

Niagara Falls City School District **2025-2026 Assessment Handbook**



**Niagara Falls
City School
District**

**Learning For All...
Whatever It Takes**

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WHY TEST?

Tests are used to determine whether students have learned what they were expected to learn, or the degree to which students have learned the material taught. They may be used to measure learning progress and achievement and to evaluate the effectiveness of educational programs and instruction.

According to the Center for Assessment and Evaluation of Student Learning, testing serves many important purposes. Tests are used to:

- Diagnose individual students' strengths and weaknesses.
- Focus learning and instruction to state standards and key concepts.
- Motivate improved student, school, district, and state performance.
- Make school and college entrance decisions.
- Report how well schools are performing and improving to the public.
- Evaluate school program quality and recommend improvements.
- Assign grades.
- Determine the teacher's own instructional effectiveness.
- Provide information to inform instructional and curricular decisions.
- Help teachers clarify their instructional intentions.

Assessments can serve different purposes. The data goes beyond any numerical grade. The results can indicate grouping for students, needs for differentiated instruction, and gifted students. It is important to recognize informal assessments as valuable measures of data collection. Utilize your instructional coaches, Reading Recovery teachers, PEP leads, and grade level teams for additional support when grouping students based on data from assessments. Whenever you have questions about various assessments or protocols your principal and instructional coach are great resources.

On the next few pages, you will find a brief description of assessments used in the Niagara Falls City School District. During this academic year, the assessments include: paper-based assessments, New York State (NYS) Computer-Based Tests (CBT), Pre-K screener, a Social-Emotional Learning screener and others. ***Please note some assessments are given either once, twice, or three times during the academic year. The exact number of times have been provided.**

TYPES AND PURPOSE OF ASSESSMENTS

*****The Assessment Calendar lists important information on assessments used in the district. Please refer to the calendar to keep track of important testing windows.**

Elementary and Prep Assessments

1. **ASQ Screening** – This **Pre-K** digital survey is completed by parents during the first week of school. The answers provide Pre-K teachers with necessary information on the developmental strengths and needs of students.
2. **AIMSweb Plus Benchmark Assessment** – This **K-8** computer-based assessment is a universal screener used for progress monitoring. The initial screening is administered by PEP instructors. The data provides growth indicators in ELA core skills. ****Please note this is given 3 times a year to all students, including students with disabilities, and is administered by PEP. Special education teachers will progress monitor and provide instruction for the remainder of the school year.**
3. **NWEA Measures of Academic Progress (MAP) Reading Assessment** – This computer-based adaptive assessment compares grade level students across the United States. The information analyzes subcategories in Reading concepts while identifying students' instructional levels. *Also used at the high school level.* **NWEA for Language Arts is administered 3 times per year: Fall / Winter / Spring.**
4. **i-Ready Diagnostic** – This adaptive assessment adjusts questions for each student as she/he answers the questions correctly or incorrectly and identifies the strengths and opportunities for growth of each student. The data will help teacher(s) determine student's needs, personalize learning, and monitor progress throughout the year. **The i-Ready Diagnostic is administered 3 times per year: Fall / Winter / Spring.**
5. **Math in Action** – An evaluation tool to assess problem solving skills and student growth. One summative assessment per unit. The number of units varies by grade level. ****See Portfolio cover sheet for specific details.**
6. **K-1 Baseline Writing Assessment:** **This paper-based assessment is administered in September as a baseline and again in June to measure individual student's writing growth during the school year.**
7. **Foundations Unit Assessment** -These are paper-based summative assessments that **are given to K-3 students at the end of each Unit.** They measure phonemic awareness, decoding, writing skills, and the progression toward encoding. It is recommended that teachers record student scores in the **Fun Hub Test Tracker.** The Test Tracker is a

simple digital format that allows teachers to grade, record, track & analyze students' progress by class or individual student in each unit which can inform daily/small group lessons. The Test Tracker is located on the Wilson Academy / Fun Hub website.

8. **Primary Sister Schools Only:** Grade 2 Written Response to Literature: This paper-based writing response is administered three times a year (September, January, and June). Students will listen to a story from the Interactive Read Aloud (IRA) from Fountas and Pinnell. Afterwards, students will reread the text and respond to specific questions or prompts citing text evidence in their writing. *****These writing pieces will be included in the ELA portfolio for gr 2.**
9. **Grades 2-6 ELA Trimester Assessments** – This computer-based assessment analyzes student performance on specific grade level standards. These assessments are formative and the resulting data should be utilized to inform instruction, either whole-group or differentiated. They should not be numerically graded. ****Please note there are 3 ELA trimester assessments.**
10. **Grades 3-8 Science Benchmark Assessments** – These computer-based measures are completed using Inner Orbit and assess grade level Science standards. Inner Orbit is a science assessment platform that allows users to create assessments aligned with the NGSS for grades 3–8 The platform includes a database of thousands of phenomena-driven questions that can be used to create diagnostic, formative, and summative assessments. Assessments can include multiple choice, drawing, matching, fill-in-the-blank, and free response questions ****The number of assessments varies for each grade level. The assessments are 20% of students' grades. Grades 7 & 8 teachers, there is a separate spot in PowerSchool to add the benchmark assessment.**
11. **Grade 7 Social Studies Inquiry Assessment** – This C3teachers.org inquiry assessment on **the American Revolution** asks the compelling question “Was the American Revolution avoidable?” It prompts students to reflect on factors that contributed to the outbreak of hostilities between American colonists and Great Britain. This assessment may be completed at any time during the school year, but the **grade will be inputted in the 40-week marking period.** Weight of assessment is 20% of the 40-week grade.
12. **7ACC and Grade 8 (non- accelerated) Social Studies N.Y.S. Middle School Capstone Project** This capstone assessment can be completed at any time during the school year. The capstone project **counts as 20% of the 40-week grade.** A successful score provides a student with one point toward the Seal of Civic Readiness.
13. **KTEA** – A paper-based special education individualized measure of academic achievement. This assessment is administered by a special education teacher and/or school psychologist. ****Only completed for students with IEPs and those in need of re-evaluation. Please see your school psychologist for exam booklets and teacher manuals, if appropriate. Also used at the high school level.**
14. **BASC-3 BESS** – A quick and reliable online Social-Emotional Learning (SEL) survey to determine the behavioral and emotional strengths and needs of students. Grades **K-4** use

the teachers form. Students in **Grades 5-12** independently complete the survey. ****The survey may be completed in the middle of the school year for students in need of additional support for progress monitoring purposes.** *Also used at the high school level.*

15. **CogAT** – This computer-based multiple-choice assessment is designed to measure a student's academic aptitude and gifted abilities.
16. **Avant STAMP 4S** – This internationally recognized web-based assessment measures students' language proficiency across the four domains of reading, writing, listening, and speaking. This test for **Grade 8** students serves as a placement for high school Spanish by providing ACTFL proficiency levels. It is also used for Seal of Biliteracy and to determine student readiness for advanced Spanish courses.

Grades K-3 ELA 2025-2026 Assessments Aligned to Pillars

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
Oral Language	Informal	Informal	Informal	Informal
Phonological Awareness	Wonders Phonological Awareness Subtests (given as indicated on Assessment Decision Tree) Aimsweb (Trimester)	Wonders Phonological Awareness Subtests (given as indicated on Assessment Decision Tree) Aimsweb (Trimester)	Wonders Phonological Awareness Subtests (given as indicated on Assessment Decision Tree) Aimsweb (Trimester)	Wonders Phonological Awareness Subtests (given as indicated on Assessment Decision Tree) Aimsweb (Trimester)
Phonics	Wonders Phonics and Decoding Diagnostic Foundations Unit Tests	Wonders Phonics and Decoding Diagnostic Foundations Unit Tests	Wonders Phonics and Decoding Diagnostic Foundations Unit Tests	Wonders Phonics and Decoding Diagnostic Foundations Units Tests
Fluency	Aimsweb (Trimester) Foundations	Aimsweb (Trimester) Wonders Oral Fluency Assessment (Winter) Foundations	Wonders Oral Fluency Assessment Aimsweb (Trimester) Foundations	Wonders Oral Fluency Assessment Aimsweb (Trimester) Foundations
Vocabulary	NWEA (Trimester) Aimsweb (Trimester) Wonders	NWEA (Trimester) Aimsweb (Trimester) Wonders	NWEA (Trimester) Aimsweb (Trimester) Wonders	NWEA (Trimester) Aimsweb (Trimester) Wonders
Comprehension	NWEA (Trimester) Aimsweb (Trimester) Wonders	NWEA (Trimester) Aimsweb (Trimester) Wonders	NWEA (Trimester) Aimsweb (Trimester) Wonders	NWEA (Trimester) Aimsweb (Trimester) Wonders

Grades 4-6 ELA Assessments 2025-2026

	Grade 4	Grade 5	Grade 6
Wonders – Respond to Reading Written Response to Text Based Discussion Prompts and Questions	Unit 1, Unit 3, and Unit 5	Unit 1, Unit 3, and Unit 5	Study Sync
AimsWeb Plus	10,20,40 Weeks	10,20,40 Weeks	10, 20, 40 Weeks
I-ready Reading Diagnostic **use data from diagnostic to create groups	Fall, Winter, Spring	Fall, Winter, Spring	Fall, Winter, Spring
Genre Writing Pieces In All Units All Programs <i>*Only the listed Genres are only placed in the portfolios.</i>	*Argumentative Writing Unit 1 Weeks 1-6 TE pgs. T215-253 RWC pgs.86-109 Or Unit 3 Weeks 1-6 TE pgs. T227-265 RWC pgs.86-109 *Expository Writing Unit 2 Weeks 1-6 TE pgs. T227-265 RWC pgs.200-223 Or Unit 4 Weeks 1-6 TE pgs. T225-263 RWC pgs.201-223	*Argumentative Writing Unit 1 Weeks 1-6 TE pgs. T227-265 RWC pgs.86-109 Or Unit 3 Weeks 1-6 TE pgs. T221-259 RWC pgs.86-109 *Expository Writing Unit 2 Weeks 1-6 TE pgs. T227-265 RWC pgs.86-109 Or Unit 4 Weeks 1-6 TE pgs. T223-261 RWC pgs.200-223	See Study Sync Curriculum
Trimester Assessments Given on eDoctrina – Please see Assessment Calendar for Dates	Fall, Winter, Spring	Fall, Winter, Spring	Fall, Winter, Spring

Kindergarten Elementary Math Assessment Matrix 2025-2026

ASSESSMENT	ADMINISTERED	PURPOSE/NOTES
iReady Diagnostic <ul style="list-style-type: none"> Required 	October, January and June *A testing window will be set for this assessment	Individual Student Growth Measure
Activity-Based Assessment Recording Sheets <ul style="list-style-type: none"> Optional 	On-going as needed (at teacher's discretion)	To drive instructional decisions and Report Card grading
Unit Assessments <ul style="list-style-type: none"> Required 	At the completion of each unit, the assessment can be administered one-on-one or in a small group setting as a paper/pencil task	To drive instructional decisions and Report Card grading
Number Writing 0 - 20 <ul style="list-style-type: none"> Required 	Number Writing is given 3 times a year, unless a student achieves mastery in Trimester 1 or 2.	To drive instructional decisions and report card grading. Only the last number writing attempt is included in the portfolio.

First Grade Elementary Math Assessment Matrix 2025-2026

ASSESSMENT	ADMINISTERED	PURPOSE/NOTES
iReady Diagnostic	October, January and June *A testing window will be set for this assessment	Individual Student Growth Measure
Activity-Based Assessment Recording Sheets <i>*Optional</i>	On-going as needed (at teacher's discretion)	To drive instructional decisions and Report Card grading
Unit Assessments <i>*Required</i>	At the completion of each unit, the assessment can be administered one-on-one or in a small group setting as a paper/pencil task	To drive instructional decisions and Report Card grading

Grade 2 Elementary Math Assessment Grid 2025 - 2026

ASSESSMENT	ADMINISTERED	PURPOSE/NOTES
i-Ready Diagnostic <ul style="list-style-type: none"> required 	September, January, June A testing window will be set for this assessment	Individual Student Growth Measure
Math In Action <ul style="list-style-type: none"> at teacher discretion 	One summative assessment per trimester. Refer to your portfolio cover sheet for specific details.	Evaluation tool to assess problem solving skills and student growth.
Lesson Quizzes/Digital Comprehension Checks <ul style="list-style-type: none"> at teacher discretion 	On-going	To drive instructional decisions and report card grading
Mid Unit Assessment <ul style="list-style-type: none"> at teacher discretion 	After specific lessons in unit overview	To drive instructional decisions and report card grading
Unit Assessment <ul style="list-style-type: none"> required 	At completion of each unit Units 2 and 4 will be on eDoctrina Any other end of unit assessments are given paper and pencil.	To drive instructional decisions and report card grading

Grade 3 Elementary Math Assessment Grid 2025 – 2026

ASSESSMENT	ADMINISTERED	PURPOSE/NOTES
i-Ready Diagnostic	September, January, June A testing window will be set for this assessment	Individual Student Growth Measure
Lesson Quizzes/Digital Comprehension Checks <ul style="list-style-type: none"> at teacher discretion 	On-going	To drive instructional decisions and report card grading
Mid Unit Assessment <ul style="list-style-type: none"> at teacher discretion 	After specific lessons in unit overview	To drive instructional decisions and report card grading
Unit Assessment <ul style="list-style-type: none"> required 	At completion of each unit to be given on eDoctrina	To drive instructional decisions and report card grading
NEW YORK STATE ASSESSMENT	CBT Window (April 6th – May 15th)	To evaluate growth in Math

Grade 4 Elementary Math Assessment Grid 2025 – 2026

ASSESSMENT	ADMINISTERED	PURPOSE/NOTES
i-Ready Diagnostic required	September, January, June A testing window will be set for this assessment	Individual Student Growth Measure
Unit Assessment required	At completion of each unit to be given on eDoctrina	To drive instructional decisions and report card grading
Lesson Quizzes/Digital Comprehension Checks at teacher discretion	On-going	To drive instructional decisions and report card grading
Mid Unit Assessment at teacher discretion	After specific lessons in unit overview	To drive instructional decisions and report card grading
NEW YORK STATE ASSESSMENT	CBT Window (April 6 th – May 15 th)	To evaluate growth in Math

Grade 5 Elementary Math Assessment Grid 2025 – 2026

ASSESSMENT	ADMINISTERED	PURPOSE/NOTES
i-Ready Diagnostic	September, January, June A testing window will be set for this assessment	Individual Student Growth Measure
Lesson Quizzes/Digital Comprehension Checks <ul style="list-style-type: none"> at teacher discretion 	On-going	To drive instructional decisions and report card grading
Mid Unit Assessment <ul style="list-style-type: none"> at teacher discretion 	After specific lessons in unit overview	To drive instructional decisions and report card grading
Unit Assessment <ul style="list-style-type: none"> required 	At completion of each unit to be given on eDoctrina	To drive instructional decisions and report card grading
NEW YORK STATE ASSESSMENT	CBT Window (April 6th – May 15th)	To evaluate growth in Math

Grade 6 Elementary Math Assessment Grid 2025-2026

ASSESSMENT	ADMINISTERED	PURPOSE/NOTES
i-Ready Diagnostic	September, January, June *A testing window will be set for this assessment	Individual Student Growth Measure
Math In Action *At Teacher Discretion	On-going	Evaluation tool to assess problem solving skills and student growth
Lesson Quizzes/ Digital Comprehension Checks *At Teacher Discretion	On-going	To drive instructional decisions and report card grading
Unit Assessment *Required	At completion of each unit to be given on eDoctrina	To drive instructional decisions and report card grading
NEW YORK STATE ASSESSMENT	CBT Window April 6 – May 15	To evaluate growth in Math

High School Assessments

1. **NWEA, KTEA, and BASC-3 BESS** – Please see descriptions in the previous section
2. **NY State Regents Exams** – These paper-based assessments align with NYS learning standards in specific content areas and provide schools with a basis for evaluating the effectiveness of instruction. Regents exams are a graduation requirement for all NY students seeking a Regents diploma. These exams are offered in **August, January, and June**. *Also offered to select students at the prep school level.*
3. **AP[®]** Tests are paper-based college-level exams on specific subjects and are administered in May upon the completion of an Advanced Placement course taken at a student's high school.
4. **Oral Proficiency Interview (OPI)** -This assessment measures how well a person speaks a language. It is administered by a certified ACTFL tester. The conversation is approximately 15-30 minutes. ****This test is given for those seeking the Seal of Biliteracy in low incidence languages. There is also an essay component which is web-based.**
5. **Avant STAMP 4S** – This internationally recognized web-based assessment measures students language proficiency across the four domains on reading, writing, listening, and speaking. ****This test determines eligibility for the Seal of Biliteracy and is aligned to the ACTFL proficiency levels.**
6. **The PSAT10** computer-based assessment ignites the path to college readiness by providing 10th graders the chance to opt in to the Student Search Service, access Roadtrip Nation's career roadmap, and identify potential AP course recommendations. The score report provides useful information on academic strengths and needs.
7. **The SAT** is an entrance exam used by many colleges and universities to make admissions decisions. The SAT is a computer-based test created and administered by the College Board. The purpose of the SAT is to measure a high school student's readiness for college and provide colleges with one common data point that can be used to compare all applicants.

NEW YORK STATE ASSESSMENTS AND COMPUTER-BASED TESTING (CBT)

New York State Assessments are generally mandatory for certain grade levels. They are used to assess students' performance on NYS standards. They are also used in calculating portions of the District's NYS Report Card and teachers' APPR.

- **NYS ELA and Math Computer Based Test (CBT)** – This computer-based assessment is given to **all** students in **Grades 3-8 (except for those who qualify for NYSAA, see below)**. (Exception is given to Grade 8 students taking the Algebra I Regents.)
- **NYS Science CBT** – This computer-based assessment is given **only** to students in **Grades 5 & 8**. (Exception is given to Grade 8 students taking the Living Environment Regents.)
- **ALL Special Education** students that fall below the 10th percentile on AIMSweb testing, and have **all** tests read including comprehension specified in their IEP, will use the text-to-speech option or have their test read by their special education teacher as per their IEP.
- **NYSAA (NYS Alternate Assessment)** – This computer-based adaptive assessment allows students with severe cognitive disabilities to demonstrate their performance on NYS learning standards for ELA, Math, and Science. Eligible special education students in grades 3-8 will take the NYSAA instead of the standard NYS ELA, Math, and Science assessments.

Historically Paper-Based NYS Assessments **(Subject to Change)**

- **NYSITELL** – This test is for students who have indicated there is a language other than English spoken in the home. An oral interview is conducted and, if warranted, the NYSITELL is given. This assessment is used to gauge the student's abilities in reading, writing, listening, and speaking in English at their grade level. ****Test must be administered within 10 days of enrollment.** ****NYS has temporarily provided flexibility to allow up to 30 days from initial enrollment to administer the assessment, if a district has a large influx of immigrants/refugees and applies for a waiver.*
- **NYSESLAT** – This paper-based assessment is annually administered to all English Language Learners (ELLs) to assess their English language proficiency. It is a NYS Comprehensive 4-day assessment which includes 4 parts - listening, reading, writing, and speaking. ****Please note there is no time limit for this assessment. Speaking is usually**

given separately, so students are pulled from class more than once. The results will determine the level of service ELLs will receive the following school year.

CBT Testing / Trouble Shooting

NYSAA is given using the KITE system. The Special Education Department and the Assessment Office are resources for trouble-shooting this system.

NYS ELA and Math are given using the Nextera System.

- Rosters are pre-loaded into the system. Instructional coaches and school testing coordinators work prior to testing to verify rosters, sort students into testing groups, and enter testing accommodations.
- New students may not get pre-loaded. If a student is missing from your roster, they may need to be added manually by the school's testing coordinator.
- Teachers/students participate in a practice test simulation. This follows the same processes and procedures as the actual testing.
- After the testing window closes, the data is transferred and electronically scored by Nextera.
- No other action is needed until the score reports are available.
- Questions about CBT testing should be directed to your school's instructional coach/school testing coordinator.
- **CBT practice test are available online here: <https://www.nysed.gov/state-assessment/question-sampler> -Please scroll to the bottom of the page to find the NYS Question Sampler.**

Administering the i-Ready Diagnostic Tests

Before the Test:

1. Schedule the testing sessions. Testing windows are included in the assessment calendar. i-Ready reading diagnostic will require two 40-50 minute sessions. Extended time should be schedule for those students who have accommodations indicating this on an IEP or 504 Plan.
2. Review the roster to ensure that all students are rostered and have access to the test.
3. Review with students why we are taking this assessment and the importance of doing their best.

During the Test:

1. Monitor the students as they are testing. Walking around to glance at student screens helps to minimize rapid guessing, spot open tables to other websites, and to ensure that students are not spending too much time on any one question.
2. Encourage students: to try their best if they are rushing, give students a break if they are getting frustrated, and to make their best guess if they are stuck on a particular question and not moving on to the next question.

After the Test:

1. Check the Diagnostics Status Report. This report will alert you to students who have rushed through the test (rush flags will appear next to the student's name), who have not completed the test and it has expired, and the overall placement level.
2. Discuss with your administrator or coach any suspected errors or anomalies.
3. Use the goal setting tools to help set goals and have data chats with students.

Additional i-Ready Testing Information

- **Additional Help:** Teachers and staff are not to help students with answering questions. The test is adaptive and therefore designed to have students answer approximately 50% of the answered questions correctly so that a student's instructional level can be accurately identified.
- **Testing Environment:** Students should be provided with a quiet testing environment free from distraction in the classroom. Teachers should remind students to take their time. The test is untimed and will identify those who automatically guess or answer questions at a rapid pace. *****It is suggested for those with easily distracted students to remove the student's computer once finished testing. No other computer-based programs should be utilized when testing is complete.**
- **Teachers are to maintain a quiet testing environment for those students who are still testing.**
- **Accommodations:** All accommodations must adhere to those in a student's IEP or 504 Plan, unless accommodations change the construct of the test. These accommodations may include: instructions read aloud, allowing for a break during the assessment, repeated directions, providing additional time to complete the test, using a separate location, administering the test in a small group or 1 to 1 setting, preferential seating to eliminate distractions, including seating away from distractors such as windows and doors.
- **On Time Communication:** Students can ask for help during the test if there is a need. This includes: screen is not allowing students to select a correct answer, students need help using the select and drag feature, and additional technological needs.

NWEA TESTING POLICY FOR 2025-26

- **Purpose of NWEA Testing:** The purpose of NWEA MAP (Measures of Academic Progress) Growth is to use data to inform teachers and parents of students' instructional needs, and to identify and close gaps in students' comprehension. Each student has a projected growth trajectory with individual goals based on areas of strengths and weaknesses.
- NWEA will not affect grades. The NWEA is administered **three times** during the year. The first assessment is administered in September or October. The second assessment is administered in **January**. The third assessment is administered in late May or June. **Exact dates are indicated on the assessment calendar.**
- **Determination of NWEA Testing Levels** – The NWEA is broken up into a K-2 test and a 2-5 test. The following criteria should be used to determine which of these tests to use with Grade 2 students.

All 2nd GRADE TEACHERS

- Should review their students' **1st Grade Spring NWEA Reading RIT Score**; this information will determine whether 2nd Grade students will take the MAP GROWTH K-2 or MAP GROWTH 2-5 assessment.
 - o A Reading Score of **170 and below** indicates the student should be tested using **MAP GROWTH K-2 for the ENTIRE YEAR.**

All 3rd Grade SPECIAL EDUCATION TEACHERS and ELL TEACHERS

- Should review their students' **Spring NWEA Reading RIT Score from the previous school year**
 - o If the **Spring NWEA ELA RIT is 170 or below**, the following test should be administered:
 - ✓ Grade 3: Administer the MAP GROWTH K-2 for the entire year

*****Please note: Text-to-Speech/read to is not an option for the MAP GROWTH Reading assessment at any level.**

PLEASE SEEK ASSISTANCE FROM AN INSTRUCTIONAL COACH OR ASSESSMENT OFFICE FOR CLARIFICATION, IF NEEDED.

- **Family Reports** will be available to parents after the testing window has closed. ****The NWEA is a nationwide assessment comparing the academic norms of students across the United States.** The MAP Growth indicates a student's individual growth throughout the school year. Those scoring high will typically have less growth in terms of a numerical score, as they are close to their end of year grade level score. In contrast, those with low scores may show significant growth during their first and last assessment.
- **Additional Help:** Teachers and staff are not to help students with answering questions. The test is adaptive and therefore designed to have students answer approximately 50% of the questions correctly so that a student's instructional level can be accurately identified.
- **Testing Environment:** Students should be provided with a quiet testing environment free from distraction in the classroom. Teachers should remind students to take their time. The test is untimed and will identify those who automatically guess or answer questions at a rapid pace. *****It is suggested for those with easily distracted students to remove the student's computer once finished testing. No other computer-based programs should be utilized when testing is complete.**
- **Teachers are to maintain a quiet testing environment for those students who are still testing.**
- **Accommodations:** All accommodations must adhere to those in a student's IEP or 504 plan, unless the accommodations change the constructs of the test. These accommodations may include: instructions read aloud, allowing for a break during the assessment, repeated directions, providing additional time to complete the test, using a separate location, administering the test in a small group or 1-1 setting, preferential seating to eliminate distractions, including seating away from distractors such as windows and doors.
- **On Time Communication:** Students can ask for help during the test if there is a need. This includes: screen is not allowing to students to select a correct answer, students need help using the select and drag feature, and additional technological needs.

Managing NWEA MAP Testing Sessions:

- Click on the manage testing sessions tab.
- Select *test my class* and choose either ELA or Math.
- Check to see the test is not in Spanish unless desired.
- The username and password should appear on your screen.
- Students will need to login into NWEA. Pop ups must be allowed.
- This can be changed in the setting features.
- Provide the username and password for students.
- Students will select their names. (Teachers can help students find their names if necessary.)
- Once a student has entered his/her name, the classroom teacher must select his/her name and select confirm and refresh.
- Students will see a blue rectangle on their computer, clicking on this will start their test.
- The test contains 40-45 questions. At the end of the test, students will see a dog on their screen. At the lower right hand of the screen, students can hit the blue box. This reveals the data based on the student's performance. This includes overall score and sub area scores. This information will be available within 24-48 hours in the NWEA Map Growth Teacher Login **View Reports** tab.
- Absent students will need to complete the test(s) before the testing window closes.
- Select the "Find Students to Test" tab. This can be done for one or more absent students.
- Type the first and last name of the student(s).
- Teachers will select their last name and class.
- Select either Reading or Math test.
- Select *test now*.
- A session username and password should appear.
- Student(s) will select his/her name.
- Once a student has entered his/her name, the classroom teacher must select his/her name and select confirm and refresh.
- Students will see a blue rectangle on their computer, clicking on this starts their test.

GENERAL TESTING PROCEDURES

Protocols for Proctors

- Teachers should not be expressing tone or emphasizing specific questions and/or answers that would prompt one to choose a specific answer.
- If students ask for help, be mindful not to provide answers or prompts to test questions.
- Encourage students to take their time and test at a reasonable pace.
- Remember: If you need help your instructional coach/school test coordinator is your first and best “go to” person.

Suggestions for a Quiet Testing Environment

- Before administering any assessment, review protocols regarding respect for other students and the importance of remaining quiet during the entire testing sessions.
- A visual of the expected and appropriate noise level helps maintain a quiet environment.
- CT/Self-Contained teachers may administer the test in a quiet and isolated space as stated on their students’ IEPs.
- As more students complete the test, it will be more difficult managing the noise level in the classroom. Make sure students have quiet activities, such as silent reading and additional work.
- ****The testing expectations should remain the same until all students in the room have completed the test.**

Testing Security Measures

- Cover or remove all posters, charts, or maps pertinent to the subject being tested and erase or cover all board work. This is especially important for NY State assessments, as a violation of this protocol could lead to scores being invalidated.
- ****Cell phones are not allowed, and other means of communication are strictly prohibited.**
- Students must not have access to questions or answers before the exam is administered.
- Proctors should not be on cell phones or reading the paper or books. Proctors should monitor the testing environment **and move around the room.**
- For paper-based assessments, store exams in a secure location.