

Fall 2019 MAP Growth

Student test engagement capability

Test preparation & policy guidance

When students are motivated to perform on tests, they tend to do better. If they disengage during a test by rapid-guessing excessively on questions, their performance can be misrepresented. That's why NWEA® is expanding the student test engagement capability in MAP® Growth™ in July 2019 for fall testing. Starting in July 2019:

- + When students rapid-guess, proctors will be notified and the test will auto-pause up to three times so the proctor can reengage the student and resume the test.
- + A new report will be available to help districts identify students who reached the rapid-guessing threshold (rapid-guessed excessively on 30 percent or more of the total questions).
- + Proctors will be able to easily generate a list of students who reached the rapid-guessing threshold and then create a test session from that list.

This document includes relevant guidance to help districts successfully use and benefit from this [expanded capability](#), including instructions for allowing or not allowing retesting of students who rapid-guess excessively and policy guidance designed to help your district foster student test engagement.

Assess retesting policies and “retesting rules” in MAP Growth

When a student disengages from the test by rapid-guessing excessively (i.e. on 30 percent or more of the total test questions), the test will continue and the student will receive a score. However, NWEA recommends that the student be retested.

Based on this, in July 2019, NWEA will add a criterion for rapid-guessing to the “district’s retesting rules (definition of tested)” in MAP Growth. With this in mind, it is important to consider the following, ahead of the fall testing window:

+ Assess your district’s retesting policy.

- If you wish to allow retesting of students who reached the thirty percent rapid-guessing threshold, does your district testing policy allow for this? If not, revise it before the fall testing window opens. It is also advisable to check whether your state has retesting policies that impact your district’s retesting policies.

+ Ensure your MAP Growth test restrictions reflect your district’s retesting policy.

- When your district has “test frequency” set to “once per term,” it is important to review “your district’s retesting rules (definition of tested)” to ensure that the rules are aligned with your retesting policy. Go to **Modify Preferences** → **Modify Tests** to view your rules.
- **To permit retesting** of students who rapid-guessed excessively (per NWEA’s recommendation):
 - *Keep the default setting* for the new rapid-guessing criterion. This setting will appear on July 19, 2019, when the expanded student test engagement capability is released.
 - The default setting will display: “Student has a test that did not reach the rapid-guessing threshold.”
- **To prevent retesting** of students who rapid-guessed excessively (against NWEA’s recommendation):
 - *Contact Partner Support on or after July 19, 2019, to “turn off” the default setting* for the new rapid-guessing criterion. Only the System Administrator or District Assessment Coordinator can make this request.
 - After NWEA turns off the default setting, it will display: “Student has a test that did or did not reach the rapid-guessing threshold.”

Please note that if you change “test frequency” from “once per term” to “unlimited” (a setting that can be adjusted at the test level), it will override your “district’s retesting rules (definition of tested),” and all students in the district will be able to retest, regardless of your rules.



Implement policies to foster student test engagement

NWEA also recommends that your district implement policies designed to encourage student test engagement and to mitigate rapid guessing if it begins. The idea is to prevent students from reaching the excessive rapid-guessing threshold (thus reducing the need for optional retesting).

Policies should establish an expectation that educators emphasize the importance of every assessment and encourage all students to do their best every time. They should stipulate that in monitoring assessments, educators and proctors should intervene when they see evidence that:

- + A student may be ill or distraught 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 reading the items.

In these circumstances, educators should first intervene with the student to identify the reason he or she is not engaged with the assessment and, assuming the student is able to give his or her best effort, encourage the student to try his or her best. If the student is still not trying on the assessment after the educator's efforts at encouragement, the test should be suspended and resumed when the student's issues are resolved. The student should resume testing again at a time when he or she is better able to demonstrate his or her learning.

A student response is flagged as a disengaged response when the student answers an item in less than 10 percent of the average time it takes other similar students to respond to the item. Starting in Fall 2019, most MAP Growth tests will automatically pause when a student rapidly guesses on multiple questions (those guesses do not need to be consecutive), and then again after an additional number of rapidly guessed items, depending on the test/subject. After automatically pausing, test proctor action is required for a student to resume testing. This auto-pause feature allows the proctor or educator to talk with the student, understand the issues, and encourage engaged test behavior, or to decide to suspend the test and resume it at a later point.

Provide guidelines for interpreting disengaged responses

To support effective use of student test engagement information, ensure that district policies include guidance about how rapid-guessing information can be used to inform decisions.

The student test engagement capability in MAP Growth was established to help ensure that students' assessment results reflect their content knowledge and ability. In general, a student is considered engaged if the percentage of questions on which the student rapidly guessed is below 10 percent or listed as N/A on student reports.

A lack of engagement typically deflates a student's score. To learn more about how to consider rapid-guessing information in relation to retesting decisions, see the table below.

WHEN STUDENTS RAPID-GUESS ON 10 TO 29 PERCENT OF THE TOTAL TEST QUESTIONS	WHEN STUDENTS REACH THE 30 PERCENT RAPID-GUESSING THRESHOLD
<ul style="list-style-type: none">+ Consider the estimated impact of the student's lack of effort on their RIT score.+ The Estimated Impact of Rapid-Guessing (how different the score potentially would have been had the student been fully engaged) is reported in the Student Profile Report.+ If you judge the Estimated Impact of Rapid-Guessing on RIT for a student to be a serious and deflating impact on the student score, consider retesting the student in compliance with your district's written retesting policy.+ To retest a student who rapid-guessed on 10 to 29 percent of the total questions, his or her test event would need to be marked as "not reportable."	<ul style="list-style-type: none">+ These students can finish the test and will receive a RIT score, but NWEA recommends that they be retested if district policy allows, as excessive rapid guessing substantially impacts the validity of a student's score.+ To make the retesting process easier, in July 2019, a new report will be available showing which students reached the thirty percent rapid-guessing threshold.+ In addition, proctors will be able to use the Test History Search in the "Find Students to Test" section of the proctor console to generate a list of students who reached the thirty percent rapid-guessing threshold and then create a test session from that list.

Ensure alignment between your district's retesting policies and MAP Growth test restrictions settings (see pages one and two of this document)

