

Measures of Academic Progress® (MAP) and Performance Series® (PS)

Assessment Administration Requirements and Best Practices

The preparation, planning and assessment administration are critical steps in the process of using assessment data to improve teaching and learning. This guide provides the Academy with Charter Contract requirements and best practices in these key areas:

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Preparing Students for Assessments

Because Measures of Academic Progress (MAP) and Performance Series (PS) assessments are unique, it is important that students have an accurate understanding of the assessment process. Educators must work with students to help them understand what to expect on assessments and to empower them to perform their best. The Center has developed the [Teacher Planning Form](#) to assist with the important preparation process.

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Optimal Assessment Environments

Establishing ideal assessment environments is critical in obtaining assessment results that accurately demonstrate students' true achievement and growth. To assist in creating consistent, optimal assessment environments, below are the Center's test administration requirements as well as best practices.

Requirements:

- Schedule 7e Methods of Pupil Assessment states: "...the Academy shall properly administer the academic assessments...ensure that those involved with the administration of these assessments are properly trained and adhere to the ethical standards and assessment procedures associated with these assessments."
- One proctor is required for groups of 15 students or less. One *additional* proctor is required for every additional group of 15 students (or portion thereof): proctor-to-student ratio – 1:1-15, 2:16-30, 3:31-45, 4:46-60, etc.
- Proctors must remain in the room at all times and carefully monitor testing (e.g., demonstrate attentiveness by quietly circulating through the room, ensure aids such as dictionaries or external calculators are not used, ensure students are not providing assistance to one another, etc.).
- Instructions or hints from proctors/teachers on content is strictly prohibited.
- Students must not engage with the Internet at the conclusion of the assessment while other students are testing.

Best Practices:

- Ensure all staff and students are well-versed on test day procedures and expectations. Key areas include:
 - Seating arrangements
 - Computer and assessment login information
 - Subject of assessment and length of time
 - Behavior expectations
 - Exact process to follow once assessment is complete
- Proctors who focus solely on the administration of the assessments demonstrate the assessments' value to students.
- Cover or remove bulletin board materials related to potential test questions.
- Restroom breaks should occur before the assessment begins or on an emergency-only basis during the assessment. Distractions must be kept to a minimum.
- Ensure students refrain from talking during the assessment.
- Technological assistance, e.g. frozen screen, size of font, etc., may be provided.
- All students should bring a book to read or an assignment that can be completed silently until other students have completed the assessment.
- Consider having students complete an assessment reflection writing assignment.
 - [Information and an example from Northwest Evaluation Association](#)
 - [Example from Poway Unified School District](#)
- Utilize the [Proctor Verification Form](#) to assist with monitoring test environment protocols and ensure consistent test administration throughout the school.

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Cyber Academy Requirements

- Schedule 7e Methods of Pupil Assessment states: "...the Academy shall properly administer the academic assessments...ensure that those involved with the administration of these assessments are properly trained and adhere to the ethical standards and testing procedures associated with these assessments."
- 100 percent of students must receive at least one unannounced webcam monitoring visit during each test window.
- 50 percent of students must receive two unannounced webcam monitoring visits during a singular test administration session.

- Upon the close of each test window, the Academy must submit an Excel spreadsheet containing the names and Unique Identification Codes (UICs) of their enrolled students and the date(s) and time(s) each were monitored. This submission is a Master Calendar of Reporting Requirements item.
- Online proctor must ensure students' webcams work prior to test launch.
- Online proctors may proctor no more than 20 students per session.
- Online proctors must have the ability, during test administration, to communicate with test takers (email, instant messaging, phone, etc.).
- Online proctors must have the ability to control the test sessions.
- Instructions or hints from proctors/teachers on content are strictly prohibited.
- The test takers must not use other resources (Internet, dictionary, etc.) for assistance on the assessment.
- Examinees must be clearly authenticated as the person who should be taking the assessment at assessment launch and during the exam. Authentication could be facial recognition, voice recognition, fingerprint, keyboard pattern, etc.

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Retesting Procedures

Test score irregularities occasionally occur due to student illness, lack of focus, distractors in the test environment, etc. To obtain the most instructionally useful data, it is essential that the Academy review students' test scores prior to the close of each test window to ensure test results are an accurate reflection of students' achievement and growth. In an effort to yield high quality data, occasional retesting is acceptable using the guidelines below (Retesting Guidelines). The **Proctor Verification Form** may also be a helpful resource.

Retesting Guidelines

The decision to retest a student should be made following a systematic and careful analysis, with input from the classroom teacher, and be based upon:

- Standard Error of Measure (SEM):
 - MAP – Typical SEM values for the Survey with Goals assessments range from 2.5 to 3.5. Assessments with SEMs up to 5.5 are considered valid and would not typically warrant retesting.
 - Performance Series – Typical SEM values range from 55-65. Assessments with SEM values higher than 75 should be considered for retesting.
- Invalid or spoiled assessments
- Problems or situations that have adversely affected the assessment results
- Greater than expected drops or increases (use SEM as a guide) in students' scores from one test window to the next
- As a guideline, academies often find that less than 10 percent of the student population requires retesting.

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Accommodations

Understanding the unique needs of each student is critical in deciding which accommodation(s) will appropriately support students who receive special education services or need additional support during the administration of MAP or PS assessment.

Inherent Computer-Adaptive Tests (CATs) are developed with accommodating features:

- CATs adjust to each student's achievement level.
- Subsequent assessments begin just below the achievement level of the previous test.
- Assessments are untimed, allowing students as much time as they need to answer questions and complete the assessment.

Additional acceptable accommodations include:

- Frequent breaks (only if administering 1-1 or in small groups)
- Testing in short intervals of time and/or over several days
- Small group or individual test administration
- Size of text adjusted on monitor
- Time of day test is administered that is most beneficial to student
- Test administered by school staff with whom the student is most comfortable
- Simplification or clarification provided only for directions
- Use of text guards (index card, blank sheet of paper, etc.) to block portions of the screen to assist student with tracking text while reading
- Test questions (not answer options) for math can be read or reread aloud during 1-1 test administration. Do not pronounce or explain math symbols.
- Do not read aloud any portion of the reading test.
- Directions may be emphasized or repeated as necessary.
- See **NWEA's MAP Accommodations** for additional information.

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Students Who Take State-Mandated Alternate Assessments

Approximately 1 percent of Michigan students take a state-mandated alternate assessment, which is based on modified achievement standards. For these students, the Academy should consider the unique needs of each student and determine if the student is able to successfully complete a MAP or PS assessment. If a student is unable to complete the assessment, the IEP team may exempt the student from taking the MAP or PS assessments. Exemption(s) must be documented on the **Fall Assessment Coordinator Verification Form** or the **Spring Assessment Coordinator Verification Form** submitted at the end of the assessment window so participation can be adjusted accordingly.

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