2024-2025

Measures of Academic Progress®

MAP Growth Administration Manual

Reading, Grades K–3
Nevada Read by Grade 3

Measuring What Matters

Washoe County School District
Every Child, By Name And Face, To Graduation

Table of Contents

TIP: *Read this document online to utilize embedded hyperlinks to resources and helpful information. Some of the same or additional resources are linked on the WCSD website > Assessment > MAP Growth webpage. Click > https://www.washoeschools.net/Page/458*

Note: *This guide focuses on the administration of the MAP Growth assessment. References in this guide may continue to use only "MAP" for the MAP Growth assessment.*

The WCSD MAP Growth Administration Manual is a reference for school administrators, teachers, and proctors regarding district protocols for MAP Growth administration. Adherence to district guidelines supports equity and consistency for participating students.

Intended Uses of MAP

MAP Growth (Measures of Academic Progress) assessment is designed to measure a student's academic achievement and growth over broad ranges of time. MAP Growth Reading assesses student proficiency in the subject area of reading as required for Nevada Read by Grade 3 program and complements WCSD's continued implementation of the Multi-Tiered System of Supports (MTSS). MAP Growth results should not be used for formal grading (e.g., not entered into Infinite Campus Grade Book). Used in combination with standards-based curriculum aligned assessments as part of a balanced assessment system, MAP provides educators with valuable data for making informed instructional decisions.

1. MAP Growth has the potential to realize critical commitments to stakeholders by:
    - ❖ Providing data to inform high-quality differentiated instruction.
    - ❖ Administering and evaluating valid assessment data to guide instruction.
    - ❖ Increasing meaningful family involvement.
2. MAP Growth data are used to measure a student's academic growth over the course of time; MAP Growth is not designed to be a progress monitoring tool.
3. MAP Growth assessment measures a student's instructional level alongside the Nevada Academic Content Standards (NVACS).

Utilization of MAP Results

Infinite Campus and BIG. MAP Growth data for the reading assessment are posted to Infinite Campus within a week after the close of each seasonal testing window. Several BIG reports featuring MAP Growth data include: MAP Performance, RBG3 Performance, Student Monitoring Tool (SMT), and Student Profile. *Data derived from the Screening tests are not uploaded to Infinite Campus or shared with BIG.*

Not for Grading. MAP results or participation in the assessment should never be used for grading purposes. This is the case for academic or behavior grades as well as using results for extra credit rewards and incentive programs. After each testing window, MAP Growth scores are reported on Infinite Campus' Parent Portal. It is not necessary to include MAP results within grade books, even as a non-graded item.

Display/Recognition of MAP Scores. It is not appropriate and violates FERPA law to publicly display student MAP scores in a way in which a student may be identified. This includes use of student ID numbers. It is not appropriate to use norm-referenced assessments such as MAP Growth for public celebrations or recognition. Acknowledging a student's achievements during individual conferences should be considered a more equitable practice.

Data to Instruction. It is vital educators utilize assessment results to make data-based decisions to positively impact student achievement. Analyzing various MAP reports, along with other formative classroom measures and multiple other sources, provides educators with information to drive differentiated instruction and determine interventions for students.

Resource: [Teacher Toolkit](#)
Resource: [RIT to Concept MAP Growth K–2](#)
Resource: [RIT to Concept MAP Growth](#) (grades 2+)

MAP Assessment Overview

Required Assessments – MAP Growth

Students will take the MAP Growth assessment described in the table. Kindergarten only does not participate in fall administration.

Enrolled Grade Level	Assessment	Fall	Winter	Spring
K	Reading Growth K–2	_	Required	Required
1	Reading Growth K–2	Required	Required	Required
2–3	Reading Growth 2–5	Required	Required	Required

MAP "Screening" Between Windows: New to District/Absent During Window

Students participate in the MAP Growth assessment during the designated testing windows (fall, winter, spring). Outside of the Growth testing window, schools may administer MAP Screening tests to students who are new to the district and those who were unable to take the MAP Growth test during the regular window. *Screening data are not uploaded to Infinite Campus or BIG.*

Between testing windows, NWEA MAP screening assessments may be used with *students who missed the previous administration of MAP Growth*. MAP assessments are not to be used for progress monitoring. Results from screening assessments (between fall/winter or between winter/spring) are not imported into Infinite Campus.

Assessment Details

	MAP Growth	MAP Screening
Information Reported	■ Overall score ■ Score ranges for each instructional area ■ RIT scores uploaded to IC/BIG	■ Overall score to gain a snapshot of a student's RIT level.
Number of Items	■ 43 (Growth K-2) ■ 40–43 (Growth 2-5)	■ 33 (Screening for Early Learners) ■ 19-20 (Screening 2-5)
Approximate Time Needed to Take Test	■ 25–70 minutes average duration per test, varying by grade level, subject area; add 10-15 minutes for setup and pre-test instructions	■ 30 min (Screening for Early Learners) ■ 20 min (Screening 2-5)

Resource: [MAP Growth Test Description](#)
Resource: [Screening 2-5](#)
Resource: [Screening for Early Learners (K&1)](#)

MAP Growth, MAP Screening

[WCSD MAP Testing Windows](#)

MAP Growth, test details

Additional technology: Headphones

*--**Growth K-2** assessment has embedded audio; headphones and functional audio required for all **K&1 students**.*

*--TTS/text-to-speech is an available embedded accessibility support on the **Growth 2-5** assessment. If a student requires text with audio/TTS the feature must be enabled before starting a session and headphones provided for identified students. **Do not enable assets such as reading passages**.*

Grades	Test Name	Approximate Testing Time	Number of Questions	Administration Notes
K	Growth: Reading K-2 CCSS 2010	40 min.	43	**RBG3* Mandatory: winter, spring** ▪ audio-enabled; requires headphones ▪ recommend split into two 20-min. sessions
1	Growth: Reading K-2 CCSS 2010	40 min.	43	**RBG3* Mandatory: fall, winter, spring** ▪ audio-enabled; requires headphones ▪ recommend split into two 20-min. sessions
2-3	Growth: Reading 2-5 CCSS 2010 V4	60 min.	40-43	**RBG3* Mandatory: fall, winter, spring**

*RBG3 – Read by Grade 3 Program, NAC 388.660 and NDE Accountability Assessment Calendar

MAP Screening, test details.

Grades	Test Name	Approximate Testing Time	Number of Questions	Administration Notes
K	Screening: Reading Early Literacy	30 min.	32-34	
1	Screening: Reading Early Literacy	30 min.	32-34	
2-3	Screening: Reading 2-5 CCSS 2010 V3	20 min.	19-20	

MAP Team Roles and Responsibilities

Adult attitudes directly impact student experiences with assessments and the assessment process. Teachers and school leaders administering MAP assessments should understand how the tests work and the utility of the data, then, communicate this understanding to students and families. Administering the assessments with fidelity, consistency, and under good conditions for a student will provide a more accurate and useful indicator of where a student is at in their learning and academic growth.

Staff Information:

1. Log in to the NWEA site is secure. Login credentials for the NWEA reporting and test management website are individually assigned with the user's organization email account. Individually assigned logins must not be shared.

2. *NEW for 2024-2025!* The proctor role must be assigned to individuals authorized to create and manage testing sessions. The site administrator will authorize and request the proctor role for individual staff. MAP proctors may be licensed or unlicensed personnel who complete training.

3. Before the window opens, test administrators and proctors should complete the WCSD on-demand guided training.

4. The site administrator or designated school test coordinator should contact WCSD Assessment Support at AssessmentSupport@washoeschools.net with MAP related support questions.

NWEA Account Access

All users of MAP reports and the NWEA system receive i***ndividually assigned logins which are secure and must never be shared.*** Accounts should be disabled following the end of the school year or upon transfer to another location or position.

New NWEA system users receive an auto generated email with a link to activate their account and set a password. Returning users can request a password reset from the NWEA login page. Note: Accounts should be inactivated when a user changes schools, positions within the district, or leaves the district. NWEA users should contact Assessment Support if personal information (name, email) has changed, or an account needs to be reactivated (can't log in).

- **Teachers with active rosters** (in IC) are added to the NWEA system through roster updates. Access is granted after students are rostered to a teacher in Infinite Campus and rosters are updated in NWEA.

- **Non-classroom teachers** including special education case managers and EL teachers should have their students scheduled into a "Montior" course section in Infinite Campus. This action will ensure the students are associated with the teacher through roster updates and the teacher can access reports for their students in the NWEA system.

- **Principals and assistant principals** are granted school level permissions and an account will be manually created by Assessment Support.

- **Certified educators with schoolwide oversight** (i.e., coaches, counselors, deans) may request an account with school administrator permissions. Contact Assessment Support for information. School administrator permissions/access should be removed at the end of a school year.

- **Proctor permissions** are assigned and accounts for staff filling a proctor role are manually generated by request from the school principal. Proctors must read and understand the "Proctor Quick Start" guide (included in the WCSD on-demand MAP training) and should be directed by their school principal or test coordinator regarding scheduling test sessions and assigning online accommodations.

MAP Role Descriptions

IMPORTANT: Parents or guardians, including adults in the same household, of students who are testing must not be allowed in the testing room.

Proctor	NWEA System Privileges
Personnel authorized to create and manage test sessions may be licensed or unlicensed. ■ Participate in MAP training for proctors and test administrators. ■ Create and manage test sessions. ■ Work with WCSD Assessment Support to resolve technical difficulties.	■ Set up and manage testing for students *(MAP Growth).*
Administrator (Site Administrator, School Test Coordinator)	
■ Establish and communicate schoolwide testing schedules. ■ Ensure appropriate embedded and non-embedded accommodations are provided to students. ■ Promote use of reports and resources in the NWEA system and assist teachers. ■ Provide on-site professional learning to build the capacity of teachers to deliver effective instruction using MAP data and communicate about MAP data with families.	■ View student, class, grade, and school-level reports.
Instructor (Classroom Teacher)	
■ Participate in MAP training for proctors and test administrators. ■ *If proctor permissions are assigned: Create and manage test sessions. Verify embedded and non-embedded accommodations are provided for students.* ■ Talk with students about the purpose of MAP and the specifics of how the test will help them in their learning. ■ Schedule time to prepare students for the MAP test, which may include discussing the test and taking the MAP practice test. ■ Work closely with assisting room proctors to promote a positive testing experience for students. ■ Prepare seating charts for the testing group. Supervise the test administration. ■ Share data with students and their families. Set goals alongside students. ■ Implement instructional adjustments based on the data and effectively use it to inform differentiation of instruction.	■ View student and class level reports for assigned grade levels and periods.
Room Proctor	
A room proctor may be licensed or unlicensed. ***Students engaged in testing must be supervised by licensed educational personnel.*** ■ Work closely with teachers to promote a positive testing experience for students. ■ Monitor student activity during testing.	N/A

Testing Staff

IMPORTANT: Parents or guardians, including adults in the same household, of students who are testing must not be allowed in the testing room.

Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, and persons under your guardianship.

Staff must remain attentive to their testing responsibilities throughout the administration. Reading (except the test administration manual and test management help documents), grading papers, using a computer, cell phone, recording or media device, talking casually with other staff, or engaging in other activities in the testing room not directly supporting the administration is not appropriate. Testing staff are expected to be neutral in responding to student requests for assistance during test administration.

Test Integrity and Security

MAP Growth Reading is included in the Nevada assessments for accountability. Test items are secure and confidential. To ensure accurate data from the assessment, schools are expected to engage in sound test administration practices and promote consistency in testing conditions across each MAP Growth assessment window. When testing conditions are not consistent, growth data that are reported may be compromised. Test results used to make important decisions about students–inflated, deflated, or inaccurate–can have life changing consequences for students.

Be intentional…

- Administer each testing window (fall, winter, spring) with the same level of importance.
- Prepare the testing room:
  - Remove or cover posted information related to test content, such as vocabulary words with definitions and any other materials that may provide information a student may use to respond to test items.
  - Situate individual screens so that test items aren't easily viewed by others.
- Create a quiet, distraction-free testing environment.
- Equip each testing room with the MAP Growth Proctor Quick Start guide to support a smooth administration.
- Read aloud the "Student Directions Script" to students at the start of each session to set the state regarding purpose and expectations for participation.
- Provide students with the same documented accommodations for each testing window, when applicable, and in alignment with the requirements outlined in the student's IEP or 504 plan.
- Avoid student disengagement by planning breaks within each testing period and/or testing over multiple days.
- Follow similar schedules for each testing window.
  - Test students in the same class order. *For example, if a class tests during the first week of the testing window, then the same class should test during the first week of each subsequent window.*
  - If students are scheduled to test over two periods/days in the fall, then they should test over two periods/days in each subsequent window.
- **Reminder:** Staff may not be in the testing room with their own child, members of the same household, or close relatives.

Test Administration.
Proctors and teachers monitor students as they are testing. While doing so, keep in mind that MAP tests are secure.

- **Item Security.** Test items must not be read, reviewed, copied, photographed, taught, or in any way recorded or transmitted by staff or students. Such actions must be reported as a testing irregularity and may result in disciplinary action and the invalidation of student test scores.
- ***Test questions from MAP should never be recorded or copied to paper or any electronic device.***
- **Reporting "Broken" Test Questions.** Follow NWEA protocol for reporting test item issues by performing a proctor interruption on the student's computer and detailing the perceived issue in the secure online feedback form. (See NWEA's Proctor Tips and Troubleshooting guide for directions). ***DO NOT copy test items or details onto paper or any electronic device. DO NOT take photos of any part of the test.***

MAP Retest Policy

Students should "test again" if scores are invalidated by the MAP system.

Certain other conditions may warrant a MAP Growth retest. These include:

- The student scores 10 or more RIT points lower than the previous window.
- The student response time reflects more than 10% disengagement* AND the possible RIT score was impacted by 5 or more RIT points. This metric is found in the Student Profile on the MAP website.
- The test duration is abnormally short in comparison to previous tests.
- The student was not engaged* more than 30% of the time while taking the test. This is determined by rapid response calculations where the student answered the question more quickly than expected.

*Identify when a student is not engaged. Review NWEA Testing Tips for MAP Growth section: *Test Engagement and Rapid Guessing*.

All requests to retest a student must be approved by Assessment Support. The site administrator or school test coordinator will email AssessmentSupport@washoeschools.net to request re-administration of MAP Growth for a student. In the message, include the student's name and ID, grade level, test name, and reason for wanting to retest the student. Each request will be considered on an individual basis. Retesting without authorization is a testing irregularity.

References:
- ❖ *Guidance for Administering MAP Growth Assessments When Results Are Used for High-Stakes Purposes*, NWEA Research, August 2017
- ❖ Protecting the Integrity of Your Assessments," J. Cronin, NWEA Fusion Conference, June 2018

MAP Growth Testing Student Considerations

Prepare. Set expectations for MAP testing with students prior to them taking their first test and explain how adaptive assessments work. To gain experience with the MAP interface and tools, provide time for students to experience the practice tests as a class or as individuals.

To access the practice tests:

- Launch the NWEA Secure Testing Browser and click on "Try the Practice Test" link.
- To log in, enter the provided username and password; Username: **grow** / Password: **grow**
- Select the grade and subject to begin the practice test.
- Web-based (public) option, go to: https://warmup.nwea.org/

Kindergarten. In the fall, provide multiple opportunities for students to become familiar with operating the device they will use for testing. Students must know how to use the mouse, touchpad, or touchscreen that they will use to access the live test.

Schedule time to guide students through the K–2 Practice test. This may be completed as a whole class or in a small group. Provide time for students to navigate through the practice test independently.

Accessibility and Accommodations

The adaptive nature of the MAP Growth assessment makes it appropriate for students with a wide range of skills and achievement levels. While NWEA does not place restrictions on which accommodations can be used, the Department of Assessment encourages staff to **provide minimal accommodations** to gain a RIT score that reflects the **student's true instructional level where no assistance is needed**. Keep in mind that some classroom accommodations may not be appropriate or beneficial on assessments used for screening or determining next steps for instruction. Students in special programs who are administered MAP Growth (2-5) or MAP Growth K-2 assessments using allowed accommodations are subject to the same reporting specifications as regular education students.

Accommodations (per the IEP or 504 plan) and documented designated supports should be assigned consistently for all administrations during the same school year (fall, winter, spring) to ensure valid growth data. These may include adjustments to scheduling, test setting, how the student interacts with the assessment, and/or use of provided tools. **Note:** If not used regularly during instruction, an accommodation or designated feature/support is likely to be confusing and may impede performance on assessments.

For detailed information on accessibility features, refer to *NWEA Accessibility and Accommodations Features and FAQ* document, located on the [NWEA website](#). When reviewing NWEA's recommendations, note that some listed accommodations are not allowed by Nevada, and therefore, are not appropriate to use with our students.

Universal Features (Tools)
➢ Embedded universal features (tools) are available to students in grades 2-3. The features available during a test are dependent on subject and question type.

➢ Non-embedded universal features are appropriate for K-3.

Designated Features (Supports)
➢ Non-embedded designated features (supports) may be provided to identified students who require additional support to be successful and are already receiving similar supports during regular classroom instruction and assessments.

Accommodations
➢ Non-embedded accommodations are for students with a current IEP or 504 plan.

Embedded Text-to-Speech. *Identified Students and Students with a Documented Disability*
Students who are struggling readers may not be able to access the assessment without text audio support. Text-to-speech (TTS) feature may be needed by students who are blind or have significant visual impairments, students who have a reading-based disability and evidence of persistent, significant decoding or fluency challenges, and newcomer or low-scoring (ELPA) English Learners who specifically access English language support through text-to-speech.

➢ **Grades 2-3:** To align with Nevada assessments for reading (ELA/Literacy) **TTS with reading passages is not permitted** for any student in Grades 2-3 taking the Reading assessment. Tests may be invalidated for students who receive this support inappropriately, as their scores will not accurately reflect the student's instructional level.

NOTE: Students who use TTS will need headphones unless tested individually in a separate setting.

Remember, MAP is adaptive. "The purpose of MAP Growth is to help educators understand where a student is on their academic journey, if they are growing over time, and where a student's strength and opportunity areas are."

Accessibility and Accommodations: MAP Growth		
Universal Features (Tools) *Available to all students, as appropriate*	**Embedded**	■ Answer Eliminator ■ Highlighter and Eraser ■ Line Reader ■ Notepad ■ Zoom
	Non-Embedded	■ Breaks ■ Noise Buffer ■ Scratch Paper
Designated Features (Supports) *For identified students*	**Non-Embedded**	■ Magnification device ■ Separate test setting ■ Student reads test aloud (to self), requires separate setting ■ Translated test directions; *prior to day of test an interpreter provides translation of the Student Directions Script*
Accommodations *For students with an IEP or 504 plan*	**Non-Embedded**	■ Assistive technology ■ Human signer *(sign language)* ■ Refreshable braille *(where available)* ■ Screen reader *(where available)*

*IEP, 504 plan, and identified students with documented supports	**Embedded**	■ **TTS/text-to-speech** *(MAP Growth 2-5)*
		Reading
		  o Answer choices
		  o Question directions
		  o Questions/prompts

Other (IEP or 504 plan): Scribe (non-embedded)

Assistance in test administration must not interfere or in any way be "leading" a student to the correct answer. The student's response must accurately represent the student's own choice.

Text-to-Speech/TTS (embedded)

As an embedded designated feature or accommodation text-to-speech/TTS **without reading passages** *(MAP Growth Reading)* is allowable for students with an identified need and/or documented disability (IEP or 504 plan). Consult with the school test coordinator about assigning TTS to students needing this support on MAP Growth. IMPORTANT: Disable the option "Assets such as reading passages."

CAUTION: Inconsistent use of TTS may skew growth results. Students receiving TTS support should test with the support for all windows (fall, winter, spring) within the same school year.

NOTE: MAP Growth K-2 assessment has embedded audio for items when appropriate. There is no option (or need) to add TTS for students taking the Growth K-2 assessment.

Text-to-Speech/TTS (embedded) – Proctor Instructions

Assign text-to-speech/TTS to individual students when creating or before starting a session.

1. Create a session and "Assign Test".

2. Select the student or students who will test with TTS.

3. Click the button: "Assign Accommodations".

4. Scroll to: Accommodations for Students with Documented Needs, heading: Embedded Accommodations. Select the Text-to-Speech checkboxes as shown and click OK.

MAP Growth **Reading**
Select any or all: *Answer choices, Question directions, Questions/prompts*   **DO NOT SELECT:** *Assets such as reading passages*

See also: Text-to-Speech Accommodation
https://teach.mapnwea.org/impl/maphelp/Content/Testing/Text2Speech.htm

5. "Yes" should appear in the accommodations column for any student receiving this accommodation during the session.

Passages Use Exception – Grades 2-3: *"Assets such as reading passages" may be assigned to students who are blind or cannot physically access the text due to a documented disability (IEP and 504 only).*

IMPORTANT! Whether selected under "Accommodations" or "Designated Features" text-to-speech embedded feature is the same. DO NOT select "assets such as reading passages." It is a testing irregularity to have reading passages read to a student taking a reading assessment in elementary grades. Students provided TTS for reading passages will be required to retest.

Planning for a Successful MAP Administration

✓ **Do** require all staff involved with test administration to complete appropriate training.

✓ **Do** provide all staff members with the information needed to access WCSD MAP technical support at *AssessmentSupport@washoeschools.net*.

✓ **Do** set expectations for students that MAP results will help teachers determine their level of instruction.

✓ **Do** have students participate in reviewing their assessment data and in setting goals.

✓ Do **not** attempt to test students more than once in a testing window regardless of their percentile, RIT score, or measurement of error. Requests to reset a valid test event should be reviewed by Assessment Support. *Retesting without authorization may result in a testing irregularity.*

✓ Staff are **not** permitted to take a MAP test as a student (real or fictitious).

✓ Students are **not** permitted to take a MAP test as a practice test.

✓ Students are **not** permitted to take Pre and Post MAP tests. Testing a student more than once with a MAP test or the Screening Test will **not** provide accurate growth information.

✓ Do **not** use MAP tests for grading purposes.

✓ Do **not** set one general goal for all students to achieve. MAP tests adjust in difficulty based on a student's responses. As a result, not all tests are of similar difficulty and not all students are expected to have the same growth targets. *For example, setting a goal for all students to improve their RIT scores by 5 points or 5% is never appropriate.*

Building Your Testing Schedule

1. Follow the same test schedule for each subsequent window.

2. Schedule make-up testing throughout the assessment window.

3. Scheduling 90-minute testing blocks typically provides enough time for students to finish the test and allow the proctor enough time to set up for the next group (if applicable).

4. Plan to create testing sessions and try the testing browser/app prior to the start of the window.

Testing Tips

1. Seating charts should be used to assign students the same computer/device that they use regularly, minimize behavior issues or disruptions, and easily monitor and record participation. A seating chart is helpful when verifying a student is testing under the correct name.

2. Students may bring a book to read (paper only) if they finish testing earlier than the group. Students may not engage in other activities on their device while other students are testing. ***Personal items and electronic devices may NOT be accessed during a testing session.***

3. **Optional:** As each student completes their MAP test, print the final test screen which displays the student's RIT score.

After Testing

1. Note the test status for each student; schedule time for students to make-up or complete the test.

2. Analyze data from MAP reports.

3. Discuss results with students.

4. Print student reports and provide to families in-person, or preferably, in a family-teacher conference setting.

Technical Support for MAP

WCSD Department of Assessment, along with IT, provides support for MAP. Please do **not** contact NWEA directly for support. Contacting NWEA directly instead of WCSD Assessment Support may delay issue resolution. For assistance with MAP, contact Assessment Support through district e-mail *AssessmentSupport@washoeschools.net* or by calling 775.348.0248.

Assessment	IT
■ Provides technical support using the reporting features on the NWEA MAP website. ■ Provides technical support on using the installed lockdown testing browser. ■ Updates MAP roster files (loads students and teachers). ■ Opens access to appropriate test packages during and between testing windows. ■ Uploads districtwide data to IC and BIG. ■ Acts as a liaison to NWEA for unresolved support and technical questions.	■ Provides technical support for installing the lockdown testing browser. ■ Installs software components on all student computers (Windows devices) that support MAP. ■ Contact the IT Help Desk (775.789.3456) when the NWEA lockdown testing browser is not installed on Windows and iPad testing devices. Provide the tag number and location for the affected computers or iPads.

Administer the Test

Reminder: Parents or guardians of students who are testing must not be allowed in the testing room.

Ensure appropriate protocols are followed during test administration. A smooth test administration with engaged test administrators, proctors, and students is key to collecting actionable data.

School Administrator/Test Coordinator – Checklist

❑ Remind testing staff when classes or groups of students are scheduled to test and where to find test administration resources (e.g., script, technology troubleshooting guide).

❑ Ensure new staff complete appropriate training.

❑ Support proctors with completing proctor actions (create and run test sessions) and establish a system for how proctors can request help during testing.

❑ Run the **Test History Search** periodically to check for students with a status of *Suspended Test, Not yet tested*, and *Reached rapid-guessing threshold (30 percent).* Take appropriate action. (Proctor permissions required)

❑ Monitor rapid guessing thresholds by utilizing the Class or School Profile reports.

❑ Support teachers in accessing reports after testing and work together on identifying issues that need to be resolved before the close of the testing window (e.g., invalid or missing scores).

Teacher/Test Administrator and Proctor – Key Actions and Tips

Before testing, review and print a copy of the Testing Tips for MAP Growth and Proctor Tips and Troubleshooting guides.

Start the session ("Test Now")

❑ Direct students to log in to their assigned Windows device (computer/laptop) using their individual credentials (username and password). After closing or exiting all other applications direct students to click on the desktop icon for NWEA testing.

TIP: Assign students the same computer/laptop to use for both classroom activities and assessments to ensure their profile is quickly recognized on the device.

❑ Read the MAP Growth *Student Directions Script* at the beginning of each testing session.

❑ After students have entered the session name and password, the proctor's screen will display "To Be Confirmed" in the Status column.

➢ **Students select their name** from the dropdown menu appearing on the screen. (Monitor this closely!)

➢ Upon verification students have chosen the correct name, select the checkboxes next to a few students' names and click **Confirm** within the Select Action dropdown menu.

TIP: It is best practice to confirm only a few students at a time to avoid technology interruptions and ensure students start the test under their own name.

➢ Students select **Start Test** on the student device.

TIP: Check that students with audio-enabled testing have functioning headphones and sound.

Manage breaks during testing (proctor console)

❑ Select the checkboxes next to the students' names.

➢ Click **Pause** if the student will be away from the computer for up to 20 minutes. When the student returns, select the student's name and click **Resume** from the Select Action dropdown. The test will continue with a new question.

➢ Click **Suspend** if the student will be away from the test for over 20 minutes or will continue testing on another day.

➢ **WARNING: Do not click Terminate**. This action will end the test and discard progress and results from the test event.

Promote student engagement and monitor for "Rapid Guessing" (proctor console)

TIP: At least halfway through testing, pause all tests and provide students with an energizing three-to-five-minute break

❑ If a student rapidly guesses on multiple items, the test should pause and an alert will appear on the proctor console.

➢ Assist the student to re-engage with the test.

➢ When the student is ready to continue, type the PIN on the student's computer.

➢ The test will resume with the next question. If a student continues to rapidly guess, the test will pause an additional 2 to 3 times, depending on the length of the test.

❑ After the second pause, determine whether to suspend the test so the student can test another day or to continue testing if the student can re-engage.

❑ The final pause will occur when a student has rapidly guessed on 30 percent of the test. At this point, rapid guessing can have a substantial impact on the results.

TIP: Teachers administering and proctoring the test on their own may use a mobile device to monitor the proctor console while circulating among students as they test. Note: Focus attention on the test administration. DO NOT access other applications on the device used to "proctor" the test session.
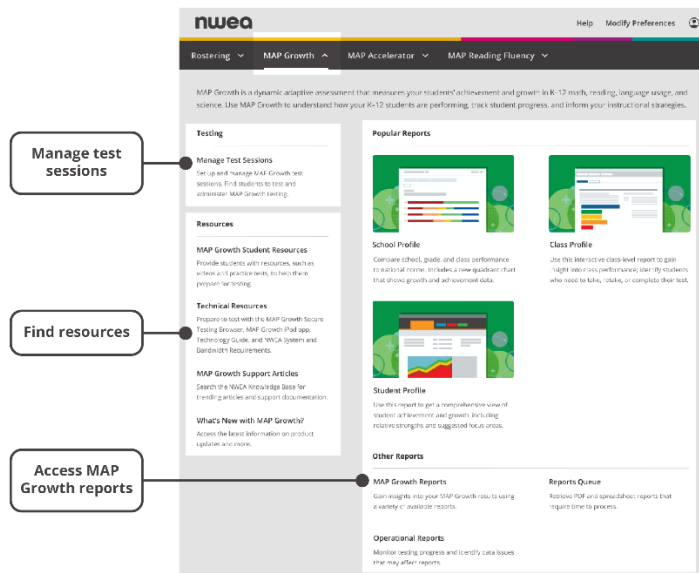
MAP Reports

NWEA provides a variety of robust reporting to inform school, grade, and student-level instructional decisions. Within the NWEA website, individual users will select the "View Reports > MAP Growth Reports" menu option. Find report resources linked on the MAP Growth webpage for WCSD.

Accessing Data in the NWEA Platform

To access activities and resources related to MAP Growth, select the MAP Growth tab in the main menu. System privileges are based on a user's role.

Choose from a variety of reports to gain insights from your MAP Growth results. Most reports are available within 24 hours after a student completes a test. Some reports are not available until the day after the close of the districtwide testing window. Reference: MAP Report Details

Communication with Families

One of the most powerful allies of an educator is an informed family who understands their child's academic needs and are in a position to reinforce what happens in the classroom. When educators share NWEA assessment data and resources with families, the partnership that is created can be beneficial for the student.

NWEA guidance for Family-Teacher Conferences

When families come in for a short conference (15-20 min), you won't want to spend much more than five minutes talking about MAP test scores. You can let the family know how the student is performing in relation to the district scores for that grade. For example, you could say, "Your student is performing at a very high level for a typical sixth grader." You can share your class goal with the family as well as the student's own goal. Then give the family a couple of ways they can help their child at home on the student's chosen goal. Recommendations should be simple but effective, strategies the family can use. You can use the RIT Reference Charts to show families where their child is performing and where the rest of the class is performing. You can say, "Children meeting NVACS typically perform around here (pointing to the chart), and your child is performing here." Use the medians from the NWEA norms or from your district norms as the reference.

Universal Screening & Decision Making

MAP Growth is used in part as a universal screener that will aid site teams in determining if students are "on pathway" toward mastery of the knowledge and skills needed for likely success in future coursework and/or if supplemental interventions are needed. The data (i.e., MAP) are used to ensure the core curriculum is resulting in success for most students. If universal screening data indicate an individual is in jeopardy of falling "off pathway," site teams **should** review **multiple* data points and other sources** to identify areas of need and to develop interventions to supplement the core.

MAP is not designed for on-going progress monitoring. Follow MTSS protocols for progress monitoring of basic academic skills.

*Multiple data points and sources of information. Consider classroom and common assessments, state assessments, curriculum-based measurement, course grades, and teacher reports.

Decision Process

As a universal screener, begin with a list of MAP scores for an entire grade level or class.

- Identify students performing at or below the 40th percentile as this may be an indicator of a possible deficiency.
- Verify at-risk status with **multiple* other sources** of information.
- If other sources confirm at-risk status, plan and provide more intensive, supplemental support through MTSS Tier interventions.
- Determine the students who need support under the MTSS framework and identify how they will be supported (i.e., Tier 1, Tier 2, or Tier 3).
- Follow the guidelines outlined in the table below to inform MTSS tier support level.

Under the Read by Grade Three law, progress monitoring is required for elementary students identified at or below the 40th percentile. Students at the Tier 1 level are monitored using **multiple* data sources** to measure academic growth and the effectiveness of instruction and interventions.

	Identification	Multi-Tiered System of Supports Implementation
20% of Grade Level Population	$\cong$ 5% lowest performers	■ **Tier 3: At minimum, bi-weekly** (defined as every other week); follow MTSS protocols for progress monitoring of individualized targeted basic academic skills that are below grade level.
	6%-20% next lowest performers	■ **Tier 2: At minimum, monthly;** follow MTSS protocols for progress monitoring of individualized targeted academic skill(s) that may or may not be below grade level.
80% of Grade Level Population	Students not meeting target, but are not within the lowest 20%	■ Provide Tier 1 support in the classroom with differentiated and scaffolded grade-level instruction driven by assessment results. ■ For RBG3, student growth and instructional effectiveness is monitored with multiple data sources for targeted skills that may or may not be at grade-level in early literacy and/or reading.
	Students meeting target	■ Tier 1 differentiated and scaffolded instruction based on data.
	Students exceeding target	■ Tier 1 differentiated and scaffolded instruction based on data. ■ Consider extension lessons for students who have already demonstrated skill mastery for unit of study. ■ Recommend for GT screening if student has not been screened.

Multiple Data Points for Placement Decisions

It is poor practice to use a single measure when placing students, especially when making decisions about placement into special programs or intervention groups. **Do not use MAP data as the only indicator** for making decisions on student placement.

Best practice is to use various types and sources of data collected at multiple points when making decisions on placement that impact a student's school career. The table below provides recommendations for utilizing other types and sources of data along with MAP data to make decisions on student placement.

MTSS Protocols	After MAP testing, further explore areas of concern following MTSS protocols.
Grades	Research continues to show that grades are the best predictor for success in subsequent classes. Geiser and Santelices (June 2007); Kathleen Megan (February 2014)
MAP Data	When using MAP data, instead of focusing on end of year scores, use no fewer than three **consecutive or comparable windows** to identify growth trends. Detailed MAP data can be found in NWEA's Student Profile or through WCSD's BIG data warehouse.
State Summative and District Assessments	State summative and district common assessments are valid and reliable measurement tools that offer student proficiency data on state standards.
Teacher Recommendations	Informal and formal observations, by the teacher, supplement assessment data by providing insight into the social emotional as well as academic performance of a student.
Writing Sample	For English Language Arts, in particular, examining a student's writing samples will provide valuable information on a student's ability to communicate clearly with appropriate focus, evidence, organization, language and vocabulary, and conventions.

MTSS

[Department of Multi-Tiered System of Supports](#)

[Guidance Documents](#)

MAP Frequently Asked Questions (FAQ)

Why is WCSD using MAP?

NWEA MAP assessments were first administered in 2010–11. MAP Growth provides timely student data to inform instruction; shows student growth during the school year; and has been specifically aligned to Nevada Content Academic Standards (NVACS) based on Common Core State Standards. **The Nevada Department of Education has contracted NWEA as the vendor to use for the mandated K-3 interim reading assessment under Read by Grade 3 program.**

How can teachers become familiar with a MAP test?

Teachers and other staff must **never** view or take the MAP test or log in as a student to take a MAP test. This "practice" is a violation of test policy and will distort student data. NWEA provides practice tests which teachers, students, and families may view. These include **MAP Growth K-2** for primary students (K & 1) and **MAP Growth 2-5** for students in grades 2-3. These tests are accessed through the NWEA lockdown browser or from a link on the WCSD MAP webpage (public).

What is a RIT score?

RIT stands for Rasch unIT, which is a unit of measure that uses individual item difficulty values to estimate student achievement. RIT scores create an equal-interval scale. Equal-interval means the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale; it has the same meaning regardless of grade level.

Similar to measuring height on a yardstick, the RIT scale is used to measure how "tall" a student is on the curriculum scale and scores can be compared to tell how much growth a student has made. It is important to remember that the RIT score is one of the most important pieces of information on the whole report. This score is independent of the age or grade of the student and reflects the instructional level at which the student is currently performing. If you take a look at your third highest performing student in relationship to the *Normative Data: Monitoring Growth in Student Achievement* document, you can judge at what level this child is performing. Then look at the third lowest performing student in relationship to the same document. This will begin to show you the instructional differences within a class or section. This may be the first indication that teaching the same thing in the same way to all students in a given lesson may not be very effective.

What is a RIT range?

The RIT range reflects the rounded range of scores that is one standard error of measure around the student's score. It can be expected that if a student took the test again soon after, under similar conditions and applying the same effort, the student's score would fall within the range about 67% of the time.