

# Measures of Academic Progress® (MAP) and Performance Series® (PS) Assessment Administration Requirements and Best Practices

---

The preparation and planning for assessment administration is an important process in order to ensure authentic data is obtained for instructional purposes. This guide provides the academy with the charter contract requirements and best practices in several key areas:

## [Preparing Students for Assessments](#)

### [Optimal Assessment Environments](#)

### [Cyber Academy Requirements](#)

### [Retesting Procedures](#)

### [Accommodations](#)

### [Students Who Take State-Mandated Alternate Assessments](#)

### [English Learners \(ELs\)](#)

---

## Preparing Students for Assessments

Because of the computer-adaptive delivery platform of MAP Growth and PS assessments, it is important that students have an accurate understanding of the assessment process. Educators should work with students to help them understand what to expect on the assessment and to empower them for optimal performance. The Center has a Teacher Planning Form (**Form A8**) to assist with the assessment preparation process.

*(Back to Top)*

---

## Optimal Assessment Environments

Establishing an ideal assessment environment is critical in obtaining assessment results that accurately demonstrate students' accurate achievement and growth. To assist in creating a consistent, optimal assessment administration environment, below are the Center's administration requirements and 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 (**Form A7**) to assist with monitoring test environment protocols and ensure consistent test administration throughout the school.

*(Back to Top)*

---

## 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 is 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.

*(Back to Top)*

---

## 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 Requirements and Best Practices). The Proctor Verification Form (**Form A7**) is also a helpful resource.

### Retesting Requirements and Best Practices

The Center’s retesting requirements indicate that no more than five percent of the students required to test per the charter contract may be retested during the fall or spring assessment window. The five percent retesting calculations are done separately for reading and math. It is imperative that written guidelines are provided and adhered to in order not to exceed the five percent maximum retest of students required to test. Before testing begins please verify the maximum number of students that could retest should mitigating circumstances arise.

A strong assessment culture and vigilant, active proctoring often prevents the need to retest. If a school determines that it is necessary to retest students, and that decision will cause the school to exceed the five percent maximum guideline, the Proctor Verification Form (**Form A7**) must be submitted prior to retesting in order to request approval from the Center’s director of academic performance and accountability. No academy may exceed the five percent maximum without prior written approval. 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.
  - PS – 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.

*(Back to Top)*

---

## 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 the MAP or PS assessment.

### Computer-Adaptive Tests (CATs) embed accommodating features such as:

- 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 needed to answer questions and complete the assessment.
- Embedded tools such as a highlighter, eraser, pop-up calculator, keyboard navigation and text-to-speech (cannot be used for the reading test) provide support to all students.

**Additional acceptable accommodations include:**

- Directions may be emphasized, repeated, simplified, or clarified as necessary.
- Test questions and answer options for math may 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.
- 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.
- Time of day test is administered that is most beneficial to student.
- Test administered by school staff with whom the student is most comfortable.
- 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.
- Size of text adjusted on monitor.
- Screen reader software, visual magnification device, visual magnification software and/or magnification with speech software (for students with visual impairments).
- See **NWEA's accessibility and accommodations** features and FAQ for additional information.

*(Back to Top)*

---

## Students Who Take State-Mandated Alternate Assessments

Approximately one 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 Assessment Coordinator Verification form (**Form A2**) submitted at the end of the assessment window so participation can be adjusted accordingly.

*(Back to Top)*

---

## English Learners (EL)

Understanding the unique needs of each EL student is critical in deciding which support(s) will appropriately support each student during the administration of the MAP or PS assessment. Students should be familiar with the chosen support(s) prior to the assessment. If educators do not see a particular support listed below and are interested in providing that support for a student, the educators must contact the Center via email at **SBetcher@TheCenterForCharters.org** to request its use prior to utilizing the support.

**This policy applies to students that meet MDE's EL criteria and are eligible for EL services.**

- EL students that have been enrolled in any US school for 12 months or less must not take the MAP or PS reading assessment. Exemption(s) must be documented on the Assessment Coordinator Verification form (**Form A2**) submitted at the end of the assessment window so participation can be adjusted accordingly.
- EL students that have been enrolled in any US school for 12 months or less must take the grade-level appropriate MAP or PS math assessment.
- Year two (and beyond) EL students must take the grade-level appropriate reading and math MAP or PS assessment.

**Acceptable supports for EL students include:**

- Text-to-speech, read aloud (human reader), or oral translation may be utilized for directions, test questions and answer options for math.
- Read aloud (human reader), or oral translation may be utilized for directions, test questions and answer options for reading. Text-to-speech may not be utilized for reading.
- Directions may be emphasized, repeated, simplified or clarified as necessary for both reading and math.
- Use of a non-electronic bilingual word-for-word translation glossary or dictionary for math only.
- Use of NWEA MAP Growth Spanish Math (2-5) or Spanish Math (6+) test (requires prior written authorization from the Center's assessment manager).
- Frequent breaks (only if administering 1-1 or in small groups of 5 students or less).
- Testing in short intervals of time and/or over several days.
- Small group or individual test administration.
- Time of day test is administered that is most beneficial to student.
- Test administered by school staff with whom the student is most comfortable.
- 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.
- Size of text adjusted on monitor.
- Screen reader software, visual magnification device, visual magnification software and/or magnification with speech software (for students with visual impairments).

*(Back to Top)*