

Frequently Asked Questions About Test Administration

1. If a student who speaks English as a second language does not know a word in an item, may I pronounce that word for the student?

Answer: If a student is taking a reading or language usage test, you may not pronounce or define any word for any student, including Special Education students or those on IEPs. If the test is a science or mathematics test, you may say the word for any student, but cannot give any definitions or hints as to its meaning.

2. What should I do if a student has not completed his or her test but the rest of the class is finished?

Answer: Because the tests are not timed, you have some options. The class may be dismissed and that student may be allowed to finish while the lab is being prepared for the next group. Alternately, the student's test may be terminated with the option to resume, which would allow him or her to finish it another time.

3. Are students allowed to take a MAP assessment for practice?

Answer: No. There is a **MAP Student Presentation video** for the primary assessment and one for the 3-8 assessment to help students understand how the assessment works. (Links are in the [PUSD Learning Center in MyConnect](#).) When logging in to the MAP Assessment site, there are specific practice tests students should take prior to actual testing. These familiarize students with the types of questions on the MAP assessment and help us identify students who may need additional technical training to use a mouse to drag and drop or select items.

4. What do I do if a student is obviously cheating, is making no effort to select correct answers, or refuses to continue to take the test?

Answer: Select terminate with the option to resume, and contact the building administrator who will make the final decision. If the test will be invalidated, the administrator should terminate it without the option to resume. Use the directions in the **Measures of Academic Progress (MAP) Reference Guides** document provided at the Step 1 - MAP Administration workshop or found in the NWEA Document Library, under the **Talking With Students** section.

Allowable Accommodations and Modifications

NWEA recommends a set of allowable accommodations and modifications to keep data consistent from site to site and testing season to testing season. Types of allowable adaptations are as follows:

Changes in Timing or Scheduling the Assessment

- Extend time
- Offer frequent breaks
- Divide testing over several sessions
- Administer at time of day most beneficial to student

Changes in the Test Directions Read at the Beginning of the Test

- Read or reread directions to students
- Sign directions for the deaf students
- Translate directions orally.
- Simplify language in directions.
- Clarify directions
- Highlight words in directions
- Use auditory amplification devices, hearing aids, noise buffers, etc.

Changes in How the Test Questions are Presented

- Read mathematics and science (not reading or language usage) text portions aloud to students.
- Use visual magnification devices.
- Use auditory amplification devices or noise buffers.

Changes in How the Student responds

- Dictate responses to a scribe. *+
- Point to responses for a scribe. * +

Changes in Test Setting

- Test an individual student in a separate setting
- Test a small group of students in a separate , but familiar location; for example, in a Title 1 room or counselor's office.
- Minimize distractions, for example use a study carrel.

References and Tools

- Calculator (when appropriate, it is provided on the screen).
- Scratch paper
- Masks or markers to limit distractions; for example, the student may use a sticky note to move down the screen as he or she is reading.

* These accommodations are allowable for Special Education students only.

+ Scribes, page turners, educational assistants, and other people supporting a student's test must be neutral in responding to the student during test administration. Assistance in test administration must not be "leading" a student to the correct answer. The student's response must accurately represent the student's own choice.

Students need to be designated Special Education in the special programs file (SPF) to access this information in the reports.

(From the Teacher Handbook by NWEA at www.nwea.org)

Invalid Scores and Retesting

It may be necessary to invalidate a student's test for some reason during the test event.

Invalidations

The following are some of the reasons why a student's test might need to be invalidated:

- Copies or receives verbal help from another student
- Answers randomly without reading questions.
- Refuses to take or continue the test.
- Seems unable to comprehend directions or questions
- Exhibits disabling anxiety
- Becomes ill during the test.
- Uses a hand-held calculator or inappropriately accesses an on-screen calculator.

Some scores will be shown as invalid on the final screen as a result of the scoring process. An overall RIT score will be considered invalid when it meets any of the following conditions:

- RIT score > 320
- RIT score <100
- Was attained in <3 minutes on a *Survey* test
- Was attained in <6 minutes on a *Goals Survey* test.
- Was attained in < 2 on a *Combined Science* test.
- The standard error of measurement (SEM) is outside these bands:
 - 2.5-6.5 on a Survey test
 - The SEM is less than (<) 1.5 or greater than (>) 5.5 when a RIT is less than (<) 240 on a *Goals Survey* test, OR
 - The SEM is less than (<) 1.5 when a RIT is equal to or greater than (\geq) 240 on a *Goals Survey* test. In most cases, students who score at high levels; i.e., a RIT of 240 or more, may have larger standard errors of measure but will still have valid scores.

Records with invalid scores are retained in the NWEA historical database. These scores are not included in any aggregate statistics at the district, school, or classroom level. However, the records are included on Teachers Reports and Class Reports without the numerical scores but with an explanation of why the score was considered invalid. Students with invalid scores are indicated on the Teacher and Class Reports with three asterisks in the RIT column.

If a student took two tests and one was valid and the other invalid, the student's name will appear twice on reports - once with scores and once without scores. The line without scores will appear grayed out on the report. If a student takes two tests and both are valid scores, both scores will appear on the reports, but the score that will be used in the aggregate data will be the score with the lowest standard error.

Retesting

Students who are absent during their testing session need to be rescheduled during the testing window. Be sure extra time slots are built into the testing window to allow for these students.

On occasion, teachers may request that a student be retested because they do not feel the student performed up to his or her potential. Teachers should get approval from the administrator in the building before retesting occurs.

The following are some guidelines for retesting. These are not hard and fast, but should be discussed and decided as a district.