

District Assessment Administration Guidelines

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 USshall 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 exam.**

- 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.