



NEW MEXICO
Public Education Department

2005-2006 Procedures Manual
For
The New Mexico Standards Based
Assessment Program
And
The New Mexico High School Student
Assessment Program



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PURPOSE

As the New Mexico Student Assessment Program evolves, several new administration procedures are necessary. Historically, procedures have been communicated through memos and email messages sent to the District Test Coordinators publications from the New Mexico Department of Education (NMPED) Special Education Division, and others.

The NMPED Assessment and Accountability Division staff has consolidated these procedures into one document to facilitate better understanding and more consistent application of procedures by those involved in New Mexico Standards Based Assessment (NMSBA)/New Mexico High School Standards Assessment (NMHSSA) administration. Our intent in presenting NMSBA/NMHSSA administration procedures in this manner is to communicate statewide about appropriate, standardized test administration practices, so that all students, schools and districts will have a level playing field. Additionally, such a document presents an opportunity to familiarize readers with responsible assessment practices, both as they relate to test administration and as they relate to the use and interpretation of test results.

One of the most important messages about NMSBA/NMHSSA administration procedures is that “**All means All**”: All public school students¹ enrolled in the grades tested must be accounted for in the NMSBA/NMHSSA. Recognizing that students have many different needs and circumstances, a large part of this manual is devoted to answering the question, “How do we appropriately handle special situations so that all students can participate meaningfully in New Mexico’s state testing program?”

This manual has been prepared for all NMSBA/NMHSSA assessment administrators, teachers, school specialists, principals and District Test Coordinators, as well as other interested groups. It includes information about the following topics: NMPED contacts, NMSBA/NMHSSA dates, responsible assessment practices, student data variables, administration guidelines, use and documentation of accommodations, special considerations for students with disabilities, special considerations for English Language Learners (ELL), test administration for students with a variety of special circumstances, and an overview of NMSBA reporting practices.

¹ Exceptions to this rule are Foreign Exchange students, Home-Schooled students and students enrolled in a private school.



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PURPOSES OF THE NMSBA/NMHSSA

There are two purposes to the NMSBA program:

1. **To determine the level at which New Mexico students achieve the New Mexico Content Standards.** Each NMSBA assessment is designed to measure the standards as delineated in assessment frameworks, the NMSBA/NMHSSA provide an accurate picture of student achievement of the New Mexico standards.
2. **To measure the progress of students over time.** In the past, measures of student progress were restricted to comparing one year's class with another year's class. With the development of vertical scales for reading, writing, mathematics and science, the progress of each student and group of students can be examined each year in the tested content areas.

Structure of the NMSBA/NMHSSA Assessments

The NMSBA are paper-and-pencil assessments, aligned to the New Mexico Content Standards, containing multiple sessions with both multiple choice (MC) and open-ended (OE) which consist of constructed response (CR) items. The percentage of CR items on an assessment is generally around 30%, but that percentage varies from assessment to assessment. MC items require a student to select the correct or best response from a list. Unlike a MC item, a CR item requires a student to construct an answer rather than selecting the correct or best response. For the Reading, Math, and Science assessments, CR items may require either short responses or extended responses. Please note that for the writing assessments, CR items are divided into the following groups: short constructed response (SCR), extended constructed response (ECR), planning and editing. The SCR and ECR items vary only in the length and complexity of the student's response, where an ECR item would require a much longer or more complex response than an SCR item. Editing items require a student to examine a paragraph for errors. The planning items require a student to provide some evidence of planning for their ECR item. The following table provides information about the structure of the NMSBA assessments.

Grade(s) and Content Area	Languages Available	Standard Alignment	Number of Sessions	Estimated Time per Session (minutes)	Item Types
Grades 3-9 Reading	English Spanish	1 & 3	3	50	MC and CR
Grade 3 Writing	English Spanish	2	2	50	MC, SCR & Planning
Grades 4-9 Writing	English Spanish	2	2	50	MC, ECR, Planning & Editing
Grades 3-8 Math	English Spanish	1-5	3	60	MC and CR
Grade 9 Math	English Spanish	2, 3, 5	3	60	MC and CR
Grade 3-9 Science	English Spanish	I:1, II:1-3, III-1	3	50	MC and CR
Grade 11 Reading	English	1 & 3	3	50	MC and CR
Grade 11 Math	English	2, 3, 5	3	50	MC and CR



Test Development

The development of standards-based assessments is a long, involved process, which takes at least a year to complete. Each step of the process is important to maximize the reliability and validity of the assessment. The following describes the steps taken during the development of a NMSBA.

- 1. The content to be assessed is defined.** For the assessments, Assessment Frameworks have been created to delineate the skills and concepts that can be assessed at each grade level. These Assessment Frameworks have been derived from the New Mexico Content Standards, Benchmarks and Performance Standards by teachers and content experts. The New Mexico Content Standards do not define, grade by grade, what a student should know and be able to do; the Assessment Frameworks have been created to bridge this gap.
- 2. A test blueprint is developed.** The test blueprint defines the content and format of an assessment. The test blueprint defines the percentage of items or score points that will measure each standard, the proportion of items that will be Multiple Choice (MC) and Open-ended (OE) which are either Extended Constructed Response (ECR) and Short Constructed Response (SCR), the benchmark that will be reported, as well as the number and length of the sessions. These blueprints do **not** change from year to year to ensure that the tests are as similar from one year to the next as possible.
- 3. Test items are developed and reviewed.** The test contractor is responsible for developing, printing, shipping, scoring and reporting for the NMSBA program, develops the test items that appear on the state assessments. New Mexico educators and community members are responsible for approving, editing or rejecting the test items. In other words, an item cannot appear on a NMSBA unless New Mexico educators and community members approve it.
- 4. The test items are assembled into a test form.** Once a pool of test items has been approved, the items are used to construct an actual test form that matches the test blueprint. For example, if the test blueprint for an assessment requires that Standard 1 represent 30% of a test's points, the correct number of Standard 1 items will be placed on the test. During this process, the staff members from the NMPED review all aspects of the proposed form such as pagination, clarity of tables and illustrations, sufficient writing space, and proper printing.

Scoring

After the NMSBA have been administered and returned to the test contractors, every item on the assessment is scored by hand or by machine.

- MC items are scored on high-speed scanners. These scanners are programmed to score MC items electronically.
- CR items are scored by trained staff employed by the contractor. These staff members must hold a minimum of a bachelor's degree. The staff undergoes training to understand the rubrics used to score the test items, the anchor papers for each score point, and other scoring criteria approved by New Mexico educators. After training is complete, each potential staff member must pass a scoring proficiency test in order to score an actual student response. While staff are evaluating actual student responses, their work is being monitored by supervisors, who initially trained the staff, using the following methods:
 - Scoring supervisors read behind each staff member's work multiple times each day to ensure that they are accurately evaluating students' work according to the rubrics and anchor papers. If the staff member is not accurately evaluating students' work, he or she is retrained and eventually dismissed if he/she does not learn to score accurately.



- **Scoring supervisors will insert previously scored anchor papers into each scorer's daily load of papers. The staff evaluates the paper like any other without knowing that it has previously been scored. This process allows scoring supervisors to develop an idea of the inter-rater reliability of the scorer.**



Important Dates

November 1-8, 2005	NMHSCE – Enrollment Window <i>(ordered online at CTB website by District Test Coordinators (DTC))</i>
January 2-20, 2006	NM Alt – Enrollment Window
January 3-16, 2006	NMSBA - Enrollment Window <i>(ordered online at Harcourt website by District Test Coordinators (DTC))</i>
January 6, 2006	NMHSCE – Tests in site at districts
January 2-20, 2006	NMSBA - Pre-coded Labels Collection <i>(this is the <u>last</u> opportunity to electronically submit the demographic data associated with student test. Your school labels participate in this process)</i>
January 17 through February 3, 2006	NMHSCE Test Administration Window
January 23 through March 10, 2006	NMSBA - Additional Order Window <i>(ordered online at Harcourt website by District Test Coordinators (DTC))</i>
February 6, 2006	NMSBA - District Test Coordinator receives test materials
February 6, 2006	NMHSSA – Test materials received by the districts.
February 8, 2006	NM Alt – materials shipped to districts
February 17, 2006	NMHSCE – deadline to schedule a pick-up
February 20-March 24, 2006	NM Alt Test Administration Window
February 21, 2006	NMHSCE - Materials in site to be Scored deadline
By February 22, 2006	NMSBA - District Test Coordinator distributes all test materials to schools
February 27 – March 17, 2006	NMHSSA Test Administration Window
February 27 – March 24, 2006	NMSBA Test Administration Window
March 2006	Collection of Attendance and Graduation Rates for the Free and Reduced Lunch Subgroup <i>(Districts will be required to provide this information to PED during March.)</i>
Spring 2006	NMELPA – Test Administration Window
March 6-27, 2006	NMSBA - Schools return answer documents and all other test materials to District Test Coordinator
March 6-31, 2006	NMSBA - District Test Coordinator ships <u>ALL</u> Grade 3 scannable test booklets and grades 4-9 answer documents to Harcourt
March 20, 2006	NMHSSA – Schools return answer documents and all other test materials to District Test Coordinator
March 13, 2006	NMHSCE - Scanning complete <i>(depending on retrieval)</i>
March 21, 2006	NMHSCE – Hand scoring complete
March 24, 2006	NMHSSA – All Scorable test materials <u>MUST</u> be received
March 31, 2006	NM Alt – Test Materials pick-up (UPS)
March 31, 2006	Reasonableness Check of Pre-coded Labels against 80 th day ADS submission <i>(PED will generate reports for districts/schools indicating if labels data is in conflict with data submitted)</i>
By April 3, 2006	NMSBA - All Scorable test materials <u>MUST</u> be received at Harcourt
April 12, 2006	NMHSCE – review of all reports with PED
April 10-19, 2006	Student Biographical Data Review Training <i>(training for districts and schools working with the Student Biographical Data Review)</i>
April 17, 2006	NMHSCE – All reports in site to districts



April 24 – May 11, 2006	Student Biographical Data Review <i>(PED will receive demographic data files from all three testing contractors. Files will be made available for download by districts.)</i>
May 2006	Attendance Rate Calculation Review <i>(PED will calculate the attendance rate for all schools and subgroups for use in AYP. Rates will be distributed to districts for review. Corrections and sign-off must be completed by June 1, 2006.)</i>
June 15, 2006	End of Year ADS collection and Graduation Rate Calculation <i>(After June 15, PED will calculate the Graduation Rate for all districts and schools. Rates will be distributed to the districts for review and will require sign-off as correct and final no later than July 1, 2006.)</i>
June 29, 2006	NM Alt – Reports shipped to districts
July 1, 2006	NMSBA - PED will receive testing data files with scores on July 1, 2006 <i>(PED will process and compute AYP calculations from July 3-15. AYP reports will be distributed to districts/schools for review of the calculation only from July 17-28, 2006. Final AYP calculation reports will be distributed to the public on August 1, 2006.)</i>
July 13, 2006	NMHSCE – Technical Report published
July 2006	NMSBA - Electronic results posted to contractors’ website for district download
November 15, 2006	The School District Report Card <i>(The school district’s annual accountability report shall be adopted by the local school board, may be published no later than November 15 of each year and may be published at least once each school year in a newspaper of general circulation in the county where the school district is located. In publication, the report shall be titled “The School District Report Card” and disseminated in accordance with guidelines established by PED.)</i>



RESPONSIBLE PRACTICES WITHIN THE ASSESSMENT PROCESS

What are some of the appropriate and inappropriate practices in the administration of the NMSBA/NMHSSA and interpretation of Assessment results?

The following information is provided to illustrate professionally responsible and ethical practices in educational assessment for use by all individuals engaged in the administration, interpretation, and use of NMSBA/NMHSSA, and in the reporting of results from these assessments. These individuals include, but are not limited to: classroom teachers, principals, school psychologists, superintendents, district staff, NMPED staff, and educational research and policy professionals. This information is adapted from the general principles of test use as set forth in the Standards for Educational and Psychological Testing by the American Educational Research Association (AERA), American Psychological Association (APA), the National Council on Measurement in Education (NCME) (1985) and the Code of Professional Responsibilities in Educational Measurement by the National Council on Measurement in Education (1995).

The principles are intended to provide guidance for determining whether or not a practice related to the administration or use of NMSBA/NMHSSA results support the integrity of the assessment process and the reliability and validity of inferences made from those assessments.

Part I of this discussion provides the general principles of responsible assessment practices. The guidelines are the professional standards to which all those involved in the assessment process should refer in determining what practices are appropriate and what practices are unprofessional, unethical and/or inappropriate.

Part II of this discussion of responsible assessment practices focuses on concrete examples of ethical and unethical practices in the administration of NMSBA.

Part III provides examples of appropriate and inappropriate uses and interpretation of NMSB/NMHSSA results.

Part I. General Principles of Professionally Responsible Practice

In monitoring practices related to administering the NMSBA and interpreting or using its results, each district must use, but not be limited to, the following standards for determining what practices are appropriate and what practices are unprofessional, unethical, and/or inappropriate:

Note: *Due to the complex nature of a standardized assessment process, any practice not specifically permitted should be presumed inappropriate until and unless specifically authorized by the NMPED.*



NMSBA/NMHSSA Administrators Must:	Those Who Interpret, Use, and Communicate NMSBA /NMHSSA Results Must:
Maintain security of the NMSBA/NMHSSA materials before, during, and after each administration of the assessment.	Avoid making (and actively discourage others from making) inaccurate reports, unsubstantiated claims, inappropriate interpretations, or other false or misleading statements that can lead to false or misleading conclusions about assessment results.
Thoroughly review the NMSBA/NMHSSA Administration Manual prior to testing and understand the procedures needed to administer the assessment.	Avoid any practice that provides an interpretation or suggests uses of assessment results without due consideration of the purpose(s) of the assessment, limitations of the assessment, examinee characteristics, any irregularities in administering the assessment, or other factors affecting the results.
Avoid any conditions in the preparation and administration of the assessment that might invalidate the results.	Communicate assessment results in an understandable manner, including proper interpretations and likely misinterpretations.
Ensure that any eligible student is not excluded from the NMSBA/NMHSSA.	Avoid any practice that supports or leads others to interpret or use assessment results in unethical or inappropriate ways.
Provide and document all allowable accommodations for administration of the assessment to students who have been identified as eligible.	Avoid any practice that permits employees or volunteers, without the necessary knowledge and skills, to interpret results of the assessment.
Provide reasonable opportunities for examinees to ask questions about assessment procedures or directions prior to and at prescribed times during the administration of the assessment.	Report any apparent misuses of assessment information to those responsible for the assessment process in the school, district and state.
Report any apparent violations of test administration to those responsible for the assessment process in the school, district, and state	
Protect the rights to privacy and due process of all examinees.	Avoid any practice that places at risk/violates confidentiality of individually identifiable information.
Avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of achievement.	Use multiple sources and types of relevant information about persons or programs whenever possible in making educational decisions.



Part II. Practices in Preparation and Administration of NMSBA/NMHSSA

Examples of ethical and unethical practices are provided below to illustrate the standards and principles of professionally responsible practices in the administration of the NMSBA. An unethical assessment practice is anything that would knowingly and deliberately harm a child or will not support or enhance student learning, such as teaching the specific content from an assessment instrument. Teaching a specific test does not enhance student learning, whereas, developing a curriculum based on the New Mexico Content Standards is appropriate. The New Mexico Content Standards provide the skills and knowledge that will be tested.

Ethical Behavior/Practice in Preparation and Administration of NMSBA/NMHSSA	
1)	Preparing students for the assessment of their achievement of standards by aligning curriculum and instruction to district content standards.
2)	Making changes in instruction that enhance student skills, learning and achievement.
3)	Using NMSBA/NMHSSA released items for professional development purposes and as examples in the classroom.
4)	Using NMSBA/NMHSSA released items for instructional planning purposes.
5)	Using NMSBA/NMHSSA released items to familiarize students with the different formats of items on the assessment and how to indicate responses.
6)	Reviewing an actual NMSBA/NMHSSA test booklet by a child's parents/guardians who request, in writing, to see the actual assessment administered. NOTE: Such review shall be during office hours of the Student Assessment Bureau (SAB), under supervision of an SAB employee. Under no circumstances may the parent be alone with the test, remove the test from the room or reproduce it in any way. Parents are NOT allowed to see the test before it is administered.
7)	Increasing student motivation on the assessment through appeals to students, parents and teachers.
8)	Familiarizing students with test-taking strategies.
9)	Setting a testing schedule that provides students the maximum amount of time allowed for each session of the assessment.
10)	Setting a testing schedule that provides make-up days for students absent during a session of the assessment.
11)	Reporting any violations, if they occur, of the prescribed NMSBA/NMHSSA administration conditions to designated staff in the school, district and State of New Mexico.



Unethical Behavior/Practice in Preparation and Administration of NMSBA/NMHSSA

- 1) Developing curriculum based on the specific test items of NMSBA.
- 2) Preparing instructional objectives based on specific NM test items and teaching accordingly, rather than developing instructional objectives based on the content standards.
- 3) **Sharing an actual NMSBA in a public forum which violates test security and could invalidate student results.**
- 4) **Copying reading passages, constructed response items, writing prompts, and/or student responses from an actual NMSBA for use in instructional planning, classroom instruction or assessment.**
- 5) **Making a copy of the NMSBA/NMHSSA and/or preparing a student study guide based on assessment items.²**
- 6) **Copying the vocabulary words from NMSBA test items, reading passages, or writing prompts (as opposed to words from the test “Directions”), and using them as the basis for, or incorporating them into language arts instruction.**
- 7) **Presenting test items verbatim or paraphrased from the New Mexico assessments.**
- 8) **Knowingly deviating from the prescribed administration procedures specified in the New Mexico Administration Manual to assist student performance.**
- 9) **Leaving visible “word walls”, vocabulary posters, spelling words, multiplication tables, or any other aids that could artificially inflate student scores or that are expressly forbidden in NMSBA/NMHSSA administration manuals.**
- 10) **Allowing students to use dictionaries, thesauri or word processors with spell and grammar check on the reading and writing assessments.**
- 11) **Scribing the essence of the student’s response, rather than scribing exact student responses, including grammatical errors and incorrect responses, when scribing is the accommodation.**
- 12) **Telling students the correct responses or allowing them to discuss answers among themselves.**
- 13) **Hinting to a student to reconsider an answer to any items he/she has given.**
- 14) **Allowing the use of notes or other materials giving students an opportunity to engage in practices that may give them an unfair advantage.**
- 15) **Changing responses that students have written or bubbled in on the answer sheet.**
- 16) **Excluding eligible, but lower-performing, students from the NMSBA by:**
 - **encouraging lower-performing, special education, or Limited English Proficient (LEP) students to stay home during the testing period to artificially boost apparent school performance,**
 - **sending on field trips or dismissing lower-performing, special education, or Limited English Proficient students during the testing period to artificially inflate apparent school performance,**
 - **encouraging students who are not reading at grade level to stay home during the reading portion of the NMSBA/NMHSSA,**
 - **encouraging parental refusal of NMSB/NMHSSA testing to prevent frustration for low-performing students.**
- 17) **Not providing students with allowable accommodations on the assessment that are consistently used during instruction.**

² Unauthorized reproduction of test materials is a violation of Federal Copyright Act and of New Mexico Public Education Department rules [NMAC 6.10.7] and may expose the responsible individual to substantial liability.



Part III. Practices in the Use and Interpretation of NMSBA/NMHSSA Results

Examples of ethical and unethical assessment practices are provided below to illustrate the standards and principles of professionally responsible practices in the use and interpretation of the results from the NMSBA/NMHSSA.

Ethical Behavior/Practice in the Use and Interpretation of NMSBA/NMHSSA Results	
1)	Using NMSBA/NMHSSA results as part of a body of evidence in making educational decisions about individuals or programs.
2)	Helping identify strengths and gaps in the curriculum so that future instruction can be improved.
3)	Providing teachers and counselors with the information they need to interpret NMSBA/NMHSSA results.
4)	Communicating the assessment results to appropriate audiences in an honest, clear and understandable manner, including correct interpretation of results and explanation of any common misinterpretations.

Unethical Behavior/Practice in the Use and Interpretation of NMSBA/NMHSSA Results	
1)	Basing student retention or promotion decisions on NMSBA/NMHSSA results alone.
2)	Knowingly using NMSBA/NMHSSA results to provide a misleading picture of the district's/school's educational programs, instruction, or student population.
3)	Not reporting the assessment results for all students, including those not tested.
4)	Not reporting any apparent misuses of NMSBA/NMHSSA results to those responsible for the assessment process in the school, district and state.
5)	Deliberately hiding information, or providing false and misleading interpretations that imply a falsely positive (or negative) and misleading picture of any individual, school or district.
6)	Revealing the test scores of one student to another student or to others not directly involved with the education of that student.
7)	Using NMSBA/NMHSSA results in a manner or for a purpose for which it was not designed.

Test Security Procedures for NMSBA/NMHSSA Materials

The purpose of these procedures is to describe what constitutes unethical practices related to the security of answer booklets before, during and after NMSBA/NMHSSA test administration. Currently, answer booklets are shipped to each New Mexico school district approximately three weeks prior to the start of the test window. These booklets remain in districts and schools up to one week after the test window ends. This results in these booklets being in the districts or schools for approximately 7-8 weeks.

No one should violate the security procedures for NMSBA/NMHSSA. It is unethical to do so, therefore:



Do Not

- 1) Give examinees access to test items prior to testing.
- 2) Copy, reproduce or use in any manner inconsistent with test security regulations all or any portion of any secure answer booklet, for any reason.
- 3) Do not allow students to have cell phones in testing area.
- 4) Share an actual NMSBA/NMHSSA test instrument in a public forum.
- 5) Coach examinees before, during or after testing or influence, alter or interfere with examinees' responses in any way.
- 6) Deviate from the prescribed administration procedures specified in the NMSBA/NMHSSA Administration Manual in order to boost student performance.
- 7) Allow students to use dictionaries, thesauri or word processors with spell and grammar check on the reading and writing assessments.
- 8) Make answer keys available to examinees.
- 9) Participate in, direct, aid, counsel, assist, encourage, or fail to report to appropriate personnel any acts prohibited in this section.
- 10) Score student responses on NMSBA/NMHSSA before returning the tests. After testing is completed, answer booklets are to be returned to the district, packaged and kept secure until the appropriate contractor picks them up.

Do

- 1) Account for all answer booklets and keep them in a secure location.
- 2) Scribe exact student responses, including grammatical errors and incorrect responses when scribing is the accommodation.
- 3) Transcribe exact student responses, including grammatical errors and incorrect responses when a student's answer booklet has been damaged or an alternate format has been used, such as Braille.
- 4) Return an answer booklet for every student, including students:
 - who "Withdrew before Completion"
 - who had a "Non-allowed Modification"
 - who had a "Language Exemption for Reading Only"
 - who "Took NMALT Assessment"
 - whose tests were invalidated based on an "Administrative Irregularity"
 - who did not take the assessment due to "Parental Refusal"
 - any other reason for "Non-Completion"
- 5) Follow security regulations for distribution and return of secure test materials as directed, accounting for all secure test materials before, during and after each testing session.
- 6) Write on the board/white board/chart paper at the time of testing:
 - start and stop times,
 - session number,
 - page numbers,
 - item numbers, and
 - remind students to answer every question following a break in a testing session.
- 7) Report any missing answer booklets or irregularities to the School Test Coordinator.
- 8) Return all used and unused (including damaged and alternate form) answer booklets to the testing contractors.



Recommendations for District Policies

Each local school district should develop and adopt a district test security policy. **This policy should specify that secure materials not be delivered to school buildings more than one week (preferably less) in advance of test administration. Teachers and other school staff may not have access to secure materials more than 24-hours in advance of test administration.**³ The policy should provide for the security of the materials during testing and the storage of all secure tests and test materials before, during and after testing. **All materials should be stored at a central location under lock and key.**

³ Under the supervision of the School or District Test Coordinator, a translator may read an assessment 48 hours before administering the assessment in order to become familiar with the test. However, the translator may not provide information about the test to any students before testing occurs.



ADMINISTRATION

2005-2006 NMSBA Testing Window

Grades 3-9	February 27 – March 24, 2006
Grade 11	February 27 – March 17, 2006

2005-2006 NMHSCE Testing Window

Fall Administration Grades 12 and “13” only	October 24-November 4, 2005
Grade 10 & up	January 17 – February 3, 2006

2005-2006 Original and Original/Writing NM Alternate Assessment Testing Windows

Fall Administration Window for Grades 12 and ‘13’ Original NM Alt as alternate for the NMHSCE	October 24-November 22, 2005
Spring Administration Window for Grades 3 –9 Combined Original/Writing NM Alt as alternate for the NMSBA	February 20 – March 24, 2006
Spring Administration Window for Grade 10 (11,12, & ‘13’) Original NM Alt as the alternate for the NMHSCE and/or the NMHSSA	February 20 – March 24, 2006

Scheduling for NMSBA Administration

- All test sessions must be held during the appropriate testing window.
- The scheduling of specific sessions is determined by the district or school and should be set up in advance of the testing window. Test sessions may be administered in any order **except for the sessions of the writing subtest in Grades 4-9, which must be taken in consecutive order with no weekend intervening.** Sessions 1 and 2 of the Writing Assessment may be given on the same day so long as they are given in the correct order. These sessions include the extended writing component in which session 1 is the planning component and session 2 is the final draft. Please note that a large time lapse between sessions 1 and 2 could hurt student performance.
- While the scheduling of test sessions is left to the discretion of each district or school, NMPED asks that considerations be made as to what would be in the best interest of the students. **While administering the entire test on one day might work well for scheduling, this situation might be overly demanding on the students.**



- NMPED strongly recommends that, whenever possible, all schools within a district administer the same test sessions on the same days in order to provide test security. For example, NMPED recommends that all schools within the district with a **9th** grade administer the same **9th** grade reading test session on the same day.
- If a student misses a session due to illness or other legitimate reason, make-up sessions must be held before the end of the testing window. Make-up tests are considered valid so that schools and districts are not unfairly penalized for legitimate student absences. While the chance for interaction with students who have already tested is a reality, it is reduced as time passes between the original and make-up testing while the student is absent.

Suggested Session Timing

- Review test contractor Coordinator Manual and/or Administration Manuals for suggested timing for each test session.
- Students that are likely to need substantial additional time should be tested in a separate room to prevent distractions.
- Each test session must be completed within a single day.

Preparing the Classroom for the NMSBA/NMHSSA

Choice of testing rooms

- Rooms must have adequate lighting, heat and a quiet atmosphere.
- Ideally, a testing room should be a typical classroom.
- Larger rooms may be used, but must have adequate security (see personnel section below).
- An adequate writing surface should be provided that accommodates the test booklet/answer document.

Freedom from distractions

- Only people involved in taking or administering the test should be in the room.
- Appropriate actions should be taken to reduce noise such as turning off alarms or bells.
- Place a **DO NOT DISTURB** sign on the door of the testing room.

Seating arrangements

- Enough space should be allowed between students to prevent the sharing of answers.

Room Materials - General Guideline - Anything posted in a classroom used for NMSBA administration that provides information that could direct students to a correct answer to any test question must be covered or removed.

Here are some other guidelines to consider:

- If it guides the student to an answer, cover it.
- If the poster tells the student how to use the information provided, cover it.
- The state does not intend for the testing classroom to be sterile. Hence, we do not need to take down/cover everything.
- It is okay for a poster to cue the student to a process, as long as it does not guide them through the process (guiding them to the answer).
- Anything remaining on the walls needs to have been up for instruction prior to testing.



Some Examples of Materials that Do Not Need to be Covered	Some Examples of Materials that Must Be Covered
1) Posters with letters and sounds may remain on the walls and uncovered.	Posters that remind students of specific reading comprehension strategies need to be covered.
2) Likewise, a poster with symbols may remain uncovered, if the symbols are not labeled. For instance, a poster with the heading "Narrative" and a triangle, box, and circle with a twist may remain uncovered as long as the triangle is not labeled "characters, where/when problem." Also, the box must not be labeled, "What happens on the way to the solution," nor the circle labeled, "Solution with a twist."	
3) When the test is not a writing test, all writing posters may remain on the walls.	Cover posters that define different kinds of writing (narrative, expository, descriptive, etc.).
4) Posters that refer to a process for approaching a test question may remain uncovered, since it does not guide a student to a specific answer.	"Power Flowers" or posters with words and synonyms must be covered.
5) Posters referring to a process for approaching a problem may remain on the walls.	A step-by-step poster of how to do long division, for example, must be covered.
6) Math word walls may remain uncovered as long as the words are not accompanied by their definitions.	Multiplication charts must be covered.
7) Number lines containing only whole numbers may remain on the walls. Hundreds charts may remain on the walls.	Number lines containing fractions, decimals or irrational numbers must be covered.
8) NMSBA rubrics and writing checklists; however, contents cannot be altered in any way (e.g., color coding).	Rubrics that cue a student to the correct response or that provide hints to improve the overall student response.
	Word walls need to be covered; however, letter strips do not need to be covered.
	Cover posters with punctuation marks accompanied by the name and correct usage.

Please note that no exhaustive materials list will be created due to the limitless possibilities. Always refer to the general guideline when making decisions about what should and should not be posted during NMSBA administration.

Personnel/Test Administrators

- **A Test Security Agreement shall be filled out by the test administrator and returned to the assigned building, district, or contract personnel.**
- Minimally, there must be one test administrator for each testing room.



- When more than 25 students are in one room, the student-to-test administrator ratio must not exceed 25 to 1. For example when 43 students are in a testing room, there **must** be 2 test administrators.
- **Proctors must remain attentive and remain in the room during the entire testing session. They should circulate throughout the room during the testing session. (Reading, grading papers or other work should not be performed.)**
- Identifying test items students did not complete either during or after the test and pointing these out to students **is not** allowed. Test administrators should remind students to complete all of the test items as a part of the general instructions and they **may** remind students to check to be sure they have completed each session.
- The District Test Coordinator or School Test Coordinator **must** train all test administrators.
- **The Test Administrator should be a certified staff member who has received training from the DTC/STC.** In the event schools require additional staff to administer the NMSBA/NMHSSA/NMHSCE, other staff members (**who have received training**) may be used to:
 - provide one-on-one accommodations to Special Ed or ELL students (i.e., scribing, oral presentation of directions), or
 - provide one-on-one administration because of other documented IEP accommodations
- Test administrators **must not** be assigned to a room where a relative is being tested.

What Students Are Allowed To Do During Assessment Sessions

- **Students should not be allowed to use scratch paper or ‘Post-its’. All work should be done in the designated area of the test booklet or answer document as long as it does not impede scoring (see below).**
- **Writing in the margins outside of the borders of the pages is not allowed. If a student covers the tracking bars in any way, this will cause a problem with scoring.**
- **Students may highlight words or passages in their answer documents as well as their test booklets.**
- **Students may use the Math Reference Sheets provided by Harcourt/Pearson for certain grades.**
- **Students in Grades 8, 9 and 11 may use any calculator with which they are familiar, including graphing calculators. (Schools are not required to provide anything other than a 4-function calculator.)**
- **Calculators with the following features are not permitted:**
 - **QWERTY keyboards; Attached electronic pens; Printing attachments; Ability to communicate with other devices; Distracting sound effects; Raised screens; and Attached cords**
- **Sharing of calculators is prohibited in the same session. Calculators that are used in another session must be cleared.**
- **Students cannot use highlighters, markers, colored pencils or mechanical pencils, to provide their responses, because the scanner will not read the response. Pens are not allowed because the ink can bleed through to the other side of the page and impact the scoring of the test.**
- **Writing prompts on the blackboard is not allowed.** The directions for the grades 4-10 Writing Assessment allows a student to review the prompt, his/her plan, and their initial draft prior to writing the final draft in the answer document.
- **Do not use tape on any tears in the answer document or Grade 3 test booklet.**



- **During session breaks, students may be allowed to use the restroom as long as they are escorted to and from the facility.**
- English Language Learners (ELL) students may use a word-to-word translation dictionary. This dictionary can provide only word equivalents and **not** definitions. (English as a Second or Other Language (ESOL) publishers carry an assortment of this type of dictionary in their catalog for approximately \$16.00.)
- Students **are not allowed** to write when finished with a testing session. First, as indicated above, they are not allowed scratch paper on any assessment. Secondly, students could copy test items and answers of nearby students, which would be a breach of test security.

Editing Task Directions

A student will have to look carefully at each underlined word or phrase in the editing task. If there is a mistake, the student will make the correction in the space above the underlined word or phrase. If there is no mistake, the student will write “OK” (or “Correcto” for the Spanish version) above the underlined word or phrase.

If a student makes no attempt on the entire editing task, he/she will receive no credit for the editing task. He/she may still receive a score for the test as a whole as long as he/she has attempted at least five multiple choice items in the first session of the writing test and he/she has attempted a final draft of the extended prompt in the answer document.

Spelling Words for Students

If a student asks, a word can be spelled for an ELL student in his/her native language during the mathematics, reading and science assessments as these tests do not assess a student’s spelling ability in English. The Assessment Administrator may spell the word in the student’s native language, but please **note** that words **may not** be spelled for any student for the **Writing** tests.

Unforeseeable Circumstances

Very frequently, students suffer from unforeseeable circumstances less than three months prior to the start of testing, such as a broken arm or a car accident. If, as a result of these unforeseeable circumstances, a student requires a standard accommodation for NMSBA/NMHSSA (e.g.; a scribe is needed for a student who breaks his or her writing arm), the student may be provided the necessary accommodation or accommodations. **Please note that this exception pertains only to unforeseeable circumstances and not those that could have been reasonably predicted by school or district personnel.**

If a student is going in for major surgery and will miss the entire testing window due to rehabilitation time, the school must still account for this student if he/she is still enrolled. A blank answer document must be submitted with a completed student biogrid, coding ‘6 – Other Non-Completion’ in the Test Completion Status box.

Students Who Move on to the Next Session Without Permission

When students have completed one session of a test and then move on to the next session without receiving specific instructions from a Test Administrator to do so, the test has not been administered correctly. The standard consequence of incorrect administration of a test is the invalidation of that test. In order to be fair to the students and given the nature of this problem, the following guidelines have been developed to deal with the issue of students moving on to a new session without instructions to do so from a Test Administrator:



- If a Test Administrator discovers that a student has moved on to another session without proper instructions to do so and has only accessed test items in the test booklet after turning the page **once** to start the next session, the Test Administrator **must immediately stop** the student and take the test documents from the student. The student will be allowed to finish the remaining portion of the partially completed session when all other students are scheduled to complete that session, but the student may **not** change the answers to test items he or she has already attempted.
- If a Test Administrator discovers that a student has moved on to another session without proper instructions to do so and has accessed test items beyond the initial page(s) in the next session, i.e., turned **more than one** page, the Test Administrator must immediately stop the student and take the testing documents from the student. (See the example below.) The student may **not** make up that session but the student may complete any other sessions that have not been attempted.

An Example:

Assume that students in a class are working on session 1 of the 9th grade Reading assessment, which begins on page 13 and ends on page 24. Two students move on to session 2, which begins on page 26 and ends on page 39, without specific instructions from the Test Administrator to do so. Student 1 answered only the test item on page 27, which is accessible after turning the page once to start the session. Student 2 answered the test item on page 27, but also turned to page 28 and answered three more test items. Given the guidelines above, Student 1 **should be stopped immediately** and allowed to continue session 2 when the rest of the class is scheduled to take it, but he/she **may not** change the answer to the question on page 27. Student 2 **should be stopped immediately** and **may not** make up session 2.

Attemptedness Rule

The purpose of the Attemptedness Rule is to identify students who may not have completed enough of the assessment to have a valid score.

Student must answer 15 test items in a content area with a minimum of one response per session.

Testing Disruptions

- Student Illness
- Emergency Evacuation
- Fire Drill, Bomb Scare, Drug-sniffing Dog, etc.
 - Students may be allowed to complete the session at a later time, but **may not** change response to any test items already answered.

What Students Are Allowed To Do After Testing

After completing a session of one of the NMSBA/NMHSSA assessments, students have only two options; they may either read or sit quietly until the test session is over.

- Students **may not** write. **No scratch paper or written class assignments** are permitted on a student's desk at any time during a testing session. If the student is sure he/she is completely done with the test before the time expires, the test administrator should remove the test booklet and answer document from the desk/working area. This eliminates the chance of the student going on to another test section, doodling, or coloring on the test documents. Once the test documents are removed, the student may sit quietly or read.



- Students may not engage in any other activities (e.g., using head phones, using cell phones, playing hand-held video games, etc.). If there is inappropriate behavior that is bothering other students, then the test administrator should follow the school's discipline procedures, i.e. removal of the student from the testing area or other established procedures.

Test Invalidation

Issues surrounding test invalidation and how they are scored:

- If a student does not complete one session of an assessment, the entire assessment is invalidated. Please note that the assessment for one content area may be invalidated without invalidating the test for other content areas.
- On the writing assessments, if a student does not show evidence of planning for the writing prompt(s), no points are earned for planning.
- If a test document is invalidated, i.e., it has a code other than '0 –Student completed all testing sessions', the assessment **will not** receive a score.



NMSBA/MHSSA ADMINISTRATION FOR STUDENTS WITH SPECIAL CIRCUMSTANCES

Students with Illnesses/Health Issues

For students who are enrolled in a school but are not physically able to attend classes due to an illness, accident, etc., the school must account for these students by submitting blank test booklets with completed student biogrids. In the Test Completion Status Box, the student should be coded as “6 – Other Non-Completion.” If a student is homebound due to rehabilitation, the School Test Coordinator may administer the NMSBA/NMHSSA to the student in his/her home.

Non-Attendance Students

This refers to students that are enrolled in a school, regardless of whether or not they actually attend. If students are enrolled in a school, regardless of whether or not they actually attend school, the school is responsible for testing and accounting for the students. A test booklet/answer document with a completed student biogrid should be returned.

Open Enrollment Students

“Open Enrollment Students” refers to students who have enrolled in a school other than their neighborhood school through an open enrollment policy. Open enrollment students must be tested and coded to their school of enrollment.

Part Time Students

Students who are enrolled part time must be tested.

Foreign Exchange Students

These students are exempt from the test. There is no need to return a blank test booklet with a completed student biogrid for these students.

Private Schools

Private schools are not required to participate in the NMSB/NMHSSA.

Home-Schooled Students

Home-schooled students are not required to participate in the NMSBA/NMHSSA. Districts may refuse to administer the test to such students.

Students Placed by a Public Agency

“Students Placed by a Public Agency” refers to students who are placed by a public agency in Residential Child Care Facilities, Residential Treatment Centers, Day Treatment Programs, Hospitals, or Correctional Facilities with on-grounds schools approved by the NMPED. These types of facilities are also known as State-supported Schools.

Students who are placed in these types of programs will participate in the NMSBA/NMHSSA. The local school district of residence acts as the school district for purposes of distribution of materials. Scores are included in school district reports.



The State-supported School must return test documents for every student in placement with the appropriate information completed whether or not the student completes all of the testing sessions. After scoring, individual student information will be sent to the facility in which the student took the test. If the student is no longer in placement at the facility, it is the facility's responsibility to forward the information to the student's district of residence.

Suspended Students

Since students who have been suspended are enrolled in the public schools, it is the district's and the school's responsibility to ensure that instruction and assessment are offered to these students. If the student is not tested, the student biogrid on the test booklet should be completed and returned for that student. The results for suspended students will be included in the district's report as well as the school's report.

Expelled Students

It is the district's responsibility to ensure that every effort is made to test expelled students receiving educational services. Results for these students will be included in the district's report, but they will not be included in the school reports. If the expelled student has refused educational services from the district and there is documentation to prove refusal, the student need not be tested and the student's result will not be included in the district's report. There is no need to return a blank test booklet with a completed student biogrid for these students.

Dropout Students

For the purposes of NMSBA/NMHSSA administration, a dropout student is a student who is at least seventeen years of age and for whom there is clear evidence of permanent departure from the school system. There is no need to return a blank test booklet with a completed student biogrid for these students.

A student who is at least seventeen years old and is enrolled in school should not be considered a dropout student.

GED Students

GED students that are not formally enrolled in the public school are exempt from the test. There is no need to return a blank test booklet with a completed student biogrid for these students. **However, if a student IS enrolled in public school, as part of a "GED preparation" program, and the district is reporting the student for funding, then the student must be tested.** The score will be included in the school's results.

Retained Students

Students in grades 3 – 9 and 11 will be tested at the grade level in which they are enrolled. For example, a student retained in the 5th grade will take the 5th grade NMSBA/NMHSSA assessments the following year.

Students Enrolling or Moving During Testing Window

A student who enrolls during the testing window must be tested. A test booklet with a completed student biogrid should be returned for all students.

If a student is moving from another New Mexico school, the student's former school should be contacted to determine if he/she has completed any assessments. The student only needs to complete the assessments he/she has not yet completed. If a student moves out during the testing window, any completed test booklet/answer document for the student must be returned for scoring. The scores of these tests will be included in the former school's results. Test booklets/answer



documents that are incomplete should be coded as “1 - Withdrew Before Test Completion.” The scores of students who withdrew before testing could be completed are **not** included in the school’s results.

If a student is moving from a school within the same district or a district that is located nearby, the student’s former school should be contacted to determine if he/she has completed any assessments or portions of an assessment. The District Test Coordinator or School Test Coordinator may **hand-carry or FedEx** these test documents to the School Test Coordinator of the new school and all scores will be included in the new school’s results. These results will count for participation, but not for performance in the determination of AYP ratings. Please note that test documents are secure and **cannot** be mailed to another school.

If the testing window is almost over, determine if the student can complete at least one content area assessment with the time remaining. Any student who enrolls prior to the completion of testing within the district must be tested in content areas he/she has not already completed.

Some examples:

- a) All testing in District A (New Mexico) is scheduled to be complete by March 24th. A grade 7 student enrolls on March 20. After checking with the school (New Mexico) from which the student transferred, school personnel at the new school discover that the student has completed the reading/writing and science tests, but not the math test. The new school must then test the student in math and return the math test with its other grade 7 math tests.
- b) All testing in District B (New Mexico) is scheduled to be complete by March 24th. A grade 7 student enrolls on March 23. Because the student has enrolled from Nevada, no NMSBA tests have been completed. The new school must test the student in as many content areas as possible. The school is responsible for submitting test documents for any tests that have been completed and blank/incomplete test booklets for any tests that have not been completed.
- c) All testing in District C is scheduled to be complete by March 24th. A grade 7 student enrolls on March 25th. The school is not responsible for submitting any test documents because the student has enrolled after all testing in the district has been completed.

The most important issue to consider here is that all new students enrolled during the testing window must be tested.

Determining Grade Level for NMSBA/NMHSSA Administration Purposes

Students should be tested at the grade level in which they are enrolled by the district. For example, if a student is enrolled as a 9th grader at the time of testing, he/she will take the grade 9 NMHSSA assessments even if he or she took the same assessments the previous school year.

Please note that there may be students who start the 2005-2006 school year classified as 10th graders who are reclassified as 11th graders prior to the administration of the NMHSSA assessments. These students **must** take the grade 11 NMHSSA assessments because they are 11th graders at the time of testing.



STUDENT DATA VARIABLES

NMPED collects data along with test scores to satisfy many legislative requirements and to provide important information to assess Adequate Yearly Progress. There are three points in time for districts to provide this demographic data to NMPED: (1) pre-coded labels, which are generated prior to the test window and affixed to the test documents during the NMSBA administration; (2) by filling in the bubbles on the biogrid on the test booklet for Grade 3 and the answer document for the remaining grades; and (3) via the Student Biographical Data check which occurs in the spring after the test has been taken. These 3 processes, and the data variables themselves, are described in detail below.

Pre-coded Labels

Pre-coded labels are generated to reduce the need for schools and districts to fill in biogrids on test documents by hand. This process is **REQUIRED** by all districts.

Districts can extract data for pre-coded labels from their student databases during the pre-coded labels data collection period. The data must be put into a specific format and uploaded to NMPED through the secure web-server on the NMPED website. ADS coordinators should be familiar with this process.

Timeline for Pre-Coded Labels

The pre-coded labels collection will open in late December, and close late January or early February.

Answer Documents Biogrid

While the majority of students in most districts will have a pre-coded label, any students who arrive at the school after the Pre-Coded Labels data collection or who have changes may need to have the biogrid filled in on their test booklet or answer sheet.

Student Biographical Data Check

The Student Biographical Data check (SBD) will occur in the spring, approximately mid-April through early-May. Like the pre-coded labels, the process is electronic and conducted through the secure FTP server at PED. Districts download a file containing all the demographic data for the students who took the NMSBA/NMALT/NMHSSA. The data comes from the pre-coded labels or the biogrid on the test booklet or answer booklet. Districts check the data for accuracy. This is an important step in the NMSBA/NMALT/NMHSSA data cycle because accuracy of demographic data is critical in calculating Annual Yearly Progress. Detailed information about the SBD will be sent in the spring.

Data Elements

Below are a listing of the data elements and detailed explanations of all the data fields.

Special care should be taken to ensure the accuracy of these fields.

A note about blanks!

No blanks are allowed in any field except where indicated. This applies to completing the biogrid as well as electronic data files.



Student Name

This information is crucial for matching the State Assigned Student ID. It is important to note, however, that punctuation (e.g., apostrophes and hyphens) will **NOT** appear on all student reports. This is a limitation of the testing contractor's programs and will hopefully be changed in the future.

- **Last Name** – Pre-coded labels: The 20 character field contains the student's last name. Letters, hyphens, and apostrophes are allowed. Biogrid: 11 character field with no special characters – letters only.
- **First Name** – Pre-coded labels: The 16 character field contains the student's first name. Letters, hyphens, and apostrophes are allowed. Biogrid: 6 character field with no special characters – letters only.
- **Middle Name** – Pre-coded labels: The 2 character field contains the student's middle name. Letters only allowed. Biogrid: 1 character field for just the middle initial. Blanks are allowed.

State Student ID

This is a 9-digit numeric field that is assigned by NMPED. Every student who is administered the NMSBA/NMALT/NMHSSA **must** have a State Student ID attached to their booklet, either by label or by filling in the bubbles on the biogrid

Gender

For pre-coded labels this is a one-character field where F = Female, and M = Male. For the biogrid fill in, only one circle is used to indicate the student's gender.

Ethnicity

Information about a student's ethnicity is collected through the following categories:

I	American Indian or Alaskan Native: A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
A	Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
B	Black (not Hispanic): A person having origins in any of the black racial groups of Africa.
H	Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
C	Caucasian/White (not Hispanic): A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

For the Pre-coded labels, this is a one-character field. For the test booklet or answer document biogrid fill in only one circle to indicate the student's ethnicity.

Birth Date

For the pre-coded labels, this field is the **FULL** year, month, and day on which an individual was born YYYYMMDD (i.e. 19870915). The biogrid allows completion of bubbles for month and numeric 2 digit fields for day and year.



Grade

The 2-digit valid grade codes are listed below.

Code	Grade Level
03	Grade 3
04	Grade 4
05	Grade 5
06	Grade 6
07	Grade 7
08	Grade 8
09	Grade 9
11	Grade 11

For the purposes of the NMSBA/NMALT/NMHSSA, grade is defined as the grade level or primary instructional level at which a student receives services in a school or educational institution during a given school year. **This means that a student should test at the grade level in which he or she is classified at the beginning of the test window.** If a student has repeated a grade, they should still test at their current grade level even if they took that grade level test the previous year.

There is no field on the biogrid for grade, as grade is embedded into the answer form. Grade must be marked on the header sheets that are returned to the test vendors with the test booklet for Grade 3 or answer document for the other grades.

Program Fields

Student participants in various programs are identified as belonging to certain groups. In the pre-coded labels file, indicated N= No, Y= Yes. For the biogrid, fill in N = No, Y = Yes

Definitions for the Program Fields

SPED (Not Gifted): Specially designed programs, at no cost to the parent/guardian, that meet the needs of a child with disabilities (as defined by IDEA) including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. The student must have an annual individualized educational program (IEP) in effect. This does not include students with a 504 plan.

Gifted: “Gifted child” means a school-age person as defined in Sec. 22-1-20 NMSA 1978 whose intellectual ability paired with subject matter aptitude/achievement, creativity/divergent thinking, or problem solving/critical/thinking is so outstanding that a properly constituted IEP team decides special education services are required to meet the child’s educational needs.

504 Plan: The student is identified as handicapped under regulations implementing Section 504 of the Rehabilitation Act of 1973, but is not eligible for special education placement under the Individuals with Disabilities Education Act. The student must have a 504 Plan that specifies which, if any, testing accommodations are allowed.



Title 1: Title I provides extra resources to help improve instruction in high-poverty schools and ensure that poor and minority children have the same opportunity as other children to meet challenging State academic standards. Children that are identified to receive Title I services, should be marked “Yes” in this field. It is important to note that if a school receives school-wide Title 1 assistance; all students should have “Yes” coded for Title 1. For schools that receive targeted Title 1 assistance, only the individual students receiving that assistance should have “Yes” coded; all others should be coded as “No.”

Migrant: Specially designed program (Title I, Part C) for a child who is, or whose parent/guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent/guardian, in order to obtain, temporary or seasonal employment in agricultural or fishing work:

- a. has moved from one school district to another; **AND**
- b. in a State that is comprised of a single school district, has moved from one administrative area to another within such district; **OR**
- c. resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Immigrant: The term 'immigrant children' means individuals who:

- a. are ages 3 through 21; **AND**
- b. were not born in any State; **AND**
- c. have not been attending one or more schools in any one or more States for more than 3 full academic years.

Note! Kindergarten does NOT count towards the three years.

Some important items to note about immigrant status:

- “States” are defined in legislation as the 50 states, Washington D.C., and Puerto Rico. Therefore, a student from Guam (a U.S. territory) could meet the definition of immigrant, while a student from Puerto Rico would not.
- Foreign exchange students are not immigrants.
- If a student is adopted from a foreign country he/she may be an immigrant if he/she has not attended school in any one or more States for three consecutive full academic years and has not yet received U.S. citizenship.
- Children born to U.S. citizens overseas are not immigrants.
- Determining the legality of a student’s immigration status is not a duty of the local school district. Undocumented children have the same right to attend public school as do U.S. citizens and permanent residents.

Homeless: According to the 2001 McKinney-Vento Reauthorization Act, a homeless individual is one who lacks a fixed, regular, and adequate nighttime residence, including children and youth who are:

- sharing housing due to loss of housing or economic hardship (not due to cultural preference or a desire to save money).
- living in motels, hotels, trailer parks, or camp grounds due to lack of alternative adequate housing.
- living in emergency or transitional housing.
- abandoned in hospitals.
- awaiting foster care.
- living in cars, parks, public spaces, abandoned buildings, and substandard housing, or bus or train stations.



- children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations.
- migratory children who qualify as homeless because they are living in the circumstances described above.

Not all persons living in the situations described above would be considered homeless. Two major factors to consider when making a determination are the adequacy and permanence of the housing.

Bilingual

This data element is used to identify students' enrollment status in an approved State Bilingual Education program. English Language Learners, Fluent English Proficient, and other students who wish to participate and receive services in this program can be counted for state funding. State Bilingual Education programs could also include ELL students served through federally funded Title III-English Language Acquisition programs.

Career Tech/Ed

This data element is used to identify students who are Career Tech/Ed (CTE) concentrators. The definition in the Perkins Grant is: "Those students enrolled in an identified program or coherent sequence of courses or instructional units providing them with the academic and technical knowledge, skills and proficiencies to prepare for employment and/or further/advanced education and those students who have completed three or more career-technical courses in that sequence." This field is applicable only to grades 7 through 11.

Full Academic Year

The definition of a Full Academic Year is continuous enrollment in the school and/or district. To determine if a student has been continuously enrolled in the district or school, the student must meet **ALL** of the following criteria:

1. Present in the 2004-2005 - 120th day ADS submission,
2. Present in the 2005-2006 - 40th day and 80th day ADS submissions, and
3. Enrolled on the first day of the testing window (or February 27th, 2005).

Code N=No or Y=Yes for both fields. The codes are the same in the pre-coded labels collection and the biogrid.

There are situations where student codes will not be the same for school and district, and where they will be the same. The following examples illustrate how to code these fields for different circumstances.

Example 1: Yes-school, Yes-district

Student was at the current school in each of the above criteria. They would have been, for example, in 4th grade in 2004-2005, and 5th grade in 2005-2006.

Example 2: No-school, Yes-district

Student was at one elementary school in 3rd grade in 2004-2005, and moved to a different elementary school in the district for 4th grade in 2005-2006.

Transition Years – going from ES-MS, MS-HS

Example 3: No-school, Yes-district

Student was in an elementary school in 5th grade for the 2004-2005 120th day ADS, and is in middle school in 6th grade for the 2005-2006 40th & 80th ADS, and on the day of the test.



Example 4: No-School, No-District

Student was in middle school in 7th grade in Moriarty for the 2005-2005 120th day ADS, and is in 8th grade in Albuquerque for the 2005-2006 40th & 80th ADS, and on the day of the test.

English Language Learner (ELL) Status

Code	Status
0	No/Never an ELL Student
1	Yes, Currently ELL (NEP/LEP)
2	Exited Year 1 (FEP)
3	Exited Year (FEP)
4	Exited Year 3+ (FEP)

Definition of ELL

LIMITED ENGLISH PROFICIENT—The term “limited English proficient,” when used with respect to an individual, means an individual—⁴

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)(i) who was not born in the United States or whose native language is a language other than English;
- (ii)(I) who is a Native American or Alaskan Native, or a native resident of the outlying areas; and
- (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - (i) the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

To determine “Exited” status:

Federal law requires that ELL students who have exited services be monitored for a period of 2 years. If a student is in his/her first year of being Exited, Yes should be indicated for Year 1. If a student is in his/her second year of being Exited, Yes should be indicated for Year 2. If a student has been Exited for longer than 2 years, Yes should be indicated for Year 3+.

⁴Source: Federal PL 107-110, The No Child Left Behind Act of 2001, Title IX, General Provisions, Part A Definitions, Section 9101(25)



Language Tests and Service

Students who have been tested for English Language Proficiency and are currently not proficient in English, either Non-English Proficient (NEP) or Limited-English Proficient (LEP), **MUST** be provided with some type of language services whether through a Bilingual Education Model or an English as a Second Language (ESL) Program. Language service placement is based upon proficiency scores on one of 3 language proficiency tests: Woodcock Munoz, LAS, or IPT; and academic achievement scores.

Parent Refusals

For students whose parents refuse language program assistance, the district must provide services of some type through tutoring, teacher intervention or another method. These students should **NOT** be marked as 0-No/Never an ELL student.

Enrolled in US Public Schools 3 Years:

Academic assessment in English in reading or language arts is required of any student who has attended school in the US for 3 or more consecutive school years. This data element is designed to ensure compliance with this requirement of the No Child Left Behind Act.

Note! Kindergarten does NOT count towards the three years. Therefore, all 3rd graders should be marked as No.

Note! US Military Schools Abroad: If a student attended a US military base school abroad, this would count as a US public school. If, however, the student attended private or other schools outside the US military base, this would not count towards US public school continuous enrollment

Waivers

If, after 3 consecutive years, prior to the date of the test administration, the district determines (on a case-by-case basis) that state assessments in a language other than English would yield more accurate and reliable information, the student may continue to be tested in another language for a period not to exceed 2 additional consecutive years. A waiver must be requested and approved by the NMPED for this continuation. The “Waiver” data elements will not be part of the pre-coded labels collection. The NMPED will pre-fill this variable with “No” for all student records, since waivers will apply to only a **very small** number of students in the state.

When completing the biogrid for a student with a waiver

The districts can then modify the information on the biogrid by filling in the “Yes” bubble on the appropriate waiver field where it applies.

- If the student is receiving a waiver for the first year, fill in the “Y” bubble for “Waiver Year 1”
- If the student is receiving a waiver for the second year, fill in the “Y” bubble for “Waiver Year 2”

District Use Only – A (Free and Reduced Lunch Price Eligibility)

Students meet the eligibility criteria for free or reduced lunch pursuant to the provisions of the “Federal National School Lunch Act.” For specific guidelines in meeting the criteria for free/reduced lunch, refer to the NMPED Nutrition Website, located at: <http://www.ped.state.nm.us/div/sipds/snp/index.htm>

Note: Although a school may not provide a lunch program, eligibility should be marked, if documented.

For the Pre-coded labels file,

N = Not eligible

F = Eligible for Free lunch

R = Eligible for Reduced lunch



For the biogrid, use District Use Only – A. There are 2 ovals labeled A and B.

A = Not eligible

B = Free or Reduced lunch eligible

The meaning of the field is not indicated on the biogrid to protect student privacy. It is recommended that a district or school administrator complete this information on the biogrid at a time and in a manner that will preserve the student’s privacy. For students without a pre-coded label, it is acceptable to leave this field blank on the biogrid and complete electronically during the Student Biographical Data Review.

District Use – B

This field has two purposes, both of which relate to ensuring proper attribution of test scores for accountability purposes.

1. Feeder schools where no grade is tested: use this field to provide the 5 digit district and school code for the most recent school without a tested grade. For example, if the child attended a K-2 school, and is now in 3rd grade, put the district and school code for the K-2 school. Another example: if the child attended a Kindergarten only school in the district, and is now in elementary school at third grade,
2. Transition grades: Elementary to Middle, Middle to High, etc. If the student is enrolled in a transition grade and has not attended the school for this entire current school year (e.g., enrolled after the 40th day of school), enter the 5 digit district and school code for the school they previously attended. This is only necessary for a student that changed schools WITHIN the same school district.

District Use – C

This field is used to indicate if a student is taking the Braille version of the exam. For the pre-coded label file, indicate N=No or Y=Yes. For the biogrid, it can be left blank, or marked with a “Y” if the student is taking the Braille version.

Accommodations

For the pre-coded labels collection, this field is not collected. It will be pre-filled with “No’s” by NMPED. If one or more accommodations are provided, fill in the “Y” bubble for the appropriate category of accommodation for each content area on the biogrid. The biogrid gives the following options:

Accommodation	Applicable Tests
Presentation	All
Response	All

Accommodations are discussed in detail elsewhere in this manual.

Test Completion Status

For the pre-coded labels collection, this field is not collected. It will be pre-filled with “Student Tested All Sessions” by NMPED. If the student’s test booklet or answer document is not complete, fill the bubble for appropriate reason for non-completion. The student data grid gives the following options:



Number	Test Completion Status	Choose this for:	AYP calculation implication
0	Student Tested All Sessions	Student tested all sessions for the content area in the test booklet or answer document. This will be the correct choice for most students (Note, this includes any valid attempt on a session)	Scores included in both participation and performance
1	Withdrew before test completion	Student withdrew from school before completing all sessions	Not included in participation or performance, e.g., no negative impact to the school or district
2	Non-allowed modification	An example: a parent insists the reading test is read to their child. This is not an acceptable accommodation; the child can complete the test but it will be invalidated and receive a No Score.	Included as NON-participating, and included in performance as NO score (e.g., negative impact)
3	Language exemption for reading only	Student is new to the US and is allowed to use the Language Proficiency exam for participation rather than taking the NMSBA, for 1 year only	Included for participation only
4	(SPED) Taking a NM Alternate Assessment	Student is taking the NMALT. All students taking NMALT must have an NMSBA test booklet or answer document returned with this invalidation code marked.	ALT scores will be used for participation and performance.
5	Parental refusal	Student's parents/guardians refused to allow their child to take the NMSBA	Included as NON-participating, and included in performance as NO score (e.g., negative impact)
6	Other Non-Completion	<ul style="list-style-type: none"> Student did not complete the test due to absence, illness, or other extenuating circumstances; Students share answers during the assessment period 	Included as NON-participating, and included in performance as NO score (e.g., negative impact)
7	Test Irregularities	<p>Some examples (but not limited to are as follows):</p> <ul style="list-style-type: none"> A test administrator or school staff: <ul style="list-style-type: none"> administers a <u>section</u> of the test other than the required <u>section</u> during a given time; reads the reading prompts to a student or students; gives oral or visual prompts to students (exclusive of proper accommodations for such prompts); ask student or students to change answers or take the test again; provides copies of test to students, teachers, parents or staff prior to the assessment, and; loses control of or not being able to account for the assessment during the test window. 	Included as NON-participating, and included in performance as NO score (e.g., negative impact)



NMSBA/NMSSA REPORTS

NMSBA/NMHSSA results for individual students, schools, districts and the state are distributed to a variety of audiences through different media. Reports of these results fall into three general categories:

- 1) state, district, school, and student NMSBA/NMHSSA reports;
- 2) district electronic NMSBA/NMHSSA data files; and
- 3) public NMSBA/NMHSSA reports.

State, District, School and Student NMSBA/NMHSSA Reports

Reports intended for the student, school and district are packaged and shipped to the District Test Coordinator for distribution within the district. School and student reports contain individual data. The state, district and school reports contain summary data. The following are examples of reports that contain information regarding student performance at state, district, school, and individual student levels.

- *State Performance Level Summary Report* – A report listing the total number and percentage of students in the state scoring in each performance level as a whole and disaggregated by a number of demographic variables such as gender, ethnicity and disability status.
- *District Performance Level Summary Report* – A report listing the total number and percentage of students in the district scoring in each performance level as a whole and disaggregated by a number of demographic variables such as gender, ethnicity and disability status.
- *School Performance Level Summary Report* – A report listing the total number and percentage of students in the school scoring in each performance level as a whole and disaggregated by a number of demographic variables such as gender, ethnicity and disability status.
- *Student Performance Report* – A report documenting the overall performance level of the individual student, as well the performance of the student on each standard and benchmark assessed. Performance descriptors and an explanation section are also included to enhance the clarity of the report.

District Electronic NMSBA/NMHSSA Data Files

The testing contractors will produce an electronic data file that contains all student-level data obtained from the NMSBA/NMHSSA including demographic information, performance level information and individual item responses. These files will be available to the District Test Coordinator's prior to the public release of data.

Public NMSBA/NMHSSA Reports

The NMPED is required by law to report the results of NMSBA/NMHSSA to the general public. The following reports are produced:

- *NMPED Press Release* – A report describing the performance of students at the state, district and school levels on all NMSBA/NMHSSA.
- *NMPED Website* – An internet listing of NMSBA/NMHSSA results at the state, district and school levels for all years the NMSBA/NMHSSA has been administered.



TESTING ACCOMMODATIONS

Adaptations, Accommodations, and Modifications

The NMPED distinguishes between adaptations of a standard test administration, accommodations, and modifications.

- **Adaptations of Standardized Test Administration** are changes in assessment procedures, such as setting/environment or scheduling/timing, that are considered to be standard administration procedures. These changes simply provide the student with the assistance he or she needs to complete a standardized administration of the test. Adaptations do not have to be documented for any content area, and should not be bubbled as accommodations on the data grid of the student's test booklet/answer document. However, IEP teams, student assistance teams, or other education teams may wish to include such adaptations in the student's educational plan to ensure that they are provided during assessment.
- **Accommodations** are changes made to the assessment procedures in order to provide a student with access to information and an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. An accommodation does not change the construct intended to be measured by the assessment or the meaning of the resulting scores. It "levels the playing field" but does not provide an unfair advantage. The intent of an assessment is to describe all students' true levels of achievement with the greatest accuracy. The general NMSBA/NMHSSA offers an array of **allowable accommodations** designed to provide students the opportunity to appropriately demonstrate their knowledge and skills.
- **Modifications** are changes to the testing conditions, procedures, and/or formatting so that measurement of the intended construct is no longer valid. **The use of modifications is prohibited for assessments that factor into district as well as state reporting and accountability results.**

Who Will Decide Which Students Will Require Accommodations?

The educational team, including the teacher who is primarily responsible for delivering instruction in the content area being assessed, determines which accommodations a student may require. There must be written documentation that each accommodation is used in daily instruction in order for students to use the allowable accommodation for NMSBA/NMHSSA. Students with disabilities should be provided with the accommodations listed on their IEP. Students with a 504 Plan should be provided with the accommodations listed in their 504 Accommodations Plan. If the student has an IEP, the IEP team, comprised of the general educator, special educator (for students with specific learning disabilities), specialist, parents, and student (when appropriate), should make the decision. For ELL students, the decision about appropriate accommodations should be made by the Student Assistance Team. Other examples of written documentation include written notes in a teacher's lesson plan book or student's permanent file. Please note that accommodations should be shared with teachers working with the student as well as the student's parents/guardians.

All students are eligible for the **allowable accommodations** listed in the tables that follow. However, the student should have received the same accommodation for instruction and assessment in the content area for **at least three months prior** to the NMSBA/NMHSSA administration. Using an accommodation during assessment that is not used during instruction may be detrimental to the student's performance on the assessment. **Note: Accommodations are determined on an individual student basis; therefore, an accommodation is not an acceptable practice for an entire class.**



Criteria for Selecting Accommodations on the NMSBA/NMHSSA

1. **Accommodations should have been documented and used during instruction in that content area three months prior to the assessment so the student is familiar with them.** As accommodations are identified as appropriate during instruction, they should be added to a student's IEP, 504 Plan, Student Assistance Team plan, or other teacher developed plan that guides student instruction.
2. Accommodations are content-area specific. Therefore, only those accommodations the student requires for the specific content area being assessed may be selected.
3. The possible effects on the student of allowing the accommodations must be considered. Some accommodations may not help the student and may actually have the opposite effect.
4. A student may be allowed more than one accommodation. For example, a student who requires a Braille version may also need to have directions read to them, as well as a scribe.
5. A student with Limited English Proficiency is entitled to the same instructional and assessment accommodations as his or her English-speaking peers. For example, a Spanish-speaking student who is visually impaired may require a large-print Spanish version of the assessment.

Students Who Recently Moved Into The District Or Sustained An Injury That Require An Accommodation?

If a student moves into the district just prior to the test and no documentation is available about accommodations that had been used in instruction, the student's former school should be contacted for all relevant documentation (e.g., IEP). If no documentation can be obtained, the student and his/her parent/guardian should be consulted regarding accommodations the student received during instruction over the past three months. The student will then be eligible for any standard accommodations he/she has received in instruction three months prior to the assessment window. Documentation of the accommodation listed by the parents/guardians and student should be kept on file.

In the case where a student sustains an injury just prior to or during the assessment, such as breaking an arm, the student may be provided with accommodations that will make the assessment more accessible. The accommodation(s) used must be documented on the data grid of the student's test booklet or answer document.

Students Who Have Been Receiving Accommodations During Instruction That Are Not Listed As A Standard Accommodation?

There may be some instances where a student has been receiving an accommodation during instruction that is not available as an allowable accommodation for the NMSBA/NMHSSA. If the requested accommodation is determined to affect the validity or comparability of assessment results or is identified as a modification, such as reading the reading test, spelling words during the writing assessment, or providing multiplication tables for the math NMSBA, and is not approved through the NMPED, the team has several options. The student may test with or without the allowable accommodations. The team, however, may decide that the student must have the **prohibited modification**. In this case, the student will be assigned a "no score" for the purposes of state, district, and school NMSBA/NMHSSA reports and school accountability reports. The "no score" will have a negative impact on the school and district results.



How Will Accommodations Be Documented and Reported?

The data grid on the test booklet or answer document of students using accommodations should be coded to reflect the type of **allowable accommodations** provided (presentation, response, or timing/scheduling), and the student may then use that accommodation during the assessment administration. Scores of students who test using approved accommodations will be included in all NMSBA/NMHSSA reporting. There is no scoring penalty for administering the NMSBA/NMHSSA using approved accommodations.

If the assessment is administered with a prohibited modification, the NMSBA/NMHSSA test booklet or answer document must be coded as an invalid test under the test completion status of **non-allowed modification** used. Assessments taken under nonstandard administration will be invalidated. The student will be counted as a non-participant in the determination of the school's participation rate, and as a no score in the school's performance results.

Allowable Accommodations for Reading That MUST Be Documented

Presentation	Response
<ul style="list-style-type: none"> • Braille version of the assessment. • Standard 18-point large-print version of the assessment. • Reading aloud or tape recording of the directions <u>only</u> for the reading assessment. • Signing of the directions <u>only</u> for the reading assessments. • Paraphrasing the directions <u>only</u>. • Reading aloud of the directions <u>only</u> in English for the reading assessment. • Reading aloud or translation in the student's native language of the directions <u>only</u> for the reading assessments. • Use of a word-to-word translation dictionary or word list (with no definitions). 	<ul style="list-style-type: none"> • Use of scribe to write oral responses or fill in bubbles in test booklet. • Use of a scribe to write oral responses to constructed-response items. • Use of signing or pointing to alternative responses. • Use of assistive technology restricted to: <ul style="list-style-type: none"> ○ augmentative communication devices ○ computers ○ word predictor programs ○ personal portable keyboards ○ communication boards ○ Braille <p>Voice output must be disabled during the reading assessments. If the communication device produces a typed response, the response must be transcribed into a scannable test booklet or answer document for scoring exactly as it is written.</p> <ul style="list-style-type: none"> • Record responses on audio tape. • Use of a scribe to translate a student's oral responses from a language other than English into the test booklet or answer document.



Allowable Accommodations for Writing That MUST Be Documented

Presentation	Response
<ul style="list-style-type: none"> • Braille version of the assessment. • Standard 18-point large-print version of the assessment. • Reading aloud or tape recording of test directions, stimulus material, test items, and/or answer choices. • Signing of test directions, stimulus material, test items, and/or answer choices. • Paraphrasing the directions <u>only</u>. • Reading aloud of test directions, stimulus material, test items, and/or answer choices in English. • Reading aloud in the student's native language or translation of test directions, stimulus material, test items, and/or answer choices. • Use of a word-to-word translation dictionary or word list (with no definitions). 	<ul style="list-style-type: none"> • Use of scribe to write oral responses or fill in bubbles in test booklet. • Use of a scribe to translate a student's oral response from a language other than English into the test booklet. • Use of signing or pointing as alternative responses (for multiple choice items only). • Use of assistive technology restricted to: <ul style="list-style-type: none"> ○ augmentative communication devices ○ computers ○ word predictor programs ○ personal portable keyboards ○ communication boards ○ Braille <p>Spell-checking and grammar-checking must be disabled during the writing assessment. If the communication device produces a typed response, the response must be transcribed into a scannable test booklet or answer document for scoring exactly as it is written.</p>



Allowable Accommodations for Math, Science, and Social Studies That MUST Be Documented

Presentation	Response
<ul style="list-style-type: none"> • Braille version of the assessment. • Standard 18-point large-print version of the assessment. • Signing of the entire assessment, including word problems. • Use of additional manipulatives for the mathematics assessment, such as number lines, “Touch Math,” and counting beans. • Reading aloud or tape recording of test directions, stimulus material, test items, and/or answer choices. • Use of communication devices (e.g., text talk converter) to read test items • Reading aloud of test directions, stimulus material, test items, and/or answer choices in English. • Reading aloud in the student’s native language or translation of test directions, stimulus material, test items, and/or answer choices. • Use of a word-to-word translation dictionary or word list (with no definitions). 	<ul style="list-style-type: none"> • Use of scribe to write oral responses or fill in bubbles in test booklet. • Use of a scribe to write oral responses to constructed-response items. • Use of a scribe to translate a student’s oral responses from a language other than English into the test booklet or answer document. • Use of signing or pointing as alternative responses. • Use of assistive technology restricted to <ul style="list-style-type: none"> ○ augmentative communication devices ○ computers ○ word predictor programs ○ personal portable keyboards ○ Brailers • If the communication device produces a typed response, the response must be transcribed into a scannable test booklet or answer document for scoring exactly as it is written. • Record responses on audio tape.



Prohibited Modifications

ALL CONTENT AREAS	
Presentation	Response
<ul style="list-style-type: none"> • Paraphrase stimulus material, test items, and/or answer choices. • Restate the question with more appropriate vocabulary or define unknown vocabulary in question. • Clarification of English words. 	<ul style="list-style-type: none"> • Use of a dictionary to look up words.
READING	
Presentation	Response
<ul style="list-style-type: none"> • Reading aloud or tape recording of stimulus material, test items, and/or answer choices. • Signing of stimulus material, test items, and/or answer choices. • Use communication devices (e.g., text talk converter) to read stimulus material, test items, and/or answer choices. • Reading aloud of stimulus material, test items, and/or answer choices in English. • Reading aloud in the student's native language or translation of stimulus material, test items, and/or answer choices. 	<ul style="list-style-type: none"> • Use of assistive technology in which voice output has not been disabled.
WRITING	
Presentation	Response
<ul style="list-style-type: none"> • Use of communication devices (e.g., text talk converter) to read test items. 	<ul style="list-style-type: none"> • Record responses on audio tape. • Use of a spell checker. • Use of assistive technology in which spell-checking and grammar-checking capabilities have not been disabled.
MATH	
Presentation	Response
<ul style="list-style-type: none"> • Use of arithmetic tables. 	Sharing calculators is prohibited in the same session.



**Adaptations of Standardized Administration that
DO NOT Need to Be Documented for Any Content Area
(Available to All Students)**

Timing/Scheduling	Setting/Environment
<ul style="list-style-type: none"> • Administering the test at a time that is most beneficial to the student. • Allowing stretch breaks for groups or for individual students as needed that do not provide the opportunity for students to study or share information. • Allowing students to use the bathroom during the assessment if necessary. • Scheduling of sessions to include more breaks, as long as students do not have the opportunity to study or share information. • Scheduling more time between sessions. Any session must be completed within a single day. The entire assessment must be completed within the testing window. • Scheduling of sessions in a different order, except for the writing assessment. The drafting of the extended response in grades 4-9 must be completed before the editing session, and the two sessions must occur within the same week. 	<ul style="list-style-type: none"> • Location appropriate to the testing needs of students. • Grouping students: whole classroom, small groups, and individual administration. • Administration of the assessment with or without accommodations by individuals other than the student's usual teacher(s) such as special educators, paraprofessionals, or a test administrator who is familiar with the student. Students may not have the assessment administered to them by a relative. • Preferential seating (e.g., in front of classroom).
Presentation	Response
<ul style="list-style-type: none"> • Use of devices normally used by students for kinesthetic, visual, or auditory assistance (e.g., pencil grips, noise buffers, visual magnification devices/technology [e.g., hand held magnifiers, CCTVs, screen enlargement programs], and auditory amplification devices such as hearing aids). • Rereading the script in the administration manual to all students when requested by any student. (Note that this does not refer to reading the test directions for individual students aloud.) • Use of place markers to maintain place. 	<ul style="list-style-type: none"> • Spelling words to students who request it, with the exception of the writing assessment where spelling will be scored. • Allowing students to mark responses in the test booklet or answer document. • Allowing students to mark responses on large-print answer documents. • Use of place markers to maintain place for responding.



Large Print and Braille Tests

Large print is primarily an accommodation used by students with visual impairments. However, there may be students who have been using large print materials during his/her daily instruction that will benefit from having access to a large print NMSBA/NMHSSA test booklet or answer document. A standard 18-point font test is available for these students when ordered through the testing contractors. The 18-point font test is considered a standard accommodation.

Braille tests, however, are for use by students who are blind/visually impaired. Braille test booklets are available for students when ordered through the testing contractors.

Answer Sheets for Large Print and Braille Tests

Students who use a large print and/or Braille test format may record answers directly on the adapted format copy of the test, may use a scribe, or other techniques for response as designated in the student's IEP. **On completion of testing, the student's test responses must be transferred into a regular print test booklet or answer document. When the student has used Braille as a response format, the transfer of this information into the regular print assessment booklet or answer document should be completed by an appropriate professional, such as a teacher certified in the area of visual disabilities or a district Brailist.**

Returning Completed Tests

All transcribed test booklets or answer documents, along with the original Braille and standard large print tests, should be returned to the testing contractor with your other NMSBA/NMHSSA test materials. They should not be retained in New Mexico.

Coding for Accommodations

If a student uses a Braille NMSBA/NMHSSA Test format, the bubble "Y" in the District Use Only – C field of the student data grid (Box 11) should be filled in.

Scribing

Scribing is an accommodation for students unable to fill in and/or write answers directly in the test booklet or answer document. In addition, all other criteria for the use of accommodations (e.g., use in instruction for at least three months) must also be met before scribing may be used as an accommodation on the NMSBA/NMHSSA assessments. Please note that only the student and the scribe may be in a room during testing.

During administration, the student must read the test directions, test items and response options himself/herself unless the student is also receiving the oral presentation accommodation. The following directions describe the procedures for marking or writing answers in the test booklet or answer document by content area.

Math, Reading, Science, and Social Studies

- For multiple choice items, the student must point to or otherwise indicate the response option he/she has chosen. The scribe will then darken the bubble corresponding to that response option.
- For constructed response items, the student must dictate his or her response to the scribe, who will then write the student's response in the test booklet or on the answer document using proper grammar, mechanics and spelling. Once the student has dictated his or her response, the scribe will show the student what has been written in the test booklet or on the answer document. The student may then choose to instruct the scribe to make any changes the student feels necessary.



- For English language learners, the scribe may translate the student’s oral responses from the student’s native language into English.

Writing

- For multiple choice items, the student must point to or otherwise indicate the response option he/she has chosen. The scribe will then darken the bubble corresponding to that response option.
- For constructed response items, the student must dictate his/her response to the scribe, who will then write the student’s response in the answer booklet as one long statement with no punctuation or capitalization; however, the scribe may spell words correctly. Once the student has dictated his/her response, the scribe will show the student what has been written in the answer booklet and ask the student to indicate where punctuation and capital letters should be placed. The student may then choose to instruct the scribe to make any other changes that the student feels are necessary. (The scribe may erase and insert the student’s corrections.)
- Scribes may **NOT** translate student’s oral responses from the student’s native language into English on the writing assessment.

If a scribe is used, the bubble for response must be filled in “Y” in the accommodations section of the data grid on the student’s test booklet.

Transcribing

Transcribing is **not** an accommodation. Transcribing occurs after the administration of a test when either the student provided answers to multiple choice and/or constructed response items in an alternate format (e.g., Braille, large print or typed pages) or the original test booklet or answer document of a student is unreadable (e.g., pages are severely torn). In an unused test booklet or answer document, the transcriber must copy the student’s marks or responses to constructed response items exactly, including all errors in grammar, mechanics and spelling. Transcriptions must take place in a secure environment and, whenever possible, under the direction of the School Test Coordinator. Please note that all test materials, including the damaged test booklets or answer documents, Braille and large print test booklets or answer documents and typed student responses must be returned to the School Test Coordinator for return to the District Test Coordinator.

Translating

Translating is an accommodation for English Language Learners who are not yet proficient in English and where a test in their native language is not available or appropriate. In addition, all other criteria for the use of accommodations (e.g., use in instruction for at least three months) must also be met before translating may be used as an accommodation on the NMSBA/NMHSSA.

There are two varieties of translation. They may be used independently or jointly depending upon the needs of the individual student.

Oral Translation

Oral translation is an oral presentation of the test in the student’s native language. The only difference between an oral translation and an oral presentation is the language of the presentation.



Scribed Translation

Scribed translation involves either the scribing in English of oral responses in a language other than English or the translation of written responses in a language other than English in one test booklet or answer document into English in another test booklet or answer document. The translating scribe must follow the guidelines listed previously for scribing and transcription, respectively, depending upon which type of scribed translation is necessary.

If a student receives an oral translation, the bubble for presentation must be filled in “Y” in the accommodations section of the biogrid on the student’s test booklet or answer document. If a student receives a scribed translation, the bubble for response must be filled in “Y” in the accommodations section of the biogrid on the student’s test booklet or answer document. If the student receives both an oral translation and scribed translation, both presentation and response should be bubbled “Y” in the accommodations section of the biogrid on the student’s test booklet or answer document.



PARTICIPATION OF STUDENTS WITH DISABILITIES

All students with disabilities must participate in the statewide assessment program in one of three ways:

- A student with a disability who does not require instructional and/or testing accommodations would participate in the standard administration of the general assessment (with or without adaptations).
- A student with a disability who requires both instructional and testing accommodations would participate in the standard administration of the general assessment with appropriate and allowable *accommodations*.
- A student with a significant cognitive disability who is unable to participate in the standard administration of the general assessment, even with allowable accommodations, may participate in the state's alternate assessments provided he or she meets the participation criteria established by the NMPED.

The IEP team is responsible for determining which option is most appropriate for each student. This decision should be made after both careful consideration of the student's unique needs and of the specific test or tests that the student is required to take at his or her grade level. There must be a clear understanding among all IEP members of how the student will participate in the assessment program and potential consequences that may arise as a result of their decision. In addition, those IEP team members responsible for actually administering the test should have a clear understanding of the impact that the IEP team's decision will have on the completion of the student demographic forms attached to test materials. This team is also responsible for identifying accommodations to be used in the classroom for three months prior to test administration, if required.

The NMPED's Special Education Bureau strongly recommends that IEP teams make the decision as to which option is most appropriate for students with disabilities long before the actual testing window. This enables the student, his or her teachers, and other staff if necessary, time to adequately prepare for the test's administration and provide necessary accommodations.

Determining Appropriate Accommodations—Some Important Considerations for IEP Teams

As mentioned previously, the student's IEP team makes the decision as to the type of accommodations, if any, a student will receive during the administration of state-mandated assessments. It is not a unilateral decision made by one individual. It is important that those involved in the decision making process during the IEP meeting have a clear understanding of the student's needs as well as the specific assessments that the student is required to take. The IEP team should also be able to explain how the disability impacts a student's ability to demonstrate his or her level of mastery of the academic skills as measured by the particular assessment. This prior knowledge of the student and the test will enable the IEP team to make sound decisions as to what accommodations, if any, the student requires for participation in state and district-wide assessments.

IEP teams should consider the following suggestions, adapted from Gorn (2000), when making accommodations decisions:

- The educational programs for students with disabilities needing accommodations must teach the skills being tested and in the same format in which they are being tested.
- Do not assume that all students with disabilities need accommodations, or that certain accommodations are "foregone conclusions."



- Be prepared to fully explain the nature of a student’s disability, and why a particular accommodation is necessary.
- Generally, accommodation needs should be apparent long before the student takes a “high stakes” standardized test.
- Do not provide accommodations that affect the test’s validity (defined as modifications in this manual). Your policy should provide for allowable accommodations when necessary for individual students.
- Accommodations decisions should be made by people who are familiar with the student and his or her educational program, as well as people familiar with the purposes of the test, what the scores mean, and what relevant policies are currently in place.
- Make sure that students, parents, teachers, and administrators understand the NMPED’s accommodations policy and the conflict resolution process.

In addition, when considering the types of assessment accommodations that a student requires, the IEP team should first consider the types of instructional, or classroom accommodations the student is receiving on a daily basis, and which of those classroom accommodations are allowable for use during the administration of a state or district-wide assessment. Students should be involved in IEP team decisions about testing accommodations, especially in cases where the student will be participating in the New Mexico High School Competency Exam (NMHSCE) and receipt of a high school diploma may be attached to the student’s performance on the test. The student may be able to explain what needs and supports, if any, he or she requires for appropriate participation in the assessment. The Special Education Bureau is planning four trainings related to the theme of, “How to Choose and Use Accommodations for Students with Disabilities” that will be conducted statewide. Please contact the Special Education Bureau at (505) 827-1457 if you have questions about these trainings.

Choosing Appropriate Accommodations	
DO make accommodation decisions based on individualized need.	DON’T make accommodations decisions based on whatever is “easiest” to do (e.g., preferential seating.)
DO make sure to document instructional and assessment accommodations on the IEP.	DON’T use an accommodation that has not been documented on an IEP.
DO be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.	DON’T assume that all <i>instructional</i> accommodations can be used for assessment.
DO be specific about the “Where, When, Who, and How” accommodations will be provided.	DON’T just indicate that an accommodation will be provided “as appropriate” or “as necessary”.
DO refer to state-approved accommodations and understand implications of selections.	DON’T check every accommodation possible on a checklist just to be “safe”.



Choosing Appropriate Accommodations (continued)	
DO evaluate whether instruction and assessment accommodations are used by the student.	DON'T assume that the same accommodations should remain appropriate year after year.
DO get input about accommodations from general educators, parents, and students, and use to make decisions at IEP meetings.	DON'T make decisions about instructional and assessment accommodations alone.
DO provide accommodations for assessments that are routinely used for classroom instruction.	DON'T provide an assessment accommodation for the first time on the day of the test.
DO select accommodations based on specific individual needs.	DON'T assume that certain accommodations are appropriate for every student.
DO mediate the effect of the disability to access instruction and demonstrate learning	DON'T select accommodations that are unrelated to documented student learning needs, or are intended to give students an unfair advantage.

Documenting Accommodations in the IEP and on the Student Biogrid

Accommodations in the IEP and on the Student Biogrid

The decision as to how a student with a disability takes a statewide assessment must be clearly documented within the IEP document itself. The IEP team cannot simply agree verbally as to how the student will participate in the state and district wide assessments. Documentation must be in place so that the students' test administrator knows exactly how to proceed with administering the assessment to the student. If the IEP team determines that the student will take the statewide assessment with accommodations, the IEP team must document the specific accommodations that the student will receive. Or, if a student's IEP team determines that he or she does not require accommodations in order to take the statewide assessment, the IEP team must document its decision within the IEP.

If the student's IEP indicates that he or she will participate in the general assessment with specific accommodations, then the biogrid on the student test booklet or answer document must be coded to reflect the type of accommodations provided. The IEP must not contradict the test materials with regard to whether the student received testing accommodations, and which type(s) of accommodations were employed.

The Original New Mexico Alternate Assessment and the Combined Original/Writing New Mexico Alternate Assessment

While the vast majority of students with disabilities will participate in general assessments either with or without accommodations, a small percentage of students require an alternate form of assessment due to the nature of their disabilities. The Special Education Bureau (SEB) convened a group of professionals with experience in the field of significant cognitive disabilities in order to develop such an assessment. The end results are the *Original Alternate Assessment and the Combined Original/Writing New Mexico Alternate Assessment*.



As required by IDEA, the NMPED established a set of participation criteria that students must meet in order to take the *Original New Mexico Alternate Assessment* or the *Combined Original/Writing New Mexico Alternate Assessment*. These criteria have recently been revised and are included as an Addendum to this section.

Upon consideration of the participation criteria, the IEP team, as a group of individuals with a clear understanding of the student's needs, must determine whether the student is eligible to take an alternate assessment. It is not a unilateral decision to be made by an individual teacher or a district or school administrator, but one that comes after careful review of the criteria and documentation by the IEP team that supports the IEP team's decision. 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 by completing the Addendum and indicating that the student will participate in the State's Alternate Assessments.

There have been both Federal and State regulatory developments since last year that affect students who take alternate assessments. Sections 612 (d)(1)(A)(vi)(bb)(AA)-(BB) of the Individuals with Disabilities Education Improvement Act (IDEA 2004) now requires IEPs to include a "statement of why the child cannot participate in the regular assessment; and, the particular assessment selected is appropriate for the child." The participation criteria for the New Mexico Alternate Assessments have become 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 SEB emphasizes the point that the determination of eligibility for participation in the *Original New Mexico Alternate Assessment* and the *Combined Original/Writing New Mexico Alternate Assessment* is an IEP team decision. Also, it is necessary to point out that these assessments were developed for a **very small** percentage of students with the most significant cognitive disabilities. Therefore, the *Original New Mexico Alternate Assessment* and the *Combined Original/Writing New Mexico Alternate Assessment* should not be administered to students with disabilities who do not meet the State's eligibility criteria. The NMPED requires the use of the Addendum for Determining Eligibility for the New Mexico Alternate Assessments, available at: <http://www.ped.state.nm.us/seo/guide/Making.Assessment.Decisions.NMALT.pdf>, for documenting that the IEP team has considered and documented rationale for their decision-making process.

The SEB provides an online training on the administration of the state's alternate assessments, which is periodically updated to reflect changes in the New Mexico Standard Based Assessment Program (NMSBA). This training can be accessed via the SEB website. The SEB also provides professional development opportunities for those who administer the Alternate Assessments.

The state's alternate assessments are designed to be **on demand** assessments where the administrator is directly observing and scoring the student while he/she is participating in the age-appropriate activity that the IEP team has established. It is not to be administered after-the-fact. It is a **structured observation assessment** that must be completed at the same time that the student is engaged in the age-appropriate activity designed for the student for the purposes of the assessment.



During the IEP meeting the following questions related to how a student with disabilities will participate in the New Mexico Standards Based Assessment Program need to be asked and answered:

Can the student participate in the general statewide assessment, with or without accommodations, or does he or she need to participate in the New Mexico Alternate Assessment(s)?

A student is eligible to participate in the New Mexico Alternate Assessment(s) if his or her IEP team determines that the student meets all of participation criteria listed on the NMPED's *Addendum for Determining Eligibility*. The following steps can be employed as a screening procedure in making the determination of how a student with disabilities will participate in the New Mexico Statewide Assessment Program:

- 1) The student has an IEP.
 YES, continue to #2 NO, student is **not eligible** for the New Mexico Alternate Assessment

- 2) Evidence that the student's demonstrated cognitive ability and adaptive behavior skills:
 - Prevent him or her from demonstrating achievement of the New Mexico Content Standards and Benchmarks through participation in the general statewide assessment even with appropriate accommodations.

Can the student participate in the general New Mexico Statewide Assessment Program with appropriate accommodations?

YES, if this is the case list appropriate testing accommodations in the student's IEP that are grade-, assessment-, content area-, and accommodation type- (e.g., presentation, response) specific and choose administration of the general assessment with appropriate accommodations for statewide testing.

NO, list the ways in which the student's cognitive ability and adaptive behavioral skills would prevent this student from participating in the New Mexico Statewide Assessment Program even with appropriate accommodations:

AND

Evidence that the student's demonstrated cognitive ability and adaptive behavioral skills:

- Require individualized instruction in multiple settings (school, work, home, and community environments) to acquire, generalize, and transfer skills necessary for functional application



Explain how the student's program requires individualized instruction in multiple settings:

3) Historical data (current and longitudinal across multiple settings) confirms the individual student criteria listed above.

What historical data was used to support both parts of #2?

Based upon the review of the information recorded above, the IEP team has determined that the student will participate in the:

1. New Mexico Statewide Assessment Program – Standard administration,
2. New Mexico Statewide Assessment Program – Administration with appropriate accommodations, or
3. New Mexico Alternate Assessment.





New Mexico Public Education Department
Special Education Bureau

*Making Decisions Concerning the Participation of Students with Disabilities
In the New Mexico Statewide Assessment Program*

Participation Criteria for the New Mexico Alternate Assessments

2005-2006



During the IEP meeting the following questions related to how a student with disabilities will participate in the New Mexico Standards Based Assessment Program need to be asked and answered:

Can the student participate in the general statewide assessment, with or without accommodations, or does he or she need to participate in the New Mexico Alternate Assessment(s)?

A student is eligible to participate in the New Mexico Alternate Assessment(s) if his or her IEP team determines that the student meets all of participation criteria listed on the NMPED's *Addendum for Determining Eligibility*. The following steps can be employed as a screening procedure in making the determination of how a student with disabilities will participate in the New Mexico Statewide Assessment Program:

1) The student has an IEP
_____ YES, continue to #2 _____ NO, student is **not eligible** for the New Mexico Alternate Assessment

2) Evidence that the student's demonstrated cognitive ability and adaptive behavior skills:

- Prevent him or her from demonstrating achievement of the New Mexico Content Standards and Benchmarks through participation in the general statewide assessment even with appropriate accommodations

Can the student participate in the general New Mexico Standards Based Assessment Program with appropriate accommodations?

_____ **YES, if this is the case list appropriate testing accommodations in the student's IEP that are grade-, assessment-, content area-, and accommodation type- (e.g., presentation, response) specific and choose administration of the general assessment with appropriate accommodations for statewide testing.**

_____ **NO, list the ways in which the student's cognitive ability and adaptive behavioral skills would prevent this student from participating in the New Mexico Standards Based Assessment Program even with appropriate accommodations:**

AND

Evidence that the student's demonstrated cognitive ability and adaptive behavioral skills:

- Require individualized instruction in multiple settings (school, work, home, and community environments) to acquire, generalize, and transfer skills necessary for functional application



Explain how the student’s program requires individualized instruction in multiple settings:

3) Historical data (current and longitudinal across multiple settings) confirms the individual student criteria listed above.

What historical data was used to support both parts of #2?

Based upon the review of the information recorded above, the IEP team has determined that the student will participate in the:

- † New Mexico Standards Based Assessment Program – Standard administration
- † New Mexico Standards Based Assessment Program – Administration with appropriate accommodations
- † New Mexico Alternate Assessment



Addendum for Determining Eligibility for the New Mexico Alternate Assessment 2005-2006

The New Mexico Administrative Code, section 6.31.2.11(E)(3)(a)-(c), requires that IEP teams use the following criteria when making determinations regarding New Mexico Alternate Assessment eligibility. Appropriate referrals for Alternate Assessment are paramount in terms of accountability. The IEP team must agree that the student is eligible for the New Mexico Alternate Assessment according to the participation criteria below. In addition, sufficient documentation must be provided (multiple records and multiple sources of information) to positively answer the questions listed below.

1. Yes No Does the student’s past and present performance in multiple settings (i.e., 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)? _____

The New Mexico Alternate Assessment was developed for a specific subpopulation of students with the *most significant cognitive disabilities*. The specific disabilities charted immediately below typically will not qualify as a *most significant cognitive disability* due to their nature, which generally assumes an average level of intelligence. A student is generally not eligible to take the New Mexico Alternate Assessment if the primary reason that the student is being considered is that he or she has:

• Deafness	• Speech or Language Impairment
• Emotional Disturbance	• Visual Impairment including Blindness
• Hearing Impairment	• Excessive or extended absences
• Orthopedic impairment	• Cultural factors
• Other Health Impairment	• Social and/or economic differences
• Specific Learning Disabilities	

By contrast, students with the following disabilities may be eligible for the alternate assessment:

• Autism	• Multiple Disabilities
• Deaf-blindness	• Traumatic Brain Injury
• Mental Retardation	



IEP teams must also answer the questions below.

The information gathered through questions one through three 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.) † YES † NO

Rationale:

Parents have been informed of the potential consequences of having their student assessed against alternate achievement standards (such as potential limitations to postsecondary opportunities):

† YES † NO

How?



Students with Disabilities and High Stakes Assessments

A high stakes test is a test with important consequences attached to the results for students, teachers, schools, districts, and/or states. Consequences may include promotion, graduation, rewards, or sanctions. In the case of the NMHSCE, students without disabilities and students with disabilities who are on the “standard pathway” must pass the test in order to graduate and receive a high school diploma.

The New Mexico High School Standards Assessment (NMHSSA), administered in the 11th grade, is not currently but may eventually become the high stakes exit exam in New Mexico. The scores that students earn on the assessment will be recorded on their transcripts beginning in 2004-2005.

Students, parents, and teachers of students with disabilities need to be cognizant of this pending responsibility and take the necessary curricular adjustments to ensure that students with disabilities are adequately prepared to take the NMHSSA in the near future.

Pursuant to Subsection 6.30.2.10 of NMAC, a student with a disability may be awarded a diploma using one of three programs of study. The programs of study, or pathways, are presented below along with the assessment requirements for each.

- **Standard pathway**—a student must pass all sections of the NMHSCE under standard administration or with state-approved accommodations and meet all other standard graduation requirements.
- **Career readiness pathway**—a student must take the current state graduation examination administered under NMSA 1978, Sec. 22-13-1.1 (D) and achieve a level of competency to be determined by the student’s IEP team; earn the number of credits required for graduation through standard or alternative courses as determined by the IEP team; and achieve competency in all areas of the career readiness standards with benchmarks as determined by the IEP team.
- **Ability pathway**—a student must either take the NMHSCE administered under NMSA 1978, Sec. 22-13-1.1 (D) or the state-approved alternate assessment, achieving a level of competency to be determined by the student’s IEP team, and meet all other graduation requirements established by the IEP team.

The standard pathway requires a student with a disability to take all components of the NMHSCE (or current state graduation exam) and pass the test by achieving the minimum level of competency required for all students. The career readiness pathway also requires students with disabilities to take the NMHSCE. The student is required to achieve a level of proficiency that is pre-determined by his or her IEP team. The ability program of study requires a student with a disability to take either the current state graduation exam (general assessment) or an approved alternate assessment and achieve a level of competency that is pre-determined by the student’s IEP team. It is important to note that setting target levels of proficiency is an expectation that applies to both the general and the alternate assessments. Students must first take an iteration of the relevant assessments. The results of the first attempt must be attended to by IEP teams in order to determine reasonable target levels of proficiency in those subtest areas impacted. The target levels of proficiency must convey high expectations that are appropriate for the student. The pathways outline three avenues for students with disabilities to receive a diploma. The IEP team is responsible for determining which pathway is most appropriate for each individual student. IEP teams must be knowledgeable about these pathways and how to determine the appropriate pathway for individual students. A copy of the SEB’s technical assistance manual, *Pathways to the Diploma: Graduation Options for Students with Disabilities* can be found at: <http://www.ped.state.nm.us/seo/transition/tam.pathways.to.diploma.pdf>.



It is also important to note that for the purposes of public reporting and accountability, only those students with disabilities who achieve the state's established minimum level of proficiency on the current exit exam will be reported as having passed the test. Those students who did not meet the established minimum level of proficiency, but did achieve a level of competency established by their IEP teams will be reported as having NOT passed the test, although they may receive, appropriately, a diploma.

For **ALL** pathways, IEP teams must ensure that all students have access to the appropriate curriculum that will enable them to either pass the NMHSCE, which is currently required for the standard pathway, or achieve the appropriate level of competency as pre-determined by the IEP team. IEP teams must also keep in mind that the student's NMHSSA scores will be recorded on his or her transcript. IEP teams must also keep in mind that the NMHSSA may eventually replace the NMHSCE as New Mexico's exit exam.

Out-of-Level Testing

Out-of-level testing, or "off-grade testing" or "off-level testing," is the administration of a test at a level above or below a student's present grade level to enable him or her to be assessed at the level of instruction rather than the grade of enrollment. **Out-of-level testing is strictly prohibited in New Mexico.**



PARTICIPATION OF ENGLISH LANGUAGE LEARNERS (ELL) or LIMITED ENGLISH LANGUAGE PROFICIENT (LEP) STUDENTS

The State of New Mexico is committed to the ideal that all students can learn and achieve high standards. Historically, English Language Learners have been excluded from statewide assessment efforts. As a result, alternative or specialized language programs have not been provided with information that could inform and improve instruction.

State and federal laws require English Language Learners (ELL) to actively participate in the New Mexico Standards Based Assessment Program. The state recognizes that students who are still in the process of acquiring English may not be able to adequately access the information contained in the English version of the assessments. Currently, the state provides Spanish language versions of the New Mexico Standards-Based Assessment in Grades 3-9 and the New Mexico High School Competency Examination in Grades 10 and up (spring administration only). The standards-based assessment in Grade 11 (the New Mexico High School Standards Assessment) is currently offered in English only.

Under Title VI of the Civil Rights Act of 1964, and subsequent judicial mandates, all districts receiving federal dollars must identify and provide services to Limited English Proficient students. New Mexico school districts shall initially identify students with a Home Language Survey, that identifies whether a language other than English is spoken in the home. If there is an indication of a language other than English, then the district must assess the student's English language proficiency using a state-approved English Language Proficiency test. Starting in the Spring of 2006, all English Language Learners must be assessed with the New Mexico English Language Proficiency Assessment (NMELPA).

Trained personnel must administer the English language proficiency test. Test administrators are not required to be certified or endorsed teachers in order to administer this test, but they must be trained in the use and interpretation of that test, and they must administer the test under the supervision of a licensed school instructor or administrator. This training can be provided by the test developer or by an endorsed Bilingual Education educator.



REQUIRED PROCEDURES FOR IDENTIFICATION, ASSESSMENT, PROGRAM PLACEMENT OF ELL/LEP STUDENTS		
STEP	PROCESS	RESULTS
<u>Step One:</u> Identification of Primary or Home Language Other Than English (PHLOTE)	Administer Home Language Survey or Student Language Survey (high school students). Initial identification of students' home language must occur upon enrollment. Teacher Language Observation Form may be also utilized after enrollment if student is not succeeding academically and the classroom teacher believes that language is a barrier.	Determines who is to be assessed for English language proficiency skills.
<u>Step two:</u> Assessment of English Language Proficiency	Use State-approved instrument(s) to formally assess English language proficiency skills (listening, speaking, reading, and writing) of PHLOTE students. Students participating in the State Bilingual Education Program must also be assessed in the home language (Personnel administering the home language assessment must be fluent in the home language).	Determines the level of the student's English language proficiency in all domains. Establishes baseline data in student language proficiency in order to monitor student progress in the program.
<u>Step Three</u> Program Placement/ Program Model	Notify parents of student placement within 30 school days of enrollment; Place ELL/LEP students in an appropriate language program according to the students' language proficiency and educational needs; and Serve ELL/LEP students in a language program model that is scientifically research-based.	Placement of the student in a state approved language program model or in a stand-alone English Language Acquisition Model if student does not participate in the State Bilingual Education program.
<u>Step Four</u> Student Evaluation	Assess all students' language progress annually to address individual instructional needs. Reclassify/exit student from the ELL service program when he/she meets Fluent English Proficient level (FEP). Report and disseminate results to all stakeholders.	Student continues in or exits the State Bilingual Education or Title III program. Students must be monitoring for 2 years after he/she exits the ELL services program. Program could be modified and continuously refined to ensure that students are succeeding.

The student's English Language Proficiency is described by his or her ability to listen, speak, read and write English, as determined by the NMELPA. This language proficiency assessment rates students using a scale with five levels ranging from beginning to advanced.



Length of Enrollment in U.S. Schools

The options for participation of English Language Learners in the New Mexico Standards Based Assessment Program depend, in large part, on the length of time that the student has been enrolled in U.S. public schools.

Students Who Are New to U.S. Schools: Students who are enrolled for the first year in school in the United States may receive a language exemption for the Reading subtest **ONLY**. In this situation, the student's language proficiency assessment will be substituted for the Reading subtest in determining the school's and district's participation rate. In all other content areas, however, the student must participate in the English language or Spanish language version of the assessment (if available), with accommodations provided if these are determined to be appropriate by the Student Assistance Team. Because the student has not been in the school for a full academic year at the time of testing, his or her test results will not be included in the performance data used to determine Adequate Yearly Progress (AYP).

If this option is chosen, the bubble for Language Exemption for Reading ONLY should be filled in on the student biogrid. For the subtests, other than Reading, the test completion status should be "Student Tested All Sessions", and the type of accommodations that are provided, if any, should be filled in on the student biogrid.

Students Who Have Been in U.S. Schools for Less than Three Consecutive Years may participate in the statewide assessment program in one of three ways:

- The student may participate in the standard administration of the English language version of the assessment (with or without adaptations);
- The student may participate in the English language version of the assessment with appropriate accommodations; or
- The student may participate in the standard administration of the Spanish language version of the assessment (where available).

Locally developed portfolio assessments are **not permitted** under the terms of the No Child Left Behind Act of 2001 (NCLB).

Students Who Have Been in U.S. Schools for Three or More Consecutive years **must** participate in the English language version of the assessment, with or without allowable accommodations, unless a waiver to continue testing the student in his or her native language has been approved by the New Mexico Secretary of Education.

Waivers to Continue Assessing Students in Their Home Language:

If, after three consecutive years in U.S. schools, the district determines (on a case-by-case basis) that academic assessments in the student's home language would yield more accurate and reliable information, the district may request a waiver from NMPED to continue to assess the student in his or her home language.

The waiver request must be submitted in advance by the district superintendent to the New Mexico Secretary of Education for approval. This request **must** take the form of a memorandum that includes the following information:

- Student name;
- State Student ID number;
- School in which the student is currently enrolled;



- Grade level;
- English Language Proficiency scores and date(s) of most recent administration;
- Indication of whether this is the first or second waiver requested for the student;
- Reason or justification for the waiver request; and
- Names of the Student Assistance Team (SAT) members involved in the decision.

Approved waivers are effective for the current year only. Waivers will be approved for a maximum of two years.

Determining Appropriate Participation and Accommodations

To determine the appropriateness of participation of ELL students in the state assessment program, districts should consider their levels of proficiency in all domains of language—speaking, reading, writing, and listening—and the nature of their instructional program. The district must ensure that students do not receive accommodations without current justification supported by the data. English language learners may be provided appropriate accommodations from the tables provided in the section on accommodations. However, it is expected that accommodations will not be required for ELL students, year after year.

It should be noted that not all speakers of languages other than English are limited in their English Language Proficiency. Second-language students who are proficient speakers, readers and writers of English **must** be assessed with the English version of NMSBA/NMHSCE. The language of instruction in the content area is also critically important. If the student has been receiving instruction in English in the content area, it may be most beneficial to have the student participate in the English language version of the assessment. Although the student may have limited proficiency in English, he or she may not have acquired the academic vocabulary in the home language to perform well on the Spanish language assessment.

Each school must utilize a Student Assistance Team (SAT) for the purpose of reviewing student progress and determining needed interventions and/or accommodations. Personnel designated to determine appropriate accommodations might include:

- The student’s bilingual or ESL-endorsed teacher;
- The bilingual education program coordinator;
- The student’s other classroom teachers;
- Test administrators and school test coordinators;
- The school principal and/or counselor;
- The student’s parent(s) or guardian(s), when appropriate; and
- The student, when appropriate.

The Student Assistance Team **must** base its decisions about appropriate accommodations on the following criteria:

- Annual review of the student’s progress in attaining English Language -Proficiency;
- The student’s current English language proficiency level;
- The student’s experience and time in U.S. schools;
- The student’s expected date for exiting ELL accommodations;
- The student’s familiarity with using the accommodations under consideration in instruction and assessment;
- The primary language of instruction in the content area, and the length of time that the student has received instruction in that language; and
- The student’s grade level.



The accommodations provided to an English Language Learner should be familiar to the student from his or her classroom experience. The test situation should not be the first time the student has utilized the specific accommodation(s). Students should already have sufficient experience in the use and application of the accommodation being considered.

Please note that on the Reading and Writing subtests, oral translation of stimulus material, test items, prompts, and/or response options into the student's home language is **not permitted**. Only the test directions may be translated on the Reading and Writing subtests. For all other content areas, test directions, stimulus materials, test items, and response options all may be translated into the student's home language.



RESOURCES

Principal's Guide to Living with the Results of NMSBA/NMHSSA

The purpose of this document is to provide answers to questions about "living with the results of NMSBA/NMHSSA." This is intended to help principals enhance their own understanding and assist them in explaining the test and the results to others.

What Are Some Of The Important Features Of The Statewide Assessment?

NMSBA/NMHSSA is a "standards-based" assessment, which reports student results in relation to New Mexico standards. The results are reported according to these four performance levels: Advanced, Proficient, Near Proficient, or Basic.

To assure a uniform measurement across the state, every student is counted in assessment tabulations. Federal legislation requires accountability for 100% of students through the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Act (IDEA) (Note, however, that for a very small percentage of students, the NMSBA/NMHSSA test will be inappropriate. Guidelines for making such decisions are contained in this manual.)

To help schools and districts draw conclusions from NMSBA/NMHSSA results, they are broken down (disaggregated) in several different ways. Some examples are:

- ethnicity of student
- type of accommodation (if applicable)
- gender of student
- language version (English or Spanish)
- ELL status
- FRLP status
- students not tested

A portion of the assessment is made up of constructed response items. Not all of the test can be graded by machine. This requires a longer turn-around time than the scoring of multiple-choice assessments. Efforts are being made to keep this turn-around time as short as possible.

The New Mexico Standards Based Assessment Program is an assessment of students and schools, not an assessment of individual teachers. There are no state-required consequences associated with performance on the NMSBA/NMHSSA for either students or teachers. In the future high school graduation may be based on the NMHSSA.



How Do I Handle The Results Of NMSBA/NMHSSA?

Work with your district administration to arrange meetings with your school's public (e.g., parents and the community -- see attached sample parent letter/newsletter). Review information about the results supplied by your District Test Coordinator.

Become familiar with the NMSBA/NMHSSA results by verifying the accuracy of student data (such as gender, ethnicity, etc.) for your building. Monitor the trend lines of assessment results for groups of students in your building. Look at the released test sample items to understand the task requirements.

Talk about the results of the assessment. Explain what they mean for your school and how you intend to improve the results.

Be positive about what you can do, and avoid excuses or blaming.

Keep in mind that different assessments tell us different things. State tests, the districts' own assessments, and classroom tests all provide valuable pieces of information in a child's educational profile. Think of statewide assessment as a "big-picture" tool. NMSB/NMHSSA takes a snapshot every year of our students' performance in relation to New Mexico's standards. One of its most important functions is to help schools and districts align their curriculum, assessments, and standards to the state's model content standards.

For individual students, consider NMSBA/NMHSSA scores along with other information, building a comprehensive body of evidence of each student's academic achievement. Do not use NMSBA/NMHSSA scores in isolation.

How well students do is the result of many factors, including all previous instruction from other teachers and schools.

What Kind Of Comparisons Should We Make?

It's all about progress. The new statewide assessment provides an easily understood, uniform yardstick by which to measure all of our schools and there will inevitably be some comparisons. Yet, each district and school faces its own unique economic, cultural, demographic, and geographic challenges. In terms of statewide assessment, the only really valuable comparison is internal: tracking how well a school is overcoming its own educational challenges over time. You should expect steady progress over several years. There will be some "ups and downs" from year to year, especially if you only have one class at a grade level. It might be helpful in that case to establish a baseline based on the average for several years on a particular test.



How Can My School Begin To Improve The Results For All Students?

You need to embed the skills and knowledge measured by NMSBA/NMHSSA into daily instruction. This means aligning curriculum and instructional programs with district or New Mexico Content Standards and continually monitoring this alignment. Include NMSBA/NMHSSA results as part of the information that you use to drive instruction. Examine methods of instruction, materials, time, and teachers' knowledge of teaching each content area. Set instructional goals for each grade level and as vertical teams (e.g., K-3 for 3rd grade reading, etc.). Consider the extent to which the school is focused on improving student learning in particular subject areas.

Use the released items and item maps provided by NMPED.

Avoid excessive format practice. Once students are familiar with the format of the test, their scores will only increase if they learn more of what is being assessed.

Utilize research based instructional strategies that provide the greatest amount of student growth when they are incorporated into daily instruction.

Provide research-based interventions for students who are not meeting proficiency on the assessments.

The principal, as the instructional leader, is a vital link between available resources and teachers. Identify and empower positive leaders in the school who are knowledgeable about instruction and use of data. Allow teachers the time and opportunity to talk about the scores, released items, research based instructional strategies, research based interventions, and curriculum mapping.

Provide needed accommodations so that students have access to instruction and assessments.

Sample Letter to Parents/Newsletter Article in Principal's Voice

You may have heard that we have added an important test, the New Mexico Standards Based Assessment or "NMSBA", to our measurements of your child's progress in learning. Results from the NMSBA that students took [last spring] were recently released and our teachers have been busy analyzing the reports for the students in their classrooms.

Since we believe in the importance of working in partnership with parents/guardians, we are eager to discuss the results with you and explore possible next steps.

We'd like to invite you and your child to come learn what we have learned from our intensive study of these reports. Frankly, we're enthusiastic about this new state test because it helps us see more clearly the progress your child is making. At a meeting on _____, we'll share your child's individual report and talk about setting goals for improvement.

What's also significant about these tests is that they are based on New Mexico's content standards. Perhaps you were one of the many parents in New Mexico who helped decide what our students should know and be able to do. Creating a test that measures whether our students have learned what WE want them to know (standards) is a great step forward in testing. Our new tests reveal whether students have met or exceeded a high standard in reading and writing, mathematics or science.

Date, Time and Location of the Meeting



New Mexico High School Competency Examination (NMHSCE)

The NMHSCE is a criterion-referenced test, administered at grade 10, in the content areas of reading, language arts, mathematics, science, social studies and written composition. Students must pass all six subtests to receive a high school diploma. A student may retake subtests once in the junior year and twice in the senior year. However, seniors who do not pass the examination, but fulfill other course and credit requirements may receive a certificate of completion (or ‘attendance’) from their district/high school and may return for a period of five years, twice a year, to retake the exam, pass it, and receive a diploma.

The fall administration of the NMHSCE is administered to students in Grade 12 and Grade “13” who have not passed all subtests or who have not taken the exam. No practice test items are included with the testing materials.

The spring administration of the NMHSCE is administered at Grade 10 and to students in Grades 11 through “13” who have yet to pass all subtests or who have not taken the exam. As in the fall administration, there are no practice test items.

As in the other state assessments, guidelines for accommodations are the same for all students taking the NMHSCE. Please refer to the section on Testing Accommodations elsewhere in this manual.

For the 2005-2006 school year, all NMHSCE subtests will be scored by the contractor using the 175 passing score. **This may include tests of a very small number of students who first tested under the 150 passing score.** To ensure that students are not deprived of their original passing score of 150, it will be the responsibility of each district to identify these students and to check their scores when test scores are received. The following guidelines will ensure accurate pass/fail determination for students in the 150 passing score range:

- If a student scores at 150-174, a “fail” will be reported. In this case, the district is authorized to change the “fail” to a “pass.”
- No action is required for the following two conditions:
 - ✓ If a student scores 175 or above, the outcome remains a “pass.”
 - ✓ If a student scores below the 150, the outcome remains a “fail.”
- Districts will submit a report to the PED listing all students who were reported as “fail” but whose score on any subtest is determined to be a “pass,” based on the criteria noted above.

Waivers and NMHSCE

Waivers from the New Mexico High School Competency Examination shall be granted on a case-by-case basis. The guidelines for requesting such waivers may be found in the New Mexico Standards for Excellence (NMAC 6.30.2.K. (1). (c).



APPENDIX A

Valid Career Tech Ed Courses

<i>Career Cluster: Agriculture & Renewal Natural Resources</i>		
0131	0144	0171
0132	0145	0172
0133	0151	0173
0134	0152	0174
0135	0153	0181
0136	0154	0182
0137	0161	0191
0141	0162	0192
0142	0163	0199
0143		

<i>Career Cluster: Business</i>		
0201	0221	0261
0202	0223	0265
0204	0224	0266
0205	0225	0270
0206	0226	0276
0207	0228	0290
0210	0230	0297
0212	0240	0299
0220	0250	

<i>Career Cluster: Computer and Information Sciences</i>		
0301	0317	0328
0302	0318	0329
0303	0323	0395
0313	0324	0396
0314	0325	0397
0315	0326	0399
0316	0327	

<i>Career Cluster: Construction</i>		
0401	0432	0442
0402	0433	0443
0414	0434	0444
0415	0435	0445
0416	0436	
0417	0437	
0418	0438	
0423	0439	
0431	0441	



<i>Career Cluster: Construction Trades</i>		
0452	0473	0497
0453	0494	0498
0462	0495	0499
0463		

<i>Career Cluster: Human Services</i>		
0501	0516	0534
0502	0517	0535
0503	0519	0540
0504	0520	0570
0505	0522	0574
0506	0523	0575
0507	0524	0576
0508	0525	0580
0509	0526	0581
0510	0528	0582
0511	0529	0583
0512	0530	0599
0513	0531	
0514	0532	
0515	0533	

<i>Career Cluster: Cosmetology</i>		
0603	0606	0697
0604	0607	0698
0605	0695	0699

<i>Career Cluster: Drafting</i>		
0701	0706	0796
0702	0707	0797
0703	0712	0798
0704	0713	0799
0705	0795	

<i>Career Cluster: Energy, Power and Transportation Technologies</i>		
0901	0917	0944
0911	0918	0953
0912	0919	0954
0913	0922	0963
0914	0923	0995
0915	0933	0997
0916	0942	0998
	0943	0999



<i>Career Cluster: Graphics and Printing Communications</i>		
1300	1323	1397
1301	1333	1398
1311	1395	1399
1313		

<i>Career Cluster: Health Care Sciences</i>		
1501	1515	1540
1502	1516	1550
1503	1517	1560
1504	1518	1595
1505	1519	1596
1506	1523	1597
1513	1524	1598
1514	1533	1599

<i>Career Cluster: Technology Education</i>		
1602	1614	1633
1603	1615	1634
1604	1616	1643
1605	1617	1695
1606	1618	1696
1607	1623	1697
1608	1624	1698
1611	1625	1699
1612	1626	
1613	1627	

<i>Career Cluster: Marketing</i>		
1801	1814	1834
1802	1824	1850
1803	1825	1896
1804	1826	1897
1805	1830	1898
1806	1832	1899
1813		

<i>Career Cluster: Precision Metal Work</i>		
2403	2414	2497
2404	2415	2498
2412	2495	2499
2413	2496	

<i>Career Cluster: Public, Protective and Social Services</i>		
2501	2533	2597
2503	2534	2598
2504	2543	2599
2513	2595	
2523	2596	



Appendix B

Characteristics Of English Proficiency Levels

English Proficiency Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Listening	<ul style="list-style-type: none"> Understands no spoken English. Progresses to understanding simple questions and statements with a strong reliance on graphic stimuli. 	<ul style="list-style-type: none"> Demonstrates an understanding of simple and familiar conversations, questions, and statements when spoken at normal speeds. Restates information for clarification. 	<ul style="list-style-type: none"> Demonstrates an understanding of Informal conversation. Comprehends lectures on familiar subjects conducted at normal speeds of discourse. 	<ul style="list-style-type: none"> Understands most conversations and lectures on familiar topics at a normal speed of discourse. 	<ul style="list-style-type: none"> Understands both social and academic language without difficulty.
Speaking	<ul style="list-style-type: none"> Progresses from expressing non-verbally to expressing the most basic and routine needs. Asks and answers questions on very familiar topics. 	<ul style="list-style-type: none"> Shows more confidence, but still encounters difficulty with everyday conversations. Handles some academic language tasks but still needs assistance. 	<ul style="list-style-type: none"> Develops social and academic languages, yet participation in such conversations is hesitant due to errors in idiom or structure. 	<ul style="list-style-type: none"> Demonstrates the ability to speak the language in most situations. Produces an occasional error in idiom or structure. 	<ul style="list-style-type: none"> Uses both social and academic language with a high degree of fluency.
Reading	<ul style="list-style-type: none"> Reads and understands simple text ranging from a non-English reader to a simple text in English. Uses vocabulary that is basic and limited. Rereads and checks for meaning but details are often missed. 	<ul style="list-style-type: none"> Comprehends simple, basic, familiar material. Reads more complex material several times and is able to understand new vocabulary if introduced in a highly contextual manner. 	<ul style="list-style-type: none"> Reads simple and familiar material. Reads facts, but inferred meaning is usually misunderstood. 	<ul style="list-style-type: none"> Comprehends most factual information. Reads for information and description. Divides the text into main ideas and sub-categories. 	<ul style="list-style-type: none"> Reads from a variety of written forms, ranging from technical materials to newspaper items. Acquires new knowledge on unfamiliar topics in areas of a general nature.
Writing	<ul style="list-style-type: none"> Writes and understands simple text ranging from a non-English text to writes simple text in English. Recognizes basic and limited vocabulary. Rereads and checks for meaning; details are included within written text. 	<ul style="list-style-type: none"> Develops survival skills for writing. Writes short sentences and paragraphs while demonstrating a developmental understanding of grammar, punctuation, spelling, and use of tenses. Works inconsistently; accuracy still varies. 	<ul style="list-style-type: none"> Develops sufficient skills to meet any survival need. Writes notes and responds to questions on familiar topics by using an already-established repertoire of writing patterns. Produces past tenses of words at varying degrees of accuracy. 	<ul style="list-style-type: none"> Writes summaries and other types of correspondence that demonstrate control and knowledge of common conventions. Produces common errors in spelling and punctuation. Organizes paragraphs but there still exists some difficulty with writing complex sentences. 	<ul style="list-style-type: none"> Writes effectively in most situations. Demonstrates a refined knowledge of spelling, punctuation, and vocabulary. Writes complex sentences to express ideas clearly.



Bilingual Education/Title Iii Program Models And Instructional Time

A program model is the method (and services) the district will use to ensure that all students placed in Bilingual Education/Title III programs receive proper instruction. The model serves as the foundation for determination of the number of hours a student is placed in. There are 5 program models funded by the state. The five models are: Dual Language, Maintenance, Enrichment, Indigenous/Heritage Language Revitalization, and Transitional. A school may use more than one model to serve the individual needs of its students.

PROGRAM MODELS

Dual Language Immersion	Maintenance	Enrichment	Indigenous/ Heritage Language Revitalization	Transitional
ELL/FEP/ English native speakers students	ELL students	FEP/ English native speakers students	ELL/FEP/ English native speakers students	ELL students
Instructional Time: 3 hours per day for each language, including all subject areas.	Instructional Time: 2 to 3 hours per day.	Instructional Time: 1 to 2 hours per day.	Instructional Time: 1 to 3 hours per day.	Instructional Time: 2 to 3 hours per day.
Required Courses: Minimum of 3 hrs. in the Home language (Language Arts and Content area) and 3 hrs. in English, including ESL for ELL students.	Required Courses: 1 hr. of Home language and 1 hr. of ESL. Optional/Additional Courses: May have 1 additional hr. of Bilingual in a Content Area (Math, Social Studies, Science or Fine Arts).	Required Course: 1 hr. of Home language. Optional/Additional Courses: May have 1 additional hr. of Bilingual in a Content Area (Math, Social Studies, Science or Fine Arts).	Required Courses: 1 hr. of Heritage language and 1 hr. of ESL for ELL students Optional/Additional Courses: May have 1 additional hr. of Bilingual in a Content Area (Math, Social Studies, Science or Fine Arts).	Required Courses: 1 hr. of Home language and 1 hr. of ESL/ELD Optional/Additional Courses: May have 1 additional hr. of Bilingual in a Content Area (Math, Social Studies, Science or Fine Arts).
Purpose: All students will be bilingual and biliterate in English and the home/2nd language. (Best model according to research)	Purpose: ELL students will become bilingual and biliterate in English and the home language.	Purpose: All FEP and English native speakers will become fluent in the home/2nd language.	Purpose: All students will become bilingual and biliterate in English and the Heritage lang.	Purpose: All ELL students will become proficient in English.

For Title III Programs: Districts must select and implement a model(s) of English language instruction that is tied to scientifically-based research.



