

Northwest Evaluation Association

*Partnering to help all kids learn*

# Teacher 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 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

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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*<sup>8</sup>, 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 ( <i>includes</i> 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

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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. 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*<sup>Ⓔ</sup> and *Online Individual Student Progress Reports*<sup>Ⓔ</sup> 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

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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:

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.

## Reminders for Teachers

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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 this document. 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!

## Allowable Accommodations and Modifications

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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

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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. Note each absence on the class list and the *Record of Student Absences, Paused Tests, and Terminated Tests* sheet. Absent students need to be scheduled for a make-up session.
- **Observe and monitor students.** Be aware of student progress during the test. If 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 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 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:

- **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

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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 **Survey w/ Goals** 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 **Survey w/ Goals** test, OR
  - ▶ The SEM is **less than (<) 1.5 when a RIT is equal to or greater than ( $\geq$ ) 240** on a **Survey w/ Goals** 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*<sup>U</sup> 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*<sup>U</sup> 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 School 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

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There are a variety of MAP reports and resources available. Some reports are available to teachers within 24-48 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

Some important things to know before you begin:

- Access the Reports Site at [www.nwea.org](http://www.nwea.org) >> [Reports Login](#)<sup>U</sup>
- You must have a User Name and Password to access the Reports Site. The teacher User Names and Passwords are generated by NWEA during the class roster file (CRF) enrollment process and the information is made available to you by your School Administrator and MAP Coordinator.

- You must have Adobe® Reader® installed on your computer to view online reports and resources. After you log on to the Reports Site, click the Get Adobe® Reader® link from the left navigation bar if you need Adobe® Reader®.

## Actions

- **Change Password** – Gives you the ability to change the Password associated with your User Name. To change your Password:
  1. Click the Change Password link on the left navigation bar of the Reports Site.
  2. Type into the textboxes your old Password, and new Password.
  3. When you click Submit your changes are saved and must be used the next time you log on.
  4. If you click Cancel, your changes will not be applied and the page will refresh with the textboxes emptied.

## Online Reports

- **Teacher Reports** – Lists students in your class(es) and their test results for the selected term.
  1. Click Teacher Reports from the left navigation menu.
  2. From the drop-down menu, select the term for which you wish to view the reports.
  3. Choose the format for goal scores. You can view them by RIT ranges or goal descriptors (i.e., Lo, Av, Hi). Click Submit.
  4. Adobe® Reader® opens and your **Teacher Reports** appear on the screen. One subject is listed per page. Reports will only be available for classes that have tested and have uploaded to NWEA for the selected term.
- **Class Rosters** – Lists all students associated with your class(es) and provides access to the **Online Individual Student Progress Report**.
  1. Click Class Rosters from the left navigation menu.
  2. Select the term and the associated class(es) will display. Select the class for which you would like to see the roster listed. Click Submit.
  3. Select the period for which you would like growth to be calculated on your **Online Individual Student Progress Report**. Note that if students do not have certain points of data available, no growth is calculated. You can always come back to this page and change the period designation for the growth calculation.
  4. Select the type of report you wish to generate – text, graph, or both.
  5. Choose the additional lines that you want to appear on the graph report. Note that the default selection displays both the district average and the norm group average.
  6. Click on a student's ID number to access all of their historical data. This data shows you any point at which the student was enrolled in the data file and any test they have taken, including any intake or interim testing, and all test event data accumulated for that particular student.
  7. Click on a student's name to access a copy of the **Online Individual Student Progress Report** for that particular student. All reportable test events from the term are displayed. No intake or interim testing points appear on this report.
  8. Click on a class name to access an Adobe® Reader® file with all students' **Online Individual Student Progress Reports** at once. A list of students will appear on the left side of the page. Use this list to access individual student reports one at a time. This file allows you to print all of your students' progress reports at one time.
- **Class by Subject** – Provides a view of the academic performance of a given class in a specific subject for a selected term. You may disaggregate the report data by ethnicity or gender with the option to display summary data for small groups.
- **Grade by Subject** – Provides a view of the academic performance of a selected grade in a specific subject for a selected term. As in the **Class by Subject Report**, you may disaggregate the report data by ethnicity or gender with the option to display summary data for small groups.

- **Students Not Tested** – Lists students who have not been tested.
  1. Click on the Students Not Tested from the left navigation bar.
  2. When one or more students in a given subject have tested, a link will be associated with the number of students. Follow the drill-down links to access the list of students' names.

## Instructional Resources

- **Class By RIT** – Two classroom reports are included in this link: *Class Breakdown by Overall RIT* and *Class Breakdown by Goal*. These reports provide at-a-glance information about classroom academic diversity by subject and by goal strand. They are also linked to *DesCartes: A Continuum of Learning*.
  1. Click Class by RIT from the left navigation bar.
  2. Select the term and class and click Submit.
  3. The *Class Breakdown by Overall RIT Report* displays.
  4. Click on a subject name (e.g., Mathematics) to drill down to the *Class Breakdown by Goal Report* for that subject.
  5. Click on a student's name to retrieve a .pdf file containing the *DesCartes* skills that corresponds to the goal RIT range for the associated goal. The first page contains header information. The second page contains the *DesCartes* information.
  6. Click on the goal name to retrieve a .pdf file that contains the *DesCartes* pages for each RIT range for that goal.
  7. Click on the <all students in cell> link to retrieve a .pdf file listing all the students within the cell and corresponding *DesCartes* pages for that RIT range and goal.

## Data-Tools

- **DesCartes** – *DesCartes* translates MAP test scores into the skills and concepts students may be ready to learn. The skills and concepts in *DesCartes* match the organization of the MAP goal reporting areas. Educators using *DesCartes* can develop appropriately challenging activities for students and use it as a common framework for organizing resources, collaborating, and goal setting. The **Essentials** section is an overview including Teacher's Tips and an Annotated Page providing direction on how to interpret the contents. The **Appendices** section includes **Vocabulary, Signs and Symbols, and Research Concepts**. To use *DesCartes*:
  1. Select the subject in the left column.
  2. Select the goal area in the middle column.
  3. Select the RIT range in the right hand column.
  4. A new browser window will open with Adobe® Reader® and the requested page will display.
- **Dynamic Reports** – The *Dynamic Reporting Suite* is a reporting platform that simplifies data analysis and offers classroom tools to apply test scores directly to instruction. Without digging through pages of data or piles of numbers, at-a-glance analytical tools present information regarding the status of students (individually, by class, by grade, or by a school) relative to growth, proficiency, and norms. These data are easily accessed and analyzed, empowering educators to take meaningful action. To access the *Dynamic Reporting Suite*:
  1. Select Dynamic Reports in the left navigation bar under **Data-Tools**.
  2. Select the Dynamic Reports link.
  3. Use the left navigation bar to access reports.

## MAP Coordinator Reports

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

- Teacher User Names and Passwords for accessing their *Teacher Reports*.
- Online reports accessible to teachers.
- Ordered reports (end-of-term)

### Actions

- Order 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.
  - ▶ *Data Text Files* containing TAB delimited raw data.
- Comprehensive Data File

## Communicating with Students and Parents

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### Talking with Students

Below is a list of common student questions along with possible staff responses. Use the **Classroom Discussion Points** section to talk with students about what to expect from MAP assessments.

#### *Recommendations*

- To better inform students about the upcoming test experience, access the *MAP Student PowerPoint® Presentation*.

#### *Common Student Questions*

- **What are MAP Assessments?**

MAP assessments are achievement tests in Mathematics, Reading, Language Usage, and Science taken on a computer.

- **How do MAP Assessments Work?**

The computer displays one test question at a time on the screen. You will select an answer using the mouse or the keyboard. The difficulty of the test will adjust based on how you perform on the questions that you answer. It will build a test just for you.

- **Why are We Taking MAP Assessments?**

This test will show me how well you are performing so I can best help you in class. It will also help me know what you should be working on to improve the most.

## *Classroom Discussion Points*

- **Taking the Test:**
  - ▶ You are not expected to know the answer to every question. You will need to use your best test-taking strategies (you may want to review these with the students here).
  - ▶ You must answer every question. Questions cannot be skipped.
  - ▶ Once you have answered a question and gone on to the next one, you cannot go back. Because the test uses your past answers to choose subsequent questions, your answer is locked in.
- **When You Enter the Lab:**
  - ▶ Make sure your name is listed on the computer screen where you are sitting. If it is not, let the Proctor or teacher know right away.
  - ▶ You will see Start Test displayed on the screen. Wait for directions from the Proctor before you click this button. She or he will let you know when it is ok to begin the test.
- **As You are Working on the Test:**
  - ▶ For the Mathematics assessment, you will have scratch paper and pencils available. You can use this to help you work out problems and then answer the questions on the computer. Scratch paper can be left at the computer and should not be removed from the test room.
  - ▶ Some Mathematics questions will have a pop-up calculator appear on the screen. It will only be available for some items. You do not have to use the calculator if you do not choose to. It is available as a resource. You can hide the calculator by clicking the button at the bottom of the screen called Hide Calculator. You can also move it if it is in your way. The calculator works just like a hand-held calculator. Click on the numbers and symbols you want to use.
  - ▶ Some Reading and Language Usage questions may have passages that are too long to show up all at once on the screen. They will have a scroll bar to the right of the passage. This scroll bar can be moved up or down in order to read the entire passage.
- **When You Finish the Test:**
  - ▶ Raise your hand to let the Proctor or teacher know you are done.
  - ▶ Do not click any buttons on the screen or press any keys on the keyboard; wait for the Proctor or teacher to do this.
  - ▶ Sit back from your computer and read your book.
- **Other Reminders:**
  - ▶ You will have time to get a drink and a bathroom break before the test begins.
  - ▶ You need to bring a book with you to read when the test is completed.
  - ▶ This is just like any other test; you cannot talk to anyone or use any books to look things up.
  - ▶ You need to do your personal best on this test. This information is very important in helping us to set goals for you and to monitor your progress.

## Sharing with 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 Charts**<sup>SM</sup> – 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 District Leadership Team members in the **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 District Leadership Team members in the **MAP™ Administration** workshop.
- **Normative Data** – This document shows typical scores for the 50<sup>th</sup> percentile in the **RIT Scale Norms Study** and gives educators starting information for looking at class data. This document is provided to teachers and District Leadership Team members in the **MAP™ Administration** workshop.
- **Annotated Reports** – This document contains various samples of many of the reports available to your staff. It is a good guide to have as reports are viewed for the first time.
- **Parent Toolkit** – This document helps parents by providing term definitions, frequently asked questions, tips, and web site resources.

## Frequently Asked Questions About Test Administration

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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 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.

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:** The Proctor should terminate the test 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.

# Online Resources for Continued Learning

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## NWEA's Web Site

Supporting documents are available for use in deepening your understanding and use of MAP data, including the following:

- *Annotated Reports*<sup>Ⓒ</sup>
- *Comparative Data to Inform Instructional Decisions*<sup>Ⓒ</sup>
- *Guidelines for Choosing the Correct Test*<sup>Ⓒ</sup>
- *MAP Student PowerPoint® Presentation*<sup>Ⓒ</sup>
- *Normative Data*<sup>Ⓒ</sup>
- *NWEA Glossary of Terms*<sup>Ⓒ</sup>
- *Parent Toolkit*<sup>Ⓒ</sup>
- *Teacher Handbook for MAP Administration*<sup>Ⓒ</sup>
- *Understanding Teacher Reports*<sup>Ⓒ</sup>

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



Northwest Evaluation Association

*Partnering to help all kids learn*

**Northwest Evaluation Association**

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# Easy Access to Online Resources



## NWEA's Web Site



[nwea.org](http://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](http://nwea.org) >>

Click on the [Reports Login](#) 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](https://twitter.com/NWEA) to get updates from NWEA and the SPARK Community and stay current with the latest education headlines.

[lexile.com](http://lexile.com)

The Lexile Framework<sup>®</sup> for Reading  
Matching readers with texts