



Catholic Schools
A Faith-Based Education
that Lasts a Lifetime

NWEA MAP Growth Student Retesting and Make-Up Testing Guidance

Given that standardized assessment scores are attached to Title funding applications, we control and monitor all requests. Please review below before contacting The Catholic Schools Office requesting for a test to be spoiled.

Please review the following before requesting a test to be spoiled:

1. The student's classroom environment was disrupted during the testing session.
2. Technology was disrupted during the testing session.
3. Student falls 30% or more for rapid guessing

Things to consider:

Did the teacher/proctor use the "suspend" feature as recommended when it became clear the student was not ready to take the assessment? As a gentle reminder that the "suspend" feature allows an assessment to be paused for up to 28 days, allowing a student to return to the assessment when it works best. This feature should be used if there are individual behavior or environmental obstacles.

Directions on how to suspend a test can be found [HERE](#).

Please note that when a student re-tests, the MAP Growth system will choose the test with the lower standard error of measure, or SEM. SEM is an indicator of test precision, and a lower SEM suggests a more precise test score. When comparing the SEM of two tests, NWEA MAP Growth round the SEM to 1 decimal place.
Resources Setting Up and Ending Testing Standard Error of Measurement: Definition and Calculation

Notes:

If a student has a Catholic Accommodation Plan (CAP) or Individualized Catholic Education Plan (ICEP), has accommodations been documented in the NWEA MAP Growth data management system? Please direct any questions to Margaret Kenney-White, Director for Special Education at kennym@adw.org.

Please contact Jeremy (mcdonaldj@adw.org), Lysie (reavisl@adw.org) or Denise (balld@adw.org) with spoiling test requests. Please review and let the Catholic Schools Office know what area your request falls under (e.g. classroom environment or technology disruption) so we can log, review and respond accordingly.

Resource: [About rapid-guessing and test disengagement \(nwea.org\)](#)