

PROCTOR GUIDE

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

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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

Prepare for MAP[®] Growth[™] testing 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 from the student login page: **test.mapnwea.org**.

Username and **Password** for practice tests = **grow**.

Student Resources includes videos that the whole class can watch.

- ☐ 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.
- ☐ 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.

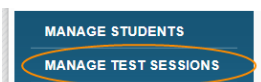
Device Preparations

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

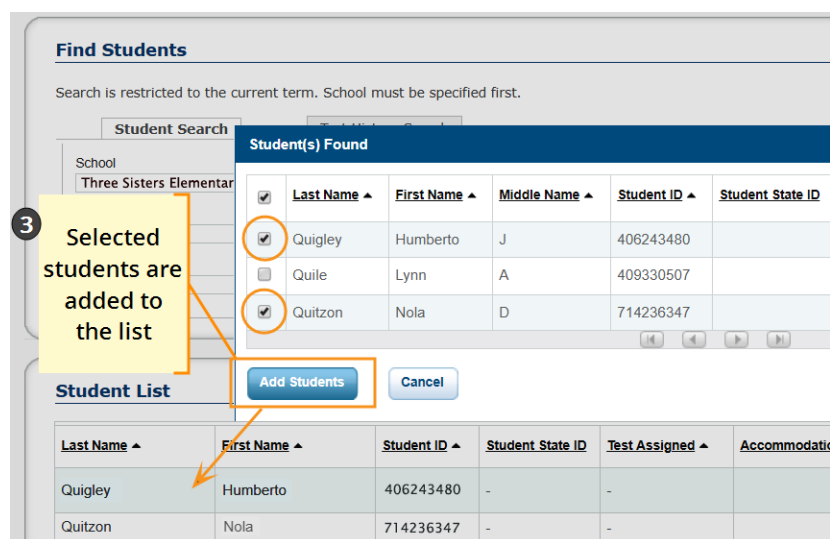


On the MAP Growth site (teach.mapnwea.org), choose **Manage Test Sessions**, and follow Option 1, 2, or 3 to create a testing session. A testing session groups students so you can administer testing and has no effect on reporting.

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.



The screenshot shows the 'Find Students' interface. At the top, there's a 'Student Search' section with a dropdown for 'School' set to 'Three Sisters Elementary'. Below this is a 'Student(s) Found' table with columns: Last Name, First Name, Middle Name, Student ID, and Student State ID. Three students are listed: Quigley, Humberto, J (ID 406243480); Quile, Lynn, A (ID 409330507); and Quitzon, Nola, D (ID 714236347). The first and third rows are selected with checkboxes. A yellow callout box with the number '3' and the text 'Selected students are added to the list' points to the 'Add Students' button. Below the search results is a 'Student List' table with columns: Last Name, First Name, Student ID, Student State ID, Test Assigned, and Accommodations. The first two students from the search results are listed in this table.

Last Name	First Name	Student ID	Student State ID	Test Assigned	Accommodations
Quigley	Humberto	406243480	-	-	-
Quitzon	Nola	714236347	-	-	-

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 don't have to choose it later.
 - b. **Assign Accommodations:** Records how you'll accommodate and enables the Text-to-Speech feature.See also: [Assignments for tests, accommodations, or Text-to-Speech on page 5](#).
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, capital letters, and ambiguous letters like "l." 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 don't have to choose it later.
- b. **Assign Accommodations:** Records how you'll accommodate and enables the Text-to-Speech feature.

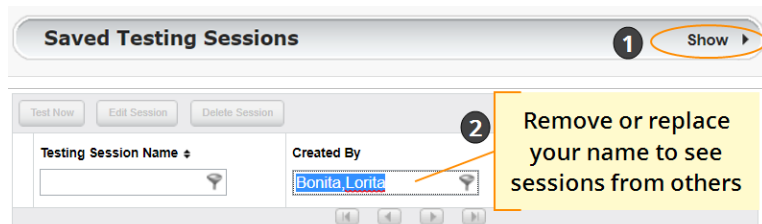
See also: [Assignments for tests, accommodations, or Text-to-Speech on page 5](#).

Option 3—Use a Saved Testing Session

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

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

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



Note: You cannot

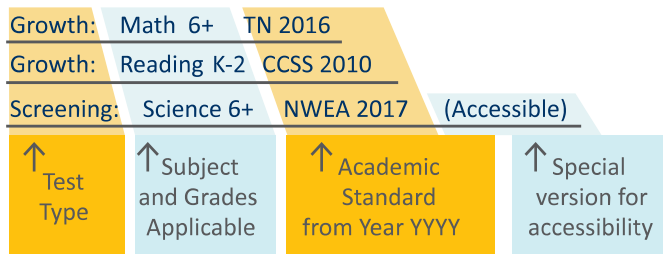
access testing sessions created by someone with the School Proctor role, unless you have the District Proctor role.

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

If not available, you already have a test 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.

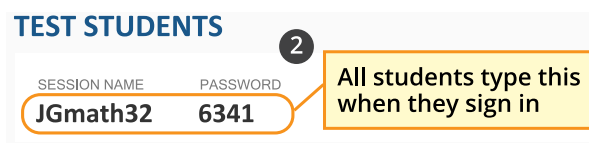
Text-to-Speech is one of the accommodation choices. It is intended for sighted students, such as English language learners, and it enables audio tools that appear within the test toolbar.

For details, see [Accommodations and Accessibility on page 17](#) as also [Text-to-Speech Accommodation on page 19](#).

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, notice the name and password of the session.
3. Display the name and password so all students can copy it during sign-in.



The screenshot shows a section titled "TEST STUDENTS" with a circled number "2". Below the title is a table with two columns: "SESSION NAME" and "PASSWORD". The values are "JGmath32" and "6341" respectively. A callout box points to the password field with the text "All students type this when they sign in".

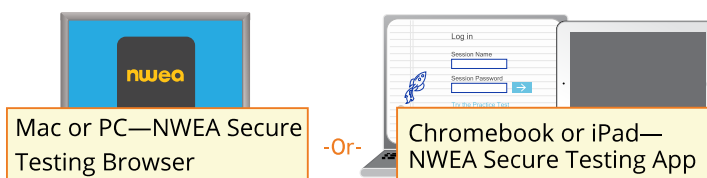
SESSION NAME	PASSWORD
JGmath32	6341

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

When students arrive

1. On **student devices**, students start the NWEA secure testing browser or app.

Or, if your school allows testing with a browser only, you can direct students to: **test.mapnwea.org**.

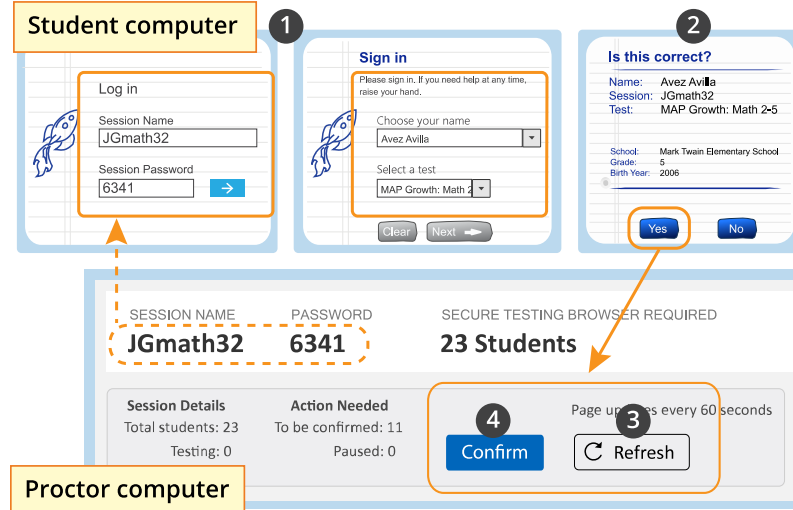


2. Ask students to learn about MAP Growth with these choices on their log-in page:
 - **Try the Practice Test** (about 5 non-scored, example questions)
Username + Password = **grow**
 - **Student Resources** (explanatory videos about the test, tools, and test engagement)
—or—
 - Read the [Student directions script on page 10](#).

Confirm students to start

Confirm students every few minutes, as students are ready.

1. On **student devices**, guide students to complete their prompts.
2. As needed, check whether students have chosen correctly.
3. On your **Proctor console**, click **Refresh Status** to see which students have the "To Be Confirmed" status.



4. Click **Confirm**. It 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.

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
Pause*	Up to 25 minutes	Resume	<ul style="list-style-type: none"> –Student must resume from the same computer –Test will continue with the next question –After 25 minutes, the test becomes suspended
Suspend	Up to 28 days	Test Again (same day and session)	Test will continue with the next question
		–or– Resume Test prompt (another day)	<p>Continue testing with either the saved testing session or a newly created testing session, whichever is more convenient</p> <p>14 days is the recommended limit, because too many days of instruction between testing could influence the score</p>

Action	Duration	Follow-up Action	What to Expect
Terminate	Permanent	Test Again (after reassigning test)	Caution: System discards any answers given for the terminated test; use only if the wrong test was assigned

*See also: [Test Engagement on page 12](#) for information about the automatic pause.

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:

- 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.
- At the next prompt, choose either:
 - Save and Exit:** If the *same group* of students will be tested together later.
 - Delete Session:** 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.)
- Close down the browser or app on **student devices**.

PC or Mac —	iPad —	Chromebook —
Click the X at top	Use the Home button	Type the exit command: Shift+Alt+K

To end one test and continue another:

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

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, chose **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 question 1 and

Coming July 2019

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 that's all (you still cannot confirm the student for testing).

Student directions script

For all students, say:

Give this test your best effort. 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, 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 unsure 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 the same passage appears again and again, but look carefully, because you will see a different question for the same passage.

Test Question Issues

Testing is slow

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



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 Type the exit command: **Shift+Alt+K**
3. On your **Proctor console**, select the student again and choose **Select Action > Test Again**.
4. On the **student 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 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: The MAP system captures the test name and question number for you.
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

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

Proctor role in test engagement

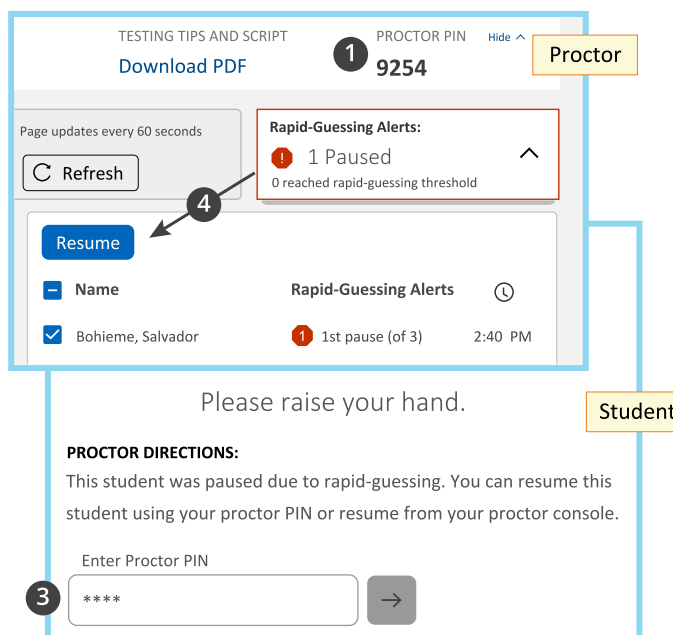
By helping students stay engaged in their test, you help ensure the assessment will better represent the students' abilities and needs. Before testing, clarify with students the purpose of MAP Growth and the importance of taking time on every test question. During testing, check the rapid-guessing alerts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

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



1. For convenience, obtain or memorize the Proctor PIN for this testing session.
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 test questions.
3. When the student is ready, type the PIN on the student's computer—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

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If a student continues to rapid-guess multiple times, the test will pause again. Short tests have a total of 2 pauses and longer tests 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 closing the testing session, download or print the **Session Details** at the top of the console to keep track of the student's rapid guesses.
- For excessive rapid guessing, discuss with leaders whether to start the test over (a retest).
- When you continue testing or retest, click **Find Students to Test**, open the **Test History Search** tab, and use the applicable search filters:

Find Your Students
 Note: Students who have just tested may not yet be available in search results.

Test(s) **Required**

Growth: Language 2-12

If test was terminated (points to 'Testing Status')

If test was suspended (points to 'Suspended Test')

Testing Status

- ☐ Not yet tested
- ☐ Suspended Test

Test Engagement

- ☐ Reached rapid-guessing threshold (30%)

If test was completed (points to 'Reached rapid-guessing threshold')

Tests Taken

- ☒ Current Term
- ☐ Inside Test Window
- ☐ Outside Test Window

rapid-guesses more of

- 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**.)

See also [How to Retest Students within a Term on page 14](#)

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**, choose **Test Again**, and click **OK** when prompted.

Continue another day, same session

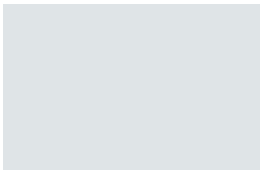
If you know most of the same students in your testing session will return, you could save the session and reopen it later. (Under Manage Testing Sessions, select the session you saved and click **Test Now**.)

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, such as:

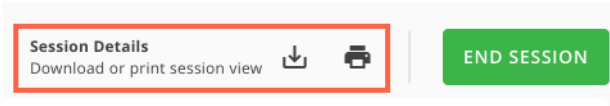
- excessive rapid-guessing, such as 30% or more of the questions possible on the test (known as the “rapid-guessing threshold”) Coming July 2019
- an extreme drop in scores between terms
- unusual changes in test duration

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 downloading the **Session Details** from the Proctor console:



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 the **Test History Search** (under Manage Test Sessions) to find the student’s suspended test:

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	Test Engagement	Tests Taken
<input type="checkbox"/> Not yet tested	<input type="checkbox"/> Reached rapid-guessing threshold (30%) <small>On completed tests, rapid-guesses accounted for 30% or more of possible questions.</small>	<input checked="" type="radio"/> Current Term
<input checked="" type="checkbox"/> Suspended Test		<input type="radio"/> Inside Test Window
		<input type="radio"/> Outside Test Window

- When confirming the student to begin testing, the Proctor chose **Start Test Over** instead of Resume:

ATTENTION [X]

Action Needed to Continue Test:

The student(s) below have already started this test. Indicate how best to proceed by selecting an action from the dropdown box next to each student's name.

Marsha Borunti
Growth: Language 2-12 AK 2012

Resume Test ▲

Resume Test

Do Not Confirm

Start Test Over

DONE **CANCEL**

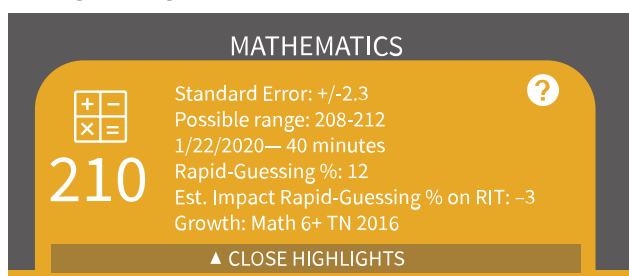
Caution: If students did not reach the rapid-guessing threshold, Proctors should avoid the **Start Test Over** option. In those situations, the retesting rules would restrict the student from continuing by default. However, when a student reaches the rapid-guessing threshold, it triggers an exception 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.

- 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:



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

Rapid-guessing percentage								
Student First	Student M.I.	Term Tested	Term Rostered	School	Grade	Subject	Test RIT Score	Rapid-Guessing %
Brookkit		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 opened **Manage Test Sessions** and used the **Test History Search > Test Engagement** option:

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

For students who need it, there are several accessibility features available for MAP Growth testing.

See also: [Text-to-Speech Accommodation on page 19](#).

Accommodation Setup

You set up accommodations to keep a record of the services a student received. Accommodation settings have no effect on the test (however, Text-to-speech does add tools to the test). Consider your state and district policies and the overall NWEA guidelines, 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. (Text-to-speech settings, however, only apply to the assigned test, not the whole testing session.)

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

To alter accommodation assignments:

If needed, you can alter 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 removes any student responses already given.

To view a record of accommodations:

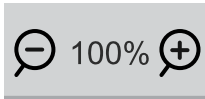
Use the Data Export Scheduler to view assigned accommodations (requires the Assessment Coordinator role). A record appears in either the Comprehensive and Combined Data Files.

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

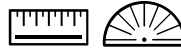
Useful for marking wrong answers so they appear dimmer



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



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 sighted 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 test 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.
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 pollutionh 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:

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

To alter Text-to-Speech assignments:

If needed, you can alter 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 already given.)

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.

Summary of Test Types

Test Type	Use For	Available for	Approx. Length/Duration*	Score in Reports
MAP Growth, Grades 2+				
MAP Growth	Measure growth, inform instruction, and assess strategy	Reading, language, mathematics (2–8 and 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®
Screening Subject Only (formerly Survey)	Quickly place incoming students in grades 2 and above (but for more precision, use MAP Growth)	Reading, language, mathematics, and science	19 to 20 questions/about 20 min.	RIT score (subject-level only), shown in these reports: <ul style="list-style-type: none">Student Progress, Class, Grade, District Summary Also: Lexile®
Screening Spanish Reading	Determine native language reading ability	Grades K–8, with separate tests for each term	30 questions	Percent correct, shown only in <i>Screening and Skills Checklist</i> reports
Accessible Tests	For students who need visual assistance, you can use tests that are compatible with screen readers, such as JAWS. Look for "Accessible" at the end of the test name.			
MAP Growth, Grades K-2				
MAP Growth K-2	Measure growth, inform instruction, and assess strategy	Reading and mathematics (including Spanish 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®
Screening for early learners	Assess foundational skills of new kindergarteners	Reading and mathematics	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 mathematics	11 to 53 questions/about 8 to 60 min., based on skill	
* Length and time vary by subject and grade: see NWEA’s Average Test Durations . Add 10 to 15 minutes for setup and pre-test instructions.				