

ASSESSMENT COORDINATION GUIDE

This *Assessment Coordination Guide* is written for leaders at schools or the district who:

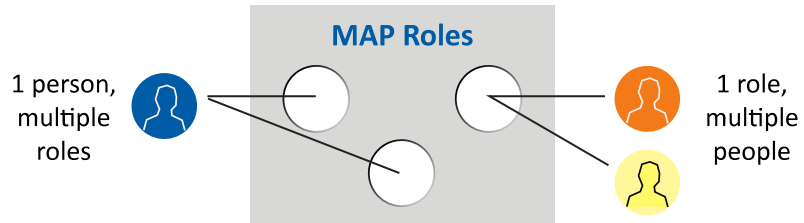
- Prepare for assessment, including:
 - When to test
 - What subjects to test (and what to restrict)
- Oversee assessment, including:
 - Proctor preparation
 - Completion of testing

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Choose MAP Roles

Every person who uses the MAP Suite must have one or more roles assigned to control what that person can do and see. You can fill the roles with any combination of people you need. One person can hold multiple roles, and multiple people can hold the same role to serve as backups.



Quick tip: Use the examples below the following diagrams. Also, avoid assigning both school-level and district-level roles to an individual. For example, your School Proctors should not have the District Proctor role. Similarly, avoid assigning all roles to individuals.

📄 See also the detailed spreadsheet: [Role Permissions](#)

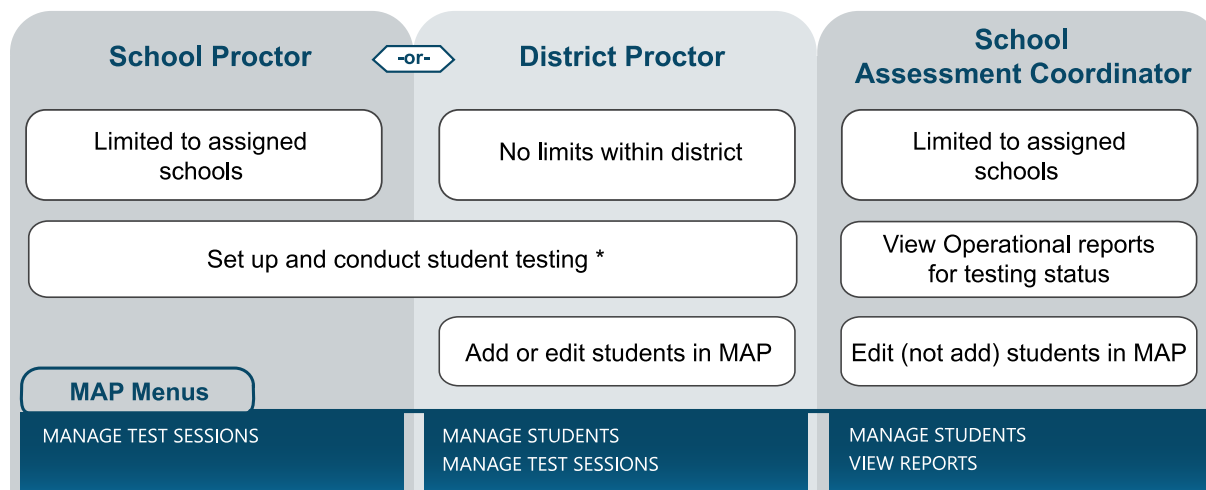
Roles for Using Data

Instructor	Administrator	School Assessment Coordinator	District Assessment Coordinator
Limited to assigned students and classes	Limited to assigned schools	Limited to assigned schools	No limits within district
Student and class reports			
Grade and school/district reports*			
MAP Menus		Read also: "Roles for Testing"	Export or share test result data
VIEW REPORTS	VIEW REPORTS	MANAGE STUDENTS VIEW REPORTS	MANAGE USERS VIEW REPORTS MODIFY PREFERENCES

Examples for Using Data:

- Teachers typically use the **Instructor** role.
- Principals and school leaders typically use the **Administrator** role to see results from all students. Or, if they also coordinate test administration, they could use the **School Assessment Coordinator** role.
- Interventionists and specialists could also use the **Administrator** role; but for greater security, they could have the **Instructor** role and a special “class” of students assigned to them during the roster enrollment.

Roles for Testing



Examples for Testing:

- For teachers and staff who only need to administer testing, use the **School Proctor** role.
***Note:** School Proctors can only access testing sessions that they or the District Proctor creates.
- The **District Proctor** role is for anyone who helps to lead other Proctors. It enables creation of testing sessions that other Proctors can use, as well as creation of student profiles.
- School leaders who need to monitor testing status typically use the **School Assessment Coordinator** role. This role is restricted, however, from adding student or user profiles.

Roles for MAP Setup and Maintenance

System Administrator	District Assessment Coordinator	Data Administrator
Assign any MAP role for any user, including oneself	Assign MAP roles for other users, except System Administrator	Assign MAP roles for other users, except System Administrator or District Assessment Coordinator
	View operational reports	
Add or edit users in MAP + Reset user passwords (follows same exceptions as role assignments, above)		+ Also for Data Admin: Add or edit students
Modify MAP preferences for the organization		Import student/staff roster
Mark the Test Window Complete		Add or edit students in MAP, including permission to: –Merge students –Exclude or reassign test events
MAP Menus		
MANAGE USERS MODIFY PREFERENCES	MANAGE USERS VIEW REPORTS MODIFY PREFERENCES	IMPORT PROFILES MANAGE USERS MANAGE STUDENTS VIEW REPORTS

Examples for Setup and Maintenance:

- Only a few leaders should have the **System Administrator** role because it enables you to grant access to any part of the platform.
- Leaders in charge of the assessment typically use the **District Assessment Coordinator** role.
- The person who imports your enrollment roster each term needs the **Data Administrator** role.

Choose Dates for Testing

Every year and ideally every term, you should complete the [Date Setup Before Testing](#) on page 6. As you make decisions, refer to the following considerations and the [Testing Schedule Samples](#) on page 16.

To learn the basics, view the following video: [When to Test](#)

Summary:

- Length—Keep the test window length short (about 3 weeks) so you can make valid comparisons, especially between students in the same grade.
- Consistency—To ensure valid comparisons from one academic year to the next, try to keep the timing consistent.
- Spacing—Provide enough instruction between testing to give you meaningful growth measurements. For example, schools typically test around week 4 in the fall, week 20 in the winter, and week 32 in the spring.

Consider network traffic:

The network traffic at each school limits the number of testing sessions you should schedule at any given time. Considerations include:

- Total number of students testing at the same time
- Kinds of tests (tests for the primary grades require more bandwidth because of the audio)
- Other networking activity (ideally, keep Internet use to a minimum during testing)

Date Setup Before Testing

Follow these steps as you prepare for MAP testing.

Required: set district test dates

Set your testing dates for the coming terms as soon as you know the schedule. You can also modify dates at any time as schedules change.

Required MAP Role: **District Assessment Coordinator** or **System Administrator**

1. In the left navigation pane, select **Modify Preferences > Manage Terms**.
2. With the year selected, click **View/Update Terms**. If needed, click **Add Academic Year**.
3. Scroll to the coming term.
4. *Optional*—Clear the **Active** check box if you never use a term, such as summer, and you do not want it to appear in the menus for proctors and teachers. (This option has no effect on MAP report data.)
5. For **Term Start** and **Term End**, you can usually keep the default dates, unless they conflict with your academic terms.

If you do not use four terms:

You can define the unused terms so they do not interfere with active terms. For example, if your district or organization uses a semester system and does not offer a winter term, you can define the winter term to take place on a weekend, winter break, or another day when no one will be testing. After all terms are defined, you can inactivate unused terms so they do not appear in the list of selections throughout the MAP system.

6. Set the **Test Window** dates to match the weeks you intend to conduct testing.
7. *Recommended*—Set **Weeks of Instruction** so that your MAP reports show the most precise norms percentiles. Match the average number of weeks from the **beginning of the school year** to the time when most students begin to test, across all subjects and grades.
8. Specify how widely to apply your changes by selecting one of the following options:
Apply Test Window dates to every school in the district: Overrides any custom dates that have been applied to specific schools.
Apply Test Window dates only to schools without defined custom test window dates: Protects custom dates that have been applied.

9. Click **Submit**.

If a date you entered is invalid (such as a date outside of the instructional term), an error message appears at the top the page. Correct the date and click **Submit** again.

Optional: set school-specific test dates

If needed, you can define test dates for each school. For example, you could set different dates for your elementary schools and high schools.

Prerequisite: The district-wide test window dates in **Manage Terms** must be set to encompass all of your school-specific test windows.

Required MAP Role: **District Assessment Coordinator** or **System Administrator**

1. In the left navigation pane, select **Modify Preferences > Modify District**.
2. Select the school.
3. Click **View/Update Terms**.

The View/Update School by Term page lists the terms currently defined in the system.

4. Select the instructional term.
5. Click **Edit School Term**.
6. Modify the start date and end date as needed.

Note: The dates must fall within the dates of the district test window.

7. Modify the **Weeks of Instruction**.
8. Click **Submit**.

If a date you entered is invalid (such as a date outside the instructional term), an error message appears at the top the page. Correct the date and click **Submit** again.

Set Testing Rules

As a District Assessment Coordinator, you will want to control the rules that MAP Growth uses during testing:

Should students see their score?

See next topic

Should you restrict which tests students can take?

See [Set Test Restrictions](#) on page 9

Should students be able to retest?

See [Consider Retesting Rules and Policy](#) on page 12

Set Test Score Display

You control whether test results display on student devices when students complete their tests in the MAP system. This is a district-wide setting and is enabled by default to help involve students with their growth. If you encounter issues, however, such as students becoming overly competitive, you might disable the score display.

Sample Score

Jane Doe

Congratulations, you finished the test.

Measurement Scale:	
Mathematics	
Overall Score: 213	
Goal Name:	Operations and Algebraic Thinking
Goal Score:	220
Goal Range:	213 - 229
Goal Name:	Numbers and Operations
Goal Score:	224
Goal Range:	217 - 233
Goal Name:	Measurement and Data
Goal Score:	209
Goal Range:	202 - 218
Goal Name:	Geometry
Goal Score:	201
Goal Range:	194 - 210

The total test time was: 00:18:29
Date: 01-01-2012 Test Name: MAP: Mathematics 2-5 (CCSS)

[Print Report](#)

To modify the test score display:

Required MAP role: **District Assessment Coordinator** or **System Administrator**

1. Open **Modify Preferences > Modify Tests**.
2. Near the top, either select or clear the option: **Display test results to students at the end of a test**.

Set Test Restrictions

Your district has the option to define which tests are appropriate for students, such as which grade level(s) may take each test. Restricted tests will be either hidden or blocked in the Proctor controls (Manage Test Sessions) so that Proctors do not mistakenly assign the wrong test.

Example restrictions for 6+ test:

Restriction	Situation	When Proctor Tries to Test...
Term = Spring Only	During spring	Testing okay
	During winter	Test hidden from Proctor console
Grade = 6–12 Only	Students in grades 6–12	Testing okay
	Students in grade K–5	Test blocked from assignment (although it might still appear as a menu choice if testing a mix of grades)
Frequency = Once Per Term	First time taking test	Testing okay
	Second time	Can assign test but not confirm student to join testing
	Note: Terminated tests count toward this restriction, according to default rules (see Consider Retesting Rules and Policy on page 12)	

To set a test restriction:

Required MAP role: **District Assessment Coordinator** or **System Administrator**

1. Open **Modify Preferences > Modify Tests**.
2. Select one or more tests, and click **Edit test settings**.
3. In the Configure Tests window, select any combination of checkboxes listed.

The screenshot shows the 'Configure Tests' window for 'Growth: Algebra 1'. The window has a blue header with the title 'Configure Tests'. Below the title, the test name 'Growth: Algebra 1' is displayed. There are three main sections: 'Active', 'Test Restrictions', and 'Frequency'. The 'Active' section has a checkbox labeled 'Active' which is checked. The 'Test Restrictions' section has two columns: 'Term' and 'Grade'. The 'Term' column has checkboxes for 'All Terms', 'Spring', 'Summer', 'Fall', and 'Winter'. The 'Grade' column has checkboxes for 'All Grades', 'PK', 'K', 'KA', 'KP', '1', '2', '3', '4', and '5'. The 'Frequency' section has two radio buttons: 'Unlimited' and 'Once Per Term', with 'Once Per Term' selected. At the bottom, there are 'Assign' and 'Cancel' buttons. Several yellow callout boxes with orange lines pointing to specific elements provide instructions: 'Leave Active to set the test restrictions (if you do inactivate, the test becomes hidden until you select Active again)' points to the 'Active' checkbox; 'To make selections, first clear All' points to the 'All Terms' and 'All Grades' checkboxes; 'Only selected grades can access the test' points to the grade checkboxes (1-12 and OT); and 'If chosen, consider retesting rules (next section)' points to the 'Once Per Term' radio button.

Configure Tests

Growth: Algebra 1

☒ **Active** ⓘ

Test Restrictions

Test restrictions will limit the tests available for students to take.
Configure test restrictions for the selected test(s) for grade, term, and frequency.

Term ⓘ	Grade ⓘ
<input type="checkbox"/> All Terms	<input type="checkbox"/> All Grades
<input type="checkbox"/> Spring	<input type="checkbox"/> PK
<input type="checkbox"/> Summer	<input type="checkbox"/> K
<input type="checkbox"/> Fall	<input type="checkbox"/> KA
<input type="checkbox"/> Winter	<input type="checkbox"/> KP
	<input type="checkbox"/> 1
	<input type="checkbox"/> 2
	<input type="checkbox"/> 3
	<input type="checkbox"/> 4
	<input type="checkbox"/> 5

Frequency ⓘ

☐ Unlimited

☒ **Once Per Term**

☐ 6

☒ 7

☒ 8

☒ 9

☒ 10

☒ 11

☒ 12

☐ OT

Assign **Cancel**

Leave Active to set the test restrictions (if you do inactivate, the test becomes hidden until you select Active again)

To make selections, first clear All

Only selected grades can access the test

If chosen, consider retesting rules (next section)

4. Click **Assign**.

Recommendations for test restrictions:

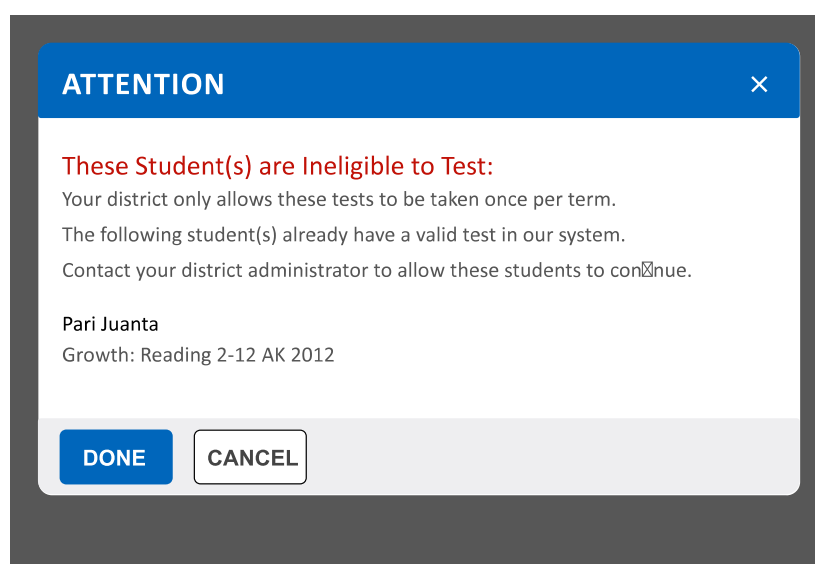
- Avoid changing test restrictions during the test window:
 - For example, if you change the **Grade** restriction, but students under the restricted grade have suspended tests, they can no longer complete the test.
 - Also, changing the Frequency to **Once Per Term** affects testing only from then on, so students who already completed testing in that term could still retest.
- For grade restrictions, allow for students in transition, such as fifth-grade students who may be ready for a 6+ test.

- If you enable the **Once Per Term** restriction, be aware of these implications:
 - Terminated tests, like completed tests, count toward this restriction, according to default rules (see [Consider Retesting Rules and Policy](#) on page 12).
 - Suspended tests will automatically become terminated after 28 days, and also trigger this restriction.

Overriding the Once Per Term Restriction

If an individual student needs an exception to the **Once Per Term** test restriction, your school can override the restriction by excluding the first test event.

For example, if a fire drill occurred during testing, the Proctor might have accidentally terminated a test instead of suspending it. By default, a terminated test counts the same as a completed test. As a result, when the Proctor attempts to assign and confirm the same test later, the student would be ineligible to test:



Note: This restriction occurs only if your district has kept the default retesting rules. For more information, see the next topic, [Consider Retesting Rules and Policy](#) on page 12.

To exclude the student's test event:

Excluding the test event from reports also excludes it from the test restriction. After excluding the first test, the Proctor can test the student as normal.

Required MAP role: **Data Administrator**

1. Click **Manage Students**.
2. Search for a student.
3. In the search results, select the student with the incorrect test event.
4. Click **View/Update Test Events**.
5. Select the test event (refer to the **Test Status** column to help distinguish which one).
6. Click **Exclude from Reports**.
7. To confirm:
 - a. In the **Included in Reports?** column, a dash appears for the excluded test event.
 - b. Wait for the overnight process and regenerate reports (the test should no longer appear).

Consider Retesting Rules and Policy

If you restrict a test to **Once Per Term**, the following retesting rules take effect. These district-wide rules allow exceptions so that students can still retest under appropriate circumstances.

However, if these exceptions do not match your retesting policies, NWEA can reverse any of these rules and disable the retesting exception. To request a change, district leaders can contact [NWEA Support](https://nwea.force.com/nweaconnection/s/support) (nwea.force.com/nweaconnection/s/support).

When the First Test Was...	Retesting Is...	Explanation	If NWEA Reverses (Not Recommended)
Invalid (such as a 2-minute test duration)	Allowed (not restricted)	Test invalidation is rare, but when it occurs, retesting is recommended (see Invalid Tests and Growth Criteria for more on invalidation)	Restriction applies whether the test is valid or invalid
Outside the test window dates	Allowed (not restricted)	For reliable comparisons, you want all tests to occur during the test window (test occurrence is based on start date, not completion date)	Restriction applies whether the test is inside or outside test window
At or above the rapid-guessing threshold	Allowed (not restricted)	The rapid-guessing threshold (meaning the student rapid-guessed at least 30% of questions possible) indicates the score might misrepresent the student's abilities (see Check Rapid-Guessing Behavior on page 19 for more)	Restriction applies whether the student did or didn't reach the threshold
Terminated	<i>Not allowed</i> (restricted)	This restriction provides strong security against inappropriate retesting; Proctors should be careful to avoid accidental termination	Restriction does not apply when the test terminated
– Override Rule –			
Excluded from reports	Allowed (and will override other restrictions)	<p>This rule enables your school to exclude a student's first test event to override a test restriction, such as when the first test was terminated accidentally</p> <p>Note: Only someone with the Data Administrator role can exclude a test</p>	Restriction applies whether or not the test was excluded

To see the active retesting rules for your district:

Required MAP role: **District Assessment Coordinator** or **System Administrator**

1. Open **Modify Preferences > Modify Tests**.
2. Find the retesting rules listed at the top:

MODIFY TESTS

Testing Results

☒ Display test results to students at the end of a test

Your district's retesting rules ("Definition of Tested")
When is a student in my district considered "tested"?

To change these settings, [contact NWEA Support](#)

If the test frequency is configured to limit a student to taking a test once per term, a student is considered "tested" when the following criteria are met:

- Student has a [valid test](#) (Default)
- Student has a test that is inside of the [test window](#) (Default)
- Student has a test that is not [excluded from reports](#) (Default)
- Student has a test that did not reach the [rapid guessing threshold](#) (Default)
- Student has a test that was [terminated](#) (Default)

Default rules:

Rules after being reversed by NWEA:

- Student has a [valid](#) or invalid test (Modified)
- Student has a test that is inside or outside of the [test window](#) (Modified)
- Student has a test that is or is not [excluded from reports](#) (Modified)
- Student has a test that did or did not reach the [rapid guessing threshold](#) (Modified)
- A student is not considered tested when they have a test that was [terminated](#) (Modified)

Your Retesting Policy

There are two overall goals to balance when considering whether to retest students for the same test in the same term:

- Provide ample chances for students to show what they know in an effort to support their learning
- VS—
- Avoid aggressively retesting for the wrong reasons, such as the pressure to show greater growth between testing periods

NWEA recommends that you create a written policy that provides guidelines when making retesting decisions. A key piece to include in your retesting policy is a clear description of both the justification and the evidence needed for retesting.

Example Justifications	Key Evidence	Policy Goal
Excessive rapid guessing	<ul style="list-style-type: none">• Student Profile report (subject tab)• Grade Breakdown report• Comprehensive Data file or the Combined Data File (CDF) produced from the	Establish what is an "excessive" percentage of rapid guessing; NWEA recommends retesting when a student reaches the rapid-guessing threshold (student rapid-guessed on 30% or more of the questions possible on the test)

Example Justifications	Key Evidence	Policy Goal
	Data Export Scheduler	
Extreme drop in scores between terms	<ul style="list-style-type: none"> Achievement Status and Growth report 	Establish what is a “substantial” amount and check at every term (for example, a decline of 10 or more RIT points could indicate low student effort)
Unusual changes in test duration	<ul style="list-style-type: none"> Class report Grade report 	The time allowed for testing needs to be sufficient and consistent every test term; for a comparison, see the NWEA Average MAP Growth Test Durations (found under nwea.org)

For more about retesting, see:

- [How to Retest Students within a Term](#) on page 21
- Research articles under [Student Test Engagement](#) community site (under nwea.force.com/nweaconnection/)
- [Guidance for Administering MAP Growth Assessments When Results Are Used for High-Stakes Purposes](#) (under www.nwea.org)

Testing Schedule Samples

Refer to the following examples when you schedule testing at your school. In addition, allow time in your schedule for Proctors to prepare student testing devices and testing sessions.

Grades K–2 Testing

Note: For each assessment, suspend testing midway (after about 20 minutes) to allow a break for these students.

Day	K	Grade 1	Grade 2
Day 1	In all classes, teachers prepare students with practice tests and mouse skills. Allow about 30 minutes per class to access tests, watch videos, and ask questions.		

Reading Tests

Day 2	A.M.: Classes W, X P.M.: Classes Y, Z		
Day 3		A.M.: Classes A, B P.M.: Classes C, D	
Day 4			A.M.: Classes S, T P.M.: Classes U, V

Math Tests

Day 5	A.M.: Classes W, X P.M.: Classes Y, Z		
–Week 2– Day 1		A.M.: Classes A, B P.M.: Classes C, D	
Day 2			A.M.: Classes S, T P.M.: Classes U, V

Makeup Testing and Retesting (all grades)

Day 3	A.M.: Last Name A–H P.M.: Last Name I–P		
Day 4	A.M.: Last Name Q–Z P.M.: Any remaining students		

Grades 3–5 Testing

Day	Grade 3	Grade 4	Grade 5
Day 1	In all classes, teachers prepare students with practice tests and mouse skills. Allow about 30 minutes per class to access tests, watch videos, and ask questions.		

Reading Tests

Day 2	A.M.: Classes 2, 4 P.M.: Classes 6, 8		
Day 3		A.M.: Classes 3, 5 P.M.: Classes 7, 9	
Day 4			A.M.: Classes 10, 11 P.M.: Classes 12, 13

Math Tests

Day 5	A.M.: Classes 2, 4 P.M.: Classes 6, 8		
–Week 2– Day 1		A.M.: Classes 3, 5 P.M.: Classes 7, 9	
Day 2			A.M.: Classes 10, 11 P.M.: Classes 12, 13

Science Tests

Day 3			A.M.: Classes 10, 11 P.M.: Classes 12, 13
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Makeup Testing and Retesting (all grades)

Day 4	A.M.: Last Name A–H P.M.: Last Name I–P		
Day 5	A.M.: Last Name Q–Z P.M.: Any remaining students		

Grades 6+ Testing

- Secondary grades can follow a schedule similar to grades 3–5 if class periods last longer than an hour (such as 90-minute blocks). For each subject, you could use the regular class period to conduct testing relevant to that subject.
- Alternatively, for shorter class periods (45 minutes or less), you may need to switch to an alternating schedule with longer class periods to allow for adequate testing time (up to 60 minutes needed).

Prepare Proctors

When you help Proctors to administer MAP Growth testing, also decide which role to assign—School Proctor or District Proctor (see [Choose MAP Roles](#) on page 2).

General preparations:

- ☐ Direct Proctors to the online training resources available from the [MAP Help Center > Proctor Quick Start](#)
- ☐ Provide dates for the testing window (all tests should be started before the end of the window)
- ☐ Remind Proctors to allow time for make-up testing and potentially retesting

Test engagement preparations:

- ☐ Discuss how Proctors will intervene if students rapid-guess during the test
- ☐ Provide guidelines for possible retesting when students rapid-guess excessively (see [Your Retesting Policy](#) on page 14)

If Proctors set up testing sessions:

- ☐ Advise Proctors which method to use in Manage Test Sessions:
 - **Find Students to Test:** for preparing an arbitrary group of students ahead of time
 - **Test My Class:** for teachers administering tests for their class
- ☐ Specify the test or tests that students need to take and remind Proctors that each student can take a different test (see [Test Descriptions Summary](#) on page 24)
- ☐ Specify what accommodations to provide, including who can receive the Text-to-Speech feature
- ☐ Confirm your naming conventions for testing sessions:

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

Oversee and Complete Testing

As a leader of the MAP Growth assessment, you will want to ensure that testing progresses as planned. Follow this summary of tasks:

Timeframe	What to Do	Reports to Check
Weekly throughout testing	<input type="checkbox"/> Check testing progress	Under View Reports > Operational: <ul style="list-style-type: none"> • Students Without Valid Test Results • Test Events by Status
Toward the end of testing	<input type="checkbox"/> Check rapid-guessing behavior	Under View Reports > MAP Reports (on the left sidebar): <ul style="list-style-type: none"> • Data Export Scheduler <ul style="list-style-type: none"> ◦ Comprehensive Data file ◦ Combined Data file
	<input type="checkbox"/> Check for students added improperly	Under View Reports > Operational: <ul style="list-style-type: none"> • Students Without Reporting Attributes • Potential Duplicate Profiles (or Profiles with Shared IDs)
As needed	<input type="checkbox"/> Search for incomplete (suspended) tests or completed tests with excessive rapid-guessing	Under Manage Test Sessions > Find Students to Test: <ul style="list-style-type: none"> • Test History Search tab See also: How to Retest Students within a Term on page 21
End of testing	<input type="checkbox"/> Complete your test window	See Complete Your Test Window on page 20

Check Rapid-Guessing Behavior

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.

If students rapid-guess excessively, their scores might misrepresent their abilities. NWEA recommends your school consider retesting in those situations, especially those students who reach the rapid-guessing threshold, meaning students who rapid-guessed at least 30% of questions possible.

To identify candidates for retesting, there are reports on both the grade-level and student-level. For instructions, see [How to Retest Students within a Term](#) on page 21.

Complete Your Test Window

After *all schools* have tested, you must mark the test window as complete before MAP Growth can generate *District Summary* and *Student Growth Summary* reports. This action is also required for district averages to appear on reports. Overnight processing is required.

Recommended preparation

- Notify all of your schools so they can complete testing.
 - Use operational reports to check the testing status of schools or grades:
 - Test Events by Status
 - Students Without Valid Test Results
- To find and complete suspended tests, use **Test History Search** (open Manage Test Sessions and click **Find Students to Test**)

Required: mark test window complete

Do these steps after every testing season.

Required MAP role: **District Assessment Coordinator** or **System Administrator**

1. In the left pane, select **Modify Preferences > Manage Terms**.
2. Select the academic year.
3. Click **View/Update Terms**.
4. Scroll to the term and select **Test Window Complete**.
5. *Recommended*—Set **Weeks of Instruction** so that your MAP reports show the most precise norms percentiles. Match the average number of weeks from the **beginning of the school year** to the time when most students begin to test, across all subjects and grades.
6. Scroll down and click **Submit**.
7. Wait for the overnight process.

If needed: modify your test window

At any time, you can change the dates of your test window. For example, if one of your grades missed their scheduled testing, they would be missing from MAP reports that show growth. By extending the test window dates, you can include those missing test results. However, do not over-extend the window, because it has a direct impact on growth calculations.

Note: Tests are included in the test window based on the start date, not the completion date.

To change the dates:

1. In the left pane, select **Modify Preferences > Manage Terms**.
2. Select the academic year and click **View/Update Terms**.
3. Clear the **Test Window Complete** check box to enable editing of the date fields.
4. Scroll down and click **Submit**.

To complete the test window again:

1. Select the academic year again and click **View/Update Terms**.
2. In the term you just edited, select **Test Window Complete** again.
3. Scroll down and click **Submit**.
4. Wait overnight for your change to affect the MAP reports.

How to Retest Students within a Term

You may have various reasons for retesting, including:

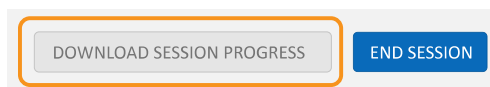
- excessive rapid-guessing, such as 30% or more of the questions possible on the test (known as the “rapid-guessing threshold”)
- an extreme drop in scores between terms
- unusual changes in test duration
- invalidation due to short duration or other invalid criteria

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. For more guidance, see [Your Retesting Policy](#) on page 14.

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.

- 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:

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

- 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.

- When the Proctor confirmed the student to start, he chose **Start Test Over** instead of Resume:

ATTENTION ×

Action Needed to Continue Test:
The student(s) below have already started this test. Indicate how best to proceed by selecting an action from the dropdown box next to each student's name.

Marsha Borunti
Growth: Language 2-12 AK 2012

Resume Test

Resume Test
Do Not Confirm
Start Test Over

DONE **CANCEL**

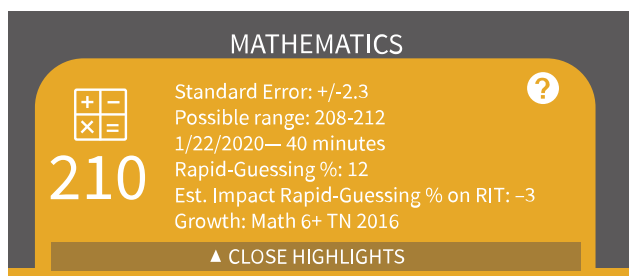
Caution: If students did not reach the rapid-guessing threshold, Proctors should avoid the **Start Test Over** option. In those situations, the default retesting rules would restrict the student from continuing. However, when a student reaches the rapid-guessing threshold, it triggers an exception to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



2. Leaders analyzed similar students using the files generated from the Data Export Scheduler. To access the files, they followed these steps: **start page > MAP Growth tab > 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:

The screenshot shows the 'Find Your Students' search interface. At the top, there are two tabs: 'Student Search' and 'Test History Search', with the latter being selected and highlighted with an orange box. Below the tabs, a note states: 'Note: Students who have just tested may not yet be available in search results.' A dropdown menu for 'Test(s)' is set to 'Required' and 'Growth: Language 2-12'. Under 'Testing Status', 'Not yet tested' and 'Suspended Test' are unchecked. Under 'Test Engagement', 'Reached rapid-guessing threshold (30%)' is checked with a radio button. A note below this option states: 'On completed tests, rapid-guesses accounted for 0% or more of possible questions.' Under 'Tests Taken', 'Current Term' is selected with a radio button, while 'Inside Test Window' and 'Outside Test Window' are unselected.

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.

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 material), and science (including course-specific material)	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	Measure achievement and growth, inform instruction, and assess strategy through a Spanish assessment	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
		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	Students needing visual assistance can use tests compatible with screen readers, such as JAWS®. Look for the term “Screen Reader Compatible” at the end of the test name.			
MAP Growth, Grades K–2				
MAP Growth K–2	Measure achievement and growth, inform	Reading and math	43 questions; about 40 min. (but give in	RIT score (subject and instructional

Test Type	Purpose	Available for	Approx. Length/Duration*	Score in Reports
	instruction, and assess strategy		two 20-min. sessions)	areas), shown in most reports Also: Learning Continuum statements and Lexile® score
Spanish MAP Growth K–2	Measure achievement and growth, inform instruction, and assess strategy through a Spanish assessment	Math	43 questions; about 40 min. (but give in two 20-min. sessions)	Same as MAP Growth, with scores included in the same areas as English test scores
		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 the 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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	Test Type	Subject and Grades	State and Adoption Year of Academic Standard	Enhanced Item Selection Algorithm*	Version for students with blindness and low-vision*
Examples	Growth	Math 6+	NY 2017		(Screen Reader Compatible)
	Growth	Reading K–2	NY 2017		
	Screening	Science 6–8	NY 2016		
	Growth	Math 6+	NY 2017	1.1	
	Growth	Reading K–2	NY 2017	1.1	
	Screening	Science 6–8	NY 2016	1.1	(with Screen Reader Compatibility)

* Only applicable for some tests.

Note for partners who view MAP Growth information from state assessments: State assessments follow different naming conventions and will not match the conventions outlined in the table above. A sample state test name is “State Growth: Reading 2–5 NE 2021_TB-767-v1”.

MAP Growth Test Description

MAP Growth tests produce both an overall subject score and scores for the instructional areas, also called "goals." Your students can take MAP Growth tests up to **four times per academic year**.

You can choose from the following tests:

MAP Growth Test (Grade)	Approx. Number of Questions
English Versions	
Language 2+	40 to 43 questions
Math (2–5)	40 to 43 questions
Math (6+)	
Math for Algebra, Geometry, Integrated Mathematics — see Course-specific tests on page 29	40 to 43 questions
Reading (2–5)	40 to 43 questions
Reading (6+)	
Science (3–5)	40 to 43 questions
Science (6–8)	
Science (9–12)	
Biology/Life Science — see Course-specific tests on page 29	
Spanish Versions	
Spanish Math (2–5)	40 to 43 questions
Spanish Math (6+)	
Reading (2–5)	40 to 43 questions
Reading (6–8)	

Note: Students needing visual assistance can use tests compatible with screen readers, such as JAWS®. Look for the term "Screen Reader Compatible" at the end of the test name.

Course-specific tests

Students enrolled in applicable courses can take the following course-specific MAP Growth tests up to three times per year:

- Algebra 1 and 2
- Geometry
- Integrated Mathematics 1, 2, and 3
- Biology/Life Science (for grades 9 to 12)

In the test results, you can use the achievement norms and learning statements like other MAP Growth tests.

Test structures and state standards

The instructional areas of MAP Growth tests vary by state and standard set. For more details see [NWEA's Instructional Areas](#).

Screening Subject Only

Screening tests (formerly called Survey tests) present only 19 to 20 questions and produce only a single overall score for the subject. You can administer them at **any time during the school year**. However, they are not recommended for growth measurement.

MAP currently offers the following Screening tests:

- Science
- Language 2+
- Math 2–5 (English and Spanish)
- Math 6+ (English and Spanish)
- Reading 2–5 (English and Spanish)
- Reading 6+ (English and Spanish)
- See also [Course-specific tests](#) on page 29

Accessible Tests:

Students needing visual assistance can use tests compatible with screen readers, such as JAWS®. Look for the term “Screen Reader Compatible” at the end of the test name.

Reports for screening tests

Only a subject-level score appears on these reports: Student Progress, Class, Grade, District Summary.

Screening test structures and state standards

The Screening tests use the same instructional areas ("goals") as the MAP tests. For more details, see [NWEA's Instructional Areas](#).

MAP Growth K–2 Tests

If chosen by your school, there are three tests you can use to assess your early learners. All tests are audio-enabled to help young readers:

Test Type	Language	Description
MAP Growth K–2	English	Adaptive test to measure academic achievement and growth from one term to the next.
Spanish MAP Growth K–2	Spanish	Same as MAP Growth K–2 but for Spanish-speaking students (either native speakers or those receiving instruction in Spanish).
Screening	English	Get baseline information for a new student who is in the earliest stages of learning, particularly a kindergarten or pre-K student (not recommended beyond kindergarten).
Skills Checklist	English	Assess knowledge of a specific skill before or after teaching it. There are 38 skills to choose from in mathematics and reading; scored as percent correct.

Practice tests (English and Spanish) are also available to help K–2 students prepare

Test Structures and State Standards

The instructional areas ("goals") of MAP Growth K–2 tests vary by state. Details are available here: cdn.nwea.org/state-information/index.html.