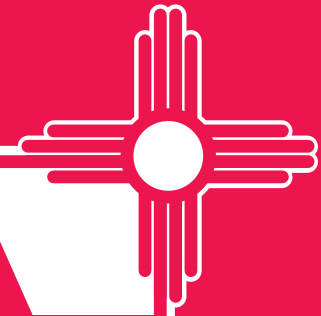


HSGIA

High School Graduation Assessment



FALL RETEST

DIRECTIONS FOR ADMINISTERING

Paper-Based Tests (PBT)

**SPANISH READING
& MATHEMATICS**



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

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BEFORE TESTING

Test Security

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

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

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

General Directions for Administering

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

The High School Assessment

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

SBA and SBA/HSGA (High School Graduation Assessment)

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

Testing Requirements

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

Preliminary Planning

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

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

Prepare the testing room by ensuring

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

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

PED Policy on Electronic Devices

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

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

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

Schools must clearly inform students that

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

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

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

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

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

Testing and Environmental Considerations

The HSGA Fall Retest is intended to include all New Mexico students in their fourth year of high school. Students participate either under standard testing conditions or with accommodations that do not interfere with the comparability of scores. Exceptions to the requirement for all students to participate in the HSGA are permitted only in the following circumstances:

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

Test Schedule

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

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

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

Recommended Session Times

Session	Recommended Session Time¹	Total Number of Questions by Type²
Reading Session 1	60 minutes	15 MC, 2 SA, 2 OE
Reading Session 2	60 minutes	14 MC, 2 SA, 1 OE
Mathematics Session 1	60 minutes	12 MC, 2 SA, 1 OE
Mathematics Session 2	60 minutes	12 MC, 2 SA, 1 OE
Mathematics Session 3	60 minutes	12 MC, 2 SA, 1 OE

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

² MC = multiple-choice, SA = short-answer, and OE = open-ended

Testing Disruptions

A testing disruption may occur due to student illness, emergency evacuation, a fire drill, or other unforeseen circumstances that prevent the session from being administered as scheduled. In these circumstances, students may be allowed to complete the session at a later time, but they may not change responses to any test questions already answered. More detailed guidance may be found in the *New Mexico Statewide Assessment Program (NMSAP) Procedures Manual*, which is available on the Assessment and Evaluation page of the PED website.

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

Makeup Testing

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

Absences

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

Test Booklet and Answer Document Forms

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

List of Materials Needed by Session

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

Accommodations and Modifications

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

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

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

Administering the Large-Print Version of the Assessment

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

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

Student Responses

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

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

Administering the Braille Version of the Assessment

Give students who are administered a Braille version of the HSGA a Braille test material packet. The packet includes Braille test booklets in volumes by subject, a standard test booklet, a standard answer document, a Braille mathematics reference sheet, test administrator notes from the Braille translator, and an instructions sheet. Please consider the following when administering the Braille test:

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

Student Responses

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

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

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

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

Typed Responses

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

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

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

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

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

SPECIFIC DIRECTIONS FOR ADMINISTERING

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

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

Completing Answer Documents

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

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

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

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

Reading Session 1

Recommended Session Time: 60 minutes

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

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

On the day(s) of the Reading Assessment, be sure to remove or cover up any visible classroom materials used in the instruction of New Mexico Reading Content Standards, such as word walls, posters, charts, etc. The Reading Assessment consists of two sessions. Be sure that all student desks are cleared of books and other materials not needed for the test. Have a sufficient quantity of soft-lead (No. 2) pencils with erasers and distribute two to each student. Students may use pens, highlighters, or colored pencils to mark in the test booklet **only**.

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

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

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

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

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

SAY Para las sesiones de lectura, leerán los pasajes y las preguntas en su folleto de prueba y marcarán o escribirán TODAS sus respuestas en su documento de respuestas junto al número que corresponda al número de la pregunta. NO contesten las preguntas directamente en su folleto de prueba. No escriban en su documento de respuestas hasta que yo les diga qué hacer.

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

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

SAY En esta sesión, ustedes responderán algunas preguntas marcando los círculos A, B, C o D en su documento de respuestas. Elijan sólo una respuesta para cada pregunta. Otras preguntas las responderán escribiendo sus respuestas en los recuadros proporcionados en su documento de respuestas. Mientras trabajan, asegúrense de borrar bien cualquier cambio que hagan y de rellenar claramente el círculo de la respuesta que quieran dar.

Miren las instrucciones en el folleto de prueba en la parte de arriba de la página. Léanlas en silencio mientras yo las leo en voz alta. “Instrucciones: Lee cada pasaje. Luego lee cada pregunta sobre el pasaje. Para cada pregunta de opción múltiple decide cuál es la mejor respuesta a la pregunta. Asegúrate de marcar el círculo o escribir tus respuestas en los renglones en tu documento de respuestas. Sólo se calificarán las respuestas escritas en los recuadros de respuestas”.

Ahora encuentren el pasaje de ejemplo justo debajo de las instrucciones. [Pause to make sure everyone has found the example passage.]

SAY Lean en silencio el pasaje. [Pause about two minutes while students read the example passage.]

SAY Ahora miren la primera pregunta de ejemplo, Ejemplo A. Lean en silencio el Ejemplo A, mientras yo lo leo en voz alta. “Según el artículo, ¿porqué se les llamó “perros calientes” a las salchichas “dachshund”? A. Era más fácil deletrear “perros calientes”. B. Las salchichas se sirvieron en un día frío. C. Era la primera vez que se vendían las salchichas. D. A la gente le gustó comer “perros calientes” en un partido de béisbol.” ¿Cuál es la respuesta correcta? [Pause for replies.]

SAY Sí, correcto. El pasaje dice que era más fácil deletrear “perros calientes”. Ahora encuentren la sección de Sesión 1 Lectura en su documento de respuestas. Miren el cuadro que dice “Ejemplos”. Para el Ejemplo A, el círculo para “A” se marcó para mostrar que ésa es la respuesta correcta. ¿Todos entienden qué hay que hacer? [If there are any procedural questions, reread the directions.]

SAY Ahora miren el Ejemplo B. Lean en silencio la pregunta. Luego marquen el círculo para su respuesta. [Pause while students mark their answers.]

SAY ¿Qué círculo marcaron? [Pause for replies.]

SAY Sí, correcto. Deberían haber marcado el círculo para “B”. ¿Alguien tiene alguna pregunta sobre qué hay que hacer? [If there are any procedural questions, reread the directions.]

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

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

SAY Comiencen a trabajar ahora.

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

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

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

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

Reading Session 2

Recommended Session Time: 60 minutes

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

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

On the day of Reading Session 2, be sure to remove or cover up any visible classroom materials used in the instruction of New Mexico Reading Content Standards, such as word walls, posters, charts, etc. Be sure that all student desks are cleared of books and other materials not needed for the test. Have a sufficient quantity of soft-lead (No. 2) pencils with erasers and distribute two to each student. Students may use pens, highlighters, or colored pencils to mark in the test booklet **only**.

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

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

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

If you are not immediately continuing from the prior session,

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

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

For all students,

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

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

SAY En esta sesión, ustedes responderán algunas preguntas marcando los círculos A, B, C o D en su documento de respuestas. Elijan sólo una respuesta para cada pregunta. Otras preguntas las responderán escribiendo sus respuestas en los recuadros proporcionados en su documento de respuestas, tal como lo hicieron en la sesión anterior. Mientras trabajan, asegúrense de borrar bien cualquier cambio que hagan y de rellenar claramente el círculo de la respuesta que quieran dar.

Miren las instrucciones en el folleto de prueba en la parte de arriba de la página. Léanlas en silencio mientras yo las leo en voz alta. “Instrucciones: Lee cada pasaje. Luego lee cada pregunta sobre el pasaje. Para cada pregunta de opción múltiple decide cuál es la mejor respuesta a la pregunta. Asegúrate de marcar el círculo o escribir tus

respuestas en los renglones en tu documento de respuestas. Sólo se calificarán las respuestas escritas en los recuadros de respuestas”. ¿Todos entienden qué hay que hacer? [If there are any procedural questions, reread the directions.]

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

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

SAY Comiencen a trabajar ahora.

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

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

If you will not immediately continue with Mathematics Session 1, collect the test booklets with inserted answer documents and the pencils with erasers from the students as they finish. Direct the students to sit quietly at their desks or quietly read a book. Place all test materials in central, secure, and locked storage until the next testing session.

If you will immediately continue with Mathematics Session 1, provide students with a short break and continue reading the directions on the next page.

Mathematics Session 1

Recommended Session Time: 60 minutes

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

Materials Needed: test booklets, answer documents, High School Mathematics Reference Sheets, calculators, and sharpened No. 2 pencils with erasers

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

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

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

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

SAY Ahora voy a entregarles su folleto de prueba y su documento de respuestas. Manténganlos cerrados hasta que yo les diga lo que van a hacer. [Distribute the test booklets, answer documents, mathematics reference sheets, and calculators for students who do not have access to their own calculators.]

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

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

For all students,

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

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

SAY En esta sesión, ustedes responderán algunas preguntas marcando los círculos A, B, C o D en su documento de respuestas. Elijan sólo una respuesta para cada pregunta. Pueden hacer cálculos para resolver estas preguntas de opción múltiple en las páginas del folleto de prueba. Otras preguntas las responderán escribiendo sus respuestas en los recuadros proporcionados en su documento de respuestas. Algunos problemas tienen dos partes o más. Asegúrense de responder todas las partes. Para las preguntas de respuesta corta y de desarrollo, muestren o expliquen todo su trabajo usando números, palabras, oraciones o dibujos. Para los problemas en los que se necesite que

escriban o dibujen sus respuestas, escriban sus respuestas dentro de los los recuadros proporcionados en su documento de respuestas. Puede que necesiten la hoja de referencia de matemáticas para contestar algunas de las preguntas en esta sesión. Pueden usar una calculadora durante esta sesión. Mientras trabajan, asegúrense de borrar bien cualquier cambio que hagan y de rellenar claramente el círculo de la respuesta que quieran dar.

Miren las instrucciones en el folleto de prueba en la parte de arriba de la página. Léanlas en silencio mientras yo las leo en voz alta. “Instrucciones: Lee cada pregunta o problema cuidadosamente. Luego contesta la pregunta o resuelve el problema. Para cada pregunta de opción múltiple decide cuál es la mejor respuesta a la pregunta. Asegúrate de marcar, escribir o dibujar tus respuestas en tu documento de respuestas. Sólo se calificarán las respuestas y el trabajo escrito en los recuadros de respuestas”.

Ahora encuentren el Ejemplo A justo debajo de las instrucciones. [Pause to make sure everyone has found the example question.]

SAY Lean el Ejemplo A en silencio mientras yo lo leo en voz alta. “Observa esta ecuación. $18 = 3d - 6$. ¿Qué valor de d hace verdadera la ecuación? A. 12 B. 8 C. 6 D. 4”. ¿Cuál es la respuesta correcta? [Pause for replies.]

SAY Sí, correcto. La respuesta a la pregunta es “B. 8”. Ahora encuentren la sección de Sesión 1 Matemáticas en su documento de respuestas. Miren el cuadro que dice “Ejemplos”. Para el Ejemplo A, el círculo para “B” se marcó para mostrar que ésta es la respuesta correcta. ¿Hay alguna pregunta? [If there are any procedural questions, reread the directions.]

SAY Ahora miren el Ejemplo B. Lean en silencio la pregunta. Luego marquen el círculo para su respuesta. [Pause while students mark their answers.]

SAY ¿Qué círculo marcaron? [Pause for replies.]

SAY Sí, correcto. Deberían haber marcado el círculo para “C”. ¿Alguien tiene alguna pregunta sobre qué hay que hacer? [If there are any procedural questions, reread the directions.]

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

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

SAY Comiencen a trabajar ahora.

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

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

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

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

Mathematics Session 2

Recommended Session Time: 60 minutes

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

Materials Needed: test booklets, answer documents, High School Mathematics Reference Sheets, calculators, and sharpened No. 2 pencils with erasers

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

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

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

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

If you are not immediately continuing from the prior session,

SAY Ahora voy a entregarles su folleto de prueba y su documento de respuestas. Manténganlos cerrados hasta que yo les diga lo que van a hacer. [Distribute the test booklets, answer documents, mathematics reference sheets, and calculators for students who do not have access to their own calculators.]

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

For all students,

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

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

SAY En esta sesión, ustedes responderán algunas preguntas marcando los círculos A, B, C o D en su documento de respuestas. Elijan sólo una respuesta para cada pregunta. Pueden hacer cálculos para resolver estas preguntas de opción múltiple en las páginas del folleto de prueba. Otras preguntas las responderán escribiendo sus respuestas en los recuadros proporcionados en su documento de respuestas. Algunos problemas tienen dos partes o más. Asegúrense de responder todas las partes. Para las preguntas de respuesta corta y de desarrollo, muestren o expliquen todo su trabajo usando números, palabras, oraciones o dibujos. Para los problemas en los que se necesite que escriban o dibujen sus respuestas, escriban sus respuestas dentro de los los recuadros

proporcionados en su documento de respuestas. Puede que necesiten la hoja de referencia de matemáticas para contestar algunas de las preguntas en esta sesión. Pueden usar una calculadora durante esta sesión. Mientras trabajan, asegúrense de borrar bien cualquier cambio que hagan y de rellenar claramente el círculo de la respuesta que quieran dar.

Miren las instrucciones en el folleto de prueba en la parte de arriba de la página. Léanlas en silencio mientras yo las leo en voz alta. “Instrucciones: Lee cada pregunta o problema cuidadosamente. Luego contesta la pregunta o resuelve el problema. Para cada pregunta de opción múltiple decide cuál es la mejor respuesta a la pregunta. Asegúrate de marcar, escribir o dibujar tus respuestas en tu documento de respuestas. Sólo se calificarán las respuestas y el trabajo escrito en los recuadros de respuestas”. ¿Todos entienden qué hay que hacer? [If there are any procedural questions, reread the directions.]

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

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

SAY Comiencen a trabajar ahora.

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

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

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

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

Mathematics Session 3

Recommended Session Time: 60 minutes

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

Materials Needed: test booklets, answer documents, High School Mathematics Reference Sheets, calculators, and sharpened No. 2 pencils with erasers

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

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

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

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

If you are not immediately continuing from the prior session,

SAY Ahora voy a entregarles su folleto de prueba y su documento de respuestas. Manténganlos cerrados hasta que yo les diga lo que van a hacer. [Distribute the test booklets, answer documents, mathematics reference sheets, and calculators for students who do not have access to their own calculators.]

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

For all students,

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

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

SAY En esta sesión, ustedes responderán algunas preguntas marcando los círculos A, B, C o D en su documento de respuestas. Elijan sólo una respuesta para cada pregunta. Pueden hacer cálculos para resolver estas preguntas de opción múltiple en las páginas del folleto de prueba. Otras preguntas las responderán escribiendo sus respuestas en los recuadros proporcionados en su documento de respuestas. Algunos problemas tienen dos partes o más. Asegúrense de responder todas las partes. Para las preguntas de respuesta corta y de desarrollo, muestren o expliquen todo su trabajo usando números, palabras, oraciones o dibujos. Para los problemas en los que se necesite que escriban o dibujen sus respuestas, escriban sus respuestas dentro de los los recuadros proporcionados en su documento de respuestas. Puede que necesiten la hoja de referencia de matemáticas para contestar algunas de las preguntas en esta sesión.

Pueden usar una calculadora durante esta sesión. Mientras trabajan, asegúrense de borrar bien cualquier cambio que hagan y de rellenar claramente el círculo de la respuesta que quieran dar.

Miren las instrucciones en el folleto de prueba en la parte de arriba de la página. Léanlas en silencio mientras yo las leo en voz alta. “Instrucciones: Lee cada pregunta o problema cuidadosamente. Luego contesta la pregunta o resuelve el problema. Para cada pregunta de opción múltiple decide cuál es la mejor respuesta a la pregunta. Asegúrate de marcar, escribir o dibujar tus respuestas en tu documento de respuestas. Sólo se calificarán las respuestas y el trabajo escrito en los recuadros de respuestas”. ¿Todos entienden qué hay que hacer? [If there are any procedural questions, reread the directions.]

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

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

SAY Comiencen a trabajar ahora.

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

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

Collect the test booklets with inserted answer documents, calculators, and the pencils with erasers from the students as they finish. The reference sheets are not secure and do not need to be returned to Measured Progress. Direct the students to sit quietly at their desks or quietly read a book. Place all test materials in central, secure, and locked storage until they are prepared for return to Measured Progress.

This is the end of the High School Graduation Assessment for Reading and Mathematics. Follow the directions for completing student information on the biogrid and preparing test materials for return to Measured Progress beginning on the next page.

AFTER TESTING

Completing Student Information on the Biogrid

The biogrid is located on the last two pages of the answer document. A sample biogrid is provided for your reference on pages 25 and 26. Please refer to these pages when reviewing the rules below for completing the biogrid.

Rules for the Use of Pre-ID Labels

Purpose of Pre-ID Labels

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

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

Valid versus Invalid Pre-ID Labels

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

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

Valid Pre-ID Labels

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

Invalid Pre-ID Labels

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

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

Please refer to the Rules for Completing Biogrids chart on page 27 of this manual.

Two Last Points

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

Directions for bubbling in each of the boxes on the biogrid are provided on pages 27 and 28 for reference, as needed.

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

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

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

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

G TEST COMPLETION STATUS		
	RD	MA
Non-Allowed Modification	<input type="radio"/> 1	<input type="radio"/> 1
Test Irregularities	<input type="radio"/> 2	<input type="radio"/> 2

H ELL ACCOMMODATIONS	
RD	MA
<input type="radio"/> 21	<input type="radio"/> 20
<input type="radio"/> 22	<input type="radio"/> 21
<input type="radio"/> 23	<input type="radio"/> 22
<input type="radio"/> 24	<input type="radio"/> 23
<input type="radio"/> 25	<input type="radio"/> 24
<input type="radio"/> 26	<input type="radio"/> 25
<input type="radio"/> 27	<input type="radio"/> 26
<input type="radio"/> 28	<input type="radio"/> 27
<input type="radio"/> 29	<input type="radio"/> 28

I SWD or 504 PLAN ACCOMMODATIONS	
RD	MA
<input type="radio"/> 01	<input type="radio"/> 01
<input type="radio"/> 02	<input type="radio"/> 02
<input type="radio"/> 03	<input type="radio"/> 03
<input type="radio"/> 04	<input type="radio"/> 04
<input type="radio"/> 05	<input type="radio"/> 05
<input type="radio"/> 06	<input type="radio"/> 06
<input type="radio"/> 07	<input type="radio"/> 07
<input type="radio"/> 08	<input type="radio"/> 08
<input type="radio"/> 09	<input type="radio"/> 09
<input type="radio"/> 10	<input type="radio"/> 10
<input type="radio"/> 11	<input type="radio"/> 11
<input type="radio"/> 12	<input type="radio"/> 12
<input type="radio"/> 13	<input type="radio"/> 13
<input type="radio"/> 14	<input type="radio"/> 14
<input type="radio"/> 15	<input type="radio"/> 15

J VOID-DO NOT SCORE
<input type="radio"/> Void this answer document

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

K <input type="radio"/> HOMESCHOOLED FULL TIME
--

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

L	NASIS ID							
<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2
<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4
<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6
<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7
<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8
<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9

For Internal Use Only					
A	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
B	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10
C	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 13	<input type="radio"/> 14	<input type="radio"/> 15
D	<input type="radio"/> 16	<input type="radio"/> 17	<input type="radio"/> 18	<input type="radio"/> 19	<input type="radio"/> 20
E	<input type="radio"/> 21	<input type="radio"/> 22	<input type="radio"/> 23	<input type="radio"/> 24	<input type="radio"/> 25

Rules for Completing Biogrids

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

Personnel at all schools, please note.

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

Special Notice to BIE Schools

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

Directions for Each Box on the Biogrid

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

Section 1: TESTING (All schools, as needed)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Some Final Guidelines

Check the answer documents and verify that

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

Check the large-print materials to

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

Check the Braille materials to

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

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

APPENDIX: SECURITY CHECKLIST



50 Education Way
Dover, NH 03820

New Mexico Student Assessment Program

Security Checklist

Ship To:

MP Ship Code:	00000000357225	Date Packed:	08/22/2015
Contract:	Contract Name:	Administration:	
130002	New Mexico HSGA Reading and Mathematics Retest	2015-2016	
County Code:	County Name:	SU Code:	Superintendent Unit Name:
00	New Mexico County		
District Code:	District Name:		
123	New Mexico Public Schools		
School Code:	School Name:	Grade:	
456	New Mexico High School	High School	

Use the information in the table below to track the secure test materials. Retain this document for your records after testing has been completed.

Description												Qty Shipped				
HSGA Test Booklets - Spanish Reading and Mathematics												77				
CPI	Booklet Numbers	Student name	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN
0505689	1301001733															
0505689	1303001995															
0505689	1304002026															
0505689	1302003921															
0505689	1301005713															
0505690	1301001563															
0505690	1303003756															
0505690	1304003890															
0505690	1304003979															
0505690	1302005764															
0505692	1303001993															
0505692	1304002017															
0505692	1302003932															
0505692	1302003939															
0505692	1301005522															

MP Ship Code:

00000000357225

Page: 1 of 4



Content and Copyright Information

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

Note

This manual is available at www.ped.state.nm.us. Click on the A–Z directory to locate it under “Assessment and Accountability Division.”