

NORTHWEST EVALUATION ASSOCIATION  

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MAP Administration Workshop

**PROCTOR'S HANDBOOK  
FOR MEASURES OF  
ACADEMIC PROGRESS**

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NORTHWEST EVALUATION ASSOCIATION

# **MAP Administration Workshop**

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## Measures of Academic Progress (MAP)

*Let's go over a few basics of the MAP system so you will have an understanding of how the test works, what a RIT score is, and how to know which test to give.*

The Northwest Evaluation Association's (NWEA) computerized Measures of Academic Progress provide teachers, students, and parents with an accurate assessment of student progress in mastering the basic skills. When administered at regular intervals over time, it is possible to find out whether an individual student, or an entire grade level, is making satisfactory progress in these basic skill areas. Teachers can use this assessment information for instructional planning for individual students or an entire class.

### ICON KEY

 Valuable information

 Test your knowledge

 Resource

### MAP Basics

Each student takes the MAP tests on a computer. A test proctor usually sets up the tests and monitors the testing session. When each question is displayed on the computer screen, the student selects an answer using the mouse or keyboard.

#### How is MAP different?

In the MAP system, the difficulty of the test is adjusted to the student's performance.

The difficulty of each question is based on how well the student has answered all of the questions up to that point. As the student answers correctly, the questions become

more difficult. If the student answers incorrectly, the questions become easier. Within an optimal test, the student answers approximately half the items correctly and half incorrectly. The final score is an estimate of the student's achievement level.

Since each student in a class receives a different test, it is unlikely that two students taking MAP tests will see the same test items. In addition, a single student who takes the tests more than once will not have any test items repeated.

After a student completes a MAP test, the program reports the student's RIT score. A RIT score in a given subject area shows the student's current achievement level in that subject. A student's RIT

scores should show growth from year to year, and since the MAP system keeps a record of all tests administered at a site, historical reports can be generated showing students' RIT scores across years.

**What is a RIT?**

All of the tests developed by NWEA use the RIT (Rasch Unit) scale to measure student achievement and student growth. The RIT score relates directly to the curriculum scale in each subject area. It is an equal-interval score, like feet and inches, so scores can be added together to calculate accurate class or school averages. RIT scores range from about 150 to 300. Students typically start at the 150-190 level in the third grade and progress to the 240-300 level by high school. RIT scores make it possible to follow a student's educational growth from year to year.

**How do I know which test I should give a student?**

Several tests are available for administration in each subject area. It is very important that you understand the distinctions between these tests in order to correctly select a test for a specific student. For each subject, there are Goals Survey tests and Survey tests. Even though the names of these tests are similar, the end results of each are very different. The Goals Survey test is the longer form of the test (between 42 and 52 items) and is the primary test given in the fall and the spring. This test will report not only an overall RIT score at the end, but will also report how a student performed on each of the goal (strand) areas on the test, like Computation and Geometry. This gives teachers more data in order to make instructional decisions about a particular student or about an entire class.

The Survey test is a short test (20 items long) that will simply "survey" the domain of a subject area. This test will only report an overall RIT score at the end. It is primarily given as an intake test when a student enters the district or as a monitoring tool midyear to determine how a student is progressing.

Other differences in the tests refer to grade-level (example, 2-5 and 6+). Be sure you review all of the choices and as a district, select the test appropriate to the grade-level of the student you are testing. These tests have some important differences in the types of items that can be drawn from in order to build each student a unique test. See the next page for a chart that will be helpful to you in placing students into the correct test.



# Measures of Academic Progress

## Guidelines for Choosing the Correct Test

	Survey Tests	Goals Survey Test	Training Environment Test (NTE)
Information reported	Overall score	Overall score + scores for each goal area	A very short test designed to demonstrate the testing system
Maximum number of items presented to the student	20	Math 52 Reading 42 Lang Usage 52	Not appropriate to use with students
Approximate administration time per subject ( <i>includes</i> setup, instructions, and administration)	20-30 minutes	75 minutes	Not appropriate to use with students
Use for course placement?	Yes	Yes	Not appropriate
Use to identify instructional level?	Yes	Yes	Not appropriate
Use to screen for special programs?	Yes	Yes	Not appropriate
Use to identify appropriate achievement level test to administer?	Not appropriate	Not appropriate	Not appropriate
Use to retest for achievement level tests?	Not appropriate	Yes	Not appropriate
Use to measure growth in student achievement?	Yes	Yes	Not appropriate
Use for parent conferences?	Yes	Yes	Not appropriate
Use for district-wide testing?	Yes	Yes	Not appropriate



**Test Your Knowledge**

1. How does MAP know how to select the next question for a student?
2. If you had to give a simple explanation of a RIT to someone, what would be a good comparison to use?
3. How are the Goals Survey and Survey tests different?
4. Which test is best to use in the fall and spring?
5. Which test is best to use for interim tests and intake testing?



**Roles and Responsibilities**

Everyone plays a unique role in the administration of MAP. It is important for you to understand who the key players are and what their roles are. This will help you know

to whom certain types of issues should go to in your district. The key players are as follows:

- MAP Coordinator
- MAP Technical Coordinator
- MAP Class Roster File Coordinator
- Principals
- Teachers
- Proctors

**MAP Coordinator**

The MAP Coordinator is the main MAP contact for NWEA and for school and district staff. This person is the primary contact who will receive all information and updates. Access is given to the MAP Coordinator to access all district logins and passwords, which he or she will need to distribute to the appropriate staff.

This person needs to attend all workshops and trainings scheduled with the district related to MAP. It is the responsibility of this person to track and monitor all steps involved in the implementation process. The MAP Coordinator should work closely with the MAP Technical Coordinator and the MAP Class Roster File Coordinator to ensure all deadlines are met.

This person is also responsible for making sure all teachers and proctors understand all scheduling issues and test administration procedures, and know how to talk to teachers, parents, and students about the MAP process. He or she should make sure a staff development system is in place to provide any necessary refresher courses and to train new staff who come into the district.

Some responsibilities include:

- Talking to all teachers about the MAP assessment system
- Monitoring progress of the Class Roster File (CRF) and making sure it is sent to NWEA two weeks prior to the scheduled testing window
- Preparing testing schedules for each site in coordination with principals, technicians, etc. and sharing these schedules with teachers and proctors
- Planning the pilot for each site
- Distributing all user names and passwords to principals and other key staff
- Scheduling the NWEA “Stepping Stones to Using Data” workshop to train staff how to use their district, building, class, and individual data in planning and instruction

**MAP Technical Coordinator**

The MAP Technical Coordinator is the main contact between the district and NWEA’s Technical Support team. This person is one of the primary people in the district who will receive all information and updates.

This person needs to attend all workshops and trainings scheduled with the district on MAP. He or she is responsible for all preparation work to make sure the computer lab will be ready for training.

Some responsibilities include:

- Downloading all data and tests to each site that will be testing (if using a server in each site) and testing each site to make sure it is working properly
- Providing the opportunity for proctors to do a “run through” session at each site
- Ensuring that all data is uploaded to NWEA on a daily basis
- Working with the NWEA Technical Support team to resolve any issues
- Making sure that new versions of TestTaker, new tests, and new data are downloaded to each site each testing season

**MAP Class Roster File Coordinator**

The MAP Class Roster File (CRF) Coordinator is responsible for preparing all student data files for MAP each testing season. They must review all specifications and templates closely to ensure the data is in the correct format.

This person needs to attend all workshops and trainings scheduled with the district on MAP.

The CRF serves several purposes. The data from the CRF is formatted into NWEA's database, which enables your district to download students from the Test Administration Application (TAA). TestTaker and TAA are the two applications that enable students to take the MAP tests. In addition, the teachers included in the CRF will have reports based upon those students assigned to those classes. If there are teachers who do not appear in the student management system, but should receive reports (for example, special education, gifted and talented, other resource), they may be added to the file as well.

Some responsibilities include:

- Confirming the testing window with the MAP Coordinator to enter into the CRF
- Checking with school administrators if there are any additional teachers not in the student information system who will need reports
- Preparing a new CRF each season and sending it to the MAP Coordinator to send to NWEA two weeks prior to the beginning of the testing window

#### **Principals**

Principals play an important support role throughout MAP testing. Principals need to understand how the MAP tests work and be able to help teachers gain this understanding so they can talk to students and parents about it. It is critical that principals set aside time to work with teachers on the data they receive back from MAP testing in order to understand the data and use it to make instructional decisions.

Some responsibilities include:

- Receiving teachers' user names and passwords from the MAP Coordinator and distributing them to teachers before testing begins
- Assisting with setting schedules for labs
- Verifying that all teachers who need reports are in the Class Roster File for the school
- Ensuring that all teachers have received copies of the MAP reports
- Scheduling time to meet with grade level teams to review the MAP data

#### **Teachers**

Teachers play an important role in MAP testing. It is critical that teachers understand how the MAP test works and have a good attitude about it, so students will pick up on that attitude and try harder. They need to understand the value of the data they will receive and how they, as teaching staff, will use it. Teachers need to spend a few minutes talking to students about the purpose of the tests and the specifics of how they work. NWEA has provided some documentation to teachers that will help them with this.

Some responsibilities include:

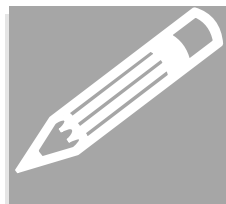
- Working closely with proctors to make sure students are prepared for testing and know what to expect
- Working closely with proctors to make sure the experience is a positive one for students
- Preparing seating charts for lab
- Helping monitor testing in the lab
- Accessing their teacher reports
- Sharing the data with students and parents and effectively using it to guide instruction

**MAP Proctor**

Proctors play a very important role in MAP testing. Having proctors who are well trained ensures consistency between students' testing events. This person has many responsibilities beginning about a week prior to testing.

Some responsibilities include:

- Preparing the lab for testing each day and in between classes of students
- Working closely with teachers to make sure students are prepared for testing and know what to expect
- Working closely with teachers to make sure the experience is a positive one for students
- Uploading the data to NWEA on a daily basis (if designated by the district to do so)



**Test Your Knowledge**

1. Whose responsibility is it to be the main NWEA contact?
2. Who is responsible for making sure the labs are set up and working properly?
3. Who should be involved in preparing the Class Roster File?
4. Who plans seating charts for the lab?
5. Who is responsible for preparing schedules for each site?
6. Who is present in the lab when students are testing?

Now let's get into more detail on the proctor responsibilities.



## One Week Prior to Testing

A few important steps need to be completed prior to the scheduled testing window.

We strongly recommend these be completed up to one week before the start date.

You can use this document as a check-off list to make sure you have completed each step in the process.

### Data:

- Teachers should provide a list of student names** for each class or period they teach to the proctor. One option is to have the teacher put every student's name on an index card (in large print) and rubber band each class set and give to the proctor with a card that includes the teacher's name and grade.
- Write on the back of each index card** or place a label on the back of each index card with the different subjects you will be administering, for example, mathematics, reading, and language usage. As students take the test, you can put a check mark by the subjects they have taken. This will allow for an easy check for students who may need a make-up test.
- Give each teacher a copy of the lab schedule** indicating the time and date the teacher will accompany that group to the testing lab.
- Give each teacher** a copy of the document "Reminders for Teachers" (see Resource Documents, located at the end of this document).
- Plan ahead** for students with special needs. It may be necessary to test some students in small groups or alone.

### Computer Lab Set Up:

- Verify that you have enough** computers in the lab. You will need one for each student. If you do not, you may need to do some creative scheduling. (There is no problem with bringing students from different grade levels together for a testing session, as long as you assign them to the correct test.)
- Test all machines.** It is critical that all equipment is working properly.
- If applicable, make sure** you have adequate functional headphones for students who will be taking the Spanish version of the Mathematics test.

### Seating Plans:

- Number each computer station** and then assign students by numbering each class list to correspond with the computer numbers. Another option is to order the index cards in the order you want the students to sit in the lab.
- Work with teachers** to determine where the students should sit in the testing area to maximize their testing potential (consider distractions such as proximity to the door, windows, fellow students). You can either use the prepared numbered chart from the step above or use a blank seating chart of the lab for teachers to write in student names and ID numbers. If you use the pre-labeled seating chart, teachers can just make adjustments where they see fit.
- Make sure both you and the teacher** have copies of the seating plan and/or the numbered class list.

#### Reminders for Administrators:

- Confirm the lab schedule** for the testing window with the administrator. (NOTE: If this is your first season of testing, build in time for a pilot day. Only one group of students should be scheduled in each lab the first day of the testing window. This gives you the opportunity to test your systems and procedures to make sure everything is working properly.)
- Remind the principal and/or office staff** to make any pre-determined bell accommodations for the testing days and to hold PA announcements to a minimum.



### One Day Prior to Testing

A few last minute things need to be completed in advance of students entering the lab.

You can use this document as a check-off list to make sure you have completed each

step in the process.

#### Supplies:

- Make sure you have enough** sharpened pencils with good quality erasers for students to use during the mathematics test.
- Place scratch paper** at each computer area for use on the Mathematics tests. (If space is limited, consider having available clipboards with the scratch paper attached to provide a hard surface for writing.) Another space-saving idea is for the keyboard to be set beside the computer, or on top, if students are exclusively using the mouse for taking the test.
- Hand-held calculators** are not permitted on any MAP test. When a calculator can be used for an item, one will appear on the screen.

#### Computers:

- Clean all computers** for better viewing.
- Check to make sure resolution** is set at 800 x 600.

- Secure all cords** to avoid power loss.
- Number the computers** by writing large numbers on heavy stock paper and taping the paper to the top of the monitor to cover the screen. There are several advantages to having the screen covered in this manner:
  - It provides clearly visible computer numbering.
  - It will block the “Start Test” button on the screen and allow the proctor better control at the start of testing.
  - It offers privacy for students as their RIT scores are displayed at the end of the test.
  - It will alert proctors and teachers when a student is finished testing (by folding it back over the screen).

**Room:**

- Remove any posters** or board information that would aid the students.

**Materials to Review:**

- Read through this handout** and other materials to ensure you are familiar with all steps of the testing process. The following are especially important:
  - “Measures of Academic Progress: Using the TestTaker Application” guide
  - “Guidelines for Choosing the Correct Test”
  - Student directions for each subject
  - “Allowable Accommodations and Modifications”: It is important to know when and how to invalidate a test.

**Other Materials to Have Available:**

- From the Resource section** of this document:
  - “Measures of Academic Progress: Using the Test Administration Application” guide
  - “MAP Problem Item Report Form” – to document any items that do not display properly
  - “Record of Student Absences, Paused Tests and Terminated Tests”
- Miscellaneous:**
  - Seating chart or numbered lists of names to correspond with computers for each group of students
  - “Do Not Disturb” sign(s) for the doors

- Headphones for any students taking the Spanish Mathematics test, if applicable (headphones may be a good tool for those students who are highly distracted by peripheral sounds)
- A library book for students when they finish testing (optional)



## Day of Testing

You made it! It's time to prepare for the students to begin testing.

### Setting Up the Lab:

- Verify that each computer** is set to the correct date and time. The reports are dependent on correct dates. A wrong date can seriously compromise testing data.
- Select the correct test** to administer to each individual student.
- Select each student** by ID number and/or name. You should search on the broadest criteria possible, for example, the first two or three letters in the student's last name. This will allow you to find students who may have been previously entered with a misspelled name, a nickname, etc. and reduce the chance of you adding duplicate students.
- Verify correct test** is assigned to the student. The test name is listed at the top of the screen.
- Bring screens** to the "Start Test" position. If you used the index cards, lay the student's name card on the keyboard so they can easily see it.
- Close the blinds** as necessary to eliminate glare on the screens.
- Lock the door** to the lab upon the completion of setup to prevent student access.
- Pull out the appropriate** "Student Directions" script(s) for the tests you will be administering for the day. Make sure you have any needed copies of the directions for the Mathematics with Spanish Voice Translations for students to read or to be read to them.
- Ask teachers** to remind students to take a bathroom break and get a drink of water prior to testing.
- Ask teachers** to have students bring a book to read when they are finished with their test.

### Getting Started:

- Have the teacher** use the completed chart or numbered list to ensure proper placement of each student at the computer preloaded with his or her information. A good way to do this is to have the teacher hand out sticky notes or laminated cards to their students with their assigned computer numbers.
- When students** have located their testing stations, advise them that they must not begin the test, but should wait for directions.
- Hang the "Do Not Disturb" sign** on the lab door(s).

- ❑ **Read “Student Directions”** to the students and have them begin. Remind students it may take a minute or two for the test to load before the first question appears.



**Test Your Knowledge**

1. Who in your district should you go to for class lists?
2. Which staff should you work closely with throughout the entire testing process to make sure students understand what they need to know regarding the MAP test?
3. Are hand-held calculators ever permitted on the MAP test?
4. Think ahead about how you will prepare the computers so students will know where they will be tested. Write some ideas here:
5. Which materials are **CRITICAL** to review before testing?
6. On what screen should the computers be waiting for students to test?
7. How many questions do the Goals Survey tests have for Mathematics, Reading, and Language Usage?



**Student Directions**

Review all student directions carefully. You will notice there is a separate set of directions for the Mathematics test because of the need to address the pop-up calculator issue. For the Reading, Language Usage, and Science tests, it is important to talk about the scroll bar that may be available for some items. You will find the

three sets of student directions on the following pages.



## Student Directions for the Mathematics Test

*Read to all students.*

Look at your computer screen. Check to be sure that it has your name. If it does not, please raise your hand now.

Today you will be taking a test called Measures of Academic Progress, also called MAP, which is designed to show academic growth. Give this test your best effort.

This test has 52 questions. (*A Survey test will only have 20 questions.*) Use all of your knowledge and best test-taking skills to complete the test.

You will have enough time to read and answer all the questions. Some questions will be easy; others will be more difficult. Be sure to read the directions to each item first, then the problem, and finally read ALL of the answer choices. If you really do not know the answer to a question, use your best test-taking skills to eliminate some answer choices. Then choose the best answer of the ones that remain. You cannot skip questions.

There are different ways to choose your answer for each question. The BEST OPTION for most students is to use the mouse to click anywhere on the answer. If this is difficult for you to do, raise your hand and an adult will show you another way to select your answers.

There are two ways to move on to the next question. The BEST OPTION for most students is to use the mouse to click on the <Go On> button. The other option is to press the <Enter> key on the keyboard.

You may click on as many answers to a question as you like, but once you click <Go On> or press the <Enter> key, you are finished with that question. Your answer is locked into the system and you cannot change it. You also **cannot** go back to a previous question.

Since you will be taking the Math test today, I want to tell you about some tools that will assist you. Next to your computer are paper and pencil. You can use them to solve problems. For some questions, a calculator will appear on the screen. You may use the calculator, but you are not required to do so. If you need to move the calculator, raise your hand and an adult will show you how. If you want to remove it from the screen, click the <Hide Calculator> button at the bottom of the screen. The calculator will not always be there. It will not be there if you're not allowed to use it.

If you are unsure about a word in a math question, raise your hand and an adult will pronounce the word for you. We cannot tell you what the word means, and we cannot explain any symbols.

This probably will not ever happen, but should you come across a question that appears to be missing answers, questions, or instructions, raise your hand so we can help you.

The test will take about one hour to complete; however, it is not timed and you will be given time to finish.

When you come to the end of the test, your score will be displayed on the screen. It is very important that you do **not** press <Enter> or click any buttons. Please cover your screen by flipping down the paper on the top of your computer and read your book silently. An adult will come over and set your station for the next student to use while others are finishing.

If you have any concerns once the test has started, raise your hand and one of the adults will come to you. The adults are not allowed to provide you with any additional information during the test other than pronouncing a word in question for you.

I can now reread any part of the instructions if you have questions. Are there any questions?

**\*\*If you have any students using the math with Spanish voice translation, give the student(s) the special instruction sheet at this point.\*\***

You may begin by clicking the <Start Test> button.



## Student Directions for the Reading or Language Usage Test

*Read to all students.*

Look at your computer screen. Check to be sure that it has your name. If it does not, please raise your hand now.

Today you will be taking a test called Measures of Academic Progress, also called MAP, which is designed to show academic growth. Give this test your best effort.

This test has 52 questions for Language Usage and 42 questions for Reading. (*A Survey test will only have 20 questions.*) Use all of your knowledge and best test-taking skills to complete the test.

You will have enough time to read and answer all the questions. Some questions will be easy; others will be more difficult. Be sure to read the directions to each item first, then the problem, and finally read ALL of the answer choices. If you really do not know the answer to a question, use your best test-taking skills to eliminate some answer choices. Then choose the best answer of the ones that remain. You cannot skip questions.

There are different ways to choose your answer. The BEST OPTION for most students is to use the mouse to click anywhere on the answer. If this is difficult for you to do, raise your hand and an adult will show you another way to select your answers.

There are two ways to move on to the next question. The BEST OPTION for most students is to use the mouse to click on the <Go On> button. The other option is to press the <Enter> key on the keyboard.

You may click on as many answers to a question as you like, but once you click <Go On> or press the <Enter> key, you are finished with that question. Your answer is locked into the system and you cannot change it. You also **cannot** go back to a previous question.

Sometimes, a reading passage may be too long to fit on the screen at the same time. If that is the case, be sure to use the scroll bar on the right hand side of the screen to scroll down so that the whole passage and matching question are displayed.

Sometimes you may see the same passage repeated with different questions. This is okay.

This probably will not ever happen, but should you come across a question that appears to be missing answers, questions, or instructions, raise your hand so we can help you.

The test will take about one hour to complete; however, it is not timed and you will be given time to finish.

When you come to the end of the test, your score will be displayed on the screen. It is very important that you do **not** press <Enter> or click any buttons. Please cover your screen by flipping down the paper on the top of your computer and read your book silently. A proctor will come over and set your station for the next student to use while others are finishing.

If you have any concerns once the test has started, raise your hand and one of the adults will come to you. The adults are not allowed to provide you with any additional information during the test. We cannot help you with any words.

I can now reread any part of the instructions if you have questions. Are there any questions?

You may begin by clicking the <Start Test> button.



## Student Directions for the Science Tests (both General Science and Concepts and Processes)

*Read to all students.*

Look at your computer screen. Check to be sure that it has your name. If it does not, please raise your hand now.

Today you will be taking a test called Measures of Academic Progress, also called MAP, which is designed to show academic growth. Give this test your best effort.

This test has 50 questions. (*A Survey test will only have 20 questions.*) Use all of your knowledge and best test-taking skills to complete the test.

You will have enough time to read and answer all the questions. Some questions will be easy; others will be more difficult. Be sure to read the directions to each item first, then the problem, and finally read ALL of the answer choices. If you really do not know the answer to a question, use your best test-taking skills to eliminate some answer choices. Then choose the best answer of the ones that remain. You cannot skip questions.

There are different ways to choose your answer. The BEST OPTION for most students is to use the mouse to click anywhere on the answer. If this is difficult for you to do, raise your hand and an adult will show you another way to select your answers.

There are two ways to move on to the next question. The BEST OPTION for most students is to use the mouse to click on the <Go On> button. The other option is to press the <Enter> key on the keyboard.

You may click on as many answers to a question as you like, but once you click <Go On> or press the <Enter> key, you are finished with that question. Your answer is locked into the system and you cannot change it. You also **cannot** go back to a previous question.

If you are unsure about a word in a science question, raise your hand and an adult will pronounce the word for you. We cannot tell you what the word means, and we cannot explain any symbols.

This probably will not ever happen, but should you come across a question that appears to be missing answers, questions, or instructions, raise your hand so we can help you.

The test will take about one hour to complete; however, it is not timed and you will be given time to finish.

When you come to the end of the test, your score will be displayed on the screen. It is very important that you do **not** press <Enter> or click any buttons. Please cover your screen by flipping down the paper on the top of your computer and read your book silently. An adult will come over and set your station for the next student to use while others are finishing.

If you have any concerns once the test has started, raise your hand and one of the adults will come to you. The adults are not allowed to provide you with any additional information during the test other than pronouncing a word in question for you.

I can now reread any part of the instructions if you have questions. Are there any questions?

You may begin by clicking the <Start Test> button.



## Allowable Accommodations and Modifications

NWEA recommends a set of allowable accommodations and modifications in order to

keep data consistent from site to site and testing season to testing season. These accommodations apply to all students unless marked with an asterisk\*, which means

they are allowable for Special Education students only.

Types of adaptations allowable are as follows:

- Changes in timing or scheduling the assessment
  - Extended time
  - Frequent breaks
  - Divide testing over several sessions
  - Administer at time of day most beneficial to student
- Changes in the test directions read at beginning of test
  - Read or reread directions to students
  - Sign directions for the deaf
  - Translate directions orally
  - Simplify language in directions
  - Clarify directions
  - Highlight words in directions
  - Auditory amplification devices, hearing aids, noise buffers
- Changes in how the test questions are presented
  - Read mathematics and science (not reading/language usage) text portions aloud to students\* +
  - Visual magnification devices
  - Auditory amplification devices, noise buffers
- Changes in how the student responds
  - Dictate responses to a scribe\* +
  - Point to responses for a scribe\* +
- Changes in test setting

- Test an individual student in a separate setting
- Test a small group of students in a separate, but familiar location (for example, Title I room)
- Minimize distractions (for example, study carrel)
- References and tools
  - Calculator (when appropriate it is provided on the screen)
  - Scratch paper
  - Masks/markers to limit distractions (for example, student may use a sticky note to move down the screen as they are reading)

+ Scribes, page turners, educational assistants, and others supporting a student’s test must be neutral in responding to the student during test administration. Assistance in test administration must not be “leading” a student to the correct answer. The student’s response must accurately represent the student’s own choice.

Students need to be designated “Special Education” in the Special Programs File in order for this information to appear in reports.



## Proctors’ Duties During Testing

It is important to monitor students during testing. Proctors have some general duties that need to be attended to. Teachers will help with many of these responsibilities

while they are in the lab with their classroom.

Some general reminders are listed below:

- **Protect your password.** Be extremely careful that students do not see or hear the proctor’s password, either when logging in at the beginning of the testing session or when they need to access the Proctor Administration Menu. Do not leave the password written on anything the students may find.
- **Provide a comparable test environment for all students.** It is very important to ensure that exactly the same information is given to all students. No students should be given a particular advantage or put at a disadvantage.
- **MAP tests are NOT timed tests.** Every student should be allowed sufficient time to complete the test.

Proctoring duties are listed below (to be shared by teachers and proctors):

- **Record absent students.** If a student is absent, exit his or her test by accessing the Proctor Administration Menu. Select terminate, “YES” to resume. Note each absence on the class roster and the “Record of Student Absences, Paused Tests and Terminated Tests” sheet. Absent students need to be scheduled for a make-up session.
- **Observe and monitor students.** Be aware of student progress during the test. If need be, advise students moving too slowly or too quickly.
- **Monitor for books and talking.** Students should not have access to books or other instructional materials during the test, nor should there be any visiting.
- **Student questions.** No portion of the Language Usage or Reading tests can be read to any student, including Special Education or English as a Second Language students, or those on IEPs. You may pronounce words on the Math or Science tests for any student. Symbols cannot be read or explained, words cannot be defined, and hints and clarifications cannot be given.
- **Record student scores.** When students finish the test, they should raise their hands. Go to the student’s computer and either PRINT the final score screen or RECORD the final RIT and goal ranges displayed on the screen. The student should push back from the test station and remain quiet in his or her seat until dismissed. If your district allows, he or she may read or do schoolwork.

Special situations you may encounter are listed below:

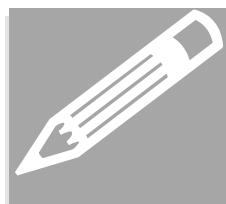
- **Choosing answers.** If a student struggles with the mouse to select answers, the up and down arrow keys or the keyboard letter/numbers can be used.
- **Breaks.** If students, especially younger ones, need a wiggle or water break, it is allowable. Access the Proctor Administration Menu and leave the blue screen up. You will have to resume the test by clicking the <Close> button and entering your password. NOTE: When you resume a test, the test will return to the same item number but display a different question.
- **Display problems.** If an item does not display correctly, try refreshing the screen by pressing <Control> <Shift> <R> (PC) or <Apple> <Shift> <R> (Mac).
- **Item problems.** If there is a problem with any question, such as missing answers, questions, or instructions, try refreshing the screen. If this does not work, you must record the name of the test being administered, the item number (in the upper right hand corner of the item screen), and a description of the problem on the “MAP Problem Item Report Form” (See Resource Documents) and fax it to NWEA.

As students finish their tests:

- **Students may be dismissed** to their classroom when 90% of the class is completed with testing. The teacher can take those students back to the classroom while the proctor

remains with the students who are not finished yet. You may want to let those students stand and take a stretch while the other students are leaving the lab. Remind those who remain to continue to work productively.

- **When all students from one group** have finished, complete the set up for the next group of students. Collect any scratch paper from the previous group and dispose of it. Place new scratch paper and pencils at each computer station. Secure both the computer lab and passwords.
- **When testing is finished for the day**, exit TestTaker on all machines. Upload all data to NWEA (if this is one of your designated responsibilities). Secure both the computer lab and passwords and do anything needed to get you ready for the following day.



#### Test Your Knowledge

1. What are some ways you can help students with directions given before the test is started?
2. What types of assistance is allowable on a Mathematics test?
3. What types of assistance is allowable on a Reading or Language Usage test?
4. What materials are allowable for students to have during testing?
5. Why is it important to provide a comparable test environment for all students?
6. What are the steps that should be followed when a student completes a test?
7. Is it allowable for a student to take a break?
8. What do you do if an item does not display properly on the screen?
9. What are the steps that should be followed at the end of a testing day?



#### Invalid Scores and Retesting

It may be necessary to invalidate a student's test for some reason during the test event.

You can refer to your "Measures of Academic Progress (MAP): Guide to Using the

TestTaker Application" for the commands needed to access the Proctor Administration Menu.

#### Invalidations

The following are some of the reasons why you might need to invalidate a student's test:

- Student copies or receives verbal help from another student
- Answers randomly without reading the questions
- Refuses to take or continue the test
- Seems unable to comprehend directions or questions
- Exhibits disabling anxiety
- Becomes ill during the test
- Uses a hand-held calculator or inappropriately accesses an on-screen calculator

By accessing the Proctor Administration Menu, you can access a <Conditions> button. Many of the reasons listed above are accessible through a drop-down menu. You can select the reason and terminate the test, which will automatically invalidate the student's test. If the correct reason is not in the list, use the <Comments> button to record the reason, then terminate the test.

**Retesting**

Students who are absent during their testing session need to be tested during the testing window. Be sure extra time slots are built into the end of the testing window to pick up these students.

On occasion, teachers may request that a student be retested because they do not feel the student performed up to his or her potential. They should get approval from the principal in the building before retesting occurs.

**Test Your Knowledge**

1. Is this a timed test? Can you allow students all the time they need to take the test?
2. For what reason(s) would you need to invalidate a test?
3. For what reason(s) would you need to test a student outside of the original slot he or she was scheduled into?







## Problem Item Report Form

While using the MAP system, you may occasionally see items that have display or content issues. Please copy and distribute this fax form to all proctors and encourage them report any questionable items. Reporting potentially faulty MAP items will help ensure the quality of our MAP tests so we appreciate your feedback.

### FACSIMILE TRANSMISSION SHEET

<b>TO:</b>  Test Development Services	<b>FROM:</b> <b>DISTRICT NAME:</b>	<b>DATE:</b>
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<b>ORGANIZATION:</b>  Northwest Evaluation Association	<b>CONTACT NAME:</b> <b>PHONE NUMBER:</b>
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<b>FAX NUMBER:</b> 503-639-7873	<b>PHONE NUMBER:</b> 503-624-1951	<b>EMAIL ADDRESS:</b>
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**Please provide as much information as possible:**

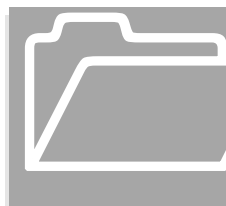
Date of Downloaded Test Packages (approximate) \_\_\_\_\_

Operating System (e.g. Windows 2000) \_\_\_\_\_

Subject and Test Name	Item ID	Student's Name and ID	PC or MAC	Description of Issue

THIS INFORMATION MAY ALSO BE EMAILED TO: [Testdevelopment@nwea.org](mailto:Testdevelopment@nwea.org)





## MAP System Parts

The MAP System is made up of three primary parts, the Test Administration Application (TAA), TestTaker, and the Reporting system. In this section, we will explain a little about each one and how you might interact with them.

### Test Administration Application (TAA)

The Test Administration Application (TAA) is accessed through the web and is the tool used to interact with your local database and the NWEA database. It is used to receive tests and student data at each site. It is also used to add new students and manage your data through downloads and uploads to the NWEA database. TAA is ideally run on one station at a site.

You will use TAA to:

- Enter new students as they come into your district
- Change teacher assignments for a student
- Update any information that is incorrect for a student
- Upload data each day after testing (if you are assigned to this responsibility in your district)

### TestTaker

TestTaker is loaded either onto your local server or on each station, depending on how your district has chosen to install it. It is an application that both you and students will interact with on a daily basis during the testing window.

TestTaker will be used to:

- Select the correct test for a student
- Select the student name for testing
- Administer the tests to students
- Record preliminary scores for students immediately following the test event

### Reporting System

The NWEA Reporting system is located on the web. Your MAP Coordinator will have access to all features on the website. Teachers will have access to some features on the website.

The NWEA Reporting system will be used to:

- Monitor testing progress throughout the testing window
- Allow teachers to access their teacher reports and individual student progress reports within 48 hours of data being uploaded to NWEA

- Allow the MAP Coordinator to change the testing window, as needed
- Allow the MAP Coordinator to declare when testing is complete and order end-of-term reports, which include final class reports, individual student progress reports, school and district summaries, and more

## Frequently asked questions about the MAP system

1. When launching TestTaker, an error message appears that refers to a file “version.txt.” What should be done?

**Answer:** There are three possible causes and solutions. You should call your MAP Technical Coordinator for help. One solution is that all data (students, tests, and agency) has not been downloaded to the NTE, so that must be done. The second is an incomplete path to the NTE. If you need help verifying the path, call NWEA Tech Support. The third concerns connectivity permissions. If you need help rechecking the connectivity/permissions, please call NWEA Tech Support.

2. Why is my proctor’s password not working?

**Answer:** Unlike TAA, the TestTaker password is case sensitive. Double-check and type your login and password exactly as they have been given to you.

3. What should I do if a new student was added through TAA but is not showing up on TestTaker?

**Answer:** The key is to redownload student data through TAA. If you did not add the student from the TAA computer, redownloading is necessary. Your TAA computer will contain the NTE path in the registry so that TAA knows where to add the student.

4. After modifying a student’s name, it continues to show up incorrectly in TestTaker. What needs to be done?

**Answer:** Redownload the student data through TAA.

1. The proctors’ passwords were changed in TAA but they do not work when we try to launch TestTaker. What needs to be done?

**Answer:** Make sure you redownload the Agency data and try again.

2. Can two people perform administrative functions on the TAA at the same time?

**Answer:** It is not advisable. It is best if only one person uses TAA at any single time at your school. As a precaution, you should try to designate one person to perform TAA functions at each site.

## Frequently asked questions about test administration

1. If a student who speaks English as a second language does not know a word in an item, may I pronounce that word for the student?

**Answer:** If the student is taking a Reading or Language Usage test you may NOT pronounce or define any word for any student, including special education students or those on IEPs. If the test is a Science or Mathematics test, you may say the word for any student, but cannot give any definitions or hints as to its meaning.

2. If a student has an IEP that specifically states that the student should be administered tests individually, may I administer MAP to that student alone?

**Answer:** Yes, you may administer MAP individually to students.

3. What do I do if an error message appears onscreen during a test?

**Answer:** Record the error message, especially the error number if one is displayed. Most error numbers will appear at the bottom of the error message and will have 10 digits. Try to resume testing. If you cannot, close and relaunch TestTaker. Then, reselect the test and the student. You should be prompted to resume that student's test. If you are, have the student finish the test. If the test is not resumable, the student will need to be scheduled for a retest. If there is time that day, the student may begin the test and either finish or resume and finish on another day.

4. What do I do if a question does not display properly (for example, missing answers, questions, or instructions, or garbled appearance, etc.)?

**Answer:** You need to refresh the screen by pressing <Control> <Shift> <R> (PC) or <Control> <Shift> <R> (Mac). If the problem persists after refreshing the screen, you should terminate the test with the option to resume, and then try to resume the test. If you are on a PC and continue to have graphics specific problems, go into the device manager on your machine to locate the video adapter. Turn down the hardware acceleration on the video adapter properties. This is usually a slide bar arrangement with a low, medium, and high scale. Simply click on the bar and move it down from the higher end of the scale to somewhere in the medium range. You may need to reboot the computer after this adjustment. If you still experience the same problems, record the item number shown in

the upper right corner of the screen after the sequence number on the MAP Problem Item Report form (see Resource Documents) and inform NWEA of the problem.

5. Do I have to print the test score that shows on the screen when a student completes a test?

**Answer:** No. You may print it if you choose, but it is not necessary. You may write the scores down as another option. Scores will not be accessible again until reports are printed.

6. What should I do if a student has not completed his or her test but the rest of the class is finished?

**Answer:** Because the tests are not timed, you have some options. You may dismiss the class and allow that student to finish while you prepare the lab for the next group. Alternately, you may terminate the student's test with the option to resume and allow him or her to finish it at another time.

7. How do I resume a test that has been terminated with the option to resume?

**Answer:** The proctor loads the test and selects the student's name. TestTaker will automatically notify the proctor that there is an unfinished test for that student. At that point, simply resume the paused test and the student will resume at the question number where the test was terminated.

8. Are students allowed to do a practice test?

**Answer:** No. There is a PowerPoint presentation that can be shown to students that will allow them to see the look and feel of the tests, but students should NEVER be allowed to take an actual practice test, nor be allowed to view the training tests designed for adult learners.

9. What do I do if a student is obviously cheating, is making no effort to select correct answers, or refuses to continue to take the test?

**Answer:** Invalidate the test. Terminate it without the option to resume. Use the directions on the "Using the TestTaker" guide.

10. Why does the TestTaker screen appear to lock or go white after the student clicks on the <Start Test > button?

**Answer:** This occurs when several computers are trying to access data from your NTE directory at the same time. Nothing is wrong with the test computer. It is on standby and will resume as soon as it is able to access the data it needs. Typically, this should happen within a couple of minutes. One way to prevent this is to stagger the students' starts.

## RESOURCE DOCUMENTS

- Reminders for Teachers

## HANDOUTS

- Measures of Academic Progress: *Guide to Using the Test Administration Application*
- Measures of Academic Progress: *Guide to Using the Test Taker Application*

**PROCTOR LIBRARY** ([www.nwea.org](http://www.nwea.org) > then select the link “Access the MAP Library”)

Please browse these documents prior to testing:

- Proctor Handbook for MAP
- MAP Student Presentation
- MAP Frequently Asked Questions
- Guidelines for Choosing the Correct Test
- Guide to *Using the Test Administration Application*
- Guide to *Using the Test Taker Application*
- Student Score Log Sheet
- Problem Item Report Form
- Record of Student Absences, Paused Tests and Terminated Tests
- Reasons for Invalidating a Test Event

**NOTE:** All MAP Administration documents are updated each February and August. Check the website for the most current versions before each testing season.



## Reminders for Teachers

It is important to be aware of all of the preparation steps necessary for MAP testing. This document will guide you through these steps. Please review it thoroughly and use it as a checklist to ensure all steps have been completed.

### Administrative Preparation for Testing:

- At least one week prior to testing**, provide the proctor list of students in your class that are scheduled to test. You may be asked to provide a class set of index cards with individual student names (in large print) written on each card (or on labels). Rubber band each class set along with a card with your name and grade level.
- Help the proctor develop seating arrangements** for the lab, keeping in mind possible distractions such as the door, windows, and proximity of other students. You can either complete a seating chart or number your student list to correspond to numbered computers.
- Work with the Special Education teacher** and the Title I teacher (or the responsible agent/case manager for students on IEPs) to determine if any special testing arrangements need to be made (for example, individual testing, small group testing, use of headphones, magnifying screens, etc.). See Allowable Accommodations and Modifications for more information.
- Work with the building administrator**, proctor, and other teachers to design a testing schedule for the lab.

### Preparing your Students for MAP Testing:

- Show the PowerPoint presentation to your students** or walk them through the Key Points to a Successful Test Experience document provided to you. It is critical that the following points be discussed with students prior to their first test:
  - What is the purpose of the MAP test?
  - MAP builds a unique test for each student.
  - They are not expected to know the answer to every question.
  - They cannot skip items and they cannot go back.
  - They may change their answer as many times as they like, but once they have clicked <Go On> or hit the <Enter> key, the answer is locked in.
  - The tests are not timed, but they need to work productively.
  - They should use their best test-taking skills (review with them: sounding out familiar words; looking for root words; using prefixes, suffixes; looking at surrounding text for clues; reading directions and entire item clearly; and eliminating wrong answers).
- Tell students about** the assigned seating arrangement.
- Take younger students** to become acquainted with the lab (if they are not), features of the computer such as the mouse, the keyboard, etc.

- All students need** to know how to use the scroll bar, pop-up calculator (you can show them how to use the Windows accessible or compatible calculator).
  
- Remind students** they cannot use textbooks, other materials, or hand-held calculators.
- Discuss the importance** of listening to the proctor's directions before beginning the test.

**On Testing Day:**

- Remind students** to go to the restroom and get a drink prior to test time.
- Have students bring** a book to read when they have completed testing.
- Make every effort** to get your classes to the lab on time for their designated time slot.
- As students enter the lab,** help the proctor ensure that each student is seated at his or her assigned computer.
- Do not hover** over students as this may make them nervous and may tempt you to help them through any rough spots in the test.
- Remain in the lab** with your students throughout the testing session. You are a second set of eyes and ears for the proctor. This also models the importance of the test to your students.
- Remember, you are vital** to the testing process. Students generally do better in testing situations when their teacher is positive and encouraging!