



**New Mexico
Alternate Performance
Assessment (NMAPA)**

Test Administrator Manual

**New Mexico Public Education Department
Assessment and Evaluation Bureau
300 Don Gaspar Ave.
Santa Fe, NM 87501**

Spring 2011

<http://www.ped.state.nm.us>

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**New Mexico Alternate Performance Assessment
Spring 2011
Important Dates**

Initial ordering window	January 17–28, 2011
DTC receives NMAPA materials	February 14, 2011
STC/TA receives NMAPA materials	February 16, 2011
Test administration window	February 28–April 8, 2011
Additional ordering window	February 28–March 11, 2011
STC/TA returns NMAPA materials to DTC	April 11, 2011
DTC returns NMAPA materials to AIR	April 13, 2011
Districts receive student score reports	June 10, 2011

New Mexico Alternate Performance Assessment Contact Information

Contact an American Institutes for Research (AIR) representative if you have questions about the following:

- Ordering test materials.
- Receiving test materials.
- Returning test materials.
- Administering the test.

Contact New Mexico Public Education Department (NMPED) staff if you have questions about the following:

- Participation criteria.
- State and federal regulations regarding the New Mexico Alternate Performance Assessment (NMAPA).
- Expanded Grade Band Expectations (EGBEs) for students with significant cognitive disabilities.

AIR Representative	Address/Phone Number/E-mail
AIR Help Desk	1000 Thomas Jefferson St., NW Washington, DC 20007 1-800-254-6130 NMHelpDesk@air.org

NMPED Staff	Address/Phone Number/E-mail
Charles Trujillo	New Mexico Public Education Department Assessment and Accountability Division 300 Don Gaspar Ave. Santa Fe, NM 87501 505-827-6536 Charles.Trujillo@state.nm.us

Test Security Guidelines

The New Mexico Alternate Performance Assessment (NMAPA) test materials, including the test booklets, Student Score Forms, printed materials (e.g., storybooks in Language Arts), and artifacts produced as a result of test administration, are secure test materials. To maintain the validity of the tests administered in the statewide assessment system, security of the test questions and test materials is absolutely necessary. When security is breached, the tests (individually or as a group) no longer possess the important characteristic of validity. If one student, school, or district has advantages not awarded to another, the test is no longer standardized and loses the important distinction of being appropriate for program accountability. The following measures are required to preserve the security of the statewide assessment program. District superintendents, District and School Test Coordinators (DTCs and STCs), building supervisors, Test Administrators (TAs), and proctors are all charged with following these guidelines to preserve the integrity of the testing program.

All printed materials and manipulatives *are* secure and must be returned to AIR. Physical manipulatives, such as foam circles, foam triangles, and toys, are *not* secure and should be kept by TAs after the administration of the NMAPA to be used for instructional purposes. The New Mexico Public Education Department (NMPED) encourages teachers to design and present instruction that focuses on the academic skills being assessed by the NMAPA.

Test materials must be held secure before, during, and after testing sessions. Students should not be provided with any access to test materials before test administration. Such exposure to the test will invalidate its data results. Under no circumstances should test materials be taken off school grounds.

Test materials may not be photocopied or reproduced in any fashion. To do so is a violation of copyright laws and of NMPED regulation 6.10.7 NMAC, which addresses testing security and administration of the New Mexico Statewide Assessment Program. Signs must be posted near school copy machines before and during testing to make this known to all who use the machines and test materials.

The test materials may not be provided to any persons except those conducting the testing process and those being tested. Test items may not be taught in part or in whole or presented in any other way (except during the actual test administration) to students before, during, or after testing. The answers to items may not be provided to students in writing, orally, or by any other method.

The Confidentiality Agreement (see *New Mexico Statewide Assessment Program [NMSAP] 2010–2011 Procedures Manual*) shall be signed by designated school personnel and returned to the STC. Test materials must be held securely before testing, at the end of each testing session, and after all testing has been completed. Test materials should not be taken from the school except to be returned to the testing company at the end of the testing period or to be returned to a central location in the district. After administering the NMAPA, school personnel should return all test materials to the designated district personnel responsible for collecting the tests and forwarding them to the American Institutes for Research (AIR), the testing company. Designated

parties will receive return shipment guidance from AIR during the respective testing windows. TAs and proctors should become knowledgeable about all test security requirements before the test administration. Proctors should remain with the students before testing and until all testing is completed for each session.

Each district is responsible for developing and implementing a test security plan that fully addresses test security and assigns responsibility to school staff to meet all the conditions discussed above. If you have questions about test security or your responsibilities, please review the *2010–2011 Procedures Manual*, which is available on the NMPED web site at www.ped.state.nm.us.

Introduction

Background

The 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) established a legal requirement to include students with disabilities in general state-wide and district-wide assessment programs with appropriate accommodations and modifications in administration, if necessary. Further, IDEA 1997 included a requirement for states to develop alternate assessments and guidelines for participation in alternate assessments for the small percentage of students whose disabilities preclude them from participation in the general assessments, even with accommodations. The purpose of these amendments to IDEA was to emphasize the need to improve educational outcomes for students with disabilities.

IDEA 2004 establishes some additional expectations. Section 612 (d)(1)(A)(vi)(bb)(AA)-(BB) of IDEA 2004 now requires each individualized education program (IEP) to include a “statement of why the child cannot participate in the regular assessment, and the particular assessment selected is appropriate for the child.” IEP teams must use the 2010–2011 Addendum for Determining Eligibility for the New Mexico Alternate Assessment to address this question. The participation criteria for the NMAPA have become the rule in the state of New Mexico. Sections 6.31.2.11(E)(3)(a)-(c) of the New Mexico Administrative Code now require that IEP teams

“agree and document that the student is eligible for participation in an alternate assessment according to the following criteria: (a) the student’s past and present levels of performance in multiple settings (i.e., home, school, community) indicate that a significant cognitive disability is present; (b) the student needs intensive, pervasive, or extensive levels of support in school, home, and community settings; and (c) the student’s current cognitive and adaptive skills and performance levels require direct instruction to accomplish the acquisition, maintenance, and generalization of skills in multiple settings (home, school, community).”

The reauthorization of the Elementary and Secondary Education Act, known as No Child Left Behind (NCLB), expands the requirements of IDEA. NCLB contains specific language with regard to accountability, measurement of adequate yearly progress (AYP), and inclusion of students with disabilities in state assessment and accountability programs. NCLB also requires that parents be informed of the potential consequences, such as potential limitations on post-secondary opportunities, for their child if he or she is being assessed against alternate achievement standards.

The NMAPA is the State and Federally-approved alternate to the following State/Federal-Mandated general assessments:

- The New Mexico Standards Based Assessment (SBA for grades 3–8 and 11, *Federal Mandate*).
- The New Mexico Standards Based Assessment/High School Graduation Assessment (SBA/HSGA for grades 11, 12, and 12+, *Federal (SBA) and State Mandate (HSGA)*).

Purpose

The purpose of the NMAPA is to maximize access to the general education curriculum for students with significant cognitive disabilities, ensure that all students with disabilities are included in New Mexico's statewide assessment and accountability programs, and direct instruction in the classroom by providing important pedagogical expectations and data that guide classroom decisions. The NMAPA is only for those students with documented significant cognitive disabilities and adaptive behavior deficits who require extensive support across multiple settings (such as home, school, and community).

The NMAPA is designed to measure the performance of a small subpopulation of students with significant cognitive disabilities against the New Mexico Expanded Grade Band Expectations (EGBEs). The test was designed to assist educators, parents, and related service providers with determining the level of academic skill the students have attained up to the point of assessment.

This manual provides Test Administrators (TAs) for the alternate assessment with specific information about completing the NMAPA. It is imperative that those involved in the administration of the assessment consult this manual and attend the required training session(s) for instructions on completing all assessment materials and activities.

Summary of NMAPA Development

The NMAPA tasks and items were written by collaborative teams at AIR. The collaborative teams included both (a) experienced assessment item writers with a background in education and expertise in the assigned content area and (b) specialists in alternate assessment with experience teaching students with significant disabilities. Members of these collaborative teams were trained on aspects of task, item, and test design that are unique to students with significant cognitive disabilities. All writers were monitored and supported by a team of senior test development specialists, and their work was reviewed at various stages by New Mexico special and general education teachers, NMPED staff, Alternate Assessment Advisory Council members, editorial staff, bias and sensitivity experts, psychometric experts, and other specialists in alternate assessment and instruction for students with significant cognitive disabilities.

New Mexico EGBEs

The New Mexico content standards and benchmarks are the foundation for the development of the assessment tasks for the NMAPA. Committees composed of New Mexico general and special education teachers, NMPED staff, Alternate Assessment Advisory Council members, and AIR staff prioritized the content important now and in the future for students with significant cognitive disabilities. This was done to comply with IDEA and NCLB requirements that the alternate assessment link to the grade-level content standards, although at less complex skill levels. The New Mexico EGBEs give both task writers and teachers the specificity necessary to translate the standards into meaningful assessment tasks and classroom instruction for students with significant cognitive disabilities.

Using the *Test Administrator Manual*

This *Test Administrator Manual (TAM)* provides the specific procedures for administering the NMAPA.

NMAPA Participation Guidelines

The New Mexico Administrative Code, Sections 6.31.2.11(E)(3)(a)-(c), requires that IEP teams use the following criteria when making determinations regarding NMAPA eligibility.

Appropriate referrals for NMAPA are paramount in terms of accountability. The IEP team must agree that the student is eligible for the NMAPA according to the participation criteria below. In addition, sufficient documentation (multiple records and multiple sources of information) must be provided to positively answer the following questions:

1. Yes No Does the student's past and present performance in multiple settings (home, school, community) indicate that a significant cognitive disability is present? Explain. _____

2. Yes No Does the student need intensive, pervasive, or extensive levels of support in school, home, and community settings? Explain. _____

3. Yes No Do the student's current cognitive and adaptive skills and performance levels require direct instruction to accomplish the acquisition, maintenance, and generalization of skills in multiple settings (home, school, community)? _____

IEP teams must also answer the questions below.

Yes No The information gathered through questions 1–3 above demonstrate to the team that this student “cannot participate in the regular assessment; and, the particular [alternate] assessment selected is appropriate for the child” (based on the requirements of Section 612 (d)(1)(A)(vi)(bb)(AA)-(BB) of the IDEA 2004).
Rationale: _____

Yes No Parents have been informed of the potential consequences of having their student assessed against alternate achievement standards (such as potential limitations to postsecondary opportunities).
How? _____

The IEP team, as a group of individuals with a clear understanding of a student’s needs, must determine whether that student is eligible to take the NMAPA on the basis of the criteria set by the New Mexico Administrative Code, IDEA, and NCLB. It is not an individual’s unilateral decision, but one that comes after a careful review of the criteria above and existing documentation that supports the IEP team’s decision.

Eligibility decisions should be made on an individualized basis according to the eligibility criteria and should not be based on statistics related to the tested population of the school or district. Keep in mind that the 1.0 Percent Rule is a district- and state-level reporting rule and should not be applied in other contexts. For instance, the administration in a school that has a population of 200 students in the grades tested cannot advise its teachers or IEP teams that they can determine that only two students school-wide are eligible to participate in the alternate assessment.

IEP teams should be knowledgeable about the EGBEs to make appropriate decisions about whether a student should be assessed with the NMAPA, which is aligned to the EGBEs. If the IEP team determines that the student meets all criteria, it is then the team’s responsibility to document this finding within the IEP. If the student does not meet all participation criteria, the IEP team must determine how the student will participate in the general assessment—either with or without testing accommodations. **TAs must ensure, before administering the test, that the student’s most recent IEP indicates that the participation criteria have been considered and that the student has met all criteria.** This can be documented using the participation criteria above, which are also recorded in NMPED’s Addendum for Determining Eligibility. The documentation required can also be incorporated into existing district IEP forms. These documentation requirements are established by both federal and state regulations.

Content Areas to Be Assessed

Language Arts (Reading and Writing), Mathematics, Science (for grades 3–4, 7–8, and 11–12, 12+), and Social Studies (for grades 11–12, 12+) will be assessed during the spring 2011 testing window.

Testing Window

February 28—April 8, 2011

NMAPA Forms

The NMAPA has the following forms:

Language Arts (Reading, Writing)	Mathematics	Science	Social Studies
Grades 3–4	Grades 3–4	Grades 3–4	Grades 11–12, 12+
Grades 5–6	Grades 5–6	Grades 7–8	
Grades 7–8	Grades 7–8	Grades 11–12, 12+	
Grades 11–12, 12+	Grades 11–12, 12+		

Test Administrator Requirements

Only NMPED-trained personnel can administer the spring 2011 NMAPA administration. The official TA should be the student's teacher. If the student's teacher cannot administer the assessment, a certified staff member who is familiar with the student's support needs and communication mode and has attended one of the NMPED-sponsored trainings may serve as the TA.

The TA administers the test and scores the student's performance. The TA's scoring record will be used to calculate adequate yearly progress (AYP) and issue all relevant score reports. Districts will receive one score form for each student.

Each NMAPA TA:

- Must be a certified employee of the district.
- Must be familiar with this *TAM*.
- Must be trained in and knowledgeable about proper test administration and test security.
- Must complete an NMPED Confidentiality Agreement.
- Must have attended one of the NMPED-sponsored trainings.

TAs may not administer the assessment to close relatives (e.g., children or grandchildren).

If the test is administered in a location other than the school, the TA must meet the criteria specified above.

Test Administrator and Second Rater

Two NMPED-trained personnel must also be trained in the administration of the spring 2011 NMAPA. This is a requirement because of NMPED's duty to provide evidence to the U.S. Department of Education about the inter-rater reliability of the NMAPA. For students are randomly selected, an additional staff member is required, and this person is called the second rater. The TA must be a certified staff member. The second rater (when required) can be an additional teacher, a paraprofessional, a related service provider, a diagnostician, or another qualified staff member.

The second rater observes the administration and also scores the student at the same time. The second rater's score form will be used to address inter-rater reliability. Student score forms will be clearly marked with the terms "Test Administrator" and "Second Rater" for each student. Therefore, districts with students who have been randomly selected for this scoring method will receive two score forms for those students taking the NMAPA.

Both the TA's and the second rater's Student Score Forms must be submitted to AIR. TAs and second raters should score independently and should **not** confer with each other as they score. TAs and second raters who administer the NMAPA **must** attend NMPED training.

Roles and Responsibilities

The American Institutes for Research (AIR) in Washington, D.C., is the contract agency working with NMPED on the NMAPA. AIR is responsible for printing, distributing, and collecting the test materials. AIR is also responsible for scoring and reporting.

The DTC

- Is the main contact for AIR.
- Is responsible for coordinating the administration of the spring 2011 NMAPA among all the schools within a district, primarily:
 - Ordering additional materials, if needed.
 - Distributing and collecting all test materials to and from the schools.
 - Returning all test materials to AIR.
- Must be familiar with all information in the *DTC Manual* and the *TAM*, although other staff members may refer to sections as needed.
- Must attend the NMPED DTC training.
- Is knowledgeable about proper test administration and test security.
- Ensures that all personnel assigned to testing are adequately trained in the areas of proper test administration and test security.
- Has completed an NMPED Confidentiality Agreement.

The STC

- Is responsible for coordinating the administration of the spring 2011 NMAPA at the school site and for verifying receipt of the school's test materials.
- Is knowledgeable about proper test administration and test security.
- Must be familiar with the information in the *TAM*.
- Ensures that all personnel assigned to testing are adequately trained in the areas of proper test administration and test security.
- Has been trained by the DTC.
- Has completed an NMPED Confidentiality Agreement.

Testing Irregularities

Incidents may occur during testing that can affect a student's scores. These testing irregularities are defined as any situation that interferes with the usual or prescribed testing procedure as specified in the *TAM*.

DTCs must be informed of these situations so a decision can be made regarding the validity of the student's score. Testing irregularities may necessitate the invalidation of test scores or the addition of an explanatory note to a student's record. The *NMAPA Irregularity Form* is provided in Appendix F for this purpose.

TAs should complete the test irregularity form for any incident that occurred during testing (e.g., an error in administration) if it could affect a student's test scores. It is not necessary to report minor incidents such as uncooperative or sleeping students or accidental noises in the environment such as that from a garbage truck or public address system.

The DTC should collect and review the forms to determine if the district should take further action, such as invalidating the test scores or completing a test security violation report. The DTC must keep the test irregularity form on file for one year. Do not send these forms to the test contractor.

All administrations of the tests are to be conducted under standardized procedures as described in the manuals provided to STCs and TAs. Individual irregularities, such as suspicion of cheating, should be reported immediately by the TA to the DTC or STC. Invalidation of a test due to a testing irregularity shall be determined after a thorough investigation and consultation among the DTC, the STC, and the district or school superintendent. As required by state regulations, the Assistant Secretary, Assessment and Accountability Division of NMPED, shall be informed of a testing irregularity within three working days of the occurrence and will follow up with a written report of the investigation.

Any breach of security must be reported immediately to the DTC. In turn, the DTC must report the suspected irregularity by telephone to the Assistant Secretary, Assessment and Accountability Division of the NMPED, within three working days and follow up with a written report containing the allegation(s), findings, and corrective action(s). Anonymous reports will be considered; however, if a name is provided, the name of the person initiating the report may be held in confidence if the building supervisor or district superintendent feels it is best to do so.

If any certified school employee is involved in any of the unauthorized activities mentioned under "Test Security Guidelines," pages 3 and 4, that employee is in jeopardy of possible license revocation by NMPED.

NMAPA Preparation Procedures

TAs will be ready to administer the NMAPA after following a few basic steps:

- Receive a set of materials from the DTC or STC.
- Verify that you have all materials necessary for test administration, including the printed materials and the physical manipulatives. Please retain the boxes in which you receive the materials. All materials will be returned in the same boxes, except for all student score forms and second rater forms which go into the provided return shipping envelope(s). Contact the DTC if any materials listed on the included checklist are missing.

Printed Materials

The printed materials include the

- Language Arts test booklets.
- Mathematics test booklets.
- Science test booklets (grades 3–4, 7–8 and 11–12, 12+ only).
- Social Studies test booklets (grades 11–12, 12+ only).
- Student score forms. (One or two per student: one for the official TA and, when required, one for the second rater. Each score form for grades 3–4 and 7–8 includes Language Arts, Mathematics, and Science; the grades 11–12, 12+ score forms will also include Social Studies. The grades 5–6 score forms include Language Arts and Math only.)
- Printed manipulatives specific to the Language Arts, Mathematics, Science, and Social Studies test booklets.
 - **Note: Printed manipulatives may be shared across items within a given task and are to be reused across test administrations with each student. If the task calls for the student or TA to produce or develop a product, enough materials are provided for each individual test administration.**
- Language Arts storybooks (specific to the Language Arts test booklets).
- Social Studies storybooks (specific to the Social Studies test booklets, if applicable to this administration).
- Principal’s Certification of Proper Test Administration (Appendix B).

Test Booklets

The TA uses the NMAPA test booklets to administer the Language Arts, Mathematics, Science, and Social Studies tasks. Test booklets are secure test materials. Test booklet covers indicate the content area and grade band.

Student Score Forms

One Student Score Form is included for each student. Some students have been randomly selected for second raters; therefore, there will be two Student Score Forms for these students: one for the official TA and one for the second rater. One Student Score Form will be clearly labeled “Test Administrator”; the other will be clearly labeled “Second Rater.” The Student Score Form includes sections for Language Arts, Mathematics, and Science. The grades 5–6 Student Score Forms include sections on Language Arts and Math only. The grades 11–12, 12+ Student Score Forms will also contain a Social Studies section.

The official TA Student Score Form also contains a learner characteristics inventory, which will be used to assist the state with describing the population of students who take the NMAPA, and a Student Placement Questionnaire (SPQ) for each content area. The SPQ is used to identify the most appropriate starting task for each student. TAs will respond to “can do” questions (e.g., “Can this student recognize the sun, moon, Earth?”), add up the student’s SPQ score, and identify the most appropriate starting task in the look-up table. The SPQ, directions and the look-up tables are provided in the official TA Student Score Form for each student.

Printed Manipulatives

The following is true of all printed manipulatives:

- The printed manipulatives consist of picture symbols, picture cards, and number and letter cards.
- The task name and item numbers are printed on the back of the cards for ease of handling before, during, and after test administration.
- Packages of printed materials are labeled to indicate their respective test booklet.
- Language Arts and Social Studies storybooks must be returned with other secure test materials.
- Printed manipulatives must be returned with other test materials after the administration.

NOTE: Starting in Spring 2011, the NMAPA picture cards are in a new strip format, designed to make the TA’s test preparation and administration more efficient.

- The picture card strips are printed in order of answer options shown on test booklet “Setup” pages. They are packaged in task and item order. In the new format, the picture card strips do not need to be reused between items.
- To “remove” an incorrect answer choice when administering the test, the TA can cover the card with a blank card (a blank card strip is also provided at the end of each package of printed manipulatives).
- In items that have more than three picture cards to set up, the additional picture card(s) are on the next strip(s) in the package.
- The picture cards will continue to have task title and item number printed on the back for easy identification.
- Students may require picture cards to be spaced further apart on the table. In these cases, the TA should cut cards apart using the guiding lines on the strips.
- When cards need to be affixed to posters or charts as part of a task, the TA should separate the card strips **prior** to test administration.

Principal's Certification of Proper Test Administration

The school principal must complete the information on this form (Appendix B). The completed certification for the school is returned to the STC and securely stored at the school site.

Physical Manipulatives

IMPORTANT: Various physical manipulatives, in addition to those provided with the test materials, are needed for the NMAPA administration. TAs are responsible for providing these additional objects. The list of materials to be provided by the TA is given in Appendix A: Test Materials Provided by the Test Administrator.

- The physical manipulatives are objects the TA needs to administer the Language Arts, Mathematics, Science, and Social Studies tasks.
- Many of the physical manipulatives are to be reused across administrations with multiple students.
- The provided physical manipulatives are packaged by test booklet subject and grade band.
- **The provided physical manipulatives are consumable and do not need to be returned.**

Verify that materials received match the information on the School Security Checklist (if available), which serves as both inventory verification and secure materials handling documentation.

- For schools that don't receive a School Security Checklist, the DTC should verify receipt of materials using the District Security Checklist.
- Verify that you have the correct test booklet(s) for the students you will assess.
- Verify that you have received the correct number of test booklets, packages of printed manipulatives, and answer folders and that the security numbers for these materials match those printed on your School Security Checklist.

For those districts that identified students taking the NMAPA in AIR's TIDE system, student Pre-ID labels are available. Pre-ID labels should be affixed to the Student Score Form where indicated. If information on the Pre-ID label is incorrect or if Pre-ID labels are not available, follow the instructions for hand coding in Appendix C: Student Demographic and Test Data. Note that even if a Pre-ID label is available, some fields must be bubbled (See Appendix C).

Read the test security requirements and decide how you will store your materials in a secure, **locked** cabinet or closet.

Before test day, reread this *TAM* and thoroughly review the procedures for administering each task.

NMAPA Administration Preparation

Review the *TAM* and the NMAPA Tasks

Read this *TAM*. TAs should be familiar with all the information in this manual to ensure proper and successful test administration.

TAs should:

- Read the assessment tasks and items.
- Become familiar with the test items and setup requirements.
- Become familiar with the scoring directions and consider what accommodations might be required. See the “Making NMAPA Tasks Accessible” section for more information.
- When considering what accommodations might be required
 - Ensure that these accommodations have been used daily in instruction and correspond with those written in the student’s IEP.
 - Consider how the student will access and respond to the assessment materials.
- Provide the assistive technology the student needs to access the materials and respond to the assessment items.
- Locate and prepare all materials and adaptation-related aids that you will use for the assessment. See Appendix A for a list of materials the TA provides for each form..
- Review and complete the SPQ, in the official TA’s Student Score Form, for each student.

Practice for the Administration

Important! Rehearse administering each task before you administer it to a student. Rehearsing a task includes saying the scripted administration directions out loud, laying out manipulatives, and reading the scaffolding and scoring directions aloud. Because randomly selected students participating in the spring 2011 administration will require both an official TA and a second rater, it would be ideal to have the TA and the second rater practice administering tasks to each other, keeping in mind the communication and support needs of the students who will be participating in the NMAPA.

Student Score Forms

One Student Score Form is included for each student. Some students have been randomly selected for second raters; therefore, there will be two Student Score Forms for these students: one for the TA and one for the second rater. Please see the “Test Administrator Requirements” section for details about using both Student Score Forms during test administration. One Student Score Form will be clearly labeled “Test Administrator”; the other will be clearly labeled “Second Rater.”

The TA's Student Score Form includes a learner characteristics inventory, which will be used to assist the state with describing the population of students who take the NMAPA. Additionally, the TA's Student Score Form includes the SPQ, which is further explained in the next section.

Student Placement Questionnaire

The official TA's Student Score Form contains the **SPQ** for each content area. The SPQ is used to identify the most appropriate starting task for each student.

The SPQs and directions are located in the Student Score Form, with the pages for recording the student's scores on each NMAPA task.

The directions below guide you through

- Completing the SPQ.
- Identifying the starting task in each content area.
- Adjusting the starting task if this becomes necessary.
- Determining when to conclude the administration.

The SPQ is designed to identify the most appropriate starting task for each of your students in each content area of the NMAPA: Language Arts, Mathematics, Science (except grades 5–6), and Social Studies (grades 11–12, 12+). Answer each SPQ item as accurately as you can based on your experience in the classroom with the student being tested.

Identifying the Starting Task for a Student in Each Content Area

Complete the SPQ for a content area (e.g., Language Arts) before administering any tasks for that content area.

Bubble your responses to the SPQ questions for that content area. Please use a number No. 2 pencil to fill each bubble completely. After you respond to all items in the SPQ, identify the most appropriate starting task for this student by following the steps listed on the SPQ.

These steps are as follows:

1. Count the number of bubbles you marked in each of the first three columns and write the totals in the blocks under each column.
2. In Section 3 at the bottom of the page:
 - a. Write the column totals in the appropriate blocks.
 - b. Multiply each total by the specified multiplier and write the resulting totals in the blocks to the right.
 - c. Add the three totals to obtain the total SPQ score.
 - d. Write the SPQ score in the blocks and bubble the SPQ score.

Please check your work and complete the bubble grids for the total SPQ score.
3. Find the total SPQ score in Section 4 to determine the starting task for this student.

Administering the Starting Task and Completing the Administration

After using the SPQ to identify the starting task for this student, follow the directions below to administer the starting task and complete the administration.

The SPQ provides the initial starting point for a student's administration. Each student must be administered a minimum of five tasks, including the starting task if the student is started at Task 1 or a minimum of seven tasks if the student is started at Task 3 or Task 6. The minimum number of tasks and the specific tasks that must be administered to each student for each starting task are specified in the table below.

Starting task	Administer all items in <u>at least</u> these tasks
Task 1	1–5
Task 3	3–9
Task 6	6–12

Continuing the Administration after Task 1 or Adjusting the Starting Task

These instructions apply only for a student who, based on his or her SPQ score, starts at Task 3 or Task 6. If the student does not respond successfully on the starting task, it may be necessary to restart the administration at the next-lowest starting task.

When the Student Does Not Respond Successfully on the First Task

Responding successfully means earning at least three total points on a task. Each task has at least four items. A student who responds successfully receives at least three total points for all the items combined. For example, a student may respond successfully by receiving three points on one item, two points on one item and one point on another item, or one point each on three different items. When a student does not receive three or more points on a task, the student has not responded successfully on the task. If the student responds successfully on the starting task, administer all the items in all subsequent tasks as indicated in the table above.

When a student starts at Task 3 or at Task 6 and does not respond successfully on the first task, the starting task probably was too difficult. Restart the student at the next lower starting task. For example:

- If the student starts at Task 3 but does not respond successfully on this task, restart the student at Task 1.
- If the student starts at Task 6 but does not respond successfully on this task, restart the student at Task 3.

When a student starts at Task 1, no downward adjustment is possible, and the administration must progress through at least five tasks.

When to Conclude the Administration

If the student responds successfully on the last required task as specified in the table above, continue with the administration by administering the next task and subsequent tasks until the student no longer responds successfully on a task. By continuing the administration of subsequent tasks when the student is *responding successfully* (i.e., obtaining three or more points on the task), you will provide the maximum opportunity for the student to demonstrate his or her knowledge and skills.

If the student does not respond successfully on the last required task or at any point on additional tasks, you may conclude the administration. *Responding unsuccessfully* on the concluding task means the student received less than a total of three points on the task.

By concluding the administration when the student is no longer responding successfully after administering the required tasks, the TA avoids unnecessarily prolonging the student's test administration and any possible negative effects on the student.

For example:

Language Arts, Math, Science, and Social Studies

- Student A started at Task 1 and was administered Tasks 1 through 5. The student responded successfully on Task 5 and therefore was administered Task 6. The student responded successfully on Task 6 and was administered Task 7. The student did not respond successfully on Task 7; therefore, the administration was concluded at the completion of Task 7.
- Student B started at Task 3, and was administered Tasks 3 through 9. The student did not respond successfully on Task 9; therefore, the administration was concluded at the completion of Task 9.

Pre-ID Labels and Biogrids

Pre-Identification is a process by which the district submits student demographic data electronically that is then placed on individual Pre-ID labels; this reduces the amount of hand-coding by TAs. If your district identified students taking the NMAPA in AIR's TIDE system, you will receive one Pre-ID label for each student. The label will include the student's name and other identifying information. The Pre-ID labels should be affixed to the Student Score Form.

The NMAPA Pre-ID labels have a pink dot on them for easy identification. Please use only the labels with the pink dots because they are specific to this test and the testing vendor.

For students with Pre-ID labels:

- Check the accuracy of the preprinted information.
- Affix the Pre-ID label (if correct) to the Student Score Form.
- Bubble Completion Status and Spanish Parent Report if a Spanish language report is required.
- Review Appendix C for instructions on additional demographic fields that must be bubbled on the biogrid.

For students with incorrect information on Pre-ID labels:

- Destroy the incorrect Pre-ID label.

- Code fields for Student Last Name, Student First Name, Birth Date, and State Student ID Number with the correct information.
- Bubble Completion Status and Spanish Parent Report if a Spanish language report is required.
- Review Appendix C for instructions on additional demographic fields that must be bubbled on the biogrid.

For public (not Bureau of Indian Education [BIE]) school students without Pre-ID labels:

- Review Appendix C.
- Code fields for Student Last Name, Student First Name, Birth Date, and State Student ID Number with the correct information.
- Bubble Completion Status and Spanish Parent Report if a Spanish language report is required.

For BIE students without Pre-ID labels:

- Review Appendix C.

Note: Please use a No. 2 pencil to bubble all fields.

Administering the NMAPA

- Plan the assessment administration to occur at the optimal performance time of day for a given student. Remember, the entire assessment does not need to be given in one sitting. It can be given in multiple sittings over several days.
- Continue scoring as you proceed through the test. Score each item as it is completed before moving to or setting up the next item.
- Record the scores on the Student Score Form or the optional student score worksheet (Appendix E: NMAPA Optional Student Score Worksheet) as you administer the assessment.
 - If you use the optional student score worksheet, you **must** carefully transcribe the data from the worksheet onto the Student Score Form. The optional student score worksheets will not be scored.
- Observe the student for indications that a break is needed.
- You may stop the assessment at any time and resume it later.
- If the student requires a break before completing all the items in a task, pick up where you left off.
- Whenever you start a task after a break, show the student the materials he or she had been working with and review the last item the student completed before the assessment was stopped. Do not rescore.
- Do not readminister or rescore any previously administered items.

- Administer the test at any time during the test administration window of **February 28—April 8, 2011.**

Defective, Damaged, or Missing Materials

If defective or damaged materials are received or if materials are missing, contact the DTC for replacements. The DTC should place an additional order during the additional ordering window.

If a Student Score Form is defective or damaged, be sure to secure a replacement from the DTC.

Returning the Assessment Materials

After the assessment is complete, gather all assessment materials: the test booklets, the Student Score Forms, printed manipulatives, and any artifacts produced as part of the assessment.

- Affix Pre-ID labels to Student Score Forms. A set of pre-coded barcode labels will be sent for all students on the student roster. The barcodes link each student’s materials to the student’s name and location.
- Pack all materials for return. Student Score Forms should be returned using the provided return shipping envelope for express delivery.

Return shipping envelopes should contain

- Completed Student Score Forms (one for each student. Each Student Score Form includes Language Arts, Mathematics, and Science. Grades 5–6 Student Score Forms only include Language Arts and Mathematics. Grades 11–12, 12+ Student Score Forms also include Social Studies.)
 - Completed Second Rater Score Forms (if applicable).
 - Unused Student Score Forms.
 - Optional student scoring worksheets.
- Place all other test materials in the original boxes received, putting test booklets and other heavier items on the bottom of the boxes.

Boxes should contain (from the top down)

- Completed School Security Checklist. (**TOP**)
 - Completed TA Comment forms.
 - Language Arts test booklets.
 - Mathematics test booklets.
 - Science test booklets (grades 3–4; 7–8; 11–12, 12+ only).
 - Social Studies test booklets (grades 11–12, 12+ only).
 - Printed manipulatives (e.g., posters, storybooks).
 - Student-generated materials. (**BOTTOM**)
- The Principal’s Certification of Proper Test Administration should be completed and submitted to the STC for secure storage at the school site.

Note: All printed material must be returned to AIR. You may keep only the physical manipulatives for use at the school. Do not return them to the DTC. Do not seal the cartons because the DTC must verify the contents. Deliver all materials to the DTC according to district procedures.

Assessment Design

Overview of Tasks and Item Format

A task is a set of four to six related activities, called items. The responses to the items provide evidence of what students know and can do in Language Arts, Mathematics, Science, and Social Studies.

Key features of the tasks and their administration are as follows:

- Each task begins with an introductory statement that establishes the context for what the student will be doing. There is a clear progression within each task from one activity to the next.
- The TA uses scripted directions to pose specifically worded questions and prompts to the student.
- The student responds by using the mode of communication that he or she uses during instruction. These response modes include, but are not limited to, an oral response, pointing, use of eye gaze, a response card, sign language, or an augmentative communication device.
- The TA uses various materials to administer a task or an item to help a student respond. Some materials are provided with each task, and some materials that are readily available at the school must be provided by the TA. See Appendix A for a complete list of materials to be provided by the TA.
- The materials provided with the assessment may include
 - Posters, charts, tables, schedules, and signs that the TA reads aloud.
 - Manipulatives such as checkers, balls, and geometric shapes.
- Unless the task is presented entirely through the use of concrete objects, resources will also include a set of response cards for each item to facilitate a student's response.
Note: Some students may need response cards, but if a student responds verbally, the use of response cards may not be necessary for all tasks.

Task Information

- The materials needed to administer the task, identified item by item, including the materials that must be provided by the TA and those provided with the assessment kit.
- The introductory statement the TA should present to the student before beginning the first item.
- The closure statement the TA should present either at the completion of the task or when the task is discontinued for any reason.

Access Limitations

The procedure for access limitations is as follows:

- If the task or item lists an access limitation for a student’s disability (e.g., “blind” or “deaf”), do not administer that task or item.
- Code “AL” on the Student Score Form and move on. TAs may only skip tasks or items that are designated in the test booklet and Student Score Form as having an access limitation.

Item Information

A sample item is presented on page 26. Each NMAPA item contains:

- The materials needed.
- The directions for the setup, which may involve placing manipulatives or response cards, displaying a text, or following certain steps before beginning to administer that item.
- Scripting for what the TA will say to the student.
- Directions for scoring.

Item Scripting

Each NMAPA item is presented as a scaffolded script.

The item begins with an opening statement in Say/Do format. For example:

Say: **Here is a ____.**

Say: **Look at/touch the ____.**

The opening statement is followed by a directive for the student to tell or show the TA which one of several response options is correct. For example:

Say: **Show (tell) me which is a circle?**

The TA should select the appropriate verb (“tell me” or “show me”) for the student who is being assessed. Do not say both words.

Administration Tip: In the script, the TA says each response option out loud for the student. The TA is also directed to indicate the response options by gesturing or pointing to the corresponding response card or concrete object representing that option. The TA may reread all or any part of the script or story, as needed. The TA must not provide any cues to correct answers when rereading the script or story.

Scaffolded Scoring

Task administration and scoring are scaffolded. If the student does not respond correctly to the opening statement or first question, the TA is directed to continue with the script for that item. The script differs depending on whether the student responded incorrectly or failed to respond. The item always ends with only two response options offered to the student.

- The NMAPA does not use a fixed scoring scale; instead, the maximum number of points that may be assigned varies from item to item.
- All scoring directions appear in boxes on the right side of the page.
- The demands of the item are scaffolded downward until the TA is presented with directions for assigning a score when the student does not respond correctly or fails to respond at the lowest scaffolded level.

Administration Tip: Do not change the order of the response cards specified in the administrator directions.

Presentation Format

Setup

- TAs should look at the graphic representation of the setup to identify where materials are to be placed. All materials, including physical manipulatives, printed manipulatives, and storybooks, will appear as graphic icons in the setup.

Script

- The script will always appear on the left side of the page.

Scoring and Scaffolding

- The scoring and scaffolding (“TRY 1,” “TRY 2,” or “TRY 3”) will always appear on the right side of the page.

After reading the script, the TA should use the right side of the page to determine scoring and scaffolding:

- The 3-point items allow three tries.
- The 2-point items allow two tries.
- The 1-point items allow one try.
- The engagement items use a 4-point rubric.

Scoring Instructions

The student will respond in one of three ways:



When the student gives the correct response, the TA records a score point and moves to the next item.



When the student responds incorrectly, the TA removes that response option and repeats the shortened script at the top of each attempt. If the student responds incorrectly on the 1-point item, the TA records a “0” and moves to the next item. “Incorrect” means that a student has given a response to a particular item that is not the correct or appropriate answer.

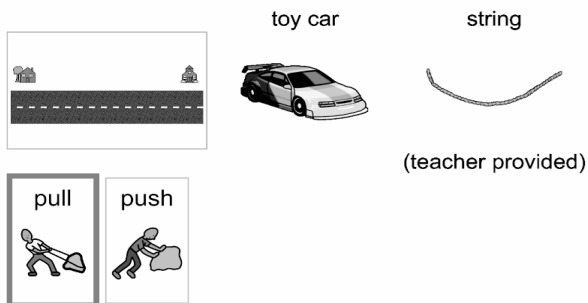


When the student fails to respond, the TA removes the designated option. The TA repeats the shortened script at the top of each attempt. If the student fails to respond on the 1-point item, the TA records “NR” and moves to the next item. “No response” means that a student has not given any response to a particular item.

Science Task 1:

Using Force: Item 3

Setup



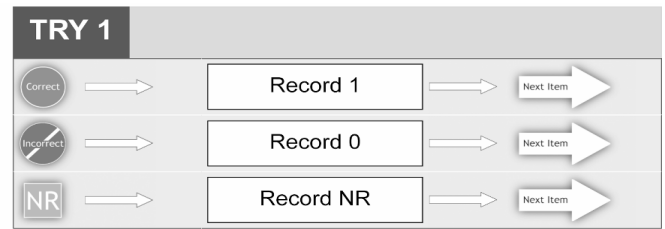
Script

Do: Attach the piece of string to the toy car.

Say: *Let's move the car down the road.*

Do: Use the string to gently pull the car down the road from one end to the other end.

Say: *Did we pull the car* (indicate the pull card) *or push the car* (indicate the push card)?



Scoring Note: Record student responses determined from the SPQ starting point. For example, if the student is to start at task 3 or 6, all the previous items must remain blank on the Student Score Form.

Engagement Scoring Rubric

Although most NMAPA items appear in the aforementioned format, some items at the engagement and presymbolic levels are scored with a rubric.

- A number of tasks in the NMAPA are designed for students who are at the engagement and presymbolic level of communication.
- These tasks typically begin with an item that provides evidence of the student's readiness to engage in the academic task and in entry-level activities addressing one or more standards. Although also presented with a scaffolded script, these items scaffold upward by cuing for increasingly extended focus and persistence rather than scaffolding downward.
- The TA scores engagement items by making a judgment on the basis of the scoring rubric.

NMAPA Engagement Scoring Rubric

Record 4 points:

Student demonstrates **sustained involvement** in the activity; for example, he or she may

- consistently attend to teacher's communication (verbal or signed) and actions;
- participate with intention in action involving the objects as modeled;
- imitate (or try to imitate) action involving the objects as objects;
- shift body movement/eye gaze appropriately as focal point of demonstration changes;
- make an appropriate vocalization (e.g., an associated sound) in response to objects; and/or
- demonstrate anticipation or prediction of next words and/or actions.

Record 3 points:

Student demonstrates **generally maintained involvement** in the activity; for example, he or she may

- generally attend (with infrequent lapses) to teacher's communication (verbal or signed) and actions;
- touch or point to object(s) as described;
- sustain gaze toward object(s) during manipulation by teacher;
- vocalize to show acknowledgment of object(s) during manipulation/exploration; and/or
- willingly permit (participate in) hand-over-hand exploration of object(s).

Record 2 points:

Student demonstrates **intermittent/irregular involvement** in the activity; for example, he or she may

- intermittently attend to teacher's communication (verbal or signed) and actions;
- move toward/reach for the object(s) presented;
- touch the object(s) presented; and/or
- look at the object(s) presented, shifting gaze at least sometimes as appropriate.

Record 1 point:

Student demonstrates **fleeting awareness** of, but little/no involvement in, the activity taking place; for example, he or she may

- only fleetingly attend to teacher's communication (verbal or signed) and actions;
- exhibit a momentary change in movement, vocalization, and/or respiration in response to teacher and/or object(s);
- open or move eyes toward teacher and/or object(s); and/or
- permit guided touch/grasp of object as initially presented.

Record NR:

Student does not demonstrate any awareness of the object(s) or involvement in the activity taking place or may refuse to engage in the activity at any level.

Making NMAPA Tasks Accessible

The NMAPA is designed for students who have significant cognitive disabilities and are identified through the IEP process as eligible to participate in an alternate assessment. Because of the diversity of this population of students, TAs may need to adapt the materials and provide a variety of response options.

Guidelines for Selecting TA-Provided Materials

Guidelines for selecting TA-provided materials include the following:

- Materials that TAs are required to provide or that TAs substitute for pictures or other response options must be similar in size, shape, and color so that the constructs to be assessed are not confused. For example, if the TA provides a cup, it should be the same size as the other materials and of a neutral color. One item should not be more interesting or engaging than another.
- TA-provided materials must be age- and grade-appropriate.
- TAs may substitute picture symbols that are familiar to the student as long as the substituted symbol does not change the construct being tested. For example, if the concept is related to content vocabulary, such as “subtract,” it would not be appropriate to substitute a term such as “take away.” The yes/no response card that a student is most familiar with may be substituted for the yes/no cards included with the task.
- TAs may adapt picture symbols and other response options by adding Braille words, letters, or numbers to them or by substituting objects for pictures and picture symbols as long as the substitution does not change the construct being assessed.
- It is appropriate to use toys or other objects to represent something only if the student understands symbol use. When using toy objects to represent a picture or real object, be sure to clarify that it is a toy or “pretend” item.

Allowable Accommodations

Accommodations are tools and procedures in the areas of presentation, response, timing and scheduling, and setting that provide equitable instructional and assessment access for students with disabilities. Accommodations are intended to *mediate* the effects of a student’s disability; they are *not* intended to reduce learning expectations.

In a few instances, when specific accommodations are required at the item level for one or more of the above, these accommodations will be presented in the test booklet under the heading “Adaptive Instructions.” Otherwise, TAs may use the accommodations listed in the student’s IEP according to the instructions below. TAs should also review the *2010–2011 Procedures Manual* and the most current *How to Choose and Use Accommodations for Students with Disabilities* technical assistance manual published by NMPED.

Some of the NMAPA tasks may require changes to the materials or accommodation in terms of presentation or response options to be accessible to students with significant cognitive disabilities and who have additional disabilities including, but not limited to, visual impairment, hearing impairment, multiple physical disabilities, or all three. Some accommodations will apply to all items within a task, whereas others may apply to only one or two items within a task. In instances where it has been determined, on the basis of the EGBE being assessed, that an item is likely to be inaccessible to some students because of the nature of their disability, this will be noted within the test booklet under the heading “Access Limitations.”

Limitations may be identified for students with the following disabilities:

- Blindness.
- Partial sight (visually impaired).
- Cortical processing difficulties.
- Deafness.
- Hard of hearing (hearing impaired).
- Light sensitive/perception issues.
- Physical disability.
- Limited in visual/tactile field.
- Sensitive (averse) to certain stimuli.

If the task lists an access limitation for a student’s disability, do not administer that task or item and mark the AL (access limitation) column on the Student Score Form.

All tasks are presented in a standard script with stimulus and response materials intended for both verbal and nonverbal students. TAs should adapt the presentation of the script to meet the specific expressive and receptive needs of the student.

Task Delivery Modes

The standard script may be presented to students in the modality that students receive instruction. For example:

- Orally (verbally).
- Orally (verbally), supported by sign language, cued speech, or both.
- Orally (verbally), supported by concrete objects.
- Orally (verbally), supported by picture symbols.
- Using picture symbols.
- Using sign language.
- Using sign language supported by concrete objects.
- Using sign language supported by picture symbols.
- Using a student’s other preferred communication system.
- Using supports, such as computer software that provides systematic visual aids.

Task Delivery Guidelines

Task delivery guidelines include the following:

- Consider the effect of accommodations on what is being assessed before the actual administration of the NMAPA. Make sure that the accommodation DOES NOT change the meaning or the intent of an item.
- Select signs, words, and images with care so they DO NOT signal the correct response.
- Substitute more familiar words or terms or abbreviate the script, provided that doing so DOES NOT affect the intent or degree of difficulty of an item.
- Consider several factors when implementing accommodations. These factors include, but are not limited to, the following:
 - Volume.
 - Timing.
 - Movement/gesture or expression.
 - Environment.
 - Background (visual and auditory).
 - Contrast.
 - Text size, font, case (upper or lower), and color of stimulus materials (see “Response Modes,” below).
 - Rewording so that the student initiates action or applies or explores the stimulus.
- Use any customary encouragement and support strategy, as long as it does not unfairly signal correct or incorrect responses. These strategies include, but are not limited to, the following:
 - Praise.
 - Confirmation.
 - Reiteration/repetition.
 - Touch.
 - Time out.
 - Snack or other incentive.

Response Modes

For every task, response options will be provided. These options may include concrete objects, photographs, line drawings, picture symbols, or letters or words. Students may express a response choice by or through such means as

- Using language (oral or signed), independently or through voice output devices.
- Using other vocalization(s).
- Using language (written) manually or with a keyboard (traditional or voice activated) or by dictation to a scribe.
- Touching, pointing, eye gazing, nodding, or gesturing toward an item.
- Selecting and arranging picture symbols.

- Manipulating or picking up an item.
- Exhibiting a change in breathing pattern (respiration) or body movement.
- Changing facial expression(s).
- Using assistive technology devices.
- Using a combination of these, a different alternative response mode, or both.

Response Mode Guidelines

Response mode guidelines include the following:

- To be acceptable, any response mode must allow a TA to ascertain, without ambiguity, the intent of a student's response.
- The response mode(s) must be routinely used by the student during daily instruction. A new response mode should not be introduced for this assessment.

Stimulus and Response Materials: Substitutions

The stimulus materials identified in each task are intended for students who have significant cognitive disabilities. In recognition of the need to depart on occasion from the standard stimulus and response materials, the chart below shows suggested substitutions and alternatives that are based on students' degree of vision, hearing, or physical mobility.

Student Characteristic	You can adapt or substitute stimulus/response materials by doing the following:
Blind Low vision Partial sight	<p>Increase or decrease size of manipulatives, their spacing, or both; increase contrast in/among manipulatives; add, remove, or change background color; position as appropriate (e.g., right, left, midline, slanted, eye level); limit spatial and figure ground problems</p> <p>Highlight response choices with flashlight; use backlighting; use multi-sensory materials (e.g., incorporate weight, temperature, smell, and resonance/vibration); use high-contrast colors (e.g., red and yellow)</p> <p>Reduce sheen; lower intensity of light; change orientation (flat, slanted, upright); limit visual field; use a plastic frame to display stimulus and response materials</p> <p>Use textured manipulatives (when tactile discrimination is possible); add raised lines or forms; use Braille (limited contexts, as appropriate); provide tangible objects (actual, symbolic, part-for-whole); provide auditory, tactile, and olfactory replacements for visual stimuli; eliminate distracting lights and sounds</p>
Deaf	Use picture symbol version of texts read “aloud” through customary delivery mode (sign language, cued speech, and so forth)
Hard of hearing	Increase volume; provide visual replacements for auditory stimuli
Limited in reach or touch	Use response cards or response items, or both, in conjunction with switches or other assistive technology
Limited in visual or tactile field	Reduce the surface on which response options are arrayed; realign (horizontal, vertical, paired, or other arrangement); position materials level with student’s eyes and then move within student’s reach
Tactile sensitivity	Replace the provided item with an analogous item that is less slippery, fuzzy, rough, and so forth; eliminate unnecessary stimuli
Apraxia/motor planning problems or sensory integration challenges	<p>Rehearse movement needed for response; use an object for pointing; provide tactile and kinesthetic supports (e.g., pacing board)</p> <p>Provide frequent breaks; offer visual supports; allow/encourage movement; allow unrelated manipulative (e.g., rubber band in free hand) to aid concentration, supported seating, weighted vests, sensory diet before testing; reduce “noise” such as environmental sound, tactile and olfactory input, light</p>
Orthopedic impairment	Use assistive technology, visual cues, gestures (e.g., point to materials); change location to increase physical access; change location to access special equipment; offer adjustable height desk, appropriate specialized seating, slant top surface, assistive technology, extended time, multiple or frequent breaks

Assistive Technology

Assistive technology (AT) that is stated in the student's IEP and is used during instruction may be used to give the student access to the content of the assessment, while providing options for responding to task requests on the assessment. However, providing an accommodation or access to AT only during the assessment will not ensure that the student will be able to use the AT effectively. Before the assessment, a student needs opportunities to use the technology during daily instruction to ensure that he or she can use it appropriately and effectively.

Technology affords many ways to adapt both task delivery and student response. Consider both high-tech and low-tech resources that aid delivery (input) and response (output). Any assistive technology that does not unfairly advantage or disadvantage a student may be used, including, but not limited to, the following:

- Word processor (e.g., portable talking or large-print word processors).
- Computer with or without adapted software.
- Screen magnifier or screen magnification software.
- Custom or modified keyboard.
- Touch screen computer access.
- Arm support.
- Track ball, track pad, joystick with onscreen keyboard.
- Alternative keyboard.
- Mouth stick, head pointer with standard or alternative keyboard.
- Head mouse, head master, tracker with onscreen keyboard.
- Switches.
- Voice output device, both single and multiple message.
- Tape recorder.
- Tactile/voice output measuring devices (e.g., clock, ruler).
- Overhead projector.
- Pencil grips, nonskid material to hold objects in place.

Appendix A

Test Materials Provided by the Test Administrator

Language Arts Grades 3–4

Subject	Grade Band	Task Number	Task	Material	Quantity
LA	3-4	2	Sand	Blank Paper	1
LA	3-4	2	Sand	Student's Preferred Writing Tool	1
LA	3-4	2	Sand	Familiar Book	1
LA	3-4	3	I Found A Quarter!	Penny	1
LA	3-4	3	I Found A Quarter!	Quarter	1
LA	3-4	6	Introductions	Blank Index Card	12
LA	3-4	11	Darren's Hardware Store	Blank Paper	1
LA	3-4	11	Darren's Hardware Store	Student's Preferred Writing Tool	1

Language Arts Grades 5–6

Subject	Grade Band	Task Number	Task	Material	Quantity
LA	5-6	1	Too Many Chiles	Familiar Book	1
LA	5-6	2	Sand	Blank Paper	1
LA	5-6	2	Sand	Student's Preferred Writing Tool	1
LA	5-6	2	Sand	Familiar Book	1
LA	5-6	3	Caroline's First Flight	Blank Paper	1
LA	5-6	3	Caroline's First Flight	Student's Preferred Writing Tool	1
LA	5-6	4	Salad Surprise	Bowl	1
LA	5-6	4	Salad Surprise	Cup	1
LA	5-6	6	The Arts and Crafts Fair	Piece of Paper	1
LA	5-6	6	The Arts and Crafts Fair	Writing Tool	1
LA	5-6	10	A Library Guide	Blank Paper	1
LA	5-6	10	A Library Guide	Student's Preferred Writing Tool	1
LA	5-6	11	Mule Deer	Blank Paper	1
LA	5-6	11	Mule Deer	Student's Preferred Writing Tool	1

Appendix A

Language Arts Grades 7–8

Subject	Grade Band	Task Number	Task	Material	Quantity
LA	7-8	1	Caroline's First Flight	Student's Preferred Writing Tool	1
LA	7-8	1	Caroline's First Flight	Blank Paper	1
LA	7-8	2	Newspaper Sections	Dry Erase Marker	1
LA	7-8	2	Newspaper Sections	Newspaper	1
LA	7-8	2	Newspaper Sections	Dictionary	1
LA	7-8	3	My Favorite Learning Partner	Marker	1
LA	7-8	3	My Favorite Learning Partner	Blank Paper	1
LA	7-8	3	My Favorite Learning Partner	Chair	1
LA	7-8	3	My Favorite Learning Partner	Bookshelf	1
LA	7-8	4	Salad Surprise	Bowl	1
LA	7-8	4	Salad Surprise	Cup	1

Language Arts Grades 11–12, 12+

Subject	Grade Band	Task Number	Task	Material	Quantity
LA	11-12	1	Samuel Visits His Brother	Book	1
LA	11-12	2	Newspaper Sections	Newspaper	1
LA	11-12	2	Newspaper Sections	Dictionary	1
LA	11-12	2	Newspaper Sections	Dry Erase Marker	1
LA	11-12	3	Grocery List	Notepad	1
LA	11-12	3	Grocery List	Pencil	1

Appendix A

Mathematics Grades 3–4

Subject	Grade Band	Task Number	Task	Material	Quantity
Math	3-4	2	Matching Coins	Penny	3
Math	3-4	2	Matching Coins	Nickel	3
Math	3-4	2	Matching Coins	Quarter	1
Math	3-4	3	Dimes and Quarters	Penny	1
Math	3-4	3	Dimes and Quarters	Nickel	2
Math	3-4	3	Dimes and Quarters	Dime	3
Math	3-4	3	Dimes and Quarters	Quarter	2
Math	3-4	10	Counting Change	Penny	10
Math	3-4	10	Counting Change	Nickel	5
Math	3-4	10	Counting Change	Dime	4
Math	3-4	10	Counting Change	Quarter	2

Mathematics Grades 5–6

Subject	Grade Band	Task Number	Task	Material	Quantity
Math	5-6	6	Counting Pennies	Penny	9
Math	5-6	11	Coin Probability	Penny	6
Math	5-6	11	Coin Probability	Dime	2
Math	5-6	11	Coin Probability	Paper Bag	1
Math	5-6	12	Estimating Capacity and Time	13oz Empty Cereal Box	1

Mathematics Grades 7–8

Subject	Grade Band	Task Number	Task	Material	Quantity
Math	7-8	4	Congruent Polygons	Aluminum Can	1
Math	7-8	5	Flower Garden	Paper	1
Math	7-8	5	Flower Garden	Pencil	1
Math	7-8	6	Moving Objects	Coffee Mug	1
Math	7-8	6	Moving Objects	Small Textbook	1
Math	7-8	6	Moving Objects	Tissue Box	1
Math	7-8	11	Estimating Capacity and Time	13oz Empty Cereal Box	1

Mathematics Grades 11–12, 12+

Subject	Grade Band	Task Number	Task	Material	Quantity
Math	11-12	3	Reading Preference	Newspaper	1
Math	11-12	3	Reading Preference	Book	1
Math	11-12	3	Reading Preference	Magazine	1

Appendix A

Science Grades 3–4

Subject	Grade Band	Task Number	Task	Material	Quantity
Science	3-4	1	Senses and Body Parts	Tea Bag	1
Science	3-4	2	Heat Transfer	Paper Cup With Warm Water	1
Science	3-4	2	Heat Transfer	Ice Cube	1
Science	3-4	3	Living or Nonliving	Plant	1
Science	3-4	3	Living or Nonliving	Stapler	1
Science	3-4	3	Living or Nonliving	Pen	1
Science	3-4	3	Living or Nonliving	Book	1
Science	3-4	3	Living or Nonliving	Rock	1
Science	3-4	12	Measurement Tools	Book	1
Science	3-4	12	Measurement Tools	Ruler	1

Science Grades 7–8

Subject	Grade Band	Task Number	Task	Material	Quantity
Science	7-8	3	Sink or Float	Bowl of Water	1
Science	7-8	3	Sink or Float	Paper Towels	1
Science	7-8	3	Sink or Float	Wood Toothpick	1
Science	7-8	3	Sink or Float	Eraser	1
Science	7-8	3	Sink or Float	Penny	1

Science Grades 11–12, 12+

Subject	Grade Band	Task Number	Task	Material	Quantity
Science	11-12	6	Sink or Float	Bowl of Water	1
Science	11-12	6	Sink or Float	Paper Towels	1
Science	11-12	6	Sink or Float	Wood Toothpick	1
Science	11-12	6	Sink or Float	Eraser	1
Science	11-12	6	Sink or Float	Penny	1

Appendix A

Social Studies Grades 11–12, 12+

Subject	Grade Band	Task Number	Task	Material	Quantity
SS	11-12	1	The United States	Globe	1

Appendix B

Principal's Certification of Proper Test Administration



New Mexico Alternate Performance Assessment
Spring 2011 Administration

Principal's Certification of Proper Test Administration

School Name: _____

School Code: _____

(Circle One) Elementary School
 Middle School
 High School
 Other

District Name: _____

District Code: _____

Number of New Mexico Alternate Performance Assessments administered at my school: _____

I certify that the New Mexico Alternate Performance Assessment(s) in my school was/were administered according to the 2010–2011 test security procedures outlined in the New Mexico Public Education Department's *2010–2011 Procedures Manual* and the *Test Administrator Manual* for the spring 2011 Alternate Performance Assessment.

Printed Name of Principal

Signature of Principal

Date

Student Demographic and Test Data

Introduction

NMPED collects, stores, and updates information on student ethnicity, membership in programs such as Free and Reduced-Price, Full Academic Year status, and other demographics, along with test data. The data are used for state, district, and school AYP calculations and legislative reports. Districts, Charter schools, State-supported schools, and BIE schools provide demographic data to NMPED in February, and they may submit corrections or changes during the year in regularly scheduled submissions to the Student Teacher Accountability Systems (STARS).

Pre-ID Labels

Using data from TIDE, the test vendor prints Pre-ID labels for the NMAPA. These adhesive labels are sent to districts and affixed to the appropriate test materials. Accurate student identification information on Pre-ID labels is crucial to link New Mexico students with their test scores and their school and district locations. This ensures that reports are sent to the correct locations and test scores are accurately matched with students. These labels also reduce the need for schools and districts to hand-bubble identifying and demographic fields on the biogrid. **The NMAPA Pre-ID labels have a pink dot on them for easy identification. Please use only the labels with the pink dots because they are specific to this test and the testing vendor.**

Student Biogrid

It is not necessary to bubble any student demographic information on the biogrid if the Pre-ID label is valid. All of this information will be provided by STARS (or for BIE schools, by NASIS), based on a match using the State Student ID and NASIS ID. However, these fields on the biogrid **must** be bubbled when using the Pre-ID label

- Completion Status.
- NASIS ID (BIE schools only)
- Spanish Parent Report, if a student score report in Spanish is required.
- Test Administrator or Rater Name (when required).

When to Use the Pre-ID Label

The Pre-ID label should be used when there are no errors in the three essential identifiers:

- Student ID (must have a valid ID in the New Mexico Student Information System [NASIS]).
- Name (first, middle initial, and last).
- Birth Date (month, day, and year must match NASIS and STARS).

When Not to Use the Pre-ID Label

If any of the three essential identifiers have errors, the **Pre-ID label should be destroyed**. Bubble the State Student ID, Student Last Name, Student First Name, Birth Date, Completion Status, Spanish Parent Report, and TA or Rater Name fields in the biogrid.

Pre-ID Label Contact Information

The test vendor will send Pre-ID labels to the districts, Charter schools, State-supported schools and BIE schools with the test materials. Districts should contact the test vendor if they did not receive labels.

Vendor	Contact Information
AIR	AIR Help Desk 1-800-254-6130 NMHelpDesk@air.org

When no Pre-ID Label Is Available

For students who are **new to your school**, bubble in all the information on the biogrid. If student program information has changed (i.e., a student is not identified as “special education” in your school, but was in a previous school), you must change this information in the next available STARS snapshot.

If a student is **new to New Mexico public education** and does not have a valid State ID, obtain one from NASIS during testing and bubble this ID, Name, and Birth Date in the biogrid.

Note: Home-schooled or private-schooled students may not have a valid State ID, and you will need to obtain one for them to have their tests scored. For these students (who may not have any record of attending New Mexico public schools, and therefore have no record in STARS), complete the remaining fields in the biogrid in addition to the ID. Then ensure that the student information is submitted in the next available STARS snapshot.

Note: Before test materials are submitted for scoring, a final check of biogrids should be conducted to verify that all information is recorded accurately.

Biogrid Field Names

This section describes the field names and the appropriate choices to bubble on the Student Score Form.

Front Cover:

Test Administrator Name

Write the TA name in the boxes provided and bubble the corresponding letters.

Location Code

Enter the six-digit location code for your site. The first three digits are the district code that is assigned to the district in which the student is enrolled. The last three digits are the school code that is assigned to the school in which the student is enrolled. For homebound students, use the code for the school that put them in homebound placement.

Student Name, School Name, and District Name

Write the student name, school name, and the district name on the lines provided. Do not use abbreviations.

NMAPA Completion Status

If the student completes every task required for his or her placement level on the NMAPA, bubble next to the first response, “Student tested all sessions.” If the student was administered only part of the NMAPA, although more tasks should have been administered, bubble next to the response that best reflects the reason the student was unable to complete the entire assessment. **One bubble in this box must be filled in for each subject.**

Use the completion code “Withdrew before test completion” in the rare instance that a student was withdrawn from school prior to the completion of all tasks.

Use the completion code “Medical emergency” in the rare instance that a student may be unable to participate in any part of the assessment because of a *significant and documented medical emergency*. Examples of significant medical emergency include a serious car accident, hospitalization, severe trauma, or placement in hospice care. Medical emergencies of this kind must be *identified and verified in writing by a licensed physician and kept on file by the local district*. The forms for documenting a medical emergency are available online from SOAP.

Use the completion code “Parental refusal” in the rare instance that a student’s parent(s) refused to allow the student to participate in the NMAPA administration.

Use the completion code “Other non-completion” in the rare instance that a student failed to complete or participate in the NMAPA administration for reasons other than those stated in other completion code explanations.

Use the completion code “Test irregularity” in the instance that a testing irregularity occurred during the time of testing.

Use the completion code “Absent” in the rare instance that a student was absent during the NMAPA administration window and therefore did not participate in the NMAPA.

Back Cover:**Student Name**

Starting in the far left column, print the student’s name in the spaces provided in the “Last Name, First Name, MI” section. Then fill in the corresponding bubble below each printed letter. Mark only one circle in each column.

Gender

Bubble the appropriate gender (female or male).

Birth Date

Bubble the appropriate month, day, and year for the student’s date of birth.

State Student ID

Bubble the nine-digit, state-supplied student identification number for the student. There should be no blank spaces.

NASIS ID

BIE schools only. Bubble the nine-digit, state-supplied student identification number for the student. There should be no blank spaces.

Spanish Parent Report

Please bubble Yes (Y) if the student requires a Spanish score report.

BIE Schools

Every BIE student must have a valid state and NASIS ID. The student's test cannot be loaded into STARS and computed in AYP unless his or her State ID is recognized by NASIS. Every BIE school should have at least one person who is familiar with and qualified to use the ID system.

Before assessment materials are shipped, all schools—Public, Charter, State-supported, and BIE—need to do a final check of biogrids to verify that information is recorded accurately, that stray marks are erased completely, and that the correct label was applied.

Bio-Data Review (BDR)

NMPED conducts the BDR for districts and for Charter, State-supported, and BIE schools to correct errors in student demographic data collected from the NMAPA. The data are corrected to ensure the validity of AYP calculations. Corrections should adhere to the definitions for the data fields in this manual.

Appendix D

Return Procedures for NMAPA Materials

Schools

When the test administration is complete, the TA or STC prepares the NMAPA materials for return to the DTC. To prepare the materials for return, school personnel should do the following:

- Pack all materials for return. Student Score Forms (and Second Rater Forms, if applicable) should be returned using the provided return shipping envelope for express delivery. To facilitate this, TAs or STC should keep the following separate from all other testing materials:
 - Completed Student Score Forms (one for each student. Each Student Score Form includes Language Arts and Mathematics; grades 3–4; 7–8; 11–12, 12+ Student Score Forms include Science; grades 11–12, 12+ Student Score Forms also include Social Studies.)
 - Completed Second Rater Score Forms (if applicable).
 - Unused Student Score Forms.
 - Optional student scoring worksheets.
- Place all other test materials in the original boxes received, putting test booklets and other heavier items on the bottom of the boxes.

Boxes should contain (from the top down)

- Completed School Security Checklist. (**TOP**)
 - Completed TA Comment forms.
 - Language Arts test booklets.
 - Mathematics test booklets.
 - Science test booklets (grades 3–4; 7–8; 11–12, 12+ only).
 - Social Studies test booklets (grades 11–12, 12+ only).
 - Printed manipulatives (e.g., posters, storybooks).
 - Student-generated materials. (**BOTTOM**)
- Completed Principal's Certification of Proper Test Administration should be submitted to the STC for secure storage at the school site

Note: All printed material must be returned to AIR. You may keep only the physical manipulatives for use at the school. Do not return them to the DTC. Do not seal the cartons because the DTC must verify the contents. Deliver all materials to the DTC according to district procedures.

- Use filler material, such as newspaper, to fill each box to prevent materials from shifting during shipping.
- Return the materials to the DTC.

Appendix E

NMAPA Optional Student Score Worksheet

While administering the NMAPA, TAs and (when appropriate) second raters may choose to record student scores on the **optional** student score worksheet. The worksheet on the following page can be duplicated as needed. Be sure to record the student's name and grade and the subject being administered on the worksheet.

If you use the optional student score worksheet, you **must** carefully transcribe the data you collected on the worksheet onto the Student Score Form. Optional student score worksheets will not be scored. Optional student score forms need to be returned with all printed materials.

NMAPA Optional Student Score Worksheet

Important: Scores recorded here must be transcribed into a scannable Student Score Form. This optional student score worksheet will not be scored by the test contractor.

Student Name	Subject Being Administered
Test Administrator or Second Rater Name	Student's Grade Level

After completing the SPQ to find the appropriate starting task, you may use this worksheet to record the student's scores as you administer the test. Enter NR, 0, 1, 2, 3, 4, or AL.

Task #	Task #	Task #
Task name	Task name	Task name
Item 1	Item 1	Item 1
Item 2	Item 2	Item 2
Item 3	Item 3	Item 3
Item 4	Item 4	Item 4
Item 5	Item 5	Item 5
Item 6	Item 6	Item 6
Task #	Task #	Task #
Task name	Task name	Task name
Item 1	Item 1	Item 1
Item 2	Item 2	Item 2
Item 3	Item 3	Item 3
Item 4	Item 4	Item 4
Item 5	Item 5	Item 5
Item 6	Item 6	Item 6
Task #	Task #	Task #
Task name	Task name	Task name
Item 1	Item 1	Item 1
Item 2	Item 2	Item 2
Item 3	Item 3	Item 3
Item 4	Item 4	Item 4
Item 5	Item 5	Item 5
Item 6	Item 6	Item 6

Carefully and accurately transfer the student's scores to the Student Score Form. TAs using this worksheet must transcribe the scores into a TA copy of the Student Score Form; second raters using this worksheet must transcribe the scores into a second rater copy of the Student Score Form. Be sure to transcribe the information into the score form for the correct grade band and subject.

Duplicate as needed

Appendix F

**NMAPA Testing Irregularity
Reporting Form**

District Name (if applicable):

Date of Incident:

Time of Incident:

Person Taking Call:

School Name:

Principal:

School Test Coordinator:

Date Trained:

Name of Person reporting Incident:

Natures of Testing Irregularity (write brief description here AND attach detailed, written documentation from all involved):

Test Administrator:

Proctor (if applicable):

Date(s) TA and Proctor Trained:

Content Area and Session Involved:

Grade Level & Number of Students Involved:

If test(s) are invalidated, list students by name as entered in STARS:

District Recommendation:

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