

# PROCTOR GUIDE

---

This *Proctor Guide* is written for anyone who administers MAP® Growth™ testing.

## Main Sections:

- [Starting Out on page 2](#)
- [Readiness Check for Testing on page 2](#)
- Proctor Quick Start:
  - [Set Up Testing in MAP on page 4](#)
  - [Student Sign-in on page 6](#)
  - [Pause, Suspend, or Terminate on page 8](#)
  - [End of Testing on page 8](#)
- Testing Tips:
  - [Student Sign-In Tips on page 11](#)
  - [Test Question Issues on page 12](#)
  - [Test Engagement and Rapid Guessing on page 13](#)
  - [Continuing Suspended Tests on page 15](#)
- [Accommodations and Accessibility on page 19](#)
- [Text-to-Speech Accommodation on page 21](#)
- [Test Descriptions Summary on page 24](#)

# Starting Out

---

- **Your login:**

In most cases, look for an automated email for your login credentials (sender is MAP-AutoResponder@nwea.org). The email also provides a link to the MAP Growth site:

<https://teach.mapnwea.org>

*If your password is forgotten...*

There is a "**Forgot Username or Password?**" link under the main log-in prompt. This will send log-in information to the email address that was saved in MAP. If the email does not appear, *check the junk or spam folder*.

If needed, a leader at your school or district can reset a password (*NWEA cannot do this*).

**Note:** Each person can also change his or her own password, such as after a reset. After logging in, click **Change Password** from the bar on the top right.

- **Your role:**

The role or roles you are assigned in MAP determine what the system allows you to do (your permissions). Typically you have one or both of these roles:

- Proctor—Enables you to conduct MAP testing.
- Instructor—Grants access to the test results of your students. Also enables the **Test My Class** feature (see [Option 2—Test My Class on page 5](#)).

## Readiness Check for Testing

---

As a Proctor who administers MAP<sup>®</sup> Growth<sup>™</sup> testing, try to prepare at least a week ahead.

### Know Your Testing Conventions

- Confirm the testing window dates set by your district.
- All tests should be started by the end of the window.
- Plan enough time for students to take breaks, especially early learners. The test is not timed and can be taken over multiple days. You might also need to intervene or retest when students rapid-guess excessively.
- Confirm which method you should use in Manage Test Sessions: **Find Students to Test** or **Test My Class** or **Saved Test Session**.

- Confirm your naming conventions for testing sessions:

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

## Student Preparations

- Use the videos and practice tests available here: [studentresources.nwea.org](https://studentresources.nwea.org).
- Remind students that some questions will be more difficult, and it's okay not to know all of the answers.
- To give students practice with the math test calculator tool, see [www.desmos.com](https://www.desmos.com).
- Search for your students to ensure they are in this term's roster: **Manage Test Sessions > Find Students to Test**. If students are missing, ask a leader to complete the roster.

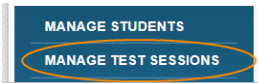
## Device Preparations

Before you can check devices, start a sample testing session under Manage Test Sessions, using any student.

- On a few sample devices, access the **NWEA Secure Testing** browser or app.  
Typically, your school will already have it installed, or use the instructions referenced below. Or, if you are allowed to use a browser only, open the testing site: **test.mapnwea.org**.
- Join the testing session you started and look for warnings if the device fails to meet minimum requirements, such as screen resolution.
- Get headphones and check volume for early learners (K–2) or for students using Text-to-Speech.

For installation instructions, see [System and Technology Guide](#).

# Set Up Testing in MAP

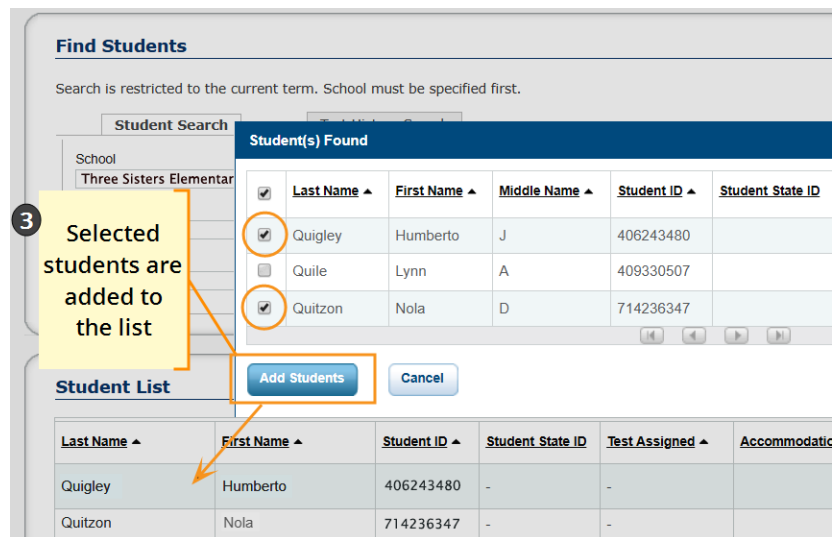


On the MAP Growth site (teach.mapnwea.org), choose **Manage Test Sessions**, and follow Option 1, 2, or 3 to create a testing session. A testing session groups students so you can administer testing and has no effect on reporting.

## Option 1—Find Students to Test

This option is useful for preparing an arbitrary group of students ahead of time.

1. Click **Find Students to Test**.
2. Choose criteria and click **Search**.
3. Review the search results and click **Add Students**.
4. Repeat the search as needed.



Keep the student count below 100; too many students can slow the sign-in.

If a student is missing, try using <No School Assigned> in the criteria.

If you need to add a student, contact a school leader for instructions.

5. Select students and make needed assignments (each person can have a different assignment):
  - a. **Assign Test:** Do this now so students do not have to choose it later.
  - b. **Assign Accommodations:** Records accommodations you will provide and enables Text-to-speech.

See also: [Assignments for tests, accommodations, or Text-to-Speech on page 6](#).

6. If you plan to use this testing session at a later time, click **Save Session**.

Use a name that's unique and easy to type. Avoid spaces, special characters, and capital letters. Examples: **jbmath72** (your initials +subject +grade +period) or **21eagle918** (room +mascot +month +year)
7. If you need to test immediately, click **Test Now**.

## Option 2—Test My Class

Use this option if you're testing your own class of students.

1. Click **Test My Class**.

If the button doesn't work, your MAP profile was not associated with a class of students for this term. (This association must happen every testing term.) Contact a MAP leader in your school or district.

2. Select one of your classes, if prompted.

The Proctor console appears and the testing session starts.

3. Select students and make needed assignments (each person can have a different assignment):

- a. **Assign Test:** Do this now so students do not have to choose it later.
- b. **Assign Accommodations:** Records accommodations you will provide and enables Text-to-speech.

See also: [Assignments for tests, accommodations, or Text-to-Speech on page 6](#).

## Option 3—Use Saved Testing Session

Use this option if a session was already created and saved by you or someone in your district or school.

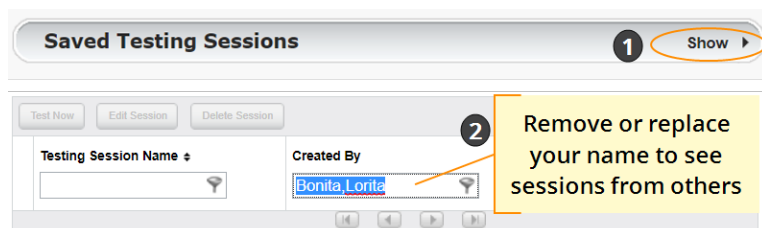
1. Click **Show** next to **Saved Testing Sessions**.

2. To see testing sessions created by others, change **Created By**.

**Note:** Access may be limited. With the School Proctor role, you can only access sessions created by someone with the District Proctor role.

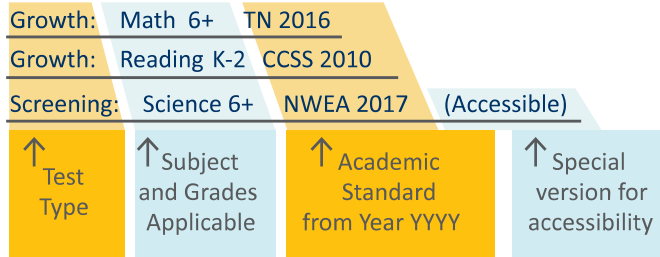
3. When you find and select a testing session, click **Test Now**.

If not available, you already have a session running (you can only run one at a time). Click **Return to Testing**.



# Assignments for tests, accommodations, or Text-to-Speech

When making test assignments, refer to this diagram of test naming conventions. As shown, many tests have an accessible version that is compatible with screen readers.



When assigning accommodations, select all the assistance you plan to provide so it is permanently recorded with the test. You cannot change these assignments once the student starts testing, unless you suspend the test and ask the student to rejoin the testing session.

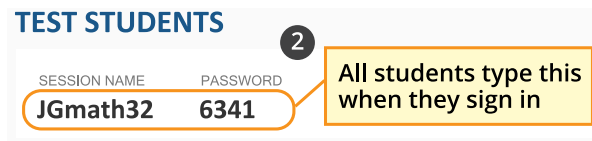
Text-to-Speech is one of the accommodation choices. It is intended for sighted students, such as English language learners, and it enables audio tools that appear within the test toolbar.

For details, see [Accommodations and Accessibility on page 19](#) and also [Text-to-Speech Accommodation on page 21](#).

## Student Sign-in

### Before students arrive

1. On your **Proctor console**, you should now see the **Test Students** page. If not, click **Test Now**.
2. At the top, look for the **Session Name** and **Password**.
3. Write or display this name and password on a board for all students to copy during sign-in.



**Note:** The password regenerates every time you start a session and will expire overnight.

### When students arrive

1. On **student testing devices**, students start the NWEA secure testing browser or app.  
Or, if your school will be testing with a browser only, you can direct students to: **test.mapnwea.org**.
2. Ask students to learn about MAP Growth with the following choices on their log-in page:



- **Try the Practice Test** (about 5 non-scored, sample questions)  
Username and Password are **grow**
- **Student Resources** (explanatory videos about the test, tools, and test engagement)
- Or, read the [Student Directions Script on page 10](#).

## Confirm students to start

Confirm students every few minutes, as students are ready.

1. On **student testing devices**, guide students to complete their prompts.  
**Note:** Spanish-speaking students can choose to see translated instructions.

**Student device**

**1** Log in  
Session Name: JGmath32  
Session Password: 6341

**2** Sign in  
Please sign in. If you need help at any time, raise your hand.  
Choose your name: Avez Avilla  
Select a test: MAP Growth: Math

**3** Is this correct?  
Name: Avez Avilla  
Session: JGmath32  
Test: MAP Growth: Math 2-5  
School: Mark Twain Elementary School  
Grade: 5  
Birth Year: 2006

**Proctor console**

SESSION NAME: JGmath32    PASSWORD: 6341    SECURE TESTING BROWSER REQUIRED

**23 Students**

Session Details	Action Needed
Total students: 23 Testing: 0	To be confirmed: 11 Paused: 0

Page updates every 60 seconds

**4** Confirm    **3** Refresh Page

2. As needed, check whether students have chosen correctly.
3. On your **Proctor console**, click **Refresh Page** to see which students have the "To Be Confirmed" status.
4. Click **Confirm**. This confirms all students with "To Be Confirmed" status.  
Or, select individual students, click **Select Action**, and choose **Confirm**.
5. **Students:** Click **Start Test**.

**Tip:** If your internet connection is slow, ask students to start a few at a time, rather than all at once.

**See also:** [Student Sign-In Tips on page 11](#) for common sign-in issues.

# Pause, Suspend, or Terminate

To control a student's test, select the student and choose from the **Select Action** menu:

Action	Duration	Follow-up Action	What to Expect
<b>Pause*</b>	Up to 25 minutes	<b>Resume</b>	–Student must resume from the same device –Test will continue with the next question –After 25 minutes, the test becomes suspended
<b>Suspend</b>	Up to 28 days	<b>Test Again</b> (same day and session)	Test will continue with the next question
		–or– <b>Resume Test</b> prompt (another day)	Continue testing with either the saved testing session or a newly created testing session, whichever is more convenient  14 days is the recommended limit, because too many days of instruction between testing could influence the score
<b>Terminate</b>	Permanent	<b>Test Again</b> (after reassigning test)	<b>Caution:</b> System discards any answers given for the terminated test; use only if the wrong test was assigned

**\*Other pauses:** To pause on the **student device**, type: **Ctrl+Shift+P** (or Ctrl+Shift+L) and enter the PIN from your console. For information about the automatic pause from rapid guessing, see [Test Engagement and Rapid Guessing on page 13](#).

## End of Testing

Before you can begin another testing session, you must end the first session. You can run only one testing session at a time. Although it's possible to leave your testing session running until more students arrive, you cannot keep it running overnight. Every night, all sessions are closed automatically, and any tests left open become suspended.



## To end for all students:

1. On the **Proctor console**, click **End Testing Session**.  
If students are still testing, a prompt shows that those tests will become suspended. Click **Yes** to continue.
2. At the next prompt, choose either:
  - a. **Save and Exit**: Choose if the *same group* of students will be tested together later.
  - b. **Delete Session**: Choose if different groups will be formed for further testing. (Does not affect test results; students can resume incomplete tests in the same or another testing session.)
3. Close down the browser or app on **student testing devices** using the applicable command:

PC or Mac —	iPad —	Chromebook —
Click the <b>X</b> at top	Use the <b>Home</b> button	Click the <b>X</b> or <b>Shift+Alt+K</b>

## To end one test and continue another:

1. Select the student, and then select **Test Again**.
2. Select the student and click **Assign Test(s)** to assign a new test (and also **Assign Accommodations** if it differs for the new test).
3. Ask the student to sign in again (same session name and password).

# Student Directions Script

---

**For all students, say:**

Give your best effort on this test. It is a chance to show how much you know. Your teacher can use it to choose what you are ready to learn next. This is not a timed test, so it's important to take your time to understand each question before answering. Some questions will be easy, and others will be more difficult. It's okay not to know all of the answers. If you are not sure how to answer a question, then ask yourself which answers are definitely wrong, and choose from the other answers. Read every question and try your best.

Before you finish a question, you may change your mind and pick a different answer. But, once you move to the next question, your answer is locked, and you cannot go back to the question you have already answered.

I'm here to help if there is a problem with the test. If something is missing or if the test tells you to slow down, then raise your hand.

**If testing grade 2+ math, say:**

On some (but not all) test questions, a calculator tool appears at the top. You can click the calculator picture to open an on-screen calculator that helps you answer the question.

If you are not sure about a word in a question, raise your hand for help. I can pronounce the word for you, but I cannot tell you what the word means or explain any math symbols.

**If testing grade 2+ reading or language usage, say:**

If a reading passage is too long to fit on the screen, use the scroll bar on the right side of the passage to scroll down and display the rest of the passage and questions about it.

Sometimes a passage appears again and again, but look carefully, because you will see different questions for the same passage.

# Student Sign-In Tips

---

For standard sign-in instructions, see [Student Sign-in on page 6](#).

## Student missing from Sign In

—or—

## Student can't re-join

The student's status must be **Awaiting Student** in order to appear. On your **Proctor console**, select an action depending on the **Status**:

- *Confirmed*: Choose **Select Action > Do Not Confirm** (you will confirm again later)
- *Testing*: Choose **Select Action > Suspend**
  - Once suspended, choose **Select Action > Test Again**
- *Suspended*: Choose **Select Action > Test Again**

Ask the **student** to log in again, and then confirm as usual.

## Wrong test assigned—how do I switch tests?

1. Select the student and click **Select Action**.
2. If the status is *To Be Confirmed*, choose **Do Not Confirm**.  
—or—
3. If the status is *Testing*, choose either **Suspend** or **Terminate**:  
Use Suspend if the student *might* need to take the test later this term.  
Use Terminate if you know the student will not need the test later this term. Caution: Terminate removes all responses and potentially blocks students from joining that test for the rest of the term.
4. Click **Select Action > Test Again**.
5. When the status changes to *Awaiting Student*, assign the correct test.
6. Have the student sign in again.

## If screen resolution is incorrect

The minimum required screen resolution is 1024x728, with the browser set to full screen and no zoom. Change the device display settings and, if needed, the browser display.

## If “Students are Ineligible to Test” appears

Because of district settings, you cannot test the students (usually because the test was restricted to Once Per Term). Consult your school leaders, who can make any needed adjustments.

If “Action Needed to Continue” appears


The options you have include:

- **Resume Test:** Continues a suspended test.
- **Start Test Over:** Starts the test over from the first question and terminates the original test, discarding any answers given. Use caution because it could also block the student from testing if the test has the Once Per Term restriction.
- **Do Not Confirm:** Terminates the original test and restricts the student from taking the test again this term.
- **Cancel:** Will close this prompt and you still cannot confirm the student for testing.

## Test Question Issues

Testing is slow

On the **student testing device**, click **Reset**. On desktops, you can also use the keyboard command:

 **Reset** Dan (Gr 3) S

**F5** (Win) or **Command+R** (Mac)

Question appears blank (white screen)

–or–

“Please raise your hand” appears

1. On your **Proctor console**, with a student selected, choose **Select Action > Suspend**.
2. On the **student device**, close the testing browser.  
PC or Mac — iPad — Chromebook —  
Click the **X** at top Use the **Home** button Click the **X** or **Shift+Alt+K**
3. On your **Proctor console**, select the student again and choose **Select Action > Test Again**.
4. On the **student testing device**, restart the testing browser and join the test again. The test continues where the student left it.

Need to skip a broken question

1. On the **Proctor console**, with the student selected, choose **Select Action > Pause**.
2. Select the student again and then choose **Select Action > Resume**.
3. After the **student** clicks **Resume**, a new question appears.

## Report a broken question to NWEA

1. On your **Proctor console**, obtain the **Proctor PIN** (upper right).
2. On the **student testing device**, type: **Ctrl+Shift+P** (or Ctrl+Shift+L).
3. In the window that appears, type the PIN code.
4. Type a description of the problem with the test question.  
**Note:** You do not need to include the test name or question number.
5. Click **Resume Test**.  
The MAP system sends the report to NWEA to be addressed (a “problem item report”), and the test resumes with the next question.

## Test Engagement and Rapid Guessing

This feature applies to most MAP Growth and Screening tests, but not to Skills Checklist tests.

### Proctor role in test engagement

By helping students stay engaged in their test, you help ensure the assessment will better represent the students’ abilities and needs. Before testing, clarify with students the purpose of MAP Growth and the importance of taking time on every test question. During testing, check the rapid-guessing alerts on the Proctor console.

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.

### First pause—what to do

When a student rapid-guesses multiple times, the test automatically pauses, and an alert soon appears on the Proctor console. The best way to help students reengage will vary for each student:

1. For convenience, obtain or memorize the Proctor PIN for this testing session.

The screenshot displays the Proctor console interface. At the top, it shows 'TESTING TIPS AND SCRIPT' with a 'View PDF' link, and the 'PROCTOR PIN' 9254. A 'Rapid-Guessing Alerts' box indicates '1 Paused' and '0 reached rapid-guessing threshold'. A 'Resume' button is highlighted with a circled '4'. Below this is a table with columns for 'Name' and 'Rapid-Guessing Alerts'. The table lists 'Bohieme, Salvador' with '1st pause (of 3)' and a time of '2:40 PM'. At the bottom, a 'Student' screen is visible with the instruction 'Please raise your hand for help.' and 'PROCTOR DIRECTIONS' which says 'Resume the test using the PIN or from your proctor console.' A 'Proctor PIN' input field and a 'RESUME' button are also shown, with a circled '3' next to the input field.

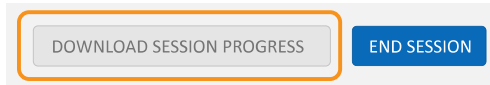
2. Approach quietly and encourage the student to take the time to think of the best answer for every question.  
Avoid helping the student answer the test questions.
3. When the student is ready, type the PIN on the student's testing device—the test resumes with the next question.
4. Or, for multiple students, use controls on your console (click the alert box, select names, and click **Resume**).

**Repeated alerts—  
what to do**

If a student continues to rapid-guess multiple times, the test will pause again. Short tests like Screening have a total of 2 pauses and longer tests like Growth have 3, with the final pause at the rapid-guessing threshold (30% of questions possible on the test). Follow these best practices:

- As soon as possible, decide whether to continue the student's test another day, when the student is able to reengage. If so, then **Suspend** the test.

- Before ending the testing session, click **Download Session Progress** to keep track of the student's rapid guesses:



- For excessive rapid guessing, discuss with school leaders whether to start the test over (a retest).
- When you continue testing or if you retest, click **Find Students to Test**, open the **Test History Search** tab, and use the applicable search filters:

A screenshot of the 'Find Your Students' search interface. At the top, there are two tabs: 'Student Search' and 'Test History Search', with the latter highlighted. Below the tabs, the text reads 'Find Your Students' and 'Note: Students who have just tested may not yet be available in search results.' There is a dropdown menu for 'Test(s) Required' with 'Growth: Language 2-12' selected. Below this are three filter sections: 'Testing Status' with checkboxes for 'Not yet tested' and 'Suspended Test'; 'Test Engagement' with a checkbox for 'Reached rapid-guessing threshold (30%)' and a note 'rapid-guesses more of'; and 'Tests Taken' with radio buttons for 'Current Term', 'Inside Test Window', and 'Outside Test Window'. Three yellow callout boxes with orange arrows point to specific elements: 'If test was terminated' points to the 'Suspended Test' checkbox; 'If test was suspended' points to the 'Suspended Test' checkbox; and 'If test was completed' points to the 'Reached rapid-guessing threshold (30%)' checkbox.

- If a student reached the rapid-guessing threshold and if your leaders agreed to retest, then choose **Start Test Over** at the confirmation prompt. Otherwise, choose **Resume**.

**Note:** Do not expect to see last question number or rapid-guessing count listed with the student.

See also [How to Retest Students within a Term on page 16](#)

# Continuing Suspended Tests

---

**Note:** Students should continue tests within 14 days, although the maximum is 28.

## Continue same day, same session

1. With the testing session still open, select the students with Suspended status.
2. Click **Select Action** and choose **Test Again**.

## Continue another day, same session

If you know most of the same students in your testing session will return, you could save the session and reopen it later. Under Manage Testing Sessions, select the session you saved and click **Test Now**.

The Status for everyone will be Awaiting Student, meaning they can now sign in to the session. The session password would be new while the session name remains the same. When prompted, select **Resume Test** and click **Submit**.

## Continue another day, new make-up session

In a new make-up session, you can include a mix of students, those who need to finish testing and those who have not yet tested.

1. Under **Manage Test Sessions**, click **Find Students to Test**.
2. Open the **Test History Search** tab.
3. Select School, Test, and other search filters.
4. Click **Search** and then, from the pop-up list, click **Add Students**.  
To help find students, you can sort by the **Test Event Start Date** column.
5. **Important:** Select students and click **Assign Test** and, if needed, **Assign Accommodations**.
6. Click **Test Now**.  
**Note:** The Status will change to Awaiting Student for everyone, meaning they can now sign into the session. The question numbers will also be blank.
7. While confirming students, choose **Resume Test** when prompted.

## How to Retest Students within a Term

You may have various reasons for retesting, including:

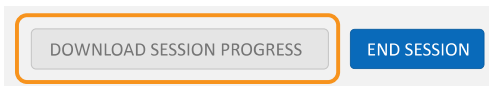
- excessive rapid-guessing, such as 30% or more of the questions possible on the test (known as the “rapid-guessing threshold”)
- an extreme drop in scores between terms
- unusual changes in test duration

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.

### 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.

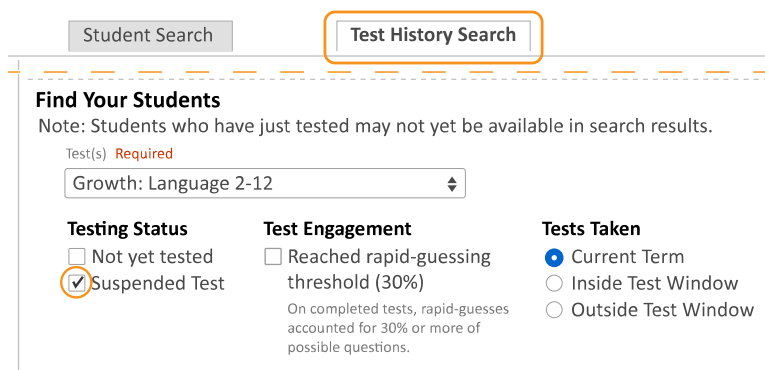
1. *Before closing the testing session*, the Proctor kept a record of the rapid guessing by clicking **Download Session Progress** from the Proctor console:



In 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.
3. 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:



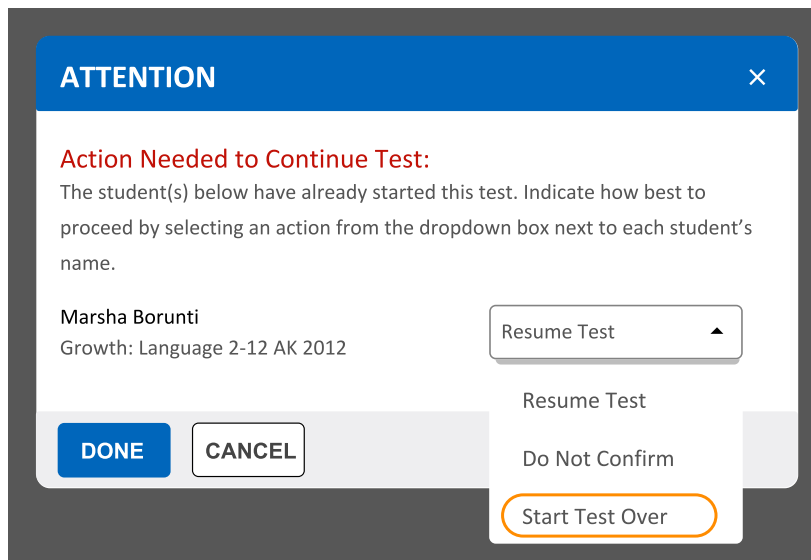
4. After selecting the student and assigning the same test, the Proctor started the testing



session.

**Note:** Do not expect to see the last question number or the rapid-guessing count listed with the student.

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



**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, hoping the student would engage with the test after repeated interventions. 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:

MATHEMATICS

Standard Error: +/-2.3  
 Possible range: 208-212  
 1/22/2020— 40 minutes  
 Rapid-Guessing %: 12  
 Est. Impact Rapid-Guessing % on RIT: -3  
 Growth: Math 6+ TN 2016

210

▲ CLOSE HIGHLIGHTS

2. Leaders analyzed similar students using the report under **View Reports > MAP Growth Reports > Retesting Recommended—Rapid Guessing:**

Student First	Student M.I.	Term Tested	Term Rostered	School	Grade	Subject	Test RIT Score	Rapid-Guessing %
Brookit		Winter 2018-2019	Winter 2018-2019	Foxcroft Elem	2	Mathematics	134	31
Ciara		Winter 2018-2019	Winter 2018-2019	Foxcroft Elem	12	Mathematics	155	35
Ciara		Winter 2018-2019	Winter 2018-2019	Foxcroft Elem	5	Mathematics	141	36

3. To find all students in need of retesting, the Proctor used **Find Students to Test**, chose the **Test History Search** tab, and selected the **Test Engagement** 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 30% or more of possible questions.

**Tests Taken**  
 Current Term  
 Inside Test Window  
 Outside Test Window

4. The Proctor reassigned the same test as before and started it just like any new test.

# Accommodations and Accessibility

---

To provide accommodations and accessibility features during MAP Growth testing, use the following setup instructions.

**See also:** [Text-to-Speech Accommodation on page 21](#).

## Accommodation Setup

You set up accommodations to keep a record of the services a student received. Accommodation settings have no effect on the test, except for the Text-to-speech tools. When assigning accommodations, consider your state and district policies and the overall NWEA guidelines, found here: [NWEA Accessibility and Accommodations FAQ](#).

Required MAP Role: **District Proctor** or **School Proctor**

1. Open **Manage Test Sessions**.
2. Set up a testing session, choose a saved one, or click **Test My Class**.

For detailed instructions, see [Set Up Testing in MAP on page 4](#).

**Note:** If you include students from different grades, you cannot assign the same accommodations to them, so add students one grade level at a time.

3. Select one or more students from the list (assuming those students share the same grade and accommodation needs).
4. Click **Assign Accommodations**.
5. From the window that appears, select which accommodations or features apply.

**Note:** Your selections remain for as long as you use this testing session. If you **do not** want these accommodations for other tests, then either assign those tests in a separate testing session, or modify the accommodations before the student takes another test. However, Text-to-speech settings only apply to the assigned test, not the whole testing session.

6. Continue with additional setup, as needed, in the following sections.

### ***To change accommodation assignments:***

If needed, you can change an assignment any time before a student starts testing. However, once the student starts testing, you cannot change the accommodation setting, except by using **Terminate**; choosing **Test Again**; and then making the change. Be careful: Using **Terminate** deletes all student responses recorded during testing.

### **To view a record of accommodations:**

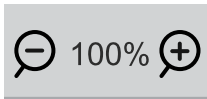
Use the Data Export Scheduler to view assigned accommodations (requires the Assessment Coordinator role). A record appears in both the Comprehensive and Combined Data Files available for export.

## **Screen Reader and Visual Aids – Additional Setup**

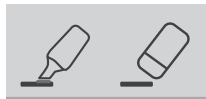
You can also use external tools—such as the JAWS screen reader and ZoomText magnifier— together with MAP testing. For details, see the [MAP Help Center > Testing Growth > Accommodations](#).

## **Using Universal Testing Tools**

Students can take advantage of the following universal accessibility features. Some tools appear only when they are relevant to the subject and test question:



**Zoom**  
Useful for enlarging the question display



**Highlighter and Eraser**  
Useful for marking key parts of a question



**Line Reader**  
Useful to focus attention on one line at a time, such as with reading passages



**Notepad**  
Useful for making notes about the question



**Answer Eliminator**  
Useful for marking wrong answers so they appear dimmer



**Calculator**  
Appears for applicable questions, either standard or scientific based on grade level. For details about using the scientific calculator, see:

[http://s3.amazonaws.com/desmos/Desmos\\_Calculator\\_User\\_Guide.pdf](http://s3.amazonaws.com/desmos/Desmos_Calculator_User_Guide.pdf)



**Ruler and Protractor**  
Appear for applicable questions, and enable students to measure lengths and angles and to move and rotate the tools

### **Keyboard Navigation**

For students unable to use a mouse, it is possible to use keyboard controls. See [Test Navigation Keyboard Shortcuts](#)

# Text-to-Speech Accommodation

---

For students who need questions read aloud, such as English language learners, you can enable Text-to-speech tools that appear within the test toolbar. You can enable it for any combination of students in a testing session.

## Limitations:

- Spanish tests do not have audio support, and K-2 tests already have embedded audio.
- Reading tests do not stop you from assigning Text-to-speech, so be careful if your policies prohibit it.
- For questions with text entry, the text a student types will not play.

Required MAP Role: **District Proctor** or **School Proctor**

1. Open **Manage Test Sessions**.
2. Set up a testing session, choose a saved one, or click **Test My Class**.

For detailed instructions, see [Set Up Testing in MAP on page 4](#)

**Note:** If you include students from different grades, you cannot assign the same accommodations to them, so add students one grade level at a time.

3. Use **Assign Test** to pre-assign what test each student will take.
4. With test assignments complete, select one or more students from the list (assuming those students share the same grade and accommodation needs).
5. Click **Assign Accommodations**.
6. From the window that appears, find **Text-to-speech** under either category: Designated Features or Accommodations.

The only difference is which category will appear in the student's test records.

**Note:** If the option is unavailable, the student might not have an appropriate test assigned (such as Spanish).

7. Specify which parts of questions you want enabled.

For example, you might limit Text-to-speech to answer choices, per your school policies.

**Note:** If you disable the option **Assets such as reading passages**, then paragraphs that include answer choices **will not play** the answers. For example:

Read the paragraph, and choose the correct verb for each verb pair.

The benefits of implementing the proposal are numerous. First, the plan will greatly reduce pollution and lessen the impact on nearby wildlife habitats. Second, the measure [ **will create / would have created** ] hundreds of new jobs; new employees [ **will begin / have begun** ] working in less than three months.

### **To complete Text-to-Speech preparations:**

- White list for network firewall—Your network technician should use the latest firewall settings to allow traffic from the required sites.
- Practice with tools—Within the MAP Practice Tests, students can select the Text-to-speech check box to try using the tools.
- Headphones—Make sure participating students have headphones.

### **To change Text-to-Speech assignments:**

If needed, you can change an assignment any time before a student starts testing. However, once the student starts testing, you cannot change the accommodation setting, except by using **Suspend**, choosing **Test Again**, and then making the change. You could also Terminate the test, but it will remove any student responses recorded during testing.

## **Using Text-to-Speech Tools**



If enabled in the testing session Accommodation settings, students can use the Text-to-speech tools to hear questions read aloud.

Students use either the first tool (ear) to begin at the top of the page, or the second tool (finger) to select the starting point.

Pause and volume operate like most audio controls.

**Note:** When students use Text-to-speech tools, the Highlighter and Eraser are disabled, and vice-versa.

**If there is no sound**, try the following steps:

- Check the volume controls.
- Check the device. If you are using the NWEA secure browser, you must use the latest version.
- Suspend the test, choose Select Action > Test Again, and open Assign Accommodations to ensure you selected the Text-to-speech setting. If yes, the student could sign on again. If no, consider if the student should start over (Terminate the test).
- Consult your network technician to ensure the Text-to-speech firewall settings were completed on *all* network devices.

# Test Descriptions Summary

Test Type	Purpose	Available for	Approx. Length/Duration*	Score in Reports
<b>MAP Growth, Grades 2+</b>				
MAP Growth	Measure growth, inform instruction, and assess strategy	Reading, language, math (including high school), and science	40 to 53 questions/about 45 to 60 min.	RIT score (subject and instructional areas, also called "goals"), shown in most reports  Also: Learning Continuum statements and Lexile <sup>®</sup> score
Spanish MAP Growth	Understand math knowledge of Spanish-speaking students	Math (up to grade 12)	52 to 55 questions/about 45 to 60 min.	Same as MAP Growth, with scores included in the same areas as English test scores
	Understand Spanish reading knowledge apart from or in addition to English	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"> <li>• Student Progress, Class, Grade, District Summary</li> </ul> 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
<b>Accessible Tests</b>	For students who need visual assistance, you can use tests that are compatible with screen readers, such as JAWS <sup>®</sup> . Look for the term "Accessible" at the end of the test name.			
<b>MAP Growth, Grades K–2</b>				
MAP Growth K–2	Measure growth, inform instruction, and assess strategy	Reading and math	43 questions/about 40 min. (but give in two 20-min. sessions)	RIT score (subject and instructional areas, also called "goals"), shown in most reports  Also: Learning Continuum statements and Lexile



Test Type	Purpose	Available for	Approx. Length/Duration*	Score in Reports
Spanish MAP Growth K-2	Understand math knowledge of Spanish-speaking students	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
	Understand reading knowledge apart from or in addition to English	Reading	44 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 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.

METAMETRICS® and LEXILE® are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad.