



TALKING TO STUDENTS ABOUT MAP

Talking with students about the NWEA MAP test is one of the most important ways that teachers and leaders can help prepare and encourage students to do their best on the test. Language - what we say to students and how we say it- has a huge impact on their mindset and experience. Below are some suggestions for teachers and leaders about how to talk to their students about the NWEA MAP Test before, during and after testing.

Before testing

Discuss the importance of the MAP test	
Do:	Say:
Have a class conversation about why MAP is important. Have students who've taken it before share what they know. Make sure to explain that the test is taken 3 times a year to measure student growth.	<p>"This test is going to tell me what you learned _____ (last year, in the fall, this year, etc.) and what you are ready to learn!"</p> <p>"It's not for a grade but it's important to try your best and show everything you know so I can teach you in the best way possible this year."</p>
Have school leaders talk about why MAP is important at a school wide meeting or during school wide announcements.	<p>In the fall: "This test is a starting point for this year- it tells us what you've learned in the past and what you're ready to learn. So it is important that you show us what you know!"</p> <p>In winter/spring: "We are all constantly learning-this test will help your teachers see what you've learned so far this year and what you are ready to learn no matter what grade you are in- so take your time and do your best!"</p>
<p>Be encouraging, positive and energized!</p> <p>Tell students repeatedly that their teachers, leaders, and staff believe in them!</p>	<p>"You've worked so hard ____ (last year, in the fall, this year, etc.)! I know you can do your best on the MAP test!"</p> <p>"You've been working towards your MAP goal all _____ (last year, fall, this year, etc.)! Think about all the things you can do now that you couldn't before! You are going to show all of that on the MAP test!!"</p>

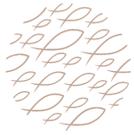


Before testing (continued)

How MAP works and test taking tips	
Do:	Say:
Show students the practice test and answer a few questions together while modeling test taking strategies (see the teacher checklist for examples!)	“Remember, this test is not timed, so you can take as much time as you need. Let’s try a few questions together! I always start by reading (or listening to) the directions and each answer choice.”
Talk about how MAP is an adaptive test. Ask students who’ve taken MAP before to share their experience with how the questions change and any tips they have!	<p>“Remember that if you get a hard question- that’s a good thing! The test only gives you hard questions when you are doing well and it needs to give you a challenge!”</p> <p>“Raise your hand if you’ve ever gotten stuck on a hard question. How did that feel? Frustrating? Remember that everyone gets a hard question on MAP because it’s trying to figure both what you know AND what you are ready to learn- so you will see something you haven’t learned yet! That’s okay! What can we do when we get to a hard question? (Ex: Take deep breaths, make your best guess, pat yourself on the back, etc.)”</p>

During Testing

Monitor and encourage students	
Do:	Say:
Walk around and check-in with students individually.	“How’s it going? Are you doing your best? Taking your time? Reading everything twice?”
Slow down or speed up students who need help with pacing.	“I noticed you went from question 1 to 10 really quickly. What do you think happens if you go too fast? Right, let’s slow down and think a little more. One way to do that is to read the question two times before picking the best answer.”
Suggest breaks for students who are fatiguing.	<p>“I noticed you’ve been on question 23 for 5 minutes. Is this a tough question? Remember some questions will probably be too hard for us. That’s okay. I think for this question it’s time to make your best guess and go on to the next one.”</p> <p>“You seem tired. Do you need a break? Why don’t you go get a</p>



	drink of water, stretch and come back. That will help you get reenergized.”
Give reminders about test taking strategies and the adaptive nature of the test.	<p>“Remember if the test is getting harder, that’s a good thing! It means you’re getting questions correct and the test is giving you a challenge!”</p> <p>“You can do this! One question at a time!”</p> <p>“Remember to read the entire passage before you pick your answer! You’ve read longer passages before- you’ve read whole books!”</p> <p>“Remember to use scrap paper for every question!”</p>

After Testing

Prompt reflection, connection and celebration	
Do:	Say:
<p>Talk to students informally* about their goals. This can include right after testing, when a leader sees students in the hallway, and throughout the week/month.</p> <p><i>*A best practice is to also have a conference with students after testing to talk about progress.</i></p>	<p>“You worked so hard on your test! Great job! How do you feel? Let’s see if you reached your goal.”</p> <p>“How was MAP testing today? Did you reach your goal?”</p>
<p>Connect MAP testing to future learning.</p>	<p>“Today we are going to start a new unit on fractions. Whenever we start a new unit that means we are getting ready to really grow and stretch our brains... which will measure when we take the MAP test again!”</p> <p>“Today we are going to focus on finding the main idea of the text. Who answered a main idea question when they took the MAP test last time? Today we will focus on one strategy to find the main idea of a text! You can use this to help you understand as a reader- which is so important whether you are reading an article in college, reading a contract for your job or reading on the MAP test!”</p>