NWEA
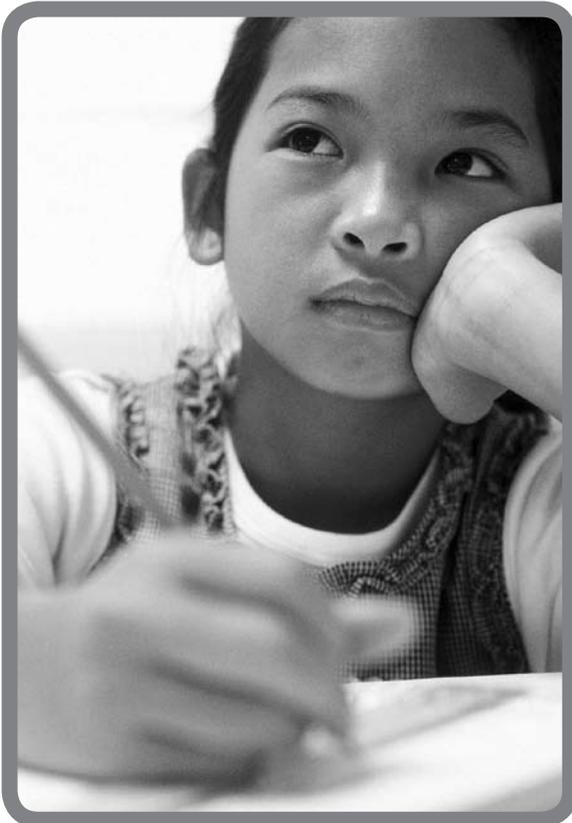## Northwest Evaluation Association

Partnering to help all kids learn

Proctor Handbook

Measures of Academic Progress™ (MAP)

> MAP™ Administration

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⌖ = Online Resources
Refer to the **Easy
Access to Online
Resources** handout

Measures of Academic Progress™ (MAP™)

This handbook will give Proctors the basics of the MAP™ system so they will have an understanding of how the test works, what a <u>Rasch unIT</u> (RIT) score is, and how to know which test to give.

T he Northwest Evaluation Association's (NWEA) computerized MAP tests provide teachers, students, and parents with an accurate assessment of a student's ability, accurately measuring what a child knows and needs to learn.

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.

MAP™ Basics

Each student takes the MAP test on a computer. A test Proctor or designee 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 MAP™ Assessments Work

In the MAP system, the difficulty of the test is adjusted to the student's performance. That is, 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 a MAP test will see the same test items. In addition, a single student who takes the test more than once is not likely to have any test items repeated.

After a student completes a 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 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 100 to 300. 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 important that teachers understand the distinctions between these tests in order to correctly select a test for a specific student. For each subject, there are **Survey w/ Goals** tests and **Survey** tests. Even though the names of these tests are similar, the end results of each are very different. The **Survey w/ Goals** test is the longer form of the test (between 42 and 64 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 it will also report how a student performed on each of the goal areas on the test; for example, **Computation** or **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) 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 mid-year to determine how a student is progressing.

Other differences in the tests refer to grade level; for example, 2-5 and 6+. Be sure to review all of the choices and, as a district, select the test appropriate to the grade level of the student being tested. These tests have some important differences in the types of items that can be selected in order to build each student a unique test. The chart below, *Guidelines for Choosing the Correct Test*, is helpful in determining the correct test for a student.

Guidelines for Choosing the Correct Test

	Survey Test	Survey w/ Goals Test	Training Environment Test
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	Mathematics 52 Reading 42 Language Usage 52 Combined Science 64 Concepts and Processes 50 General Science 50	Not appropriate to use with students.
Approximate administration time per subject (*includes* setup, instructions, and administration)	35 minutes	65 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 retest for achievement level tests?	Not appropriate	Yes	Not appropriate
Use to screen for special programs?	Yes	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

MAP™ System Parts

The MAP System is made up of four primary parts; the Network Test Environment (NTE), the Test Administration Application (TAA), TestTaker, and the reporting system. This section will explain a little about each one.

Network Test Environment (NTE)

The NTE folder is where agency data, students, and tests are stored. The NTE folder must be on a district's network and be shared. The NTE folder should also be visible on the network from the computer where the TAA is used. Network logins used to access the system during test administration must have sufficient access to the NTE folder. Depending upon a district's network operating system, this might include read, write, modify, create, file scan, list folder contents, and share rights.

Test Administration Application (TAA)

The TAA is accessed through the Internet and is the tool used to interact with a district's 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 data through downloads and uploads to the NWEA database. The TAA is ideally used on one designated computer at a site.

The TAA will be used to:

- Enter new students as they come into the district.
- Change teacher assignments for a student.
- Modify incorrect student information.
- Upload data each day after testing.

TestTaker

TestTaker is installed either on a district's local server or on each workstation where the student takes the test, depending on how the district has chosen to install it. It is an application that MAP Coordinators, Proctors, 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 Internet. The MAP Coordinator will have access to all features on the Reports Site. The School Administrator will have access to most functions on the Reports Site. Teachers will have access to some features on the Reports Site.

The Reports Site will be used to:

- Monitor testing progress throughout the testing window.
- Allow teachers to access their *Teacher Reports* and *Online Individual Student Progress Reports* within 24-48 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*, and *School* and *District Summary Reports*.

Roles and Responsibilities

Everyone plays a unique role in the administration of the MAP tests. It is important for each person to understand the key players and their roles.

The key players are as follows:

- MAP Coordinator
- Technical Coordinator
- Class Roster File (CRF) Coordinator
- School Administrators
- 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. Permission is given to the MAP Coordinator to access all district User Names and Passwords, which they will distribute to the appropriate staff.

This person should attend all workshops and trainings scheduled with the district related to MAP testing. 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 Technical Coordinator and the Class Roster File (CRF) Coordinator to ensure all deadlines are met.

The MAP Coordinator is also responsible for making sure all teachers and Proctors understand all scheduling issues and test administration procedures and know how to talk with teachers, parents, and students about the MAP process. They 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 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 School Administrators, technicians, etc., and sharing these schedules with teachers and Proctors.
- Distributing all User Names and Passwords to School Administrators and other key staff.
- Scheduling the **Stepping Stones to Using Data** workshop to train staff on how to use their district, building, class, and individual data in planning and instruction.

Technical Coordinator

The 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 should attend all workshops and trainings scheduled with the district on MAP testing and is responsible for all preparation work to make sure the computer lab will be ready for training and testing.

Some responsibilities include:

- Setting up the NWEA training school for teachers to experience TestTaker prior to testing.
- Downloading all data and tests to each site that will be testing (if using a server in each site) and verifying that TestTaker is configured correctly at each site.
- Providing the opportunity for Proctors to practice using TestTaker 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 the latest version of TestTaker, new tests, and new data are downloaded to each site each testing season.

Class Roster File (CRF) Coordinator

The CRF Coordinator is responsible for preparing all student data files for MAP testing each season. All specifications and templates must be closely reviewed to ensure the data is in the correct format.

This person should attend all workshops and trainings scheduled with the district on MAP testing.

The CRF serves three main purposes. First, the way the CRF is organized determines the structure and format of final reports. For example, the teachers included in the CRF will have reports based on those students assigned to the teachers' classes. If there are teachers who do not appear in the student information system, but who should receive reports; for example, special education, gifted and talented, they may be added to the file as well. Second, the CRF provides NWEA with a list of students that will be participating in the current testing term. Every effort should be made to ensure the CRF reflects, as accurately as possible, the testing population at the time of submission. Third, the CRF establishes the test window. These testing dates are critical because NWEA uses them to determine which test events are included in the final district summary data.

Some responsibilities include:

- Confirming the testing window with the MAP Coordinator to enter into the CRF.
- Communicating with School Administrators to determine whether there are additional teachers not in the student information system who will need reports.
- Preparing a new CRF each season and ensuring that the MAP Coordinator receives it in a timely manner so it can be uploaded through the Reports Site two weeks prior to the beginning of the testing window.

School Administrators

School Administrators play an important support role throughout MAP administration. They need to understand how the tests work and be able to help teachers gain this understanding and communicate it to parents. It is critical that School Administrators set aside time to work with teachers on the MAP data they receive in order to understand the data and use it to make instructional decisions.

Some responsibilities include:

- Distributing teachers' User Names and Passwords before testing begins.
- Assisting with setting up schedules for labs.
- Verifying that all teachers who need reports are in the CRF for the district.
- Ensuring that all teachers have accessed the Reports Site.
- Scheduling time to meet with grade-level teams to review MAP data.

Teachers

Teachers play an important role in MAP testing. It is critical that teachers understand how the tests work and have a good attitude about it. 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 with students about the purpose of the tests and the specifics of how the tests work. NWEA has provided some documentation for 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 the lab.
- Helping monitor testing in the lab.

- Accessing their teacher reports.
- Sharing the data with students and parents.
- Implementing necessary instructional modifications based on the data and effectively using it to guide instruction.

Proctors

Proctors play an important role in MAP administration. 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.
- Working with the Technical Coordinator and NWEA Technical Support to resolve technical difficulties that occur during testing.

One Week Prior to Testing

A few important steps need to be completed prior to the scheduled testing window. We strongly recommend these items be completed up to one week before the scheduled start date. Proctors can use this document as a check-off list to make sure each step in the process has been completed.

Data

❏ Teachers should provide a list of student names for each of their classes to the Proctor. One option is to have the teacher put every student's name on an index card in large print, group each class set together, and give it 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 that will be administered; for example, mathematics, reading, and language usage. As students take the test, a check mark can be placed by the subjects they have taken. This will provide 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 *Reminders for Teachers*, located at the end of this handbook.

❏ 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 there are enough computers in the lab. It would be ideal to have an extra computer or two in the lab. Every student will need a computer. If there are not enough computers, some creative scheduling may be necessary. There is no problem with bringing students from different grade levels together for a testing session as long as they are assigned the correct test.

❏ Test all machines. It is critical that all equipment is working properly.

❏ If applicable, make sure adequate, functional head phones are available for students who will be taking the **MAP™ for Mathematics with Spanish Audio** 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 arrange the index cards in the order the students are to sit in the lab.

❑ Work with teachers to determine where the students should sit in the testing area to maximize their testing potential, keeping in mind distractions such as proximity to the door, windows, and fellow students. The Proctor can either use the prepared numbered chart, as noted above, or use a blank seating chart of the lab for teachers to write in student names and ID numbers. If a pre-labeled seating chart is used, teachers can just make adjustments as necessary.

❑ Make sure both the Proctor and the teacher have copies of the seating plan and/or the numbered class list.

Reminders for School Administrators

❑ Confirm the lab schedule for the testing window with the administrator. Only one group of students should be scheduled in each lab the first day of the testing window. This gives Proctors the opportunity to test the systems and procedures to make sure everything is working properly.

❑ Remind the School Administrator 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. This document can be used as a check-off list to make sure each step in the process has been completed.

Supplies

❑ Make sure there are 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 clipboards available 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 give 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 familiarity with all steps of the testing process. The following sections of this handbook are especially important.

- **Guidelines for Choosing the Correct Test**
- **Student Directions** - for each subject
- **Allowable Accommodations and Modifications**

Other Materials to Have Available

❑ Online resource for proctoring tests:

- *Problem Item Report Form* 🖑 – to document any items that do not display properly

❑ Miscellaneous:

- Seating chart or numbered lists of names to correspond with computers for each group of students.
- **Do Not Disturb** sign(s) for the door(s).
- Head phones for students taking the **MAP™ for Mathematics with Spanish Audio** test.
  Note: Head phones 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).

Allowable Accommodations and Modifications

At times, it may be necessary for students with special needs to have accommodations and modifications. These should be planned for and scheduling adjustments made prior to testing to allow for these special circumstances. NWEA recommends a set of allowable accommodations and modifications to keep data consistent from site to site and testing season to testing season. Types of allowable adaptations are as follows:

Changes in Timing or Scheduling the Assessment

- Extend time.
- Offer frequent breaks.
- Divide testing over several sessions.
- Administer at time of day most beneficial to student.

Changes in the Test Directions Read at the Beginning of the Test

- Read or reread directions to students.
- Sign directions for the deaf student.
- Translate directions orally.
- Simplify language in directions.
- Clarify directions.
- Highlight words in directions.
- Use auditory amplification devices, hearing aids, noise buffers, etc.

Changes in How the Test Questions are Presented

- Read Mathematics and Science (not Reading or Language Usage) text portions aloud to students.* +
- Use visual magnification devices.
- Use auditory amplification devices or 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, in a Title I room or counselor's office.
- Minimize distractions; for example, use a study carrel.

References and Tools

- Calculator (when appropriate, it is provided on the screen).
- Scratch paper.
- Masks or markers to limit distractions; for example, the student may use a sticky note to move down the screen as he or she is reading.

* These accommodations are allowable for Special Education students only.

+ Scribes, page turners, educational assistants, and other people 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 (SPF) to access in reports.

Day of Testing

Use the check list below to ensure all preparations are made for the day of 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. Search on the broadest criteria possible, such as the first two or three letters in the student's last name. This will allow the Proctor to find students who may have been previously entered with a misspelled name, a nickname, etc., and reduce the chance of adding duplicate students.

- ❑ Verify that the 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 the index cards method was used, 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.

- ❑ Ensure that the lab remains secure upon the completion of setup to prevent student access.

- ❑ Have the appropriate *Student Directions*, provided in this handbook, for the tests that will be administered that day.

- ❑ 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 or class work to complete when they are finished with their test if the district allows.

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 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(s) 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.

Proctors' Duties During Testing

It is important to monitor students during testing. Proctors have some general duties that need careful attention. Teachers will help with many of these responsibilities while they are in the lab with their class.

Some general reminders are listed below:

▪ **Protect the Proctor Password**. Be extremely careful that students do not see or hear the Proctor's Password, either when logging on at the beginning of the testing session or when it is necessary to access the Proctor Administration Menu by pressing Ctrl+Shift+P for Windows® or Intel® Mac® operating systems or Apple+Shift+P for Mac OS®. 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.** 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 by pressing Ctrl+Shift+P for Windows® or Intel® Mac® operating systems or Apple+Shift+P for Mac OS®. Select Terminate. Absent students need to be scheduled for a make-up session.

▪ **Observe and monitor students.** Be aware of student progress during the test. If necessary, advise students moving too slowly to continue to make progress or students moving too quickly to pay careful attention to the items.

▪ **Monitor for books and talking**. Students should not have access to reference 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 students, English as second language students, or those on Individual Education Plans (IEPs). Words on the Mathematics and Science tests may be pronounced 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.

Special situations 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 by pressing Ctrl+Shift+P for Windows® or Intel® Mac® operating systems or Apple+Shift+P for Mac OS® and leave the blue screen up. The test will have to be resumed by clicking

the Close button and entering the Proctor Password. *Note:* When a test is resumed, 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 Ctrl+Shift+R for Windows® or Intel® Mac® operating systems or Apple+Shift+R for Mac OS®.

- **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, record the name of the test being administered, the item number found in the upper right hand corner of the item screen, and a description of the problem on the *Problem Item Report Form* and email it to NWEA.

As students finish their tests:

- **Students may be dismissed** to their classroom when 90 percent of the class has completed testing. The teacher can take those students back to the classroom while the Proctor remains with the students who are not finished. Proctors may want to let those students stand and 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 the Proctor designated responsibilities. Secure both the computer lab and Passwords and do anything necessary to get ready for the following day.

Invalid Scores and Retesting

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

Invalidations

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

- 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.

Retesting

Students who are absent during the testing session must be rescheduled during the testing window. Be sure extra time slots are built into the testing window to allow for 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. Teachers should get approval from the administrator in the building before retesting occurs.

Student Directions

Review all student directions carefully. There are separate sets of directions for the Mathematics Test, the MAP™ for Mathematics with Spanish Audio Test, the Combined Science Test (General Science and Concepts & Processes), the Science Tests (General Science and Concepts & Processes), and for the Reading or Language Usage Test. Sets of *Student Directions* can be found 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 a MAP™ test, which is designed to show your mathematics knowledge. Give this test your best effort.

This test has **52** 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 choices 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 a Proctor/teacher 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 Mathematics test today, I want to tell you about some tools that will assist you. Next to your computer are paper and a 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 a Proctor/teacher 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 Mathematics question, raise your hand and a Proctor/teacher 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 approximately 50 minutes 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 a Proctor/teacher will come to you. We are not allowed to provide you with any additional information during the test other than pronouncing a word in a 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.

Student Directions for the MAP™ for Mathematics with Spanish Audio Tests
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 the Measures of Academic Progress™, also called a MAP™ test that will allow you to hear the questions in Spanish. You will have enough time to read and answer all the questions. Some questions will be easy; others will be more difficult. If you come to one you really don't know, try to use your test-taking skills to eliminate some answer choices. Then choose the best answer of the ones that remain.

You may use the mouse to select the answer you think is the best for each question. Then use the Enter key on the keyboard or click the Go On button at the bottom of the screen. Once you have answered a question and gone on to the next one, you **cannot** go back to a previous question.

If sound is available for a question, you will see a button with a picture of a speaker. Move the cursor to the symbol and click on the speaker symbol. The computer will read the question in Spanish while you still see it in English. If you need to hear the sound again, just click on the speaker symbol again.

When you come to the end of the test, please raise your hand to call the teacher over.

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 Combined Science Test (General Science and Concepts & Processes)
Read to all students.

NOTE: If your district is using the original 50 question Science tests (General Science and Concepts & Processes), refer to the "Student Directions for the Science Tests" that follow this set of instructions.

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 a MAP™ test, which is designed to show your science knowledge. Give this test your best effort.

This test is a little different from other tests you may have taken. It has two parts. Each part has 32 questions for a total of **64** questions. When you are finished with part one, part two will load automatically. There will be a slight pause and then you will continue with the test. 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 a Proctor/teacher 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.

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 approximately 50 minutes to complete; however, it is not timed, and you will be given time to finish.

Remember when you come to the end of part one, there will be a slight pause while part two loads. Then you will move on to the second part of the test. When you come to the end of part two, your score for both parts 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/teacher 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 a Proctor/teacher will come to you. We are not allowed to provide you with any additional information during the test other than pronouncing a word in a 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.

Student Directions for the Science Tests (General Science and Concepts & 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 a MAP™ test, which is designed to show your science knowledge. Give this test your best effort.

This test has **50** 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 choices 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 a Proctor/teacher 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 a Proctor/teacher 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 approximately 50 minutes 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/teacher 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 a Proctor/teacher will come to you. We are not allowed to provide you with any additional information during the test other than pronouncing a word in a 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.

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 a MAP™ test, which is designed to show your reading or language usage knowledge. Give this test your best effort.

This test has **52** questions for Language Usage and **42** questions for Reading. 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 a Proctor/teacher 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 the 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 approximately 50 minutes 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/teacher 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 a Proctor/teacher will come to you. We 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.

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 tests to that student alone?**

    Answer: Yes, you may administer MAP tests 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 ten digits. Try to resume testing. If you cannot, close and restart 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 Ctrl+Shift+R for Windows® or Intel® Mac® operating systems or Apple+Shift+R for Mac OS®. 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 ***Problem Item Report Form***⤏ and email it to NWEA.

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 this screen 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 their 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 ***MAP Student PowerPoint*® *Presentation***⤏ that can be shown to students to allow them to see how the test works, 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: Select terminate with the option to resume, and contact the School Administrator who will make the final decision. If the test will be invalidated, the School Administrator should terminate it without the option to resume.

   - How to *terminate* a test in TestTaker:

     ‣ Access the **Proctor Administration Menu** by pressing Ctrl+Shift+P (Windows® or Intel® Mac® operating systems) or Apple+Shift+P (Mac OS®).
     ‣ Click Terminate.
     ‣ Enter the Proctor Password.
     ‣ Select the No radio button when asked if you want to resume test.
     ‣ Click OK.

   - How to *pause* a test in TestTaker:

     ‣ Access the **Proctor Administration Menu** by pressing Ctrl+Shift+P (Windows® or Intel® Mac® operating systems) or Apple+Shift+P (Mac OS®).
     ‣ Click Terminate.
     ‣ Enter the Proctor Password.
     ‣ Select the Yes radio button when asked if you want to resume test.
     ‣ Click OK.

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' start times.

Reminders for Teachers

It is important to be aware of all of the steps necessary to prepare for MAP testing. This section will guide teachers 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 a list of students in the class or period who are scheduled to test to the Proctor so that computers can be assigned. Teachers might prepare a class set of index cards with individual student names in large print written on each card. Group each class set together along with a card with the teacher's name and grade level to give to the Proctor.

❑ Help the Proctor develop seating arrangements for the lab, keeping in mind possible distractions such as the door, windows, and proximity of other students. A seating chart or a numbered student list can be completed 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 Individual Education Plans (IEP) 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 School Administrator, Proctor, and other teachers to design a testing schedule for the lab.

Preparing Students for MAP™ Testing

❑ Show the *MAP Student PowerPoint® Presentation*⬆ to the class or walk them through the **Talking with Students** section of the *Teacher Handbook*⬆. It is critical that the following points be discussed with students prior to their first test:

- The purpose of MAP testing.
- The MAP system builds a unique test for each student.
- Students are not expected to know the answer to every question.
- Students cannot skip items, and they cannot go back.
- Students may change an answer as many times as they like, but once they have clicked Go On or pressed the Enter key, the answer cannot be changed.
- The tests are not timed, but students need to work productively.
- Students should use their best test-taking skills (review with them: sounding out familiar words; looking for root words; using prefixes and suffixes; looking at surrounding text for clues; reading directions and entire item clearly; and eliminating wrong answers).

❑ Tell students about the assigned seating arrangement.

❑ Help younger students become acquainted with the lab, if necessary, and features of the computer such as the mouse, the keyboard, etc.

❑ All students need to know how to use the scroll bar and pop-up 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 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 their assigned computer.

❑ Do not hover over students as this may make them nervous and because teachers may be tempted to help students through any rough spots in the test.

❑ Remain in the lab with the students throughout the testing session. Teachers are a second set of eyes and ears for the Proctor. This also models the importance of this test to the students.

Remember, teachers are vital to the testing process. Students generally do better in testing situations when their teacher is positive and encouraging!

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

Easy Access to Online Resources
NWEA's Web Site

nwea.org >>

OUR RESEARCH >>
State Information
Select your state from the drop-down menu
- Scale Alignment Studies
- Goal Structures

The Kingsbury Center at NWEA
*Click on the **Enter the Kingsbury Center** link*

SPARK COMMUNITY >>
*Click on the **Visit the community** link*

PARTNER SUPPORT >> ALL RESOURCES >>
Getting started with MAP
*Under the **Checklist** column*
- Roles and Responsibilities Checklist - MAP for Primary Grades
- MAP Team Roles and Responsibilities Checklist

*Under the **Technical Requirements** column*
- Technical Requirements - MAP for Primary Grades

Starting a Testing Season
*Under the **Downloads & Templates** column*
- Class Roster File (CRF) Template
- Special Programs File (SPF) Template
- Creating the Class Roster File (CRF)

PARTNER SUPPORT >> PROFESSIONAL DEVELOPMENT >>
Knowledge Academy

Online Training
*Under the **Available Courses** column*
- Preparing for Training: An Overview for Leadership
- MAP Basics
- Enrolling for a Test Term (CRF and SPF)
- Using the Test Administration Application (TAA)
- MAP Proctor Training
- MAP for Primary Grades - Administration
- MAP for Primary Grades - Interpreting Reports
- Dynamic Reporting Suite

PARTNER SUPPORT >> TEST ADMINISTRATION >>
Before the Testing Cycle
*Under the **Guides** column*
- MAP Documents
  - Teacher Handbook - MAP
  - Proctor Handbook - MAP
  - MAP Coordinator & School Administrator Handbook - MAP
  - Guidelines for Choosing the Correct Test - MAP
  - Sample Testing Schedules - MAP
  - End-of-Course Assessments - MAP
  - RIT Charts - MAP

PARTNER SUPPORT >> TEST ADMINISTRATION >>
Before the Testing Cycle
*Under the **Guides** column*
- MAP for Primary Grades Documents
  - Installation Instructions and User Guide - MAP for Primary Grades
  - Classroom Testing Requirements - MAP for Primary Grades
  - Placement Process Activity - MAP for Primary Grades
  - Guidelines for Placing Students - MAP for Primary Grades
  - Test Name List - MAP for Primary Grades
  - Sample Testing Schedule - MAP for Primary Grades
  - Proctor and Teacher Instructions - MAP for Primary Grades
- NWEA Glossary of Terms

*Under the **Preparing Students** column*
- MAP for Primary Grades Test Warm-Up (Windows)
- MAP for Primary Grades Test Warm-Up (Macintosh)
- Test Warm-up Audio Script - MAP for Primary Grades
- MAP Student PowerPoint® Presentation

*Under the **Preparing Parents** column*
- Sample Parent Letter - First Season
- Sample Parent Letter - Second Season and Beyond
- Parent Toolkit

During the Testing Cycle
*Under the **Downloads & Templates** column*
- Problem Item Report Form

PARTNER SUPPORT >> REPORTS >>
General
*Under the **Norms and Placement Guides** column*
- Comparative Data to Inform Instructional Decisions
- Normative Data
- State Proficiency Tables

Online & Dynamic Reports
*Under the **General** column*
- Annotated Reports - MAP
- Annotated Reports - MAP for Primary Grades
- Guide to Using NWEA's Dynamic Reporting Suite
- Ten Ways to Use Instructional Resources
- Understanding Teacher Reports

Easy Access to Online Resources

NWEA's Reports Site

nwea.org >>

Click on the <u>Reports Login</u> *link*

Enter your **User Name** *and* **Password**

After logging in to the Reports Site, the *RIT Scale Norms Study*, *Growth Projection Calculator*, and *School Growth Study* are available for download.

Actions
Order Reports >>
- Achievement Status and Growth (ASG) Reports – Targets Class and Summary Class

Comprehensive Data File >>

Online Reports
Teacher Reports >>

Class Rosters >>
- Online Individual Student Progress Report

MAP for Primary Grades >>
- Screening or Skills Checklist Teacher Report >> Sub-skill Performance Report

Instructional Resources
Class by RIT >>
- Class Breakdown by Overall RIT Report >> *Click on* **Subject**
- Class Breakdown by Goal Report >> *Click on* **all students in cell**
- DesCartes: A Continuum of Learning or Primary Grades Instructional Data

Data-Tools
DesCartes >>

Dynamic Reports >>
  Teacher-Level Login
- Teacher/Class Overview Report
- Lexile Report
- Individual Student Booklist
- Student Goal Setting Worksheet

  School-Level Login
- School Overview Report
- Goal by RIT Band Report

  District-Level Login
- District by School Report

Primary Grades Instructional Data (S/G only) >>

Important Note: For detailed instructions on accessing reports, reference the *Teacher* and *MAP Coordinator and School Administrator Handbooks*.

OTHER WEB RESOURCES

Find us on Facebook at NWEA or follow us at twitter.com/NWEA to get updates from NWEA and the SPARK Community and stay current with the latest education headlines.

lexile.com
The Lexile Framework® for Reading
Matching readers with texts