

Process Improvement Meeting Agenda – 12/12

- MEVA Mission and Vision.
- Winback the student initiative – Evidence and Expanded View.
- MCSC Annual Monitoring Recommendation.
- Strategy: MEVA Access/Engagement Initiatives.
- Semester End Timeline and Tasks – Stephanie Emery.
- Winter '23 NWEA Proctoring Plan – Christina O'Grady.
- Expanded Help Desk Hours – Nicole Hart.
- Professional Development Needs Survey – Don Fournier.
- Virtual Graduation Ceremony Planning – Coady Richardson.
- Eighth Grade Advisory Update.
- Guidance Update.
- Discussion – Optional Honors Projects.
- Other and Next Process Improvement Meeting on Monday, December 19th, at 3:00 pm.

MEVA Mission and Vision

School Mission:

Maine Virtual Academy's (MEVA) mission is to develop **each** student's full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high-quality learning experience for grade 7-12 students who are in need of **alternative educational options**. MEVA will develop an **Individualized Learning Plan (ILP)** with specific learning goals to meet each student's needs. MEVA's rigorous curriculum is **aligned** to the eight Maine content areas, the Maine Learning Results, the Common Core State Standards and the Next Generation Science Standards.

School Vision:

MEVA will be a leading 21st century public charter school in Maine and will improve student learning outcomes through **individualized instruction**, as evidenced by **student academic proficiency, student academic growth, post-secondary readiness**, and the demonstration of 21st century skills such as critical thinking, problem solving, and self-direction. MEVA will empower students to acquire the academic and life skills needed to succeed in **post-secondary education and career opportunities**. Our graduates will be **prepared** for college or other postsecondary career training opportunities

Winback the Student!

“It takes a community to raise up a child”, as the old adage says.
The same is true within education, it takes a team to support each student!

Immediate intervention has been recognized as the most effective method in student retention. Every role within the school plays an important part in this effort.

Without our Students there would be no MEVA!

Withdrawal Mitigation Process

- **Ask why?** – Use phrases like, “*Before* you withdraw, tell me about your reason. There may be something we can do for you.”
- **Listen for keywords;** lack of support, socialization, motivation challenges, tech or navigation challenges and so forth.
- **As you listen, empathize** – Understand their position and their feelings. Many times, families or students have been thinking about this for a while.
- **Advocate for MEVA’s programs** – Share information on our clubs, async options, and student support opportunities. See if they are willing to have a team meeting to talk over work credit options, early college opportunities, and so much more. Some students may qualify for early graduation.
- **Document, document, document** – your mitigation efforts in contact logs within Infinite Campus, then submit an intervention form. Familiarize yourself with the form selections to be aware of the kinds of barriers that lead to withdrawals.
- **Link to the form:** [Rapid Intervention Form](#)

Winback Evidence and Expanded View

- There is absolutely no question that your winback efforts are working to retain more families. Thank you!
- Data suggest that our retention metrics are better than last year and are under projected student withdrawal rates.
- MEVA is holding a second (number 2) ranking for retention (i.e., CWM) when compared to other virtual schools in the Stride universe. We differ from the first ranked school by a fraction of a percent.
- Strong student retention helps MEVA accomplish all its other interconnected performance measures, such as student academic achievement and growth.
- In addition to pending withdrawals and poor/drop-off in performance, we are asking you to please utilize the Rapid Intervention Form to report students' special circumstances (e.g., death of a close relative) to inform our outreach efforts and to expedite targeted support.

MCSC Recommendation from the SY-2021/2022 Annual Monitoring Report

ACADEMIC ACHIEVEMENT AND GROWTH

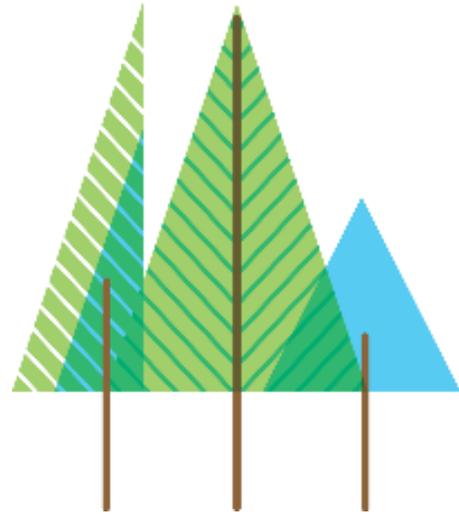
- Given the impact of the pandemic on academic growth, Maine Virtual Academy should develop clear and specific strategies for closing learning gaps to ensure students are prepared for rigorous academic work.

Strategy: MEVA Access/Engagement Initiatives

1. Encourage students to frequently check their school g-mails.
 2. Perform technology checks in multiple venues.
 3. Call team meetings with parents and teachers for struggling students at the earliest possible juncture.
 4. Maintain parent involvement by regularly following up.
- We have the BEST virtual teachers in the state at MEVA. Our task is to get students to access our instruction and engage in learning.
 - This is our basic strategy to encourage/ensure students' academic growth and college readiness, as measured by the NWEA and Accuplacer.

New MEVA Custom Target - NWEA

- **Student Median Conditional Growth Percentile** on the MAP Student Growth Summary Report.
- Separate goals for each grade level (7, 8, 9, 10, & 11), a total of fifteen indicators/goals: The student median conditional growth percentile is the fiftieth (50th) or higher, as of the spring NWEA math, reading, and language usage, for each eligible grade level.



MAINE
VIRTUAL ACADEMY

Semester End Timelines



Overview

CLOSING SEMESTER 1&2 TIMELINES

IN DEPTH TRAINING SLIDES ON OUR TRAINING PLATFORM - HOUSED IN VECTOR SOLUTIONS [HTTPS://MEVA-ME.SAFESCHOOLS.COM/](https://meva-me.safeschools.com/)



(Sem 1) 1/6 – **Suggested** student due dates for completing work. Keep in mind 1/12 is the absolute LAST day of the semester – no extensions. Teachers can determine final due dates within this timeframe. Keep in mind gradebooks also close on the 12th.

1/12 (Sem 1) & 6/9 (Sem 2): This is the last technical day students can submit course work. Semester 1 & 2 officially ends on these dates by COB. (Graduates should wrap up prior to graduation day with work submissions)

1/12 (Sem 1) & 6/13 (Sem 2): **HARD DEADLINES - Last day to submit final grades to Operations via email.** Teacher's final day to complete and submit grading for all students. Ensure that your grade scheme is set to the MEVA default. Then enter your final grades into your gradebooks and export/download them by this date.

Gradebook exports to operations must have the following selections ONLY! In your gradebook download settings please select the following; 1. Student ID/Org Defined ID (Do not select username) 2. First and Last name of the student 3. Adjusted Final Grade, prior to your download. Please check your downloads to ensure letter grades are present, not percentages or points. (If you need to grade groupings – Select the group membership checkbox in the download settings as well)

** Important Note; when doing your own download, go back into your download settings and select all the fields you need for individual assignment - grade breakdowns.

** **Teachers need to export/download their gradebooks for their own record keeping. Please e-mail the specifically requested data as stated above to Stephanie Emery, please CC Don Fournier and the guidance dept.**



MAINE
VIRTUAL ACADEMY

Proctor Training 2022-2023

December, 2022

“

“A learner making their growth goal is not enough if they are behind. They need to make growth points and more.”

NWEA: Week-At-A-Glance

Schedule of Testing Sessions

- Monday - Regular Day
- Tuesday - Math at 8:30a-11:30a, makeups in the afternoon
- Wednesday - Reading at 8:30a-11:30a, makeups in the afternoon
- Thursday - Language Usage at 8:30-11:30a, makeups in the afternoon
- Friday - Regular Day (Makeups Only)

Testing is done in advisory teams in Zoom. Zoom sessions will need to be placed on the Calendar in each Advisory shell and released per grouping, see groupings slide.

Lead Proctor Responsibilities

- Lead proctors will create the testing session that will generate the testing code.
- Lead proctors will schedule Zoom session - **please include Don, Melinda, Lena, and Christina**
- Lead proctors will start and stop each testing session
- Lead proctors will control the rapid guessing feature
- Lead proctors will handle the resets/pauses/confirmations
- Lead proctors will verify that their rosters are correct each day

Support Proctor Responsibilities

- Teachers who are designated as a Support Proctor will support in a Zoom session for the 3 days and will:
 - Help present NWEA Testing Slides to students
 - Be responsible for moving from room to room to ensure testing compliance (Screen Sharing, Staying on Task, etc.)
 - Communicate to Lead Proctor if a Pause or Reset is needed
 - Check in on Students
 - Record scores on shared spreadsheet - [NWEA: Tracker](#)
 - Call students who are “no shows”

Advisory Teams per Grade Level

7th Grade:

Group 1: Jan & Lauren S. (14 Students)

Group 2: Lisa & Nic (14 Students)

Group 3: Special Education (3 Students)

8th Grade

Group 1: Cheryl & Stephanie (17 Students)

Group 2: Chelsea & Dr. C (17 Students)

Group 3: SE: Clarissa, Kim, & Denise (23 Students)

9th Grade

Group 1: Beth & Gayle (20 Students)

Group 2: Colleen & Heather (20 Students)

Group 3: SE: Meagan & Kristen (15 Students)

10th Grade

Group 1: Anthony & Nicole (23 Students)

Group 2: Carlotta & Matt (22 Students)

Group 3: Bobbie & Mary (23 Students)

Group 4: SE: Dan & Lacey (7 Students)

Group 5: SE: Holly & Jenn (6 Students)

Group 6: SE: RISE (6 Students)

11th Grade

Group 1: Alex & Tony (23 Students)

Group 2: Lauren L. & Nelson (23 Students)

Group 3: Vanessa & Jason (23 Students)

Group 4: Christina (22 Students)

Group 5: SE: Holly & Jenn (9 Students)

Group 6: SE: Dan & Lacey (6 Students)

Group 7: SE: RISE (5 Students)

Checklist of Next Steps

- Advisors - talk to your partner advisor and make a plan
 - Decide who is going to be the lead proctor and who is going to be the support proctor
 - Decide who is going to create the Zoom session and invite your advisory group
 - Decide who is going to create the NWEA test session
 - Email your plan to Don and Christina by December 21st**
- Email advisory students and LCs from your group with the NWEA test dates and the Zoom link, include Don and Christina on these emails, by Wednesday, **January 4th**
- Create an announcement in the advisory course with restrictions for your group announcing the NWEA test dates and the Zoom link by Wednesday, **January 4th** (this will be checked to make sure it is done).
- Create a Calendar event in the advisory course with restrictions for your group announcing the NWEA test dates and the Zoom link by Wednesday, **January 4th** (this will be check to make sure it is done).
- During the **January 9th** advisory meeting mention the links and where students can access them for the next day's NWEA session.
- Verify the tracker against Brightspace, students are added and removed from Brightspace during this week.

NWEA Tracker

Advisor	Group	Student ID	First Name	Last Name	LC Name	LC Phone	Testing Accommodations	Notes/SE Schedule Date	10/4 (Math) Present or Date of Makeup	Math Score
---------	-------	------------	------------	-----------	---------	----------	------------------------	------------------------	---------------------------------------	------------

NWEA: General Education Makeups

- Makeup sessions are for those who missed a testing day. Our Goal is for **95%** of our student's to test. Please make every effort to get the students to take their tests on their designated day. If they don't make it into your morning sessions, you **NEED** to schedule them for the afternoon sessions starting at 12:30pm. The afternoon sessions should be used for makeups only.
- Makeup Days beyond Tuesday, Wednesday, and Thursday afternoons will be scheduled as needed. The goal should be to have all students tested during the 3 NWEA testing days.
- NWEA Makeup Days are already scheduled for Friday, the 13th, Tuesday, the 17th, Wednesday, the 18th, and Friday, the 20th. These days are scheduled in each advisory homepage and will be run by Christina.
- Christina will make sure the general education students who need to attend the Friday makeup session are in the Friday makeup session group.

NWEA: Special Education Students

- Special Education students will be tested by their case managers.
- When assigning accommodations please NOTE: For the Reading Test - Do NOT click on the option “Assets such as reading passages” under Text-to-Speech.

Text-to-speech

To assign Text-to-speech, the student must be assigned a test first. Note: Text-to-speech may not be available on some tests due to state/district policy. Text-to-speech is not available on K-2 tests.

Please check your state/district policy to determine whether Text-to-speech is considered an Accommodation or Designated Feature

Select areas of the item that would be read aloud.

- Answer choices ?
- Assets such as reading passages ?
- Question directions ?
- Questions/prompts ?

More information on [text-to-speech configuration options](#)

NWEA: Pre-work with Students

- Create slide for advisory time, January 9th, to share before testing (*see sample at the end of this slide deck*)
- Key points to include:
 - Students should use their best test-taking skills. Review test-taking skills with students:
 - sounding out familiar words
 - looking for root words
 - using prefixes and suffixes
 - looking at surrounding text for clues
 - reading directions and an item completely, and
 - eliminating wrong answers
 - The MAP test is a computer adaptive test, so be sure to include the following discussion points:
 - Find out if students are comfortable using the mouse, keyboard, scroll bars, and a pop-up calculator. If they are not, you might need to schedule a time to familiarize students.
 - Remind students that they cannot use textbooks, other materials, or hand-held calculators during the test.
 - Discuss the importance of listening to the proctor's directions before beginning the test.

NWEA: Pre-work with Students - Rapid Guessing

- We want to try to reduce the rapid guessing on the tests, especially the reading test. Please incorporate the following script when talking to students about the test during advisory on January 9th and prior to testing each day.

“A *rapid guess* means that you answered well below the average response time measured by NWEA for each test question. The response is so fast that you could not have viewed the question completely.”

When you rapid guess on a question it automatically marks that question as wrong whether you answered correctly or not. It is important that you take your time and do your best. If you do not know the answer, work through a process of elimination until you arrive at the most likely answer. This means, look at the responses and determine which answers cannot be true, and then choose the answer that you think most likely is correct.

Feedback

- January 13th you will receive an email with a link to a feedback form for the NWEA
- We want to improve the process each testing cycle. Please complete the feedback form honestly this will help us to identify areas for improvement.

Did you get this message?



Oops! Where's my test window?

Either a pop-up blocker blocked it, the test window was moved or minimized, or the test window opened and was accidentally closed.

You probably need to turn off your pop-up blocker. Here's how:

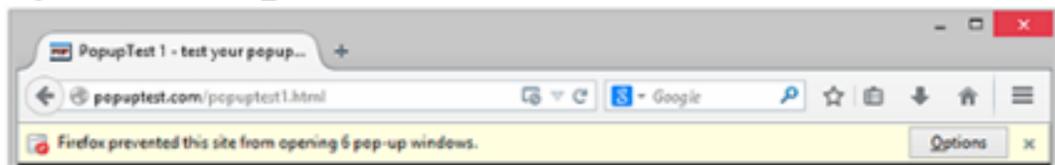


If you are using Chrome:

1. On your computer, open Chrome.
2. Find a page that has pop-ups blocked for you.
3. In the address bar, click Pop-ups blocked
4. Click the link for the pop-up window you'd like to see.
5. To always see pop-ups for the site, select **Always show pop-ups from [site]** > **Done**.



If you are using Mozilla Firefox:



When you click either the **Options** button in the info bar or the icon in the location bar, a menu is displayed with the following choices:

- Allow/Block pop-ups for this site
- Edit Pop-up Blocker Options...
- Don't show this message when pop-ups are blocked
- (show the blocked pop-up)



If you are using Internet Explorer:

1. Open Internet Explorer, select the **Tools** button and then select **Internet options**.
2. On the **Privacy** tab, under Pop-up Blocker, select or clear the **Turn on Pop-up Blocker** check box, and then select **OK**.

If everything fails, try a different browser!

Accommodations

All Students have
Universal Testing
Tools



Students that have
more *specific*
accommodations
will be set by
Admin ahead of
time

Using Universal Testing Tools

All students can take advantage of the following universal accessibility features. Some tools appear only when they are relevant to the subject and test question:



Zoom
Useful for enlarging the question display



Highlighter and Eraser
Useful for marking key parts of a question



Line Reader
Useful to focus attention on one line at a time, such as with reading passages



Notepad
Useful for making notes about the question



Answer Eliminator
Useful for marking wrong answers so they appear dimmer



Calculator
Either standard or scientific appears for applicable questions, based on grade level. For details about using the scientific calculator, see:

<https://learn.desmos.com/scientific>



Ruler and Protractor
Appear for applicable questions and enable students to measure lengths and angles, and to move and rotate the tools

Pause, Suspend, or Terminate

Pause, Suspend, or Terminate

To control a student's test, select the student and choose from the **Select Action** menu:

Action	Duration	Follow-up Action	What to Expect
Pause*	Up to 25 minutes	Resume	<ul style="list-style-type: none">–Student must resume from the same device–Test will continue with the next question–After 25 minutes, the test becomes suspended
Suspend	Up to 28 days	Test Again (same day and session)	Test will continue with the next question
		–or– Resume Test prompt (another day)	Continue testing with either the saved testing session or a newly created testing session, whichever is more convenient 14 days is the recommended limit because too many days of instruction between testing could influence the score
Terminate	Permanent	Test Again (after reassigning test)	Caution: System discards any answers given for the terminated test; use only if the wrong test was assigned

***Other pauses:** To pause on the [student testing computer](#), type: **Ctrl+Shift+P** (or Ctrl+Shift+L) and enter the PIN from your console. For information about the automatic pause from rapid guessing, see [Test Engagement and Rapid Guessing](#).

Students Testing Schedule (Teacher Instruction)

Time of test	Tuesday 1/10/23 Math Day	Wednesday 1/11/23 Reading Day	Thursday 1/12/23 Language Usage Day	Friday 1/13/23 Regular Classes
8:30-10:30	Mr. Pranses & Mr. A. Campbell Test	Mr. Pranses & Mr. A. Campbell Test (Complete Makeups from the previous day as needed)	Mr. Pranses & Mr. A. Campbell Test (Complete Makeups from the previous day as needed)	Any students who have not completed testing on the Prior 3 Days will Complete testing on this day with Christina!
10:30-11:30	Mr. Pranses & Mr. A. Campbell Finish	Mr. Pranses & Mr. A. Campbell Finish	Mr. Pranses & Mr. A. Campbell Finish	
11:30-12:30	Lunch	Lunch	Lunch	
12:30-2:30	Mr. Pranses & Mr. A. Campbell Makeups	Mr. Pranses & Mr. A. Campbell Makeups	Mr. Pranses & Mr. A. Campbell Makeups	
2:30-3:30	Mr. Pranses & Mr. A. Campbell Finish Testing	Mr. Pranses & Mr. A. Campbell Finish Testing	Mr. Pranses & Mr. A. Campbell Finish Testing	

You will need to edit this document and send it to your advisory students and LC's

Required **LEAD** Proctor Training
Optional for all others

[Proctor Quick Start Guide Video](#)

[Set up Testing Sessions Video](#)

[How to Interrupt & Continue Testing Video](#)

Testing Resources For Everyone: Optional

[Proctor Quick Start \(PDF\)](#)

[Testing Tips for MAP Growth \(PDF\)](#)

[Proctor Guide \(PDF\)](#)

[Readiness Check for Testing \(PDF\)](#)

Proctor Security Agreement:

Were sent through DocuSign

If you have any questions, please email:

Christina O'Grady
Don Fournier

To Open Links: CTRL+Click

MORE RESOURCES

[How to Use the Achievement Status and Growth \(ASG\) Summary with Quadrant Chart Guide](#)

[How to Use the Learning Continuum Report Guide](#)

[How to Use the Student Profile Report Guide](#)

[NWEA Cheat Sheet](#)

[Proctor Guide](#)

[Proctor Quick Start](#)

[Maine MAP Growth Training Deck - Administration for Fall & Winter 22-23](#)

[NWEA Re-administration Policy 21-22 Updated](#)

[NWEA Read-Aloud Policy](#)

How much time do students take to complete NWEA assessments?

Importance of Consistent Testing Circumstances:

- We need to keep NWEA Data Consistent over the course of a students' time a MEVA
- NWEA Data shows that the smaller the testing group the better and more consistent the students perform.
- Being strict and consistent about our testing procedures and protocols will create more valid results from year to year.

Article 1:
 How Does Test Engagement Affect RIT Score Validity?
<https://www.nwea.org/blog/2017/test-engagement-affect-rit-score-validity/>

Article 2:
 Link to snip on the left
<https://public.tableau.com/profile/jfcnwea#!/vizhome/MAPGrowthDurations/DurationStats>

NWEA Assessments are not Timed

While there is no limit on the amount of time that students can take to complete NWEA assessments, we know the median time for most grades to complete NWEA assessments is less than an hour. Teachers should encourage students to take the time needed to do their best, while monitoring students to be sure they progress through the assessment at a reasonable pace. Teachers can give students breaks during the test if needed, and students with IEPs should be accommodated if their plan indicates that they may require additional time on assessments.

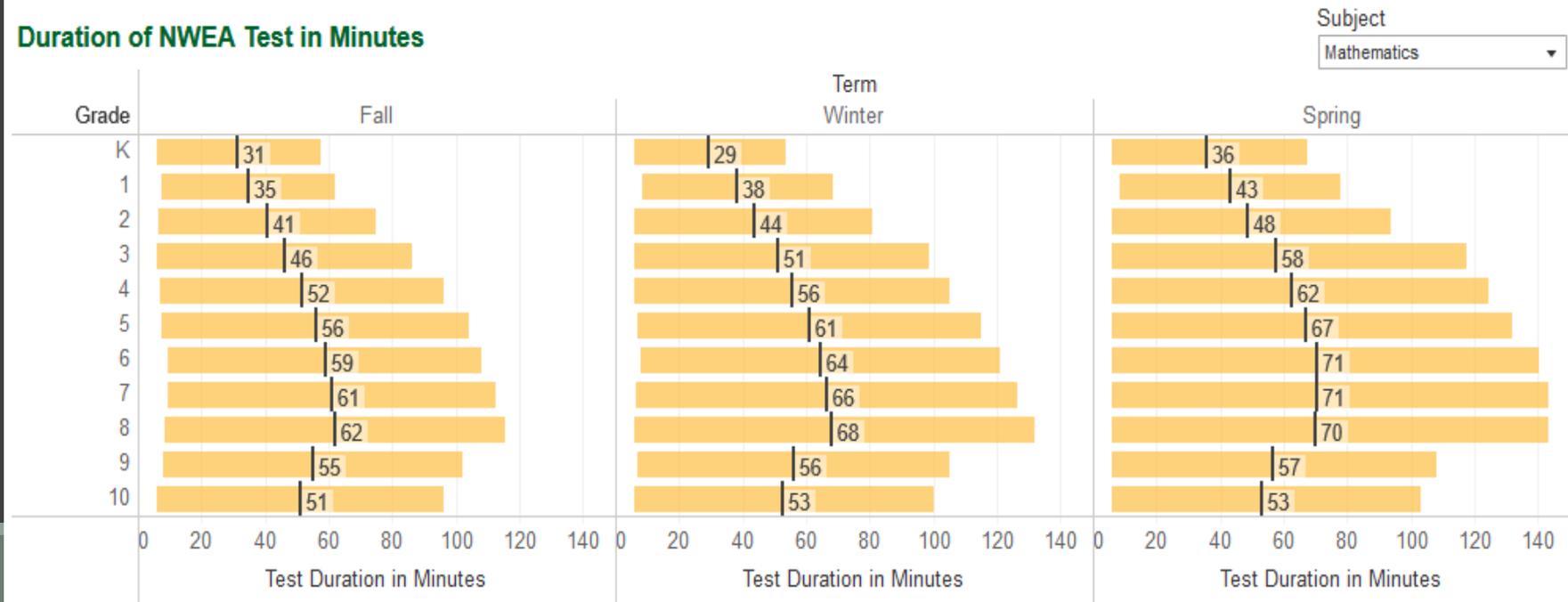
If your school is using NWEA assessments to measure growth, it is important for test conditions to be consistent between testing. For example, if it is common practice to break up the spring test into two or three days, the same should be the case with the fall and winter assessments. If students took about one hour to complete the test in fall, on average the test should take only slightly longer in the spring.

If testing conditions are not consistent between test events, then the growth data that is reported out may not be valid or accurate.

Interpreting the Chart

The charts in this presentation show the average duration of the NWEA Common Core assessment for students testing in the Fall 2016-Spring 2017 school year. The **line** shows the average number of minutes taken to complete the test for each term, while the **bar** shows the range two standard deviations above and below the average. This means the bar incorporates 95% of test durations. Test scores at the lower deviations are capped at 6 minutes to include all valid tests.

Duration of NWEA Test in Minutes



Importance of Consistent Testing Circumstances:

- We need to keep NWEA Data Consistent over the course of a students' time a MEVA
- NWEA Data shows that the smaller the testing group the better and more consistent the students perform.
- Being strict and consistent about our testing procedures and protocols will create more valid results from year to year.

Article 1:

How Does Test Engagement Affect RIT Score Validity?

<https://www.nwea.org/blog/2017/test-engagement-affect-rit-score-validity/>

Article 2:

Link to snip on the left

<https://public.tableau.com/profile/jfcnwea#!/vizhome/MAPGrowthDurations/DurationStats>

Duration Stats

Term to Term

Percentiles

How much time do students take to complete NWEA assessments?



NWEA Assessments are not Timed

While there is no limit on the amount of time that students can take to complete NWEA assessments, we know the median time for most grades to complete NWEA assessments is less than an hour. Teachers should encourage students to take the time needed to do their best, while monitoring students to be sure they progress through the assessment at a reasonable pace. Teachers can give students breaks during the test if needed, and students with IEPs should be accommodated if their plan indicates that they may require additional time on assessments.

If your school is using NWEA assessments to measure growth, it is important for test conditions to be consistent between testing. For example, if it is common practice to break up the spring test into two or three days, the same should be the case with the fall and winter assessments. If students took about one hour to complete the test in fall, on average the test should take only slightly longer in the spring.

If testing conditions are not consistent between test events, then the growth data that is reported out may not be valid or accurate.

Interpreting the Chart

The charts in this presentation show the average duration of the NWEA Common Core assessment for students testing in the Fall 2016-Spring 2017 school year. The **line** shows the average number of minutes taken to complete the test for each term, while the **bar** shows the range two standard deviations above and below the average. This means the bar incorporates 95% of test durations. Test scores at the lower deviations are capped at 6 minutes to include all valid tests.

Duration of NWEA Test in Minutes



Importance of Consistent Testing Circumstances:

- We need to keep NWEA Data Consistent over the course of a students' time a MEVA
- NWEA Data shows that the smaller the testing group the better and more consistent the students perform.
- Being strict and consistent about our testing procedures and protocols will create more valid results from year to year.

Article 1:
How Does Test Engagement Affect RIT Score Validity?
<https://www.nwea.org/blog/2017/test-engagement-affect-rit-score-validity/>

Article 2:
Link to snip on the left
<https://public.tableau.com/profile/jfcnwea#!/vizhome/MAPGrowth Durations/DurationStats>

How much time do students take to complete NWEA assessments?



NWEA Assessments are not Timed

While there is no limit on the amount of time that students can take to complete NWEA assessments, we know the median time for most grades to complete NWEA assessments is less than an hour. Teachers should encourage students to take the time needed to do their best, while monitoring students to be sure they progress through the assessment at a reasonable pace. Teachers can give students breaks during the test if needed, and students with IEPs should be accommodated if their plan indicates that they may require additional time on assessments.

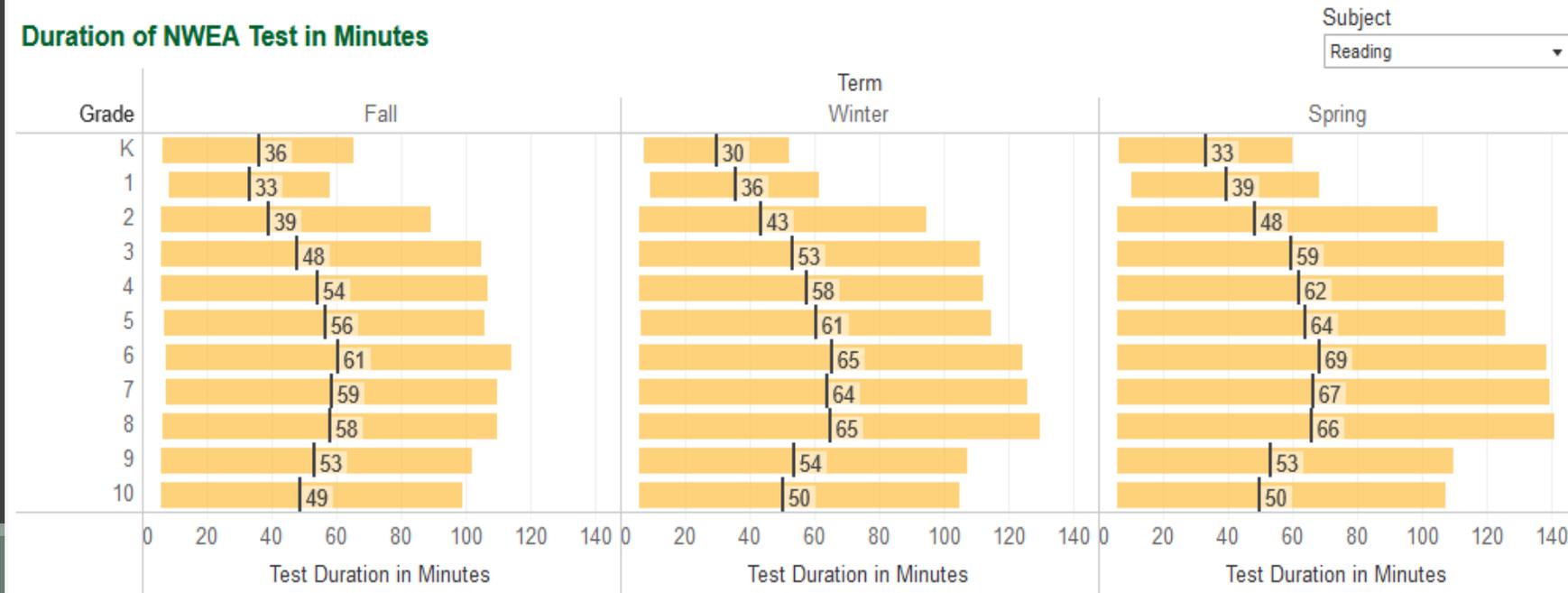
If your school is using NWEA assessments to measure growth, it is important for test conditions to be consistent between testing. For example, if it is common practice to break up the spring test into two or three days, the same should be the case with the fall and winter assessments. If students took about one hour to complete the test in fall, on average the test should take only slightly longer in the spring.

If testing conditions are not consistent between test events, then the growth data that is reported out may not be valid or accurate.

Interpreting the Chart

The charts in this presentation show the average duration of the NWEA Common Core assessment for students testing in the Fall 2016-Spring 2017 school year. The **line** shows the average number of minutes taken to complete the test for each term, while the **bar** shows the range two standard deviations above and below the average. This means the bar incorporates 95% of test durations. Test scores at the lower deviations are capped at 6 minutes to include all valid tests.

Duration of NWEA Test in Minutes





STUDENT SLIDES: NWEA READINESS

Advisory, Week of January 9, 2023



Students Testing Schedule (Teacher Instruction)

Time of test	Tuesday 1/10/23 Math Day	Wednesday 1/11/23 Reading Day	Thursday 1/12/23 Language Usage Day	Friday 1/13/23 Regular Classes
8:30-10:30	Mr. Pranses & Mr. A. Campbell Test	Mr. Pranses & Mr. A. Campbell Test (Complete Makeups from the previous day as needed)	Mr. Pranses & Mr. A. Campbell Test (Complete Makeups from the previous day as needed)	Any students who have not completed testing on the Prior 3 Days will Complete testing on this day with Christina!
10:30-11:30	Mr. Pranses & Mr. A. Campbell Finish	Mr. Pranses & Mr. A. Campbell Finish	Mr. Pranses & Mr. A. Campbell Finish	
11:30-12:30	Lunch	Lunch	Lunch	
12:30-2:30	Mr. Pranses & Mr. A. Campbell Makeups	Mr. Pranses & Mr. A. Campbell Makeups	Mr. Pranses & Mr. A. Campbell Makeups	
2:30-3:30	Mr. Pranses & Mr. A. Campbell Finish Testing	Mr. Pranses & Mr. A. Campbell Finish Testing	Mr. Pranses & Mr. A. Campbell Finish Testing	

You will need to edit this document and send it to your advisory students and LC's



What does my score mean?

The score measures your performance. It shows your growth between testing windows.



It's important to remember that the NWEA score is one way of measuring your strengths and weaknesses.



**Your NWEA score
doesn't define you!**

**It's important, like with
any test, that you try
your best!**

You may be surprised



- ✓ You are not expected to know the answer to every question on the MAP test.
- ✓ Some questions will be hard and others will be easy.
- ✓ Every student who takes MAP will get about $\frac{1}{2}$ of the items correct.



Putting Students in the Driver's Seat
Talking to Students about MAP Testing



[Talking to Students About MAP Testing](#)

www.arkat.com
405-752-0002

Arkansas Assessment, Research, and Program Evaluation



ARPE



The test is personalized to you and how you respond. The next question on the test is based on how you did on the previous question.



Don't rush through or start clicking any answer just to get to the end.

If you start rapid guessing, even if you guess right, the question will be marked as incorrect.

You will have time to complete each test.



We want to celebrate
with you the growth
that you make
throughout the year!

The background features a 3D-rendered pattern of white, raised hexagonal shapes on a light gray surface. The hexagons are arranged in a staggered grid, creating a textured, geometric effect. A dark gray horizontal band is overlaid on the left side of the image, containing the text.

NWEA Test Day

Testing Script for proctors:

Give your best effort on this test. It is a chance to show how much you know. Your teacher can use it to choose what you are ready to learn next. This is not a timed test, so it's important to take your time to understand each question before answering. Some questions will be easy, and others will be more difficult. It's okay not to know all of the answers. If you are not sure how to answer a question, then ask yourself which answers are definitely wrong, and choose from the other answers. Read every question and try your best.

Before you finish a question, you may change your mind and pick a different answer. But, once you move to the next question, your answer is locked, and you cannot go back to the question you have already answered.

I'm here to help if there is a problem with the test. If something is missing or if the test tells you to slow down, then raise your hand.

Math Script:

On some (but not all) test questions, a calculator tool appears at the top. You can click the calculator picture to open an on-screen calculator that helps you answer the question.

If you are not sure about a word in a question, raise your hand for help. I can pronounce the word for you, but I cannot tell you what the word means or explain any math symbols.

Reading & L/U Script:

If a reading passage is too long to fit on the screen, use the scroll bar on the right side of the passage to scroll down and display the rest of the passage and questions about it.

Sometimes a passage appears again and again, but look carefully, because you will see different questions for the same passage.

Testing Reminders: (Highlights!)

1. Try your best!
2. Take your time! (**The test should take 45 mins - 1 hour, you do have time to take it 😊**)
3. If you have questions during your test, message your teacher.
4. When you have finished, message your teacher and **wait for the teacher to record your score.**
5. A Teacher will Dismiss you after they have recorded your score and confirmed that you are done testing for the day.

Universal Accommodations

Using Universal Testing Tools

Students can take advantage of the following universal accessibility features. Some tools appear only when they are relevant to the subject and test question:



Zoom
Useful for enlarging the question display



Highlighter and Eraser
Useful for marking key parts of a question



Line Reader
Useful to focus attention on one line at a time, such as with reading passages



Notepad
Useful for making notes about the question



Answer Eliminator
Useful for marking wrong answers so they appear dimmer



Calculator
Appears for applicable questions, either standard or scientific based on grade level. For details about using the scientific calculator, see:

http://s3.amazonaws.com/desmos/Desmos_Calculator_User_Guide.pdf



Ruler and Protractor
Appear for applicable questions and enable students to measure lengths and angles and to move and rotate the tools

Morning NWEA Test Session

Today's session runs from 8:30am – 11:30am

Test Name: _____

Session Name: _____

Passcode: _____

Student Sign in Link:

<https://test.mapnwea.org/#/nopopup>

Before Your TEST:

You will then need to “App Share” by clicking the  button at the top of your screen and choose Share Desktop

During Your TEST:

If you have questions during your assessment, please raise your hand by clicking on this button:



Or type **“help”** in the chat box.

After Your TEST:

When you have finished the test Raise your hand and **WAIT** for the Teacher to record your score and dismiss you.



Do you need to turn off your pop up blockers? Here's how:

If you are using Mozilla Firefox:



1. Select the three horizontal bars in the upper right corner.
2. Select **Options**.
3. Select the **Privacy and Security** tab.
4. To disable the pop-up blocker, uncheck the **Block pop-up windows** box below **Permissions**.
5. **Close** the window.
6. Click **OK**.

If you are using Chrome:

1. Click the **Customize and control Google Chrome** menu (the three dots in the upper right corner)
2. Select **Settings**.
3. Click **Advanced** at the bottom.
4. Under **Privacy and security**, click the **Site Settings** button.
5. Select Pop-ups and redirects.
6. To disable the pop-up blocker uncheck the **Blocked (recommended)** box.



Chrome (Mac)

1. Click the Customize and control Google Chrome menu (the three dots in the upper right corner)
2. Select Settings.
3. Click Advanced at the bottom.
4. Under Privacy and security, click the Content
5. Settings button.
6. Select Pop-ups and redirects.
7. To disable the pop-up blocker uncheck the Blocked (recommended) box.

Attention - new HS program - **EXTENDED HelpDesk**



HelpDesk has been a huge success so far this year. A special thanks to those HS teachers who willingly “hang out” with our students on a regular basis. Over 100 students have accessed HelpDesk at least once this semester! HelpDesk has truly turned into a school wide collaboration which gives students access to Student Tutors, Study groups, Required Help, and Digital Planners to help them with their time management at MEVA!

With all of this working so smoothly, we are now ready to introduce our next iteration - **EXTENDED HelpDesk!**

- **Why:** Teachers have expressed the need to include a later time as some do get a chance to finish before the standard **HelpDesk** time expires.
- **What:** **Extended HelpDesk** will run from 3-4pm Tuesday-Friday.
- **How:** At 2:50pm HelpDesk will dismiss as normal. All permissions will be turned off so that when students enter and teachers are not present, bullying or other negative interactions cannot take place. Students can still private chat any teachers who are present. Teachers will be able and encouraged to make plans to meet with and work with students more often, whether in small groups, one on ones, or overflow students from the first hour of **HelpDesk**.
- Keep in mind:
 - During hour 2, the main room will not have to be moderated by teachers because all of the students who attend would be there to work with a specific teacher.
 - We will use the same Bongo Link as the first hour of **HelpDesk** so that teachers will be able to work with students right through to 4pm if they need to, without changing sessions.
 - Later this week you will receive an email with more information and instructions on how to add it to your students' calendars.
- Again, **THANK YOU** for making this program such a huge success. If you haven't attended yet, it's time to start!

Professional Development Needs Survey

- We want to hear about your preferred focus areas.
- What would I like to see in the near future for professional development at MEVA?
- Results and Plan will be presented at the December 19th PI Meeting.

Virtual Graduation Ceremonies – Set the Dates & Communication Lists

- We are planning a virtual high school graduation ceremony on June 2nd, 2023, at 2:00 pm.
- Our middle school (virtual) step up day is tentatively planned for June 9th, 2023, at 11:00 am.
- Student and faculty planning has started.
- We are maintaining communication lists.
- We are hosting a graduation planning club for high school students.

Eighth Grade Advisory Update

- We are prioritizing engaging and retaining eighth grade students due to (past) patterns of high turnover, and significant academic needs.
- Prior year data suggest that we retain fewer 8th grade students during the academic year and getting them to enter high school at MEVA is a hard sell.
- Dr. Chapdelaine will provide an update on ongoing advisory activities that are aimed to mitigate these issues.

Guidance Update

- Heather Tyler and Dan Pierce will provide a quick guidance update.

Discussion: Optional Honors Projects

- What are your thoughts on optional honors projects for courses?

Other

- Any other topics?
- Next Meeting is on Monday, December 19th at 3:00 pm.
- Mid-Year students begin on Monday, January 9th.
- Winter NWEAs are on January 10th, 11th & 12th. Semester-2 begins on Friday, January 13th.
- Please plan to run your live classes on Friday, January 13th, to welcome new students and to set the stage for Semester-2.

Panorama Survey Action Plan & ILPs

1. *Target School Fit: How well do the activities offered at your child's school match his/her interests?*

➤ **Action Plan (Families): Individual Learning Plans (ILPs).**

2. *Target Rigorous Expectations: How often do your teachers make you explain your answers?*

➤ **Action Plan (Students): Instructional Maps and Course Development.**

3. *Target Feedback and Coaching: How often do you receive feedback on your teaching? How much feedback do you receive on your teaching? How much do you learn from the teacher evaluation processes at your school?*

➤ **Action Plan (Teachers): Increase teacher/peer observations and feedback. Review teacher evaluation processes; seek faculty input.**

4. *Target Feedback and Coaching: How much feedback do you receive on your work? How much do you learn from the evaluation processes at your school?*

➤ **Action Plan (Staff): Increase staff observations and feedback. Review evaluation processes; seek faculty input.**

Individual Learning Plans (ILPs)

Specific Learning Goal to Meet Each Student's Needs: The student will develop career readiness skills through experiential opportunities.

➤ What do you do or want to do with your time?

Career Readiness Experiences/Opportunities: Employment, internships, virtual job shadowing, volunteering activities, clubs and organizations, portfolio projects, and Career Planning, Early College and AP4ALL courses.

➤ What can MEVA offer you to match your interests?