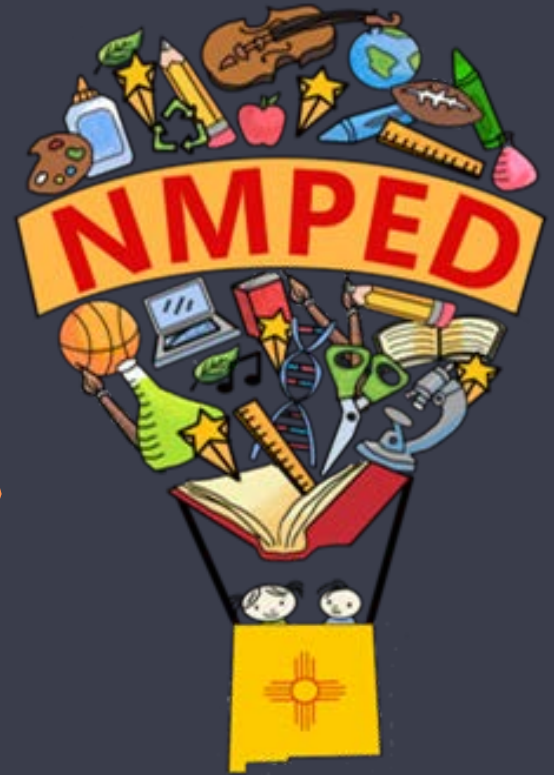


2022 Fall DTC Training

Assessment Bureau Team

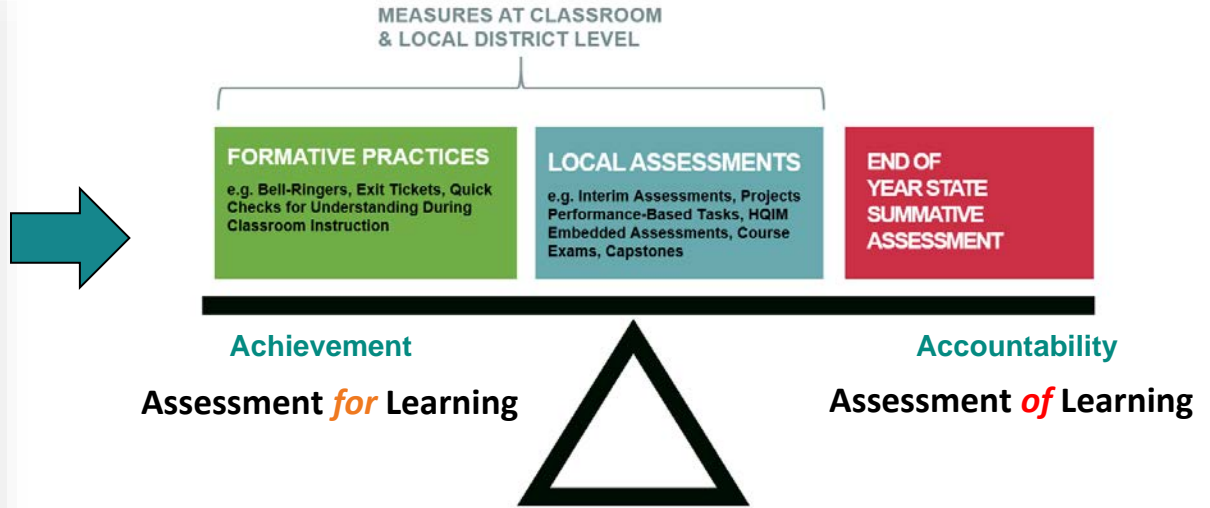
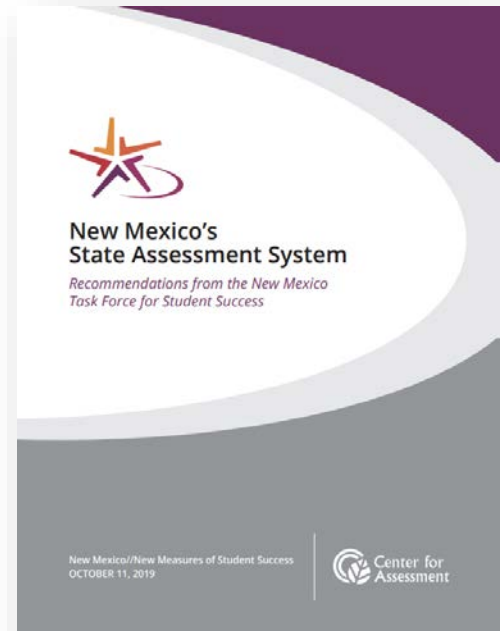
Investing for tomorrow, delivering today.



Welcome and Updates

- 2022-23 summative assessment results are available
 - Individual student results available in Cognia DI portal
 - Participation rates available in SOAP
 - The Cognia Family Portal will open on September 16
 - Paper ISRs will be delivered to schools by October 25
- Avant STAMP now managed by Assessment Bureau
- KOT now co-managed by Literacy and Humanities & Assessment Bureau

New Mexico Balanced Assessment System



Within-Year Formative Assessment Resources

Grade K-2 Progress Monitoring Tools Early Literacy and Numeracy	Grades 3-8 Math, ELA, and Science Formative Exemplars and Interim Assessment	Grades 9-12 Math, ELA, and Science	Alternate SWD Populations (3-12) Math, ELA, and Science
<ul style="list-style-type: none"> •K-3 ELA and SLA •K-2 math •K-2 early literacy* monthly progress monitoring required statewide 	<ul style="list-style-type: none"> •3-8 Formative Item Sets math, ELA, and science •3-8 Interim Assessments* •NAEP Item sets 	<ul style="list-style-type: none"> •Khan Academy •8 full length practice test •3,500 Teacher Item Bank (PSAT 8/9, PSAT 10, SAT) •AP Released Items 	<ul style="list-style-type: none"> •Instructionally Embedded Formative Assessments <i>for students with significant cognitive disabilities</i>

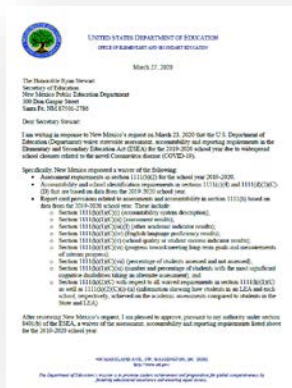
*Required at BOY, MOY, and EOY statewide



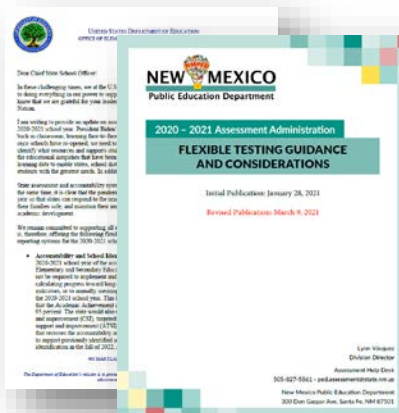
2019 Executive Order



Pandemic Year 1: Early Cancellation of ESSA Testing



Pandemic Year 2: Limited ESSA Testing



Spring 2022 : ESSA Testing Resumes

Assessment Schedule 2021-22			
ASSESSMENT	DATE	TIME	LOCATION
PARCC ELA/ED	March 14-15, 2022	8:00 AM - 12:00 PM	Statewide
PARCC MATH/ED	March 16-17, 2022	8:00 AM - 12:00 PM	Statewide
PARCC SCIENCE/ED	March 18-19, 2022	8:00 AM - 12:00 PM	Statewide
PARCC HISTORY/ED	March 20-21, 2022	8:00 AM - 12:00 PM	Statewide
PARCC ARTS/ED	March 22-23, 2022	8:00 AM - 12:00 PM	Statewide
PARCC PE/ED	March 24-25, 2022	8:00 AM - 12:00 PM	Statewide
PARCC MUSIC/ED	March 26-27, 2022	8:00 AM - 12:00 PM	Statewide
PARCC FOREIGN LANGUAGE/ED	March 28-29, 2022	8:00 AM - 12:00 PM	Statewide
PARCC SPECIAL EDUCATION/ED	March 30-31, 2022	8:00 AM - 12:00 PM	Statewide

Spring 2019 PARCC/ TAMELA DATA

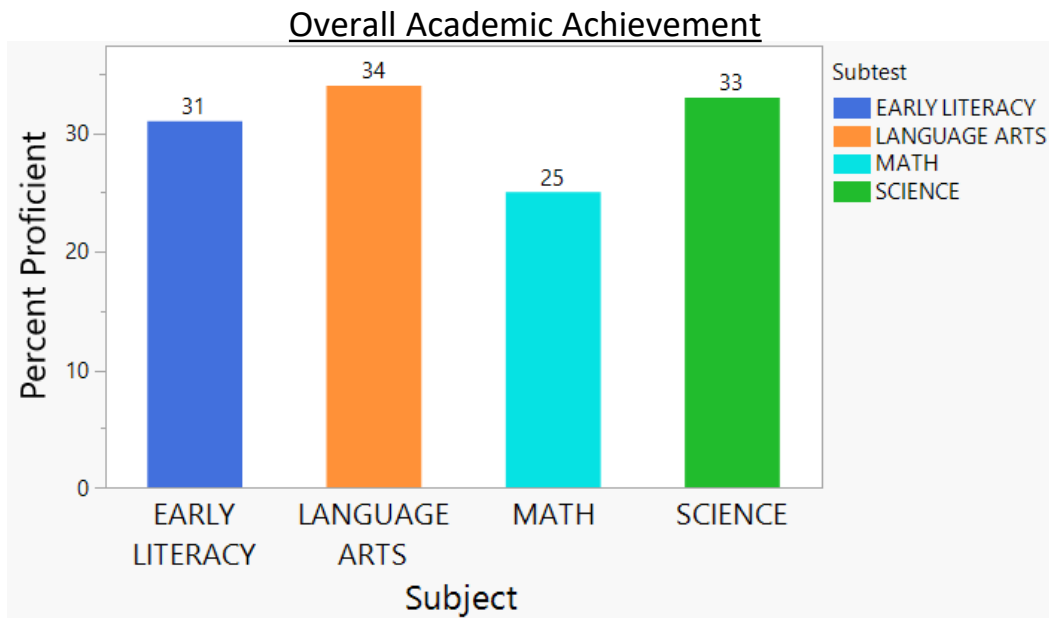
Spring 2020 U.S. ED Assessment & Accountability Waivers for states NO DATA

Spring 2021 U.S. ED Released Accountability Waivers for all states LIMITED/CONFOUNDED DATA

Spring 2022 DATA

New Baselines: Overall Results

Nearly 476,000 end-of-year assessments were administered across New Mexico.



*Overall results for all grades tested

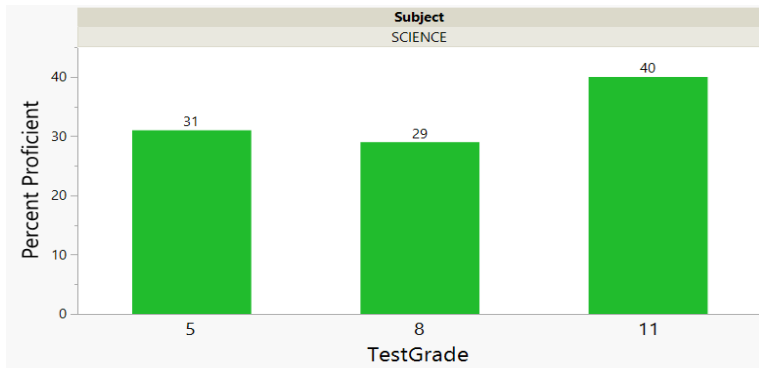
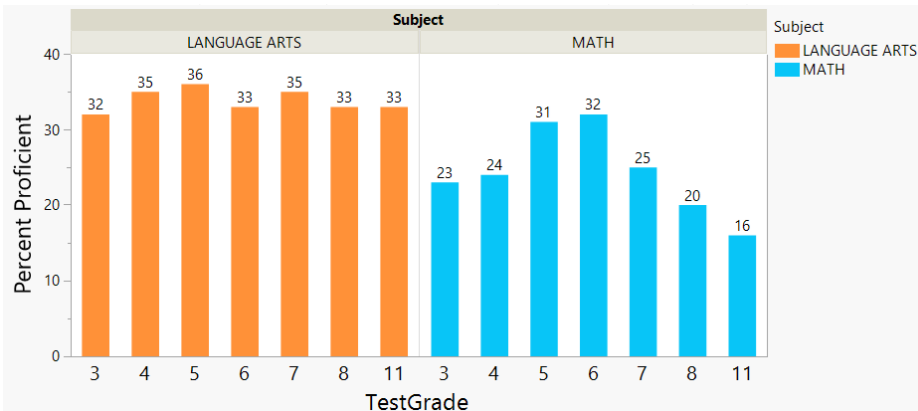
Topline Results

- 31% proficient/advanced K-2 Early Literacy
- 34% proficient/advanced 3-8, 11 Language Arts
- 25% proficient/advanced 3-8, 11 Mathematics
- 33% proficient/advanced 5, 8, 11 Science

Data Application

- Drives strategic planning
- Development of long term goals
- Allocation of resources

New Baselines: By Grade Level



Grade	Lang. Arts	Math	Sci
3	32%	23%	N/A
4	35%	24%	N/A
5	36%	31%	31%
6	33%	32%	N/A
7	35%	25%	N/A
8	33%	20%	29%
11	33%	16%	40%

Assessment Models Comparison: 2022 v. 2019

Math, ELA, and Science* Proficiency Assessment System Differences 2022 model compared to 2019 model

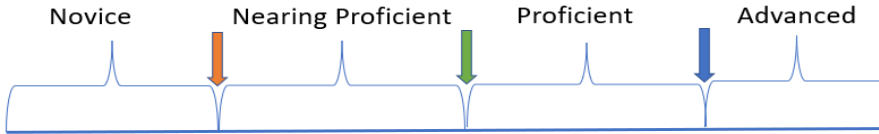
Rigorous Measure of Math and ELA Proficiency	Fewer Grades Tested	Reduced Testing Time	Changes to Item Types & Test Design	Decision Makers	Stakeholder Achievement Levels
NMBAS Assessments Now	Seven Grade Levels Tested	3.25 -5 Hours of Testing Per Grade	Primarily Multiple Choice with Limited Open-ended Tasks	New Mexico Educators	Four
Assessments Pre-pandemic	Nine Grade Levels Tested	8-11 Hours of Testing Per Grade	Extensive Use of Complex Open-ended Tasks	Educators Across Multiple States	Five

**Science assessment: New standards resulted in new tests and assessed grade levels now 5, 8, and 11.*

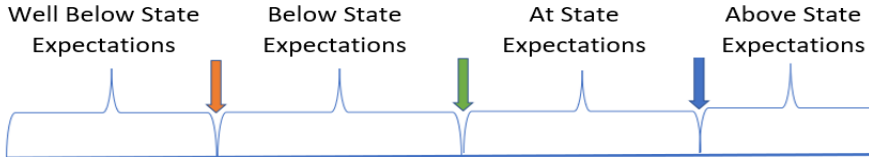
NMBAS: Establishing Proficiency Levels

- Standard Setting is a formal process where **New Mexico educators** examine the knowledge, skills, and abilities student must demonstrate at each of the four performance levels of the state assessments and determine where the cuts are placed.

MSSA
and ASR



SAT School
Day



- 89 educators representing 41 districts and charters participated in this process for MSSA, ASR, and SAT.

Menu of Options for Cohort 2024 Graduates

▼ DTC Training and Professional Development

COHORT 2024 GRADUATION REQUIREMENTS
Menu of Options to Demonstrate College and/or Career Readiness

Revised 8/22/2022

In what subject areas does a student need to show demonstration of competency?
In addition to meeting course requirements, New Mexico public high school students who entered Grade 9 in school year 2020-21 must be able to demonstrate postsecondary and/or workforce readiness in five content areas: Math, Reading, Writing, Science, and Social Studies.

What policy change now allows for multiple ways for students to demonstrate competency?
Until 2019, New Mexico required students to use the Entry Student Success Act required proficiency assessment as a primary demonstration of competency and to request a waiver from the PED to use an alternative demonstration of competency. Students may now choose from a menu of options to demonstrate competency without a waiver. *The PED is no longer using primary and alternative structures (need new link to grad req).*

Local school boards have the flexibility to make available all or some of the menu options or can develop Local Demonstration of Competency Requirements.

ESSA-REQUIRED ASSESSMENTS

Math:
Transition Algebra I*, Geometry, or Integrated Math II (72%)
SAT Subject: Test Mathematics (780)
Reading:
SAT Subject: Day Reading and Writing (180) Spanish Reading (180) (137)
Writing:
SAT Subject: Day Reading and Writing (180) SAT Subject: Day Essay (780)
Science:
New Assessment of Science Readiness (NASR) (780)
* Transition Algebra I can only serve as a demonstration of competency if a student has passed the Algebra II course.

OTHER DEMONSTRATION OF COMPETENCY

LOCAL DEMONSTRATIONS OF COMPETENCY
A variety of local demonstrations including rigorous portfolio projects and competency-based (dual link) options may be used as DLAs, either than the portfolio and competency-based options must be approved by the PED (dual link).

INNOVATIVE ASSESSMENT OPTION
In partnership with a Community of Practice, the PED is developing a new statewide graduation option that will be provided in August 2022.

OTHER NATIONAL ASSESSMENTS

Math:
Next Gen ACCUPLACER Quantitative Reasoning (240) Advanced Algebra (240)
ACT Mathematics (36) Pre-ACT Mathematics (36) ACT ASPIRE Mathematics (420) ACT WorkKeys Applied Mathematics (3) ACT WorkKeys Graphic Literacy (3) AP Calculus AB or BC or Statistics (2) ADVAB-ASOT Composite (31)
IB Mathematics (4)
PSAT 32 Mathematics (180)
SAT Subject Mathematics Level 1 (360) or Level 2 (340)

Reading:
Next Gen ACCUPLACER Reading (240) ACT Reading (36) Pre-ACT Reading (36) ACT ASPIRE Reading (420)
ACT WorkKeys Workplace Documents (3)
AP English Language & Composition or English Literature & Composition (2) ADVAB-ASOT Composite (31)
IB Language & Literature (4)
PSAT 10 Evidence-Based Reading & Writing (430) SAT Subject Literature (370) SAT Evidence-Based Reading & Writing (430)

Writing:
Next Gen ACCUPLACER Writing (240)
ACT English (36) Pre-ACT English (36) ACT ASPIRE English (420) or Writing (420)
ACT WorkKeys Business Writing (3)
AP English Language & Composition or English Literature & Composition (2)
IB Language & Literature (4)
PSAT 10 Evidence-Based Reading & Writing (430)
SAT Evidence-Based Reading & Writing (430)

Science:
ACT Science (36) Pre-ACT Science (36)
ACT Science (36)
ACT WorkKeys Applied Technology (3)
AP Biology, Chemistry, Computer Science, Environmental Science, or Physics (3) ADVAB-ASOT Composite (31)
IB Experimental Sciences (4)
SAT Subject Chemistry (40), Biological Sciences (360), Molecular Biology (340) or Physics (360)

Social Studies:
AP Art History, European History, Government & Politics (Comparative), Government & Politics (US), Human Geography, Macroeconomics, Microeconomics, Psychology, US History, or World History (2) IB Individuals and Society (4)

Administrators:
AP* Advanced Placement
ASAP* Advanced Senior Individualized Aptitude Testing
ASOT* Annual Forces Qualification Test
ASOT* American College Testing
ASAP* Advanced Senior Individualized Aptitude Testing
ASOT* Annual Forces Qualification Test

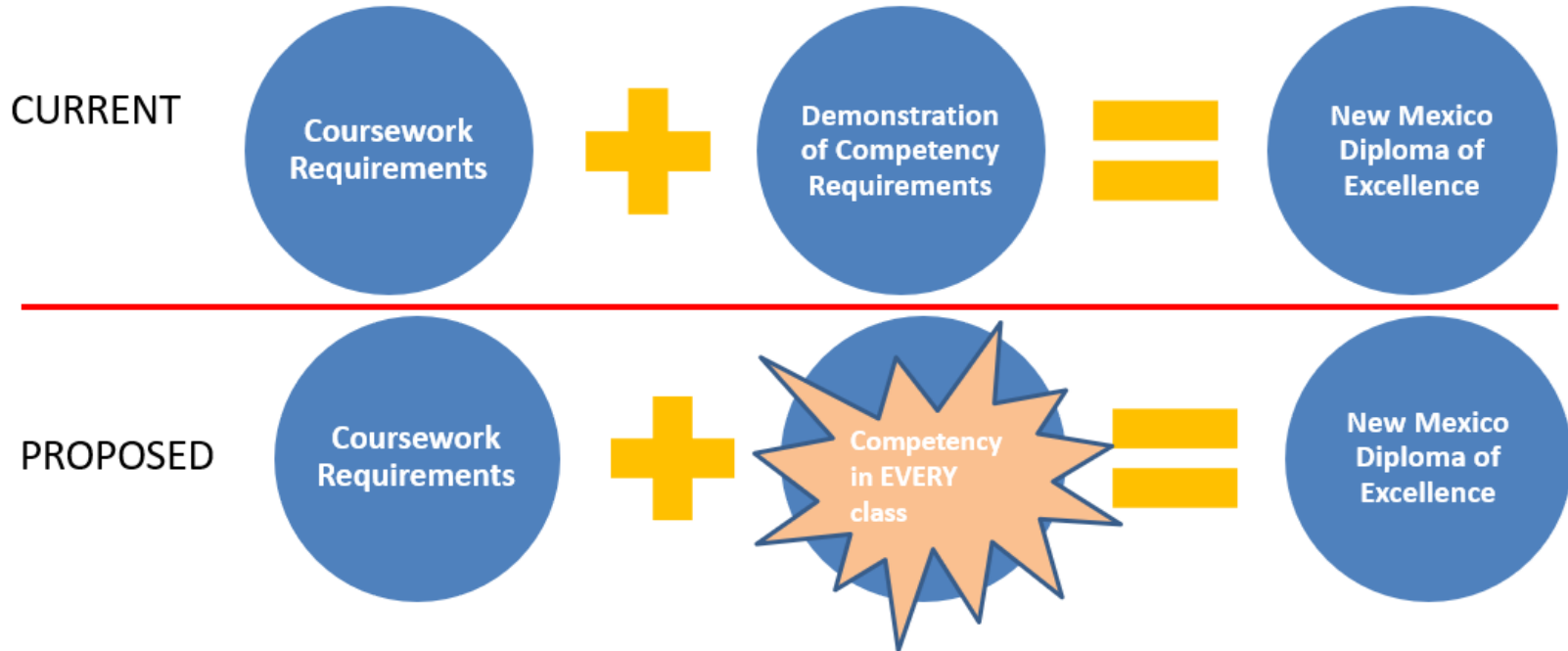
*SAT and PSAT 10 Results are TBD as standards setting will take place following the initial administration in Spring 2022.
*Full DLA scores cannot be used to waive the COVID-19 release plan for post-secondary institutions.

Students following the modified option, where CTE establish individualized passing scores, should default to their individualized score when determining demonstration of competency. For students following the ability option, the PED encourages the use of local demonstration of competency as well as DLM as the primary assessment.

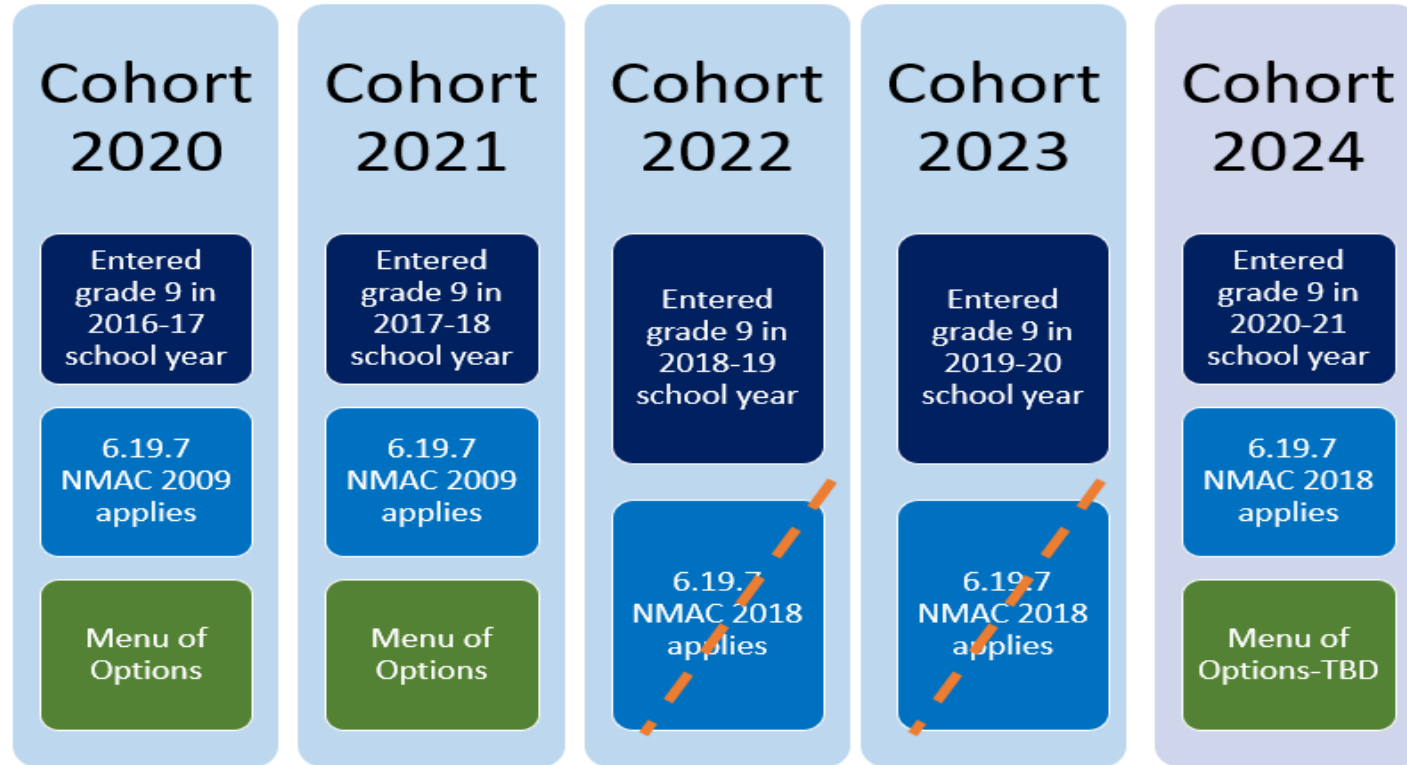
For additional information, visit the Graduation Requirements page at: www.ped.state.nm.us/resources/collage-career-readiness/graduation/

- Due to the disruption caused by the Covid-19 pandemic, PED issued a memorandum that waived the demonstration of competency requirement for **cohorts 2022** and **2023** graduates
- During the Fall of 2022, PED staff put forth a graduation proposal to the NM Legislature that would require students to the pass a course and participate in all required state assessments in order graduate
- Currently, all **cohorts 2024** and beyond will need to demonstrate competency

Future Graduation Requirements: TBD



Cohort 2024 Graduation Demonstration of Competency



New Mexico's Federal ESSA (Title 1) Assessments*

Only ELs in General Education,
Including Students w/Disabilities

ACCESS for ELLs

ELP K-12

ELP = English Language Proficiency



General Education, Including ELs
& Students w/Disabilities

Measures of Student Success
& Achievement (MSSA)

Math 3-8

ELA 3-8

SAT School Day

Math 11

Reading 11

Assessment of Science
Readiness (ASR)

Science 5, 8, 11

Only Those w/the Most
Significant Cognitive Disabilities,
Including ELs

Dynamic Learning Maps
(DLM)

Math 3-8, & 11

Science 5, 8, & 11

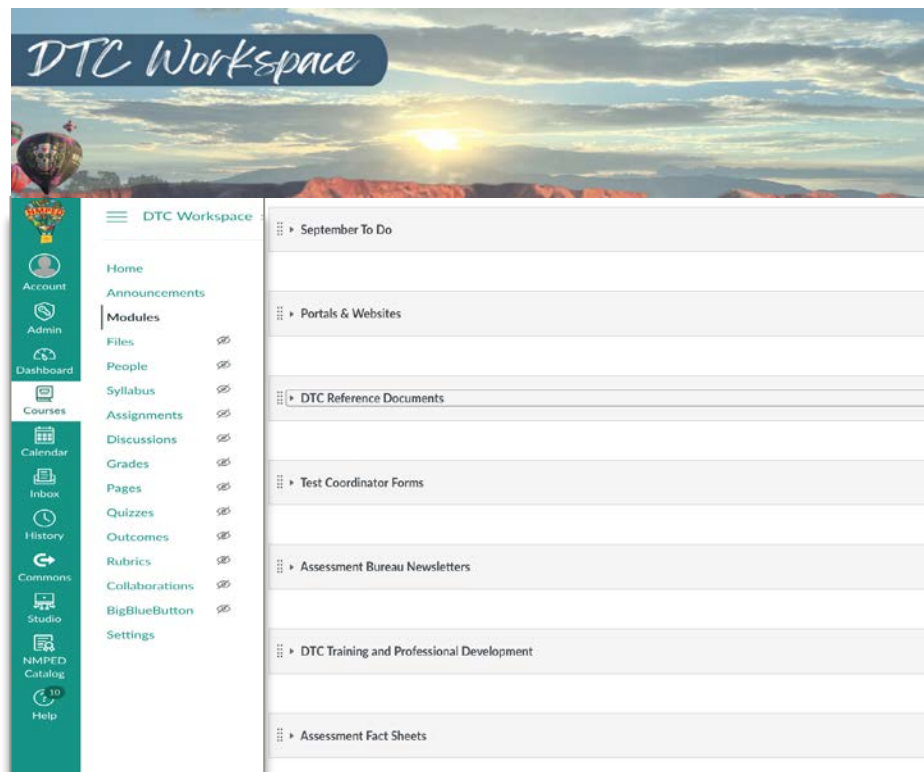
ELA 3-8, & 11

Only ELs w/the Most Significant
Cognitive Disabilities

Alternate ACCESS for ELLs

ELP* 1-12

Presenting the New DTC Workspace



DTC Responsibilities: Communication

Spring 2022 Testing Information

From: squesada@alms-unm.org <squesada@alms-unm.org>

Sent: Wed, Feb 16, 2022 at 2:35 pm

To: all_users@alms-unm.org

[ALMS TESTING and IMPORTANT DATES 2021-2022.docx](#) (21.2 KB) [ALMS Test Security Training.pdf](#) (348 KB)
[Download all](#)

Hello Everyone,

I have attached an electronic copy of both the Test Security Training PowerPoint and a revised Testing Schedule. If you haven't signed off on Test Security Training please see me on Monday, Wednesday, or Friday in my office in room 126.

Just a quick reminder of the specific assessments we will be required to administer in the spring.

1. February- ACCESS testing for EL (I will pull out English Language Learner to test).
2. March- NM-ASR is the science test for 8th and 11th grade
3. March- SAT for math and English 11th grade
4. April- NM-MSSA for 6th, 7th, and 8th grade math and English.
5. May- AP Exams for High School.

Refer to the testing schedule for specific dates.

Also, it has been a while since we have had a full year of testing. Just a reminder that it is all hands on deck. Testing will be scheduled based on classrooms, labs, and computers that meet testing requirements. This is that your classroom/computers may be needed during testing. I try to s

ABQ. INSTITUTE OF MATH & SCIENCE
Samantha Quesada, former DTC



DULCE INDEPENDENT SCHOOLS
Katie Cachucha, DTC

DTCs are responsible for creating a communication flow between the Assessment Bureau and assessment vendors to STCs, TAs, staff, parents, and community members.

DTC Responsibilities: Communication

DTCs should use the 2022-23 Assessment Schedule to create a customized schedule to fit district needs.

DTC Reference Documents

2022-23 Assessment Schedule				
Revised 8/17/22				
FALL TESTING			MAKE-UP TESTING	
PROGRAM	LEVEL	WINDOW	CLASSIFICATIONS	
New Mexico Assessment of Science Readiness	Only for Cohort 2023 students not tested during the spring 2022 computer window	October 3-21, 2022	Optional make-up test for Cohort 2023 students. Paper testing option only. This is a redempt opportunity to replace Spring 2022 scores.	
BEGINNING OF THE YEAR			SCREENING / PROGRESS MONITORING	
PROGRAM	LEVEL	WINDOW	CLASSIFICATIONS	
WIDA Screener for Kindergarten WIDA Screener (K-12)	K-12	Within 30 days of start of school year OR within two weeks of initial MA assessment	All potential K-12 EL students initially enrolling in NM public schools. Visit the WIDA Language and Learning English Learners Web page.	
Diagnostic Screener	K	By 40th day of school and within two weeks of initial test assessment	District screening is required statewide and is managed by the PDC's WIDA Update . Data must be reported via WIDA by 40th day.	
Student Indicators of Student Progress Math, ELA, ELA	K-2 ELA, ELA & 2 Math	August 1 - September 30, 2022	ELA is required statewide for grades K-2. For ELA programs, ELA and Math are required K-2. The PDC highly recommends the required ROP in ELA is given in the first 20 days of school once the window opens. (ESUPE schools are required to administer K-2 ELA.)	
Interim Measures of Student Success Achievement Math and ELA	1-8	August 11 - October 14, 2022	State-provided interim assessment in ELA and math. WIDA can be used to meet the state's 3-8 interim assessment requirement. ISAs, including those using part in the K-5 program, are permitted to use a locally-provided assessment to fulfill the state's 3-8 interim assessment administration requirement.	
Dynamic Learning Maps Instructionally Embedded Window	K-2	September 12, 2022 - February 21, 2023	Optional state-provided interim assessment for students with significant cognitive disabilities. During the initial classroom embedded window is open for all students and does not have to be limited to those who will be administered the required end-of-year test.	
End-of-Year Observation Tool	Kindergarten	By October 14, 2022	All publicly-related questions regarding the Kindergarten observation tool to the District and Instructional Services. Questions about the Kindergarten assessment can be directed to test-assessment@state.nm.gov	
[The practical observation tool is now managed by the State Office of Child Care, Education & Care Services]				

2021-2022 APSS Testing Calendar				
Grade	Quarter 1 August 6-October 8	Quarter 2 October 11-December 17	Quarter 3 January 3-March 11	Quarter 4 March 14-May 27
New 7-18	WIDA Screener: Within 30 days of the start of the school year (by 10/18/21 - OR within 2 weeks of initial MA assessment)			
Pre-K	8/6-8/8 ECOT ROP within first 30 classroom days 8/6-10/22 ASQ & ASQSE completion within first 30 days	10/11 - ROP ECOT system window 10/11 - 2/4 - ECOT MDY	1/31 - ROP ECOT MDY	2/28-3/27 ECOT ROP (final ratings only)
Kindergarten	8/6 - 9/21 Math/ELA ROP Placement 8/6-10/15 ASQ ROP		1/3-1/31 Math/ELA ROP Placement MDY 1/18-3/11 ACCESS for ELLs	3/2-3/27 Math/ELA Math Quick Placement ECOT
1st	8/6-8/31 Math/ELA ROP 8/6-10/11 Math/ELA ROP Placement MDY 9/11 - 9/15 Math/ELA Math/ELA ROP 9/22-10/24 Math/ELA Math/ELA ROP	10/11-10/15 Math/ELA Math/ELA ROP 10/11-10/15 Math/ELA Math/ELA ROP 10/11-10/15 Math/ELA Math/ELA ROP	1/3-1/31 Math/ELA ROP Placement MDY 1/18-3/11 ACCESS for ELLs & ASQ	3/2-3/27 Math/ELA Math/ELA ROP Placement ECOT
2nd	8/6-8/31 Math/ELA ROP 8/6-10/11 Math/ELA ROP Placement MDY 9/11 - 9/15 Math/ELA Math/ELA ROP 9/22-10/24 Math/ELA Math/ELA ROP	10/11-10/15 Math/ELA Math/ELA ROP 10/11-10/15 Math/ELA Math/ELA ROP 10/11-10/15 Math/ELA Math/ELA ROP	1/3-1/31 Math/ELA ROP Placement MDY 1/18-3/11 ACCESS for ELLs & ASQ	3/2-3/27 Math/ELA Math/ELA ROP Placement ECOT
3rd	8/6-8/31 Math/ELA ROP 8/6-10/11 Math/ELA ROP Placement MDY 9/11 - 9/15 Math/ELA Math/ELA ROP 9/22-10/24 Math/ELA Math/ELA ROP	10/11-10/15 Math/ELA Math/ELA ROP 10/11-10/15 Math/ELA Math/ELA ROP 10/11-10/15 Math/ELA Math/ELA ROP	1/3-1/31 Math/ELA ROP Placement MDY 1/18-3/11 ACCESS for ELLs & ASQ	3/2-3/27 Math/ELA Math/ELA ROP Placement ECOT

ALAMOGORDO PUBLIC SCHOOLS
Carrie Rowe, DTC

March 2022				
Mon day	Tuesday	Wednesday	Thursday	Friday
28 Morning PD - State test PD	1 Morning PD - State test PD 9:00 - 11:30 - 3-4 math practice test session 12:45 - 3:15 - 5-6 Math practice test session	2 9:00 - 11:30 - 3-4 math practice test session 12:45 - 3:15 - 5-6 Math practice test session	3 9:00 - 11:30 - 7 math practice test session 12:45 - 3:15 - 8 Math practice test session	4 9:00 - 11:30 - 7 math practice test session 12:45 - 3:15 - 8 Math practice test session
7 9:00 - 12:00 - 11th practice science test 12:45 - 3:15 - 5, 8, 11th practice science test	8 9:00 - 11:30 - 3-4 ELA practice test session 1 12:45 - 3:15 - 5-6 ELA practice test session 1	9 9:00 - 11:30 - 3-4 ELA practice test session 2 12:45 - 3:15 - 5-6 ELA practice test session 2	10 9:00 - 11:30 - 7 ELA practice test session 1 12:45 - 3:15 - 8 ELA practice test session 1	11 9:00 - 11:30 - 7 ELA practice test session 2 12:45 - 3:15 - 8 ELA practice test session 2
*as needed basis				
14 9:00 - 12:00 - Morning PD - TBD (preparing for PTCs)	15 9:00 - 12:00 - Morning PD - TBD (preparing for PTCs)	16 - PD Day (New!)	17 Some makeups as needed	18
21 - Spring Break				
28 Rollout crosstest school				
Crescendo starts				

MAS CHARTER SCHOOL
Sherrye Hubbard, DTC

DTC Responsibilities: Staff Training

FREE Self-Paced Training

Assessment Literacy Training

The purpose of this assessment literacy training is to provide K-12 classroom educators with the foundational knowledge and skills necessary to design, select, interpret and use assessments to measure student learning.

Started Mar 1, 2022
FREE

FREE Self-Paced Training

Assessment Security Training 2022 - 2023

The modules in the New Mexico Public Education Department's Assessment Security Training are designed to provide educators with the knowledge and skills necessary to ensure the security of the assessment process.

Aug 15, 2022 - Jun 30, 2023
FREE

PED RESOURCE COURSES
Open Enrollment

Bernalillo Public Schools
Winter 2022 Test Security

Jennifer R. Trujillo-DTC

FEDERAL REQUIREMENTS AND
ASSESSMENT SECURITY

Investing for tomorrow, delivering today.

BERNALILLO PUBLIC SCHOOLS
Jennifer Trujillo, DTC

DTCs must ensure and document that all staff are adequately trained in test administration, test security, and testing accommodations.

DTC Responsibilities: Create & Monitor Test Security Procedures

DTCs should create localized test security procedures and closely monitor sites to ensure those procedures are being followed.

- materials check-out
- materials securely locked-up
- chain of custody record for all materials

NEVER photocopy, save, or share



**any part of Standardized Testing Materials,
such as manuals, test booklets, or
student responses**

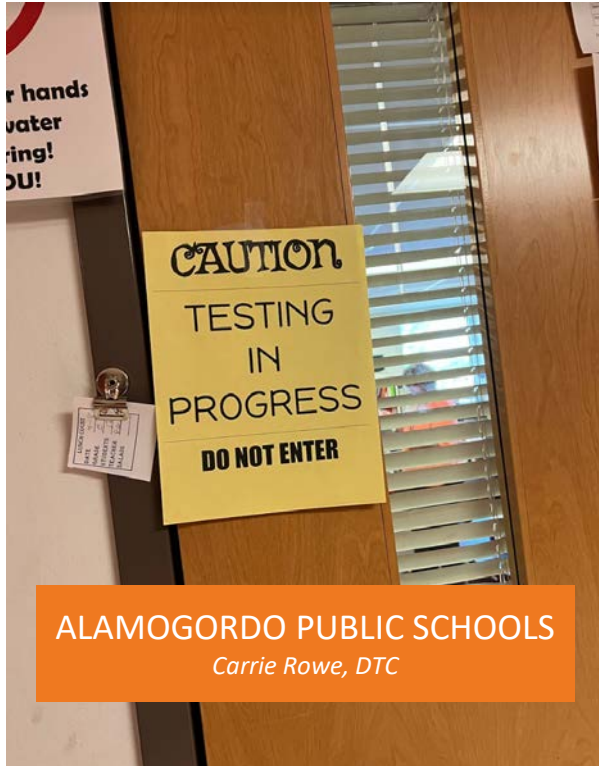
Copying or sharing standardized test materials is a MAJOR TEST SECURITY VIOLATION that ruins the test's ability to be given in a standardized manner fair to all students.

DULCE INDEPENDENT SCHOOLS
Katie Cachucha, DTC



ABQ. INSTITUTE OF MATH & SCIENCE
Samantha Quesada, former DTC

DTC Responsibilities: Create & Monitor Proper Testing Environment



ALAMOGORDO PUBLIC SCHOOLS

Carrie Rowe, DTC

The DTC should create a testing environment conducive to student success. This environment should be carefully monitored during the testing window.

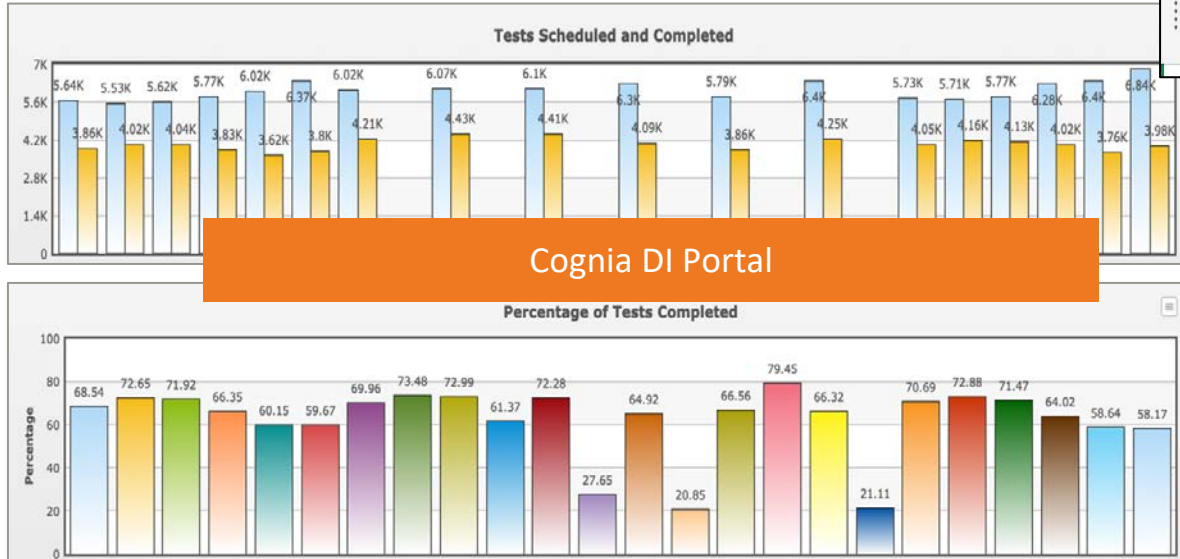


MAS CHARTER SCHOOL

Sherrye Hubbard, DTC

DTC Responsibilities: Monitor Participation & Verification

During a testing window, DTCs should carefully monitor overall district participation to ensure 95% of eligible students complete required assessments



Test Coordinator Forms



2022-23

Superintendent Post Testing Verification Form

Purpose of Form: This form is completed by the Superintendent to declare that school staff have been provided with test security training and assessment policy guidance as required by PED.

Procedure for Completion:

- Superintendent verifies all activities took place by placing a check mark in each box.
- Superintendent completes and signs form.
- Submit this form to the PED Assessment Bureau a copy within 10 business days of the end of testing for each semester. Submit to ped.assessment@state.fl.us
- Keep a copy of this form, training, forms, and certificates for five (5) years.

I verify that the following is true for all state-mandated testing for the semester:

- The School Principals(s), School Test Coordinator(s) (STC), Test Administrators (TA), Proctors, Hall Monitors, and any staff who handled tests received test security training by the District Test Coordinator (DTC) or STC prior to testing each semester. Sign-in sheets with printed name, signature, and position of each attendee will be retained at the district level for five (5) years.
- All staff followed set procedures for storage, chain of custody, and return of all testing materials to the contractor in accordance with the PED policies and packing and shipping instructions in the Test Coordinator Manual (TCM).
- All TAs administering the alternate assessments, the EL assessments (ACCESS, WIDA Screener, WIDA Screener for Kindergarten), and other assessments requiring individual online training met training requirements for administration. All training certificates will be retained at district level for five (5) years.
- ABDTs, STCs, and TAs met licensure requirements.
- Students received assigned accommodations as prescribed on IEPs, 504 Plans, and/or EL Plans.
- DTCs properly reported possible test irregularities to DTCs or PED within three (3) days of the event. Tests were voided or scores invalidated for any students who received inappropriate accommodations, were discovered with electronic equipment on their person, or who were administered the test inappropriately.

Superintendent Printed Name:		Superintendent Signature:	
District Code:	*District Name:	Date:	

INVESTING IN TOMORROW'S DELIVERING TODAY

Other DTC Responsibilities

- Attends all PED DTC trainings and mandatory meetings
- Must be completely knowledgeable of 6.10.7 NMAC
- Disseminates 6.10.7 NMAC to all staff
- Responsible for test material orders, inventory, security, and return of materials to vendor.
- Ensures all planning for standardized test administration
- Provides manuals in advance of training and reviews manuals during training

DTC Responsibilities

- Ensures STCs, TAs, and Proctors are certified, trained, and have signed Confidentiality Agreements
- Coordinates availability of locally-provided test materials (e.g., calculators, scratch paper) to school staff
- Inspects correct assignment of student test sessions and student demographic information
- Inspects schools' accommodations documents
- 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.

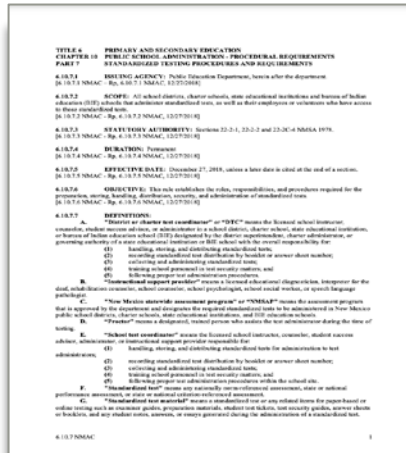
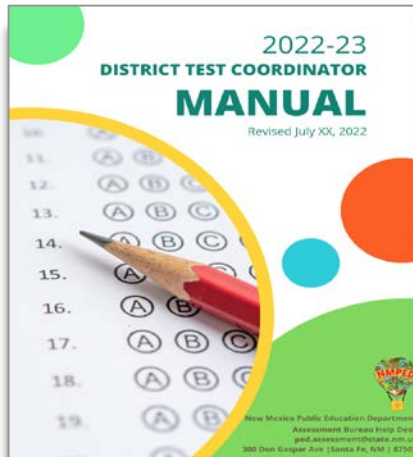
- The assessment bureau conducts visits as needed, and will contact you prior to scheduling a visit
- DTCs will be asked a series of interview questions, and be required to provide artifacts documenting communication, staff training, test security, test environment, and participation.

23

The DTC Manual, 6.10.7 NMAC & On-site Checklist

The *DTC Manual*, 6.10.7 NMAC, and the *On-site Technical Assistance and Monitoring Checklist* provide a comprehensive view at all DTC responsibilities.

► DTC Reference Documents



Investing for tomorrow, delivering today.

BREAK

Assessment Schedule 2022-23

► DTC Reference Documents

2022-23 Assessment Schedule			
Revised 8/17/22			
FALL TESTING		MAKE-UP TESTING	
PROGRAM	LEVELS	WINDOW	CLARIFICATIONS
New Mexico Assessment of Science Readiness	Only for Cohort 2023 graduates not tested during the spring 2022 summative window.	October 3-21, 2022	Optional state-funded test for Cohort 2023 students. Paper testing option only. This is not a retest opportunity to replace Spring 2022 scores.
BEGINNING OF THE YEAR		SCREENING / PROGRESS MONITORING	
PROGRAM	LEVELS	WINDOW	CLARIFICATIONS
WIDA Screener for Kindergarten WIDA Screener (1-12)	K-12	Within 30 days of start of school year OR within two weeks of initial NM enrollment	All potential K-12 EL students initially enrolling in NM public schools. Visit the PED's Screening and Assessing English Learners (ELAL) page.
Dyslexia Screener	1	By 40th day of school and within two weeks of initial NM enrollment	Dyslexia screening is required statewide and is managed by the PED's Literacy Division . Data must be reported via STARs at 40th Day.
Initial Indicators of Student Progress Math, SLA, ELA	K-3 ELA, SLA K-2 Math	August 1 - September 30, 2022	ELA is required statewide for grades K-2. For K-3 programs: ELA and Math are required K-2. The PED highly recommends the required K-2 ELA is given in the first 20 days of school once the window opens. ECLIPSE schools are required to administer K-2 ELA.
Interim Measures of Student Success Achievement Math and ELA	3-8	August 15 - October 14, 2022	State-provided interim assessment in ELA and math. IMSSA can be used to meet the state's 3-8 interim assessment requirement. LEAs, including those taking part in the K-5 program, are permitted to use a locally procured assessment to fulfill the state's 3-8 interim assessment administration requirement.
Dynamic Learning Maps Instructionally Embedded Window	3-12	September 12, 2022 - February 22, 2023	Optional state-provided interim assessment for students with significant cognitive disabilities. Testing during the instructionally embedded window is open to all students and does not have to be limited to those who will be administered the required end-of-year test.
Kindergarten Observation Tool	Kindergarten	By October 14, 2022	All policy-related questions regarding the kindergarten observation tool to the NMPED Learning Bureau . Questions about the kindergarten assessment can be directed to ped.assessment@state.nm.us . (The preschool observation tool is now managed by the New Mexico Early Childhood Education & Care Department .)



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-  Fall DTC Training Roadshow- Las Vegas
 Sep 6 at 10am
-  Getting Started with ECOT
 Sep 7 at 11am
-  Fall DTC Training Roadshow- Farmington
 Sep 8 at 10am
-  Getting Started with DLM (Instructionally Embedded)
 Sep 9 at 10am
-  Dynamic Learning Maps Instructionally Embedded Window (3-12 Grades) Opens (9/12/2022 - 2/22/2023)
 Sep 12 at 12am
-  Fall DTC Training Roadshow- Albuquerque/Virtual
 Sep 12 at 10am

Required Assessments in 2022-23

► DTC Reference Documents

- **Kindergarten Observation Tool (KOT):** all Kindergarten students; observations loaded into ECOT portal by 30th school day
- **WIDA Screener:** all potential EL students identified via parent responses to the LUS
- **Dyslexia Screener:** All 1st grade students; not intended diagnose dyslexia; results loaded into STARS by 40th school day
- **ISIP Reading:** Required for all students in grades K-2; available in Spanish for EL and BMEP programs



2022-23 New Mexico's Required Statewide Assessment Program

Kindergarten Observation Tool

New Mexico Kindergarten Observation Tool is a part of a comprehensive plan to ensure all New Mexico students have the opportunity to succeed in school. This is an observation-based assessment tool required for students in kindergarten per the [assessment schedule](#).

WIDA Screeners

The Kindergarten WIDA-ACCESS Placement Test and WIDA Screener (for Grades 1-12) are used to identify English language learners. The required use of the screener is dependent on parent responses on the Language Usage Survey. [WIDA screening and policy](#) is managed by the Language and Culture Bureau.

Dyslexia Screeners

Screening for dyslexia is required for students in first grade. The screeners flag possible characteristics of dyslexia but do not diagnose students with dyslexia. Screener information is available [here](#) and managed by the Literacy and Humanities Bureau.

Indicators of Progress (ISIP) Reading*

Indicator's Indicators of Progress Early Reading and (ISIP) Lectura Temprana are computer adaptive tests that provide continuous progress monitoring by frequently assessing and reporting student ability in critical domains of English early reading (and Spanish early reading for EL and BMEP programs), respectively, throughout the academic year. Indicator early reading assessments are required for all students in kindergarten-Grade 2. ISIP English and Spanish are also available to schools for optional use in Grade 3, and ISIP math is available statewide for optional use in kindergarten - Grade 2.

ACCESS for ELs/Alternate ACCESS for ELs*

ACCESS for ELs is a suite of assessments used to measure English language proficiency, administered to all kindergarten through 12th grade students identified as English language learners. It is administered annually to monitor English learners' progress in acquiring academic English. Alternate ACCESS for ELs is administered to ELs with the most significant cognitive disabilities when the student's Individualized Education Program indicates this is an appropriate assignment.

New Mexico Assessment of Science Readiness*

The NM-ASR measures science proficiency aligned to the New Mexico STEM Ready! Science Standards. The assessment is required annually for students in Grades 5, 8, and 11.

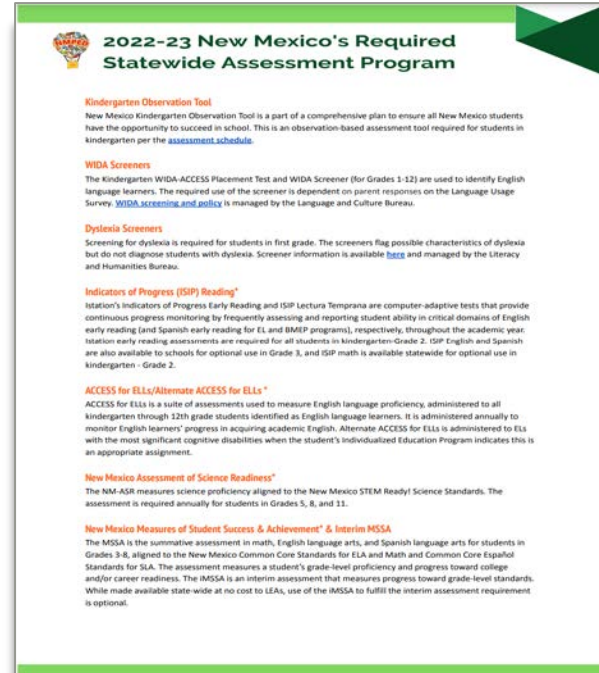
New Mexico Measures of Student Success & Achievement* & Interim MSSA

The MSSA is the summative assessment in math, English language arts, and Spanish language arts for students in Grades 3-8, aligned to the New Mexico Common Core Standards for ELA and Math and Common Core Español Standards for SLA. The assessment measures a student's grade-level proficiency and progress toward college and/or career readiness. The IMSSA is an interim assessment that measures progress toward grade-level standards. While made available state-wide at no cost to LEAs, use of the IMSSA to fulfill the interim assessment requirement is optional.

Required Assessments in 2022-23

► DTC Reference Documents

- **ACCESS for ELLs:** all students in grades K-12 identified as an ELL
- **Alt. ACCESS for ELLs:** all students in grades 1-12 identified as an ELL with significant cognitive disabilities designated for alternate assessment in the IEP
- **NM Assessment of Science Readiness (ASR):** all students in grades 5, 8, and 11 not designated for alternate assessment
- **NM Measures of Student Success and Achievement (MSSA):** ELA and Math required of all students in grades 3-8 not designated for alternate assessment; SLA available for eligible students



Required Assessments in 2022-23

► DTC Reference Documents

- **National Assessment of Educational Programs (NAEP) and Other Studies:** Only for selected schools and students
- **SAT School Day:** all students in grade 11 not designated for alternate assessment
- **Dynamic Learning Maps (DLM):** ELA and Math is required of all students in grades 3-8 and 11; science is required of students in grades 5, 8, and 11; students with significant cognitive disabilities designated for alternate assessment in the IEP
- **Avant Stamp:** All students enrolled in a Spanish-bilingual program who have not previously achieved language proficiency



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ACCESS for ELs is a suite of assessments used to measure English language proficiency, administered to all kindergarten through 12th grade students identified as English language learners. It is administered annually to monitor English learners' progress in acquiring academic English. Alternate ACCESS for ELs is administered to ELs with the most significant cognitive disabilities when the student's Individualized Education Program indicates this is an appropriate assignment.

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The MSSA is the summative assessment in math, English language arts, and Spanish language arts for students in Grades 3-8, aligned to the New Mexico Common Core Standards for ELA and Math and Common Core Español Standards for SLA. The assessment measures a student's grade-level proficiency and progress toward college and/or career readiness. The IMSSA is an interim assessment that measures progress toward grade-level standards. While made available state-wide at no cost to LEAs, use of the IMSSA to fulfill the interim assessment requirement is optional.

Optional Assessments in 2022-23

- **ISIP Math:** available statewide for all students in grades K-3
- **ISIP Reading:** available statewide for for all 3rd graders
- **Dynamic Learning Maps (DLM) Instructionally Embedded:** available statewide for all students in grades 3-12; students with significant cognitive disabilities designated for alternate assessment in the IEP; does not impact end of year assessment
- **Fall PSAT/NMSQT:** State funded assessment for 10th graders
- **iMSSA:** State funded interim assessment in Reading, Language Usage, and Math for students in grades 3-8
- **Formative Item Sets:** resources available in ELA, Math, Science, and Social Studies
- **Avant Stamp:** Available in [30 languages](#) to fulfil State Seal of Bilingualism and Biliteracy (SSBB) assessment requirement

Test Assignment: Test Assignment Guide

- Each assessment has its own unique student populations. Every student does not have to take every assessment, every year.
- DTCs should work closely with educators and other school personnel to ensure that each student is being issued the appropriate assessments and that each assessment is being administered using the appropriate accommodations when necessary.

► DTC Reference Documents



2022-23

Statewide Test Assessment Guidelines

Local Education Agencies are to use the following guidelines when assigning required statewide assessments.

Required Test Assignments for Students with the Most Significant Cognitive Disabilities

- Students whose Individualized Education Program teams have determined the alternate assessment is appropriate will take the Dynamic Learning Maps 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 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 the most significant cognitive disabilities, whose IEP teams anticipate designating for alternate assessment in Grade 3, are exempt from the Indicator of Progress assessment.
- A student who is assigned alternate assessment in one subject area does not have to be assigned alternate assessment in all areas. Please see the [DLM Participation Guidelines](#) for assistance in determining eligibility for alternate assessment.
- Any cohort 2023 graduate who did not complete the DLM during the spring 2022 summative testing window is strongly encouraged to test during the spring 2023 summative window.

Required Test Assignments for General Education Students With or Without IEPs

English Learner

- Students identified as English learners by the WIDA screening assessments will take the ACCESS for ELLs English language proficiency 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 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 no separate essay.
- Students enrolled in Grade 11 will also participate in the New Mexico Assessment of Science Readiness.
- Students enrolled in Grade 11 whose IEP dictates an alternative assessment will participate in the DLM in ELA, math, and science.
- Any cohort 2023 graduate who did not complete the SAT, ASR, or DLM during the spring 2022 summative testing window is strongly encouraged to participate in the fall paper-based ASR, or complete the required assessment during the spring 2024 summative testing window.

Students in Grade 3-8

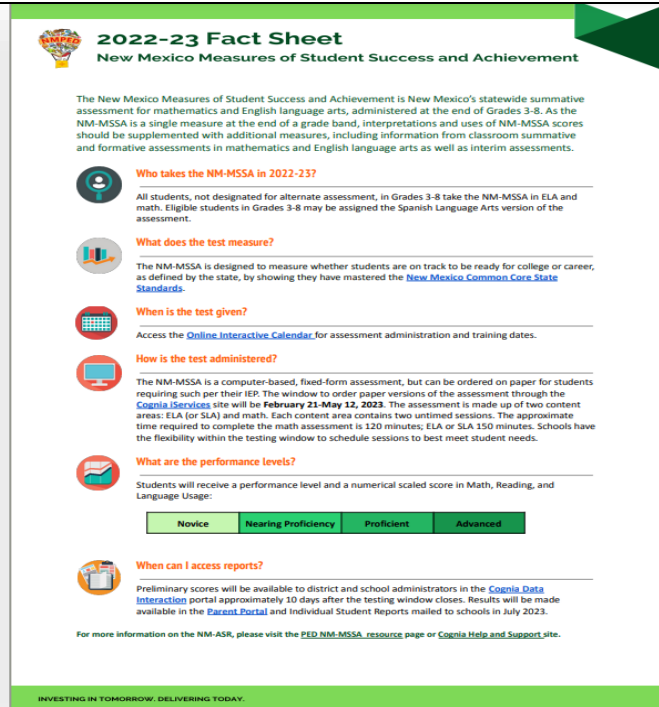
- Students in Grades 3-8 must take their grade-level New Mexico Measures of Student Success and Achievement test in ELA and math. This includes students enrolled in advanced math classes.
- Students in Grades 5 and 8 will take the NM-ASR for their grade level.
- Students enrolled in Grades 3-8, whose IEP team designates the need for alternative assessment, will take the DLM in ELA and math. Students in Grades 5 and 8 must also take the DLM in Science.

*All assessments are assigned by grade level 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 the PED approval. If so, please send an email to ped.assessment@state.nm.us with "Seeking Off-Grade Testing Permission" in the subject line.

*Per state and federal regulations, all 2024 cohort graduates are required to participate in all Title I, Every Student Succeeds Act (ESSA) assessment program for which they are eligible in order to graduate.

Test Assignment: Assessment Fact Sheets

Assessment Fact Sheets



2022-23 Fact Sheet
New Mexico Measures of Student Success and Achievement

The New Mexico Measures of Student Success and Achievement is New Mexico's statewide summative assessment for mathematics and English language arts, administered at the end of Grades 3-8. As the NM-MSSA is a single measure at the end of a grade band, interpretations and uses of NM-MSSA scores should be supplemented with additional measures, including information from classroom summative and formative assessments in mathematics and English language arts as well as interim assessments.

Who takes the NM-MSSA in 2022-23?
All students, not designated for alternate assessment, in Grades 3-8 take the NM-MSSA in ELA and math. Eligible students in Grades 3-8 may be assigned the Spanish Language Arts version of the assessment.

What does the test measure?
The NM-MSSA is designed to measure whether students are on track to be ready for college or career, as defined by the state, by showing they have mastered the [New Mexico Common Core State Standards](#).

When is the test given?
Access the [Online Interactive Calendar](#) for assessment administration and training dates.

How is the test administered?
The NM-MSSA is a computer-based, fixed-form assessment, but can be ordered on paper for students requiring such per their IEP. The window to order paper versions of the assessment through the [Cognia Services](#) site will be **February 21-May 12, 2023**. The assessment is made up of two content areas: ELA (or SLA) and math. Each content area contains two untimed sessions. The approximate time required to complete the math assessment is 120 minutes; ELA or SLA 150 minutes. Schools have the flexibility within the testing window to schedule sessions to best meet student needs.

What are the performance levels?
Students will receive a performance level and a numerical scaled score in Math, Reading, and Language Usage:

Novice	Nearing Proficiency	Proficient	Advanced
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When can I access reports?
Preliminary scores will be available to district and school administrators in the [Cognia Data Interaction](#) portal approximately 10 days after the testing window closes. Results will be made available in the [Parent Portal](#) and individual Student Reports mailed to schools in July 2023.


For more information on the NM-ASR, please visit the [PED NM-MSSA resource page](#) or [Cognia Help and Support site](#).

INVESTING IN TOMORROW. DELIVERING TODAY.

- Each assessment Fact Sheet contains the following information:
 - A brief summary of the assessment
 - Guidance on which students are required to take the assessment
 - Information on what the test measures
 - Timeline for when the assessment is to be given and how the test is administered
 - What the performance-levels are
 - Where can score reports be accessed

Interim Assessment Requirement

- The August 2 Memorandum issued by PED continues the interim assessment requirement for all students in grades 3-8
- iMSSA is provided by the state to LEAs to fulfill this requirement
- A locally procured interim assessment administered during regular intervals throughout the year with proficiency level descriptors can also be used



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR AVE.
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

KURT STEINHAUS, ED.D.
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

August 2, 2022

MEMORANDUM:

TO: Superintendents, Charter School Administrators, Special Education Directors, District Test Coordinators

FROM: Dr. Kurt Steinhaus, Secretary of Education

RE: Accessing Spring 2022 MSSA Assessment Data and SY 2022-23 Assessment Program Information

Spring 2022 MSSA Results

- On August 26th, sooner than expected, you will have embargoed access to results from the spring 2022 Measures of Student Success and Achievement (MSSA) and Assessment of Science Readiness (ASR).
- Starting in spring 2023, MSSA and ASR results will be available 10 days after the testing window's closing and before the school year ends.

Upon release of the data on August 26, school leadership teams will have two business days to review their data before PED makes achievement data sets publicly available on August 31. During this review period, the data will be EMBARGOED, thus access is limited to internal staff only and *should not* be shared externally (e.g., contractors, media, community partners).

District Test Coordinators already have access to vendor portals and can contact vendor_help@state.nm.us for questions or email PED.Assessment@state.nm.us.

Title I Assessment	Online Report Access	Report Access Link	Paper Reports to Schools
SAT School Day	6/6	College Board K-12 Reporting Portal	Online Only
Dynamic Learning Maps	6/21	Kite Educator Portal	Online Only
ACCESS for ELLs	8/1	DRC Educator Portal	8/11
Spanish SBA	8/15		8/31
NM-MSSA	8/26	Cognia Data Interaction	9/26
NM-ASR	8/26		9/26

Interim Assessment Requirement

- If a locally procured interim assessment is used, LEAs will be asked to sign a data-sharing agreement with PED
- Data from the assessment should be submitted via SOAP

**Exhibit B
to Data Sharing Agreement**

Data Sharing Authorization Form

This Data Sharing Authorization Form (this "Authorization Form") is executed by _____ (**"Authorizer"**) pursuant to the Data Sharing Agreement (the "Agreement") between NWEA, an Oregon nonprofit public benefit corporation located at 121 NW Everett Street, Portland, Oregon 97209 ("NWEA"), and New Mexico Department of Public Education ("Requestor"). Capitalized terms not otherwise defined in this Acknowledgment Form have the meanings ascribed to them in the Agreement.

The parties agree as follows:

1. Definitions:

Testing for Cohort 2023 Graduates

- Due to the disruption caused by the Covid-19 pandemic, participation in assessments for cohort 2023 graduates is strongly encouraged but not required
- These administrations are only for those students ***who did not test*** during the 2022 summative administration window. ***This is not a re-test opportunity for students to improve scores.***
 - NM-ASR: Fall paper-only testing option or Spring computer-based option (w/Cohort 2024 graduates)
 - SAT School Day: Spring testing option (w/Cohort 2024 graduates)
 - DLM: Spring testing option (w/Cohort 2024 graduates)

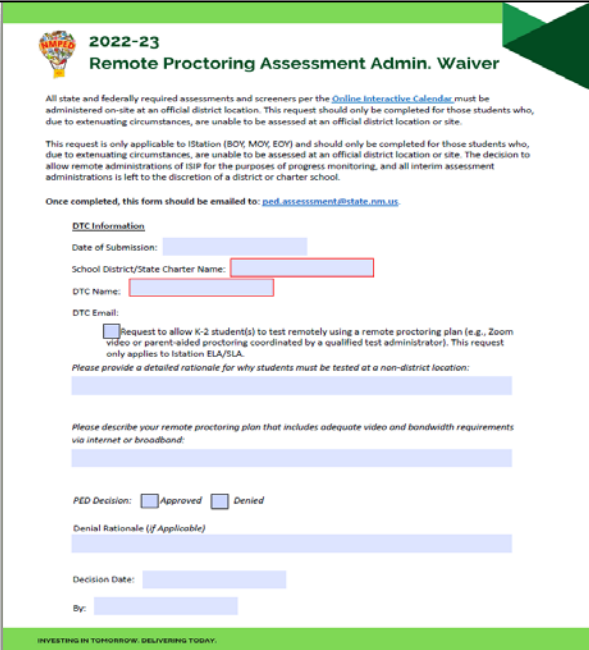


LUNCH

Remote Proctoring Assessment Administration Waiver

- For 2022-23 this option is only available for Istation (BOY, MOY, EOY administrations)
- This waiver should only be completed in the event that extenuating circumstances prevent a student from being administered the assessment at an official district location
- A remote proctoring plan is required
- Completed forms should be submitted to Xavier.Deleon@state.nm.us

⋮ ▼ Test Coordinator Forms



2022-23
Remote Proctoring Assessment Admin. Waiver

All state and federally required assessments and screeners per the [Online Interaction Calendar](#) must be administered on-site at an official district location. This request should only be completed for those students who, due to extenuating circumstances, are unable to be assessed at an official district location or site.

This request is only applicable to Istation (BOY, MOY, EOY) and should only be completed for those students who, due to extenuating circumstances, are unable to be assessed at an official district location or site. The decision to allow remote administrations of ISIP for the purposes of progress monitoring, and all interim assessment administrations is left to the discretion of a district or charter school.

Once completed, this form should be emailed to: ped_assessment@state.nm.us

DTC Information

Date of Submission:

School District/State Charter Name:

DTC Name:

DTC Email:

☐ Request to allow K-2 student(s) to test remotely using a remote proctoring plan (e.g., Zoom video or parent-aided proctoring coordinated by a qualified test administrator). This request only applies to Istation ELA/SLA.

Please provide a detailed rationale for why students must be tested at a non-district location:

Please describe your remote proctoring plan that includes adequate video and bandwidth requirements via internet or broadband:

PED Decision: ☐ Approved ☐ Denied

Denial Rationale (if Applicable):

Decision Date:


By:

INVESTING IN TOMORROW. DELIVERING TODAY.

Medical Exemptions

- Medical Exemptions requests are considered on a case-by-case basis
- This exemption should only be submitted for PED consideration if:
 - The student suffers a sudden and unexpected serious medical illness, injury, or medical crisis
 - The condition alters the student's ability to receive remote or in-person instruction for a significant amount of time
 - The student is admitted to a hospital or medical facility during the testing window and cannot test at an official district location
 - The student is expected to fully participate in testing the following year

⋮ ▼ Test Coordinator Forms

 **2022-23 Request for Medical Exemption from Statewide Assessment**

GENERAL INFORMATION

Purpose of Form: Federal regulation allows exemptions to participation in state assessments. This form is to request an exemption from testing for a student who has had an accident, serious injury, or illness that prevents the student from being able to participate in a required state assessment. Medical exemptions from testing shall be granted on a case-by-case basis only.

When this form should not be submitted:

- A student has an unexpected medical condition but is receiving instruction.
- A student has a short-term minor illness or injury.
- A student is identified as medically fragile but is still receiving instruction.

Only a serious illness, injury, or medical emergency, which must be identified and verified in writing by a licensed medical provider and kept on file by the district, will exempt a student from the state assessment. Examples include a serious car accident, sudden hospitalization, emergency surgery, cancer treatment during the testing window, severe trauma, mental health crisis that is dangerous to self or others, or placement in hospice care. If a student has an IEP or 504 Plan, the team must formally document the medical exemption in the plan.

PROCEDURE FOR REQUESTING A MEDICAL EXEMPTION

Part A: Completed by the student's licensed medical provider.

Part B: Completed by the parent to give consent for the medical exemption request.

Part C: Completed by the LEA and submitted by email to the Assessment Bureau at ped.assessment@state.ri.us. The Assessment Bureau will notify the district or charter school regarding the status of a request.

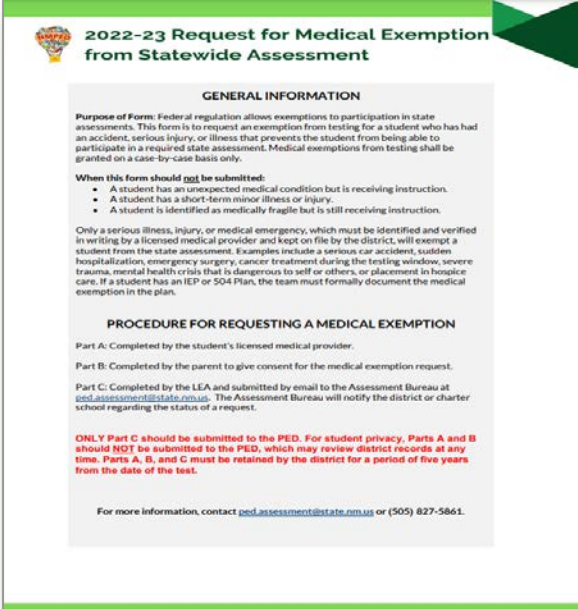
ONLY Part C should be submitted to the PED. For student privacy, Parts A and B should NOT be submitted to the PED, which may review district records at any time. Parts A, B, and C must be retained by the district for a period of five years from the date of the test.

For more information, contact ped.assessment@state.ri.us or (505) 827-5861.

Medical Exemptions

- Parts A and B should be completed and signed by a licensed medical provider and the student's parent/guardian
- Only Part C should be submitted to the Assessment Bureau through the [DTC portal](#)
- The assessment bureau reserves the right to ask the DTC to clarify specific information about a student's condition prior to making a decision on the exemption

▼ Test Coordinator Forms



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For more information, contact ped_assessment@state.nm.us or (505) 827-5861.

Non-Standard Accommodation Request

- Non-Standard Accommodation requests are considered on a case-by-case basis
- This request should only be submitted for PED consideration if:
 - A student will need a testing accommodation not documented in a legal plan
 - A last-minute, unforeseen circumstance forces a student to need an accommodation without adequate time to document in a legal plan
- This request should be submitted to the Assessment Bureau through the [DTC portal](#)

EL Waivers

- 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 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.

EL Waivers

[illegible]

- EL Waiver requests are considered on a case-by-case basis
- This waiver should only be submitted for PED consideration if:
 - The student has attended a US school for three consecutive years or more
 - The home language of Spanish would yield more accurate and reliable information about the student's knowledge of a subject.
- Completed requests should be uploaded to SOAP
- Deadline to submit is January 31, 2023

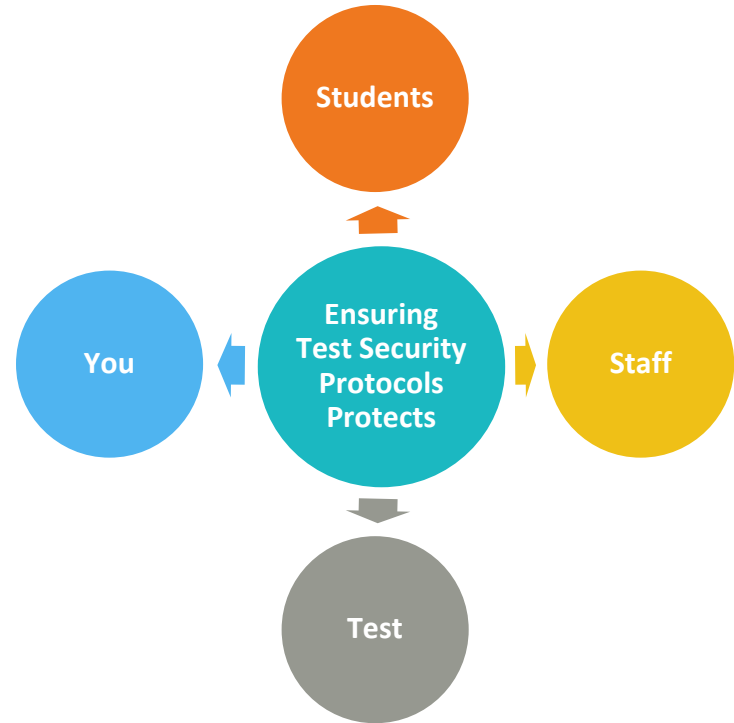
Off-Grade Testing Request

- Off-Grade Testing requests are considered on a case-by-case basis
- This request should only be submitted for PED consideration if:
 - The student is expected to graduate early
 - the student must receive sufficient content instruction prior to or during the testing window
- This request should be submitted to the Assessment Bureau at ped.assessment@state.nm.us by the deadline of February 8, 2023

Test Security

Why Test Security Matters

- Ensures a student's responses is a true representation of what the student's own skills and abilities
- Ensures assessment data used for accountability are valid and accurate
- Ensures that test items can be used across years to allow for comparability
- Ensures investments of resources, time, and energy are protected



Preparing for Secure Administration

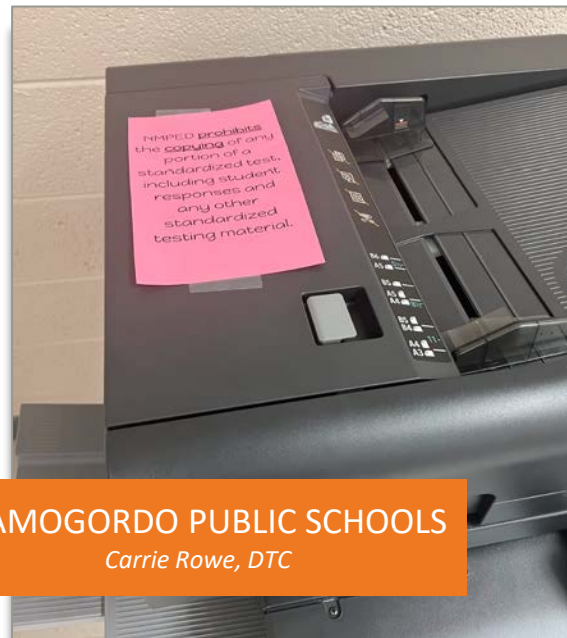
Prepare Yourself	<ul style="list-style-type: none">• Develop a localized test security plan• Identify local training structure and dates• Identify who needs training; identify roles for each assessment• Identify a place to store and lock-up secure testing materials• Develop a chain of custody (sign-in/sign out) process• Consider potential problems and develop solutions• Establish a baseline of expectations for all stakeholders- support staff, students, and parents
Prepare the Staff	<ul style="list-style-type: none">• <i>Optional:</i> online test security course• Provide localized test security training for all STC, TAs, leaders, proctors, instructional assistants, school staff• Document participation in all trainings

Preparing for Secure Administration

Prepare the Students	<ul style="list-style-type: none">• Inform them of the instructional alignment to the assessments being taken• Communicate the resources available for students to practice for the assessments• Communicate testing day expectations (where to go, how to behave, what accommodations they should expect)
Prepare the Building	<ul style="list-style-type: none">• Distraction free zone• Cover all instructional materials and signage

Prohibited Practices (6.10.7 NMAC)

- Using secure test questions, or altered version of the assessment
- Revealing, copying, or reproducing secure assessment questions, materials or student responses
- Repeated drilling of content identical to what is found in state assessments
 - **Example:** Practice items should be used organically in instruction; not to drill for the assessment
- Placing undue stress on a student before, during or after the test



Testing Environment

Distraction free testing environment	The school shall designate an area for the test administration that provides an environment that minimizes distractions and disruptions for students (e.g., classroom, computer lab, or library).
Instructional materials removed or covered	Posters, charts, visuals that might include related: <ul style="list-style-type: none">• content displays• word lists• writing formulas• definitions• mathematical formulas/theorems

Testing Environment

Active Monitoring of students

- Test Administrators and Proctors must move through the room and monitor the students' work area during testing; give full attention to students.
- The Test Administrators and Proctors should avoid distracting behaviors such as:
 - holding extended conversations with one another
 - reading newspapers or books
 - eating
 - working on a computer, using a cell phone, iPad, etc.
 - tending to unrelated duties

Testing Environment

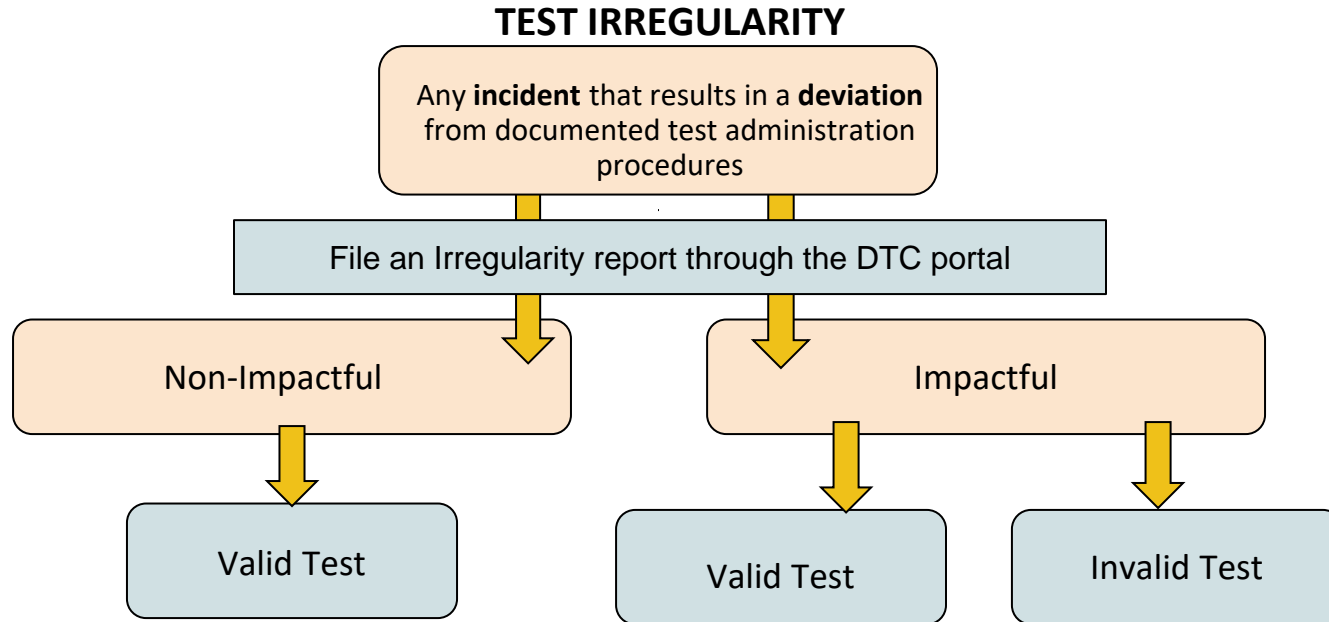
No student access to electronic devices

- Permitting students during a standardized test to have on or near their desk or on their person, any unauthorized items, including scrap paper, tablets, laptop computers, cell phones with or without cameras, cameras, calculators, calculator watches, smart watches, media players, headphones, backpacks, and rulers unless any of these are required or permitted by standardized test instructions or non-standardized accommodations request.

Testing Environment

Secure test materials	All secure test materials must be kept secure at all times.
Permitted room attendance	Only staff involved in administering the test and the students taking the test can be in the testing room.

Testing Irregularities



Testing Irregularities

- All irregularities should be reported through the DTC portal
- The Testing Irregularities Supplemental Resource is available to help determine if an action qualifies as a reportable irregularity
- The Assessment Bureau will make the final determination if an irregularity warrants a testing invalidation
- Testing irregularities that occur during interim assessments/progress monitoring can be handled locally and do not have to be reported the Assessment Bureau

► DTC Reference Documents



2022-23

Testing Irregularities Supplemental Resource

Note: DTCs must report testing irregularities to the PED by phone or email within three days and must complete the Testing Irregularity Form in the Test Coordinator Portal within 10 days. For more information, please contact the PED Assessment Bureau at ped_assessment@state.nm.us or (505) 827-5861.

Examples of Irregularities

The following practices are prohibited per [NMAC 6-10.7](#):

- changing a student's standardized test answers, erasing double-marked, lightly erased, or lightly marked answers, directing or suggesting that a student change a standardized test answer;
- providing students with a review of specific standardized test items, specific standardized test items with minor changes in settings or numbers, verbal or written restatements or paraphrasing of standardized test items, specific vocabulary from standardized test directions or standardized test items, or answers before, during or after a standardized test;
- discussing, photocopying, or reproducing in any other fashion including paraphrasing, any portion of a standardized test or student responses;
- affording any student under a standardized administration extra time to complete a timed subtest, unless permitted as an accommodation in the student's IEP, 504 plan, or English learner plan;
- reading standardized test items aloud to students unless required in a specific standardized test or unless required as an accommodation in the student's IEP, 504 plan, or English learner plan;
- permitting students during a standardized test to have on or near their desk or on their person any unauthorized items, including scrap paper, tablets, laptop computers, cell phones with or without cameras, cameras, calculators, calculator watches, smart watches, media players, headphones, backpacks, and rulers unless any of these are required or permitted by standardized test instructions;
- permitting students to observe standardized test vocabulary words with definitions, addition or multiplication tables (in various forms), spelling words on the standardized test, or similar assistance material during the administration of the standardized test;
- permitting students to talk, become disruptive, or exchange any test materials;
- permitting students to begin a subtest, leave the testing room, and return to finish the subtest;
- permitting students to enter a testing room after the standardized test has already commenced;
- permitting standardized test material to remain unattended in an unlocked room;
- taking standardized test material off campus unless specifically authorized by the DTC;
- displaying or failing to conceal visual aids that may assist students in the testing room;
- administering a standardized test to immediate family members or relatives including children, stepchildren, siblings, nieces, nephews, or grandchildren;
- teaching from, possessing, or in any way disseminating a photocopy or other reproduced or paraphrased standardized test or portion of a standardized test;
- copying copyrighted test preparation materials for the purpose of distribution;
- coaching or otherwise inappropriately assisting with the selection or writing of student answers;
- accessing secure, online testing portals with unassigned log-in information.

Examples of Non-Irregularities

These scenarios are non-impactful, do NOT constitute a testing irregularity, and should not be reported to the PED:

- providing a student with the incorrect test ticket and quickly noticing before testing gets started;
- unexpected disruptions that are not the result of an error on the part of the testing staff (e.g., fire alarm, emergency communications to a student, school bell, brief moment of feeling unwell);
- technical issues that cause minor delays in test timing for a student or a group of students (e.g., resetting a computer while others have begun testing, assigning a student a different device during testing);
- substituting test administrator and/or proctors;
- minor situations caught early into testing that did not lead to intentional cheating (e.g., awareness of smart watch).

INVESTING IN TOMORROW. DELIVERING TODAY.

Testing Irregularities

- DTCs are expected to investigate and report the circumstances behind an irregularity and provide a recommendation about the decision to invalidate a test
- If the investigation reveals wrongdoing by a TA, the DTC can recommend that the PED legal team complete a licensure investigation
 - using actual test questions to prepare students for the tests
 - erasing students' wrong answers and filling in the correct answers
 - indicating the correct answers to students during testing
 - allowing students to change answers after giving them the correct answers
 - allowing students to discuss answers with each other
 - Using accommodations inappropriately



2021-2022 NM MSSA Achievement Data

Greg Howell

Director Mountain Region



'21-'22 Mathematics Achievement Summary

	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
Novice	46%	48%	44%	41%	49%	38%
Near Proficiency	31%	27%	25%	26%	26%	42%
Proficient	19%	20%	21%	26%	14%	17%
Advanced	4%	5%	10%	7%	11%	2%

'21-'22 Language Arts Achievement Summary

	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
Novice	27%	30%	34%	22%	20%	33%
Near Proficiency	42%	34%	30%	45%	45%	33%
Proficient	16%	22%	22%	20%	21%	16%
Advanced	16%	14%	14%	13%	14%	17%

'21-'22 Science Achievement Summary

	5 th Grade	8 th Grade	11 th Grade			
Novice	28%	19%	31%			
Near Proficiency	40%	51%	29%			
Proficient	24%	28%	40%			
Advanced	7%	1%	1%			

Balanced Assessment System

Formative Assessments	Interim Assessments	Summative Assessments
Descriptions		
A planned, ongoing process used by students and teachers to elicit and use evidence of student learning to improve student understanding of intended learning outcomes and support students to become self-directed learners.	Assessments administered during instruction to evaluate students' knowledge and skills relative to a specific set of academic goals, which inform educator and policymaker decisions at the classroom, school, and district levels.	Assessments that support various types of determinations (e.g., proficiency, competency) at the end of a defined instructional period , such as a unit of instruction or a school year, to evaluate students' performance against a set of learning targets for that period.
Use of the Results		
Teachers provide specific and timely feedback to students and adjust instruction "in the moment" or plan future instructional activities or units.	School and district instructional leaders, along with teachers, use the data to determine whether student growth toward grade-level expectations is adequate and set goals for future growth.	School and district instructional leaders plan resource allocation, evaluate programs, plan professional learning, and help select curriculum materials.

Assessment Literacy Objectives

Offer support to NM Educators:

- Through providing an overview of the NM Balanced Assessment System (BAS)
- In helping grow awareness of what assessment resources are available to them
- In facilitating understanding of the data that is available and how it aligns to the (BAS)
- In developing practices that use data to drive instructional decisions.

What is Assessment Literacy?

*“Assessment Literacy is defined as the knowledge about **how to assess** what students know and can do, **interpret** the results of these assessments, and **apply** these results to **improve student learning** and program effectiveness.”*

NM MSSA Achievement Data

SY '21-'22

Mathematics

Percent of Students Scoring Below Grade Level Expectations

	Problem Solving/Reasoning & Argument	Measurement and Data/Geometry	Model/Structure & Repeated Reasoning	N & O Base Ten & Fractions	Operations and Algebraic Thinking
Grade 3	64%	60%	62%	64%	65%
Grade 4	61%	39%	62%	64%	61%
Grade 5	48%	49%	47%	62%	37%

Percent of Students Scoring Below Grade Level Expectations

	Problem Solving/Reasoning & Argument	Geometry/Stats & Prob	Model/Structure & Repeated Reasoning	The Number system/Expressions & Equations	Ratios & Proportional Relationships
Grade 6	48%	35%	49%	57%	51%
Grade 7	59%	57%	48%	56%	55%
Grade 8	55%	58%	61%	60%	Functions 66%

NM MSSA Achievement Data

SY '21-'22

Language Arts

Percent of Students Scoring Below Grade Level Expectations

	Literacy Text	Informational Text	Comprehension	Analysis and Interpretation	
Grade 3	49%	41%	47%	45%	
Grade 4	44%	38%	51%	41%	
Grade 5	44%	42%	54%	45%	

Percent of Students Scoring Below Grade Level Expectations

	Literacy Text	Informational Text	Comprehension	Analysis and Interpretation	
Grade 6	37%	47%	35%	50%	
Grade 7	43%	36%	37%	39%	
Grade 8	48%	44%	52%	51%	

NM MSSA Achievement Data

SY '21-'22

Science

Percent of Students Scoring Below Grade Level Expectations

	Physical Science	Life Science	Earth and Space Science		
Grade 5	51%	56%	48%		
Grade 8	50%	49%	49%		
Grade 11	34%	43%	42%		

Available Resources

- Tailored Professional Learning
- Dedicated Help and Support Site
- Practice Test Materials
 - rubrics, writing prompts, sample questions
- Formative Item Sets
 - Grades 3-8 Math, ELA, Science
 - High School Social Studies
- SAT Suite Question Bank (SSQB)
- NM Instructional Scope
 - formative examples, writing prompts

Professional Learning SY '22-'23

- Assessment Literacy support for schools and districts
 - In-person
 - Webinar
 - Assessment Literacy Canvas Courses
- Offerings sent out to Superintendents
 - Developing Formative Practices in the Classroom
 - iMSSA Data Next Steps
 - Reflections on Assessment Literacy (reflection CoPs based on completion of Canvas courses)

How can I support you?

Greg Howell

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505.235.7454



Testing Assignment - Activity

Student 12345 is a new 8th grade ELL to your district or school. She has no IEP and requires no other accommodations.

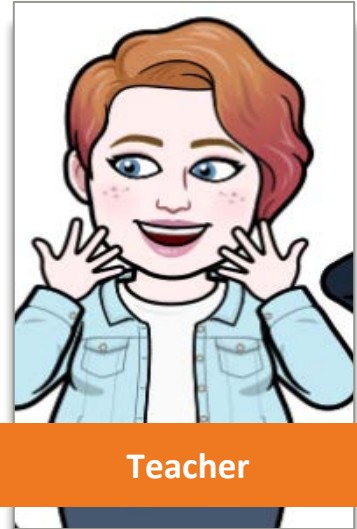
- *What initial questions should you ask as you prepare to assign tests to this student?*
- *What tests should you assign?*
- *How might you go about insuring this student receives a Spanish version of the test through Cognia?*



Testing Assignment - Activity

An instructor in your district calls and asks for your advice. She wants your help in determining if one of her students should be on alternate assessment. She's says she worried about assigning alternate assessment because she does not want the district to go over the 1% alternate assessment cap.

- *What criteria should be used in determining if alternate assessment is appropriate for a student?*
- *What role can a DTC play in this decision? Parents?*
- *Suppose the student took the DLM last year and was proficient. What role does last year's score play in this year's decision?*



Question and Answer



Homework: BOY Survey



Please complete the DTC BOY Survey:

- 5 questions
- Interim Assessment choice, satisfaction of today's training
- Due Oct. 21

Assessment Team Contacts

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