

**NWEA MAP Growth**  
Measures of Academic Progress

# Test Administration Manual

## Testing Dates

	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
<b>Kindergarten</b>			June 1-18
<b>Grades 1-2</b>	September 9-30	January 5-22	June 1-18
<b>Grades 3-11</b>	September 9-30	February 1-19	June 1-18



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# Things to Know about NWEA MAP Growth

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## District-mandated Testing

This document is a reference guide for the NWEA Measure of Academic Progress Growth (NWEA MAP Growth). The campus-based personnel who will use this manual to facilitate the tests are Test Administrators. Test coordinators will attend training and then provide training to campus staff. Test coordinators will be the campus contact regarding NWEA MAP Growth administration.

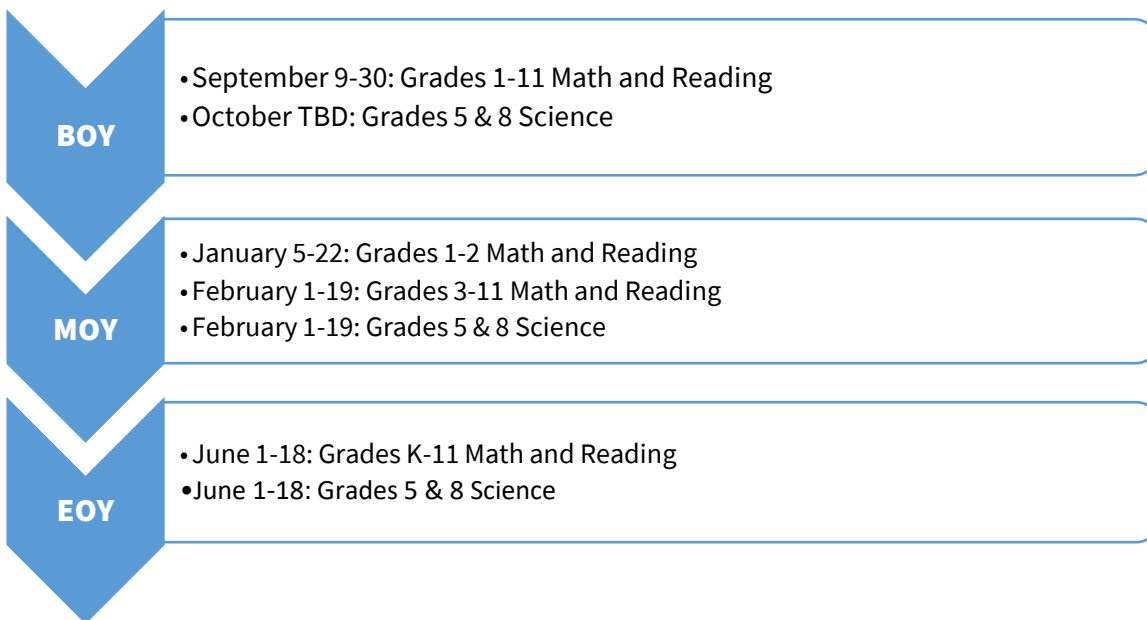
Refer to this manual for information about test procedures and test security. Any clarifications and assistance required beyond the scope of this document will be addressed by the Assessment Department. If later changes or updates are made from district leadership, then those initiatives will prevail. This document will be revised accordingly.

NWEA Measure of Academic Progress (NWEA MAP Growth) is the universal screener used by the district for students in grades K-11. The NWEA MAP Growth universal screener is an approximately 90-minute computer-based assessment. The screening window will close at 4:00 P.M. at the conclusion of the last day of the window. The final test results will be displayed within reports on the NWEA MAP Growth platform and will be uploaded to the Assessment History tab within MyData Portal.

**This manual will only address NWEA MAP Growth administrations when protocols are to be used.**

**Protocols must be used for all beginning of year (BOY) administration for all grades, the middle of year (MOY) administration for Grades 1 and 2 and the end of year (EOY) administration for Grades K, 1 and 2.**

## Test Administration Windows



## NWEA MAP Growth Reminders

- Students with IEP and 504 plans should utilize the same accommodations that are utilized during STAAR and ACP testing
- LPAC, SPED, and 504 chairs are your campus contacts for EL, special education, and 504 concerns
- Consult the LPAC, SPED, or 504 chairpersons regarding testing decisions
- If a student is not testing at his/her enrolled campus, then contact the TC at the enrolled campus to confirm accommodations

## Test Design

NWEA MAP Growth is an on-line adaptive normative assessment that provides growth data that can be used over time to ensure that students are meeting growth expectations according to the standards outlined by the Texas Essential Knowledge and Skills. The test is not timed.

The NWEA MAP Growth Math and Reading assessments are required for students in grades K-11. Students in grades 5 & 8 will also take Science. The test versions detailed below should be assigned to students based on grade level and language of assessment. It is an irregularity if the student takes the wrong version of the test.

Note: Students in second grade will take the NWEA MAP Growth 2-5 test versions.

Note: Tests for students in grades K-1 will have audio; headphones will be required. Earbuds have been purchased for students in grades K-1.

Math	Reading	Science
Grades K and 1: Growth Math K-2 TX 2012	Grades K and 1: Growth Reading K-2 TX 2017	Grade 5: Growth Science 2-5 TX 2017
Grades K and 1: Growth Spanish Math K-2 TX 2012	Grades K and 1: Growth Spanish Reading K-2 TX 2017	Grade 8: Growth Science 6+ TX 2017
Grades 2 to 5: Growth Math 2-5 TX 2012	Grades 2 to 5: Growth Reading 2-5 TX 2017	
Grades 2 to 5: Growth Spanish Math 0122-5 TX 2012	Grades 2 to 5: Growth Spanish Reading 2-5 TX 2017	
Grades 6 to 11: Growth Math 6+ TX 2012	Grades 6 to 11: Growth Reading 6+ TX 2017	
Grades 6 to 11: Growth Spanish Math 6+ TX 2012	Grades 6 to 8*: Growth Spanish Reading 6+ TX 2017 *Spanish available to grade 8 only	

## Language of Assessment

The purpose of NWEA MAP Growth screening is to gain insight on student content mastery as opposed to language proficiency. The LPAC should determine, on a student-by-student basis, which language students will participate in NWEA MAP Growth screening. The student should be assessed with the most appropriate language to demonstrate content understanding which may not always align with the current language of instruction.

A student is NOT required to be screened in English and Spanish but have the option to test in both languages based on the decisions of the LPAC. **During the testing windows, the test should be administered in the student's primary language for TEI purposes.**

For questions regarding screening newcomers, please access the NWEA MAP Growth Language of Assessment Guidelines.

## Teacher Excellence Initiative (TEI)

Dallas ISD is committed to maximizing instructional opportunities for students while ensuring teachers, campus leaders, and the district have rich, actionable data to guide the work. These assessments will continue to provide valid measures of student growth for use in TEI. The BOY NWEA MAP Growth assessments in grades 1-10 will be used as the prior assessment for TEI growth statistics and should be administered with protocols. The MOY NWEA MAP Growth assessments in grades 1-2 will be used as a TEI measure and should be administered with protocols. The EOY NWEA MAP Growth assessments in grades K-2 will be used as a TEI measure and should be administered with protocols.

## Testing Periods

Campuses have the autonomy to determine appropriate schedules to facilitate the assessments. Test administrators should notify the test coordinator if a student or class does not finish testing during the assigned testing period.

## Preparing Students for NWEA MAP Growth

Resources are available for students on the NWEA MAP Growth [Student Resources](#) page. These resources include an introductory video, exploring tools, engagement video and practice test. The username and password are *grow*.

## Preparing Parents for NWEA MAP Growth

Resources are also available for parents. Campuses can share the following resources with parents:

[Parent Toolkit \(video, FAQ, and blog\)](#)

[NWEA MAP Growth Parent Guide](#)

[Sample Parent Letter – Introducing NWEA MAP Growth- Available in other languages](#)

# Test Security Guidelines

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## Test Administrators (Professional Employees)

The BOY administration for all grades, the MOY administration for Grades 1 and 2 and the EOY administration for Grades K, 1 and 2 are considered secure test administrations. A test administrator must be present for all testing sessions. Test administrators must be professional employees. Non-district employees and volunteers cannot assist with testing.

## Cell Phones and Electronic Devices

Students are not permitted to use or have cell phones visible in the testing areas or during testing. Schools will follow their campus policies for collecting backpacks, cell phones and other electronic devices other than the device being used to take the screener. Test administrators are not permitted to use or have cell phones visible in the testing areas or during testing, unless reporting an issue.

## Cheating

Follow your campus guidelines for removing students who are observed cheating from the testing area. Collect any form of physical evidence from students or staff to submit with the test security violation report. This includes notes, cheat sheets, electronic devices, books and any other item used during the cheating incident.

## Seating Charts

Campuses will use Dallas ISD seating charts to track the desk arrangements and each student's physical location during the testing period. Test administrators will submit completed seating charts to Campus Test Coordinators at the end of the testing period. Electronic versions of the seating charts can be found on the Assessment Department's website under the *Test Security* tab ([assessment.dallasisd.org](http://assessment.dallasisd.org)).

## Secure Browser

All students must access the test through the NWEA Secure Testing icon on the desktop or the NWEA Secure Testing App on Chromebooks and iPads.

## Suspending or Terminating Tests

A test can be suspended in order to allow the student to complete it at a later time. The test administrator will need to suspend the test. At the end of testing periods, test administrators should notify test coordinators of tests that were suspended. The test coordinator will make arrangements for students to finish testing. A test should never be terminated unless your DWTC and the MTSS department have given this guidance. Test administrators should contact the test coordinator who will contact the DWTC if there is an issue with a test and termination.



## Staff-related considerations

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- Read and sign the oath of test security before each test administration
- Attend the training before administering tests, serving as a testing assistant and any other duties assigned on testing days
- Teachers cannot leave assigned testing areas
- Active test monitoring must be used during student testing
- Seating charts must be completed for each testing period
- Students must have the documented testing accommodations based on eligibility



## Classroom-related considerations

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- Collect the students' backpacks, cell phones, smart watches, and all other devices using the campus policy.
- No external form of printed, digital, audio or web-based reference materials can be used during testing. Examples include and are not limited to handouts, note cards, study charts, textbooks, tablet PCs, cameras, cell phones and smart watches

## Examples of Irregularities

Failure to seek assistance or to clarify late-arising questions can invalidate test results or result in severe consequences. There are two categories for testing irregularities. Testing violations are categorized as serious or procedural.

**Procedural irregularities or violations** include actions that are typically the result of minor deviations from testing procedures. Some examples include testing personnel:

- Assigning the incorrect test version,
- Failing to provide an allowable accommodation or providing an unallowable accommodation,
- Failing to read the directions verbatim as outlined in the Test Administrator Script, or
- Terminating a test,
- Student completes test under wrong student log in,
- Leaving students or secure testing materials unmonitored during testing.

**Serious irregularities or violations** include actions that could reasonably be concluded or determined to have ramifications that would alter or impact the integrity and validity of the test results and can result in the individual(s) responsible being referred for consideration of disciplinary action. Some examples include testing personnel:

- Viewing a test before, during, or after the administration without authorization,
- Discussing or revealing secure test content or student responses,
- Directly or indirectly assisting students with responses to test questions, and
- Failing to report an individual engaged in any activity that violates the security or confidentiality of a test.

The district [Test Security Manual](#) addresses the consequences of procedural and serious testing irregularities. The manual also provides more common examples of testing irregularities.

## Reporting and Documenting Testing Irregularities

Testing irregularities occur from inadvertent or intentional infractions that affect a student's test score and generate inaccurate performance results.

**In the unfortunate event that a testing irregularity must be reported, please take the following steps:**

- ▣ Contact your Test Coordinator (TC) immediately with any suspected testing irregularities. If the TC is unavailable, then contact the Principal or other campus administrator.
- ▣ Prepare a typed, signed statement of your account and submit to the Test Coordinator by the end of the school day
- ▣ Follow campus procedures for student removal in the event of cheating or disruptive behavior.
- ▣ If students are removed, the proctor should suspend the test.
- ▣ Act quickly to avoid affecting the testing environment for other students.
- ▣ Complete Google document from MTSS department to request a test be reassigned, if applicable.

**Always report the incident or concern immediately on the day it happens.**



# Accommodation Resources

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## Student Testing Accommodations

Failure to administer documented testing accommodations can jeopardize a student's success and result in testing irregularities.

Testing accommodations are considered on an individual basis. Students must use an accommodation independently and routinely with daily instruction and classroom testing. District-mandated processes must be used to properly determine eligibility and to document the testing needs within the authorized systems before the NWEA MAP Growth testing window.

## Reference Tools

Required reference tools such as rulers, weight and measurement charts, formulas, etc., will be provided within the test browser. Any other types of posters, charts, maps, graphics, web sites and chalkboard writings that can provide clues and answers, must not be present or visible during the testing period.

## Calculator Policy

Calculators are provided to all students within the NWEA MAP Growth online platform for questions that require calculator use. Test administrators should review individual plans and provide physical calculators for students with an IEP or 504 plan, if this is a required accommodation.

## Accessibility Tools

These are testing materials that are available to all students through the NWEA MAP Growth platform. Students are not mandated to use these tools for NWEA MAP Growth.

These tools include:

- Zoom
- Highlighter/eraser
- Line reader
- Notepad
- Answer eliminator
- Calculator
- Ruler
- Protractor

## Designated Supports

These testing accommodations are available only to students who meet specific eligibility requirements. Students must have the abilities to use them independently and routinely with daily instruction and classroom testing. District-mandated processes must be used to properly determine eligibility and to document the testing needs within the authorized systems.

NWEA MAP Growth does not allow for all state approved designated supports that are specific for online testing and STAAR.

### **Allowable Designated Supports for NWEA MAP Growth:**

- Calculation aids
- Math manipulatives [including snap cubes, counting cubes and base 10 blocks (paper-based)]
- Oral administration
- Supplemental aids

## Oral Administration for NWEA MAP Growth

This designated support allows the test questions, answer choices, and directions to be read aloud to students who meet the eligibility criteria. Reading passages may never be read aloud. Oral administration will be administered with text to speech within the NWEA MAP Growth testing platform. Oral administration must be selected for each student with this designated support when the test is assigned.

Note: Headphones are required for students with oral administration.

## NWEA MAP Growth Support Based on Student Populations

Students may have different types of learning needs, disabilities and conditions that are protected by federal and state laws. If a student has an academic plan that requires testing accommodations, then schools must comply with completing the evaluation process and documentation before the start of testing.

See the student population categories below that require documentation for testing accommodations:

### SPED/504

- Students with IEP and 504 plans should utilize the same accommodations that are accessed during STAAR and ACP testing.
- Students may receive [Designated Supports](#) by consulting the appropriate chair. (Ex. MTSS / SST Chair for General Education students, LPAC Chair for English Learners, or the Section 504/Dyslexia Chair).

### English Learners (ELs)

- Language of Screening
  - The purpose of NWEA MAP Growth screening is to gain insight on student content mastery as opposed to language proficiency.
  - Students may receive [Designated Supports](#) by consulting the appropriate chair. (Ex. MTSS / SST Chair for General Education students, LPAC Chair for English Learners, or the Section 504/Dyslexia Chair)
  - The LPAC should determine, on a student-by-student basis, which language students will participate in NWEA MAP Growth screening.
  - Students are not required to be screened in English and Spanish but have the option to complete the Reading test in both languages based on the decisions of the LPAC.
  - For questions regarding screening newcomers, please access the [NWEA MAP Growth Language of Assessment Guidelines](#).

### General Education (MTSS)

- Students with a current, documented intervention plan in the PowerSchool MTSS Interventions Module are eligible to receive [Designated Supports](#) by consulting the appropriate chair. (Ex. MTSS / SST Chair for General Education students)
- Each intervention plan should reflect that the support is routinely and effectively used.
- For a student to receive oral administration there must be documented evidence of reading difficult.

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## Administering NWEA MAP Growth

NWEA MAP Growth is facilitated in three phases. You will play a key role at your campus **before testing**, **during testing** and **after testing**. Your campus testing plan will cover these areas in more detail.

## Before Testing



- Read the administrator manual
- Attend staff training and sign an oath of test security
- Learn the responsibilities of your assigned role during the testing window
- Verify testing accommodations and how to administer them correctly
- Confirm any additional items required to administer the test
- Create test sessions prior to the test session

## Accessing NWEA MAP Growth

Teachers of record will log into the NWEA MAP Growth platform using their EAD credentials.

<https://disd-admin.nwea.org/>

Test administrators will use the NWEA teacher login to manage test sessions and view reports.

Note: You must click “Single-Sign-On Partners” and enter your district email address.

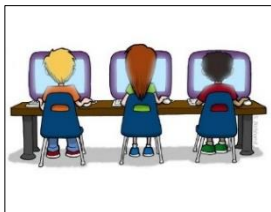
Resources available for test proctors include:

- [Proctor Quick Start Online Guide](#)
- [Quick Start Video](#)
- [Set Up Testing Session Video](#)
- [Directions](#) (To be read by proctor prior to testing. See page 1)

## Reminders for Setting up a Test Session

- Test sessions can be set up ahead of time
- Assign correct test versions to students
- Assign accommodations per district policy
- Save and name the test session using the Test Naming Protocol
- Test Naming Protocol (examples)
- Elementary Example: alincolnmath2a (Teacher’s first initial, last name, subject, grade, section)
- Secondary Example: jmadisonmath2 (Teacher’s first initial, last name, subject, class period)

## During Testing



- Complete the seating chart based on your testing roster
- Take attendance, if necessary
- Adhere to the testing schedule developed by your campus administration
- Read the Test Administrator Script verbatim
- Ensure allowable designated supports are provided to students who meet eligibility criteria
- Employ active test monitoring and do not leave students unattended
- Contact NWEA MAP Growth Partner Support or the Test Coordinator for assistance
- **Do not terminate any tests; retesting is not allowed**

## Reminders for Administering NWEA MAP Growth

### Rapid Guessing Threshold:

If a student has surpassed the rapid guessing threshold, a metric determined by a study completed by

NWEA, students and proctors are notified. Before continuing the test, the proctor must note the pin that appears on the proctor screen and enter this pin on the computer of the student who rapid guessed. At this point, the proctor should assess the matter to determine if the student should continue testing. If it is determined that the student needs a moment of redirection, the proctor can pause the assessment for up to 15 minutes or suspend the student's test and the student can resume testing later within the screening window.

Resources that may be helpful during testing:

- Commonly used [Proctor Actions](#) (Pause-Resume, Suspend-Test Again)
- [Troubleshooting Tips](#) (See pages 2 to 5)
- NWEA MAP GROWTH FAQ Padlet: Should you have additional questions, please submit them in this [NWEA MAP Growth FAQ Padlet](#). Click the + in the bottom right corner to add a new question.

You may contact NWEA MAP Growth Partner Support at 1-877-469-3287 for support with the testing platform or proctor actions. The test Coordinator will be the point of contact for the campus and if further assistance is needed, then the TC will contact Lauren Brzeski ([lbrzeski@dallasisd.org](mailto:lbrzeski@dallasisd.org)) with the MTSS Department. The Districtwide Testing Coordinator assigned to your campus is also available.

## After Testing



- Update the seating charts based on attendance
- Collect any materials students used during testing
- Ensure that you have submitted testing irregularity documentation prior to leaving for the day, if applicable
- Note any students who were absent or who did not complete the test
- Use [this resource](#) to identify students who have not tested or those who have suspended tests
- The teacher of record can access varied [NWEA MAP Growth reports](#) to identify student's instructional strengths and weaknesses

# NWEA MAP Growth Test Administrator Script

This resource can be found at <https://teach.nwea.org/impl/ProctorTestingTips.pdf>

map GROWTH

## TESTING TIPS FOR MAP GROWTH

### Student Directions Script

**For all students, say:**

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

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

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

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

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

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

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

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

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

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## Student Sign-In Tips

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For standard sign-in instructions, see the [Proctor Quick Start](#).

### Student missing from Sign In

—or—

### Student can't re-join

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

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

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

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

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

### If screen resolution is incorrect

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

### If "Students are Ineligible to Test" appears

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

### If "Action Needed to Continue" appears


The options you have include:

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

## Test Question Issues

### Testing is slow

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

 **Reset** Dan (Gr 3) 5

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

### Question appears blank (white screen)

–or–

“Please raise your hand” appears

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

### Need to skip a broken question

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

### Report a broken question to NWEA

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

## Test Engagement and Rapid Guessing

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

### Proctor role in test engagement

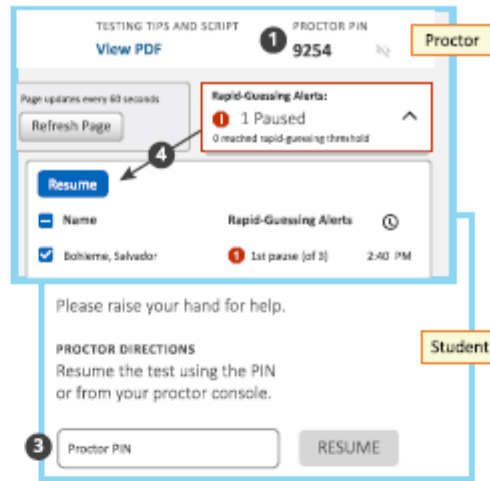
By helping students stay engaged in their test, you help ensure the assessment will better represent the students’ abilities and needs. Before testing, clarify with students the purpose of MAP Growth and the importance of taking time on every test question. During testing, check the rapid-guessing alerts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

A *rapid guess* means the student answered well below the average response time measured by NWEA for each test question. The response is so fast that the student could not have viewed the question completely.

**First pause—  
what to do**

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

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

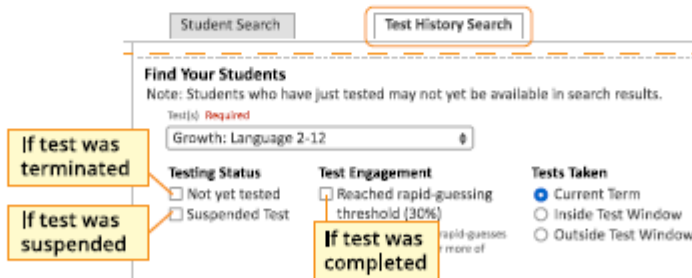


**Repeated alerts—  
what to do**

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

- As soon as possible, decide whether to continue the student's test another day, when the student is able to reengage. If so, then **Suspend** the test.
- Before ending the testing session, click **Download Session Progress** to keep track of the student's rapid guesses:
 

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



- If a student reached the rapid-guessing threshold and if your leaders agreed to retest, then choose **Start Test Over** at the confirmation prompt. Otherwise, choose **Resume**.  
**Note:** Do not expect to see last question number or rapid-guessing count listed with the student.

## Continuing Suspended Tests

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

### Continue same day, same session

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

### Continue another day, same session

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

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

### Continue another day, new make-up session

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

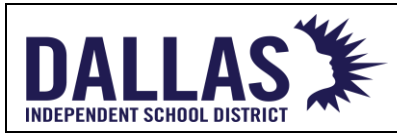
1. Under **Manage Test Sessions**, click **Find Students to Test**.
2. Open the **Test History Search** tab.
3. Select School, Test, and other search filters.
4. Click **Search** and then, from the pop-up list, click **Add Students**.  
To help find students, you can sort by the **Test Event Start Date** column.
5. **Important:** Select students and click **Assign Test** and, if needed, **Assign Accommodations**.
6. Click **Test Now**.

**Note:** The Status will change to **Awaiting Student** for everyone, meaning they can now sign into the session. The question numbers will also be blank.

7. While confirming students, choose **Resume Test** when prompted.

**NWEA Support:** 877-469-3287 or [community.nwea.org](https://community.nwea.org) > Support

# Resources



## OATH OF TEST SECURITY AND CONFIDENTIALITY

For Test Administrator, Relief Personnel, Monitors

I do hereby certify, warrant, and affirm that I have read the applicable test administrator manual and information on test security (see clarifications below) governing the administration of the Assessment Department Testing Programs (e.g., *IPT/LAS LINKS*, *ACT*, *PSAT*, *SAT*, *AP*, *CEFA/CBE*), have received the link to the 2020-2021 DISD Test Security Manual, have been trained, understand my obligations concerning the security and confidential integrity of these tests, and that I am aware that failure to abide by this oath or affirmation will make me subject to the maximum penalty that can be imposed by the Superintendent of Schools.

Assessment: \_\_\_\_\_

IN WITNESS WHEREOF I affix my hand on this the \_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_.

\_\_\_\_\_  
Signature of Test Administrator

\_\_\_\_\_  
Printed Name of Test Administrator

\_\_\_\_\_  
School

\_\_\_\_\_  
TEA Number

**This form must be signed and submitted before participating in any test administration.**

The following clarifications are from the DISD Test Security Manual governing all secure testing programs:

- a. Keep all secure test materials in locked storage when not in use.
- b. Do not duplicate, photograph, or retain test questions, secure test administration manuals, or scorable answer documents nor discuss test questions or answers.
- c. Do not take test booklets, secure test manuals, or scorable answer documents from the school building unless they are being returned to Assessment Department.
- d. No person may change any student response nor prompt, provide assistance, or instruct students in selecting the correct response during testing.
- e. Ensure that any review material is appropriate for use and does not contain material from non-released secure tests.
- f. All tests must be administered according to the instructions contained in the test administration manual.
- g. Failure to report a testing irregularity or a test security violation is an irregularity.
- h. Test administrators authorized to view secure assessments must comply with the state confidentiality requirements of not divulging any of the contents of the test and not copying any part of the test.

**2020-2021 DISD Test Security Manual Link:**

<https://tinyurl.com/y6gkjrvp>

**Failure to comply with this oath could result in discipline to include termination.**

**This oath must be kept on file at the campus for 5 years.**

## 2020-2021 NWEA MAP Growth Procedures for ELs

### **NWEA Measure of Academic Process Growth (NWEA MAP Growth) Language of Assessment Guidance**

*NWEA MAP Growth measures what students know and informs what they're ready to learn next. The student should be assessed with the most appropriate language to demonstrate content understanding which may not always align with the current language of instruction.*

#### NWEA MAP Growth Reading

In grades 2-8, the NWEA MAP Growth Reading assessment is available in both Spanish and English. The teacher of record in collaboration with the campus LPAC will determine the most appropriate language of assessment for each individual student based on classroom observations and student data.

#### NWEA MAP Growth Math

In grades 2-9, the NWEA MAP Growth Math assessment is available in both Spanish and English. The teacher of record in collaboration with the campus LPAC will determine the most appropriate language of assessment for each individual student based on classroom observations and student data.

#### Opt-In Students (Non-English Learners)

For students who are opting-in to the Dual Language program, the teacher of record in collaboration with the campus LPAC will determine the most appropriate language of assessment based on classroom observations and student data.

#### English Learners Who Receive Special Education Services

For dually-identified English learners who receive special education services, the ARDC/LPAC must collaborate to determine the best language of assessment and designated supports for students.

#### Testing in Both Languages

Although not required, campuses may choose to assess individual students in both English and Spanish for the Reading and/or Math NWEA MAP Growth assessment.

#### Allowable Accessibility and Accommodations Features:

LPAC and the teacher of record should determine allowable accessibility and accommodation features based on routine use of supports in the classroom. Please see the [Accessibility and Accommodations FAQ](#) for accessibility and accommodations features guidance.

#### Allowable Exemption for Newly Arrived English Learners

LPAC may exempt newcomer students who have been enrolled in U.S. schools for less than 6 weeks.

## Other Available Resources

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The DISD NWEA MAP Growth Administration Essentials document will contain the most up to date information regarding NWEA MAP Growth administration. Please click [here](#) to view the document.

[DISD NWEA MAP Growth Video](#)

[NWEA MAP Growth Help Center](#) (videos and print materials)

NWEA MAP Growth Partner Support: 1-877-469-3287

- Campus staff can contact NWEA MAP Growth Partner Support for questions concerning the platform or proctor actions
- The Test Coordinator can contact [Lauren Brzeski](#) in the MTSS Department for other questions that cannot be resolved by calling NWEA MAP Growth Partner Support

## NWEA MAP Growth Support Contacts

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<b>Evaluation &amp; Assessment Department</b>	
<b>Cecilia Oakeley, Assistant Superintendent</b> <a href="mailto:oakeley@dallasisd.org">oakeley@dallasisd.org</a>	<b>972-925-6407</b>
<b>Aaron Ware, Executive Director</b> <a href="mailto:aware@dallasisd.org">aware@dallasisd.org</a>	<b>972-925-6402</b>
<b>Karen Byers, Director</b> <a href="mailto:kbyers@dallasisd.org">kbyers@dallasisd.org</a>	<b>972-925-6434</b>
<b>Charlenta Govan, Manager</b> <a href="mailto:chgovan@dallasisd.org">chgovan@dallasisd.org</a>	<b>972-925-6492</b>
<b>LaKedra Cardell, Districtwide Testing Coordinator</b> <a href="mailto:lcardell@dallasisd.org">lcardell@dallasisd.org</a>	<b>972-925-6416</b>
<b>Emily Gaines, Districtwide Testing Coordinator</b> <a href="mailto:emgaines@dallasisd.org">emgaines@dallasisd.org</a>	<b>972-925-6767</b>
<b>Felicia Gibbons, Districtwide Testing Coordinator</b> <a href="mailto:fgibbons@dallasisd.org">fgibbons@dallasisd.org</a>	<b>972-925-6406</b>
<b>Kiesha Pearson, Districtwide Testing Coordinator</b> <a href="mailto:kipearson@dallasisd.org">kipearson@dallasisd.org</a>	<b>972-925-6485</b>
<b>Lauren Shofner, Districtwide Testing Coordinator</b> <a href="mailto:lshofner@dallasisd.org">lshofner@dallasisd.org</a>	<b>972-925-6483</b>
<b>Angela Warner, Districtwide Testing Coordinator</b> <a href="mailto:awarner@dallasisd.org">awarner@dallasisd.org</a>	<b>972-925-6412</b>
<b>Multi-Tiered Systems of Support Department</b>	
<b>Lauren Brzeski, Coordinator</b> <a href="mailto:lbrzeski@dallasisd.org">lbrzeski@dallasisd.org</a>	<b>972-925-8818</b>

