End-of-Course (EoC) Assessments Directions for Administration (DFA)

2014
The State of New Mexico

New Mexico Statewide Assessment Program

End-of-Course (EoC) Assessments
Directions for Administration
Spring 2014

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Governor

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Developed by

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This manual includes information and directions for administering the following FULLY PAPER-PENCIL EoC Assessments published by the New Mexico Public Education Department:

**English Language Arts**
- English Language Arts III: Reading
- English Language Arts III: Writing
- English Language Arts IV: Reading
- English Language Arts IV: Writing

**Spanish Language Arts**
- Spanish Language Arts III: Reading
- Spanish Language Arts III: Writing

**Language**
- Spanish I

**Mathematics**
- Algebra I
- Algebra II
- Integrated Math III
- Mathematics ADC

**Science**
- Chemistry
- Biology
- Science Grade 8

**Social Studies**
- U.S. History
- New Mexico History
- Economics
- U.S. Government
- World History
- Social Studies Grade 6

**Physical Education**
- Health
- Physical Education Grades 6–8
- Physical Education Grades 9–12

This manual includes information about the following PERFORMANCE-BASED Student Performance Assessments (SPAs) published by the New Mexico Public Education Department:

**Music**
- Music 4–5
- Music 9–12

**Visual Arts**
- Art 4–5
- Art 6–8
- Art 9–12

**Physical Education**
- Physical Education 4–5

NOTE: All of these SPA EoCs also have individual DFAs that include the script to be read for the performance-based component of the assessment.
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### Before Testing

#### Purpose

End-of-Course Exams (EoCs) are intended to be final exams for specific courses. They measure student proficiency of a subset of the Common Core State Standards (CCSS) for language arts and mathematics, and the New Mexico State Standards (NMSS) for other courses. They are summative assessments that cover a wide range of content, skills, and applications. Most of the assessments are fully multiple-choice (MC) while others include performance-based components or constructed response questions. Scores are reported to the teacher, school, district, and state levels for various purposes which may include student grades, curriculum review, student graduation requirements, and optionally for the Educator Effectiveness System.

#### Eligibility

*Students may take an EoC as long as they have completed a course for which the EoC is intended.* An EoC may be used for any approved course that aligns with the curriculum outlined in the blueprint. Blueprints are available on the PED website at [http://ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/EOC/index.html](http://ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/EOC/index.html).

Teachers should access the blueprints to ensure that they are teaching the essential standards that are assessed on the EoCs.

#### Test Security

Test materials must be kept secure to ensure that EoCs accurately measure student achievement. If anyone gains an unfair advantage through a security breach, it might result in invalidation of test scores. The guidelines below are provided to safeguard against a security breach.

*Teachers may not access EoC test booklets or scoring keys before, during, or after test administration.* The MC portion of all EoCs should be handled and scored by someone other than the teacher of the course.

EoCs that have a written or performance-based component require additional scoring. See the section on Scoring in this *Directions for Administration* (DFA) manual for additional details.

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Test administrators (TAs) must follow these security guidelines before, during, and after testing:

- Receive training on test security and administration by the School Test Coordinator (STC) or the District Test Coordinator (DTC).

- Complete the New Mexico Public Education Department (PED) Confidentiality Agreement and return it to the STC. The Confidentiality Agreement form is available on the Assessment and Evaluation page on the PED website.

- Closely monitor students during testing to ensure that proper testing procedures are being followed. In particular, look for signs of cheating and any use of electronic devices by students.

- Ensure that test materials are stored in a central, locked, monitored area when not in use.

- Ensure that computer systems used for administering tests are disabled from access to search engines, email, social networks, cloud folders, and other means of information sharing during testing.

- Follow the testing schedule established by your district/school.

- Ensure that no TA or proctor is assigned to a classroom in which a relative is being tested.

- Carry out standard examination procedures. See the New Mexico Statewide Assessment Program (NMSAP) Procedures Manual listed on the PED website for more information.

- Report to the STC any possible breaches of security immediately.

  ✓ Examples of security breaches include, but are not limited to, the following:
    - improper handling of test materials, such as
      → someone keeping or reproducing any test materials or student responses
      → allowing any unauthorized access (by students or staff) to test materials before, during, or after testing
      → leaving test materials unsecured when the TA or a proctor is not in the classroom
    - improper test administration procedures, such as
      → coaching students during testing
      → altering student responses in any way
• School and district staff members are prohibited from studying or discussing test questions in any manner, either among themselves or with students, before, during, or after testing.

• **Teachers may not view the EoCs or MC scoring keys before, during, or after testing.** Scoring must be conducted by school staff members who do not teach the courses or students being tested.

Testing irregularities must be immediately reported to the School Test Coordinator (STC). The STC should report to the DTC, and the DTC should contact the PED as soon as possible with details regarding the irregularity. For each incident, the DTC must submit a Testing Irregularity Form to the PED.

Reproducing Test Materials

EoC test booklets, answer documents, scoring keys, and rubrics are in digital format and can be downloaded from the PED’s secure Student Online Assessment Prep (SOAP) website at any time. The most updated versions of the EoCs are available on SOAP. Please ensure that you are using the most updated versions of the EoCs for each administration. After downloading, the DTC should immediately print the EoCs and delete all local copies from the computer. Districts/charter schools must locally reproduce test materials, and each booklet should be inventoried with a serial number for tracking during all material transfers.

Districts/charter schools may use a printing service to reproduce EoC test documents. The printing service must be made aware of the high stakes nature of the assessments, and all individuals involved in the process must sign a confidentiality agreement. A certified staff member from the district must be in charge of the process and is ultimately responsible for maintaining test security.

General Directions for Administering

The Test Administrator (TA) must be a certified staff member who has received training from the DTC or STC. In the event that schools require additional staff to administer the EoCs, school aides (who have received training) may be used to provide one-on-one accommodations.

Preliminary Planning

Inform students of the importance of the EoCs and of the testing schedule before testing begins. Be sure that students are familiar and comfortable with standardized test procedures and test-taking strategies. Ensure that students are prepared to take tests in which they select an answer to multiple-choice questions and, for the writing tests, write their own answers to open-ended questions.
TAs should become familiar with all administration procedures prior to testing. Read through this Directions for Administering (DFA) manual carefully. Reviews the testing schedules selected by the district or charter school and gather materials for each session before the start of testing. The TA should have a list of the students who will be testing in his/her classroom, as well as a list of students requiring accommodations and the accommodations each student requires.

Prepare the testing room by ensuring that the space has the following:

- adequate lighting and space between students’ desks
- a “Testing—Do Not Disturb” sign on the door
- nothing visible that would give clues to any of the answers on a test, such as rubrics, writing guides, word walls, hundreds charts, fact tables, or other course-related material.

**Students may not have cell phones in their possession during any testing session.** Follow the PED Policy on Electronic Devices (see Appendix A).

Districts may administer and score EoCs on computers if they can implement the assessments on a secured system. The secure system must lock down all computer capabilities to include disabling access to search engines, email, social networks, cloud folders, and other means of information sharing.

**Calculators**

Calculators are only allowed for the following tests:

- Algebra I
- Algebra II
- Integrated Math III
- Mathematics ADC
- Chemistry
- Biology

Calculators may not have a QWERTY keyboard, an attached electronic pen, a printing attachment, ability to communicate wirelessly with other devices, distracting sound effects, a raised screen, or an attached cord. Graphing and scientific calculators are allowed. All programs in graphing calculators must be cleared before the assessment begins. All information on the screen or in the memory of calculators must be cleared after the assessment.

**Scratch Paper**

Students may use scratch paper on all EoCs. Graph paper may be used on math and science EoCs, if desired. At the completion of testing, scratch paper must be collected by the TA and returned to the STC or DTC for proper disposal. The STC or DTC must secure the scratch paper in a locked space until it is destroyed. Shredding is the recommended method for destroying scratch paper.
Available Tests and Test Format

Some of the EoCs are traditional paper-pencil assessments (PP) and some are Student Performance Assessments (SPA). The following table lists the available assessments, the grade level of students who may be tested, and the assessment type. For high school graduation purposes, a student may take or retake an EoC the allowed number of times as long as that student has previously completed the course.

The bolded EoCs in the table below may be used by students as opportunities to meet graduation requirements. Please view the blueprints and the Alternate Demonstration of Competency (ADC) Manual for specific information about the use of an EoC to meet graduation requirements.

<table>
<thead>
<tr>
<th>EoC</th>
<th>Grade Levels of Assessed Standards</th>
<th>Grades that may be Assessed</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>9–12</td>
<td>7–12</td>
<td>PP</td>
</tr>
<tr>
<td>Algebra II</td>
<td>9–12</td>
<td>10–12</td>
<td>PP</td>
</tr>
<tr>
<td>Biology</td>
<td>9–12</td>
<td>9–12</td>
<td>PP</td>
</tr>
<tr>
<td>Chemistry</td>
<td>9–12</td>
<td>9–12</td>
<td>PP</td>
</tr>
<tr>
<td>Economics</td>
<td>9–12</td>
<td>9–12</td>
<td>PP</td>
</tr>
<tr>
<td>English Language Arts III: Reading</td>
<td>11</td>
<td>11</td>
<td>PP</td>
</tr>
<tr>
<td>English Language Arts III: Writing</td>
<td>11</td>
<td>11</td>
<td>PP</td>
</tr>
<tr>
<td>Spanish Language Arts III: Reading</td>
<td>11</td>
<td>11</td>
<td>PP</td>
</tr>
<tr>
<td>Spanish Language Arts III: Writing</td>
<td>11</td>
<td>11</td>
<td>PP</td>
</tr>
<tr>
<td>English/Language Arts IV: Reading</td>
<td>12</td>
<td>12</td>
<td>PP</td>
</tr>
<tr>
<td>English/Language Arts IV: Writing</td>
<td>12</td>
<td>12</td>
<td>PP</td>
</tr>
<tr>
<td>General Computer Applications</td>
<td>9–12</td>
<td>9–12</td>
<td>SPA</td>
</tr>
<tr>
<td>Health Education</td>
<td>9–12</td>
<td>6–12</td>
<td>PP</td>
</tr>
<tr>
<td>Integrated Math III</td>
<td>10–12</td>
<td>10–12</td>
<td>PP</td>
</tr>
<tr>
<td>Introduction to Art</td>
<td>4–5</td>
<td>4–5</td>
<td>PP/SPA</td>
</tr>
<tr>
<td>Introduction to Art</td>
<td>6–8</td>
<td>6–8</td>
<td>PP/SPA</td>
</tr>
<tr>
<td>Introduction to Art</td>
<td>9–12</td>
<td>9–12</td>
<td>PP/SPA</td>
</tr>
<tr>
<td>Mathematics ADC</td>
<td>9–12</td>
<td>9–12</td>
<td>PP</td>
</tr>
<tr>
<td>Music</td>
<td>4–5</td>
<td>4–5</td>
<td>PP/SPA</td>
</tr>
<tr>
<td>Music</td>
<td>9–12</td>
<td>9–12</td>
<td>PP/SPA</td>
</tr>
<tr>
<td>New Mexico History</td>
<td>9–12</td>
<td>7–12</td>
<td>PP</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4–5</td>
<td>4–5</td>
<td>PP/SPA</td>
</tr>
<tr>
<td>Physical Education</td>
<td>6–8</td>
<td>6–8</td>
<td>PP</td>
</tr>
<tr>
<td>Physical Education</td>
<td>9–12</td>
<td>9–12</td>
<td>PP</td>
</tr>
<tr>
<td>Science Grade 8</td>
<td>6–8</td>
<td>8</td>
<td>PP</td>
</tr>
<tr>
<td>Social Studies Grade 6</td>
<td>6</td>
<td>6</td>
<td>PP</td>
</tr>
<tr>
<td>Spanish I</td>
<td>9–12</td>
<td>7–12</td>
<td>PP</td>
</tr>
<tr>
<td>U.S. Government—Comprehensive</td>
<td>9–12</td>
<td>9–12</td>
<td>PP</td>
</tr>
<tr>
<td>U.S. History</td>
<td>9–12</td>
<td>9–12</td>
<td>PP</td>
</tr>
<tr>
<td>World History and Geography</td>
<td>9–12</td>
<td>9–12</td>
<td>PP</td>
</tr>
</tbody>
</table>
Students Graduating in Spring 2014 Should take the following EoCs, which currently have passing scores

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>EOCS WITH PASSING SCORES SET BY APRIL 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• English Language Arts III: Reading V001</td>
</tr>
<tr>
<td>Math</td>
<td>• Algebra II V001</td>
</tr>
<tr>
<td></td>
<td>• Integrated Math III V001</td>
</tr>
<tr>
<td></td>
<td>• Algebra I V001</td>
</tr>
<tr>
<td></td>
<td>• Mathematics ADC V001</td>
</tr>
<tr>
<td>Science</td>
<td>• Biology V002</td>
</tr>
<tr>
<td></td>
<td>• Chemistry V002</td>
</tr>
<tr>
<td>Writing</td>
<td>• English Language Arts III: Writing V001</td>
</tr>
<tr>
<td>Social Studies</td>
<td>• U.S. History V001</td>
</tr>
<tr>
<td></td>
<td>• U.S. Government—Comprehensive V001</td>
</tr>
<tr>
<td></td>
<td>• Economics V001</td>
</tr>
<tr>
<td></td>
<td>• N.M. History V001</td>
</tr>
</tbody>
</table>

PED High School EoCs With Established Graduation/ADC Cut Scores As of Spring 2014

<table>
<thead>
<tr>
<th>Content Area</th>
<th>EoC Name</th>
<th>Version Number</th>
<th>Possible Max Score</th>
<th>Passing Score</th>
<th>Initial Admin.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>English III: Reading</td>
<td>001</td>
<td>37</td>
<td>25</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>Writing</td>
<td>English III: Writing</td>
<td>001</td>
<td>30</td>
<td>15</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>001</td>
<td>50</td>
<td>20</td>
<td>Fall 2012 only</td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td>002</td>
<td>50</td>
<td>22</td>
<td>Spring 2013</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>001</td>
<td>48</td>
<td>12</td>
<td>Fall 2012 only</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>002</td>
<td>50</td>
<td>13</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra I</td>
<td>001</td>
<td>37</td>
<td>18</td>
<td>Winter 13–14</td>
</tr>
<tr>
<td></td>
<td>Algebra II</td>
<td>001</td>
<td>50</td>
<td>20</td>
<td>Spring 2013</td>
</tr>
<tr>
<td></td>
<td>Integrated Math III</td>
<td>001</td>
<td>50</td>
<td>10</td>
<td>Spring 2013</td>
</tr>
<tr>
<td></td>
<td>Mathematics ADC</td>
<td>001</td>
<td>28</td>
<td>12</td>
<td>Winter 13–14</td>
</tr>
<tr>
<td>Social Studies</td>
<td>U.S. History</td>
<td>001</td>
<td>50</td>
<td>26</td>
<td>Spring 2013</td>
</tr>
<tr>
<td></td>
<td>U.S. Government</td>
<td>001</td>
<td>49</td>
<td>24</td>
<td>Winter 13–14</td>
</tr>
<tr>
<td></td>
<td>U.S. Government</td>
<td>002</td>
<td>50</td>
<td>24</td>
<td>Spring 2014</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>001</td>
<td>44</td>
<td>23</td>
<td>Winter 13–14</td>
</tr>
<tr>
<td></td>
<td>N. M. History</td>
<td>001</td>
<td>44</td>
<td>18</td>
<td>Winter 13–14</td>
</tr>
</tbody>
</table>

Students must pass the Algebra II course or its equivalent to demonstrate competency in mathematics with a passing score on the Algebra I EoC.
Test Schedule

EoCs must be administered during one of the allowable testing windows. For the 2013–2014 academic year, the testing windows are as follows:

### 2013–2014

<table>
<thead>
<tr>
<th>SEASON</th>
<th>ADMINISTRATION WINDOW</th>
<th>GRADES TESTED</th>
<th>SOAP POSTING OF ASSESSMENTS</th>
<th>STARS REPORTING WINDOWS</th>
<th>ITEM DATA REPORTING DATES (new EoCs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Retakes</td>
<td>9/23/13–10/11/13</td>
<td>High School</td>
<td>8/26–8/30</td>
<td>Any STARS window before 7/1/2014</td>
<td>n/a</td>
</tr>
<tr>
<td>Fall</td>
<td>Two consecutive weeks during last 3 weeks of fall semester</td>
<td>All</td>
<td>11/25–12/13</td>
<td>Any STARS window before 7/1/2014</td>
<td>In SOAP by February 14³</td>
</tr>
<tr>
<td>Winter</td>
<td>One week during first 3 weeks of spring semester</td>
<td>High School</td>
<td>11/25–12/13</td>
<td>Any STARS window before 7/1/2014</td>
<td>In SOAP by February 14</td>
</tr>
<tr>
<td>Spring</td>
<td>Two consecutive weeks during last 3 weeks of spring semester</td>
<td>All</td>
<td>3/24</td>
<td>Any STARS window before 7/1/2014</td>
<td>In SOAP by June 1</td>
</tr>
<tr>
<td>Summer</td>
<td>Last week of summer school course OR 6/16/14–6/20/14</td>
<td>All</td>
<td>continuous</td>
<td>Any STARS window before 7/1/2015</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### 2014–2015

<table>
<thead>
<tr>
<th>SEASON</th>
<th>ADMINISTRATION WINDOW</th>
<th>GRADES TESTED</th>
<th>SOAP POSTING OF ASSESSMENTS</th>
<th>STARS REPORTING WINDOWS</th>
<th>ITEM DATA REPORTING DATES (new EoCs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Two consecutive weeks during last 3 weeks of fall semester</td>
<td>All</td>
<td>11/3/14</td>
<td>Any STARS window before 7/1/2015</td>
<td>In SOAP by 2/9/15</td>
</tr>
<tr>
<td>Winter</td>
<td>One week during first 3 weeks of spring semester</td>
<td>High School</td>
<td>continuous</td>
<td>Any STARS window before 7/1/2015</td>
<td>In SOAP by 2/9/15</td>
</tr>
<tr>
<td>Spring</td>
<td>Two consecutive weeks during last 3 weeks of spring semester</td>
<td>All</td>
<td>3/9/15</td>
<td>Any STARS window before 7/1/2015</td>
<td>In SOAP by 6/1/2015</td>
</tr>
<tr>
<td>Summer</td>
<td>Last week of summer school course OR 6/22/15–6/26/15</td>
<td>All</td>
<td>continuous</td>
<td>Any STARS window before 7/1/2016</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Note: Because the fall HSGA results will be available by December 1, 2014, we have eliminated the Fall 2014 EoC retake window. Students who wish to retake an EoC for graduation purposes may do so in the Fall or Winter windows.

³ Please submit item data ASAP for use in the spring Standard Setting process for setting passing scores.

New Mexico Public Education Department, April, 2014
All students within a school must follow the schedule set forth by the School Testing Coordinator. Schools within a district may have different schedules. Charter schools (state and district) may follow an individual testing schedule.

A school's testing schedule must follow these requirements:

- EoCs must be administered according to an organized schedule that may be submitted to the PED upon request.

- For security reasons, EoCs should be administered in as short a time span as possible. Ideally, an EoC for a particular course will be administered to all students in a single day or two consecutive days. If all students in the course cannot test in one or two days, administration of the EoC may occur within one week, Monday through Friday.

- All testing must occur during the administration windows previously listed.

- Make-up days must occur within the testing windows.

- Tests may be administered to typical class sizes. In some cases, this will exceed the typical 25:1 proctor-to-student ratio. As long as TAs carefully monitor the students, this is permissible.

- Ideally, TAs will not administer EoCs to their own students or within their own content area.

- Seniors may test earlier than the rest of the class if their academic year ends before the traditional academic year. In this case:
  - Seniors must test within their final two weeks in the course.
  - They must sign the PED Student Confidentiality Agreement indicating that they will not share EoC information with any other students.
Recommended Session Times—EoCs Produced 2013

The High School level EoCs produced in 2013 were developed to take the average student 60 to 70 minutes, and the Middle School level EoCs were developed to take the average student 45 to 50 minutes. We recommend scheduling 90-minute periods for high school and 60-minute periods for middle school to accommodate passing out materials and reading directions, and ample testing time for all students. Elementary EoCs may be completed in one or two 45-minute class periods depending on the performance component of each EoC.

<table>
<thead>
<tr>
<th>Session</th>
<th>Recommended Session Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>All High School Assessments (excluding Student Performance Assessments)</td>
<td>90 minutes</td>
</tr>
<tr>
<td>All Middle School Assessments</td>
<td>60 minutes</td>
</tr>
</tbody>
</table>

Recommended Session Times—Original EoCs Produced 2012

<table>
<thead>
<tr>
<th>Session</th>
<th>Recommended Session Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>English III Reading V001</td>
<td>90 minutes</td>
</tr>
<tr>
<td>English III Writing V001</td>
<td>70 minutes</td>
</tr>
<tr>
<td>Algebra II V001</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Integrated Math III V001 Session 1</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Integrated Math III V001 Session 2</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Biology V002</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Chemistry V002</td>
<td>90 minutes</td>
</tr>
<tr>
<td>US History V001</td>
<td>110 minutes</td>
</tr>
</tbody>
</table>

The EoCs are untimed tests. Students may take continue working beyond the recommended times. If students are removed from the testing room and moved into an extended-time room, please ensure that a certified TA is with the student. Students taking different EoCs and in different grade levels may be grouped in extended time rooms.

Students should be allowed to leave the testing room to use the restroom as needed during the testing session. One student may be released at a time. Either the student must be escorted to and from the restroom, or hall monitors must be assigned to ensure that students do not discuss the test or access notes while out of the testing room. Before leaving the classroom, students must insert the answer document into the test booklet and must either give their test booklet to the TA or proctor, or leave the materials on their desk.

After students complete a test, the TA should collect their test booklets, answer documents, and scratch paper and instruct the students to sit quietly or quietly read a book at their desks until all students have finished. Reading is the only activity allowed.
Testing Disruptions and Make-up Testing

A testing disruption may occur due to student illness, emergency evacuation, a fire drill, or another unforeseen circumstance that prevents the session from being administered as scheduled. In these circumstances, students may be allowed to complete the session at a later time, but they may not change responses to any test questions already answered. More detailed guidance may be found in the New Mexico Statewide Assessment Program (NMSAP) Procedures Manual on the PED website.

Parents and guardians should be urged in advance of testing to avoid making medical appointments or planning trips for their child on a scheduled testing day. If a student is unable to take a test session(s) on the scheduled testing day(s) due to illness, a medical appointment that cannot be rescheduled, or unforeseen circumstances, the student may be administered the missed test session(s) on a make-up testing day.

If a student misses a session due to illness or another legitimate reason, a make-up session must be held before the end of the testing window. Make-up tests may be administered throughout the main testing window.

Absences

TAs must keep records of all student absences for a test. In turn, the STC must keep a record of all students who miss both the regular and make-up administrations.

Test Booklets

There is one form of each test booklet. Always distribute, collect, and store each student’s test booklet and answer document together. Test booklets may be reused as long as they are intact and contain no marks.

EoC Retakes

Since EoCs are final exams for the course, students do not typically retake the tests. However, EoCs used as ADCs for graduation may be re-administered to give students additional opportunities to meet graduation requirements.

The maximum number of times a student may attempt each assessment depends on the content area of the assessment:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Total Number of Attempts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>2</td>
</tr>
<tr>
<td>Math</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
</tr>
<tr>
<td>Writing</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Each number of attempts refers to the course subject being assessed. For example, if a student attempts Biology V002 once and Biology V003 once, that student has exhausted all retake opportunities for biology. However, that student may take EoCs for any other science a maximum of two times.
Please remember that seniors graduating before August 1, 2014 have one additional EoC testing opportunity granted by the Secretary of Education in Fall 2013.

Students may complete EoC retakes during any of the testing windows listed on page 10 of this DFA.

- Students **MAY NOT** take an EoC for any **SUBJECT AREA** more than **TWO TIMES** during a single testing window. For example, a student may take two math EoCs during the spring window. That student may take EoCs in Algebra I and Algebra II, or Algebra I twice.

- Students **MAY NOT** retake a particular EoC **TWICE** on the **SAME DAY**. A student may take many different EoCs on the same day (as is typical of final exam schedules), but the student may not take the same EoC in one day. Please indicate the **administration date** when submitting EoC data in SOAP and STARS.

**Answer Documents**

- The PED has provided an answer document for the EoCs. For the multiple choice portion of the assessments, schools may alternately use Scantrons or other bubble forms that are compatible with automatic scoring instruments.

- The PED Answer Document has additional answer bubbles than are needed for some tests.

- To ensure accurate processing of the answer documents, they should be marked properly and kept in good physical condition.

- Remind the students to do the following:
  - handle test booklets with care
  - not mark in test booklets
  - record their answers with heavy, dark marks
  - use only a No. 2 pencil
  - stop at the completion of the test even if the Answer Document has additional spaces.
  - remember that **only** completely filled in bubbles and writing in the answer spaces will be scored
Accommodations and Modifications

Some students have one of the following:

- Student Assistance Team (SAT) Intervention Plan
- Individualized Education Program (IEP)
- Section 504 Accommodations Plan
- English Language Learner (ELL) Plan

Accommodations decisions will be made by the student’s applicable educational team. The team should have ensured the student received the agreed-upon, allowable accommodation(s) for instruction and assessment in the content area for a sufficient amount of time prior to the EoC administration so that the student will be comfortable with using it on the test. The use of each accommodation in daily instruction must have written documentation (in the SAT, IEP, 504 or ELL plan). Only students on SAT, IEP, 504, or ELL plans are eligible for accommodations. See a complete list of allowed accommodations in the Student Assessment Accommodations Manual on the website http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/index.html.

Be sure to maintain records of all students who obtain accommodations on EoCs.

Prohibited modifications are changes in test administration that interfere with the comparability of scores. Examples of modifications include use of a spelling- or grammar-checking tool on the writing test or use of a calculator on tests in which calculators are not permissible. Non-allowable modifications are strictly prohibited on the EoCs. Any test in which non-allowable modifications are provided must be invalidated.
Specific Directions for Administering

The following directions that are to be read aloud are in **bold** print. Directions to you, interspersed within the script, are in regular print and in brackets. Read the directions for students exactly as written, using a natural tone and manner. If necessary, supplement directions with your own explanations, but do not help students with specific test questions. If you make a mistake in reading a direction, stop and say, **No. That is wrong. Listen again.** Then read the direction again.

- Encourage the students to do their best.
- Check periodically to make sure that the students are
  - recording their answers properly and,
  - working until they reach the end of the test or testing session.
- Remember that you are prohibited from spelling words for students on the writing EoCs and any constructed response items.

**Before administration:** Be sure to remove or cover up any visible classroom materials used in the instruction of the course such as word walls, posters, charts, graphs, mathematical tables, etc.

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**Script to Be Read to All Students at the Start of Testing**

**SAY** Cell phones and other electronic devices are not allowed in the testing rooms. If you have a cell phone in your possession, turn it off and place it in your backpack for testing. [Wait for students to secure their cell phones. Follow the PED policy for electronic devices, Appendix A].

**SAY** Use a #2 pencil to record answers on your answer document.

**SAY** On your Answer Document, fill in your Name (First and Last Name), Student ID Number, Teacher’s Name, and Today’s Date (MM/DD/YYYY)

**SAY** You have ___ minutes to complete this test. [Recommended times are listed on page 12 of this DFA.] You may have extra time if necessary.

**SAY** Read each question carefully. Select the CORRECT answer from the options provided.

**SAY** Do not mark in the test booklet and do not mark in the margins of the answer document. If you need to change your answer to a question, be sure to erase completely before marking or writing your new answer. Testing materials may not be taken out of the testing room for any reason.
TA’s Role During and After the Test Period

- Remain attentive in the room during the entire testing session.
- Circulate throughout the room during the testing session. (Reading, grading papers, or doing other work is prohibited.)
- Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed.
- Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this test.
- Collect the test booklets and answer documents from the students as they finish. Direct the students to sit quietly at their desks or quietly read a book.
- Once testing is complete, place all test materials in central, secure, and locked storage.
- Immediately report any testing irregularities to the STC.

After Testing

- Test materials must be collected and organized for scoring.
- Overall test scores must be reported in STARS.
- For new assessments, item data must be reported through SOAP.

Test Scoring

All multiple choice questions should be scored electronically, if possible. If not possible, they must be scored by someone other than the teacher of the course. For short answer and extended response items and all performances, a subset of student responses must be scored by two scorers. The scorers must be knowledgeable in the field and may be teachers, administrators, or professionals. The primary scorer must be a certified teacher with the proper content area endorsements, and may be the teacher of the course.
Scoring of Constructed Response and Performance Items

For scoring of short answer and extended response written answers, scorers must follow these guidelines:

- Responses should be scored after students complete the written portion of the assessment.
- The two scorers collaboratively review the scoring rubrics before scoring begins.
- Each scorer independently scores student A.
- The two scorers compare scores for student A. If the scores are the same, the scorers move on to student B.
- If the scores are different, the two scorers discuss why they scored the way they did and agree upon a score based on the rubric. After agreeing upon the score, the scorers move on to student B.
- The two scorers continue this practice for the first 25 students. If the two scorers are scoring uniformly at that point, the primary scorer may continue scoring independently.
- If the two scorers are not scoring uniformly after 25 students, they should continue this process until they repeatedly score uniformly.
- After completing this process on day 1, two scorers are only required for the first 10 students on each subsequent day of scoring.

For scoring of the performances, the first 10 students must be double-scored on the first day of testing and on additional days such that double-scoring occurs on half of the testing days. This means that, for half of the days in which the test is given, the first 10 students must be scored by two people according to the following guidelines. For an odd number of testing days, you may round down for the double-scoring requirement. For example, if a TA administers the assessment on all five days of a school week, double-scoring must happen on Monday and one other day during the week. The purpose of double-scoring is to promote consistent application of the rubric and ensure inter-rater reliability.

- The two scorers collaboratively review the performance rubric before administering this portion of the SPA.
- The performances should be scored while students perform according to the performance rubric.
- While the first ten students perform, the scorers independently score each student on their rubric.
- After the first ten students perform, the students may take a short break while the scorers discuss their scores. The two scorers must agree upon a score for each component of the rubric with regard to each student. The scorers may NOT average their scores. This discussion is intended to calibrate the primary scorer so that s/he is consistent with scoring throughout the process.
• Alternately, a short discussion to calibrate scores may occur after each student performs.
• After the scoring discussion, both rubrics for a student should reflect the same scores. Both rubrics should be returned to the DTC for storage.
• If the assessment is given to ALL students in ONE day, at least the first 25 students must be double-scored. If there are fewer than 25 students, all students must be double-scored.

All secure test materials, including used, unused, and damaged test booklets, scoring keys and rubrics and digital versions of test booklets, answer documents, scoring keys and rubrics should be destroyed using stringent security measures within one week after scoring, or maintained in a secure location for future use. Student answer documents should be stored in a secure central location for a period of two years, according to 1.20.2.204 NMAC—Records Retention Act—regarding retention of examination and testing papers.

Student Performance Assessment Documents
Prior to administering the SPA, the teacher and Test Administrator (TA) should review the following unsecure documents thoroughly:

1. Assessment Blueprint
   EoC and SPA Blueprints are available on the PED Assessment website. The blueprints are listed by subject and indicate the standards covered on each assessment.

2. SPA Administration Guide
   Administration Guides indicate the format of the performance assessment and review preparation, staffing, and scoring procedures. Some Administration Guides contain generic rubrics that teachers may use during instruction prior to the assessment.

Immediately prior to administering the SPA, the following secure documents must be given to the TA by the District Test Coordinator (DTC) or School Test Coordinator (STC). All of these documents must be returned to the DTC/STC following the SPA administration.

3. Directions for Administration (DFA)
   The DFA provides specific protocol for administration of the assessment. It includes the script to be read to students and any scoring rubrics that must be used during a student performance.
4. **Test Booklet**
   Test Booklets include all questions students must answer during the assessment. Most SPAs include multiple choice and/or free response items. **The teacher of the course may not look through the Test Booklet.** The DFA contains all of the information a teacher and TA need to prepare for and administer the assessment. Most test booklets are accompanied by separate answer documents so that student answers are not recorded in the test booklet. Test booklets devoid of student writing may be retained for future administrations.

5. **Answer Document**
   Answer Documents are intended to contain student responses, both multiple choice and free response (where applicable).

6. **Scoring Template**
   The Scoring Template provides an electronic version of rubrics and a template for inputting multiple choice answers. TAs may use this electronic rubric for scoring of student responses. If TAs use the rubric to input electronic scores, they should do so BEFORE student scores for the multiple choice portion have been input by the DTC or STC.

After administration of the assessment, scorers may access the following:

7. **Scoring Rubrics—Short Answer and Extended Response**
   Scoring rubrics indicate the specific point allocation applied to student responses. Free response questions must be scored by an individual who has the appropriate certification and endorsement for teaching the course. If possible, this should not be the teacher of the course; however, especially in small districts, the scorer may be the teacher of the course. In all cases, a subset of free response items must be scored by two scorers. See Appendix A: Free Response Scoring Guidelines.

After administration of the assessment, the **DTC or STC** should access the following materials.

8. **Scoring Key—Multiple Choice**
   The scoring key indicates the correct answers for all multiple choice questions. This can be used for electronic scoring (preferable) or hand scoring of the student answers. If hand scoring is used, the teacher of the course may NOT do the scoring.
9. **Scoring Template**

The Scoring Template is an excel spreadsheet that provides a format for combining scores from all components of the assessment including multiple choice, free response, and performances. If the TA used the Scoring Template to directly input student scores for free response and/or performance components, this must be done before the DTC or STC inputs student responses for multiple choice items.

The Scoring Template is programmed to automatically provide an overall student score by correctly combining all parts of the assessment. For some assessments, points are additive. For others, specific mathematical formulas are required to obtain an overall student score. These formulas are provided on the Scoring Template in case the DTC or STC chooses to calculate by hand.

While it is intended to be used for compiling all student scores, the Scoring Template must be used for a minimum of fifty (50) students per school. The template will be uploaded to the PED via the SOAP site for analyses of item data.
Public Education Department (PED)
Policy on Electronic Devices During Standardized Testing

Under direction of the Public Education Department, schools must enforce this strict cell phone policy during standardized testing to maintain test security. This policy applies to administrations of the Standards Based Assessment (SBA), High School Graduation Assessment (HSGA), New Mexico Alternate Performance Assessment (NMAPA), Alternate Assessment for High School Graduation (AAHSG), ACCESS for ELLs, Alternate ACCESS for ELLs, W-APT, and End-of-Course Exams (EoCs). If parents or family members need to contact a student during testing days, they may call the school office.

The term *electronic device* includes any personal, non-educational device with an on-off switch *excepting medical equipment*, most commonly:

- Cell phones
- Smart phones
- MP3 players, iPods, or other music players
- iPads, tablets, laptops, or other computers
- Pagers

*Schools must clearly inform students that:*

- **Bringing an electronic device into the testing area violates school and state policy.**
- **Violation of this policy is grounds for confiscation and a search of the device.**

The following procedures must be implemented when test materials are distributed.

- Students who are testing should not bring electronic devices to school.
- Electronic devices must be turned completely off. They may not be on “silent” or “vibrate” modes.
- Electronic devices may not be on a student’s body. This includes in pockets or otherwise stored in clothing.
- If brought to school, electronic devices must be stored in a secure location away from students. Acceptable storage includes in a bag, desk, locker, or central location in a classroom or school office.

If an electronic device is found on a student during testing, schools must adhere to the following procedures:

- Confiscate the electronic device.
- Check the device for pictures, texts, transmissions by applications (such as Facebook), and any other recent use.
- If possible, run a data recovery program that is compatible with the device’s operating system (commonly Windows, Android, Apple, and Blackberry) to determine recent use of the device.
- **Continue testing the student.**
- Contact STC, Principal, and/or DTC.
- At the completion of a testing session, interview the student regarding use of the device.
- Enforce school/district disciplinary action.
- Fill out Testing Irregularity Reporting Form and submit to the PED.
- Students caught with electronic devices during testing may have assessments invalidated by the PED. This could have severe consequences for high school students testing to meet graduation requirements.