



HSIGIA

High School Graduation Assessment

FALL RETEST

DIRECTIONS FOR ADMINISTERING

Paper-Based Tests (PBT)

**ENGLISH READING
& MATHEMATICS**



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 High School Graduation Assessment (HSGA), 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 High School Assessment

For additional information about testing requirements, please contact Gabe Martinez (gabriel.martinez3@state.nm.us or 505-827-6509) or Joslyn Overby (joslyn.overby@state.nm.us or 505-827-6570). Please contact Dr. Cindy Gregory for additional information about high school cohorts (cindy.gregory@state.nm.us or 505-827-6508).

SBA and SBA/HSGA (High School Graduation Assessment)

Since the spring 2012 SBA test administration, the SBA has served a dual purpose as the accountability assessment (A–F School Rating System) and as the High School Graduation Assessment (SBA/HSGA). In spring 2015, the Partnership for Assessment of Readiness for College and Careers (PARCC) replaced the SBA as New Mexico’s standard graduation option for reading, writing, and mathematics. For students on the career graduation option and for H5+ students, the SBA/HSGA can instead be used as the primary demonstration of competency in reading and mathematics. The science SBA/HSGA continues as the primary demonstration of competency in science for both standard and career graduation options.

Testing Requirements

Retests for the Reading and Mathematics SBA/HSGA will be available through 2020 to students in the cohorts of 2012–2015. The PARCC fall/winter block retest is available to seniors on the standard graduation option who have not met their primary demonstration of competency in reading, writing, and/or mathematics.

Preliminary Planning

Inform students of the importance of the HSGA 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 HSGA 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 HSGA. Students may work on problems on the **test booklet** pages.

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), High School Graduation Assessment (HSGA), 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 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. More detailed guidance may be found in the *New Mexico Statewide Assessment Program (NMSAP) Procedures Manual*, which is available on the Assessment and Evaluation page of the PED website.

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 HSGA 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. Mathematics reference sheets in both English and Spanish and Spanish Glossaries of Mathematics 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
Reading	2	<ul style="list-style-type: none"> • <i>Directions for Administering</i> • Test booklets • Answer documents 	<ul style="list-style-type: none"> • A “Testing—Do Not Disturb” sign for the classroom door • Two (No. 2) pencils with erasers for each student
Mathematics	3	<ul style="list-style-type: none"> • <i>Directions for Administering</i> • Test booklets • Answer documents • High School Mathematics Reference Sheets 	<ul style="list-style-type: none"> • A “Testing—Do Not Disturb” sign for the classroom door • Two (No. 2) pencils with erasers for each student • Calculators

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 HSGA 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 HSGA, download the *Student Assessment Accommodations Manual*. 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 HSGA.** The subtest for any content area in which non-allowed 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 HSGA 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, and a large-print mathematics reference sheet. 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 HSGA a Braille test material packet. The packet includes Braille test booklets in volumes by subject, a standard test booklet, a standard answer document, a Braille mathematics reference sheet, 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., Reading 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 Only #2 pencils may be used. Mechanical pencils may NOT be used.

Scratch paper is not used on the HSGA. In the Mathematics Assessment, you may work on problems for the multiple-choice questions on the test booklet pages. Avoid making extra marks and do not mark in the margins of the answer document. If you need to change your answer to a question, be sure to erase completely before marking or writing your new answer. Testing materials may not be taken out of the testing room for any reason.

Reading 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 Reading Assessment, be sure to remove or cover up any visible classroom materials used in the instruction of New Mexico Reading Content Standards such as word walls, posters, charts, etc. The Reading Assessment consists of two 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. Students may use pens, highlighters, or colored pencils to mark in the test booklet **only**.

Note: Read-aloud of the passages and questions in the Reading Assessment is not permitted. Spelling words for students is also prohibited.

SAY You are not allowed to have a cell phone or other electronic device during testing. [Please refer to PED Policy on Electronic Devices on page 5.] **If you have a cell phone or an electronic device in your possession, turn it off now and place it in your backpack, and I will store it at the front of the testing room during the testing sessions. If a cell phone or other electronic device is discovered during testing, it will be confiscated and subject to search.**

SAY I will now give you your test booklet and answer document. Leave both booklets closed until I tell you what to do. [Distribute the test booklets and answer documents.]

SAY Print your first and last name neatly on the lines on each document. [Pause.] **Raise your hand if someone else's name is written on the test booklet or answer document.** [Pause. Redistribute test materials as necessary.]

SAY For the Reading sessions, you will read the passages and questions in your test booklet and mark or write ALL of your answers in your answer document next to the number that corresponds to the number of the question. Do NOT answer the questions directly in your test booklet. Do not write in your answer document until I tell you what to do.

Open your test booklet to the Session 1 Reading directions. Open your answer document to the first page that says "Session 1 Reading." Do not fold your answer document back during this test.

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 In this session, you will answer some questions by marking the A, B, C, or D bubbles in your answer document. Choose only one answer for each question. You will answer other questions by writing your answers in the boxes provided in your answer document. Write on the lines provided in each box. While you are working, be sure to erase completely any changes that you make and clearly fill in the bubble for your intended answer.

Look at the directions in the test booklet at the top of the page. Follow along as I read them aloud. "Directions: Read each passage. Then read each question about the passage. For each multiple-choice question, decide which is the best answer. Be sure to mark the bubble or write your answer on the lines in your answer document. Only answers written inside the answer boxes will be scored."

Now find the example passage right below the directions. [Pause to make sure everyone has found the example passage.]

SAY Read the passage to yourself. [Pause about two minutes while students read the example passage.]

SAY Now look at the first example question, Example A. Follow along as I read Example A aloud. “According to the article, why were ‘dachshund sausages’ called ‘hot dogs’? A. *It was easier to spell ‘hot dogs.’* B. *The sausages were served on a cold day.* C. *It was the first time the sausages were sold.* D. *People liked eating ‘hot dogs’ at baseball games.” Which is the correct answer? [Pause for replies.]*

SAY Yes, that’s right. The passage says that it was easier to spell “hot dogs.” Now find the section for Reading Session 1 in your answer document. Look at the box marked “Examples.” The bubble for “A” has been filled in for Example A to show that it is the correct answer. Does everyone understand what to do? [If there are any procedural questions, reread the directions.]

SAY Now look at Example B. Read the question to yourself. Then mark the bubble for your answer. [Pause while students mark their answers.]

SAY Which bubble did you mark? [Pause for replies.]

SAY That’s right. You should have marked the answer bubble for “B.” Does anyone have a question about what to do? [If there are any procedural questions, reread the directions.]

SAY You will have as much time as you need to read the passages and answer the questions in this session. If you’re not sure about the answer to a question, do the best you can. Begin with question 1 in your test booklet and continue until you see the stop sign. Do not work past the stop sign. Be sure to write or mark your answer inside the answer boxes in your answer document. Anything written in the test booklet will NOT be scored.

When you are finished with this session, close your test booklet and answer document and insert your answer document into your test booklet. You may then sit quietly or quietly read a book at your desk. Do you have any questions? [If there are any procedural questions, reread the directions.]

SAY Start working now.

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 HSGA has been assigned a unique symbol printed in the test booklet header. For example, the symbol assigned to Reading 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 Reading 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 Reading Session 2, provide students with a short break and continue reading the directions on the next page.

Reading 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 Reading Session 2, be sure to remove or cover up any visible classroom materials used in the instruction of New Mexico Reading Content Standards such as word walls, posters, 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. Students may use pens, highlighters, or colored pencils to mark in the test booklet **only**.

Note: Read-aloud of the passages and questions in the Reading Assessment is not permitted. Spelling words for students is also prohibited.

SAY You are not allowed to have a cell phone or other electronic device during testing. [Please refer to PED Policy on Electronic Devices on page 5.] **If you have a cell phone or an electronic device in your possession, turn it off now and place it in your backpack, and I will store it at the front of the testing room during the testing sessions. If a cell phone or other electronic device is discovered during testing, it will be confiscated and subject to search.**

If you are not immediately continuing from the prior session,

SAY I will now give you your test booklet and answer document. Leave both booklets closed until I tell you what to do. [Distribute the test booklets and answer documents.]

SAY Look at the front covers of your test booklet and answer document and check that your name is written on the lines. Raise your hand if someone else's name is written on the test booklet or answer document. [Pause. Redistribute the test materials as necessary.]

For all students,

SAY Open your test booklet to the Session 2 Reading directions. Open your answer document to the first page that says "Session 2 Reading." Do not fold your answer document back during this test.

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 In this session, you will answer some questions by marking the A, B, C, or D bubbles in your answer document. Choose only one answer for each question. You will answer other questions by writing your answers in the boxes provided in your answer document, just as you did in the last session. While you are working, be sure to erase completely any changes that you make and clearly fill in the bubble for your intended answer.

Look at the directions in the test booklet at the top of the page. Follow along as I read them aloud. "Directions: Read each passage. Then read each question about the passage. For each multiple-choice question, decide which is the best answer. Be sure to mark the bubble or write your answer on the lines in your answer document. Only answers written inside the answer boxes will be scored." Does everyone understand what to do? [If there are any procedural questions, reread the directions.]

SAY You will have as much time as you need to read the passages and answer the questions in this session. If you're not sure about the answer to a question, do the best you can. Begin with the first question in session 2 in your test booklet and continue working until you see the stop sign. Do not work past the stop sign. Be sure to write or mark your answer inside the answer boxes in your answer document. Anything written in the test booklet will NOT be scored.

When you are finished with this session, close your test booklet and answer document and insert your answer document into your test booklet. You may then sit quietly or quietly read a book at your desk. Does everyone understand what to do? [If there are any procedural questions, reread the directions.]

SAY Start working now.

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 HSGA has been assigned a unique symbol printed in the test booklet header. For example, the symbol assigned to Reading 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 Mathematics Session 1, 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 Mathematics Session 1, provide students with a short break and continue reading the directions on the next page.

Mathematics 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, High School Mathematics Reference Sheets, calculators, and sharpened No. 2 pencils with erasers

On the day(s) of the Mathematics Assessment, be sure to remove or cover up any visible classroom materials used in the instruction of New Mexico Mathematics Content Standards such as student work, posters, graphs, charts, etc. The Mathematics 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. You also need a sufficient quantity of calculators for students who do not have access to their own calculators.

Note: Scratch paper **may not** be used during the Mathematics sessions. Calculators may be used on the high school Mathematics Assessment. Spelling words for students is prohibited.

SAY You are not allowed to have a cell phone or other electronic device during testing. [Please refer to PED Policy on Electronic Devices on page 5.] **If you have a cell phone or an electronic device in your possession, turn it off now and place it in your backpack, and I will store it at the front of the testing room during the testing sessions. If a cell phone or other electronic device is discovered during testing, it will be confiscated and subject to search.**

SAY I will now give you your test booklet, answer document, and reference sheet. Leave both booklets closed until I tell you what to do. [Distribute the test booklets, answer documents, mathematics reference sheets, and calculators for students who do not have access to their own calculators.]

SAY Look at the front covers of your test booklet and answer document and check that your name is written on the lines. Raise your hand if someone else's name is written on the test booklet or answer document. [Pause. Redistribute test materials as necessary.]

If you are continuing from the prior session, distribute mathematics reference sheets and calculators to students who do not have access to their own calculators.

For all students,

SAY Open your test booklet to the Session 1 Mathematics directions. Open your answer document to the first page that says "Session 1 Mathematics." Do not fold your answer document back during this test.

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 In this session, you will answer some questions by marking the A, B, C, or D bubbles in your answer document. Choose only one answer for each question. You may work out problems for these multiple-choice questions on the test booklet pages. You will answer other questions by writing your answers in the boxes provided in your answer document. Some problems have two or more parts. Be sure to answer all parts. For short-answer and open-ended questions, show or explain all of your work by using numbers, words, sentences, or pictures. For problems requiring you to write or draw your answers, fit your answers within the boxes provided for each problem in your answer document. You may need the mathematics reference sheet to answer some of

the questions in this session. You may use a calculator during this session. While you are working, be sure to erase completely any changes that you make and clearly fill in the bubble for your intended answer.

Look at the directions in the test booklet at the top of the page. Follow along as I read them aloud. “Directions: Read each question or problem carefully. Then answer the question or work the problem. For each multiple-choice question, decide which is the best answer. Be sure to mark, write, or draw your answers in your answer document. Only answers and work written inside the answer boxes will be scored.”

Now find Example A right below the directions. [Pause to make sure everyone has found the example question.]

SAY Follow along as I read Example A aloud. “Look at this equation. $18=3d-6$. What value of d makes the equation true? A. 12 B. 8 C. 6 D. 4.” Which is the correct answer? [Pause for replies.]

SAY Yes, that’s right. The answer to the question is “B. 8.” Now find the section for Mathematics Session 1 in your answer document. Look at the box marked “Examples.” The bubble for “B” has been filled in for Example A to show that it is the correct answer. Are there any questions? [If there are any procedural questions, reread the directions.]

SAY Now look at Example B. Read the question to yourself. Then mark the bubble for your answer. [Pause while students mark their answers.]

SAY Which bubble did you mark? [Pause for replies.]

SAY That’s right. You should have marked the answer bubble for “C.” Does anyone have a question about what to do? [If there are any procedural questions, reread the directions.]

SAY You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can. You may draw or write in your test booklet if this will help you answer the questions. Begin with the first question in session 1 in your test booklet and continue until you see the stop sign. Do not work past the stop sign. Remember to mark or write all of your answers inside the answer boxes in the answer document. Anything written in the test booklet will NOT be scored.

When you are finished with this session, close your test booklet and answer document and insert your answer document and reference sheet into your test booklet. You may then sit quietly or quietly read a book at your desk. Do you have any questions? [If there are any procedural questions, reread the directions.]

SAY Start working now.

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 HSGA has been assigned a unique symbol printed in the test booklet header. For example, the symbol assigned to Mathematics 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 Mathematics Session 2, collect the test booklets with inserted answer documents and mathematics reference sheets, calculators that do not belong to students, and 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 Mathematics Session 2, provide students with a short break and continue reading the directions on the next page.

Mathematics 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, High School Mathematics Reference Sheets, calculators, and sharpened No. 2 pencils with erasers

On the day of Mathematics Session 2, be sure to remove or cover up any visible classroom materials used in the instruction of New Mexico Mathematics Content Standards such as student work, posters, graphs, 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. You also need a sufficient quantity of calculators for students who do not have access to their own calculators.

Note: Scratch paper **may not** be used during the Mathematics sessions. Calculators may be used on the high school Mathematics Assessment. Spelling words for students is prohibited.

SAY You are not allowed to have a cell phone or other electronic device during testing. [Please refer to PED Policy on Electronic Devices on page 5.] **If you have a cell phone or an electronic device in your possession, turn it off now and place it in your backpack, and I will store it at the front of the testing room during the testing sessions. If a cell phone or other electronic device is discovered during testing, it will be confiscated and subject to search.**

If you are not immediately continuing from the prior session,

SAY I will now give you your test booklet, answer document, and reference sheet. Leave both booklets closed until I tell you what to do. [Distribute the test booklets, answer documents, mathematics reference sheets, and calculators for students who do not have access to their own calculators.]

SAY Look at the front covers of your test booklet and answer document and check that your name is written on the lines. Raise your hand if someone else's name is written on the test booklet or answer document. [Pause. Redistribute test materials as necessary.]

For all students,

SAY Open your test booklet to the Session 2 Mathematics directions. Open your answer document to the first page that says "Session 2 Mathematics." Do not fold your answer document back during this test.

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 In this session, you will answer some questions by marking the A, B, C, or D bubbles in your answer document. Choose only one answer for each question. You may work out problems for these multiple-choice questions on the test booklet pages. You will answer other questions by writing your answers in the boxes provided in your answer document, just as you did in the last session. Some problems have two or more parts. Be sure to answer all parts. For short-answer and open-ended questions, show or explain all of your work by using numbers, words, sentences, or pictures. For problems requiring you to write or draw your answers, fit your answers within the boxes provided for each problem in your answer document. You may need the mathematics reference sheet to answer some of the questions in this session. You may use a calculator during

this session. While you are working, be sure to erase completely any changes that you make and clearly fill in the bubble for your intended answer.

Look at the directions in the test booklet at the top of the page. Follow along as I read them aloud. “Directions: Read each question or problem carefully. Then answer the question or work the problem. For each multiple-choice question, decide which is the best answer. Be sure to mark, write, or draw your answers in your answer document. Only answers and work written inside the answer boxes will be scored.” Does everyone understand what to do? [If there are any procedural questions, reread the directions.]

SAY You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can. You may draw or write in blank space in your test booklet if this will help you answer the questions. Begin with the first question in session 2 in your test booklet and continue working until you see the stop sign. Do not work past the stop sign. Remember to mark or write all of your answers inside the answer boxes in the answer document. Anything written in the test booklet will NOT be scored.

When you are finished with this session, close your test booklet and answer document and insert your answer document and reference sheet into your test booklet. You may then sit quietly or quietly read a book at your desk. Do you have any questions? [If there are any procedural questions, reread the directions.]

SAY Start working now.

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 HSGA has been assigned a unique symbol printed in the test booklet header. For example, the symbol assigned to Mathematics 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 Mathematics Session 3, collect the test booklets with inserted answer documents and mathematics reference sheets, calculators, and 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 Mathematics Session 3, provide students with a short break and continue reading the directions on the next page.

Mathematics 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, High School Mathematics Reference Sheets, calculators, and sharpened No. 2 pencils with erasers

On the day of Mathematics Session 3, be sure to remove or cover up any visible classroom materials used in the instruction of New Mexico Mathematics Content Standards such as student work, posters, graphs, 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. You also need a sufficient quantity of calculators for students who do not have access to their own calculators.

Note: Scratch paper **may not** be used during the Mathematics sessions. Calculators may be used on the high school Mathematics Assessment. Spelling words for students is prohibited.

SAY You are not allowed to have a cell phone or other electronic device during testing. [Please refer to PED Policy on Electronic Devices on page 5.] **If you have a cell phone or an electronic device in your possession, turn it off now and place it in your backpack, and I will store it at the front of the testing room during the testing sessions. If a cell phone or other electronic device is discovered during testing, it will be confiscated and subject to search.**

If you are not immediately continuing from the prior session,

SAY I will now give you your test booklet, answer document, and reference sheet. Leave both booklets closed until I tell you what to do. [Distribute the test booklets, answer documents, mathematics reference sheets, and calculators for students who do not have access to their own calculators.]

SAY Look at the front covers of your test booklet and answer document and check that your name is written on the lines. Raise your hand if someone else's name is written on the test booklet or answer document. [Pause. Redistribute test materials as necessary.]

For all students,

SAY Open your test booklet to the Session 3 Mathematics directions. Open your answer document to the first page that says "Session 3 Mathematics." Do not fold your answer document back during this test.

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 In this session, you will answer some questions by marking the A, B, C, or D bubbles in your answer document. Choose only one answer for each question. You may work out problems for these multiple-choice questions on the test booklet pages. You will answer other questions by writing your answers in the boxes provided in your answer document, just as you did in the last session. Some problems have two or more parts. Be sure to answer all parts. For short-answer and open-ended questions, show or explain all of your work by using numbers, words, sentences, or pictures. For problems requiring you to write or draw your answers, fit your answers within the boxes provided for each problem in your answer document. You may need the mathematics reference sheet to answer some of the questions in this session. You may use a calculator during this session. While you are working, be sure to erase completely any changes that you make and clearly fill in the bubble for your intended answer.

Look at the directions in the test booklet at the top of the page. Follow along as I read them aloud. **“Directions: Read each question or problem carefully. Then answer the question or work the problem. For each multiple-choice question, decide which is the best answer. Be sure to mark, write, or draw your answers in your answer document. Only answers and work written inside the answer boxes will be scored.”** Does everyone understand what to do? [If there are any procedural questions, reread the directions.]

SAY You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can. You may draw or write in blank space in your test booklet if this will help you answer the questions. Begin with the first question in Session 3 in your test booklet and continue working until you see the stop sign. Do not work past the stop sign. Remember to mark or write all of your answers inside the answer boxes in the answer document. Anything written in the test booklet will NOT be scored.

When you are finished with this session, close your test booklet and answer document and insert your answer document into your test booklet. You may then sit quietly or quietly read a book at your desk. Do you have any questions? [If there are any procedural questions, reread the directions.]

SAY Start working now.

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 HSGA has been assigned a unique symbol printed in the test booklet header. For example, the symbol assigned to Mathematics 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, calculators, and the pencils with erasers from the students as they finish. The reference sheets are not secure and do not need to be returned to Measured Progress. 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 High School Graduation Assessment for Reading and Mathematics. 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 25 and 26. 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 many 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 27 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 27 and 28 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.

Rules for Completing Biogrids

	Sections 1 & 2: TESTING & HOMESCHOOL EXEMPTION	Section 3: BIE	Section 4: IDENTIFICATION
Public, charter, state educational institutions	Bubble in Box(es)	Bubble in Box(es)	Bubble in Box(es)
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
BIE schools			
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 High School Graduation Assessment (HSGA). 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 www.ped.state.nm.us. Click on the A–Z directory to locate it under “Assessment and Accountability Division.”