MAP Growth Remote Testing – FAQ's

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V1.2

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General Questions:

- **Is there a single location I can find all of the remote testing information for MAP Growth?**
    - Yes ... all of our remote testing support materials can be found in one location – our Remote Testing and School Closure Support Community Page
    - This is not a "gated" site, and you **do not** need a username or password to access the information

- **What are the pros and cons of testing remotely?**
    - Here is a high-level look at the pros and cons.
        - Pros – Remote Testing
            - The actual test taking experience is almost exactly the same between remote and "in-school" MAP Growth testing
            - Remote testing enables schools to gather valuable data during school closures that will help them understand what their students are ready to learn
            - The data from MAP Growth tests can be used in the same way that data from "in-school" tests are. The data can also be accessed in all of the same reports.
        - Cons – Remote Testing
            - Requires a real-time communication method to enable proctors and students to communicate during the test
            - Greater need for proctor training (specifically around communication platforms)
            - Schools have less control of test taking environment
            - Districts need to build in new guidelines/regulations to account for personal privacy concerns
            - Incremental effort should be provided to scrutinize test results to ensure that those results are valid and reliable estimates of student achievement. This involves reviews of data elements including the proportion of items answered correctly, the proportion of items that were rapidly guessed, the overall test duration, and the SEM.
            - Digital literacy and digital equity of a school's families may provide a challenge

- **How will remote testing look different than in-person testing?**
    - The test taking experience is nearly the same between remote and "in-school" MAP Growth testing, with the biggest differences between the two scenarios being the following:
        - The method of communication between the proctor and the student (digital vs. in-person)
        - That a parent/caregiver may be involved in the communication and log-in process
        - The student will most likely be taking the assessment on a personal device (laptop, iPad, etc)
        - Students will mostly use a standard browser instead of the NWEA Secure Testing Browser (iPads for students taking the K-2 test are the exception)

- **We have administered MAP Growth remotely prior to COVID-19 because we are a virtual school. How does this guidance impact what we have already been doing?**
    - This guidance will not impact your current assessment plan. There are, however, some recommendations contained in the remote testing support materials that you may want to take into consideration for future test windows.

- **Should students use the NWEA secure browser?**

- Students should use a standard internet browser (Chrome, Firefox, or Safari) rather than the NWEA secure browser (or NWEA testing applications) so that they can easily use a chat program to communicate with the proctor on the same device
- If students do use the NWEA secure browser, proctors must establish an alternate communication process, such as a phone conference line
- K–2 students using iPads MUST use the NWEA testing app, as the audio doesn't work properly in a standard browser (Chrome, Firefox, or Safari)

- **Can students to use their own devices to take the test?**
  - Yes … students can use their own device to take the assessment. It is not feasible that every school district would be able to provide devices to all their students in a remote setting.
  - Students/parents/caregivers can check their device configuration here: https://check.nwea.org/

- **Does NWEA have a list of best practices for remote testing plans?**
  - This FAQ serves that purpose, as it pulls together best practices from our partners who are experienced with remote testing.

- **I'm interested in remote testing … what should be my first step**
  - We believe that the best resource to read first is the District and school recommendations for MAP Growth administration in a remote environment. This is a 3-page document that provides a high-level overview of the early considerations districts and schools should make when contemplating testing with MAP Growth remotely.

- **Where do I find NWEA partner support information?**
  - Here is the Partner Support Homepage in Community. Here you will find contact information and can get assistance via chat.

- **Which grade levels are best suited for testing at home?**
  - Due to the fact that the actual test taking experience is almost exactly the same between remote and "in-school" MAP Growth testing, our general guidance is that any grade level between K-12 can test remotely.
  - One thing for districts and schools to consider, however, is the role that parents/caregivers might need to play when setting up the device and ensuring all the settings are correct. Attention should be placed on making sure that young students, especially those who are not reading fluently yet, have home based support to set up the testing device.
  - K-2 students will likely need more support to login than other students, so be sure to allow for extra time. Smaller test sessions for K-2 students are a best practice.

Usage experience:

- **What are the biggest differences in student testing experience when comparing remote and "in-school" testing?**
  - The biggest differences between remote and "in-school" testing experience are as follows:
    - Some students will be using a personal device
    - The need for a real-time communications platform that allows proctors and students to communicate.
    - Students will need to use a standard browser (Chrome, Firefox, Safari, etc.) to allow for a communication platform to operate on the testing device
      - Note: iPad devices do not often allow multitasking between two applications. Students testing on iPad will have to toggle between apps to communicate with their proctor or use a separate device for communication.

- In some situations (usually those for younger students), the following differences will occur.
  - Parents/caregivers will need to help students verify that their hardware/software settings are correct and potentially troubleshoot
  - Parents/caregivers may need to communicate with a proctor during the test

- **How are remote testing and "in-school" testing experiences similar?**
  - We recommend keeping the remote testing process as close to the same as when administering in your schools. Here are a few of the ways the experiences are the same.
    - The rostering process is the same
    - The login process remains the same
    - The screen that students and proctors interact with will be the same
    - The questions and test taking tools will be the same
    - The administration process remains the same
    - The test session management tools and buttons remain the same
    - The test should take about the same amount of time to complete
    - The test will still adapt to provide easier and harder questions based on student performance
    - The guidance materials that are used to support "in-school" testing can be used to support remote testing.

- **Is the proctor screen or proctor usage experience any different when administering remotely?**
  - No … the proctor screen is the same as when administering it in-school.
  - The biggest difference in the proctor experience is that they may need to monitor the students using real time communication methods (e.g. video, audio, phone call, etc.) instead of having the students all situated in a single classroom or computer lab.

Getting Ready To Test:

- **Do I roster as normal?**
  - Yes … the rostering process for remote testing is the same as with "in-school" testing.

- **Do I need to setup remote testing sessions differently than "in-school" test sessions?**
  - There are a few considerations that you should consider when setting up your remote test sessions:
    - Student engagement:
      - Schools/districts should consider that getting all of the students in a session to show up at one time is often more difficult in a remote setting. We suggest you create "backup/make-up" sessions to plan for this situation.
    - Test session duration:
      - The remote testing process time usually takes a bit longer than "in-school" testing. This is because the setup/login process involve proctors using a new communication tool (in most cases), and also because students take a bit longer to complete the test.
    - Monitoring:
      - Because many proctors will be monitoring students in a new way (via video/audio), there will be a learning curve for them to become proficient. Because of this, we suggest that school leadership give consideration towards limiting the number of students in a session to a number that is feasible to monitor and assist using a communications platform.

- **How many students should I include in each testing session?**

- We suggest that school leadership give consideration towards limiting the number of students in a session to a number that is feasible to monitor and assist using a communications platform. We have found that the most useful way to determine the optimal number of students per session is to conduct "dry runs" with school staff, and then use the learnings from those experiences to finalize a maximum student count.

- **Should I change any of my current district configurations?**
  - We recommend the following changes to your MAP Growth settings:
    - Turn off the STB (secure testing browser) requirement so that students can use standard browsers to access MAP Growth
    - Deactivate tests that you do not want your educators to see in their drop-down list and/or assign to students
  - We do suggest that you evaluate the following settings while conducting remote testing.
    - Student end of test screen:
      - Do you want the score to be shown to students at the end of the test?
    - Set Testing Rules:

Test Timing / Schedules

- **How many weeks into the year should we wait before testing?**
  - We believe that early screening using MAP Growth, especially in the wake of Covid-19 related school closures, is important so that educators have the best data in hand to guide instruction and define learning groups. With that said, there are many factors when considering how many weeks to wait before administering MAP Growth. Here are of a few of those factors.
    - What date your school starts (note: fall testing begins 08/01/20)
    - How you plan to use the assessment data in the fall and throughout the year
    - The health and wellness of your staff and students
    - Organizational readiness
      - e.g. Are your students going to be ready to test in the 1st or 2nd week?
    - Proctor training status
      - e.g. Have you trained your proctors how to facilitate remote testing yet?
    - Remote testing communication platform
      - e.g. have you selected a platform and conducted "dry runs" of it yet?
    - Communication with parents/caregivers
      - e.g. Are parents/caregivers aware of their role and prepared to assist students?
  - Our general guidance is to review your assessment plan, and match your testing window to the goals you are trying to achieve as well as the readiness status of your staff.
  - Important Note: In order for tests to be considered fall term, they must be taken after August 1st 2020. Any tests taken before that date will be considered summer term.

- **Do you have any best practices as it pertains to testing schedules?**
  - Here are some best practices as it relates to testing schedules:
    - Keep test windows as short as possible, we recommend test windows less than 3 weeks.
      - However, you may need extra time this fall if you will be testing students remotely. For guidance on setting test windows, see the MAP Growth Help document Choose Dates for Testing.
    - Adjust weeks of instruction to reflect the middle week of your window.
      - Here are instructions how to make that adjustment.
    - Allow for at least 9 weeks of instruction in between test administrations.
    - Only one test attempt will be considered as a student's official growth event for the test term. Avoid testing students twice within the same test term. If a second test attempt is

needed, consider using the MAP Screening tests to quickly receive an overall RIT score for a student.

- **What time of day is best to conduct remote testing?**
  - o While we do not have a hard recommendation in terms of time of day to administer MAP Growth, we do caution districts to take student engagement into consideration when choosing a time of day to administer a remote test. Here are a few things to consider when choosing a time of day to conduct remote testing.
    - ▪ What times of day are parents/caregivers most likely to be home? (if technical assistance is needed)
    - ▪ When are students most likely to show up to a test?
    - ▪ What times during the day are distractions most present in the home?

- **When is the earliest I can test this fall? Latest?**
  - o The fall testing window begins on August 1st 2020. This is the first day that our new norms will be available.
  - o NWEA recommends your fall testing window begin no later than the 8th instructional week. This aligns best with the NWEA national norm sample and will provide the most reliable data.
  - o NWEA recommends allowing at least 9 weeks of instruction between test administrations.

- **Should we offer students breaks during the test when giving it remotely?**
  - o We recommend that you administer MAP Growth in a remote setting as close as possible to how you would in an in-school setting. Using the same guidelines will increase your ability to compare "in-school" and remote tests and help to reduce variables that may impact student performance.
  - o For younger grades, we do recommend breaks or even splitting a session in two administration times. Here is our grade level guidance on this topic.

- **What happens if students can't test within the timeframe or window you set for them?**
  - o One of things that we have noticed both in remote learning and remote testing scenarios is that getting all of the students to show up at one time is harder that in a traditional school setting. We recommend that schools/districts develop a plan that allows for greater flexibility to account for this phenomenon.
  - o One suggestion is to create "backup/make-up" test sessions in advance for those students who miss their original test session. Having these "backup/make-up" test sessions defined before testing even begins will help ensure that you have the staff needed in order to conduct all needed testing. Here is some guidance regarding make-up testing.
  - o Students can be tested outside the test window. Tests will be considered non-growth events if take outside the test window. You will still receive a score from a completed test, but the result will be low-lighted on some reports, and not included on others. For a list of reports that will show tests completed outside the test window, refer to this Community knowledge article.

- **How long does a remote test take to complete?**
  - o Most students complete the test in about 50 minutes
  - o Please allow a few extra minutes for login
  - o Login time can be minimized by ensuring the device is configured properly using https://check.nwea.org/

- **Does NWEA require that proctors use live communication platforms/tools with students during remote testing.**
    - We do not mandate that you have a communication platform as part of your remote testing plan. However, our strong recommendation to use a communication platform during testing is based on the recommendations of many partners who have administered MAP Growth remotely in the past.
    - We recommend that you read the other FAQ's associated with our communications platform recommendations (see below) in order to gain a better understanding of what our experienced remote testing partners suggest.
    - Our friends at the Consortium for School Networking (CoSN) have curated some resources to guide districts and schools in selecting technology to suit their needs. You can find these resources on the CoSN webiste.

- **Should I monitor students with video, screen sharing, and/or audio?**
    - The decision to monitor or not monitor students (and which monitoring methodology to use) is up to the district.

- **What communication tools do NWEA recommend that school districts use to connect proctors and students/parents/caregivers during remote testing of MAP Growth?**
    - We do not have an official recommendation regarding what kind of communication platform your district chooses to use as part of your remote testing plan. This means that a communication platform is not technically required in order to conduct remote testing with MAP Growth.
    - Our general recommendations are built from a consolidated list of best practices submitted by MAP Growth partners who have conducted remote testing in the past. They recommend that any communication tool used during remote testing should enable the following capabilities:
        - Provides security measures that adhere to all federal, state, local, and district mandates
        - Provides proctors the ability to speak to students as a group as well as individually
        - Allows proctors to view all students testing in their session on one computer screen
        - Allows proctors to hear all the students at one time
        - Prevents students from being able to communicate with each other during the test (private chat, etc)
        - Allows students/parents/caregivers to request help with a microphone or via text-based chat.
        - A back-up communication platform/tool that can be used if the primary communication platform fails during testing. (phone hotline, etc.)
        - Nice To Have Features:
            - A Q&A utility within the communications platform that allows you to mark questions in chat as answered. This will help to ensure proctors answer all questions do not miss any students' questions.
            - Allows proctors to turn the microphones for students on and off (i.e. mute function)
    - Our friends at the Consortium for School Networking (CoSN) have curated some resources to guide districts and schools in selecting technology to suit their needs. You can find these resources on the CoSN webiste.

- **Should our communications platform enable the proctor to visibly see and hear the student during remote testing?**
    - In an optimal testing situation, yes – proctors should be able to visibly and audibly monitor students as they take the test. Being able to see and hear students is important for a number of reasons … including, but not limited to, the following:
        - Ensuring students are not using unapproved devices or getting assistance from other people in the room (or outside the cameras view area)

- Verifying that the student is actively at the computer and engaging with the test
- Monitoring the test taking environment and addressing issues that may prevent a student from successfully taking the test
  - With that said … it is not mandatory that proctors use a communication platform that enables them to see or hear the student.

- **Do I have communication software that will work for proctor/student/caregiver communication?**
  - This question needs to be answered by the district/school based on their individual needs and requirements. There is no single communication platform that will work for all districts/schools.
  - We highly suggest looking at the rest of this FAQ section in order to learn more about what features/attributes to look for in a communication platform that supports remote testing.

- **Should I tell students to stay in our virtual meeting room while remote testing?**
  - The choice of communication platform, as well as the decision to monitor or not monitor is up to the district.

- **What is important to communicate to my schools regarding remote testing?**
  - We highly suggest that your school/district assessment team review the materials at our Remote Testing and School Closure community site. Here they will find all of the documents and support they need in order to build their own remote testing plan.

- **What should be included in the pre-test day communication plan for parents/caregivers?**
  - NWEA recommends including the following items in any communication plan directed towards families/guardians:
    - MAP Growth Parent Toolkit
      - The homepage for parents/caregivers wanting to know more about MAP Growth
    - The Family Guide (available in several languages here) which includes
      - An overview of MAP Growth.
      - An explanation of the purpose and design of MAP Growth.
      - An introduction to the RIT score and how the assessment results are used.
    - Schedule for testing (date/time).
    - Device Set-up and Student Directions (See MAP Growth Remote Testing User Manual – Appendix A)
    - Information about the communication method for proctors and students during testing.
    - Process information and any necessary login credentials.

- **Should the student be able to take direct instruction from the proctor, or should the proctor communicate directions through the parent/caregiver?**
  - We recommend that students should be able to communicate with the proctor during the entire duration of the test
  - Proctors should be able to provide direction to students without having to communicate through the parent/caregiver
  - The optimal scenario is when students can use a microphone to speak to the proctor directly. Text based chat is another acceptable way to allow for direct communication.
  - Again … it is not mandatory that proctors and students have real-time communication during the assessment, but it is a strong suggestion of ours.

- **Should the proctor have the ability to speak to a parent/caregiver during the entire test session?**
  - While we do believe that the best-case scenario is that a proctor could directly communicate with a parent/caregiver during the test, we also recognize that this is not always possible due to a variety of real-life situations.

- o Our recommendation is to instruct parents/caregivers that they should make all effort necessary to make themselves available to the student during the test. (e.g. within audible range, in the next room, etc.) In the event of a testing or technical issue, students can then quickly request help from their parent/caregiver by simply calling for them.

- **Did any of the districts who used video/audio monitoring during remote testing experience technical issues?**
  - o Yes … one concern that districts should take into account are the resources required for a communication platform that enables video and audio. This type of platform will require more bandwidth and device resources than other types of communication methods. Before making any final decisions about a communication platform, we recommend that districts conduct live testing to ensure that the platform will not overload either the school or students' network.
  - o Our friends at the Consortium for School Networking (CoSN) have curated some resources to guide districts and schools in selecting technology to suit their needs. You can find these resources on the CoSN webiste.

- **What should the proctor do if the communications platform experiences issues and a direct connection is lost between proctor and student.**
  - o We recommend that if the communication platform experiences issues for longer than 30 seconds, that the proctor pause the test for all students until the issue is fixed.
  - o If the communication platform cannot be fixed in an acceptable amount of time, we recommend that the proctor suspend the test for all students and work with the school district to find a new testing date/time.
  - o Note: our recommendation is not mandatory. Districts are encouraged to make their own decisions regarding communications platform troubleshooting that best match their unique situations.

- **Do you recommend that we have a backup communications channel in case there is an issue with the primary communications channel?**
  - o Yes, we do.
  - o While not mandatory, we believe that having a backup communications channel for proctors to use with students/parents/caregivers does provide value in the event of a communications platform problem. In situations where the primary communication platform experiences issues and the test is paused by the proctor, this secondary communications platform will enable proctors to let students/parents/caregivers know why the test is paused and what is happening next.
  - o NOTE: Having a secondary (back-up) communications platform is not mandatory.

- **Will NWEA provide technical assistance for my districts chosen communications platform?**
  - o No, we are unable to provide assistance to districts/proctors who have questions about their chosen primary or back-up communications platforms.

- **How should students communicate that they are experiencing issues if their microphones stop working during the test?**
  - o We recommend that students/parents/caregivers are instructed to use a text-based chat function/program to let proctors know that they are having a microphone issue. This enables proctors the flexibility to respond in chat or using their own microphone.
  - o For students who are too young to effectively use a chat function (or who have special needs/accommodations) to indicate they have an issue, we recommend that proctors instruct them to raise their hand and wave at the camera. This will enable the proctor who is monitoring the students via video to notice that the student is having an issue.
  - o If students cannot get the attention of the proctor using a camera, we recommend instructing students to call for a parent/caregiver and ask for assistance.

- **What should I do if I need to assist more than one student at a time?**
  - o We recommend that there are at least two school personnel available for each test session to help provide timely support to students.
  - o Our recommendation is that there is only school employee (the proctor) provides directions to students and/or audibly communicates with them during the test. The second school employee can monitor the chat function of the communications platform to ensure that there are no questions missed by the proctor.
  - o If available in your school's chat program within the communications platform, use the Q&A utility that allows you to mark questions as answered. This will help to ensure you do not miss any students' questions.
  - o We recommend not providing assistance to two or more students at a time, even if they are having the same issue. If there is an issue that is being experienced by the whole class, then we recommend having the proctor communicate with the whole class at one time. If two or more students are having issues during the test, we recommend talking to them independently … one at a time.

- **What should I do if some of my students don't have access to a webcam / built in camera, or a microphone?**
  - o In an optimal scenario, shortcomings in communication hardware would be identified in the time period leading up to the actual testing event. In this case, communication hardware can be provided to the student before test day or alternate test taking options can be explored.
  - o If communication hardware shortcomings are identified during the test session, we recommend that districts develop a plan for proctors to address this specific issue.

Common Proctoring Issues:

The following issues have detailed walkthroughs provided in the MAP Growth remote testing troubleshooting guide
  - o Student Chooses Wrong Name During Login Process
  - o Student Name Missing From Test Session
  - o Student Closed/Lost The MAP Growth Testing Window
  - o White Screens Or Spinning Wheel
  - o Student "Kicked Out" Or Cannot Continue
  - o Students Are Rapid Guessing And Get The "Slow Down Sloth" Screen
  - o Student Lags Behind Severely
  - o How to toggle between multiple apps on iPad®

- **Where do I log students in?**
  - o The student login process during remote testing is the exact same as during "in-school" testing. We recommend that you review the proctoring guide information in the Proctor Quick Start section of the MAP Growth help center.

- **The student keeps getting the "oops, where's my test window", what do I do?**
  - o The most likely cause of this is that the device the student is using has a pop-up blocker
  - o Please refer to the MAP Growth Remote testing user manual, and look for "Disable Pop-up Blocking" to find a detailed walkthough on how to solve this issue

- **I want to pause the student, what do I do?**
  - o The proctor actions (pause, suspend, etc.) during remote testing are the exact same as during "in-school" testing. We recommend that you review the proctoring guide information in the Proctor Quick Start section of the MAP Growth help center.

- **I want to stop testing for the day, what do I do?**
  - On the proctor screen, select all of the students
  - Click on the "Select Action" drop down menu
  - Click on "Suspend"
  - All of the tests in the session are now suspended. Students can restart from where they left off during another test session.
  - For additional information, we recommend looking at the Proctor Quick Start Guide section titled "End of Testing"

- **A student was logged out of the test and now their name doesn't appear in the login dropdown. What do I do?**
  - Please take a look at the MAP Growth remote testing troubleshooting guide for guidance on what to do for "Student Name Missing From Test Session"

- **The student's question is not appearing, what do I do?**
  - Please take a look at the MAP Growth remote testing troubleshooting guide for guidance on what to do for "White Screens Or Spinning Wheel"

- **I have students who aren't showing up to their assigned test session event … what should I do?**
  - The district should have a policy in place that provides guidance in this situation.
  - Our general guidance is that testing should begin according to what the defined schedule is. Because remote testing can sometimes lead to students not showing up on time, waiting for missing students creates the possibility that students who did show up on time will become more disengaged.

- **The student keeps getting booted out of the test. What do I do?**
  - Please take a look at the MAP Growth remote testing troubleshooting guide for guidance on what to do for "Student "Kicked Out" Or Cannot Continue"

- **The student's device is taking a long time to load, what do I do?**
  - Please take a look at the MAP Growth remote testing troubleshooting guide for guidance on what to do for "White Screens Or Spinning Wheel"

- **What should I do to prepare students for testing?**
  - Directions on how to prepare students should be provided by the school/district. We have provided guidance on what schools/districts should do to prepare students in our MAP Growth Remote testing user manual.

- **My proctor page shut down, what do I do?**
  - Reopen your browser and return to test.mapnwea.org
  - Go to Manage Test Sessions
  - Click "Return to Testing"

- **What should proctors do if they notice that the setting around the student is too loud, or generally unconducive to a student being able to concentrate?**
  - The district should have a policy in place that provides guidance in this situation.
  - If proctors have the ability to monitor students, one thing for proctors to watch out for is if there are substantial distractions going on around the student while they are taking the test. Given the variability of home settings around the world, there could be pets making noise, other family members doing activities in the same room, siblings trying to distract the student, or even construction going on in the background.

- o If proctors notice that the test taking environment is not conducive to the student performing their best, we recommend they consider getting in contact with the parent/caregiver and asking for their help in finding a calm setting for the student to take a test in. If the parent is unable to provide a calm test taking setting on a given date, then the proctor should consider pausing the test and setting up a new time for the student when their home setting is calmer.

- **What do I do if a student gets the rapid testing screen (aka the "slow down sloth" screen)?**
  - o Please look in our MAP Growth Remote Testing Troubleshooting Guide for a detailed walkthrough on how to address this situation
  - o You can also use this guide on rapid guessing in the MAP Growth Help center

- **What should proctors do for students who need to use the bathroom, or make a request for a break**
  - o We suggest that the district follow a similar policy to the one they have developed for "standard" MAP Growth testing done in a school environment.
  - o One thing to caution, however, is that students may have access to more test assisting materials in a remote setting. (cell phone, calculator, laptop in second room, etc.). Proctors should make note of students who are taking a large number of breaks or asking to leave the view of the camera (if being monitored) a large number of times.

Accommodations / Exceptions:

- **Are there any differences between "in-school" and remote testing in terms of the in-product accommodations or test taking tools that should be made available to students?**
  - o No … The student experience during remote testing should not be any different compared to an in-school setting, and there should not be any **incremental** accommodations made. Each students' allowable accommodations should be reviewed prior to testing, and proctors/caregivers should be made fully aware of which students are allowed to use additional accommodations.
  - o The ultimate goal is to create a remote test taking experience that matches the experience of the in-school setting.

- **What kinds of accommodations are typically used during MAP Growth Testing?**
  - o Embedded Accommodations – Ensure teachers know when to assign MAP Growth embedded accommodations. This includes text to speech and accessible versions of the MAP Growth test.
  - o Non-embedded Accommodations – Students may require accommodations not embedded with the MAP Growth test (bilingual dictionaries, English dictionaries, color contrast, magnification). Schools will need to ensure students have access to these types of non-embedded accommodations during testing.
  - o Accessibility – Some students may need assistive technology to support testing (refreshable braille device, screen reader software). Schools should plan to provide assistive technology to students as needed.

Privacy:

- **One of the recommendations that districts with experience in remote testing give us is to enable proctors to visibly monitor students as they take the test. Doesn't this bring up personal privacy issues?**

- Yes – there are some incredibly valid personal privacy concerns as it pertains to having proctors monitor students on a camera or with a microphone. We recommend that your district, as part of building a remote testing plan, go over the pro's and con's associated with personal privacy.
- Our experienced partners have mentioned that there are a few ways to help reduce the potential for personal privacy issues. They are as follows:
  - Working closely with parents to help ensure that the students test taking environment is safe, quiet, and away from areas of the home that may be prone to personal privacy issues (bedroom, bathroom, etc)
  - Ensuring that the students do not have access to viewing or listening to each other using the communications platform
  - As part of the proctor training plan, include guidelines for what proctors should do if they do see a situation that seems like a personal privacy issue

Security / Test Integrity:

- **What are some of the most common things that proctors should look out for?**
  - <u>Test taking speed:</u> One thing to watch out for, especially in scenarios where the proctor does not have the ability to visibly monitor students during the test, is students who are able to finish the test in a short amount of time. These students may never be prompted with the "rapid guessing screen" due to the fact that they might be getting assistance, and not just because they were rapidly guessing at answers. Proctors can monitor how fast students are completing the test by looking on their proctor console for what question each student is on.
  - <u>Other people in the room</u>: Parents, caregivers, siblings, and even family friends often have the urge to help students if they see them struggling with a question. Proctors can identify situations where outside assistance is being provided by keeping an eye out for other people talking in the students' test taking location, as well as for students who might be audibly reaching out to other people around them.
  - In situations where there are no real-time monitoring capabilities of students during the test, it is challenging for proctors to identify if students are following test taking guidelines.

- **What steps can the school take to ensure students are taking the test themselves without looking up the answers online, using another device, or getting help from others?**
  - We believe that the best way to prevent this kind of situation is to apply a layered approach.
  - <u>Monitoring During Test:</u>
    - Students who know that proctors monitoring them are less likely to use other devices to provide assistance
  - <u>Communication with parents/caregivers</u>
    - Prior to testing, as part of the overall parent communication plan, districts should provide information to parents related to test integrity.
    - One consideration is to ask parents to sign an agreement stating that they will follow the at-home test taking instructions and not provide assistance/accommodations that are prohibited.
  - <u>Communication with students</u>
    - On the day of the test, as part of the pre-test walkthrough communication, proctors should remind students of the rules surrounding test integrity.
  - <u>Proctor training:</u>
    - Proctors should be trained on what to look out for during remote testing.

- **What should a proctor do if they see students or parents/caregivers violating test taking rules?**

- o This question should be answered at the school/district level before testing occurs, and should be part of any remote testing plan that is put together. Some schools/districts will decide that any infraction should invalidate a test, while others may instruct proctors to simply pause the test and provide additional guidance to the student before allowing the student to continue.
- o Our general recommendation is that districts should strive to get the most accurate data as possible when administering an assessment, which means that serious consideration should be given to situations where test integrity can be questioned. When a test's integrity is questioned, it degrades the value of the data gathered and draws into question if it should be trusted. In situations where such doubt exists, we recommend that the test is retaken with additional attention placed on test integrity.

- **How do I know if the student chose the correct name during the test setup process?**
  - o There are two primary signals that indicate a student has signed in using the wrong name:
    - Scenario#1: During the sign-in process, one or more of the students indicates that they can't see their name in the drop-down list. Proctors who are made aware of this should look to see if that students name is listed as "To Be Confirmed" which indicates that somebody has logged in using that name. If this situation occurs (one student says they can't see their name … and that students' name is in "To Be Confirmed" status) then another student in the test session most likely signed in using the wrong name.
    - Scenario#2: The second signal only occurs when there are more student names in a test session then the number of students actually taking the test. For example, there are 15 names available in the test session, but only 12 students showed up for the test. After all the students (in this case, 12) are logged into the test and have chosen a name from the drop-down box, the proctor will occasionally notice that one of the students who didn't show up to the test has their name in "To Be Confirmed" status. This usually indicates that a student has selected a wrong name from the drop-down box.

- **What should I do if a student accidentally selects a different name during the log in process?**
  - o This question is answered in detail within the MAP Growth remote testing proctor troubleshooting guide.

Technical Requirements:

- **How do I know if the student's device will work for remote testing?**
  - o Students/parents/caregivers should run a self-check on their devices at NWEA Workstation Diagnostic to verify they adhere to minimum requirements.

- **I have questions about technical requirements … what would you suggest I look at to learn more?**
  - o We suggest starting with this … NWEA technical requirements
  - o Students or families/caregivers can run a self-check on their devices at NWEA Workstation Diagnostic to verify their devices adhere to minimum requirements.

- **For students who need audio support, how can they check the sound before testing?**
  - o This easiest way to determine if the sound is working on a student's device is to use the practice test to see if they can hear the questions being read out loud. Here are the steps:
    - Have the student navigate to https://practice.mapnwea.org/
      - Username: grow
      - Password: grow
    - Select grade "K"
    - Subject = math

- Test language = English or Spanish
- Test = Practice Items K-2
- o Have the student click the blue arrow to proceed to the practice questions
- o As soon as the student clicks the blue arrow button, they will be taken to the first question and hear a voice reading the question to them.
- o If they don't hear a voice reading to them, it is usually due to the volume being muted on their test taking device

Interaction Between Proctors and Parents/Caregivers:

- **What should I do with parents/caregivers that are asking a lot of questions and preventing the proctor from monitoring / assisting students?**
  - o We recommend that the district provide proctors with a plan to escalate these types of scenarios to people specifically trained in how to handle them. By allowing a person with specific training to talk with the parent/caregiver, the proctor can focus on monitoring students and assisting them in having a successful test session.

- **What should proctors do if a parent / caregiver becomes agitated during a test taking session?**
  - o Because of the impact that this type of emotion might have on the student, we recommend that the proctor suspend the test and work to schedule a new date and time where the student might have a more stable test taking environment.
  - o We also recommend that the district provide proctors with a plan to escalate these types of scenarios to people specifically trained in how to handle them. By allowing a person with specific training to talk with the parent/caregiver, the proctor can focus on monitoring students and assisting them in having a successful test session.

- **What if a parent refuses to allow a student to move forward with a test?**
  - o We recommend that the proctor suspend the test and then escalate the issue to the district employee that is assigned to handle these kinds of issues.
  - o We also recommend that the district provide proctors with a plan to escalate these types of scenarios to people specifically trained in how to handle them. By allowing a person with specific training to talk with the parent/caregiver, the proctor can focus on monitoring students and assisting them in having a successful test session.

- **What should proctors do if parents ask to speak to NWEA representatives?**
  - o While NWEA representatives are ready to answer MAP Growth related questions from school employees, we are unable to provide assistance to parents/caregivers. The reason why NWEA is unable to assist parents/caregivers is because each district develops their own testing plan, which involves unique rules and procedures. NWEA does not have access to these plans, and therefore cannot provide guidance that matches the district plan.
  - o In the situation where parents request to speak to NWEA, we recommend that the proctor escalate the situation to the district employee that is assigned to handle these kinds of issues.

- **Do you have any suggestions on how to best communicate with parents/caregivers about adaptive assessments?**
  - o Our recommendation is that school/districts send out information about MAP Growth and adaptive assessments before testing day to parents/caregivers. We also recommend that parents/caregivers are made aware of the following resources.
  - o MAP Growth Parent Toolkit
    - The homepage for parents/caregivers wanting to know more about MAP Growth

- o The Family Guide (available in several languages here) which includes
  - An overview of MAP Growth.
  - An explanation of the purpose and design of MAP Growth.
  - An introduction to the RIT score and how the assessment results are used.

- **What should proctors do when students/parents/caregivers request a break? (bathroom break, child is frustrated, distraction occurs in the test taking environment, etc.)**
  - o Schools/districts should have guidance for proctors to address this kind of situation. Our recommendation is that guidance is provided to proctors on, at least, the following topics.
    - How many breaks a student can take in a single test session
    - How long a break can last
    - When to pause/suspend a test due to a break
    - If students need to ask permission for a break from proctors/parents/caregivers

Training / Practice:

- **What resources should I include in proctor training?**
  - o Because the proctor screen and administration processes for remote testing are the same as "in-school" testing, all of the current support and training materials available in the MAP Growth help center are still applicable.
  - o The best "remote testing specific" resources for proctors to review are as follows
    - MAP Growth remote testing user manual
    - MAP Growth remote testing proctor troubleshooting guide

- **Should I run a practice session for my students?**
  - o We highly suggest that students are given the ability to use the practice test in order to familiarize themselves with answering questions and gain test taking confidence.
    - https://practice.mapnwea.org/
    - Username: grow
    - Password: grow
  - o If time and resources allow, it does provide value to let students and proctors practice the setup and login portions of the test taking experience. This kind of "dry run" should be done using the actual test login site (test.mapnwea.org) and not on the practice test. Going through this "dry run" will help proctors/students familiarize themselves with the login process, as well as identify if any students have hardware/software issues ahead of the actual test taking session. (pop up blockers, etc.)

- **Is there a cheatsheet to use while proctoring?**
  - o This kind of document should be created by the school/district due to the fact that they will have specific guidelines that clarify what proctors should and shouldn't do.
  - o We do have a sample proctor script available for schools/districts to use as a starting point. This sample script is available and the end of our MAP Growth Remote testing user manual.

Data Usage:

- **Should I use the data from remote tests in the same way that I used the data from tests taken in a school setting?**

- The data from MAP Growth tests can be used in the same way that data from "in-school" tests are, and can be a very useful piece of information when making instructional decisions for students. The data from remote tests can also be accessed in all of the same reports as "in-school" tests
- However, NWEA recommends that MAP Growth assessment data attained in a remote testing environment should be used with caution as the basis for high-stakes decisions for students, teachers, and/or schools, or to evaluate the effectiveness of remote instruction or delivery in individual schools.

- **What are some data points I can look at to help ensure that test results from a remote test administration are valid representations of student achievement/performance?**
  - Student test results obtained in a remote testing environment should be carefully scrutinized to ensure that those results are valid and reliable estimates of student achievement. This involves reviews of additional data elements including the proportion of items answered correctly, the proportion of items that were rapidly guessed, the overall test duration, and the SEM. This review is critical to ensure that sound instructional decisions are made for students on the basis of these results.
  - This review is especially important if a student's test result obtained in a remote testing environment is significantly different than results from the student's prior test results.

Assessment Integrity and Test Security

- **How can schools/districts support greater integrity and security?**
  - Consider having schools and parents sign assessment security agreements
  - Ensure only proctors and students are logging into the system
  - Ensure proctors are actively monitoring students during testing
  - If possible, provide proctors with a video communication platform to use during testing (Zoom, Google Meet, Microsoft Teams, etc...)
  - Provide guidance on the use of approved assessment materials (e.g., scratch paper)
  - Prohibit the use of unapproved electronic devices for proctors and students
  - Prohibit the use of other devices during testing (e.g., a calculator, unless it is embedded within the assessment and/or student has an accommodation)
  - Prohibit the use of outside internet sources
  - Prohibit the use of unauthorized assistance to students (except for the purpose of administering accommodation to students with IEP or 504 program plans)
  - Prohibit the screen capture of test items

Support Materials for Parents/caregivers/students

- **What is MAP Growth?**
  - MAP Growth is a computer adaptive test created by NWEA that kids take two to three times per school year. The results provide teachers with information to help them deliver appropriate content for each student and determine each student's academic growth over time.

- **What does it mean to be computer adaptive?**
  - Computer adaptive tests adjust to each student's learning level, providing a unique set of test questions based on their responses to previous questions. As the student responds to questions, the test responds to the student, adjusting up or down in difficulty.

- **What does MAP Growth measure?**
  - MAP Growth measures what students know, regardless of their grade level. It also measures growth over time, allowing you to track your student's progress throughout the school year and across multiple years.

- **What types of questions are on MAP Growth tests? Are there sample tests?**
  - The MAP Growth tests include multiple choice, drag-and-drop, and other types of questions. You can view our Practice Test to get an idea of what the questions look like.

- **Are there any remote testing support materials designed specifically for parents/caregivers?**
  - MAP Growth Parent Toolkit
    - The homepage for parents/caregivers wanting to know more about MAP Growth
  - The Family Guide (available in several languages here) which includes
    - An overview of MAP Growth.
    - An explanation of the purpose and design of MAP Growth.
    - An introduction to the RIT score and how the assessment results are used.

- **Does my child/student need me to be present/available during the entire test?**
  - The role of the parent/caregiver will be defined by the district. If you have any questions about your role in the test taking experience, we recommend talking to a school employee or the test proctor.

- **What should my child/student do to prepare for the test?**
  - Instructions on how to prepare for the test should be provided by the school/district leading up to test day. Additional instructions may be provided by the test proctor.
  - If you do not receive instructions regarding how to prepare your child/student for the test, please reach out to a school employee.

- **Will this test count towards their academic grade?**
  - We recommend that you talk to your school/district about this.
  - MAP Growth is designed to help educators figure out what your child/student knows, and what they are ready to learn. It lets educators have a better idea on how to design instruction so that your child/student maximizes their learning potential.

- **What will the test look like?**
  - We suggest that you watch the videos at our Student Resources site. These will give you an idea of what the test experience looks like.

- **How long will the test take for my child/student to complete?**
  - Most students complete the test in about 50 minutes
  - Please allow a few extra minutes for login
  - Login time can be minimized by ensuring the device is configured properly using https://check.nwea.org/

- **How will I know when my child/student is done with the test? Will the test tell me when it is done?**
  - When a MAP Growth 2-5 or 6+ test is complete, there is a screen that indicates it has completed.
  - If your child/student is taking the K-2 test, they will see a screen with a dog that says, "good job" and a button that says "end test". Click this button, and you will then see the final "end of test" screen.

- **Can my child/student use a calculator during the test?**

- o The use of calculators, or any accommodation, is controlled by your district. Please be sure to review any information they provide you regarding use of accommodations.
- o If they do not provide you information that addresses a question you have, we recommend speaking with a school employee or the test proctor before the test begins.

- **What should I do if my child/student runs into technical issues during the test?**
  - o Test proctors should be the first point of contact for technical issues that occur during the test. Your district may provide you with additional information regarding technical issues.

- **Is there any kind of help that I can give my child/student during the test?**
  - o In general, the purpose of the test is to help understand what the student knows and what they are ready to learn. Because outside help makes it harder to figure out how to best help your child/student learn, we strongly suggest that you follow the instructions provided by your school/district regarding what you should and should not do during testing.
  - o If you have any questions about what is and is not allowed during the test, please speak with an employee of the school and/or the test proctor.

- **Is my child/student allowed to take bathroom breaks, or step away from the test at any point?**
  - o Your district should provide you information regarding situations where the student wants to, or needs to, take a break from the test.
  - o If you have any questions, please be sure to ask a school employee or the test proctor before the test.

- **Do I need to monitor my child/student the whole time?**
  - o This is up to your district. If you have any questions, please be sure to ask a school employee or the test proctor before the test.

- **Can my child/student take the test whenever they want?**
  - o This is up to your district. If you have any questions, please be sure to ask a school employee or the test proctor before the test.