



New Mexico Alternate Performance Assessment (NMAPA)

Test Administrator Manual

Fall 2017

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

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

<http://www.nmapa-portal.org>

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Fall 2017 NMAPA Important Dates

Initial ordering window	August 1–August 28
DTC receives NMAPA materials	September 11
Additional ordering window	Sept. 18–Oct. 6
Test administration window	Sept. 25–Oct. 13
DTC deadline to schedule mandatory pickup	October 13
STC/TA deadline to return NMAPA materials to DTC	October 13
Pickup deadline for DTC to deliver materials back to AIR	October 17
Districts receive student score reports	By December 6

NMAPA Portal

The New Mexico Alternate Assessment Portal is your gateway to all systems and resources for the NMAPA. It includes training resources, sample tasks, online system user guides, and fact sheets. The portal can be accessed at <http://www.nmapa-portal.org>.

Contact Information

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

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

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

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

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

NMPED	Address/Phone Number/E-mail
PED Assessment	New Mexico Public Education Dept. Assessment and Accountability Division 300 Don Gaspar Avenue Santa Fe, NM 87501 505-827-5861 ped.assessment@state.nm.us

Introduction

Background

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

IDEA 2004 established some additional expectations. Section 612(d)(1)(A)(vi)(bb)(AA)–(BB) of IDEA 2004 requires each individualized education program (IEP) to include a “statement of why the child cannot participate in the regular assessment, and the particular assessment selected is appropriate for the child.” IEP teams must use the 2013–2014 Addendum for Determining Eligibility for the New Mexico Alternate Assessment to address this question. The participation criteria have become the rule in the state of New Mexico. Sections 6.31.2.11(E)(3)(a)–(c) of the New Mexico Administrative Code now require that IEP teams “agree and document that the student is eligible for participation in an alternate assessment according to the following criteria: (a) the student’s past and present levels of performance in multiple settings (i.e., home, school, community) indicate that a significant cognitive disability is present; (b) the student needs intensive, pervasive, or extensive levels of support in school, home, and community settings; and (c) the student’s current cognitive and adaptive skills and performance levels require direct instruction to accomplish the acquisition, maintenance, and generalization of skills in multiple settings (home, school, community).”

The reauthorization of the Elementary and Secondary Education Act (ESEA) expands the requirements of IDEA. ESEA contains specific language with regard to accountability, measurement of A–F school grades, and inclusion of students with disabilities in state assessment and accountability programs.

In 2015, the Every Student Succeeds Act (ESSA) reauthorized ESEA (also known as No Child Left Behind (NCLB)) and expanded requirements of IDEA, which is the nation’s national education law and longstanding commitment to equal opportunity for all students. It contains specific language with regard to accountability and inclusion of students with disabilities in state assessments and accountability programs.

Both ESEA and ESSA require that parents are informed of the potential consequences, such as potential limitations on postsecondary opportunities, for their child if he or she is assessed against alternative achievement standards.

The NMAPA is the state-approved and federally approved alternative to the following state- and federal mandated general assessments:

- The New Mexico Standards Based Assessment (SBA for grades 3–8 and 11, Federal Mandate)
- Partnership for Assessment for Readiness for College and Careers (PARCC)
- The New Mexico Standards Based Assessment/High School Graduation Assessment (SBA/HSGA for grades 11, 12, and 12+, State Mandate (HSGA))
- The New Mexico High School Competency Exam (NMHSCE for grade 12+)

Purpose

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

The NMAPA is designed to measure the performance of a small subpopulation of students with significant cognitive disabilities against the New Mexico EGBEs for Science and Social Studies and the Common Core EGBEs for English Language Arts and Mathematics. The test was designed to assist educators, parents, and related service providers with determining the level of academic skill that the students have attained up to the point of assessment.

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

Summary of NMAPA Development

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

New Mexico and Common Core EGBEs

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

Using the Test Administrator Manual

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

Content Areas to Be Assessed

English Language Arts (ELA) (Reading and Writing), Mathematics, Social Studies, and Science will be assessed for grades 12–12+ only during the fall NMAPA testing window.

Testing Window

Fall 2017: September 25–October 13

NMAPA Forms

ELA	Mathematics	Science	Social Studies
Grade 12–12+	Grade 12–12+	Grade 12–12+	Grade 12–12+

Participation Guidelines

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

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

1. Does the student's past and present performance in multiple settings (home, school, community) indicate that a significant cognitive disability is present? Explain below.

Yes No

2. Does the student need intensive, pervasive, or extensive levels of support in school, home, and community settings? Explain below.

Yes No

3. 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)? Explain below.

Yes No

IEP teams must also answer the questions below.

The information gathered through questions 1–3 above demonstrate to the team that this student “cannot participate in the regular assessment; and the particular [alternate] assessment selected is appropriate for the child” (based on the requirements of Section 612(d)(1)(A)(vi)(bb)(AA)–(BB) of the IDEA 2004).

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?

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

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

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

Test Security Guidelines

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

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

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

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

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

The Staff Confidentiality Agreement (located under "Forms" at <http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/index.html>) must be signed by designated school personnel and returned to the STC. Test materials must be held securely before testing, at the end of each testing session, and after all testing has been completed. Test materials should not be taken from the school except to be returned to the testing company at the end of the testing period or to be returned to a central location in the

district. After administering the NMAPA, school personnel should return all test materials to the designated district personnel responsible for collecting the tests and forwarding them to AIR.

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

Each district is responsible for developing and implementing a test security plan that fully addresses test security and assigns responsibility to school staff to meet all of the conditions discussed above. If you have questions about test security or your responsibilities, please contact ped.assessment@state.nm.us.

New for the 2017 NMAPA

TIDE Update

Starting in Fall 2016, the New Mexico Test Information Distribution Engine (TIDE) was switched over to a new system. This new system has the capability to add school-level users like STCs and TAs. The TIDE system will be used to track whether or not you have taken the online training and/or are trained to deliver the assessment. To be added into TIDE as a TA, please contact your DTC.

Please note that this manual includes new information specific to the Fall 2017 administration. This manual prepares Test Administrators (TAs) and District Test Coordinators (DTC) with specific information about administering the New Mexico Alternate Performance Assessment (NMAPA). It is imperative that those involved in the administration of the assessment read this manual in its entirety and attend any required training session(s) for administering the NMAPA.

Notable changes for the Fall 2017 Administration include the following:

- Pre-loaded kit quantities based on last year's ordered Test Administrator Kits will be available in TIDE for districts. If you have no students participating this administration (Fall 2017), simply zero out any pre-loaded quantities.
- In order for scores to be available for students in the Online Reporting System (ORS), students must be added into TIDE no later than **October 20th**. To verify students are in TIDE, please do the following:
 1. From the **Students** task menu on the TIDE dashboard, select **View/Edit/Export Student**. The [View/Edit/Export Student](#) page appears.
 1. Retrieve the student record you want to view or edit by following the procedure in the section the **Search for Students Records** in the TIDE User Guide.
 2. In the list of retrieved students, click  for the student whose account you want to view. The [Edit Student](#) form appears. This form is similar to the form used to add student records.
 3. If your user role allows it, modify the student's record as required.
 4. In the *Demographics* panel, modify the student's demographic information, click **Save**.
 5. In the affirmation dialog box, click **Continue** to return to the list of student records.

Online Reporting System

The Online Reporting System (ORS) allows district- and school-level users access to an online version of the printed score reports that are produced for the NMAPA. The username and password for this system are the same ones used for the TIDE system. For more information, please review the *ORS User Guide*, available on the NMAPA Portal.

Online Test Administration Training

In January 2017, a NMAPA Online Test Administration Training course was made accessible through the NMAPA Portal. This course took the place of in-person training and reviewed the following information in four modules:

- About the NMAPA
- Administration and Scoring of the NMAPA
- Entering Scores for the NMAPA
- Viewing NMAPA Score Reports

If you have attended NMAPA training in person within the last two years, you will not be required to take the online training; however, it is encouraged as you will become familiar with TIDE and receive a refresher on how the assessment is delivered. Test Coordinators will be able to view online if you are certified as trained to deliver the NMAPA assessment.

Regardless of whether or not you plan to take the NMAPA online training, you must have a TIDE account. DTCs can add you into TIDE, or they may designate a District Administrator or STC to add you.

Going forward, there will be no in-person trainings for the NMAPA.

No Second Raters

For the fall 2017 NMAPA, no second raters will be required.

Test Administrator Requirements

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

The TA administers the test and scores the student's performance. The TA's scoring record will be used to calculate the A–F School Grade and issue all relevant score reports. Districts will receive one score form for each student.

Each NMAPA TA must

- be a certified employee of the district;
- be familiar with this *TAM*;
- be trained in and knowledgeable about proper test administration and test security;
- complete an NMPED Staff Confidentiality Agreement; and
- have taken the NMAPA online training within the past two years

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

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

Roles and Responsibilities

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

District Test Coordinator Responsibilities

The DTC is the main contact for AIR, and is responsible for coordinating the administration of the NMAPA among all of the schools within a district, including:

- ordering materials;
- distributing and collecting all test materials to and from the schools; and
- returning all fall NMAPA testing materials to AIR.

In addition, the DTC must

- be familiar with all information in the *DTC Manual* and the *TAM*, although other staff members may refer to sections as needed;
- be knowledgeable about proper test administration and test security;
- ensure that all personnel assigned to testing are adequately trained in the areas of proper test administration and test security; and
- complete an NMPED Confidentiality Agreement.

School Test Coordinator Responsibilities

The STC is responsible for coordinating the administration of the NMAPA at the school site and for verifying receipt of the school's test materials. The STC must

- be familiar with the information in the *TAM*;
- be knowledgeable about proper test administration and test security;
- ensure that all personnel assigned to testing are adequately trained in the areas of proper test administration and test security;
- complete an NMPED Confidentiality Agreement.

Testing Irregularities

All test administrations are to be conducted under standardized procedures as described in the manuals provided to STCs and TAs. Testing irregularities, such as suspicion of cheating, should be reported immediately by the TA to the DTC or STC. Invalidation of a test due to a testing irregularity shall be determined after a thorough investigation and consultation among the DTC, the STC, and the district or school superintendent.

DTCs must be informed of these situations so a decision can be made regarding the validity of the student's score. Testing irregularities may necessitate the invalidation of test scores or the addition of an explanatory note to a student's record. It is not necessary to report minor incidents such as an uncooperative or sleeping student or accidental noises in the environment such as that from a garbage truck or public address system.

As required by state regulations, the DTC must report the testing irregularity by telephone or email to the Assessment and Accountability Division of NMPED, within three working days of the occurrence. The DTC must then follow up with the written Testing Irregularities Reporting Form (located under "Forms" at <http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/index.html>) that contains the allegation(s), findings, the district's recommendation regarding score invalidation, and corrective action(s). Anonymous reports will be considered; however, if a name is provided, the name of the person initiating the report may be held in confidence if the building supervisor or district superintendent feels it is best to do so.

If any certified school employee is involved in any of the unauthorized activities mentioned under "Test Security Guidelines," pages 9 and 10, that employee is in jeopardy of possible license revocation by NMPED.

NMAPA Test Materials

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

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

Test Administration Kits (TA Kits)

TA Kits are available for each grade. Each TA who will be giving the NMAPA will need access to one TA Kit per grade band that he or she will administer. The DTC will order one TA kit per two TAs in each grade band. The TA Kit is intended for use with multiple students; therefore two TAs can share a TA Kit.

Each TA Kit contains all of the materials needed to administer all test subjects available for a given grade band, including the following:

- Spiral-bound test booklets for all content areas
- Reading passage booklet for the ELA assessment (if applicable)
- Shrink-wrapped packaged of printed manipulatives specific to each content area
- Bags of physical manipulatives (when applicable)
- Supplemental instructions and “hot sheet” with additional details for TAs
- TA Comment Form to submit feedback
- Printed copy of this *TAM*

Test Booklets

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

Reading Passage Booklet

A reading passage booklet is provided for each ELA assessment. The passage for each task is identified by the task title and number on a blue tab along the right side of the booklet pages. Each passage has text on the left page and images on the right page.

Printed Manipulatives

The printed manipulatives consist of picture symbols, picture cards, and number and letter cards. The task name and item numbers are printed on the back of the cards and posters for ease of handling before, during, and after test administration. Packages of printed materials are

labeled to indicate their respective test booklet. Printed manipulatives must be returned with other test materials after the administration.

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

Physical Manipulatives

Physical manipulatives are objects the TA needs to administer the ELA, Mathematics, Social Studies, and Science tasks. Many of the physical manipulatives are to be reused across administrations with multiple students. Some physical manipulatives are provided with the test materials and some physical manipulatives are provided by the TA. These "TA-provided" physical manipulatives are objects easily found in a classroom, such as rulers or pencils. The provided physical manipulatives are packaged by test booklet subject and grade band. These physical manipulatives are consumable and do not need to be returned.

Student Score Forms

One Student Score Form is ordered by the DTC for each student. These are packaged separately from the TA Kits. The Student Score Form includes sections for ELA, Mathematics, Social Studies, and Science.

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

Receiving and Verifying Materials

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

For schools that don't receive a school security checklist, the DTC should verify receipt of materials using the district security checklist. The TAs should verify that they have the correct test booklet(s) for the students to be assessed. The TAs should also verify that they have received the correct number of test booklets, packages of printed manipulatives, and Student Score Forms and that the security numbers for these materials match those printed on the School Security Checklist. If defective or damaged materials are received, or if materials are missing, the TA must contact the DTC immediately for replacements.

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

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

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

Principal's Certification of Proper Test Administration

The school principal must complete the information on NMPED's Principal's Verification Form (located under "Forms" at <http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/index.html>) within ten business days of the completion of all state-mandated testing, including NMAPA. The completed verification form is sent to the Superintendent and a copy is securely stored at the school site for five years.

NMAPA Administration Preparation

Before Test Administration

Review the TAM and the NMAPA Tasks

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

TAs should

- read the assessment tasks and items;
- become familiar with the test items and setup requirements;
- become familiar with the scoring directions and consider what accommodations might be required (see the *Making NMAPA Tasks Accessible* section for more information);

- when considering what accommodations might be required
 - ensure that these accommodations have been used daily in instruction and correspond with those written in the student’s IEP;
 - consider how the student will access and respond to the assessment materials;
 - consider whether the student is an English Learner (EL) and if local translation of the assessment materials is necessary;
 - provide the assistive technology the student needs to access the materials and respond to the assessment items;
- locate and prepare all materials and adaptation-related aids that you will use for the assessment; and
- review and complete the SPQ in the Student Score Form for each student.

Reserve Testing Space

Reserve a room or plan for a testing space that will be out of the hearing and viewing of other students and teachers. Consider what space will be most conducive for your student to be engaged and comfortable.

Most students perform better in a quiet location. If your student does not adjust well to new settings, you may find it helpful to provide the student with opportunities to become familiar with the testing location prior to administering the test. Keep in mind that some tables may not be at the proper height for optimal student performance. Consider the student’s optimal time of day. Keep in mind that you may choose to administer the assessment in multiple sessions (e.g., administering the first few tasks at one time and the remaining tasks another time).

Prepare Test Materials

When you receive your materials, verify that you have all of the necessary assessment materials. Use the checklists provided in the TA Kit to verify that all test materials have been provided. Contact your DTC if any items are missing from the kit.

- If you will be assessing students at multiple grade levels (using elementary, middle, and/or high school forms), you will need access to a TA Kit for each grade band.
- Please retain the cartons and plastic bags in which you receive the materials. You will return all materials in the same cartons and plastic bags. Contact your DTC if any materials are missing or damaged.

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

Prepare and organize the test materials.

Adapt the assessment materials, when necessary, according to the identified needs of the student as documented in the IEP. Guidance for adapting materials, including local translation for ELs, can be found in the *Making NMAPA Tasks Accessible* section of this manual.

Locate materials that you will need to provide. See Appendix F for a list of TA-provided materials.

Devise a strategy for organizing the printed manipulatives to ease the administration process. For example, some TAs have used the following techniques:

- Use a binder with sheet protectors to hold the materials for each task or item
- Organize the materials for each task into folders or envelopes; label the folders and place them in order in an accordion file
- Attach the response cards to each task or item in the test booklet using paper clips or binder clips

Practice for the Administration

Rehearse administering each task before you administer it to a student. Rehearsing a task includes saying the scripted administration directions out loud, laying out manipulatives, and reading the scaffolding and scoring directions aloud. Sample tasks are available on the NMAPA Portal at <http://www.nmapa-portal.org>. If a translator other than the TA will be used, rehearsals should include all staff who will be involved in the test administration.

Pre-ID Labels and Biogrids

Pre-Identification is a process by which the district submits student demographic data electronically that is then placed on individual Pre-ID labels; this reduces the amount of hand-coding by TAs. If your district identified students taking the NMAPA in AIR's TIDE system, you will receive one Pre-ID label for each student. The label will include the student's name and other identifying information. The Pre-ID labels should be affixed to the Student Score Form. The Pre-ID labels have a pink dot on them for easy identification. Please use only the labels with the pink dots because they are specific to this test and the test contractor.

For students with Pre-ID labels,

- check the accuracy of the preprinted information;
- affix the Pre-ID label (if correct) to the Student Score Form;
- fill out the Bubble Completion Status and Spanish Parent Report if a Spanish language report is required; and
- review Appendix B for instructions on additional demographic fields that must be bubbled on the biogrid.

For students with incorrect information on Pre-ID labels,

- destroy the incorrect Pre-ID label;
- code fields for Student Last Name, Student First Name, Birth Date, and State Student ID Number with the correct information;

- fill out the Bubble Completion Status and Spanish Parent Report if a Spanish language report is required; and
- review Appendix B for instructions on additional demographic fields that must be bubbled on the biogrid.

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

- review Appendix B;
- code fields for Student Last Name, Student First Name, Birth Date, and State Student ID Number with the correct information; and
- fill out the Bubble Completion Status and Spanish Parent Report if a Spanish language report is required.

For BIE students without Pre-ID labels, review Appendix B.

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

Prepare Student Score Forms

One Student Score Form should be ordered for each student. Please see the *Test Administrator Requirements* section for details about using Student Score Forms during test administration.

Prior to administration, you can fill out the TA information and the student's demographic information. Additionally, the Student Score Form includes the SPQ, which is further explained in the next section.

During Test Administration

While the assessment is underway, TAs should complete the following steps:

- Continue scoring as you proceed through the test. Score each item as it is completed before moving to or setting up the next item.
- Record the scores on the Student Score Form or the optional student score worksheet (see Appendix D: NMAPA Optional Student Score Worksheet) as you administer the assessment.
 - If you use the optional student score worksheet, you must carefully transcribe the data from the optional student score worksheet onto the Student Score Form. The optional student score worksheets will not be scored.
- Observe the student for indications that a break is needed.
- You may pause the assessment at any time and resume it later.
- If the student requires a break before completing all of the items in a task, pick up where you left off.
- When you start a task after a break, show the student the materials he or she had been working with and review the last item the student completed before the assessment was stopped. Do not rescore.
- Do not readminister or rescore any previously administered items.

- Administer the test at any time during the test administration window.

After Test Administration

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

- Affix Pre-ID labels to Student Score Forms. A set of precoded barcode labels will be sent for all students on the student roster. The barcodes link each student's materials to the student's name and location.
- Pack all materials for return. Student Score Forms should be returned using the return shipping envelope for express delivery.
- Return shipping envelopes should contain
 - completed Student Score Forms (one for each student),
 - unused Student Score Forms, and
 - optional student scoring worksheets.
- Place all other test materials in the original boxes received, putting test booklets and other heavier items on the bottom of the boxes.

Boxes should contain (from the top down)

- completed School Security Checklist,
- completed TA Comment forms,
- ELA test booklets,
- Mathematics test booklets,
- Social Studies test booklets,
- Science test booklets,
- printed manipulatives (e.g., posters, 3x3s, storybooks), and
- student-generated materials.

The Principal's Certification of Proper Test Administration should be completed and submitted to the STC for secure storage at the school site.

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

Assessment Design

Overview of Test Design

Each content-specific test in the NMAPA consists of a series of performance tasks. A task is a set of four to six related activities, called items. The responses to the items provide evidence of what students know and can do in ELA, Mathematics, Social Studies, and Science.

Each assessment contains a series of 12 operational tasks and three field test tasks. Each operational task ranges from four to six items and each field test task consists of six to eight items. The items become increasingly more complex and difficult within a task, and the operational tasks become increasingly more complex as the student moves through the grade band test.

Students are not required to take every operational task in the assessment and will start the test at the point that is most appropriate for each student. The task at which the student begins the assessment is determined by the SPQ. Specifically, students can enter the assessment at one of three different points: Task 1, Task 3, or Task 6. For each starting point, students must complete a minimum number of tasks.

Field Test Tasks

There are three field test tasks on each form. They appear at the end of each form as Tasks 13–15. Every student, regardless of starting task, is required to take Tasks 13–15 on each test.

Task Features

Each task describes the materials needed to administer the task, identified item by item, including the materials that must be provided by the TA and those provided with the assessment kit.

Each task begins with an introductory statement that establishes the context for what the student will be doing. There is a clear progression within each task from one activity to the next. The TA uses scripted directions to pose specifically worded questions to the student.

The student responds by using the mode of communication that he or she uses during instruction. These response modes include but are not limited to an oral response, speaking, pointing, eye gaze, sign language, or an augmentative communication device.

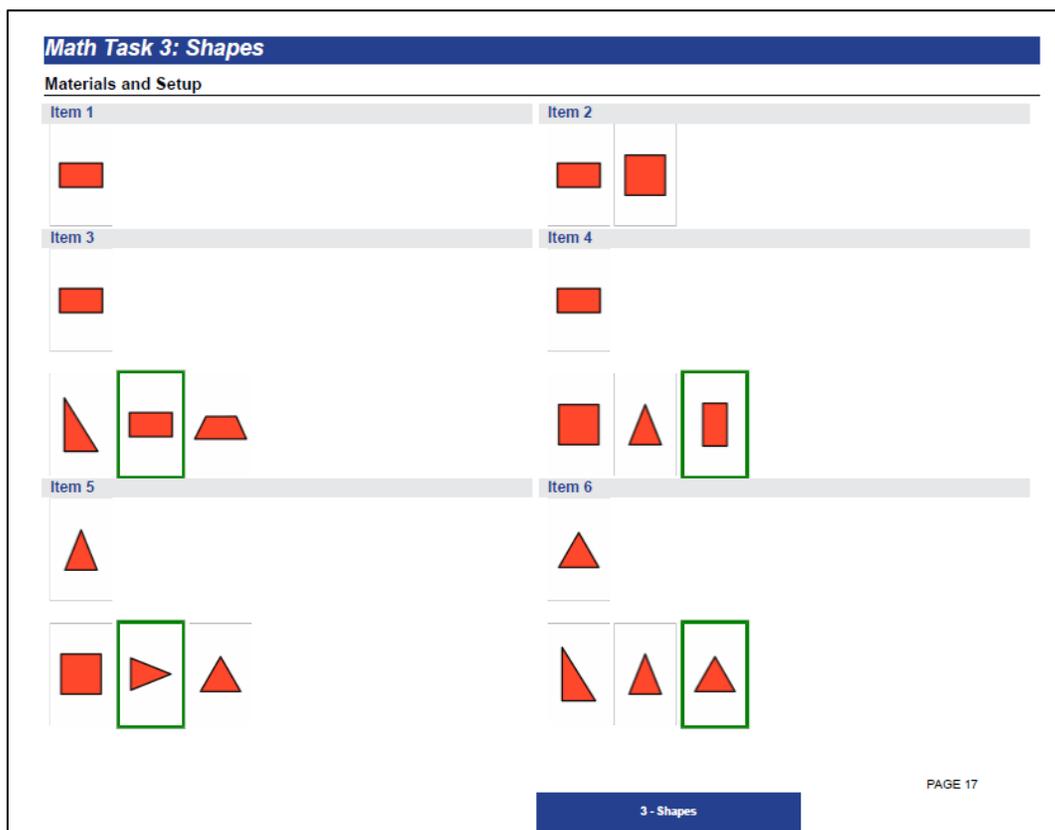
Materials and Setup

The materials needed to administer the task are identified item by item, including specification of the materials you must provide and those that are provided with the TA Kit. The materials may include

- posters, charts, tables, schedules, and signs that the TA reads aloud;
- manipulatives such as checkers, balls, and geometric shapes; and
- a set of response cards or strips, unless the task is presented entirely through the use of concrete objects.

When specific accommodations or increased accessibility are recommended for the presentation of an item, these accommodations will be presented in the test booklet under the heading “Adaptive Instructions.” Access limitations are noted when an item is not accessible for a student who, for example, is blind or deaf.

Image 1: Sample Task Materials and Setup



The image shows a sample task materials and setup page for "Math Task 3: Shapes". The page is titled "Math Task 3: Shapes" and "Materials and Setup". It displays six items (Item 1 through Item 6) arranged in a grid. Each item shows a set of red geometric shapes. Item 1 shows a single red rectangle. Item 2 shows two red rectangles of different sizes. Item 3 shows a single red rectangle. Item 4 shows a single red rectangle. Item 5 shows a red triangle, a red rectangle, and a red trapezoid. Item 6 shows a red triangle, a red rectangle, and a red trapezoid. Some shapes are highlighted with green boxes, indicating they are the focus of the task. The page is labeled "PAGE 17" and "3 - Shapes" at the bottom.

Adaptive Instructions and Access Limitations

Adaptive Instructions. In a few instances, when specific accommodations or increased accessibility are recommended for the presentation of an item, these accommodations will be presented in the test booklet under the heading “Adaptive Instructions.” Please refer to *Making NMAPA Tasks Accessible* for further details.

Access Limitations. Access limitations are noted when an item is not accessible for a student who, for example, is blind or deaf. Only items marked “A” may not be administered because of an access limitation. Mark the “A” column on the Student Score Form and move on. TAs may only skip tasks or items that are designated in the test booklet and Student Score Form as having an access limitation. Do so only when the student’s disability actually prevents access to the item.

Image 2: Sample Adaptive Instructions and Access Limitations

Adaptive Instructions	
Item 1 Test administrator may cut out each of the shapes if needed but the shapes must be orientated as shown in the setup. The student may manipulate the shapes if needed.	Item 2 Test administrator may cut out each of the shapes if needed but the shapes must be orientated as shown in the setup. The student may manipulate the shapes if needed.
Item 3 Test administrator may cut out each of the shapes if needed but the shapes must be orientated as shown in the setup. The student may manipulate the shapes if needed.	Item 4 Test administrator may cut out each of the shapes if needed but the shapes must be orientated as shown in the setup. The student may manipulate the shapes if needed.
Item 5 Test administrator may cut out each of the shapes if needed but the shapes must be orientated as shown in the setup. The student may manipulate the shapes if needed.	Item 6 Test administrator may cut out each of the shapes if needed but the shapes must be orientated as shown in the setup. The student may manipulate the shapes if needed.
Access Limitations	
N/A (Not Applicable) (Item 1, 2, 3, 4, 5, 6)	

Item Information

Each NMAPA item includes the following:

- Setup
 - Look at the setup and identify exactly where each material is to be placed. All materials, including physical manipulatives, printed manipulatives, and reading passages, will appear as graphic icons in the setup.
- Script
 - The script will always appear on the left side of the page.
 - Text in bold italicized blue font indicates what you should read aloud to the student. Follow the script exactly.
 - Text in regular black font indicates what you should do while reading the script. For example, you will be directed to indicate the response options by gesturing or pointing to the corresponding response card or concrete object representing that option.
- Scoring and Scaffolding Instructions

- The scoring and scaffolding (“TRY 1” and “TRY 2”) directions will always appear on the right side of the page. After reading the script, refer to the right side of the page to determine scoring and scaffolding. Instructions for scaffolding and scoring follow.

Image 3: Sample Item Page

Math Task 3:
Shapes: Item 3

Setup

Script

Say: *Here is a rectangle* (indicate the rectangle card).

Say: *Show (tell) me, which is the same rectangle: this* (indicate the scalene triangle card), *this* (indicate the rectangle card), *or this* (indicate the trapezoid card)?

TRY 1

Correct → Record 2 → Next Item

Incorrect → Remove Incorrect Student Response → TRY 2

N → Remove → TRY 2

TRY 2 Show (tell) me, which is the same rectangle: (indicate each remaining option in the original order of presentation)?

Correct → Record 1 → Next Item

Incorrect → Record 0 → Next Item

N → Record N → Next Item

Item Scripting

Each NMAPA item is presented as a script.

The first item in each task begins with an opening statement in “Say” format. This statement tells the student that a new topic (i.e., task) will begin. For example:

Say: ***We are going to work with shapes.***

Say: ***Here is a ____.***

Do: Allow the student time to look at and/or touch the object.

Each item script, or question, is phrased as a directive for the student to tell or show you which one of several response options is correct. This allows a student to respond to the test items using his or her desired communication modality, such as devices for augmentative and alternative communication (AAC), pointing to the answer, or saying the answer. For example:

Say: ***Show (tell) me, which is the same rectangle: ...***

Choose one directive—either “Show me” or “Tell me”—and use it consistently throughout the assessment.

There may be other occasions where an alternate word or phrase is provided in parentheses. Choose whichever word is best for the student; do not say both.

Administration Procedures

The NMAPA is administered individually, not in a group. No other students should be within the viewing or hearing range of the test administration. The design of the assessment requires the tasks be administered in the order presented. Do not administer items or tasks out of order.

You must follow the script exactly. You cannot shorten it or add any clarifications. You should read the script at the pace appropriate for your student. You can reread the item, passage, or poster as needed or requested by the student. You must not provide any cues to correct answers when rereading the script or story. You cannot teach a skill while administering the task. If IEP accommodations require translation of the script to a student's native language, the translator must strictly adhere to the meaning, intent and degree of difficulty of the item.

To remove an incorrect answer choice when administering the test, you can cover the incorrect answer choice with a blank card (a blank card strip is provided at the end of each package of printed manipulatives).

The assessment is not timed. You may take breaks as you or your student needs them. Stop the assessment at any time and resume it at a later time within the testing window. If the student requires a break before completing all of the items in a task, pick up where you left off. You may reorient the student by showing the student the materials he or she had been working with previously.

Do not readminister or rescore any previously administered items.

Decide whether your student will show you the answer (point, eye gaze, etc.) or tell you the answer (orally or using a device for AAC). Then use that word ("show" or "tell") throughout the assessment.

Determining Starting and Concluding Tasks

Student Placement Questionnaire

The Student Score Form contains the directions and SPQ for each content area. The SPQ is used to identify the most appropriate starting task for each student. The Student Score Form includes pages for recording the student's scores on each NMAPA task.

The directions in this section guide you through

- completing the SPQ;
- identifying the starting task in each content area;
- administering a minimum number of tasks;
- adjusting the starting task if this becomes necessary; and
- determining when to conclude the administration.

The SPQ is designed to identify the most appropriate starting task for each of your students in each content area of the NMAPA: ELA, Mathematics, Social Studies, and Science. Answer each SPQ item as accurately as you can based on your experience in the classroom with the student being tested.

Using the SPQ to Administer the Test

Identifying the Starting Task for a Student in Each Content Area

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

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

These steps are as follows:

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

Please check your work and complete the bubble grids for the total SPQ score.

3. Find the total SPQ score in Section 4 to determine the starting task for this student.

Administering a Minimum Number of Tasks

Each student must be administered a minimum number of tasks (including the starting task). The minimum numbers of tasks and specific tasks that must be administered to each student for each starting point are specified in the table below.

Starting Task	At a minimum, administering all items in these tasks is required:
Task 1	1–5 and 13–15
Task 3	3–9 and 13–15
Task 6	6–12 and 13–15

Adjusting the Starting Task (if necessary)

You may adjust the starting task for students who begin the assessment on Task 3 or Task 6 and do not earn at least 3 points across all of the items on their starting task. For example, a student who receives 1 point on item 1, 0 points on item 2, 1 point on item 3, 1 point on item 4, 2 points on item 5, and 0 points on item 6 has responded successfully to the starting task by earning 5 points.

When a student does not earn 3 or more points across all items on his or her starting task, the student's starting task may be adjusted downward. Guidance for adjusting the starting task is listed below:

Students who start at Task 1

- If the student does not earn 3 or more points on Task 1,
 - no downward adjustment is possible;
 - administer Tasks 1–5 at a minimum (see the instructions for concluding the assessment) and then administer Tasks 13–15.

Students who start at Task 3

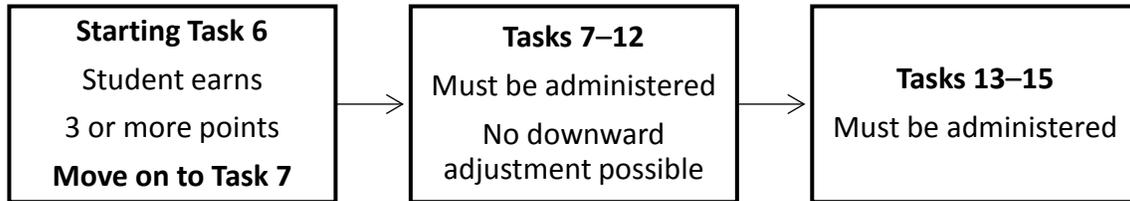
- If the student does not earn 3 or more points on Task 3,
 - adjust downward and administer Tasks 1 and 2 to the student;
 - after Task 2, do not readminister Task 3.; and
 - administer Tasks 4 and 5 at a minimum (see the instructions for concluding the assessment) and then administer Tasks 13–15.

Students who start at Task 6

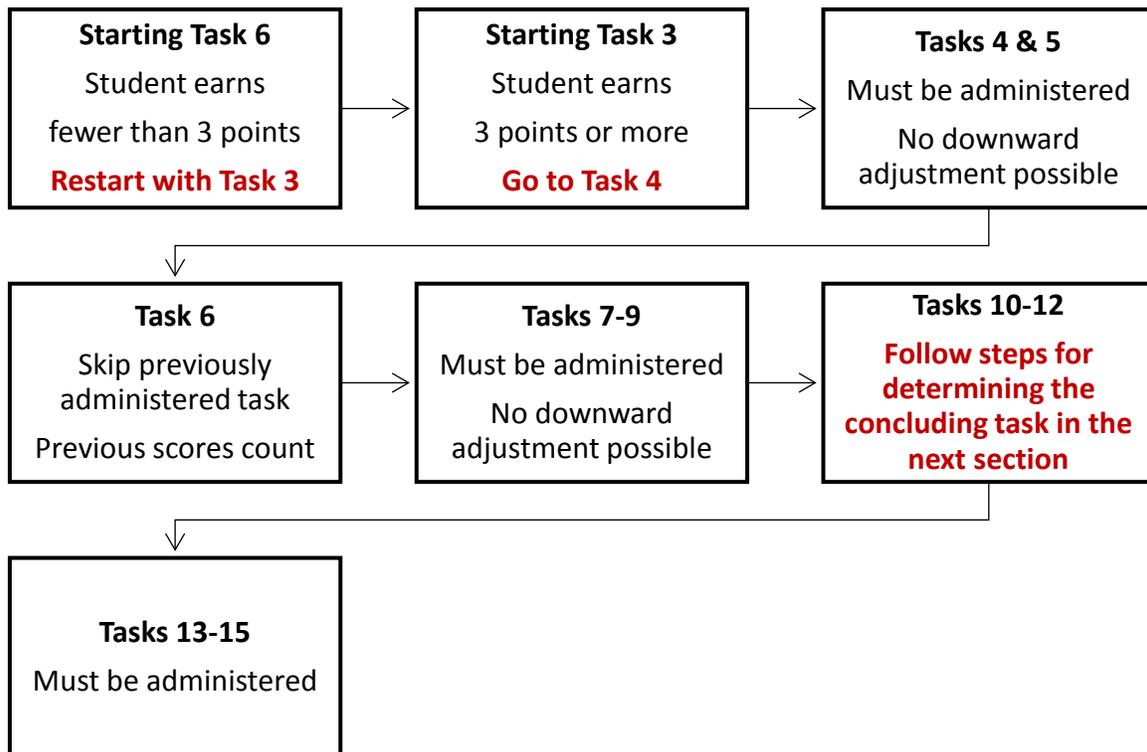
- If the student does not earn 3 or more points on Task 6,
 - adjust downward and administer Tasks 3, 4, and 5 to the student;
 - after Task 5, do not readminister Task 6; and
 - administer Tasks 7, 8, and 9 at a minimum (see the instructions for concluding the assessment) and then administer Tasks 13–15.

Examples

The following flowchart presents an example of a student who started on Task 6 and earned 3 or more points on the starting task.



The following flowchart presents an example of a student who started on Task 6, but did not earn 3 or more points on the starting task. For this reason, the TA adjusted the starting task to Task 3.



Concluding the Assessment

Students must be administered a minimum number of tasks, and the number depends on the student's starting task. Students will continue to participate in the administration of tasks beyond the minimum number if they are able to respond successfully.

If a student earns 6 or more points* on his or her final required task, administer the next task in the assessment. Continue to administer subsequent tasks until the student no longer responds successfully on a task (i.e., student earns fewer than 6 points). If a student does not respond

successfully on a nonrequired task, do not administer the next task. Move to the administration of Tasks 13–15, which all students must take, and then conclude the assessment.

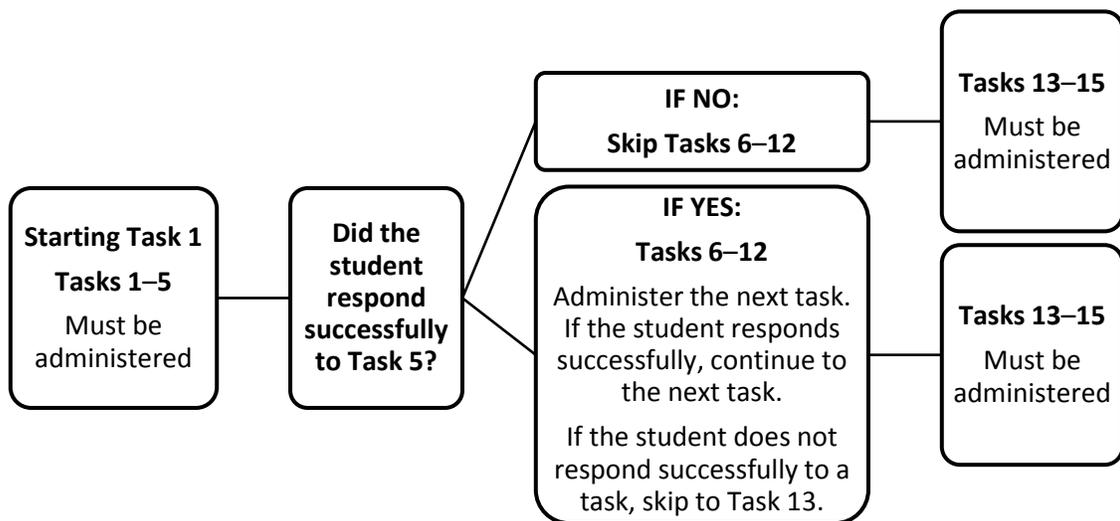
If a student does not earn 6 or more points* on his or her final required task, move to the administration of Tasks 13–15, which all students must take, and then conclude the assessment.

*Note: In instances where a task has fewer than 6 total attainable points, continue the assessment if the student earns the maximum number of points attainable. For example, if a student earns 5 points out of 5 possible points, the student has responded successfully and can proceed to the next task.

Starting Task 1

A student who responds to Tasks 1–5 and responds successfully to Task 5 (i.e., the student earns six or more points, or the student earns the maximum points attainable)

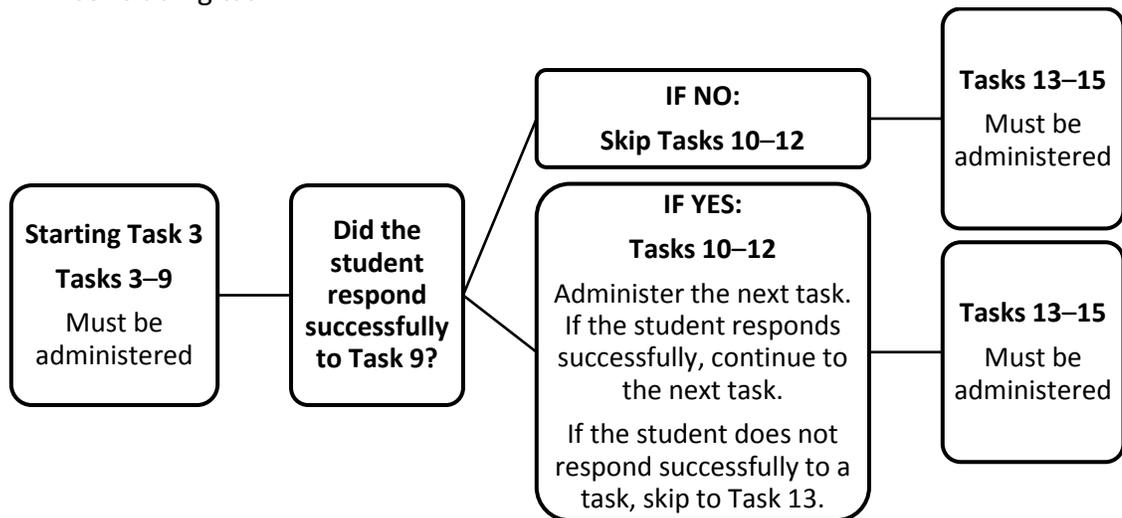
- Administer Task 6.
- If the student responds successfully on Task 6, administer all items in Task 7. Continue until the student can no longer respond successfully to a task.
- If the student does not respond successfully on Task 6, administer Tasks 13–15 and conclude the administration.
 - All students must be administered all items in Tasks 13–15, regardless of concluding task.



Starting Task 3

A student who responds to Tasks 3–9 and responds successfully to Task 9 (i.e., the student earns 6 or more points, or the student earns the maximum points attainable)

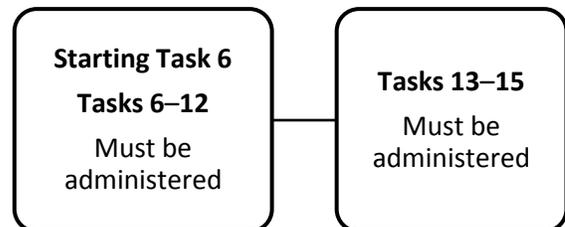
- Administer Task 10.
- If the student responds successfully on Task 10, administer all items in Task 11. Continue until the student can no longer respond successfully to a task.
- If the student does not respond successfully on Task 10, administer Tasks 13–15 and conclude the administration.
 - All students must be administered all items in Tasks 13–15, regardless of concluding task.



Starting Task 6

Students who respond to Tasks 6–12

- Administer all items in Tasks 13–15.
- The assessment is concluded.



Scoring the NMAPA

Scaffolded Scoring

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

The NMAPA does not use a fixed scoring scale; instead, the maximum number of points that may be assigned varies from item to item. All scoring directions appear in boxes on the right side of the page.

The demands of the item are scaffolded downward until the TA is presented with directions for assigning a score when the student does not respond correctly or fails to respond at the lowest scaffolded level.

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

Presentation Format

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

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

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

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

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

Scoring Instructions

The student will respond in one of three ways:



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



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



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

Science Task 1:

Using Force: Item 3

Setup

toy car



string



(teacher provided)

pull



push



Script

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

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

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

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

TRY 1

	→	Record 1	→	Next Item →
	→	Record 0	→	Next Item →
	→	Record N	→	Next Item →

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

Engagement Scoring Rubric

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

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

Record 4 points:
Student demonstrates sustained involvement in the activity; for example, he or she may <ul style="list-style-type: none">• consistently attend to teacher's communication (verbal or signed) and actions;• participate with intention in action involving the objects as modeled;• imitate (or try to imitate) action involving the objects as objects;• shift body movement/eye gaze appropriately as focal point of demonstration changes;• make an appropriate vocalization (e.g., an associated sound) in response to objects; and/or• demonstrate anticipation or prediction of next words and/or actions.
Record 3 points:
Student demonstrates generally maintained involvement in the activity; for example, he or she may <ul style="list-style-type: none">• generally attend (with infrequent lapses) to teacher's communication (verbal or signed) and actions;• touch or point to object(s) as described;• sustain gaze toward object(s) during manipulation by teacher;• vocalize to show acknowledgment of object(s) during manipulation/exploration; and/or• willingly permit (participate in) hand-over-hand exploration of object(s).
Record 2 points:
Student demonstrates intermittent/irregular involvement in the activity; for example, he or she may <ul style="list-style-type: none">• intermittently attend to teacher's communication (verbal or signed) and actions;• move toward/reach for the object(s) presented;• touch the object(s) presented; and/or• look at the object(s) presented, shifting gaze at least sometimes as appropriate.
Record 1 point:
Student demonstrates fleeting awareness of, but little/no involvement in, the activity taking place; for example, he or she may <ul style="list-style-type: none">• only fleetingly attend to teacher's communication (verbal or signed) and actions;• exhibit a momentary change in movement, vocalization, and/or respiration in response to teacher and/or object(s);• open or move eyes toward teacher and/or object(s); and/or• permit guided touch/grasp of object as initially presented.
Record N:
Student does not demonstrate any awareness of the object(s) or involvement in the activity taking place or may refuse to engage in the activity at any level.

Making NMAPA Tasks Accessible

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

Guidelines for Selecting TA-Provided Materials

Guidelines for selecting TA-provided materials include the following:

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

Allowable Accommodations

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

In a few instances, when specific accommodations are required at the item level for one or more of the above, these accommodations will be presented in the test booklet under the heading “Adaptive Instructions.” Otherwise, TAs may use the accommodations listed in the student’s IEP according to the instructions in this section. TAs should also review the the most current Accommodations Manual published by NMPED.

Some of the NMAPA tasks may require changes to the materials or accommodation in terms of presentation or response options to be accessible to students with significant cognitive disabilities and who have additional disabilities including, but not limited to, visual impairment,

hearing impairment, multiple physical disabilities, or all three. Some accommodations will apply to all items within a task, whereas others may apply to only one or two items within a task. In instances where it has been determined, on the basis of the EGBE being assessed, that an item is likely to be inaccessible to some students because of the nature of their disability, this will be noted within the test booklet under the heading “Access Limitations.”

Limitations may be identified for students with the following disabilities:

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

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

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

Task Delivery Modes

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

- Orally (verbally)
- Orally (verbally), supported by sign language, cued speech, or both
- Orally (verbally), **translated into the student’s native language**
- Orally (verbally), supported by concrete objects
- Orally (verbally), supported by picture symbols
- Using picture symbols
- Using sign language
- Using sign language supported by concrete objects
- Using sign language supported by picture symbols
- Using a student’s other preferred communication system

- Using supports, such as computer software that provides systematic visual aids

Task Delivery Guidelines

Task delivery guidelines include the following:

- Consider the effect of accommodations on what is being assessed before the actual administration of the NMAPA. Make sure that the accommodation does not change the meaning or the intent of an item.
- Select signs, words, and images with care so they do not signal the correct response.
- Substitute more familiar words or terms or abbreviate the script, provided that doing so does not affect the intent or degree of difficulty of an item.
- **TAs providing local translation as an EL accommodation will ideally be literate and fluent in English and the student’s native language; TAs may alternatively collaborate with a local translator, if available.**
- Consider several factors when implementing accommodations. These factors include, but are not limited to, the following:
 - Volume
 - Timing
 - Movement, gesture, or expression
 - Environment
 - Background (visual and auditory)
 - Contrast
- Alter the text size, font, case (upper or lower), and color of stimulus materials (see “Response Modes” below).
- Reword the script so that the student initiates action or applies or explores the stimulus.
- Use any customary encouragement and support strategy, as long as it does not unfairly signal correct or incorrect responses. These strategies include, but are not limited to, the following:
 - Praise
 - Confirmation
 - Reiteration/repetition
 - Touch
 - Time-out
 - Snack or other incentive

Response Modes

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

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

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

Response Mode Guidelines

Response mode guidelines include the following:

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

Stimulus and Response Materials: Substitutions

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

Student Characteristic	You can adapt or substitute stimulus or response materials by doing the following:
Blind Low vision	Increase or decrease size of manipulatives, their spacing, or both; increase contrast in/among manipulatives; add, remove, or change background color; position as appropriate (e.g., right, left, midline, slanted, eye level); limit spatial and figure ground problems
	Highlight response choices with flashlight; use backlighting; use multisensory materials (e.g., incorporate weight, temperature, smell, and resonance/vibration); use high-contrast colors (e.g., red and yellow)
Partial sight	Reduce sheen; lower intensity of light; change orientation (flat, slanted, upright); limit visual field; use a plastic frame to display stimulus and response materials
	Use textured manipulatives (when tactile discrimination is possible); add raised lines or forms; use Braille (limited contexts, as appropriate); provide tangible objects (actual, symbolic, part-for-whole); provide auditory, tactile, and olfactory replacements for visual stimuli; eliminate distracting lights and sounds

Student Characteristic	You can adapt or substitute stimulus or response materials by doing the following:
Deaf	Use picture symbol version of texts read aloud through customary delivery mode (sign language, cued speech, and so forth)
Hard of hearing	Increase volume; provide visual replacements for auditory stimuli
Limited in reach or touch	Use response cards or response items, or both, in conjunction with switches or other assistive technology
Limited in visual or tactile field	Reduce the surface on which response options are arrayed; realign (horizontal, vertical, paired, or other arrangement); position materials level with student's eyes and then move within student's reach
Tactile sensitivity	Replace the provided item with an analogous item that is less slippery, fuzzy, rough, and so forth; eliminate unnecessary stimuli
Apraxia/motor planning problems	Rehearse movement needed for response; use an object for pointing; provide tactile and kinesthetic supports (e.g., pacing board)
or sensory integration challenges	Provide frequent breaks; offer visual supports; allow/encourage movement; allow unrelated manipulative (e.g., rubber band in free hand) to aid concentration, supported seating, weighted vests, sensory diet before testing; reduce noise such as environmental sound, tactile and olfactory input, light
Orthopedic impairment	Use assistive technology, visual cues, gestures (e.g., point to materials); change location to increase physical access; change location to access special equipment; offer adjustable height desk, appropriate specialized seating, slant top surface, assistive technology, extended time, multiple or frequent breaks

Assistive Technology

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

AT effectively. Before the assessment, a student needs opportunities to use the technology during daily instruction to ensure that he or she can use it appropriately and effectively.

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

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

Appendix A: Student Demographic and Test Data

Introduction

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

Pre-ID Labels

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

Student Biogrid

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

- Completion Status
- NASIS ID (BIE schools only)
- Spanish Parent Report, if a student score report in Spanish is required
- TA Name

When to Use the Pre-ID Label

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

- Student ID (must have a valid ID in NASIS)
- Name (first, middle initial, and last)
- Birth Date (month, day, and year must match NASIS and STARS)

When Not to Use the Pre-ID Label

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

Pre-ID Label Contact Information

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

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

When no Pre-ID Label Is Available

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

If a student is **new to New Mexico public education** and does not have a valid State ID, work with your STARS coordinator to obtain one and bubble this ID, Name, and Birth Date in the biogrid. District IDs, or other local ID numbers should not be used.

Note: Bureau of Indian Education students may have their NASIS ID entered in the biogrid instead of a State ID. Homeschooled or privately schooled students who do not have a valid State ID will need one assigned for them to have their tests scored. For these students (who may not have any record of attending New Mexico public schools and therefore have no record in STARS), work with your STARS coordinator to obtain a State ID and complete the remaining fields in the biogrid in addition to the ID. Then ensure that the student information is submitted in the next available STARS snapshot.

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

Biogrid Field Names

This section describes the field names and the appropriate choices to bubble on the Student Score Form. Before assessment materials are shipped, all schools—public, charter, state-supported, and BIE—need to do a final check of biogrids to verify that information is recorded accurately, that stray marks are erased completely, and that the correct label was applied.

Front Cover

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

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

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

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

- Use the completion code “Withdrew before test completion” in the rare instance that a student was withdrawn from school prior to the completion of all tasks.
- Use the completion code “Medical emergency” in the rare instance that a student may be unable to participate in any part of the assessment because of a significant and documented medical emergency. Examples of significant medical emergency include a serious car accident, hospitalization, severe trauma, or placement in hospice care. Medical emergencies of this kind must be identified and verified in writing by a licensed physician and kept on file by the local district. The forms for documenting a medical emergency are available online from the Secure Online Application Portal (SOAP).
- Use the completion code “Parental refusal” in the rare instance that a student’s parent(s) refused to allow the student to participate in the NMAPA administration.
- Use the completion code “Other noncompletion” in the rare instance that a student failed to complete or participate in the NMAPA administration for reasons other than those stated in other completion code explanations.

- Use the completion code “Test irregularity” in the instance that a testing irregularity occurred during the time of testing.
- Use the completion code “Absent” in the rare instance that a student was absent during the NMAPA administration window and therefore did not participate in the NMAPA.

Back Cover

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

Gender. Bubble the appropriate gender (female or male).

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

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

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

Spanish Parent Report. Bubble Yes (Y) if the student requires a Spanish score report.

BIE Schools

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

Biodata Review (BDR)

NMPED conducts the BDR for districts and for charter, state-supported, and BIE schools to correct errors in student demographic data collected from the NMAPA. The data are corrected to ensure the validity of A–F School Grade calculations. Corrections should adhere to the definitions for the data fields in this manual.

Appendix B: Return Procedures for NMAPA Materials

Schools

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

- Pack all materials for return. Student Score Forms should be returned using the provided return shipping envelope for express delivery. To facilitate this, TAs or the STC should keep the following separate from all other testing materials:
 - Completed Student Score Forms (one for each student)
 - Unused Student Score Forms
 - Optional student scoring worksheets
- Place all other test materials in the original boxes received, putting test booklets and other heavier items on the bottom of the boxes.
- Boxes should contain (from the top down)
 - Completed School Security Checklist
 - Completed TA Comment forms
 - ELA test booklets
 - Mathematics test booklets
 - Social Studies test booklets
 - Science test booklets
 - Printed manipulatives (e.g., posters, 3x3s, storybooks)
 - Student-generated materials
- Completed Principal's Certification of Proper Test Administration should be submitted to the STC for secure storage at the school site

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

- Use filler material, such as newspaper, to fill each box to prevent materials from shifting during shipping.
- Return all testing materials to the DTC by October 13, 2017.

Appendix C: NMAPA Optional Student Score Worksheet

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

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

NMAPA Optional Student Score Worksheet

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

Student Name	Subject Being Administered
Test Administrator Name	Student's Grade Level

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

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

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

DUPLICATE AS NEEDED

Appendix C: Teacher-Provided Test Materials

Some of the NMAPA tasks will require the use of additional materials. TAs will be asked to provide some of these additional materials. The list below provides examples of the type of materials you may be asked to provide. This list is illustrative; the number and type of items that each test may require will vary.

Teacher-Provided Materials for Grade Band HS

ELA

Book
Dry-erase marker

Mathematics

Newspaper
Magazine
Book
Six pennies
Two dimes
Paper bag
Coin
Dice

Science (Grade 11 only)

Bowl of water
Eraser
Paper towels
Wood toothpick
Penny
Paper fan
Thermometer

Social Studies (Grade 11 only)

Dry-erase marker