

Critical MAP Growth Information



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Personnel	Responsibilities
Building Administrator	<ul style="list-style-type: none"> • Complete the Module <i>Getting Started With MAP</i> • Develop a testing schedule • Ensure testing procedures are valid and ethical according to <i>Administration Requirements for MAP Growth pp. 5-6</i> and <i>Test Security Guidelines p. 7</i> • Ensure student enrollments are accurate in Infinite Campus • Provide support for the building assessment coordinator
Building Assessment Coordinators	<ul style="list-style-type: none"> • Complete the Module <i>Getting Started With MAP</i> • Develop a testing schedule • Have proctors log into all testing computers with their teacher credentials prior to testing so computers are updated • Have proctors check computers prior to testing to ensure the MAP Growth lockdown browser is working correctly • Ensure all proctors are trained before administering the MAP Growth assessments • Support valid and ethical testing according to <i>Administration Requirements for MAP Growth pp. 5-6</i> and <i>Test Security Guidelines p. 7</i> • Monitor MAP Growth participation
Proctors	<ul style="list-style-type: none"> • Complete the Module <i>Getting Started With MAP</i> • Implement valid and ethical testing procedures in accordance with <i>Administration Requirements for the MAP Growth pp. 5-6</i> and <i>Assessment Security Guidelines p. 7</i> • Reference the <i>MAP Growth Proctor Quick Sheet p. 15</i> and <i>Proctor Tips and Troubleshooting</i> at http://data.dmschools.org/map.html as needed • Before assessing students, complete the form- <i>2017-18 MAP Growth Proctor Certification</i> at http://data.dmschools.org/map.html • Ensure students are given appropriate accommodations according to <i>District Assessment Administration Guidelines p. 13-14</i> and <i>Allowable Assessment Accommodations for ELLs</i> at http://data.dmschools.org/map.html • Ensure IEP, 504 Plan, and non-proficient ELL students needing the Text-to-speech accommodation have this assigned in the MAP Growth system • Complete the <i>2017-18 MAP Growth Retesting Certification</i> form when students are retested at http://data.dmschools.org/map.html •

MAP Growth Training Modules

Module
Complete the Module- <i>Getting Started with MAP</i>
There are short tutorials to get you started available on the home page when you log into the MAP Growth system. Click on the <i>Short Tutorials to get you started</i> link.



Important Dates to Remember

Monday, August 28 – Friday, Sept. 1	Complete tasks in the <i>DMPs MAP Growth Coordinator Checklist p. 9</i>
Tuesday, Sept. 5 – Friday, Oct. 20	Fall MAP Growth Testing Window.
Monday, Nov. 27 – Friday, Dec. 1	Complete tasks in the <i>DMPs MAP Growth Coordinator Checklist p. 9</i>
Monday, Dec. 4 – Friday, Jan. 12	Winter MAP Growth Testing Window.
Monday, April 16 – Friday, April 20	Complete tasks in the <i>DMPs MAP Growth Coordinator Checklist p. 9</i>
Monday, April 23 – Friday, May 18	Spring MAP Growth Testing Window.
Friday, May 4	MAP Growth Participation Rates Emailed
Friday, May 11	MAP Growth Participation Rates Emailed

Contact Information

Please call or e-mail Cindy Slinger (242-8127) (cindy.slinger@dmschools.org) or Kim Martorano (242-8505) (kimberly.martorano@dmschools.org) if you have questions pertaining to the MAP Growth assessments . Other persons who may be helpful in answering questions are:

Pablo Ortega	ELL Department	242-7826
Alyson Finley	Special Education	242-7851

MAP Growth resources are available at data.dmschools.org/map.html



Administration Requirements for MAP Growth

Administration Dates

Fall: September 5 – October 20, 2017 (window was extended due to MAP Growth system issues)

Winter: December 4 – January 12, 2018

Spring: April 23 – May 18, 2018

Assessments should be administered within this timeline.

Tested Grades

Reading: Grades 2-10

Math: Grades K-10

Students should be assessed in the location where they receive math and literacy instruction.

Students Who Must be Tested

ALL students should be assessed. Exceptions:

- Students identified for Alternate Assessment on their IEP should not be given the district assessments (MAP, FAST, etc.).
- ELL students who meet both criteria:
 - ◊ who have been in the country for less than 12 months AND were not born in the US
 shall participate in MAP Growth assessments per the collaborative discretion of ELL teachers, classroom teachers and building leadership to determine student readiness for the assessment.

Reference the District Assessment Administration Guidelines p. 13

Assessments To Administer

Reading: Grades 2-10

Grade 2---Growth: Reading K-2 IA 2011

Grades 3-5---Growth: Reading 2-5 IA 2011

Grades 6-10---Growth: Reading 6+ IA 2011

Math: Grades K-10

Grades K-2---Growth: Math K-2 IA 2010

Grades 3-5---Growth: Math 2-5 IA 2010

Grades 6-10---Growth: Math 6+ IA 2010

Training Proctors

Proctors must be trained before administering the MAP Growth assessments. Training support materials are available at data.dmschools.org/map.html

Proctors will need to complete the *2017-18 MAP Growth Proctor Certification* prior to assessing students. The link to complete the form is at <http://data.dmschools.org/map.html>

NWEA Systems Status

NWEA has a website where you can view updates on the status of the MAP Growth and other systems. Go to <http://status.nwea.org/>. You can “Subscribe to Updates” from NWEA on this website.



Administration Requirements for MAP Growth

Calculator Use

Calculators should not be used outside of the one provided to students on the screen. NWEA specifically provides the calculator on the screen for some questions and not for others depending upon the content of the question. An advanced calculator will appear with some trigonometry functions for some questions.

Parent Communication

Buildings may choose to share the MAP Growth student scores with families during the Fall conferences. Buildings are required to share MAP Growth Student Progress Report with families at the Spring conferences. There is a guide and a video (with transcripts in multiple languages) explaining this report at

<http://data.dmschools.org/map-resources-for-parents.html>

MAP Growth scores are visible in the Parent Portal.

Participation Rates

We pull all students with assessment scores from the MAP Growth system when determining participation rates. The timing of the MAP Growth system syncing with Infinite Campus and the MAP Growth system updating score reports will impact this data pull. Any changes in enrollments in buildings will also impact this data when the MAP Growth system and Infinite Campus sync so these numbers will be continuously changing. The participation rate numbers are provided to give buildings an idea of where they are in the assessment process when the data is pulled. Due to enrollments changing, our goal is 95% participation. Buildings will need to run their operational report *Students Without Valid Test Results* to determine students missing MAP Growth assessment scores.

Retesting Students

Students may be retested if the accuracy of the assessment result is in question. Please reference the *DMPS MAP Growth Retesting Guidance* p. 16. **The MAP Growth system is programmed to choose the most valid test score based on Standard Error when a student takes a test more than once during a testing window.** If a teacher believes the test score **not** chosen by the system is more valid, the less valid score can be excluded from score reports. Please contact Cindy Slinger to have a score(s) excluded from reports **prior to the close of the testing window.** Complete the *2017-18 MAP Growth Retesting Certification* form on the website if students are retested.

Testing Outside of the Assessment Window

Students not assessed during the assessment window may be tested outside of the assessment window to give teachers instructional information. Students tested outside of the window will not be included in any reports but you will be able to see the student's RIT score under "Manage Students" in the MAP Growth system.

Text-to-speech (only for 2-5 and 6+ assessments)

Students that have a read aloud accommodation written in their IEP or 504 Plan **will** need to have the Text-to-speech accommodation assigned in the MAP Growth system before testing begins. ELL students that are not proficient on the ELPA21 **may** need to have the Text-to-speech accommodation assigned in the MAP Growth system before testing begins. To assign the Text-to-speech accommodation in the MAP Growth system:

- ◇ Create a test session as normal
- ◇ Select the student(s) you would like to assign Text-to-speech
- ◇ Select the *Assign Accommodations* button
- ◇ Check the box under Embedded Designated Features for Text-to-speech
- ◇ Select the *Assign* button at the bottom of the screen. **The Text-to-speech accommodation should never be assigned to the reading assessments.**



Test Security Guidelines

To have a common understanding of what testing practices are approximate, the following guidelines have been established by Des Moines Public schools. The MAP Growth assessments are used by our district to demonstrate On Track for College Readiness and student growth to our school board. The reliability and validity of the assessments depend upon the ability to administer them in a standardized, secure manner in accordance with accepted professional and ethical standards and testing procedures.

1. Who is responsible for Test Security?

Everyone who works with the assessments, communicates results to others, and /or receives assessment information is responsible for test security. Security is a top priority when testing students.

2. Test Security Violations

Test security violations can be committed by educators, students, or others. Some examples of test security violations by *educators* include, but are not limited to:

- Leaving students unsupervised during testing
- Copying, paraphrasing or taking notes about an assessment to prepare students for testing
- Rephrasing the assessment questions or offering “hints” that indicate an answer or that help eliminate answer choices
- Providing testing accommodations for students which are not included in the student’s IEP or 504 Plan
- Providing inappropriate accommodations for ELLs

Some examples of test security violations by *students* include, but are not limited to:

- Use of electronic devices to obtain answers
- Sharing specific assessment information with other students
- Taking a photo of any part of the assessment

3. Consequences for Compromising Test Security

Administrators, certified and non-certified staff, and students must adhere to ethical procedures in testing. Violation of these procedures can be investigated and appropriate sanctions may be taken by the school board and/or the Iowa Board of Educational Examiners (BOEE).

According to Iowa Code of Professional Conduct and Ethics Chapter 25, it is deemed unprofessional and unethical for any licensee to violate *Standard III- misrepresentation, falsification of information [25.3(3)]* of the standards of professional conduct and ethics, this includes “Falsifying or deliberately misrepresenting or omitting material information regarding the evaluation of students or personnel, including improper administration of any standardized assessments, including, but not limited to, changing assessment answers, providing assessment answers, copying or teaching identified assessment items, or using inappropriate accommodations or modifications for such assessments.” (Iowa Board of Educational Examiners. Code of Professional Conduct and Ethics.)

<http://www.boee.iowa.gov/doc/ethHndot.pdf>

School or district staff members must immediately report all incidents of unethical behavior or other assessment irregularities by students or staff to their building principal and building assessment coordinator. Building principals and assessment coordinators will report all incidents to the Assessment, Data, and Evaluation Department. The department will cooperate with the Iowa Department of Education and Iowa Board of Educational Examiners in a thorough fact-finding investigation of the alleged irregularity and determine if assessment results should be invalidated. A staff member found to have committed testing irregularities shall be subject to discipline in accordance with Iowa Code and Board policy.



STATE OF IOWA

KIM REYNOLDS, GOVERNOR
ADAM GREGG, LT. GOVERNOR

DEPARTMENT OF EDUCATION
RYAN M. WISE, DIRECTOR

Test Administration Assurance for 2017-2018 – PUBLIC LEA
Assurance for Proper and Ethical Test Administration

ADMINISTRATION OF TESTS

In the administration of standardized tests, it is a violation of test security to do any of the following:

- 1. Provide inappropriate test preparation such as any of the following:
a. Copy, reproduce, or use in any manner any portion of any secure materials, for any reason.
b. Share an actual test instrument in any form. This includes using old copies of the Iowa Assessments (including the Iowa Tests of Basic Skills or Iowa Tests of Educational Development) and the I-ELDA (Iowa English Language Development Assessment).
c. Use test preparation materials or strategies developed specifically for annual progress reporting.
2. Deviate from the test administration procedures specified in the test examiner's manual.
3. Provide inappropriate assistance to students during the test administration.
4. Make test answers available to students.
5. Change, suggest, or fill in answers on student answer documents.
6. Provide inaccurate data on student answer documents.
7. Engage in any practice to artificially raise student scores without actually improving underlying student achievement.
8. Participate in, direct aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this policy.

After testing is completed, test materials are to be returned or destroyed according to procedures outlined by individual testing programs. Districts should retain "Chain of Custody" documentation as evidence.

If test booklets are needed to carry out study of item analyses by staff, separate requests must be made to the individual testing programs, and proper procedures for custody and security must be adhered to.

CONSEQUENCES OF TEST ADMINISTRATION VIOLATIONS

If a violation of test administration protocol occurs, as determined by the superintendent following an investigation of allegations of irregularities, the superintendent shall determine whether the integrity of the testing program has been jeopardized, whether some or all of the test results are invalidated, and whether a teacher or administrator has violated the Code of Ethics of the Iowa Board of Educational Examiners as found at 282—Iowa Administrative Code, Chapter 25.

Reports of students cheating on assessments shall be submitted to the building principal for investigation and disciplinary procedures.

A staff member found to have committed testing irregularities shall be subject to discipline in accordance with law and Board policy. If the staff member is a licensee of the Board of Educational Examiners, the superintendent shall make a timely report to that Board.

If the superintendent believes that assessment results are invalid, the superintendent shall make a timely report to the Iowa Department of Education.

Building Principal's Assurance

I, _____, Principal of _____ School,
(Building principal's Name) (Name of School)

assure that proper testing procedures and administration for assessments used to meet the reporting requirements are followed in my school building. I will take appropriate steps outlined above if district staff does not adhere to these guidelines and notify the Iowa Department of Education.

Principal's Signature

Date

This document has already been signed by building administrators and sent to the Iowa Department of Education.



1. Testing Logistics

- Testing needs to be completed within the following dates. Complete a schedule for each testing window and arrange technology/labs.

Fall	Sept. 5 -Oct. 2
Winter	Dec. 4 – Jan. 12
Spring	Apr. 23 – May 18

NOTE: Testing may take approximately 50 minutes depending on the grade level, but it is recommended proctors allot at least an hour for testing (some student may need more than an hour to complete an assessment).

2. Computer Updates

- Make sure proctors log into all computers that will be used for testing with their teacher credentials to ensure that the computer has downloaded all updates.

NOTE: This can be done at the end of the day so computers are not updating during school hours. Computers not updated tend to have issues during testing.

3. Lab Setup

- Make sure proctors log into all computers using USERNAME: mapproxy PASSWORD: mapproxy to ensure that the lockdown browser is working correctly. (Once logged in, a *Join Session* screen should appear).

4. Roster Verification

- Check to see that teachers are setup with their rosters in the MAP Growth system.
 - ◊ Log in at <https://teach.mapnwea.org>
 - ◊ Click *Manage Test Session > Find students to Test*
 - ◊ Use filters to select instructors and spot check rosters
 - ◊ **It is important that teachers who will be proctoring login at least a week before testing to double check their rosters (they know their rosters best).**
 - ◊ Changes made to rosters in Infinite Campus should update in the MAP Growth system during the overnight sync.

NOTE: If a teacher is not appearing in the system or if a teacher is missing a roster, please contact your instructional technology coordinator immediately.

5. Proctor Training

- View the module *Getting Started with MAP*
- Ensure proctors have the *Proctor Quick Sheet* and the *Proctor Tips and Troubleshooting* document available when testing students

6. Monitor Participation

- Run the Operational Report-*Students without Valid Test Results* to determine if all student have been tested.
 - ◊ Log in at <https://teach.mapnwea.org>
 - ◊ Click *View Reports > Operational Reports > Students Without Valid Test Results*
 - ◊ Use filters to select grade levels, subjects and test

NOTE: All students rostered in your building in Infinite Campus that don't have a valid test score on the tests you have chosen will appear on this report. Remember to cross off students that have tested at another location, NEW ELL, and Alternate Assessment students from this report. Our goal is 95% participation due to students enrolled in multiple locations and student not required to test. Enrollments change in Infinite Campus and sync into the MAP Growth system so participation numbers will change throughout the testing window. The participation rate numbers are provided to give buildings an idea of where they are in the testing process.

7. Access for School Wide Reports

- Users will be able to view reports of students who are rostered to them. If you would like to give building wide access to reports to a user, such as a building ELL teacher, you will need to fill out the form at this link: <https://fs8.formsite.com/DMPSchools/form671/index.html>
- Changes made to user roles in MAP Growth should update in the MAP Growth system during the overnight sync.

- Teachers should proctor their own classes.
- Administer assessments in whole group computer lab setting (unless a small group/distraction free environment accommodation is necessary).
- Never allow students to use the Text-to-speech accommodation with the MAP Growth reading assessment.
- Headphones need to be available for students with read aloud accommodations on their IEP, 504 Plan, or for non-proficient ELL students that qualify for this accommodation if the students have been assigned the Text-to-speech accommodation in the MAP Growth system.
- Headphones need to be available for students taking the *MAP Growth K-2* assessment, as assessment items are read to students.
- Assessment manipulatives should be available to a student if written in their IEP or 504 Plan.
- Display the assessment session name and password where all students can view it.
- The *DMPS Proctor Tips and Troubleshooting* and the *MAP Growth Proctor Quick Guide* documents are helpful when proctoring an assessment.
- To administer the assessment to students, log into the MAP Growth system. <https://teach.mapnwea.org>
- Assign appropriate assessments to students based on district guidelines.
- Monitor student's item numbers on the proctor screen and quietly remind students that are completing items quickly that the assessment isn't timed.
- Monitor that the student taking the assessment and the student name on the computer screen match.
- Have students bring a quiet task to engage in after completing the assessment.
- Students should raise their hands after completing the assessment and remain on the results page until the teacher can come over to quietly discuss the results. College and Career Readiness Cut Points and NWEA Norms and RIT goal sheets can be topics of discussion.

Prior to their MAP Growth assessment, talk to students about what to expect. Discussion points include the following:

- Talk about the purpose of the MAP Growth assessment. The 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.
- MAP Growth builds a unique assessment for each student. The computer displays one item at a time on the screen. Students select an answer using the mouse or the keyboard. The difficulty of the items will adjust based on how the student performs.
- Students are not expected to know the answer to every item.
- Students cannot skip items, and cannot go back.
- Students may change an answer as many times as they like, but once they have clicked the Next button the answer cannot be changed.
- The assessments are not timed, but students need to work productively.
- Students should use their best assessment-taking skills. Review these 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 consider:

- 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.
- Telling students about the assigned seating arrangement in the computer lab.
- Discussing the importance of listening to the proctor's directions before beginning the assessment.
- Teachers are vital to the assessment process. Students generally do better in assessment situations when their teacher is positive and encouraging.

Q: How long does it take to complete an assessment?

A: Approximately one hour to complete each of the MAP Growth assessments. Students that are scoring higher will take longer to complete the assessment. The MAP Growth K-2 assessments take approximately 30 minutes.

Q: How do students login to see the assessment login screen?

A: Students will log into the computer using:

Username: MAPPROXY

Passwords: MAPPROXY

Q: What do I need to do if a student(s) has a read aloud accommodation in their IEP or 504 Plan?

A. You will need to assign the Text-to-speech accommodation in the MAP Growth system by creating a test session as normal, select the student(s) you would like to assign Text-to-speech, select the *Assign Accommodations* button, check the box under Embedded Designated Features for Text-to-speech, select the *Assign* button at the bottom of the screen. Make sure the student has headphones. **The Text-to-speech accommodation should never be assigned to the reading assessments.**

Q: What do I need to do if an ELL student(s) isn't proficient on their ELPA21?

A. You will need to decide if assigning the Text-to-speech accommodation would be appropriate for this student(s) and assign the accommodation in the MAP Growth system if needed. To assign the Text-to-speech accommodation in the MAP Growth system, create a test session as normal, select the student(s) you would like to assign Text-to-speech, select the *Assign Accommodations* button, check the box under Embedded Designated Features for Text-to-speech, select the *Assign* button at the bottom of the screen. Make sure the student has headphones. **The Text-to-speech accommodation should never be assigned to the reading assessments.**

Q: What is the Growth Projection?

A: The average growth made by students who were in the same grade, assessed in the same subject and assessed at the same initial time.

Q: Should students be retested?

A: Retesting a student is justified when situations occur that may impact the accuracy of assessment results. Reference the *MAP Growth Retesting Guidance* p. 16.

Q: I have a student that scored a RIT score of 175. The student retested and scored a RIT score of 195. On the class report it shows a 175 and the 195 is showing in a lighter color at the bottom of the page. Why?

A: The MAP Growth system is programmed to choose the most valid test score based on Standard Error when a student takes a test more than once during a testing window. If a teacher believes the test score not chosen by the system (the one that is in light gray) is more valid, the less valid score can be excluded from score reports. Please contact Cindy Slinger to have a score(s) excluded from reports **prior to the close of the testing window**. Complete the *2017-18 MAP Growth Retesting Certification* form on the website if students are retested.

Q: What should I do if I have issues with technology during an assessment?

A: Follow these steps:

1. Reference the *Proctor Tips and Troubleshooting* document available on the website.
2. Contact your Instructional Technology Coordinator.

If you need further assistance, you may then click on the **Help** link on home page of the MAP Growth system > Click on **About MAP** (at the top of the page) > Choose **Chat + More** from the drop down menu > click the **Partner Support** link. You may now choose to **Submit a Support Case, Chat with Support, or Call Us.**

Q: How do my teachers get access to see all reports for our building in the MAP Growth system?

A: Complete the form at <https://fs8.formsite.com/DMPSchools/form671/index.html>. You will be notified when these teachers are uploaded with additional roles into the MAP Growth system. Changes made to user roles in MAP Growth should update in the overnight sync following the upload.

Q: How will I know if I have assessed all of my students on the MAP Growth assessments?

A: Run the Operational Report named *Students Without Valid Assessment Results* in the MAP Growth system. The report will NOT show students assessed the day the report has been run. It takes an overnight update for students to be included in reports. This report will include all students rostered in your building in Infinite Campus. REMINDER: you will not need to assess students that have taken the assessments at another location, NEW ELL, and Alternate Assessment students even though they will show up on this report.

Q: Some NWEA measure are given as percentages while others are given as percentile. What is the difference?

A: There are two different types of measures that are sometimes confused. Measures given as percentages describe an absolute measure of how many student meet a certain criteria (percentage of student who met or exceeded their projected RIT). When you say 60 percent of your 25 students met or exceeded their project RIT, is giving an absolute measure of the number of students. Measures described as percentiles describe a relative performance measure in a comparison with the norm sample (percentile range). When you say a RIT score is at the 40th percentile, it means that relative to the norm sample your score is higher than 40 percent of the sample.

Q: What is the difference between standard deviation and standard error?

A: Standard deviation (SD) refers to the amount of variation from the average within a class or grade. The larger the SD means the greater the variation.

Standard error (SE) or standard error of mean (SEM) refers to the confidence of the measures for an individual student. MAP Growth assessments standard error averages 3 RIT points. The larger the SEM, the less confident we are of the score for a student.

Q: How many questions do students see on the MAP Growth assessments?

A: Students can see between 52-53 questions on the Math MAP Growth assessments and 42-43 questions on the Reading MAP Growth assessments.

Q: What metrics invalidate a MAP Growth assessment?

A: Metrics that will invalidate a MAP Growth assessment score are when the Standard Error of Measure (SEM) is above a 5.5, a RIT score below 100 or above 350, or a Test Duration under 6 minutes.

Q: Does the last RIT score of a prior test impact the start of the next MAP Growth assessment?

A: When a student takes the MAP Growth assessment for the first time, the student will be presented with an item of a RIT value that is average for that student's current grade level. With each subsequent assessment administration, the student starts a MAP Growth assessment with an item that is the same RIT value as the previous completed assessment.

Q: What is significant growth on the MAP Growth assessment?

A: Growth that is one standard deviation above the mean is significant. One standard deviation of growth is equivalent to the 84th percentile in growth.

Q: When are the Skills Checklists assessment available?

A: The Skills Checklists assessments are available while the testing windows are closed.



Students Who Must be Tested

ALL students should be assessed.

Exceptions:

- Students identified for Alternate Assessment on their IEP should not be given the district assessments (MAP, FAST, etc.).
- ELL students who meet **both** criteria:
 - ◊ who have been in the country for less than 12 months AND were not born in the US
 shall participate in MAP assessments per the collaborative discretion of ELL teachers, classroom teachers and building leadership to determine student readiness for the assessment

Student Accommodation Requirements

The only accommodations that can be used are those mirroring Iowa Assessment accommodations (reading assessments cannot be read aloud).

Accommodations may be offered **only** to students under the following conditions:

- The IEP or a 504 plan states that one or more accommodations are allowed and delineates the accommodation(s) to be given
 - Reference MAP Assessment Testing Accommodations Spreadsheet for your building and your building special education teachers
- The student is in our ELL program or an ELL student who has waived ELL services
 - Reference the Allowable Assessment Accommodations for ELLs document and your building ELL teachers

Please contact your network ELL support representative or the ELL director for clarification if necessary, **especially if considering the modification of an assessment.**

- The student has a temporary injury or impairment that might require special conditions. Example: a student with a broken arm needs assistance in typing/writing answers.

Accommodations are NOT to be given to any other student.

Please note that administering the test in a small group, providing a distraction-free setting or having the test administered by a person familiar to the students (other than the regular teacher) are **not** considered accommodations.

The assessments should be administered within the timeline established by the District Assessment Calendars.

MAP Growth:

Using the K-2 version of the MAP assessment instead of 3-5 is an IEP team decision that should be reviewed at the beginning of every year. For students that are both ELL and receiving special education services, the decision should be made with ELL and special education representation at the IEP team meeting. This must be documented on the IEP under testing accommodations.

Our teams will use the following guidance to help them make MAP Growth testing decisions:

MAP Growth Administration Guidance-adapted from NWEA's Guidance Document

The MAP Growth assessments have some overlap in grades and content covered, which is essential given the adaptive nature of these assessments. Determining which assessment is most appropriate for each student depends upon many factors. Our district is using the data to make comparisons across our district so it is important to have data from the same MAP Growth assessments for a given grade as much as possible. However, it is important to consider the needs of the individual student.

Specifically:

Students' Reading Readiness

- Map Growth K-2 Reading and Math assessments test content that is typical for grades K-2 and supports pre-, emergent, and beginning readers with audio support. In this way, students can demonstrate their knowledge of the content regardless of their reading level and without having to decode text.
- MAP Growth 2-5 Reading and Math assessments also test content aligned with our state and Common Core standards appropriate for students in grade 2-5. However, the 2-5 assessments test students who can read connected text, and therefore does not include audio support.

NWEA recommends using multiple measures and methods to evaluate whether students can read without the need for audio support, and are therefore ready to participate in the MAP Growth 2-5 assessments.

Within Year Consistency

Because of the need to make strong growth comparisons Fall to Spring, we recommend students take the same test within year; that is, students should not switch tests mid-year. ***This is a change from our prior recommendations.***

Exposure to Content-

- In Reading, exposure to content is generally not a significant factor; once a student reaches second grade, her or she generally shows further growth by building strength in common skills of comprehension and expanding his or her vocabulary.
- In Mathematics, second graders entering the MAP Growth 2-5 test and students moving from the MAP Growth 2-5 to the MAP Growth 6+ Math tests should be prepared to be exposed to more advanced mathematics concepts. Exposure to grade level content needs to be balanced against the need for student to take a test that provides sufficient rigor in content to reflect the students' capabilities and what they are ready to learn next.

Special Considerations

Students with IEPs, 504s, or who have other needs such as ELL students may have circumstances that will best be served taking an assessment that differs from their peers, even when scores are compared across the district.

All assessments have some measurement error so some student may top out or bottom out of a given assessment.

Transitioning a student to a different test should only be considered when taking into account all the above considerations.

- Students scoring about 190 RIT or higher on the MAP Growth K-2 Reading MAY be ready to take the MAP Growth Reading 2-5 assessment.
- Students scoring about 200 RIT or higher on the MAP Growth K-2 Math MAY be ready to take the MAP Growth Math 2-5 assessment.
- Students taking either the MAP Growth 2-5 Reading or Math assessments and scoring about 150 RIT or lower at the beginning of the year, the MAP Growth K-2 assessment may be more appropriate. Consider **retesting** the student with MAP Growth K-2 and maintaining that assessment for within year comparisons.

Username: _____ Password: _____

Teacher log-in website: <https://teach.mapnwea.org>
 MAP information website: <http://data.dmschools.org/map>

Fall: Sept 5-Oct 2	Winter: Dec 4 – Jan 12	Spring: Apr 23 – May 18
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Reading: Grades 2-10 Grade 2---Reading Primary Grades IA 2011 Grades 3-5---Reading 2-5 IA 2011 Grades 6-10---Reading 6+ IA 2011	Math: Grades K-10 Grades K-2---Math Primary Grades IA 2010 Grades 3-5---Math 2-5 IA 2010 Grades 6-10---Math 6+ IA 2010
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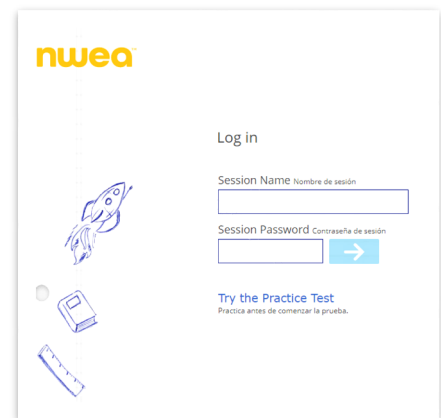
BEFORE you proctor the MAP test:

- View the Getting Started with MAP Module
- Secure the correct number of computers/devices for your students (be sure to have headphones & mice) & make sure that the computers have been updated (check with your technology coordinator if you need support)
- Turn on student computers and log in to the computers with
 - ◊ Username: mapproxy
 - ◊ Password: mapproxy

Proctoring MAP tests:

- o Log in as the teacher/assessment proctor: <https://teach.mapnwea.org>
- o Click on “Manage Test Sessions”
- o Click on Test my Class if you are testing your class
- o Select all students and assign appropriate test
- o Select students needing the read aloud accommodation and assign Text-to-speech accommodation
 - o Only allowed for student with this accommodation written in their IEP or 504 Plan OR ELL students not proficient on the ELPA21
 - o May not be assigned for a reading test
- o Click “test now” **
- o Write test session and password on the board (this info is located at the top of your testing screen)
- o Students sign-in to join the testing session (type testing session name and password and click “join”)
- o Students select or type in their name and follow prompts

Student View



**If you are proctoring a student who is not rostered to you

- Click **Manage Test Sessions**
- Click **Find Students to Test**
- Use the *Student Search* filters to search and add students to the student list
- Once you have all students listed, assign the appropriate test
- Assign the Text-to-speech accommodation as needed

Retesting is justified when situations occur that may impact the accuracy of assessment results. In general, preventing invalid assessments is preferable to retesting students after a bad testing experience. If an assessment is going to produce invalid results, it is best to terminate the assessment prior to its completion. If students are rushing through the assessment or seem to simply be guessing, the proctor should intervene with the students. If the student does not respond, the assessment should be terminated before completion.

Some of the situations that retesting may be considered include:

- A student is rushing to complete the test items

- ***test sessions that are shorter than 15-20 minutes in duration

- A student becomes ill during the assessment

- A student refuses to take or complete the assessment

- A student is observed responding without actually reading the items

- A student shows a “substantial” decline in score

- ***substantial is defined as a decline of greater than 10 RIT points from the current and previous testing period

***General Guidelines- use professional judgement



College and Career Readiness Cut Points (aligned with Smarter Balanced Proficiency 60-68 percentile)

The MAP Growth college and career readiness cut points are aligned with the proficiency cut points on the Smarter Balanced Assessment. These cut points measure if a student is on-track for college and career readiness—if they are on a trajectory to graduate from high school with the ability to pass a credit-bearing college course without remediation. These cut points DO NOT represent the average or typical RIT score for a student at that grade level.

DMPS adopted the Smarter Balanced aligned cut points in the summer of 2016 when the Iowa Department of Education intended to adopt Smarter Balanced. That all changed with the 2017 legislative session. When the state does adopt a new state assessment, our MAP cut points will probably change to align with that assessment.

Math

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Fall	141	163	181	191	206	219	222	229	238	242	243
Winter	152	174	187	199	212	225	227	233	240	243	244
Spring	160	181	193	204	217	229	230	235	242	244	244

Reading

	Grade K*	Grade 1*	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Fall	144	164	181	192	202	208	214	219	223	225	226
Winter	154	175	188	199	207	212	217	221	224	226	227
Spring	161	181	192	202	209	214	218	222	225	227	227

*not district monitored, but available for schools to use

NWEA MAP Growth Norms (based on the 50th percentile)

2015 READING Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73
9	220.2	15.68	221.3	15.54	221.9	16.21
10	220.4	16.85	221.0	16.70	221.2	17.48
11	222.6	16.75	222.7	16.53	222.3	17.68

2015 MATHEMATICS Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
K	140.0	15.06	151.5	13.95	159.1	13.69
1	162.4	12.87	173.8	12.96	180.8	13.63
2	176.9	13.22	186.4	13.11	192.1	13.54
3	190.4	13.10	198.2	13.29	203.4	13.81
4	201.9	13.76	208.7	14.27	213.5	14.97
5	211.4	14.68	217.2	15.33	221.4	16.18
6	217.6	15.53	222.1	16.00	225.3	16.71
7	222.6	16.59	226.1	17.07	228.6	17.72
8	226.3	17.85	229.1	18.31	230.9	19.11
9	230.3	18.13	232.2	18.62	233.4	19.52
10	230.1	19.60	231.5	20.01	232.4	20.96
11	233.3	19.95	234.4	20.18	235.0	21.30

2015 LANGUAGE USAGE Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
2	174.5	16.58	184.9	15.34	189.7	15.47
3	189.4	15.20	196.8	14.24	200.0	14.11
4	198.8	14.66	204.4	13.83	206.7	13.64
5	205.6	13.87	209.7	13.23	211.5	13.19
6	210.7	13.79	213.9	13.30	215.3	13.38
7	214.0	13.82	216.5	13.52	217.6	13.70
8	216.2	14.17	218.1	13.92	219.0	14.26
9	218.4	14.15	219.7	13.98	220.4	14.50
10	218.9	15.04	219.7	14.99	220.1	15.74
11	221.5	14.96	222.1	14.85	222.1	15.80

2015 GENERAL SCIENCE Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
3	187.5	11.74	192.6	10.92	195.4	11.01
4	194.6	11.16	198.7	10.75	201.0	10.92
5	200.2	11.06	203.7	10.80	205.7	11.07
6	204.3	11.54	207.1	11.40	208.6	11.73
7	207.2	11.92	209.5	11.87	210.9	12.23
8	210.3	12.28	212.3	12.19	213.5	12.63



NWEA MAP Growth Report Analysis

There are short tutorials available on the MAP Growth homepage when you log into the MAP Growth system. You will click on the *Short tutorials to get you started* link. Scroll down to *Your Data*.

The following Student Level Reports tutorials are available on the MAP Growth system:

- Student Profile
- Student Goal Setting Worksheet

The following Class Level Reports tutorials are available on the MAP Growth system:

- Achievement Status and Growth
- Class
- Class Breakdown
- Learning Continuum

The following School and District Level Reports tutorials are available on the MAP Growth system:

- District Summary
- Grade
- Projected Proficiency
- Student Growth Summary