

## Cues and Clues During Testing

•**What can stay on the walls during MAP testing?** Materials that may give clues to correct content or processes should be removed from students' view during MAP testing. It would be impossible to list all possibilities for each subject area. Those administering the test should operate from the premise of a sterile testing environment or one in which items posted on the walls do not give students an unfair advantage over other students. If effective instruction has been taking place in the classroom throughout the year, students should not need hints, cues, prompts, etc. to do well on the test. If in doubt, cover or remove questionable materials or information.

•**Can students use journals, notes, and “personal/student-made dictionaries” during testing?** **NO!** In spite of what you may have heard in various presentations, this is a clear violation of testing procedures and could result in the invalidation of test scores.

•**Can a word wall be left up during MAP testing?** It would depend on the information contained in the word wall. If information on the word wall gives clues to correct answers or content, it would be wise to cover only those portions of the word wall. Here again, operate from the premise of a sterile testing environment or one in which items posted on walls do not give students an unfair advantage over other students. Use professional judgment and common sense.

•**Can a teacher define a word during MAP testing?** **NO.** Words can be pronounced but not defined. Posting MAP word definitions on the wall during testing would be considered a violation of standardized testing procedures.

•**Can a teacher paraphrase directions or items for students?** **NO.** The only paraphrasing that may occur is for a student who has an IEP that specifies “paraphrasing” is needed as an accommodation to remove the impact of a related disability. **(PARAPHRASING IN ANY CONTENT AREA WILL INVALIDATE THE TEST)**

•**Can a teacher give feedback to students on specific test items using post-it notes and/or other verbal cues?** **NO.** Teachers should not give feedback related to specific test items and have students change, add to, or supply missing answers. Before testing begins, a teacher may want to **encourage** students to write a best effort answer for every test item and to double check to make sure all items have an answer before handing in the booklet. To discourage lack of effort, some teachers may even say, “Top effort takes would at least XX minutes. Therefore, I will not accept test any test booklet before this time.”

•**Can a teacher view a test booklet and return it to students for modification or to supply missing answers?** **NO.** See answer above. Ask the student to review this/her own test booklet before handing it in. Have the student assure you that he/she has put forth a best effort on every item.

•**Can students have the opportunity to revise items in previously administered testing sessions?** In other words, if students are working on Session 2 and finish early, can they go back to Session 1 and review and revise answers? **NO.** This is against test administration guidelines.

•**Can teachers have students write rough drafts of answers on paper then have students write final copies in the test booklet?** The only part of a MAP test that allows a rough draft on paper is the writing prompt in Session II for grades 3, 7, and 11. Copies of the rough draft written on student paper should be destroyed at Grade 3, since it is not a released item.

•**Can teachers supply sample graphic organizers for students to use during testing?** **NO.** Students should use what they have learned during classroom instruction to create their own graphic organizers during the testing process. **Providing sample graphic organizers to students during any part of the testing**, would compromise standardization of testing procedures.