maine Department of Education
All rights reserved

The paper version is administered via a printed booklet and includes traditional selected-response and constructed-response items. The paper version includes accommodations such as large print and braille to support access for students with disabilities.

What Are Scale Scores?

Scale scores are derived from a student's raw score on an assessment. The scaling process is used to convert raw scores into a common scale that can be used to compare student performance across different forms of the assessment and across different years. The scaled scores are reported as integers and are used to determine a student's achievement level on the assessment. The Maine Science Assessment uses four achievement levels, with "Well Below State Expectations" indicating minimal understanding, "Below State Expectations" indicating incomplete understanding, "At State Expectations" indicating adequate understanding, and "Above State Expectations" indicating thorough understanding.

2025 Scale Score Ranges

Here are the scale score ranges for the Maine Science Assessment that place students into one of the four achievement levels:

Table 1: Scale Score Ranges for Achievement Levels

Grade	Well Below State Expectations	Below State Expectations	At State Expectations	Above State Expectations
5	1–33	34–39	40–46	47–80
8	1–33	34–39	40–59	60–90
High School	1–34	35–39	40–49	50–90

In some circumstances, the lowest possible score point may be more than one (1). On the Individual Student Report, or ISR, the lowest score possible on each test is always reported as one (1) point to aid in the interpretation of the scores by students and their caregivers. Information contained in CSV file documents will contain the lowest possible score point specific to that grade level.

Copyright © Maine Department of Education
All rights reserved

Standard Error of Measurement

Standard error of measurement is a statistical measure that quantifies the amount of error in a student's score on an assessment. The standard error of measurement estimates how much a student's score might differ from their true score if they took the assessment multiple times. The standard error of measurement is important because it provides information about the precision of assessment scores and helps determine the confidence that can be placed in a student's score. A smaller standard error of measurement indicates that a student's score is more precise and less likely to vary across repeated administrations, while a larger standard error of measurement indicates that a student's score is less precise and more likely to vary across repeated administrations. The standard error of measurement is used in calculating confidence intervals. These intervals give a range within which a student's true score is likely to fall, given a specific level of confidence. This information is reported on the student's ISR. It is also used to calculate the "borderline student" percentage, which is the percentage of students from the total student population who appear in the "Below State Expectations" achievement level and whose actual score may have fallen in the "At State Expectations" achievement level based on the standard error of measurement.

Achievement Levels

Student achievement on the Maine Science Assessment is reported according to four achievement levels. Achievement Level Descriptors (ALDs) are intended to be used as a guideline to describe the four levels of achievement, which are levels of student mastery of the Maine Learning Results. The four achievement levels are:

Table 2: Achievement Levels and Descriptors

Level	Descriptor
Well Below State Expectations	The student's work demonstrates a minimal understanding of essential concepts in science. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing connections among central ideas. There are multiple inaccuracies.
Below State Expectations	The student's work demonstrates an incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear.

Copyright © Maine Department of Education
All rights reserved

Level	Descriptor
At State Expectations	The student's work demonstrates an adequate understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding.
Above State Expectations	The student's work demonstrates a thorough understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions.

These achievement levels are based on cut scores established through a standard-setting process which involved Maine educators and content experts from across the state. Achievement levels are used to report student performance and to inform decisions about instructional support and improvement.

Subdiscipline Reporting

Each grade level of 5, 8, and third year of high school has subscores reported in the area of NGSS topics or topic bundles. These groupings are specifically designed to fit each grade level and, as such, differ across the grades. What follows are descriptions for each grade that break down the content within each subscore.

Grade 5 Subscores

The grade 5 NGSS topics on the Maine Science Assessment have been organized to form three separate subscores. The topic of "Structure and Properties of Matter" forms the first subscore. The second subscore comes from "Matter and Energy in Organisms and Ecosystems." Two topics, "Earth's Systems" and "Space Systems: Stars and the Solar System," combine to form the third subscore. The NGSS provides example performance expectations for each of these topics in Table 3 below.

Copyright © Maine Department of Education
All rights reserved

Table 3: Grade 5 NGSS Topics on the Maine Science Assessment

Grade 5			
Topic Name	Structure and Properties of Matter	Matter and Energy in Organisms and Ecosystems	Earth's Systems and Space Systems: Stars and the Solar System
Subscore Name Used in Reporting	Subscore 1	Subscore 2	Subscore 3
NGSS Performance Expectations Included in Topic	Develop a model to describe that matter is made of particles too small to be seen.	Use models to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun.	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
	Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling or mixing substances, the total weight of matter is conserved.	Support an argument that plants get the materials they need for growth chiefly from air and water.	Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
	Make observations and measurements to identify materials based on their properties.	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Copyright © Maine Department of Education
All rights reserved

Grade 5			
Topic Name	Structure and Properties of Matter	Matter and Energy in Organisms and Ecosystems	Earth's Systems and Space Systems: Stars and the Solar System
NGSS Performance Expectations Included in Topic (continued)	Conduct an investigation to determine whether the mixing of two or more substances results in new substances.		Support an argument that the gravitational force exerted by Earth on objects is directed down.
			Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.
			Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

Copyright © Maine Department of Education
All rights reserved

Grade 8 and High School Subscores

The NGSS bundles topics for grade 8 and high school under the headings of “Physical Science,” “Life Science,” and “Earth and Space Science.” Within those topic bundles, several grade-appropriate topics are covered. Below are the details for both the 8th grade and high school subscores.

Table 4: Grade 8 NGSS Topics on the Maine Science Assessment

Grade 8			
Topic Bundle Name	Physical Science	Life Science	Earth and Space Science
Subscore Name Used in Reporting	Subscore 1	Subscore 2	Subscore 3
NGSS Topics Included in Bundle	Structure and Properties of Matter	Structure, Function, and Information Processing	Space Systems
	Chemical Reactions	Matter and Energy in Organisms and Ecosystems	History of Earth
	Forces and Interactions	Interdependent Relationships in Ecosystems	Earth’s Systems
	Energy	Growth, Development, and Reproduction of Organisms	Weather and Climate
	Waves and Electromagnetic Radiation	Natural Selection and Adaptation	Human Impacts

Copyright © Maine Department of Education
All rights reserved

Table 5: High School NGSS Topics on the Maine Science Assessment

High School			
Topic Bundle Name	Physical Science	Life Science	Earth and Space Science
Subscore Name Used in Reporting	Subscore 1	Subscore 2	Subscore 3
NGSS Topics included in Bundle	Structure and Properties of Matter	Structure and Function	Space Systems
	Chemical Reactions	Matter and Energy in Organisms and Ecosystems	History of Earth
	Forces and Interactions	Interdependent Relationships in Ecosystems	Earth's Systems
	Energy	Inheritance and Variation in Traits	Weather and Climate
	Waves and Electromagnetic Radiation	Natural Selection and Evolution	Human Sustainability

Copyright © Maine Department of Education
All rights reserved

Appropriate Use and Limitations of Data

Appropriate uses of the Maine Science Assessment include:

1. Providing information to the public about school performance through the state's ESSA reporting system, the ESSA Data Dashboard.
2. Providing a source of information for ongoing local program evaluation.

However, there are also limitations to the data gathered from the Maine Science Assessment. These limitations are that:

1. The assessment measures only a subset of the Maine Learning Results and does not assess all aspects of science education.
2. The assessment is a snapshot of student performance at a particular point in time and may not reflect a student's overall understanding of science.
3. The assessment is only one measure of student performance and should be used in conjunction with other measures, such as classroom assessments and teacher observations.

It is important to use the data gathered from the Maine Science Assessment appropriately and to consider its limitations when making decisions about instructional support and improvement.

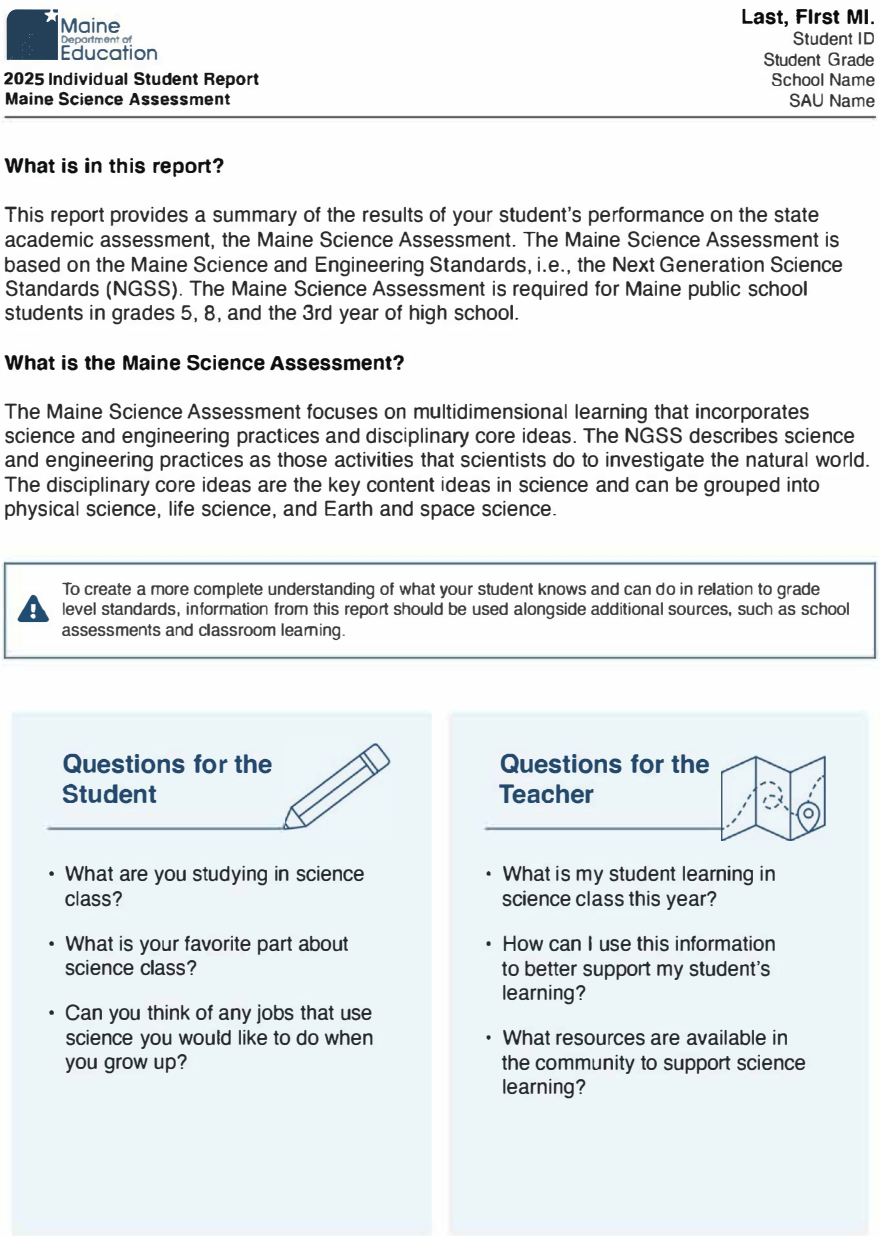
Copyright © Maine Department of Education
All rights reserved

Reporting Overview and Visual Walkthrough

Example ISR Overview and Walkthrough (PDF)

Individual Student Reports are available for download in PDF format on the Kite platform, depending on your user permissions. This report is two pages long.

Figure 1: Individual Student Report Example (First Page Matter)



Maine Department of Education

2025 Individual Student Report
Maine Science Assessment

Last, First MI.
Student ID
Student Grade
School Name
SAU Name

What is in this report?

This report provides a summary of the results of your student's performance on the state academic assessment, the Maine Science Assessment. The Maine Science Assessment is based on the Maine Science and Engineering Standards, i.e., the Next Generation Science Standards (NGSS). The Maine Science Assessment is required for Maine public school students in grades 5, 8, and the 3rd year of high school.

What is the Maine Science Assessment?

The Maine Science Assessment focuses on multidimensional learning that incorporates science and engineering practices and disciplinary core ideas. The NGSS describes science and engineering practices as those activities that scientists do to investigate the natural world. The disciplinary core ideas are the key content ideas in science and can be grouped into physical science, life science, and Earth and space science.

To create a more complete understanding of what your student knows and can do in relation to grade level standards, information from this report should be used alongside additional sources, such as school assessments and classroom learning.

Questions for the Student

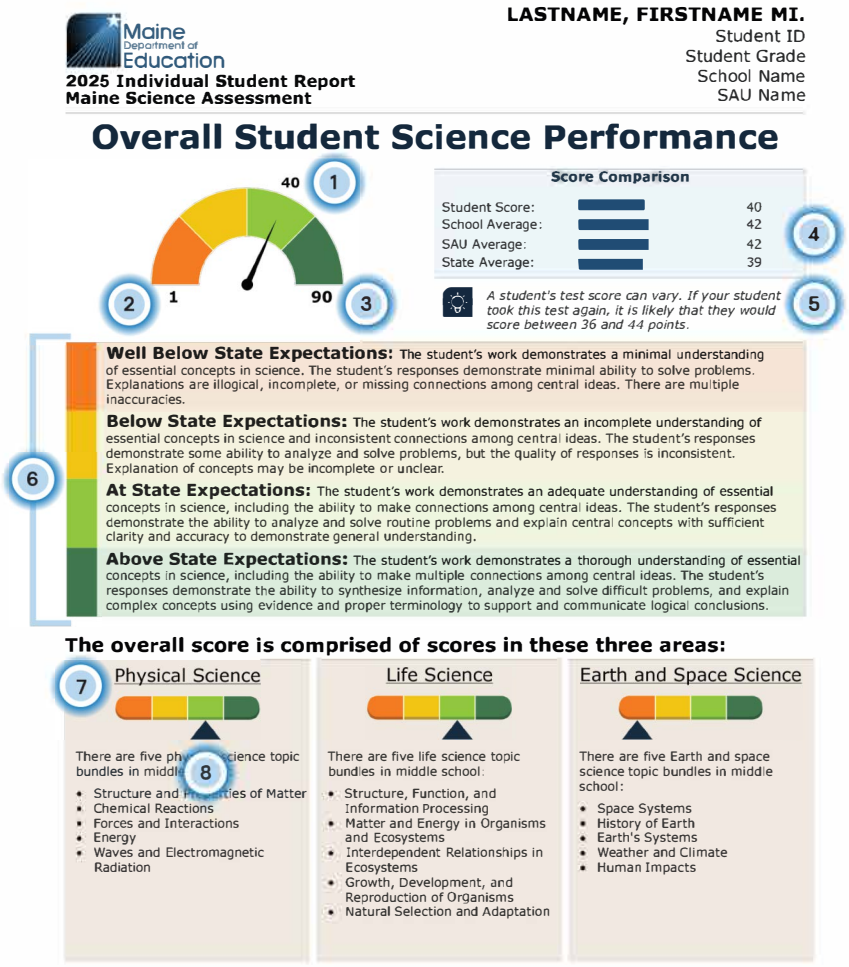
- What are you studying in science class?
- What is your favorite part about science class?
- Can you think of any jobs that use science you would like to do when you grow up?

Questions for the Teacher

- What is my student learning in science class this year?
- How can I use this information to better support my student's learning?
- What resources are available in the community to support science learning?

Copyright © Maine Department of Education
All rights reserved

Figure 2: Individual Student Report Example (Second Page Matter)



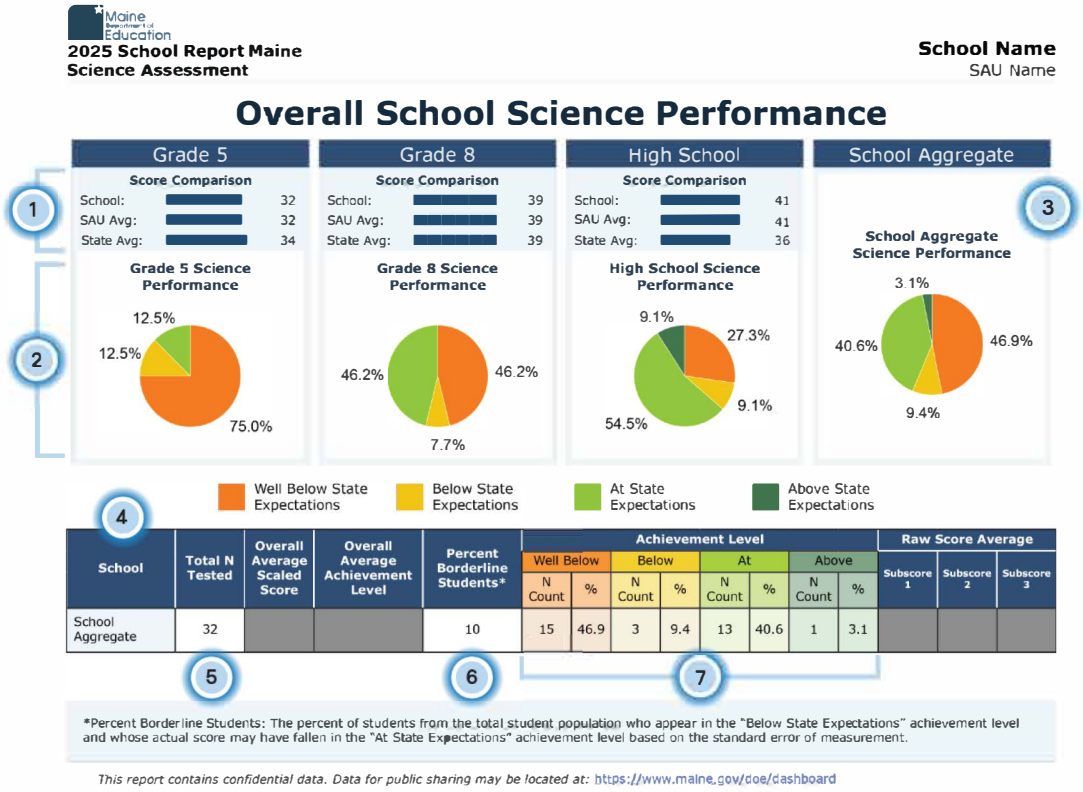
1. The numerical score that is used to determine a student's achievement level on the assessment.
2. The minimum number of scaled points a student can possibly earn.
3. The maximum number of scaled points a student can possibly earn.
4. These bar charts show the student scale score, the school average scale score, the SAU average scale score, and the state average scale score for the same assessed grade.
5. Because a student's test score can vary, the range of possible scores was calculated by taking the scale score and adding and subtracting the standard error of measurement from it.
6. Each achievement level is defined.
7. The scale score was further broken down into three subscores. The subscore names differ depending on the grade level assessed.
8. This slider shows the student's achievement level within each subscore, where left to right the first region indicates Well Below State Expectations, then Below State Expectations, thirdly At State Expectations, and finally Above State Expectations. The triangle below the slider indicates the student's achievement level for that subscore.

Copyright © Maine Department of Education
All rights reserved

Example School Summary Report Overview and Walkthrough (PDF)

School Summary Reports are available for download in PDF format on the Kite platform, depending on your user permissions.

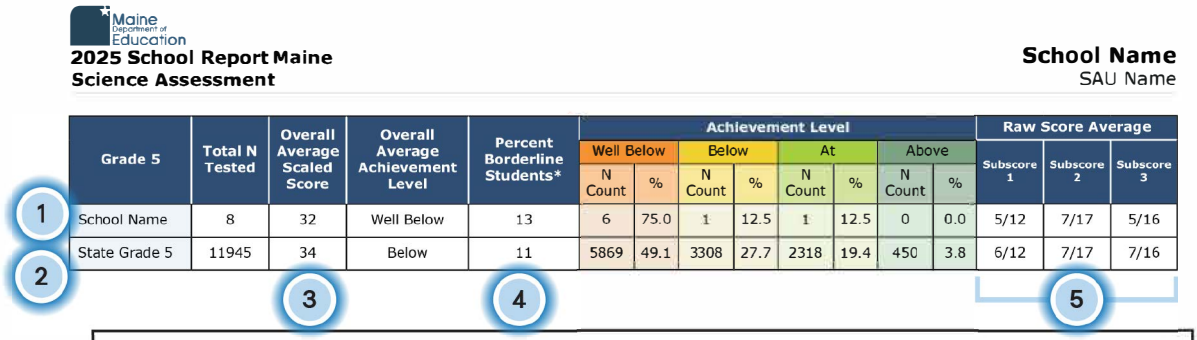
Figure 3: School Summary Report Example (Charts and Aggregate Table)



1. These bar charts show the school average scale score, the SAU average scale score, and the state average scale score for the same assessed grade.
2. The pie chart shows the breakdown of school grade level performance by achievement level, with the color key below.
3. The school aggregate pie chart shows the percentage of students in each achievement level, inclusive of all grades.
4. This table shows the aggregate data for all tested students within a school, inclusive of all grades.
5. This is the total number of students tested in the school who obtained a valid scale score.
6. The percent of students who appear in the "Below State Expectations" achievement level and whose actual score may have fallen in the "At State Expectations" achievement level based on the standard error of measurement.
7. This table shows the breakdown of the total number of students in the school who scored a certain achievement level, and the percent of the tested population this equals.

Copyright © Maine Department of Education
All rights reserved

Figure 4: School Summary Report Example (Grade(s), School, and State Table(s))



Maine Department of Education

2025 School Report Maine Science Assessment

School Name
SAU Name

	Grade 5	Total N Tested	Overall Average Scaled Score	Overall Average Achievement Level	Percent Borderline Students*	Achievement Level								Raw Score Average		
						Well Below		Below		At		Above				
						N Count	%	N Count	%	N Count	%	N Count	%	Subscore 1	Subscore 2	Subscore 3
1	School Name	8	32	Well Below	13	6	75.0	1	12.5	1	12.5	0	0.0	5/12	7/17	5/16
2	State Grade 5	11945	34	Below	11	5869	49.1	3308	27.7	2318	19.4	450	3.8	6/12	7/17	7/16

3 4 5

Each data table on this page contains information for the school and state grade level indicated. These tables use the same format across all grade levels, so only one example data table is provided.

1 This row of data shows information for the school at a certain grade level.

2 This row of data shows information for the state at a certain grade level.

3 This is the average scale score for the row in question.

4 The percent of students who appear in the "Below State Expectations" achievement level and whose actual score may have fallen in the "At State Expectations" achievement level based on the standard error of measurement.

5 The raw scores listed here correspond to the three subscores at each grade level.

For grade 5: Subscore 1 is "Structure and Properties of Matter;" Subscore 2 is "Matter and Energy in Organisms and Ecosystems;" Subscore 3 is "Earth's Systems and Space Systems: Stars and the Solar System."

For grade 8 and high school: Subscore 1 is "Physical Science;" Subscore 2 is "Life Science;" Subscore 3 is "Earth and Space Science."

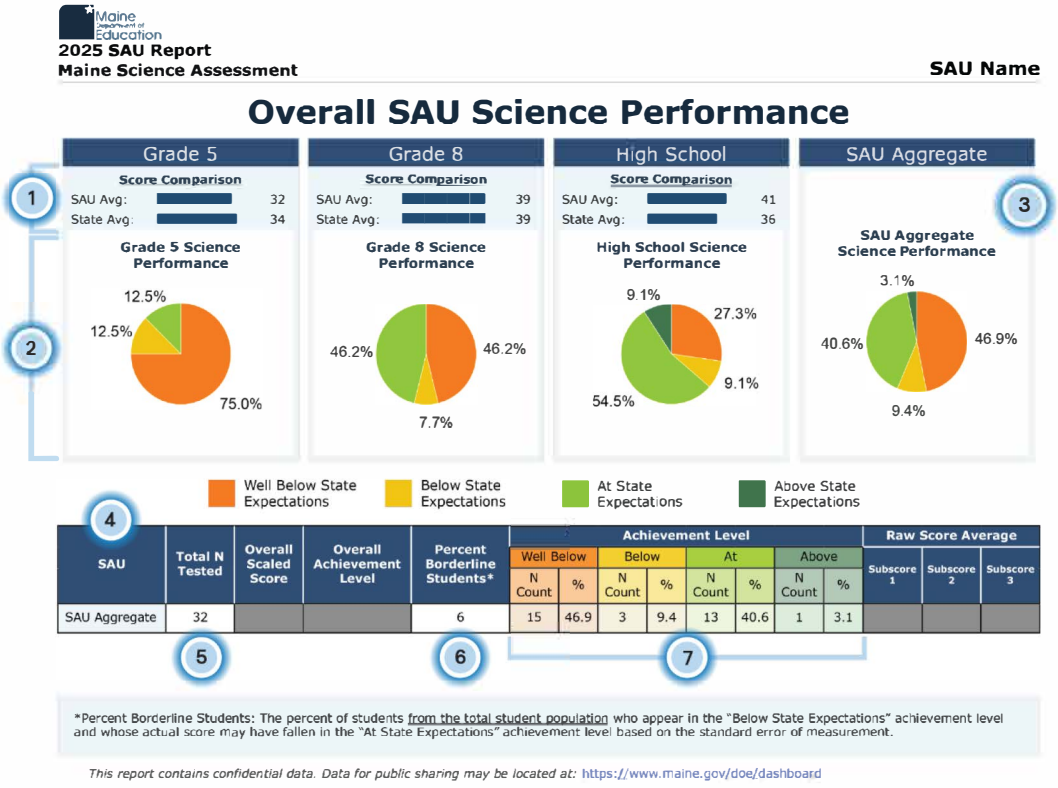
The first number provided is the average number of points earned, and the second number is the maximum number of points available for that subscore.

Copyright © Maine Department of Education
All rights reserved

Example SAU Summary Report Overview and Walkthrough (PDF)

SAU Summary Reports are available for download in PDF format on the Kite platform, depending on your user permissions.

Figure 5: SAU Summary Report Example (Charts and Aggregate Table)



Maine Department of Education

2025 SAU Report
Maine Science Assessment

SAU Name

Overall SAU Science Performance

Grade 5	Grade 8	High School	SAU Aggregate
Score Comparison	Score Comparison	Score Comparison	
SAU Avg: 32	SAU Avg: 39	SAU Avg: 41	
State Avg: 34	State Avg: 39	State Avg: 36	
Grade 5 Science Performance	Grade 8 Science Performance	High School Science Performance	SAU Aggregate Science Performance
12.5%, 12.5%, 75.0%	46.2%, 46.2%, 7.7%	9.1%, 27.3%, 9.1%, 54.5%	3.1%, 40.6%, 46.9%, 9.4%

Well Below State Expectations | Below State Expectations | At State Expectations | Above State Expectations

SAU	Total N Tested	Overall Scaled Score	Overall Achievement Level	Percent Borderline Students*	Achievement Level								Raw Score Average		
					Well Below		Below		At		Above		Subscore 1	Subscore 2	Subscore 3
					N Count	%	N Count	%	N Count	%	N Count	%			
SAU Aggregate	32			6	15	46.9	3	9.4	13	40.6	1	3.1			

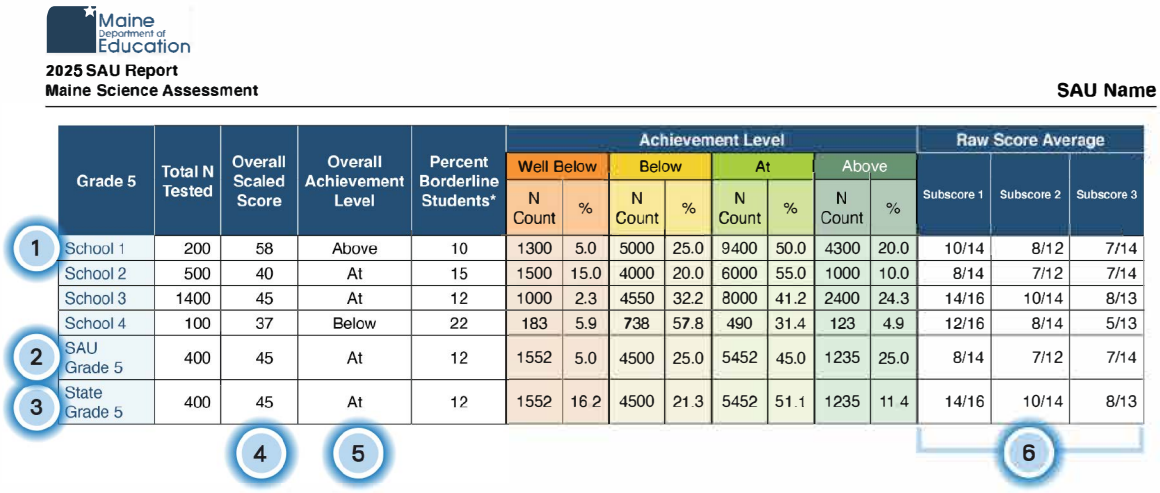
*Percent Borderline Students: The percent of students from the total student population who appear in the "Below State Expectations" achievement level and whose actual score may have fallen in the "At State Expectations" achievement level based on the standard error of measurement.

This report contains confidential data. Data for public sharing may be located at: https://www.maine.gov/doe/dashboard

1. These bar charts show the SAU average scale score and the state average scale score for the same assessed grade.
2. The pie chart shows the breakdown of SAU grade level performance by achievement level, with the color key below.
3. The SAU aggregate pie chart shows the percentage of students in each achievement level, inclusive of all grades.
4. This table shows the aggregate data for all tested students within an SAU, inclusive of all grades.
5. This is the total number of students tested in the SAU who obtained a valid scale score.
6. The percent of students who appear in the "Below State Expectations" achievement level and whose actual score may have fallen in the "At State Expectations" achievement level based on the standard error of measurement.
7. This table shows the breakdown of the total number of students in the SAU who scored a certain achievement level, and the percent of the tested population this equals.

Copyright © Maine Department of Education
All rights reserved

Figure 6: SAU Summary Report Example (Grade, School, SAU, and State Tables)



Maine Department of Education

2025 SAU Report
Maine Science Assessment

SAU Name

	Grade 5	Total N Tested	Overall Scaled Score	Overall Achievement Level	Percent Borderline Students*	Achievement Level								Raw Score Average		
						Well Below		Below		At		Above				
						N Count	%	N Count	%	N Count	%	N Count	%	Subscore 1	Subscore 2	Subscore 3
1	School 1	200	58	Above	10	1300	5.0	5000	25.0	9400	50.0	4300	20.0	10/14	8/12	7/14
	School 2	500	40	At	15	1500	15.0	4000	20.0	6000	55.0	1000	10.0	8/14	7/12	7/14
	School 3	1400	45	At	12	1000	2.3	4550	32.2	8000	41.2	2400	24.3	14/16	10/14	8/13
	School 4	100	37	Below	22	183	5.9	738	57.8	490	31.4	123	4.9	12/16	8/14	5/13
2	SAU Grade 5	400	45	At	12	1552	5.0	4500	25.0	5452	45.0	1235	25.0	8/14	7/12	7/14
3	State Grade 5	400	45	At	12	1552	16.2	4500	21.3	5452	51.1	1235	11.4	14/16	10/14	8/13

4 5 6

Each data table on this page contains information for the school, SAU, and state grade level indicated. These tables use the same format across all grade levels, so only one example data table is provided.

1 This row of data shows information for the school at a certain grade level.

2 This row of data shows information for the SAU at a certain grade level.

3 This row of data shows information for the state at a certain grade level.

4 The average school scale score at a grade level that is used to determine the achievement level on the assessment.

5 The average school achievement level at the stated grade level.

6 The raw scores listed here correspond to the three subscores at each grade level.

For grade 5: Subscore 1 is "Structure and Properties of Matter;" Subscore 2 is "Matter and Energy in Organisms and Ecosystems;" Subscore 3 is "Earth's Systems and Space Systems: Stars and the Solar System."

For grade 8 and high school: Subscore 1 is "Physical Science;" Subscore 2 is "Life Science;" Subscore 3 is "Earth and Space Science."

The first number provided is the average number of points earned, and the second number is the maximum number of points available for that subscore.

Copyright © Maine Department of Education
All rights reserved

Example Student Score Data File Overview and Walkthrough (CSV)

Student Score Data Files, also known in Kite as roster reports, are available for download in CSV format on the Kite platform, depending on your user permissions. Directions on how to import the file into spreadsheet software and create filters are included in the following section. This is an ordered list of the column headers and their meanings.

Table 6: Student Score Data File Data Fields with Descriptors

Column Header	Meaning
District ID	The ID number of the district at the time the assessment was taken
District Name	The name of the district at the time the assessment was taken
School ID	The ID number of the school at the time the assessment was taken
School Name	The name of the school at the time the assessment was taken
Grade	The grade level of the student at the time the assessment was taken
SSID	State Student Identification number
Last Name	The student's last name
Middle Initial	The student's middle initial
First Name	The student's first name
Student Scale Score	The student's scaled score on the science assessment
Minimum Points on Test	The minimum number of scaled points a student can possibly earn
Maximum Points on Test	The maximum number of scaled points a student can possibly earn

Copyright © Maine Department of Education
All rights reserved

Column Header	Meaning
Achievement Level	The student's overall achievement level, where the values can be either Well Below (State Expectations), Below (State Expectations), At (State Expectations), or Above (State Expectations)
Borderline Student?	If "X" appears in this cell, this student is one who appears in the "Below State Expectations" achievement level and whose actual score may have fallen in the "At State Expectations" achievement level based on the standard error of measurement
Subscore 1 Name	For 5th grade this subscore name is "Structure and Properties of Matter," for 8th grade and high school this subscore name is "Physical Science"
Subscore 1 Raw Score	The number of raw points earned by the student for this subscore
Subscore 1 Max Points	The maximum number of raw points available for this subscore
Subscore 1 Achievement Level	The student's subscore 1 achievement level, where the values can be either Well Below (State Expectations), Below (State Expectations), At (State Expectations), or Above (State Expectations)
Subscore 2 Name	For 5th grade this subscore name is "Matter and Energy in Organisms and Ecosystems," for 8th grade and high school this subscore name is "Life Science"
Subscore 2 Raw Score	The number of raw points earned by the student for this subscore
Subscore 2 Max Points	The maximum number of raw points available for this subscore
Subscore 2 Achievement Level	The student's subscore 2 achievement level, where the values can be either Well Below (State Expectations), Below (State Expectations), At (State Expectations), or Above (State Expectations)

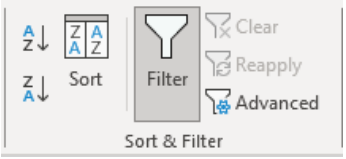
Copyright © Maine Department of Education
All rights reserved

Column Header	Meaning
Subscore 3 Name	For 5th grade this subscore name is “Earth’s Systems and Space Systems: Stars and the Solar System,” for 8th grade and high school this subscore name is “Earth and Space Science”
Subscore 3 Raw Score	The number of raw points earned by the student for this subscore
Subscore 3 Max Points	The maximum number of raw points available for this subscore
Subscore 3 Achievement Level	The student’s subscore 3 achievement level, where the values can be either Well Below (State Expectations), Below (State Expectations), At (State Expectations), or Above (State Expectations)

Importing and Filtering of CSV Roster Files

How to Import a CSV File and Create Filters in Microsoft Excel

1. Create a new blank workbook file.
2. In the top menu bar, click Data.
3. On the left menu bar next to “Get Data,” click “From Text/CSV.”
4. A dialogue box opens where you will select the CSV file downloaded from Kite. Click “Import.”
5. If the preview of the data looks correctly formatted, click “Load.”
6. To filter your data, click Data in the top menu bar. Then click “Filter.”



7. To remove the filters, click the filter button again.

For more information, please visit: https://bit.ly/MicrosoftFilterDataInARangeOrTable.

Copyright © Maine Department of Education
All rights reserved

How to Import a CSV File and Create Filters in Apple Numbers

1. Create a new blank workbook.
2. Find the CSV file that you downloaded from Kite in your downloads folder or on your desktop.
3. Right-click on the CSV file and select “Open with” and choose “Numbers” from the dropdown menu.
4. With the file open, you can create a quick filter by clicking the down arrow ($_{v}$) on the column you want to filter on.
5. Select “Quick Filter” and click to select one or more of the choices to filter the data.
6. To remove the Quick Filter, follow the same steps and deselect the choices.

For more information, please visit: https://apple.co/3rrKy6D.

How to Import a CSV File and Create Filters in Google Sheets

1. Create a new blank sheet.
2. Select “File” from the main menu and choose “Import.”
3. Choose the “Upload” tab and click “Browse” to find the CSV file and drag-and-drop the file to the window.
4. Choose the import location “Replace spreadsheet” and separator type to “Detect automatically,” and un-check “Convert text to numbers, dates and formulas.”
5. Then click “Import Data.”
6. To create filters, click on the “filter” icon in the menu bar.

7. You can then click on the inverted triangle found in each column to filter by values.

8. To remove the filters, click the “filter” icon in the menu bar again.

For more information, please visit: https://bit.ly/GoogleDocsSortNFilterYourData.

Copyright © Maine Department of Education
All rights reserved

Maine
DOE
New Meridian
Maine Science Assessment