



Catholic Schools
A Faith-Based Education
that Lasts a Lifetime

NWEA MAP Growth FAQs

This is a living document and will develop as we walk through this baseline year gleaning insights and fielding questions. There is nothing we cannot accomplish for His glory when we do it together!

When are the scheduled testing windows for the 2022-23 school year?

FALL	September 12th -October 12th
	Required for grades 2-8: Math, Reading, Language Usage (Language Usage: Language Arts) Optional: Science and K-1 assessment
Winter	January 9th -February 9th
	Required for grades 2-8: Math, Reading, Language Usage (Language Usage: Language Arts) Optional: Science and K-1 assessment
Spring	April 24th -May 24th
	Required for grades 2-8: Math, Reading, Language Usage & Science (Language Usage: Language Arts) Optional: K-1 assessment

Why K-2 versus 2-5 reading and math range:

This is a baseline year and K-2 was chosen to allow a review of this new assessment tool. *A committee of principals and testing coordinators will be developed in October to evaluate and assess this baseline year and make recommendations in the spring for the 2023-24 school year.*

Will student data be marginalized using the K-2 versus 2-5 range?

The assessment is intuitive and will increase in rigor as applicable responding to student responses. This should be viewed as a growth instrument, helping streamline and guide decision-making and assist in the learning process.

Are there checklists to help guide the onboarding of NWEA MAP Growth?

Administrator(s):

- o Introduce MAP Growth and build excitement around the progress and growth that will be the natural result of a successful implementation and administration. Consider a growth incentive system to encourage reluctant participants to do their best and to celebrate those who meet or exceed their goals.
- o Determine if K-1 students will be given the MAP Growth during this test window. Only 2-8 is mandatory.
- o Monitor testing window progress and provide reporting support following testing.

Administrator (with District Proctors):

- o Prepare lists of students with testing accommodations and other testing groups. Double check which tests students need (Spanish, Algebra, etc.). Consider, if you have multiple tracks, creating testing sessions by grade and then by math or reading groups rather than HR teacher if students normally test in these groups rather than in the HR teacher's class.
- o Develop a **testing session naming convention** that is consistent and easy to follow: e.g., Mr. B. Jones – 2nd grade – Math test – Group 1 of 2 (group 2 test with resource teacher) → 2MathBJones1 and 2MathBJones2. Proctors can only have one testing session open at any time. Resource proctor's testing sessions may need a special naming convention. Proctors need to be able to locate their testing sessions (Saved Test Sessions) to verify their rosters and begin test sessions.

Testing Coordinators (District Proctors):

- o Review the [Proctor Checklist](#) and the [Proctor Slide Deck](#) and provide best practices to teachers.
- o Create testing sessions for teachers before their test day and time.
- o Students are loaded in MAP Growth onto their homeroom teacher's "roster". These rosters can be used for testing. However, students who have testing accommodations or tested by someone other than their HR teacher, need to be pulled and added to a separate testing session.

Teachers (School Proctors):

- o Review the [Readiness for Testing checklist](#)
- o Review testing session rosters prior to testing to check for issues.
- Relate any changes that are needed to the testing coordinators as soon as possible.

Is there one resource I can go to, to get an overview of MAP Growth?

A collection of resources has been gathered for ADW Catholic Schools from the NWEA MAP Growth team. [ADW NWEA MAP Growth PADLET of Resources](#)

What do I need to do to prepare my teachers (proctors)?

From the MAP Help Center, select Proctor Quick Start to explore the video tutorials and guidance documents. <https://teach.mapnwea.org/impl/maphelp/Content/MAPHelpCenter.htm>

What is needed before, during, and after the testing session?

Before the Testing Session

- Understand MAP Growth by creating a ProLearning Account and watching the three, 30-minute learning videos. Review [MAP Growth Testing Tips](#)
- Understand the testing process by reviewing the [MAP Growth Basics Workbook](#)
- Create and modify student profiles if necessary (ADW CSO Team)
- Access and confirm the test schedule and locations; many schools use portable devices in classrooms ([NWEA MAP Growth Testing Login Page](#))
- Check headphones and headphone volume as needed
- Collaborate with teaching staff to identify and prepare accommodations for students with special needs
- Develop a process for providing feedback to the Assessment Coordinator and School Administrator (*CSO will push out a Cognito Survey the second week in October after the testing window closes to glean feedback.*)
- Determine steps for troubleshooting workstation problems when issues arise
- Guide students through the MAP Growth Practice Test
- Gather materials for the testing environment
- List of any student accommodations
- Scratch paper and pencils
- Headphones for any MAP Growth K–2 students (**Note:** K-1 is optional for ADW students and is determined at the school level)
- Access Testing Tips (a script to read to students) on the [Proctor Quick Start](#) page
- Create test sessions for students and assign selected tests

Devices in the building should be checked for:

- Do they meet minimum specifications and system requirements?
- Do they have the appropriate MAP Growth Apps installed?

To check devices automatically: Check.nwea.org

To see the full list: [System Requirements](#)

During the Testing Session

- Read the directions to students before instructing them to begin
- Monitor student behavior and testing progress in the MAP system
- Pause, suspend, or terminate tests if needed
- Invalidate tests if needed

After the Testing Session

- Prepare computers for the next group to test close the NWEA Secure Testing App screen if there will be more than a few minutes between testing sessions (if not, refresh the NWEA Secure Testing App screen)

- Determine which students need to be scheduled for makeup tests and inform the classroom instructor when that will occur

After Testing Day

- Give makeup tests as soon as possible (tests must be completed within the testing window (e.g., FALL -September 12-October 12))
- Communicate any testing issues or scheduling concerns to the School Administrator and Assessment Coordinator
- After the testing window closes, communicate any procedural recommendations to the School Administrator and Assessment Coordinator to inform the next testing window

Where can I find MAP Growth accessibility and accommodations information?

<https://www.nwea.org/content/uploads/2019/12/NWEA-Accessibility-and-Accommodations-FAQ-JAN2020.pdf>

How does a student get assigned accommodations?

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.

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 [Accommodations and Accessibility](#) and also [Text-to-Speech Accommodation](#).

Should all Spanish ELL students take the Spanish tests?

- o Schools can determine which test best suits the needs of their Spanish speaking students.

Should Algebra students take the Math (6-8) or Algebra test?

- o Students should take the test that matches their math class.

Can students test remotely? If quarantining during test window?

- o Schools should make every effort to test all students during the testing window. Any exceptions should be discussed with CSO Leadership.

Fall Assessment is Over, Now What?

Teachers can use the resources below to begin to get familiar with how to interpret NWEA MAP Growth data.

- https://nwea.force.com/nweaconnection/s/my-students-have-tested-now-what?language=en_US
- https://teach.mapnwea.org/impl/PGM2_MAP_Reports_Reference.pdf
- <https://www.nwea.org/resource-center/resource/map-student-profile-reports/>

October 28th Collaboration Day is dedicated to helping teachers walk through the NWEA MAP Growth data and learn how the data can be used to support learning in the classroom. Learning targets identified that will be addressed during Collaboration Day include but are not limited to:

- Define key metrics/terms that influence instruction/assessments
- Using class and student reports, interpret student performance data in relation to NWEA normative data and other comparative data
- Identify opportunities to implement equitable data practices
- Understand why it is important to employ assessment empowerment as an equitable teaching practice
- Meet student needs by identifying targeted instructional groups based on MAP Growth goal area performance data. Boost differentiation efforts by connecting groups of students to standards in the Learning Continuum.

References

MAP Growth Basics Workbook

https://padlet.com/nweapl/MG_Basics/wish/2217834726

Proctor Quick Start

<https://teach.mapnwea.org/impl/maphelp/Content/Testing/ProctorQuickStart.htm>

Checklists

[Proctor](#)

[Readiness Check for Testing](#)

Print Resources

[Proctor Quick Start](#) (5 Pages)

[Testing Tips for MAP Growth](#) (6 Pages)

[MAP Growth Accessibility and Accommodations FAQ](#) (7 Pages)