

MAP/MPG Assessment Policy – RAK AAG

I. Introduction/Rationale

The state of accountability in K–12 education has shifted, moving from a focus on school-level accountability to an increased emphasis on accountability for teachers and students.

At RAK AAG we are now using results from the NWEA Measures of Academic Progress (MAP) and MAP for Primary Grades (MPG) interim assessments to monitor students' progress in English, Maths and Science and as an indicator of student readiness for certain programs or interventions (such as special education or gifted and talented programs). These tests are mandatory for students in American Curriculum Schools as directed by the Ministry of Education.

Our school makes every effort to maintain testing integrity, thus this policy is created to provide guidance about how best to protect the integrity of the testing process, prevent irregularities from occurring and maintain the reliability and validity of student assessment results.

II. Requirements from the MoE

1. Required Testing Frequency and Subjects

At RAKAAG, students take MAP (mathematics, reading, language usage) and MAP for Science (3) times per academic year. All students in Grades 3 – 11 are tested.

2. MoE Required Test Season Window Dates

Testing must be declared complete and school-level reports must be ordered by season end dates, below, with schools allowing for at least 8 weeks of teaching in between test administrations:

- **Fall testing** must take place between **August 15 and November 29**
- **Winter testing** must take place between **December 2 and February 28**
- **Spring testing** must take place between **March 3 and June 15**
- Students tested in the fall must be tested again in winter and spring
- Schools needing to extend their test windows must request an extension directly to the MoE for approval.

3. MoE National Agenda Parameter: Emirati Student Data Requirement

- Schools are required to share or release all MAP testing data to the MoE.
- Emirati and SEN students' data must be disaggregated using the Programs template as a supplement to the Class Roster File each test season.

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- The Ministry requires that schools customize the Programs File so that an ‘Emirati’ student designation appears

Guidelines for Administering NWEA MAP/MPG Assessments at RAK AAG

1. Test Duration and Process

- The number of minutes it takes for a student to complete a test can be an indicator of whether a student gave appropriate effort during the testing process.
- The proctor and teacher should be monitoring testing closely and intervening when they see students progressing too rapidly through a test. (less than 10 minutes).
- Tests completed in less than 10 minutes are unlikely to return an accurate estimate of student performance.
- Typical test durations vary based on the grade and season. In the Fall, early Elementary students generally average near 30 minutes, whereas Middle into High school students average a bit over 50 minutes. In the Spring, the average times are a few minutes longer. As a rule of thumb, no more than a few percent of students typically have durations longer than double the averages above.
- Coach students to give their best effort but move on if they don’t know the answer to the presented item.
- To protect the integrity of the testing process and the accuracy of student testing data, Elementary MAP tests should be conducted in 40 - 50 minutes and Middle /High School tests in 50 -70 minutes.
- There should be enough flexibility to allow for implementation of accommodations or modifications as directed by a student’s Individualized Education Plan for SEN/ESL students.
- It is important that there is a periodic monitoring of the testing conditions and duration of data and to have conversations with appropriate school and district personnel if problems or issues are identified.

2. Proctoring

As the stakes around testing have increased, incidents of systematic cheating on assessments have been discovered and have received extensive coverage by the media. Because of this, it is important to

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implement testing policies and procedures that not only prevent cheating, but more importantly, protect teachers and students from unwarranted challenges about their results. The primary responsibility for good testing conditions lies with the proctor and the teacher. Part of that responsibility includes motivating students to do their best, providing testing conditions that are conducive to good performance, and actively monitoring testing to prevent problems.

- Proctors are expected to participate regularly in proctor training to ensure that at every term, proctoring practices that help maintain the integrity of the testing process are implemented.
- Two Proctors – Proctor1-(Subject Teacher) and an additional proctor (Proctor -2/ICT Teacher) monitor student testing.
- Proctor 1- (Subject Teacher) should serve as the primary proctor during the testing of her students as she is the most aware of the learning needs of her students and is likely able to keep her students focused on the testing process better than different teachers, aides, or other instructional personnel.
- Proctor 2- (ICT Teacher) should be someone who does not have direct investment in the performance of those students being tested.
- Proctor 2- (ICT Teacher) protects the integrity of testing results and protects teachers from false accusations of cheating.
- Proctor 2- (ICT Teacher) is responsible for assigning the MAP/MPG Test and controlling situations which entitles for re-test and test termination.

3. Early Termination of Test Events and/or Retesting

3.1 Preventing invalid tests is preferable to retesting students after a bad testing experience.

Below are several situations when it may be appropriate to terminate a student's test session early and have that student retest, or to suggest the retesting of a student after a testing session is complete.

- ❖ a student becomes ill during the test;
- ❖ a student refuses to take or complete the test;
- ❖ a student is rushing to complete the test items;
- ❖ a student is observed responding without actually reading those items;

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- ❖ a student shows a “substantial” decline in score, as defined by the school or district, between the current and previous testing period.

At RAKAAG, the Administration and the Assessment Team agreed that a “substantial” decline in RIT Score between two test events indicates a decline of greater than 10 RIT points from a prior test event which may signify that a student takes low effort on the current test or some other factors that caused the student to perform more poorly than would be expected.

The retesting shall be applied every term if there is a substantial decline in the RIT score of the students. For example, a student whose RIT score dropped by more than 10 RIT points from the prior Spring Term to the fall should be retested, just as a student whose RIT score dropped by more than 10 RIT points from Fall to Spring in the same school year would be retested.

3.2 Required written Rationale for early test termination and/or retesting of students

In general, if a student needs to be retested, or if a test event was terminated, the rationale for why this occurred should be documented—in writing—at the time it occurs by the ICT person – (Room proctor-2.)

Documentation should be collected by the school Principal, Administrators, and the Assessment Coordinator of a school at the end of each testing session. This provides school leaders with the ability to track which students were retested and for what reasons.

Documenting instances of early termination and retesting can be useful for two primary reasons:

- Because the reason for the termination/retest was documented, this process will protect the teacher from accusations of test manipulation if a student’s test performance is questioned.
- It will better assure the integrity of the testing process because there is clear transparency and accountability surrounding all retesting decisions.

Additional Considerations

1. If aggregated student test results (especially student growth) are used for high-stakes purposes, schools should ensure that all students are tested at all terms.
2. Students should be tested at a similar point in each testing term to ensure accurate growth comparisons.
3. Students should test at a time of day that allows them to perform at a high level.

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MOE National Agenda Parameter Assessment Policy Requirements

- Principals and School Leadership Teams are responsible for ensuring testing standards and best practices to ensure test security. Schools are required to establish a written policy on MAP testing to delineate:

1. Retesting (only in rare circumstances)

- Provide school staff with guidelines on retesting that applies to every test term
- Define what a “substantial” decline in RIT score between two test events entails.
- **NOTE:**
Students with a decline of 10 or fewer RIT points should not be retested.
If asked, provide School Evaluator Teams with written rationale for why a test was terminated or why a student was retested.

Educators should complete 2-3 hours of role-based coursework prior to MoE Evaluations. The following courses are recommended

- MAP Basics (30 Minutes)
- What Every Teacher Needs to Know about MAP Growth (30 Minutes)
- Reports Basics for the Teacher (40 minutes)
- Key Reports for Teachers/Key Reports for Administrator

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2. Accommodations

As with retesting, NWEA's best practice recommendation to school administrators is to develop a test accommodation policy for their school. Included in this policy should be a requirement for **documenting any accommodation assigned to a student, along with, the rationale as to why the accommodation meets the individual student's needs**. Creating written policies and procedures for assigning accommodations could be extremely helpful when analyzing data, especially if there is a drop in scores when accommodations are removed.

- Accommodations must be assigned or used on a case-by-case basis, accounted for in writing for each student provided with test accommodations, detailing why the accommodation was provided.
- Students with IEPs and/or SEN students can be assigned accommodations, depending on their needs as stipulated by the IEP.
- Students who are participating in a dedicated English Language Learner or EAL program can be assigned accommodations as per ELL Specialist teacher recommendation.

Achievement and Progress Measures

NWEA will provide Achievement and Progress Data Tables after Winter and Spring testing to schools that complete testing by the season end dates (above).

- **Schools testing beyond February 28 (winter) or June 15 (spring) deadlines will need to manually generate their own Achievement and Progress data. NWEA will provide a guidance document on how to do so.**

MAP System Guidelines and Recommended Resources

- All core MAP subject area teachers should have their own MARC-MAP system login credentials.
- Instructions on how to automate the staff login creation process can be found in MARC (**M**AP **A**dministration and **R**eporting **C**enter).
- MAP system login credentials allow access to the free, online professional learning repository, NWEA Professional Learning Online.

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