Best Practices for MAP GROWTH Testing

- Teachers should proctor their own classes.
- Administer assessments in a whole group computer lab setting (unless a small group/distraction free environment accommodation is necessary).
- Never allow students to use the screen reader (mapaccproxy) with the MAP GROWTH reading test.
- Headphones need to be available for students with read aloud accommodations (mapaccproxy) on their IEP, 504, or for ELL students that qualify for this accommodation.
- Headphones need to be available for students taking the *MAP GROWTH K-2* assessment, as test items are read to students.
- Testing manipulatives should be available to a student if written in their IEP or 504 plan.
- Have the test session name and password where all students can view it.
- The *DMPS Proctor Tips and Troubleshooting* document is helpful when proctoring a test.
- To administer the test to students, log into the NWEA (MAP) system. https://teach.mapnwea.org
- Assign tests to students at the appropriate grade range.
- Monitor student's question numbers on the proctor screen and quietly remind students that are completing items quickly that the test isn't timed.
- Have students bring a quiet task to engage in after completing test.
- Student should raise their hands after completing the test and remain on the results page until the teacher can come over to quietly discuss. NWEA Norms, end-of-year proficiency cut scores, and RIT goal sheets can be topics of discussion.

Prior to their first MAP GROWTH test, talk to students about what to expect. Discussion points include the following:

- Talk about the purpose of MAP GROWTH testing. The test results will show teachers how well students are performing so teachers can best help their students in class. It will also help teachers know about what each student should be working on to improve the most.
- The MAP GROWTH test builds a unique test for each student. The computer displays one question at a time on the screen. Students select an answer using the mouse or the keyboard. The difficulty of the test will adjust based on how the student performs on the questions. MAP will build a test that is specific to each student.
- Students are not expected to know the answer to every question.
- Students cannot skip items, and they cannot go back.
- Students may change an answer as many times as they like, but once they have clicked the Go On button or pressed the Enter key on the keyboard, the answer cannot be changed.
- The tests are not timed, but students need to work productively.
- Students should use their best test-taking skills. Review test-taking skills with students: sounding out familiar words, looking for root words, using prefixes and suffixes, looking at surrounding text for clues, reading directions and an item completely, and eliminating wrong answers.

Before taking your class to the computer lab, teachers should discuss the following with students:

- Find out if students are comfortable using the mouse, keyboard, scroll bars, and a pop-up calculator. If they are not, you might need to schedule a time to familiarize students with the lab and computers.
- Tell students about the assigned seating arrangement in the computer lab.
- Discuss the importance of listening to the proctor's directions before beginning the test.
- Remember, teachers are vital to the testing process. Students generally do better in testing situations when their teacher is positive and encouraging.

Testing Windows

Fall	Sep 5 - Oct 2
Winter	Dec 4 - Jan 12
Spring	Apr 23 - May 18