



The preparation and planning for assessment administration is an important process that assures authentic data is obtained for instructional purposes. This guide provides charter contract requirements and best practices in several key areas. This document, as well as all forms and resources listed within this document are all available at [www.TheCenterForCharters.org/assessments](http://www.TheCenterForCharters.org/assessments).

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## 1. Requirements for Optimal Assessment Environments

Establishing an ideal assessment environment is critical in obtaining assessment results that demonstrate students' accurate achievement and growth. To assist in creating a consistent, optimal assessment administration environment, below are the Center's assessment administration requirements and best practices.

### Requirements

- Schedule 7e Methods of Pupil Assessment states: "...the academy shall properly administer...all 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."
- 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 is 1:1-15, 2:16-30, 3:31-45, 4:46-60, etc.
- Ensure students do not have access to cell phones.
- 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 cell phones, dictionaries or external calculators are not used, ensure students are not providing assistance to one another, etc.).
- Use NWEA secure testing browsers and NWEA apps to preserve assessment integrity. Avoid using the standard browser.
- 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.

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## 2. Best Practices for Optimal Assessment Environments

Because of the computer-adaptive delivery platform of MAP assessments, it is important that students have a correct understanding of the assessment process. School personnel should work with students to help them understand what to expect during the assessment and to empower them for optimal performance. The Center provides the **Teacher Planning Form (Form A8)** to assist with the assessment preparation process.

### Best Practices

- All staff and students understand 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
- All students bring a book to read or an assignment that can be completed silently until other students have completed the assessment.
- Provide students with blank scratch paper and a pencil for the math assessment.
- Proctors focus solely on the administration of the assessments which demonstrates the assessments' value to students.
- Bulletin board materials/support information related to potential test questions are covered or removed from the test administration environment.
- Restroom breaks occur before the assessment begins or on an emergency-only basis during the assessment. Distractions must be kept to a minimum.
- Students refrain from talking during the assessment.
- Provide appropriate technological assistance (e.g., frozen screen, size of font, etc.).
- Utilize the **Proctor Verification Form (Form A7)** and/or the **Request to Exceed Five Percent Retested Threshold Form (Form A9)** to assist with monitoring test environment protocols and ensure consistent test administration throughout the school.
- Optional: Students complete an assessment reflection writing assignment.
  - **Information and an example from Northwest Evaluation Association**

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### 3. 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 school 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)** and/or the **Request to Exceed Five Percent Retested Threshold Form (Form A9)** are also helpful resources.

On occasion, schools may find they need student assessment results prior to the opening of the fall or spring window (i.e. to place incoming students). In an effort to the reduce practice effect and rare item pool depth challenges, the MAP Screening tests should be utilized in the weeks leading up to the fall or spring windows instead of the MAP Growth tests. MAP Growth tests taken prior to the opening of the fall and spring window are considered retests and will be counted when calculating the maximum of five percent.

#### 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 calculated separately for reading and math. It is imperative that written guidelines are provided and adhered to by all staff so as not to exceed the five percent student retest maximum. 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 **Request to Exceed Five Percent Retested Threshold Form (Form A9)** must be submitted **prior** to retesting in order to request approval from the Center's Director of Academic Performance and Accountability. **No school 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 range from 2.5 to 3.5. Assessments with SEMs up to 5.5 are considered valid and would not typically warrant retesting.
- Invalid 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.

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### 4. Assessment Supports

Understanding the unique needs of each student is critical in deciding which accessibility option(s) will appropriately support students during the administration of the MAP assessment.

**Universal assessment supports for all students taking the MAP assessment include:**

- MAP adjusts 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 practice test, zoom, highlighter, eraser, line reader, notepad, answer eliminator, ruler, protractor, pop-up calculator, and keyboard navigation provide support to all students.
- 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.
- 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.
- Use of noise buffers to minimize distractions.
- Size of text adjusted on monitor.
- Screen reader software, refreshable braille, scribe, 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.

**Text-to-Speech (TTS) is embedded in MAP assessments. In most cases, students who use TTS will either be EL students or students who have an indicated need on their IEP. The following are acceptable settings for TTS:**

- TTS may be utilized for the math assessment for answer choices, question directions, questions/prompts, and reading passages.
- TTS may be utilized for the reading assessment for answer choices, question directions or questions/prompts. TTS may not be utilized for reading passages.
  - If TTS for reading passages is represented as a need in a student's IEP or 504 Plan, the student must be exempted from the reading assessment. This exemption must be documented on the **Assessment Coordinator Verification Form (Form A2)**. Note that this exemption is appropriate for a very small number of students (estimated to be approximately 1-2 percent of students with disabilities participating in general assessment; this number is not a cap but an anticipated percentage of student need).

### **Individualized Educational Program or Section 504 Plan**

A student's documented needs in a current Individualized Educational Program (IEP) or Section 504 Plan should be carefully reviewed to ensure appropriate accommodations are made or whether alternate assessments are necessary. To the extent there is an inconsistency between the student's IEP or Section 504 Plan and the suggested accommodations listed on this guidance document, the student's IEP or Section 504 Plan should be followed.

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## 5. 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 school should consider the unique needs of each student and determine if the student is able to successfully complete a MAP assessment. If a student is unable to complete the assessment, the IEP team may exempt the student from taking the MAP 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.

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## 6. English Learners

Understanding the unique needs of each English learner (EL) student is critical in deciding which support(s) will appropriately aid each student during the administration of the MAP 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 to [\*\*sbetcher@thecenterforcharters.org\*\*](mailto: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 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 math assessment.
- Year 2 (and beyond) EL students must take the grade-level appropriate reading and math MAP assessment.

**Acceptable assessment supports for EL students include:**

- 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 five 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).
- TTS or Read Aloud may be utilized for the math assessment for answer choices, question directions, questions/prompts, and reading passages.
- TTS or Read Aloud may be utilized for the reading assessment for answer choices, question directions or questions/prompts. TTS may not be utilized for reading passages.
  - If TTS for reading passages is represented as a need in a student's IEP or 504 Plan, the student must be exempted from the reading assessment. This exemption must be documented on the **Assessment Coordinator Verification Form (Form A2)**. Note that this exemption is appropriate for a very small number of students (estimated to be approximately 1-2 percent of students with disabilities participating in general assessment; this number is not a cap but an anticipated percentage of student need).

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## 7. Cyber Partner School Requirements

- Schedule 7e Methods of Pupil Assessment states: "...the academy shall properly administer all 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 school must submit the **Cyber Schools Proctor Verification Form (Form A6)** 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 proctors 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.

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