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Test Coordinator's Manual

for Computer-Based and Paper-Based Tests

Spring 2022

NM-ASR Grades 5, 8, & 11

NM-MSSA Grades 3–8



**NEW MEXICO ASSESSMENT
OF SCIENCE READINESS**



**NEW MEXICO MEASURES
OF STUDENT SUCCESS AND
ACHIEVEMENT**

PED and Vendor Contact Information

General Administration Questions	Policy Questions
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*The PED should only be contacted by the district test coordinator (DTC). Test administrators (TAs) should contact their school test coordinator (STC) or DTC with any questions or concerns.

Note: This manual is available online at newmexico.onlinehelp.cognia.org/combined-manuals-summatives.



Content and Copyright Information

This manual was developed by Cognia™ under a contract with the New Mexico Public Education Department (PED) to develop, administer, score, and create reports for the New Mexico Measures of Student Success and Achievement and the New Mexico Assessment of Science Readiness. While the PED has reviewed this manual and posted it on its website, Cognia is responsible for the editorial and technical content.

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Spring 2022 NM-MSSA and NM-ASR Important Dates

Note: Because of the ongoing COVID-19 pandemic, these dates are subject to change. Any date changes will be noted on the Cognia Help and Support Page: newmexico.onlinehelp.cognia.org.

Computer-Based Testing	
NM-ASR and NM-MSSA Practice Test available in browser	24/7, year-round
Practice Testing with demo students to experience all aspects of student kiosk (no specific content): (quick guide located at: https://intro.emetric.net/)	24/7, all year round
Initial ordering window (for NM-ASR and Spanish Reading SBA materials)	December 6, 2021–February 18, 2022
Online portal is CLOSED for PED loading of additional student Pe-ID data (iTester portal is unavailable during this time)	January 21 (right after MOY iMSSA revised administration window ends)–January 23, 2022
Online portal ready for pre-testing administrative work (i.e., create/edit/update users, inventory rosters, add students, enroll/unenroll students, assign accommodations, and create classes)	January 24, 2022, 7 a.m. MT
Portal RE-OPENS for District PRE-ID CORRECTION Window/BULK UPLOADS (4 weeks) – Reminder: what districts upload will override data already in system	January 24, 2022, 7 a.m. MT
District PAPER TESTERS' Identification Window	January 24–February 2, 2022
Manual Roster updates (anytime once portal re-opens for district pre-ID correction window/bulk uploads window)	January 24–May 6, 2022
District PRE-ID CORRECTION Window/BULK UPLOADS CLOSES	February 11, 2022
Test Administrator's Manual available online	February 15–21, 2022 (notification will be sent as soon as it is posted)
Test Coordinator's Manual available online	February 15–21, 2022 (notification will be sent as soon as it is posted)
Additional ordering window (for NM-ASR CBT and PBT materials, and for NM-MSSA manuals if needed)	March 14–May 5, 2022
Test materials ordered in the initial ordering window delivered to districts/schools	March 21, 2022
Online portal ready for test scheduling	March 21, 2022, 7 a.m. MT
Test administration window begins	March 28, 2022, 7 a.m. MT
Test administration window ends	May 6, 2022, 9 p.m. MT
Post-online testing administrative work window (i.e., inventory roster to make sure every student who tested is accounted for; if anyone had absences, or other situations, use the correct Test Completion code)	May 9–11, 2022, 5 p.m. MT
Online portal closes for all NM Summative (i.e., NM-ASR, NM-MSSA) test-related tasks	May 11, 2022, 5 p.m. MT
Online portal remains open for EOY iMSSA interim testing	Through May 27, 2022

Spring 2022 NM-MSSA and NM-ASR Important Dates continued

Note: Because of the ongoing COVID-19 pandemic, these dates are subject to change. Any date changes will be noted on the Cognia Help and Support Page: newmexico.onlinehelp.cognia.org.

Paper-Based Testing	
Initial ordering window	December 6, 2021–February 18, 2022
<i>Test Administrator's Manual</i> available online	February 15–21, 2022 (notification will be sent as soon as it is posted)
<i>Test Coordinator's Manual</i> available online	February 15–21, 2022 (notification will be sent as soon as it is posted)
Additional ordering window	March 14–May 5, 2022
Test materials ordered in the initial ordering window delivered to districts/schools	March 21, 2022
Test administration window	March 28–May 6, 2022
UPS pickup window	April 4–May 10, 2022
UPS pickup scheduling (in iServices) must occur no later than	May 9, 2022, 1 p.m. MT

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1. Overview

1.1 About this Manual

This manual provides instructions for District Test Coordinators (DTCs) and School Test Coordinators (STCs) who are preparing for the spring 2022 New Mexico Measures of Student Success and Achievement (NM-MSSA) and New Mexico Assessment of Science Readiness (NM-ASR). The manual includes the procedures and protocols for test administration, as well as the policies related to test security and test administration that all school staff must follow. The DTC is responsible for all aspects of test administration and test security in an LEA. For a detailed description of the roles and responsibilities of DTCs and STCs, please see the *NM PED 2021–22 District Test Coordinator’s Manual* (available at webnew.ped.state.nm.us/wp-content/uploads/2021/09/2021-2022-DTC-Manual.pdf).

Administration instructions for Test Administrators (TAs) are included in the *Test Administrator’s Manual* (TAM), which includes administration scripts.

1.2 About the Tests

The 2022 NM-ASR is based on New Mexico’s new STEM Ready! Science standards, which combine the NGSS and New Mexico’s six specific standards. The new standards focus on important disciplinary core ideas, scientific and engineering practices (e.g., asking questions, developing and using models), and crosscutting concepts (e.g., patterns, cause and effect, stability and change) that apply across scientific disciplines.

The NM-ASR assessments will provide information regarding each student’s progress toward the achievement of essential knowledge and skills that will help them explain and make sense of phenomena in the world around them, solve problems, and apply their scientific literacy to understand the scientific dilemmas they may face as adults.

The 2022 NM-MSSA assessments will be administered in either computer-based test (CBT) or paper-based test (PBT) formats. English Language Arts (ELA) and Spanish Language Arts (SLA) assessments will focus on reading skills related to the comprehension and analysis of texts; the analysis of pieces of writing and knowledge of standard language conventions; and the production of writing while using standard language conventions. Mathematics assessments will focus on applying skills and concepts and understanding multi-step problems that require abstract reasoning and modeling real-world problems, precision, perseverance, and strategic use of tools. In both content areas, students will demonstrate their acquired skills and knowledge by answering items of various types, such as selected-response items, multiple-select items, evidence-based selected-response items, and open-response items.

Each NM-MSSA assessment comprises two sessions. NM-ASR assessments comprise three sessions. During administration of NM-MSSA Mathematics assessments, calculators are not allowed during the first session of the test, but all students are allowed to use calculators during the second session. Calculators are not allowed on NM-ASR assessments. Refer to [section 2.2.2](#) for additional information about the number of sessions for each assessment.

1.3 About Roles

In addition to the following general overview, detailed descriptions of the roles and responsibilities of DTCs, STCs, Test Administrators (TAs), and proctors are provided in the *2021–22 District Test Coordinator’s Manual* (available at webnew.ped.state.nm.us/wp-content/uploads/2021/09/2021-2022-DTC-Manual.pdf).

1.3.1 District Test Coordinator

The DTC serves as the primary liaison with the PED Assessment Bureau and the testing vendors and is responsible for all forms that must be submitted to the PED. The DTC is the primary source of assessment information for district staff, school staff, parents, and the community. It is the DTC’s responsibility to keep the local educational agency (LEA) informed about current assessment policy and changes and to provide teachers with available resources for content area assessments.

1.3.2 School Test Coordinator

The STC is appointed at the local level, and there is no need to inform PED. The STC's point of contact for matters relating to assessment is the DTC. In some smaller districts, the DTC serves as STC for one or more schools in the district. Some districts and some test vendors use the term Building Test Coordinator (BTC) but this manual uses the term STC.

1.3.3 Test Administrator

The TA administers the assessment to the students by following the procedures provided in the TA manual.

1.3.4 Proctor

Proctors assist TAs but may not act as a TA. Proctors are generally Educational Assistants (EAs) but can be anyone who does not hold one of the approved PED licenses. No proctor should assist with a group that has a child who is a close relative (child, grandchild, niece/nephew, etc.).

2. Administration Policies

2.1 Security Guidelines

Before distributing any test materials to test administrators, DTCs and STCs must read all the directions in this manual and in the *2021–22 District Test Coordinator’s Manual* (available at webnew.ped.state.nm.us/wp-content/uploads/2021/09/2021-2022-DTC-Manual.pdf).

The following measures are required to preserve the security of the NM-MSSA and the NM-ASR. District superintendents, charter directors, DTCs, STCs, building supervisors, TAs, and proctors are all charged with following these guidelines to preserve the integrity of the testing program.

2.1.1 Security of Test Materials

The New Mexico Statewide Assessment Program requires that the NM-MSSA and the NM-ASR receive the highest level of test security and accountability. The security of NM-MSSA and NM-ASR materials must be maintained before, during, and after the test administration. Please follow the guidelines in this manual for distributing, collecting, and returning these materials. Be sure that all testing personnel have access to a central, locked storage space for the safekeeping of test materials until the materials are returned to Cognia.

What Is Considered Secure Material?

For paper-based test (PBT) administration,

- test booklets, answer documents, periodic tables written on by students, and scratch paper written on by students are secure.
- students may be provided with scratch paper for their use on the test. All scratch paper must be collected and securely shredded at the school immediately following testing.

For computer-based test (CBT) administration,

- the Student Login Tickets, periodic tables written on by students (if locally printed), scratch paper written on by students, and human-reader scripts (if applicable) are secure.
- students may be provided with scratch paper for their use on the test. All scratch paper must be collected and securely shredded at the school immediately following testing.

It is important that students are not provided access to secure test materials except during test administration. Early exposure to secure test materials will invalidate the data results for the student’s test.

Reproduction or Unauthorized Distribution of Secure Materials

Unauthorized reproduction of test materials is a violation of the Federal Copyright Act and of section 6.10.7 of the New Mexico Administrative Code (NMAC), which addresses testing security and administration of the New Mexico Statewide Assessment Program. One requirement of this regulation is that signs be posted near school copy machines before and during the test administration window to notify individuals that NM-MSSA and NM-ASR materials may not be reproduced in any fashion, including paraphrasing.

The test materials may not be provided to any persons not coordinating and administering the test or being tested. TAs should not receive a copy of the test booklet unless they are administering the read-aloud accommodation.

Test questions may not be taught in part or in whole before, during, or after testing. Test questions may only be presented to students during the test administration period via the standardized procedures described in this manual and the *Test Administrator’s Manual* (TAM). The answers to questions may not be provided to students by any method (e. g., orally or in writing). Answers to test questions may not be deleted or altered by anyone except the student while taking the test. Reading test questions aloud to students, except in instances specified in this manual, is only permitted if the student qualifies for such an accommodation. Please see the list of prohibited activities in [section 2.1.2](#). Additional guidance is on the PED website.

Confidentiality Agreement

All administrations of the tests are to be conducted under the standardized procedures described in this manual for DTCs and STCs and the TAM provided to TAs. The PED Staff Confidentiality Agreement, available on the PED website (see link in [Appendix A](#)), must be completed and signed by any person who is likely to come in contact with standardized testing materials, including teachers, educational assistants, volunteers, proctors, and licensed and unlicensed office staff.

Test Security Plan

All materials must be stored in a secure place before testing, at the end of each testing session, and after testing is complete. Materials should not leave the school except to be returned to a central location within the district. Test materials should not be taken off-campus unless specifically authorized by the PED.

Test coordinators must use the serial number located on the front cover of each test booklet to keep records of all the test booklets. If a test booklet is missing following test administration, the DTC must ensure that a thorough search is undertaken to locate the booklet. If the booklet cannot be located, the DTC must report the loss within three business days to the Assessment Bureau of the PED and Cognia. This report must include all pertinent information regarding the incident. If the test booklet remains missing, the district will initiate a formal investigation into the loss and submit a comprehensive report of the incident to the PED.

Districts are held responsible to the PED for all test materials; therefore, **all materials must be accounted for**. Each district is responsible for developing and implementing a test security plan that fully addresses security and assigns responsibilities to school staff to meet all the requirements of the test administration. STCs, TAs, and proctors must be trained on all the test security requirements before the test administration. Make sure to follow the security plan developed for your district or school.

2.1.2 Prohibited Activities

It is unethical and shall be viewed as a violation of test security for any person to

- allow students to share information during the test administration;
- provide assessment accommodations that do not have instructional relevance or are not connected to a specific skill deficit determined by the student's educational team (**Note:** Text-to-Speech is considered an accessibility feature for the NM-ASR and the NM-MSSA Mathematics assessment and an accommodation for the ELA assessment.);
- give special assistance of any kind that could influence students' responses to test questions;
- direct a student to change responses to test questions or suggest that he or she should;
- allow students access to NM-ASR or NM-MSSA questions prior to testing;
- change a student's response to a test question;
- photocopy, transcribe, or in any way duplicate any part of the NM-ASR or the NM-MSSA;
- allow students to have cell phones or electronic devices not medically necessary during test sessions;
- fail to return all used and unused secure test materials;
- review the test questions for any reason;
- discuss the test with students/colleagues during or after the test administration; or
- fail to report any violations of these test administration security measures.

School and district staff are prohibited from studying or discussing test items in any manner, either among themselves or with students, before, during, or after testing.

2.1.3 Testing Irregularities and Security Breaches

All administrations of the tests are to be conducted under the standardized procedures described in the TAM provided to the DTCs, STCs, TAs, and proctors. Testing irregularities, such as potential cheating, and any suspected or actual breach of security should be reported immediately by the TA to the DTC or STC. Invalidation of tests due to testing irregularities or security breaches shall be determined after a thorough investigation and consultation between the DTC, STC, district/school superintendent, and the PED. As required by state regulations, the DTC must inform the Assessment Bureau of the PED of a testing irregularity or security breach within three business days of the occurrence (see contact information on [page B](#)). Within ten business days, the DTC must complete the PED's Testing Irregularity Reporting Form (see link in [Appendix A](#)). The report must detail the allegation(s), finding(s), location(s), and corrective action(s). Anonymous reports may be considered if specific factual information is provided that describes the alleged incident in detail, including names of anyone involved or any observer, and dates, times and locations.

If any certified school employee is involved with any of the unauthorized activities cited in [section 2.1](#) of this manual, that employee is in jeopardy of possible license revocation by the PED.

2.1.4 Student Confidentiality

The Family Education Rights and Privacy Act (FERPA) requires that access to individual students' information be restricted to the student, his/her parents/guardians, and authorized school personnel. All superintendents, principals, DTCs, and STCs are responsible for maintaining the privacy and security of all student records.

Individual test scores, as well as all other aspects of a student's record, are confidential. Scores can be released only in instances of school staff needing to know them, valid requests for transcripts, or the student/parent enforcing his or her right to inspect and request explanations of his or her records. In some instances, a court order or subpoena may require the release of this information; however, the student/parent must be informed of this request before any information is released. Test scores may also be released to parents or guardians of all students enrolled in a New Mexico public school.

Researchers may obtain test scores from school districts provided the information requested is at the group or cohort level. No information may be reported for groups smaller than 10 students.

Those who work with student test scores are required to withhold confidential information unless proper release is granted by the caretaker of student records. School personnel are also charged with maintaining the results of standardized tests as part of student records.

2.2 Administration Information

2.2.1 Testing Requirements

New Mexico will administer the NM-ASR to all eligible students enrolled in grades 5, 8, and 11, and the NM-MSSA to all eligible students enrolled in grades 3–8. PED will hold all schools accountable for participation in the NM-ASR and NM-MSSA.

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 are permitted only in the following circumstances:

- Students with significant cognitive disabilities who meet the eligibility criteria established by the PED and participate in the Dynamic Learning Maps (DLM) assessment are not required to participate.
- Students with a PED-approved medical exemption are not required to participate.
- EL students who are enrolled in U.S. public schools for their first year, and whose home language is not Spanish, are exempt from the ELA portion of NM-MSSA.

- EL students who are enrolled in U.S. public schools for their first year must participate, with appropriate accommodations provided as needed.
- 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.

For additional information about testing requirements, please contact the PED via telephone at 505-827-5861 or e-mail at ped.assessment@state.nm.us.

2.2.2 Test Design and Durations

NM-ASR Question Types

The NM-ASR is composed of a variety of question types. Some questions are grouped in clusters that correspond to a shared stimulus (a passage), while other questions are standalone. There are open-ended response questions (OEs), which are human-scored, and one- and two-part, machine-scored questions (MS-1s and MS-2s). The MS-1s are worth one point each, and the MS-2s are worth two points each. The MS-1s and MS-2s include multiple-choice, multi-select, and various technology-enhanced interaction types, including the following:

- drag-drop
- fill in the blank
- graphing (bar, point/line)
- hot spot
- inline choice
- matching

Administration Times

All test sessions, including make-up testing, must be completed during the test administration window. (Refer to the Important Dates table on the inside front cover of this manual.)

Administration time is the total time that schools should schedule for each test session. It includes the session testing time and the approximate times for administrative tasks such as reading directions, answering questions, and distributing and collecting test materials. See the following table.

Administration Time: Guidelines for Scheduling

Task	Time to be Allotted for Test Administration
1. Pre-administration tasks, including reading instructions to students and answering questions.	10 minutes
2. Distribution of test materials to students.	5 minutes
3. Administration of session.	Refer to the session testing timetables
4. End-of-session activities, including collecting test materials.	5–15 minutes

Testing Times

The NM-ASR and NM-MSSA are untimed tests. Suggested times are provided to assist with scheduling. The suggested testing times for the 2022 assessments are listed in the following tables.

NM-MSSA Session Testing Times

Subject(s)	Session	Estimated Testing Time (Minutes)	Calculator Status by Section
Mathematics Grades 3–8	Session 1	60	Non-calculator
	Session 2	60	Calculator
ELA Grades 3–8	Session 1	60	
	Session 2	90	
SLA Grades 3–8	Session 1	60	
	Session 2	90	

NM-ASR Session Testing Times

Subject	Session	Estimated Duration (Minutes) ¹	Number of Questions	Question Types ²
Science 5 and 8	Session 1	50	17	MS-1, MS-2, OE
	Session 2	50	17	
	Session 3	50	14	
		Total: 150	Total: 48	
Science 11 (HS)	Session 1	55	18	MS-1, MS-2, OE
	Session 2	55	17	
	Session 3	55	16	
		Total: 165	Total: 51	

1 This estimated duration does not include the additional 15 minutes per session normally recommended for the TA to distribute materials and read directions to the students.

2 MS-1 = machine-scored, 1-point, multiple-choice; MS-2 = machine-scored, 2-point, two-part (including multi-select and technology-enhanced interaction types); OE = open-ended response

For more information about the test design, refer to the NM-MSSA Summative Test Specifications available at newmexico.onlinehelp.cognia.org/resources-nm-mssa and NM-ASR Summative Test Specifications available at newmexico.onlinehelp.cognia.org/resources-nm-asr.

Calculators

For the second session of Mathematics assessments, the appropriate calculator will be available on the online platform for computer-based testing. Additionally, students may use hand-held calculators during computer-based testing as allowed by local policy. For paper-based testing, a hand-held calculator should be provided to each student.

- For grades 3–6, students may use only four-function calculators with square root and percentage functions for all calculator sections.
- For grades 7 & 8, students may use only scientific calculators for all calculator sections.

For information on allowable calculator use and specifications for the NM-MSSA, refer to the NM-MSSA Calculator Policy. ([Appendix D](#))

Practice Tests

Administering the practice tests is an important preparation step for both administration staff and students. The practice tests allow students and staff to become familiar with the format and types of questions they will see on the operational NM-MSSA and NM-ASR. Both computer-based and paper-based practice tests are available. The NM-MSSA and NM-ASR *Practice Test Manuals* provide more information, as well as practice test administration scripts and directions.

2.3 Technology Guidelines for Computer-Based Testing

There are two components of the New Mexico Public Education Assessments online testing platform: the online Portal, used by school, district, and state administrators for rostering students, assigning accommodations, creating classes and test sessions, and monitoring test status; and the Kiosk, used by students for testing. The technology specifications for each component are provided in the *NM PED Assessments Technology Guidelines* (available at <https://newmexico.onlinehelp.cognia.org/wp-content/uploads/sites/10/2020/03/NMPED-Assessments-Technology-Guidelines-2021-2022.pdf>).

2.3.1 Student Kiosk and Online Portal

Also available at newmexico.onlinehelp.cognia.org/cbt-guides are the *NM PED Assessments Kiosk Installation Guide 2021–2022* and *NM PED Assessments Kiosk User Guide 2021–2022*, which provide detailed instructions for installing and using the Kiosk, and the *NM PED Assessments Portal User Guide 2021–2022*, which provides instructions for using the online Portal.

3. Accessibility Features and Accommodations

3.1 Overview and Policies

Accommodations and participation decisions will be made by each student's educational team. The team should have ensured that the student received the agreed-upon, allowable accommodation(s) in instruction and classroom assessments in the content area for a sufficient amount of time before NM-MSSA or NM-ASR administration so that the student will be comfortable with using it on the assessment. Unlike accessibility features, the use of each accommodation in daily instruction must have written documentation in the Individualized Education Program (IEP), 504, or EL plan. Only students on IEP, 504, or EL plans are eligible for accommodations. Students who have achieved fluent English proficiency are not eligible for EL accommodations.

For a complete list of accommodations allowed on the NM-MSSA and the NM-ASR, refer to the 2021–22 *Assessment Accommodations & Accessibility Manual* (available at webnew.ped.state.nm.us/wp-content/uploads/2021/09/2021-22-Accommodations-Manual.pdf).

For PBT administration, fill in the bubble for each accommodation used for each student in accommodations boxes H and I on the next-to-last page of the PBT answer document, as applicable.

For CBT administration, select each accommodation used for each student in the accommodations area.

Note: Computer-based test accommodations should be assigned before computer-based test sessions are scheduled.

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.

Any assessment in which modifications are provided must be invalidated.

More information on using accommodations and third party assistive technology can be found in the *NM Testing with Third Party Assistive Technology* guide at newmexico.onlinehelp.cognia.org/cbt-guides.

3.2 for Computer-Based Testing

3.2.1 Setting Accessibility Features and Accommodations

The DTC or STC **must** assign accessibility features and accommodations embedded in the iTester system before the start of testing. TAs cannot perform this task. For example, the Text-to-Speech accessibility feature **must** be assigned before scheduling a test and **cannot** be assigned after the student has logged in to any session of any test without delaying your testing schedule. Other accommodations to be delivered locally are also documented in the Portal. Call the New Mexico Help Desk with any questions related to assigning accommodations in the iTester system.

To set accessibility features or accommodations, follow these steps:

- From the **Students** tab, select the student to set accommodations for by clicking **Edit**.
- On the **Accommodations** tab, click the check box next to each accessibility feature and/or accommodation you want to set.
- Click **Save**.

The screenshot shows the 'Accommodations' tab in the iTester system. It is divided into three main sections, each with a list of options and checkboxes:

- Accessibility Features** (Delivered by the Test Platform):
 - ☒ Reverse Contrast
 - ☒ Custom Masking
 - ☒ Color Contrast
 - ☒ Answer Masking
 - ☐ Mathematics TTS English (Excludes Formative)
 - ☐ Mathematics TTS Spanish (Excludes Formative)
 - ☐ Science TTS English (Summative Only)
 - ☐ Science TTS Spanish (Summative Only)
- Accommodations** (Delivered by the Test Platform):
 - ☐ ELA TTS Spanish (Summative Only)
 - ☐ ELA TTS English (Summative Only)
 - ☐ Allow Accessibility Mode Testing
 - ☐ ASL Video (Mathematics - Summative Only)
 - ☐ ASL Video (ELA - Summative Only)
 - ☐ Basic Calculator on Non-Calculator Sections of Mathematics Test
 - ☐ Scientific Calculator on Non-Calculator Sections of Mathematics Test
 - ☐ Word Prediction (Embedded)
- Accommodations** (Delivered Externally):
 - ☐ Headphones/Noise Buffer
 - ☐ Mathematics Tools
 - ☐ Word Prediction
 - ☐ Speech-to-Text
 - ☐ Human Signer
 - ☐ Human Signer for Test Directions
 - ☐ Braille Notetaker
 - ☐ Braille Writer
 - ☐ Refreshable Braille Display with Screen Readers (Summative Math and ELA, Interim Math Only)
 - ☐ Screen Readers (Summative Math and ELA, Interim Math Only)
 - ☐ Tactile Graphics (Summative Only)
 - ☐ Human Reader English (IEP, 504, EL)
 - ☐ Human Reader Spanish (IEP, 504 - Excludes Formative)
 - ☐ Read Aloud to Self
 - ☐ Human Scribe
 - ☐ Assistive Technology Device Presentation
 - ☐ Assistive Technology Device Responses
- Accommodations for English Learners(EL)** (Delivered by the Test Platform):
 - ☐ Spanish Language Version (Summative Math, Science and Language Arts and Interim Math Only)
- Accommodations for English Learners(EL)** (Delivered Externally):
 - ☐ Picture Dictionary
 - ☐ Directions in Native Language
 - ☐ Commercial Word-To-Word Dictionary
 - ☐ Customized Dual Language Glossary
 - ☐ Pocket Word-To-Word Translator

At the bottom of the form are 'Save' and 'Cancel' buttons.

Text-to-Speech


















For Text-to-Speech, you must select the **Text-to-Speech** option appropriate and applicable to the student to enable this accommodation. Note that for the NM-ASR and the NM-MSSA, Text-to-Speech is treated as an accessibility feature for the Mathematics assessment and an accommodation for the ELA assessment.

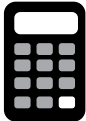
Spanish Language Version

For students taking the Spanish version of the test, "Spanish Language Version" must be selected on the student accommodations menu and the students must be scheduled for a Spanish test when scheduling test sessions.

3.2.2 Online Portal Accessibility Features and Accommodations Chart

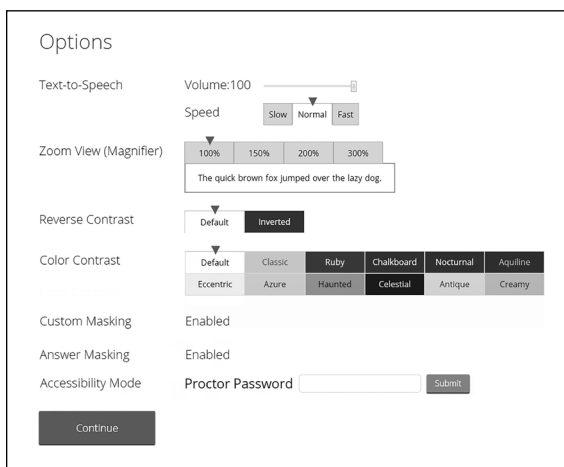
The following accessibility features and accommodations are delivered in the online testing platform if they are assigned to the student in the online Portal.

Feature/ Accommodation	Icon	Description/Action
Allow Accessibility Mode Testing	Options Text-to-Speech Volume:100 Speed: Slow Normal Fast Zoom View (Magnifier) The quick brown fox jumped over the lazy dog. Reverse Contrast Default Inverted Color Contrast Default Classic Ruby Chalkboard Nocturnal Aquiline Eccentric Azure Haunted Celestial Apple Pie Creamy Custom Masking Enabled Answer Masking Enabled Accessibility Mode Proctor Password <input type="text"/> Submit Continue	Allows students to use third party assistive technology software within the kiosk. The proctor will be required to enter the proctor password on the Options page to enable Accessibility Mode. Available on Windows operating systems only.
Answer Masking	  between 4 and 6  between 7 and 10  between 11 and 14	The Answer Masking tool allows students to hide an answer option. This will help the students narrow down the correct answer. By clicking the eye icon again, it will display the answer option again.
Color Contrast		Students can choose a text and background color from a set of 12 predefined color combinations. Use this tool to change the background color and text color of the test content.
Custom Masking		Provides the ability to mask certain parts of the test interface or question. It can be re-sized, and it is draggable.
Reverse Contrast		Inverts color values on the screen.
Text-to-Speech English	Text-to-Speech:    	(ELA: Accommodation; Math and Science: Accessibility Feature*) Students can play, pause, skip, or stop audio. They can select specific text for on-demand audio, and the Gear icon allows students to change the volume or speed of the text being read aloud.
Text-to-Speech Spanish	Texto a Voz:    	(ELA: Accommodation; Math and Science: Accessibility Feature*) Students can play, pause, skip, or stop audio. They can select specific text for on-demand audio, and the Gear icon allows students to change the volume or speed of the text being read aloud.
Word Prediction (Embedded)		Students can access Co-Writer® word prediction function in text entry items. This function will be available in Windows and Mac this year. It will also be available in Spanish this year. Does NOT require Co-Writer license.
ASL Videos		(Accommodation) Students can play a video with American Sign Language interpretation of item content. (Not available for the NM-ASR)

Feature/ Accommodation	Icon	Description/Action
Basic or Scientific Calculator (for non-calculator portions of the Mathematics tests)		(Math: Accommodation) Provides either a Basic or a Scientific calculator to assigned students on the non-calculator portions of the Mathematics test.

*Text-to-speech feature for the NM-ASR must be assigned before scheduling the test.

If selected in the portal, accessibility features (including Text-to-Speech) will appear and can be adjusted on the student's test interface.



3.3 for Paper-Based Testing

DTCs and anyone else involved in administering these forms: Please read these directions carefully before you administer the test.

Refer also to the 2021–22 District Test Coordinator's Manual (available at webnew.ped.state.nm.us/wp-content/uploads/2021/09/2021-2022-DTC-Manual.pdf).

NOTE: throughout this section, “answer document” refers to the grade 3 Mathematics and ELA integrated test and answer booklets, as well as the standard answer documents for the grades 4–8 assessments and the answer documents for the NM-ASR, grades 5, 8, and 11.

3.3.1 Test Security

All security measures outlined in the *Test Administrator's Manual (TAM)* and this manual are applicable and must be followed when testing with the large-print and Braille versions of the test. **Duplication or retention of any large-print or Braille test material is not permitted.**

3.3.2 Administering the Large-Print Version

Students who are administered a large-print version of the NM-ASR or NM-MSSA must be given a large-print test material packet. The packet includes a large-print instructions sheet, a large-print test booklet, and a standard-sized test booklet and answer document.

Please consider the following when administering the large-print test:

- Test administrators should read the directions and scripts from the TAM 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, students should also be provided with soft-lead No. 2 pencils. The appropriate calculators should be made available for students taking the grades 6–8 Mathematics tests (see [section 2.2.2](#) for details).

Student Responses

Only responses bubbled and written in the standard-sized 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 answer document or typewritten **must** be transcribed into an answer document before shipping. The TA and the student should consider the following options to determine the best method for recording the student's responses:

- Students may use No. 2 soft-lead 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. The scribe must 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: All multiple-choice answers must be transcribed by the TA (or the proctor) 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 in [section 3.3.5](#).

3.3.3 Administering the Braille Version

Students who are administered a Braille version of the NM-MSSA or the NM-ASR must be given a Braille test material packet. The packet includes a Braille instructions sheet, a Braille test booklet and associated test administrator notes, a standard test booklet, and a standard answer document, as well as any content-appropriate ancillary materials. Please consider the following when administering the Braille test:

- Test administrators should read the directions and scripts from the TAM the same way as for a standard administration. The TAs 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 before the appropriate subtest. Additionally, the TA should have available Braille paper and placeholders.

Student Responses

Only responses bubbled and written inside an 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 answer document or typewritten **must** be transcribed into an answer document before shipping. The TA and the student should consider the following options to determine the best method for recording the student's responses. Students may use any combination of these options to answer test items.

- 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.

The student's Braille responses and all other responses in the Braille test booklet **must** be transcribed **verbatim** into the student's answer document by the TA (or the proctor) 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 in [section 3.3.5](#).

3.3.4 Administering the Human-Reader Version

Students who are administered a human-reader version of the NM-MSSA must be given a human-reader test material packet. The packet includes a human-reader test administrator script, two standard-sized test booklets, and one answer document.

In addition to the materials in the human-reader packet, students should also be provided with soft-lead No. 2 pencils. The appropriate calculators should be made available for students taking the Mathematics tests. (See section 2.2.2 for details.)

Student Responses

Only responses bubbled and written in 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 answer document or typewritten **must** be transcribed into an answer document prior to shipping.

Students may use No. 2 soft-lead pencils to record their responses in the answer document. (Do not allow students to use mechanical pencils.)

3.3.5 Typed Responses for Paper-Based Testing

Typed responses to short-answer and open-ended questions may be submitted for those students who qualify for the Assistive Technology Devices Responses 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) or NASIS ID
- Unique answer document number found on each page inside the student's answer document
- District name
- School name
- Session name (e.g., ELA Session 1)
- Question number (e.g., #6)

At the end of testing, the TA collects all sheets of paper containing typewritten responses from each student and provides them to the STC and DTC along with the student's answer document. The TA must never staple, tape, or glue typed response pages into an answer document.

NOTE: All multiple-choice answers must be transcribed by the TA (or proctor) into the answer document.

4. Before Testing

4.1 Test Scheduling

There is no requirement to use a PED-approved schedule. Follow the scheduling guidelines to maintain standardized testing procedures and safeguard against a security breach. It is the DTC/STC's responsibility to inform TAs and proctors about the testing schedule established by the district or charter school.

4.1.1 Testing Disruptions

TAs must not begin testing if students will not be able to finish the session before their lunch break or the end of the school day. Once a testing session has begun, students must be allowed to finish. Students should be allowed to leave the testing room to use the restroom as needed during the test session, provided they are escorted to the facility. Except in the following circumstances, students are not allowed to stop in the middle of a session and resume at a later point.

- Sudden student illness
- Emergency evacuation
- Fire drill

In these circumstances, students may be allowed to complete the session later, but they **may not** change responses to any test questions already answered.

4.1.2 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 may be administered throughout the main testing window except during regular testing. Makeup tests are considered valid so schools and districts are not penalized for legitimate student absences.

4.2 DTC & STC Task List

DTCs and STCs are responsible for the following tasks (**Note:** Please review this list before you distribute any test materials to TAs.):

- Announce the test window in advance. Instruct TAs to prepare students by explaining the purpose of the NM-MSSA and the NM-ASR.
- Provide training for all district personnel involved in test administration, preparation, and security in accordance with the PED regulation 6.10.7 NMAC.
- Review the *Test Administrator's Manual* (TAM), as applicable.
- Follow the testing schedule selected by the district for your school.
- Gather all the test materials needed for test administration, including the following:
 - › *Test Administrator's Manual*
 - › A "Testing—Do Not Disturb" sign (not included with test materials)
 - › A Security Checklist or another documentation method for STCs and TAs to use daily during test administration to maintain a tracking log to account for collecting and securely destroying secure test materials, such as Student Login Tickets and scratch paper written on by students.

4.3 Session Access Codes for Computer-Based Testing

DTCs or STCs schedule tests via the Test Sessions tab in the online Portal. After scheduling the test, DTCs/STCs will go to the “View Details/Student Logins” page for the applicable class scheduled for the test. On this page DTCs/STCs will see access codes for each session of the test.

Home

Site Readiness

Students

Enrollment Transfer

Classes

Test Sessions

Pre-ID Management

Dashboard

Admin eMetric

Help & Support

Login

Test Sessions

District:

Cyber City

School :

Cyber City Sch3

Administration:

NM Admin

Content Area:

English Language Arts

Teacher:

Cybercitythree, Chris

Class:

Cybercitythree, Chris-G3 ELA Demo Class-(Grade-3)

Test Name:

G3 ELA Demo Test

Testing Window:

02/14/2020 to 05/14/2020

Test is in progress. It ends on 05/14/2020. Students may log in and take the test using their username and password shown below.

Access Codes

Session Sequence	Session Name	Access Code
1	Session 1	2814761844
2	Session 2	3926393689

Back to Test Sessions

Session:

Choose a Session

1 login per page

Print selected logins

Print all logins (10)

	Last Name	First Name	Username	Password	Form Name	Date/Time Created	Test Report Code	Status	Date/Time Started	Date/Time Completed
	FourThirty	Student	100000430	AABAC6E5	Grade 3/ELA CBT Test Form 1 Operational	02/14/2020 11:54:18 AM	+	Session 1: Not Started		Invalidate
								Session 2: Not Started		Invalidate
	FourTwentyeight	Student	100000428	62395C68	Grade 3/ELA CBT Test Form 1 Operational	02/14/2020 11:54:18 AM	+	Session 1: Not Started		Invalidate
								Session 2: Not Started		Invalidate
	FourTwentyfive	Student	100000425	233BA3E9	Grade 3/ELA CBT Test Form ASL Operational	02/14/2020 11:53:25 AM	+	Session 1: Not Started		Invalidate
								Session 2: Not Started		

v3.14.1.1

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877-676-6722

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Privacy Policy

The session access codes are also displayed on the PDF with student test tickets.

Teacher Name: Cybercitythree, Chris Class Name: Cybercitythree, Chris-G3 ELA Demo Class-(Grade -3) Test Name: G3 ELA Demo Test Testing Window: 2/14/2020 to 5/14/2020				
Session Sequence	Session Name	Access Code		
1	Session 1	2814761844		
2	Session 2	3926393689		
Student Name	Date of Birth	Username	Password	Accommodations
FourThirty, Student	12/12/1999	100000430	AABAC6E5	
FourTwentyeight, Student	12/10/1999	100000428	62395C68	
FourTwentyfive, Student	12/7/1999	100000425	233BA3E9	ELA Text-to-Speech English
FourTwentyfour, Student	12/6/1999	100000424	4598D399	ELA Text-to-Speech English
FourTwentynine, Student	12/11/1999	100000429	FB3EB2B8	
FourTwentyone, Student	12/3/1999	100000421	4B9E55D2	ELA Text-to-Speech English
FourTwentyseven, Student	12/9/1999	100000427	A539293E	
FourTwentysix, Student	12/8/1999	100000426	F6434E73	
FourTwentythree, Student	12/5/1999	100000423	BC445B27	ELA Text-to-Speech English
FourTwentytwo, Student	12/4/1999	100000422	363A7FC5	ELA Text-to-Speech English

5. During Testing

All TAs, STCs, and DTCs are responsible for knowing and applying the following general testing protocols:

- Minimally, there must be one TA in each testing room at all times.
- When more than 25 students are in one testing room, the ratio of students to TAs must not exceed 25 to 1. For example, when 26 students are in a testing room, there **must** be two TAs or a TA and a proctor.
- TAs and proctors must remain attentive in the room during the entire testing session. They should circulate throughout the room during the testing session. They are **not** to read, grade papers, or do other work.
- Identifying and pointing out test questions students did not complete either during or after the test session is **not** allowed. TAs should remind students as part of the general instructions to complete all of the test questions and to check to be sure they have completed each session.
- The DTC or the STC must train all TAs and proctors.
- The TA should be a certified staff member who has received training from the DTC/STC. If schools require additional staff to administer the test, other staff members (who have received training and are certified) may be used to provide one-on-one accommodations. Please contact PED with questions.
- According to NMAC 6.10.7.12, TAs and proctors must **not** be assigned to a room in which a relative is being tested. In small districts, there may be only one teacher in a specified grade (e.g., fourth grade). This teacher may have his/her child in the classroom because it is the only grade 4 classroom. In this case, it is important to make other arrangements for test administration to ensure the integrity of the test administration.
- (Specifically for paper-based testing) Stray mark cleanup is not permitted. The scripts that are read aloud to students in the TAM include directions for students to avoid making extra marks in the answer document, to erase completely any changes that are made, and to clearly fill in their intended answers.

6. After Testing

6.1 After Computer-Based Testing

6.1.1 Applying Test Report Codes and Invalidating Tests

DTCs have limited ability to invalidate a test without prior PED approval.

A DTC or STC can only invalidate and reassign a session IF the student has been assigned the wrong form (e.g., wrong grade-level, incorrect accommodation) and has completed three or less questions.

The DTC would mark this invalidation as a testing irregularity under the test report code.

All invalidations, whether entered by the DTC or the PED, require a testing invalidation form to be submitted from the DTC using the online form provided by the PED. All testing irregularities deemed as being impactful will be handled by PED. PED will work with Cognia directly to complete the invalidation.

6.1.2 Dispose of Physical Test Materials

All secure materials (including used scratch paper and Student Login Tickets) must be collected and securely shredded at the school immediately following testing.

6.2 After Paper-Based Testing

NOTE: throughout this section, “answer document” refers to the grade 3 Mathematics and ELA integrated test and answer booklets as well as the standard answer documents for the grades 4–8 assessments and the answer documents for the NM-ASR.

6.2.1 Invalidating Tests

The assessment **must** be invalidated if there are unusual circumstances that prevent the proper completion of any test sessions. Circumstances that require test invalidation include, but are not limited to, students

- cheating,
- moving ahead to the next session before being directed to do so,
- taking the test with a modification, and
- making no effort to complete the test.

The TA should consult with the STC and/or DTC to resolve questions about whether a test should be invalidated. The TA will mark the appropriate bubble in the Test Completion Status (TCS) field located on the biogrid on the next-to-last page of the PBT answer document to indicate that the assessment should be invalidated. The invalidated subtest will not be scored, and the Student Report to Parents will indicate the proper TCS. Any questions related to invalidating a test should be directed to the PED.

6.2.2 Voiding Tests

If student responses have been transcribed to a new answer document, the original document must be voided. To void the PBT document, write VOID in large, dark print on the front cover and **fill in box J** on the biogrid. The voided document must be packed with the **used** test materials. There is no requirement to void a testing record in the online system. If the TA is uncertain whether a test should be voided, please contact the New Mexico Help Desk at 1-877-676-6722.

6.2.3 Preparing Paper-Based Materials for Return

Checking Answer Documents

1. **Only responses bubbled and written inside the answer document or typewritten responses to short-answer and open-ended questions will be scored.** After large-print or Braille testing is completed, the TA or proctor must confirm that 1) all biogrid information and responses to multiple-choice questions are completed in the answer document; 2) all typewritten responses are clearly labeled and prepared for return with the answer documents in the Special Handling envelope; and 3) any responses that have not been completed directly in the answer document or included on typewritten pages are transcribed exactly into the student’s answer document. If responses in test booklets are not transcribed into the student’s answer document, they will not be scored.
2. For PBT administration, Pre-ID labels have been provided for most students taking the NM-MSSA and the NM-ASR based on the identification of paper testers in the portal. Check the Pre-ID labels to ensure the information is accurate. If any of the three essential identifiers (student’s name, date of birth, or state identification number) are not accurate or the student did not participate in this administration, shred the label and do not use it. The presence of inaccurate information should indicate that the information in STARS may need to be updated as they are the sources for the demographic information on the labels.
3. For each answer document, match the Pre-ID label with the name the student wrote on the front cover and apply the label to the bottom right corner on the back cover. Remember, if any of the three essential identifiers (student’s name, date of birth, or state identification number) on the label is inaccurate, do not use the label. Instead, determine whether STARS should be updated. **Caution:** Make certain to apply the correct label to each answer document so the correct student will be given credit for participation in the NM-MSSA and/or NM-ASR.

4. If there is no label for a student, it is critical that a test coordinator verify all the bubbles are filled in accurately in section 2, boxes A–F, on the back cover of the answer document. This includes the bubbles for the student’s full name, the district code, the school code, the student’s birth date, the state student ID number, the student’s gender, and the student’s ethnicity and race. Without a Pre-ID label, these pieces of information are the vital link between the student’s test scores and his or her demographic information. Ensuring all these fields are bubbled accurately gives the PED the best opportunity to match the test results to the student demographic information in STARS, and therefore, to give the student credit for passing the NM-MSSA and/or NM-ASR.
5. Be sure to complete sections 1 and 2 for all students, as applicable, on the inside back cover.

See the Rules for Completing Biogrids section of the TAM for more detailed instructions on completing the biogrid.

Returning Test Materials

1. **Do not** return test materials that are contaminated with biohazardous materials such as blood or vomit. Please contact the New Mexico Help Desk at Cognia by calling 1-877-676-6722 or by email at nmttechsupport@cognia.org for directions or with any questions.
2. Place **all test booklets**, including English, Spanish, Braille, and large-print versions, **whether used or unused**, in the bottom of the Cognia box(es) in which you received the test materials.
3. Review the answer documents carefully, noting any damage such as tears or holes. Make separate piles for used and unused answer documents. Turn every page of the unused answer documents to make sure there is no student work in them. Pack unused answer documents inside the “Unused, Blank Answer Documents” envelope(s). Seal the envelope and pack it in the box on top of the test booklets.
4. Place any **damaged, used** answer documents or answer documents with typed pages in the white plastic envelope labeled “Special Handling.” Please include a brief memo on district or school letterhead that explains why each used answer document is included in the Special Handling envelope to ensure that Cognia staff understands the situation and treats the answer document accordingly. (You may have nothing to return in this envelope.) Seal the Special Handling envelope and place it on top of the “Unused, Blank Answer Documents” envelope(s), even if there is nothing in the envelope.
5. Pack all of the **undamaged, used** answer documents in the white plastic envelope labeled “Used, Partially Used, and Voided Answer Documents.” Seal the envelope and pack it in the box on top of the Special Handling envelope.
6. The return address will be to a Cognia facility in New Hampshire. Seal the box(es) with packing tape and reinforce the box corners and the bottom seal. Apply the return shipping label provided with the shipment directly on top of the white delivery label. Please stack materials in the box in the following order, starting at the bottom with all test booklets, and working up to used answer documents.

Top of box
Used, Partially Used, and Voided Answer Documents envelope(s)
Special Handling envelope – it may be empty
Unused, Blank Answer Documents envelope(s)
All grades test booklets, including English, Spanish, Braille, and large-print versions
Bottom of box

7. You should not return *Test Administrator’s Manuals*, *Test Coordinator’s Manuals*, or any ancillary material that accompanied the respective test, i.e., math reference sheets, glossaries, etc., to Cognia. Please recycle these materials at your school or district. Do not save manuals for the next administration as directions may change.

8. UPS has been contracted by Cognia to pick up the NM-MSSA and NM-ASR paper-based test materials. When your materials are ready to be returned to Cognia, you may request a UPS pickup at <http://iservices.cognia.org>.
 - › Select **New Mexico** from the drop-down menu and click **Enter**.
 - › Select **UPS Pickup Request** on the left-hand side of the screen.
 - › In the “RS Tracking #” box, enter the tracking number printed on the UPS return service label that was included in your shipment of test materials. Then click **Login**.
 - › Complete your contact information, the date you request UPS to pick up your test materials, the pickup location, and the total number of boxes you are returning.
 - › Select **Place Pickup Request** to submit the request.

UPS will not automatically pick up your test materials at the end of the test administration window.

You must submit a request for a UPS pickup during the secure materials pickup window of April 4–May 10, 2022. All secure materials must be picked up for return to Cognia no later than May 10, 2022.

You may also hand your box(es) to your regular UPS driver if you have a regularly scheduled UPS pickup at your location. If you do not use the iServices link, you will need to notify the Cognia New Mexico Help Desk by phone or e-mail when boxes have been handed off to a regularly scheduled UPS driver. For assistance with submitting a UPS pickup request online, contact the NM Help Desk at 1-877-676-6722 or nmttechsupport@cognia.org.

6.3 Final Reminders

1. Please remember that student information you add or edit in the student tab (for new students or students whose uploaded demographic information is not valid) will not update or be automatically uploaded to STARS. Corrections to STARS must be made by school administrators. Be sure to make these corrections or updates before the close of the testing window (May 6, 2022) to ensure reporting accuracy.
2. Personnel at all schools—public and charter—need to conduct a final check of all the students’ demographic data in the iTester system to verify that the information has been recorded accurately and the information has been applied before NM-MSSA and NM-ASR student data is transferred from the iTester portal for final scoring and reporting.

Appendix A: Important Resources & References

Resource	Location
Forms and Checklists	
Staff Confidentiality Form	webnew.ped.state.nm.us/bureaus/assessment/dtc-resources
Student Confidentiality Form	
Testing in English Waiver	
Principal Post Testing Verification Form	
Superintendent's Designation of DTC and IT Coordinator	
Superintendent Post Testing Verification Form	
Medical Exemption Request Form	
Testing Irregularity Reporting Form	
Nonstandard Accommodations Request	
Pandemic Related Non-Standard Assessment and Screener Waiver	
Guides and Training	
NM PED Assessments Kiosk Installation Guide 2021–2022	newmexico.onlinehelp.cognia.org/cbt-guides
NM PED Assessments Kiosk User Guide	
NM PED Assessment Portal User Guide 2021–2022	
NM PED Assessments Technical Guide for Spanish Language Support 2021–2022	
NM PED Assessments Technology Guidelines	
NM PED Assessments Testing With Third Party Assistive Technology	
CBT Tutorials	newmexico.onlinehelp.cognia.org/cbt-tutorials
Quick Start Guides	
Creating Classes	newmexico.onlinehelp.cognia.org/cbt-guides Plus CBT Tutorials section (from the H&S Page): newmexico.onlinehelp.cognia.org/cbt-tutorials
Scheduling Test Sessions	
Printing Student Logins	
Student Interface	
Practice Site	
Other	
Test Administrator's Manual (including test administration scripts)	newmexico.onlinehelp.cognia.org/combined-manuals-summatives
2021–22 Assessment Accommodations & Accessibility Manual	webnew.ped.state.nm.us/wp-content/uploads/2021/09/2021-22-Accommodations-Manual.pdf
2021–2022 Universal Tools, Accessibility Features, and Accommodations	newmexico.onlinehelp.cognia.org/wp-content/uploads/sites/10/2020/08/NM-Assessments-Univ-Tools-Accessibility-and-Accoms_2021-2022.pdf

Appendix B: NM-MSSA and NM-ASR English PBT Sample Biogrids

Sample NM-MSSA Biogrid

Inside back cover of 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	
<i>(Mark one bubble for each content)</i>	
Withdrew Before Test Completion	①
Non-Allowed Modification	②
Medical Emergency	③
Parental Refusal	④
Other Non-Completion	⑤
Test Irregularities	⑥
Absent	⑦
COVID exemption	⑧

H IEP/504 ACCOMMODATIONS	
Human Reader English	<input type="radio"/>
Human Reader Spanish	<input type="radio"/>
Read Aloud to Self	<input type="radio"/>
Human Signer	<input type="radio"/>
Selected Response Human Scribe	<input type="radio"/>
Constructed Response Human Scribe	<input type="radio"/>
Assistive Technology Devices Presentation	<input type="radio"/>
Assistive Technology Devices Responses	<input type="radio"/>
Allow Accessibility Mode Testing	<input type="radio"/>
Large-print	<input type="radio"/>
Braille	<input type="radio"/>

I EL ACCOMMODATIONS	
Spanish Language Version	<input type="radio"/>
Picture Dictionary	<input type="radio"/>
Directions in Native Language	<input type="radio"/>
Commercial Word-to-Word Dictionary	<input type="radio"/>
Customized Dual Language Glossary	<input type="radio"/>
Pocket Word-to-Word Translator	<input type="radio"/>

J VOID-DO NOT SCORE	
ⓧ Void this answer document	

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

Inside back cover of 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**. Bubbled 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

(Mark one bubble for each content)

Withdrew Before Test Completion	①
Non-Allowed Modification	②
Medical Emergency	③
Parental Refusal	④
Other Non-Completion	⑤
Test Irregularities	⑥
Absent	⑦
COVID exemption	⑧

H IEP/504 ACCOMODATIONS

Human Reader English	<input type="radio"/>
Human Reader Spanish	<input type="radio"/>
Read Aloud to Self	<input type="radio"/>
Human Signer	<input type="radio"/>
Selected Response Human Scribe	<input type="radio"/>
Constructed Response Human Scribe	<input type="radio"/>
Assistive Technology Devices Presentation	<input type="radio"/>
Assistive Technology Devices Responses	<input type="radio"/>
Allow Accessibility Mode Testing	<input type="radio"/>
Large-print	<input type="radio"/>
Braille	<input type="radio"/>

I EL ACCOMMODATIONS

Spanish Language Version	<input type="radio"/>
Picture Dictionary	<input type="radio"/>
Directions in Native Language	<input type="radio"/>
Commercial Word-to-Word Dictionary	<input type="radio"/>
Customized Dual Language Glossary	<input type="radio"/>
Pocket Word-to-Word Translator	<input type="radio"/>

J VOID-DO NOT SCORE

ⓧ Void this answer document

For Internal Use Only

A	①	②	③	④	⑤
B	⑥	⑦	⑧	⑨	⑩
C	⑪	⑫	⑬	⑭	⑮
D	⑯	⑰	⑱	⑲	⑳
E	㉑	㉒	㉓	㉔	㉕



F	GENDER
<input type="radio"/> Male	<input type="radio"/> Female

11

1234567890

PLACE
LABEL
HERE



N L P

Appendix C: Security Checklists for Paper-Based Testing

NM-MSSA Security Checklist



Cognia
Login Manager
22 Marin Way Unit 2B
Stratham, NH 03885

New Mexico Measures of Student Success and Achievement (NM-MSSA) Security Checklist

Ship To:

Ship Code:	000000000357225		Date Packed: 03/04/2022
Contract: 180000	Contract Name: NM-MSSA Grades 3–8		Administration: 2021–2022
County Code: 00	County Name: New Mexico County	SU Code:	Superintendent Unit Name:
District Code: 123	District Name: New Mexico Public Schools		
School Code: 456	School Name: New Mexico School		Grade: XX

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						
Gr XX Test Booklets with ADs inserted																77						
CPI	Booklet Numbers	Student name	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																					

Ship Code:

000000000357225

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NM-ASR Security Checklist



Cognia
Login Manager
22 Marin Way Unit 2B
Stratham, NH 03885

New Mexico Assessment of Science Readiness (NM-ASR) Security Checklist

Ship To:

Ship Code:	000000000357225	Date Packed: 03/04/2022
Contract: 130600	Contract Name: NM-ASR	Administration: 2021–2022
County Code: 00	County Name: New Mexico County	SU Code: Superintendent Unit Name:
District Code: 123	District Name: New Mexico Public Schools	
School Code: 456	School Name: New Mexico School	Grade: XX

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			
Gr XX Test Booklets with ADs inserted											77			
CPI	Booklet Numbers	Student name	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													

Ship Code:

000000000357225

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Appendix D: NM-MSSA Calculator Policy

NM-MSSA Calculator Use in Mathematics		
Grade	Session 1	Session 2
3	None	Basic
4	None	Basic
5	None	Basic
6	None	Basic
7	None	Scientific
8	None	Scientific

Students should be thoroughly familiar with the operation of the calculator they plan to use on the assessment.

Paper-Based Test (PBT)

Students in grades 3–5 who are taking the PBT can use a school provided or personal four-function calculator with a square root key during Session 2. Students in grade 6 who are taking the PBT can use their own four-function calculator with a square root key during Session 2. *This is a change from previous years.* Students in grades 7–8 who are taking the PBT can use their own scientific calculator during Session 2. The memory on any hand-held calculator **must be cleared** before the test begins.

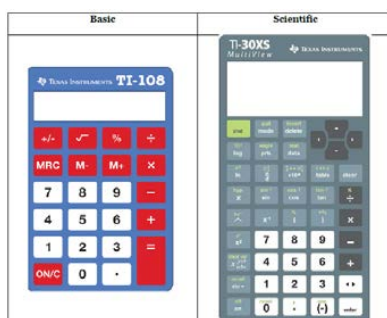
Computer-Based Test (CBT)

A calculator is available online in the eMetric platform. Students in grades 3–5 who are taking the CBT can use a school provided or personal four-function calculator with a square root key during Session 2. Students in grade 6 who are taking the CBT can use a school provided or personal four-function calculator with a square root key during Session 2. *This is a change from previous years.* Students in grades 7–8 who are taking the CBT can use a school provided or personal scientific calculator during Session 2. The memory on any hand-held calculator **must be cleared** before the test begins. You can clear the memory on the TI-30XS by:

Reset the TI-30XS MultiView

- You can ensure that everyone starts at the same point by having students reset the calculator: Press **on** and **clear** simultaneously or press **2nd** **[reset]** and then select **2** (Yes).

The images below show the calculators that are available for use in the online testing platform.



Calculator Accommodations

For students with Individualized Education Programs (IEPs), follow each child's documented and required accommodations.



**NEW MEXICO ASSESSMENT
OF SCIENCE READINESS**



**NEW MEXICO MEASURES
OF STUDENT SUCCESS AND
ACHIEVEMENT**