

Clark County School District (CCSD)
MAP[®] Growth[™] Implementation
Manual (MIM)
2019-2020
Revision 3

Grades K-9

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Note: *This guide uses the term MAP when referencing the MAP Growth Assessments.*

Purpose

The MAP assessment is designed to measure a student's achievement and growth over time in reading, mathematics, and science. When used in combination with other formative assessments, as part of a balanced assessment system, MAP provides educators with valuable data on informing instructional decisions to create a customized learning path for students. MAP is required for all students in Grades K-9.

Focus: 2024

CCSD's primary purpose of engaging with the MAP assessment is in direct alignment with the Five-Year Strategic Plan, Focus: 2024. Utilization of MAP data, in support of a balanced assessment system, to identify student learning needs is one of the strategies aligned to Student Success Priority Area 2: Decrease student proficiency gaps in English language arts, mathematics, and science.

Nevada Academic Code (NAC) 388.157

Per NAC 388.157, students in elementary school are required to be assessed three times a year with educators completing a Student Literacy Performance Plan, notifying parents/guardians of deficiencies in reading, and creating an Intensive Instruction Plan.

Logistics

2019-2020 Testing Calendar

Testing Window	Tests	Grade Level	Data Available in Infinite Campus
FALL August 12, 2019– September 23, 2019	Reading and Mathematics Science	1-9 (*Kindergarten is optional.) 3-8	October 1, 2019
WINTER December 9, 2019–January 24, 2020	Reading and Mathematics Science	K-9 3-8	February 7, 2020
SPRING March 30, 2020– May 8, 2020	Reading and Mathematics Science	K-9 3-8	May 19, 2020

*Kindergarten will be required to take MAP in the fall beginning in the 2020-2021 school year.

Required MAP Assessments

All students in Grades K-9 are required to participate in MAP assessments with the exception of a small population of students who have MAP assessments excluded as part of an Individualized Education Program (IEP). Please note: To obtain the most valid standard error of measurement, the number of questions will vary for each student.

Grades	Test Name	Approx. Testing Time	Approx. Number of Questions
K-1	Growth: Reading K-2 CCSS 2010	60 min.	43
	Growth: Math K-2 CCSS 2010 V2	60 min.	43
2-5	Growth: Reading 2-5 CCSS 2010 V3	60 min.	40-43
	Growth: Math 2-5 CCSS 2010 V2	60 min.	50-53
	Growth: Science 3-5: for use with NGSS 2013 (Grades 3-5 only)	60 min.	45

Grades	Test Name	Approx. Testing Time	Approx. Number of Questions	Aligned Courses*
6-8	Growth: Reading 6+ CCSS 2010 V3	60 min.	40-43	<ul style="list-style-type: none"> English or Reading (all levels) MYP English or MYP Reading (all levels) Reading APP English APP ELA 6, 7, or 8 Block
	Growth: Math 6+ CCSS 2010 V2	60 min.	50-53	<ul style="list-style-type: none"> Mathematics (all levels) MYP Mathematics (all levels) MYP Pre-Algebra Math APP Pre-Algebra
	Growth: Algebra 1 CCSS 2010	60 min.	40-43	<ul style="list-style-type: none"> Algebra I MYP Algebra I
	Growth: Geometry CCSS 2010	60 min.	40-43	<ul style="list-style-type: none"> Geometry (all levels) MYP Geometry (all levels)
	Growth: Science 6-8: for use with NGSS 2013	60 min.	45	<ul style="list-style-type: none"> Science (all levels) Science APP MYP Science (all levels)
9	Growth: Reading 6+ CCSS 2010 V3	60 min.	40-43	<ul style="list-style-type: none"> English 9 (all levels) MYP English 9 (all levels) Reading APP
	Growth: Math 6+ CCSS 2010 V2	60 min.	50-53	<ul style="list-style-type: none"> Pre-Algebra MYP Pre-Algebra
	Growth: Algebra 1 CCSS 2010	60 min.	40-43	<ul style="list-style-type: none"> Algebra I (all levels) MYP Algebra I (all levels) Principles of Algebra
	Growth: Algebra 2 CCSS 2010	60 min.	40-43	<ul style="list-style-type: none"> Advanced Algebra with Financial Applications Algebra II (all levels) MYP Algebra II (all levels)
	Growth: Geometry CCSS 2010	60 min.	40-43	<ul style="list-style-type: none"> Geometry (all levels) MYP Geometry (all levels) Principles of Geometry

*Aligned courses (all levels) include all variations of the course (e.g., accelerated, honors, and Discipline Academic Language Expansion, etc.).

Spanish MAP Assessments – (Optional)

Spanish assessments are available for new students who are native Spanish speakers in order to determine native language reading ability. Students taking this assessment must also take MAP Growth in English. Screening assessments are also available in Spanish for mathematics and reading.

Grades	Test Name	Approx. Testing Time	Approx. Number of Questions
K-1	Growth: Spanish Reading K-2	40 min.	43
	Growth: Spanish Math K-2	40 min.	43
2-5	Growth: Spanish Reading 2-5	45 min.	40-43
	Growth: Spanish Math 2-5	60 min.	52-55
6-8	Growth: Spanish Reading 6+	60 min.	40-43
	Growth: Spanish Math 6+	60 min.	52-55
9	Growth: Spanish Math 6+	60 min.	52-55

Screening and Growth: Language Assessments – (Optional)

Screening assessments may be given to students who enroll outside the test window without a valid MAP score from the previous school. Screening assessments provide a Rasch Unit (RIT) score and do not provide instructional data via the Learning Continuum. Growth: Language is optional and is only available during the interim testing window, while screeners are available between interim testing windows.

Grades	Test Name	Approx. Testing Time	Approx. Number of Questions
K-1	Screening: Reading Early Literacy	30 min.	32-34
	Screening: Math Early Numeracy		
2-5	Screening: Reading 2-5 CCSS 2010 V3	20 min.	19-20
	Screening: Math 2-5 CCSS 2010 V2		
	Screening: Science 3-5: for use with NGSS 2013 (Grades 3,4,5 only)		
	Screening: Language 2-12 CCSS 2010 V2		
	Growth: Language 2-12 CCSS 2010 V2	45 min.	50-53
6-8	Screening: Reading 6+ CCSS 2010 V3	20 min.	19-20
	Screening: Math 6+ CCSS 2010 V2		
	Screening: Language 2-12 CCSS 2010 V2		
	Screening: Science 6-8: for use with NGSS 2013		
	Screening: Algebra 1 CCSS 2010		
	Screening: Geometry CCSS 2010		
	Growth: Language 2-12 CCSS 2010 V2	40 min.	50-53
9	Screening: Reading 6+ CCSS 2010 V3	20 min.	19-20
	Screening: Math 6+ CCSS 2010 V2		
	Screening: Language 2-12 CCSS 2010 V2		
	Screening: Algebra 1 CCSS 2010		
	Screening: Algebra 2 CCSS 2010		
	Screening: Geometry CCSS 2010		
	Growth: Language 2-12 CCSS 2010 V2	40 min.	50-53

MAP Reading Fluency – (Optional)

This K-3 assessment measures oral reading fluency, decoding accuracy, literal comprehension, and foundational skills three times per year in fall, winter, and spring. This online assessment can also be used for at-risk students receiving intervention to monitor progress as often as needed in the area of reading fluency. An entire class can be screened in approximately 20 minutes, with playback available should the teacher wish to review student responses. Headphones with microphones are required.

MAP Reading Fluency Resources

- [MAP Reading Fluency Quick Start Guide](#)
- [MAP Reading Fluency Reports Portfolio](#)

Professional Learning Calendars

Registration is available on the Enterprise Learning Management System (ELMS) at learn.ccsd.net. Use the course code or keyword: MAP, to locate available sessions.

Professional Learning Session	Audience	Dates
Course Code: AARSI00006 What is MAP Growth?: Overview of the MAP Growth assessments and purpose of implementing a growth assessment.	Teachers/Strategists, School Administrators, and Central Administration	June 4, 2019 June 5, 2019 June 6, 2019 June 11, 2019 June 12, 2019 June 13, 2019 June 18, 2019 June 19, 2019 June 20, 2019
	School Administrators	May 7, 2019 May 8, 2019 May 9, 2019
	Executive and Academic Leadership	April 9, 2019
Course Code: AARSI00008 MAP Test Administration: Overview of the system, managing tests, and basic reporting features.	Teachers/Strategists and School Administrators	July 15, 2019 July 16, 2019 August 6, 2019 August 7, 2019 August 9, 2019 August 17, 2019
	School Administrators and Central Administrators	August 8, 2019 August 20, 2019 August 21, 2019
	Executive and Academic Leadership	Session Date TBD
Course Code: AARSI00010 MAP Reading Fluency: Overview of the tool, managing tests, and basic reporting features delivered via webinar.	Teachers/Strategists, School Administrators, and Central Administrators	August 22, 2019 August 28, 2019 September 12, 2019
Course Code: AARSI00009 MAP Essential Reports and MAP Accelerator: In-depth look at classroom and grade level growth reports, the Learning Continuum, and Khan Academy for curricular implications.	Teachers/Strategists and School Administrators	September 10, 2019 September 17, 2019 September 21, 2019 September 24, 2019 September 28, 2019
	School Administrators and Central Administrators	September 25, 2019 September 26, 2019
	Executive and Academic Leadership	Session Date TBD
Course Code: AARSI00011 MAP Student Growth: Goal setting and differentiated instruction using the Learning Continuum and Khan Academy.	Teachers/Strategists and School Administrators	January 11, 2020 January 14, 2020 January 15, 2020 January 18, 2020
	School Administrators and Central Administrators	January 22, 2020 January 23, 2020
	Executive and Academic Leadership	Session Date TBD
Course Code: AARSI00012 MAP Essential Data Points for School Planning: Analyze schoolwide data to plan for the 2020-2021 school year.	School Administrators, Teacher Leaders, and Central Administrators	May 6, 2020 May 7, 2020

MAP Mondays

During each interim testing window, a MAP Monday SABA Cloud session will be held to discuss a hot topic. Each session will last approximately 15 minutes and include opportunities for questions. There will be two opportunities each Monday to tune in: 7:00 a.m. or 4:00 p.m. A playback of the content will also be available. Registration is available in ELMS by searching Keyword: MAP Mondays. Topics are subject to change depending on demand.

Testing Window	Topic	Audience	Dates
Fall	Getting Started with MAP/Student Engagement	Teachers/Strategists, and School Administrators	August 19, 2019
	Accommodations and Supports		August 26, 2019
	Technology Troubleshooting		September 9, 2019
	Monitoring Test Completion/Student Engagement Report		September 16, 2019
	Class Report		September 23, 2019
	Goal Setting with Students		September 30, 2019
	Predicted Proficiency Summary	Strategists and School Administrators	October 7, 2019
Winter	Preparing for Winter Test Administration/Student Engagement	Teachers/Strategists, and School Administrators	December 9, 2019
	Hot Topic of the Week		December 16, 2019
	Class Breakdown Report		January 13, 2020
	Achievement Status and Growth Reports		January 27, 2020
	Student Growth Summary Report	Strategists and School Administrators	February 3, 2020
Spring	Preparing for Spring Test Administration/Student Engagement	Teachers/Strategists, and School Administrators	March 30, 2020
	Hot Topic of the Week		April 20, 2020
	Hot Topic of the Week		April 27, 2020
	Hot Topic of the Week		May 4, 2020
	Planning for 2020-2021 School Year	Strategists and School Administrators	May 11, 2020

Roles and Responsibilities

System privileges are required for any person involved with test administration in the MAP Administration and Reporting Center (MARC). The Data Services Department establishes accounts for school administrators, teachers, and strategists. Please reference the following chart which outlines MAP roles and suggested responsibilities.

Note: Some suggested responsibilities might not apply to some user groups depending upon site-based decisions.

User Group	System Privileges	Suggested Responsibilities
<ul style="list-style-type: none"> Administrators Department Chairs Strategists Test Coordinators 	<ul style="list-style-type: none"> View student, class, grade, school summary, and operational reports. Set up and conduct testing for students. 	<ul style="list-style-type: none"> Establish schoolwide testing schedules. Provide on-site professional learning. Ensure appropriate accommodations or designated supports are entered correctly for students. Monitor schoolwide assessment completion. Analyze school summary reports after each testing window and provide support as needed. Schedule and facilitate data analysis discussions within grade levels or within departments.
<ul style="list-style-type: none"> Teachers* 	<ul style="list-style-type: none"> View student and class reports for assigned students and classes. Set up and conduct testing for students. 	<ul style="list-style-type: none"> Provide students with the purpose of MAP before each testing session and monitor student engagement. Create and manage test sessions. Add appropriate accommodations or designated supports for students in test sessions. Analyze data to inform instruction. Share data with students and families. Set growth goals alongside students.
<ul style="list-style-type: none"> Additional Test Administrators (e.g., substitutes) 	<ul style="list-style-type: none"> Set up and conduct testing for students. 	<ul style="list-style-type: none"> Provide students with the purpose of MAP before each testing session and monitor student engagement during testing. Create and manage test sessions.
<ul style="list-style-type: none"> Site-Based Technicians 	<ul style="list-style-type: none"> Set up and conduct testing for students. 	<ul style="list-style-type: none"> Understand the technology requirements for MAP products. Ensure desktop computers are equipped with the secure NWEA lockdown browser. Work with User Support Services (USS) to ensure iPads or Chromebooks are equipped with the NWEA Secure Testing Application. Assist test administrators with technology interruptions. Communicate with USS regarding network bandwidth. Ensure labs are equipped with headphones.

*Must have a roster in Infinite Campus for automatic assignment of instructor role.

Account Requests

To request accounts or additional system privileges, a school administrator must send the following information via email to map-support-user@nv.ccsd.net: school name, first and last name of the staff member, staff member's Gmail address, and requested MAP privileges. All requests will receive responses within 24 hours.

Test Integrity

Educators, parents/guardians, and other CCSD stakeholders depend on accurate data about student performance. Therefore it is vital schools engage in sound test administration practices and ensure testing conditions are consistent across each interim assessment window.

Consistent Testing Conditions

- Administer fall, winter, and spring windows with the same level of importance.
- Create a quiet, distraction-free testing environment for students.
- Schedule grade levels and test subject area in the same manner for each test window (e.g., always test Grade 5 reading the first week of the window). This will ensure comparable data and valid scores.
- Provide students with the same designated supports and accommodations for each testing window when applicable in alignment with the requirements outlined in the student's IEP.
- Ensure each testing room is equipped with the [2019-2020 MAP Growth Proctor Quick Start Guide \(Appendix H\)](#).
- Read the [2019-2020 MAP Growth Student Directions Script](#) to set the stage for a MAP testing session.

Considerations for Scheduling

- Create a schoolwide testing schedule, consistent from window to window, including make-up testing. Students should only test in one subject at a time. Follow this order during each window.
- Be mindful of the capacity of school technology systems.
- Ensure students complete each assessment within **14** calendar days from when it was started for the most valid results.
- Schedule test sessions so students are not testing for longer than 60 minutes at a time.
- Avoid student disengagement by planning breaks within each testing period and/or testing over multiple days. For example, students could spend 20 minutes of the period testing over the course of three days.

Incomplete tests become invalid 28 calendar days after they are started, and students will not have a valid score.

Sample Schedule:

Grade Level	Mathematics	Reading	Science
Fall Window: 6	Week 2	Week 3	Week 4
Fall Window: 7	Week 2	Week 3	Week 4
Fall Window: 8	Week 2	Week 3	Week 4
Fall Make-ups	Week 3	Week 4	Week 5
Winter Window: 6	Week 2	Week 3	Week 4
Winter Window: 7	Week 2	Week 3	Week 4
Winter Window: 8	Week 2	Week 3	Week 4
Winter Make-ups	Week 3	Week 4	Week 5
Spring Window: 6	Week 2	Week 3	Week 4
Spring Window: 7	Week 2	Week 3	Week 4
Spring Window: 8	Week 2	Week 3	Week 4
Spring Make-ups	Week 3	Week 4	Week 5

Retesting Policy

In certain instances, a student may need to retest. Requests are considered on an individual basis.

Conditions for Retest Requests

- Terminated tests by the proctor or incomplete tests not resumed within the 28 day window.
- Invalidated scores that appear in gray on the Class or Grade reports.

Submit requests in writing to map-support-user@nv.ccsd.net. Include the student's full name, student ID, test name, and reason for the retest from the *Conditions for Retests Requests* section. Please allow 24 hours for a decision.

Students who have tests with 30 percent or more disengaged responses are permitted to retest. Retesting of students who have reached the 30 percent threshold do not need to submit a retest request. Schools have the ability to retest these students without any action from the Assessment Department.

Accessibility and Accommodations

To obtain data which reflects students' true instructional levels, minimal accommodations are recommended when administering MAP. Accommodations (per the IEP or 504) and Designated Features (Designated Supports) must be assigned consistently for all testing windows to ensure valid growth data. In addition, documentation (e.g., spreadsheet or online database) is required for any student who receives a Designated Feature or accommodation during MAP testing.

Permissible Accessibility and Accommodations

Reference the following table for Designated Features and accommodations that are permissible to use

during MAP testing according to the Nevada Department of Education (NDE) and CCSD's guidelines.

	Embedded	Non-Embedded
Universal Features <i>Available to all students, as appropriate</i>	<ul style="list-style-type: none"> • Answer Eliminator • Calculator • Eraser • Highlighter • Line Reader 	<ul style="list-style-type: none"> • Notepad • Protractor • Ruler • Zoom
Designated Features <i>For identified students</i>	<ul style="list-style-type: none"> • Text-to-Speech (TTS) Grades 2-9 <ul style="list-style-type: none"> ○ Answer choices ○ Question directions ○ Question/prompts 	<ul style="list-style-type: none"> • Breaks • Noise buffer • Scratch Paper
Accommodations <i>For students with an IEP or 504</i>	<ul style="list-style-type: none"> • Text-to-Speech Grades 6-9 only <ul style="list-style-type: none"> ○ Answer choices ○ Question directions ○ Assets such as reading passages ○ Question/prompts 	<ul style="list-style-type: none"> • Abacus • Assistive Technology • Human Signer (sign language) • Refreshable Braille • Screen Reader (JAWS) • Talking or Braille Calculator (for use with math calculator enabled items only)

Universal Features

- Embedded Universal Features are available to students in Grades 2-9. The features available are dependent on subject and question type. Not all features will be available at all times.
- Non-Embedded Universal Features are appropriate for Grades K-9.

Designated Features (Designated Supports)

- For identified students who require support in order to be successful and are already receiving the support during regular classroom instruction and assessment.
- TTS with reading passages **are not** permitted for any student in Grades 2-5. Tests are invalidated for students who receive this support, as it does not accurately reflect the student's instructional level.
- When assigning TTS for a student in Grades 2-5, **do not** select the checkbox for the option *Assets such as reading passages*.

Accommodations

- For students with a current IEP or 504.
- For Grades 6-9 only: Read aloud or TTS with reading passages **must** be written into the section of the IEP titled *Participation in Statewide and/or Districtwide Assessments*. If the IEP or 504 does not specify the student receives TTS with reading passages, the student receives TTS without passages as a Designated Feature.
- Please note: TTS with reading passages is not permitted for students in Grades 2-5 even when written into an IEP/504.
- TTS with reading passages is for a small population of students as MAP is adaptable, provides instructional level data, and is not high stakes.

Prior to Test Administration

Planning ahead ensures valid results, prepared test administrators, and a positive testing experience for students. Communication with students about the purpose of MAP along with taking simple steps to set up test sessions will contribute to a smooth test administration. Certain documents to assist with test administration are located in the appendix.

Test Coordinator Responsibilities

- Using the 2019-2020 MAP Growth Interim Testing Calendar, create a schoolwide testing schedule, including a process for make-up testing.
- Provide the *2019-2020 MAP Growth Implementation Manual (MIM)* to all staff involved in MAP testing.
- Ensure all proctors have been able to log in to the MAP Administration and Reporting Center (MARC) at teach.mapnwea.org.
 - Data Services will create accounts for administrators, strategists, and any teachers who have student rosters in Infinite Campus.
 - New account holders will receive an email from NWEA with activation instructions. If the password has already expired, direct staff to click on the **Forgot Username or Password** link and enter their full CCSD email address.
 - For staff who still cannot locate the account after the reset attempt, e-mail map-support-user@nv.ccsd.net, to request an account. Please include the following in the e-mail request: school name, staff member's name and position, and staff member's e-mail address.
- Communicate with your Site Based Technician (SBT) at least 3 days prior to testing to check the functionality of NWEA testing lockdown browsers.
 - If testing on iPads or Chromebooks, the SBTs will need to communicate managers at User Support Services (USS) to install the NWEA Secure Testing App on devices.
- Confirm volume and headphones are functioning properly for all students in Grades K-1 and for students who will receive Text-to-Speech support in Grades 2-9.
- Ensure proctors have engaged in professional learning on test administration best practices (e.g., student and test engagement, navigating the proctor console, and the purpose of MAP). Support videos are available to aide in professional learning at <https://bit.ly/MAPseries>.
- Guide proctors to provide opportunities for students to engage in practice activities. This increases familiarity of the assessment and increases student engagement. Students simply launch the NWEA lockdown browser or secure testing app, click **Try the Practice Test**, choose test criteria, and enter **grow** for both the session name and password.
- Work with special education teachers, classroom teachers, and proctors to ensure any accommodations or designated supports have been entered correctly into the system for each term. These supports must be entered into any new session for students. Refer to pages 10-11 to locate which accommodations or designated supports are permissible during MAP testing.

Purpose and Test Engagement

Purpose of MAP

Sharing the purpose of MAP, including how the test works, is vital in promoting students to do their personal best.

- MAP is given three times per year and measures each student's growth.
- A student's score helps teachers understand what a student already knows and what they are ready to learn next to plan engaging lessons.
- MAP is not a mastery test and students will not get every question correct. This system finds the level where students answer half of the questions correctly in order to determine what each student is ready to learn next. Talk to students about doing their best on challenging questions on topics they have not learned yet.
- Use the [Testing Tips for Students Poster](#) as talking points with students.
- Explain the format of this adaptive test.
 - The difficulty of the test questions changes depending on the answer a student provides.
 - As students answer questions correctly, questions will get harder and may introduce subjects/skills they have not learned yet. Let them know this is a good thing!
 - The adaptive nature of MAP results in finding a student's Zone of Proximal Development (ZPD) because the questions students get wrong help educators know what to teach next.

Student Engagement

Disengagement during the assessment often leads to students guessing without reviewing the whole question. This leaves educators without an accurate picture of what a student knows and is ready to learn.

- Rapid guessing on 10-29 percent of questions may result in a loss of points to a student's score impacting the instructional data derived from the testing event.

- Rapid guessing on 30 percent or more of questions substantially impacts the instructional data and validity of a student's score.

Addressing Student Engagement

- View a brief video for proctors, [Engagement during Testing](#), for additional information including tips for keeping students engaged during MAP testing.
- Prepare students by explaining the purpose of the assessment and emphasizing its importance to help them learn and set goals.
- Allow students time to practice, especially if the students are unfamiliar with the format of the test.
- Provide breaks at least half-way through the test session by pausing all tests. Research shows this improves student outcomes.
- Monitor the proctor console to identify disengaged students and intervene early (see more in the During Testing section of this manual).

Practice Test

Before administering MAP, students should have opportunities to engage with the practice test to learn how to navigate the assessment and access the universal tools (when appropriate).

- Launch the testing application or access it at test.mapnwea.org.
- Click on **Try the Practice Test** and enter the username and password **grow**.
- Select the appropriate grade, desired subject, language, and test name.
 - Mathematics practice tests labeled *Practice Items: Calculator (Basic)* provides practice for students in Grades 2-9 with the four-function calculator.
 - Mathematics practice tests labeled *Practice Items: Calculator (Scientific)* are intended for students in Grades 6-9.
 - The embedded calculator appears for appropriate items in MAP Growth 2-5, 6+ , and course specific mathematics assessments.
 - Additional practice with this tool is available at desmos.com/scientific and desmos.com/fourfunction.

Proctor Professional Learning

Any staff member involved in MAP testing will need to receive professional learning before administering MAP. Proctors will need to know how to set up test sessions, manage the proctor console, and how to interrupt/resume testing. Potential proctors should either attend CCSD professional learning (preferred method) or site-based professional learning. Please share this manual including the following resources with proctors:

- MAP test administration videos, bit.ly/MAPseries.
- 2019-2020 MAP Growth Student Directions Script (Appendix G).
- 2019-2020 MAP Growth Proctor Quick Start Guide (Appendix H).

Creating Test Sessions

Test sessions should be created a few days before administering the test to a group of students. Sessions can be created using either of the two options below.

Option 1 – Test My Class (for testing rostered students)

- Log in at teach.mapnwea.org, choose **Manage Test Sessions**.
- Click on **Test My Class** and then select the desired class/period to test.
- Assign the test by selecting the top checkbox for all students or individual checkboxes for certain students. Click on **Assign Test**. Choose the desired test and click **Assign**.
- To add accommodations select the checkbox next to the identified student. Click **Assign Accommodations**, select the appropriate accommodations, and then click **Assign**.
- To save the session for later use, click **End Testing Session**. Enter a Testing Session Name that is both easy for students to type and easily identifiable (e.g., mrmath52). Click **Save and Exit**.
- Repeat this process for all subject levels and classes/periods.

Option 2 – Find Students to Test (for setting up sessions for any group of students)

- Click **Manage Test Sessions** and **Find Students to Test**.
- Choose the appropriate criteria and click **Search**. Identify specific students using the checkbox next to the names or leave all student names checked. Click **Add Students**.
- Assign the test by selecting the top checkbox for all students or individual checkboxes for certain students. Click on **Assign Test**. Choose the desired test and click **Assign**.
- To add accommodations select the checkbox next to the identified student. Click **Assign**

Accommodations, select the appropriate accommodations, and then click **Assign**.

- Accommodations **must** be assigned each time a new test session is created.
- Click **Save Session**. Enter a Testing Session Name that is both easy for students to type and easily identifiable (e.g., mrmath52). Click **Save and Exit**.
- Repeat this process for all subject levels and classes/periods.
- To test immediately, click **Test Now**.

During Test Administration

A smooth test administration with engaged proctors and students is key to collecting actionable data to inform differentiated instruction.

Test Coordinator Responsibilities

- Communicate to proctors that new students will populate into the system within 24-48 hours of enrollment. New students will need to be added into existing test sessions by the teacher or proctor.
- Remind proctors to prepare students for testing by:
 - Discussing the purpose of MAP and the use of data.
 - Providing opportunities to engage with the practice test.
- Work with proctors on providing brain breaks for students.
- Generate the *Retesting Recommended – Rapid Guessing* report to determine if retesting requests will need to be made to the Assessment Department. Follow the request protocol located on page 10 of this manual.
- Guide proctors to monitor test completion for their classes to ensure students complete already started tests within **14** calendar days. After **28** calendar days the test will be marked invalid in the system and no score will be reported.
- Provide professional learning for any substitute or new teachers.

Proctor Actions

On the day of testing, the proctor is responsible for assisting students with logging into the test, managing the proctor console, and monitoring student engagement throughout the testing session.

Locate the Saved Testing Session

- Click **Manage Test Sessions**.
- Click **Show** next to *Saved Testing Sessions*.
- Select the radio button next to the session and click **Test Now**.
- Please note: If any students have enrolled since the session was initially created, use the *Add More Students* button to enroll additional students to the session.
- Displayed at the top of the screen on the proctor's console is the name and password for the session. Provide this information to the students to access at any time during the assessment (e.g., writing or projecting it on the board).
- Passwords are auto-generated whenever you start or restart a testing session and will expire overnight.
- Read the [2019-2020 MAP Growth Student Directions Script](#) (Appendix G) at the beginning of each testing session.
- Once 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.
- 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. It is best practice to confirm only a few students at a time in order to avoid technology interruptions.
- Once students click **Start Test**, engage in active proctoring.

Managing Student Tests (for breaks or to end for the day)

- Select the checkboxes next to the students' names.
- Click **Pause** if the student will be away from the computer up to 25 minutes. When the student is ready to begin testing again, 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 25 minutes or will continue testing on another day.
- Never click on **Terminate** from the *Select Action* dropdown. This will discard all results from the test and

the student will have to test again for a valid score.

- Upon completion of testing for the day with the selected group of students, download or print *Session Details* from the top of the proctor console. This will be useful later on when deciding whether or not to retest students who rapid guessed on the test.
- Click **End Testing Session** and **Yes** to continue. Choose **Save and Exit** if the same group of students will be tested together at a later time or choose **Delete Session** if different groups will be formed for further testing.

Student Actions

Students will launch the NWEA secure testing browser or app on testing devices.

- Students must use the session name and password provided by the proctor to sign into the test.
- Students will be prompted to choose their name and select **Yes** in order for the proctor's console to be ready for testing.
- Students should not have to select the test name since the proctor should have assigned the test when the session was initially created. If the proctor did not previously assign the test, students will have to choose the test themselves. This is not best practice as the list is quite extensive and students can choose the incorrect test.
- Once the proctor confirms students for testing, the student will select **Start Test** on the student device.

Technology Troubleshooting

At times, students may experience difficulty logging into the test or experience technology interruptions. Proctors can easily troubleshoot difficulties by viewing the *Student Status* column on the proctor console. Use the chart below for common troubleshooting solutions. Remember to select the checkbox next to the student's name to perform any actions for the student.

Issue:	Resolution:
The student's name is missing from the dropdown list when signing in.	The <i>Student Status</i> column must display <i>Awaiting Student</i> for a name to appear in the dropdown menu. For any other status, follow the directions below.
The <i>Student Status</i> column displays <i>Confirmed</i> but the student is unable to test.	In the <i>Select Action</i> dropdown, click Do Not Confirm , ask the student to log in again, and confirm the student for testing.
The <i>Student Status</i> column displays <i>Testing</i> but the student is unable to test.	In the <i>Select Action</i> dropdown, click Suspend and Test Again .
The <i>Student Status</i> column displays <i>Suspended</i> .	In the <i>Select Action</i> dropdown, click Test Again .
The student device has a prolonged white screen or if <i>Please raise your hand</i> appears.	Close the testing browser on the student device. PC or Mac: Click the X at the top. iPad: Use the <i>Home</i> button. Chromebook: Type <i>Shift+Alt+K</i> .
Testing platform is lagging.	Click Reset on the student device.
The incorrect test was assigned and the student's status is <i>To be Confirmed</i> .	In the <i>Select Action</i> dropdown, click Do Not Confirm . Once the student's status changes to <i>Awaiting Student</i> assign the correct test and have the student sign in again.
The incorrect test was assigned and the student's status is <i>Testing</i> .	In the <i>Select Action</i> dropdown, click Suspend and Test Again . Once the student's status changes to <i>Awaiting Student</i> assign the correct test and have the student sign in again.
A student begins taking a test under another student's name.	Allow the student to continue testing under the wrong name. Document the names, student IDs, and test name for both students. Call the Assessment Department with the information and the test results will be transferred to the correct student.

Reporting Test Items

When a question appears to be malfunctioning, report the issue immediately to NWEA by following the directions below.

- From the Proctor Screen, locate the Proctor Interrupt PIN in the upper right corner. On the student device, type *Ctrl+Shift+P* or *Ctrl+Shift+L* and enter the PIN in the prompt appearing on the student device.
- The question identification code will automatically be captured. Please type in other details about this issue and click **Resume Test**.
- A new question will be presented to the student assessing similar content at the same level of difficulty.

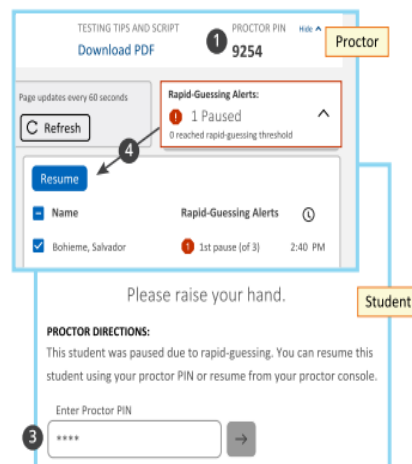
Proctor and Student Engagement

Promoting Student Engagement

- If possible, use a mobile device to monitor the proctor console while circulating among students as they test.
- At least half-way through testing, pause all tests and provide students with an energizing three-to-five-minute break.
- Research shows brain breaks results in increased engagement, improved cognitive functioning, and enhanced learning readiness.
- Examples of various activities to prepare students to reengage in the assessment experience include (adjust based on grade levels):
 - Yoga or any type of stretches.
 - Jump skip counting – skip count by a given parameter while doing Jumping Jacks.
 - Toe touch spelling – spell a given word doing a toe touch to each letter.
 - Act out a given sentence.
 - Categories – proctor states a category and students provide associated words.
 - Research brain teasers ahead of time and do them with students.

Rapid Guessing

- If students are disengaged, rapid guessing on multiple items may occur.
- If a student rapid guesses on multiple items, the test will automatically pause and an alert will appear on the proctor console.
- Assist the student to reengage 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 rapid guess, the test will pause an additional 2 to 3 times, depending on the length of the test.
- After the 2nd pause, determine whether to suspend the test so the student can test another day or to continue testing if the student can reengage.
- The final pause will occur when a student has rapid guessed on 30 percent of the test.
- At this point, rapid guessing can have a substantial impact on the results.



Monitoring Completion

Make-up Testing

Not all students will finish a test the day it is started. Follow the steps below to create test sessions for students who need to complete an existing test. This method can also be used to locate students who were absent on testing day or have newly enrolled.

- Click **Manage Test Sessions** and **Find Students to Test**.
- Click on the **Test History Search** tab.
- Enter the search criteria and be sure to choose the desired test name. Select both checkboxes *Not Yet Tested* and *Suspended Test* to locate students who did not take a test in a particular subject area.
- Click **Search**. Students who started testing but did not finish will have a date listed in the far right column. Students without a date either did not begin testing or have a terminated test.
- Uncheck any student names to exclude them from the test session. Click **Add Students**. The student list will appear at the bottom of the screen.

- Select student names, assign the test and any accommodations for students who have not yet started, and click **Save Session**. Repeat this process for any other test subjects.
- Students will log in with the new session name and password. Upon confirming the student to begin testing, a box will appear stating action is needed to continue testing. Choose **Resume Test** to allow students to continue testing from the previous session.
- Do this search periodically throughout the window to ensure all students have been tested.

Students taking tests in different subject areas can be added to the same test session.

Test Engagement Search

If attempting to retest students who reached the rapid-guessing threshold, approval from the Assessment Department is required. Contact your school's Test Coordinator for more information. After approval, follow the directions below to create sessions for retesting due to rapid guessing.

- Click **Manage Test Sessions** and **Find Students to Test**.
- Click on the **Test History Search** tab.
- Enter the search criteria and be sure to choose the desired test name.
- Select the checkbox *Reached rapid-guessing threshold (30 percent)*.
- Follow the prompts to add students to a test session. Be sure to assign the test and accommodations, and save the session for later use.
- Review the purpose of the assessment with students and encourage them to do their best.
- Provide the students with the new session name and password before testing. Upon students logging in, confirm the student for testing.

Close of Test Administration

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, provides educators with the information to drive differentiated instruction for students.

Test Coordinator Responsibilities

- Generate the *Students without Valid Test Results* report periodically throughout the testing window and again a few days before the close of the testing window. Students who have not been tested or have invalid tests will be present on this report. Ensure all eligible students are tested.
- Provide opportunities for teachers to view and analyze reports to guide instruction.
- Assist educators on how to communicate results with students and parents/guardians in order to set instructional and growth goals.

MAP Reports

MAP provides a variety of robust reporting in order to inform school-grade-and student-level instructional decisions.

Report Resources

- A variety of resources are available to assist with understanding MAP reports:
 - [MAP Growth Reports Portfolio](#)
 - [MAP Reports Reference Guide](#)
 - [MAP Normative Data](#)
 - [MAP Course-Specific Norms](#)
 - [Comparative Data to Inform Instructional Decisions](#)
 - [SBAC MAP Growth Linking Study](#)
 - [Breakdown of Reading and Math Percentiles](#)
- Quick videos are available for each of the MAP reports. Access the videos at <http://bit.ly/MAPseries>.

Accessing Reports

- Within 24 hours after a student completes a test, reports are available. Some reports, noted in the table beginning on page 18, are only available 24 hours after the close of the testing window.
- Go to teach.mapnwea.org and log in with your username and password.
- In the left navigation menu, click **MAP Growth Reports**. On the report landing page, there are two options for filtering: Report Level or What I'm Doing. Click the down arrow for either option to filter by

purpose. Click on the desired report, select **Term Rostered** and available report options.

- Click Create **PDF Report** or **View Report Online** (when available).
- Click **Reports Queue** from the left navigation menu or from the reports landing page to access reports at a later time.
- Users with administrator rights will click **Operational Reports** to access Testing Progress Reports.

Class Level Reports

Report	Description	Purpose
<i>Achievement and Status and Growth: Projection or Summary</i>	<ul style="list-style-type: none"> • Provides a RIT and percentile for each student in a given term. • Provides the projected growth target for each student. • Provides growth data between terms. 	<ul style="list-style-type: none"> • View how students in a given class/period performed compared to other students across the country. • Use a guide to set goals by viewing each student's projected growth for the next term. • Analyze each student's growth to confirm if the student met, exceeded, or did not meet the growth projection.
<i>Achievement and Status and Growth: Summary with Quadrant</i>	<ul style="list-style-type: none"> • Visualize and compare growth between terms. • Interactive quadrant that graphs students by conditional growth percentile (student's growth as compared to matching peers) and percentile ranking. • A sortable summary displays each student's achievement status and growth data for the selected terms. 	<ul style="list-style-type: none"> • View after a second term of testing has been completed. • Analyze class growth to see which students require extra support or extension by viewing where students appear on the quadrant. <ul style="list-style-type: none"> ○ High Growth/Low Achievement ○ High Growth/High Achievement ○ Low Growth/Low Achievement ○ Low Growth/High Achievement • Utilize the filters to view data by gender and ethnicity to analyze trends to inform instruction. • What can be done to adapt instruction to meet the needs of all students in the class?
<i>Class</i>	<ul style="list-style-type: none"> • Displays overall class/period performance for a given term. • Provides each student's overall performance on a given subject and within each instructional area. 	<ul style="list-style-type: none"> • Analyze class data as a starting point to inform future instruction. How did the class perform, on average, compared to CCSD and national norms? • Analyze the performance of the class in each of the subject's instructional areas. Is there an area of strength or focus? • Utilize as a universal screener. Which students will need a diagnostic assessment in order to gather more information?
<i>Class Breakdown by Instructional Area</i>	<ul style="list-style-type: none"> • Interactive chart which groups students by performance within each instructional area in a given subject. • Student names also include the overall RIT in the subject area (e.g., M. Rhine (212)). • Select any of the hyperlinks to connect with the Learning Continuum. 	<ul style="list-style-type: none"> • Utilized to form differentiated groups to plan for instruction. • This report is also used to inform Tier 1 instruction. In which RIT ranges are the majority of the class? Which learning statements (found in the Learning Continuum) apply to those RIT ranges? • Students are grouped together based on having similar skills they are ready to learn. Students will move from one instructional grouping to the next based upon weeks of instruction and other teacher selected formative checks along the way. • Purpose: What is the upcoming unit of study? In which instructional area of the report does

		<p>that fit? Within that goal area how are my students grouped? Which RIT bands could be grouped together?</p> <ul style="list-style-type: none"> Once groups are formed, view the Learning Continuum to locate which standards and skills students are ready to learn.
<i>Class Breakdown by Proficiency</i>	<ul style="list-style-type: none"> Displays each student's projected performance in reading and mathematics on: <ul style="list-style-type: none"> Nevada's Criterion-Referenced Tests for Grades 3-8. ACT and Scholastic Aptitude Test (SAT) for Grades 5-9. ACT and SAT mathematics projections are only provided for students taking Growth: Math 6+. 	<ul style="list-style-type: none"> Generate this report after each testing term to determine how to adjust instruction for groups of students in support of accelerated student proficiency. After each testing term, are students making growth and moving to a higher level or predicted proficiency?
<i>Learning Continuum</i>	<ul style="list-style-type: none"> Translates RIT scores into learning statements. Class View will display the skills students are ready to learn. Test View will be organized by RIT bands in order to see a progression of learning statements. Learning statements can be filtered to display by topic or standard and by various grade levels. 	<ul style="list-style-type: none"> What are students ready to learn? This report, in addition to classroom formative assessments, provides data to drive instruction and foster student growth. View the Learning Continuum with a specific purpose. For example, the 6th grade mathematics team is planning for standard 6.NS.C.5. Consult the Learning Continuum in Test View to locate the standard. Student names will be placed beside the skills within that standard students are ready to learn. Copy the learning statements into a lesson plan template for differentiated instruction.

Student Level Reports

Report	Description	Purpose
<i>Student Profile Report</i>	<ul style="list-style-type: none"> Interactive report that brings together multiple types of data to support each student in growth goals and learning paths. 	<ul style="list-style-type: none"> Conference with students to set goals and to discuss areas of strength and focus. Create a plan of action with the student and enter personal goals. Set up assignments for individual students for MAP Skills (separate purchase). Create differentiated instruction by using the learning statements found in the <i>Instructional Areas</i> section. Use certain sections of the report when conferencing with families or have students navigate and lead the conference.
<i>Student Progress Report</i>	<ul style="list-style-type: none"> Displays a student's overall progress from all terms in a graph (bar or line) and a table. 	<ul style="list-style-type: none"> Can be used when conferencing with students and families. What does the student's term-to-term growth look like? Are there any patterns emerging?

Report	Description	Purpose
<i>Student Goal Setting Worksheet</i>	<ul style="list-style-type: none"> Displays a student's test history for a chosen subject area and selected comparison period (e.g., fall to winter). 	<ul style="list-style-type: none"> Can be used to set goals and document a student's action plan, celebrate achievements, and locate areas of focus. Can be shared with families.

School Level Reports

Report	Description	Purpose
<i>District Summary Report</i>	<ul style="list-style-type: none"> Displays RIT score results for all current and historical terms by test and by instructional areas. Accessible after the completed test window for the selected term. 	<ul style="list-style-type: none"> Use to inform school, grade, or district level decisions. Identify trends for the school population or aggregate by gender or ethnicity. Isolate areas of strength or focus to inform professional learning or needed resources.
<i>Grade Report</i>	<ul style="list-style-type: none"> Displays overall grade performance for a given term and test. Provides each student's overall performance on a given subject and within each instructional area in a given grade level. 	<ul style="list-style-type: none"> Compare grade-level data to schools within CCSD and across the nation. Analyze the performance of the grade in each of the chosen subject's instructional areas. Is there an area of strength or focus for the grade level or department? Utilize as a universal screener to identify students for intervention or enrichment.
<i>Grade Breakdown</i>	<ul style="list-style-type: none"> Displays a spreadsheet of all student test data from the school. File format is CSV. 	<ul style="list-style-type: none"> Filter based upon purpose <ul style="list-style-type: none"> Use to place students into classes based upon performance from previous years. Sort by percent of disengaged responses for future professional learning for teachers or for driving conversations with students. For departments or grade levels, sort by a specific instructional area within a subject to see grouping options or to identify students who may require intervention or extension.
<i>Projected Proficiency Summary</i>	<ul style="list-style-type: none"> Displays projected grade-level performance in reading and mathematics on: <ul style="list-style-type: none"> Nevada's Criterion-Referenced Tests for Grades 3-8. ACT and Scholastic Aptitude Test (SAT) for Grades 5-9. ACT and SAT mathematics projections are only provided for students taking Growth: Math 6+. Accessible after the completed test window for the selected term. 	<ul style="list-style-type: none"> Use to identify groups for remediation. Inform a grade level, department, or school plan of action. Aggregate by gender or ethnicity. Monitor grade-level or department movement of students within projected proficiency levels for each term.

Report	Description	Purpose
<i>Retest Recommended – Rapid Guessing</i>	<ul style="list-style-type: none"> Provides a spreadsheet showing students who completed a given subject and exceeded the rapid-guessing threshold of at least 30%. 	<ul style="list-style-type: none"> Based upon the percent of questions flagged for rapid guessing, consider whether students should retest. Look for trends in grade levels, subject areas, or classrooms with a high number of students flagged for rapid guessing. How will the school put interventions in place for students or with proctors?
<i>Student Growth Summary Report</i>	<ul style="list-style-type: none"> Displays growth for each grade level and subject tested within a school. Grade-level growth is compared to norms for similar schools. Aggregate student growth norms are also displayed. Accessible after the completed test window for the selected term. 	<ul style="list-style-type: none"> Analyze to drive conversations around adjusting instruction and materials for each specific grade level or department's needs. Consider these questions: <ul style="list-style-type: none"> What was the projected growth compared to the observed growth? What percent of students met growth projections? What is the plan of action to increase the percent of students meeting growth projections? What is the plan of action to increase the School Conditional Growth Index for targeted grade levels?

Datalab

Visualized MAP results into Datalab occurs upon validation of scores and the completion of imported scores into Infinite Campus (IC). Educators and school leadership teams can utilize this high-level data to compliment the instructional reporting within MAP. To access the MAP Growth Workbook in Datalab:

- Sign in with your Active Directory (AD) username and password at Datalab.ccsd.net.
- Click on **1-CCSD** and the **MAP Growth Workbook** and on the desired visualization.
- Use the Global Filters to the right of the screen for more specific data analysis (e.g., grade level, term, test grade bands, risk threshold, IEP, or LEP).

The following chart describes what is contained within the *MAP Growth Workbook*:

Visualization	Description
<i>Math, Reading, and Science</i>	<ul style="list-style-type: none"> Compares the percentage of students who are at or above threshold and below threshold based upon the filter selected (e.g., 25th, 40th, and 61st percentile). Math, reading, and science data are displayed side-by-side for ease in determining if any subject is an area of success or opportunity.
<i>Season to Season</i>	<ul style="list-style-type: none"> Compares the percentage of students who are at or above threshold and below threshold based upon the filter selected (e.g., 25th, 40th, and 61st percentile). Subject areas are displayed in isolation to view progress over multiple terms.
<i>Met PG – Same Season</i>	<ul style="list-style-type: none"> Compares the percentage of students who met projected growth targets in the same season across years (e.g., met fall to winter growth for 17-18 and 18-19). Subject areas are displayed in isolation to view data over multiple terms.
<i>Met PG – Season to Season</i>	<ul style="list-style-type: none"> Compares the percentage of students who met projected growth for selected terms in a single selected subject area.

Visualization	Description
<i>Disaggregated Results</i>	<ul style="list-style-type: none"> Compare thresholds for various groups of students using up to two disaggregation options: ethnicity, gender, IEP status, LEP status, or by the teacher.
<i>Instructional Areas by Grade</i>	<ul style="list-style-type: none"> Compare achievement levels for instructional areas within each subject. Levels align to descriptors found on MAP <i>Class and Grade</i> reports: Lo, LoAvg, Avg, HiAvg, and Hi.
<i>Student List</i>	<ul style="list-style-type: none"> Displays comprehensive data for all students (based on IC access).

Instructional Connections

Effective implementation of MAP Growth requires the use of results to inform instruction. The following resources assist educators in using MAP Growth data for next steps in instructional planning to customize learning for all students.

Data to Instruction

- [Learning Guide: Informing Instruction](#)
- [Instructional Planning Template](#)
- [Instructional Connections Fact Sheet](#)
- [RIT Reference Chart](#)
- [RIT to Concept MAP Growth K-2](#)
- [RIT to Concept MAP Growth 2-12](#)

Screening Tests and Skills Checklists

If more data is needed to inform instruction, screening tests and skill checklists are available to assist educators in gathering this information:

- [MAP Growth K-2 How to Choose Screening Tests and Skills Checklists](#)

Parent/Guardian Communication

MAP provides essential information about a student's growth, instructional strengths, and areas of focus. The data also provides valuable insights into a student's projected proficiency to end-of-year summative assessments and alignment to college and career readiness. Educators should provide families with information about MAP testing along with student results after testing.

Parent/Guardian Toolkit

- Resources for parents/guardians: nwea.org/parent-toolkit.

Parent/Guardian Letters

Access parent/guardian letters by clicking on the desired bit.ly.

- MAP Growth First Testing Season: Send prior to beginning of testing for the fall term.
 - English: http://bit.ly/MAP_PL_ENG_1
 - Spanish: http://bit.ly/MAP_PL_SP_1
- MAP Growth Subsequent Testing Season: Send prior to the beginning of testing for winter or spring terms.
 - English: http://bit.ly/MAP_PL_ENG_2
 - Spanish: http://bit.ly/MAP_PL_SP_2
- MAP Growth Results: Send after each testing term.
 - English: http://bit.ly/MAP_PL_ENG_3
 - Spanish: http://bit.ly/MAP_PL_SP_3
- The following reports are suggested to accompany the results letter:
 - *Student Progress Report*
 - *Student Goal Setting Worksheet*

Parent/Guardian, Teacher, Student Conferences

When possible, schedule opportunities to discuss MAP results with families. Some suggestions are provided

below:

- After testing, meet with students to set growth goals for the following testing window.
- In collaboration with the student, create an action plan to achieve the growth goal.
- Prepare students to facilitate the conference with the family by utilizing either the *Student Profile Report*, *Student Progress Report*, or *Student Goal Setting Worksheet*.

MAP Accelerator – Required for Grades 3-8

[MAP Accelerator](#) is a partnership between NWEA and Khan Academy. MAP Growth results will be used to differentiate instruction for all students in the Khan Academy platform. Scores will auto import into Khan Academy creating a customized learning path. Students can access their content two days after completing the MAP math assessment.

Overview

- Only students in Grades 3-8 with a valid math MAP Growth score will have access to MAP Accelerator.
- Content is aligned to Common Core State Standards.
- Available in English and Spanish for equal access.
- Online learning platform.
- Teachers and administrators have access to reporting.
- Recommended use is 30-45 minutes per week.

Accelerator Basics

- MAP Growth data provides educators with instructional data to plan for differentiated instruction.
- Math RIT scores for each instructional area import into the MAP Accelerator with students placed in appropriate levels on the Learning Edge.
- Customized lessons are assigned to each student for individualized learning paths.
- Students work in the system for approximately 30-45 minutes a week.
- Data and reports are available on teacher-principal-and district-level dashboards to analyze instructional impact.

Timeframe for Student Access



Use of MAP Accelerator occurs within 48 hours of a student completing MAP Growth: Math 2-5 or 6+.

MAP Accelerator Resources

- [MAP Accelerator Welcome Guide](#)
- [MAP Accelerator Frequently Asked Questions \(FAQ\)](#)
- [MAP Recommended Practice for 9th Graders](#)
- [MAP Accelerator Video](#)

MAP Support

Assistance and support is available to help schools maximize the benefits of MAP. The following chart helps determine the best way to answer a question or find a solution.

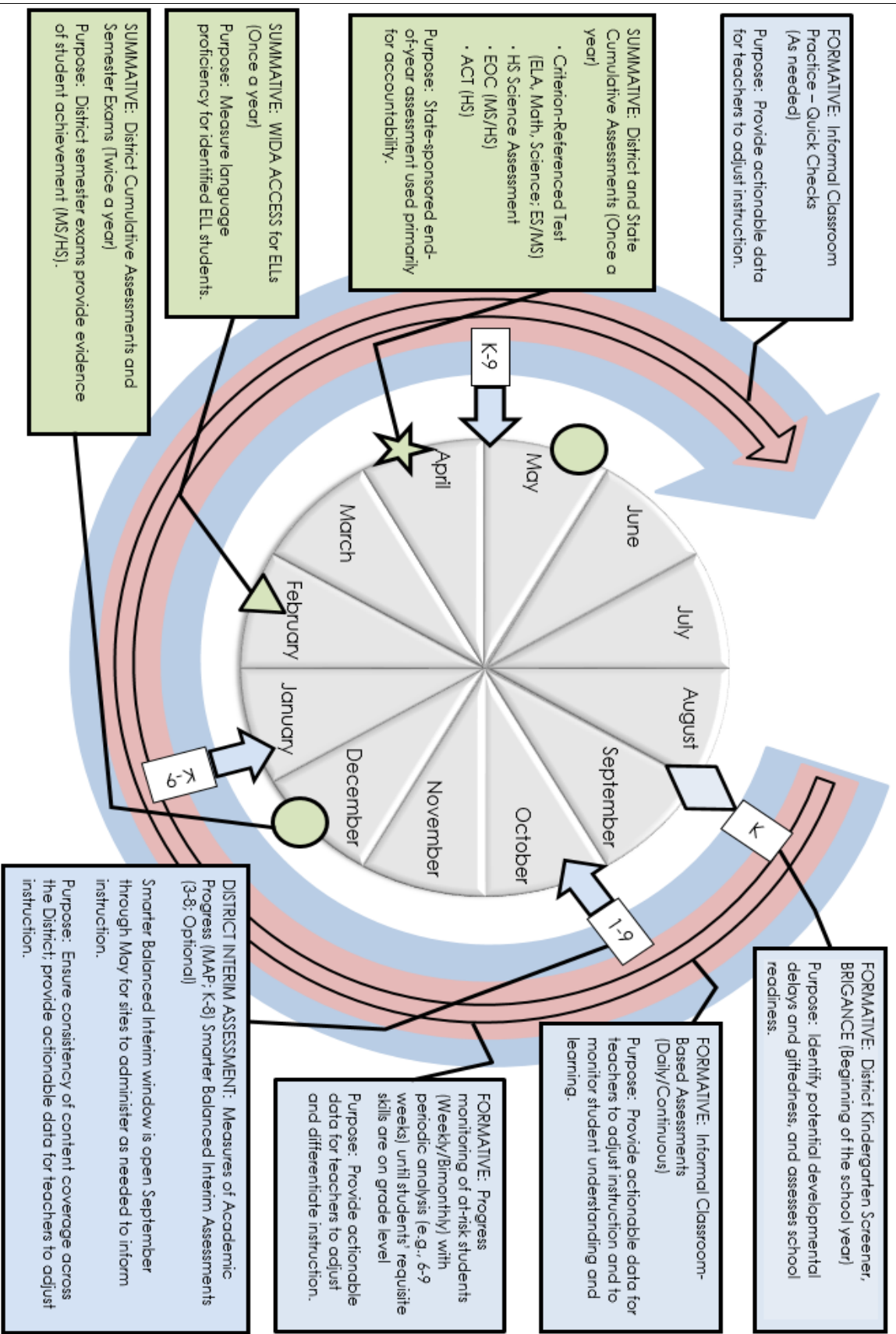
Contact	Support
Assessment Department: (702) 799-1041, option 2	<ul style="list-style-type: none"> • Data analysis support. • MAP's role in a Balanced Assessment System. • Navigating and analyzing Datalab visualizations. • Professional learning options. • Test administration assistance. • Student data transfers (student took a test under the wrong name).
NWEA Technical Support: (855) 225-0234	<ul style="list-style-type: none"> • Reporting issues with the student-testing platform. • Reporting issues with the proctor console. • System and bandwidth requirements.
User Support Services (USS): (702) 799-3300	<ul style="list-style-type: none"> • Device support for installation of the NWEA Secure Testing Apps. • Wi-Fi or Internet connectivity questions or concerns.
CCSD MAP Support: map-support-user@nv.ccsd.net	<ul style="list-style-type: none"> • Retest requests. • Rostering questions. • Transferring student data from a charter or from another Nevada school outside of CCSD. • Account support.

Appendix A – 2019-2020 Balanced Assessment System Framework

2019-2020 Clark County School District Balanced Assessment System Framework						
To guide instruction and improve performance for every single student, schools must analyze and use multiple types of assessments and data sources on multiple occasions.						
FORMATIVE – Assessment FOR Learning						
Formative assessment is a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' self-assessment, reflection, and attainment of curricular learning.	Universal Screeners (Upon enrollment or 3x a year)	Diagnostic Assessments (As needed)	Progress Monitoring and Informal Classroom-based Assessments (Based on student needs)	District Interim/Benchmark Assessments (3x a year)	Formal Classroom-based Assessments (After a unit of instruction)	District and State Cumulative Assessments (Follow District mandated calendar)
	<p>PURPOSE OF ASSESSMENT</p> <ul style="list-style-type: none"> • Determines basic skill information. Identifies students at risk for academic difficulties or in need of extension. • Are there any core instructional concerns? • How can I quickly identify students who are at risk or need extension? 	<p>PURPOSE OF ASSESSMENT</p> <ul style="list-style-type: none"> • Determines area of specific skill deficits to guide instruction and/or intervention planning. • What specific skills are needed for the student's learning? • What is the severity of the deficit? 	<p>PURPOSE OF ASSESSMENT</p> <ul style="list-style-type: none"> • Provides non-graded assessments to inform teacher's instruction and intervention practices. • How is the student responding to instruction and/or intervention? • What learning comes next for the student? • How effective was my teaching? 	<p>PURPOSE OF ASSESSMENT</p> <ul style="list-style-type: none"> • Determines whether students are making progress toward the mastery of standards. • How effective was the instruction and intervention given? • How are students progressing? 	<p>PURPOSE OF ASSESSMENT</p> <ul style="list-style-type: none"> • Provides scores and/or grades for the grade book. Pre-planned assessments to determine what students have learned. • Did students learn the material that was taught? • How effective was my instruction? 	<p>PURPOSE OF ASSESSMENT</p> <ul style="list-style-type: none"> • Monitors school/district/state progress and assists in determining whether curriculum, instructional strategies, and pacing were appropriate, as it pertains to student achievement. • What was the achievement mode during the specific time period of student learning in the designated areas (student, class, grade level, school, and district)?
USE OF ASSESSMENT DATA TO SUPPORT LEARNING	Identify school, grade level/department, or class wide challenges that need to be addressed. Identify at-risk or above-level students in order to align instruction appropriately.	Differentiate and/or intervene based on the identified student's learning deficit to create a starting point for targeted instruction.	Within an activity, adjust instruction and/or provide frequent and meaningful feedback to support mastery of the concept being taught. After instruction, teacher teams identify strengths/gaps and make changes as needed. Within intervention, track progress toward individualized student goals and make changes as needed.	School leadership teams identify schoolwide trends to inform learning opportunities provided. Grade-level or content-based teacher teams identify strengths/gaps and make changes to instruction/intervention as needed.	Student/teacher receives feedback on mastery of standard/performance. Teacher reflects on efficacy of instruction and makes changes as needed.	School or District teams develop strategic, long-term evolution of curriculum and programming based on trends over time. Achievement results can be used to make important decisions about students, teachers, and schools.
PERSON(S) RESPONSIBLE	Classroom Teacher, Interventionist	Classroom Teacher, Interventionist	Classroom Teacher, Teacher Teams, Interventionist	Classroom Teacher, Teacher Teams, School Leadership Teams	Administration, Classroom Teacher	All Stakeholders
APPROVED	dinmswebPlus, BRIGANCE, i-Ready, MAP Reading Fluency, MAP Screening (K-1, 2-5, 6-8), STAR (Reading and Math), WIDA-ACCESS Placement Test (W-APT), WIDA Screener, and Historical Data	CORE Phonics Survey, Developmental Reading Assessment (DRA), i-Ready Diagnostic, and Quantitative Spelling Inventory (QSI)	dinmswebPlus, MAP Reading Fluency, MAP Skills, i-Ready Standards Mastery, Checklists, Discussions, Exit Tickets, Feedback, Observations, Open Questioning, Rubrics, Self and Peer Assessment, Ungraded Classwork, Quizzes, and other curriculum-based measures (CBM), etc.	Measures of Academic Progress (MAP) Growth (Grades K-8) and Smarter Balanced Interim Assessments (Grades 3-8)	End-of-Unit Assessments, Exams, Final Projects, Midterms, and Performance Tasks	Advanced Placement Exam (AP), ACT, Career and Technical Education Exam (CTE), Criterion-Referenced Test (English language arts, Mathematics, Science), End of Course (EOC) Exam, Nevada Alternate Assessment (NAA), Preliminary Scholastic Aptitude Test (PSAT), Semester Exam, WIDA ACCESS for ELLs 2.0, and WIDA Alternate ACCESS (WAA)

Clark County School District Balanced Assessment System Cycle

Implementation of the CCSD Balanced Assessment System (BAS) Framework supports high-level learning for all students, regardless of the school they attend, gender, race, ethnicity, disability, or language status. School Teams can use the Framework as a guide to develop a site-based plan for CCSD BAS implementation that meets their specific needs. This plan will specify the formative and summative assessments given by each grade level/content area team as well as the schoolwide common decision points used for consistent and equitable data-based decision making across all classrooms. The CCSD BAS Framework serves as a connective thread between the Nevada School Performance Framework (NSPF), School Performance Plan (SPP), Nevada Educator Performance Framework (NEPF), Student Learning Goals (SLGs), and Response to Instruction and Intervention (RTI).

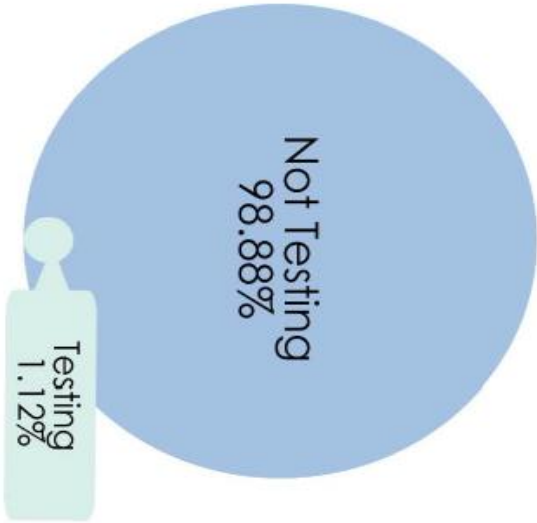


Approximate Testing Times 2019-2020

For Students without an English Learner Designation



How much time do our students spend on average taking state and district mandated assessments in a school year?

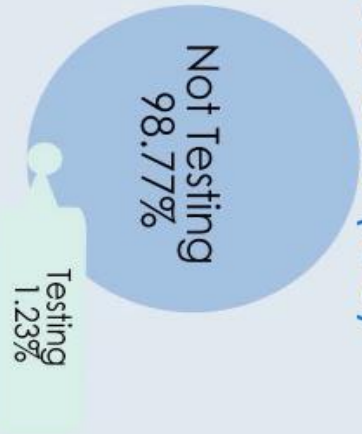


Percentage of time calculated based on the following daily minutes:

Kindergarten:	310 minutes
Grades 1-5:	316 minutes
Grades 6-8:	330 minutes
Grades 9-12:	330 minutes

Elementary School allocated times computed from CCSD Allocation of Academic Times K-5, Middle School and High School times computed from a sample of bell schedules minus passing and lunch times, all within the range set forth by CCSD R-6110 and NAC 387.131.

Elementary Schools (K-5)



Middle Schools (6-8)



High Schools (9-12)



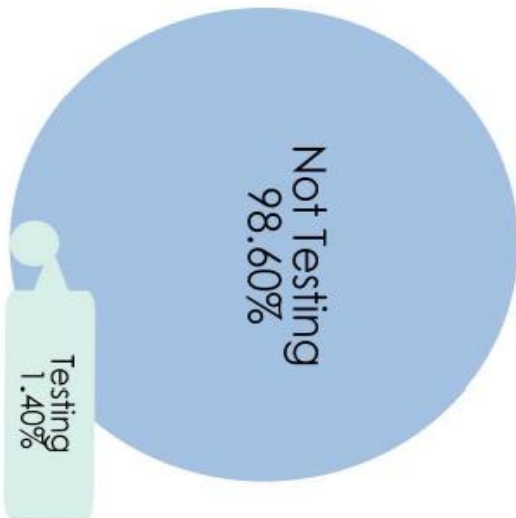
Assessment Name	BRIGANCE Screen III (required for Kindergarten in fall only)	MAP Growth ELA and Mathematics (Gr. K-9) Science (Gr. 3-8) (required for Kindergarten during winter and spring only)	Criterion-Referenced Test (SBAC) ELA and Mathematics (Gr. 3-8), Science (Gr. 5, 8, 9)	National Assessment of Educational Progress (NAEP) (selected students)	ACT Plus Writing	Approximate Testing Times for Students without an English Learner Designation 2019-2020			
						Rationale	Format	Item Types	Total of Average Minutes Used for Testing
	Nevada K.I.D.S. Read by Grade 3 Program, Nevada Revised Statute (NRS) 388.157 Section 2	Nevada K.I.D.S. Read by Grade 3 Program, NRS 388.157 Section 2 (K-3), Focus: 2024	NRS 390.105(a)	Federally mandated as part of the Trial Urban District Assessment (TUDA) program	NRS 390.610				
	Online or Paper/Pencil	Online	Online	Online or Paper/Pencil	Online or Paper/Pencil				
	Oral and Physical Responses	Multiple Choice (MC)	MC, Performance Tasks	MC	MC				
Grade K	20	240				260	4.33	0.47%	
Grade 1		360				360	6.00	0.63%	
Grade 2		360				360	6.00	0.63%	
Grade 3		540	450			990	16.50	1.74%	
Grade 4		540	450	120		1110	18.50	1.95%	
Grade 5		540	570			1110	18.50	1.95%	
Grade 6		540	450			990	16.50	1.67%	
Grade 7		540	450			990	16.50	1.67%	
Grade 8		540	570	120		1230	20.50	2.07%	
Grade 9		360	120			480	8.00	0.81%	
Grade 10						0	0.00	0.00%	
Grade 11					215	215	3.58	0.36%	
Grade 12				120		120	2.00	0.20%	

Approximate Testing Times 2019-2020

For Students with an English Learner Designation



How much time do our students spend on average taking state and district mandated assessments in a school year?

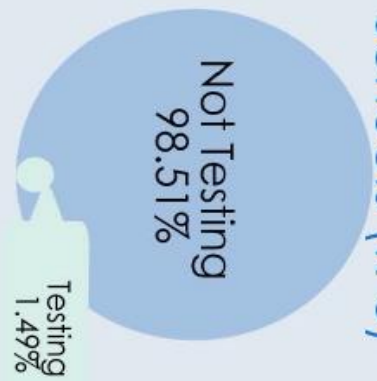


Percentage of time calculated based on the following daily minutes:

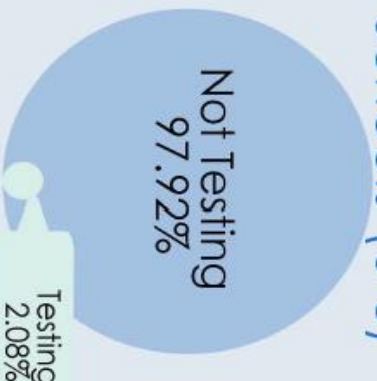
- Kindergarten: 310 minutes
- Grades 1-5: 316 minutes
- Grades 6-8: 330 minutes
- Grades 9-12: 330 minutes

Elementary school allocated times computed from CCSD Allocation of Academic Times K-5. Middle School and High School times computed from a sample of bell schedules minus passing and lunch times, all within the range set forth by CCSD R-6110 and NAC 387.131.

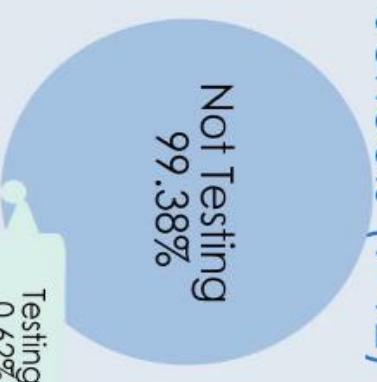
Elementary Schools (K-5)



Middle Schools (6-8)



High Schools (9-12)



Assessment Name	BRIGANCE Screen III (required for Kindergarten in fall only)	MAP Growth ELA and Mathematics (Gr. K-9) Science (Gr. 3-8) (required for Kindergarten during winter and spring only)	Criterion-Referenced Test (SBAC) ELA and Mathematics (Gr. 3-8), Science (Gr. 5, 8, 9)	National Assessment of Educational Progress (NAEP) (selected students)	ACT Plus Writing	WIDA ACCESS for English Language Learners (ELLs)*	Approximate Testing Times for Students with an English Learner Designation 2019-2020			
Item Types	Oral and Physical Responses	Multiple Choice (MC)	MC, Performance Tasks	MC	MC	Kindergarten: Paper/Pencil Grades 1-12: Online	Total of Average Minutes Used for Testing	Total of Average Hours Used for Testing	Percentage of Instructional Time Based on Allocated Academic Hours per School Year	
Rationale	Nevada K.I.D.S. Read by Grade 3 Program, Nevada Revised Statute (NRS) 388.157 Section 2	Nevada K.I.D.S. Read by Grade 3 Program, NRS 388.157 Section 2 (K-3), Focus: 2024	NRS 390.105(a)	Federally mandated as part of the Tribal Urban District Assessment (TUDA) program	NRS 390.610	Required by Every Student Succeeds Act (ESSA) of 2015				
Format	Online or Paper/Pencil	Online	Online	Online or Paper/Pencil	Online or Paper/Pencil	Kindergarten: Paper/Pencil Grades 1-12: Online				
Grade K	20	240				60	320	5.33	0.57%	
Grade 1		360				165	525	8.75	0.92%	
Grade 2		360				165	525	8.75	0.92%	
Grade 3		540	450			165	1155	19.25	2.03%	
Grade 4		540	450	120		165	1275	21.25	2.24%	
Grade 5		540	570			165	1275	21.25	2.24%	
Grade 6		540	450			165	1155	19.25	1.94%	
Grade 7		540	450			165	1155	19.25	1.94%	
Grade 8		540	570	120		165	1395	23.25	2.35%	
Grade 9		360	120			165	645	10.75	1.09%	
Grade 10						165	165	2.75	0.28%	
Grade 11						165	380	6.33	0.64%	
Grade 12				120		165	285	4.75	0.48%	

* ACCESS for ELLs is only for English Learners with an English Proficiency Level of 1 to 4.4

Appendix C – MAP Growth Interim Testing Calendar

Grades K-9: This calendar includes the MAP interim assessments required by Clark County School District and Read by Grade 3.

TESTING WINDOW	TESTS	GRADE LEVEL
FALL August 12, 2019–September 23, 2019	Reading and Mathematics Science	1-9 (*Kindergarten is optional.) 3-8
WINTER December 9, 2019–January 24, 2020	Reading and Mathematics Science	K-9 3-8
SPRING March 30, 2020–May 8, 2020	Reading and Mathematics Science	K-9 3-8

*Kindergarten will be required to take MAP in the fall beginning in the 2020-2021 school year.

TESTING WINDOW	DATA AVAILABLE IN INFINITE CAMPUS
FALL August 12, 2019–September 23, 2019	October 1, 2019
WINTER December 9, 2019–January 24, 2020	February 7, 2020
SPRING March 30, 2020–May 8, 2020	May 19, 2020

Appendix D – MAP Growth Professional Learning Calendar

Professional Learning Session	Audience	Dates
<p>Course Code: AARSI00006</p> <p>What is MAP Growth?: Overview of the MAP Growth assessments and purpose of implementing a growth assessment.</p>	Teachers/Strategists, School Administrators, and Central Administration	June 4, 2019 June 5, 2019 June 6, 2019 June 11, 2019 June 12, 2019 June 13, 2019 June 18, 2019 June 19, 2019 June 20, 2019
	School Administrators	May 7, 2019 May 8, 2019 May 9, 2019
	Executive and Academic Leadership	April 9, 2019
<p>Course Code: AARSI00008</p> <p>MAP Test Administration: Overview of the system, managing tests, and basic reporting features.</p>	Teachers/Strategists and School Administrators	July 15, 2019 July 16, 2019 August 6, 2019 August 7, 2019 August 9, 2019 August 17, 2019
	School Administrators and Central Administrators	August 8, 2019 August 20, 2019 August 21, 2019
	Executive and Academic Leadership	Session Date TBD
<p>Course Code: AARSI00010</p> <p>MAP Reading Fluency: Overview of the tool, managing tests, and basic reporting features delivered via webinar.</p>	Teachers/Strategists, School Administrators, and Central Administrators	August 22, 2019 August 28, 2019 September 12, 2019
<p>Course Code: AARSI00009</p> <p>MAP Essential Reports and MAP Accelerator: In-depth look at classroom and grade level growth reports, the Learning Continuum, and Khan Academy for curricular implications.</p>	Teachers/Strategists and School Administrators	September 10, 2019 September 17, 2019 September 21, 2019 September 24, 2019 September 28, 2019
	School Administrators and Central Administrators	September 25, 2019 September 26, 2019
	Executive and Academic Leadership	Session Date TBD
<p>Course Code: AARSI00011</p> <p>MAP Student Growth: Goal setting and differentiated instruction using the Learning Continuum and Khan Academy.</p>	Teachers/Strategists and School Administrators	January 11, 2020 January 14, 2020 January 15, 2020 January 18, 2020
	School Administrators and Central Administrators	January 22, 2020 January 23, 2020
	Executive and Academic Leadership	Session Date TBD
<p>Course Code: AARSI00012</p> <p>MAP Essential Data Points for School Planning: Analyze schoolwide data to plan for the 2020-2021 school year.</p>	School Administrators, Teacher Leaders, and Central Administrators	May 6, 2020 May 7, 2020

Appendix E – MAP Mondays Calendar

During each interim testing window, a MAP Monday SABA Cloud session will be held to discuss a hot topic. Each session will last approximately 15 minutes and include opportunities for questions. There will be two opportunities each Monday to tune in: 7:00 a.m. or 4:00 p.m. A playback of the content will also be available.

Registration for these sessions is available in ELMS by searching Keyword: MAP Mondays. Topics are subject to change depending on demand.

Testing Window	Topic	Audience	Dates
Fall	Getting Started with MAP/Student Engagement	Teachers/Strategists, and School Administrators	August 19, 2019
	Accommodations and Supports		August 26, 2019
	Technology Troubleshooting		September 9, 2019
	Monitoring Test Completion/Student Engagement Report		September 16, 2019
	Class Report		September 23, 2019
	Goal Setting with Students		September 30, 2019
	Predicted Proficiency Summary	Strategists and School Administrators	October 7, 2019
Winter	Preparing for Winter Test Administration/Student Engagement	Teachers/Strategists, and School Administrators	December 9, 2019
	Hot Topic of the Week		December 16, 2019
	Class Breakdown Report		January 13, 2020
	Achievement Status and Growth Reports		January 27, 2020
	Student Growth Summary Report	Strategists and School Administrators	February 3, 2020
Spring	Preparing for Spring Test Administration/Student Engagement	Teachers/Strategists, and School Administrators	March 30, 2020
	Hot Topic of the Week		April 20, 2020
	Hot Topic of the Week		April 27, 2020
	Hot Topic of the Week		May 4, 2020
	Planning for 2020-2021 School Year	Strategists and School Administrators	May 11, 2020

Appendix F – MAP Growth Test Coordinator Readiness Checklist

Before Test Administration

- Using the 2019-2020 MAP Growth Interim Testing Calendar, create a schoolwide testing schedule, including a process for make-up testing.
- Provide the *2019-2020 MAP Growth Implementation Manual (MIM)* to all staff involved in MAP testing.
- Ensure all proctors have been able to log in to the MAP Administration and Reporting Center (MARC) at teach.mapnwea.org.
 - Data Services will create accounts for administrators, strategists, and any teachers who have student rosters in Infinite Campus.
 - New account holders will receive an e-mail from NWEA with activation instructions. If the password has already expired, direct staff to click on the **Forgot Username or Password** link and enter their full CCSD e-mail address.
 - For staff who still cannot locate the account after the reset attempt, e-mail map-support-user@nv.ccsd.net, to request an account. Please include the following in the e-mail request: school name, staff member's name and position, and staff member's e-mail address.
- Communicate with your Site Based Technician (SBT) at least 3 days prior to testing to check the functionality of NWEA testing lockdown browsers.
 - If testing on iPads or Chromebooks, the SBT will need to communicate with their manager at User Support Services (USS) to install the NWEA Secure Testing App on devices.
- Confirm volume and headphones are functioning properly for all students in Grades K-1 and for students who will receive Text-to-Speech support in Grades 2-9.
- Ensure proctors have engaged in professional learning on the purpose of MAP, how to set up test sessions, and how to navigate the proctor console during testing. Support videos are available to aide in professional learning. Access videos at <https://bit.ly/MAPseries>.
- Guide proctors to provide opportunities for students to engage in practice activities. This increases familiarity of the assessment and increases student engagement. Students simply launch the NWEA lockdown browser or secure testing app, click **Try the Practice Test**, choose test criteria, and enter **grow** for both the session name and password.
- Work with special education teachers, classroom teachers, and proctors to ensure any accommodations or designated supports have been entered correctly into the system for each term. These supports must be entered into any new session for students. Refer to pages 10-11 of the MIM to locate which accommodations or designated supports are permissible during MAP testing.

During Test Administration

- Communicate to proctors that new students will populate into the system within 24-48 hours of enrollment. New students will need to be added into existing test sessions by the teacher or proctor.
- Remind proctors to prepare students for testing by:
 - Discussing the purpose of MAP and how the data will be used.
 - Providing opportunities to engage with the practice test.
- Work with proctors on providing brain breaks for students. Generate the Retesting Recommended – Rapid Guessing report to determine if any retesting requests will need to be made to the Assessment Department. Follow the request protocol located on page 10 of this manual.
- Guide proctors to monitor test completion for their classes to ensure students complete already started tests within **14** calendar days. After **28** calendar days the test will be marked invalid in the system and no score will be reported.
- Provide professional learning for any substitute or new teachers.

Close of Test Administration

- Generate the *Students without Valid Test Results* report periodically throughout the testing window and again a few days before the close of the testing window. Students who have not been tested or have invalid tests will be present on this report. Ensure all eligible students are tested.
- Provide opportunities for teachers to view and analyze reports to guide instruction.
- Assist educators on how to communicate results with students and parents/guardians in order to set instructional and growth goals.

Appendix G – 2019-2020 MAP Growth Student Directions Script

The script is from page 1 of *Testing Tips for Math Growth*, retrieved from <https://teach.mapnwea.org/impl/ProctorTestingTips.pdf>.

Student Directions Script

For all students, say:

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

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

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

If testing grade 2+ math, say:

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

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

If testing grade 2+ reading or language usage, say:

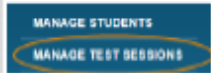
If a reading passage is too long to fit on the screen, use the scroll bar on the right side of the passage to scroll down and display the rest of the passage and questions about it.

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

PROCTOR QUICK START

To learn the basics, watch the [Proctor videos](#) in the MAP Help Center. See also the [Readiness Check for Testing](#) and the [Testing Tips for MAP Growth](#) for help during testing.

Set Up Testing in MAP

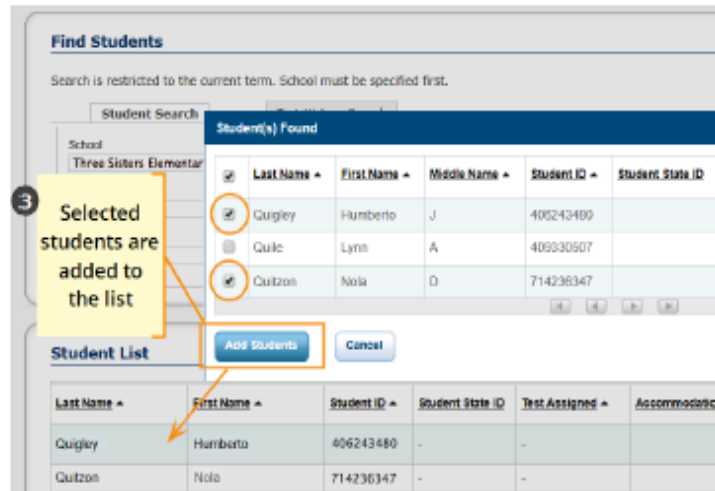


On the MAP Growth site (teach.mapnwea.org), choose **Manage Test Sessions**, and follow Option 1, 2, or 3 to create a testing session. A testing session groups students so you can administer testing and has no effect on reporting.

Option 1—Find Students to Test

This option is useful for preparing an arbitrary group of students ahead of time.

1. Click **Find Students to Test**.
2. Choose criteria and click **Search**.
3. Review the search results and click **Add Students**.
4. Repeat the search as needed.
Keep the student count below 100; too many students can slow the sign-in.
If a student is missing, try using <No School Assigned> in the criteria.
If you need to add a student, contact a school leader for instructions.
5. Select students and make needed assignments (each person can have a different assignment):
 - a. **Assign Test:** Do this now so students do not have to choose it later.
 - b. **Assign Accommodations:** Records accommodations you will provide and enables Text-to-speech. See also: [Assignments for tests, accommodations, or Text-to-Speech on page 2](#).



6. If you plan to use this testing session at a later time, click **Save Session**.
Use a name that's unique and easy to type. Avoid spaces, special characters, and capital letters. Examples: **jbmath72** (your initials +subject +grade +period) or **21eagle918** (room +mascot +month +year)
7. If you need to test immediately, click **Test Now**.

Option 2—Test My Class

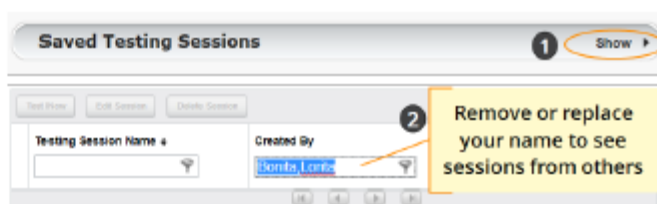
Use this option if you're testing your own class of students.

1. Click **Test My Class**.
If the button doesn't work, your MAP profile was not associated with a class of students for this term. (This association must happen every testing term.) Contact a MAP leader in your school or district.
2. Select one of your classes, if prompted.
The Proctor console appears and the testing session starts.
3. Select students and make needed assignments (each person can have a different assignment):
 - a. **Assign Test:** Do this now so students do not have to choose it later.
 - b. **Assign Accommodations:** Records accommodations you will provide and enables Text-to-speech.
See also: [Assignments for tests, accommodations, or Text-to-Speech on page 2](#).

Option 3—Use Saved Testing Session

Use this option if a session was already created and saved by you or someone in your district or school.

1. Click **Show** next to **Saved Testing Sessions**.
2. To see testing sessions created by others, change **Created By**.
Note: Access may be limited. With the School Proctor role, you can only access sessions created by someone with the District Proctor role.



3. When you find and select a testing session, click **Test Now**.
If not available, you already have a session running (you can only run one at a time). Click **Return to Testing**.

Assignments for tests, accommodations, or Text-to-Speech

When making test assignments, refer to this diagram of test naming conventions. As shown, many tests have an accessible version that is compatible with screen readers.

Growth:	Math 6+	TN 2016	
Growth:	Reading K-2	CCSS 2010	
Screening:	Science 6+	NWEA 2017 (Accessible)	
↑ Test Type	↑ Subject and Grades Applicable	↑ Academic Standard from Year YYYY	↑ Special version for accessibility

When assigning accommodations, select all the assistance you plan to provide so it is permanently recorded with the test. You cannot change these assignments once the student starts testing, unless you suspend the test and ask the student to rejoin the testing session.

Text-to-Speech is one of the accommodation choices. It is intended for sighted students, such as English language learners, and it enables audio tools that appear within the test toolbar.

For details, see the [MAP Help Center > Testing Growth > Accommodations](#).

Student Sign-in

Before students arrive

1. On your **Proctor console**, you should now see the **Test Students** page. If not, click **Test Now**.
2. At the top, look for the **Session Name** and **Password**.
3. Write or display this name and password on a board for all students to copy during sign-in.



Note: The password regenerates every time you start a session and will expire overnight.

When students arrive

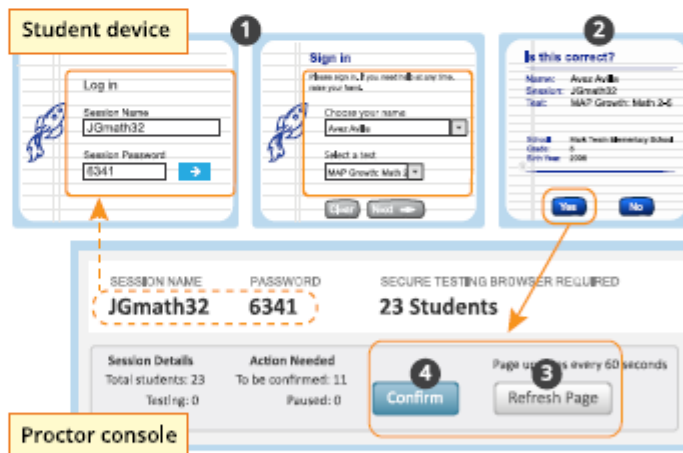
1. On **student testing devices**, students start the NWEA secure testing browser or app. Or, if your school will be testing with a browser only, you can direct students to: test.mapnwea.org.
2. Ask students to learn about MAP Growth with the following choices on their log-in page:
 - **Try the Practice Test** (about 5 non-scored, sample questions)
Username and Password are **grow**
 - **Student Resources** (explanatory videos about the test, tools, and test engagement)
 - Or, read the student directions script in [Testing Tips for MAP Growth](#).



Confirm students to start

Confirm students every few minutes, as students are ready.

1. On **student testing devices**, guide students to complete their prompts.
Note: Spanish-speaking students can choose to see translated instructions.
2. As needed, check whether students have chosen correctly.
3. On your **Proctor console**, click **Refresh Page** to see which students have the "To Be Confirmed" status.
4. Click **Confirm**. This confirms all students with "To Be Confirmed" status.
Or, select individual students, click **Select Action**, and choose **Confirm**.



5. **Students:** Click **Start Test**.
Tip: If your internet connection is slow, ask students to start a few at a time, rather than all at once.

See also: [Student Sign-In Tips](#) [Testing Tips for MAP Growth](#) for common sign-in issues and other tips.

Pause, Suspend, or Terminate

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

Action	Duration	Follow-up Action	What to Expect
Pause*	Up to 25 minutes	Resume	–Student must resume from the same device –Test will continue with the next question –After 25 minutes, the test becomes suspended
Suspend	Up to 28 days	Test Again (same day and session)	Test will continue with the next question
		–or– Resume Test prompt (another day)	Continue testing with either the saved testing session or a newly created testing session, whichever is more convenient 14 days is the recommended limit, because too many days of instruction between testing could influence the score
Terminate	Permanent	Test Again (after reassigning test)	Caution: System discards any answers given for the terminated test; use only if the wrong test was assigned

***Other pauses:** To pause on the [student device](#), type: **Ctrl+Shift+P** (or **Ctrl+Shift+L**) and enter the PIN from your console. For information about the automatic pause from rapid guessing, see [Testing Tips for MAP Growth](#).

End of Testing

Before you can begin another testing session, you must end the first session. You can run only one testing session at a time. Although it's possible to leave your testing session running until more students arrive, you cannot keep it running overnight. Every night, all sessions are closed automatically, and any tests left open become suspended.

To end for all students:

1. On the [Proctor console](#), click **End Testing Session**.
If students are still testing, a prompt shows that those tests will become suspended. Click **Yes** to continue.
2. At the next prompt, choose either:
 - a. **Save and Exit:** Choose if the *same group* of students will be tested together later.
 - b. **Delete Session:** Choose if different groups will be formed for further testing. (Does not affect test results; students can resume incomplete tests in the same or another testing session.)
3. Close down the browser or app on [student testing devices](#) using the applicable command:

PC or Mac —	iPad —	Chromebook —
Click the X at top	Use the Home button	Click the X or Shift+Alt+K

To end one test and continue another:

1. Select the student, and then select **Test Again**.
2. Select the student and click **Assign Test(s)** to assign a new test (and also **Assign Accommodations** if it differs for the new test).
3. Ask the student to sign in again (same session name and password).

Revisions

NWEA is committed to ensuring the best experience for users and updates the testing platform to meet these needs. In the event any part of this implementation manual requires a revision, please refer to the table below for details.

Revision Number	Revision Date	Nature of Revision	Page Number
Rev. 1	8/8/19	Added additional report resources. Section Added: Instructional Connections. Added link to Parent Toolkit resource Added link to MAP Accelerator Handout	17 22 22 23
Rev. 2	8/16/19	Replaced Proctor Quick Start Guide. Replaced MAP Growth Student Directions Script.	9 and 36 10
Rev. 3	8/22/19	Added MAP Reading Fluency Quick Start Guide. Added MAP Accelerator resources.	6 23