Catholic Schools
A Faith-Based Education
that Lasts a Lifetime

The Roman Catholic
Archdiocese of
Washington

NWEA MAP Growth
FAQs

This is a living document and will continue to be updated as needed.

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

Principal survey feedback was 87% in favor of K-2 assessment.

	MAP Growth K-2	MAP Growth 2-5
Designed for whom?	Students in early grades who are pre, emergent, or beginning readers	Students in second to fifth grade who are independent readers (or are starting to demonstrate independence)
What is being measured?	Foundational reading skills (including phonics, phonological awareness, and concepts of print), **as well as** comprehension, vocabulary, and elements of writing	Independent reading comprehension and vocabulary
Available support?	Audio support (questions are read) for all students	No audio support available (except for students in need of accommodations such as text-to-speech)

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):
- 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.
- Determine if K-1 students will be given the MAP Growth during this test window. Only 2-8 is mandatory.
- Monitor testing window progress and provide reporting support following testing.

Administrator (with District Proctors):
- 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.
- 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) è 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):
- Review the **Proctor Checklist** and the **Proctor Slide Deck** and provide best practices to teachers.
- Create testing sessions for teachers before their test day and time.
- 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):
- Review the **Readiness for Testing checklist**
- 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/

References/Resources

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

MAP Growth Setup
MAP Setup Overview Video (mapnwea.org)

MAP Growth Chart of Reports
MAP Reports Details (mapnwea.org)

Print Resources

Proctor Quick Start (5 Pages)

Testing Tips for MAP Growth (6 Pages)

MAP Growth Accessibility and Accommodations FAQ (7 Pages)