



FALL RETEST

# 2016

## DIRECTIONS FOR ADMINISTERING

**Paper-Based Tests (PBT)**

**SPANISH SCIENCE**



This manual is not secure. Recycle this manual after the test administration window.



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# BEFORE TESTING

## Test Security

To maintain the validity of the tests administered in the statewide assessment program, keeping all test questions and test materials secure is absolutely necessary. If security is breached or compromised, the assessment results may not be valid. If one student, school, or district has advantages not awarded to another, the test administration is no longer standardized and loses the important distinction of being appropriate for program accountability.

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

- Receive training on test security and administration by the School Test Coordinator (STC) or the District Test Coordinator (DTC).
- Complete the New Mexico Public Education Department (PED) Confidentiality Agreement and return it to the STC. (The Confidentiality Agreement form is available on the Assessment and Evaluation page on the PED Web site.)
- Ensure that test materials are stored in a central, locked, secure area when not in use.
- Follow the testing schedule established by the district for your school.
- Use the Security Checklist or a similar tracking tool daily, as provided by the STC, during test administration to check in and check out all test materials. See Appendix.
- Ensure that you are **not** assigned to a classroom in which a relative is being tested.
- Carry out standard examination procedures.
- Report any possible breaches of security to the STC immediately.
  - Examples of security breaches include, but are not limited to,
    - improper handling of test materials, such as
      - someone keeping or reproducing any test materials or student responses;
      - allowing any unauthorized access to test materials before, during, or after testing;
      - leaving test materials unsecure when the TA or a proctor is not in the classroom; and
    - improper test administration procedures, such as
      - coaching students during testing,
      - altering student responses in any way, or
      - stray mark cleanup, including but not limited to erasing double-marked or lightly erased or lightly marked answers.
- **School and district staff members are prohibited from studying or discussing test questions in any manner, either among themselves or with students, before, during, or after testing.**

## General Directions for Administering

**The TA must be a certified staff member who has received training from the DTC/STC.** In the event that schools require additional staff to administer the New Mexico SBA Science Fall Retest, other staff members (who have received training and have signed the PED Confidentiality Agreement) may be used to provide one-on-one accommodations. Please contact PED with questions.

## The 2016 SBA Science Fall Retest Assessment

Demonstrating proficiency on SBA Science is required for high school graduation. The 2016 SBA Science Fall Retest is being administered to all grade 12 or grade 12+ students who did not achieve a passing science score (1138) in the spring 2016 SBA Science assessment. Since spring 2015, English Language Arts/Literacy and Mathematics have been assessed by the Partnership for Assessment of Readiness for College and Careers (PARCC). Grade 12 or grade 12+ students may also need to take the PARCC Fall Retest(s), as applicable, to fulfill graduation requirements.

**For additional information about testing requirements, please contact New Mexico Public Education Department (PED) via telephone at (505) 827-5861 or e-mail at [ped.assessment@state.nm.us](mailto:ped.assessment@state.nm.us).**

### Preliminary Planning

Inform students of the importance of the 2016 SBA Science Fall Retest and of the testing schedule before testing begins. Be sure that students are familiar and comfortable with standardized test procedures and test-taking strategies. Ensure students are prepared to take tests in which they select an answer to multiple-choice questions and write their own answers to short-answer and open-ended questions.

Test administrators should become familiar with all administration procedures prior to testing. Read through this *Directions for Administering* (DFA) manual carefully. Review the testing schedule selected by the district and gather materials for each session before the start of testing. You should have a list of the students who will be testing in your classroom, as well as a list of students requiring accommodations and the accommodations each student requires.

Prepare the testing room by ensuring

- it has adequate lighting and space between students' desks;
- it has a "Testing—Do Not Disturb" sign on the door; and
- nothing is visible that would give clues to any of the answers on the test, such as rubrics, writing guides, word walls, hundreds charts, fact tables, etc.

Students **must** use a No. 2 pencil on all SBA Science Fall Retest test sessions. **No mechanical pencils are allowed.** Students may use highlighters to mark reading selections in the test booklets **only**. Students may not use scratch paper on any session of the SBA Science Fall Retest. Students may work on problems on the **test booklet** pages. Calculators are **not allowed** for any session of the SBA Science Fall Retest.

## PED Policy on Electronic Devices

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

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

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

### ***Schools must clearly inform students that***

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

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

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

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

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

## Testing and Environmental Considerations

Grade 12 and grade 12+ students that have not achieved a passing score must participate in the SBA Science Fall Retest either under standard testing conditions or with accommodations that do not interfere with the comparability of scores. Exceptions to this requirement are permitted only in the following circumstances:

- Students with significant cognitive disabilities who meet the eligibility criteria established by the PED may participate in the New Mexico Alternate Performance Assessment (NMAPA).
- Students with a PED-approved medical exemption are not required to participate in the SBA Science Fall Retest.
- ELL students who are enrolled in U.S. public schools for their first year **must** participate in the Science Assessment, with appropriate accommodations provided as needed. Translation of test questions is not an allowable accommodation.
- Foreign exchange students, private school students, homeschooled students, expelled students who have refused educational services, and those students who have withdrawn from the school or district are not required to participate in the SBA Science Fall Retest.

## Test Schedule

Administer each test session during the October 31 - November 18, 2016 testing window as scheduled by your district. Test sessions must be administered in the order in which they appear in the test booklet and in accordance with PED test schedule requirements. None of the test sessions are timed. Recommended session times have been provided to assist with establishing an administration schedule. (See the Recommended Session Times chart below.) The schedule should provide sufficient time to ensure that each test session will be completed before lunch or afternoon dismissal. If it is estimated that students cannot finish a session before dismissal, the students should not begin the session and the session should be rescheduled for a makeup day.

Breaks of at least 15 minutes should be provided between sessions. Students should be allowed to leave the testing room to use the restroom as needed during the testing session, provided they are escorted to the facility. Before leaving the classroom, the students must give their test booklets with inserted answer documents and all other test materials to you or the proctor. While the student is being escorted, ensure that the remaining students are supervised and the test materials do not leave the classroom.

When students complete all the sessions scheduled for the day, collect their test booklets with inserted answer documents and instruct the students to sit quietly or quietly read a book at their desks until all students have finished. Reading is the only activity allowed.

### **Recommended Session Times**

<b>Session</b>	<b>Recommended Session Time<sup>1</sup></b>	<b>Total Number of Questions by Type<sup>2</sup></b>
Science Session 1	60 minutes	18 MC, 2 SA, 1 OE
Science Session 2	60 minutes	12 MC, 2 SA, 1 OE
Science Session 3	60 minutes	17 MC, 2 SA, 1 OE

<sup>1</sup> An additional 15 minutes should be added to each testing time for distributing materials and reading the session directions to students.

<sup>2</sup> MC = multiple-choice, SA = short-answer, and OE = open-ended



## **Testing Disruptions**

A testing disruption may occur due to student illness, emergency evacuation, a fire drill, or other unforeseen circumstances that prevent the session from being administered as scheduled. In these circumstances, students may be allowed to complete the session at a later time, but they may not change responses to any test questions already answered.

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

## **Makeup Testing**

If a student misses a session due to illness or some other legitimate reason, a makeup session must be held before the end of the testing window. Makeup tests are considered valid so students are not penalized for legitimate absences. While the chance for students interacting with others who have already been tested is a reality, it is reduced as time passes between the original testing day and the makeup day.

## **Absences**

As a TA, you must keep a record of all student absences for each session of the regular and makeup SBA Science Fall Retest that you administer and then forward this record to the STC. In turn, the STC must keep a record of all students who miss both the regular and makeup administrations of any test session.

## **Test Booklet and Answer Document Forms**

There is one form of the English and Spanish test booklets and answer documents. Answer documents are packaged separately from test booklets. Spanish Glossaries of Science terms are also provided for the test administration. Braille and large-print versions of the test are also available for students who qualify for these assessment accommodations. Always distribute, collect, and store each student's test booklet and answer document together.

## List of Materials Needed by Session

Subtest	Number of Sessions	Materials Provided by Measured Progress	Materials Provided by the School
Science	3	<ul style="list-style-type: none"><li>• <i>Directions for Administering</i></li><li>• Test booklets</li><li>• Answer documents</li></ul>	<ul style="list-style-type: none"><li>• A “Testing—Do Not Disturb” sign for the classroom door</li><li>• Two (No. 2) pencils with erasers for each student</li></ul>

## Accommodations and Modifications

Accommodations and participation decisions will be made by each student’s educational team. The team should have ensured the student received the agreed-upon, allowable accommodation(s) in instruction and assessment in the content area for a sufficient amount of time prior to the SBA Science Fall Retest administration so that the student will be comfortable with using it on the test. The use of each accommodation in daily instruction must have written documentation (in the IEP, 504 or ELL plan). Only students on IEP, 504, or ELL plans are eligible for accommodations. Students of SAT or ELL students who have achieved fluent English proficiency are not eligible for accommodations. For a complete list of accommodations allowed on the SBA Science Fall Retest, download the *Student Assessment Accommodations Manual* from the PED website. Fill in the bubble for all accommodations used during test administration for each student in the accommodations boxes H and I on the inside back cover of the answer document, as applicable.

Prohibited **modifications** are changes in test administration that interfere with the comparability of scores. Examples of such modifications include giving students test administration directions that are not included in this manual. **Non-allowed modifications are strictly prohibited on the SBA Science Fall Retest.** The subtest for any content area in which non-allowable modifications are provided must be invalidated.

## Special Requirements for Administering the Large-Print and Braille Versions of the Assessment

### Administering the Large-Print Version of the Assessment

Give students who are administered a large-print version of the SBA Science Fall Retest a large-print test material packet. The packet includes a large-print instructions sheet, a large-print test booklet, a standard-sized test booklet and answer document. Please consider the following when administering the large-print test:

- Read the directions and scripts from this manual the same way as for a standard administration.
- The large-print test booklet is 11"×17". It is recommended that these tests be administered to students at tables (perhaps library-sized) to allow for the booklet’s size and to ensure student comfort.
- In addition to the materials in the large-print packet, also provide students with soft-lead No. 2 pencils.

### Student Responses

Only responses bubbled and written inside the answer document or typewritten responses to short-answer and open-ended questions will be scored. All responses to multiple-choice, short-answer, and open-ended questions that are not completed directly in the standard-sized answer document or typewritten **must** be transcribed into an answer document prior to shipping. Consider the following options with the student to determine the best method for recording the student’s responses.

- Students may use soft-lead No. 2 pencils to record their responses in the answer document. (Do not allow students to use mechanical pencils.)
- Students may respond to all questions in the large-print test booklet. **Answers in the large-print test booklet will not be scored. Therefore, answers written in the large-print test booklet must be copied into the answer document to be scored and reported. Be sure to transcribe exactly what the student has marked.**
- Students may type their responses with a word processor (without the aid of either a spelling or grammar check). **NOTE: You (or the proctor) must transcribe all multiple-choice answers into the answer document.**
- Students may use a scribe to write oral responses or fill in bubbles for multiple-choice questions in the answer document.
- If typewritten responses to short-answer and open-ended questions are permitted as an accommodation, follow the instructions on page 10 under Typed Responses.

### **Administering the Braille Version of the Assessment**

Give students who are administered a Braille version of the SBA Science Fall Retest a Braille test material packet. The packet includes a Braille test booklet, a standard test booklet, a standard answer document, test administrator notes from the Braille translator, and an instructions sheet. Please consider the following when administering the Braille test:

- You must read the directions and scripts from this manual the same way as for a standard administration. You may make adjustments to the specific directions for administering a test as needed to ensure that students taking the Braille version of the test understand the testing procedures. For example, you should tell students they do not need to read or pay attention to the copyright notice that appears in the Braille version.
- Various materials (e.g., Braille writers, slates and styluses, Cranmer modified abacuses, and word processors without the aid of spelling or grammar checks) may be required by the students and must be furnished prior to the appropriate subtest. Additionally, you should have available Braille paper and placeholders.

### **Student Responses**

All responses **must** be transcribed into an answer document prior to shipping. Consider the following options with the student to determine the best method for recording the student's responses. Students may use any combination of these options to answer test questions.

- Students may record their responses using Braille on a separate Braille sheet of paper.
- Students may record their responses directly in the Braille version of the test booklet.
- Students may respond to the short-answer and open-ended questions using a word processor (without a spelling or grammar check) and respond to the multiple-choice questions directly in the Braille version of the test booklet.
- Students may use a scribe to write oral responses or fill in bubbles for multiple-choice questions in the answer document.

You must transcribe the student's Braille responses and all other responses in the Braille test booklet **verbatim** into the student's answer document at the end of each subtest or after testing is completed. **Only answers copied into the answer document will be scored and reported.**

If typewritten responses to the short-answer and open-ended questions are permitted as an accommodation, follow the instructions below under "Typed Responses."

## Typed Responses

Typed responses to short-answer and open-ended questions may be submitted for those students who qualify for accommodation code 13 (Assistive Technology Devices). Refer to the *Student Assessment Accommodations Manual* for more information about this accommodation.

Each page of the typed response must contain the following information:

- Student's first and last name
- Student's state student ID number (which also appears on the student's ID label)
- Unique answer document number found on each page inside the student's answer document
- District name
- School name
- Session name (e.g., Science Session 1)
- Question number (e.g., #6)

At the end of testing, staple all sheets of paper containing typewritten responses from an individual student together once in the top left corner and provide them to the STC and DTC with the answer document. Never staple, tape, or glue typed response pages into an answer document.

**NOTE: You must transcribe all multiple-choice answers into the answer document.**

# SPECIFIC DIRECTIONS FOR ADMINISTERING

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

- Encourage the students to do their best.
- Check periodically to make sure that the students are
  - recording their answers properly and
  - only working in the current test session (not returning to previous test sessions or going beyond the session in which they are supposed to be working).
- Ensure that the students work until they reach the end of each testing session.
- Remember that you are prohibited from spelling words for students for all testing sessions.

## Completing Answer Documents

- To ensure accurate processing of the answer documents, they should be marked properly and kept in good physical condition.
- Remind the students to
  - handle test booklets and answer documents with care;
  - record their answers with heavy, dark marks;
  - use only a No. 2 pencil (no mechanical pencils are allowed);
  - avoid making extra marks in the answer document;
  - avoid folding answer document covers back;
  - leave extra space blank if answer spaces appear to be larger than necessary; and
  - remember that **only** what is darkened in the response circles and written in the answer spaces will be scored.

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

**SAY** **Sólo pueden usar lápices número 2. NO pueden usar lápices mecánicos.**

**No se usa papel de borrador para la reexaminación del otoño de la SBA de ciencias. En la evaluación de Ciencias, pueden desarrollar los problemas de las preguntas de opción múltiple en las páginas del folleto de prueba. Eviten hacer marcas de más, y no hagan marcas en los márgenes del documento de respuestas. Si necesitan cambiar su respuesta para una pregunta, asegúrense de borrar bien antes de marcar o escribir su nueva respuesta. Los materiales de la prueba no se pueden sacar de la sala de pruebas, por ningún motivo.**

# Science Session 1

**Recommended Session Time: 60 minutes**

**Allow an additional 15 minutes to distribute materials and read the directions to the students.**

**Materials Needed:** test booklets, answer documents, and sharpened No. 2 pencils with erasers

On the day(s) of the Science Assessment, be sure to remove or cover up any visible classroom materials used in the instruction of New Mexico Science Content Standards, such as student work, posters, maps, charts, etc. The Science Assessment consists of three sessions. Be sure that all student desks are cleared of books and other materials not needed for the test. Have a sufficient quantity of soft-lead (No. 2) pencils with erasers and distribute two to each student.

**Note:** Calculators and scratch paper **may not** be used during the SBA Science Fall Retest sessions. Spelling words for students is also prohibited.

**SAY Tienen prohibido tener teléfonos celulares u otros dispositivos electrónicos durante la prueba.** [Please refer to PED Policy on Electronic Devices on page 5.] **Si tienen un teléfono celular o un dispositivo electrónico, apáguelos ahora y guárdenlos en su mochila; yo las colocaré en el frente de la sala durante las sesiones de la prueba.**

**Si se les encuentra un teléfono celular u otro dispositivo electrónico durante la prueba, les será confiscado y revisado.**

**SAY Ahora voy a entregarles su folleto de prueba y su documento de respuestas. Manténganlos cerrados hasta que yo les diga lo que van a hacer.** [Distribute the test booklets, answer documents, and two pencils to each student.]

**SAY Busquen los recuadros para escribir el nombre en la portada de su folleto de prueba y de su documento de respuestas. Escriban su nombre y apellido con claridad sobre la línea en cada uno de los documentos.** [Pause.]

**SAY Abran su folleto de prueba en las instrucciones de la Sesión 1 de Ciencias. Abran su documento de respuestas en la primera página, que dice “Sesión 1, Ciencias”. No doblen su documento de respuestas hacia atrás durante esta prueba.**

Walk around the room to make sure everyone has the booklets open to the correct pages. Answer documents should be open flat, not folded back.

**SAY En esta sesión, ustedes responderán algunas preguntas marcando los círculos A, B, C o D en su documento de respuestas. Elijan sólo una respuesta para cada pregunta. Los problemas para estas preguntas de opción múltiple los pueden desarrollar en las páginas del folleto de prueba. Otras preguntas las responderán escribiendo sus respuestas en los recuadros proporcionados en su documento de respuestas. Algunas preguntas tienen dos o más partes. Asegúrense de responder todas las partes. Para las preguntas de respuesta corta y de desarrollo, muestren o expliquen todo el trabajo que hicieron usando números, palabras, oraciones o imágenes. Para las preguntas para las que tienen que escribir o dibujar su respuesta, utilicen sólo el espacio de los recuadros proporcionados para cada pregunta en su documento de respuestas. Mientras trabajan, asegúrense de borrar bien cualquier cambio que hagan y de rellenar claramente el círculo de la respuesta que quieran dar.**

**Lean en silencio las instrucciones del folleto de prueba al inicio de la página. Vayan siguiéndolas mientras yo las leo en voz alta. “Instrucciones: Lee cada pregunta cuidadosamente. Para cada pregunta de opción múltiple decide cuál es la mejor**

respuesta a la pregunta. Asegúrate de marcar o escribir tus respuestas en tu documento de respuestas. Sólo se calificarán las respuestas y el trabajo escrito en el recuadro de respuestas”.

Ahora vean el ejemplo. Vayan siguiéndolo mientras yo lo leo en voz alta. “¿Cuál de estos animales vive en el agua?” Ahora vean las opciones de respuesta. ¿Cuál es la respuesta? [Pause for replies.]

**SAY** Sí, “B. Delfín” es la respuesta correcta. Ahora busquen la sección de la Sesión 1 de Ciencias en su documento de respuestas. Busquen el recuadro que dice “Ejemplo”. Se marcó el círculo de la letra “B”, porque “B” es la letra de la respuesta correcta. ¿Tienen alguna pregunta? [If there are any procedural questions, reread the directions.]

**SAY** Ustedes tendrán todo el tiempo que necesiten para responder a las preguntas de esta sesión. Si no están seguros de la respuesta a una pregunta, hagan su mejor esfuerzo. Pueden dibujar o escribir en su folleto de prueba, si eso les ayuda a contestar las preguntas. Comiencen con la pregunta 1 de su folleto de prueba y continúen trabajando hasta que vean el letrero de alto. No hagan nada más allá del letrero de alto. Recuerden marcar o escribir todas sus respuestas en los recuadros proporcionados en su documento de respuestas. **NO** se calificará nada de lo que hayan escrito en el folleto de prueba.

Quando hayan terminado esta sesión, cierren su folleto de prueba y su documento de respuestas, y metan el documento de respuestas adentro del folleto de prueba. Luego, pueden sentarse en silencio o leer un libro en su escritorio sin hacer ruido. ¿Tienen alguna pregunta? [If there are any procedural questions, reread the directions.]

**SAY** Comiencen a trabajar ahora.

Remain attentive in the room during the entire testing session. Circulate throughout the room during the testing session. **(Reading, grading papers, or doing other work is prohibited.)** Each test session within the SBA Science Fall Retest has been assigned a unique symbol printed in the test booklet header. For example, the symbol assigned to Science Session 1 is a circle. Ensure all students are working in the test session with circles at the top of each page.

Remember that identifying and pointing out questions a student did not complete either during or after the test session is **not** allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

If you will not immediately continue with Science Session 2, collect the test booklets with inserted answer documents and the pencils with erasers from the students as they finish. Direct the students to sit quietly at their desks or quietly read a book. Place all test materials in central, secure, and locked storage until the next testing session.

If you will immediately continue with Science Session 2, provide students with a short break and continue reading the directions on the next page.

## Science Session 2

**Recommended Session Time: 60 minutes**

**Allow an additional 15 minutes to distribute materials and read the directions to the students.**

**Materials Needed:** test booklets, answer documents, and sharpened No. 2 pencils with erasers

On the day of Science Session 2, be sure to remove or cover up any visible classroom materials used in the instruction of New Mexico Science Content Standards, such as student work, posters, maps, charts, etc. Be sure that all student desks are cleared of books and other materials not needed for the test. Have a sufficient quantity of soft-lead (No. 2) pencils with erasers and distribute two to each student.

**Note:** Calculators and scratch paper **may not** be used during the SBA Science Fall Retest sessions. Spelling words for students is also prohibited.

**SAY** **Tienen prohibido tener teléfonos celulares u otros dispositivos electrónicos durante la prueba.** [Please refer to PED Policy on Electronic Devices on page 5.] **Si tienen un teléfono celular o un dispositivo electrónico, apáguelos ahora y guárdenlos en su mochila; yo las colocaré en el frente de la sala durante las sesiones de la prueba.**

**Si se les encuentra un teléfono celular u otro dispositivo electrónico durante la prueba, les será confiscado y revisado.**

If you are not immediately continuing from the prior session,

**SAY** **Ahora voy a entregarles su folleto de prueba y su documento de respuestas. Manténganlos cerrados hasta que yo les diga lo que van a hacer.** [Distribute the test booklets, answer documents, and two pencils to each student.]

**SAY** **Vean la portada de su folleto de prueba y de su documento de respuestas, y asegúrense de que su nombre esté escrito sobre la línea. Levanten la mano si el folleto de prueba o el documento de respuestas tienen escrito el nombre de otra persona.** [Pause. Redistribute test materials as necessary.]

For all students,

**SAY** **Abran su folleto de prueba en las instrucciones de la Sesión 2 de Ciencias. Abran su documento de respuestas en la primera página, que dice “Sesión 2, Ciencias”. No doblen su documento de respuestas hacia atrás durante esta prueba.**

Walk around the room to make sure everyone has the booklets open to the correct pages. Answer documents should be open flat, not folded back.

**SAY** **En esta sesión, ustedes responderán algunas preguntas marcando los círculos A, B, C o D en su documento de respuestas. Elijan sólo una respuesta para cada pregunta. Los problemas para estas preguntas de opción múltiple los pueden desarrollar en las páginas del folleto de prueba. Otras preguntas las responderán escribiendo sus respuestas en los recuadros proporcionados en su documento de respuestas, tal como lo hicieron en la sesión anterior. Algunas preguntas tienen dos o más partes. Asegúrense de responder todas las partes. Para las preguntas de respuesta corta y de desarrollo, muestren o expliquen todo el trabajo que hicieron usando números, palabras, oraciones o imágenes. Para las preguntas para las que tienen que escribir o dibujar su respuesta, utilicen sólo el espacio de los recuadros proporcionados para cada pregunta en su documento de respuestas. Mientras trabajan, asegúrense de borrar bien cualquier cambio que hagan y de rellenar claramente el círculo de la respuesta que quieran dar.**



Lean en silencio las instrucciones al inicio de la página en el folleto de prueba. Vayan siguiéndolas mientras yo las leo en voz alta. “Instrucciones: Lee cada pregunta cuidadosamente. Para cada pregunta de opción múltiple decide cuál es la mejor respuesta a la pregunta. Asegúrate de marcar o escribir tus respuestas en tu documento de respuestas. Sólo se calificarán las respuestas y el trabajo escrito en el recuadro de respuestas”. ¿Todos entienden lo que tienen que hacer? [If there are any procedural questions, reread the directions.]

**SAY** Ustedes tendrán todo el tiempo que necesiten para responder a las preguntas de esta sesión. Si no están seguros de la respuesta a una pregunta, hagan su mejor esfuerzo. Pueden dibujar o escribir en su folleto de prueba, si eso les ayuda a contestar las preguntas. Comiencen con la primera pregunta de la Sesión 2 de su folleto de prueba y continúen trabajando hasta que vean el letrero de alto. No hagan nada más allá del letrero de alto. Recuerden marcar o escribir todas sus respuestas en los recuadros proporcionados en su documento de respuestas. **NO** se calificará nada de lo que hayan escrito en el folleto de prueba.

Cuando hayan terminado esta sesión, cierren su folleto de prueba y su documento de respuestas, y metan el documento de respuestas adentro del folleto de prueba. Luego, pueden sentarse en silencio o leer un libro en su escritorio sin hacer ruido. ¿Tienen alguna pregunta? [If there are any procedural questions, reread the directions.]

**SAY** Comiencen a trabajar ahora.

Remain attentive in the room during the entire testing session. Circulate throughout the room during the testing session. (**Reading, grading papers, or doing other work is prohibited.**) Each test session within the SBA Science Fall Retest has been assigned a unique symbol printed in the test booklet header. For example, the symbol assigned to Science Session 2 is a triangle. Ensure all students are working in the test session with triangles at the top of each page.

Remember that identifying and pointing out questions a student did not complete either during or after the test session is **not** allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

If you will not immediately continue with Science Session 3, collect the test booklets with inserted answer documents and the pencils with erasers from the students as they finish. Direct the students to sit quietly at their desks or quietly read a book. Place all test materials in central, secure, and locked storage until the next testing session.

If you will immediately continue with Science Session 3, provide students with a short break and continue reading the directions on the next page.

## Science Session 3

**Recommended Session Time: 60 minutes**

**Allow an additional 15 minutes to distribute materials and read the directions to the students.**

**Materials Needed:** test booklets, answer documents, and sharpened No. 2 pencils with erasers

On the day of Science Session 3, be sure to remove or cover up any visible classroom materials used in the instruction of New Mexico Science Content Standards, such as student work, posters, maps, charts, etc. Be sure that all student desks are cleared of books and other materials not needed for the test. Have a sufficient quantity of soft-lead (No. 2) pencils with erasers and distribute two to each student.

**Note:** Calculators and scratch paper **may not** be used during the SBA Science Fall Retest sessions. Spelling words for students is also prohibited.

**SAY** **Tienen prohibido tener teléfonos celulares u otros dispositivos electrónicos durante la prueba.** [Please refer to PED Policy on Electronic Devices on page 5.] **Si tienen un teléfono celular o un dispositivo electrónico, apáguelos ahora y guárdenlos en su mochila; yo las colocaré en el frente de la sala durante las sesiones de la prueba.**

**Si se les encuentra un teléfono celular u otro dispositivo electrónico durante la prueba, les será confiscado y revisado.**

If you are not immediately continuing from the prior session,

**SAY** **Ahora voy a entregarles su folleto de prueba y su documento de respuestas. Manténganlos cerrados hasta que yo les diga lo que van a hacer.** [Distribute the test booklets, answer documents, and two pencils to each student.]

**SAY** **Vean la portada de su folleto de prueba y de su documento de respuestas, y asegúrense de que su nombre esté escrito sobre la línea. Levanten la mano si el folleto de prueba o el documento de respuestas tienen escrito el nombre de otra persona.** [Pause. Redistribute test materials as necessary.]

For all students,

**SAY** **Abran su folleto de prueba en las instrucciones de la Sesión 3 de Ciencias. Abran su documento de respuestas en la primera página, que dice “Sesión 3, Ciencias”. No doblen su documento de respuestas hacia atrás durante esta prueba.**

Walk around the room to make sure everyone has the booklets open to the correct pages. Answer documents should be open flat, not folded back.

**SAY** **En esta sesión, ustedes responderán algunas preguntas marcando los círculos A, B, C o D en su documento de respuestas. Elijan sólo una respuesta para cada pregunta. Los problemas para estas preguntas de opción múltiple los pueden desarrollar en las páginas del folleto de prueba. Otras preguntas las responderán escribiendo sus respuestas en los recuadros proporcionados en su documento de respuestas, tal como lo hicieron en la sesión anterior. Algunas preguntas tienen dos o más partes. Asegúrense de responder todas las partes. Para las preguntas de respuesta corta y de desarrollo, muestren o expliquen todo el trabajo que hicieron usando números, palabras, oraciones o imágenes. Para las preguntas para las que tienen que escribir o dibujar su respuesta, utilicen sólo el espacio de los recuadros proporcionados para cada pregunta en su documento de respuestas. Mientras trabajan, asegúrense de borrar bien cualquier cambio que hagan y de rellenar claramente el círculo de la respuesta que quieran dar.**

Lean en silencio las instrucciones al inicio de la página en el folleto de prueba. Vayan siguiéndolas mientras yo las leo en voz alta. “Instrucciones: Lee cada pregunta cuidadosamente. Para cada pregunta de opción múltiple decide cuál es la mejor respuesta a la pregunta. Asegúrate de marcar o escribir tus respuestas en tu documento de respuestas. Sólo se calificarán las respuestas y el trabajo escrito en el recuadro de respuestas”. ¿Todos entienden lo que tienen que hacer? [If there are any procedural questions, reread the directions.]

**SAY** Ustedes tendrán todo el tiempo que necesiten para responder a las preguntas de esta sesión. Si no están seguros de la respuesta a una pregunta, hagan su mejor esfuerzo. Pueden dibujar o escribir en su folleto de prueba, si eso les ayuda a contestar las preguntas. Comiencen con la primera pregunta de la Sesión 3 de su folleto de prueba y continúen trabajando hasta que vean el letrero de alto. No hagan nada más allá del letrero de alto. Recuerden marcar o escribir todas sus respuestas en los recuadros proporcionados en su documento de respuestas. **NO** se calificará nada de lo que hayan escrito en el folleto de prueba.

Cuando hayan terminado esta sesión, cierren su folleto de prueba y su documento de respuestas, y metan el documento de respuestas adentro del folleto de prueba. Luego, pueden sentarse en silencio o leer un libro en su escritorio sin hacer ruido. ¿Tienen alguna pregunta? [If there are any procedural questions, reread the directions.]

**SAY** Comiencen a trabajar ahora.

Remain attentive in the room during the entire testing session. Circulate throughout the room during the testing session. (**Reading, grading papers, or doing other work is prohibited.**) Each test session within the SBA Science Fall Retest has been assigned a unique symbol printed in the test booklet header. For example, the symbol assigned to Science Session 3 is a square. Ensure all students are working in the test session with squares at the top of each page.

Remember that identifying and pointing out questions a student did not complete either during or after the test session is **not** allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

Collect the test booklets with inserted answer documents and the pencils with erasers from the students as they finish. Direct the students to sit quietly at their desks or quietly read a book. Place all test materials in central, secure, and locked storage until they are prepared for return to Measured Progress.

This is the end of the SBA Science Fall Retest. Follow the directions for completing student information on the biogrid and preparing test materials for return to Measured Progress beginning on the next page.

# AFTER TESTING

## Completing Student Information on the Biogrid

The biogrid is located on the last two pages of the answer document. A sample biogrid is provided for your reference on pages 20 and 21. Please refer to these pages when reviewing the rules below for completing the biogrid.

## Rules for the Use of Pre-ID Labels

### **Purpose of Pre-ID Labels**

If you were provided Pre-ID labels, they simplify school personnel's task of completing student identification on the biogrid by eliminating the need to "bubble in" all the demographic information for the student that is already stored in PED's STARS/NASIS system. Bypassing the "hand bubbling" step helps ensure the accuracy of the demographic information associated with each student, such as gender, ELL status, etc. Of course, this means that school personnel **must** ensure the STARS/NASIS demographic information is accurate and kept up to date.

Pre-ID labels are provided for public schools, charter schools, state educational institutions, and BIE schools.

### **Valid versus Invalid Pre-ID Labels**

Only valid Pre-ID labels may be used. A Pre-ID label is valid only if **all three essential identifiers are accurate**. These three essential identifiers are

1. Student's last name, first name, and middle initial
2. Student's date of birth
3. Student's state identification number

### **Valid Pre-ID Labels**

If all three identifiers are valid, the label may be used. For each answer document, match the Pre-ID label with the name the student wrote on the front cover and apply it to the bottom right corner on the back cover. You do not need to bubble boxes A–F.

### **Invalid Pre-ID Labels**

If **any** of the three essential identifiers are incorrect, the label is invalid and must be destroyed by shredding. In this case, school staff must hand-bubble in boxes A–F of the biogrid, and update STARS/NASIS with the correct information.

If you did not receive a Pre-ID label for a student, bubble boxes A–F and update STARS/NASIS with the correct student information.

Please refer to the Rules for Completing Biogrids chart on page 22 of this manual.

## Two Last Points

1. **Do NOT ALLOW students to fill in any information in sections 1, 2, 3, or 4 of the biogrid.**
2. Please remember that bubbling in a field on the biogrid for new students or students whose Pre-ID label is not valid will **not** update or be automatically uploaded to STARS/NASIS. Corrections to STARS/NASIS must be made by school administrators. Be sure to make these corrections or updates before the close of the testing window to ensure reporting accuracy.

Directions for bubbling in each of the boxes on the biogrid are provided on pages 22 and 23 for reference, as needed.

More detailed information about the definition of each data field is provided in the *New Mexico Statewide Assessment Program (NMSAP) Procedures Manual*, which is available on the Assessment and Evaluation page of the PED website.

**Personnel at all schools—public, charter, or state supported, and BIE—need to conduct a final check of all the biogrids to verify that the information has been recorded accurately and the correct label has been applied before the materials are sent to the DTCs for shipping.**



# Sample Biogrid – Inside Back Cover of Paper-Based Answer Document

Section 1: TESTING: If student did not test all sessions, mark the appropriate Test Completion Status in Box **G**. Bubble accommodations used in Box **H** and Box **I**. Bubbling Box **J** will void the entire answer document. **Caution:** Filling in the bubble in Box **J** will result in all of the answer document not being scored.

<b>G TEST COMPLETION STATUS</b>	
SC	
Non-Allowed Modification	(1)
Test Irregularities	(2)

<b>H ELL ACCOMMODATIONS</b>	
SC	
(20)	
(21)	
(22)	
(23)	
(24)	
(25)	
(26)	
(27)	
(28)	

<b>I SWD or 504 PLAN ACCOMMODATIONS</b>	
SC	
(01)	
(02)	
(03)	
(04)	
(05)	
(06)	
(07)	
(09)	
(10)	
(11)	
(12)	
(13)	
(14)	
(15)	

<b>J VOID-DO NOT SCORE</b>	
(Y)	Void this answer document

Section 2: HOMESCHOOL EXEMPTION: Box **K** must be bubbled for any homeschool student that does NOT meet the following rule: "...is regularly enrolled in one-half or more of the minimum course requirements approved by the department for public school students..." Section 22-8-2(M)(2) NMAC. Note that homeschooled students are tested at the discretion of the district office.

<b>K (Y) HOMESCHOOLED FULL TIME</b>	
(Y)	

Section 3: BIE: (BIE schools only.) Box **L** must be bubbled for ALL BIE students.

<b>L NASIS ID</b>									
(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)
(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)
(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)
(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)
(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)
(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)

For Internal Use Only					
A	(1)	(2)	(3)	(4)	(5)
B	(6)	(7)	(8)	(9)	(10)
C	(11)	(12)	(13)	(14)	(15)
D	(16)	(17)	(18)	(19)	(20)
E	(21)	(22)	(23)	(24)	(25)

## Rules for Completing Biogrids

	<b>Sections 1 &amp; 2: TESTING &amp; HOMESCHOOL EXEMPTION</b>	<b>Section 3: BIE</b>	<b>Section 4: IDENTIFICATION</b>
<b>Public, charter, state educational institutions</b>	<b>Bubble in Box(es)</b>	<b>Bubble in Box(es)</b>	<b>Bubble in Box(es)</b>
1. Pre-ID label has 3 correct identifiers.	Any that apply	Leave blank	Leave blank
2. Pre-ID label has 1 or more incorrect identifiers.	Any that apply	Leave blank	A–F
3. Student does not have a Pre-ID label.	Any that apply	Leave blank	A–F
4. Student is new.	Any that apply	Leave blank	A–F
<b>BIE schools</b>			
1. Pre-ID label has 3 correct identifiers.	Any that apply	L	Leave blank
2. Pre-ID label has 1 or more incorrect identifiers.	Any that apply	L	A–F
3. Student does not have a Pre-ID label.	Any that apply	L	A–F
4. Student is new.	Any that apply	L	A–F

Personnel at all schools, please note.

Section 2: HOMESCHOOL EXEMPTION: Box K must be bubbled for any homeschool student that does NOT meet the following rule: “. . .is regularly enrolled in one-half or more of the minimum course requirements approved by the department for public school students. . .” Section 22-8-2(M)(2) NMAC. Note that homeschooled students are tested at the discretion of the district office.

### Special Notice to BIE Schools

- **For ALL students**, bubble in box L (NASIS ID).
- **For students who are new, who have no Pre-ID label, or whose Pre-ID label is incorrect**, bubble in boxes A–F and box L.



## Directions for Each Box on the Biogrid

**NOTE: The box letters are organized by biogrid section: 1, 2, 3, or 4.**

### **Section 1: TESTING** (All schools, as needed)

**Box G. Test Completion Status**—If a non-allowed modification or other testing irregularity occurs, mark the appropriate content area(s).

**Box H. ELL Accommodations**—Mark the bubble(s) with the code that corresponds to the accommodation(s) that was used for each content for any students who are ELL and participated in any part of this administration with an accommodation.

**Box I. SWD or 504 Plan Accommodations**—Mark the bubble(s) with the code that corresponds to the accommodation(s) that was used for each content for any students who are Special Education and/or have a 504 Plan who participated in any part of this administration with an accommodation.

**Box J. Void-Do Not Score**—Mark this bubble if the answer document needs to be voided completely and not scored.

**Section 2: HOMESCHOOL EXEMPTION**—Box K must be bubbled for any homeschool student that does NOT meet the following rule: “. . . is regularly enrolled in one-half or more of the minimum course requirements approved by the department for public school students . . .” Section 22-8-2(M)(2) NMAC. Note that homeschooled students are tested at the discretion of the district office.

**Section 3: BIE**—(BIE schools’ use only) Box L must be completed for all students.

**Box L. NASIS ID**—Write in and mark the bubbles for the nine-digit NASIS student ID number.

**Section 4: IDENTIFICATION** (Public school students, charter school students, BIE students, and students who attend state educational institutions whose Pre-ID label is missing or not valid)

**Box A. Student Name**—Write in and mark the bubbles for the first 20 characters of the student’s last name, the first 16 characters of the first name, and the middle initial (MI).

**Box B. District Code**—Mark the bubbles with the correct district code.

**Box C. School Code**—Mark the bubbles with the correct school code.

**Box D. Birth Date**—Mark the bubble for the month of birth; then write in and mark the bubbles for the day and year of birth.

**Box E. State Student ID**—Write in and mark the bubbles for the 9-digit state student ID number.

**Box F. Gender**—Mark the bubble corresponding to the student’s gender.

## Some Final Guidelines

Check the answer documents and verify that

- the Pre-ID label is properly affixed to the correct answer document.
- each student's responses have been made with a black soft-lead (No. 2) pencil.
- any answer document that has been badly folded, crumpled, torn, or otherwise damaged is placed at the top of the stack of answer documents for inclusion in the Special Handling Envelope.

Check the large-print materials to

- verify that all of the answers written in the large-print test booklet were transcribed **exactly** into the student's answer document. Only answers in the answer document or typed responses will be scored.
- include any typewritten or handwritten pages as instructed on page 10 of this manual.

Check the Braille materials to

- verify that the student's answers were transcribed **exactly** into the student's non-Braille answer document. (If the responses are not transcribed into the student's non-Braille answer document, they will **not** be scored.)
- include any typewritten or handwritten pages with the non-Braille test booklet as instructed on page 10 of this manual.

**Return all test booklets and answer documents to the School Test Coordinator at the completion of testing.**



**Content and Copyright Information**

This manual was developed by Measured Progress under a contract with the New Mexico Public Education Department (PED) to develop, administer, score, and report the New Mexico Standards Based Assessment (SBA) and the SBA Science Fall Retest. While the PED has reviewed this manual and posted it on its website, Measured Progress is responsible for the editorial and technical content.

**Note**

This manual is available at [http://www.ped.state.nm.us/ped/Assessment\\_index.html](http://www.ped.state.nm.us/ped/Assessment_index.html). Click on the A–Z directory to locate it under “Assessment | Accountability | Evaluation, Assessments,” SBA page.