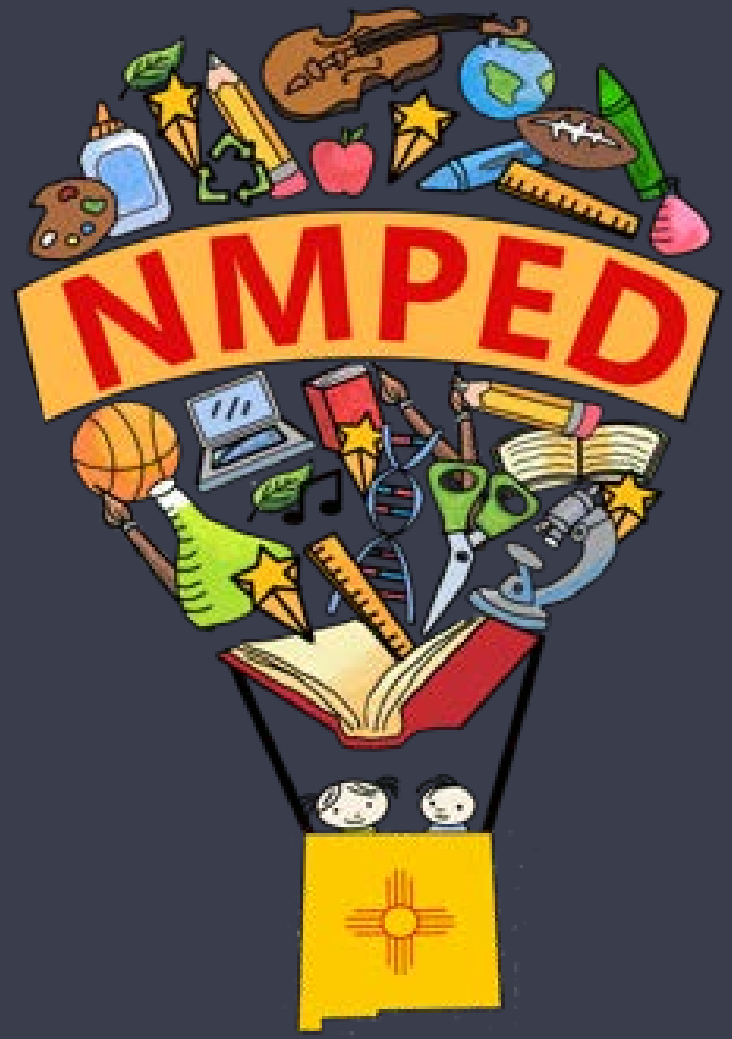
Welcome to District Test Coordinator Training

PED Assessment Bureau

Fall 2020



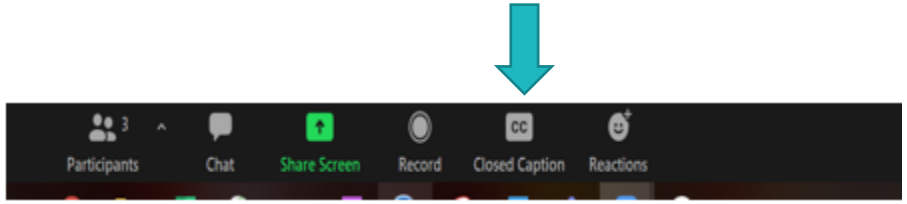
Investing for tomorrow, delivering today.

Housekeeping Rules

- Please remain on mute when not speaking
- Camera use encouraged
- Chat questions encouraged
- The meeting is being recorded

Closed Captioning is available

- Click on this icon
- Then, select “Show Subtitles”

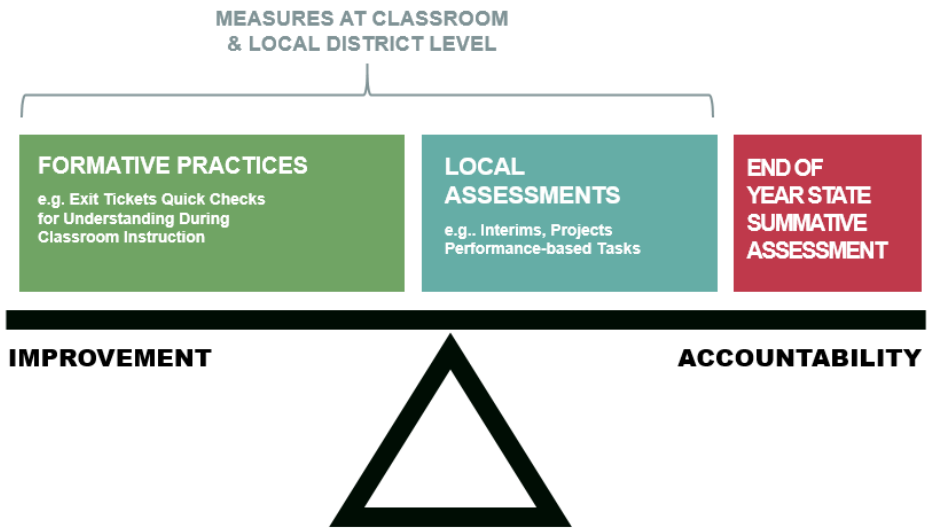


2020-21 Assessment Programs by Grade Level & Subject Area

	Math	ELA	SLA	Science	English Language Proficiency	Early Childhood
Istation	K-2	K-2	K-2			
Cognia	3-8	3-8	3-8,11	5,8,11		
College Board	10-11	10-11				
Dynamic Learning Maps	3-8 10-11	3-8 10-11		5,8,11		
ACCESS for ELLs					K-12	
Early Childhood Observation Tool						PreK-K

**National Assessment of Educational Progress (NAEP): 2020-21 is a main NAEP year grade 4 & 8 math and reading sample*

Balanced Assessment System Context

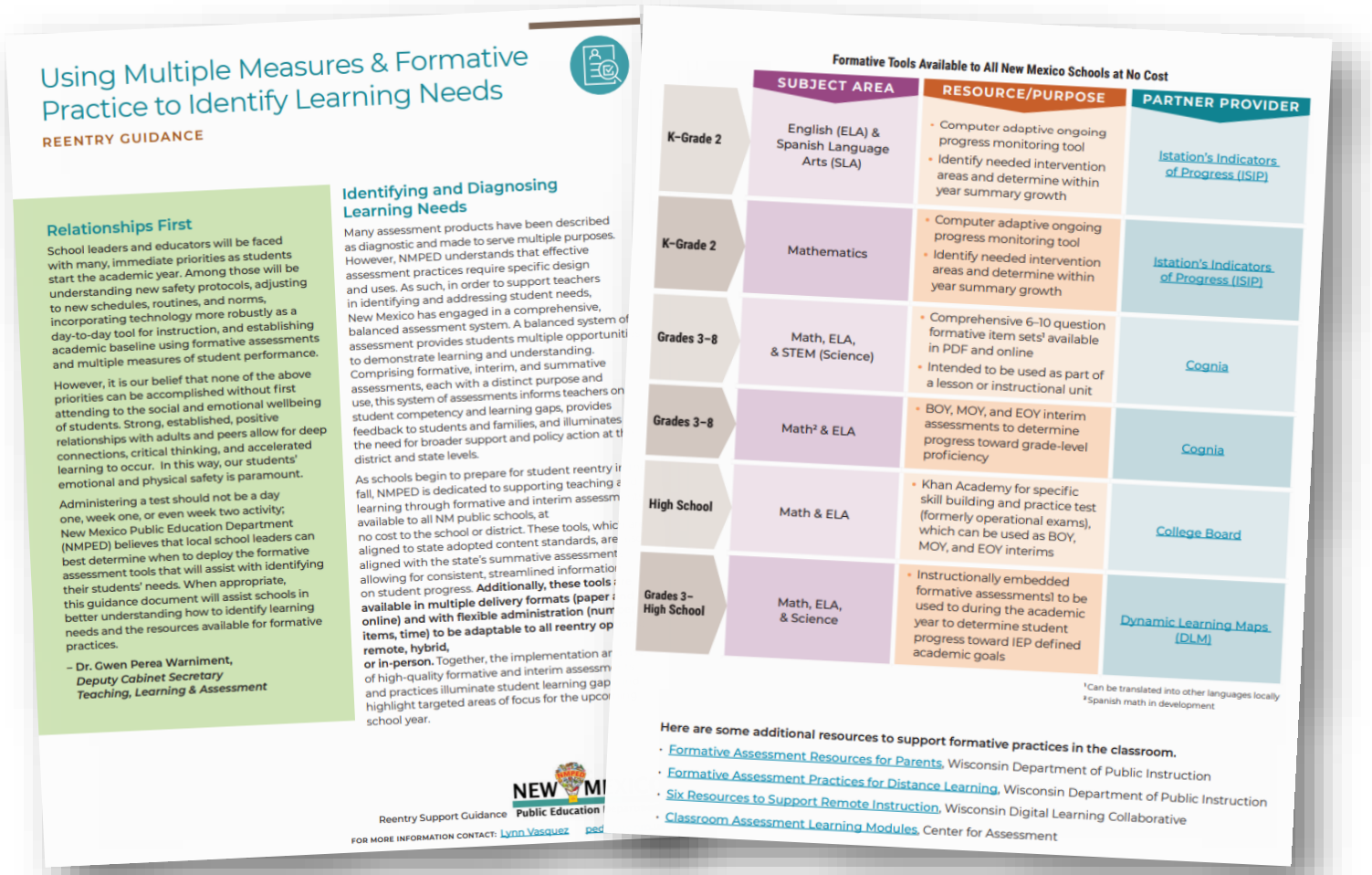


An assessment system is balanced when:

- the assessments in the system are *coherently* linked through a clear specification of learning targets,
- they *comprehensively* provide multiple sources of evidence to support educational decision-making, and
- they *continuously* document student progress over time.

(National Research Council, 2001).

Formative Assessment Resources & Reentry



Using Multiple Measures & Formative Practice to Identify Learning Needs

REENTRY GUIDANCE

Relationships First

School leaders and educators will be faced with many, immediate priorities as students start the academic year. Among those will be understanding new safety protocols, adjusting to new schedules, routines, and norms, incorporating technology more robustly as a day-to-day tool for instruction, and establishing academic baseline using formative assessments and multiple measures of student performance.

However, it is our belief that none of the above priorities can be accomplished without first attending to the social and emotional wellbeing of students. Strong, established, positive relationships with adults and peers allow for deep connections, critical thinking, and accelerated learning to occur. In this way, our students' emotional and physical safety is paramount.

Administering a test should not be a day one, week one, or even week two activity; New Mexico Public Education Department (NMPED) believes that local school leaders can best determine when to deploy the formative assessment tools that will assist with identifying their students' needs. When appropriate, this guidance document will assist schools in better understanding how to identify learning needs and the resources available for formative practices.

– Dr. Gwen Perea Warniment,
Deputy Cabinet Secretary
Teaching, Learning & Assessment

Identifying and Diagnosing Learning Needs

Many assessment products have been described as diagnostic and made to serve multiple purposes. However, NMPED understands that effective assessment practices require specific design and uses. As such, in order to support teachers in identifying and addressing student needs, New Mexico has engaged in a comprehensive, balanced assessment system. A balanced system of assessment provides students multiple opportuniti to demonstrate learning and understanding. Comprising formative, interim, and summative assessments, each with a distinct purpose and use, this system of assessments informs teachers on student competency and learning gaps, provides feedback to students and families, and illuminates the need for broader support and policy action at th district and state levels.

As schools begin to prepare for student reentry in fall, NMPED is dedicated to supporting teaching a learning through formative and interim assessm available to all NM public schools, at no cost to the school or district. These tools, whic aligned to state adopted content standards, are aligned with the state's summative assessment allowing for consistent, streamlined informatio on student progress. **Additionally, these tools available in multiple delivery formats (paper online) and with flexible administration (num items, time) to be adaptable to all reentry op remote, hybrid, or in-person.** Together, the implementation ar of high-quality formative and interim assessm and practices illuminate student learning gap highlight targeted areas of focus for the upco school year.

Reentry Support Guidance Public Education

FOR MORE INFORMATION CONTACT: Lynn Vasquez ped

Formative Tools Available to All New Mexico Schools at No Cost

	SUBJECT AREA	RESOURCE/PURPOSE	PARTNER PROVIDER
K–Grade 2	English (ELA) & Spanish Language Arts (SLA)	• Computer adaptive ongoing progress monitoring tool • Identify needed intervention areas and determine within year summary growth	Istation's Indicators of Progress (ISIP)
K–Grade 2	Mathematics	• Computer adaptive ongoing progress monitoring tool • Identify needed intervention areas and determine within year summary growth	Istation's Indicators of Progress (ISIP)
Grades 3–8	Math, ELA, & STEM (Science)	• Comprehensive 6–10 question formative item sets[1] available in PDF and online • Intended to be used as part of a lesson or instructional unit	Cognia
Grades 3–8	Math[2] & ELA	• BOY, MOY, and EOY interim assessments to determine progress toward grade-level proficiency	Cognia
High School	Math & ELA	• Khan Academy for specific skill building and practice test (formerly operational exams), which can be used as BOY, MOY, and EOY interims	College Board
Grades 3–High School	Math, ELA, & Science	• Instructionally embedded formative assessments[1] to be used to during the academic year to determine student progress toward IEP defined academic goals	Dynamic Learning Maps (DLM)

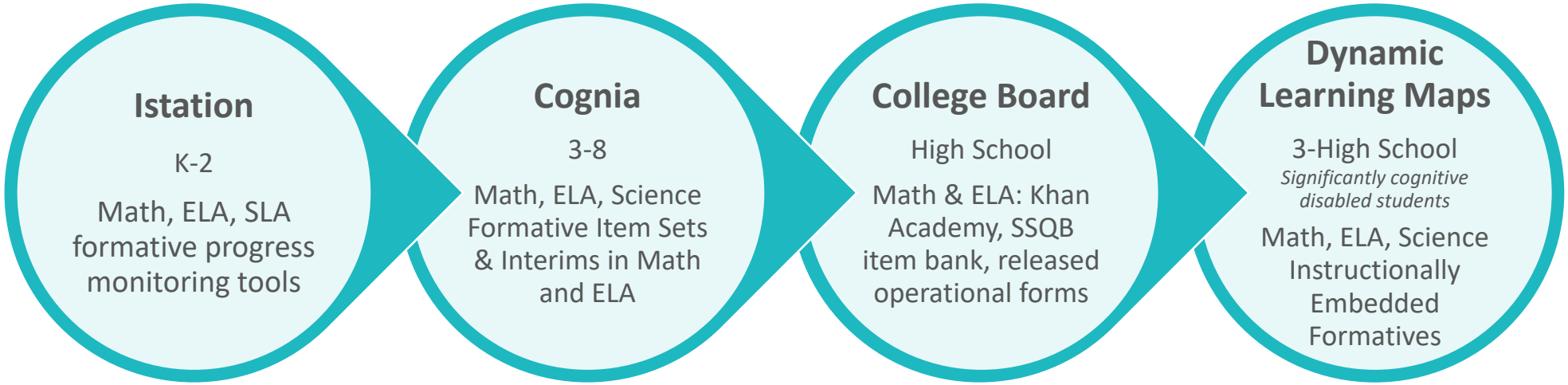
[1]Can be translated into other languages locally
[2]Spanish math in development

Here are some additional resources to support formative practices in the classroom.

- Formative Assessment Resources for Parents, Wisconsin Department of Public Instruction
- Formative Assessment Practices for Distance Learning, Wisconsin Department of Public Instruction
- Six Resources to Support Remote Instruction, Wisconsin Digital Learning Collaborative
- Classroom Assessment Learning Modules, Center for Assessment

- Guidance on Instructional Acceleration
- Reentry Guidance on Formative Practice
- 4-Part Webinar Series for Supporting educators on reentry and PED provided curriculum & assessment resources
- NMPED Reentry Support Page

Formative Resources Available to All LEAs



Your Fall 2020 DTC Training Schedule

Session	Dates / Times
General Welcome (PED) **Test Platform Setup/Pre-ID (eMetric)**	Monday, September 14, 2020 | 7:30 - 9:30 AM MT
	Tuesday, September 15, 2020 | 12 - 2 PM MT *(Repeat)*
	Wednesday, September 16, 2020 | 7:30 - 9:30 AM MT *(Repeat)*
Federal Testing Requirements Policies, Procedures, and Test Security (NMPED)	Monday, September 14, 2020 | 10 AM - 12 PM MT
	Tuesday, September 15, 2020 | 2:30 - 4:30 PM MT *(Repeat)*
Universal Features and Accommodations, PED Test Coordinator Portal, DLM (NMPED)	Wednesday, September 16, 2020 | 10 AM - 12 PM MT
	Thursday, September 17, 2020 | 2:30 - 4:30 PM MT *(Repeat)*
Q&A Drop-in Office Hours (eMetric & NMPED)	Friday, September 18, 2020 | 7:30 - 9 AM MT *(Highly encouraged for new DTCs)*

Assessment Staff Contact Information

Name	Phone	Email	Title
Assessment Help Desk	505-827-5861	PED.Assessment@state.nm.us	General Assessment Bureau Email
Lynn Vásquez	505-469-8967	Lynn.Vasquez@state.nm.us	Division Director Assessment & Learning Management Systems
Melissa Hernandez	505-819-9621	Melissa.Hernandez2@state.nm.us	Assessment Coordinator Istation, SAT, PSAT 10, SLA, ACCESS, Graduation Requirements
Karen Greer	505-570-7392	Karen.Greer@state.nm.us	Assessment Coordinator DLM, iMSSA, Cognia Formative Item Sets, SWD accommodations, Test Coordinator Portal
Xavier De Leon	505-470-2539	Xavier.Deleon@state.nm.us	Assessment Coordinator NAEP, NM-ASR, NM-MSSA
Maureen Nash	505-412-5345	Maureen.Nash2@state.nm.us	Business Operations Superintendent Verification Forms DTC Newsletter Distribution