



Northwest Evaluation Association

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Teacher Handbook

Measures of Academic Progress (MAP)



> Step 1 — MAP Administration

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Measures of Academic Progress (MAP)

This handbook will give teachers basic information about the MAP system so that they will have an understanding of how the test works, what a Rasch unIT (RIT) score is, and how to know which test to give.

The 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 150 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 **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 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 and can be found in the NWEA Document Library.

Guidelines for Choosing the Correct Test

	Survey Test	Goals Survey 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	Math 52 Reading 42 Lang Usage 52 Combined Science 64 Concepts and Processes 50 General Science 50	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 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

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
- MAP Technical Coordinator
- MAP Class Roster File 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 MAP Technical Coordinator and the MAP 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 NWEA *Step 2 – Stepping Stones to Using Data* workshop to train staff on 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 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.

MAP Class Roster File Coordinator

The MAP 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 NWEA 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 MAP Technical Coordinator and NWEA Technical Support to resolve technical difficulties that occur during testing.

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 Presentation (PowerPoint)* to the class or walk them through the *Measures of Academic Progress (MAP) Reference Guides* document provided at the *Step 1 – MAP Administration* workshop, under the *Talking With Students* section. Both of these resources can be found in the NWEA Document Library in the Member Support section of the NWEA web site. 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. Teachers can show students how to use the Windows accessible or other 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 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!

Allowable Accommodations and Modifications

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 this information in reports.

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** (PC) or **Apple+Shift+P** (Mac). 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** (PC) or **Apple+Shift+P** (Mac). Select **Terminate**. Note each absence on the class list and the *Record of Student Absences, Paused Tests, and Terminated Tests* sheet found in the NWEA Document Library. 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 students on 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. The *Student Score Log* found in the NWEA Document Library can be used to record student scores.
- **The student should** push back from the test station and remain quiet in his or her seat until dismissed. If allowed, the student may read or do schoolwork.

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** (PC) or **Apple+Shift+P** (Mac) 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** (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, 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* found in the NWEA Document Library and email it to NWEA.

As students finish their tests:

- **The proctor will begin to set up** for the next group as students complete testing.
- **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.

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.

Some scores will be shown as invalid on the final screen as a result of the scoring process. An overall RIT score will be considered invalid when it meets any of the following conditions:

- RIT score > 320.
- RIT score < 100.
- Was attained in < 3 minutes on a *Survey* test.
- Was attained in < 6 minutes on a *Goals Survey* test.
- Was attained in < 2 minutes on a *Combined Science* test.
- The standard error of measurement (SEM) is outside these bands:
 - ▶ 2.5 – 6.5 on a *Survey* test.
 - ▶ The SEM is **less than (<) 1.5 or greater than (>) 5.5 when a RIT is less than (<) 240** on a *Goals Survey* test, OR
 - ▶ The SEM is **less than (<) 1.5 when a RIT is equal to or greater than (\geq) 240** on a *Goals Survey* test. In most cases, students who score at high levels; i.e., a RIT of 240 or more, may have larger standard errors of measure but will still have valid scores.

Records with invalid scores are retained in the NWEA historical database. These scores are not included in any aggregate statistics at the district, school, or classroom level. However, the records are included on Teacher Reports and Class Reports without the numeric scores but with an explanation of why the score was considered invalid. Students with invalid scores are indicated on the Teacher and Class Reports with three asterisks in the RIT column.

If a student took two tests and one was valid and the other invalid, the student's name will appear twice on reports – once with scores and once without scores. The line without scores will appear grayed out on the report. If a student takes two tests and both are valid scores, both scores will appear on the reports, but the score that will be used in the aggregate data will be the score with the lowest standard error.

Retesting

Students who are absent during their testing session need to 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.

The following are some guidelines for retesting. These are not hard and fast, but should be discussed and decided as a district.

- Classroom teachers will determine the appropriateness of testing a student between the normal fall and spring cycles. Testing of currently enrolled students can be done if there are indicators in classroom assessment or performance that show unusually low or high achievement on the MAP test, or if the teacher needs additional information for differentiated or individualized instruction, group instruction, or program placement.
- A parental request can be considered, but staff will determine the need for retesting. A student cannot be tested more than four times a year, including the regularly scheduled fall and spring cycles. There is a risk of exhausting items in the testing bank for determining a student's achievement level.

Other Notes about Reports

Test events that occur outside the district's defined testing window appear in gray and are not included in the summary statistics.

MAP Reports and Resources for Teachers

There are a variety of MAP reports and resources available for teachers. Some reports are available to teachers within 24 hours of the data being uploaded to NWEA, and others are available after all district testing is completed, the data are uploaded to NWEA, and end-of-term reports are ordered by the MAP Coordinator.

Teacher Reports and Resources

Teachers can access their own set of reports for their students on the NWEA Reports Site with unique User Names and Passwords that are given to them by the MAP Coordinator or school administrator. The different reports that teachers can access are:

Online Reports

- Teacher Reports – a list of students’ test events for the selected teacher for the selected term.
- Class Roster Reports – a list of the class rosters for each teacher in the district for a selected term. Online Student Progress Reports are accessible from the Class Roster report.
- Class by Subject Report – list of test events for a selected teacher's class for a selected term and subject that is sorted by student name. This report can be optionally grouped by ethnicity or gender.
- Grade by Subject Report – list of test events for a selected grade within a school for a selected term and subject that is sorted by student name. This report can be optionally grouped by ethnicity or gender.
- Students Not Tested Report – shows lists of students in each grade who still need to be tested and ones who have been tested and have received invalid scores.

Instructional Resources

- Class Breakdown by RIT and Class Breakdown by Goal Reports (optional) – provides at-a-glance information about classroom academic diversity by subject and by goal strand. The reports are linked to DesCartes: A Continuum of Learning.

Data-Tools

- NWEA Knowledge Academy – A series of short, self-paced online courses designed to compliment on-site training. These courses support a district’s ongoing training and staff development needs related to use of MAP and the data it produces.
- DesCartes – The DesCartes continuum of learning helps teachers make the assessment-to-curriculum link. It organizes specific reading, language usage, mathematics and science skills and concepts by achievement level. For easy reference, the skills and concepts are grouped along the continuum according to the NWEA measurement scale.
- Dynamic Reports – The Dynamic Reporting Suite is a reporting platform that simplifies data analysis and offers classroom tools to apply test scores to instructional decision-making.

MAP Coordinator Reports

The MAP Coordinator has full access to all of the features of the NWEA Reports Site. At the conclusion of the testing period, they access and print summary and growth reports for use by teachers and administrators. The different reports MAP Coordinators can access are:

- Teacher User Names and Passwords for accessing their teacher reports.
- All online reports accessible to teachers.
- End-of-Term Reports.
 - Individual Student Progress Reports – features one report for every student; also known as the Parent Report. Current and past scores in each subject are displayed.
 - Grade Report sorted alphabetically and by RIT scores.
 - Class Report sorted alphabetically and by RIT scores – features one group (page) for each class, ordered by students' last names or RIT scores.

- ▶ District Summary Reports by School and by Grade – display average scores for each grade in each school in the district. Summary information is available by Class, School, and District. Summary information for each goal area is included in this report.
- ▶ Achievement Status and Growth (ASG) Report – displays RIT scores, target growth, and attainment of target growth for a class.
- ▶ Growth Summary Reports – summarizes by subject and grade the term-to-term growth of all students by school or by district.
- ▶ A data text file containing TAB delimited raw data.

Communicating with Students and Parents

There are several tools available to help teachers understand their reports and what the scores mean. It is important to review these and ask any questions in order to be able to talk with both students and parents about the scores.

- **RIT Reference Charts** – this document has great value while talking to parents. It shows sample items from the RIT range where the student is performing. The charts will help to reference what a score means. They also show sample items representing the type of skills the student would have mastered and the direction the student will be headed in the future. This document is provided to teachers and leadership team members in the *Step 1 – MAP Administration* workshop.
- **Goal Structures** – this document describes the goal areas that are assessed on the MAP tests and gives sub-goals within each of these areas. It is very helpful to use this document to begin goal setting with students and to describe any information on reports to parents. This document is provided to teachers and leadership team members in the *Step 1 – MAP Administration* workshop.
- **Normative Data: Monitoring Growth in Student Achievement** – this norming document shows typical scores and growth information for the 50th percentile in the NWEA norms study. This document gives educators starting information for looking at class data. This document is provided to teachers and leadership team members in the *Step 1 – MAP Administration* workshop and can be found in the NWEA Document Library.
- **Annotated Class Report** – this report has descriptions attached to all of the report columns. It is a good guide to have as reports are viewed for the first time. It explains the report column by column and the data available on the report. This document is located on the home page of the NWEA Reports Site.
- **Understanding Teacher and Class Reports** – this four-page document is available in the NWEA Document Library. It goes into more detail on each part of the teacher and class reports and helps teachers in discovering ways the data can be used in the classroom.
- **Lexile Tour Guide** – this four-page document is also available in the NWEA Document Library. Lexile scores are reported on reading reports, and this document gives information about the Lexile web site, which is rich with resources.
- **Parent Toolkit** – this document helps parents by providing term definitions, frequently asked questions, tips, and web site resources. It is found in the NWEA Document Library.

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 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. 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 individual student progress reports within 24 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.

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 a 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. **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. The class may be dismissed and that student be allowed to finish while the lab is being prepared for the next group. Alternately, the student's test may be terminated with the option to resume, which would allow him or her to finish it at another time.

3. **Are students allowed to do a practice test?**

Answer: No. There is a *MAP Student Presentation (PowerPoint)* found in the NWEA Document Library that can be shown to students to allow them to see how the tests work, but students should *never* be allowed to take an actual practice test, nor should they be allowed to view the training tests designed for adult learners.

4. **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 building administrator who will make the final decision. If the test will be invalidated, the administrator should terminate it without the option to resume. Use the directions in the *Measures of Academic Progress (MAP) Reference Guides* document provided at the *Step 1 – MAP Administration* workshop or found in the NWEA Document Library, under the *Talking With Students* section.

Step 1 – MAP Administration Workshop Handouts

- Goal Structures
- Measures of Academic Progress (MAP) Reference Guides
 - *Talking With Students*
 - *Teacher Reports*
 - *Using the Test Administration Application*
 - *Using TestTaker*
 - *Coordinator Reports*
 - *School Administrator Reports*
- Normative Data: Monitoring Growth in Student Achievement – 2005
- Normative Data for Science – 2005
- RIT Reference Charts
- Sample Reports Set
- MAP Team Roles and Responsibilities Checklist
- Annotated Reports
- Workbook (for use during workshop)
- Sustaining the Momentum Document

Support For Continued Learning

NWEA Knowledge Base – Teachers can use this searchable knowledge base to find answers that address technical issues, research, and data usage questions. Visit the Knowledge Base at www.nwea.org.

NWEA Document Library – A variety of documents are available for teacher use in deepening their understanding and use of MAP data. Visit the Document Library at www.nwea.org.

- Annotated Reports
- Glossary of Terms
- Guidelines for Choosing the Correct Test
- Lexile Tour Guide
- MAP Administration – Teacher Handbook
- MAP Student Presentation (PowerPoint)

- Measures of Academic Progress (MAP) Reference Guides
 - ▶ *Talking With Students*
 - ▶ *Teacher Reports*
 - ▶ *Using TestTaker*
- Normative Data: Monitoring Growth in Student Achievement – 2005
- Normative Data for Science – 2005
- Parent Toolkit
- Problem Item Report FAQ
- Problem Item Report
- Reasons for Invalidating a Test Event
- Record of Student Absences, Paused Tests, and Terminated Tests
- Placement Guidelines – 2005
- Placement Guidelines for Science – 2005
- Student Score Log
- Understanding Teacher and Class Reports

NOTE: All *Step 1 – MAP Administration* documents are updated periodically. Check the NWEA web site for the most current versions before each testing season.



Northwest Evaluation Association

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