



NEW MEXICO
Public Education Department

**NEW MEXICO STATEWIDE ASSESSMENT PROGRAM
(NMSAP)**

2007-2008 PROCEDURES MANUAL



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TABLE OF CONTENTS

	Page
NEW MEXICO STATEWIDE ASSESSMENT PROGRAM	7
PURPOSE.....	8
<hr/>	
ASSESSMENT & ACCOUNTABILITY DIVISION CONTACTS.....	11
BILINGUAL & MULTICULTURAL EDUCATION DIVISION CONTACTS	12
PURPOSES OF THE SBA.....	13
Structure of the SBA Assessments	13
Test Development	14
Scoring.....	15
<hr/>	
RESPONSIBLE PRACTICES WITHIN THE ASSESSMENT PROCESS	16
Part I. General Principles of Professionally Responsible Practice.....	16
Part II. Practices in Preparation and Administration of Assessments in the NMSAP... ..	18
Part III. Practices in the Use and Interpretation of Assessment Results	18
Establishment of District Test Security Policies.....	19
Timelines for Delivery of Testing Materials.....	19
Test Security Procedures for SBA Materials	20
<hr/>	
NMSAP ADMINISTRATION	21
Important Dates for the 2007-2008 New Mexico Statewide Assessment Program	21
Scheduling for SBA Administration	23
Suggested Session Timing	23
Preparing the Classroom for the SBA.....	23
Personnel/Test Administrators	24
What Students Are Allowed and Not Allowed to do During Assessment Sessions.	24
Special Directions for the Writing Assessment.....	25
Spelling Words for Students	26
Special Situations	26
Students Who Move on to the Next Session Without Permission.....	26

Attemptedness Rule	26
Testing Disruptions	27
What Students Are Allowed to do After Testing.....	27
Test Invalidation.....	27

SBA ADMINISTRATION FOR STUDENTS WITH SPECIAL CIRCUMSTANCES	28
Students with Illnesses/Health Issues	28
Non-Attendance Students	28
Open Enrollment Students	28
Part-Time Students	28
Foreign Exchange Students.....	28
Private Schools	28
Home-Schooled Students	28
Students Placed by a Public Agency	28
Suspended Students	29
Expelled Students	29
Dropout Students.....	29
GED Students.....	29
Retained Students.....	29
Students Enrolling or Moving During Testing Window	29
Determining Grade Level for SBA Administration Purposes	30

STUDENT DEMOGRAPHIC AND TEST DATA	31
Submitting Data to STARS	31
Pre-ID Labels	32
Student Biogrid	32
When to Use the Pre-ID Label	32
When not to Use the Pre-ID Label.....	32
When no Pre-ID Label is Available.....	33
Summary of Fields in Section B of SBA Biogrid that may be Bubbled, as Applicable	34
Biodata Review (BDR).....	38
Attendance Rates.....	38
Graduation Rate	39
AYP Calculations and Ratings	40

Calculating Participation in the SBA	40
Calculating Proficiency	41
Full Academic Year	41
Annual Measurable Objectives (AMOs)	42
Safe Harbor.....	43
District Proficiency Calculations	43
Making School AYP	43
Making District AYP	44
Determining School NCLB Designation.....	44
Determining District NCLB Designation	44
SBA Data Reports	44
District Electronic SBA Data Files	45
Public SBA Reports	45
<hr/>	
TESTING ACCOMMODATIONS	46
Adaptations, Accommodations, and Modifications	46
Who Decides Which Students Will Require Accommodations?	46
Criteria for Selecting Accommodations on the SBA.....	47
Students Who Recently Moved into the District or Sustained an Injury that Require an Accommodation.....	47
Students Who Have Been Receiving Accommodations During Instruction that Are not Listed as an Approved Accommodation	47
How will Accommodations be Documented and Reported?.....	48
Adaptations that DO NOT Need to be Documented on the Biogrid for any Content Area.....	49
Allowable Accommodations for Reading that MUST be Documented on the Biogrid	50
Allowable Accommodations for Writing That MUST Be Documented on the Biogrid.....	51
Allowable Accommodations for Math, Science, and Social Studies That MUST be Documented on the Biogrid	52
Prohibited Modifications	53
Large Print and Braille Tests.....	54
Answer Documents for Large Print and Braille Tests	54
Returning Completed Tests	54

Scribing.....	54
Scribing Rules for Reading, Math, Science, and Social Studies.....	54
Scribing Rules for Writing.....	54
Transcribing	55
Translation.....	55
Oral Translation.....	55
Scribed Translation.....	55

PARTICIPATION OF STUDENTS WITH IEPS	56
Determining Appropriate Accommodations—Some Important Considerations for IEP Teams	56
Documenting Accommodations in the IEP and on the Student Biogrid	58
The Original New Mexico Alternate Assessment (NMALT) and the New Mexico Alternate Performance Assessment (NMAPA)	58
Determining Eligibility for the 2006-2007 New Mexico Alternate Assessment	61

THE NEW MEXICO HIGH SCHOOL COMPETENCY EXAM (NMHSCE)	62
Passing Scores	62
Waivers	63
Students with IEPs and High School Graduation.....	63

PARTICIPATION OF ENGLISH LANGUAGE LEARNERS (ELL) in the NMSAP	65
Required Procedures for Districts/Schools to Appropriately Serve the Language Needs of ELLs	66
Determining Appropriate Participation and Accommodations	68
Allowable Accommodations for Reading that MUST be Documented on the Biogrid.....	70
Allowable Accommodations for Writing that MUST be Documented on the Biogrid.....	70
Allowable Accommodations for Math, Science, and Social Studies that MUST be Documented on the Biogrid.....	71

NEW MEXICO ENGLISH LANGUAGE PLACEMENT TEST (NMELPT)	72
Listening, Reading, and Writing Conventions Multiple Choice Subtests	72
Speaking Performance Tasks	72

Placement Test Grade Measures, Subtests, and Item Counts 72

NEW MEXICO ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (NMELPA)..... 73

Overview 73

Recommendations for Test Schedule 73

Testing Sessions May Not Be Interrupted 73

Accommodations 73

Invalidating Tests for NMELPA 74

New Mexico English Language Proficiency Assessment (NMELPA)

Accommodations 75

Allowable Accommodations for Listening that MUST be Documented on the Biogrid..... 75

Allowable Accommodations for Reading that MUST be Documented on the Biogrid..... 76

Allowable Accommodations for Writing Conventions that MUST be Documented on the Biogrid 76

Allowable Accommodations for Pre-Writing and Writing that MUST be Documented on the Biogrid 77

Allowable Accommodations for Speaking that MUST be Documented on the Biogrid..... 77

RESOURCES..... 78

Principal's Guide to Interpreting and Using the Results Generated by the SBA... 78

Sample Letter to Parents/Newsletter Article in Principal’s Voice 81

APPENDIX A i

Sample Pre-ID Label.....ii

SBA Biogrid (Grade 8) iii

Bubbling 101..... iv

APPENDIX B i

Spring 2008 Procedures For SBA Accommodations #17, #12, #13, and #14 ii

APPENDIX C Forms i

Confidentiality Agreement ii

Test Security Training Verification Form (for Principals)..... iii

Test Security Training Verification Form (for Superintendents)..... iv

Model for Parental Refusal..... v

New Mexico Statewide Assessment Parental Refusal form	vi
APPENDIX D NAEP	i
Overview	ii
Measuring Current Performance Over Time	ii
Selecting the Sample	iii
Informing Parents About NAEP	iii
NAEP Resources	iii
Legislative Language.....	iii

**NEW MEXICO STATEWIDE ASSESSMENT PROGRAM (NMSAP)
SCHOOL YEAR 2007-2008**

Name of Assessment	Acronym	Who Takes It	Content Covered	Time of Year
New Mexico Standards Based Assessment	SBA	All New Mexico students in grades 3-8 and 11	Reading, Writing, Math, Science, and Social Studies	Spring (February 25-March 21, 2008)
New Mexico Alternate Performance Assessment	NMAPA	Alternate to SBA and NMHSCE for qualified students	Language Arts (Reading), Writing, Math, and Science	Spring (March 10-April 25, 2008)
New Mexico High School Competency Examination	NMHSCE	All New Mexico students beginning in Grade 10; subtests repeated as necessary	State exit examination - Reading, Language Arts, Math, Science, Social Studies, and Written Composition	Spring-grade 10 and retakes; (January 14-February 1, 2008) Fall 2008 dates TBA
New Mexico English Language Placement Test	NMELPT	All students who have a Primary or Home Language Other than English (PHLOTE) spoken in the home	Placement test for English Language Proficiency - Listening, Writing Conventions, Reading, and Speaking	Within 20 days of ELL student's enrollment
New Mexico English Language Proficiency Assessment	NMELPA	Students who are not yet proficient in English (English Language Learners-ELL)	English Language Proficiency modalities: Listening, Reading, Writing, and Speaking	October 29-November 16, 2007; January 14-February 1, 2008; and April 14-May 2, 2008

PURPOSE

Introduction

This manual has been prepared for all New Mexico Statewide Assessment Program (NMSAP) assessment administrators, teachers, school specialists, and principals, as well as other interested groups. It includes information about the following topics: PED contacts, New Mexico Standards Based Assessments (SBA), Grades 3-8 and 11; New Mexico High School Competency Examination (NMHSCE); New Mexico Alternate Performance Assessment (NMAPA); New Mexico English Language Placement Test (NMELPT); New Mexico English Language Proficiency Assessment (NMELPA); and the National Assessment of Educational Progress (NAEP). Information provided includes administration dates, appropriate testing environments, student data variables, test administration guidelines, use and documentation of accommodations, special considerations for students with IEPs, special considerations for English Language Learners (ELL), and test administration for students with a variety of special circumstances. In addition, the appendices include a variety of useful forms and reference information.

What's New in 2007-2008

Each year, the NMSAP changes and evolves to more fully meet federal and state requirements. The basic component of the system, the New Mexico Standards Based Assessment (SBA), is well-established and entering its fourth operational year in Spring 2008. However, several components of the NMSAP are new for the school year 2007-2008.

SBA:

- Ninth grade students will no longer be assessed with the SBA.
- Grade 11 Science (English version only) assessment becomes “operational” (districts will receive reports); performance levels will be set in an April standard setting.
- Grade 11 Spanish versions of SBA Writing and SBA Science are on hold for Spring 2008.
- SBA Writing assessment is being scaled, performance levels will be set at a standard setting in August and individual and group reports will be generated. Also, at grades 4 and above, the rough draft has changed from Session 2 to Session 1; finally, students will complete two editing tasks this year.
- The rulers provided by Harcourt for the Math assessment can now be used as straight edges for solving Science problems.

NMHSCE:

- Grade 11 students who have not passed one or more subtests will be allowed to take the assessment in the Fall 2008 retake window.

NMELPA:

- The Kindergarten test has been revised to be developmentally appropriate and is administered in the Spring only.
- Test booklets for the Spring version of the Primary Level (K-2) now contain two grade spans: Kindergarten and Grades 1-2. However, all grades in this span will take the same version of the Listening and Speaking subtests.

Data:

- Guidelines for using Pre-ID labels and completing the SBA biogrid have been revised. The student's first and last name and middle initial; state student ID number; and date of birth will be the three essential identifiers. For public, charter, and state-supported schools all other demographic and program information will be taken from STARS based on these identifiers. See the Directions for Administering (DFA) manual for any given grade level for updated procedures and the "Bubbling 101" guidelines on page iv of Appendix A in this manual for specific directions.
- BIE schools will receive Pre-ID labels for the first time in Spring 2008. The procedures shown in the SBA DFA should not be used by BIE schools; instead, use the Bubbling 101 directions on page iv of Appendix A in this manual.
- These biogrid and Pre-ID guidelines in Spring 2008 apply ONLY to the SBA. Follow existing DFA directions for the NMHSCE and for NMELPA.
- Graduation rates will be frozen for one year in 2008 (graduation rates from 2007 will be repeated) in order to initiate a lagged graduation calendar. With a one year lag in graduation rates, summer graduates will be captured correctly. This means that in 2008, all schools will pass this AYP indicator since the current rate will "match or improve on the previous year's rate." Graduation will progress to the 4-year cohort method in 2009 rather than 2008 as originally planned. New exit codes are being implemented in STARS to facilitate this transition.

Accommodations:

- The United States Department of Education recently determined that the existing practices used to administer two New Mexico accommodations relating to translation of directions (and test content) into the student's native language (#12 and #17) must be augmented for the 2007-2008 assessment. (See Appendix B of this manual for 2008 guidelines.)

Language Waiver Procedures for English SBA:

- A new spreadsheet procedure to submit requests for Language Waivers for the SBA is now in place. This waiver is for Spanish-speaking ELL students who have been in a United States school for 3 years and their school has determined that the student would better demonstrate his/her knowledge by taking the test in Spanish. The process consists of a district downloading the Language Waiver spreadsheet from the Assessment and Evaluation webpage, completing the information and mailing on a CD to PED. The Assessment and Evaluation Bureau in conjunction with the Bilingual and Multicultural Education Bureau reviews the spreadsheet and recommends approval to the Secretary of Education. The approvals are scanned and added to the spreadsheet, saved on a CD, and mailed back to the district. This process should be completed well before the assessment window begins.

Standard Settings:

- Grade 11 Science (English only) April 14-18, 2008
- Grades 3-8 & 11 Writing (English and Spanish grades 3-8; English only Grade 11), August, 2008

SBA Reporting:

- 2008 reports for all grades are now provided by Harcourt instead of Grow Network. The 2007 Grade 11 reports are representative of the new formats.
- An Item Plot Report showing average percents of points possible earned on multiple choice and constructed response items (2 and 4 point items) for each benchmark and performance standard will be provided for all grades. This report will be provided on a delayed schedule since it is new for 2008.
- Individual and group reports for SBA Writing will be generated for 2008 results (on a delayed schedule).

- A new document “Guidelines for Interpreting SBA Reports” will be posted to the Assessment and Evaluation webpage in PDF format.
- Updated explanatory information about the SBA Writing assessment will be posted on the Assessment and Evaluation webpage including rubrics, coverage of each benchmark, and the points-earned structure for reporting.

A Guide for DTCs and STCs

In addition to these new components, District Test Coordinators (DTCs), School Test Coordinators (STCs), and Test Administrators (TAs) have ongoing needs to fully understand how to handle a myriad of very specific procedures to ensure that all of the state’s assessments are administered and testing materials are handled using standardized and secure procedures. In the past, these procedures and guidelines were communicated through a variety of memos and e-mail messages sent to DTCs. This Procedures Manual replaces all the separate documents sent in the past regarding test administration procedures.¹

¹ This document does **NOT** replace specific instructions and guidelines provided by the publishers of the various assessments. For the SBA, NMHSCE, and NMELPA there are two essential, annually updated documents: the Test Coordinator’s Manual (TCM) for DTCs and STCs and Directions for Administering (DFA) which provide specific grade level administration procedures and guidelines and test administration scripts for TAs. Other assessments have their own specific administration manuals.

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PURPOSES OF THE NEW MEXICO STANDARDS BASED ASSESSMENTS

There are two purposes for the New Mexico Standards Based Assessments:

1. **To determine the level at which New Mexico students achieve the New Mexico Content Standards.** Each assessment is designed to measure the state content standards as delineated in the Assessment Frameworks; the SBA provides an accurate picture of student achievement of the New Mexico Content 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 New Mexico Standards Based Assessments

The SBAs are paper-and-pencil assessments that are aligned to the New Mexico Content Standards, Benchmarks, and Performance Standards. The assessments consist of multiple sections for each content area. Per the following table, all areas except Writing have three sessions and Writing has two sessions. Test items are multiple choice (MC) and constructed response (CR). For CR items students write out their responses as opposed to filling in a bubble next to an answer choice as happens with MC items. The ratio of CR items to MC items is 70 percent MC and 30 percent CR, but because of the greater number of potential points for CR items, the point ratio for any given content area's test is about 50 percent of points from MC items and 50 percent of points from CR items.

For the Reading, Mathematics, Science, and Social Studies assessments, CR items may require either short answer responses (SA) or open-ended responses (OE). Students can earn up to two points for SA responses and up to four points for OE responses. CR items are scored according to previously established rubrics. Although there are generic rubric templates for the SA and OE items, please be aware that for actual scoring, they are customized for each specific item. These generic rubrics can be found in the Assessment and Evaluation web page. The item specific rubrics cannot be published because to do so would compromise item security.

For the Writing assessment, about half of the total points possible are earned based on the student's actual writing in response to prompts, but points are also available for planning and editing; planning points are given for evidence of planning prior to writing the final draft of the response to the writing prompt(s). Editing items require a student to examine a paragraph that has possible errors underlined and make corrections as appropriate. The rubrics used to score responses to the writing prompts within the Writing assessment are generic and thus can be shared. The rubrics and other details about the Writing assessment can be found on PED's website:

<http://sde.state.nm.us/AssessmentAccountability/AssessmentEvaluation/index.html>. There are also some multiple choice items.

Content Area and Grade(s)	Languages Available	Number of Sessions	Estimated Time per Session (minutes)	Item Types
READING Grades 3-8 and 11	English Spanish	3	60	MC and CR
WRITING Grade 3	English Spanish	2	60	MC, planning, rough draft and final draft in response to two short prompts.
WRITING Grades 4-8 and 11	English Spanish (Spanish grades 3-8 only in 2008)	2	60	MC, 2 Editing Tasks, and planning, rough draft and final draft in response to one extended prompt.
MATHEMATICS Grades 3-8 and 11	English Spanish	3	60	MC and CR
SCIENCE Grades 3-8 & 11	English Spanish (Spanish grades 3-8 only in 2008)	3	60	MC and CR
SOCIAL STUDIES Grade 11 only	English	3	60	MC and CR

Test Development

The development of a standards-based assessment is a long, highly technical 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 New Mexico Standards Based Assessment.

- 1. The content to be assessed is defined.** Since not all of the Content Standards and Benchmarks can be validly or reliably assessed on a paper-and-pencil test, Assessment Frameworks were created to delineate the skills and concepts that can be assessed on a large scale assessment. These Assessment Frameworks have been derived from the New Mexico Content Standards, Benchmarks, and Performance Standards by teachers and content experts. The Assessment Frameworks can be accessed on the PED website at this address: <http://sde/state/nm.us/AssessmentAccountability/AssessmentEvaluation/index.html#frameworks>
- 2. A test blueprint is developed.** The test blueprint defines the content coverage of the assessment for each content area. The blueprint also defines the percentage of items or score points that will measure each standard and benchmark, the proportion of items that will be multiple choice (MC) and constructed response (CR), which are either short answer (SA) or open-ended (OE), as well as the number and length of the sessions. These blueprints **do not** change substantially from year to year to ensure that the tests are as similar as possible from one year to the next.
- 3. Test items are developed and reviewed.** The test contractor develops the test items that appear on the state assessments and is responsible for printing, shipping, scoring, and reporting for the SBA program. New Mexico educators and community members are responsible for approving, editing, or rejecting the test items during item review and data review workshops attended by teachers at specific grade levels from around the state. An item cannot appear on a SBA unless New Mexico educators and community members have given their approval during item and data reviews.

4. **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 PED review all aspects of the proposed form such as pagination, clarity of tables and illustrations, sufficient writing space, and typing or printing errors.
5. **The test is “refreshed” each year with new items.** Twenty-five percent (25%) of the “core items” (that provide the students’ score) are “refreshed” by being replaced with new items that were field-tested during the prior year administration. In addition, in 2005 and 2006, some of the items that were cycled out of the assessment were “released” for teacher, parent, and student use. These appear on the Assessment and Evaluation page of the PED website: <http://sde/state/nm.us/AssessmentAccountability/AssessmentEvaluation/index.html#frameworks>

Note: PED does not anticipate that more items will be released from the 2007 or 2008 assessments due to budget constraints.

Scoring

After the SBA has been administered and returned to the test contractors, every item on the assessment is scored.

- MC items are scored on high-speed scanners. These scanners are programmed to score MC items electronically.
- CR items are scored by trained scorers employed by the contractor. These scorers must hold a minimum of a bachelor’s degree. The scorer undergoes training to understand the rubrics used to score the test items, the anchor exemplars for each score point, and other scoring criteria approved by New Mexico educators. After training is complete, each potential scorer must pass a scoring proficiency test in order to score an actual student response. While scorers are evaluating actual student responses, their work is being monitored by the supervisors who initially trained the scorers using the following methods:
 - Scoring supervisors review each scorer’s work multiple times each day to ensure that they are accurately evaluating students’ work according to the rubrics and anchor exemplars. If the scorer 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 insert previously scored anchor exemplars into each scorer’s daily load of papers. The scorer evaluates the exemplar like any other without knowing that it has previously been scored. This process allows scoring supervisors to develop the inter-rater reliability of the scorer.

RESPONSIBLE PRACTICES WITHIN THE ASSESSMENT PROCESS

What are some of the appropriate and inappropriate practices in the administration of the assessments in the NMSAP and the 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 assessments in the NMSAP, 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, PED 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 established by the NCME in 1995.

The principles are intended to provide guidance for determining whether or not a practice related to the administration of an assessment in the NMSAP or the use of relevant test results supports 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 which practices are appropriate and which 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 assessments in the NMSAP.

Part III provides examples of appropriate and inappropriate uses and interpretation of test results in the NMSAP.

Part I. General Principles of Professionally Responsible Practice

In monitoring practices related to administering and interpreting or using test 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 PED.*

General Principles of Professionally Responsible Practice

Test Administrators Must:

- 1) Maintain security of test materials before, during, and after each administration of the assessment.
- 2) Review Directions for Administering (DFA) or Test Administrator manual (TAM) prior to testing and understand the procedures needed to administer the assessment.
- 3) Avoid any conditions in the preparation for and administration of the assessment that might invalidate the results.
- 4) Ensure that any eligible student is not excluded from the NMSAP.
- 5) Provide and document all allowable accommodations for administration of the assessment to students who have been identified as eligible.
- 6) 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.
- 7) Report any apparent violations of test administration to those responsible for the assessment process at the school, district, and state levels, as appropriate.
- 8) Protect the rights to privacy and due process of all examinees.
- 9) Avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of achievement.

Those Who Interpret, Use, and Communicate Assessment Results Must:

- 1) 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.
- 2) Avoid any practice that provides an interpretation or suggests use 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.
- 3) Communicate assessment results in an understandable manner, including proper interpretations and likely misinterpretations.
- 4) Avoid any practice that supports or leads others to interpret or use assessment results in unethical or inappropriate ways.
- 5) Avoid any practice that permits any employees or volunteers who lack the necessary knowledge and skills to interpret results of the assessment.
- 6) Report any apparent misuses of assessment information to those responsible for the assessment process at the school, district, or state level, as appropriate.
- 7) Avoid any practice that places identifiable information at risk of violating confidentiality.
- 8) Use multiple sources and types of relevant information about persons or programs whenever possible in making educational decisions.

Part II. Practices in Preparation for and Administration of Assessments in the NMSAP

Examples of ethical and unethical practices are provided below to illustrate the standards and principles of professionally responsible practices in the administration of assessments in the NMSAP. An unethical assessment practice is anything that would 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. Teaching the New Mexico Content Standards helps to provide the skills and knowledge that will be tested.

Ethical Behavior/Practice in Preparation for and Administration of Assessments in the NMSAP	
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 released items for instructional planning purposes.
4)	Using released items to familiarize students with the different formats of items on the assessment and how to indicate responses.
5)	Increasing student motivation on the assessment through appeals to students, parents, and teachers.
6)	Familiarizing students with test-taking strategies.
7)	Setting a testing schedule that provides students the maximum amount of time allowed for each session of the assessment.
8)	Setting a testing schedule that provides make-up days for students absent during a session of the assessment.
9)	Reporting any violations of the prescribed assessment administration conditions to designated staff at the school, district, or state level, as appropriate.
10)	Providing eligible students with allowable accommodations that are consistently used during instruction as prescribed in the student's /state's education plan.
11)	Following parental review guidelines , as follows: Requests for review of an actual test booklet by a child's parents/guardians must be made in writing. Such review shall be during office hours of the PED, under supervision of a PED employee and on PED's premises, unless permission is given to an appointee of the PED (NMAC 6.10.7). Under no circumstances may the parent be alone with the test booklet, remove the test booklet from the room, or reproduce it in any way. Parents are NOT allowed to see the test booklet before the test is administered. Parents/guardians must sign a Confidentiality Agreement prior to reviewing test booklets.

Part III. Practices in the Use and Interpretation of Assessment 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 NMSAP.

Ethical Behavior/Practice in the Use and Interpretation of Assessment Results

- 1) Using assessment 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 assessment 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 Assessment Results

- 1) Basing student retention or promotion decisions on assessment results alone.
- 2) Knowingly using assessment 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 assessment results to those responsible for the assessment process in the school, district, state, or as appropriate.
- 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 assessment results in a manner or for a purpose for which the assessment was not designed.

Establishment of District Test Security Policies

The District Test Coordinator (DTC) at public school districts or the School Test Coordinator (STC) at charter, special state supported, and BIE schools is required by 6.10.7.9. NMAC to develop a written district policy (or alternatively a checklist and written procedure) for storing and handling standardized test material. 6.10.7.9 NMAC clearly specifies all of the topics that should be included in the policy or checklist. One of the most important components of 6.10.7 NMAC is 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.**

Timelines for Delivery of Testing Materials to Schools and Test Administrators

PED also recommends that the district policy or checklist 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 test booklets more than 24 hours in advance of test administration.²

² 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. The NMAPA may and should be made available to TAs and Raters well in advance of the 24-hour window, depending upon the delivery of materials, to gather "teacher provided" response items and program assistive devices.

Test Security Procedures for SBA Materials

The purpose of these procedures is to describe what constitutes unethical practices related to the security of answer booklets before, during, and after SBA test administration.

No one should violate the security procedures for SBA. 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) Allow students to have cell phones in testing area.
4) Share an actual SBA 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 SBA Directions for Administering (DFA) 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) Participate in, direct, aid, counsel, assist, encourage, or fail to report to appropriate personnel any acts prohibited in this section.
9) Score student responses on SBA 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 test booklets and 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: <ul style="list-style-type: none">• who "Withdrew before Completion"• who had a "Non-allowed Modification"• who had a "Language Exemption for Reading Only"• whose tests were invalidated based on an "Testing Irregularities"• who did not take the assessment due to "Parental Refusal"• any other reason for "Other Non-Completion"
5) Follow security regulations for distribution and return of secure test materials as described in the Directions for Administering (DFA) manuals; account 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: <ul style="list-style-type: none">• start and stop times• session number• page numbers• item numbers
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.



NEW MEXICO Public Education Department

IMPORTANT DATES FOR THE 2007-2008 NEW MEXICO STATEWIDE ASSESSMENT PROGRAM *(Updated 2-15-08)*

August 6 – 17, 2007	NMHSCE (Grades 12 and “13”) AND NMELPA Spectrum Training – Webinar Training on Spectrum Online Ordering <i>(for District Test Coordinators and School Test Coordinators for BIA, Charter and Special State Supported Schools)</i>
August 6 – 24, 2007	NMHSCE Fall Enrollment Window: Test Coordinators enter enrollments online via Spectrum.
August 13 – 31, 2007	NMELPA Fall Enrollment Window (Grades 1-12 only): Test Coordinators enter enrollments online via Spectrum.
August 31 – September 20, 2007	NMAPA Fall Enrollment Window: Test Coordinators enter enrollments online (Grades 12 and “13”)
September 10, 2007	NMHSCE – Test materials in site at districts
September 10 – 14, 2007	NMELPA Fall/Winter Administration Training: Registration deadline is August 30 th .
October 1 – 18, 2007	NMHSCE Fall Test Administration Window (Grades 12 and “13”)
October 8, 2007	NMELPA – Test materials in site at districts
October 9, 2007 – November 9, 2007	NMELPA Additional Order Window: Test Coordinators place additional orders online via Spectrum.
October 22 – November 9, 2007	NMELPA Winter Administration Enrollment Window: Test Coordinators enter enrollments online via Spectrum.
October 23, 2007	NMHSCE – Deadline to schedule a pick-up
October 25, 2007	NMHSCE – <u>ALL</u> scorable test materials must be received by Harcourt.
October 29, 2007 – November 16, 2007	NMHSCE Regular Administration, SBA, AND NMELPA Spectrum Training – Webinar Training on Spectrum Online Ordering <i>(for District Test Coordinators and School Test Coordinators for BIA, Charter and Special State Supported Schools)</i>
October 29, 2007 – November 16, 2007	NMELPA Fall Test Administration Window (Grades 1-12 Only)
November 1 – 30, 2007	NMAPA Fall Test Administration Window (Grades 12 and “13”)
November 1 – 21, 2007	SBA Enrollment Window: Test Coordinators verify enrollments online via Spectrum.
November 12 – 20, 2007	NMHSCE Spring Enrollment Window (Regular Administration): Test Coordinators enter enrollments online via Spectrum.
November 26, 2007	NMAPA: Deadline to schedule a pick-up
November 28, 2007	NMELPA: Deadline to schedule a pick-up
November 30, 2007	NMELPA Fall Administration: <u>ALL</u> scorable test materials must be received by Harcourt.
December 7, 2007*	NMHSCE (Fall Administration): Reports due in districts and BIA, Charter, and Special State Supported Schools 45 days from receipt of all test materials. <i>*Date subject to change based on actual receipt dates from districts/schools.</i>
December 17, 2007	NMHSCE: Test materials in site at districts
December 19, 2007	NMELPA Winter Administration: Test materials in site at districts

January 16, 2008 – February 8, 2008	NMAPA Spring Order Window (Regular Administration): Test Coordinators enter enrollments online.
December 20, 2007 – January 25, 2008	NMELPA (Winter Administration) – Test Coordinators place additional orders online via Spectrum.
January 14, 2008 – February 1, 2008	NMELPA Winter Administration Window: (Grades 1-12 only)
January 14 – February 1, 2008	NMHSCE Test Administration Window (Regular Administration - Grade 10 and subtest retakes)
January 24 – February 8, 2008	NMELPA Spectrum Training: Webinar Training on Spectrum Online Ordering <i>(for District Test Coordinators and School Test Coordinators for BIA, Charter and Special State Supported Schools)</i>
January 28, 2008 – February 15, 2008	NMELPA Spring Enrollment Window: Test Coordinators enter enrollments online via Spectrum.
January 29, 2008*	NMELPA (Fall Administration): Reports due in districts and BIA, Charter, and Special State Supported Schools 60 days from receipt of all test materials. <i>*Date subject to change based on actual receipt dates from districts/schools.</i>
February 4, 2008	SBA: Test materials in site at districts
February 6, 2008	NMHSCE: Deadline to schedule a pick-up
February 7, 2008 – March 14, 2008	SBA: Additional Order Window <i>(ordered online by Test Coordinators).</i>
February 8, 2008	NMHSCE: <u>ALL</u> test materials must be received by Harcourt.
February 11, 2008	NMELPA: Deadline to schedule a pick-up
February 11, 2008 – April 4, 2008	NMAPA Spring Administration Window (Regular Administration)
February 13, 2008	NMELPA (Winter Administration): <u>ALL</u> test materials must be received by Harcourt.
February 19 -29, 2008	NMAPA Test Administrator Spring Training
February 25 – March 21, 2008	SBA Test Administration Window
March 10, 2008 – April 25, 2008	NMAPA Spring Test Window
March 24, 2008	NMELPA (Spring Administration): Tests in site at districts
March 25, 2008 – April 24, 2008	NMELPA (Spring Administration): Additional Order Window <i>(for District Test Coordinators and School Test Coordinators for BIA, Charter and Special State Supported Schools)</i>
March 26, 2008	SBA – Deadline to schedule a pick-up
March 28, 2008	SBA – <u>All</u> scorable test materials must be received at Harcourt.
TBA	NMAPA – Deadline to schedule a pick-up
April 7, 2008* April 10, 2008 **	NMHSCE Reports (Spring Administration): Reports due in districts and BIA, Charter, and Special State Supported Schools 60 days from receipt of all test materials. <i>** (Change due to weather delay)</i> <i>*Date subject to change based on actual receipt dates from districts/schools.</i>
April 11, 2008*	NMELPA (Winter Administration): Reports due in districts and BIA, Charter, and Special State Supported Schools 60 days from receipt of all test materials. <i>*Date subject to change based on actual receipt dates from districts/schools.</i>
April 14, –May 2, 2008	NMELPA Spring Administration Window (Grades K-12)
May 12, 2008	NMELPA: Deadline to schedule a pick-up
May 14, 2008	NMELPA: <u>ALL</u> test materials must be received by Harcourt.
June 17 – June 22, 2008	Graduation and Attendance

May 27, 2008* June 23, 2008 **	SBA Reports: Reports due in districts and BIA, Charter, and Special State Supported Schools 60 days from receipt of all test materials. <i>** (Additional time for Biodata Review)</i> <i>*Date subject to change based on actual receipt dates from districts/schools.</i>
July 11, 2008*	NMELPA Reports (Spring Administration): Reports due in districts and BIA, Charter, and Special State Supported Schools 60 days from receipt of all test materials. <i>*Date subject to change based on actual receipt dates from districts/schools.</i>
August 29, 2008	NMAPA Reports (Spring Administration): Paper reports due to districts and BIA, Charter, and Special State Supported Schools

Scheduling for SBA Administration

- All test sessions must be held during the state-established testing window.
- The scheduling of testing sessions is determined by the district or school and should be set up in advance of the testing window. All three sessions in a given content area (Reading, Mathematics, Science, and Social Studies) should be administered in sequence once begun; however, the district or school may vary the order of content areas administered, for example, administering all three reading sessions of Mathematics before administering the Reading sessions. **The two sessions of the Writing test in Grades 4-8 and 11 must be taken in consecutive order with no weekend intervening.**
- PED **strongly recommends** that, whenever possible, all schools within a district administer the same test sessions on the same days in order to strengthen test security. For example, PED **recommends that** all schools within the district with a **7th** grade administer the same **7th** grade Reading test session on the same day.
- While the scheduling of test sessions is left to the discretion of each district or school, PED asks that considerations be made as to what would be in the best interest of the students. **While administering more than one content area’s sessions on one day might work well for scheduling, this can be overly demanding on the students and may negatively affect student performance.**
- 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 allowed 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 DFAs for suggested timing for each test session.
- **Students who 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 SBA

Choice of testing rooms

- Rooms must have adequate lighting, adequate room temperature, 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/Test Administrators section below).
- An adequate writing surface should be provided that accommodates the test booklet and the answer document (grades 4-8 and 11).

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 SBA administration that provides information that could direct students to a correct answer to any test question must be covered or removed.

Some Examples of Materials that Must Be Covered	
1)	Posters that remind students of specific reading comprehension strategies
2)	Posters that define different kinds of writing (narrative, expository, descriptive, etc.)
3)	“Power Flowers” or posters with words and synonyms
4)	A step-by-step poster of how to do long division, as an example
5)	Multiplication charts
6)	Number lines containing fractions, decimals, or irrational numbers (whole numbers are ok)
7)	Rubrics that cue a student to the correct response or that provide hints to improve the overall student response
8)	Posters with punctuation marks accompanied by the name and correct usage
9)	Word walls and letter strips do not need to be covered

Please note that an exhaustive list of prohibited materials cannot be provided due to the limitless possibilities. Always refer to the general guideline when making decisions about what should and should not be posted during SBA administration.

Personnel/Test Administrators

- **A Confidentiality Form must be filled out by the Test Administrator (TA) and any proctors and returned to the STC. This is usually done during the STC’s training in the Fall and the Spring.**
- Minimally, there must be one TA for each testing room.
- When more than 25 students are in one room, **the student-to-TA ratio must not exceed 25 to 1**. For example when 43 students are in a testing room, there **must** be 2 TAs or a TA and a trained proctor. This requirement is **MANDATED** by PED.
- **TAs and 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.
- The DTC or STC **must** train all TAs and proctors.
- **The TA must be a certified staff member who has received training from the DTC/STC.** In the event schools require additional staff to administer the SBA, other staff members (**who have received training**) may be used to:
 - provide one-on-one accommodations to Special Education or English Language Learner (ELL) students (i.e., scribing, oral presentation of directions), or
 - provide one-on-one administration because of other documented IEP (SAT/LAT for ELL status) accommodations
- TAs and proctors **must not** be assigned to a room where a relative is being tested.

What Students Are Allowed and Not Allowed to do During Assessment Sessions

- Writing in the margins of the pages on the Grade 3 test booklet or Grades 4 and above answer document is not allowed. PED and Harcourt recommend that students write their responses to constructed response items within the boxes provided. If a student's response covers the tracking bars in any way, this will cause a problem with scoring. Tracking bars are bolded, horizontal bars on the left- and right-hand margins of the page.
- Students cannot use any kind of scratch paper or 'Post-its'. Materials provided by Harcourt, materials that need to be provided by the schools, and materials students may and may not use during testing are specified in the SBA DFAs on pages 8 and 9. These pages should be carefully reviewed several days before testing begins.
- Students cannot use highlighters, markers, colored pencils, or mechanical pencils to provide their responses in the Grade 3 test booklet or answer documents for the other grades, 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.
- Students may use highlighters, etc. to mark the reading passages in the TEST BOOKLET ONLY for **grades 4 and above**. It is imperative that they do **NOT** use anything except No. 2 pencils to mark anything in the GRADE 3 TEST BOOKLETS as those are scannable documents and all the student's work could be lost if that occurred.
- Students may use the Math Reference Sheets provided by Harcourt at grades 6-8 and 11.
- In 2008, the rulers provided with the Math tests can also be used as a straightedge in solving problems in the Science test, if desired. This option is specified in the DFA for each grade level on page 8 and in the test administration scripts for Math and Science.
- Writing prompts may not be written on the board. The directions for the grades 4-8 and 11 Writing Assessment allow a student to review the prompt, his/her plan, and rough draft (from Session 1) prior to writing the final draft in the answer document during Writing Session 2.
- Do not use tape on any tears in the Grade 3 test booklet or answer document in grades 4-8 and 11.
- During session breaks, students may be allowed to use the restroom as long as they are escorted to and from the facility.
- English Language Learner (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 catalogs for approximately \$16.00.)
- Students are not allowed to write when finished with a testing session. First, as indicated above, they are not allowed to use scratch paper on any assessment. Second, students could copy test items and answers of nearby students, which would be a breach of test security.

Special Directions for the Writing Assessment

Editing Task Directions (Grades 4-8 and 11)

Page 10 of the SBA DFAs provides specific information about the changes in the Writing assessment. One change for 2008 is that field testing of writing items is occurring, so each student will need to complete two editing tasks; however, there are more than two editing tasks in each student's answer document. For the second editing task, TAs and proctors will need to monitor carefully to ensure that each student is completing the editing task that is specifically assigned in the student's test booklet (according to which form of the test each student is using). Editing tasks are to be completed in the student's answer document.

To complete the editing task, 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 lose all the points possible 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, Science, and Social Studies assessments as these tests do not assess a student's spelling ability in English. The TA 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.

Special Situations

Unforeseeable Circumstances

It is not uncommon that 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 SBA (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 scheduled 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; mark bubble 6 "Other Non-Completion" in the Test Completion Status box in Section B.

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 TA 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 TA 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 TA **must immediately stop** the student and take the testing 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 TA 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 TA must immediately stop the student and take the testing documents from the student. The student may **not** make up that session, but the student may complete any other sessions that have not been attempted.

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.

Students must answer a total of 15 test items in a content area with a minimum of one response per session for that content area to be considered "scorable." This rule is important to qualify for the participation component of AYP.

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 SBAs, 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 testing documents. Once the testing 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

A valid assessment consists of student completion of all sessions for a specific content area. In grades 3-8, the Reading, Mathematics, and Science assessments consist of three testing sessions while the Writing assessment has two sessions. In grade 11, the Reading, Mathematics, Science, and Social Studies assessments consist of three testing sessions while the Writing assessment consists of two testing sessions.

- If a student does not complete one session of an assessment for a specific content area, the entire assessment is considered invalid. Please note that the assessment for one content area may be invalidated without invalidating the test for other content areas.
- If a content area is invalidated, i.e., for that content area, Box 6 of Section B of the biogrid has a code of 1, 2, 3, 5, 6, or 7 bubbled, the student **will not** receive a score for that content area.
- On the Writing assessments, if a student does not show evidence of planning for the writing prompt(s), no points are earned for planning.

SBA ADMINISTRATION FOR STUDENTS WITH SPECIAL CIRCUMSTANCES

Students with Illnesses/Health Issues

Each school must account for students who are enrolled but are not physically able to attend classes due to an illness, accident, etc., by submitting a blank test booklet (grade 3) or answer document with a completed student biogrid (grades 4-8 and 11). 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 STC may administer the SBA 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 these students. A blank test booklet (grade 3) or the answer document (grades 4-8 and 11) 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. Their results will be attributed to their school of enrollment via the STARS linkages. (See Data section of this Manual.)

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 (grade 3) or answer document (grades 4-8 and 11) with a completed student biogrid for these students.

Private Schools

Private schools are not required to participate in the SBA.

Home-Schooled Students

Home-schooled students are not required to participate in the SBA. Districts may refuse to administer the test to such students. If home-school students are administered the SBA, their documents should be sent to Harcourt separately from the public, charter, state-supported or BIE school documents. Contact Harcourt for special shipping instructions for these tests.

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 PED. These types of facilities are also known as State-supported Schools.

Students who are placed in these types of programs **will** participate in the SBA. The local school district of residence acts as the school district for purposes of distribution of materials. Scores are included in school and 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 blank test booklet (grade 3) or answer document (grades 4-8 and 11) 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 (grade 3) or an answer document (grades 4-8 and 11) with a completed student biogrid for these students.

Dropout Students

For the purposes of SBA administration, a dropout student is a student who is at least eighteen 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 answer document with a completed student biogrid for these students.

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

GED Students

GED students who are not formally enrolled in a public school are exempt from the test. There is **no need** to return a blank answer document 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 purposes, then the student must be tested.** The score will be included in the school's results.

Retained Students

Students in grades 3 – 8 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 SBA.

Students Enrolling or Moving During Testing Window

A student who enrolls during the testing window must be tested. A test booklet (grade 3) or an answer document (grades 4-8 and 11) with a completed student biogrid should be returned for every student

Test booklets (grade 3) or answer documents (grades 4-8 and 11) that are incomplete because the student withdrew from the school before the content area being assessed was completed should be bubbled "1 Withdrew Before Test Completion" for each content area affected.

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 content area administered. The student should only take the assessments he/she has not yet completed. If a student moves to another New Mexico

school during the testing window, any completed test booklet (grade 3) and the answer document (grades 4-8 and 11) for the student must be returned for scoring of the sections completed.

The proficiency scores for all subject areas will be included in the former school's AYP results. The student's participation in the assessment will be counted at the school where the subject area assessment was completed. For example, a student completed the Reading assessment at school A and moved to school B, where he/she completed the Math assessment. The student's proficiency scores for both content areas are attributed to school A, where he/she had been enrolled for a Full Academic Year (FAY). His/her participation in the Reading assessment is attributed to school A, and his/her participation in the Math assessment is attributed to school B.

Determining Grade Level for NMSAP Administration Purposes

Students should be tested at the grade level in which they are enrolled by the district.

As an example, there may be students who start the 2007-2008 school year enrolled as 10th graders who are reclassified and enrolled as 11th graders prior to the administration of the SBA. These students **must** take the grade 11 SBA because they are 11th graders at the time of testing.

STUDENT DEMOGRAPHIC AND TEST DATA

Introduction

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

Submitting Data to STARS

Districts are required to provide data on all schools in their district, including charter schools, during the February Pre-ID Data Collection Window. Districts extract data from their databases for this collection, put it into a specified format, and upload it to PED's secure FTP site for STARS. District STARS Coordinators should be familiar with this process.

BIE schools are not yet required to submit demographic data to STARS. The BIE data extraction from NASIS that will occur in **January** will be one source of data used to generate Pre-ID labels for BIE schools.

Districts should review profile reports on school and district student demographics for evidence of data errors and submit data changes to STARS. To ensure the accuracy of Pre-ID labels, it is recommended that districts compare demographic profiles from the **February** submission with the School and District AYP Accountability Reports for 2006. AYP 2006 accountability reports are available on the PED website. In addition, AYP accountability exception reports will soon be available on the PED website.

The following data are used in STARS for linkages to Pre-ID Labels and should be verified in the February submission:

- State Student ID Number [Must match a valid ID in the NMSIS system]
- District Code [At the beginning of the test window]
- Location ID [At the beginning of the test window]
- Last Name [Should match what is in STARS]
- First Name [Should match what is in STARS]
- Middle Initial [Important for students with duplicate names, do not omit]
- Gender [Must not be missing]
- Race/Ethnicity [Must not be missing or "other"]
- Date of Birth [Month, day, and year must match what is in NMSIS]
- Current Grade [Grade at the beginning of the test window]
- Special Education [As defined in STARS]
- Primary Disability (Gifted) [Used to excluded gifted students from Students with Disability category]
- English Language Proficiency [current, and exited years 1 or 2 count as ELL=Y for AYP]
- Enrollment US Schools 3 Years
- Free and Reduced Price Lunch

Pre-ID Labels

Using data drawn from STARS, the test vendor prints Pre-ID labels for the SBA and the NMAPA (see Appendix A, page ii). These adhesive labels are sent to districts and affixed to test booklets (grade 3) or answer documents (grades 4-8 and 11). 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 so that reports are sent to the correct locations, and that test scores are accurately matched with students. These labels also reduce the need for schools and districts to hand bubble identifying and demographic fields on the biogrid.

Note: The NMELPA Spring 2008 administration will use Pre-ID labels but will not use the same biogrid completion rules as the SBA described below.

Student Biogrid

Public Schools

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

Note: See Bubbling 101 in Appendix A for clarification of the procedures to use.

When to Use the Pre-ID Label

Public and BIE Schools

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

1. Student ID (must have a valid ID in the NMSIS)
2. Name (first, middle initial, and last)
3. Date of Birth (month day and year must match NMSIS 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. The three identifiers should be completely filled out in the biogrid.

Use Only One!

Correct Identifiers? → Use the label

Incorrect Identifiers? → ~~Use the label~~

Bubble !

The purpose of identifiers is to find an ID match in STARS

NMPED – Assessment & Accountability 81

Public Schools

Once again, if the Pre-ID label is valid (all 3 essential identifiers are correct) you do not have to complete any of the other demographics or program information. Make sure that the bubbled identifiers, especially the State ID, will match the student in STARS. Any attempts to correct the

identifiers on the biogrid will NOT replace what is in STARS; for example, if the Date of Birth is incorrect, you will need to correct this in STARS with your next submission.

BIE Schools

Unlike for public schools, PED cannot supply demographic and program information for students who do not have Pre-ID labels or whose three essential identifiers on the Pre-ID label are incorrect.

Important: If you cannot use the Pre-ID label, you must bubble all demographic information on the biogrid.

Note: See Bubbling 101 in Appendix A for clarification.

Pre-ID Label Contact Information

The test vendor will send Pre-ID labels to the districts and to BIE schools during the test window. Labels for Charter schools are sent to the district office. Districts should contact the test vendor to check the status of their labels shipment.

Vendor	Contact Information
Harcourt Assessment, Inc.	customersupportcenter@harcourt.com Phone: 800-763-2306
Harcourt Assessment, Inc.	Erica Baltierra, Program Administrator Phone: 210-339-5606
American Institutes for Research	AIR Help Desk 1800-254-6130 NMhelpDesk@air.org

When no Pre-ID Label is Available

Public Schools

For students who are new to your school, bubble the three basic identifiers in Section A of the biogrid. (See *When not to Use the Pre-ID Label*). Demographics are not required for students formerly enrolled in NM public schools, as their demographics will be maintained in STARS. If student program information has changed (i.e., a student was 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 (such as new to state, a home-schooled student, or a student formerly in a private school), who does not have a valid state ID, obtain one from NMSIS during testing. Bubble in these three identifiers (ID, Name, and DOB) on the biogrid.

BIE Schools

BIE schools will need to bubble all demographics.

Note: See Bubbling 101 in Appendix A for clarification.

Before submitting test materials for scoring, a final check of biogrids should be conducted to verify that information is recorded accurately.

NOTE: If ANY box in Section A or C on the biogrid is bubbled or if stray marks are not erased completely, the Pre-ID label will be invalidated and the test will not match to STARS. You cannot combine a Pre-ID label with bubbled information in these two biogrid sections.

Summary of Fields in Section B of SBA Biogrid that may be Bubbled, as Applicable

Data Field	Valid Values	Description	Biogrid Section and Box Number
Accommodation--01	Y or Blank	Braille version of the assessment. Typically used by students who have IEPs.	B, 8
Accommodation--02	Y or Blank	Standard 18-20 point large-print version of the assessment. Typically used by students who have IEPs.	B, 7
Accommodation--03	Y or Blank	Use of scribe to write oral responses or fill in bubbles in test booklet. Typically used by students who have IEPs or are on 504 plans.	B, 7
Accommodation--04	Y or Blank	Use of a scribe to write oral responses to constructed response items. Typically used by students who have IEPs or are on 504 plans.	B, 7
Accommodation--05	Y or Blank	Use of a scribe to translate a student's oral responses from a language other than English into the test booklet or answer document. Typically used by ELL students.	B, 7
Accommodation--06	Y or Blank	Use of signing or pointing to alternative responses (for multiple choice items only). Typically used by students who have IEPs or are on 504 plans.	B, 7
Accommodation--07	Y or Blank	Signing of test directions, stimulus material, test items, and/or answer choices. Typically used by students who have IEPs or are on 504 plans.	B, 7
Accommodation--08	Y or Blank	Signing of the entire assessment, including word problems. Typically used by students who have IEPs or are on 504 plans.	B, 7
Accommodation--09	Y or Blank	Signing of the <u>directions only</u> for the Reading assessment. Typically used by students who have IEPs or are on 504 plans.	B, 7
Accommodation--10	Y or Blank	Use of communication devices (e.g., text-talk converter) to read test items. Typically used by students who have IEPs or are on 504 plans.	B, 7
Accommodation--11	Y or Blank	Paraphrasing the <u>directions only</u>	B, 7
Accommodation--12 (See Appendix B)	Y or Blank	Reading aloud in a student's native language or translation of test directions, stimulus material, test items, and/or answer choices. Typically used by ELL students.	B, 7
Accommodation--13 (See Appendix B)	Y or Blank	Tape recording of test directions, stimulus material, test items, and/or answer choices. Typically used by students who have IEPs or are on 504 plans.	B, 7
Accommodation--14 (See Appendix B)	Y or Blank	Reading aloud of test directions, stimulus material, test items, and/or answer choices. Typically used by students who have IEPs or are on 504 plans.	B, 7
Accommodation--15	Y or Blank	Tape recording of the <u>directions only</u> for the Reading assessment. Typically used by students who have IEPs or are on 504 plans.	B, 7

Data Field	Valid Values	Description	Biogrid Section and Box Number
Accommodation--16	Y or Blank	Reading aloud of the <u>directions only</u> in English for the Reading assessment. Typically used by ELL students.	B, 7
Accommodation--17 (See Appendix B)	Y or Blank	Reading aloud or translation in the student's native language of the <u>directions only</u> for the Reading assessments. Typically used by ELL students.	B, 7
Accommodation--18	Y or Blank	Use of assistive technology restricted to: 1) augmentative communication devices; 2) computers; 3) word predictor programs; 4) personal portable keyboards; 5) communication boards; 6) Braille; 7) closed circuit TV; 8) low vision devices, such as magnifiers; 9) amplification equipment, such as FM systems. Voice output must be disabled during the Reading assessments. If the communication device produces a typed response, the response must be transcribed onto an answer document exactly as it is written. Typically used by students who have IEPs or are on 504 plans.	B, 7
Accommodation--19	Y or Blank	Use of assistive technology restricted to: 1) augmentative communication devices; 2) computers; 3) word predictor programs; 4) personal portable keyboards; 5) communication boards; 6) Braille; 7) closed circuit TV; 8) low vision devices, such as magnifiers; 9) amplification equipment, such as FM systems. 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 onto an answer document for scoring exactly as it is written. Typically used by students who have IEPs or are on 504 plans.	B, 7
Accommodation--20	Y or Blank	Use of assistive technology restricted to: 1) augmentative communication devices; 2) computers; 3) word predictor programs; 4) personal portable keyboards; 5) communication boards; 6) Braille; 7) closed circuit TV; 8) low vision devices, such as magnifiers; 9) amplification equipment, such as FM systems. If the communication device produces a typed response, the response must be transcribed onto an answer document for scoring exactly as it is written. Typically used by students who have IEPs or are on 504 plans.	B, 7
Accommodation--21	Y or Blank	Record responses on audio tape. Typically used by students who have IEPs or are on 504 plans.	B, 7
Accommodation--22	Y or Blank	Use of a word-to-word translation dictionary or word list (with no definitions). Typically used by ELL students.	B, 7
Accommodation--23	Y or Blank	Use of additional manipulatives for the mathematics assessment, such as number lines, "Touch Math," and counting beans. Typically used by students who have IEPs or are on 504 plans.	B, 7

Data Field	Valid Values	Description	Biogrid Section and Box Number
Accommodation--24	Y or Blank	PED-approved accommodation not otherwise listed (Must have written approval from the Assistant Secretary, Assessment and Accountability Division, for use in the NMSAP)	B, 7
Braille Indicator	Y or Blank (SBA only)	If Braille = Y then SpEd must be Y and Accommodation 1 = Y	B, 8 If left blank, defaults to N
Test completion Math	0, 1, 2, 5, 6, 7 (SBA only)	0= Student Tested All Sessions; (default, pre-bubbled) 1=Withdrew Before Test Completion (withdrew from school); 2=Non-allowed Modification; 5=Parental Refusal; 6=Other Non-Completion; 7=Test Irregularities.	B, 6
Test completion READING	0, 1, 2, 3, 5, 6, 7 (SBA only)	0= Student Tested All Sessions; (default, pre-bubbled) 1=Withdrew Before Test Completion (withdrew from school); 2=Non-allowed Modification; 3=Language Exemption for Reading Only. 5=Parental Refusal; 6=Other Non-Completion; 7=Test Irregularities.	B, 6
Test completion SCIENCE	0, 1, 2, 5, 6, 7 (SBA only)	0= Student Tested All Sessions; (default, pre-bubbled) 1=Withdrew Before Test Completion (withdrew from school); 2=Non-allowed Modification; 5=Parental Refusal; 6=Other Non-Completion; 7=Test Irregularities.	B, 6
Test completion Writing	0, 1, 2, 5, 6, 7 (SBA only)	0= Student Tested All Sessions; (default, pre-bubbled) 1=Withdrew Before Test Completion (withdrew from school); 2=Non-allowed Modification; 5=Parental Refusal; 6=Other Non-Completion; 7=Test Irregularities.	B, 6

Data Field	Valid Values	Description	Biogrid Section and Box Number
<u>Test completion Social Studies Grade 11 only</u>	0, 1, 2, 5, 6, 7 (SBA only)	0= Student Tested All Sessions; (default, pre-bubbled) 1=Withdrew Before Test Completion (withdrew from school); 2=Non-allowed Modification; 5=Parental Refusal; 6=Other Non-Completion; 7=Test Irregularities.	
<u>Form Number</u>	1, 2, 3, 4, 5, 6, 7, 8 (SBA only)	Form number of the test, found on the cover of the test booklet (grades 4 and above)	REQUIRED (there is no default) B, 9
<u>Spanish Report</u>	Y or N	Mark to request a student report in Spanish from the vendor	If left blank, defaults to N B, 15

Biodata Review (BDR)

PED conducts the BDR for districts, charter, special state-supported, and BIE schools to correct errors in student demographic data collected from the SBA and the NMAPA. The data are corrected to ensure the validity of AYP calculations. Corrections should adhere to the definitions for data fields in this manual. PED will provide information about the BDR in March.

By mid-March, districts, charter, special state-supported, and BIE schools will identify staff who will be conducting the BDR. DTCs or STCs will email contact information about each data reviewer to the BDR director at PED (cindy.gregory@state.nm.us). Information about district and school staff requiring access to student information will include name, position title, district, school (if applicable), phone number, fax number, email address, and level of data access requested (view and edit data for entire district or only a school; note that charter, special state-supported, and BIE schools are considered independent districts for data review purposes).

PED will conduct training for BDR on the internet. Training sessions will be scheduled in early April. Review staff identified by districts will be notified of the dates and times. A recorded session will be available on the internet after the scheduled sessions have ended.

Attendance Rate

Attendance is the additional academic indicator for schools configured K and higher that do not have a 12th grade. For schools with a 12th grade, the high school graduation rate is considered as the additional indicator and attendance is not computed. There is no minimum group size for calculation of attendance, and it applies to all elementary and middle schools regardless of size of student population. For schools to achieve AYP the attendance rate must be 92.00% or higher.

PED will calculate final attendance rates for districts and schools by the third week of May using data submissions from 40D, 80D, and 120D. Any discrepancies in attendance calculations must be remedied by correcting STARS submissions. Reports showing cumulative attendance rates at each relevant snapshot are available in STARS, as well as reports for examining invalid submissions. Requests for changes in snapshots at EOY will not be honored.

How Attendance is Calculated

Attendance is calculated as the ratio of cumulative days *attended* to the cumulative days *enrolled* for each individual student at the 120th day of reporting. The attendance ratio per student is then averaged for all students who were ever enrolled during the school year, regardless of duration. Students who are enrolled for only a week will have a rate with equal importance to students who have been enrolled the entire school year. Students who transfer to another public school will contribute to each school's attendance rate for the tenure of their time at that school.

To compute attendance, sum the number of days the student was actually present to the nearest half day (greater than $\frac{1}{2}$ day rounds up to a full day of attendance). This number is divided by the number of days the student was expected to be present in school (days enrolled). This yields a proportion between 0 (no days present, but enrolled) and 1.0 (present for all days enrolled). Once an attendance proportion is computed for each student, these proportions are averaged (summed, and divided by the total number of students contributing a proportion) and multiplied by 100 to yield a percentage.

For example, a student who had not missed any days of school at the 120th day of reporting would have a proportion of $120/120=1.0$. A student who missed 5 days would have a proportion of $115/120=.9583$. The average of these two students' yields $(1.0 + .9583) / 2 = .97915$. This becomes 97.915% for the purpose of AYP reporting. Because attendance rates are computed "per student" and then averaged, each student will contribute the same weight in the attendance calculation, whether they are long term students or short term students.

Guidance on Attendance Submissions Attendance is defined by the Compulsory Attendance Act (see NMAC 6.10.8) as "students who are in class or in a school-approved activity. If a student is in attendance up to one half the total instructional time during a school day, the student will be counted as having attended one-half of a school day. If the student attends school for more than one-half of the total instructional time, the student will be counted as having attended for the full day. Attendance is taken for every instructional day."

A student is counted present only if actually at school or present at another place at a school activity that is sponsored by the school and is personally supervised by a member of the school staff. This may include authorized independent study, work-study programs, field trips, athletic events, contests, music festivals, student conventions, instruction for homebound students, and similar activities when officially authorized under policies of the local school board. It does not include making up school work at home, or activities supervised or sponsored by private groups or individuals. Excused (lawful) and unexcused (unlawful) absences are both counted as absences. Snow days, or closures for emergencies such as a water line break do not count as "instructional days" and should be removed from the denominator of the attendance computation.

Parental requests for excused absences, such as for illness or travel, are not removed from the denominator. These are days that the student is enrolled, expected to be receiving instruction, and is not in attendance. The AYP calculation appreciates that a certain number of these absences are inevitable, so the threshold for meeting this indicator is lowered to 92%. That means that each student is allowed 8 absences (excused or unexcused by parents) during each 100 days of instructional time.

Graduation Rate

For schools with a 12th grade, the high school graduation rate is the additional indicator and attendance is not computed. There is no minimum group size for calculation of graduation, and it applies to all high schools regardless of size of student population. Each high school will meet AYP annually if it equals or exceeds a 90% graduation rate, or if the graduation rate equals or exceeds the previous year's graduation rate, or if the graduation rate averaged over three years (this year's rate and the two previous academic years) equals or exceeds the rate of the previous academic year

Pending approval from the US Department of Education, PED will freeze graduation rates for one year in 2008 (graduation rates from 2007 will be repeated) in order to initiate a lagged graduation calendar. With a one year lag in graduation rates districts will have time to submit the outcome of summer graduates and rates can account for these students. From this point forward, graduation rates will continue to be reported with a one year lag (i.e. rates reported in 2010 will reflect the graduates from 2009).

Graduation will progress to the 4-year cohort method beginning in 2009 rather than 2008 as originally planned. New exit codes are being implemented in STARS to facilitate this transition. These exit codes will track students that TRANSFER OUT of public education, specifically to home school, private school, or out of state school. Districts should begin implementing tracking for these students in local information systems as soon as possible.

In order to preview the effect of the move to a 4-year cohort calculation, a 4-year cohort estimate will be provided in 2008, along with another estimation method (Freshman Averaging) FOR INFORMATION PURPOSES ONLY. These graduation calculations will serve only as a pilot of the 4-year rate, and will not be used for AYP determinations until 2009.

How the 4-Year Graduation will be Calculated. The numerator will be the number of on-time graduates in a given year. These may include special subgroups (special education, or non-English speaking students) that are allowed more than 4 years to graduate. The denominator will be the number of students that were enrolled 4 years earlier; plus students who transferred into the cohort during the 4-year period; and minus students who exited to another educational setting. The details of student mobility and other computational issues will be published shortly in a separate document.

Who is a Graduate?

1. Recipient of a standard diploma (includes Career and Ability Pathways)
2. Graduated by the end of the summer of their 4th year; students who are authorized to be a member of a 5 or 6 year cohort will be held to that date. Students entering after 9th grade will be held to an adjusted time span.
3. Passed all sections of the New Mexico High School Competency Examination (NMHSCE)
4. Completed 23 credits

Who is Not a Graduate?

- Recipients of GED
- Recipients of Certificates of Completion
- Students exiting who do not graduate elsewhere in the state, and cannot be shown to have transferred into another educational setting
- Students graduating in greater than 4 years, or their appropriated time span.

Who is Exempt from Graduation Calculations?

- Foreign exchange students
- Students who exit to another non PED educational setting (out of state, private, home school)
- Deceased

AYP Calculations and Ratings

Preliminary AYP school and district ratings and supporting information will be reported in STARS. Districts, Charter, and Special State-supported schools will have an opportunity to appeal their preliminary AYP results. The lead educational officer (superintendent or principal) will be required to submit a *request form* explaining the substantive reason for the appeal, including evidence of test scoring errors, calculation errors, and extenuating circumstances. Documented evidence might include student IEPs, correspondence with PED, and other relevant materials. PED will provide additional information about this review in July. Requests for clarification or an explanation of AYP calculations do not constitute an appeal and can be submitted to the Chief Statistician by email cindy.gregory@state.nm.us.

PED will post student-level assessment data, including all students taking the SBA, in STARS for the review of school and district ratings. Parent, School, and District Achievement Summary reports will also be posted in STARS to support local curriculum planning.

Calculating Participation in the SBA

A brief overview of the calculation of participation is presented below. Detailed requirements under NCLB are discussed in the *New Mexico State Department of Education Consolidated State Application Accountability Workbook*, updated August 2005. All students in grades 3 through 8 and 11 are required to participate in the SBA. Further, all schools are expected to maintain at least 95% participation in the assessment for all NCLB groups and subgroups with at least 40 students. No participation rates are calculated for feeder schools (enroll K-2 only). All districts are expected to separately meet the participation requirement for all NCLB groups and subgroups at the elementary, middle, and high school level. (Grade spans identified for district AYP are grades 3 through 5, 6 through 8, and 9-12.)

There are two exceptions to completing the general assessment that are counted as participation. Students with significant disabilities who are unable to participate in the SBA, even with accommodations, may participate in the New Mexico Alternate Proficiency Assessment (NMAPA) provided they meet the participation criteria. ELL students assessed by the New Mexico English Language Proficiency Assessment (NMELPA) can be counted toward meeting the participation requirement in the SBA for Reading even if they did not take the Reading assessment. (Information about this substitution is recorded on the student's biogrid for SBA Test Completion as bubble 3 "Language Exemption for Reading only.")

Participation in the Reading and Math assessments is calculated for AYP. Calculations are based on the number of test booklets with completed demographic information returned to test vendors for scoring. A limited number of tests are not included in calculations due to a student's official withdrawal from school before a Reading or Math assessment was completed. The numerator in the calculation includes only scored tests in which the student completed testing of all sessions for the content area. The denominator is comprised of the total number of test booklets. A number of circumstances prevent the scoring of a test, and they count against participation. These include the use of a non-allowed test modification, parental refusal for the child to take the test, other non-completion of the test (e.g., medical emergency), and testing irregularities. Additionally, tests will not be considered scorable if the student did not meet the requirements of the Valid Attempt Rule: complete at least 15 items in the content area and at least one item in each session. The ratio is multiplied by 100 to calculate a percentage. The result is truncated to the whole number. That is, the percentage is not rounded. AYP for participation is met when the whole number equals or exceeds 95%.

Calculating Proficiency

A brief overview of proficiency calculations is presented below. Detailed requirements under NCLB are discussed in the *New Mexico State Department of Education Consolidated State Application Accountability Workbook*, updated August 2005. New Mexico established four levels of student proficiency measured by the SBA and NMAPA. Beginning Step, Nearing Proficiency, Proficient, and Advanced. Under NCLB requirements, all groups and subgroups of students in New Mexico will be proficient by 2013-2014. The proficiency targets, called Annual Measurable Objectives (AMOs), increase over time as New Mexico works toward the goal of 100% proficiency. AMOs are matched to the grade configuration of the school (see below). To make AYP for proficiency, all groups and subgroups must meet or exceed the AMO adjusted by a confidence interval to account for sampling variability, or meet the requirements of Safe Harbor. Proficiency rates are calculated separately for Reading and Math.

Full Academic Year

Student tests contribute to the proficiency rating only when the student has been present for one full academic year (FAY). FAY is defined as a student being present in STARS snapshots for a single location or district at 120D of the previous year, and 40D, 80D, and 120D of the current testing year. For new schools and transition grades (i.e. grade 7 of a middle school), the requirement for being present the prior 120D submission is removed.

PED will calculate FAY for each student in May using data submissions from 120D, 40D, 80D, and 120D. Any discrepancies in FAY declarations must be remedied by correcting STARS submissions. Reports showing cumulative FAY at each relevant snapshot are available in STARS. Requests for changes in snapshots at EOY will not be honored. BIE schools will indicate FAY status separately.

Annual Measurable Objectives (AMOs)

CONFIGURATION		2007	2008	2009	2010	2011	2012	2013	2014
GRADE K-5 SCHOOL									
	READING	49	59	63	67	77	81	90	100
	MATH	33	44	50	57	68	79	89	100
GRADE K-6 SCHOOL									
	READING	44	55	59	63	74	78	89	100
	MATH	28	41	47	54	67	77	87	100
GRADE K-8 SCHOOL									
	READING	45	56	60	64	75	79	89	100
	MATH	24	38	44	51	65	76	86	100
GRADE 6-8 SCHOOL									
	READING	42	53	57	61	72	76	89	100
	MATH	20	35	41	48	63	74	85	100
GRADE 7-8 SCHOOL									
	READING	45	56	60	64	75	79	89	100
	MATH	20	35	41	48	63	74	85	100
GRADE 7-12 SCHOOL									
	READING	45	56	60	64	75	79	89	100
	MATH	23	37	43	50	64	75	86	100
GRADE 9-12 SCHOOL									
	READING	45	56	60	64	75	79	89	100
	MATH	27	40	46	53	66	77	87	100

The percentage of students reaching each level of proficiency is calculated for all subgroups with at least 25 students. A percentage is computed for an *All Students* group having at least one student. This exception to group size permits an AYP rating for small schools which meets the NCLB requirement to rate all public schools in the state. Students are not included in the calculation if they withdrew from the school before completing the assessment in that content area or if they were exempt from the Reading assessment by taking the NMELPA. Only students continuously enrolled for a full academic year (FAY) at the time of testing are included in proficiency calculations. Students are counted in the numerator when they have scored *Proficient* or *Advanced*. All FAY students are counted in the denominator, except those who withdrew before completion, or those who received the language exemption. The ratio is multiplied by 100 to calculate a percentage which is rounded to two decimal places.

A subgroup failing to meet or exceed the AMO might still make AYP if the proficiency percentage equals or exceeds the lower limit of a confidence interval. A one-tailed 99% confidence interval is calculated to provide a margin of error for small subgroups, since when subgroups are small, a single student can make a substantial difference in the proficiency rate. The use of a confidence interval attempts to overcome that circumstance.

Safe Harbor

If a subgroup fails to meet AYP with the confidence interval, it might make AYP by passing the three requirements of Safe Harbor. The subgroup must (1) demonstrate a 10% reduction in the non-proficiency rate, AND (2) meet or exceed the target for the additional academic indicator (attendance or graduation) or show an increase in the other academic indicator from the prior year, AND (3) have a 95% or greater participation rate in the assessment. The non-proficiency rate requiring the 10% reduction is 100% minus the subgroup's proficiency rate. For example, if the proficiency rate is 30%, then the non-proficiency rate is 70%. For a school to make AYP through Safe Harbor, the 70% non-proficiency rate in the first year must decline by at least 7 percentage points (10% of 70%) in the second year.

District Proficiency Calculations

Proficiency calculations at the district level differ in two ways from those described for schools. District rates are calculated for students aggregated within each of three grade spans (Kindergarten through grade 5, grade 6 through grade 8, and grade 9 through grade 12). In addition, the One Percent Rule set by the US Department of Education requires that the percentage of students in earning *Proficient* or *Advanced* scores on an alternate assessment based on alternate achievement standards (AA-AAS) cannot exceed one percent of the total number of students tested in the district. In districts where the one percent threshold is exceeded, a random sample of students taking the alternate assessment is identified, and their *Proficient* and *Advanced* rankings must be recoded to *Non-proficient*.

Making School AYP

Making AYP at the school level requires that every group and subgroup (1) meet or exceed the participation target for Reading and Math, AND (2) meet or exceed the proficiency target for Reading and Math (Utilizing the AMO, confidence interval, or Safe Harbor), AND (3) meet or exceed the target for the additional academic indicator (graduation or attendance). The school does not meet AYP if any group or subgroup fails to meet the target for Reading, Math, or the additional indicator in any subgroup.

Making District AYP

Making AYP at the district level requires that every group and subgroup (1) meet or exceed the participation target for Reading and Math, AND (2) meet or exceed the proficiency target for reading and Math (utilizing the AMO, confidence interval or Safe Harbor), AND (3) meet or exceed the target for the additional academic indicator (graduation or attendance in all three grade spans (Kindergarten through 5th grade, 6th grade through 8th grade, and 9th grade through 12th grade). A district does not meet AYP if any grade span fails to meet the target for Reading, Math, or the additional indicator.

Determining School NCLB Designation

A designation is assigned to each content areas (Reading and Math) and to the additional indicator. If the school does not make AYP for two consecutive years in the same content area or the other academic indicator, it receives the School Improvement I designation for that measure. Each additional year of not making AYP in the same subject area or the additional indicator moves the school further up the continuum for that content area. The *designations* in the continuum range from *School Improvement I*, *School Improvement II*, *Corrective Action*, *Restructuring I*, to *Restructuring II*.

A school receives three designations; for example *Restructuring I* in Math and *Restructuring II* in Reading, and *Restructuring I "Delay"* in the other indicator. The school is assigned the most severe of the three designations. Schools may move out of the designation continuum by achieving AYP in subsequent years. In the first year that a school with a designation makes AYP in a content area (or the additional indicator), it receives a *Delay* in the area designation. In other words, if a school with a designation of School Improvement I in Math makes AYP in math the following year, the designation is changed to *School Improvement I Delay* in that area. If in the following year, the school continues to improve, making AYP for a second year in Math, the NCLB designation for that area is removed. At that point the school's NCLB designation for that area becomes "None."

Determining District NCLB Designation

A designation is assigned to the content areas (Reading and Math) and to the additional indicator. If the district does not make AYP for two consecutive years in the same subject area (Reading or Math) across all three grade spans (K-5, 6-8, and 9-12) or fails to meet targets for the additional academic indicators (attendance and graduation) in all three grade spans for two consecutive years, it receives the designation *School Improvement I* for the content area causing the failure. Each additional year that the district does not make AYP in the same area or additional indicator moves the district further up the continuum for that measure. The *designations* in the continuum range from *School Improvement I*, *School Improvement II*, *Corrective Action*, *Restructuring I*, to *Restructuring II*. Districts may move out of the designation continuum by achieving AYP in subsequent years (see Determining School NCLB Designation above)

SBA Data Reports

SBA results for students, schools, districts, and the state are distributed to a variety of audiences by PED and Harcourt. Harcourt prints district, school, and student reports and ships them to the District Test Coordinator for distribution within the district. School and student reports contain test scores for individual students. The state, district, and school reports contain summary statistics. The following are examples of reports that contain information on student performance at district, school, and individual student levels.

- *Performance by Subgroup Category Report (District)* – A report listing the total number and percentage of students in the district scoring in each performance level as a whole in a specific content area, and disaggregated by a number of demographic variables such as gender, ethnicity, and disability status.

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

District Electronic SBA Data Files

Harcourt will produce an electronic data file that contains all student-level data obtained from the SBA including demographic information, performance level information, and item responses. These files will be available to the District Test Coordinators prior to the public release of data.

Public SBA Reports

The PED is required by law to report the results of the SBA to the general public as follows:

- *PED Press Release* – A report describing the performance of students at the state, district, and school levels on all SBA content areas.
- *PED Website* – An internet listing of SBA results at the state, district, and school levels since 2004-2005, the first year the SBA was administered.

TESTING ACCOMMODATIONS

Adaptations, Accommodations, and Modifications

The PED distinguishes among adaptations of a standardized test administration, accommodations, and modifications.

- **Adaptations** 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 biogrid of the student's test booklet (grade 3) or the answer document (grades 4-8 and 11). However, IEP teams, student assistance teams, or other education teams should continue to include documentation of required adaptations in the student's educational plan to help ensure that they are provided during the 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 to the student. The intent of an assessment is to describe all students' true levels of achievement with the greatest accuracy. The PED offers an array of **allowable accommodations** designed to provide students with 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 in the NMSAP.**

Who Decides Which Students Will Require Accommodations?

The Individualized Education Plan 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 for at least three months prior to the test window in order for students to use the allowable accommodations in the SBA. Students with IEPs should be provided with the allowable accommodations listed on their IEPs. Students with a 504 Plan should be provided with the allowable accommodations listed in their 504 Accommodations Plans. 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 (SAT). Other examples of written documentation include written notes in a teacher's lesson plan book or the student's permanent file. Please note that accommodations approved for individual students should be shared with teachers working with the student as well as the student's parents/guardians.

Using an accommodation during assessment that is not used during instruction may be detrimental to the student's performance on the assessment. **Accommodations are determined on an individual student basis; therefore, an accommodation is not an acceptable practice for an entire class or group.**

All students are eligible for the **allowable accommodations** listed in the tables that follow. However, it is important to emphasize that the student should have received the same accommodation for instruction and assessment in the content area for **at least three months prior** to the test administration. There must also be **written documentation** that each accommodation is used in daily instruction for at least three months prior to the test window in order for students to use the allowable accommodation in the NM Standards Based Assessment. Using an accommodation during assessment that is not used during instruction may be detrimental to the student's performance on the

assessment. **Accommodations are determined on an individual student basis; therefore, an accommodation is not an acceptable practice for an entire class or group.**

Criteria for Selecting Accommodations in the SBA

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 (SAT) documentation, or other teacher-developed plan that guides student instruction.
2. Accommodations guidance is 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 but 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 him/her, as well as use 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 Requires an Accommodation

If a student moves into the district just prior to the assessment and no documentation is available on allowable 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 any accommodations the student has 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 biogrid of the student's test booklet (grade 3) or answer document (grades 4-8 and 11).

Students Who Have Been Receiving Accommodations during Instruction that Are not Listed as Approved Accommodations

There may be some instances where a student has been receiving an accommodation during instruction that is not available as an allowable accommodation in the SBA. Some examples are reading the Reading assessment, spelling words during the Writing assessment, or providing multiplication tables for the Mathematics SBA. If the requested accommodation is determined to affect the validity or comparability of assessment results or is identified as a modification that is not approved through the PED, the student may test:

- without accommodations.
- with allowable accommodations.

How Will Accommodations Be Documented and Reported?

The biogrid on the test booklet (grade 3) or answer document (grades 4 and above) of students using accommodations should be coded to reflect the type of **allowable accommodations** provided (using codes 1-24). The student may then use that accommodation during the assessment administration. Scores of students who test using approved accommodations will be included in all test reporting. There is no scoring penalty for administering the assessments in the NMSAP using approved accommodations. Please note that the 2008 SBA biogrid separates the PED allowable accommodations into specific content areas.

If the assessment is administered with a prohibited modification, the SBA test booklet (grade 3) or answer document (grades 4 and above) this action must be coded on the biogrid, as a using **non-allowed modification** (Box 6, Bubble #2). Assessments taken using a non-standard administration will be invalidated. The student will be counted as a non-participant in determining the school's participation rate and as a "no score" in the school's performance results.

Note: Please read the memo in Appendix B regarding special procedures that must be followed in the Spring 2008 SBA administration if accommodations # 17 or # 12 are used.

**Adaptations that DO NOT Need to be Documented
On the Biogrid 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 sessions in a different order, except for the Writing assessment. (See page 10 of SBA DFA.) 	<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 qualified individuals other than the student's usual teacher(s) (Students may not have the assessment administered to them by a relative) • Preferential seating (e.g., in front of classroom) • Administration in a study carrel
Presentation	Response
<ul style="list-style-type: none"> • Use of devices normally used by students for kinesthetic assistance (e.g., pencil grips) • Use of devices normally used by students for visual assistance (e.g., colored overlays) • Rereading the test directions in the DFA to all students when requested by any student (Note that this does not permit reading the test directions aloud for individual students) • 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 points are earned for spelling • Allowing students to mark responses in the test booklet (grade 3) or answer document (grades 4 and above) • Allowing students to mark responses on large-print answer documents • Using place markers to maintain place for responding • Using approved calculator in grades 8 and 11 (SBA) and on relevant sessions of NMHSCE

Allowable Accommodations for Reading that **MUST** be Documented on the Biogrid

Code	Presentation	Code	Response
01	Braille version of the assessment	03	Use of scribe to write oral responses or fill in bubbles in test booklet (grade 3) or answer documents (grades 4 and above)
02	Standard 18-20 point large-print version of the assessment	04	Use of a scribe to write oral responses to constructed-response items
09	Signing of the <u>directions only</u> for the Reading assessments	05	Use of a scribe to translate a student's oral responses from a language other than English into the test booklet (grade 3) or answer document (grades 4 and above)
11	Paraphrasing the <u>directions only</u>	06	Use of signing or pointing to alternative responses (for multiple-choice items only)
15	Reading aloud or tape recording of the <u>directions only</u> for the Reading assessment	18	<p>Use of assistive technology restricted to:</p> <ol style="list-style-type: none"> 1) augmentative communication devices 2) computers 3) word predictor programs 4) personal portable keyboards 5) communication boards 6) Braille 7) closed circuit TV 8) low vision devices, such as magnifiers 9) amplification equipment, such as FM systems <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 test booklet (grade 3) or answer document (grades 4 and above) for scoring exactly as it is written</p>
16	Reading aloud of the <u>directions only</u> in English for the Reading assessments	21	Record responses on audio tape
17	Reading aloud or translation into the student's native language of the <u>directions only</u> for the Reading assessments (See Appendix B)	24	PED-approved accommodation not otherwise listed
22	Use of a word-to-word translation dictionary or word list (with no definitions)		

Allowable Accommodations for Writing that **MUST** be Documented on the Biogrid

Code	Presentation	Code	Response
01	Braille version of the assessment	03	Use of scribe to write oral responses or fill in bubbles in test booklet (grade 3) or answer document (grades 4 and above)
02	Standard 18-20 point large-print version of the assessment	04	Use of a scribe to write oral responses to constructed response items
07	Signing of test directions, stimulus material, test items, and/or answer choices	05	Use of a scribe to translate a student's oral response from a language other than English into the grade 3 test booklet or answer document (grades 4 and above)
08	Signing of the entire assessment, including word problems	06	Use of signing or pointing as alternative responses (for multiple-choice items only)
10	Use of communication devices (e.g., text-talk converter) to read test items	19	<p>Use of assistive technology restricted to:</p> <ol style="list-style-type: none"> 1) augmentative communication devices 2) computers 3) word predictor programs 4) personal portable keyboards 5) communication boards 6) Braille 7) closed circuit TV 8) low vision devices, such as magnifiers 9) amplification equipment, such as FM systems <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 test booklet (grade 3) or answer document (grades 4 and above) for scoring exactly as it is written</p>
11	Paraphrasing the <u>directions only</u>	21	Record responses on audio tape
12	Reading aloud in the student's native language or translation of test directions, stimulus material, test items, and/or answer choices (See Appendix B)	24	PED-approved accommodation not otherwise listed
13	Tape recording of test directions, stimulus material, test items, and/or answer choices (See Appendix B)		
14	Reading aloud of test directions, stimulus material, test items, and/or answer choices (See Appendix B)		
22	Use of a word-to-word translation dictionary or word list (with no definitions)		

**Allowable Accommodations for Math, Science, and Social Studies that
MUST Be Documented on the Biogrid**

Code	Presentation	Code	Response
01	Braille version of the assessment	03	Use of scribe to write oral responses or fill in bubbles in test booklet
02	Standard 18-point large-print version of the assessment	04	Use of a scribe to write oral responses to constructed-response items
08	Signing of the entire assessment, including word problems	05	Use of a scribe to translate a student's oral responses from a language other than English into grade 3 test booklet or answer document (grades 4 and above)
10	Use of communication devices (e.g., text talk converter) to read test items	06	Use of signing or pointing as alternative responses (for multiple choice items only)
11	Paraphrasing the <u>directions only</u>	20	Use of assistive technology restricted to 1) augmentative communication devices 2) computers 3) word predictor programs 4) personal portable keyboards 5) communication boards 6) Braille 7) closed circuit TV 8) low vision devices 9) amplification equipment, such as FM systems If the communication device produces a typed response, the response must be transcribed into a grade 3 test booklet or answer document (grades 4 and above) for scoring exactly as it is written
12	Reading aloud in the student's native language or translation of test directions, stimulus material, test items, and/or answer choices (See Appendix B)	21	Record responses on audio tape
13	Tape recording of test directions, stimulus material, test items, and/or answer choices (See Appendix B)	24	PED-approved accommodation not otherwise listed
14	Reading aloud of test directions, stimulus material, test items, and/or answer choices in English (See Appendix B)		
22	Use of a word-to-word translation dictionary or word list (with no definitions)		
23	Use of additional manipulatives for the mathematics assessment, such as number lines, "Touch Math," and counting beans		

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 of 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 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 	<ul style="list-style-type: none"> Sharing calculators in the same session Using calculators in Grades 3-7 SBAs Using calculators with QWERTY keyboards; attached electronic pens; printing attachments; ability to communicate with other devices; distracting sound effects; raised screens, and attached cords Using calculators in prohibited sessions (NMHSCE)

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 their daily instruction that will benefit from having access to a large print SBA grade 3 test booklet or answer document for grades 4 and above. A standard 18-point font test is available for these students when ordered through the testing contractors.

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

Answer Documents 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 use 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 grade 3 test booklet or answer document (grades 4 and above). When the student has used Braille as a response format, the transfer of this information into the regular print test 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 (grade 3) or answer documents (grades 4 and above), along with the original Braille and standard large print tests, should be returned to the testing contractor with your other SBA test materials.

Scribing

Scribing is an accommodation for students unable to fill in and/or write answers directly in the grade 3 test booklet or answer document (grades 4 and above). 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 SBA. If a scribe is used, the appropriate codes (3, 4, or 5) must be bubbled in box 7 of the biogrid. 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 grade 3 test booklet or answer document (grades 4 and above) by content area.

Scribing Rules for Reading, Math, 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 grade 3 test booklet or in the answer document (grades 4 and above). 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 tell the scribe to make any changes the student feels are necessary. For English Language Learners (ELLs), the scribe may translate the student's oral responses from the student's native language into English.

Scribing Rules for 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 grade 3 test booklet or the answer document (grades 4 and above) 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 grade 3 test booklet or the answer document (grades 4 and above) and ask the student to indicate where punctuation and capital letters should be placed. The student may then choose to tell the scribe to make any other changes that the student feels are necessary (even if they are incorrect changes). The scribe may erase and insert the student's corrections. For ELLs, the scribe may **NOT** translate the student's oral responses from the student's native language into English on the Writing assessment.

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 grade 3 test booklet or answer document (grade 4 and above) of a student is unreadable (e.g., pages are severely torn). In an unused grade 3 test booklet or answer document (grades 4 and above), 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 grade 3 test booklets or answer documents (grades 4 and above), Braille, large print test booklets or answer documents, and typed student responses must be returned to the STC for return to the DTC.

Translation (See memo in Appendix B for 2008 procedures for accommodations # 17 and # 12)

Translation is an accommodation for ELLs who are not yet proficient in English and where a test in the student's 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 translation may be used as an accommodation.

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 from one grade 3 test booklet or answer document (grades 4 and above) into English into another grade 3 test booklet or answer document (grades 4 and above). The translating scribe must follow the guidelines listed previously for scribing and transcription, respectively, depending upon which type of scribed translation is necessary.

PARTICIPATION OF STUDENTS WITH INDIVIDUALIZED EDUCATION PLANS (IEPs)

All students with Individualized Education Plans (IEPs) must participate in the New Mexico Standards Based Assessment in one of three ways:

- A student with an IEP who does not require instructional and/or testing accommodations may participate in the standard administration of the general assessment (with or without adaptations).
- A student with an IEP who requires both instructional and testing accommodations may participate in the standard administration of the general assessment with 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 based on alternate achievement standards, provided that s/he meets the participation criteria established by the Public Education Department (PED).

The Individualized Education Plan (IEP) team determines how the student will participate in assessments. It does not determine whether the student will participate. There must be a clear understanding among all IEP team members of how the student will participate in the assessment program. The IEP team is responsible for identifying and selecting the specific accommodations necessary for the student at least three months prior to test administration. This decision is made after carefully considering the student's unique needs and the specific test(s) the student is required to take. Accommodations are integrated into the student's classroom routine. The team members also discuss any potential consequences that may arise from implementing the accommodations and ensure the parents/guardians understand the effect of their decision(s) on the student. Test accommodations must be documented in the IEP.

The PED's Special Education Bureau (SEB) strongly recommends that IEP teams make the decision as to which accommodation is most appropriate for students with IEPs before the actual testing window. As stated above, the PED expects accommodations to have been used in the classroom for at least three months. This enables the teachers and other staff time to adequately prepare for the test's administration and provide required accommodations in instructional settings. Students benefit from receiving needed accommodations in the classroom. They become accustomed to them as the testing environment will be similar to their classroom environment.

Determining Appropriate Accommodations—Some Important Considerations for IEP Teams

Accommodations selected for assessment must have instructional relevance and be connected to a specific skill deficit. The IEP team should be able to explain how the skill deficit affects the student's ability to demonstrate his or her level of mastery of the content areas measured by the particular assessment. They should also be able to describe how the accommodation relieves the deficit. This information allows the IEP team to determine appropriate accommodations for the student. All decisions regarding test accommodations must be accurately and fully documented in the student's IEP.

The Special Education Bureau (SEB) recommends that the team address and document answers to the following questions when developing the IEP:

1. What is the student's grade?
2. What assessments are administered at that grade (school, district, state)?
3. What content areas are assessed on the respective assessments?
4. What skill deficit does the student exhibit that would require accommodation in each content area assessed?

5. What accommodations are necessary?
6. Do the accommodations have instructional relevance?
7. Will the student have at least three months to use the accommodation in the classroom prior to testing?
8. Is the accommodation selected allowable for the NMSAP (see the accommodations section of this manual)?
9. If the accommodation is not allowable in the NMSAP and is considered a modification, has the team discussed the potential consequences of using that accommodation?
10. Do the parents/guardian understand the potential consequences of the assessment option selected?

PED has provided guidance to assist IEP teams making decisions about selecting and implementing accommodations for students with IEPs. The *How to Choose and Use Accommodations for Students with Disabilities* technical assistance manual is an excellent resource for IEP teams in New Mexico. The manual is updated to reflect the most current guidance available. The manual is supported by a professional development guide and a PowerPoint presentation which allows districts and schools to conduct similar trainings using the Trainer-of-Trainers model. It is available on the SEB website at: <http://www.ped.state.nm.us/seo/assessment/index.htm>.

Please contact a PED Education Administrator at (505) 827-6577 if you have questions that were not addressed by this manual.

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 the implications of selections.	DON'T check every accommodation possible on a checklist just to be "safe".

Choosing Appropriate Accommodations (continued)	
DO evaluate whether instructional and assessment accommodations are used by the student.	DON'T assume that the same accommodations remain appropriate year after year.
DO get and use input about accommodations from administrators, general educators, parents, and the student, 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 mediate the effect of the disability on understanding instruction and demonstrating learning.	DON'T assume that certain accommodations are appropriate for every student.
DO understand that providing accommodations has a direct impact on instructional expectations	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 on the Student Biogrid

How a student with a disability takes a statewide assessment must be clearly documented within the IEP document. The IEP team cannot simply agree verbally how the student will participate in the state and district-wide assessments. Documentation must be in place so the student's TA 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, using the appropriate code if necessary, the specific accommodations that the student will receive. 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 that decision within the IEP.

If the student's IEP indicates that he or she will participate in the general assessment with specific accommodations, the biogrid on the student grade 3 test booklet or the answer document for grades 4 and above must be coded (1-24) to reflect the type of accommodation(s) 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. Local educational agencies are expected to formally monitor and document the implementation of accommodations for students with IEPs. The PED has implemented an audit process to ensure compliance with this expectation.

The Original New Mexico Alternate Assessment (NMALT) and the New Mexico Alternate Performance Assessment (NMAPA)

While the vast majority of students with IEPs will participate in general assessments with or without adaptations and/or accommodations, a small percentage of students require an alternate form of assessment due to the nature of their disabilities. The PED convened a group of professionals with experience in the field of significant cognitive disabilities to develop such an assessment. The result was the *Original New Mexico Alternate Assessment*. This assessment was the state-approved alternate assessment for the New Mexico High School Competency Exam (NMHSCE) administered in the fall of 2006 ONLY. Currently, students with significant cognitive disabilities who meet the PED's established participation criteria participate in an alternate assessment based upon alternate achievement standards (AA-AAS). This assessment was designed to meet the stringent technical adequacy requirements of the No Child Left Behind Act. The PED worked with university and district assessment professionals, and general and special education teachers to develop this assessment.

This assessment, the New Mexico Alternate Performance Assessment (NMAPA) became operational Spring, 2007.

The NMAPA is aligned with a new set of performance expectations for students with significant cognitive disabilities, called Expanded Grade Band Expectations (EGBEs). The EGBEs were written and revised by a diverse group of stakeholders from all over the state. Expert panels included general content specialists, special education teachers, university staff, parents, related service providers, diagnosticians, and PED personnel wrote and reviewed the EGBEs. They have also been reviewed and revised by national experts. The goal of the review was to ensure high quality standards that are relevant for this population of students. The EGBEs provide instructional and assessment expectations for students with significant cognitive disabilities. They should be used to develop academic goals and objectives as well as to select testing accommodations for students with significant cognitive disabilities. The EGBEs are available on the PED website at: http://www.ped.state.nm.us/div/acc.assess/assess/Expanded_Grade_Band_Expectations/eqbe.html.

As required by IDEA, the PED established participation criteria that students must meet in order to take the state-approved alternate assessment based upon alternate achievement standards. These criteria for determining eligibility have recently been revised and are included at the end of this section. PED requires that the Determining Eligibility form for the New Mexico Alternate Assessments be filled out and kept on file as a record that the IEP team has considered and documented the rationale for its decision-making process. The form is available at: http://www.ped.state.nm.us/seo/assessment/Making_Asmnt.Decisions.0607.NMAPA.doc,

There have been both Federal and State regulatory changes 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).

Note: There are currently only three options for student participation in the NMSAP for students with IEPs.

1. NMSAP – Standard administration with or without adaptations;
2. NMSAP – Administration with allowable accommodations, or
3. NMSAP – State-approved alternate assessment.

The alternate assessments based upon EGBEs are subject to the 1.0 Percent reporting rule. The PED is waiting for final regulations from the US Department of Education before addressing the development of an alternate assessment based upon modified achievement standards that would be subject to a 2.0 percent reporting rule. Please call the Assessment and Evaluation Bureau at 505-827-6577 if you have any questions or concerns about this policy.

NMAPA Training

The Assessment and Evaluation Bureau will provide professional development for TAs of the NMAPA. All TAs who will administer the NMAPA are required to attend one of these trainings unless they were previously trained in Spring 2007. Districts must determine in advance what staff they will send to this training to ensure appropriate planning and participation.

Determining Eligibility for the 2007-2008 New Mexico Alternate Assessment

Appropriate participation decisions for alternate assessment are paramount in terms of accountability and maintaining high standards for student achievement. The IEP team must agree that the student is eligible for the New Mexico alternate assessments according to the participation criteria. 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 alternate assessment eligibility. 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 information gathered through questions 1 through 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 NEW MEXICO HIGH SCHOOL COMPETENCY EXAM (NMHSCE)

The New Mexico High School Competency Examination (NMHSCE) is a set of tests constructed to support the responsibility of New Mexico public schools to determine that students have attained adequate mastery of New Mexico basic competencies.

The NMHSCE assesses competencies in the content areas of Reading, Language Arts, Mathematics, Science, Social Studies, and Writing (Composition). Students take the test for the first time in the tenth grade and must eventually pass all six subtests in order to receive a high school diploma. Sophomores who fail any part of the NMHSCE have two additional opportunities in their junior year and two opportunities in their senior year to successfully complete the examination before graduation deadlines.

In the 2008-2009 school year 11th grade students who have not yet passed one or more subtests will be allowed to participate in the Fall 2008 NMHSCE retake window, previously only open to students in grades 12+.

All students participate; some participate through the standardized administration while others receive an accommodated administration as specified in their IEP. Students with significant cognitive disabilities may participate in the New Mexico Alternate Performance Assessment (NMAPA). The NMHSCE may be taken in Spanish if the student qualifies to do so.

Accommodations for the NMHSCE are the same as those utilized for the SBA.

If a student does not pass all the subtests of the NMHSCE, subtests may be retaken for up to five additional years beyond grade 12.

Passing Scores

Subsection 10 of 6.30.2 NMAC: “In order to be eligible for a diploma as a result of having met all graduation requirements, students must pass the New Mexico High School Competency Examination with a minimum scale score of 175 on each of six subtests (Reading, Language Arts, Mathematics, Science, Social Studies, and Writing (Composition)) and with a minimum holistic score of 3 on the writing subtest for those students entering the 10th grade.”

In the school year 2000-2001, the passing score was changed from 150 to 175. Students who began testing in 2000-2001 are eligible to retake the exam until the 2007-2008 school year. It is the responsibility of the districts to notify the Secretary of Education in writing of students who began testing in the 2000-2001 school year who are thus eligible for the 150 passing score.

Since reports will reflect the 175 cut score; if a student scores at 150-174 a “fail” will be reported. In this case, the district is authorized to change the “fail” to “pass” for eligible students as described above.

- No action is required for the following two conditions:
 - If an eligible student scores 175 or above, the outcome remains a “pass”.
 - If an eligible student scores below the 150, the outcome remains a “fail”.
- Districts will submit a report to the PED Assessment Bureau Chief listing all students who were reported as “fail” but whose score on any subtest is determined to be a “pass” based on the criteria above.

Waivers

Waivers for the NMHSCE shall be granted on a case-by-case basis. Guidelines for requesting such waivers can be found in the New Mexico Standards for Excellence that can be accessed at <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.030.0002.htm>

Waiver Request Process

Section 10, sub-section (c) NMAC 6.30.2: With the approval of the local board of education, the local superintendent may request written approval from the Secretary of Education to award a diploma to a student who has not passed the NMHSCE and who is not covered under subparagraph (b) of paragraph (1) of subsection K of 6.2.30.10 regarding students with IEPs.

1. Student and parent make the waiver request to principal.
2. Principal makes the request to superintendent and provides superintendent with student's transcripts and documentation to verify student's fulfillment of all other graduation requirements.
3. The superintendent presents the request to the local board.
4. If approved by the local school board, a letter of request and copy of documentation is sent to:
Veronica García, Ed.D.
Secretary of Education
Jerry Apodaca Education Building
300 Don Gaspar
Santa Fe, New Mexico 87501

Students with IEPs and High School Graduation

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 IEPs and students with IEPs who are on the "standard pathway" must pass the test in order to graduate and receive a high school diploma.

Pursuant to Subsection 6.30.2.10 J(9) 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 NMHSCE administered under NMSA 1978, Sec. 22-13-1.1 (D) and achieve either the state's definition of proficiency, or a target level of proficiency 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 the state's definition of proficiency, or a target level of proficiency to be determined by the student's IEP team, and meet all other graduation requirements established by the 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 assessment. The results of the first attempt must be reviewed by the IEP team 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 IEPs 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 IEPs 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 target level of proficiency 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 general 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 SBA scores will be recorded on his or her transcript.

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) IN THE NMSAP

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

Since 2001, state and federal laws require English Language Learners (ELL) to appropriately participate in the NMSAP. The state recognizes that students who are still in the process of acquiring academic English may not be able to adequately understand and interpret the information contained in the English version of the assessments. Currently, the state provides fully comparable Spanish language versions of the SBA in Grades 3-8, Reading and Math SBAs in grade 11, and the New Mexico High School Competency Examination in Grades 10 and up.

Initial Screening and Placement of New English Language Learners:

Under Title VI of the Civil Rights Act of 1964 and subsequent federal and state mandates, all public school districts/schools must screen, identify, and provide services to English Language Learners. Initially, New Mexico school districts/schools shall identify students with a Home Language Survey (HLS) which determines 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/school must classify the level of the student's English language proficiency, using the state-approved New Mexico English Language Placement Test (NMELPT).

Once the level of language proficiency has been determined, all currently-identified ELLS **must be assessed annually** with the full NMELPA until proficiency is attained.

Trained personnel must administer the NMELPT and the NMELPA. Test administrators are not required to be certified or endorsed teachers in order to administer this test. However, test administrators must be trained in the administration, interpretation, and scoring of the tests, especially the oral component. They must administer the tests 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 teacher or administrator.

REQUIRED PROCEDURES FOR DISTRICTS/SCHOOLS TO APPROPRIATELY SERVE THE LANGUAGE NEEDS OF ENGLISH LANGUAGE LEARNER STUDENTS

STEP	PROCESS	PURPOSES
<p><u>Step One:</u> Identification of Primary or Home Language Other Than English (PHLOTE)</p>	<ul style="list-style-type: none"> Administer Home Language Survey or Student Language Survey (high school students) to newly entering students. Initial identification of student's home language must occur upon enrollment. Keep all student records about language proficiency and development in the student's cumulative file. The teacher Language Observation Form may also be also utilized after enrollment if student is not succeeding academically and the teacher believes that language could be a barrier. 	<ul style="list-style-type: none"> Determines who is to be screened for English language proficiency skills (PHLOTE).
<p><u>Step Two:</u> Assessment of English Language Proficiency</p>	<ul style="list-style-type: none"> Administer NMELPT to formally assess English language proficiency skills of PHLOTE students. This must be done within the first 20 days after the student arrives. Students participating in the State Bilingual Multicultural Education Program must also be assessed in their home language. Personnel administering the home language assessment must be fluent in the home language. 	<ul style="list-style-type: none"> NMELPT determines whether student is Proficient or Non-Proficient in all language proficiency domains. Students who score Non-Proficient on the NMELPT must be assessed annually with the NMELPA until proficiency is attained.
<p><u>Step Three:</u> Placement in an appropriate Program Model</p>	<ul style="list-style-type: none"> Place the ELL student in an appropriate language program according to the student's language needs. ELL students must be served in a language program model that is scientifically research-based. Notify parents of student placement in Bilingual Education and/or Title III Program within 30 school days of enrollment. 	<ul style="list-style-type: none"> Placement of the student in either a state-approved Bilingual Education language program, or in a stand-alone English Language Acquisition program. (Title III Programs may be stand-alone or they may be a collaborative part of a State Bilingual Education program.)
<p><u>Step Four:</u> Student Evaluation</p>	<ul style="list-style-type: none"> Assess all ELL students' English-language progress annually with the NMELPA until proficiency is attained. Reclassify/exit student from specialized English language services if he/she meets Fluent English Proficient level (FEP= Advanced English composite score on the NMELPA). Report and disseminate results to all stakeholders. 	<ul style="list-style-type: none"> Based on language proficiency performance, the student continues in or exits the specialized English language services program which is part of the State Bilingual Education or stand-alone programs. The FEP student must be monitored for 2 years regarding academic performance after he/she exits the specialized English language services program. Program may be modified and continuously refined to ensure that students are succeeding.

Districts that have neither a State Bilingual Education program nor a Title III program are still required to provide specialized English language services to students in order to ensure equal opportunities for learning.

The student's English Language Proficiency is described by his/her ability to listen, speak, read, write, and comprehend academic English, as determined by the NMELPT and NMELPA (annual). The NMELPA rates students using a scale with five levels ranging from Beginning to Advanced. Students are not considered Proficient in academic English until they achieve a composite score of Advanced.

All ELLs must participate in the New Mexico Standards Based Assessment.

Some important considerations to take into account include:

1. Length of Enrollment in U.S. Schools

The options for participation of ELLs in the SBA 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 in their first year in school in the United States may receive a language exemption for the **Reading subtest ONLY**. In this situation, the student's composite NMELPA score, if available, will be substituted for the SBA Reading subtest in determining the school's and district's participation rate.

In all other content areas, however, the new student must participate in the Spanish language version of the assessment (if available and appropriate), or in the English language version, with accommodations provided if these are determined to be appropriate by the local school's 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 (box 6, bubble 3) in on the student biogrid. For the subtests other than Reading, the test completion status should be "Student Tested All Sessions", and the type(s) of accommodations that are provided, if any, should be indicated by bubbling in on the student biogrid.

- **Students Who Have Been in U.S. Schools for Less than Three Consecutive Years** These students may participate in the SBA in one of three ways:

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

Locally developed portfolio assessments are **not permitted** to substitute for the official state assessments 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**
These students must participate in the English language version of the SBA (with or without allowable accommodations) unless a waiver to continue testing the student in his/her home language has been approved by the Secretary of Education.
- **Waivers to Continue Assessing Students in Their Home Language (only Spanish is available in New Mexico)**
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 about his/her knowledge of a subject, the district may request a waiver from PED to continue to assess the student in his/her home language. Approved waivers are effective for the current year only. Waivers may be requested for a maximum of two years.

The waiver request must be submitted in advance by the district superintendent to the New Mexico Secretary of Education for approval. This request **must** be submitted on the spreadsheet provide by PED. The following information must be entered into the spreadsheet:

- Current school name
- State student identification number
- Student name
- Current grade
- NMELPA composite score
- Most recent NMELPA assessment date
- Consecutive years in U.S. public schools
- Indication if this is the 1st or 2nd waiver request
- Percentage of content instruction in English
- Percentage of content instruction in Spanish
- Student Assistance Team (SAT) approval
- Rationale for request

In the effort to conserve paper, the district will save the completed spreadsheet on to a compact disc and mail to the Secretary of Education's office. PED will review and approve the requests and mail approvals back to the district on compact disc. Please note that waivers must be submitted and approved prior to the start of the SBA test window.

Determining Appropriate Participation and Accommodations

To determine the appropriateness of participation of ELL students in the SBA, districts should consider each student's level of proficiency in all domains of language (speaking, reading, writing, listening, and comprehension) as well as the nature of the student's 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.

- 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 the statewide assessments.

- 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 more 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 enough academic vocabulary in the home language so as 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 Education or TESOL-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 SAT 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/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 assessment, oral translation** (Accommodation # 17) into the student's home language is **not permitted** of stimulus material, test items, prompts, and/or response options. Only the **test directions** may be translated on the Reading subtests.

For all other content areas, test directions, stimulus materials, test items, and response options may be translated into the student's home language (Accommodation # 12). **Be sure to thoroughly review and implement the procedures listed in the memo in Appendix B if you plan to use either of these Accommodations in Spring 2008.**

**Allowable Accommodations for ELL Students in Reading that
MUST be Documented on the Biogrid**

Code	Presentation	Code	Response
11	Paraphrasing the <u>directions only</u> .	05	Use of a scribe to translate a student's oral responses from a language other than English into the grade 3 test booklet or answer document (grades 4 and above).
15	Reading aloud or tape recording of the <u>directions only</u> for the Reading assessment.	21	Record responses on audio tape.
16	Reading aloud of the <u>directions only</u> in English for the Reading assessments.	24	PED-approved accommodation not otherwise listed.
17	Reading aloud or translation into the student's native language of the <u>directions only</u> for the Reading assessments. (See Appendix B)		
22	Use of a word-to-word translation dictionary or word list (with no definitions).		

**Allowable Accommodations for ELL Students in Writing that
MUST be Documented on the Biogrid**

Code	Presentation	Code	Response
11	Paraphrasing the <u>directions only</u> .	05	Use of a scribe to translate a student's oral response from a language other than English into the grade 3 test booklet or answer document (grades 4 and above).
12	Reading aloud in the student's native language or translation of test directions, stimulus material, test items, and/or answer choices. (See Appendix B)	21	Record responses on audio tape.
13	Tape recording of test directions, stimulus material, test items, and/or answer choices. (See Appendix B)	24	PED-approved accommodation not otherwise listed.
14	Reading aloud of test directions, stimulus material, test items, and/or answer choices. (See Appendix B)		
22	Use of a word-to-word translation dictionary or word list (with no definitions).		

**Allowable Accommodations for ELL Students in Math, Science, and Social Studies that
MUST be Documented on the Biogrid**

Code	Presentation	Code	Response
11	Paraphrasing the <u>directions only</u> .	05	Use of a scribe to translate a student's oral responses from a language other than English into grade 3 test booklet or answer document (grades 4 and above).
12	Reading aloud in the student's native language or translation of test directions, stimulus material, test items, and/or answer choices. (See Appendix B)	21	Record responses on audio tape
13	Tape recording of test directions, stimulus material, test items, and/or answer choices. (See Appendix B)	24	PED-approved accommodation not otherwise listed.
14	Reading aloud of test directions, stimulus material, test items, and/or answer choices in English. (See Appendix B)		
22	Use of a word-to-word translation dictionary or word list (with no definitions).		
23	Use of additional manipulatives for the mathematics assessment, such as number lines, "Touch Math," and counting beans.		

NEW MEXICO ENGLISH LANGUAGE PLACEMENT TEST (NMELPT)

The purpose of the New Mexico English Language Placement Test (NMELPT) is to measure the English language proficiency level of new students whose native language is not English. The placement test assesses the proficiency level of students in oral and written language—listening, reading, writing conventions, and speaking. The results of this assessment will help schools determine whether a student requires special English language instruction or if he/she can be placed directly into regular academic classes, and establishes baseline data in language proficiency that facilitates monitoring of student progress.

The NMELPT assesses the general ability levels of students in English language skills through the following subtests:

Listening, Reading, and Writing Conventions Multiple-Choice Subtests

- The Listening subtest assesses comprehension of authentic conversational English.
- The Reading subtest is a comprehensive and balanced Reading assessment that includes measures in decoding, vocabulary, and comprehension. The reading objectives measured include initial understanding, interpretation, and vocabulary/idioms in context.
- The Writing Conventions subtest measures the student’s achievement in applying the principles that yield effective writing.

Speaking Performance Tasks

- The Speaking subtest addresses four important areas:
 - Repeating aloud a word, phrase, or sentence
 - Completing a sentence
 - Storytelling
 - Social interaction

Placement Test Grade Levels, Subtests, and Item Counts

Grade Span	Listening	Reading	Writing Conventions	Speaking	Total No. of Items/Points
	MC Items	MC Items	MC Items	Points	
Primary All K and ³1st (new to the US)	10	N/A	N/A	16	26
Primary 1-2	10	10	10	16	46
Elementary 3-5	10	10	10	16	46
Middle 6-8	10	10	10	16	46
High 9-12	10	10	10	16	46

³ All Kindergarten students and first grade students new to the United States will take only the Listening and Speaking subtests of the NMELPT. A cut score of 22 will be used to establish proficiency for these subtests.

NEW MEXICO ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (NMELPA)

Overview

The New Mexico English Language Proficiency Assessment (NMELPA) is a required assessment used to document limited English proficient (LEP) students' annual progress in the attainment of English language proficiency. The NMELPA assesses the general ability levels of students, K-12, in critical English language skills through the following subtests

- Kindergarten: Listening, Prereading, Prewriting, Speaking
- Grades 1-12: Listening, Reading, Writing Conventions, Prewriting, Writing, and Speaking.
- Practice test items are included in all subtests.

It is recommended that the NMELPA be administered in multiple test sessions scheduled over several days with no single session exceeding seventy-five (75) minutes in length, including preparation time. The Prewriting and Writing subtests at grades 1-12 should be administered consecutively.

New Kindergarten Test in 2008

During Spring 2007, the Primary Level NMELPA was modified to include a new developmentally-appropriate Kindergarten assessment. Please refer to the 2008 Spring NMELPA DFA for specific changes to time allowances for the Kindergarten test and details of administration.

Recommendation for Test Scheduling

It is the School Test Coordinator's (STC's) responsibility to inform Test Administrators (TAs) about the testing schedule. The NMELPA is an untimed test. Students must be allowed to continue working as long as they are making progress. The following table lists the estimated times for administering each subtest at grades 1 through 12.

Grades 1 through 2**	
Subtest	Estimated Testing Time
1. Listening	20 minutes
2. Speaking*	15 minutes
3. Reading	25 minutes
4. Prewriting	10-15 minutes
5. Writing	15 minutes
6. Writing Conventions	20 minutes

*The Speaking subtest is administered to students on an individual basis. The TA will score the test.

** See Primary Level 2008 Spring NMELPA DFA for testing times for Kindergarten.

Testing Sessions May Not Be Interrupted

Do not begin testing if you feel students may not be able to finish the session. Once a testing session has begun, students must be allowed to finish. Students may be allowed to use the restroom as long as they are escorted to and from the facility. Students are not allowed to stop in the middle of a session and resume at a later point in time.

Accommodations

As with all other students, ELL students may receive adaptations of setting and timing. Please refer to the end of this section for allowable NMELPA Accommodations for students with IEPs.

Invalidating Tests for NMELPA

The test in a particular subtest area **must** be invalidated if there are testing irregularities or unusual circumstances that prevent the proper completion of any testing session. The invalidated test **will not** be scored.

Testing irregularities should be reported by the DTC to the PED Assistant Secretary of Assessment and Accountability Division within three (3) days of learning of the testing irregularities. **[6.10.7 NMAC]**.

New Mexico English Language Proficiency Assessment (NMELPA) Accommodations

Time and setting is an adaptation that is allowed for all students; however, if breaks are allowed within subtests repeat directions before restarting.

Allowable Accommodations for *Listening* that **MUST** be Documented on the Biogrid

Grid	Accommodations Description
02	Standard 18-20 point large-print version of the assessment
03	Use of scribe to write oral responses or fill in bubbles in test booklet
04	Use of a scribe to write oral responses to constructed response items
06	Use of signing or pointing to alternative responses (for multiple choice items only)
07	Signing of test directions, stimulus material, test items, and/or answer choices
08	Signing of the entire assessment, including word problems
10	Use of communication devices (e.g., text-talk converter) to read test items
11	Paraphrasing the directions only
13	Reading aloud or tape recording of test directions, stimulus material, test items, and/or answer choices (See Appendix B)
14	Reading aloud of test directions, stimulus material, test items, and/or answer choices (See Appendix B)
20	Use of assistive technology restricted to: 1) augmentative communication devices; 2) computers; 3) word predictor programs; 4) personal portable keyboards; 5) communication boards; 6) Braille; 7) closed circuit TV; 8) low vision devices, such as magnifiers; 9) amplification equipment, such as FM systems. 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
21	Record responses on audio tape
24	PED-approved accommodation not otherwise listed

Allowable Accommodations for *Reading* that MUST be Documented on the Biogrid

Grid	Accommodations Description
02	Standard 18-20 point large-print version of the assessment
03	Use of scribe to write oral responses or fill in bubbles in test booklet
04	Use of a scribe to write oral responses to constructed response items
06	Use of signing or pointing to alternative responses (for multiple choice items only)
09	Signing of the directions only for the Reading assessments
11	Paraphrasing the directions only
15	Reading aloud or tape recording of the directions only for the Reading assessment
16	Reading aloud of the directions only in English for the Reading assessment
18	Use of assistive technology restricted to: 1) augmentative communication devices; 2) computers; 3) word predictor programs; 4) personal portable keyboards; 5) communication boards; 6) Braille; 7) closed circuit TV; 8) low vision devices, such as magnifiers; 9) amplification equipment, such as FM systems. If the communication device produces a typed response, the response must be transcribed into a scannable test or answer document exactly as it is written
21	Record responses on audio tape
24	PED-approved accommodation not otherwise listed

Allowable Accommodations for *Writing Conventions* that MUST be Documented on the Biogrid

Grid	Accommodations Description
02	Standard 18-20 point large-print version of the assessment
03	Use of scribe to write oral responses or fill in bubbles in test booklet
04	Use of a scribe to write oral responses to constructed response items
06	Use of signing or pointing to alternative responses (for multiple choice items only)
07	Signing of test directions, stimulus material, test items, and/or answer choices
08	Signing of the entire assessment, including word problems
10	Use of communication devices (e.g., text-talk converter) to read test items
11	Paraphrasing the directions only
13	Tape recording of test directions, stimulus material, test items, and/or answer choices (See Appendix B)
14	Reading aloud of test directions, stimulus material, test items, and/or answer choices (See Appendix B)
19	Use of assistive technology restricted to: 1) augmentative communication devices; 2) computers; 3) word predictor programs; 4) personal portable keyboards; 5) communication boards; 6) Braille; 7) closed circuit TV; 8) low vision devices, such as magnifiers; 9) amplification equipment, such as FM systems.. 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
21	Record responses on audio tape
24	PED-approved accommodation not otherwise listed

Allowable Accommodations for Pre-Writing and Writing that MUST be Documented on the Biogrid

Grid	Accommodations Description
02	Standard 18-20 point large-print version of the assessment
07	Signing of test directions, stimulus material, test items, and/or answer choices
08	Signing of the entire assessment, including word problems
10	Use of communication devices (e.g., text-talk converter) to read test items
11	Paraphrasing the directions only
13	Reading aloud or tape recording of test directions, stimulus material, test items, and/or answer choices (See Appendix B)
14	Reading aloud of test directions, stimulus material, test items, and/or answer choices (See Appendix B)
19	Use of assistive technology restricted to: 1) augmentative communication devices; 2) computers; 3) word predictor programs; 4) personal portable keyboards; 5) communication boards; 6) Braille; 7) Closed Circuit TV; 8) low vision devices, such as magnifiers; 9) amplification equipment, such as FM systems.. 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
21	Record responses on audio tape
24	PED-approved accommodation not otherwise listed

Allowable Accommodations for *Speaking* that MUST be Documented on the Biogrid

Grid	Accommodations Description
02	Standard 18-20 point large-print version of the assessment
03	Use of scribe to write oral responses or fill in bubbles in test booklet
04	Use of a scribe to write oral responses to constructed response items
06	Use of signing or pointing to alternative responses (for multiple choice items only)
07	Signing of test directions, stimulus material, test items, and/or answer choices
08	Signing of the entire assessment, including word problems
10	Use of communication devices (e.g., text-talk converter) to read test items
11	Paraphrasing the directions only
13	Reading aloud or tape recording of test directions, stimulus material, test items, and/or answer choices (See Appendix B)
14	Reading aloud of test directions, stimulus material, test items, and/or answer choices (See Appendix B)
20	Use of assistive technology restricted to: 1) augmentative communication devices; 2) computers; 3) word predictor programs; 4) personal portable keyboards; 5) communication boards; 6) Braille; 7) closed circuit TV; 8) low vision devices, such as magnifiers; 9) amplification equipment, such as FM systems. 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
21	Record responses on audio tape
24	PED-approved accommodation not otherwise listed

RESOURCES

Principal's Guide to Interpreting and Using the Test Results Generated by the SBA

The purpose of this document is to provide answers to questions about interpreting and using the results of the SBA. 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 SBAs?

SBAs are “standards-based” assessments that report student results in relation to New Mexico Content Standards and Benchmarks. The results are reported according to four performance levels: Advanced, Proficient, Nearing Proficiency, or Beginning Step.

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 Education Act (IDEA). Note, however, that for a very small percentage of students, the SBA will be inappropriate. Guidelines for making such decisions are contained in this manual.

To help schools and districts draw conclusions from SBA 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
- Free and Reduced Lunch Program (FRLP) status
- students not tested

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

The SBA is an assessment of students and schools, not an assessment of individual teachers. There are no state-required consequences associated with performance on the SBA for either students or teachers

How Should Principals Handle the Results of the SBAs?

Work with your district administration to arrange meetings with your school's public (e.g., parents and the community). Review information about the results supplied by your District Test Coordinator.

Become familiar with the SBA 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 sample test 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 based on enhanced student learning at all levels of performance.

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 short cycle assessments, and classroom tests all provide valuable pieces of information in a child's educational profile. Think of the statewide standards-based assessment as a "big-picture" tool. The SBA takes a snapshot every year of our students' performance in relation to New Mexico's Content Standards and Benchmarks. One of its most important functions is to help schools and districts align their curriculum, district and classroom assessments, and instruction to the state's content standards.

For individual students, consider SBA scores along with other information, building a comprehensive body of evidence of each student's academic achievement. Do not use SBA 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 statewide standards-based assessment provides an easily understood, uniform yardstick by which to measure all of our schools. 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 of a particular content area's results.

How can my School Begin to Improve the Results for All Students?

You need to embed the skills and knowledge measured by the SBA into daily instruction. This means aligning curriculum and instructional programs with district or New Mexico Content Standards and continually monitoring this alignment. Include SBA 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 test blueprints provided by PED.

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 a Principal's Voice

You may have heard that we are using an important test, the SBA, to measure some aspects of your child's progress in learning. Results from the SBA 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 these test results because they help 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. Social Studies is included at grade 11.

Date, Time and Location of the Meeting

APPENDIX A

Sample Pre-ID Label, SBA Biogrid (Grade 8), and Bubbling 101

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NMSBA 2008 Pre-ID Label

2008

LASTNAME (20) , FIRSTNAME (16) M(1)

DOB: XX/XX/XX GRADE: XX STID: XXXXXXXXX

SCHOOLNAME (20) SCHOOLCODE (6)

DISTRICTNAME (20) DISTRICTCODE (3)



123456789

Displays
DOB, GRADE,
and STID
Only
(Gender removed)

1⁷/₁₆" x 4" label

A: IDENTIFICATION: Do not attach Pre-ID label if Name, ID Number, or DOB is incorrect; instead, non-BIA schools must complete boxes 1, 2, and 3 in this section. BIA schools must complete ALL boxes on this biogrid, numbers 1 to 15.

1 LAST NAME															FIRST NAME															MI																																															
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

B: TESTING — ALL PUBLIC SCHOOLS AND BIA: If student did not test all sessions, mark the appropriate Test Completion Status.

6 TEST COMPLETION STATUS (Mark one bubble for each content)

Student Tested All Sessions RD WR MA SC

Withdraw Before Test Completion 1 1 1

Non-Allowed Modification 2 2 2

Language Exempt for Reading Only 3

Parental Refusal 5 5 5

Other Non-Completion 6 6 6

Test Irregularities 7 7 7

C: MEMBERSHIP — BIA USE ONLY: Complete all fields that apply to the student. BIA schools must complete ALL boxes on this biogrid, numbers 1 to 15.

10 PROGRAM (Not Gifted)

SPED Gifted 504 Plan Title I Migrant Immigrant Bilingual Ed.

11 DISTRICT USE ONLY-A (N)

12 FULL ACADEMIC YEAR Full Academic Year School Full Academic Year District

13 ELL STATUS (MARK ONLY ONE) Student No/Non-ELL Yes, Currently ELL (NEPA/EP) Exited Year 1 (FEP) Exited Year 2 (FEP) Exited Year 3+ (FEP)

14 WAIVER Enrolled in U.S. Public Schools for 3 years Waiver Year 1 Waiver Year 2

15 SPANISH PARENT REPORT (Y)

7 ACCOMMODATIONS

RD	WR	MA	SC
1	11	1	12
2	12	2	13
3	13	3	14
4	14	4	15
5	15	5	16
6	16	6	17
7	17	7	18
8	18	8	19
9	19	9	20
10	20	10	21
11	21	11	22
12	22	12	23
13	23	13	24
14	24	14	25
15	25	15	26

8 BRAILLE (Y)

9 FORM NUMBER 1 2 3 4 5 6 7 8

5 ETHNICITY (MARK ONLY ONE)

American Indian/Alaskan Native Asian/Pacific Islander Black (Not Hispanic) Hispanic White (Not Hispanic)

4 GENDER Female Male

Grade **8**

SBA 2007–2008

Place Pre-ID Label Here

TPC 82481 1 2 3 4 5 6 7 8 10 11 12 A B C D E



Bubbling 101

Public, state supported, charter schools	Biogrid		
	Section A	Section B*	Section C
New Student	Boxes 1, 2, 3	Box 9, others that apply	(blank)
Student does not have a Pre-ID label	Boxes 1, 2, 3	Box 9, others that apply	(blank)
Pre-ID label has correct 3 identifiers	(blank)	Box 9, others that apply	(blank)
Pre-ID label has 1 or more identifier not correct	Boxes 1, 2, 3	Box 9, others that apply	(blank)
BIE schools			
New Student	Boxes 1-5 (all)	Box 9, others that apply	Boxes 10-14 (all)
Student does not have a Pre-ID label	Boxes 1-5 (all)	Box 9, others that apply	Boxes 10-14 (all)
Pre-ID label has correct 3 identifiers	(blank)	Box 9, others that apply	(blank)
Pre-ID label has 1 or more identifier not correct	Boxes 1-5 (all)	Box 9, others that apply	Boxes 10-14 (all)

* Box 9 applies only to grades 4 and higher

CLARIFICATION ON NEW PROCEDURES FOR BIE

This page is to supplement pages 13-17 of the SBA DFA. Please refer to Appendix, page 46, of your DFA, where a sample biogrid is provided for your reference. Because BIE staff have been working hard this year to improve testing, Pre-ID labels will be available, unlike last year, and these instructions should be used in place of what BIE schools are instructed to do in the DFA.

Bureau of Indian Education (BIE) Schools

It is necessary for every BIE student to have a valid state ID. The student's test cannot be loaded into STARS and computed in AYP unless their State ID is recognized by the NMSIS (Online State ID System). Every BIE school should have at least one person who is familiar and qualified to use the ID system.

Please note that the biogrid's printed directions in the headings of Sections A and C direct BIE schools to "complete ALL boxes on this biogrid, numbers 1 to 15." However, this is no longer correct. Instead, follow the directions provided in the chart above.

All schools—Public, Charter, or State Supported, and BIE—need to do a final check of biogrids to verify that information is recorded accurately, stray marks are erased completely, and that the correct label was applied, before the materials are shipped.

APPENDIX B

Spring 2008 Procedures for SBA Accommodations #17, #12, #13, and #14

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PUBLIC EDUCATION DEPARTMENT
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SANTA FE, NEW MEXICO 87501-2786
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DR. VERONICA C. GARCÍA
SECRETARY OF EDUCATION

BILL RICHARDSON
Governor

January 23, 2008

MEMORANDUM

TO: District Test Coordinators, Test Coordinators of Charter, State Supported, and BIE Schools

FROM: Carlos Martínez, Assistant Secretary, Assessment and Accountability

SUBJECT: SPRING 2008 PROCEDURES FOR SBA ACCOMMODATIONS #17, #12, #13 and #14

At the recent District Test Coordinators (DTC) trainings, PED Assessment and Evaluation staff informed participants that two PED allowable accommodations (#17 and #12) may need to be suspended for Spring 2008 SBA testing. This was due to concerns expressed by the United States Education Department (ED) following a recent visit that existing state translation practices could result in non-standard administrations. ED charged the PED to put procedures in place guaranteeing that translations being done locally were standardized and of consistent accuracy and quality.

1. For the Spring 2008 Assessment, the following are allowable accommodations involving translations:
 - # 17 "Reading aloud or translation into the student's native language of the **directions only** for the Reading assessment."
 - # 12 "Reading aloud in the student's native language or translation of test directions, stimulus material, test items, and/or answer choices."
2. The portions of accommodations #13 and #14 that refer to reading the entire assessment will only be permitted if specified in the student's IEP or Student Assistant Team/Language Assistance Team (SAT/LAT).

The following guidelines for Spring 2008 SBA testing are effective immediately:

1. For students whose IEP or Student Assistance Team/Language Assistance Team (SAT/LAT) accommodation recommendations specifies either accommodation #17 or #12, the IEP or SAT/LAT requirement will be honored.
2. For students who do not have an IEP, yet who have normally been provided one of these accommodations (translation of directions and/or test content) in the classroom setting on a regular basis, accommodations #17 or #12 can be used.

School and district staff must adhere to the following procedures if using accommodations #17 or #12:

1. The classroom teacher will compile a list of students who have received translation to native languages as part of their normal classroom practice during the school year.
2. These lists must be provided to the principal and School Test Coordinator (STC), with a copy to the DTC, **2 weeks prior to the beginning of the test window (February 11, 2008)**.
3. The lists will not need to be sent to PED at this time; however, the STC must keep them on file at the school, available for PED review during any forthcoming audit.
4. In addition, the principal (and STC) will keep on file a list of the translators used at each grade level during the 2008 SBA testing window. A translator's name on this list indicates that person is competent in the native language.

PED will post forms to the Assessment and Evaluation webpage for each of the above processes by January 25, 2008 along with specific instructions for completion. The purpose of these measures is to be able to demonstrate alignment between accommodations in assessment and instruction in the event the resulting data are ever challenged. Use of these procedures in Spring 2008 will prevent these accommodations from being considered testing irregularities.

CM/AB/df

cc: Dr. Veronica García, Secretary of Education
Dr. Catherine Cross Maple, Deputy Cabinet Secretary, Learning and Accountability
Dr. Tom Dauphinee, Deputy Director, Assessment and Accountability
Public School Superintendents
Directors of Charter Schools
Directors of Instruction

APPENDIX C

Forms

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**STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT**

**Confidentiality Agreement
for the
New Mexico Statewide Assessment Program**

This Agreement made effective _____, 2007, by and between the State of New Mexico Public Education Department and:

Name: _____

Address: _____ City: _____

State: _____ Zip Code: _____

Participant will abide by the terms and provisions below:

Confidential Information

As used in this Agreement, Confidential Information shall mean and include the following:

All information and material provided or disclosed to participant in connection New Mexico Standards Based Assessment (SBA), the New Mexico High School Competency Examination (NMHSCE); and the New Mexico Alternate Proficiency Assessment (NMAPA), including all test information, data, items, research, analysis, specifications and features, and all other test information.

Participant Agreement

The participant shall not copy, remove, electronically import/export or disclose any information related to test items, test data other test materials related to the New Mexico Statewide Assessment Program, or any other confidential information as specified above in connection with this Agreement. All test items, other test materials related to the SBA, NMHSCE, NMELPA, NMAPA, and any other confidential information as defined above must be returned to the Department upon completion of participant's review of all related test materials.

Signature: _____ Date: _____

Witness: _____ Date: _____



New Mexico Public Education Department
 300 Don Gaspar Avenue #124
 Santa Fe, New Mexico 87501



Principal's Verification Form on Test Security and Administration Training

I verify that the listed procedures, communications, and training are in place for 2007-2008 statewide assessment program (district school staff or school staff for BIE, Charter, and Special State-supported Schools or LEA _____):

- Secure storage of statewide testing materials with limited access.
- Procedures established for access to secure materials and records of each transfer of materials during the testing window.
- All staff informed of test material copyright laws and appropriate practice activities.
- All staff is aware that all statewide assessment test booklets and answer documents are now individually serialized and that they must be accounted for and returned to the contractor in accordance with the packing instructions in the Test Coordinator Manuals.
- All staff serving as Test Administrators and Proctors is required to receive test security training by the School Test Coordinator prior to testing in the fall and spring of each year. Sign-in sheets with printed name and signature, and position of each attendee retained at district level for five years.

 Principal or LEA (**print**)

 Principal or LEA (**sign**)

 (School Name)

 Date

Principals of Charter, Special State Supported, and BIE Schools should complete this form and return it to the Assessment and Accountability Division by mail or fax no later than the start of the testing window; Attention: Margaret F. Delgado, or Fax: 505-827-6689. District School Principals should submit to their District Superintendent or District Test Coordinator.



New Mexico Public Education Department
 300 Don Gaspar Avenue #124
 Santa Fe, New Mexico 87501



Superintendent's Verification Form on Training of Test Security and Administration

I verify that the listed procedures, communications, and training are in place for 2007-2008 statewide assessment program (District Test Coordinators and School Test Coordinators or LEA _____):

- Secure storage of statewide testing materials with limited access.
- Procedures established for access to secure materials and records of each transfer of materials during the testing window.
- All staff informed of test material copyright laws and appropriate practice activities.
- All staff is aware that all statewide assessment test booklets and answer documents are now individually serialized and that they must be accounted for and returned to the contractor in accordance with the packing instructions in the Test Coordinator Manuals.
- School principals and all staff serving as School Test Coordinators are required to receive training for test security and administration by the District Test Coordinator prior to testing in the fall and spring of each year. Sign-in sheets with printed name and signature, and position of each attendee retained at district level for five years.

 Superintendent or LEA (**print**)

 Superintendent or LEA (**sign**)

 Date

Please complete this form and return it to the Assessment and Accountability Division by mail or fax no later than the start of the testing window; Attention: Margaret F. Delgado, or Fax: 505-827-6689.

MODEL FOR PARENTAL REFUSAL

(For parents/guardians who do not want their child/children to participate in components of the New Mexico Statewide Assessment Program)

Parents/guardians have the right to refuse participation of their child/children in components of the New Mexico Statewide Assessment Program. Parents/guardians may make that refusal known to the principal of the school or some other school employee namely, the student's teacher. It is preferable that the school refer the parent to the district office.

Once the parents/guardians are in contact with the district office, they may make the specific request with an explanation of why they do not want their child/children to participate in said assessment. District office personnel (usually a counselor) should explain to the parents/guardian the importance of the testing to the student's education program, ensure that the student's allowable instructional accommodations will be provided during the testing sessions, and explain that not having this information may affect the teacher's instructional planning for the student.

Additionally, the district office personnel should explain the impact of participation in the SBA, the New Mexico Alternate Performance Assessment, and the New Mexico English Language Proficiency Assessment on the school's Adequate Yearly Progress (AYP) rating and the possible long-term impact of the student attending a school that is consistently not meeting AYP.

If the parents/guardians still refuse to allow their child/children to participate, they are asked to complete a New Mexico State Assessment Parental Refusal Form for that particular assessment. A copy of the form is sent to the school to be filed in the student's cumulative record, and one is retained at the district office. School staff is obligated to provide the student with educationally related activities during the scheduled testing time.

District
Address
Telephone Numbers

District and/or School Official

DTC

NEW MEXICO STATEWIDE ASSESSMENT PARENTAL REFUSAL FORM 2007-2008

Complete the following information. Please print clearly.

Student Name	
Student ID Number	
Grade Level	
School Name	
Parent/Guardian Name	
Home Address	
Home Phone	
Cell Phone	
Work Phone	

For medical reasons personal reasons (check one), I am requesting that my child not participate in the following Assessments that occur in the _____ (district) _____ during the _____ school year.

- New Mexico Standards Based Assessment, Grades 3-8 and 11
- New Mexico High School Competency Exam (NMHSCE)*
- New Mexico Alternate Performance Assessment (NMAPA), Grades 3-12+
- New Mexico English Language Proficiency Assessment (NMELPA), Grades K-12

I take full responsibility and understand that my decision not to allow my child to test may:

- Significantly limit the assessment information available to the teachers and school administrators.
- Hamper instructional planning for my child.
- Jeopardize the school's accountability rating because this rating is based in part on participation rates for testing.

Parent/Guardian Signature

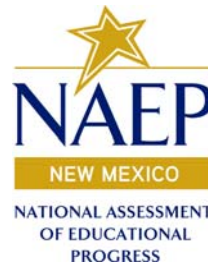
Date

****Parental Refusal to allow child to participate in the NMHSCE may keep him/her from receiving a diploma.***

APPENDIX D

NAEP Administration

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Overview

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in Reading, Mathematics, Science, Writing, and other subjects. NAEP is also known as *The Nation's Report Card*.

Measuring Current Performance and Trends Over Time

NAEP has two major goals: to report what students know and can do in key subject areas for the nation and states and to measure educational progress over long periods of time. To meet these dual goals, NAEP selects representative samples of students who participate in either the Main NAEP assessments or Long-term Trend NAEP.

The NAEP assessments given most often are known as Main NAEP. The content of the Main NAEP assessments is reviewed and updated every 10 years. Every two years, reading and mathematics are assessed at the national level at grades 4, 8 and 12, and at the state level at grades 4 and 8. Every 4 years, science and writing are assessed at the national level at grades 4, 8 and 12, and at the state level at grades 4 and 8.

Long-term Trend NAEP measures student performance at the national level in reading and mathematics over time, using questions and question formats that have remained relatively fixed from 1969 to the present. Recent scores can be compared with those from earlier decades. The Long-term Trend assessment is administered to 9-, 13-, and 17-year olds and results are reported for the nation every 4 years.

NAEP 2007-2008

During the 2007-2008 school year, NAEP is assessing the following:

1. Long-term Trend in reading and mathematics for ages 9, 13 and 17
2. National assessment of the arts at Grade 8
3. Pilot tests, including the Science Interactive Computer Tasks (SICT) Pilot for Grades 4, 8, and 12
4. Grade 12 Motivation Study

Selected districts and schools were notified last spring. Notification of districts and schools for participation in NAEP during the 2008-2009 school year will take place this spring and the subjects being assessed will include reading, math and science at the national and state level.

Federal law requires all states that receive Title I funds to participate in NAEP reading and mathematics assessments at the 4th and 8th grades. School districts that receive Title I funds and are selected for the NAEP sample are also required to participate. All other NAEP assessments are voluntary unless required by the state.

Selecting the Sample

In order to minimize testing time, NAEP does not assess every child. NAEP selects a sample of schools and students representative of the diversity of America's student population.

For the national assessments (during years without state-level assessment results - such as the current one), NAEP selects a random sample of public and private school students to represent the diverse student population in the United States. The number of schools and students selected to participate in national assessments varies depending on the subjects assessed. When conducting only a national assessment without state assessments, typically 6,000 to 10,000 students per grade for each subject are assessed.

The national samples are chosen using a stratified two-stage design: schools are classified first by geographic location and then by level of minority enrollment. Within each location- and enrollment-based category, a predetermined proportion of schools is randomly selected, providing accurate results for all students – and all subgroups.

During years when there are state assessments, NAEP selects a random sample of public school students to represent each participating state. The samples are selected using a two-stage design that first selects schools within each state or other jurisdiction and then selects students within schools. First, schools are classified and sorted based on characteristics they have in common. Then they are randomly selected. If a district or school is unique in its state, it may be selected for each assessment cycle. For example, a district may be asked to participate frequently if it is in the only major metropolitan area of a state or has most of the state's minority population. Schools are not permitted to volunteer to be in the sample. Once NAEP has identified the schools for the assessment, students within each participating school are selected randomly. In state assessment years, the state samples are combined to produce a national sample.

Informing Parents About NAEP

By law, parents of children selected to participate in NAEP must be informed before the assessment that participation is voluntary. In addition, the *No Child Left Behind Act of 2001* states that NAEP must not evaluate or assess personal or family beliefs and attitudes or publicly disclose personally identifiable information. Student names are removed before the test booklets leave the school. No records are kept that connect student names with the answers they gave on the assessment.

NAEP Resources

The National Center for Educational Statistics has an outstanding website that provides additional resources. The website is found at <http://nces.ed.gov/nationsreportcard/>. The New Mexico NAEP website can be accessed at <http://www.ped.state.nm.us>. Once you have opened the Public Education Department website, scroll down the right side to locate the NAEP New Mexico logo. Click on this logo to obtain additional information about NAEP.

Legislative Language

The Elementary and Secondary Education Act (No Child Left Behind Act) of 2001, Pub. L. No. 107-110, § 1111-1112, 115 Stat. 1425 (2002). A copy of this legislation can be found at: <http://www.ed.gov/legislation/ESEA02/pg2.html>