



TEACHER “TO-DO LIST” FOR NWEA MAP TESTING

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- ❑ **Communicate test dates for reading and math by posting the dates for students to see and sharing the dates with families**
 - a. Refer to test dates daily – consider “countdown to test” on board or projected on start of class slide
 - b. Send home a letter to families with MAP testing information
- ❑ **Discuss the importance of the MAP test**
 - a. This is a benchmark so it is important that students show what they know!
 - b. Since there are likely new students, explain that the test is taken 3 times a year and why
 - c. Remind students that getting harder questions is a good thing – that means they are getting questions correct!
 - d. Review test taking strategies (see “day of testing” below for examples!)
- ❑ **Take a practice test to model test taking strategies to students**
- ❑ **The day before your test, remind students and families of how they should prepare for success**
 - a. Ex: “Get a good night of sleep, eat a healthy breakfast, think positive thoughts, etc.”
- ❑ **Practice logging in and creating a test session**
- ❑ **For Winter and Spring Testing:**
 - a. Communicate incentives/prizes/class competitions to students who meet or beat their RIT goal
 - b. Share student RIT goal sheet with students and discuss with students what their goal means

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- ❑ **Create a peaceful and purposeful environment the morning of testing**
 - a. Consider playing calming music
 - b. Give students time and space to prepare mentally for testing
 - c. Create space for prayer/reflection/meditation
 - d. Allow students to bring in a healthy snack and/or pass out “brain candy” (mints)
 - e. Continue with a normal morning routine and if giving morning work, make sure it is something easy for students to complete so as not to add stress before the test. Consider giving students morning work that asks them to reflect or mentally prepare for the test.
- ❑ **Post (whether on smartboard, chalkboard, or paper) and verbally communicate time-on-test expectations**
 - a. Ex 1: “Students who meet their goal typically take 50+ minutes on this test. I expect everyone in this room to take at least this long.”
 - b. Ex 2: “There are 40 questions on this reading test. If you are taking your time and trying your best it should take you at least 60 minutes.”
- ❑ **Review (again!) and post (whether on board or on paper) test taking tips and best practices**
 - a. General K-1 Test Taking Tips
 - (1) Review what the “Listen” button looks like and where it can be found
 - (2) Encourage students to use listen button as many times as necessary in order to comprehend question
 - (3) Eliminate options that you know are incorrect
 - b. Upper-grade Reading
 - (1) Re-read passages multiple times
 - (2) Read the question before longer passages to focus your reading
 - (3) Read/preview all answer choices
 - (4) Eliminate wrong answers when you can



c. Upper-grade Math

(1) Identify what the question is asking (looking for keywords to figure what operations should be done) and re-read question to be sure

(2) Use calculator tool whenever available (explain where to find calculator tool)

(3) Use scrap paper to work out problems and double-check answers

(4) Eliminate answers that you know are wrong

Set clear expectations for what students should do when they finish the test

a. After students complete the test, activities should be silent and engaging, but not distracting to students who are still testing or exciting enough to motivate students to finish the test sooner

b. Be sure to maintain ideal test conditions from the start to the last student has completed the test or you are suspending the test for the day

Record student scores and time spent taking the test.

Monitor progress toward any individual or classroom goals

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Consider having students record their own scores and reflect on performance when developmentally appropriate, and share their winter/spring goal with them

Identify those students who need to finish or makeup the assessment

Prepare for the next subject of testing!

For Winter/Spring:

a. Discuss with students how they performed in relation to their RIT goal

b. Celebrate student success and recognize students with incentives/prizes