

Note: This presentation is addressed to New Mexico District Test Coordinators.

- This PPT was provided to DTCs during Winter DTC Training, February 2-4, 2021.
- The full recording of this presentation is found in Canvas: Winter DTC Training module.
- This presentation included revised information on flexible testing options.

For questions, please contact, PED.Assessment@state.nm.us.

General Session & Flexible Testing Considerations

Winter DTC Training

February 2-4, 2021

Lynn Vásquez

Division Director

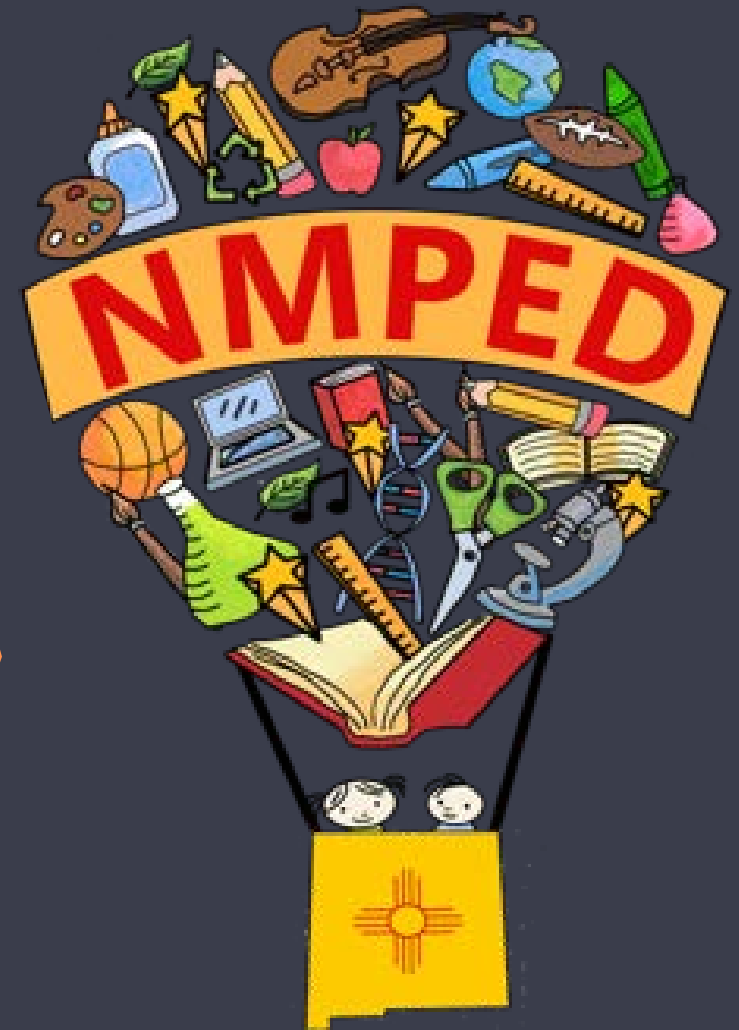
Assessment of Student Learning & LMS

New Mexico Public Education Department

Guest AAAC Members

Happy Miller, PhD, Rio Rancho

David Salas, Cimarron



Investing for tomorrow, delivering today.

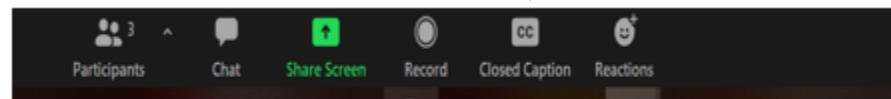
Housekeeping



- Please remain on mute when not speaking
- Camera use is encouraged
- Submit questions via Google document link
- The meeting is being recorded and available through Canvas by Friday.

Closed Captioning is available

- Click on this icon
- Then, select "Show Subtitles"



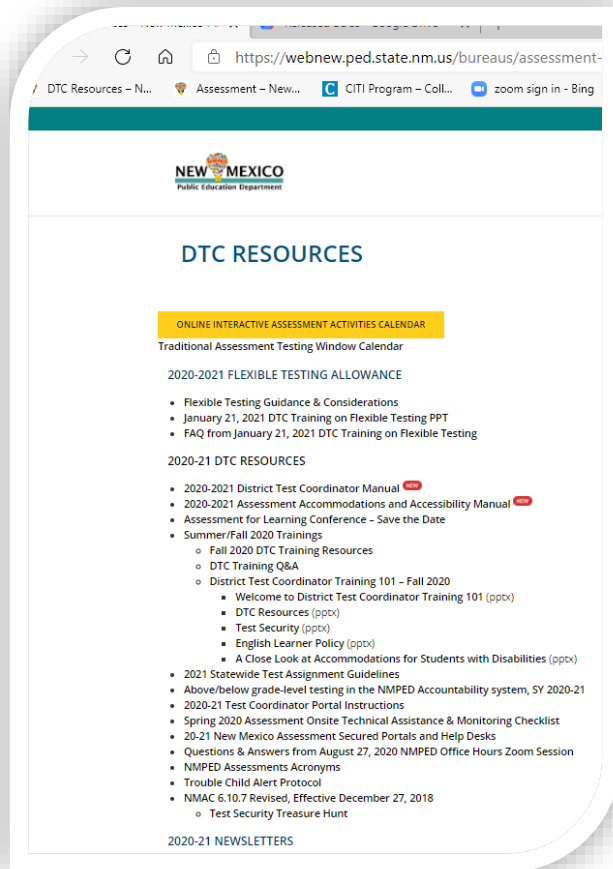
PED Core Assessment Team

Team Member	Other Supporting Areas
Lynn Vásquez Division Director of Assessment & Learning Management System	Assessment policies, accommodations policy, demonstrations of competency, SAT, Istation, TAC, & AAAC,
Beth Russom Program Manager	MSSA, iMSSA, ACCESS and DLM, innovative assessments
Xavier DeLeon NAEP State Coordinator	College Board, ASR, DTC Portal, EOCs, innovative assessments
Adam Rios College Board Program Coordinator	DTC Portal, troubled child alerts, EL waivers
Maureen Nash Business Operations	AAAC, Assessment costs, contracts, & IGAs
Carla Passos-Morgan LMS Event Coordination	Assessment literacy




Frequently Used DTC Resources

Primary Points of DTC Information



The screenshot shows the 'DTC RESOURCES' page on the New Mexico Public Education Department website. The page is titled 'DTC RESOURCES' and features a yellow banner for the 'ONLINE INTERACTIVE ASSESSMENT ACTIVITIES CALENDAR'. Below this, there are links to 'Traditional Assessment Testing Window Calendar' and '2020-2021 FLEXIBLE TESTING ALLOWANCE'. A list of resources is provided, including 'Flexible Testing Guidance & Considerations', 'January 21, 2021 DTC Training on Flexible Testing PPT', and 'FAQ from January 21, 2021 DTC Training on Flexible Testing'. A section titled '2020-21 DTC RESOURCES' lists various documents and training materials, such as '2020-2021 District Test Coordinator Manual', '2020-2021 Assessment Accommodations and Accessibility Manual', and 'Summer/Fall 2020 Trainings'. A final section titled '2020-21 NEWSLETTERS' is also visible.



The screenshot shows the 'ASSESSMENT BUREAU NEWSLETTER' for January 28, 2020. The newsletter includes a header with the NMPED logo and contact information. A note states: 'Please note: It will be increasingly crucial for DTCs to monitor assessment communications in the weeks ahead; PED recommends all DTCs attend the upcoming winter training.' The main content is divided into three sections: 'Planning for Spring Testing', 'Flexible Testing Considerations', and 'Winter DTC Training'. The 'Winter DTC Training' section mentions that training will be held on February 2-4, 2021, through Zoom. The 'Dynamic Learning Map (Optional Training for District & Building Administrators)' section provides information about optional training for schools implementing the DLM alternate assessment. The 'Cognia News' section mentions that Spring 2021 Online testing kiosk updates and initial ordering window information has been emailed to all DTCs from Cognia.

Revised Calendar & Test Assignment Guidelines

2020–2021

Updated 1/17/2020

STATEWIDE TEST ASSIGNMENT GUIDELINES

ESSA Required Assessment

Local education agencies (LEAs) are to use the following guidelines when assigning required statewide assessments.

Opt-In Testing

- In preparation for an approved [waiver](#), school leaders are encouraged to work with their communities and families to determine local desire to opt-in for ESSA summative assessments program. These assessments will need to be administered securely, proctored in person, and take place on site. Schools will have the flexibility to allow families to participate in all testing or partial testing without penalty or concern of negatively impacting state accountability.

Students with Significant Cognitive Disabilities

- Students whose Individual Education Plan (IEP) teams have determined that the alternate assessment is appropriate will take the Dynamic Learning Maps (DLM) assessment in math and ELA in grades 3–8 and 11.
- These students will take the DLM in science in grades 5, 8, and 11.
- English learners whose IEP teams have determined that the alternate assessment of English language proficiency is appropriate will take the Alternate ACCESS assessment starting with the grade in which identified (alt-ACCESS available for grades 1–12), and until they achieve an overall composite score of P1 or higher.
- Students with significant cognitive disabilities are exempt from the Istation Indicators of Progress (ISIP) assessment.

Required Test Assignments for General Education Student With or Without IEPs

English Learners

- Students identified as English learners (ELs) by the WIDA or W-APT screening assessments will take the ACCESS for ELs English language proficiency (ELP) assessment.
- ELs enrolled in a U.S. school for less than a full academic year may be exempted from taking the ELA assessment during their first year in a U.S. school. They will take math, science, and ELP assessments as appropriate.
- ELs enrolled in a U.S. school for less than three consecutive academic years may take the science, math, and language arts assessments in the home language of Spanish where those assessments are available.
- ELs enrolled in a U.S. school for four to five consecutive academic years may apply for a [waiver](#) to assess in the home language of Spanish.
- ELs enrolled in a U.S. school for more than five consecutive academic years must take all assessments in English.

High School Students*

- Students enrolled in grade 11 will participate in the SAT School Day with Essay and in the New Mexico Assessment of Science Readiness (NM-ASR).

Students in Grades 3–8

- Students in grades 3–8 must take their grade-level New Mexico Measures of Student Success and Achievement (NM-MSSA) test in ELA and math. This includes students enrolled in advanced math classes.
- Students in grades 5 and 8 will take the NM-ASR for their grade level.

*All assessments are assigned by grade leveled enrolled. To ensure correct ESSA participation calculations, students are not permitted to test above or below their grade level. In rare cases, there may be exceptions allowed which require PED approval. If so, please send an email to ped_assessment@state.nm.us with "Seeking Off-Grade Testing Permission" in the subject line.

Please contact ped_assessment@state.nm.us with any questions to these test assignment requirements.

NEW MEXICO Public Education Department			Assessment Calendar 2020-21 Rev. 01/19/2021
(Please note: In preparation of the state waiver, summative assessments* have been planned under an opt-in model. Adjusted testing windows are shown in red.)			
ASSESSMENT	GRADES	TESTING WINDOWS	
Kindergarten Observation Tool (Managed by Early Childhood Training can be found here)	Preschool - Kindergarten	o BOY: Due October 15, 2020 o MOY: Due February 22, 2021 o EOY: Within last 2 weeks of program (MOY and EOY Required for Pre-K, recommended for K)	
Istation Indicators of Student Progress (ISIP) ¹	K – 2	o BOY: August, September, or October 2020 o MOY: December or January 5, 2021 o EOY: May 3 – 27, 2021	
Interim New Mexico Measures of Student Success & Achievement (i-MSSA) ²	3 – 8	o BOY: August 17 – October 23, 2020 o MOY: December 7, 2020 – January 22, 2021 o EOY: May 3 – 27, 2021	
National Assessment of Educational Progress (NAEP)	4, 8 Math and/or Reading	Postponed until Spring 2022 by the National Association of Governing Boards (NAGB)	
*ACCESS for English Language Learners (ELLs) Alternate ACCESS	ACCESS: K – 12 Alt-ACCESS: 1 – 12	o February 15 – May 31, 2021	
*Dynamic Learning Maps (DLM)	3 – 8, 11 ELA/Math 5, 8, 11 Science	o March 22 – June 11, 2021	
*SAT School Day with Essay	11	Digital	o Primary: March 3 – 5, 2021 o Makeup: March 24 – 26, 2021 o Makeup: April 13 – 15, 2021 o Makeup: April 27 – 29, 2021
		Digital Accommodated Window	o March 3 – 16, 2021 o March 24 – April 6, 2021 o April 13 – 26, 2021 o April 27 – 29, 2021
		Paper	o Primary: March 3, 2021 o Makeup: March 24, 2021 o Makeup: April 13, 2021 o Makeup: April 27, 2021 o Makeup: May 18, 2021
		Paper Accommodated Window	o March 3 – 16, 2021* o March 24 – April 6, 2021 o April 13 – 26, 2021 o April 27 – 29, 2021 o May 18 – 20, 2021
*New Mexico Assessment of Science Readiness (NM-ASR)	5, 8, 11	o March 29 – May 7, 2021	
*New Mexico Measures of Student Success & Achievement (NM-MSSA)	3 – 8	Districts have flexibility to administer NM-ASR, NM-MSSA and Spanish SBA in any order during this window.	
*Spanish Reading Standards Based Assessment (SBA)	11		
*Spanish Language Arts (NM-MSSA SLA)	3 – 8		
*Avant STAMP ³ (Managed by Language and Culture Division)	K – 12	o Annually	
Assessments for the Seal of Biliteracy-Biliteracy ⁴ (Managed by Language and Culture Division)	11 – 12	o Ongoing	

Test Assignment Guidelines

- Directs DTCs on which students should be assigned which test in accordance with state and federal policy

Revised Testing Calendar

- Reflects changed and/or expanded windows

Investing for tomorrow, delivering today.

7

Secured Portals & Help Desks

2020–2021			
NEW MEXICO ASSESSMENT SECURED PORTALS AND HELP DESKS			
Assessment Programs	Secured DTC Portals*	Public Websites	DTC Help Desk/Emails
SAT School Day	College Board https://digitaltesting.collegeboard.org/	https://collegereadiness.collegeboard.org/educators/k-12	NMSAT@collegeboard.org New Mexico School Day Support: 866-756-7346
NM-MSSA NM-ASR SLA/SBA Reading i-MSSA Cognia Formative Item Sets	iServices https://iservices.cognia.org/	https://newmexico.onlinehelp.cognia.org/	877-676-6722 NMHelp@cognia.org
ACCESS for ELLs Alt-ACCESS WIDA Screener W-APT	WIDA US https://wida.wisc.edu/ WIDA AMS https://www.wida-ams.us	https://wida.wisc.edu/memberships/consortium/nm	WIDA Support: help@wida.us 866-276-7735 DRC Support: WIDA@datarecognitioncorp.com 855-787-9615
Dynamic Learning Maps	KITE – DLM Portal https://educator.kiteaai.org	https://dynamiclearningmaps.org/newmexico	DLM-support@ku.edu DLM Support: 855-277-9751
Istation's Indicators of Student Progress	Reporting & Management System https://secure.istation.com	https://www.istation.com/newmexico	866-883-READ (7323) Support@Istation.com
NAEP <i>Pre-notified schools only</i>	MyNAEP Website https://www.mynaep.com	https://webnew.ped.state.nm.us/bureaus/assessment-3/naepnm/	800-283-6237 NAEPHelp@westat.com
PED Provided Portals	Description	Link	PED Help Desk/Emails
SharePoint	Used for Secure transfer of documents containing student confidential data (e.g., safe child alerts)	http://webnew.ped.state.nm.us/_login/default.aspx?ReturnUri=%2Fsites%2FAssessment%2F_layouts%2F15%2fAuthenticate.aspx%3fSource%3d%252Fsites%252FAssessment&Source=%2Fsites%2FAssessment	Ped_assessment@state.nm.us 505-827-5861
DTC/STC Portal	Used to complete required forms and irregularity reporting online	https://tcp.ped.state.nm.us/	

*The District Test Coordinator is responsible for adding, removing, and updating user access for their LEA portal users such as STCs. New DTCs roles must be communicated to PED through the submission of the [Superintendent Designation of Test Coordinator Form](#) to the [DTC Portal](#) (preferred) or to PED.assessments@state.nm.us

6.30.2020



- Please contact the vendor help desk for general questions for assisting with uploading students, creating sessions, ordering, creating STC, TA user roles.
- Please contact PED Assessment Team for state policy related questions.

FAQs & Factsheets

FAQs

2020-2021

5 FACTS FOR PARENTS ABOUT STUDENT TESTING

Why Do We Test Students?

Summative assessments once a year show whether students across the state are mastering academic standards, while formative and interim assessments throughout the year tell teachers what individual students are struggling with so they can help them master those specific standards.

Assessing students is required by federal and state law. The Every Student Succeeds Act (ESSA) requires that, at a minimum, all students, including students with disabilities and English learners, be tested in:

- Reading and math in grades 3-8 and once in high school;
- Science once in elementary, middle, and high school;
- English proficiency if the student is an English learner.

What Is the Vision for Student Assessment in New Mexico?

In early 2019, the PED asked students, parents, teachers, and community members from around the state what they wanted in an assessment system. Based on that feedback, the Student Success Task Force recommended changes to the state assessment system. You can watch a short video about their work and read a brief summary of their recommendations at: <https://newmexico.gov/stfs/>

What Math and Reading Test will Students Take?

In grades 3-8, students will take New Mexico's Measures of Student Success and Achievement (NM-MSSA). In grade 10, students will take PSAT 10, and in grade 11, students will take the **SAT School Day with Essay**.

What Other Tests Will Students Be Required to Take?

- Students in grades 5, 8, and 11 will take the New Mexico Assessment of Science Readiness (NM-ASR).
- Students with significant cognitive disabilities will take the Dynamic Learning Maps test instead of NM-MSSA, NM-ASR, and the SAT.
- English learners will take ACCESS for ELLs to measure English proficiency.
- English learners with significant cognitive disabilities will take A-ACCESS instead of ACCESS.
- Students in grades K-2 will take the Istation early reading test.
- The Early Childhood Observation Tool is a tool used by teachers to see what Kindergarten and pre-K students know and can do.
- Please visit the Assessment web page to download Fact sheets for these tests at: <https://newmexico.gov/stfs/assessments/quick-communication/>

Are These Tests Required to Graduate High School?

New Mexico law requires that high school students show competency in reading, writing, math, science, and social studies to graduate (22-13-1.1 NMBA). Passing the ESSA-required assessments is one way to do this, but there are other ways for students to show readiness for graduation. Details can be found at: <https://newmexico.gov/stfs/assessments/graduate-requirements/>

Additional resources

- Balanced Assessment System Quick Infographic: <https://newmexico.gov/stfs/assessments/20200207The-Balanced-Assessment-System-Quick-Infographic.pdf>
- Balanced Assessment System Brochure: https://newmexico.gov/stfs/assessments/20200717NM_BAS_4-Page-Brochure.pdf

For additional information, visit the Assessment Bureau website at: <https://newmexico.gov/stfs/assessments/>
Email: PED.Assessment@state.nm.us

2020-2021

STATE AND FEDERAL ASSESSMENT REQUIREMENTS FAQ

What Are the Federal Requirements for Participation in State Assessments?

The Every Student Succeeds Act (ESSA) 1111(c)(4)(E)(i) requires states to annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools. ESSA 1111(b)(2)(B) requires the assessment of all students, including students with disabilities and English learners, in:

- reading and/or language arts in grades 3-8 and once in high school;
- mathematics in grades 3-8 and once in high school; and
- science once in grades 3-5, once in grades 6-9, and once in grades 10-12

ESSA 1111(b)(2)(C)(i) requires an assessment of English language proficiency for all students identified as English learners.

What Assessments Does New Mexico Administer to Meet These Federal Requirements?

- New Mexico-Measures of Student Success and Achievement (NM-MSSA) to measure mastery of math and language arts in grades 3-8. NM-MSSA results will be comparable to those of the spring 2019 Standards Based Transition Assessment.
- The SAT to measure math and language arts in grade 11;
- New Mexico Assessment of Science Readiness (NM-ASR) to measure science proficiency in grades 5, 8, and 11; and
- ACCESS for ELLs to measure English language proficiency for students who are identified as English learners.

ESSA 1111(b)(2)(B)(iv) requires that students with disabilities and English learners be provided appropriate accommodations on assessments, and that the state provide an alternate assessment (ESSA 1111(b)(2)(D)) for students with the most severe cognitive disabilities.

What Math and Reading Test will Students Take?

In grades 3-8, students will take New Mexico's Measures of Student Success and Achievement (NM-MSSA). In grade 10, students will take PSAT 10, and in grade 11, students will take the **SAT School Day with Essay**.

Which Alternate Assessments do Students With Significant Cognitive Disabilities Take?

Students whose Individualized Education Program (IEP) teams have determined that the general education assessment is not appropriate, even with accommodations in place, will take the Dynamic Learning Maps (DLM) assessment. DLM is administered in the same subjects and grades as the general assessments. [View the Alternate Assessment FAQ for more details.](#)

English learners with significant cognitive disabilities will take the Alternate ACCESS in place of ACCESS.

What Additional Assessments Does the State Require?

The New Mexico Statutes Annotated (NMSA) requires students to demonstrate competency in reading or language arts, writing, mathematics, science, and social studies to graduate high school (22-13-1.1 NMBA). Among a variety of options for demonstrating competency, students can demonstrate competency on the ESSA-required assessments.

The Istation early literacy assessment is required in grades K-2 for all students statewide (New Mexico Administrative Code (NMAC) 8.19.9).

The PSAT is required for students in grade 10.

For additional information, visit the Assessment Bureau website at: <https://newmexico.gov/stfs/assessments/>
Email: PED.Assessment@state.nm.us
Updated 7/1/2020

Factsheets

DYNAMIC LEARNING MAPS (DLM) 2020-2021

FACT SHEET

1

WHO TAKES THE ASSESSMENTS?

DLM is administered to students with significant cognitive disabilities whose special education Individualized Education Programs (IEPs) designate the state's alternate assessment as the appropriate academic assessment.

- Students in grades 3-8, 10, and 11 take DLM in English Language Arts and Math.
- Students in grades 5, 8, and 11 take DLM Science.

2

WHAT DOES THE TEST MEASURE?

DLM measures proficiency on the Essential Elements (EEs) for English Language Arts, Math, and Science. EEs are alternate standards linked with the Common Core State Standards and Next Generation Science Standards, although at less-complex skill levels.

3

HOW IS THE TEST ADMINISTERED?

- DLM is administered by an educator who is familiar with the student in a 1:1 setting.
- DLM is not a timed test. Test sessions are adapted to the student's ability, attention span, fatigue, etc.
- Accessibility features and accommodations are provided online or by the teacher to fit student needs.
- If materials are needed, they are typical items commonly found in a classroom.

4

HOW ARE PERFORMANCE LEVELS DETERMINED?

Student reports provide information to families, educators, and school officials about how students are performing against the alternate standards. Of the four performance levels below, "At Target" and "Advanced" are considered proficient.

EMERGING

APPROACHING THE TARGET

AT TARGET

ADVANCED

5

WHEN IS THE TEST GIVEN?

The test will be given during a 4-week window, March 22 to April 30, 2021.

For additional information, visit the Assessment Bureau website at: <https://newmexico.gov/stfs/assessments/>
Email: PED.Assessment@state.nm.us

NEW MEXICO'S MEASURES OF STUDENT SUCCESS & ACHIEVEMENT (MSSA) 2020-2021

FACT SHEET

WHO TAKES THE NM-MSSA?

Students in grades 3-8 will take the NM-MSSA in Spring 2021. The Every Student Succeeds Act (ESSA) requires that every state assess all students in language arts or reading and math each year in grades 3-8 and once in high school. The NM-MSSA, a summative statewide assessment, will be administered to meet the grade 3-8 component of this requirement.

WHAT DOES TEST MEASURE?

The NM-MSSA is aligned to the New Mexico Common Core State Standards (NMCCSS) for math and language arts. The NM-MSSA is intended to provide evidence to determine a student's grade level proficiency and progress toward college and/or career readiness. The Spring 2021 NM-MSSA blueprint and design will be available soon.

HOW IS THE TEST ADMINISTERED?

The test will be computer-based, and paper-based tests will be made available by request. The assessment will include accessibility features and accommodations to support diverse student needs. The NM-MSSA in NOT a timed test; unit times on blueprints are estimates to assist schools plan testing schedules.

HOW ARE PERFORMANCE LEVELS DETERMINED?

1	2	3	4
NOVICE	NEARING PROFICIENCY	PROFICIENT	ADVANCED

WHEN IS THE TEST GIVEN?

The NM-MSSA administration window will be March 29 – May 7, 2021.

- Schools are encouraged to maximize instructional time and create efficient testing schedules during the window.
- Schools administering paper forms will need to synchronize schedules to ensure test security.

For additional information, visit the Assessment Bureau website at: <https://newmexico.gov/stfs/assessments/>

Investing for tomorrow, delivering today.

9

State Policy Manuals

DTCs are required to review all manuals before administering an assessment.

1. [District Test Coordinator Manual](#)
2. [Accommodations and Accessibility Manual](#)





Federal & State Requirements

State & Federal Law

Federal and State law require all students to participate in assessments

❑ **Federal:** [ESEA; HR1, Title1, Part A, Subpart 1, Section 1111, \(b\), 3, C](#)

- (ii) be aligned with the State's challenging academic content and student academic achievement standards, and provide coherent information about student attainment of such standards;
 - reading and/or language arts to **all** students in grades 3-8 and once in high school.
 - mathematics to **all** students in grades 3-8 and once in high school.
 - science at least once to students in each of grades 3-5, 6-9, and 10-12.

❑ **State of New Mexico:** [Section 22-2C-4 NMSA 1978](#)

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.

New Mexico's Spring 2021 Available ESSA Assessments

Only Those With Significant Cognitive Disabilities

Dynamic Learning Maps (DLM)

Math 3-8, & 11

ELA 3-8, & 11

Science 5, 8, & 11

Alternate ACCESS for ELLs

ELP 1-12

General Education, Including Disabilities

Measures of Student Success & Achievement (MSSA)

Math 3-8

ELA 3-8

Assessment of Science Readiness (ASR)

Science 5, 8, 11

General Education, Including Disabilities

SAT School Day with ESSAY

Math 11

Reading 11

Essay

ELs in General Education, Including Disabilities

ACCESS for ELLs

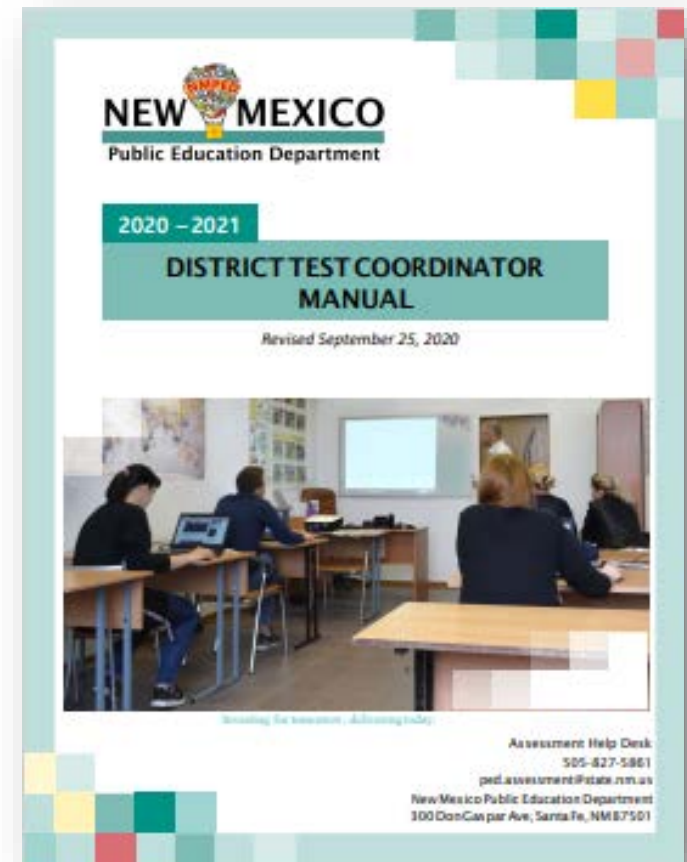
ELP K-12

ELP = English Language Proficiency

- No Longer available: PSAT 10
- No longer available: DLM 10
- Postponed until 2022: Main NAEP

Federal Statutes

- Individuals with Disabilities in Education Act (IDEA)
- Rehabilitation Act (Section 504)
- Equal Educational Opportunities Act
- Civil Rights Act
- Family Educational Rights and Privacy Act (FERPA)
- Health Insurance Portability and Accountability Act (HIPAA)



PII

What is PII?

Personally identifiable information (PII) is any data that could potentially identify a specific individual.

- Any information that can be used to distinguish one person from another and can be used for de-anonymizing anonymous data can be considered PII.
- Personally identifiable information (PII) must not be conveyed when testing issues are reported.

Student Privacy

The **Family Educational Rights and Privacy Act (FERPA)** of 1974 protects that privacy of all student data.

- Use **only the 9 digit SSID** number for transmitting communication. No other identifying details should be provided in an email.
- Personally identifiable information must be sent by secure file transfer

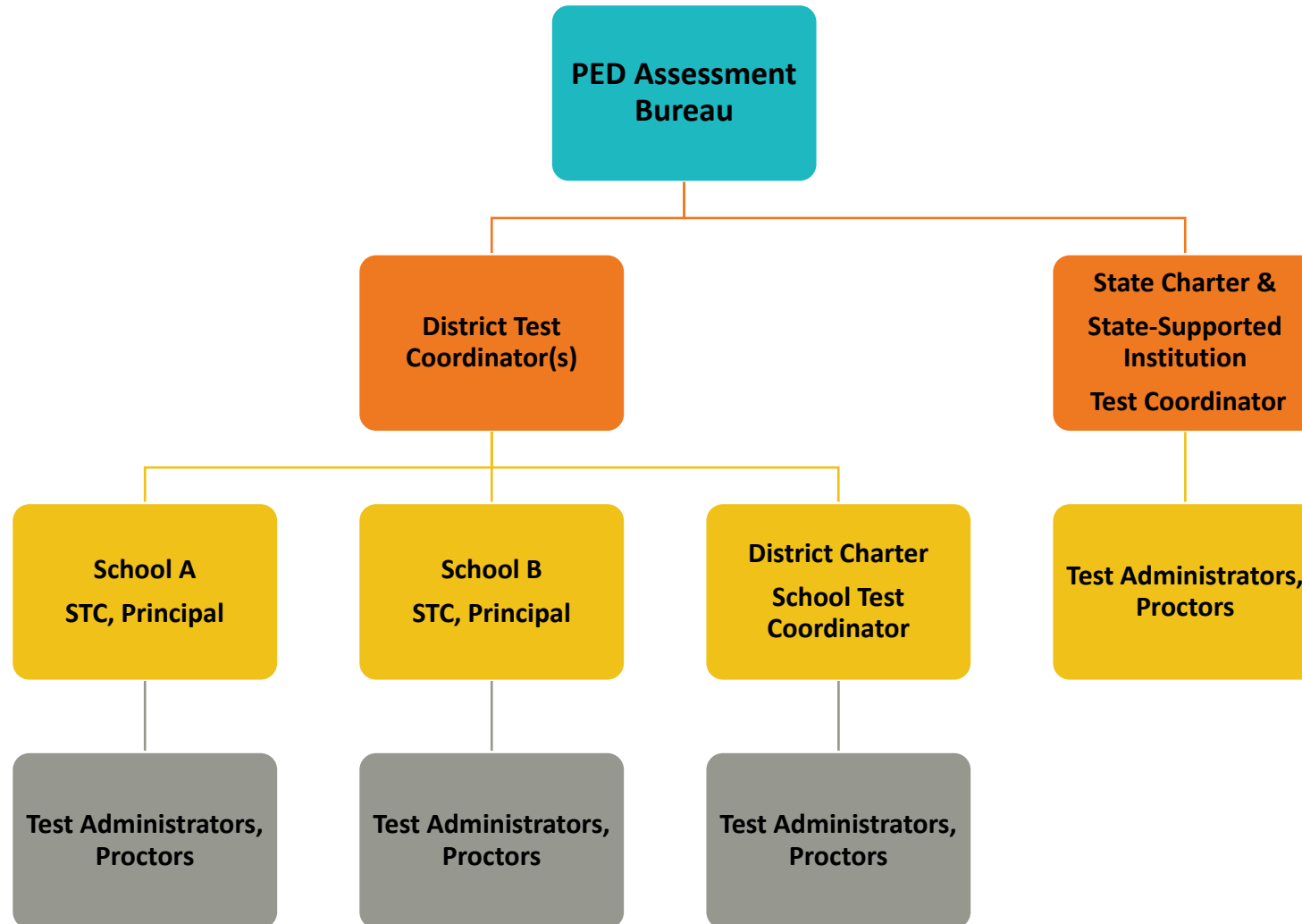
When Contacting a Vendor Desk:

- **Do not** send any Personally Identifiable Information (PII) for a student via email. This is a federal violation of the Family Education Rights and Privacy Act (FERPA). PII includes such information as a student's name, building name, or district name.
- **Do** send the student ID number, the test the students are taking (ELA, math, science, predictive interim, mini-test) and the error or concern you are reporting regarding the test taker.



Roles & Responsibilities of DTCs

Assessment Roles and Training Model



Assessment Roles and Responsibilities

	District Test Coordinator	School Test Coordinator	Test Administrator	Proctor	Student
<i>Primary Point of Contact for Role →</i>	<i>NMPED/Vendors</i>	<i>DTC</i>	<i>STC</i>	<i>STC</i>	<i>School Staff</i>
Training					
Hold a valid PED license (Teacher/Admin)	X	X	X		
Attend test security training 2x/year	X	X	X	X	
Must sign Confidentiality Agreement 2x/year	X	X	X	X	
Provide training to staff	X	X			
Review and know content in 6.10.7 NMAC (Filed Dec. 7, 2018)	X	X	X		
Review allowable test accommodations with staff	X	X			
Responsible for materials, inventory, and security	X	X	X		
Prior to Testing					
Provide assessment manuals and allowable support materials/tools (e.g., calculators, blank paper)	X	X			
Maintain local secure tracking procedures	X	X			
Create student and room test assignments		X			
Gives clear instructions on what is/is not allowed on each assessment	X	X	X		
Post "Testing, Do Not Disturb" signs		X	X		
Monitor halls/restroom escorts		X		X	
Identify students to be tested and place order	X	X			
During Testing					
Actively monitor proper and standard administration of assessments	X	X	X		
Ensure proper administration of accommodations	X	X	X	*May assist a TA	
Read the directions/scripts to students			X		
Protect student confidentiality	X	X	X	X	
Securely store assessment materials (including test tickets)	X	X	X		
Report irregularities as soon as possible	X	X	X	X	X
After Testing					
Obtain signature on NMPED Superintendent/Principal Verification forms	X	X			
Ensure that all students were tested	X	X	X		
Verify student data in online portal or paper based materials	X	X	X		
Return all secure materials	X	X	X		
Securely destroy all scratch paper and test tickets	X	X			
Distribution of reports and post test results	X	X			

Special Thanks to Sarah Draughon, Las Cruces

Annual Documents

Responsible Party	Document	Purpose	Deadlines	Sent/Files
Superintendent/ Charter Director	DTC Designation Form	Notified PED point of contact for DTC	Annually <u>and</u> replacement of coordinator	PED
DTC	Superintendent Verification Form	Confirms completion and assurance of protocols by LEA	10 days after test administration	Maintained physical or electronically by the LEA for 5 years, and made available for PED site visits
DTC	Principal Verification Form	Confirms completion and assurance of protocols at building site	Collected after test administration	
DTC	Test Security Training Sign-In & Confidentiality Forms	Assurance of state and local test security practices and protocols	Minimum 2 weeks prior to testing window	

DTC Responsibilities

- ❑ Attends PED DTC trainings and mandatory meetings
- ❑ Must be completely knowledgeable of 6.10.7 NMAC
- ❑ Disseminates 6.10.7 NMAC to all staff
- ❑ Communicates assessment information to district, schools, parents, and community
- ❑ Responsible for test material orders, inventory, security, and return of materials to vendor.
- ❑ Ensures all planning for standardized test administration

DTC Responsibilities

- ❑ Develops local district test security policies or checklists
- ❑ Provides manuals in advance of training and reviews manuals during training
- ❑ Ensures DTCS, TAs, and Proctors are certified, trained, and have signed Confidentiality Agreements
- ❑ Provides and reviews testing schedules
- ❑ Coordinates availability of locally-provided test materials (e.g., calculators, scratch paper) to school staff

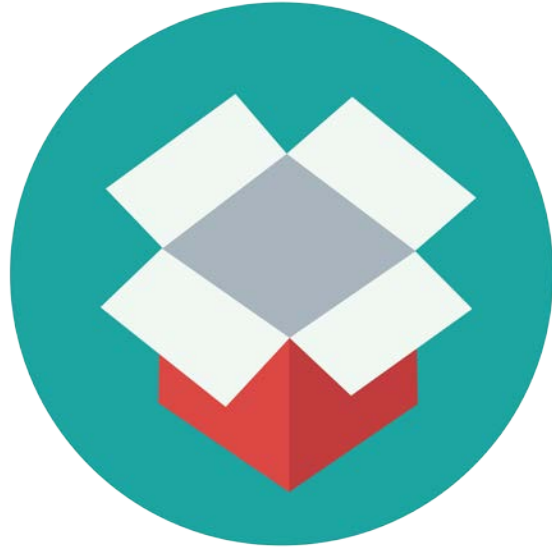
DTC Responsibilities

- ❑ Inspects correct assignment of student test sessions and student demographic information
- ❑ Inspects schools' accommodations documents
- ❑ Inspects schools to ensure secure storage of assessment materials and tracking procedures (chain of custody) are followed
- ❑ Inspects proper testing signage
- ❑ Reports irregularities to PED and conducts investigations

PED Site Monitoring Process

Monitoring visits ensure that all state and federally required assessment programs are conducted according to state and federal regulations.

- The assessment bureau conducts visits as needed, and will contact you prior to scheduling a visit
- DTCs will be asked a series of interview questions, and be required to provide documentation for communication, staff training, test security, test environment, and participation.



Flexible Testing Guidance & Considerations

New Mexico's Waiver Request Process

Step 1



The New Mexico Public Education Department (PED) is initiating a formal request to the U.S. Department of Education to waive federally required statewide assessment activities for the 2020-21 school year. Prior to submitting a waiver, the PED seeks to gather statewide input from New Mexico stakeholders. The purpose of this communication is to solicit your feedback on the state's plans to request a waiver for spring 2021 state summative assessments.

Why Is New Mexico Seeking This Request?

HEALTH & SAFETY FIRST

The burdens associated with the COVID-19 pandemic have impacted New Mexico and its ability to fully participate in and benefit from a stable learning environment. In states, New Mexico closed schools in spring 2020. New Mexico's high COVID rate pre starting the 2020-21 academic year with a conservative approach that limited elementary hybrid model for reentry. However, most elementary schools remained remote. Middle have been restricted from operating in-person for the vast part of the academic year, have indicated that unless there is a significant improvement in community health status continue remote instruction for the entirety of the academic year. As we approach the window, New Mexico finds itself in a situation parallel to spring 2020.

VALIDITY ISSUES

Given the lack of standardized summative test administration – essentially, the inability assessments uniformly given the various operating status of schools and conditions experiences and opportunities. If New Mexico were to administer spring 2021 summative the results face severe validity threats. In other words, it will be very hard to judge if a be gathered will mean what users think they mean.

Additional conditions that support valid and reliable data include:

- Standardized testing environments (e.g., testing is proctored in a secure environment)
- Students have had the opportunity to learn tested skills and knowledge (e.g., sufficient academic standards during instruction)
- Accessibility and accommodations considerations for all students, including students and English learners to be provided with supports during testing.

FOCUSED PRIORITIES FOR REMAINDER OF THE ACADEMIC YEAR

If state health and safety guidance allows students to return to the classroom during the physical and socioemotional needs will be addressed first. It is imperative that time in instructional calendar is focused on acceleration and bridging learning gaps. To address academic need, teachers must be able to leverage the assessment tools that support classroom instruction and that inform parents of their students' progress. State assets designed to provide this level of support for teachers or families. Formative assessment monitoring tools will need to be leveraged.

How Do I Provide My Input On This Request?

Please participate in the statewide survey for public comment at: <https://www.surveymonkey.com/s/newmexico>. All public comment needs to be submitted by January 20, 2021.



Step 2



February 1, 2021

The Honorable Phil Rosenfeld
Acting Secretary of Education
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20002

Dear Acting Secretary Rosenfeld,

I am writing to request a waiver allowance for flexible test administration for the state of New Mexico, pursuant to section 8401(b) of the Elementary and Secondary Education Act of 1965 (ESEA). This waiver request would permit New Mexico to:

Provide flexible testing options to students and families. The state will provide to all families and schools the invitation to participate in the English language arts, mathematics, and science assessments, as well as the English language proficiency, and alternate (1%) summative assessments in the spring of 2020-21, as long as such assessments are administered under standardized testing conditions. For families that elect to remain remote, the state will direct districts to administer an end-of-year interim assessment that is available for remote administration. Appendix A describes the specific details of our request.

We outline our rationale below, starting with our staunch commitment to equity.

Commitment to Equity

The New Mexico Public Department of Education's (PED) commitment to equity, student learning, safety and well-being is unwavering. New Mexico communities, educators, and families have experienced learning environments that have gone through tremendous upheavals over the past year. The demands upon our educators, students, and families have been unrelenting. In this extraordinary circumstance, we must strengthen our commitment to equity by first ensuring that student access to the resources that are needed to provide an adequate opportunity to learn and support social and

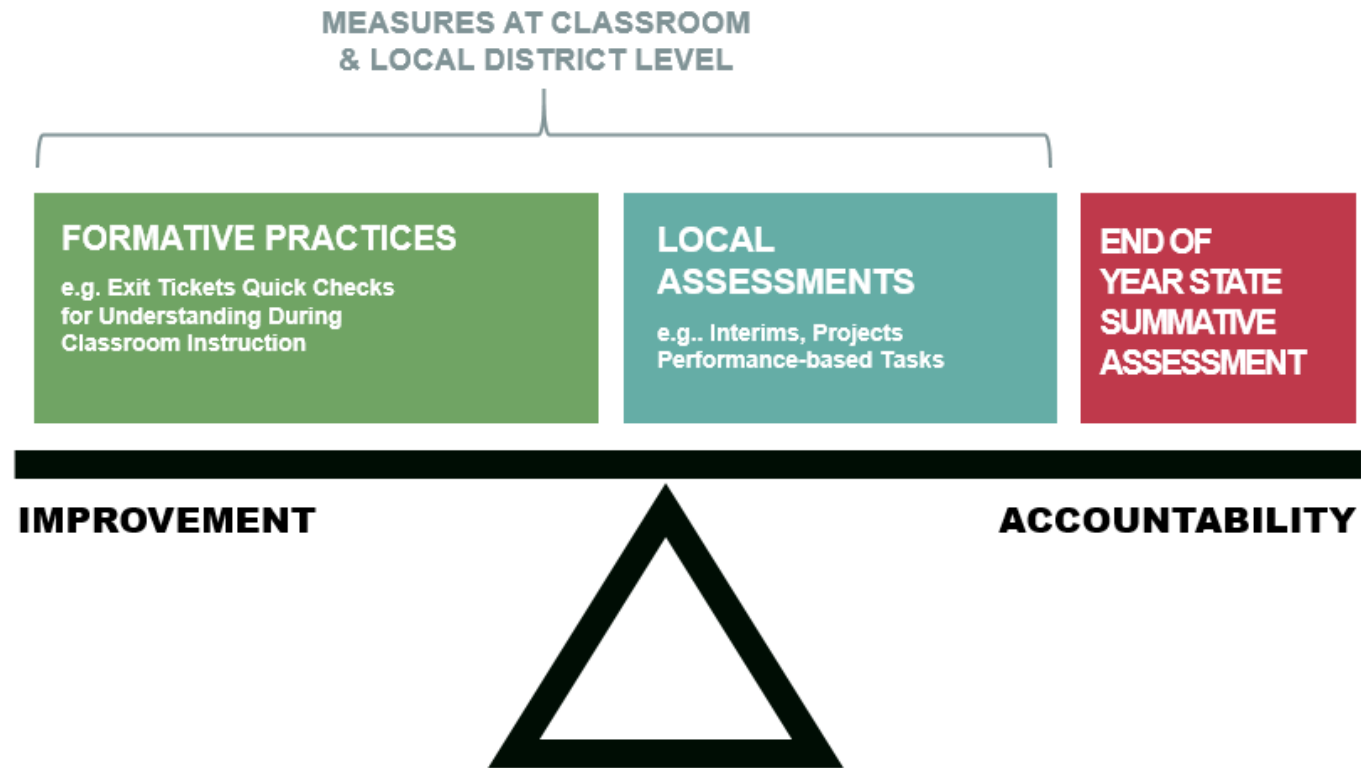
STEP 1: SEEK PUBLIC COMMENT

- 716 responses
 - 406 Educators
 - 142 Parents
 - 66 School Administrators
- 93% supported PED seeking a waiver
- 356 comments

STEP 2: WAIVER LETTER SUBMISSION

- Arguments in formal waiver request
 - Inability to meet 95% participation
 - Emphasis on spending remainder of academic year on acceleration and interventions
 - Focus energy on grant funded innovative assessments
 - PED's intention to still gather meaningful data to the greatest extent possible

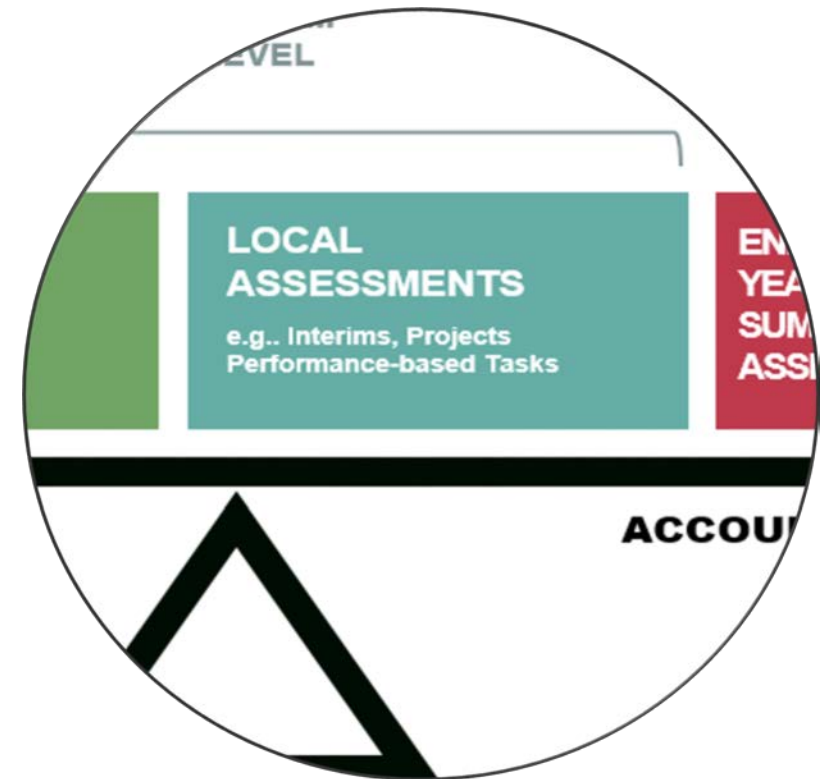
Balanced Assessment System Context



Other Available Assessments (Non-ESSA)

Other End of Year Assessments Available For Remote Administration:

- Istation math, ELA, SLA (K-2)
- Interim MSSA/ iMSSA (grades 3-8)
- Khan Academy SAT Practice



Flexible Option Conditions & Considerations

Conditions:


- State's waiver approval by U.S. Department of Education
- All districts will complete a ***PED's Flexible Testing Notification Survey***.
 - Districts will be to asked to administer a local end-of-year interim assessment (e.g., NWEA/MAPS; i-Ready) in addition to or in absence of MSSA.
 - Districts needing a local interim assessments will have access to state supported iMSSA.
 - All ESSA required assessments must be administered and proctored on site.

Considerations:

- PED has developed a [flexible testing considerations guidance document](#)

Flexible Testing Guidance

2020-21 ASSESSMENT ADMINISTRATION FLEXIBLE TESTING FAQ	
<p>Important notes to District Test Coordinators about this document:</p> <p>This document addresses questions asked by DTCs during the January 21, 2021 during the DTC training on flexible testing options. The PPT is available here. PED may need to revise this document as additional information and guidance is provided by the state Department of Health or federal agencies.</p> <p>It will be increasingly crucial for DTCs to monitor assessment communications in the weeks ahead. Proctor to student ratios may be variable depending on health orders. This document is not intended to address all DTC responsibilities for spring 2021 testing. DTC Trainings are still required per 6.10.7 NMAC.</p>	
FLEXIBILITY QUESTIONS	PED RESPONSES
Will LEAs need to provide other assessment data to PED in lieu of the ESSA data typically utilized for accountability purposes?	PED will ask districts voluntarily share data. More information will be forthcoming during the upcoming DTC Training on February 2-4, 2021.
What is the process for officially opting-in or opting-out?	PED will be asking LEAs to complete PED's Spring 2021 Flexible Testing Options Survey in the days ahead. Additional information will be provided at Winter DTC training.
Can districts "pick and choose" which assessments they would like to opt in	Districts need to thoughtfully inform and with parents and families so they are aware of the opportunities to test. In addition, please refer to the Guidance Considerations for Flexible Test Administration from the Assessment Bureau .
Our pueblos continue to be closed for the future. If we choose to opt-in to testing, does that work if only some students test?	Yes.
When can we expect the COVID protocols that will accompany opt in testing?	Please refer to the Guidance Considerations for Flexible Test Administration from the Assessment Bureau .
If schools opt-in to testing, will they be required to test every student? Or will students of families who choose to remain remote even in a hybrid setting be excused from testing?	It is likely that students may not be assessed this year due to various circumstances related to the pandemic. For families and students attending remotely, PED encourages the use of formative and interim assessments (e.g., Istation, iMSSA) which can be administered remotely via browser.
So I supposed the waiver could be denied so should we be prepared to administer the EOY tests? I would say we would not have the staff or the computers to administer them. All our computers are checked out.	It is highly unlikely that the new federal administration would not allow for any flexibility. We believe it would be nearly impossible for all states to meet the required 95% testing participation as required by ESSA.
How will opting out impact students applying to college in the Fall?	Please check the status of each high education institution for their requirements. Some colleges are waiving the



NEW MEXICO
Public Education Department

2020 – 2021 Assessment Administration

**FLEXIBLE TESTING GUIDANCE
AND CONSIDERATIONS**

Initial Publication: January 28, 2021

Lynn Vásquez
Division Director

Assessment Help Desk
505-827-5861 • ped.assessment@state.nm.us

New Mexico Public Education Department
300 Don Gaspar Ave, Santa Fe, NM 87501

- It will be increasingly crucial for DTCs to monitor assessment communications in the weeks ahead.
- Proctor to student ratios may be variable depending on health orders.
- These document are not intended to address all DTC responsibilities for spring 2021 testing.
- DTC Trainings are still required per 6.10.7 NMAC.

Testing Documentation/Approvals

- Do LEAs need to submit EL Waiver request? **Yes**
- Do LEAs need to request medical exemptions? **No**
- Do LEAs need to submit/report testing irregularities? **Yes**
- Do LEAs need to make non-standard accommodations use request? **Yes**
- Do LEAs still need to complete test security training verification, principal verification, & superintendent verification forms? **Yes**

Parent Communication & Potential Scenarios

In the testing flexible model, all families and students should have access to testing. LEAs need to thoughtfully communicate with families and their communities about the allowances provided in this flexible testing model. Parent letter templates are provided in the third section of the PED's Flexible Testing Guidance & Considerations document, and LEAs should provide local context to communications.

Below are 2 example scenarios and recommended guidance:

	Potential LEA Response	Potential Parent Response	PED Guidance
A	LEA determines to proceed with (___) test administration	Parent desires to opt-out (e.g., health risk, student absence)	Allow parent/student flexibility for participation
B	LEA determines not to proceed with (___) test administration	Parent desires for student to be assessed	LEA should proceed with test administration; NMSA, NMAC, and PED flexibility support student/parent access to testing



LEA Decision Matrix, Logistics, & Parent Engagement: *Considerations from a large district*

Happy Miller, PhD

Executive Director, RADA

Rio Rancho Public Schools

Rio Rancho Considerations for Testing

RRPS Considerations for Testing

- Purpose of assessment and types of data available
- Logistics for remote testing
 - Communication between student and teacher, remote testing protocols
 - Bandwidth at home for test and video
 - Scheduling
- Logistics for in person testing
 - Availability of test administrators and impact on instruction if testing in person at 5:1 ratio
 - Health and safety protocols (e.g., staggered starts, PPE, entrance procedures, scheduling of breaks, hallway monitors)
 - Transportation
 - Food service (delivered to room, can be kept in coolers)
 - Technology (updating, charge, missing devices)

RRPS Stakeholder Engagement Process

- Multi-department district team
- School stakeholders
 - Email with recommendations document
 - Two virtual Q & A sessions
 - Role specific meetings
- District leadership
- Parents
 - Email with recommendations document
 - Virtual “Parent University” meeting
 - Test specific information for sign up process
 - Contact information for questions and concerns

Name of Assessment	Federal or State	Content	Grade levels	Purposes	Data available this year	Test window	Rec.	Reasoning
SAT School Day	Federal	ELA & Math	11	Accountability, college entrance, scholarships	Standard college board reports will be available	March 3-5, April 13-15, 27-29	Optional	Requires in-person testing, most likely in ratio of 5 students to 1 test administrator.
Spanish Reading SBA	Federal	Reading	11	Accountability	Yes	3/29 - 5/7	Do not administer	Requires in-person testing. Will take time from instruction, will not provide immediate instructional information. No direct benefit to student.
NM-ASR	Federal	Science	11	Accountability	Early fall; cannot compare this year's scores to future years since no process to define proficiency yet.	3/29 - 5/7	Do not administer	Requires in-person testing. Will take time from instruction, will not provide immediate instructional information, data may arrive too late to plan for fall, no longitudinal data since new assessment, cannot serve as baseline.
DLM	Federal	ELA, Math & Science	11	Accountability	Yes. Rubric of skills, no overall score.	3/22 - 6/11	Do not administer	One-on-one in person test administration, time intensive. Difficult to use for graduation competency purposes.
ACCESS Alt-ACCESS	Federal	ELD	9-12	Accountability, program exit	Yes	2/15 - 5/31	Do not administer	In person test administration, most likely in a ratio of 5 students to 1 test administrator. Boom mics for speaking test are shared. Students will need additional support through instructional changes next year.
Avant STAMP	State	Spanish language fluency	9-12	Program evaluation of bilingual programs	Yes	Spring 2021	Do not administer	Vendor has tool for remote proctoring for grades 7-12. Unclear if remote proctoring permitted by PED.
Assessments for seal of bilingualism	State		12		Yes	Through out the school year	Optional	Remote proctoring is available.



Flexible Testing Planning: *Reflections from a small district*

David Salas
Counselor/DTC
Cimarron Schools



Cimarron Schools

Regarding MSSA, ASR:

- The majority of the Leadership Team felt that the data obtained would still be helpful in understanding student performance albeit less impactful than traditional reporting metrics.
- The Leadership Team felt that the opportunity to assess students within these assessments would be helpful in preparing them and our staff for future assessments.
- Logistically, it has been determined that given the size of our district, students could be assessed in safe manners while adhering to precautions associated with COVID mitigation efforts.

Cimarron Schools

Dissenting thoughts/Concerns:

- Concern about the amount of time required to assess students in light of current time limitations associated with online/hybrid learning.
- Concern about increased stress for students given limited preparation for assessments including time required to complete testing.
- Concern about data limitations-results cannot be used as a baseline or longitudinal measure.
- Health concerns regarding increased risk associated with onsite testing.

Cimarron Schools

SAT, ACCESS and DLM will be provided as "opt-in " alternatives with typical reporting due to larger pools of historical data available.

- Leadership Team members unanimously agreed with the rationale to assess all eligible students to maintain as consistent flow of longitudinal student data as possible.
- Consideration will be given to the validity of data in making instructional decisions in light of distance and hybrid learning.
- Members of the Leadership Team agreed that nationally normed data obtained will provide teachers with valuable information regarding individual student achievement.

Dissenting thoughts/Concerns:

- Logistical concerns regarding student safety

Cimarron Schools

It is possible for districts and even schools to opt-in for some tests and opt-out for others. This will be done on a student by student basis (i.e. if a student is close to testing out on ACCESS).

- Leadership Perspective: Parents will be given the opportunity to “Opt-out” of assessments; leadership felt this could reinforce the expectation to participate in state-mandated assessment upon a return to typical instruction.

Dissenting thoughts/Concern:

- Lack of consistency across schools will skew data limiting efficacy.
- Potential health risks associated with onsite testing

Summary

- In the flexible model, LEAs need to extend testing flexibility to students and families.
- Avoid using any single data point to make high stakes decisions; a single test should not determine the trajectory of a student's future.
- Avoid making comparisons.
- Different test serve different purposes. State summative assessments are not designed to inform real time instruction.

Questions



- If time allows, we will identify a few questions
- We will review questions during Q & A session in the afternoon
- Questions submitted into Google docs will be posted as FAQs in Canvas