

NORTHWEST EVALUATION ASSOCIATION

MAP Administration Workshop

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

NORTHWEST EVALUATION ASSOCIATION

MAP Administration Workshop

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Measures of Academic Progress (MAP)

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

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

ICON KEY

-  Valuable information
-  Test your knowledge
-  Resource

MAP Basics

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



How is MAP different?

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

The difficulty of each question is based on how well the student has answered all of the

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

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

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

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

What is a RIT?

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

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

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

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

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



Measures of Academic Progress

Guidelines for Choosing the Correct Test

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



Test Your Knowledge

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



Roles and Responsibilities

Everyone plays a unique role in the administration of MAP. It is important for you to

understand who the key players are and what their roles are. This will help you know to whom certain types of issues should go to in your district. The key

players are as follows:

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

MAP Coordinator

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

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

This person is also responsible for making sure all teachers and proctors understand all scheduling issues and test administration procedures, and know how to talk to teachers,

parents, and students about the MAP process. He or she should make sure a staff development system is in place to provide any necessary refresher courses and to train new staff who come into the district.

Some responsibilities include:

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

MAP Technical Coordinator

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

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

Some responsibilities include:

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

MAP Class Roster File Coordinator

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

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

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

Some responsibilities include:

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

Principals

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

Some responsibilities include:

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

Teachers

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

Some responsibilities include:

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

MAP Proctor

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

Some responsibilities include:

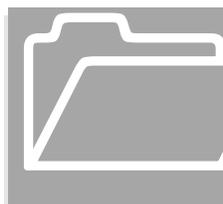
- Preparing the lab for testing each day and in between classes of students
- Working closely with teachers to make sure students are prepared for testing and know what to expect
- Working closely with teachers to make sure the experience is a positive one for students
- Uploading the data to NWEA on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



Test Your Knowledge

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

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



Reminders for Teachers

It is important to be aware of all of the preparation steps necessary for MAP testing.

This document will guide you through these steps. Please review it thoroughly and use it as a checklist to ensure all steps have been completed.

Administrative Preparation for Testing:

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

Preparing your Students for MAP Testing:

- Show the PowerPoint presentation to your students** or walk them through the “Key Points to a Successful Test Experience” document provided to you. It is critical that the following points be discussed with students prior to their first test:
 - What is the purpose of the MAP test?
 - MAP builds a unique test for each student.
 - They are not expected to know the answer to every question.
 - They cannot skip items and they cannot go back.
 - They may change their answer as many times as they like, but once they have clicked <Go On> or hit the <Enter> key, the answer is locked in.

- The tests are not timed, but they need to work productively.
- They should use their best test-taking skills (review with them: sounding out familiar words; looking for root words; using prefixes, suffixes; looking at surrounding text for clues; reading directions and entire item clearly; and eliminating wrong answers).
- Tell students about** the assigned seating arrangement.
- Take younger students** to become acquainted with the lab (if they are not), features of the computer such as the mouse, the keyboard, etc.
- All students need** to know how to use the scroll bar, pop-up calculator (you can show them how to use the Windows accessible or compatible calculator).
- Remind students** they cannot use textbooks, other materials, or hand-held calculators.
- Discuss the importance** of listening to the proctor's directions before beginning the test.

On Testing Day:

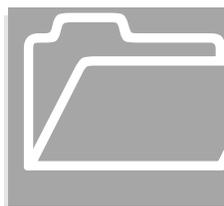
- Remind students** to go to the restroom and get a drink prior to test time.
- Have students bring** a book to read when they have completed testing.
- Make every effort** to get your classes to the lab on time for their designated time slot.
- As students enter the lab**, help the proctor ensure that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

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

**Test Your Knowledge**

1. Which staff should you work closely with throughout the entire testing process to make sure students understand what they need to know regarding the MAP test?
2. Are hand-held calculators ever permitted on the MAP test?
3. Which materials are CRITICAL to review before testing?

4. How many questions do the Goals Survey tests have for Mathematics, Reading, and Language Usage?



Allowable Accommodations and Modifications

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

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

they are allowable for Special Education students only.

Types of adaptations allowable are as follows:

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

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

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

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



Proctors’ Duties During Testing

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

while they are in the lab with their classroom.

Some general reminders are listed below:

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

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

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

Special situations you may encounter are listed below:

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

As students finish their tests:

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

- **Students may be dismissed** to their classroom when 90% of the class is completed with testing. The teacher can take those students back to the classroom while the proctor remains with the students who are not finished yet.



Test Your Knowledge

1. Why is it important to provide a comparable test environment for all students?
2. What are the steps that should be followed when a student completes a test?
3. Is it allowable for a student to take a break?
4. What do you do if an item does not display properly on the screen?
5. What are the steps that should be followed at the end of a testing day?



Invalid Scores and Retesting

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

Invalidations

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

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

By accessing the Proctor Administration Menu, you can access a <Conditions> button. Many of the reasons listed above are accessible through a drop-down menu. You can select the reason and terminate the test, which will automatically invalidate the student's test. If the

correct reason is not in the list, use the <Comments> button to record the reason, then terminate the test.

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

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

Records with invalid scores are retained in the NWEA historical database. Their scores are not included in any aggregate statistics at the district, school, or classroom level. However, the records are included on Teacher Reports and Class Reports, without the numeric scores but with an explanation of why the score was considered invalid. Students who receive invalid scores are indicated on the teacher and class reports with three asterisks in the RIT column. These students need to be retested within the test window at one of your make-up sessions.

If a student took two tests and one was valid and the other invalid, the student's name will appear twice – once with scores and once without scores (which will be grayed out). If a student takes two tests and both are valid scores, the score that will appear and 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 tested during the testing window. Be sure extra time slots are built into the end of the testing window to pick up these students.

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

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, or program placement.
- A parental request can be considered, but staff will determine the need for retesting (for example, the student did not make a valid attempt during the first test; in this case, staff might say yes or no to another test if they thought the student would or would not make a valid attempt the second time). A student cannot be tested more than four times a year (counting 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.

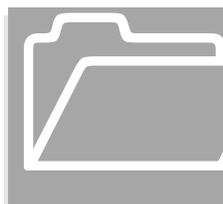
Other Notes about Reports

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



Test Your Knowledge

1. Is this a timed test? Can you allow students all the time they need to take the test?
2. What are some ways you can help students with directions given before the test is started?
3. What types of assistance is allowable on a Mathematics test?
4. What types of assistance is allowable on a Reading or Language Usage test?
5. What materials are allowable for students to have during testing?
6. For what reason(s) would you need to invalidate a test?
7. For what reason(s) would you need to test a student outside of the original slot he or she was scheduled into?



MAP Reports

There are a variety of MAP reports available. Some reports are available to teachers within 48 hours of the data being uploaded to NWEA and others are available after all

district testing is completed, uploaded to NWEA, and End-of-Term reports are ordered.

Teacher Reports

Teachers can access their own set of reports for their students with unique user names and passwords that are given to them by the MAP Coordinator or principal. The different reports that teachers can access are:

- Teacher Reports (lists entire class that has been tested by subject, Individual Student Progress Reports)
- Class Roster Reports (gives teachers access to Individual Student Progress Reports for each individual student and historical data on each student)
- Students Not Tested Report (shows lists of students in each grade who still need to be tested and ones who have been tested and have received valid scores)

MAP Coordinator Reports

Your MAP Coordinator has full access to all of the features of the NWEA Reports site. They can monitor testing for the entire district from the reports site as well as change the testing window dates when needed. The different reports MAP Coordinators can access are:

- Teacher user names and passwords for accessing their teacher reports
- Students Not Tested Reports (for each school by subject and grade – used to monitor testing throughout the testing window)
- End-of-Term Reports
 - Individual Student Progress Reports - this report, also known as the Parent Report, features one report for every student. 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. This report features one group (page) for each class, ordered by students' last names or RIT scores.
 - District Summary Report by School – this report displays 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.

- District Summary Report by Grade - this report displays average scores for each grade level tested in the district. Summary information is available by Class, School, and District. Summary information for each goal area is included in this report.
- A data text file containing TAB delimited raw data.
- Achievement Status and Growth – this report displays RIT scores, target growth, and attainment of target growth for a class.
- Class by Subject – this report provides summary data for a given class.
- Grade by Subject – this report provides summary data for a given grade in a school.
- Student Growth Summary – this report breaks out individual school statistics.
- Student Growth District Summary – this report aggregates all schools' data together and displays growth statistics by subject and grade.

Communicating with Students and Parents

There are several tools available to help you understand your reports and what the scores mean. It is important to review these and ask any questions you may have so you will be able to talk to both students and parents about the scores.

- **RIT Reference Chart** – this document has great value while talking to parents. It shows sample items from the RIT range where the student is performing. This chart will help to reference what a score means. It also shows sample items representing the type of skills the student would have mastered and the direction the student will be headed in the future.
- **Goal Strand Structure** – this document describes the goal areas that are assessed on the MAP test and helps you understand the detailed domain within each of these areas. It is very helpful to use this document as you begin goal setting with students and describing any information on reports to parents.
- **Monitoring Growth in Student Achievement**– shows typical scores and growth information for the 50th percentile in the NWEA 2002 norms study. This document gives you starting information for looking at your class data.
- **MAP brochure** – available from NWEA, this document describes the MAP system. These can be purchased and sent home to parents before testing to give them the basic understanding about MAP. Your district can also create one of your own to print and distribute.
- **Annotated Class Report** – this report has descriptions attached to all of the report columns. This is a good guide to have in front of you as you view your first report. It will walk you through your report column by column and explain the data.

- **Understanding the Teacher and Class Reports brochure** – this four-page document is available in the Teacher Toolbox on the NWEA website. It goes into more detail on each part of the teacher and class reports and assists you in discovering ways the data can be used in your classroom.
- **Lexile Tour Guide brochure** – this four-page document is also available in the Teacher Toolbox on the NWEA website. If you receive Lexile scores on your reading class reports, this document will help you maneuver the Lexile website, which is rich with resources.
- **RIT Block Growth Chart** – shows growth information by Grade Level and initial RIT Block from the NWEA 2002 norms study.
- **Parent Tool Kit** – a document to help parents by providing Term Definitions, Frequently Asked Questions, Tips, and Web Site Resources.



MAP System Parts

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

Test Administration Application (TAA)

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

TAA will be used to:

- Enter new students as they come into your district
- Change teacher assignments for a student
- Update any information that is incorrect for a student
- Upload data each day after testing

TestTaker

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

TestTaker will be used to:

- Select the correct test for a student

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

Reporting System

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

The NWEA Reporting system will be used to:

- Monitor testing progress throughout the testing window
- Allow teachers to access their teacher reports and individual student progress reports within 48 hours of data being uploaded to NWEA
- Allow the MAP Coordinator to change the testing window, as needed
- Allow the MAP Coordinator to declare when testing is complete and order end-of-term reports, which include final class reports, individual student progress reports, school and district summaries, and more

Frequently asked questions about test administration

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

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

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

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

3. What 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 and allow him or her to finish it at another time.

4. Are students allowed to do a practice test?

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

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

Answer: Invalidate the test. Terminate it without the option to resume. Use the directions on the Guide to “Using the TestTaker” guide.

HANDOUTS

- Guide to *Talking to Students about MAP Testing*
- Measures of Academic Progress: Guide to *Using the TestTaker Application*
- Guide to *Accessing Teacher Reports*
- Sample Reports (Teacher, Class, Individual)
- Monitoring Growth in Student Achievement
- RIT Reference Chart
- Goal Strand Structure

TEACHER LIBRARY (www.nwea.org > then select the link “Access the MAP Library”)

- Teacher Handbook for MAP
- Guide to *Talking to Students about MAP Testing*
- MAP Student Presentation
- Sample Parent Letters/Parent Tool Kit
- Guide to *Accessing Teacher Level Reports*
- Sample Reports
- MAP Frequently Asked Questions
- Guidelines for Choosing the Correct Test
- Guide to *Using the TestTaker Application*
- Student Score Log Sheet
- Reasons for Invalidating a Test Event
- Understanding Class and Teacher Reports
- Lexile Tour Guide
- Monitoring Growth in Student Achievement
- Placement Guidelines
- RIT Block Growth Chart

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