

PROCTOR GUIDE

This *Proctor Guide* is written for anyone who administers MAP® Growth™ testing.

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Starting Out

- **Your login:**

In most cases, look for an automated email for your login credentials (sender is MAP-AutoResponder@nwea.org). The email also provides a link to the MAP Growth site:

<https://teach.mapnwea.org>

If you forget your password

There is a "**Forgot Username or Password?**" link under the main login prompt. This will send login information to the email address that was saved in MAP. If the email does not appear, *check the junk or spam folder*.

If needed, a leader at your school or district can reset a password (*NWEA cannot do this*).

Note: Each person can also change his or her own password, such as after a reset. After logging in, click **Change Password** from the bar on the top right of the screen.

- **Your role:**

The role or roles you are assigned in MAP determine what the system allows you to do (your permissions). Typically you have one or both of these roles:

- Proctor—Enables you to conduct MAP testing.
- Instructor—Grants access to the test results of your students. Also enables the **Test My Class** feature (see [Option 2—Test My Class](#) on page 5).

Practice and Readiness Check

As a Proctor who administers MAP[®] Growth[™] testing, try to prepare at least a week ahead.

Practice Test and Student Preparations

- Use the videos and practice tests available here: studentresources.nwea.org.

Student Resources includes videos that the whole class can watch.

Username and **Password** for practice tests = **grow**.

- Remind students that some questions will be more difficult, and it's okay not to know all of the answers.
- To give students practice with the math test calculator tool, see www.desmos.com.

- Search for your students to ensure they are in this term's roster: **Manage Test Sessions > Find Students to Test**. If students are missing, ask a leader to complete the roster.

Know Your Testing Conventions

- Confirm the testing window dates set by your district.
- All tests should be started by the end of the window.
- Plan enough time for students to take breaks, especially early learners. The test is not timed and can be taken over multiple days. You might also need to intervene or retest when students rapid-guess excessively.
- Confirm which method you should use in Manage Test Sessions: **Find Students to Test** or **Test My Class** or **Saved Test Session**.
- Confirm your naming conventions for testing sessions:

Examples: **jbmath72** (your initials +subject +grade +period) or **21eagle918** (room +mascot +month +year).

Device Preparations

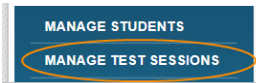
Before you can check devices, start a sample testing session under Manage Test Sessions, using any student.

- On a few sample devices, access the **NWEA Secure Testing** browser or app.

Typically, your school will already have it installed, or use the instructions referenced below. Or, if you are allowed to use a browser only, open the testing site: **test.mapnwea.org**.
- Join the testing session you started and look for warnings if the device fails to meet minimum requirements, such as screen resolution.
- Get headphones and check volume for early learners (K–2) or for students using Text-to-Speech.

For installation instructions, see [System and Technology Guide](#).

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. Select **Find Students to Test**.
2. Choose criteria and select **Search**.
3. Review the search results and select **Add Students**.

3 *Selected students are added to the list

| Student(s) Found | | | | | |
|-------------------------------------|-------------|--------------|---------------|--------------|------------------|
| <input checked="" type="checkbox"/> | Last Name ▲ | First Name ▲ | Middle Name ▲ | Student ID ▲ | Student State ID |
| <input checked="" type="checkbox"/> | Quigley | Humberto | J | 406243480 | |
| <input type="checkbox"/> | Quile | Lynn | A | 409330507 | |
| <input checked="" type="checkbox"/> | Quitzon | Nola | D | 714236347 | |

Add Students **Cancel**

| Student List | | | | | |
|--------------|--------------|--------------|------------------|-----------------|--------------|
| Last Name ▲ | First Name ▲ | Student ID ▲ | Student State ID | Test Assigned ▲ | Accommodatic |
| Quigley | Humberto | 406243480 | - | - | |
| Quitzon | Nola | 714236347 | - | - | |

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 student can have a different assignment):

1. Select **Assign Test** and select a test from the list.
2. Select **Assign Accommodations** if a student requires accommodations, including Text-to-Speech.
For more guidance, see [Assignments for tests, accommodations, or Text-to-Speech](#) on page 6.

6. If you plan to use this testing session at a later time, select **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, select **Test Now**.

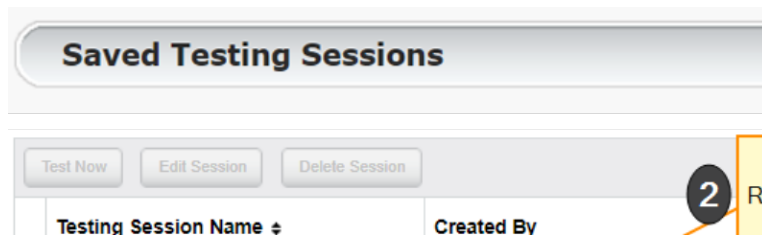
Option 2—Test My Class

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

1. Select **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 student can have a different assignment):
 1. Select **Assign Test** and select a test from the list.
 2. Select **Assign Accommodations** if a student requires accommodations, including Text-to-Speech.
For more guidance, see [Assignments for tests, accommodations, or Text-to-Speech](#) on page 6.

Option 3—Use Saved Testing Session

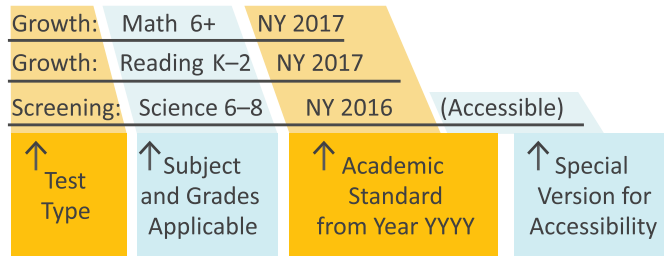
Use this option if a session was already created and saved by you or someone in your school or district.



1. Select **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, choose **Test Now**.
If not available, you already have a session running (you can only run one at a time).
Select **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.



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.

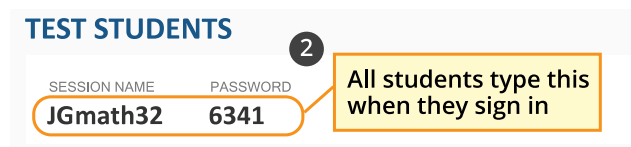
For details, see [Accommodations and Accessibility](#) on page 19 and also [Text-to-Speech Accommodation](#) on page 22.

Student Sign-in

Before students arrive

1. On your **Proctor console**, you should now see the **Test Students** page. If not, select **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](#) on page 10.

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.

The diagram illustrates the student sign-in process and the proctor console. On the left, a 'Student device' shows three steps: 1. 'Log in' with fields for Session Name (JGmath32) and Session Password (6341); 2. 'Sign in' with a dropdown for 'Choose your name' (Avez Avilla) and a dropdown for 'Select a test' (MAP Growth: Math); 3. 'Is this correct?' with 'Yes' and 'No' buttons. On the right, the 'Proctor console' displays session details (SESSION NAME: JGmath32, PASSWORD: 6341), 23 students, and a 'Confirm' button. A 'Refresh Page' button is also present, with a note 'Page updates every 60 seconds'.

3. On your **Proctor console**, select **Refresh Page** to see which students have the "To Be Confirmed" status.
4. Select **Confirm**. This confirms all students with "To Be Confirmed" status.
Or, to select individual students, choose **Select Action** and then **Confirm**.
5. **Students:** Select **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](#) on page 11 for common sign-in issues.

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 testing computer](#), select: **Ctrl+Shift+P** (or **Ctrl+Shift+L**) and enter the PIN from your console. For information about the automatic pause from rapid guessing, see [Test Engagement and Rapid Guessing](#) on page 13.

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**, choose **End Testing Session**.
If students are still testing, a prompt shows that those tests will become suspended.
Select **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:

Select the **X** at top

iPad:

Use the **Home** button

Chromebook:

Select 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 then **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).

Student Directions Script

To all students, say:

Give your best effort on this test. It is a chance to show how much you know. Your teacher can use the test to help determine the areas they can help you with the most. 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.

Student Sign-In Tips

For standard sign-in instructions, see [Student Sign-in](#) on page 6.

Student missing from Sign In

—or—

Student can't re-join

The student's status must be **Awaiting Student** in order to appear. On your **Proctor console**, select an action depending on the **Status**:

- **Confirmed**: Choose **Select Action > Do Not Confirm** (you will confirm again later)
- **Testing**: Choose **Select Action > Suspend**
 - Once suspended, choose **Select Action > Test Again**
- **Suspended**: Choose **Select Action > Test Again**

Ask the **student** to log in again, and then confirm as usual.

Wrong test assigned—how do I switch tests?

1. Select the student and click **Select Action**.
2. If the status is *To Be Confirmed*, choose **Do Not Confirm**.
—or—
3. If the status is *Testing*, choose either **Suspend** or **Terminate**:
Use Suspend if the student *might* need to take the test later this term.
Use Terminate if you know the student will not need the test later this term. Caution: Terminate removes all responses and potentially blocks students from joining that test for the rest of the term.
4. Click **Select Action > Test Again**.
5. When the status changes to *Awaiting Student*, assign the correct test.
6. Have the student sign in again.

If screen resolution is incorrect

The minimum required screen resolution is 1024x728, with the browser set to full screen and no zoom. Change the device display settings and, if needed, the browser display.

If “Students are Ineligible to Test” appears

Because of district settings, you cannot test the students (usually because the test was restricted to Once Per Term). Consult your school leaders, who can make any needed adjustments to test restrictions.

If “Action Needed to Continue” appears

The options you have include:

- **Resume Test:** Continues a suspended test.
- **Start Test Over:** Starts the test over from the first question and terminates the original test, discarding any answers given. Use caution because it could also block the student from testing if the test has the Once Per Term restriction.
- **Do Not Confirm:** Terminates the original test and restricts the student from taking the test again this term.
- **Cancel:** Will close this prompt and you still cannot confirm the student for testing.

Test Question Issues

Testing is slow

On the **student testing device**, select **Reset**.
On desktops, you can also use the keyboard command:



F5 (Win) or **Command+R** (Mac)

Question appears blank (white screen)

–or–

“Please raise your hand” appears

1. On your **Proctor console**, with a student selected, choose **Select Action > Suspend**.
2. On the **student testing device**, close the testing browser.
PC or Mac: iPad: Chromebook:
Select the **X** at Use the **Home** Select the **X** or
top button **Shift+Alt+K**
3. On your **Proctor console**, select the student again and choose **Select Action > Test Again**.
4. On the **student testing device**, restart the testing browser and join the test again. The test continues where the student left it.

Need to skip a broken question

1. On the **Proctor console**, with the student selected, choose **Select Action > Pause**.
2. Select the student again and then choose **Select Action > Resume**.
3. After the **student** chooses **Resume**, a new question appears.

Report a broken question

1. On your **Proctor console**, obtain the **Proctor PIN** (upper right).
2. On the **student testing device**, select: **Ctrl+Shift+P** (or Ctrl+Shift+L).
3. In the window that appears, enter the PIN code.
4. Describe the problem you're having with the test question.
Note: You do not need to include the test name or question number.
5. Select **Resume Test**.
The MAP system sends the report to NWEA to be addressed (a “problem item report”), and the test resumes with the next question.

Test Engagement and Rapid Guessing

This feature applies to most MAP Growth and Screening tests, but not to Skills Checklist tests.

Proctor role in test engagement

By helping students stay engaged with their test, you help ensure the assessment will better represent the areas you can help with the most. Before testing, clarify with students the purpose of MAP Growth and the importance of taking time on every test question. During testing, check the rapid-guessing alerts on the Proctor console.

A *rapid guess* means the student answered well below the average response time measured by NWEA for each test question. The response is so fast that the student could not have viewed the question completely.

Rapid guessing is *not* connected to total test duration. A student can finish quickly but still answer within the average time per question, and so *not* trigger the rapid-guessing alert.

First pause—what to do

When a student rapid-guesses multiple times, the test automatically pauses, and an alert soon appears on the Proctor console. The best way to help students reengage will vary for each student:

The screenshot shows the Proctor console interface. At the top, it displays 'TESTING TIPS AND SCRIPT' with a 'View PDF' link, and 'PROCTOR PIN 9254'. A 'Proctor' label is in the top right. Below this, a 'Rapid-Guessing Alerts' box shows '1 Paused' and '0 reached rapid-guessing threshold'. A 'Resume' button is highlighted with a circled '4'. Below the alerts, a table shows student information: 'Bohieme, Salvador' with a '1st pause (of 3)' at '2:40 PM'. A 'Please raise your hand for help.' message is displayed. At the bottom, 'PROCTOR DIRECTIONS' instructs to 'Resume the test using the PIN or from your proctor console.' A 'Proctor PIN' input field and a 'RESUME' button are at the bottom, with a circled '3' next to the input field. A 'Student' label is in the bottom right.

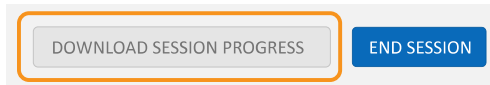
1. For convenience, obtain or memorize the Proctor PIN for this testing session.
2. Approach quietly and encourage the student to take the time to think of the best answer for every question.
Avoid helping the student answer the test questions.
3. When the student is ready, enter the PIN on the student’s testing device—the test resumes with the next question.
4. Or, for multiple students, use controls on your console (select the alert box, select names, and choose **Resume**).

**Repeated alerts—
what to do**

If a student continues to rapid-guess multiple times, the test will pause again. Short tests like Screening have a total of 2 pauses and longer tests like MAP Growth have a total of 3 pauses, with the final pause at the rapid-guessing threshold (30% of questions possible on the test). Follow these best practices:

- As soon as possible, decide whether to continue the student’s test another day, when the student is able to reengage. If so, then **Suspend** the test.

- Before ending the testing session, select **Download Session Progress** to keep track of the student’s rapid guesses:



- For excessive rapid guessing, discuss with school leaders whether to start the test over (a retest).
- When you continue testing or if you retest, select **Find Students to Test**, open the **Test History Search** tab, and use the applicable search filters:

 A screenshot of the 'Find Your Students' interface. At the top, there are two tabs: 'Student Search' and 'Test History Search' (highlighted with an orange box). Below the tabs, the text reads 'Find Your Students' and 'Note: Students who have just tested may not yet be available in search results.' There is a dropdown menu for 'Test(s) Required' with 'Growth: Language 2-12' selected. Below this are three filter sections:

- Testing Status:** Includes 'Not yet tested' and 'Suspended Test'. A callout box labeled 'If test was terminated' points to the 'Suspended Test' checkbox. Another callout box labeled 'If test was suspended' also points to the 'Suspended Test' checkbox.
- Test Engagement:** Includes 'Reached rapid-guessing threshold (30%)'. A callout box labeled 'If test was completed' points to this checkbox.
- Tests Taken:** Includes 'Current Term' (selected with a blue dot), 'Inside Test Window', and 'Outside Test Window'.

- If a student reached the rapid-guessing threshold and if your leaders agreed to retest, then choose **Start Test Over** at the confirmation prompt. Otherwise, choose **Resume**.

Note: Do not expect to see last question number or rapid-guessing count listed with the student.

See also [How to Retest Students within a Term](#) on page 16.

Continuing Suspended Tests

Note: Students should continue tests within 14 days, although the maximum is 28 days.

Continue same day, same session

1. With the testing session still open, select the students with Suspended status.
2. Choose **Select Action** and select **Test Again**.

Continue another day, same session

If you know most of the same students in your testing session will return, you could save the session and reopen it later. Under Manage Testing Sessions, select the session you saved and then **Test Now**.

The Status for everyone will be Awaiting Student, meaning they can now sign in to the session. The session password will be new while the session name will remain the same. When prompted, select **Resume Test** and then **Submit**.

Continue another day, new make-up session

In a new make-up session, you can include a mix of students, those who need to finish testing and those who have not yet tested.

1. Under **Manage Test Sessions**, select **Find Students to Test**.
2. Open the **Test History Search** tab.
3. Select School, Test, and other search filters.
4. Choose **Search** and then, from the pop-up list, choose **Add Students**.

To help find students, you can sort by the **Test Event Start Date** column.

5. **Important:** Select students and choose **Assign Test** and, if needed, **Assign Accommodations**.
6. Select **Test Now**.

Note: The status will change to Awaiting Student for everyone, meaning they can now sign into the session. The question numbers will also be blank.

7. While confirming students, choose **Resume Test** when prompted.

How to Retest Students within a Term

You may have various reasons for retesting, including:

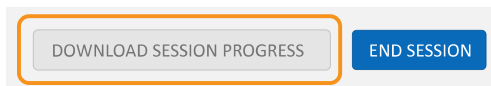
- excessive rapid-guessing, such as 30% or more of the questions possible on the test (known as the “rapid-guessing threshold”)
- an extreme drop in scores between terms
- unusual changes in test duration
- invalidation due to short duration or other invalid criteria

Whatever the reason, retesting students begins with a careful, thoughtful decision. Proctors, leaders, and teachers should work closely to make sure retesting is warranted and adheres to district and state policies.

Scenario 1—First test was suspended:

In this example, the Proctor decided to suspend the student’s test, because the student reached the rapid-guessing threshold and was not capable of reengaging that day.

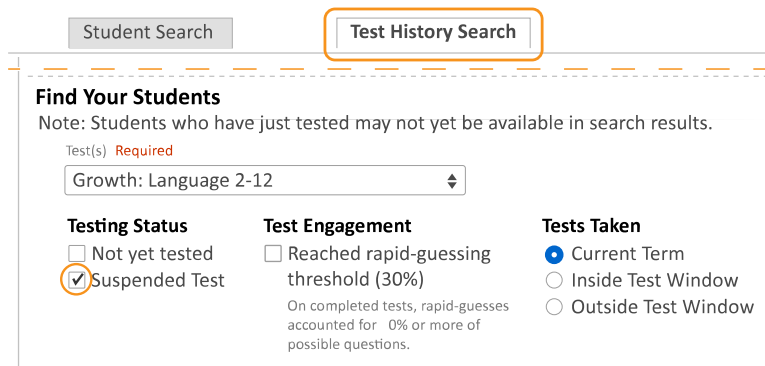
1. *Before closing the testing session*, the Proctor kept a record of the rapid guessing by clicking **Download Session Progress** from the Proctor console:



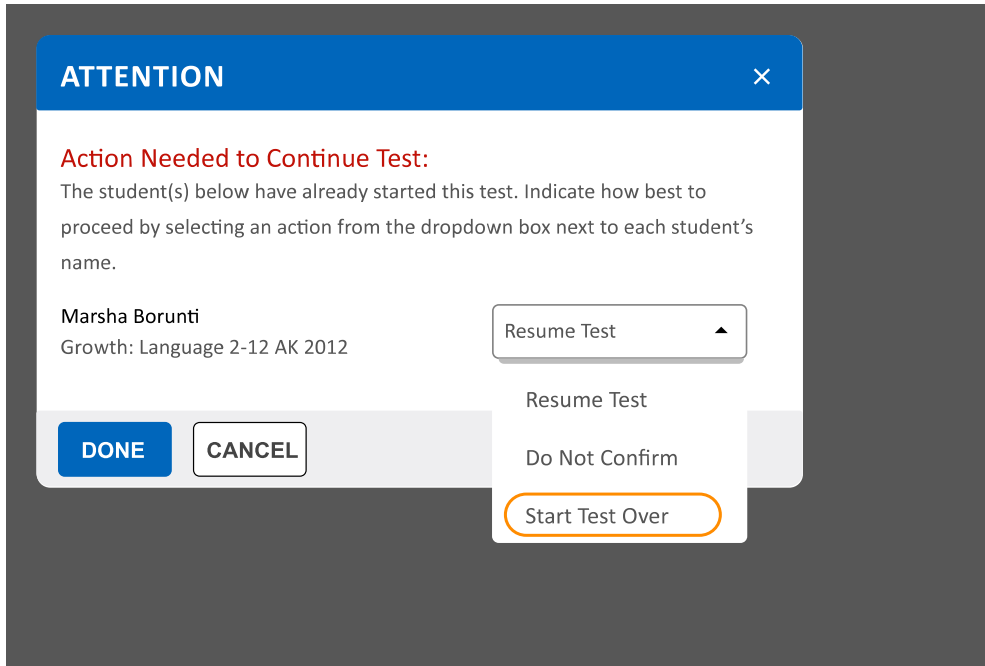
The downloaded information shows whether the student reached the threshold:

| A | B | C | D | E | F | G | H | I |
|-----------|------------|-----------|------------|---------------------|----------------|---------------|---------------|----------------------------------|
| Last Name | First Name | Status | Question # | Test Assignment | Accommodations | Rapid-Guesses | Rapid-Guess % | Reached Rapid-Guessing Threshold |
| Sofria | Frances | Suspended | 18 | Screening: Math 2-5 | No | 6 | | Yes |

2. After discussing the high rapid-guess count, the teacher and school leaders agreed that the student should start the test over instead of continuing.
3. When the student came back for retesting, the Proctor used **Find Students to Test**, chose the **Test History Search** tab, and selected the **Suspended Test** search filter:



4. After selecting the student and assigning the same test, the Proctor started the testing session.
Note: Do not expect to see the last question number or the rapid-guessing count listed with the student.
5. When the Proctor confirmed the student to start, he chose **Start Test Over** instead of Resume:



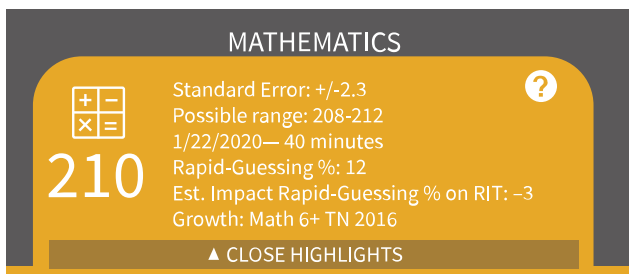
Caution: If students did not reach the rapid-guessing threshold, Proctors should avoid the **Start Test Over** option. In those situations, the default retesting rules would restrict the student from continuing. However, when a student reaches the rapid-guessing threshold, it triggers an exception to allow starting the test over.

Scenario 2—First test was completed:

In this example, the Proctor decided to let the student finish testing despite repeated rapid-guessing, in hopes the student would engage with the test. However, after looking at the score impact, educators asked the student to retest.

1. On the Student Profile report, the teacher saw the estimated impact that rapid guessing had on the student's score.

In this example, an impact of -3 means the student might have scored 213 if fully engaged during testing:



MATHEMATICS

Standard Error: +/-2.3
Possible range: 208-212
1/22/2020— 40 minutes
Rapid-Guessing %: 12
Est. Impact Rapid-Guessing % on RIT: -3
Growth: Math 6+ TN 2016

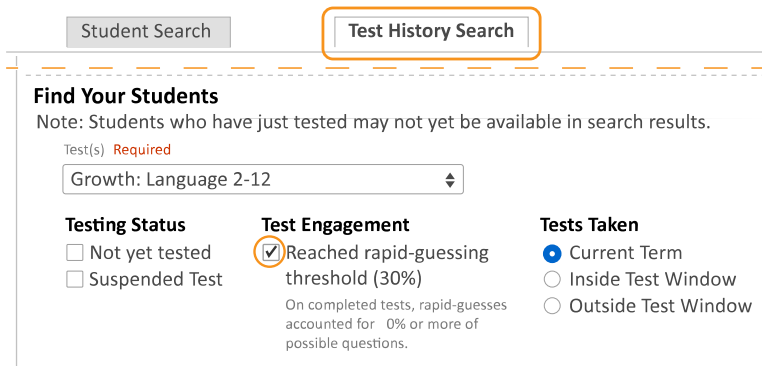
210

▲ CLOSE HIGHLIGHTS

2. Leaders analyzed similar students using the files generated from the Data Export Scheduler under **View Reports > MAP Growth Reports > Data Export Scheduler > Comprehensive Data File or Combined Data File (CDFs)**:

| TestRITScore | TestStandardError | TestPercentile | AchievementQuintile | PercentCorrect | RapidGuessingPercentage |
|--------------|-------------------|----------------|---------------------|----------------|-------------------------|
| 207 | 3.4 | 61 | HiAvg | 46 | 0 |
| 188 | 2.9 | 27 | LoAvg | 38 | 2.439 |

3. To find all students in need of retesting, the Proctor used **Find Students to Test**, choose the **Test History Search** tab, and selected the **Test Engagement** search filter:



Student Search Test History Search

Find Your Students
Note: Students who have just tested may not yet be available in search results.

Test(s) **Required**
Growth: Language 2-12

Testing Status
 Not yet tested
 Suspended Test

Test Engagement
 Reached rapid-guessing threshold (30%)
On completed tests, rapid-guesses accounted for 0% or more of possible questions.

Tests Taken
 Current Term
 Inside Test Window
 Outside Test Window

4. The Proctor reassigned the same test as before and started it just like any new test.

Scenario 3—Other retesting:

Your school policies could require retesting for other reasons, even if the rapid-guessing alert did not occur. For example, a test could become invalid because it fails to meet the NWEA criteria for a valid test.

In these cases, the Proctor would retest using the same steps as normal testing (see [Set Up Testing in MAP](#) on page 4).

Accommodations and Accessibility

To provide accommodations and accessibility features during MAP Growth testing, use the following setup instructions.

See also: [Text-to-Speech Accommodation](#) on page 22.

Assigning Accommodations

Note: To assign Text-to-Speech, see [Text-to-Speech Accommodation](#) on page 22.

Proctors can assign accommodations to students who need them in a testing session. Assigning an accommodation keeps a record of the services the student received, and, for the Text-to-Speech accommodation, it enables audio tools.

When assigning accommodations, consider your state and district policies and the overall NWEA guidelines. NWEA guidelines can be found here: [NWEA Accessibility and Accommodations FAQ](#).

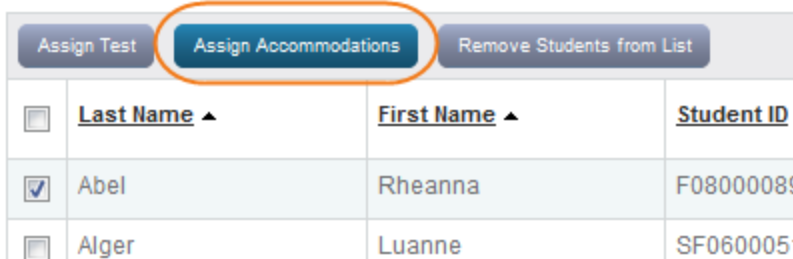
Required MAP Role: **School Proctor** or **District Proctor**

1. Open **Manage Test Sessions**.
2. Set up a testing session, choose a saved one, or select **Test My Class**.
For detailed instructions, see [Set Up Testing in MAP](#) on page 4.
3. Select one or more students from the list.

Note: Only select multiple students if they will share the same accommodations. Selected students must share the same grade because some accommodation choices are grade-dependent.

4. Select **Assign Accommodations**.

Student List



| <input type="checkbox"/> | <u>Last Name</u> ▲ | <u>First Name</u> ▲ | <u>Student ID</u> |
|-------------------------------------|--------------------|---------------------|-------------------|
| <input checked="" type="checkbox"/> | Abel | Rheanna | F08000089 |
| <input type="checkbox"/> | Alger | Luanne | SF0600051 |

5. From the window that appears, select which accommodations or features to apply.

Note: Your selections remain for as long as you use this testing session. If you **do not** want these accommodations for other tests, then either assign those tests in a separate testing session or modify the accommodations before the student takes another test. However, Text-to-Speech settings only apply to the assigned test, not the whole testing session.

To change assigned accommodations:

If needed, you can change an assigned accommodation any time before a student starts testing. However, once the student starts testing, you cannot change the chosen accommodation, except by using **Suspend**, choosing **Test Again**, and then making the change. After you make the change, the student would sign in again.

To apply accommodations in another session:

You must reassign accommodations when you create a new testing session, including for suspended tests that you add to a make-up testing session.

To apply accommodations for a new test assignment:

Your action depends on the situation:

- For the Text-to-Speech accommodation, you must reassign the accommodation whenever you assign a new test, even in the same testing session.
- For all other accommodations, you don't have to reassign them when using the same testing session. However, in a new session, you do need to reassign accommodations.

To view a record of accommodations:

Use the Data Export Scheduler to view assigned accommodations (requires the Assessment Coordinator role). A record appears in both the Comprehensive and Combined Data Files available for export.

Screen Reader and Visual Aids—Additional Setup

You can also use external tools—such as the JAWS screen reader and ZoomText magnifier— together with MAP testing. In this case, you would assign a test labeled Accessible, such as "Growth: Math 6+ NWEA 2017 (Accessible)." For details, refer to the [MAP Help Center > Testing Growth > Accommodations](#).

Using Universal Testing Tools

All students can take advantage of the following universal accessibility features. Some tools appear only when they are relevant to the subject and test question:



Zoom

Useful for enlarging the question display

Highlighter and Eraser

Useful for marking key parts of a question

Line Reader

Useful for focusing attention on one line at a time, such as with reading passages

Notepad

Useful for making notes about the question

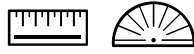
Answer Eliminator

Useful for marking wrong answers so they appear dimmer

**Calculator**

Either standard or scientific. Appears for applicable questions, based on grade level. For details about using the scientific calculator, see:

<https://learn.desmos.com/scientific>

**Ruler and Protractor**

Appears for applicable questions and enables students to measure lengths and angles, and to move and rotate the tools

Keyboard Navigation

For students unable to use a mouse, it is possible to use keyboard controls. See [Test Navigation Keyboard Shortcuts](#).

Text-to-Speech Accommodation

For students who need questions read aloud, such as English language learners, you can enable Text-to-Speech tools that appear within the test toolbar. You can enable Text-to-Speech for any combination of students in a testing session.

Limitations:

- Reading tests do not stop you from assigning Text-to-Speech, so be careful if your policies prohibit it.
- For questions with text entry, the text a student types will not play.

Required MAP Role: **School Proctor** or **District Proctor**

1. Open **Manage Test Sessions**.
2. Set up a testing session, choose a saved one, or select **Test My Class**.
For detailed instructions, refer to [Set Up Testing in MAP](#) on page 4.
3. Use **Assign Test** to preassign the test each student will take.
4. With test assignments complete, select one or more students from the list.

Note: Only select multiple students if they will share the same accommodations. Selected students must share the same grade because some accommodation choices are grade-dependent.

5. Select **Assign Accommodations**.
6. From the window that appears, find **Text-to-Speech** under either category: Designated Features or Accommodations.

The only difference is which category will appear in the student's test records.

Note: If the option is unavailable, the student might not have an appropriate test assigned (such as K–2).

7. Specify which parts of questions you want enabled.
For example, you might limit Text-to-Speech to answer choices only, per your student IEPs.

Note: If you disable the option **Assets such as reading passages**, then paragraphs that include answer choices **will not play** the answers. For example:

Read the paragraph, and choose the correct verb for each verb pair.

The benefits of implementing the proposal are numerous. First, the plan will greatly reduce pollution and lessen the impact on nearby wildlife habitats. Second, the measure [**will create / would have created**] hundreds of new jobs; new employees [**will begin / have begun**] working in less than three months.

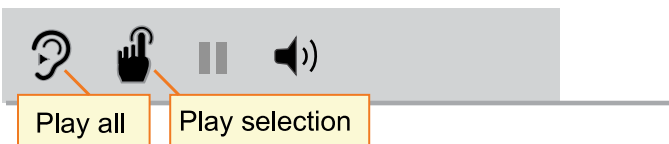
To complete Text-to-Speech preparations:

- Allowlist for network firewall—Your network technician should use the latest firewall settings to allow traffic from the required sites.
- Practice with tools—Within the MAP Practice Tests, students can select the Text-to-Speech checkbox to try using the tools.
- Headphones—Make sure participating students have headphones.

To change Text-to-Speech assignments:

If needed, you can change an assigned accommodation any time before a student starts testing. However, once the student starts testing, you cannot change the chosen accommodation, except by using **Suspend**, choosing **Test Again**, and then making the change. After you make the change, the student would sign in again.

Using Text-to-Speech Tools



If Text-to-Speech tools are enabled in the testing session Accommodations settings, students can use them to hear questions read aloud.

Students use either the first tool (ear) to begin at the top of the page or the second tool (finger) to select the starting point. Pause and Volume operate like most audio controls.

Note: When students use Text-to-Speech tools, the Highlighter and Eraser are disabled, and vice versa.

If there is no sound, try the following steps:

- Check the volume controls.
- Check the device. If you are using the NWEA secure testing browser, you must use the latest version.
- Suspend the test, choose **Select Action > Test Again**, and open **Assign Accommodations** to ensure you selected the Text-to-Speech setting. If yes, the student could sign on again. If no, consider whether the student should start over (Terminate the test).
- Consult your network technician to ensure the Text-to-Speech firewall settings were completed on *all* network devices.

Test Descriptions Summary

| Test Type | Purpose | Available for | Approx. Length/Duration* | Score in Reports |
|--------------------------------|--|--|---|--|
| MAP Growth, Grades 2+ | | | | |
| MAP Growth | Measure achievement and growth, inform instruction, and assess strategy | Reading, language usage, math (including course specific), and science | 40 to 43 questions/about 45 to 60 min. | RIT score (subject and instructional areas), shown in most reports Also: Learning Continuum statements and Lexile® score |
| Spanish MAP Growth | Understand math knowledge of Spanish-speaking students | Math (up to grade 12) | 40 to 43 questions/about 45 to 60 min. | Same as MAP Growth, with scores included in the same areas as English test scores |
| | Understand Spanish reading knowledge apart from or in addition to English | Reading (up to grade 8) | 40 to 43 questions/about 45 to 60 min. | Same as MAP Growth, except no projected proficiency, school norms, or Lexile score Scores appear separate from English test scores |
| Screening Subject-Only | Quickly place incoming students in grades 2 and above (but for more precision, use MAP Growth) | Reading, language, math, and science | 19 to 20 questions/about 20 min. | RIT score (subject-level only), shown in these reports: <ul style="list-style-type: none"> • Student Progress, Class, Grade, District Summary Also Lexile score |
| Spanish Screening Subject-Only | Same as Screening above, but for Spanish-speaking students | Math and reading | 19 to 20 questions/about 20 min. | Same as Screening above, except no Lexile score |
| Accessible Tests | For students who need visual assistance, you can use tests that are compatible with screen readers, such as JAWS®. Look for the term "Accessible" at the end of the test name. | | | |
| MAP Growth, Grades K–2 | | | | |
| MAP Growth K–2 | Measure achievement and growth, inform instruction, and assess strategy | Reading and math | 43 questions/about 40 min. (but give in two 20-min. sessions) | RIT score (subject and instructional areas), shown in most reports Also: Learning Continuum statements and Lexile® score |
| Spanish MAP Growth K–2 | Understand math knowledge of Spanish- | Math | 43 questions/about 40 min. (but give in | Same as MAP Growth, with scores |

| Test Type | Purpose | Available for | Approx. Length/Duration* | Score in Reports |
|------------------------------|---|------------------|---|---|
| | speaking students | | two 20-min. sessions) | included in the same areas as English test scores |
| | Understand reading knowledge apart from or in addition to English | Reading | 43 questions/about 40 min. (but give in two 20-min. sessions) | Same as MAP Growth, except no projected proficiency, school norms, or Lexile Scores appear separate from English test scores |
| Screening for early learners | Assess foundational skills of new kindergarteners | Reading and math | 32 to 34 questions/about 30 min. | Percent correct, shown only in <i>Screening and Skills Checklist</i> reports |
| Skills Checklist | Get details about a certain skill as a pre- or post-test for a unit you teach | Reading and math | 11 to 53 questions/about 8 to 60 min., based on skill | |

*Length and time vary by subject and grade: see NWEA [Average Test Durations](#). Add 10 to 15 minutes for setup and pre-test instructions.

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