TEST COORDINATOR TRAINING

NM Public Education Department

NM Public Education Department

2017-2018 Statewide Assessment Calendar of Events

Fall/Winter	NMAPA — Gr. 12, 12+ All subjects retests	SBA — Gr. 12-12+ SCI retests & HSGA Reading & Math	SBA — Gr. 12-12+ Spanish Rd retests	PARCC — Gr. 12 ELA & M retests; Gr. 9-11 All subjects, Fall block courses	EoC — Gr. 9-12 All subjects Fall block courses & optional retests	EoC — Gr. 9-12 Optional retests	ACCESS — Gr. K-12 for current ELLs
Events							
Online test registration and/or initial paper order	8/1	Closes on 9/25	Closes on 10/16	9/25 - 10/6	PBT: forms available 11/1 CBT: opens in EPIC 11/2		11/28
Administration portal opens for online test setup	8/1	10/9 (Sci only)	--	9/25 - 10/6	11/2	11/2	12/4
Online practice tests available	--	10/9 (Sci only)	--	ongoing	9/1	9/1	ongoing
Online Test Administrator training	opened 8/28	--	--	--	--	--	--
DTC training sessions by PED	--	10/5 (Webinar), 10/6 (Santa Fe), 10/11 (Las Cruces), 10/16 (Albuquerque), & 10/18 (Webinar)					
Districts receive shipment of test materials	9/11	10/23	11/6	10/30	--	--	1/10
DTCs order additional materials	9/18 - 10/6	10/16 - 11/16	10/30 - 12/8	10/27 - 12/8	--	--	1/10 - 3/9
TEST ADMINISTRATION	9/25 - 10/13	10/30 - 11/17	11/13 - 12/15	11/13 - 12/15	Last 3 weeks of semester	One week in first 3 weeks of semester	1/22 - 3/16
DTCs ship all secure test materials to vendors	10/23	11/13 - 11/29	11/27 - 1/5	1/5	--	--	3/23
Reports available online to DTCs	12/7	3/9	3/12	starting 12/18	Immediately in EPIC		TBD
Districts receive paper reports	12/7	4/23	4/23	3/12	--	--	TBD

Spring/Summer	NMAPA — Gr. 3-8, 10-11 ELA & M; Gr. 4, 7, 11 SCI; Gr. 11 SS	SBA — Gr. 4, 7, 11 SCI (CBT & PBT)	SBA — Gr. 3-8 & 10-11 Spanish Rd (PBT only)	PARCC — Gr. 3-11 for ELA & M	EoC — Senior retests	EoC — All subjects/ grades	EoC — Summer school
Events							
Online test registration and/or initial paper order	1/11	11/27 - 1/5	1/2 - 2/9	2/5-3/2	PBT: forms available 11/1 CBT: opens in EPIC 3/6		
Administration portal open for online test setup	1/11	1/22	--	3/5-4/6	As needed	3/6	As needed
Online practice tests available	--	1/22 - 2/09 (on kiosk); 1/22 - 3/30 (web-based)	--	ongoing	9/1	9/1	9/1
Online Test Administrator training	opens 1/11	--	--	--	--	--	--
DTC training sessions by PED	1/9 (Las Cruces), 1/10 (Roswell), 1/11 (Albuquerque), 1/23 (Farmington), 1/24 (Albuquerque), & 1/25 (Las Vegas)						
Districts receive shipment of test materials	2/26	2/19	4/2	4/2	--	--	--
DTCs order additional materials	3/5-3/23	2/12 - 3/29	3/19 - 5/3	3/28-5/11	--	--	--
TEST ADMINISTRATION	3/12 - 4/6	3/5 - 3/30	4/16 - 5/4	PBT: 4/16 - 5/4 CBT: 4/16 - 5/11	Can be administered as needed	Last 3 weeks of semester	Last week of summer school
DTCs ship all secure test materials to vendors	4/16	3/19 - 4/6	4/17 - 5/9	by 5/11	--	--	--
Districts receive access to online reports	6/13	TBD	TBD	TBD	Immediately in EPIC		
Districts receive paper reports	6/13	TBD	TBD	TBD	--	--	--

DATES ARE SUBJECT TO CHANGE.

OTHER ASSESSMENTS

Istation (for ISIP TM ER and ISIP TM Español)
- Beginning of Year Assessment: September 1–30, 2017
- Monthly Progress Monitoring for students scoring at ISIP TM Tier 2 or Tier 3
- Middle of Year Assessment: January 1–31, 2018
- Monthly Progress Monitoring for students scoring at ISIP TM Tier 2 or Tier 3
- End of Year Assessment: May 1–May 31, 2018
K-2 is a required assessment.
K-3 required for Reads to Lead and RDA sites

ACCESS Placement Test
W-APT (Kindergarten); WIDA Screener (grades 1-12) & parental notification of ELL status: within first 30 calendar days of school year

NAEP
NAEP Civics, Geography, and U.S. History: Grade 8, Sampled Schools Only: 1/29/2017–3/9/2017

CBT: Computer-based testing
DTC: District Test Coordinator
EPIC: Exam Platform for Informing Curriculum
PBT: Paper-based testing
TBD: To Be Determined

Test Coordinator Training Winter 2018 Agenda

7:30–8:00 a.m.	**Breakfast and Registration**
8:00–8:45 a.m.	**Overview of NM State Assessment Program** • PED Assessment Contacts • Spring 2018 Assessments • Roles and Responsibilities
8:45–9:15 a.m.	**Test Security** • Overview • Importance of Test Security for Test Validity • Definition of Test Irregularities • Reporting Test Irregularities
9:15–9:45 a.m.	**Assessment of English Learners (ELs)** • EL Identification Process • Test Administrators and Certification • ELs with Disabilities • EL Program
9:45–10:00 a.m.	**Break**
10:00–10:30 a.m.	**ACCESS for ELLs 2.0** • Important dates and What's New • NM State Page on WIDA.us • Testing Order–Accommodations–Returning Materials • Troubleshooting and Resources
10:30-11:00 a.m.	**NMAPA** • Important dates • Eligibility Criteria • Test Administrator Certification/2nd Rater
11:00–12:00 p.m.	**SBA Science & Spanish Reading** • Overview • Online ordering • Computer-Based Testing • Packing & Return of PBT Materials • Online Reporting • SBA Help & Support
12:00–1:00 p.m.	**Lunch**
1:00–1:30	**Data Quality for Assessment and Accountability** • Assessment Data Issues • Best Practices • STARS Course to PARCC test alignments
1:30-2:15 p.m.	**PARCC Procedures and Accommodations** • Test design and ELA field testing • Teacher and student resources • Scoring and reporting • Accessibility features and accommodations • Technology specifications
2:15-2:30 p.m.	**Break**
2:30-3:15 p.m.	**End-of-Course Exams** • EoC Overview and Policy • New Mexico's EPIC platform • Procedures for Paper-Based Testing
3:15–4:00 p.m.	**Graduation Assessment Requirements** • Primary and Alternate Demonstrations of Competency • ADC Implementation Application and Graduation Waiver

Overview of NM State Assessment Program

Test Coordinator Training Agenda

1. Overview/Roles and Responsibilities
2. Test Security
3. Assessment of English Learners
4. ACCESS for ELLs
5. NMAPA
6. SBA Science and Spanish Reading
7. Data Quality for Assessment and Accountability
8. PARCC Procedures and Accommodations
9. End-of-Course Exams
10. Graduation Assessment Requirements

Assessment-Specific Manuals

PLEASE NOTE: This training does NOT take the place of reading and understanding all appropriate manuals and other test administration materials. The following are available on vendor websites:

- **Test Coordinator Manual (TCM)**

- **Test Administration Manual/ Directions for Administration (TAM/DFA)**

- **Accommodations (also see PED manual)**

Assessment Bureau

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- ACCESS for ELLs
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- Testing Irregularities
- Graduation Testing Requirements
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End-of-Course Exams

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Spring 2018 Assessment Calendar

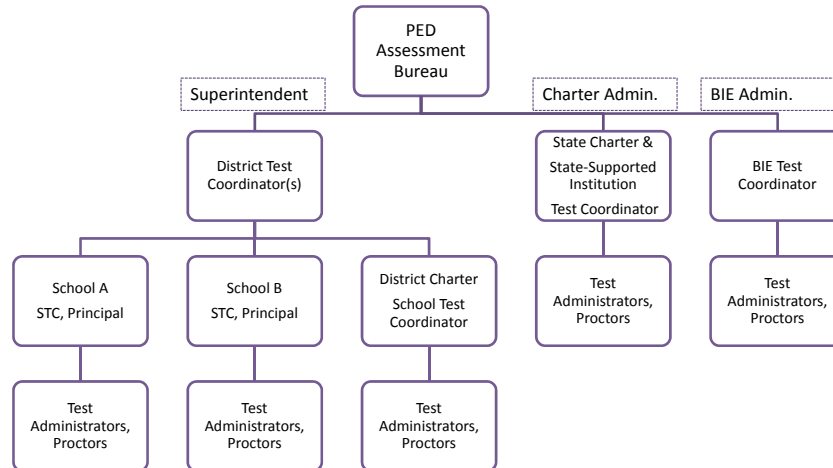|	
PARCC	April 16 – May 11
SBA	Science: March 5 – March 30 Spanish Reading: April 16 – May 4 (PBT only)
NMAPA	March 12 – April 6
ACCESS	January 22 – March 16
NAEP	January 29 – March 9 (sampled schools only)
EoC	Senior Retests: Can be administered as needed General Spring Window: Last 3 weeks of the semester
Istation	MOY: January 1 – 31; EOY: May 1 – May 31

Participation in State Assessments

- **Federal and State Law require <u>all</u> students to participate**

    - **Federal: ESEA; HR1, Title1, Part A, Subpart 1, Section 1111, (b), 3, C**
      https://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1111

    - **State: Section 22-2C-4 NMSA 1978**
      https://www.nmlegis.gov/Sessions/15%20Regular/bills/house/HB0015.pdf

- **One exception: A student with a rare and unique condition that prevents him/her from receiving instruction may receive a medical exemption with PED approval.**
  http://webnew.ped.state.nm.us/bureaus/assessment/district-test-coordinator/

Test Mode

- **All districts and charter schools are expected to test online for PARCC, SBA Science, and ACCESS**

- **PED monitors paper orders and revokes orders not supported by a CBT waiver.**

4

Assessment Roles and Training Model

```
                        PED
                     Assessment
                       Bureau
   Superintendent                    Charter Admin.      BIE Admin.

                                  State Charter &         BIE Test
     District Test              State-Supported          Coordinator
     Coordinator(s)               Institution
                                Test Coordinator

   School A      School B      District Charter    Test              Test
   STC, Principal STC, Principal  School Test       Administrators,   Administrators,
                                  Coordinator       Proctors          Proctors

   Test          Test            Test
   Administrators, Administrators, Administrators,
   Proctors      Proctors        Proctors
```

Superintendents, BIE Administrators, & State Charter Administrators

- **Designate District Test Coordinator**

- **Verify that procedures are followed correctly**

- **Sign Superintendent Verification form and send to PED twice per year**

Principals (including District Charters)

- **Attend local trainings by DTC**

- **Verify that procedures are followed correctly**

- **Sign Principal Verification form and maintain at school/district for five years**

Test Coordinator Requirements

- **District Test Coordinators/Charter STCs must**
  1. **Hold a valid PED license**
     - **School Instructor**
     - **Administrator**
  2. **Be designated by the Superintendent or School Administrator (Charter/BIE)**
  3. **Be officially registered with PED using the DTC-STC Contact Form**

DTC Leadership Responsibilities

- **Receives PED training twice a year**

- **Must be completely knowledgeable of
  6.10.7 NMAC**
  http://webnew.ped.state.nm.us/bureaus/assessment/district-test-coordinator/
- **Communicates assessment information to
  district, schools, parents, and community**

- **Develops District Test Security Policy or Checklist**

DTC Leadership Responsibilities

- **Responsible for test material orders, inventory,
  and security**

- **Ensures standardized test administration**

- **Primary liaison with PED and testing vendors**

DTC Training Responsibilities

Provides training to STCs and principals prior to fall and spring administrations.

- **Disseminates 6.10.7 NMAC to all staff**

- **Provides clear instructions on what actions are not allowed–see 6.10.7.9.C.(5)**

- **Provides manuals in advance of training and reviews manuals during training**

DTC Training Responsibilities

- **Assists STCs with training school staff**

- **Provides and reviews testing schedules**

- **Communicates need for locally-provided test materials (calculators, scratch paper) to school staff**

- **Develops local secure tracking procedures**

DTC Test Administration Responsibilities

- **Inspects schools' accommodations documents**
- **Ensures TAs and Proctors are certified, trained, and have signed Confidentiality Agreements**
- **Inspects schools to ensure secure storage of assessment materials and tracking procedures are followed**
- **Reports irregularities to PED and conducts investigations**

DTC Post-Test Responsibilities

Works with STCs to ensure

- **all students were tested**
- **all student data are complete and accurate**
- **all secure materials returned to vendors according to directions**

STC Responsibilities

- **Provides training to TAs and Proctors twice a year**

- **Reviews 6.10.7 NMAC with TAs and Proctors**

- **Disseminates materials and trains TAs and Proctors**

- **Provides manuals to TAs in advance of training**

STC Pre-Testing Responsibilities

- **Trains TAs on local secure tracking procedures**

- **Provides student and room testing assignments**

- **Ensures proper administration of accommodations (Section 504 Plans, IEPs, ELL Plans)**

- **Provides TAs clear instructions on what is/is not allowed**

STC Test Administration Responsibilities

- **Posts "Testing, do not disturb" signs**

- **Actively monitors for proper and standardized administration and appropriate use of accommodations (visiting classrooms during test sessions)**

- **Distributes allowable support materials/tools to TAs (calculators, scratch paper, No. 2 pencils, etc.)**

STC Test Administration Responsibilities

- **Securely stores assessment materials (including student testing tickets) following DTC's tracking procedures**

- **Reports irregularities to DTC and supports DTC's investigation of irregularities, as appropriate**

STC Post-Test Responsibilities

- Ensures all students were tested
- Verifies student data in the online administrator portal (CBT) or on students' PBT materials
- Returns all secure materials to DTC
- Securely destroys all scratch paper and recycles manuals

Test Administrator Requirements

- Test Administrators (TAs) must hold a valid PED license
  - School Instructor
  - Administrator
- Long-term substitutes holding a current PED license may serve as TAs.
- Short-term substitutes, educational assistants (EAs), school nurses, and coaches may not serve as TAs, unless they also have an instructor license.

Test Administrator Responsibilities

- **Administers assessments to assigned students according to TAM/DFA**

- **Reads scripts to students as written**

- **Provides accommodations as directed**

- **Strictly monitors students during testing**

- **Maintains security of assessment materials**

- **Reports irregularities immediately to STC and principal**

- **Sign [Confidentiality Agreement](#)**

Proctors

- **Assist TAs but don't act as Test Administrator**

- **Trained by STC in proper test administration and test security**

- **Must sign [Confidentiality Agreement](#)**

- **Hall monitor/restroom escort**

- **No parents in child's or relative's room**

- **Proctors generally EAs/IAs but can be any trained staff or community member**

General Scheduling

- **Test within PED-designated window.**
  - **Test on any school day, Monday to Friday.**
  - **Test in mornings, afternoons, or both.**
  - **Reserve time for makeups.**

- **<u>Ideally</u> 2 units/sessions per day with the maximum of 3 units/sessions per day; <u>no breaks</u> during a session**

- **Schools may schedule units/sessions back to back with a short break <u>between</u> units.**

CBT Scheduling

- **Schools may create their own schedules**
  - **Within content areas, units must be administered in sequential order (Unit 1 > Unit 2 > Unit 3, except for make-up testing).**
  - **PARCC: No specific order for content areas – may administer ELA or Mathematics first**
  - **Students may alternate between content areas (Unit 1 ELA > Unit 1 Math > Unit 2 ELA > Unit 2 Math…).**
- **Schedule each unit/session within a grade/course as close together as possible.**

PBT Scheduling

- **Test sessions must follow order in the test booklet. (Make-ups may have exceptions.)**

- **All schools in district must follow same schedule.**

- **No testing on materials-packaging day.**

- **All materials must be returned on/by designated shipping day.**

PBT Allowance

A student may test PBT without a waiver if he or she

- **Has a disability that requires this accommodation**

- **Is a transfer to the school within 3 months prior to testing and lacks adequate computer skills**

6.10.7 NMAC
http://164.64.110.239/nmac/parts/title06/06.010.0007.htm

- Title 6 Primary and Secondary Education. Chapter 10 Public School Administration - Procedural Requirements

- State Rules for Test Security and Test Administration

Test Security

- Protects the student.

- Protects the staff.

- Protects the test.

- Protects you.

Why is Security Important?

- So that student responses are a true representation of what students know and can do
- So that assessment data used for accountability are valid and accurate
- So that test items can be used across years to allow for comparability
- So that investments of resources, time, and energy are protected

Standardized Administration

- Provide students no unfair advantages or disadvantages for students.

- Read and understand all manuals, directions, and scripts.

- Maintain strict adherence, with no deviation, to every element of directions/instructions.

What is a Testing Irregularity?

Any incident that results in a deviation from documented test administration procedures
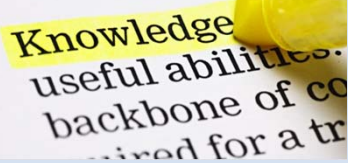
Categories:
- **<u>Impactful</u>**-testing irregularities result in student answers that do not accurately reflect what a student knows and can do. These tests are almost always invalidated.
- **<u>Non-impactful</u>**-testing irregularities do not result in invalidated tests.

Examples of Test Irregularities

- Cell phones or other nonallowable electronic devices

- Student is sick and needs to leave during the test

- Starting a test without accommodations in place

- Students move past the current session (PBT)

- TAs deviate from administration directions or script

What are the Best Ways to Prevent Testing Irregularities?

Active Monitoring <u>before</u>, <u>during</u>, and <u>after</u> test administration.

Paper-Based Test (PBT) Materials Storage

- Must be locked and secured by STC/DTC
- Daily accountability
- TAs sign out and check in materials before/after testing
- All security policies and test administration protocols are followed. Every TA should be given a TA Manual one week prior to test administration, and should read and understand all administration requirements.
- Reproduction of test materials is prohibited.

Computer-Based Test (CBT) Security

- Supervise students at all times.
  - No cell phones or other unapproved electronic devices.
  - Destroy used scratch paper at the end of the test.
  - No talking during testing.
- Prepare the room so that no student can view another student's computer screen.
- Do <u>not</u> share user names or passwords.
- Follow all security policies and test administration protocols.

If a Testing Irregularity Occurs…

1. TA immediately reports test irregularity to STC.
2. STC reports the irregularity to the Principal and DTC.
3. Notify PED by telephone/e-mail within **3** days.
4. DTC conducts an investigation to determine whether incident is impactful or non-impactful. Does a student test need to be invalidated?
5. Complete a **PED Test Irregularity Reporting Form**.
6. Email the form within **10** days to ped.assessment@state.nm.us.

Corrective Measures

- **Student:** Student reprimands are handled at the local level.

- **TA:** TA reprimands may be handled at the local level. Depending on the severity, PED may refer the irregularity for investigation and possible action by the Licensure Bureau.

  Note: Unintentional testing irregularities that affect the validity of the assessment may also be investigated by PED.

Irregularity Reporting Form

NM Public Education Department

Test Irregularity Reporting Form
2017-2018

When a testing irregularity occurs, the district must notify PED by email within 3 days. All sections of this form must be completed by district personnel and submitted to the PED Assessment Bureau by email to ped.assessment@state.nm.us within 10 days of the incident. Failure to do so may result in a reprimand. Use additional pages as necessary. All sections of this form, along with supporting documentation, must be typed.

School District Code:	School District Name:		Date of Incident:
Assessment: ☐PARCC ☐SBA ☐NMAPA ☐ACCESS ☐EOC ☐ISTATION			
Name/Position of Person Reporting:			
Phone:		Email:	

SCHOOL AND STUDENT INFORMATION

If the incident involved multiple students, provide a supplemental sheet identifying the test, grade level, and State Student Identification Number for each student. Do **not** include additional student identifiable information.

School Code:		School Name:		Test Subject(s):	
Grade(s):			SSID(s):		

http://webnew.ped.state.nm.us/bureaus/assessment/district-test-coordinator/

Irregularity Reporting Form

INCIDENT INFORMATION	
Description of Incident:	
School District Action:	
School District Recommendation:	

PERSONNEL INFORMATION	
Name/Position of Staff Involved in Incident	Were staff trained in test security? ☐YES ☐NO Date(s) of Training:
Name/Email of District Test Coordinator	
Name/Email of School Test Coordinator:	

PED USE ONLY			
Report processed by:		Date:	
PED decision		Date of Notification to District:	

Missing Materials

- Loss of state test materials is a security breach.
- TA must report missing materials to STC.
- DTC must also notify the vendor's help desk and PED.
- Missing Test Materials Reporting Form: http://webnew.ped.state.nm.us/bureaus/assessment/district-test-coordinator/
- For PARCC only, also complete the form at http://avocet.pearson.com/PARCC/Home#16221

Questions?

Melissa Hernandez
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Melissa.Hernandez@state.nm.us
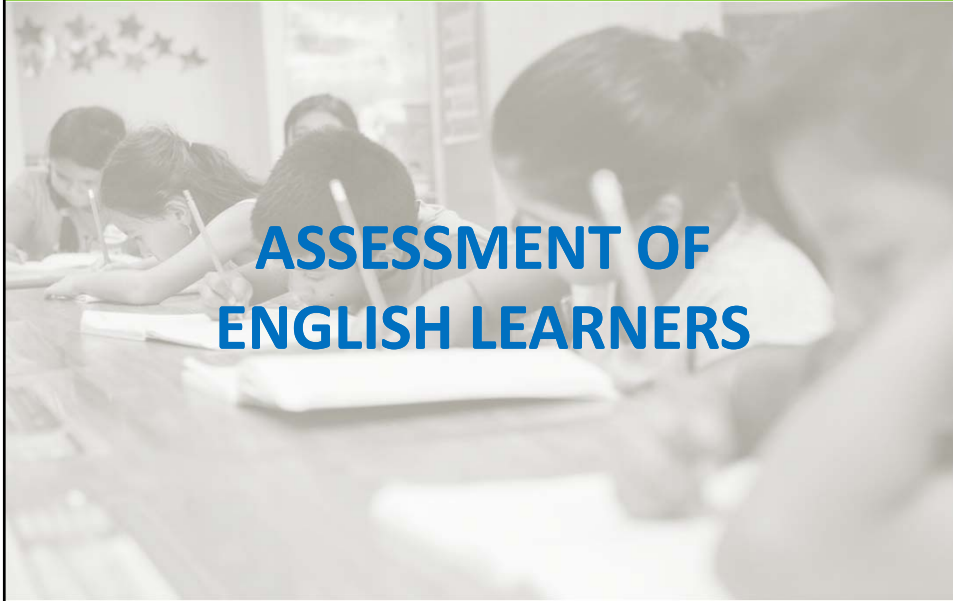
ASSESSMENT OF ENGLISH LEARNERS

This Session

- English Learner (EL) Identification Process
- Test Administrators and Certification
- ELs with Disabilities
- EL Program

[On education] "Such an opportunity… is a right which must be made available to all on equal terms."

Chief Justice Earl Warren 1954

ELs Are Protected

- Federal law through:
  - Title VI of the 1964 Civil Rights Act
  - Equal Educational Opportunities Act of 1974
- requires that **all** ELs have
  - equal access to a high-quality education
  - opportunity to achieve their full academic potential.

Federal Definition of EL

- (A) Age 3 – 21;
- (B) In elementary or secondary school;
- (C) (i) not born in the US or whose native language is a language other than English;

  (ii) (I) who is a Native American or Alaskan Native or native resident of the outlying areas and

  (II) language other than English has had a significant impact on English language proficiency level; or

  (iii) migratory and where a language other than English is dominant;

  AND

ESSA Section 8101(20)

Federal Definition of EL cont…

- **D. whose difficulties in speaking, reading, writing, or understanding the English language denies them the ability to:**

    (i) meet the State's academic proficiency levels
on required assessments;

    (ii) successfully achieve in classrooms where
English is the language of instruction; or

    (iii) opportunity to participate fully in society.

ESSA Section 8101(20)

EL Identification Process

Three Steps:

1. Parents complete the New Mexico language usage survey (LUS).

2. Potential ELs are administered the department-approved English language proficiency screening assessment.

3. Parent Notification to parents of identified ELs

1st Step: The LUS Form

FOR DISTRICT USE ONLY	District:		School:

NEW MEXICO PUBLIC EDUCATION DEPARTMENT
LANGUAGE USAGE SURVEY
~for parent or guardian to complete~

The purpose of this survey is to ensure that your child receives the highest quality education and services to which he or she is entitled. The information you provide will be used only to assist the school in making program decisions. You will complete this form only once in your child's educational career.

Student's Name:	Date of Birth:	Grade Level:

This form must be used with students registering for the first time in public education.
6.29.5.11 of the New Mexico Administrative Code (NMAC)

Answer each question by marking either the **YES** or **NO** box.	YES	NO
1. Does the student use a language(s) other than English with his/her family and friends?		
2. Do you use a language(s) other than English with the student?		
3. Does the student understand when someone communicates with him/her in a language other than English?		
4. Does the student read in a language(s) other than English?		
5. Does the student write in a language(s) other than English?		
6. Does the student interpret for you or anyone else in a language(s) other than English?		

7. If you answered YES on one or more of questions 1-6, what language(s) other than English does the student use most frequently at home? Choose up to three.

☐ American Sign Language (ASL)	☐ Keres	☐ Tiwa
☐ Arabic	☐ Khmer	☐ Tewa
☐ Cantonese	☐ Korean	☐ Towa
☐ Diné	☐ Mescalero Apache	☐ Vietnamese
☐ French	☐ Mandarin	☐ Zuni
☐ Greek	☐ Portuguese	
☐ Hmong	☐ Russian	☐ Other _____
☐ Jicarilla Apache	☐ Somali	
☐ Italian	☐ Spanish	

Meaningful Communication with Families

OTHER QUESTIONS		
8. Is the student transferring from another state, district, or school? If yes, please provide location and name of school:		
9. Has the student received schooling/education in a language(s) other than English? If YES, which language(s)?		
10. In what language do you prefer to receive communication from the school?		
11. In what language would you prefer to communicate with school staff?		
12. Is there anything else we should know about how to best serve your child?		
Signature of Parent or Guardian:		Date:
Translator:	Language:	Date:

2nd Step: English Language Proficiency Screening Assessment

- If a parent has answered **yes** to any of the questions 1-6 on the LUS form or indicated a language other than English in question 7, then the department-approved English language proficiency screening assessment is administered to the student as follows:

- W-APT for kindergarten **only (not for entering 1st graders)**

- WIDA Screener Online for grades 1-12
  - WIDA Screener Paper is available for students whose IEP or 504 Plan requires paper testing.

Scenario 1

Language usage survey (LUS) was given in kindergarten and a language other than English was indicated. However, no W-APT was administered. Student is now in 3rd grade and has been classified as an initially fluent English proficient (IFEP) student all along .

- What will you do?

Scenario 1—Thoughts

- If the home circumstances of the student have changed (custody change, etc.), giving a new language usage survey could be appropriate.

- If there is no change in the home circumstances, it is important to correct the mistake at this time and administer the English language proficiency screener. If the student is identified as an EL based on the English language proficiency screener score, the student has missed several years of language services, which he or she would have been entitled to.

W-APT Kindergarten

W-APT Placement Criteria

GRADE	DOMAINS	W-APT SCORE IDENTIFIES STUDENT AS AN EL	W-APT SCORE INDICATES STUDENT IS NOT AN EL
Kindergarten 1st Semester	Listening & Speaking	26 or lower	27 or higher
Kindergarten 2nd Semester	Listening & Speaking	26 or lower	27 or higher
	Reading	13 or lower	14 or higher
	Writing	16 or lower	17 or higher

WIDA Screener Grades 1-12

WIDA Screener Placement Criteria

GRADE	DOMAINS	WIDA SCREENER SCORE IDENTIFIES STUDENT AS AN EL	WIDA SCREENER SCORE INDICATES STUDENT IS NOT AN EL
Grades 1-12	All Four Domains (listening, speaking, reading, & writing)	Composite (overall) score of 4.5 or lower*	Composite (overall) score of 5.0 or higher

*The composite scores for the WIDA Screener will be reported as integers and also with 0.5 interval scores (for example, scores of 1, 1.5. 2, 2.5, etc.).

WIDA Screener Online Scoring

- Local scoring for speaking and writing
- DTC gives the scoring permission to the local scorer(s).
- Scorer must take the scoring training at WIDA.US and pass the quizzes with 80% or higher score

> The goal is to measure a student's ability to speak about academic topics, not to assess whether the content of the response is factually correct or incorrect.

WIDA Screener Scoring Scales

- Use the WIDA Screener scoring scales
- For writing, use the Sentence Complexity Guidelines Grades 1-3 and Grades 4-12 under the Materials and Resources tab.

The WIDA Screener Speaking Scoring Scale

Score point	Response characteristics
Exemplary use of oral language to provide an elaborated response	• Language use comparable to or going beyond the model in sophistication • Clear, automatic, and fluent delivery • Precise and appropriate word choice
Strong use of oral language to provide a detailed response	• Language use approaching that of model in sophistication, though not as rich • Clear delivery • Appropriate word choice
Adequate use of oral language to provide a satisfactory response	• Language use not as sophisticated as that of model • Generally comprehensible use of oral language • Adequate word choice
Attempted use of oral language to provide a response in English	• Language use does not support an adequate response • Comprehensibility may be compromised • Word choice may not be fully adequate
No response (in English)	• Does not respond (in English)

WIDA Universal Design and Tools

- WIDA Screener Online follows the ACCESS for ELLs 2.0 accessibility and accommodations.
- WIDA Screener is not available in braille.
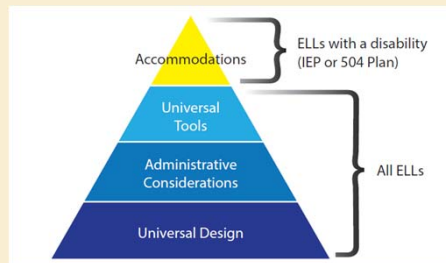
Scenario 2

- Kindergarten student was administered the W-APT. The raw score is 28 in listening and speaking —the two domains given to the first semester kindergarten students. The student was classified as an EL.

- What will you do?

Scenario 2—Thoughts

- If the student has been misidentified as an EL, this must be corrected. Please ensure that test administrators are properly trained and are qualified per 6.10.7.9 C(2) of the New Mexico Administrative Code (NMAC).

- The student is an IFEP.

3rd Step: Parent Notification

- Initial identification of a student as an EL and parent notification must occur not later than 30 days after the beginning of the school year, or within two weeks of initial enrollment if not enrolled at the beginning of the school.
- 6.29.5.11 NMAC

Who Can Administer the W-APT?

- Please follow state regulation 6.10.7.9.C.(2) NMAC for staff qualified to administer the W-APT.
- Review all training materials.

Who Can Administer the WIDA Screener?

- Please follow state regulation 6.10.7.9.C.(2) NMAC for staff qualified to administer the WIDA Screener.
- The TA has to re-certify **each school year** to administer the test.
- To be certified, a TA must pass the speaking and writing scoring quizzes with passing score of 80% or higher.
- Certifications must be kept on file.

Who Can Administer ACCESS for ELLs 2.0 and Kindergarten ACCESS?

- Please follow state regulation 6.10.7.9.C.(2) NMAC for staff qualified to administer the ACCESS for ELLs assessments.
- The TA has to re-certify **each school year** to administer the tests.
- To be certified, TAs must complete the required quizzes with passing score of 80% or higher.
- Certifications must be kept on file.

Who Can Administer Alt ACCESS?

- Administered by a licensed special education teacher
- Teacher has familiarity with the student, student's needs, responses and communication style
- The TA has to re-certify **each school year** to administer the tests.
- To be certified, TAs must complete the required quizzes with passing score of 80% or higher.
- Certifications must be kept on file.

ELs with Disabilities

- **ELs with disabilities are federally protected:**
  - Title VI of the 1964 Civil Rights Act
  - EEOA of 1974
  - Section 504 of the Rehabilitation Act of 1973
  - IDEA 2004
- Provide appropriate special education services for ELs with disabilities who are eligible for special education and related services
- Language assistance and special education services are:
  - **Equally important**
  - **Equally valuable**
  - **Equally protected**

U.S. Department of Education

Office for Civil Rights (OCR)

EL Identification Process for Students with Significant Cognitive Disabilities and Non-Verbal Students

- W-APT or WIDA Screener is administered.

- IEP team will convene to discuss screener results, student's use of English, and observations of the student's use of languages other than English.

- IEP team must consist of all members required by 34 CFR §300.321 and highly recommended to include a language acquisition specialist and a specialist on significant cognitive disabilities.
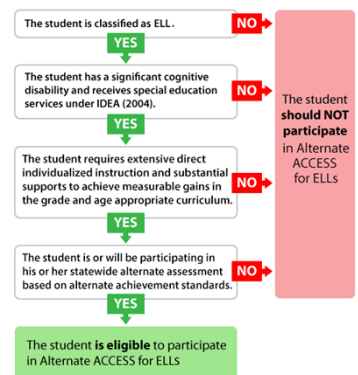
EL Identification Process for Students with Significant Cognitive Disabilities cont...

- IEP team will evaluate all the pertinent information and **determine whether distinct instruction to develop the English language is helpful for the student**.

- IEP team will make an individualized decision on the EL/non-EL placement of the student based on the student's present levels of academic achievement and functional performance, abilities and needs, as well as all data and observations.

ELs with Significant Cognitive Disabilities

- ELs with significant cognitive disabilities are annually administered the Alternate ACCESS for ELLs (Alt ACCESS) assessment if the students also take the NMAPA.
- This must be written in the student's IEP.

Alternate ACCESS for ELLs Participation Criteria Decision Tree

The student is classified as ELL. — **NO**

YES

The student has a significant cognitive disability and receives special education services under IDEA (2004). — **NO**

YES

The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum. — **NO**

YES

The student is or will be participating in his or her statewide alternate assessment based on alternate achievement standards. — **NO**

YES

The student **is eligible** to participate in Alternate ACCESS for ELLs

The student **should NOT participate** in Alternate ACCESS for ELLs

Testing Accommodations for ELs and ELs with Disabilities

- Assessment accommodations enable students to overcome a language barrier or a disability.

- An allowable assessment accommodation **does not** alter the concept being measured.

- Only ELs with disabilities can have accommodations on the English language proficiency assessment (ACCESS for ELLs 2.0).

Accommodations

ELs

- School-based team **must** include at least three school staff who are familiar with the student's abilities and language needs
- Only use allowable accommodations
- Accommodations used in daily instruction over a period of time.

ELs with disabilities

- Specified in student's **IEP or 504 Plan**
- Ensure meaningful and appropriate participation
- Only use allowable accommodations
- Accommodations used in daily instruction over a period of time.

Exit Criteria for ACCESS

- ACCESS for ELLs 2.0: 5.0 or higher overall composite score
- Alt ACCESS: Overall composite score of P1 or higher
- In the works: domain specific exit scores for ELs who cannot complete a domain of the test due to an impairment for which there are no accommodations available

Two Goals of an EL Program

EL programs must be designed to enable ELs to attain

1. English language proficiency: A student is considered proficient in English with an overall (composite) score of 5.0 or higher on ACCESS for ELLs 2.0.

2. Meaningful access to the standard instructional program within a reasonable length of time

EL Programs—Valid Values in STARS

6	Parents Refusal of Services - received in writing from parent (opt-out form)
7	English Language Development (ELD) pull-out course and sheltered instruction in content areas - The student is pulled out for instruction in English Language Development based on the English language proficiency level of the student and provided sheltered instruction in content areas.
8	English Language Development (ELD) block and sheltered instruction in content areas (elementary grades only) - The student receives instruction in English Language Development for a minimum of 45 minutes in a self-contained elementary setting based on the English language proficiency level of the student and provided sheltered instruction in content areas.
9	Integrated English Language Development (ELD) - English Language Arts (ELA) course and sheltered instruction in content areas (secondary grades only) - The student that is nearing proficiency in English receives instruction in an integrated ELD-ELA course at the middle school and high school level and sheltered instruction in content areas.

STARS Manual Volume 2

Evaluating an EL Program

1. Is the EL program producing results (meeting the two goals)?

2. Is the district/school using longitudinal data to compare the performance of EL, Reclassified Fluent English Proficient (RFEP), and never-EL students in the standard instructional program?

EL Progress in School Grades Timeline

2017-2018 School Year
- School Grades will be produced and diseminated using the same methology PED has been using for the past 6 years.

2018-2019 School Year
- School Grades will be produced and diseminated as usual
- PED will also create and distribute a transition year ESSA school grade report, which will include the additional indicators reflected in the chart below in the 2018-2019 School Year: Science, Q4, and English Learner Progress.

2019-2020 School Year
- Fully transitioned to producing and dissimnating only one school report card with all of the indicators described in this section.

See pages 75–84 in New Mexico's State ESSA Plan.

Assessing All ELs

Data that is compared:

- Average number of ELs as reported in STARS per district/state charter for SY 2017-2018—calculated from the average of 80D and 120D students with English proficiency code 1 (current ELs)

- Number of ELs per district/state charter who took the ACCESS for ELLs 2.0 and Alt ACCESS in the spring 2018 assessment.
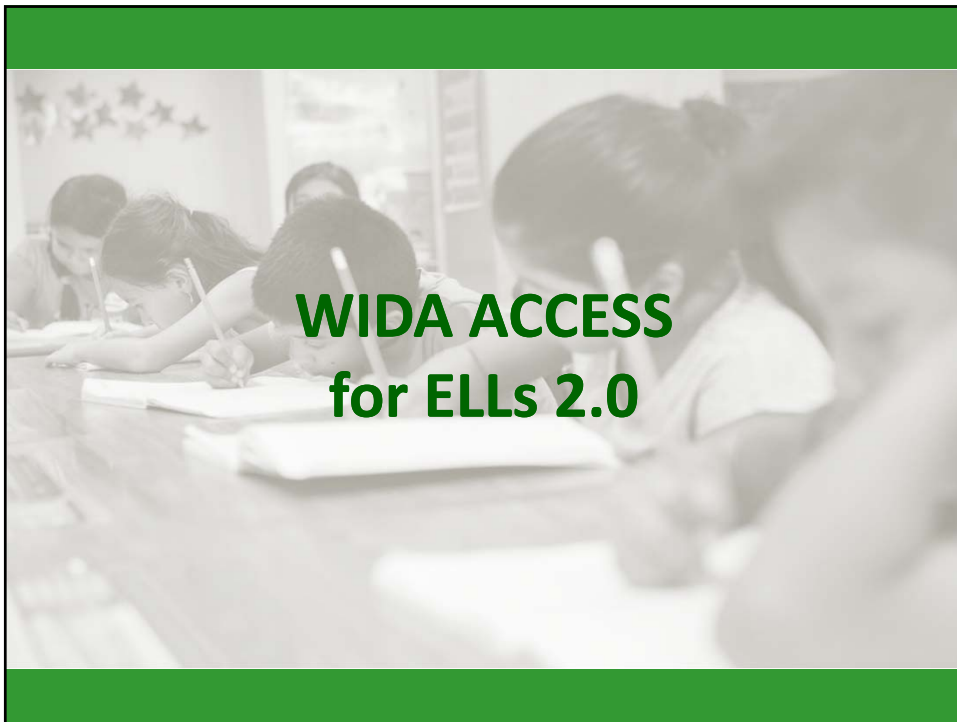
For Questions:

Kirsi Laine
EL/Title III Specialist
kirsi.laine@state.nm.us
(505) 827-6505

"Teaching is much less about what we teach than it is about what students learn. And mostly they learn from watching us— how we think, how we read, how we treat other human beings."

Carol Jago
(Schreck, 2011)

WIDA ACCESS for ELLs 2.0

Topics for This Session

OVERVIEW
-Important Dates
-What's New

DURING TESTING
-Ordering Additional Materials
-Test Sequence and Scheduling
-Accommodations

POST TESTING
-Returning Materials
-Data Validation

GETTING HELP
-Resources
-Troubleshooting

Important Dates 2018

TASK	DEADLINE	PROCESS
Test Window	Jan 22 – Mar 16	AMS website
Additional Materials Ordering	Jan 10 – Mar 9	AMS website
Test Materials Return	Mar 23	Ship to DRC
Pre-Reporting Data Validation	TBD	AMS website
Districts Receive Reports	TBD	Mailed to districts AMS website

What's New

- There is a new tutorial on ordering additional materials (www.wida.us in the "ONLINE Grades 1-12" tile under the "Preparing" tab).

- The BIE has a WIDA webpage with contacts, BIE specific guidance, including an Identification/Placement document and a Checklist for ACCESS for ELLs at https://www.wida.us/membership/states/BIE.aspx.

- Unified English Braille (UEB) now available for Grades 1-5

BIE Contacts for ACCESS

Organization	Name	Email	Phone	Link
Bureau of Indian Education, U.S. Department of Interior	Veronica Klain, Najavo Region BIE Education Specialist	Veronica.klain@bie.edu	928-658-3201	www.bie.edu
	Maureen Lesky, Special Assistant	Maureen.lesky@bie.edu	505-563-5397	
	Laura Lowe, Curriculum, Instruction & Assessments – Education Specialist	Laura.lowe@bie.edu	505-563-5389	
WIDA Consortium	WIDA Client Services Center	help@wida.us	(Toll Free) 1-866-276-7735	www.wida.us
Data Recognition Corp. (DRC)	DRC WIDA Customer Service	WIDA@datarecognitioncorp.com	(Toll Free) 1-855-787-9615	Data Recognition Corp

Please check for updates: https://www.wida.us/membership/states/BIE.aspx

Resources

For Alt ACCESS, Kindergarten, WAPT, Screener

Most popular resources

Ordering Additional Materials

- Window **Jan 10 – Mar 9**

- Ordering window **ends** 2 weeks **BEFORE** the testing window ends

- Orders will NOT be possible the **final week of testing**

SHIPMENT

- Average 1 day to process, shipped ground (4 days)

- No expedited shipment, except for a rare emergency

How to Place an Order

- **Materials >**
- **Additional Materials >**

Search Additional Materials

Additional Materials allows the user to order materials for paper tests after the initial longer available.

⊞ Instructions

* Indicates required fields

Administration	District	School
ACCESS for ELLs 2.0 - 2 ▼ *	DRC Use Only - Sample ▼	DRC Use Only - Sample ▼

Status	Order #	Request #
(All) ▼		

Find Orders   Add Order   Export Orders

- **Add Order** button activates once a school is selected

How to Place an Order

- List of materials

- Select amounts for each grade and tier

- Once the order is complete, click **Submit**.

Client Entry

⊞ Instructions

Administration	District	School
ACCESS for ELLs 2.0 - 2016-2017	DRC Use Only - Sample District MS -	DRC Use Only - Sample Scha

Additional Materials Entry

Additional Materials Description	▲ Request Qty	Shipping Qty
ACCESS for ELLs Agreement to Maintain Confidentiality		
Alternate ACCESS for ELLs Agreement to Maintain Confidentiality		
Alternate ACCESS for ELLs Grades 1-2 Student Response Booklet(s)		
Alternate ACCESS for ELLs Grades 1-2 Test Administrator Script(s)		
Alternate ACCESS for ELLs Grades 3-5 Student Response Booklet(s)		
Alternate ACCESS for ELLs Grades 3-5 Test Administrator Script(s)		
Alternate ACCESS for ELLs Grades 6-8 Student Response Booklet(s)		
Alternate ACCESS for ELLs Grades 6-8 Test Administrator Script(s)		
Alternate ACCESS for ELLs Grades 9-12 Student Response Booklet(s)		
Alternate ACCESS for ELLs Grades 9-12 Test Administrator Script(s)		

Submit   Add Items   Cancel

Test Scheduling & Demos

PRIOR TO TESTING

- Use **test demos** with students

DURING TESTING

- Complete **a domain** in one session, not split

- Do **not** combine multiple test domains into one test session

Test Administration Times

Online Test Administration Time (Approximate)			
Domain	Convening/Dismissing Students and Test Setup (Launch and Login)	Test Directions and Student Practice	Test Time
Listening		About 5 min.	Up to 40 min.
Reading		About 5 min.	Up to 35 min.
Speaking	15-20 min. depending on group size	Up to 10 min.	Up to 30 min.
Writing Tier A		About 5 min.	Up to 50 min.
Writing Tier B/C		About 5 min.	Up to 65 min.

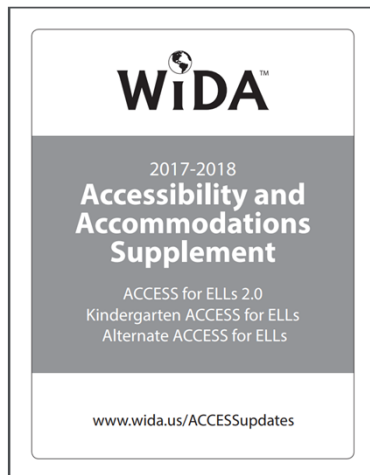*Writing Tier A was 65 minutes last year.*

48

Test Sequence
(Order of Test Administration)

Listening – Reading – Speaking – Writing

Reason - **listening and reading** tier students for the remaining tests, based on performance

Accessibility and Accommodations Supplement

WiDA

2017-2018
Accessibility and Accommodations Supplement

ACCESS for ELLs 2.0
Kindergarten ACCESS for ELLs
Alternate ACCESS for ELLs

www.wida.us/ACCESSupdates

- Participation Guidance
- Alternate ACCESS criteria
- Framework
- Types of Supports
- Transcription Guidance
- Keyboard Shortcuts
- Scribe Guidance
- Accommodations Checklists

Universal Tools

Audio Aid	Color Contrast online only
Color Overlay	Highlighter
Line Guide	Magnification
Sticky Notes	Scratch Paper

Accommodations

- For ELs with disabilities
- Specified in student's **IEP or 504 Plan**
- Ensure meaningful and appropriate participation
- Only use **allowable** accommodations for ACCESS for ELLs 2.0
- Accommodations should be used in daily instruction over a period of time.

Accommodations continued…

- Some accommodations must be preselected in WIDA AMS:
    1. <u>Repeat item audio</u> (repeat button)
    2. <u>Manual control</u> of item audio
    3. <u>Extended speaking</u> test response time

Post Testing

MATERIALS RETURN:

Deadline March 23

DATA VALIDATION:

Training webinars

Feb 27 (11-12 MT) & May 1 (10-11 MT)

Data Validation Manual Supplement

DRC INSIGHT   WIDA

**WIDA Assessment
Management System
(WIDA AMS)**

User Guide Supplement

Data Validation

For use by LEAs completing Data Validation in WIDA AMS

Weekly Training Webinars

- Started Sept. 7, 2017
- Free

SAMPLE UPCOMING WEBINARS:

Wednesday, February 7
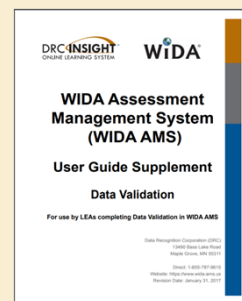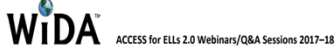10:00 a.m.–11:00 a.m. MT
During Testing: Monitoring Completion (Online)

Tuesday, February 27
10:00 a.m.–11:00 a.m. MT
Post-Testing: Data Validation

Located at: "Preparation & Training"
https://www.wida.us/assessment/access%202.0/documents/ACCESSWebinarCalendar.pdf

WIDA™ ACCESS for ELLs 2.0 Webinars/Q&A Sessions 2017–18

Please see pp. 3-5 for webinar content descriptions and their intended audiences. NOTE: All webinars are recorded and can be found within a week after the date on the WIDA website.

MONTH	WEBINAR EVENTS
September 2017	Thursday, September 7 from 11am-12pm CT
	Welcome Back: Using 2017 ACCESS for ELLs 2.0 Results in the New School Year
	Join Now
	Wednesday, September 20 from 2pm-3pm CT
	Welcome Back: Using 2017 ACCESS for ELLs 2.0 Results in the New School Year
	Join Now
	Thursday, September 21 from 1:00pm-2:00pm CT

Troubleshooting

Who…	Help lines…	Can help with….
WIDA Client Services Center (WIDA.US)	**1-866-276-7735** 6 a.m.-6 p.m. Mon-Thurs 6 a.m.-4 p.m. Fri help@wida.us	Test preparation - Test practice - User guides Certification training - Testing manuals NM Checklist - Accommodations
DRC Help Desk (WIDA-AMS)	**1-855-787-9615** 5 a.m.-7 p.m. Mon-Fri WIDA@datarecognitioncorp.com	WIDA AMS Login issues - Ordering materials - Adding students and test sessions - Printing test tickets - Technology issues Unlocking and invalidating tests
PED Assessment Coordinator	Gabe Martinez **(505) 827-6509** 8 a.m.-5 p.m. Mon-Fri gabriel.martinez3@state.nm.us	Policy issues – who needs to take the test, etc. WIDA AMS website help Issues with WIDA/DRC help desks New DTCs enrollment
PED BME Bilingual Specialist	Kirsi Laine **(505) 827-6505** 8 a.m.-5 p.m. Mon-Fri kirsi.laine@state.nm.us	EL identification EL programs

Questions

New Mexico Alternate
Performance Assessment

(NMAPA)

- **Accountability assessment for students with significant cognitive disabilities**
- **Spring Dates: March 12 – April 6**

SUBJECT	GRADE
ELA	3-8, 10-12/12+
Mathematics	3-8, 10-12/12+
Science	4, 7, and 11
Social Studies	11

Links

- **Vendor: American Institutes for Research**
  - **AIR: www.AIR.org**
- **Test Information Distribution Engine**
  - **TIDE: www.nmapa-portal.org**
- **Help Desk**
  - **1-800-254-6130**
  - **NMHelpDesk@air.org**

Federal and State Law:
Students and parents may not refuse accountability testing.

All students must participate in state accountability assessments.
ESEA; HR1, Title1, Part A, Subpart 1, Section 1111, (b), 3, C
http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html

Section 22-2C-4 NMSA 1978
https://www.nmlegis.gov/Sessions/15%20Regular/bills/house/HB0015.pdf

Eligibility criteria

- **Impairments must affect students in multiple settings.**

- **IEP team, as a group of individuals with a clear understanding of a student's needs, must determine whether that student is eligible to take the NMAPA per 6.31.2.11(E)(3) NMAC**

Guiding Questions

1. **Does the student's past and present performance in multiple settings (home, school, community) indicate that a significant cognitive disability is present?**
2. **Does the student need intensive, pervasive, or extensive levels of support in school, home, and community settings?**
3. **Do the student's current cognitive and adaptive skills and performance levels require direct instruction to accomplish the acquisition, maintenance, and generalization of skills in multiple settings (home, school, and community)?**

Guiding Questions

4. **The information gathered through questions 1-3 demonstrates to the team that this student "cannot participate in the regular assessment; and the particular [alternate] assessment selected is appropriate for the child."**
5. **Parents have been informed of the potential consequences of having their student assessed against alternate achievement standards (such as potential limitations to postsecondary opportunities).**

Online ordering

- **Log into the Test Information Distribution Engine (TIDE).**
- **After logging into TIDE, you will be able to order the following materials:**
  - **Student Score Forms**
  - **TA Kits for all tested grades**
  - **DTC Kit, containing a DTC manual, return labels, and information on receiving and returning materials**
  - **STC Kit, containing information specifically for School Test Coordinators**
  - **Student Score Form Return Envelopes (1 envelope holds 10 Student Score Forms)**

NMAPA Online Training

- Test Administrator online training is at

  http://nmapa-portal.org/

  Click on Teacher/TA tab,   then click
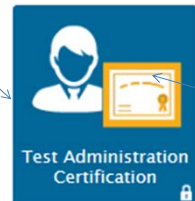
- Online training opened January 11

NMAPA Online Training

- The five training modules can be completed in multiple sessions.

- Manipulatives will be available to print out prior to watching the modules for you to use during training.

- A certificate can be printed at the end of training, and TAs must be re-certified every two years.

Online Training Modules

Module 1
Eligibility and important information for the NMAPA

Module 2
Determining Starting and Stopping Points for the NMAPA

Module 3
Administering and Scoring the NMAPA

Module 4
Entering Scores for the NMAPA

Module 5
Viewing NMAPA Score Reports
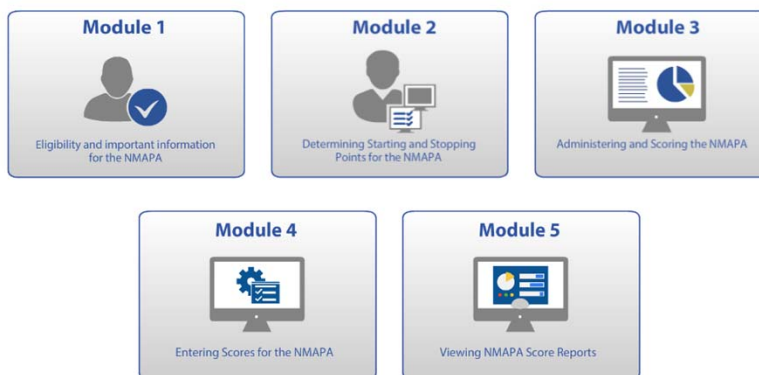
Second Raters

- For Spring 2018, 15% of tests will require a second rater.
  - Another teacher
  - Paraprofessional
  - Related Service Provider
  - Diagnostician
  - Other Qualified Staff Member

- Must have completed the training within the last two years
- Observes and scores at the same time
- Scores independently and does not confer
- Forms will be clearly marked "Test Administrator" and "Second Rater"

Assessment-Specific Manuals

Available on Test-Specific Sites

- TCM: Test Coordinator Manual

- TAM: Test Administration Manual

- www.nmapa-portal.org

Online Reporting System (ORS)

Access at http://nmapa-portal.org/

Click on either tab

Then click on Online Reporting
System (ORS) to see data/reports.

Online Reporting System (ORS)

- Online access to score reports and score data

- Users access the ORS through TIDE

- DTCs or STCs must add Test Administrators as users in TIDE

Online Reporting System (ORS)

Welcome to the Online Reporting System
What are you interested in viewing?

Select

Mountainair Public Schools (082) ▼

To download Student Files, click here: **🖨 Retrieve Student Results**

Download Excel spreadsheets with student scores

To view Score Reports, click here: **📊 Score Reports**

**View school or district overall scores.
View individual scores by subtests.**

Resources

| Home | Users ▼ | Resources ▼ | FAQs | Announcements | | Register for email updates | Manage Account |

General Information
Test Admin/Coordination
Technology Resources

NM Public Education

Search Resources 🔍
Advanced Search ⊘

📁 General Information
📁 Test Admin/Coordination
  📁 Test Administrator
    📁 Manuals & User Guides
    📁 Fact Sheets
  📁 Test Coordinator
📁 Technology Resources

Test Admin/Coordination – Test Administrator – Manuals & User Guides

Resource	Description
ORS User Guide [PDF]	This user guide provides information on how to use the Online Reporting System (ORS) to view and download score reports and student performance data.
Fall 2017 Test Administrator Manual [PDF]	The Test Administrator Manual (TAM) reviews test security, participation guidelines, TA responsibilities, and administration of the assessment. You can also find an optional scoring worksheet and instructions for completing the SPQ and Student Score Form. A printed copy is also included in every Test Administration Kit (TA Kit).
TIDE User Guide [PDF]	This user guide provides information on how to add and upload student Pre-ID information, place test material orders, track shipments, manage users, and more in the Test Information Distribution Engine (TIDE).

Questions??

Kimber Sanchez

kimber.sanchez@state.nm.us

505-827-6612

Science SBA
Spanish Reading SBA

SBA Agenda

- Measured Progress Spring 2018 Test Overview: Science SBA and Spring Spanish Reading SBA
- Online Ordering
- SBA Paper-Based Testing Administration
- PBT Packing, Returning, & UPS Pickup
- Online Reporting
- SBA Help & Support Page
- Helpdesk Contact Information
- Science SBA Computer- Based Testing

Measured Progress Test Overview

❖**Spring 2018 Science SBA: Grades 4, 7, HS**

- Paper and Computer Based
- English (four forms per grade)
- Spanish (two forms per grade)
- Updated Practice Test!

❖**Spring 2018 Spanish Reading SBA: Grades 3 – 8 & HS**

- Paper Based Only
- Two forms per grade

Measured Progress Test Overview

❖ **Science SBA Practice Test:**
   Grades 4, 7, HS

- Computer-Based Practice Testing
  - The practice tests will be available via desktop/laptop kiosk, mobile app, and browser.
- Paper-Based Practice Testing
  - English (one form per grade)
  - Spanish (one form per grade)
  - Print-Ready PDF file for regular booklets
  - Print-Ready PDF file for Braille
  - Print-Ready PDF file for Large Print
- Available at H&S Page:
  https://sba.onlinehelp.measuredprogress.org/

Spring 2018 Science SBA Pricing and Key Dates

Science SBA Spring 2018	PBT: $18.49 | CBT: $10.41
Initial Ordering Window (Science PBT & CBT*)	November 27 – January 5, 2018 (5pm MT)
Science Spring 2018 SBA CBT Practice Test (non-kiosk based/single sign-on web-based)	**January 22*** – March 30, 2018
Science Spring 2018 SBA CBT Practice Test (kiosk-based)	**January 22*** – February 9, 2018
Initial PBT Orders Arrive (TB, AD, Manuals (PBT and CBT), Pre-ID labels (PBT), Rosters)	By February 19, 2018
Additional Ordering Window	February 12 – March 29 (5pm MT) *(Order materials no later than March 23!)*
Testing Window	**March 5– March 30, 2018**
Pick-up Window All PBT Materials	March 19 – April 6, 2018
Online Reports Available	TBD
Printed Paper Reports Arrive	TBD

Contact the PED with any CBT waiver requests prior to finalizing your online ordering!

**The January 22 date is an updated date (from what was published in the fall) to make it possible to have an updated practice test in the spring.*

Spring 2018 Spanish Reading SBA Pricing and Key Dates

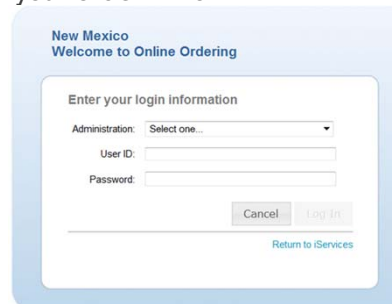| Spanish Reading SBA Spring 2018	PBT $18.49
Initial Ordering Window	January 2 – February 9, 2018 (5pm MT)
Initial PBT Orders Arrive (TB, AD, Manuals, Pre-ID labels, Rosters)	By April 2, 2018
Additional Ordering Window	March 19 – May 3 (5pm MT) *(Order materials no later than April 25!)*
Testing Window	April 16 – May 4, 2018
Pick-up Window All PBT Materials	April 17 – May 9, 2018
Online Reports Available	TBD
Printed Paper Reports Arrive	TBD

ONLINE ORDERING

Measured Progress Online Ordering

http://iservices.measuredprogress.org

- Click on http://iservices.measuredprogress.org/
- Select "New Mexico" from the drop-down menu.
- Click the "Enter" button, which will bring you to the New Mexico Online Services Page.
- Remember to have your Purchase Order number ready.
- Select "Order Test Materials" to begin your order. This will bring you to the login page.
- Select "Administration"
- Enter your username and password.

Contact the New Mexico Help Desk if you need your username or password!

You have two different passwords:
Online Ordering
Online Reporting

New Mexico
Welcome to Online Ordering

Enter your login information

Administration: Select one...
User ID:
Password:

Cancel   Log In

Return to iServices

Measured Progress Online Ordering

http://iservices.measuredprogress.org

k10751477 fotosearch.com ©

Measured Progress Online Ordering
SBA Purchase Orders and Invoicing

- As in past years, districts are responsible for a portion of the cost for SBA testing. However, districts' per student cost has decreased under the new SBA contract as follows:
  - CBT: $10.41 per test submitted for scoring
  - PBT: $18.49 per answer booklet returned for scoring

- The new SBA contract will be posted to the new PED website.

- PED is pleased to announce that districts will only be invoiced for SBA tests taken (whether CBT or PBT) rather than for all tests ordered.

PACKING OF PBT MATERIALS FOR RETURN, UPS PICKUP

Preparing PBT materials for return

- Make sure to refer to the Test Coordinator Manual (TCM) pages 16-17 for detailed directions on how to prepare and pack PBT materials for return
- A few reminders:
  - If you tested online only, then there is nothing to return—you may shred your printed Test Administration Manuals (TAMs)
  - Be sure to keep the boxes in which you received the PBT materials as you will use those boxes to return the materials back
  - Do not return test materials that are contaminated with biohazardous materials such as blood or vomit
  - Do not return manuals or unused pre-ID labels—you may securely destroy unused 'pre-ID' labels
  - Must return all paper test booklets and answer documents even if unused so that Measured Progress can conduct a complete reconciliation of all paper materials that were shipped out and that came back
  - The total number of paper materials received by the districts or schools should match the total number of paper materials returned

UPS Pickup of PBT Materials
http://iservices.measuredprogress.org

k10751477 fotosearch.com ©

Spring SBA Administrations PBT Materials UPS Pickup Scheduling

- Schedule UPS Pickup of the SBA PBT materials
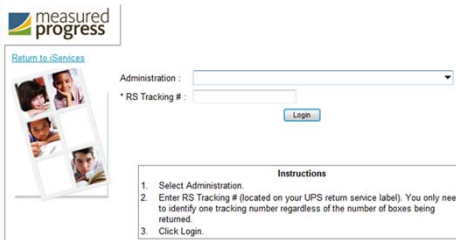
1. NM Online Services Page, choose UPS Pickup Request

NMPED — New Mexico Public Education Department

New Mexico Online Services

- New Mexico Reporting
- Order Test Materials
- Local Inventory Tool
- UPS Pickup Request
- Home

You can schedule your pickup, or hand off materials to your local UPS driver

2. Select Administration
3. Enter Return Service Label Tracking #
4. Click Login

measured **progress**

Return to iServices

Administration : _____ ▼
* RS Tracking # : _____

Login

Instructions
1. Select Administration.
2. Enter RS Tracking # (located on your UPS return service label). You only need to identify one tracking number regardless of the number of boxes being returned.
3. Click Login.

SBA Spring Administration PBT Materials UPS Pickup Scheduling

NMPED

Online UPS Pickup Request
NM Fall 2016 SBA Science Retest Materials Shipment

Return to iServices
Return to Login
Go to instructions

Pickup Request By :
Name: To'Hajilee'He School
Street Address: I-40 West Exit 131 8 miles North Bldg 634
City: To'hajilee
State: NM
Zip Code: 87026
Contact Name: Mara Allaire
Phone Number: 603-749-9102
Pickup Date:(mm/dd/yyyy) 11/30/21016
Business Hours: 8:30 AM To 4:30 PM

Pickup Name/Address (If different from Name/Address listed above) :
Name:
Street Address:
City:
State: --Select--
Zip Code:

Package Information :
RS Tracking #: 1Z0W876A9005145507
Total # of Boxes:
Special Instructions:

Back   Place Pickup Request

Instructions
1. Enter Contact Name and Phone Number.
2. Enter the Date of Pickup.
3. Enter Business Hours (time frame for which your business is open).
4. Enter Pickup Address information ONLY if different from the Pickup Name/Address listed above. Please note that PO boxes are not allowed.
5. Enter the total number of boxes you are returning.
6. Please indicate in Special Instructions where in the building the packages will be located (i.e. Main Office, Guidance Office, etc.).
7. Click the "Place Pickup Request" button.

Return to top

- The address associated with the return service label will be **pre-populated.**
- If you need a pickup at a **different location** than what the label says, enter new information.

Requests placed before 2:00 p.m. MT will be scheduled for the next business day. Requests placed after 2:00 p.m. MT will be scheduled for the second business day.

ONLINE REPORTING

Online Reporting

http://iservices.measuredprogress.org

- Online reports are available for all various spring **SBA** Administrations

Report	Mode
Student Report to Parents	2 printed copies and online
Student Results Labels	Printed copy only
Student Roster Report	Online
Student Report to Teachers-by Subject	Online
Performance by Subgroup Category Report	Online
Item Plot Report	Online
District Summary Roster	Online
Student Results Data File	Online
Benchmark Data File	Online

Online Reporting

- Reports offered online for **HSCE**
  - Fall & Winter Administrations

Reports
Counselor's Report
Pass/Fail File Layout
School Pass/Fail File

Winter 2016 was last HSCE administration!

- Reports offered online for **SBA Fall Retests (aka: HSGA)**
  - Fall Administration

Reports
Student Results Data File
Student Results Data File Layout
Student Roster Report

SBA fall retests cover Science and Spanish Reading. HSGA reading and mathematics cover the Legacy Graduation Tests

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Online SBA Reports

http://iservices.measuredprogress.org

k10751477 fotosearch.com ©

Online Reporting

Reports are only available online except for Student Report Labels and Student Reports to Parents, which are printed and shipped to districts. All online reports can be accessed anytime and printed locally.

NMPED
New Mexico Public Education Department

New Mexico
Online Services

- New Mexico Reporting
- Order Test Materials
- Local Inventory Tool
- UPS Pickup Request
- Home

Your Online Reporting password is different than your online ordering password!

■ Your user name is your District Code, or District & School Code. Call Measured Progress for your password if needed.

New Mexico Analysis and Reporting System

Login

1. Enter your user name in the box marked **User Name**.
2. Enter your password in the box marked **Password**.
3. Click **Login**.

User Name [ ]
Password [ ]

[Login]

Online Reporting

1. Select the Reporting Tab
2. Select your Year
3. Select your administration

Summary Reports & Parent Reports are located at grade level.

New Mexico Analysis and Reporting System

Help   Logout
Current User: 001

| Home | Reporting | Supporting Documents |

Reports

1. Use the drop-down menus in the **Basic Filtering Options** section to select the criteria for your report.
2. Use the checkboxes to select the reports that you would like to download from the **Reports** section.
3. Many reports downloaded from this site are compressed (zipped) and saved in Portable Document Format (.pdf). You will need a decompression utility and Adobe Acrobat Reader to open reports.
4. When saving files, please be sure to save them to a secure location on your network.

Basic Filtering Options   Hide ▬

Year: District: Grade:
Please Select   ▼   ▼   ▼
Administration: School:
▼   ▼

Reports

Please direct questions related to this online reporting tool to the Measured Progress Helpdesk at 1-877-676-6722 between the hours of 9-5 EST or to nmhelp@measuredprogress.org.
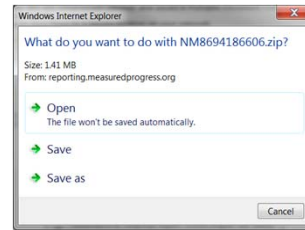Copyright © 2017, Measured Progress, Inc.
Visit us on the web at http://www.measuredprogress.org.

Online Reporting

- Select the report you need

- Choose to open or save your reports

✓ Static reports open as PDFs

✓ Data files open in Excel

Online Reporting

http://iservices.measuredprogress.org

- Supporting documents located on tab 3.

  ✓ Interpretive Guide to SBA for Schools and Districts

  ✓ SBA Assessment Standards and Frameworks

  ✓ SBA Performance Level Descriptors

  ✓ New Mexico Analysis and Reporting System User and Training Guide

SBA Help and Support Page

www.measuredprogress.org/sba/onlinehelp

- What's New, Important Dates
- Guides
- Test Administration Manuals
- Practice Test PDF files and Link to CBT Practice Tests
- SBA reports samples, interpretive guides

Measured Progress New Mexico Helpdesk Contact Information

- Phone: 1-877-676-6722

- Email: nmhelp@measuredprogress.org for general questions

- Email: nmtechsupport@measuredprogress.org for technical questions

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COMPUTER-BASED TESTING

Science SBA Spring Computer-Based Testing

www.measuredprogress.org/sba/onlinehelp

Science SBA Spring 2018 CBT Key Dates

CBT Tasks	Key Dates
Spring Science CBT Practice Test *(non kiosk-based, single sign-on / web-based)*	January 22 – March 30, 2018
Spring Science CBT Practice Test *(kiosk based)*	January 22 – February 12, 2018
Portal Open for Admin Tasks	February 19, 2018
Portal Ready for Test Scheduling	February 26, 2018
Bulk Upload of Accommodations	February 19 – March 2, 2018
Testing Window	**March 5 – 30, 2018**
Portal Closes for Admins	April 4, 2018

Spring 2018 Science SBA
CBT Training

iTester™

William Kinnison

SBA Computer Based Testing
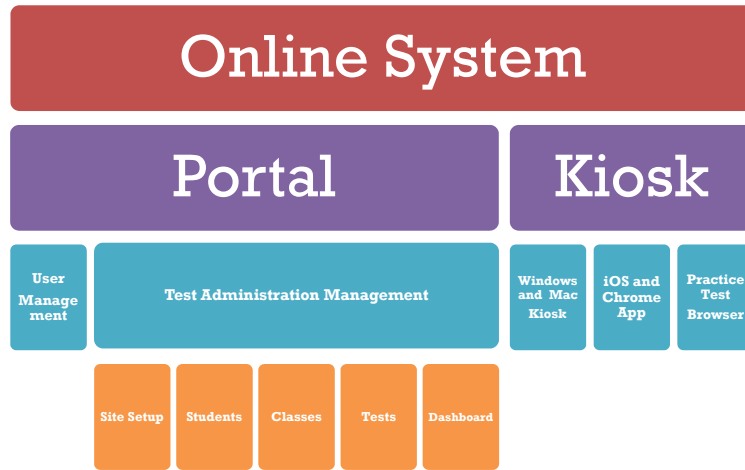
Science SBA Portal:

Test Administration System
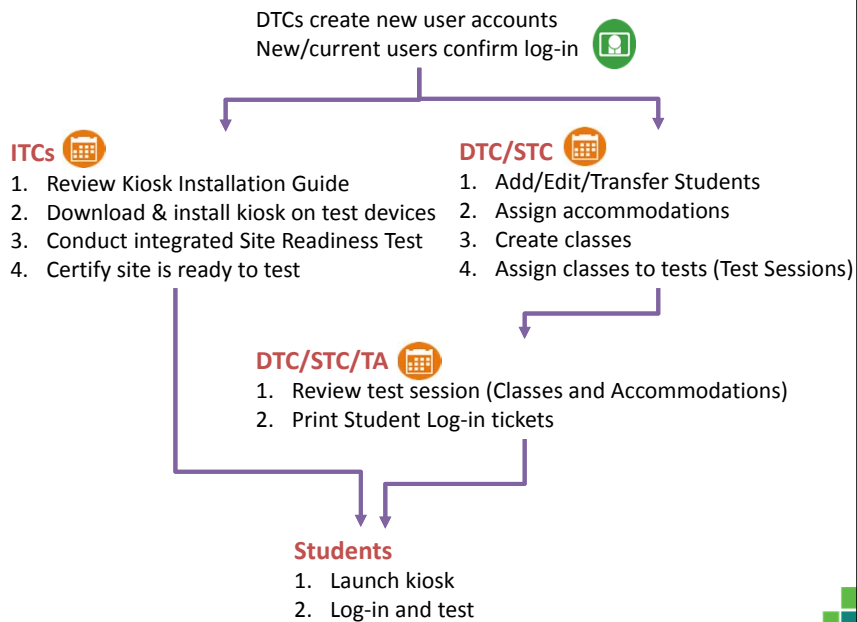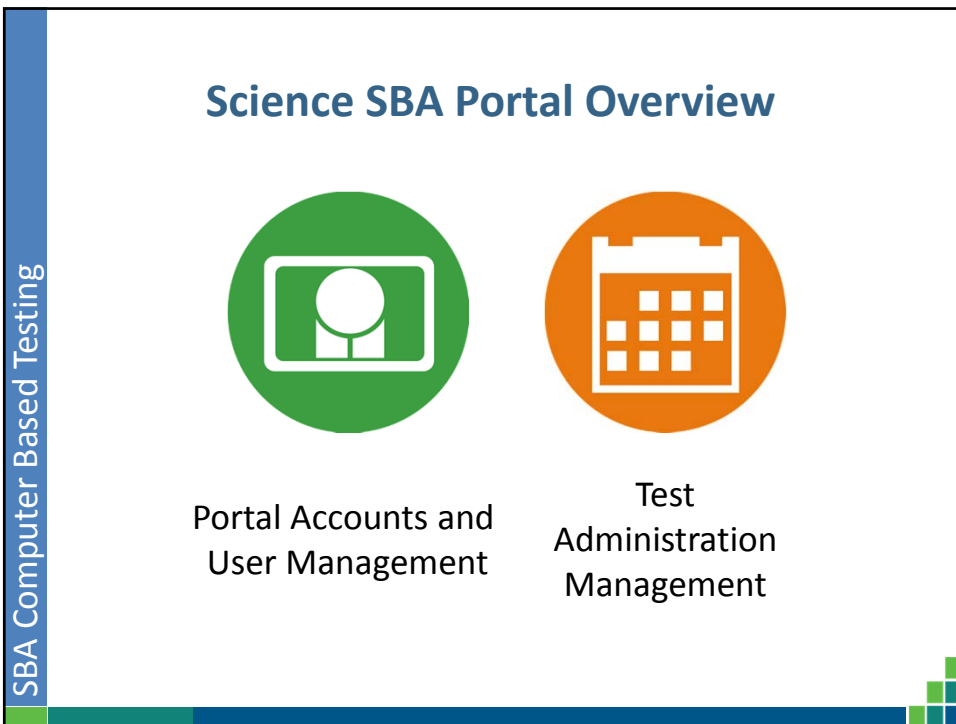
Science SBA Kiosk:

Student Test Delivery System

New Mexico Science SBA Portal & Kiosk Components

Online System

Portal | Kiosk

User Management | Test Administration Management | Windows and Mac Kiosk | iOS and Chrome App | Practice Test Browser

Site Setup | Students | Classes | Tests | Dashboard

Test Preparation Process

DTCs create new user accounts
New/current users confirm log-in

ITCs
1. Review Kiosk Installation Guide
2. Download & install kiosk on test devices
3. Conduct integrated Site Readiness Test
4. Certify site is ready to test

DTC/STC
1. Add/Edit/Transfer Students
2. Assign accommodations
3. Create classes
4. Assign classes to tests (Test Sessions)

DTC/STC/TA
1. Review test session (Classes and Accommodations)
2. Print Student Log-in tickets

Students
1. Launch kiosk
2. Log-in and test

Test Preparation Process

DTCs create new user accounts
New/current users confirm log-in

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2. Print Student Log-in tickets

Students
1. Launch kiosk
2. Log-in and test

SBA Computer Based Testing

Science SBA Portal Overview

Portal Accounts and
User Management

Test
Administration
Management

SBA Computer Based Testing

Portal: Changes for Spring 2018

- New url: https://newmexico.measuredprogress.org
- Extended daily test window (7:00am-9:00pm)
- New password requirements
  - Minimum of 8 characters
  - Maximum of 32 characters
  - One uppercase letter
  - One lowercase letter
  - One special character (~ ! @ # $ % ^ & * ( ) _ + - = { } | [ ] : " ; ' < > ? ,)
  - One number
- Site Readiness Test Improvements
- Bulk Export of Student Accommodations
- Export Test Status Filtering
- Class Upload

Portal: Access

- Go to https://newmexico.measuredprogress.org
- Available 22 Jan
- Browser Specifications
  - Chrome™ 64 or newer
  - Firefox® 56 or newer
  - Safari® 9 or newer
  - Internet Explorer® 11
  - Microsoft Edge™

Portal: Access

- Already have a user account?
- Continue to use it!
- Don't have an account yet?
  - District Test Coordinators must create all other portal users within the Portal
  - Users will receive automated email with username and temporary password from *nmtechsupport@measuredprogress.org*

Test Administration Management
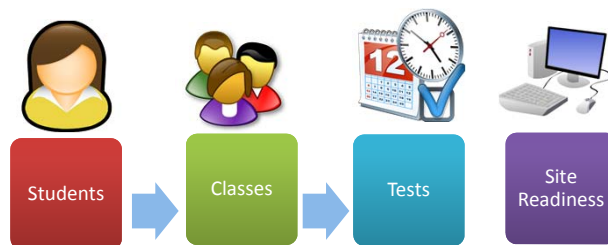
Administration: Students

- Loaded from State Pre-ID
- Notes:
  - Can be added manually if not included in Pre-ID
    - Cannot edit state student ID if its entered wrong
  - Can be transferred between schools and districts
    - DTCs can transfer between schools in same district
    - MP help desk can transfer between districts
  - Must have accommodations assigned

Administration: Classes

- Groups of one or more students who will take a test
- Notes:
  - Separate class needed for English and Spanish Testers
  - Students can be assigned to more than one class!
  - Classes cannot be deleted once they have been saved

Administration: Test Sessions

- Access Session Access Codes
- Review Accommodations and Forms (TTS)
- Print test tickets with students' usernames and passwords
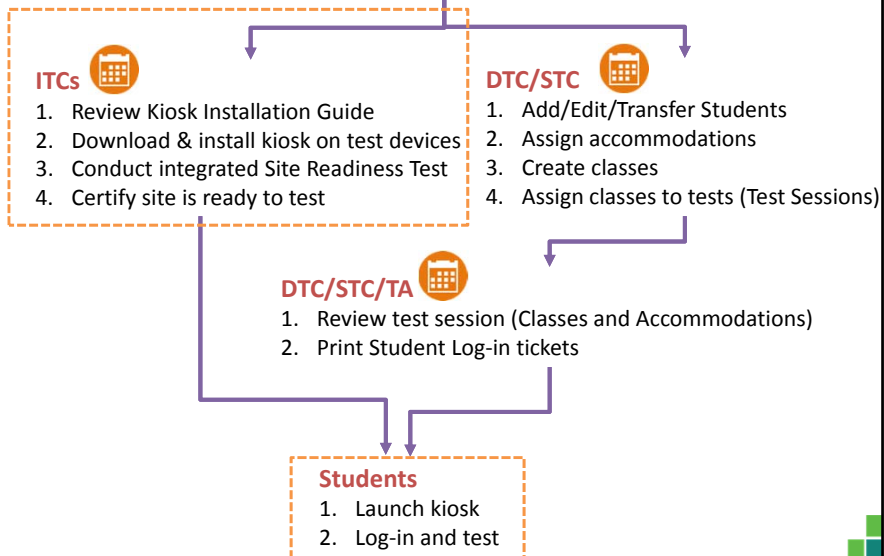- Monitor test sessions

Administration: DTC Tools

Monitor test sessions

- District-level dashboard for monitoring testing at district level (DTC Only)
- Download list of students with their test completion status by school/test (DTC and STC)

Test Preparation Process

DTCs create new user accounts
New/current users confirm log-in

ITCs
1. Review Kiosk Installation Guide
2. Download & install kiosk on test devices
3. Conduct integrated Site Readiness Test
4. Certify site is ready to test

DTC/STC
1. Add/Edit/Transfer Students
2. Assign accommodations
3. Create classes
4. Assign classes to tests (Test Sessions)

DTC/STC/TA
1. Review test session (Classes and Accommodations)
2. Print Student Log-in tickets

Students
1. Launch kiosk
2. Log-in and test

Kiosk Overview

- Kiosk Application
  - Available on Windows and Mac
- Tablet Application
  - Available on iPads and Chromebooks
- Browser (practice test only)
  - Available on Chrome, Safari, Internet Explorer, Firefox, and Microsoft Edge

New kiosks are required for Spring 2018!

Kiosk: New Features

- New Practice Test url:
  https://nmpracticetest.measuredprogress.org
- New Text-to-Speech Controls
  - TTS Text Selection
  - TTS Rate Selection
- Screen Zoom Increments Changed
- Local Response Storage Available on Chromebooks

Kiosk: Requirements

System Requirements – All Hardware	
Connectivity	Must be able to connect to the internet via wired or wireless networks
Screen Size	9.7" screen size or larger/ "10-inch class" tablets or larger
Screen Resolution	1024 X 768
Browsers (Practice Test ONLY)	Chrome™ 64 or newer Firefox® 56 or newer Safari® 9 or newer Internet Explorer® 11 Microsoft Edge™ 40.15 or newer
Headphone/Earphone/Ear Buds	Headphones/earphones/ear buds are required for students who have a text-to-speech accommodation

Desktop and Laptop Specific Requirements	
CPU	1.2 GHz
Memory	2 GB
Input Device	Keyboard – wired or wireless/Bluetooth® mouse or touchpad
Windows® operating system	Windows 7, 8.1, 10 (32-bit and 64-bit)
Mac OS® operating system	10.9 – 10.13 (64-bit only)
Tablet/Netbook/2-in-1 Specific Requirements	
iPad®	11.1
Chromebook™ notebook computer	Chrome OS™ 60 – 62
Windows-based tablets/netbooks/2-in-1	Windows 8.1, 10 (32-bit and 64-bit)

Kiosk: Requirements

- iPad users: use Automatic Assessment Configuration
- iPad users: external keyboard is optional
- Windows users: MSI available for distribution using GPOs
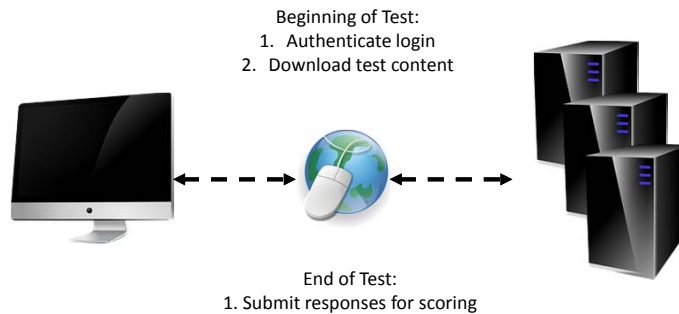
Students testing on devices that do not meet the Student Workstation Specifications are likely to encounter performance-related issues during testing.
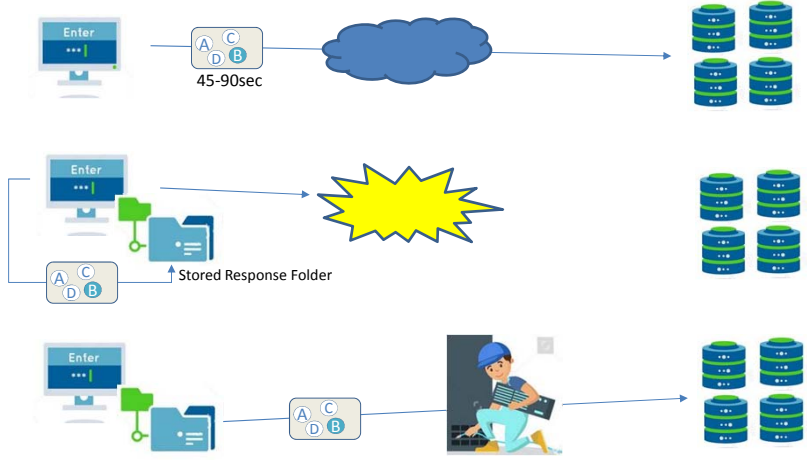
Technology Guidelines may be updated throughout the test administration window as new operating systems are released and tested. Do not update your test device OS until the Technology Guidelines has been updated.
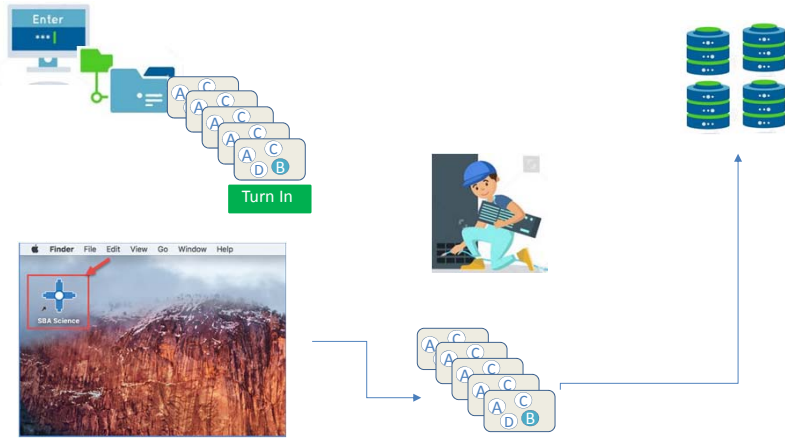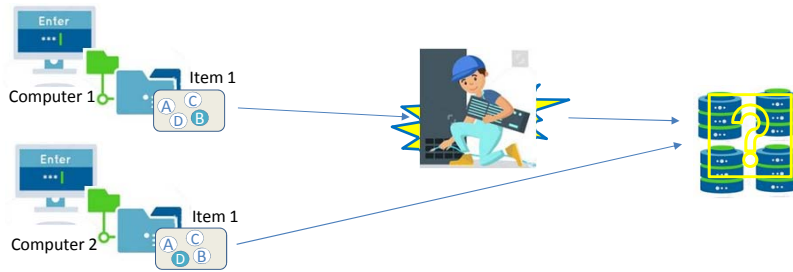
Kiosk Overview: Network Access

Beginning of Test:
1. Authenticate login
2. Download test content

End of Test:
1. Submit responses for scoring

What happens if a student loses network connection in the middle of a test?

If you experience a technical issue, do not change testing Devices in the middle of a test session unless the help desk tells you to!

Enter
...|

Item 1
Computer 1
A C D B

Enter
...|

Item 1
Computer 2
A C D B

?

NEW!

Enabling access to local stored response folder on Chrome

Google — Search for users, groups, and settings (e.g. setup billing)

≡ Device management > Chrome

Chrome Management

User settings
Manage user-based settings on Chrome browsers and Chrome devices

Google Play Store settings
Manage access to the Google Play Store and Android Apps for users and Chrome devices

Public session settings
Manage public session settings on Chrome devices

Device settings
Manage Chrome device settings

Devices
View and manage Chrome devices

App Management
Find and Manage Chrome apps

SEND FEEDBACK

User Data ❓   Erase all local user info, settings, and state after each sign-out
Locally applied
Do not erase all local user data ▼

In the **Device Settings** section, scroll to **User Data** (Erase all local user info, settings, and state after each sign-out) field, select **Do not erase all local data** from the drop-down list.

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Kiosk: Site Readiness Testing

SBA Computer Based Testing

- Review installation guide available at
  sba.onlinehelp.measuredprogress.org
- Download new kiosks from Science SBA Portal
- Download apps from Apple app store (search for SBA Science)
- Install Kiosk on all testing devices
  - You do not un-install previous versions of the Kiosk!
- Conduct Site Readiness Testing on all device *configurations*
- Certify site ready for online testing

Kiosk: Site Readiness Testing

SBA Computer Based Testing

Home   Site Readiness   User: Jimmy Hendrix ▾ Logout

Home

Welcome to the SBA Science Administration module for grades 4, 7, and High School. This site provides access to student information and test session details.

Based on device configurations at your facility, you or your IT coordinator need to download and install the appropriate student kiosk utilizing the links in the table below.

| Windows | Student Windows Installer |
| Mac | Student Mac Installer |

If you need assistance utilizing this site, please contact Measured Progress support at nmtechsupport@measuredprogress.org or by calling toll-free (877) 676-6722.
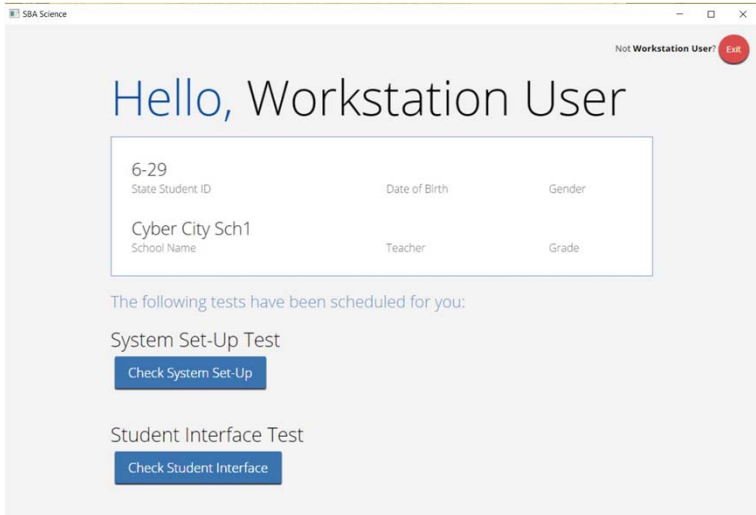
Site Readiness login for Cyber City Sch1 (Cyber City)

Username: WSR.1.6
Password: C2WJPC4S

s82 v3.8.2   Copyright © 2018 eMetric LLC   Contact Us   877-676-6722

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Kiosk: Site Readiness Testing

SBA Computer Based Testing

Kiosk: Site Readiness Testing

SBA Computer Based Testing

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Kiosk: Site Readiness Testing

Kiosk: Site Readiness Testing

Kiosk: Site Readiness Testing

Kiosk: Site Readiness Testing

Kiosk: Site Readiness Testing

Kiosk: Taking a Test

If the kiosk is out-of-date, an alert will be displayed

Kiosk: Taking a Test

Kiosk: Taking a Test

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Kiosk: Taking a Test

Kiosk: Taking a Test

95

Kiosk: Taking a Test

SBA Computer Based Testing

Kiosk: Taking a Test

SBA Computer Based Testing

96
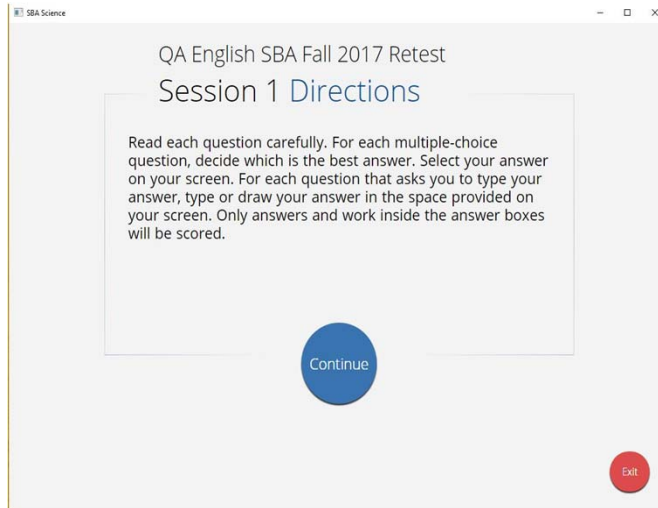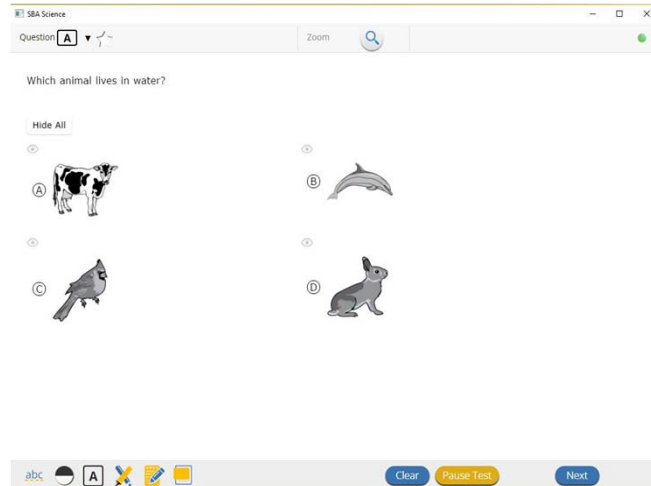
Kiosk: Universal Tools

Name	Tool Icon
Sketch & Highlight	
Note Pad	
Reference Sheet (*Spanish Only*)	

Sketch and Highlight Tool is NOT available on constructed response items

Kiosk: Accommodations

Name	Tool Icon
Answer Masking	Hide All / Lorem ipsum dolor.
Guideline	abc
Screen Zoom	Zoom:
Reverse Contrast	
Color Contrast	A
General Masking	
Text-to-Speech	Text-to-Speech: has been i Volume: 100% time that I Speed: Slow Normal Fast

NEW!

Kiosk: Text to Speech

- The Science SBA Kiosk uses the default voice set on the student's workstation.
  - See *Kiosk Installation Guide* for specific steps on how to change the default voice.

- Assign all student text-to-speech accommodations <u>PRIOR to student logging into tests.</u>

> **Generate Missing Student Test Logins**
>
> There are some missing student test logins in this test session. It can be because of students added to the class after creating the test session. Please use the button below to generate test logins for these students.
>
> [Generate Missing Student Test Logins]
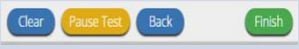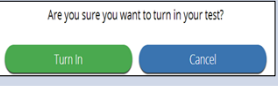
Kiosk: Spanish Test

- Schedule for separate Spanish Test
- Ensure Student changes Kiosk to Spanish version before they log-in
- Spanish TTS Accommodation
  - Ensure Spanish TTS is selected
  - Use Cepstral Software

Switch between English and Spanish

SBA Computer Based Testing
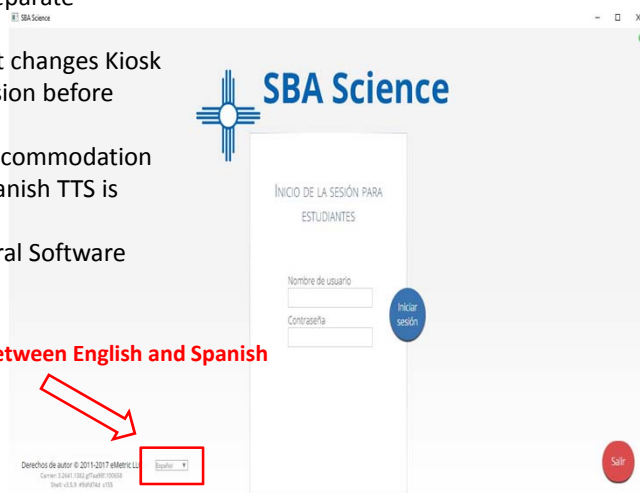
Kiosk: Test Turn-In

Steps	Button to Click
On the last item, students click **Finish.**	Clear Pause Test Back Finish
On the test review screen, students click **Turn In**.	25 not answered 26 not answered 27 not answered 28 not answered 29 not answered Pause Test Return to test Turn In
Below the confirmation question, students click **Turn In**.	Are you sure you want to turn in your test? Turn In Cancel
Student returns to test section selection page and may select the next section or click **Exit** to exit the kiosk.	Hello, Student Five 1234567899 01/01/2000 8 Student Number Date Of Birth Grade Cyber Sch1 Female School Name Teacher Gender The following tests have been scheduled for you: Grade 8 Reading Reading Ch-8 Form 2

Kiosk: Proctor Password

Type of Password	Utilization	Entered By
Student Password	Used to log the student into the appropriate test	Student
Session Access Code	Used to log the student into the appropriate session of the test	Student
Proctor Password**	Used to log the student into the appropriate session (section) of the test if the student began the session, paused for longer than 20 minutes, and needs to resume the session, or if student is inactive for more than an hour.	Proctor

Proctor password <u>must</u> be kept confidential.

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Kiosk: Proctor Password

Hello, demo student-six

1234567897	10/12/2000	7
Student Number	Date Of Birth	Grade
Cyber Sch1		Female
School Name	Teacher	Gender

The following tests have been scheduled for you:

Demo Math Test

Proctor Password [_____] Submit

Spring 2018 Science SBA
CBT Practice Test

- For the Spring Science SBA test, users will be able to practice test in three modes:
  - Kiosk-based using Demo students in Portal
  - Kiosk-based using single user name/password
  - Browser-based using single user name/password

Practice Testing with Demo Students	Practice Testing with Single User Name and Password
Must use the device (e.g., computer, tablet, etc.) that has the iTester kiosk installed	Can access it by launching browser and going to https://nmpracticetest.measuredprogress.org Or by launching the kiosk and clicking on the practice test option on the log in screen. Or via the NM Help & Support Page: www.measuredprogress.org/sba/onlinehelp
Practice test period: Jan 22 – Feb 12, 2018	Practice test period: Jan 22 – March 30, 2018
Can practice using all accommodations and tools	TTS and Zoom accommodations and Spanish localization are not unavailable when accessing the Practice test using a browser.

Spring 2018 Science SBA
CBT Practice Test
Kiosk with Single User Name/Password
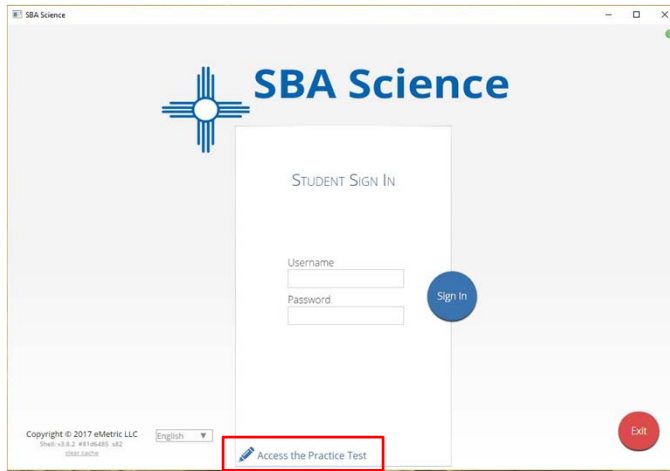
Spring 2018 Science SBA
CBT Practice Test
Kiosk with Single User Name/Password
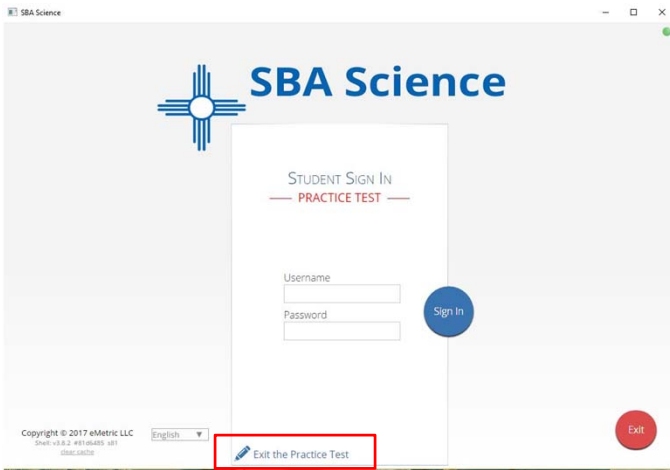
Accessing the Single User Name/Password Spring Practice Test

Browser url: https://nmpracticetest.measuredprogress.org

There is **one single username and password** for each grade of the web and practice kiosk practice test.

Grade	English Practice Test Username	Spanish Practice Test Username	Single Password
4	G4english	G4spanish	Practice
7	G7english	G7spanish	Practice
HS	HSenglish	HSspanish	Practice

If you wish for your students to practice with specific accommodations, use the kiosk-based practice testing environment with a practice test set-up in the portal.

---

iTester Help and Support

- Help Guides
    - Kiosk Installation Guide
    - Portal User Guide
    - Test Administrator Technology Guide
    - Technical Guide for Spanish Language Support
- Support Desk
    - Call-in Information Sheet

Questions?

Thank you.

Improving Data Quality for Assessment and Accountability Reporting

Purpose

- Accurate, reliable, high quality educational data
  - Data-driven accountability
  - Grants and awards
  - Improvement and corrective actions
  - Education policies and funding

Current Issues in Data Quality

- Nonstandardized data definitions
  - "Recently arrived"
- Inconsistency over time
  - Longitudinal inconsistency
- Data entry errors
  - Inaccurate data
- Lack of timeliness
  - Data are reported too late: data review at snapshots

BAD DATA = BAD EVERYTHING

Good Practices or Bad Practices?

- Seniors on the standard option took PARCC Algebra I as a graduation test.
  - Not eligible for Alternate Demonstration of Competency (ADC).
- Students enrolled in Geometry took Integrated Math I PARCC test.
  - Not aligned.
- Students for whom a medical exemption was granted had valid scorable tests.
- Assessments marked "retest" were students who had never been tested before in high school.
- There are duplications of the same test in two different platforms.
- Students took both standard (e.g., PARCC) and alternate assessments.
- "Never EL" students took ACCESS.

Best Practice #1
Conduct Data Review at Regular Snapshots

- Run recommended STARS discrepancy reports
  - Attendance
  - CCR
  - Demographics
  - Graduation
  - Courses
  - Program information: Bilingual, Indian Education, etc.
- Why?
  - The data are used for test registrations, graduation cohort assignments, school grading, district report cards, etc.
  - The data are reported to the federal government and to other agencies
  - Deadlines cannot be moved
- Subgroup assignments and EL status assignments
  - Important for school grading under ESSA
  - Must be accurate
- Poor submissions are NOT considered grounds for any appeal

S.T.A.R.S. Student Teacher Accountability Reporting System
New Mexico Public Education Department

Best Practice #2
Submit Templates and Reorg Waivers on Time

- If your school plans to change grade levels, you should submit a "*Reorganization of Grade Levels/ Establishing and Closing Schools Waiver Request*" to waivers.ped@state.nm.us. The form is available on the PED website.

- This form should be submitted BEFORE the reorganization starts and BEFORE the snapshot review begins.

- Submit the templates for the snapshots early or on time following the guidelines that PED specifies.

Best Practice #3
Double-Check Direct Entry

- Common mistakes
  - Last name, first name backwards
  - Local IDs instead of State IDs (always 9 digits)
  - Date of Birth (DOB) not matching what is in STARS
  - Not saving documentation for graduation outcome review
  - Wrong void code or test completion code
  - Not closing out PARCC tests
  - Incorrect school code

CAUTION: BAD DATA

BAD DATA QUALITY MAY RESULT IN FRUSTRATION AND LEAD TO DROP KICKING YOUR COMPUTER

Best Practice #4
Use Available Documentation

- Most questions about accountability business rules are covered in FAQs and technical guides.
  - Requests for graduation cohort reassignment are rarely granted because most requests could have been avoided with review of the guidance.
  - We appreciate feedback from the field where communication is not clear. Email is best.
  - We will continue to provide more timely and complete information on the new PED website.

Graduation

Best Practice #5
PARCC Tests Aligned to Current Courses

- Students must take the PARCC test ALIGNED to their current courses if they have completed 50% of the course before the test window.

- Otherwise, their participation will not be counted, which can significantly lower a school's overall grade.

High School Course and PARCC Test Assignments

Course Name	Course STARS ID	Required PARCC Test
Algebra I Eighth Grade	2028	Algebra I
Resource Center Math	2019	Grade 8 Math or any high school PARCC math test
Algebra I	2031	Algebra I
Geometry	2034	Geometry*
Algebra II	2041	Algebra II*
Algebra II / Trigonometry	2044	Algebra II*
Integrated Pathway: Math I	2080	Integrated Math I
Integrated Pathway: Math II	2081	Integrated Math II*
Integrated Pathway: Math III	2082	Integrated Math III*
English / Language Arts I	1001	Grade 9 English Language Arts/Literacy
English / Language Arts II	1002	Grade 10 English Language Arts/Literacy
English / Language Arts III	1003	Grade 11 English Language Arts/Literacy*
AP Language and Composition	1012	Grade 11 English Language Arts/Literacy*
AP Literature and Composition	1013	Grade 11 English Language Arts/Literacy*

*High school graduation assessments for students on the standard graduation option

Contact

- Pascal Buser pascal.buser@state.nm.us
  - SBA, CCR, graduation, post-secondary measures
- Judy Harmon judith.harmon@state.nm.us
  - SOAP, PARCC, data review
- Ryan Tolman ryan.tolman@state.nm.us
  - Istation, NMAPA
- Debbie Dolbow debbie.dolbow@state.nm.us
  - STARS snapshots
- Yun Yao yun.yao@state.nm.us
  - ACCESS for ELLs, Alternate ACCESS for ELLs

Thank You!

PARCC

**Partnership for Assessment of
Readiness for College and Careers**
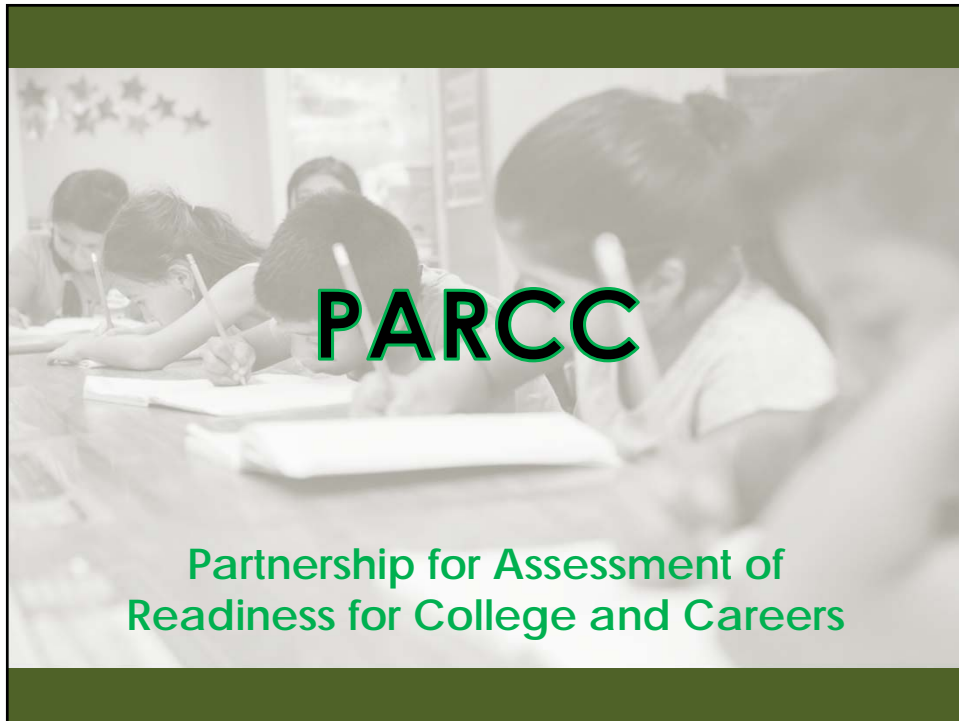
Agenda

- **Test design and ELA field testing**
- **Teacher and student resources**
- **Scoring and reporting**
- **Accessibility features and accommodations**
- **Technology specifications**
- **PearsonAccess[next] (PAN) and TestNav**

What's New for Spring 2018

- PARCC transitioned to Unified English Braille (UEB) as of Fall 2017.

- Any schools using computer-based tests will automatically be shipped Test Coordinator and Test Administrator Manuals.

- Download/Install of TestNav app and Proctor Cache required.

PARCC Testing for Spring 2018-ELA

- All students in grades 3-11 must take an ELA assessment.
- Students in grades 3-8 take grade-level PARCC ELA tests.
- Students in grades 9-11 take grade-level PARCC ELA tests unless they are enrolled in a higher-level ELA course. In that case, they may take the PARCC ELA test corresponding to their course.

PARCC Testing for Spring 2018-ELA

- Students taking two PARCC-aligned ELA courses should only take the higher-level test. For example, a student taking English 9 and English 10 courses will only take the PARCC ELA 10 assessment.
- Students not currently enrolled in an ELA course must take the test that corresponds to their grade level.
- Eligible Spanish-speaking ELLs may take the Spanish reading SBA.

PARCC Testing for Spring 2018-ELA

Reduced Testing Time!

you spoke we listened

Each ELA unit the same length!

Flexibility with scheduling!

PARCC Test Design ELA

Grade	Units	Unit Testing Time (Minutes)
Grade 3	1	75
	2	75
	3	75
Grades 4-11	1	90
	2	90
	3	90

For scheduling purposes, add 20-30 minutes to the unit time to account for reading instructions to students, answering questions, and logging in and out of TestNav.

PARCC Testing for Spring 2018-Math

- All students in grades 3-7 must take their grade-level PARCC math tests.
- Students in grade 8 take the Grade 8 Math PARCC test unless they are enrolled in a higher-level math course. In that case, they take the PARCC math test corresponding to their course.
- High school students only take a PARCC math test if they are enrolled in a PARCC-aligned math course, unless they need to meet graduation requirements.

PARCC Testing for Spring 2018-Math

- All high school students must attempt to pass PARCC math tests for graduation in at least two (2) administrations prior to implementing the Alternate Demonstration of Competency (ADC). Therefore, some high school students should take a PARCC math assessment for graduation even if they are not currently enrolled in a PARCC-aligned math course.
- Students taking two PARCC-aligned courses should only take the higher-level test. For example, a student taking Geometry and Algebra II courses will only take the PARCC Algebra II assessment.
- Eligible Spanish-speaking ELLs may take PARCC math assessments in Spanish.

PARCC Test Design Math

Grade	Units	Section	Unit Testing Time (Minutes)
Grades 3-5	1	Non-Calculator	60
	2	Non-Calculator	60
	3	Non-Calculator	60
	4	Non-Calculator	60
Grades 6 & 8	1	Non-Calculator	80
Grade 7	1	Non-Calculator	80
		Calculator	
Grades 6-8	2	Calculator	80
	3	Calculator	80

For scheduling purposes, add 20-30 minutes to the unit time to account for reading instructions to students, answering questions, and logging in and out of TestNav.

PARCC Test Design High School Math

Subject	Units	Section	Unit Testing Time (Minutes)
Algebra I, Geometry, Algebra II, Integrated Mathematics I, II, or III	1	Non-Calculator _____ Calculator	90
	2	Calculator	90
	3	Calculator	90

For scheduling purposes, add 20-30 minutes to the unit time to account for reading instructions to students, answering questions, and logging in and out of TestNav.

PARCC Test Exemptions

- Students eligible for NMAPA
- Students with an approved Medical Exemption

Field Testing

- In general, statewide assessments include newly developed field-test items that do not count toward scores.
- Field-test items are embedded throughout Math tests.
- ELA field-test items are all in one extra unit.
- Schools and districts participate in ELA field test once every three years.
- Schools and districts were notified in November if participating in Spring 2018.

PARCC Resources

Website	Content	Audience
http://parcc-assessment.org/	General PARCC Information, Instructional Tools, Videos and News	Test Coordinators – Teachers – Students – Parents
http://parcc.pearson.com/	Tutorials, manuals and training, test support, bulletins, technology setup	Test Coordinators – Teachers – Students- Parents
http://avocet.pearson.com/PARCC/Home	Test Administration Information, Test Manuals, Technology Information, Accessibility Features and Accommodations (AF&A) Manual	Test Coordinators – Teachers – Students – Parents – IT department

PARCC Resources

Website	Content	Audience
http://understandthescore.org/	Score report guide, Understanding the test, parent resources and information about the PARCC test.	Teachers – Students – Parents – Community Members
http://www.greatschools.org/gk/common-core-test-guide/?state=new-mexico	Worksheets, videos, parent suggestions for working with their child, gives strategies, and discusses disabilities.	Teachers –Parents – Community Members
http://newmexicocommoncore.org/	Information on the Common Core	Teachers – Students – Parents – Community Members

Performance Levels

Level 5	*Exceeded expectations*
Level 4	*Met expectations*
Level 3	*Approached expectations*
Level 2	*Partially met expectations*
Level 1	*Did not yet meet expectations*

- Proficiency = **Performance Level of 4 or 5**
- Cohort of 2018: students need **PLD Level of 3 or higher** for ELA and Math graduation requirement.

PARCC Reports and Data

- Individual Student Report (ISR)
- School Roster Report
- District Summary Report
- District and School Summative Files
- Evidence Statement Analysis Report
- Content Standards Roster Report
- Data Management Reporting System (DMRS)

Accessibility Features and Accommodations

- Download the 6th edition of the PARCC AF&A Manual at
  https://parcc.pearson.com/manuals-training/
  - Accessibility Features for all Students
  - Administrative Considerations
  - Accommodations for Students with Disabilities
  - Accommodations for English Learners

Accessibility Features for All Students

- Blank Scratch Paper – Must supply at least 1 sheet for each student. Additional pages may be provided as needed. Graph paper may be used.

- Bookmark – Allows students to flag items

- Highlight Tool – Highlighter color option will change depending on the color contrast option selected.

- Spell Check – Embedded spell check is an accessibility feature. Spelling is NOT assessed.

Accessibility Feature:
Mathematics Text-To-Speech

- A Student's *Student Registration/Personal Needs Profile (*SR/PNP) must have Text-to-Speech selected to activate this feature. **Only assign if students have utilized this feature during 50% or more of classroom instruction.**

- The student will be assigned a form with embedded Text-to-Speech.

- Proctor Caching is required to prevent issues during testing.

Administrative Considerations

- Frequent Breaks
- Separate/Alternate Location
- Small Group Testing
- Specialized Equipment or Furniture
- Specified Area or Setting
- Time of Day

Accommodations Must…

- Enable students to participate with equal access.
- Be based on individual needs identified in the instructional/assessment setting.
- Be documented in either the IEP or 504 Plan.
- For English learners, be described and documented in the student's file.
- Be utilized during daily instruction.
- Parents receive notification.

Accommodation for Students with Disabilities: ELA/Literacy Assessments

- Text-to-Speech
- ASL Video
- Human Reader/Human Signer

Determining Eligibility for Text-to-Speech on ELA/Literacy Assessments

- Blindness or a visual impairment and has not yet learned Braille;
- A disability that *severely limits or prevents* him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so;
- Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a document history of early and prolonged language deprivation.*

*Source: Appendix D of PARCC AA&F Manual

Accommodation for Students with Disabilities: Calculators Allowed on NON-Calculator Sections

- Grades 3-7: Four function with square root and percentage functions.

- Grades 8: Scientific calculators (Student may also bring a scientific calculator or a four-function with square root and percentage functions).

- High School: Graphing calculators with functionalities consistent with TI-84 or similar models. (Student may also bring a scientific calculator or a four-function with square root and percentage functions).

Use Accommodations with Caution

- Calculators allowed on NON-Calculator Sections and ELA/L Text-To-Speech, ASL video, Human Reader/Human Signer must only be provided to students who meet eligibility criteria listed in the PARCC AF&A Manual.

- PED will audit schools/districts based on high usage of these accommodations.

- See eligibility criteria for Calculator on non-calculator section on page 35.

- See ELA text to speech, ASL video, Human Reader/Signer eligibility criteria in Appendix D.

Accommodations for English Language Learners

Content Area	Accommodations
Mathematics only	Spanish Translation of Math Test, Spanish Translation of Math Test in Text-to-Speech, Mathematics Responses
Both Content Areas	Translation of General Test Directions[1], Administration Directions Clarified in Student's Native Language, Word to Word Dictionary (English/Native Language)

[1]PARCC provides General Test Administration directions in 10 languages, including Spanish and Navajo.

Technology Specifications

- Technology Coordinators must review Technology Guidelines for PARCC Assessments: Version 7.0 (July 2017) on parcc-assessment.org.

- The following are no longer supported:

Operating Systems	Internet Browsers
• Chrome OS versions 50-56 • iOS 9 and below • Android 5 and 6	• Internet Explorer • Safari • Google Chrome

- If using browser-based TestNav, Firefox ESR 52 is required.

Use the desktop app instead!

Technology To-Do List

- Monitor PARCC technology bulletins at http://parcc.pearson.com/bulletins/

- Run the SystemCheck Tool on testing devices.

- Install new proctor cache software in each school.

- Install latest version of TestNav app.

- Configure TestNav in PAN.

- Conduct local infrastructure trials if any technology changes, previous challenges, or new staff.

TestNav - http://download.testnav.com/

- Installation of TestNav app version 8.10 on every testing device

- Use of app is required for all online testing situations except for thin client systems (e.g., Ncomputing)
- Schools with thin client labs have had better success with browser-based TestNav (*Firefox ESR Version 52* required)

PearsonAccess^next (PAN)

Live Site: https://nm.pearsonaccessnext.com
PARCC Training Site: http://trng.pearsonaccessnext.com

PearsonAccess^next
PED Responsibilities

Steps PED performs to prepare for PARCC assessments:

1. Imports *initial* Organization and Org Participation files.
2. Creates the *initial* User Accounts for PED-approved test coordinators.
3. Imports Student Registration/PNP File, using the 2017-2018 80-day STARS snapshot and accommodations from the Spring 2017 administration.

User Accounts in PearsonAccess^next
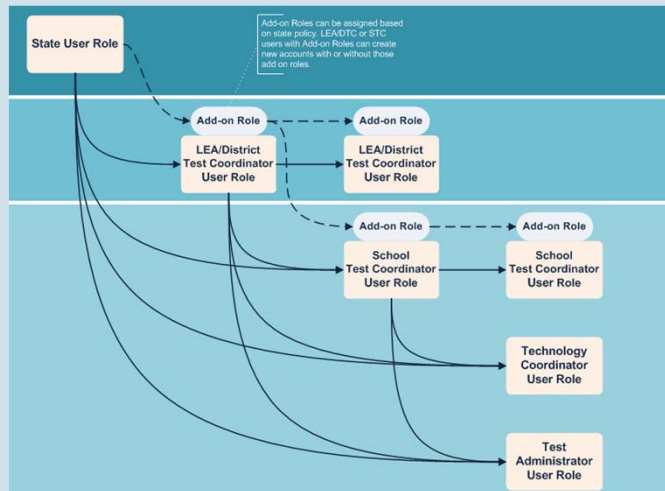
DTC Add-on Roles

- **Request Additional Order** <u>and</u> **Approve Additional Order Roles**–Allows user to place <u>and approve</u> additional orders.
- **Delete Student Role**–Allows user to delete students from PAN.
- **Sensitive Data Role**–Allows user who will be able to view and edit Student Sensitive Data.
- **Student Test Update Role**–Allows user to update student Not Tested Code/Reason and Void Score Code/Reason <u>after</u> testing.
- **Rejected Student Test**–Allows user to view resolve rejected paper tests.
- **Published Reports Role**–Allows user to access published reports.

Support for User Accounts

- View the USER ACCOUNTS TRAINING MODULE at https://parcc.tms.pearson.com.
- PARCC Customer Support agents:
  - <u>Can</u> reset passwords
  - <u>Can</u> unlock accounts for DTC Test Coordinator accounts
  - <u>Cannot</u> create accounts
  - <u>Cannot</u> lock/unlock accounts other than DTC accounts
  - <u>Cannot</u> update email addresses
  - <u>Cannot</u> delete/undelete accounts
- State users:
  - <u>Can</u> create new DTC Test Coordinator accounts
  - <u>Can</u> contact Melissa.Hernandez@state.nm.us if you are PED-approved DTC/STC and don't yet have a PAN user account

Student Registration/Personal Needs Profile

SR/PNP contains:
- student demographic data
- test-specific information
- assessment accommodations.

Review/edit:
- SR/PNP data
- PAN user interface
- file (spreadsheet) import.

PED Demonstration

1. Review students pre-registered by PED in the PAN user interface.

2. Change test assignment(s) or PNP information on Manage Student Test screen.

3. Switch student from one school to another (<u>within</u> district transfer).

4. Switch student from one district to another (<u>between</u> districts).

Test Session Management

- Test Coordinators (DTCs or STCs) must prepare sessions the day before testing.

- Test Administrator is responsible for unlocking test units.

- Test Administrator is responsible for locking each test unit BEFORE leaving the test room.

- NO TEST SESSIONS ARE TO BE LEFT UNLOCKED WHEN THE UNIT IS COMPLETE.

To-Do List

- February 5- March 2, 2018:
  - ***Validate*** all PED preregistrations in PAN.
  - Work with other schools/districts to transfer students who have moved since 80-day snapshot.
  - Add missing test registrations and accommodations, as necessary.
- March 5- April 6, 2018:
  - Finalize PNPs and validate form assignments to ensure correct accommodations and accessibility features.
  - Create online test sessions and proctor cache.
- March 28- May 11, 2018: Place Additional Order for any PBT test materials not included in SR/PNP.
- CBT Manuals and any PBT materials included in SR/PNP should arrive April 2, 2018.

Questions about PARCC?

Melissa Hernandez
505-827-6528
Melissa.Hernandez@state.nm.us

End-of-Course Exams

"Assessments Created by New Mexico's Teachers for New Mexico's Students"

Overview

- Purpose of EoCs

- Updates to New Mexico's Exam Platform for Informing Curriculum (EPIC)

- Data Submission for Paper-Based Testing

- Resources for EoCs

- Frequently asked questions

Purpose of EoCs: Theory of Action

New Mexico educators will **use EoC results to make curricular decisions** that improve achievement outcomes for students.

New Mexico EoC results are used to

- establish a measure of teacher effectiveness
- create common measures for course content
- determine if a student has met the requirements for graduation

NM EPIC

EXAM PLATFORM *for* INFORMING CURRICULUM

What is EPIC?

1. Repository for Secured EoC Documents:
   - Paper test forms and keys

2. Testing Platform for students to take EoCs online:
   - DTCs/STCs to set up test sessions
   - Automated scoring
   - Reporting engine

3. Item Bank
   - Author test questions

EPIC EoC Practice Test Available

Elementary School Middle School High School
Enter Enter Enter
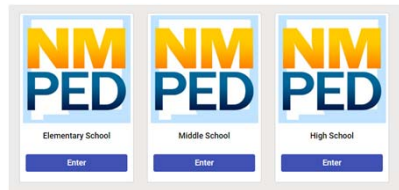
Question 1

Given $4x^2$ - 100 = 0, what are the zeros of this equation?

Select all the zeros of this equation.
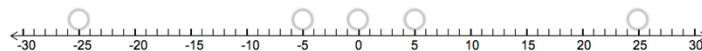
EPIC Usage Numbers 2016-17

- **368,000+** exams administered.
- **113,000+ students took exams.**
- **72** districts used EPIC; **488** schools used EPIC.
- **78** different exams given.

Testing

Paper-Based Testing	Digital Delivery-EPIC
Blueprints are available at http://webnew.ped.state.nm.us/bureaus/assessment/end-of-course-exams/eoc-blueprints-2017-18/.	
• DTCs have login access to EPIC to download paper test forms and scoring keys.	• DTCs /STCs can start setting up testing sessions.
Fall/Spring Testing Window: Last three weeks of the semester	
• Scored locally	• Automated scoring; except for essay – blind scoring on EPIC
• Use EoC Naming Conventions found on the EoC website to submit EoC data to PED.	• Teacher reports available immediately except for EoCs containing Essays. • DTC reports available on EPIC
• Submit data to STARS	• Raw data provided to PED

Testing Announcements

- Performance-Based items were removed from EoCs (exceptions: extended constructed response for HS Spanish and English Writing; HS Art form where student work is used to answer MC questions.)

- Several forms were reduced using item analysis results, while maintaining the balance of the original blueprint.

- An EoC Advisory Committee formed in June 2016 to improve development and delivery processes.

- EoC Blueprints were posted for public comment and suggestions were incorporated.

- PED worked to develop new blueprints for the 2017-18 school year.

- PED worked to develop new forms for the 2017-18 school year.

Frequently Asked Questions

- How can schools get access to last year's EOCs? Students on career path need to retake, per IEP, to achieve individualized cut score (which cannot occur with the current version due to a new cut score).

- Students who take P.E. in elementary and middle school only have one EOC. Do they have to take it every year? If not, what data is used for that teacher's evaluation?

- The ADC graduation manual refers to the number of "retests" a student is allowed on an EOC. Does this include the initial time the students test?

- Can past versions of EOCs use the current cut scores provided by PED?

- Is there a way to get a pass/fail report for EOCs considering that the passing scores vary by version?

- Is text to speech available for EOCs through EPIC?

- Will the EOCs be translated into Spanish?

Useful EoC Resources

- EoC Website at NMPED: http://webnew.ped.state.nm.us/bureaus/assessment/end-of-course-exams/

- DTC Secured Log-in to EPIC: https://www.nmepic.com/ACE/Index

- EOC Practice Test on EPIC: https://www.nmepic.com/ACE/GuestUser

- EOC Course Linkage Chart: http://webnew.ped.state.nm.us/bureaus/assessment/end-of-course-exams/resources/

- EOC Frequently Asked Questions: http://webnew.ped.state.nm.us/wp-content/uploads/2018/01/2016-17-FAQ-Document-for-End-of-Course-Exams.pdf

Questions?

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Graduation Assessment Requirements

Graduation Assessment Requirements – Cohort 2018

Three Options

- Standard Option

- Career Option

- Ability option

Test Attempt Requirements Cohort 2018

Mathematics: PARCC a minimum of 2 times
(Note: The student does not have to repeat the same PARCC Mathematics test.)

ELA: PARCC a minimum of 2 times

Science: SBA a minimum of 2 times

Social Studies: One state EoC a minimum of 1 time

Primary Demonstration of Competency
Standard Option

Mathematics	PARCC Algebra II, Geometry, Integrated Mathematics II or III*
Reading**	PARCC ELA Grade 11
Writing**	PARCC ELA Grade 11
Science	SBA Grade 11 Science
Social Studies	One state Social Studies EoC

*   There are no Fall retests for Integrated Mathematics II or III; seniors on
      this path may proceed directly to an ADC after one attempt on PARCC.
* * Refer to the ADC Manual for other requirements on Reading
      and Writing subscores.

Primary Demonstration of Competency
Career Option

Mathematics	PARCC Algebra I or II, Geometry, Integrated Mathematics I, II, or III
Reading	PARCC ELA Grade 11
Writing	PARCC ELA Grade 11
Science	SBA Grade 11 Science
Social Studies	One state Social Studies EoC

An ADC may be used after completing the same attempt
requirements as students on the standard graduation option.

Primary Demonstration of Competency Ability Option

Mathematics	NMAPA Mathematics with 506+ or IEP individualized scores
ELA	NMAPA Reading with 479+ or IEP individualized scores
Science	NMAPA Science with 501+ or IEP individualized scores
Social Studies	NMAPA Social Studies with 500+ or IEP individualized scores

Primary Demonstration of Competency Career and Ability Option Cut Scores

- IEP Teams may set individual passing cut scores after the student's initial attempt.

- Cut Scores are not retroactive.

Alternate Demonstration of Competency (ADC)

The 2017-2018 ADC Manual can be found on the PED Assessment website.
http://webnew.ped.state.nm.us/bureaus/assessment/district-test-coordinator/

If students do not pass the primary demonstration of competency for graduation, the ADC includes EoCs, CCR indicators, and local ADCs according to NMAC 6.19.7.10.

Districts may use an ADC Waiver if applicable.

ADC Implementation and Graduation Waiver

ADC Implementation Application
- To apply for using an ADC without minimum attempts at primary demonstration of competency (e.g., for transfer students)

Graduation Waiver
- To apply for graduation status for students using scores from other states' graduation tests to meet the New Mexico graduation assessment requirements

Documents can be found on the PED Assessment website.

Note

An ADC implementation request must only be submitted when the attempt requirement is not met.

Remember:

A passing score on an approved ADC exam must be noted on the waiver before it will be reviewed.

Transfer In Final Year of High School Cohort 2018

- Must demonstrate competency in ELA (reading and writing) and Mathematics only. Does not require a waiver for Science and Social Studies.

- Transfer in after the fall retest window
  - Student does not need to meet test attempt requirements before pursuing an ADC. Does not require an ADC implementation waiver.

- Passing a high school graduation exam in another state may apply to assessment requirements by subject. Requires a Graduation Waiver.

Questions?

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Resources

- **NMAC 6.10.7**
- **Entering ACCESS accommodations**
- **2017-18 ADC Manual**

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 10 PUBLIC SCHOOL ADMINISTRATION - PROCEDURAL REQUIREMENTS
PART 7 STATEWIDE STANDARDIZED TESTING SECURITY ISSUES AND IRREGULARITIES

6.10.7.1 **ISSUING AGENCY:** Public Education Department
[6.10.7.1 NMAC - N, 09-28-01; A, 11-13-09]

6.10.7.2 **SCOPE:** All school districts, charter schools, state educational institutions and bureau of Indian education schools that administer standardized tests, as well as their employees or volunteers who have access to those standardized tests.
[6.10.7.2 NMAC - N, 09-28-01; A, 11-13-09]

6.10.7.3 **STATUTORY AUTHORITY:** Sections 22-2-1, 22-2-2, 22-2C-4, 22-13-1.1 and 22-13-1.2, NMSA 1978. [6.10.7.3 NMAC - N, 09-28-01; A, 11-13-09]

6.10.7.4 **DURATION:** Permanent
[6.10.7.4 NMAC - N, 09-28-01]

6.10.7.5 **EFFECTIVE DATE:** September 28, 2001, unless a later date is cited at the end of a section.
[6.10.7.5 NMAC - N, 09-28-01]

6.10.7.6 **OBJECTIVE:** The public education department ("PED") is required by statute to measure student achievement through standardized tests administered in public schools. These tests are also administered by agreement in state educational institutions and bureau of Indian education schools. To carry out this duty, the PED hereby establishes uniform procedures for preparation, security, administration, and safeguarding of standardized tests wherever administered.
[6.10.7.6 NMAC - N, 09-28-01; A, 11-13-09]

6.10.7.7 **DEFINITIONS:**

A. **"Testing irregularity"** means any circumstance within or beyond the control of a school district that in the opinion of the PED or a school district raises doubts about the propriety of standardized testing procedures, preparation materials, standardized testing administration, standardized testing security, student scores attained from standardized testing, or teacher or student conduct observed during standardized testing.

B. **"Standardized test"** means any nationally norm-referenced test, state or national performance assessment, state or national criterion-referenced assessment or state or national standards-based assessment that is required by law to be administered in all school districts and is required to be administered with standard procedures.

C. **"Standardized test material"** means a standardized test or any related items such as examiner guides, preparation materials, test security guides, answer sheets or booklets and any student notes, answers, or essays generated during the administration of a standardized test.

D. **"Nationally norm-referenced test"** means a timed test whose purpose is to measure student performance against a national norming group.

E. **"Criterion-referenced assessment"** means an assessment that is based upon identified criteria.

F. **"Standards-based assessment"** means a standardized assessment whose purpose is to measure student performance against state standards and benchmarks.

G. **"Performance assessment"** means an assessment based on an extended task which is a demonstration of student ability.

H. **"District test coordinator"** means the licensed school personnel or administrator in a district with the overall responsibility for district handling, storing, distributing and recording such distribution by booklet or answer sheet number, collecting, and administering standardized tests, training school personnel in test security matters and proper administration procedures, and shall be that district's superintendent unless another licensed school instructor or administrator is formally designated.

I. **"School test coordinator"** means the licensed school instructor or administrator in a school with the responsibility for handling, storing, distributing assessments for administration to test

examiners and recording such distribution by booklet or answer sheet number, collecting, and administering standardized tests, training school personnel in test security matters and proper administration procedures within the school site, and shall be designated by the district's superintendent.

    J.   **"Test examiner"** means every licensed school instructor or administrator in a school district with the responsibility of administering tests under this rule.

    K.   **"New Mexico statewide assessment program" ("NMSAP")** means the assessment program that is approved by the PED and designates the required standardized tests to be administered in New Mexico public school districts, charter schools and state educational institutions.

    L.   **"Test administration window"** means a specified period of time, as designated by the PED assessment and evaluation unit, during which statewide tests must be administered.

    M.   **"Proctor"** means a designated, trained person(s) to assist the test administrator during the time of testing. [6.10.7.7 NMAC - N, 09-28-01; A, 11-13-09]

6.10.7.8   **DISTRICT SUPERINTENDENT'S RESPONSIBILITY:** It shall be the responsibility of each school district superintendent to ensure that standardized tests are handled, stored, prepared for, and administered in accordance with this rule and in accordance with any precautionary instructions provided with the tests.

    A.   The superintendent may designate one district test coordinator and additional school test coordinators for the purpose of delegating the duties necessary to carry out compliance with this rule. The district test coordinator must attend standardized test training workshops provided by the PED. The district test coordinator shall hold a valid PED certified school instructor or administrator license, excluding licenses for substitutes, educational assistants, school nurses, and coaches.

    B.   Any such designation shall:

        (1)   be in writing;

        (2)   identify the name and title if any of the person(s) so delegated;

        (3)   indicate the duration of their assignment which shall be no less than one nor more than three calendar years; and

        (4)   indicate that this person(s) has been given a copy of this rule together with any written district policies relating to standardized test preparation, administration and security. [6.10.7.8 NMAC - N, 09-28-01; A, 11-13-09]

6.10.7.9   **DISTRICT TEST COORDINATOR'S RESPONSIBILITY:** To produce valid results, standardized test materials should be stored, handled, disposed of and administered in a uniform and secure manner. This requires adherence to training procedures and topics, test preparation procedures and administration practices that emphasize test security, compliance with test vendor legal, administration, handling, and disposal procedures, and adherence to the New Mexico Standards of Professional Conduct set forth at 6.60.2 .9 NMAC. These practices are intended to apply to all individuals, other than the tested students themselves, who are expressly or implicitly given access to standardized tests. The district test coordinator shall attend semiannual workshops held by PED in order to be trained and then shall provide training for all district personnel involved in test administration, preparation, and security. It shall be the responsibility of each school district's test coordinator to, at a minimum, implement and carry out the following test material preparation, handling, storage, administration, and secure disposal practices.

    A.   In the absence of a written district policy that includes the following procedures, the district test coordinator shall develop a checklist and written procedure for storing and handling standardized test material whereby:

        (1)   standardized tests shall be counted, inventoried and stored in a secure area;

        (2)   space permitting, standardized test material should be stored in sealed containers in a secure area;

        (3)   standardized test material not stored in sealed containers shall be segregated, wrapped in clear or unclear paper, and sealed securely with packing tape bearing the sealing date and the initials of the person sealing it; and

        (4)   standardized test material, as directed by the PED, shall be disposed of by either shredding or returning such materials to the test vendor.

B.   In the absence of a written district policy that includes the following procedures, the district test coordinator shall develop a checklist and procedure for accessing standardized test material whereby:

(1)   access to standardized test material shall be restricted, limited and controlled, with personnel having access designated by the district superintendent;

(2)   records shall be maintained that identify the individual who removed a standardized test(s) or other standardized test material, the name of the standardized test(s) or standardized test material that was removed, how many standardized tests or standardized test materials were removed, the identifying number of the standardized test(s) or standardized test material removed, and the date the standardized test(s) or standardized test material was removed;

(3)   each standardized test material access record shall be maintained for at least five (5) calendar years and be made available for review by the PED upon request;

(4)   records similar to paragraph (2) of subsection B of section 9 of 6.10.7 NMAC above shall be maintained on the return of any standardized test material removed; and

(5)   the district test coordinator shall inform all district teachers, aides, educational assistants, substitutes, volunteers, licensed and unlicensed office staff, and anyone else who is likely to come into contact with standardized testing material, of the need to maintain strict standardized test security by:

    (a)   developing and disseminating handouts to these individuals;

    (b)   offering in-service training to these individuals; and

    (c)   prior to and during a state-mandated assessment administration window, posting conspicuous signs near school copy machines warning that PED rules prohibit the copying of any portion of a standardized test including a student's answer, and any other standardized testing material.

C.   In the absence of a written district policy that includes the following procedures, the district test coordinator shall develop a checklist, in-service training and a written procedure for administering standardized tests whereby:

(1)   in-service training shall be provided to all persons who administer or proctor a standardized test, and no one shall be permitted to administer or proctor a standardized test without first completing training in accordance with timelines, topics, and materials designated by the PED;

(2)   only certified school instructors and administrators, excluding substitutes, educational assistants, school nurses, and coaches, shall administer a standardized test;

(3)   PED sign-in forms, listing training topics and printed name and signature, shall be maintained as a record by date to identify all individuals who have completed the district training in test security, practice materials, and administration of standardized tests;

(4)   each sign-in record shall be maintained for at least five (5) calendar years and be made available for review by the PED upon request;

(5)   all test examiners and proctors shall be informed that prohibited test practices include but are not limited to:

    (a)   changing a student's standardized test answers including but not limited to erasing, double-marked or lightly erased or lightly marked answers, or directing or suggesting that a student change a standardized test answer;

    (b)   providing students with a review of specific standardized test items, specific standardized test items with minor changes in settings or numbers, verbal or written restatements of standardized test items, specific vocabulary from standardized test directions or standardized test items, or answers before, during or after a standardized test;

    (c)   discussing, photocopying, or reproducing in any other fashion including paraphrasing, any portion of a standardized test or a student's answer;

    (d)   affording any student under a standardized administration extra time to complete a timed subtest, unless permitted as an accommodation;

    (e)   reading standardized test items aloud to students unless required in a specific standardized test or unless a student is required to be provided with special accommodations; permitting students to talk, become disruptive or exchange

any papers during a standardized test;

(f) permitting students during a standardized test to have on their desk or use any unauthorized items, including but not limited to, scrap paper (if not required for a subtest), hand computers, laptop computers, cell phones with or without cameras, cameras, calculators, calculator watches and rulers unless any of these are required or permitted by standardized test instructions;

(g) permitting students to observe standardized test vocabulary words with definitions, addition or multiplication tables (in various forms), spelling words on the standardized test, or similar assistance material during the administration of the standardized test;

(i) permitting students to begin a subtest, leave the testing room, and return to finish the subtest;

(j) permitting students to enter a testing room after the standardized test has already commenced;

(k) permitting state-mandated test material to remain unattended in an unlocked room;

(l) taking standardized or state-mandated test material off campus unless specifically authorized by the district test coordinator;

(m) displaying or failing to conceal visual aids that may assist students in the testing room;

(6) test examiners shall take prompt, corrective action if they observe a student engaged in any prohibited conduct during a standardized test; and

(7) all test examiners shall be informed of their duty to promptly report testing irregularities as soon as they are aware to the district test coordinator.

D. Regardless of whether a district elects to appoint a school test coordinator, district test coordinators shall provide in-service training to all principals in their district in the storing, handling, destruction, and administration of standardized test material.

(1) Principals shall receive the same in-service training and be charged with the same knowledge as those administering standardized test material and those serving as test examiners as set forth in Subsection C of Section 6.10.7.9 NMAC above.

(2) Although district test coordinators need not directly train assistant principals within their districts, if they choose not to train them, they shall at a minimum require assistant principals to be knowledgeable in accordance with subsection C of section 9 of 6.10.7 NMAC above.

E. All training required by this section shall be administered prior to the fall and spring test administration windows. The assessment and evaluation unit of the PED shall inform the district test coordinators of the dates of those test administration windows in a memo disseminated to each district test coordinator at least annually.

[6.10.7.9 NMAC - N, 09-28-01; A, 11-13-09; A, 03-15-12]

6.10.7.10   **SCHOOL TEST COORDINATOR'S RESPONSIBILITY:**

A. The school test coordinator(s), if one or more are appointed by the superintendent, shall be trained by the district test coordinator and then shall provide training for all school personnel involved in test administration, preparation, and security, unless the district test coordinator provides such training. It shall be the responsibility of each school's test coordinator to, at a minimum, implement and carry out the following test material preparation, handling, storage, administration, and secure disposal practices.

B. The school test coordinator(s), if one or more are appointed by the superintendent, shall utilize the written district policy or checklist and written procedure developed by the district test coordinator for storing, accessing and administering standardized tests.

[6.10.7.10 NMAC - N - 09-28-01]

6.10.7.11   **STAFF RESPONSIBILITY:**

A. All school district staff, including administrators, teachers, volunteers and office personnel who come in contact with standardized tests, shall familiarize themselves with basic principles of standardized test security. Any specific questions should be directed, first to their school or

district test coordinator, then to the assessment and evaluation unit of the PED.
- **B.** Test examiners shall:
  - **(1)** administer the standardized test according to the directions and specifications in the standardized test examiner's manual and during the designated test administration window;
  - **(2)** return the standardized tests to the school or district test coordinator after testing each day during the test administration window for secure overnight storage;
  - **(3)** use test monitors in the hall to gather additional materials or deal with medical situations; and
  - **(4)** review the standardized test examiner's manual so that administration procedures are understood.
- **C.** It shall be a prohibited practice for anyone to:
  - **(1)** photocopy or reproduce in any other fashion including paraphrasing, any portion of a standardized test including a student's answer;
  - **(2)** teach from, possess or in any way disseminate a photocopy or other reproduced or paraphrased standardized test or portion of a standardized test;
  - **(3)** copy copyrighted test preparation materials for the purpose of distribution;
  - **(4)** provide students with a review of specific standardized test questions or answers before, during or after a standardized test;
  - **(5)** permit secure standardized test material to remain unattended in an unlocked room;
  - **(6)** coach or otherwise inappropriately assist with the selection or writing of student answers;
  - **(7)** take standardized test material off campus unless specifically authorized by the district test coordinator or the assessment and evaluation unit of the PED.
    [6.10.7.11 NMAC - N, 09-28-01; A, 11-13-09; A, 7-29-16]

6.10.7.12   **NON-DISCLOSURE OF STUDENT TEST MATERIALS:** All standardized tests in the NMSAP are the sole PED-approved and mandated assessments for the state of New Mexico. Each, with the exception of off-the-shelf standardized assessments, was developed by the PED, or the test vendor under contract with the PED, to help identify academic progress made by public education students and evaluate the program effectiveness of New Mexico public schools. The PED has a proprietary interest in the assessments within the NMSAP. As such, the PED must safeguard not only its proprietary interest, but also the confidentiality of each standardized test.
- **A.** Any person suspected of engaging in a testing irregularity who requests a meeting, review, or hearing under state law or regulation shall have only limited access to test items within the NMSAP.
  - **(1)** Given the proprietary nature of any assessment which is part of the NMSAP, under no circumstance shall a standardized test which is part of the NMSAP be released.
  - **(2)** Upon request, a person suspected of engaging in a testing irregularity shall be given as much access to an NMSAP assessment as is reasonably necessary to prepare for a pending meeting or hearing.
  - **(3)** The original or copy of any NMSAP assessment used as evidence at any meeting or hearing shall also be subject to confidentiality by all attendees and participants.
- **B.** Any person given permission to view an NMSAP assessment may only view the assessment during routine office hours of the PED under supervision of an PED employee and on the PED's premises, unless permission is given to review the assessment under the direction of an appointee of the PED. No NMSAP may be written on, marked, electronically copied, hand-duplicated, or otherwise removed from the premises of the PED or a local education agency in possession of an NMSAP assessment.
- **C.** Any person permitted to review any standardized test which is part of the NMSAP or participating in a review associated with assessment development procedures shall sign a non-disclosure form offered by the PED agreeing not to reveal any confidential materials, specific standardized test items, or specific concepts or skills to be measured on the standardized test to include verbal or written restatements of standardized test items, minor changes in settings or numbers, and specific vocabulary from standardized test directions or standardized test items.
    [6.10.7.12 NMAC - N, 09-28-01; A, 11-13-09]

6.10.7.13   **REPORTING TESTING IRREGULARITIES:** The PED finds that measuring student achievement through the administration of standardized tests will have a positive, long reaching impact on students, school districts and school improvement. To ensure the integrity of these tests and their results, the principles of test security must be strictly followed. Accordingly, material violations of this rule or breaches of test security shall constitute good and just cause to suspend or revoke a person's PED licensure. Additionally:

     A.   School district personnel and volunteers shall promptly report suspected testing irregularities to the district test coordinator. Where the district test coordinator is suspected of having engaged in a testing irregularity, reporting shall be made within three (3) days of learning of the suspected irregularity by telephoning the assessment and evaluation unit of the PED.

     B.   School districts shall report by telephone suspected testing irregularities to the assessment and evaluation unit of the PED within three (3) working days of being notified of a suspected testing irregularity.

     C.   The district test coordinator shall submit a report to the assessment and evaluation unit of the PED that contains the allegation(s), his/her findings and corrective action taken, if any.

     D.   School districts shall cooperate with the PED if the PED determines that further investigation or action is needed.[6.10.7.13 NMAC - N, 09-28-01; A, 11-13-09]

6.10.7.14   **CORRECTIVE MEASURES:** After investigating suspected testing irregularities and confiscating any standardized test material it deems necessary to conclude its investigation, the PED may take any combination of the following corrective measures:

     A.   direct the district or a named individual to cease and desist engaging in a particular testing irregularity or the administration of further standardized tests during the current school year;

     B.   confiscate any standardized test materials that jeopardizes the security of the standardized test;

     C.   recommend any further action it deems reasonable and necessary to maintain test security;

     D.   invalidate the standardized test results and inform the district that a specific standardized test or portion of a standardized test must be replaced with a re-administered similar or alternative form, or any affected student will not receive scores on portions or all of a standardized assessment;

     E.   refer the matter for possible suspension or revocation of a person's educator or administrator licensure or other PED licensure pursuant to procedures set forth in the PED's suspension/revocation rule;

     F.   refer the matter to the accreditation team for appropriate action;

     G.   take any other action authorized by state or federal law or regulation;

     H.   modify school and district accountability determinations.
[6.10.7.14 NMAC - N, 09-28-01; A; 11-13-09; A; 03-15-12]

HISTORY OF 6.10.7 NMAC [RESERVED]

ACCESS and Alternate ACCESS Test Takers with Impairments

Participation Requirements for ACCESS for ELLs / Alternate ACCESS for ELLs

- State and federal laws require that all ELs participate in annual ELP assessments.
- The Individuals with Disabilities Education Act (IDEA) requires that states provide appropriate accommodations where needed, in accordance with a student's Individualized Education Program (IEP).
- A student who has a 504 Plan, or who is covered under Title II of the ADA, is also eligible to receive accomodations.

In order to be available to students on the day of testing, some accommodations must be selected in the WIDA Assessment Management System (AMS) prior to testing. Please follow these steps when preparing Pre-ID registration files:

1. **Read "2017/2018 Accessibility and Accomodations Supplement"**
   https://www.wida.us/assessment/access%202.0/documents/AccessibilityandAccommodationsSupplement.pdf

2. **To add multiple students, follow these steps:**
   A. Prepare a CSV file to be upload in WIDA AMS

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK
	State Nai	District N	District N	School N	School N	Student	Student	Student	Birth Dat	Gender	State Stu	District S	Grade	Ethnicity	Race - An	Race - As	Race - Bl	Race - Pa	Race - W	Native La	Date Firs	Length of	Title III S	Migrant	IEP Statu	504 Plan	Primary C	Secondai	LIEP Clas	LIEP - Par	LIEP - Opl	MC - Accc	RA - Acco	ES - Acco	LP - Accoi	BR - Acco	SD - Ac
ME	DRC Use	ME99999	DRC Use	99999	Jones	Megan	P		3/3/1999	F	2222	11111	2	Y	Y						1234	########	2	Y										Y			
ME	DRC Use	ME99999	DRC Use	99999	Aldritt	Tony		3/3/2000	M	1.2E+09	204567	3			Y							3		Y				MBL			Y					
ME	DRC Use	ME99999	DRC Use	99999	Duck	Donald	Paul	3/3/2001		9.9E+09		5				Y						0				AS	SLI			Y		Y				
ME	DRC Use	ME99999	DRC Use	99999	Duck	Daffy		3/3/2002	F	8.8E+09		4	Y							5/5/2005			Y					Y		Y		C	
ME	DRC Use	ME99999	DRC Use	99999	Mouse	Minnie	P	3/3/2003	F	7.7E+09		4	Y										Y					Y				
ME	DRC Use	ME99999	DRC Use	99999	Mouse	Mickey		3/3/2004	M	6.5E+09		4	Y							5841						CATTWI					
ME	DRC Use	ME99999	DRC Use	99999	Planet	Pluto	P	3/3/2005	M	5.4E+09		5		Y							19			TBI								
ME	DRC Use	ME99999	DRC Use	99999	Dog	Goofey	Puppy	3/3/2006		2.5E+08		4				Y			########		Y			EEO			Y		Y		
ME	DRC Use	ME99999	DRC Use	99999	Brown	Charlie		3/3/2007	M	3.3E+09		4	Y						4321				Y							
ME	DRC Use	ME99999	DRC Use	99998	Patty	Peppermint		3/3/2008	F	9.6E+09	456	6				Y						Y						
ME	DRC Use	ME99999	DRC Use	99998	Van Pelt	Lucy	Lilac	3/3/2009	F	9.6E+09	789	6	Y				Y										
ME	DRC Use	ME99999	DRC Use	99998	Van Pelt	Linus	L	3/3/2010		9.6E+09	457	7	Y						1234									
ME	DRC Use	ME99999	DRC Use	99998	Dog	Snoopy	S	3/3/2011	M	9.6E+09	345	11	Y														U	

In the CSV file, provide accurate data for the following fields:
1) IEP Status
2) 504 Plan
3) Primary Disability
4) Secondary Disability
    AS = Autism Spectrum Disorder
    DB = Deaf-blindness
    DD = Developmental Delay
    HI = Hearing Impairment, including Deafness
    ITD = Infant/Toddler with a Disability
    ID = Intellectual Disability
    MD = Multiple Disability
    OI = Orthopedic Impairment
    OHI = Other Health Impairment
    SED = Serious Emotional Disability
    SLD = Specific Learning Disability
    SLI = Speech or Language Impairment
    TBI = Traumatic Brain Injury
    VI = Visual Impairment, including Blindness

In the CSV file, enter "Y" if accommodations will be provided.
1) MC – Accommodation: Manual control of item audio (MC)
2) RA – Accommodation: Repeat item audio (RA)
3) ES – Accommodation: Extended speaking test response time (ES)
4) LP – Accommodation: Large print (LP)
5) BR – Accommodation: Braille (BR)
6) SD – Accommodation: Interpreter signs test directions in ASL (SD)
7) HR – Accommodation: Human reader for response options (HR)
8) RR – Accommodation: Human reader for repeat of response (RR)
9) HI – Accommodation: Human reader for items (HI)
10) RI – Accommodation: Human reader for repeat of items (RI)
11) SR – Accommodation: Scribe (SR)
12) WD – Accommodation: Word processor or similar keyboarding device to respond to test items (WD)
13) RD – Accommodation: Student responds using a recording device, which is played back and transcribed by the student (RD)
14) NS – Accommodation: Test may be administered in a non-school setting (NS)
15) ET – Accommodation: Extended testing time within the school day (ET)
16) EM – Accommodation: Extended testing of a test domain over multiple days (EM)

B. In WIDA AMS, select <u>All Applications > Student Management > Manage Students > Upload Multiple Students.</u>

3. **To add individual students, follow these steps:**
   A. **In WIDA AMS, select <u>All Applications > Student Management > Manage Students.</u> Make sure to fill in "Accommodation Domain," "Accommodation Type," and "Accommodation."**

   B. **Click "Find Students" and click "Add Student."**

If you have any questions, please contact <u>ped.assessment@state.nm.us</u> or (505) 827-5861.

2017–2018 ADC Manual
New Mexico Alternate Demonstration of Competency

October 2017

Table of Contents

INTRODUCTION

This manual provides information and guidance for planning and implementing the New Mexico Alternate Demonstration of Competency in accordance with statute and state/district policies.

In order to graduate from high school, students are required by state law NMSA 22-13-1.1 to demonstrate academic competency in five areas: mathematics, reading, writing, science, and social studies. Students primarily meet this requirement by scoring proficiently on the statewide annual assessments. However, students who remain unable to demonstrate competency in this way, and who have exhausted multiple attempts on these tests, have the opportunity to meet the assessment requirement for graduation through an Alternate Demonstration of Competency (ADC).

Students may use state-developed End-of-Course (EoC) exams or standardized college and career readiness (CCR) assessments to demonstrate their academic competency. At the local level, an ADC may be accomplished through school-based projects such as extended papers, theses, or research; performances or works of art that can be recorded electronically; or community-based projects such as internships, service learning, or after-school job performance.

GRADUATION REQUIREMENTS: COHORT 2018

The state has multiple options for graduation purposes: the standard option, the career option, and the ability option. The required assessments and passing scores necessary for demonstrating competency differ depending on the graduation option a student is pursuing. Below are the **primary methods** for students to demonstrate competency in the five subject areas.

STANDARD OPTION

Students using this graduation option must meet state-established passing scores for all regular assessments. Students with Individualized Education Programs (IEPs) or Section 504 Plans and English language learners (ELLs) may use approved accommodations on these assessments to assist them in accessing the content of the tests.

MATHEMATICS
- PARCC Algebra II with at least a score of 725 (Performance Level 3)
  - *or*
- PARCC Geometry with at least a score of 725 (Performance Level 3)
  - *or*
- PARCC Integrated Mathematics II with at least a score of 725 (Performance Level 3)
  - *or*
- PARCC Integrated Mathematics III with at least a score of 725 (Performance Level 3)

Note on Integrated Mathematics II and III exams: Because Integrated Mathematics II and III exams are not available for retests in the fall, students needing to demonstrate competency in these areas are permitted to progress directly to an ADC.

READING
- PARCC English Language Arts (ELA) Grade 11 with at least a score of 725 (Performance Level 3)
  - *or*
- PARCC ELA Grade 11 Reading subscore of at least 42 (See note on page 2.)

WRITING
- PARCC ELA Grade 11 with at least a score of 725 (Performance Level 3)
  - *or*
- PARCC ELA Grade 11 Writing subscore of at least 31

Note on ELA Grade 11 Reading and Writing subscores: Students failing to meet the passing score for PARCC ELA Grade 11 may still have met the passing score for a single component: reading or writing. If the student achieved a passing score in only one component, he or she may attempt to satisfy the other component by retesting with PARCC ELA Grade 11.

SCIENCE
- SBA Science Grade 11 with at least a score of 1138

SOCIAL STUDIES
- One state-developed Social Studies EoC exam with the state-established passing score

TEST ATTEMPT REQUIREMENTS

To meet the test requirements, students may retake the assessments in fall 2017 and, if needed, for five additional years, to earn a diploma. Prior to pursuing an ADC, students in the 2018 cohort must make the following number of attempts (with the exception noted above for the Integrated Mathematics II and III tests):

Mathematics: PARCC a minimum of 2 times
(One attempt at Geometry and one attempt at
Algebra II count as two attempts)
ELA: PARCC Grade 11 ELA a minimum of 2 times
Science: SBA Science 2 times
Social Studies: One state-developed EoC 1 time

CAREER OPTION

Certain students with disabilities have alternate high school graduation options outlined in their IEPs. Students following the career option take similar assessments as those in the standard option, but their IEP teams may set passing scores for all assessments. Students using this option may retake the SBA in science and PARCC graduation assessments in fall 2017.

MATHEMATICS
- PARCC Algebra I, Geometry, or Algebra II with individualized passing scores
  - *or*
- PARCC Integrated Mathematics I, II, or III with individualized passing scores

READING
- PARCC ELA Grade 11 with individualized passing scores
  - *or*
- PARCC ELA Grade 11 Reading with individualized subscores

WRITING
- PARCC ELA Grade 11 with individualized passing scores
  - *or*
- PARCC ELA Grade 11 Writing with individualized subscores.

SCIENCE
- SBA Science Grade 11 with individualized passing scores

SOCIAL STUDIES
- One state-developed Social Studies EoC with individualized passing scores

Students on the career option who do not meet passing scores on the primary demonstration of competency may use the ADC after completing the same attempt requirements as students on the standard graduation option.

ABILITY OPTION

The ability option for graduation is available for students with severe cognitive impairments that affect the student in multiple settings (school, home, and community). As determined by the IEP team, students on the ability option take the New Mexico Alternate Performance Assessment (NMAPA) in the five required subjects. IEP teams may set appropriate passing scores for students under this graduation option according to state statute and rule.

MATHEMATICS
- Grade 11 NMAPA Mathematics with 506 or with individualized passing scores

ELA (Reading and Writing)
- Grade 11 NMAPA ELA with 479 or with individualized passing scores

SCIENCE
- Grade 11 NMAPA Science with 501 or with individualized passing scores

SOCIAL STUDIES
- Grade 11 NMAPA Social Studies with 500 or with individualized passing scores.

Students pursuing the ability option who do not meet the established cut scores or their individualized passing scores on the primary demonstration of competency may use a local ADC after attempting the NMAPA assessment twice per subject area.

ADC IMPLEMENTATION APPLICATION

If students do not meet the number of assessment attempt requirements listed above for any of the three graduation options, they may use the ADC with an ADC Implementation Application approved by the state.

STATE-DEVELOPED EOC EXAMS

If a student fails to achieve proficiency on the primary demonstration of competency, one way the student may demonstrate competency is by passing an EoC examination administered in a standardized fashion. Students may retake the state-developed EoCs a specific number of times per subject to meet graduation competencies, as shown in Table 1. Students on the career graduation option may have an additional attempt on each EoC to meet individualized passing scores.

Table 1. Number of Allowable Retests for EoC Exams

Subject	Total Number of Retests for the Standard Option	Total Number of Retests for the Career Option
Mathematics	2	3
Reading	2	3
Writing	3	4
Science	2	3
Social Studies	3	4

Note: PED has established a minimum wait period of 24 hours between EoC test attempts. The time between attempts should take into account how much remediation is necessary, and schools must also follow any district EoC policies that extend beyond the minimum 24-hour wait period. In other words, a student cannot be given a retest on the same day.

Passing scores, which vary depending on the test version, for the available state-developed EoC exams are provided in Table 2.

Table 2. State-Developed EoC Exams for ADC

Content Area	EoC Exam	Passing Score
Mathematics	Algebra I[1]	14
	Algebra II	13
	Financial Literacy[1]	12
	Geometry[1]	15
	Integrated Math II	13
	Integrated Math III	14
	Pre-Calculus	15
Reading	English III: Reading	13
	English IV: Reading	13
	Spanish III: Reading	13
Writing	English III: Writing	17
	English IV: Writing	16
	Spanish III: Writing	17
Science	Anatomy and Physiology	23
	Biology	27
	Chemistry	24
	Environmental Science	23
	Physical Science	29
	Physics	22
Social Studies	Economics	18
	Geography	26
	N. M. History	14
	U.S. Government	17
	U.S. History	29
	World History and Geography	28

[1]Students pursuing the standard graduation option must pass the Algebra II course to implement a passing score on the Algebra I, Geometry, or Financial Literacy EoC for graduation. Students following the career graduation option may use these EoCs without this stipulation.

COLLEGE AND CAREER READINESS (CCR) ASSESSMENTS FOR ADC

A number of assessments that measure college entrance or career readiness can also be used by students to demonstrate competency. Table 3 provides the exams that may be used for ADC by students in the 2018 cohort and specifies the corresponding subject area competency. These exams and passing scores may also be used by students in the 2014, 2015, 2016, and 2017 cohorts.

Table 3. CCR Exams: 2017-2018 for ADC

ACCUPLACER	Competency	Minimum Required Score
College-Level Mathematics	Mathematics	50
Elementary Algebra	Mathematics	80
Reading Comprehension	Reading	82
Sentence Skills	Writing	83
WritePlacer	Writing	6

ACT	Competency	Minimum Required Score
Mathematics	Mathematics	22
English Composition	Writing	18
Reading	Reading	22
Science	Science	23

ACT ASPIRE – 10th grade	Competency	Minimum Required Score
Mathematics	Mathematics	432
English	Reading and Writing	428
Reading	Reading	428
Writing	Writing	428
Science	Science	432

ADVANCED PLACEMENT (AP)	Competency	Minimum Required Score
Calculus AB	Mathematics	3
Calculus BC	Mathematics	3
Statistics	Mathematics	3
English Language and Composition	Reading and Writing	3
English Literature and Composition	Reading and Writing	3
Biology	Science	3
Chemistry	Science	3
Computer Science A	Science	3
Environmental Science	Science	3
Physics B	Science	3
Physics C: Electricity and Magnetism	Science	3
Physics C: Mechanics	Science	3

ADVANCED PLACEMENT (AP)	Competency	Minimum Required Score
Art History	Social Studies	3
European History	Social Studies	3
Government and Politics: Comparative	Social Studies	3
Government and Politics: United States	Social Studies	3
Human Geography	Social Studies	3
Macroeconomics	Social Studies	3
Microeconomics	Social Studies	3
Psychology	Social Studies	3
United States History	Social Studies	3
World History	Social Studies	3

COMPASS	Competency	Minimum Required Score
Mathematics	Mathematics	52
Reading	Reading	88
Writing Essay (Scale 2–12)	Writing	9
Writing Essay (Scale 2–8)	Writing	7
Writing Skills	Writing	77

INTERNATIONAL BACCALAUREATE (IB)	Competency	Minimum Required Score
Mathematics	Mathematics	4
Language and Literature (English or Spanish)	Reading and Writing	4
Literature (English or Spanish)	Reading and Writing	4
Experimental Sciences	Science	4
Individuals and Society	Social Studies	4
IB Diploma	All Subjects	24

PSAT/NMSQT- After November 2015	Competency	Minimum Required Score
Mathematics	Mathematics	480
Evidence Based Reading & Writing	Reading & Writing	430

SAT/NEW - After March 2016	Competency	Minimum Required Score
Mathematics	Mathematics	530
Reading & Writing	Reading & Writing	480

SAT SUBJECT AREA TESTS	Competency	Minimum Required Score
Mathematics Level 1	Mathematics	587
Mathematics Level 2	Mathematics	647
Literature	Reading	574
Chemistry	Science	642
Ecological Biology	Science	593
Molecular Biology	Science	624
Physics	Science	632
U.S. History	Social Studies	610
World History	Social Studies	589

SAM AND STATE-SUPPORTED SCHOOLS: ADDITIONAL CCR ASSESSMENTS FOR ADC

In addition, students at schools that qualify for the Supplemental Accountability Model (SAM) or at state-supported schools may also use the following assessments for ADC.

ACT WORKKEYS	Competency	Minimum Required Score
Applied Mathematics	Mathematics	5
Graphic Literacy	Mathematics	5
Workplace Documents	Reading	5
Business Writing (will be phased out in June 2018)	Writing	3
Applied Technology	Science	3

* Students from cohorts 2013-2018 may utilize a WorkKeys version approved in their respective cohorts. Students in cohorts prior to 2013 must take a newer version of the test since the five years has lapsed.

TABE 9&10 (Complete Battery Subtests)	Competency	Minimum Required Score
Mathematics	Mathematics	506
Reading	Reading	518

GRADUATION ASSESSMENT REQUIREMENTS FOR TRANSFER STUDENTS: COHORT 2013-2018

Below are the graduation assessment requirements for out-of-state and private school transfer students in the cohort of 2018. These requirements are dependent on the timing of a student's entrance into New Mexico public schools.

Transfer Timing	Assessment	Waiver Needed?
Transfer NOT IN final year of High School	• Must meet all New Mexico assessment requirements by subject: English language arts (reading and writing), mathematics, science and social studies • Passing scores on out-of-state exit exams may apply to assessment requirements by subject. For example, if a student passed English language arts (reading and writing) and mathematics on out-of-state exit exams, this student needs to pass only New Mexico assessment requirements in science and social studies.	• Use of out-of-state assessments to fulfill assessment requirements in ELA, Math, Science, and Social Studies requires a Graduation Waiver Request.
Transfer IN final year of High School	• Must pass English language arts (reading and writing) and mathematics assessment requirements ONLY • Passing scores on out-of-state exit exams may apply to assessment requirements by subject: English language arts (reading and writing) and mathematics.	• Waiver of science and social studies assessment requirements is NOT necessary for this category of student. • Use of out-of-state assessments to fulfill assessment requirements in English language arts (reading and writing) and mathematics requires a Graduation Waiver Request. • If a student transfers in during the final year of high school during the fall semester, the student should participate in the PARCC ELA and Math retest window. However, only one attempt is required and a waiver is NOT necessary in this situation. • If a student transfers in after the fall retest window, the student does not need to attempt the PARCC assessments before pursuing an ADC. A waiver is NOT necessary in this situation.

ROLES AND RESPONSIBILITIES OF STAKEHOLDERS

The roles and responsibilities of all stakeholders are essential factors in ensuring students have the opportunity to be successful.

	ELEMENTS	PED	LEAs	SCHOOLS	STUDENTS
PLAN	Eligibility	• Establish and publish eligibility criteria • Clarify options	• Publicize options • Communicate eligibility information • Promote ADC as early as 9th grade	• Identify eligible students • Discuss options and assist students in selecting the best ones	• Understand eligibility and ADC options and pursue as appropriate
	Requirements	• Determine expectations, acceptable evidence, and timelines • Establish clear performance standards • Align with statute and rule, including the Indian Education and Hispanic Education	• Review guidelines • Establish and communicate local • policy and procedures • Ensure adherence to statute and rule, • including the Indian Education and Hispanic Education Acts	• Implement all requirements in accordance with state and district policies • Establish an electronic submissions and storage system	• Understand and meet all requirements
IMPLEMENT	Development	• Post suggestions and/or tools for districts on the state website	• Ensure transparency and equitable access • Share exemplars	• Help students identify appropriate courses and create work plans	• Select appropriate courses • Create a work plan • Perform tasks independently
	Support	• Ensure development and maintenance • Provide training and technical assistance	• Assume costs for implementation • Publicize available training and resources	• Supervise, support, and monitor students • Seek assistance as needed	• Seek assistance as needed with no cost to students
	Management	• Recommend needed equipment, facilities, maintenance, and supplies • Establish access, storage, submission, and archiving procedures	• Secure needed equipment and supplies • Ensure access to facilities • Follow documenting and storage procedures	• Help students access, organize, manage, and store evidence	• Collect, select, and enter evidence
SUSTAIN	Evaluation	• Review data submitted as appropriate • Provide necessary feedback and recommendations	• Discuss LEA results • Suggest improvements • Refine processes • Submit required data to PED	• Discuss results and next steps with students • Increase supports and systems as necessary	• Reflect upon, revise, and resubmit evidence if desired
	Accountability	• Establish a waiver process • Monitor LEA compliance • Collect outcome data and report annually • Facilitate continuous improvement	• Follow state guidelines • Provide assistance and professional development • Ensure equity and access	• Support students • Follow state and district guidelines • Assist with waivers as warranted	• Meet state and district guidelines

SUPPORTING ROLES AND RESPONSIBILITIES

	COUNSELORS AND TEACHERS	MENTORS AND COACHES	PARENTS	COMMUNITY
PLAN	• Inform students of ADC policy and procedures, including options, components, and requirements	• Assist in providing guidance, support, and resources to students • Aid students in planning and development	• Access information from school and student on ADC policy and procedures, options, components, and requirements • Assist in decision making	• Access information from school on ADC policy and procedures, options, components, and requirements
IMPLEMENT	• Provide guidance to students in planning and developing ADC • Help students develop a work plan • Emphasize that students do their own work	• Coach students in preparation and delivery of final demonstration of competence • Emphasize that students do their own work • Redirect students if they veer off track	• Support students as they work on demonstration of competency • Monitor student progress in meeting requirements • Emphasize that students do their own work	• Support and/or participate in school implementation efforts as appropriate in accordance with local school board policy • Engage in review of ADC implementation results and outcomes based on LEA reporting • Emphasize that students do their own work
SUSTAIN	• Meet regularly with students pursuing ADC to monitor progress	• Review results with students regarding outcomes	• Review results with student regarding outcomes • Participate in appeals process if warranted • Provide input to the system	• Provide input to the system as appropriate

Appendix A

GRADUATION TESTING REQUIREMENTS: 2017 COHORT

PRIMARY METHOD OF MEETING GRADUATION REQUIREMENTS

STANDARD OPTION

MATHEMATICS
- PARCC Algebra II with 725 (Performance Level 3)
    or
- PARCC Geometry with 725 (Performance Level 3)
    or
- PARCC Integrated Mathematics II with 725 (Performance Level 3)
    or
- PARCC Integrated Mathematics III with 725 (Performance Level 3)

READING
- PARCC ELA Grade 11 with 725 (Performance Level 3)
    or
- PARCC ELA Grade 11 Reading subscore of 42

WRITING
- PARCC ELA Grade 11 with 725 (Performance Level 3)
    or
- PARCC ELA Grade 11 Writing subscore of 31

SCIENCE
- SBA with 1138

SOCIAL STUDIES
- One state-developed Social Studies EoC exam with state-established passing scores

TEST ATTEMPT REQUIREMENTS

To meet the test requirements, students may retake the assessments for five additional years to earn a diploma. Prior to pursuing an ADC, students in the 2017 cohort must make the following number of attempts:

Mathematics:
PARCC a minimum of 2 times
(One attempt at Geometry and one attempt at
Algebra II count as two attempts)
English Language Arts: PARCC a minimum of 2 times
Science: SBA Science 2 times
Social Studies: One state-developed EoC 1 time

CAREER OPTION

MATHEMATICS
- PARCC Algebra I, Geometry, or Algebra II with individualized passing scores
  - *or*
- PARCC Integrated Mathematics I, II, or III with individualized passing scores

READING
- PARCC ELA Grade 11 with individualized passing scores
  - *or*
- PARCC ELA Grade 11 Reading with individualized subscores

WRITING
- PARCC ELA Grade 11 with individualized passing scores
  - *or*
- One writing EoC with individualized passing scores
  - *or*
- PARCC ELA Grade 11 Writing with individualized subscores

SCIENCE
- SBA Science with individualized passing scores

SOCIAL STUDIES
- One state-developed Social Studies EoC with individualized passing scores

Students on the career option who do not meet passing scores on the primary demonstration of competency may use the ADC after completing the same attempt requirements as students on the standard graduation option.

ABILITY OPTION

MATHEMATICS
- Grade 11 NMAPA Mathematics with 506 or with individualized passing scores

ELA
- Grade 11 NMAPA ELA with 479 or with individualized passing scores

SCIENCE
- NMAPA Science with 501 or with individualized passing scores

SOCIAL STUDIES
- NMAPA Social Studies with 500 or with individualized passing scores

Appendix B

GRADUATION TESTING REQUIREMENTS: 2016 COHORT

PRIMARY METHOD OF MEETING GRADUATION REQUIREMENTS

STANDARD OPTION

MATHEMATICS
- SBA Mathematics (2014) in Grade 10 with 1137
     or
- SBA (2014) composite score of 2273 for Reading + Mathematics with neither score at *Beginning Step*
     or
- PARCC Algebra II with 725 (Performance Level 3)
     or
- PARCC Geometry with 725 (Performance Level 3)
     or
- PARCC Integrated Mathematics II with 725 (Performance Level 3)*
     or
- PARCC Integrated Mathematics III with 725 (Performance Level 3)*

READING
- SBA Reading (2014) in Grade 10 with 1137
     or
- SBA (2014) composite score of 2273 for Reading + Mathematics with neither score at *Beginning Step*
     or
- PARCC ELA Grade 11 with 725 (Performance Level 3)
     or
- PARCC ELA Grade 11 Reading subscore of 42*

WRITING
- PARCC ELA Grade 11 with 725 (Performance Level 3)
     or
- PARCC ELA Grade 11 Writing subscore of 31*
     or
- One state-developed Writing EoC exam with state-established passing scores

SCIENCE
- SBA with 1138

SOCIAL STUDIES
- One state-developed Social Studies EoC exam with state-established passing scores

TEST ATTEMPT REQUIREMENTS

To meet the test requirements, students may retake the assessments for five additional years to earn a diploma. Prior to pursuing an ADC, students in the 2016 cohort must make the following number of attempts:

Mathematics and Reading: SBA and/or PARCC 3 times
Writing: PARCC 1 time
Science: SBA Science 2 times
Social Studies: One state-developed EoC 1 time

MATHEMATICS
- SBA Mathematics with individualized passing scores
  - *or*
- PARCC Algebra I, Geometry, or Algebra II with individualized passing scores
  - *or*
- PARCC Integrated Mathematics I, II, or III with individualized passing scores

READING
- SBA Reading with individualized passing scores
  - *or*
- PARCC ELA Grade 11 with individualized passing scores
  - *or*
- PARCC ELA Grade 11 Reading with individualized subscores

WRITING
- PARCC ELA Grade 11 with individualized passing scores
  - *or*
- One writing EoC with individualized passing scores
  - *or*
- PARCC ELA Grade 11 Writing with individualized subscores

SCIENCE
- SBA Science with individualized passing scores

SOCIAL STUDIES
- One state-developed Social Studies EoC with individualized passing scores

Students on the career option who do not meet passing scores on the primary demonstration of competency may use the ADC after completing the same attempt requirements as students on the standard graduation option.

ABILITY OPTION

MATHEMATICS
- NCSC Mathematics Grade 11 (Spring 2015) with 1241
  - *or*
- NMAPA Mathematics (2014 or prior) with 496 or with individualized passing scores

READING
- NCSC ELA Grade 11 (Spring 2015) with 1241
  - *or*
- NMAPA Reading (2014 or prior) with 469 or with individualized passing scores

WRITING
- NCSC ELA Grade 11 (Spring 2015) with 1241
  - *or*
- NMAPA Writing (2014 or prior) with 464 or with individualized passing scores

SCIENCE
- NMAPA Science with 491 or with individualized passing scores

SOCIAL STUDIES
- NMAPA Social Studies with 490 or with individualized passing scores

Appendix C

GRADUATION TESTING REQUIREMENTS: 2015, 2014, AND 2013 COHORTS

PRIMARY METHOD OF MEETING GRADUATION REQUIREMENTS

STANDARD OPTION

MATHEMATICS
- SBA Mathematics with 1137
    - *or*
- SBA composite score of 2273 for Reading + Mathematics with neither score at *Beginning Step*

READING
- SBA Reading with 1137
    - *or*
- SBA composite score of 2273 for Reading + Mathematics with neither score at *Beginning Step*

WRITING
- One state-developed writing EoC exam with state-established passing scores

SCIENCE
- SBA with 1138

SOCIAL STUDIES
- One state-developed Social Studies EoC exam with state-established passing scores

CAREER OPTION

- The same assessments as the standard option with individualized passing scores

ABILITY OPTION

- NMAPA assessments with individualized passing scores

ASSESSMENT ATTEMPT REQUIREMENTS

- Students must attempt the SBA three times in reading and mathematics and two times in science before implementing the ADC in the respective subjects. If these requirements are not met, students may use the ADC with an ADC Implementation Application approved by the state.

- SBA fall retests in mathematics, reading, and science will remain available for students in the 2013, 2014, and 2015 cohorts for five additional years after their expected graduation date.

Appendix D

This table provides passing scores for previous versions of the EoCs that were available for ADCs for students who should have graduated prior to the 2017-2018 school year.

Content Area	EoC Exam	Version Number	Minimum Passing Score
MATHEMATICS	Algebra I[1]	003	18
	Algebra II[2]	001	20
	Algebra II	006	14
	Financial Literacy[1]	003	12
	Geometry[1]	003	18
	Integrated Math III[2]	001	10
	Integrated Math III[2]	003	17
	Mathematics ADC[2]	001	12
	Mathematics ADC	003	16
	Pre-Calculus	004	16
READING	English III: Reading[2]	001	25
	English III: Reading	006	14
	Spanish III: Reading	001	14
	English IV: Reading	003	15
WRITING	English III: Writing[2]	001	15
	English III: Writing	006	24
	Spanish III: Writing	001	15
	English IV: Writing	003	26
SCIENCE	Anatomy & Physiology	002	26
	Biology[2]	001	20
	Biology[2]	002	22
	Biology	007	27
	Chemistry[2]	001	12
	Chemistry[2]	002	13
	Chemistry	008	24
	Environmental Science	001	26
	Physical Science	001	29
	Physics	003	24
SOCIAL STUDIES	Economics	004	23
	N.M. History	004	18
	U.S. History[2]	001	26
	U.S. History	007	31
	U.S. Government	005	24
	World History and Geography[2]	001	25
	World History and Geography	003	25

[1]Students pursuing the standard graduation option must pass the Algebra II course to implement a passing score on the Algebra I, Geometry, or Financial Literacy EoC for graduation. Students following the career graduation option may use these EoCs without this stipulation.

[2]The EoCs highlighted expired before the 2014-2015 academic year and may no longer be administered, but prior year passing scores may be used if students previously took these versions.

Appendix E

EXCERPT FROM PUBLIC EDUCATION RULE 6.19.7.1

6.19.7.10   ALTERNATE DEMONSTRATION OF COMPETENCY USING STANDARDS-BASED INDICATORS

A.   Alternate demonstration of competency using standards-based indicators may include, but is not limited to the following:

    (1) results from post-secondary nationally normed assessments;
    (2) results from workplace readiness assessments;
    (3) results from end-of-course examinations;
    (4) school-based projects such as extended papers, themes, theses, or research projects;
    (5) performances or works of art that can be recorded in an electronic format; and
    (6) community-based projects such as internships, service learning, pre-apprenticeship, or after-school job performance.

B.   The alternate demonstration of competency must not contain the following:

    (1) products not the result of the student's independent work;
    (2) projects that involve human or animal subjects;
    (3) collaborations where student's contributions cannot be distinguished;
    (4) course grades, teacher or employer recommendations or testimonials;
    (5) artifacts that are not related to the content standards required for graduation;
    (6) material that is inflammatory, derogatory, or humiliating.

C.   Requirements for alternate demonstration of competency using standards-based indicators:

    (1) Students must have participated in the short-cycle diagnostic type assessments at ninth and tenth grades in the required subject areas at least once and before submitting artifacts to be considered for alternate demonstration of competency.
    (2) Students who have participated in a college placement or workplace readiness assessment may create a portfolio of artifacts as further evidence of competency or to submit to postsecondary institutions, potential employers, businesses, community organizations, or any institution that requires educational credentials for admission, scholarships, employment, partnerships, internships, apprenticeships, or any opportunity for advancement in learning, earning potential, military service, and citizenship.
    (3) Assembly of the portfolio may incorporate artifacts from as early as grade nine.
    (4) Students may submit a portfolio in English, Spanish, or in a Native American language of an Indian nation, tribe or pueblo located in New Mexico.
    (5) Alternate demonstrations of competency shall not be used for federal accountability requirements and will not be included in adequate yearly progress (AYP) calculations. Students who receive a New Mexico diploma of excellence and who have demonstrated competency through the compilation of a portfolio shall be considered to have graduated and shall count as high school graduates.
    (6)   Students may provide alternate demonstrations of competency using standards-based indicators within five years of exiting a public school or state educational institution in order to satisfy competency in required subject areas and receive a New Mexico diploma of excellence.
    (7) Unless special accommodations are required, portfolios shall be submitted to school authorities electronically, use uniform templates, and follow procedures established by the department.
    (8) School administrators shall establish local procedures for determining whether the alternate demonstration of competency:
        (a) is complete and scorable;
        (b) addresses the appropriate academic content standards; and
        (c) be determined as adequately showing competency.
    (9) Electronic documentation of alternate demonstrations of competency shall be stored electronically by the district for five years from the time of submission.
    (10) If at the end of grade twelve a student has not demonstrated competency in the required subject areas on standards-based indicators, the student will be issued a certificate indicating course credits earned and grade level completed.

Appendix F
USEFUL LINKS FOR ADDITIONAL INFORMATION
(Updated September 2017)

Graduation Information and Resources
http://ped.state.nm.us/ped/Graduation_index.html

Graduation Requirements: NM Statute
http://ped.state.nm.us/ped/GradDocs/requirement/NMSA%2022.13.1.1%20Graudation%20Requirements.pdf

Graduation Options for Students with Disabilities Technical Assistance Manual
http://ped.state.nm.us/ped/SEBdocuments/technical/GraduationOptionsStudentsWithDisabilities.pdf

Graduation Course Requirements for Students in the Graduating Classes of 2012-2018
http://ped.state.nm.us/ped/GradDocs/guidance/Graduation%20Course%20Requirements%2020012%20-%202017.pdf

Waivers and Forms for School and District Officers
   (including ADC Implementation Application and Graduation Waiver Request)
http://ped.state.nm.us/ped/Graduation_forms.html

PED Website home page
http://www.ped.state.nm.us/ped/index.html

PED Assessment, Accountability, and Evaluation Bureau home page
http://www.ped.state.nm.us/AssessmentAccountability/index.html

PED College and Career Readiness Bureau home page
http://www.ped.state.nm.us/ped/CCR_index.html

PED Constituent Services home page
http://www.ped.state.nm.us/ped/ConstituentServices.php

PED Special Education Bureau home page
http://ped.state.nm.us/ped/SEB_index.html

Statewide Assessment and Accountability System: NM Statute
http://ped.state.nm.us/ped/GradDocs/requirement/NMSA%2022-2C-4.pdf

Hispanic Education Act: NM Statute
http://public.nmcompcomm.us/nmpublic/gateway.dll/?f=templates&fn=default.htm

Indian Education Act: NM Statute
http://public.nmcompcomm.us/nmpublic/gateway.dll/?f=templates&fn=default.htm

School Accountability including ADC NM Administrative Code
http://164.64.110.239/nmac/parts/title06/06.019.0007.htm

Appendix G

CONTACTS

(Contact information current as of January 2018)

Questions?	Contact	
ADC Implementation Application and Assessment Requirements	Melissa Hernandez	505-827-6528 melissa.hernandez@state.nm.us
A-F School Grading Accountability	Judy Harmon	505-827-6720 judith.harmon@state.nm.us
Career and Ability Options: Graduation Testing Requirements	Melissa Hernandez	505-827-6528 melissa.hernandez@state.nm.us
CCR Exams for A-F School Grading	Pascal Buser	505-827-6595 pascal.buser@state.nm.us
College and Career Readiness	Maggie Morrow	505-827-6420 Maggie.Morrow@state.nm.us
EoC Exams	Lynn Vasquez	505-803-1802 lynn.vasquez@state.nm.us
General Issues about Education	PED Constituent Services	505-827-5800 http://ped.state.nm.us/ped/contact.php
NMAPA	Kimber Sanchez	505-827-6612 kimber.sanchez@state.nm.us
Other Assessment Topics		ped.assessment@state.nm.us
PARCC	Melissa Hernandez	505-827-6528 melissa.hernandez@state.nm.us
SBA	Kimber Sanchez	505-827-6612 kimber.sanchez@state.nm.us
Test Accommodations	Kimber Sanchez	505-827-6612 kimber.sanchez@state.nm.us

To provide feedback on this ADC manual, please e-mail ped.assessment@state.nm.us.