

**T A M**

# Test Administrator's Manual

for Computer-Based and Paper-Based Tests

Spring 2024

NM-MSSA Grades 3–8



NEW MEXICO MEASURES  
OF STUDENT SUCCESS AND  
ACHIEVEMENT

## PED and Vendor Contact Information

General Administration Questions	Policy Questions
Cognia New Mexico Customer Care Center & Help Desk Team	New Mexico Public Education Department Assessment Bureau Helpdesk*
<b>Telephone:</b> 877-676-6722 <b>Email:</b> <a href="mailto:nmtechsupport@cognia.org">nmtechsupport@cognia.org</a>	<b>Telephone:</b> 505-827-5861 <b>Email:</b> <a href="mailto:ped.assessment@ped.nm.gov">ped.assessment@ped.nm.gov</a>

\*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 <https://newmexico.onlinehelp.cognia.org/manuals-nm-mssa-summatives>.

## Spring 2024 NM-MSSA Important Dates

Paper-Based Testing	
Paper Test Administration Window	March 25 – May 3, 2024
Computer-Based Testing	
Practice Testing in Browser	24/7, year round
Online Test Administration Window Begins	March 25, 2024, 7 a.m. MT
Online Testing Administration Window for Preliminary Reports Ends	Thursday, April 18, 2024 , 9:00 p.m. MT
Online Test Administration Window <u>with No Preliminary Reports</u> Ends	May 10, 2024, 9 p.m. MT



### 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. While the PED has reviewed this manual and posted it on its website, Cognia is responsible for the editorial and technical content.

© 2024 by New Mexico Public Education Department

# Table of Contents

<b>PED and Vendor Contact Information</b> .....	<b>Inside Front Cover</b>
<b>Spring 2024 NM-MSSA Important Dates</b> .....	<b>Inside Front Cover</b>
<b>1. Overview</b> .....	<b>1</b>
1.1 About This Manual .....	1
1.2 About the Tests .....	1
1.3 Test Administrator Responsibilities .....	1
<b>2. Administration Policies</b> .....	<b>2</b>
2.1 Security Guidelines .....	2
2.1.1 Security of Test Materials .....	2
2.1.2 Electronic Device Policy .....	3
2.1.3 Prohibited Activities .....	4
2.1.4 Testing Irregularities and Security Breaches .....	5
2.1.5 Student Confidentiality .....	5
2.2 Administration Information .....	5
2.2.1 Testing Requirements .....	5
2.2.2 Test Design and Durations .....	6
<b>3. Accessibility Features and Accommodations</b> .....	<b>7</b>
3.1 Overview and Policies .....	7
3.2 Requirements for Computer-Based Testing .....	7
3.2.1 Setting Accessibility Features and Accommodations .....	7
3.2.2 Online Portal Accessibility Features and Accommodations Chart ...	8
3.3 Requirements for Paper-Based Testing .....	10
3.3.1 Test Security .....	10
3.3.2 Administering the Large-Print Version .....	10
3.3.3 Administering the Braille Version .....	10
3.3.4 Administering the Human-Reader Version .....	11
3.3.5 Typed Responses for Paper-Based Testing .....	12
<b>4. Before Computer-Based Testing</b> .....	<b>13</b>
4.1 Preliminary Preparation .....	13
4.2 Test Scheduling .....	13
4.2.1 Testing Disruptions .....	13
4.2.2 Absences .....	14
4.2.3 Makeup Testing .....	14
4.3 Preparing for Administration .....	14
4.3.1 Preparing the Testing Environment .....	14
4.3.2 Materials Required, Permitted, and Not Permitted .....	14
4.3.3 Session Access Codes .....	16
4.3.4 Online Portal Universal Tools and Navigation Features .....	17
<b>5. During Computer-Based Testing</b> .....	<b>19</b>
5.1 Directions for Test Administration .....	19
5.2 Monitoring Test Sessions .....	19
<b>6. NM-MSSA CBT Directions and Scripts</b> .....	<b>21</b>
6.1 NM-MSSA CBT—Mathematics & ELA (English) Session 1 .....	21
6.2 NM-MSSA CBT—Mathematics (English) Session 2 .....	27

## Table of Contents *continued*

6.3	NM-MSSA CBT—ELA (English) Session 2	30
6.4	NM-MSSA CBT—Mathematics & SLA (Spanish) Session 1	33
6.5	NM-MSSA CBT—Mathematics (Spanish) Session 2	40
6.6	NM-MSSA CBT—SLA (Spanish) Session 2	44
<b>7.</b>	<b>After Computer-Based Testing</b>	<b>48</b>
7.1	Final Reminders	48
<b>8.</b>	<b>Before Paper-Based Testing</b>	<b>49</b>
8.1	Preliminary Preparation	49
8.2	Test Scheduling	49
8.2.1	Testing Disruptions	49
8.2.2	Absences	49
8.2.3	Makeup Testing	50
8.3	Preparing for Administration	50
8.3.1	Preparing the Testing Environment	50
8.3.2	Materials Required, Permitted, and Not Permitted	50
<b>9.</b>	<b>During Paper-Based Testing</b>	<b>51</b>
9.1	Directions for Test Administration	51
9.2	Completing Answer Documents	51
<b>10.</b>	<b>NM-MSSA PBT Directions and Scripts</b>	<b>52</b>
10.1	NM-MSSA PBT—Mathematics & ELA (English) Session 1	52
10.2	NM-MSSA PBT—Mathematics (English) Session 2	55
10.3	NM-MSSA PBT—ELA (English) Session 2	58
10.4	NM-MSSA PBT—Mathematics & SLA (Spanish) Session 1	61
10.5	NM-MSSA PBT—Mathematics (Spanish) Session 2	64
10.6	NM-MSSA PBT—SLA (Spanish) Session 2	67
<b>11.</b>	<b>After Paper-Based Testing</b>	<b>70</b>
11.1	Completing Student Information on the Biogrid	70
11.2	Rules for the Use of Pre-ID Labels	70
11.2.1	Purpose of Pre-ID Labels	70
11.2.2	Valid versus Invalid Pre-ID Labels	70
11.2.3	Valid Pre-ID Labels	70
11.2.4	Invalid Pre-ID Labels	70
11.3	Rules for Completing English or Spanish PBT Biogrids	71
11.3.1	Directions for Each Box	71
11.3.2	Sample NM-MSSA Biogrid	72
11.4	Final Reminders	74
	<b>Appendix A: Computer-Based Testing Checklist for Test Administrators</b>	<b>75</b>
	<b>Appendix B: Important Resources &amp; References</b>	<b>76</b>
	<b>Appendix C: Security Checklists for Paper-Based Testing</b>	<b>77</b>
	<b>Appendix D: Submitting a Test Offline</b>	<b>78</b>
	<b>Appendix E: Calculator Policy</b>	<b>79</b>
	<b>Appendix F: Universal Tools, Accessibility Features, and Accommodations</b>	<b>80</b>

# 1. Overview

## 1.1 About This Manual

This manual outlines the steps to be followed before, during, and after administration of the spring 2024 New Mexico Measures of Student Success and Achievement (NM-MSSA). Understanding of and compliance with each of these steps is vital for a successful administration. Please read this manual to become familiar with the test administration procedures before testing begins.

## 1.2 About the Tests

The 2024 NM-MSSA assessment will be administered in either computer-based test (CBT) or paper-based test (PBT) format. In accordance with PED policy, a student must have a need to test on paper documented in their IEP in order to test on paper. 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. During administration of 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. All formulas that a student needs to complete the assessment are included within the question. No formula sheet will be provided or allowed during the assessment. For more information regarding calculator use in Mathematics, refer to [Appendix E](#). Refer to [section 2.2.2](#) for additional information about the number of sessions for each assessment.

## 1.3 Test Administrator Responsibilities

Test administrators (TAs) are vital to the success of the NM-MSSA. For this reason, the instructions given in this manual must be followed exactly by each TA.

**The TA must be a PED licensed educator who has received training from the School Test Coordinator (STC) or District Test Coordinator (DTC).** If schools require additional proctors to administer the NM-MSSA, other staff members (who have received training and have signed the PED Confidentiality Agreement) may be used to provide one-on-one accommodations. Please contact PED with questions.

The TA's primary responsibilities include

- reading this manual,
- meeting with the STC to review the testing schedule,
- preparing the test environment so that nothing is visible that would provide aid in answering any of the questions on the test,
- ensuring a standardized test environment by following the directions and scripts in this manual, and
- testing the assigned group(s) of students according to the instructions in this manual.
- For paper-based testing, the TA (and/or proctor) is also responsible for the test materials during test administration and must report any missing test booklets or answer documents to the STC.

A TA task checklist is provided in [Appendix A](#).

## 2. Administration Policies

### 2.1 Security Guidelines

#### 2.1.1 Security of Test Materials

The New Mexico Statewide Assessment Program requires that the NM-MSSA receives the highest level of test security and accountability. The security of NM-MSSA 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.

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

TAs must follow these security guidelines before, during, and after testing:

- Receive training on test security and administration by the STC or the DTC.
- Complete the New Mexico PED Confidentiality Agreement and return it to the STC. (The Confidentiality Agreement form is available on the PED website—see link in [Appendix B](#).)
- Follow the testing schedule established by your school.
- Ensure that you are not assigned to a classroom in which a relative is being tested.
- Carry out standard examination procedures.
- Ensure secure test materials are stored in a central and locked, secure area when not in use.
- Use the Security Checklist or a similar tracking tool daily, as provided by the STC, during test administration to check in and check out all test materials. See [Appendix C](#).
- Report any possible breaches of security to the STC immediately.
  - › Examples of security breaches include, but are not limited to,
    - improper handling of test materials, such as
      - someone reproducing any student responses;
      - allowing any unauthorized access to test materials before, during, or after testing; or
      - leaving test materials (including computers being used for computer-based testing) unsecured when the TA or a proctor is not in the classroom; and
      - allowing students to take photos of or share questions and/or answers via text or chat functions on their cell phones.
    - improper test administration procedures, such as
      - coaching students during testing; or
      - altering student responses in any way; or
      - stray mark cleanup, including but not limited to erasing double-marked, lightly erased, or lightly marked answers.

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

### ***What Is Considered Secure Material?***

For paper-based test (PBT) administration,

- test booklets, answer documents, 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, 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.

Manuals are not considered secure, but should be carefully disposed of after testing to ensure that old versions are not being used during future administrations.

### ***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, which addresses test 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 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.

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 Coordinator's Manual* (TCM). 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 2.1.3](#). Please contact PED with specific questions regarding a secure, standardized testing environment.

## **2.1.2 Electronic Device Policy**

Under direction of the PED, schools must enforce a strict electronic device policy during standardized testing to maintain test security. This policy applies to administrations of all New Mexico state assessments. If parents or family members need to contact a student during testing days, they may call the school office.

### ***What Is Considered an Electronic Device?***

The term electronic device includes any personal, non-educational device with an on-off switch excepting medical equipment. This includes the following common devices:

- cell phones
- smart phones
- MP3 players, iPods, or other music players
- iPads, tablets, laptops, or other computers
- smart watches

## ***Before Testing Begins***

### **Schools must clearly inform students that**

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

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

- Electronic devices must be turned completely off. They may not be on “silent” or “vibrate” modes.
- Unless a student has a medical need and has an approved Non-Standard Accommodations request on file, electronic devices may not be on a student’s body. This includes in pockets or otherwise stored in clothing.
- Electronic devices must be collected by the TA and stored in a secure location away from students. Acceptable storage includes in a bag, desk, locker, or central location in a classroom or school office.

## ***During Testing***

If an electronic device is found on a student during testing, schools must proceed as follows:

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

### **2.1.3 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-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-MSSA questions before testing;
- change a student’s response to a test question;
- photocopy, transcribe, or in any way duplicate any part of 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.**

## 2.1.4 Testing Irregularities and Security Breaches

All administrations of the tests are to be conducted under the standardized procedures described in this manual. 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.

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

## 2.1.5 Student Confidentiality

The Family Education Rights and Privacy Act (FERPA) requires that access to individual students' information be restricted to the student, their parents/guardians, and authorized school personnel. All superintendents and charter leaders, 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 their right to inspect and request explanations of their 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 and are discouraged from reporting aggregated data for groups of fewer than ten 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

Participation in state-wide summative testing is required. In 2024, New Mexico will administer the NM-MSSA to all eligible students enrolled in grades 3–8 for subjects English Language Arts, Spanish Language Arts, and/or Mathematics. PED will hold all schools accountable for participation in the NM-MSSA.

Exceptions to the requirement for all students to participate are permitted only in the following circumstances:

- Students who meet the eligibility criteria for alternate assessment should be assigned the Dynamic Learning Maps (DLM) in lieu of the NM-MSSA ELA, SLA, and/or Mathematics.
- Non-Spanish speaking 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 are exempt from the ELA portion of NM-MSSA. Math with appropriate EL accommodations is still required.
- 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 email at [ped.assessment@ped.nm.gov](mailto:ped.assessment@ped.nm.gov).

## 2.2.2 Test Design and Durations

### *NM-MSSA Question Types*

The NM-MSSA Mathematics assessment is composed of a variety of question types.

- Some questions are one-point machine-scored items (MS-1),
- 3-point constructed response items (CR-3), and
- 6-point constructed response items (CR-6)

The NM-MSSA English Language Arts and Spanish Language Arts assessment is composed of the following question types.

- 1-point machine scored items (MS-1),
- 2-point machine-scored items (MS-2), and
- 7-point writing prompts (WP)

For more details on the test specifications, please refer to the test blueprint and test specifications for each subject available in the Help & Support Page at <https://newmexico.onlinehelp.cognia.org/resources-nm-mssa/>.

### *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**

<b>Task</b>	<b>Time to be Allotted for Test Administration</b>
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-MSSA is an untimed test. Suggested times are provided to assist with scheduling. The suggested testing times for the 2024 assessments are listed in the following table.

#### **NM-MSSA Session Testing Times**

<b>Subject(s)</b>	<b>Session</b>	<b>Estimated Testing Time (Minutes)</b>	<b>Calculator Status by Section</b>
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	

## 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 daily instruction and classroom assessments in the content area. 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 additional PED guidance concerning accommodations on the required summative assessments, refer to the *NMPED Accessibility & Accommodations Manual: Supporting Students During Testing*, available at <https://webnew.ped.state.nm.us/wp-content/uploads/2023/08/NMPED-Accessibility-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**, 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.

Administering a test without IEP-documented accommodations or administering a test with accommodations not documented in the IEP is a testing irregularity that will require an invalidation. TAs should ensure that the appropriate assignment of accommodations is in place prior to the student completing a question on the assessment. 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.**

#### *A Note about Text-to-Speech*

When taking the NM-MSSA English Language Arts (ELA) or Spanish Language Arts (SLA), Text-to-Speech (TTS) is **only** available for Session 2, which covers Language Usage, including Writing Prompts.

TTS is **not** available and should **not** be available for Session 1 of the NM-MSSA ELA or SLA, which covers Reading, where the student is being tested on their ability to read.

It is important to note that when the student is assigned the TTS accommodation on the CBT, the Play button icon will show up in the entire MSSA ELA/SLA test. However, if the Play button is pressed, nothing will play because there is no alternate text assigned for that session.



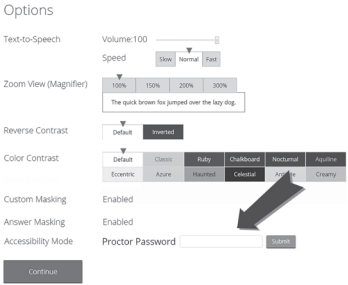
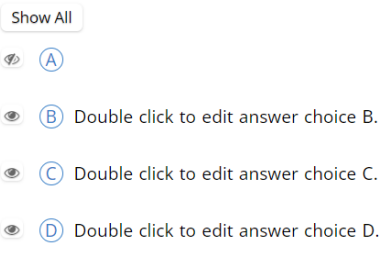






### 3.2 Requirements for Computer-Based Testing



#### 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 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.

### 3.2.2 Online Portal Accessibility Features and Accommodations Chart

The following accessibility features and accommodations are available to some students.

Feature/ Accommodation	Icon	Description/Action
<b>Allow Accessibility Mode Testing</b>		<p>Allows students to use third party assistive technology software within the portal. The proctor will be required to enter the proctor password on the Options page to enable Accessibility Mode. Available on Windows operating systems only.</p>
<b>Answer Masking</b>		<p>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.</p>
<b>Color Contrast</b>		<p>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.</p>
<b>Custom Masking</b>		<p>Provides the ability to mask certain parts of the test interface or question. It can be re-sized, and it is draggable.</p>
<b>Reverse Contrast</b>		<p>Inverts color values on the screen.</p>
<b>Text-to-Speech English</b>		<p>(ELA: Accommodation; Math: 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. <b>Note:</b> TTS is available only for Session 2 of MSSA ELA and MSSA SLA. If read aloud is needed for Session 1 (Reading) of the ELA or SLA test, please follow PED policy procedures.</p>
<b>Text-to-Speech Spanish</b>		<p>(ELA: Accommodation; Math: 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. <b>Note:</b> TTS is available only for Session 2 of MSSA ELA and MSSA SLA. If read aloud is needed for Session 1 (Reading) of the ELA or SLA test, please follow PED policy procedures.</p>
<b>Word Prediction (Embedded)</b>		<p>Students taking English language tests 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.</p>

Feature/ Accommodation	Icon	Description/Action
<b>ASL Videos</b>		(Accommodation) Students can play a video with American Sign Language interpretation of item content.
<b>Basic or Scientific Calculator (for non-calculator portions of the Mathematics tests)</b>		(Accommodation) Provides either a Basic or a Scientific calculator to assigned students on the non-calculator portions of the Mathematics test.

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

### Options

Text-to-Speech Volume:100

Speed

Zoom View (Magnifier) 



The quick brown fox jumped over the lazy dog.

Reverse Contrast

Color Contrast

Custom Masking Enabled

Answer Masking Enabled

Accessibility Mode Proctor Password

## 3.3 Requirements for Paper-Based Testing

*Please read these directions carefully before you administer the test.*

### 3.3.1 Test Security

All security measures outlined in 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-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:

- You should read the directions and scripts in this manual the same way as for a standard administration.
- The large-print test booklet is 11" × 17". It is recommended that these tests be administered to students at tables (perhaps library-sized) to allow for the booklet's size and to ensure student comfort.
- In addition to the materials in the large-print packet, 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 8.3.2](#) 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. Consider the following options with the student 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: The TA (or the proctor) must transcribe all multiple-choice answers into the answer document.**
- Students may use a scribe to write oral responses or fill in bubbles for multiple-choice questions in the answer document.

If typewritten responses to constructed-response 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 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, and any content-appropriate ancillary materials.

Please consider the following when administering the Braille test:

- You should read the directions and scripts in this manual the same way as for a standard administration. You may make adjustments to the specific directions for administering a test as needed to ensure that students taking the Braille version of the test understand the testing procedures. For example, you should tell students they do not need to read or pay attention to the copyright notice that appears in the Braille version.
- Various materials (e.g., Braille writers, slates and styluses, Cranmer modified abacuses, and word processors without the aid of spelling or grammar checks) may be required by the students and must be furnished before the appropriate subtest. Additionally, you 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. Consider the following options with the student to determine the best method for recording the student's responses. Students may use any combination of these options to answer test 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.

You (or the proctor) must transcribe the student's Braille responses and all other responses in the Braille test booklet **verbatim** into the student's answer document 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 8.3.2](#) 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 before 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)
- 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, staple all sheets of paper containing typewritten responses from an individual student once in the top left corner and provide them to the STC and DTC with the answer document at the end of testing. Never staple, tape, or glue typed response pages into an answer document.

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



## 4. Before Computer-Based Testing

### 4.1 Preliminary Preparation

Inform students of the importance of the NM-MSSA and of the testing schedule before testing begins. Be sure that students are familiar and comfortable with standardized test procedures and test-taking strategies. The NM-MSSA practice tests will provide an opportunity for students to become familiar with the types of questions on the assessments and the features and tools available in the online testing platform.

Test administrators should become familiar with all administration procedures before testing.

Carefully read through this manual and the *NMPED Assessment Kiosk User Guide* (available at [newmexico.onlinehelp.cognia.org/cbt-guides](http://newmexico.onlinehelp.cognia.org/cbt-guides)); review the testing schedule established by the district/school; and be sure to gather materials for each session before the start of testing. You should have a list of the students who will be testing in your classroom and their printed Student Login Tickets, as well as a list of students requiring accommodations and the accommodations each student requires. Please review the session scripts that you will read to students during testing (see [sections 6.1–6.6](#)).

### 4.2 Test Scheduling

Plan to administer each test session within the testing window scheduled by your school. Test sessions must be administered in accordance with PED test schedule guidelines. See [section 2.2.2](#) for approximate session administration times.

Breaks of at least 15 minutes should be provided between sessions. Students should be allowed to leave the testing room to use the restroom as needed during the testing session, provided they are escorted to the facility. Before leaving the classroom, the students must give their login tickets and scratch paper to you, or the proctor. While the student is in the restroom, ensure that the remaining students are supervised and login tickets and scratch paper do not leave the classroom.

When students complete all the sessions scheduled for the day, collect their used scratch paper and instruct the students to sit quietly or quietly read a book at their desks until all students have finished. Reading is the only activity allowed. Test administrators should not activate any other session of the test at this time.

In the event that a single student or a small group of students does not complete the assessment as quickly as a large majority of the class, it is permissible for a TA to quietly dismiss the class or take the remaining testers to a different location to complete the session.

#### 4.2.1 Testing Disruptions

The schedule should provide sufficient time to ensure that each test session will be completed before lunch or afternoon dismissal. If it is estimated that students cannot finish a session before dismissal, the students should not begin the session and the session should be rescheduled for a makeup day.

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 are allowed to resume the session when they return to school. An irregularity report should be filed, but an invalidation is usually not warranted provided that the student is not allowed to revise responses provided before the disruption.

## 4.2.2 Absences

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

In the event that a student misses one session, there is no reason to prevent them from taking the next. Test sessions should be, but do not have to be, administered in numerical order.

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

## 4.2.3 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.

## 4.3 Preparing for Administration

### 4.3.1 Preparing the Testing Environment

Prepare the testing room by ensuring the following:

- Student workstations are ready for testing; this includes making sure computers or laptops are fully charged.
- Computer monitors are positioned to prevent students from seeing each other's work.
- You have obtained scratch paper and pencils for each student you will be testing.
- You have obtained or printed Session Access Codes.
- You have obtained or printed Student Login Tickets for each student assigned to you for testing.
- The room has adequate lighting.
- The room has a "Testing—Do Not Disturb" sign on the door.
- Nothing is visible that would give clues to any of the answers on the test, such as rubrics, writing guides, word walls, hundreds charts, fact tables, etc.

If you have questions about student computers, see your technology coordinator. If you have questions about Student Login Tickets or any other facet of administering the tests, see the STC or DTC, or refer to selections from the suite of training materials available at [newmexico.onlinehelp.cognia.org](http://newmexico.onlinehelp.cognia.org).

Students may use scratch paper on any session of the NM-MSSA. All used scratch paper must be collected and securely destroyed at the testing location.

### 4.3.2 Materials Required, Permitted, and Not Permitted

The following materials are required for computer-based testing:

- this manual, which includes English and Spanish administration scripts
- a "Testing—Do Not Disturb" sign for the classroom door
- scratch paper
- two pencils with erasers for each student
- student login tickets

## **Calculators**

For the NM-MSSA Mathematics assessments where calculators are used (see the tables in [section 2.2.2](#)), the appropriate calculator will be available on the online platform. Additionally, students may use hand-held calculators (provided by either the school or the student) as allowed by local policy.

- 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, refer to the NM-MSSA Calculator Policy ([Appendix E](#)).

## **Mathematics Formula Sheets or Reference Sheets**

The NM-MSSA Mathematics assessments do not require any formula sheets or math reference sheets. Please note the following about formula sheets and reference sheets:

- The language of the standards offers general guidance as to when students are expected to “know” formulas versus “apply” formulas.
- All of the items on the NM-MSSA Mathematics assessments have been thoroughly reviewed by grade-level mathematics educators and deemed appropriate for their respective grade level.
- To properly assess the applicable standards, some items are written so that students will need to know the formulas to answer the question, whereas other items are written so that knowledge of the formula is not being assessed, and thus the formulas may be provided within the item.
- In the same vein, some items are written so that students will need to know grade-level appropriate conversions between units, whereas some items provide the conversion to the student.
- This flexibility around the inclusion of formulas and conversion units allows for a variety of assessment items to better assess different aspects of the relevant standards.

### 4.3.3 Session Access Codes

DTCs or STCs schedule tests via the Test Sessions tab. Please check with your DTC or STC for your local policies and procedures for obtaining Session Access Codes.

In some schools, after the test has been scheduled, TAs may go to the “View Details/Student Logins” page for the applicable class scheduled for the test. On this page the TA will see access codes for each session of the test.

**District:** Cyber City  
**Administration:** NM Admin  
**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

**School:** Cyber City Sch3  
**Content Area:** English Language Arts

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.

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		

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

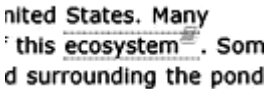




Session Sequence	Session Name	Access Code
1	Session 1	2814761844
2	Session 2	3926393689

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
FourTwenty-nine, 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	
FourTwenty-six, Student	12/8/1999	100000426	F6434E73	
FourTwentythree, Student	12/5/1999	100000423	BC445B27	ELA Text -to-Speech English

### 4.3.4 Online Portal Universal Tools and Navigation Features

The following tools and navigation buttons are available to all students.

Navigation/ Universal Tool	Icon	Description/Action
<b>Answer Eliminator</b>	 	<p>The Answer Eliminator tool allows students to eliminate response option(s) by placing a strike through over the option. Students must click on the icon in the tool bar to activate the eliminator, and then click on the response options they wish to eliminate.</p> <p>To select a response option as their answer choice, the answer eliminator tool must be turned off before selecting the response option.</p> <p>Options that have been eliminated cannot be selected as an answer choice. To undo an eliminated response option, the student must turn on the answer eliminator, deselect the option, then turn off the answer eliminator tool and select their answer choice.</p>
<b>Back/Regresar Button</b>		<p>Click the “Back” button to move to the previous test question.</p>
<b>Bookmark</b>		<p>Bookmark or save items to come back to later by clicking the star icon. The Jump to Question icon is a picture of a down arrow. Click the down arrow to be taken to a test review screen to jump to another test question.</p>
<b>Clear/Borrar Button</b>		<p>Click the “Clear” button to clear an entire answer from the screen.</p>
<b>Constructed Responses Writing Tools (rich text editor response option)</b>		<p>Both open-ended and short answer constructed response items will also have a series of writing tools that are shown with the symbols for undo, redo, bold, italicize, underline, bullet list, numbered list, increase indent, decrease indent, and spell checker. The spell checker is disabled for ELA and SLA assessments.</p>
<b>Finish/Terminar Button</b>		<p>Click the “Finish” button to submit your test; the “Finish” button is only active on the last item of the session.</p>
<b>Line Reader</b>		<p>The line reader can be used to assist in reading by raising and lowering the tool for each line of text onscreen. It is resizable and draggable.</p>
<b>Calculator</b>		<p>The Calculator may be used to help answer questions during Session 2 of the NM-MSSA Mathematics tests.</p>
<b>Notepad</b>		<p>Use the Notepad tool to type notes in the Notepad for each separate test question. Notes on a stimulus are viewable for all items pertaining to that stimulus. The Notepad can be moved around on the screen and resized as desired.</p>
<b>Pause and Inactivity Timeout Button</b>		<p>This button allows the student to exit the test (log out and close the kiosk) or pause the test, in which case they will have a timer that will allow them to re-enter the test from the pause timer screen using only their password if they return in less than 60 minutes.</p>

Navigation/ Universal Tool	Icon	Description/Action
<b>Pop-Up Glossary</b>		Students can view definitions of pre-selected words by selecting words with a book icon to launch a pop-up screen with the word's definition.
<b>Sketch</b>		Use the Sketch tool to sketch, highlight, or underline text on the screen. This tool will only appear on items that do not have a sketchpad widget or rich text editor response option.
<b>Text Highlight</b>		Use the Text Highlight tool to select text and highlight the selection.
<b>Turn In/Entregar Button</b>		Once students have answered all questions and reviewed their responses on the test item review page, they must click the "Turn In" button and then confirm by clicking on the "Turn In" button again to turn in their test. The test status in the Portal will then show "Finished," and the student will not be able to log into that test again.
<b>Zoom View (magnifier)</b>		Students can magnify the entire screen in four increments: 100%, 150%, 200%, and 300%.

## 5. During Computer-Based Testing

### 5.1 Directions for Test Administration

In sections 6.1–6.6, the directions that are to be read aloud to students are in **bold** font. Directions to you are interspersed within the script and are in regular font and in brackets. Read the directions for students exactly as written, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, “No. That is wrong. Listen again.” Then read the direction or question again.

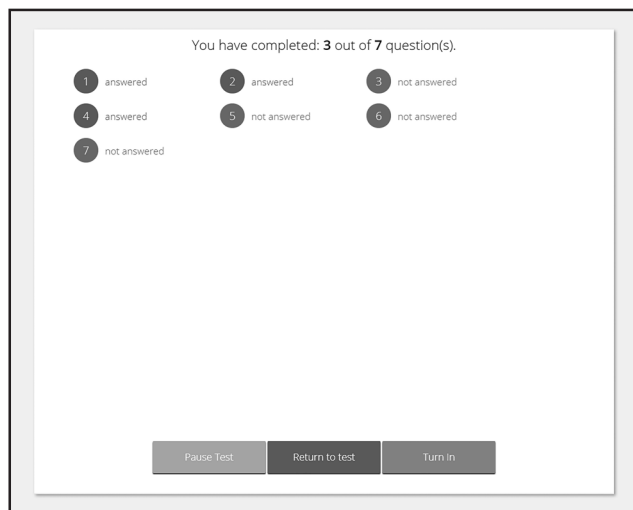
- Encourage the students to do their best.
- Check periodically to make sure that the students are recording their answers properly.
- Ensure that the students work until they reach the end of each testing session.
- Remember that you are prohibited from spelling words for students during all testing sessions.

### 5.2 Monitoring Test Sessions

At the beginning of each session of the test, walk around the room to check that students are logged in correctly. TAs are expected to walk around the room and actively monitor students. During each test session, ensure they are working appropriately by clicking to the next item when necessary, typing or drawing their answers in the appropriate answer boxes, and not spending too much time on any one item. If you have a concern or are unsure how to proceed, please contact the STC.

#### IMPORTANT REMINDERS FOR TEST ADMINISTRATORS:

You may not help students in any way, except during the general instructions or as specified in this manual. **You may assist a student if a technology issue occurs.** Under no circumstances are students to be prompted to revise, edit, or complete any test questions during or after testing.



Test administrators may not view student responses.

Once a student has reached the test map page that shows which items have been answered, unanswered, marked with a star bookmark for review, or skipped, instruct the student to ensure all items have been answered and to review any bookmarked items. When the student is ready to turn in their test, the student must return to the test map page by clicking on the item number/down arrow in the upper right hand corner of the test interface. then the student will click on the “Turn in” (“Entregar”) button and confirm by clicking the “Turn in” button again.

Once a test is turned in, have the students click “Exit” in the upper-right corner before allowing the student to sit quietly and/or read a book at their desk.

If you encounter a technology problem during testing please call the Cognia Help Desk at 877-676-6722. Please be prepared to answer the following questions along with a description of the issue.

1. Is there an error message? If yes, what is the error message?
2. Is it affecting more than one student? If yes, how many?

3. What is the Operating system and version of the device experiencing the issue (for example, Windows 10, Chrome 85, MacOS 10.15)?

**Note:** while restarting the student's test device may immediately resolve the issue, we recommend contacting the Help Desk before restarting the device. The Help Desk may be able to provide guidance that will prevent the issue from reoccurring during another student's test.

For more information and guidance on all Kiosk error messages please reference the *NMPED Assessments Kiosk Installation Guide* at [newmexico.onlinehelp.cognia.org/cbt-guides](http://newmexico.onlinehelp.cognia.org/cbt-guides).



## 6. NM-MSSA CBT Directions and Scripts

### 6.1 NM-MSSA CBT—Mathematics & ELA (English) Session 1

**Suggested Session Time:** Refer to the tables in [section 2.2.2](#).

**Materials Required:** Student Login Tickets, sharpened pencils with erasers, and scratch paper; refer to [section 4.3.2](#) for other materials that may be permitted.

On the day(s) of the NM-MSSA testing, be sure to prepare the testing space as described in [section 4.3.1](#).

**Note:** Reference/formula sheets are not needed for Mathematics tests.

**SAY** **You are not allowed to have a cell phone or other electronic device during testing.**  
[Please refer to PED Policy on Electronic Devices in [section 2.1.2](#).] **If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand.** [Collect and store students' devices according to the procedure at your school.]

**SAY** **If a cell phone or other electronic device is discovered during testing, it will be confiscated and subject to search.**

**Make sure your computer is turned on. Do not open any other programs.** [If necessary, wait for workstations to boot up.]

**SAY** **Now double-click the “New Mexico Public Education Department Assessments” icon on your desktop. Once the program opens, you will see a student login page.**

Wait for everyone to have the student sign-in page displaying on their screens. Work with students who need extra help accessing the portal. Remember, no other programs should be running while the testing kiosk is being launched.

**SAY** **Each of you should see the student sign-in page on your screen. Raise your hand if you do not see the sign-in page.**

Work with students who need extra help accessing the sign-in page. Remember, no other programs should be running while the students are launching the kiosk.

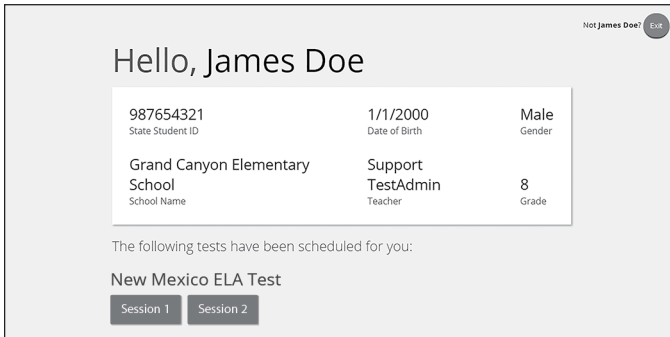
Distribute the Student Login Tickets. Post the Session 1 Access Code at the front of the room.

**SAY** **You have been given a test ticket with your name and test login information. Check the ticket to be sure you have your own. If someone else’s name is on the ticket, raise your hand.**

If any students have the wrong ticket, make the correction.

**SAY** **Carefully type the username and password in the sign-in screen exactly as it appears on the ticket. Then click the *Sign In* button. Keep your login ticket on your desk. It will be collected at the end of this test.**

If you have successfully logged in, you will see the word “Hello” followed by your name. Verify that your name, student testing ID number, and date of birth are correct. If the information on the screen is not correct, raise your hand.



Work with any students who may need extra help logging in to the program.

**SAY Click the blue button that says Session 1.**

**You will now enter a Session Access Code in the box labeled “Session Access Code.” The code is [read the Session Access Code to the students and direct them to the posted version]. Enter the code now, and then click *Submit*. Do not go on until you are instructed to do so.**

**The page you are on should be titled “Session 1 Directions.”** [Pause to make sure students are on the correct screen. Students with accommodations will see the “Options” screen before they get to the Directions screen. The Options screen lets them experiment with and change accommodations settings.]

**SAY Follow along as I read them aloud.**

➡ [If administering Mathematics, say the following.]

**Today you will take a test in mathematics.**

**For this test, you will answer selected-response and constructed-response questions.**

**Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best.**

**If you are not sure of the answer to a question, you should still try to answer it.**

**You may NOT use a calculator to answer the questions in this section.**

➡ [If administering ELA, say the following.]

**Today you will take a test in reading.**

**For this test, you will read passages and then answer questions about the passages.**

**Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best.**

**If you are not sure of the answer to a question, you should still try to answer it.**

**Are there any questions?** [If there are any procedural questions, reread the directions.]

SAY Now click the *Continue* button and we will go over some tools and navigation instructions together. The first question in Session 1 should be showing on your screen. Look at the buttons on the bottom right of the screen.



These are your navigation buttons. *Clear* will clear your answers for the questions on the page. If you click this button, you will be asked if you are sure you want to clear the current question.

*Pause/Exit* will take you to another screen, where you will have the option to pause the test, exit the test, or cancel. If you select *Pause Test*, a timer will begin to count down from 60 minutes. To return to your test within that 60 minutes, enter your password and click *Resume*. Any sketch or highlighting you did before pausing will still be there when you resume. If you do not return within 60 minutes after pausing, or if you select *Exit Test*, you will be exited from the test. Any sketch or highlighting will be deleted. To resume testing, you will need to log in again using your username and password and the session access code. [If 60 minutes have elapsed, the proctor password will also be required.]

Clicking the *Next* button will take you to the next question. Click the *Next* button now. Clicking the *Back* button will take you to the previous item. Click the *Back* button now. You can bookmark any item to go back to later by clicking on the star next to the item number in the upper left of the screen, next to the question number. Click this star now.

Another way to navigate through the form is by using the Test Map. You can access the Test Map by clicking the down arrow next to the question number at the top left of the screen. Click this arrow now.

The Test Map is a visual representation of all of the questions on the test. Answered questions will appear blue; questions you have viewed, but not answered are red; bookmarked questions have a yellow star next to them; and questions that have not been visited are gray. (Notice that you have a bookmarked question.) Clicking a question number will take you directly to that question on the test. You can pause the test, return to the test, or turn in your test from the Test Map.

Click the first question number on your test map. You are now back to the first question in Session 1. Click the bookmark star to remove the bookmark.

In the lower-left corner is your toolbox. There you will see several tools available to use on this test.



The Answer Eliminator tool looks like lines with an X over them. This tool allows you to put a red X through answer choices on multiple choice items. Click the tool to enable it. Then click answer choice "A." A red X will appear over the answer choice, and you will not be able to select it as the correct answer. If you change your mind, you can remove the red X by clicking it. Click answer choice "A" now to remove the red X. When you are ready to select the correct answer, you must first click the Answer Eliminator tool in the toolbar to disable it. Click the tool now.



The Notepad tool looks like a pencil and a pad of paper. You can use the Notepad tool to make notes, plan your response, or work out questions. You can also copy and paste from the Notepad into the constructed-response answer space. Notes typed in the Notepad tool will NOT be saved or scored, so you must type your answer in the designated answer space.

Click the Notepad tool now. You can move the Notepad by clicking in the dark band at the bottom and dragging to the new location. You can also resize the Notepad by clicking the right corner of the band and dragging out or in. Click the “X” in the upper-right corner of the Notepad tool to close it.



The Line Reader tool has the letters “abc.” This tool provides a small window that you can move up and down the page to cover some of the words to help with reading.



The Sketch tool looks like a pencil. Clicking on it will open a toolbox containing several colored pencils, an eraser, and a highlighter. Use this tool to highlight parts of the passage or question that you want to stand out. Do not use it to write your answers. Click this tool now.



Now, click the yellow highlighter and highlight a word in the item. Now click the blue pencil and circle a word in the item. You can erase the marks you just made by clicking the eraser and then clicking the mark. Click the “X” in the upper right corner of the tool to close the Sketch tool.



The Text Highlight tool looks like a highlighter. This tool will allow you to select specific words you want to highlight.



From the pop-up menu, you can choose to highlight text or use the eraser to remove some or all of the highlighted text.

In addition to these tools, some words on the test may have a small book next to them. You can click on the book to open a pop-up glossary that will provide you with the definition of the word.

➔ [If administering ELA, say the following.]

Passages will appear on the left of your screen, and questions will appear on the right of your screen. Some questions go with multiple passages. You may switch between different passages by clicking the passage tabs above the passages.

Whenever you begin a new question, Passage 1 will appear on the left of your screen. Every time you see a question about Passage 2, you will need to click on the tab that says “Passage 2” to read the text.

When you come to the last item in the test, you will see the *Finish* button on the bottom right of the screen. Once you have answered the last item, click *Finish* to be taken to the Test Map.



You may click any question to return directly to that specific question or click *Return to test* to go back to the last question in the test.

When you have answered all of the questions, click *Turn In* twice.

Turn In

**Are there any questions about available tools and navigation?** [If there are any procedural questions, reread the directions.]

**SAY** **Begin with the first question in Session 1. Work until you reach the end of this session.**

**Does everyone understand what to do?** [If there are any procedural questions, reread the directions.]

**SAY** **You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can.**

**When you are finished with this session, make sure you have clicked *Finish* and then *Turn In*. You will be asked if you are sure you want to turn in your test. Click *Turn In* if you are sure. By clicking *Turn In* you will ensure all of your answers are submitted and you will not be able to access this session again. When you have successfully turned in your test, you will see the “Hello” screen again, with Session 1 crossed out. Are there any questions?** [If there are any procedural questions, reread the directions.]

**SAY** **You may begin.**

Remain attentive in the room during the entire testing session. (Reading, grading papers, or doing other work is prohibited.) Circulate throughout the room during the testing session. Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

**Reminder:** You may not review the students’ responses.

If a student sees the following error message when they attempt to turn in their test, please take the steps outlined in Appendix D or contact the Cognia Service Desk at 877-676-6722.

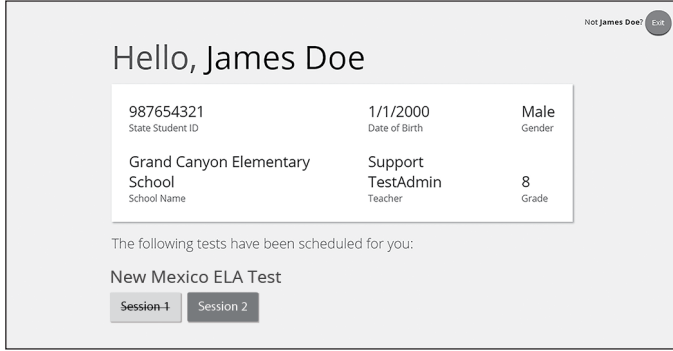
**Please raise your hand and notify your proctor.**

A connection to the network could not be established. Your test has been saved offline.

After students have finished (refer to administration time tables in [section 2.2.2](#)), continue reading the following script.

**SAY** **If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time.** [Explain to students how extended time is to be handled in your school.]

**SAY** Now click the red *Exit* button in the upper-right corner.



**This completes Session 1. Please wait quietly at your seat while I collect the scratch paper, pencils, and Student Login Tickets.** [Collect the scratch paper, pencils, and tickets from the students.]



**If you will immediately continue with the next session,** provide students with a short break and proceed to the directions in [section 6.2](#) for Mathematics or [section 6.3](#) for ELA.

**If you will not immediately continue with the next session,** instruct the students to log out of their computers, and shut off their computers, if appropriate. Laptops should be moved to a charging cart or otherwise plugged in. Store the Student Login Tickets in central, secure, and locked storage until the next testing session.

## 6.2 NM-MSSA CBT—Mathematics (English) Session 2

**Suggested Session Time:** Refer to the tables in [section 2.2.2](#).

**Materials Required:** Student Login Tickets, sharpened pencils with erasers, and scratch paper; refer to [section 4.3.2](#) for other materials that may be permitted.

On the day(s) of the NM-MSSA testing, be sure to prepare the testing space as described in [section 4.3.1](#).

**Note:** Reference/formula sheets are not needed for Mathematics tests.

**SAY** **You are not allowed to have a cell phone or other electronic device during testing.**  
 [Please refer to PED Policy on Electronic Devices in [section 2.1.2](#).] **If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand.** [Collect and store students' devices according to the procedure at your school.]

**SAY** **If a cell phone or other electronic device is discovered during testing, it will be confiscated and subject to search.**

**Make sure your computer is turned on. Do not open any other programs.** [If necessary, wait for workstations to boot up.]

**SAY** **Now double-click the “New Mexico Public Education Department Assessments” icon on your desktop. Once the portal opens, you will see a student login page.**

Wait for everyone to have the student sign-in page displaying on their screens. Work with students who need extra help accessing the portal. Remember, no other programs should be running while the testing kiosk is being launched.

**SAY** **Each of you should see the student sign-in page on your screen. Raise your hand if you do not see the sign-in page.**

Work with students who need extra help accessing the sign-in page. Remember, no other programs should be running while students are launching the kiosk.

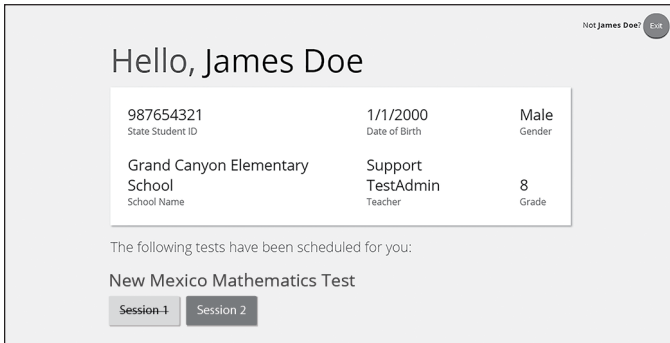
Distribute the Student Login Tickets. At the front of the room, post the Session Access Code for Session 2.

**SAY** **You have been given a test ticket with your name and test login information. Check the ticket to be sure you have your own. If someone else’s name is on the ticket, raise your hand.**

If any students have the wrong ticket, make the correction.

**SAY** **Carefully type the username and password in the sign-in screen exactly as it appears on the ticket. Then click the *Sign In* button. Keep your login ticket on your desk. It will be collected at the end of this test.**

If you have successfully logged in, you will see the word “Hello” followed by your name. Verify that your name, student testing ID number, and date of birth are correct. If the information on the screen is not correct, raise your hand.



Work with any students who may need extra help logging in to the program.

**SAY** Click the blue button that says **Session 2**.

**You will now enter a Session Access Code in the box labeled “Session Access Code.” The code is** [read the Session Access Code to the students and direct them to the posted version]. **Enter the code now, and then click Submit. Do not go on until you are instructed to do so.**

**The page you are on should be titled “Session 2 Directions.”** [Pause to make sure students are on the correct screen. Students with accommodations will see the “Options” screen before they get to the Directions screen. The Options screen lets them experiment with and change accommodations settings.]

**SAY** Follow along as I read them aloud.

**Today you will take a test in mathematics.**

**For this test, you will answer selected-response and constructed-response questions.**

**Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best.**

**If you are not sure of the answer to a question, you should still try to answer it.**

**You MAY use a calculator to answer the questions in this section.**

**Are there any questions?** [If there are any procedural questions, reread the directions.]

**SAY** Begin with the first question in **Session 2**. Work until you reach the end of this session.

**A calculator tool will appear in the toolbox in the lower left corner of your screen. You may use it to help answer questions during this session of the test.**

**You may go back to any of the questions in this session to review your answers. Does everyone understand what to do?** [If there are any procedural questions, reread the directions.]

**SAY** You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can.



**When you are finished with this session, make sure you have clicked *Finish* and then *Turn In*. You will be asked if you are sure you want to turn in your test. Click *Turn In* if you are sure. By clicking *Turn In* you will ensure all of your answers are submitted and you will not be able to access this session again. When you have successfully turned in your test, you will see the “Hello” screen again, with Session 2 crossed out. Are there any questions?** [If there are any procedural questions, reread the directions.]

**SAY You may begin.**

Remain attentive in the room during the entire testing session. (Reading, grading papers, or doing other work is prohibited.) Circulate throughout the room during the testing session. Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

**Reminder:** You may not review the students’ responses.

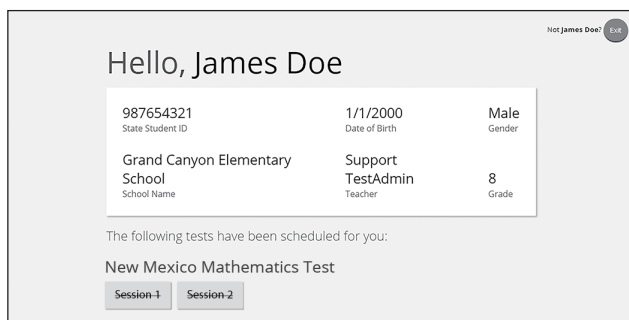
If a student sees the following error message when they attempt to turn in their test, please take the steps outlined in Appendix D or contact the Cognia Service Desk at 877-676-6722.

**Please raise your hand and notify your proctor.**  
 A connection to the network could not be established. Your test has been saved offline.

After students have finished (refer to administration time tables in [section 2.2.2](#)), continue reading the following script.

**SAY If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time.** [Explain to students how extended time is to be handled in your school.]

**SAY Now click the red *Exit* button in the upper-right corner.**



**SAY This completes Session 2. Please wait quietly at your seat while I collect the scratch paper, pencils, and Student Login Tickets.** [Collect the scratch paper, pencils, and tickets from the students.]



Instruct the students to log out of their computers, and shut off their computers, if appropriate. Laptops should be moved to a charging cart or otherwise plugged in. Store the Student Login Tickets in central, secure, and locked storage until the next testing session or until they are ready to be turned over to the STC.

## 6.3 NM-MSSA CBT—ELA (English) Session 2

**Suggested Session Time:** Refer to the tables in [section 2.2.2](#).

**Materials Required:** Student Login Tickets, sharpened pencils with erasers, and scratch paper; refer to [section 4.3.2](#) for other materials that may be permitted.

On the day(s) of the NM-MSSA testing, be sure to prepare the testing space as described in [section 4.3.1](#).

**SAY You are not allowed to have a cell phone or other electronic device during testing.** [Please refer to PED Policy on Electronic Devices in [section 2.1.2](#).] **If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand.** [Collect and store students' devices according to the procedure at your school.]

**SAY If a cell phone or other electronic device is discovered during testing, it will be confiscated and subject to search.**

**Make sure your computer is turned on. Do not open any other programs.** [If necessary, wait for workstations to boot up.]

**SAY Now double-click the “New Mexico Public Education Department Assessments” icon on your desktop. Once the portal opens, you will see a student login page.**

Wait for everyone to have the student sign-in page displaying on their screens. Work with students who need extra help accessing the portal. Remember, no other programs should be running while the testing kiosk is being launched.

**SAY Each of you should see the student sign-in page on your screen. Raise your hand if you do not see the sign-in page.**

Work with students who need extra help accessing the sign-in page. Remember, no other programs should be running while students are launching the kiosk.

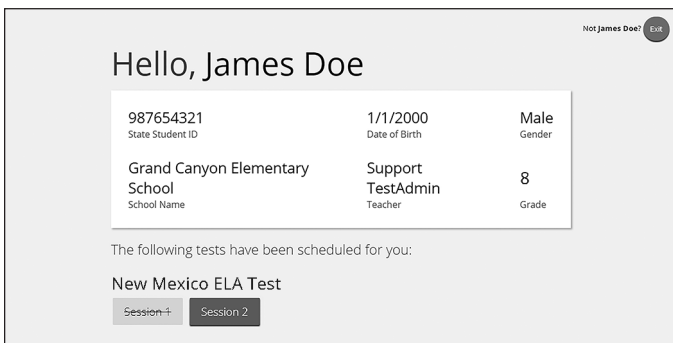
Distribute the Student Login Tickets. Post the Session 2 Access Code at the front of the room.

**SAY You have been given a test ticket with your name and test login information. Check the ticket to be sure you have your own. If someone else’s name is on the ticket, raise your hand.**

If any students have the wrong ticket, make the correction.

**SAY Carefully type the username and password in the sign-in screen exactly as it appears on the ticket. Then click the *Sign In* button. Keep your login ticket on your desk. It will be collected at the end of this test.**

If you have successfully logged in, you will see the word “Hello” followed by your name. Verify that your name, student testing ID number, and date of birth are correct. If the information on the screen is not correct, raise your hand.



Work with any students who may need extra help logging in to the program.

**SAY Click the blue button that says Session 2.**

**You will now enter a Session Access Code in the box labeled “Session Access Code.” The code is [read the Session Access Code to the students and direct them to the posted version]. Enter the code now, and then click *Submit*. Do not go on until you are instructed to do so.**

**The page you are on should be titled “Session 2 Directions.”** [Pause to make sure students are on the correct screen. Students with accommodations will see the “Options” screen before they get to the Directions screen. The Options screen lets them experiment with and change accommodations settings.]

**SAY Follow along as I read them aloud.**

**Today you will take a test in writing and language.**

**For this test, you will read passages and answer questions. Some of the questions might ask about how to improve the passage. Other questions might ask you to correct errors in the passage. Some questions may have more than one passage to read before answering or writing your response. There will also be an additional resource to provide tips for writing your response to the Writing Prompt.**

**Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best.**

**If you are not sure of the answer to a question, you should still try to answer it.**

**Are there any questions?** [If there are any procedural questions, reread the directions.]

**SAY Begin with the first question in Session 2. Work until you reach the end of this session.**

**You may go back to any of the questions in this session to review your answers. Does everyone understand what to do?** [If there are any procedural questions, reread the directions.]

**SAY** You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can.

When you are finished with this session, make sure you have clicked *Finish* and then *Turn In*. You will be asked if you are sure you want to turn in your test. Click *Turn In* if you are sure. By clicking *Turn In* you will ensure all of your answers are submitted and you will not be able to access this session again. When you have successfully turned in your test, you will see the “Hello” screen again, with Session 2 crossed out. Are there any questions? [If there are any procedural questions, reread the directions.]

**SAY** You may begin.

Remain attentive in the room during the entire testing session. (Reading, grading papers, or doing other work is prohibited.) Circulate throughout the room during the testing session. Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

**Reminder:** You may not review the students’ responses.

If a student sees the following error message when they attempt to turn in their test, please take the steps outlined in Appendix D or contact the Cognia Service Desk at 877-676-6722.

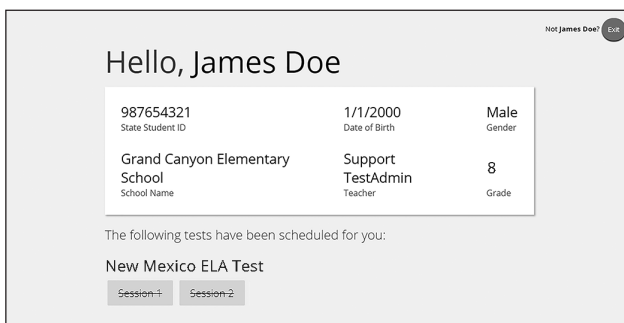
**Please raise your hand and notify your proctor.**

A connection to the network could not be established. Your test has been saved offline.

After students have finished (refer to administration time tables in [section 2.2.2](#)), continue reading the following script.

**SAY** If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time. [Explain to students how extended time is to be handled in your school.]

**SAY** Now click the red *Exit* button in the upper-right corner.



**SAY** This completes Session 2. Please wait quietly at your seat while I collect the scratch paper, pencils, and Student Login Tickets. [Collect the scratch paper, pencils, and tickets from the students. Instruct the students to log out of their computers, and shut off their computers, if appropriate. Laptops should be moved to a charging cart or otherwise plugged in. Store the Student Login Tickets in central, secure, and locked storage until they are ready to be turned over to the STC.]



## 6.4 NM-MSSA CBT—Mathematics & SLA (Spanish) Session 1

**Suggested Session Time:** Refer to the tables in [section 2.2.2](#).

**Materials Required:** Student Login Tickets, sharpened pencils with erasers, and scratch paper; refer to [section 4.3.2](#) for other materials that may be permitted.

On the day(s) of the NM-MSSA testing, be sure to prepare the testing space as described in [section 4.3.1](#).

**Note:** Reference/formula sheets are not needed for Mathematics tests.

**SAY** **Está prohibido tener teléfonos celulares u otros aparatos electrónicos durante la prueba.** [Please refer to PED Policy on Electronic Devices in [section 2.1.2](#).] **Si tienen un teléfono celular o un aparato electrónico, apáguelo ahora y levanten la mano.** [Collect and store students' devices according to the procedure at your school.]

**SAY** **Si se les encuentra un teléfono celular u otro aparato electrónico durante la prueba, les será confiscado y se revisará su contenido.**

**Asegúrense de que su computadora esté encendida. No abran ningún otro programa.** [If necessary, wait for workstations to boot up.]

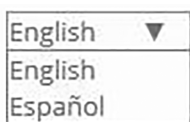
**SAY** **Ahora, hagan doble clic en el ícono de “New Mexico Public Education Department Assessments” en su escritorio virtual o *desktop*. Una vez que el programa abra, verán una página de inicio de sesión para el estudiante.**

Wait for everyone to have the student sign-in page displaying on their screens. Work with students who need extra help accessing the portal. Remember, no other programs should be running while the testing kiosk is being launched.

**SAY** **Cada uno de ustedes debe estar viendo la página de inicio de sesión para el estudiante en su pantalla. Levanten la mano si no pueden ver la página de inicio de sesión.**

Work with students who need extra help accessing the sign-in page. Remember, no other programs should be running while students are launching the kiosk.

**SAY** **En la esquina inferior izquierda de la pantalla de inicio de sesión, hay un cuadro desplegable que dice “English” con una flecha al lado. Hagan clic en la flecha y luego seleccionen “Español”. Las palabras en la pantalla de inicio de sesión ahora deben estar en español. Levanten la mano si el texto en su pantalla no está en español.**



Work with students who need help changing the language to Spanish.

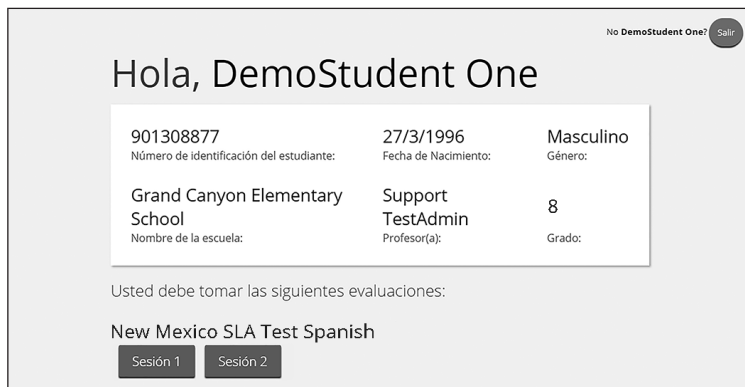
Distribute the Student Login Tickets. Post the Session 1 Access Code at the front of the room.

**SAY** **Ustedes recibieron un boleto de prueba con su nombre y los datos para acceder al sistema. Revisen el boleto para asegurarse de que sea el suyo. Levanten la mano si aparece el nombre de otra persona en el boleto.**

If any students have the wrong ticket, make the correction.

**SAY** Escriban cuidadosamente el nombre de usuario y la contraseña en la pantalla de inicio de sesión, tal y como aparecen en el boleto. Luego hagan clic en el botón de Iniciar sesión. Conserven su boleto de inicio de sesión sobre su escritorio porque el boleto se recogerá al terminar esta prueba.

Si pudieron iniciar la sesión, verán la palabra “Hola”, seguida de su nombre. Verifiquen que su nombre, su número de identificación del estudiante para la prueba y su fecha de nacimiento sean correctos. Levanten la mano si la información que aparece en la pantalla está incorrecta.



Work with any students who may need extra help logging in to the program.

**SAY** Hagan clic en el botón azul que dice Sesión 1.

**Ahora escribirán un código de acceso a la sesión en la casilla que dice “Código de acceso a la sesión”. El código es** [read the Session Access Code to the students and direct them to the posted version]. **Escriban el código ahora y luego hagan clic en *Enviar*. No empiecen sino hasta que se les indique.**

**SAY** La página en la que se encuentran debe llamarse “Sesión 1, Instrucciones”. [Pause to make sure students are on the correct screen. Students with accommodations will see the “Options” screen before they get to the Directions screen. The Options screen lets them experiment with and change accommodations settings.]

**SAY** Vayan siguiéndolas mientras yo las leo en voz alta.

➔ [If administering Mathematics, say the following.]

**Hoy vas a tomar una prueba de matemáticas.**

**En esta prueba, vas a responder preguntas de opción múltiple y preguntas de respuesta abierta.**

**Algunas de las preguntas pueden parecer diferentes de las preguntas que has visto antes y es posible que algunas preguntas se refieran a información nueva para ti, pero es importante que contestes lo mejor que puedas.**

**Aun si no estás seguro de la respuesta a una pregunta, debes tratar de responderla.**

**NO puedes usar calculadora para responder las preguntas de esta sesión.**

➔ [If administering SLA, say the following.]

**Hoy vas a tomar una prueba de lectura.**

**En esta prueba, vas a leer pasajes y luego vas a contestar preguntas acerca de los pasajes.**

**Algunas de las preguntas pueden parecer diferentes de las preguntas que has visto antes y es posible que algunas preguntas se refieran a información nueva para ti, pero es importante que contestes lo mejor que puedas.**

**Aun si no estás seguro de la respuesta a una pregunta, debes tratar de responderla.**

**¿Tienen alguna pregunta?** [If there are any procedural questions, reread the directions.]

**SAY** **Ahora, hagan clic en el botón de *Continuar*. Repasaremos juntos algunas de las herramientas y las instrucciones de navegación. La primera pregunta en la Sesión 1 debe aparecer en su pantalla. Vean los botones de la parte inferior derecha de la pantalla.**



**Estos son sus botones de navegación. El botón de *Borrar* borrará sus respuestas a las preguntas en la página. Si hacen clic en este botón, se les preguntará si están seguros de que quieren borrar esa respuesta.**

**El botón de *Pausar/Salir* los llevará a otra pantalla donde tendrán la opción de pausar, salir de la prueba o cancelarla. Si seleccionan *Pausar la prueba*, un cronómetro comenzará a contar 60 minutos. Para volver a la prueba dentro de esos 60 minutos, ingresen su contraseña y hagan clic en *Reanudar*. Cualquier bosquejo o dibujo que hayan hecho o texto que hayan resaltado antes de hacer una pausa en la prueba todavía estará ahí cuando continúen. Si no vuelven a la prueba dentro de los 60 minutos siguientes al momento en que hicieron una pausa en la prueba, o si seleccionan *Salir de la prueba*, saldrán de la prueba. Cualquier bosquejo o dibujo que hayan hecho o texto que hayan resaltado se borrará. Para reanudar la prueba, deberán iniciar su sesión nuevamente usando su nombre de usuario y contraseña y el código de acceso a la sesión. [If 60 minutes have elapsed, the proctor password will also be required.]**

**El botón de *Siguiente* los llevará a la pregunta siguiente. Hagan clic en el botón de *Siguiente* ahora. El botón de *Regresar* los llevará a la pregunta anterior. Hagan clic en el botón de *Regresar* ahora. Ustedes pueden añadir a sus favoritos cualquier pregunta para regresar a ella más tarde haciendo clic en la estrella que aparece enseguida del número de la pregunta en la parte superior izquierda de la pantalla. Hagan clic en la estrella ahora.**

**Otra manera de navegar por la prueba es utilizando el Mapa de la prueba. Ustedes pueden acceder al Mapa de la prueba haciendo clic en la flecha que está apuntando hacia abajo enseguida del número de la pregunta en la parte superior izquierda de la pantalla. Hagan clic en la flecha ahora.**

El Mapa de la prueba es una representación visual de todas las preguntas del examen. Las preguntas ya contestadas aparecerán en azul; las preguntas que ya han visto pero no han contestado, en rojo; las preguntas añadidas a sus favoritos tendrán una estrella amarilla a un lado; y las preguntas que no han visto aún aparecerán en gris (observen que tienen una pregunta añadida a sus favoritos). Al hacer clic en el número de una pregunta, esto los llevará directamente a esa pregunta. Pueden hacer una pausa en la prueba, volver a la prueba o entregar su prueba desde el Mapa de la prueba.

Hagan clic en el número de la primera pregunta en el mapa de la prueba. Ahora ya están otra vez en la primera pregunta de la Sesión 1. Hagan clic en la estrella de sus favoritos para borrarla.

En la esquina inferior izquierda encontrarán su caja de herramientas. Allí verán varias herramientas disponibles para usar en esta prueba.



La herramienta para Eliminar la respuesta muestra unas líneas con una X sobre ellas. Esta herramienta les permite poner una X en rojo en las opciones de respuesta en preguntas de opción múltiple. Hagan clic en la herramienta ahora para activarla. Después hagan clic en la opción de respuesta "A". Una X en rojo aparecerá sobre la respuesta elegida y no podrán seleccionarla como la respuesta correcta. Si cambian de opinión, pueden eliminar la X en rojo haciendo clic en ella. Hagan clic en la opción de respuesta "A" ahora para eliminar la X en rojo. Cuando estén listos para seleccionar la respuesta correcta, primero deben hacer clic en la herramienta para Eliminar respuestas de la barra de herramientas para desactivarla. Hagan clic en la herramienta ahora.



La herramienta de la Libreta de notas parece un lápiz y una libreta de papel. Pueden usar la herramienta de la Libreta de notas para escribir notas, planificar su respuesta o resolver las preguntas. También pueden copiar y pegar el contenido de la libreta en el espacio de respuesta para las preguntas abiertas. Los apuntes que hagan en la herramienta de la Libreta de notas NO se guardarán ni se calificarán, así que tienen que escribir su respuesta en el espacio designado.

Hagan clic en la herramienta de la Libreta de notas ahora. Pueden mover la libreta haciendo clic en la línea oscura que aparece en la parte de abajo de la libreta y arrastrándola a su nueva ubicación. También pueden cambiar el tamaño de la libreta haciendo clic en la esquina derecha de la línea oscura y arrastrándola hacia adentro o hacia afuera. Hagan clic en la "X" que aparece en la esquina superior derecha de la herramienta de la Libreta de notas para cerrarla.



La herramienta Regla de lectura tiene las letras "abc". Esta herramienta proporciona una pequeña ventana que pueden mover hacia arriba y hacia abajo de la página para cubrir algunas de las palabras y ayudarles a leer.



La herramienta de Dibujo parece un lápiz. Al hacer clic en ella, se abrirá una caja de herramientas que contiene varios lápices de colores, un borrador y un marcador. Usen esta herramienta para resaltar partes del párrafo o pregunta que quieran destacar. No la usen para escribir sus respuestas. Hagan clic en esta herramienta ahora.





Ahora, hagan clic en el marcador amarillo y marquen una palabra en la pregunta. Ahora hagan clic en el lápiz azul y encierren en un círculo una palabra de la pregunta. Pueden borrar las marcas que acaban de hacer haciendo clic en el borrador y luego haciendo clic en la marca. Hagan clic en la “X” en la esquina superior derecha de la herramienta de Dibujo para cerrarla.



La herramienta Resaltar texto parece un marcador. Esta herramienta les permitirá seleccionar palabras específicas que quieran resaltar.



Desde el menú que aparece cuando hacen clic en esta herramienta pueden resaltar el texto o usar el borrador para eliminar una parte o todo el texto resaltado.

Además de estas herramientas, algunas palabras en la prueba pueden tener un pequeño libro al lado. Si hacen clic en el libro, se abrirá un glosario emergente que les proporcionará la definición de la palabra.

➡ [If administering SLA, say the following.]

Los pasajes aparecerán a la izquierda de la pantalla y las preguntas aparecerán a la derecha de la pantalla. Algunas preguntas se refieren a varios pasajes. Pueden cambiar de un pasaje a otro haciendo clic en las pestañas que están en la parte de arriba de los pasajes.

Cada vez que pasen a una nueva pregunta, el Pasaje 1 aparecerá a la izquierda de la pantalla. Cada vez que pasen a una pregunta sobre el Pasaje 2, deben hacer clic en la pestaña que dice “Pasaje 2” para leer el texto.

Cuando lleguen a la última pregunta de la prueba, verán el botón de *Terminar* en la parte inferior derecha de la pantalla. Una vez que hayan contestado la última pregunta, hagan clic en *Terminar* para ir al Mapa de la prueba.



Pueden hacer clic en cualquier pregunta para regresar directamente a esa pregunta específica, o pueden hacer clic en *Regresar a la prueba* para volver a la última pregunta del examen.

Cuando hayan contestado todas las preguntas, hagan clic en *Entregar* dos veces.



¿Tienen alguna pregunta sobre las herramientas disponibles y la navegación? [If there are any procedural questions, reread the directions.]

**SAY Comiencen con la primera pregunta en la Sesión 1. Trabajen hasta llegar al final de esta sesión.**

**Ustedes pueden regresar a cualquiera de las preguntas de esta sesión para revisar sus respuestas. ¿Todos entienden lo que tienen que hacer?** [If there are any procedural questions, reread the directions.]

**SAY Ustedes tendrán todo el tiempo que necesiten para responder a las preguntas de esta sesión. Si no están seguros de la respuesta a una pregunta, hagan su mejor esfuerzo.**

**Cuando hayan terminado con esta sesión, asegúrense de que hicieron clic en *Terminar* y luego hicieron clic en *Entregar*. Se les preguntará si están seguros de que quieren entregar su prueba. Hagan clic en *Entregar* si están seguros. Si hacen clic en *Entregar*, esto garantizará que todas sus respuestas han sido enviadas y no podrán regresar ni tener acceso a esta sesión nuevamente. Cuando hayan entregado su prueba, verán la pantalla de “Hola” nuevamente, con la Sesión 1 tachada. ¿Tienen alguna pregunta?** [If there are any procedural questions, reread the directions.]

**SAY Pueden comenzar.**

Remain attentive in the room during the entire testing session. (Reading, grading papers, or doing other work is prohibited.) Circulate throughout the room during the testing session. Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

**Reminder:** You may not review the students’ responses.

If a student sees the following error message when they attempt to turn in their test, please take the steps outlined in Appendix D or contact the Cognia Service Desk at 877-676-6722.

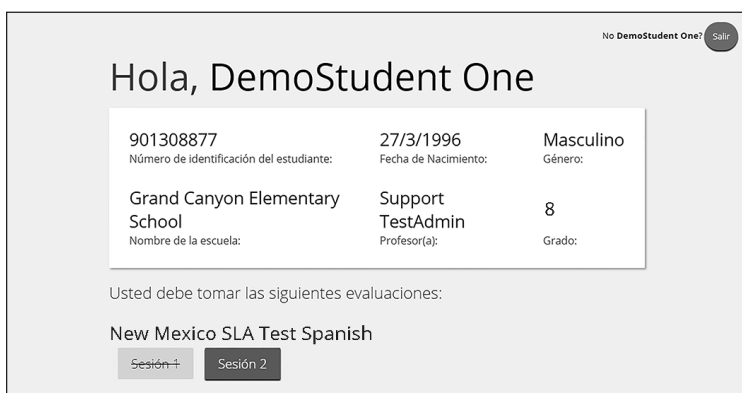
**Please raise your hand and notify your proctor.**

A connection to the network could not be established. Your test has been saved offline.

After students have finished (refer to administration time tables in [section 2.2.2](#)), continue reading the following script.

**SAY Si no han terminado, pueden tener tiempo adicional para terminar la prueba. Levanten la mano si necesitan más tiempo.** [Explain to students how extended time is to be handled in your school.]

**SAY Ahora hagan clic en el botón de *Salir* que aparece en rojo en la esquina superior derecha.**



**SAY** **Con esto concluye la Sesión 1. Esperen en silencio en su escritorio mientras recojo el papel para apuntes, los lápices y los boletos de acceso al sistema.** [Collect the scratch paper, pencils, and tickets from the students.]



**If you will immediately continue with the next session,** provide students with a short break and proceed to the directions in [section 6.5](#) for Mathematics or [section 6.6](#) for SLA.

**If you will not immediately continue with the next session,** instruct the students to log out of their computers, and shut off their computers, if appropriate. Laptops should be moved to a charging cart or otherwise plugged in. Store the Student Login Tickets in central, secure, and locked storage until the next testing session.

## 6.5 NM-MSSA CBT—Mathematics (Spanish) Session 2

**Suggested Session Time:** Refer to the tables in [section 2.2.2](#).

**Materials Required:** Student Login Tickets, sharpened pencils with erasers, and scratch paper; refer to [section 4.3.2](#) for other materials that may be permitted.

On the day(s) of the NM-MSSA testing, be sure to prepare the testing space as described in [section 4.3.1](#).

**Note:** Reference/formula sheets are not needed for Mathematics tests.

**SAY** **Está prohibido tener teléfonos celulares u otros aparatos electrónicos durante la prueba.** [Please refer to PED Policy on Electronic Devices in [section 2.1.2](#).] **Si tienen un teléfono celular o un aparato electrónico, apáguelo ahora y levanten la mano.** [Collect and store students' devices according to the procedure at your school.]

**SAY** **Si se les encuentra un teléfono celular u otro aparato electrónico durante la prueba, les será confiscado y se revisará su contenido.**

**SAY** **Asegúrense de que su computadora esté encendida. No abran ningún otro programa.** [If necessary, wait for workstations to boot up.]

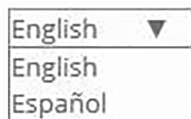
**SAY** **Ahora, hagan doble clic en el ícono de “New Mexico Public Education Department Assessments” en su escritorio virtual o *desktop*. Una vez que el programa abra, verán una página de inicio de sesión para el estudiante.**

Wait for everyone to have the student sign-in page displaying on their screens. Work with students who need extra help accessing the portal. Remember, no other programs should be running while the testing kiosk is being launched.

**SAY** **Cada uno de ustedes debe estar viendo la página de inicio de sesión para el estudiante en su pantalla. Levanten la mano si no pueden ver la página de inicio de sesión.**

Work with students who need extra help accessing the sign-in page. Remember, no other programs should be running while students are launching the kiosk.

**SAY** **En la esquina inferior izquierda de la pantalla de inicio de sesión, hay un cuadro desplegable que dice “English” con una flecha al lado. Hagan clic en la flecha y luego seleccionen “Español”. Las palabras en la pantalla de inicio de sesión ahora deben estar en español. Levanten la mano si el texto en su pantalla no está en español.**



Work with students who need help changing the language to Spanish.

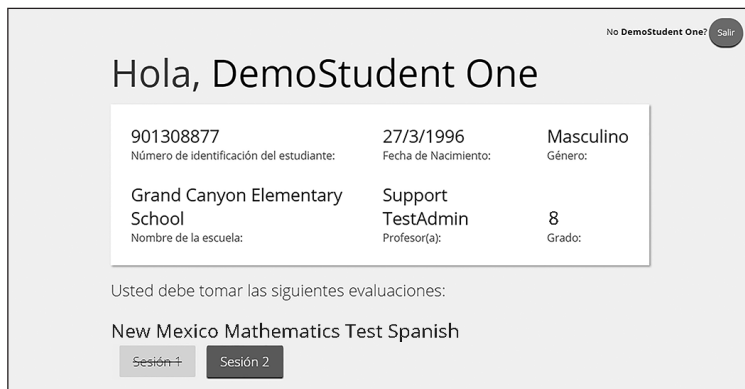
Distribute the Student Login Tickets. At the front of the room, post the Session Access Code for Session 2.

**SAY** **Ustedes recibieron un boleto de prueba con su nombre y los datos para acceder al sistema. Revisen el boleto para asegurarse de que sea el suyo. Levanten la mano si aparece el nombre de otra persona en el boleto.**

If any students have the wrong ticket, make the correction.

**SAY** Escriban cuidadosamente el nombre de usuario y la contraseña en la pantalla de inicio de sesión, tal y como aparecen en el boleto. Luego hagan clic en el botón de Iniciar sesión. Conserven su boleto de inicio de sesión sobre su escritorio porque el boleto se recogerá al terminar esta prueba.

Si pudieron iniciar la sesión, verán la palabra “Hola”, seguida de su nombre. Verifiquen que su nombre, su número de identificación del estudiante para la prueba y su fecha de nacimiento sean correctos. Levanten la mano si la información que aparece en la pantalla está incorrecta.



Work with any students who may need extra help logging in to the program.

**SAY** Hagan clic en el botón azul que dice Sesión 2.

Ahora escribirán un código de acceso a la sesión en la casilla que dice “Código de acceso a la sesión”. El código es [read the Session Access Code to the students and direct them to the posted version]. Escriban el código ahora y luego hagan clic en *Enviar*. No empiecen sino hasta que se les indique.

**SAY** La página en la que se encuentran debe llamarse “Sesión 2 Instrucciones”. [Pause to make sure students are on the correct screen. Students with accommodations will see the “Options” screen before they get to the Directions screen. The Options screen lets them experiment with and change accommodations settings.]

**SAY** Vayan siguiéndolas mientras yo las leo en voz alta.

**Hoy vas a tomar una prueba de matemáticas.**

**En esta prueba, vas a responder preguntas de opción múltiple y preguntas de respuesta abierta.**

**Algunas de las preguntas pueden parecer diferentes de las preguntas que has visto antes y es posible que algunas preguntas se refieran a información nueva para ti, pero es importante que contestes lo mejor que puedas.**

**Aun si no estás seguro de la respuesta a una pregunta, debes tratar de responderla.**

**Sí puedes usar calculadora para contestar las preguntas de esta sesión.**

¿Tienen alguna pregunta? [If there are any procedural questions, reread the directions.]

**SAY Comiencen con la primera pregunta en la Sesión 2. Trabajen hasta llegar al final de esta sesión.**

**Ustedes pueden regresar a cualquiera de las preguntas de esta sesión para revisar sus respuestas. ¿Todos entienden lo que tienen que hacer?** [If there are any procedural questions, reread the directions.]

**SAY Ustedes tendrán todo el tiempo que necesiten para responder a las preguntas de esta sesión. Si no están seguros de la respuesta a una pregunta, hagan su mejor esfuerzo.**

**Cuando hayan terminado con esta sesión, asegúrense de que hicieron clic en *Terminar* y luego hicieron clic en *Entregar*. Se les preguntará si están seguros de que quieren entregar su prueba. Hagan clic en *Entregar* si están seguros. Si hacen clic en *Entregar*, esto garantizará que todas sus respuestas han sido enviadas y no podrán regresar ni tener acceso a esta sesión nuevamente. Cuando hayan entregado su prueba, verán la pantalla de “Hola” nuevamente, con la Sesión 2 tachada. ¿Tienen alguna pregunta?** [If there are any procedural questions, reread the directions.]

**SAY Pueden comenzar.**

Remain attentive in the room during the entire testing session. (Reading, grading papers, or doing other work is prohibited.) Circulate throughout the room during the testing session. Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

**Reminder:** You may not review the students’ responses.

If a student sees the following error message when they attempt to turn-in their test, please take the steps outlined in Appendix D or contact the Cognia Service Desk at 877-676-6722.

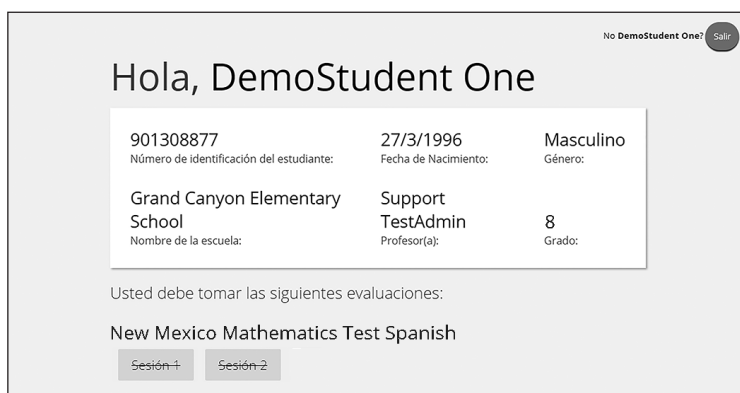
**Please raise your hand and notify your proctor.**

A connection to the network could not be established. Your test has been saved offline.

After students have finished (refer to administration time tables in [section 2.2.2](#)), continue reading the following script.

**SAY Si no han terminado, pueden tener tiempo adicional para terminar la prueba. Levanten la mano si necesitan más tiempo.** [Explain to students how extended time is to be handled in your school.]

**SAY Ahora hagan clic en el botón de *Salir* que aparece en rojo en la esquina superior derecha.**



**SAY** **Con esto concluye la Sesión 2. Esperen en silencio en su escritorio mientras recojo el papel para apuntes, los lápices y los boletos de acceso al sistema.** [Collect the scratch paper, pencils, and tickets from the students.]



Instruct the students to log out of their computers, and shut off their computers, if appropriate. Laptops should be moved to a charging cart or otherwise plugged in. Store the Student Login Tickets in central, secure, and locked storage until the next testing session or until they are ready to be turned over to the STC.

## 6.6 NM-MSSA CBT—SLA (Spanish) Session 2

**Suggested Session Time:** Refer to the tables in [section 2.2.2](#).

**Materials Required:** Student Login Tickets, sharpened pencils with erasers, and scratch paper; refer to [section 4.3.2](#) for other materials that may be permitted.

On the day(s) of the NM-MSSA testing, be sure to prepare the testing space as described in [section 4.3.1](#).

**SAY** **Está prohibido tener teléfonos celulares u otros aparatos electrónicos durante la prueba.** [Please refer to PED Policy on Electronic Devices in [section 2.1.2](#).] **Si tienen un teléfono celular o un aparato electrónico, apáguelo ahora y levanten la mano.** [Collect and store students' devices according to the procedure at your school.]

**SAY** **Si se les encuentra un teléfono celular u otro aparato electrónico durante la prueba, les será confiscado y se revisará su contenido.**

**Asegúrense de que su computadora esté encendida. No abran ningún otro programa.** [If necessary, wait for workstations to boot up.]

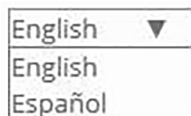
**SAY** **Ahora, hagan doble clic en el ícono de “New Mexico Summative Assessments” en su escritorio virtual o *desktop*. Una vez que el programa abra, verán una página de inicio de sesión para el estudiante.**

Wait for everyone to have the student sign-in page displaying on their screens. Work with students who need extra help accessing the portal. Remember, no other programs should be running while the testing kiosk is being launched.

**SAY** **Cada uno de ustedes debe estar viendo la página de inicio de sesión para el estudiante en su pantalla. Levanten la mano si no pueden ver la página de inicio de sesión.**

Work with students who need extra help accessing the sign-in page. Remember, no other programs should be running while students are launching the kiosk.

**SAY** **En la esquina inferior izquierda de la pantalla de inicio de sesión, hay un cuadro desplegable que dice “English” con una flecha al lado. Hagan clic en la flecha y luego seleccionen “Español”. Las palabras en la pantalla de inicio de sesión ahora deben estar en español. Levanten la mano si el texto en su pantalla no está en español.**



Work with students who need help changing the language to Spanish.

Distribute the Student Login Tickets. Post the Session 2 Access Code at the front of the room.

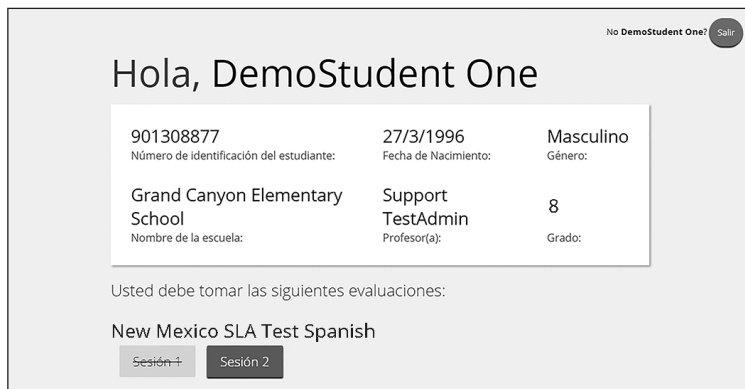
**SAY** **Ustedes recibieron un boleto de prueba con su nombre y los datos para acceder al sistema. Revisen el boleto para asegurarse de que sea el suyo. Levanten la mano si aparece el nombre de otra persona en el boleto.**

If any students have the wrong ticket, make the correction.



**SAY** Escriban cuidadosamente el nombre de usuario y la contraseña en la pantalla de inicio de sesión, tal y como aparecen en el boleto. Luego hagan clic en el botón de Iniciar sesión. Conserven su boleto de inicio de sesión sobre su escritorio porque el boleto se recogerá al terminar esta prueba.

Si pudieron iniciar la sesión, verán la palabra “Hola”, seguida de su nombre. Verifiquen que su nombre, su número de identificación del estudiante para la prueba y su fecha de nacimiento sean correctos. Levanten la mano si la información que aparece en la pantalla está incorrecta.



Work with any students who may need extra help logging in to the program.

**SAY** Hagan clic en el botón azul que dice Sesión 2.

Ahora escribirán un código de acceso a la sesión en la casilla que dice “Código de acceso a la sesión”. El código es [read the Session Access Code to the students and direct them to the posted version]. Escriban el código ahora y luego hagan clic en *Enviar*. No empiecen sino hasta que se les indique.

**SAY** La página en la que se encuentran debe llamarse “Sesión 2 Instrucciones”. [Pause to make sure students are on the correct screen. Students with accommodations will see the “Options” screen before they get to the Directions screen. The Options screen lets them experiment with and change accommodations settings.]

**SAY** Vayan siguiéndolas mientras yo las leo en voz alta.

**Hoy vas a tomar una prueba de escritura y uso del lenguaje.**

**En esta prueba, vas a leer pasajes y luego vas a contestar preguntas. En algunas preguntas te preguntarán cómo se puede mejorar un pasaje. En otras preguntas se te puede pedir que corrijas errores del pasaje. Algunas preguntas pueden tener más de un pasaje para leer antes de responder o escribir su respuesta. También habrá un recurso adicional que te dará consejos para escribir tu respuesta al Writing Prompt.**

**Algunas de las preguntas pueden parecer diferentes de las preguntas que has visto antes y es posible que algunas preguntas se refieran a información nueva para ti, pero es importante que contestes lo mejor que puedas.**

**Aun si no estás seguro de la respuesta a una pregunta, debes tratar de responderla.**

**¿Tienen alguna pregunta?** [If there are any procedural questions, reread the directions.]

**SAY Comiencen con la primera pregunta en la Sesión 2. Trabajen hasta llegar al final de esta sesión.**

**Ustedes pueden regresar a cualquiera de las preguntas de esta sesión para revisar sus respuestas. ¿Todos entienden lo que tienen que hacer?** [If there are any procedural questions, reread the directions.]

**SAY Ustedes tendrán todo el tiempo que necesiten para responder a las preguntas de esta sesión. Si no están seguros de la respuesta a una pregunta, hagan su mejor esfuerzo.**

**Cuando hayan terminado con esta sesión, asegúrense de que hicieron clic en *Terminar* y luego hicieron clic en *Entregar*. Se les preguntará si están seguros de que quieren entregar su prueba. Hagan clic en *Entregar* si están seguros. Si hacen clic en *Entregar*, esto garantizará que todas sus respuestas han sido enviadas y no podrán regresar ni tener acceso a esta sesión nuevamente. Cuando hayan entregado su prueba, verán la pantalla de “Hola” nuevamente, con la Sesión 2 tachada. ¿Tienen alguna pregunta?** [If there are any procedural questions, reread the directions.]

**SAY Pueden comenzar.**

Remain attentive in the room during the entire testing session. (Reading, grading papers, or doing other work is prohibited.) Circulate throughout the room during the testing session. Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

**Reminder:** You may not review the students’ responses.

If a student sees the following error message when they attempt to turn-in their test, please take the steps outlined in Appendix D or contact the Cognia Service Desk at 877-676-6722.

**Please raise your hand and notify your proctor.**

A connection to the network could not be established. Your test has been saved offline.

After students have finished (refer to administration time tables in [section 2.2.2](#)), continue reading the following script.

**SAY Si no han terminado, pueden tener tiempo adicional para terminar la prueba. Levanten la mano si necesitan más tiempo.** [Explain to students how extended time is to be handled in your school.]

**SAY Ahora hagan clic en el botón de *Salir* que aparece en rojo en la esquina superior derecha.**



**SAY** **Con esto concluye la Sesión 2. Esperen en silencio en su escritorio mientras recojo el papel para apuntes, los lápices y los boletos de acceso al sistema.** [Collect the scratch paper, pencils, and tickets from the students. Instruct the students to log out of their computers, and shut off their computers, if appropriate. Laptops should be moved to a charging cart or otherwise plugged in. Store the Student Login Tickets in central, secure, and locked storage until they are ready to be turned over to the STC.]



## 7. After Computer-Based Testing

### 7.1 Final Reminders

1. Make sure that the students click “Turn In” once they complete a test session. By clicking “Turn In” the students will ensure all of their answers are submitted and their test status will show as finished and completed.
2. All used scratch paper and student login tickets must be collected and securely shredded at the school immediately following testing.

## 8. Before Paper-Based Testing

### 8.1 Preliminary Preparation

Inform students of the importance of the NM-MSSA and of the testing schedule before testing begins. Be sure that students are familiar and comfortable with standardized test procedures and test-taking strategies.

Test administrators should become familiar with all administration procedures before testing.

Carefully read through this manual, review the testing schedule established by the district/school, and be sure to gather materials for each session before the start of testing. You should have a list of the students who will be testing in your classroom, as well as a list of students requiring accommodations and the accommodations each student requires. Please review the session scripts that you will read to students during testing (see [sections 10.1–10.6](#)).

### 8.2 Test Scheduling

Plan to administer each test session within the testing window scheduled by your school. Test sessions must be administered in accordance with PED test schedule guidelines. See [section 2.2.2](#) for approximate session administration times.

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

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

#### 8.2.1 Testing Disruptions

The schedule should provide sufficient time to ensure that each test session will be completed before lunch or afternoon dismissal. If it is estimated that students cannot finish a session before dismissal, the students should not begin the session and the session should be rescheduled for a makeup day.

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.

#### 8.2.2 Absences

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

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

### 8.2.3 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.

## 8.3 Preparing for Administration

### 8.3.1 Preparing the Testing Environment

Prepare the testing room by ensuring the following:

- There is sufficient lighting and space between students' desks.
- The room has a "Testing—Do Not Disturb" sign on the door.
- Nothing is visible that would give clues to any of the answers on the test, such as rubrics, writing guides, word walls, hundreds charts, fact tables, etc.

### 8.3.2 Materials Required, Permitted, and Not Permitted

The following materials are **required** for paper-based testing:

- this manual, which includes English and Spanish administration scripts
- a "Testing—Do Not Disturb" sign for the classroom door
- two No. 2 pencils with erasers for each student
  - › **Mechanical pencils are not allowed.**
- test booklets
- answer documents
  - › **Note:** for grade 3 tests, the answer bubbles are integrated into the test booklets; there are no separate answer documents
- for the Mathematics tests
  - › calculators for Session 2 (see *Calculators* below)

The following materials are **permitted** (but not required) for paper-based testing:

- highlighters
  - › Students may use yellow highlighters to mark in the test booklets.
- scratch paper

The following materials are **not permitted** for paper-based testing:

- mechanical pencils

#### **Calculators**

For the second session of Mathematics assessments (see the tables in [section 2.2.2](#)), 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 during Session 2. The use of calculators is not allowed during Session 1.
- For grades 7 & 8, students may use only scientific calculators during Session 2. The use of calculators is not allowed during Session 1.

## 9. During Paper-Based Testing

### 9.1 Directions for Test Administration

In sections 10.1–10.6, the directions that are to be read aloud to students are in **bold** font. Directions to you are interspersed within the script and are in regular font and in brackets. Read the directions for students exactly as written, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, “No. That is wrong. Listen again.” Then read the direction again.

- Encourage the students to do their best.
- Check periodically to make sure that the students are recording their answers properly and are only working in the current test session.
- Ensure that the students work until they reach the end of each testing session.
- Remember that you are prohibited from spelling words for students during all testing sessions.

### 9.2 Completing Answer Documents

To ensure accurate processing of the answer documents, they should be marked properly and kept in good physical condition. Remind the students to

- handle test booklets and answer documents with care;
- record their answers with heavy, dark marks;
- use only a No. 2 pencil (no mechanical pencils are allowed);
- avoid making extra marks in the answer documents;
- avoid folding answer document covers back;
- leave extra space blank if answer boxes appear to be larger than necessary; and
- remember that only what is darkened in the response circles and written in the answer boxes will be scored.

## 10. NM-MSSA PBT Directions and Scripts

### 10.1 NM-MSSA PBT—Mathematics & ELA (English) Session 1

**Suggested Session Time:** Refer to the tables in [section 2.2.2](#).

**Materials Required:**

- test booklets, answer documents (for grades 4–8), sharpened No. 2 pencils with erasers, scratch paper

On the day(s) of the NM-MSSA testing, be sure to prepare the testing space as described in [section 8.3.1](#).

**Note:** Reference/formula sheets are not needed for Mathematics tests.

**SAY** **You are not allowed to have a cell phone or other electronic device during testing.**  
 [Please refer to PED Policy on Electronic Devices in [section 2.1.2](#).] **If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand.** [Collect and store students' devices according to the procedure at your school.]

**SAY** **If a cell phone or other electronic device is discovered during testing, it will be confiscated and subject to search.**

➡ [If administering a grade 3 test, say] **I will now give you your test booklet. Leave it closed until I tell you what to do.**

➡ [If administering a grades 4–8 test, say] **I will now give you your test booklet and answer document. Leave both closed until I tell you what to do.**

[Distribute the test booklets, answer documents (for grades 4–8), and two pencils to each student.]

**SAY** **Only No. 2 pencils may be used. Mechanical pencils may NOT be used.**

➡ [If administering a grade 3 test, say] **Look at the name box on the front cover of your test booklet.**

➡ [If administering a grades 4–8 test, say] **Look at the name box on the front cover of your answer document.**

**Print your first and last name neatly on the line.** [Pause.]

**SAY** **Open your test booklet to the Session 1 directions.**

➡ [If administering a grades 4–8 test, say] **Open your answer document to the first page that says "Session 1." Do not fold your answer document back during this test.**

[Walk around the room to make sure everyone has the booklets open to the correct pages. For grades 4–8, answer documents should be open flat, not folded back.]



**SAY** In this session, some questions will have specific directions explaining how to answer. For some questions, you may need to choose more than one correct answer. You will answer other questions by writing your answers in the boxes provided in your test booklet. Be sure to fit your answers within the boxes. Some questions have two or more parts. Be sure to answer all parts. While you are working, be sure to erase completely any changes that you make and clearly fill in the bubble for your intended answer.

Look at the directions in the test booklet at the top of the page. Follow along as I read them aloud.

➞ [If administering a Mathematics test, say the following.]

**Today you will take a test in mathematics.**

**For this test, you will answer selected-response and constructed-response questions.**

**Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best.**

**If you are not sure of the answer to a question, you should still try to answer it.**

**You may NOT use a calculator to answer the questions in this section.**

**Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely. If a question asks you to show or explain your work, you must do so to receive full credit. Only responses written within the provided space will be scored.**

**If you do not know the answer to a question, you may go on to the next question.**

**If you finish early, you may review your answers and any questions you did not answer in this session ONLY. Do not go past the stop sign.**

➞ [If administering an ELA test, say the following.]

**Today you will take a test in reading.**

**For this test, you will read passages and then answer questions about the passages.**

**Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best.**

**If you are not sure of the answer to a question, you should still try to answer it.**

**Are there any questions?** [If there are any procedural questions, reread the directions.]

**SAY** You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can. Begin with the first question in this session and continue working until you see the stop sign. Do not work past the stop sign.

- ➔ [If administering a grade 3 test, say] **Remember to mark or write all of your answers inside the answer boxes in the test booklet. When you are finished with this session, close your test booklet.**
- ➔ [If administering a grades 4–8 test, say] **Remember to mark or write all of your answers inside the answer boxes in the answer document. Anything written in the test booklet will NOT be scored. When you are finished with this session, close your test booklet and answer document and insert your answer document into your test booklet.**

**You may then sit quietly or quietly read a book at your desk.**

**Do you have any questions?** [If there are any procedural questions, reread the directions.]

**SAY You may begin.**

Remain attentive and circulate throughout the room during the testing session. (Reading, grading papers, or doing other work is prohibited.) Ensure all students are working in the correct session and have not skipped to a different session.

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

**Reminder:** You may not review the students' responses.

After students have finished (refer to administration time tables in [section 2.2.2](#)), continue reading the following script.

**SAY If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time.** [Explain to students how extended time is to be handled in your school.]

**SAY This completes Session 1.**



**If you will immediately continue with the next session,** provide students with a short break and proceed to the directions in [section 10.2](#) for Mathematics or [section 10.3](#) for ELA.

**If you will not immediately continue with the next session,** collect the test booklets (with inserted answer documents for grades 4–8), pencils with erasers, and all other test materials from the students. Place all test materials in central, secure, and locked storage until the next testing session.

## 10.2 NM-MSSA PBT—Mathematics (English) Session 2

**Suggested Session Time:** Refer to the tables in [section 2.2.2](#).

**Materials Required:**

- test booklets, answer documents (for grades 4–8), sharpened No. 2 pencils with erasers, scratch paper
- calculators (grades 3–6, basic; grades 7 & 8, scientific)

On the day(s) of the NM-MSSA testing, be sure to prepare the testing space as described in [section 8.3.1](#).

**Note:** Reference/formula sheets are not needed for Mathematics tests.

If you are not immediately continuing from the prior session,

**SAY** **You are not allowed to have a cell phone or other electronic device during testing.**  
 [Please refer to PED Policy on Electronic Devices in [section 2.1.2](#).] **If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand.** [Collect and store students’ devices according to the procedure at your school.]

**SAY** **If a cell phone or other electronic device is discovered during testing, it will be confiscated and subject to search.**

- ➡ [If administering a grade 3 test, say] **I will now give you your test booklet. Leave it closed until I tell you what to do.**
- ➡ [If administering a grades 4–8 test, say] **I will now give you your test booklet and answer document. Leave both closed until I tell you what to do.**

**I will also give you a calculator if you did not bring your own.**

[Distribute the test booklets, answer documents (for grades 4–8), and two pencils to each student. Also distribute calculators to students who did not bring their own.]

**SAY** **Only No. 2 pencils may be used. Mechanical pencils may NOT be used.**

To all students,

**SAY** **Open your test booklet to the directions for Session 2.**

- ➡ [If administering a grades 4–8 test, say] **Open your answer document to the first page that says “Session 2.” Do not fold your answer document back during this test.**

[Walk around the room to make sure everyone has the booklets open to the correct pages. For grades 4–8, answer documents should be open flat, not folded back.]

**SAY** **In this session, some questions will have specific directions explaining how to answer. For some questions, you may need to choose more than one correct answer. You will answer other questions by writing your answers in the boxes provided in your test booklet. Be sure to fit your answers within the boxes. Some questions have two or more parts. Be sure to answer all parts. While you are working, be sure to erase completely any changes that you make and clearly fill in the bubble for your intended answer.**

Look at the directions in the test booklet at the top of the page. Follow along as I read them aloud.

**Today you will take a test in mathematics.**

**For this test, you will answer selected-response and constructed-response questions.**

**Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best.**

**If you are not sure of the answer to a question, you should still try to answer it.**

**You MAY use a calculator to answer the questions in this session.**

**Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely. If a question asks you to show or explain your work, you must do so to receive full credit. Only responses written within the provided space will be scored.**

**If you do not know the answer to a question, you may go on to the next question.**

**If you finish early, you may review your answers and any questions you did not answer in this session ONLY. Do not go past the stop sign.**

**Are there any questions?** [If there are any procedural questions, reread the directions.]

**SAY You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can. Begin with the first question in this session and continue working until you see the stop sign. Do not work past the stop sign.**

- ➡ [If administering a grade 3 test, say] **Remember to mark or write all of your answers inside the answer boxes in the test booklet. When you are finished with this session, close your test booklet.**
- ➡ [If administering a grades 4–8 test, say] **Remember to mark or write all of your answers inside the answer boxes in the answer document. Anything written in the test booklet will NOT be scored. When you are finished with this session, close your test booklet and answer document and insert your answer document into your test booklet.**

**You may then sit quietly or quietly read a book at your desk.**

**Do you have any questions?** [If there are any procedural questions, reread the directions.]

**SAY You may begin.**

Remain attentive and circulate throughout the room during the testing session. (Reading, grading papers, or doing other work is prohibited.) Ensure all students are working in the correct session and have not skipped to a different session.

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

**Reminder:** You may not review the students' responses.

After students have finished (refer to administration time tables in [section 2.2.2](#)), continue reading the following script.

**SAY** **If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time.** [Explain to students how extended time is to be handled in your school.]

**SAY** **This completes Session 2.**



Collect the test booklets (with inserted answer documents for grades 4–8), pencils with erasers, and all other test materials from the students. Place all test materials in central, secure, and locked storage until the next testing session or until they are ready to be turned over to the STC.

## 10.3 NM-MSSA PBT—ELA (English) Session 2

**Suggested Session Time:** Refer to the tables in [section 2.2.2](#).

**Materials Required:**

- test booklets, answer documents (for grades 4–8), sharpened No. 2 pencils with erasers, scratch paper

On the day(s) of the NM-MSSA testing, be sure to prepare the testing space as described in [section 8.3.1](#).

---

If you are not immediately continuing from the prior session,

**SAY You are not allowed to have a cell phone or other electronic device during testing.**

[Please refer to PED Policy on Electronic Devices in [section 2.1.2](#).] **If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand.** [Collect and store students' devices according to the procedure at your school.]

**SAY If a cell phone or other electronic device is discovered during testing, it will be confiscated and subject to search.**

➡ [If administering a grade 3 test, say] **I will now give you your test booklet. Leave it closed until I tell you what to do.**

➡ [If administering a grades 4–8 test, say] **I will now give you your test booklet and answer document. Leave both closed until I tell you what to do.**

[Distribute the test booklets, answer documents (for grades 4–8), and two pencils to each student.]

**SAY Only No. 2 pencils may be used. Mechanical pencils may NOT be used.**

To all students,

**SAY Open your test booklet to the Session 2 directions.**

➡ [If administering a grades 4–8 test, say] **Open your answer document to the first page that says "Session 2." Do not fold your answer document back during this test.**

[Walk around the room to make sure everyone has the booklets open to the correct pages. For grades 4–8, answer documents should be open flat, not folded back.]

**SAY In this session, some questions will have specific directions explaining how to answer. For some questions, you may need to choose more than one correct answer. You will answer other questions by writing your answers in the boxes provided in your test booklet. Be sure to fit your answers within the boxes. Some questions have two or more parts. Be sure to answer all parts. While you are working, be sure to erase completely any changes that you make and clearly fill in the bubble for your intended answer.**

**Look at the directions in the test booklet at the top of the page. Follow along as I read them aloud.**

**Today you will take a test in writing and language.**

**For this test, you will read passages and answer questions. Some questions might ask about how to improve the passage. Other questions might ask you to correct errors in the passage. Some questions may have more than one passage to read before answering or writing your response. There will also be an additional resource to provide tips for writing your response to the Writing Prompt.**

**Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best.**

**If you are not sure of the answer to a question, you should still try to answer it.**

**Are there any questions?** [If there are any procedural questions, reread the directions.]

**SAY You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can. Begin with the first question in this session and continue working until you see the stop sign. Do not work past the stop sign.**

➡ [If administering a grade 3 test, say] **Remember to mark or write all of your answers inside the answer boxes in the test booklet. When you are finished with this session, close your test booklet.**

➡ [If administering a grades 4–8 test, say] **Remember to mark or write all of your answers inside the answer boxes in the answer document. Anything written in the test booklet will NOT be scored. When you are finished with this session, close your test booklet and answer document and insert your answer document into your test booklet.**

**You may then sit quietly or quietly read a book at your desk.**

**Do you have any questions?** [If there are any procedural questions, reread the directions.]

**SAY You may begin.**

Remain attentive and circulate throughout the room during the testing session. (Reading, grading papers, or doing other work is prohibited.) Ensure all students are working in the correct session and have not skipped to a different session.

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

**Reminder:** You may not review the students' responses.

After students have finished (refer to administration time tables in [section 2.2.2](#)), continue reading the following script.

**SAY** **If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time.** [Explain to students how extended time is to be handled in your school.]

**SAY** **This completes Session 2.**



Collect the test booklets (with inserted answer documents for grades 4–8), pencils with erasers, and all other test materials from the students. Place all test materials in central, secure, and locked storage until they are ready to be turned over to the STC.



## 10.4 NM-MSSA PBT—Mathematics & SLA (Spanish) Session 1

**Suggested Session Time:** Refer to the tables in [section 2.2.2](#).

**Materials Required:**

- test booklets, answer documents (for grades 4–8), sharpened No. 2 pencils with erasers, scratch paper

On the day(s) of the NM-MSSA testing, be sure to prepare the testing space as described in [section 8.3.1](#).

**Note:** Reference/formula sheets are not needed for Mathematics tests.

**SAY** **Está prohibido tener teléfonos celulares u otros aparatos electrónicos durante la prueba.** [Please refer to PED Policy on Electronic Devices in [section 2.1.2](#).] **Si tienen un teléfono celular o un aparato electrónico, apáguelo ahora y levanten la mano.** [Collect and store students’ devices according to the procedure at your school.]

**SAY** **Si se les encuentra un teléfono celular u otro aparato electrónico durante la prueba, les será confiscado y se revisará su contenido.**

➞ [If administering a grade 3 test, say] **Ahora voy a entregarles su folleto de prueba. Déjenlo cerrado hasta que yo les diga lo que van a hacer.**

➞ [If administering a grades 4–8 test, say] **Ahora voy a entregarles su folleto de prueba y su documento de respuestas. Manténgalos cerrados hasta que yo les diga lo que van a hacer.**

[Distribute the test booklets, answer documents (for grades 4–8), scratch paper, and two pencils to each student.]

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

➞ [If administering a grade 3 test, say] **Busquen el recuadro para escribir su nombre en la portada de su folleto de prueba.**

➞ [If administering a grades 4–8 test, say] **Busquen el recuadro para escribir su nombre en la portada de su documento de respuestas.**

**Escriban su nombre y apellido con claridad sobre la línea.** [Pause.]

**SAY** **Abran su folleto de prueba en las instrucciones de la Sesión 1.**

➞ [If administering a grades 4–8 test, say] **Abran su documento de respuestas en la primera página que dice “Sesión 1”. No doblen su documento de respuestas durante esta prueba.**

[Walk around the room to make sure everyone has the booklets open to the correct pages. For grades 4–8, answer documents should be open flat, not folded back.]

**SAY** **En esta sesión, algunas preguntas tendrán instrucciones específicas para responder. En otras preguntas, puede ser que necesiten elegir más de una respuesta correcta. Otras preguntas las responderán escribiendo sus respuestas en los recuadros provistos en su documento de respuestas. Asegúrense de utilizar solo el espacio en los recuadros. Algunas preguntas tienen dos o más partes. Asegúrense de responder todas las partes de cada pregunta. Mientras trabajan, asegúrense de borrar bien cualquier cambio que hagan y de rellenar completamente el círculo.**

**Lean las instrucciones del folleto de prueba al inicio de la página. Vayan siguiéndolas mientras yo las leo en voz alta.**

➔ [If administering a mathematics test, say the following.]

**Hoy vas a tomar una prueba de matemáticas.**

**En esta prueba, vas a responder preguntas de opción múltiple y preguntas de respuesta abierta.**

**Algunas de las preguntas pueden parecer diferentes de las preguntas que has visto antes y es posible que algunas preguntas se refieran a información nueva para ti, pero es importante que contestes lo mejor que puedas.**

**Aun si no estás seguro de la respuesta a una pregunta, debes tratar de responderla.**

**NO puedes usar calculadora para responder las preguntas de esta sesión.**

**No hagan marcas con el lápiz fuera de los círculos. Si necesitan cambiar una respuesta, asegúrense de borrar su primera respuesta por completo. Si una pregunta les pide que muestren o expliquen su trabajo, deben hacerlo para recibir crédito completo. Solo se calificarán las respuestas escritas dentro del espacio proporcionado.**

**Si no saben la respuesta a una pregunta, pueden pasar a la siguiente pregunta.**

**Si terminan antes de tiempo, pueden revisar sus respuestas y cualquier pregunta que no hayan contestado en esta sesión SOLAMENTE. No hagan nada más allá del símbolo de alto.**

➔ [If administering an ELA test, say the following.]

**Hoy vas a tomar una prueba de lectura.**

**En esta prueba, vas a leer pasajes y luego vas a contestar preguntas acerca de los pasajes.**

**Algunas de las preguntas pueden parecer diferentes de las preguntas que has visto antes y es posible que algunas preguntas se refieran a información nueva para ti, pero es importante que contestes lo mejor que puedas.**

**Aun si no estás seguro de la respuesta a una pregunta, debes tratar de responderla.**

**¿Tienen alguna pregunta?** [If there are any procedural questions, reread the directions.]

**SAY Ustedes tendrán todo el tiempo que necesiten para responder a las preguntas de esta sesión. Si no están seguros de la respuesta a una pregunta, hagan su mejor esfuerzo. Comiencen con la primera pregunta en esta sesión y continúen trabajando hasta que vean el símbolo de alto. No hagan nada más allá del símbolo de alto.**

- ➔ [If administering a grade 3 test, say] **Recuerden marcar o escribir todas sus respuestas en los recuadros proporcionados en su folleto de prueba. Cuando hayan terminado esta sesión, cierren su folleto de prueba.**
- ➔ [If administering a grades 4–8 test, say] **Recuerden marcar o escribir todas sus respuestas en los recuadros proporcionados en su documento de respuestas. NO se calificará nada que esté escrito en el folleto de prueba. Cuando hayan terminado esta sesión, cierren su folleto de prueba y su documento de respuestas, y metan el documento de respuestas adentro del folleto de prueba.**

**Luego, pueden sentarse en silencio o leer un libro en su escritorio sin hacer ruido.**

**¿Tienen alguna pregunta?** [If there are any procedural questions, reread the directions.]

**SAY Pueden comenzar.**

Remain attentive and circulate throughout the room during the testing session. (Reading, grading papers, or doing other work is prohibited.) Ensure all students are working in the correct session and have not skipped to a different session.

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

**Reminder:** You may not review the students' responses.

After students have finished (refer to administration time tables in [section 2.2.2](#)), continue reading the following script.

**SAY Si no han terminado, pueden tener tiempo adicional para terminar la prueba. Levanten la mano si necesitan más tiempo.** [Explain to students how extended time is to be handled in your school.]

**SAY Con esto concluye la Sesión 1.**



**If you will immediately continue with the next session,** provide students with a short break and proceed to the directions in [section 10.5](#) for Mathematics or [section 10.6](#) for SLA.

**If you will not immediately continue with the next session,** collect the test booklets (with inserted answer documents for grades 4–8), pencils with erasers, and all other test materials from the students. Place all test materials in central, secure, and locked storage until the next testing session.

## 10.5 NM-MSSA PBT—Mathematics (Spanish) Session 2

**Suggested Session Time:** Refer to the tables in [section 2.2.2](#).

**Materials Required:**

- test booklets, answer documents (for grades 4–8), sharpened No. 2 pencils with erasers, scratch paper
- calculators (grades 3–6, basic; grades 7 & 8, scientific)

On the day(s) of the NM-MSSA testing, be sure to prepare the testing space as described in [section 8.3.1](#).

**Note:** Reference/formula sheets are not needed for Mathematics tests.

If you are not immediately continuing from the prior session,

**SAY** **Está prohibido tener teléfonos celulares u otros aparatos electrónicos durante la prueba.** [Please refer to PED Policy on Electronic Devices in [section 2.1.2](#).] **Si tienen un teléfono celular o un aparato electrónico, apáguelo ahora y levanten la mano.** [Collect and store students’ devices according to the procedure at your school.]

**SAY** **Si se les encuentra un teléfono celular u otro aparato electrónico durante la prueba, les será confiscado y se revisará su contenido.**

➔ [If administering a grade 3 test, say] **Ahora voy a entregarles su folleto de prueba. Déjenlo cerrado hasta que yo les diga lo que van a hacer.**

➔ [If administering a grades 4–8 test, say] **Ahora voy a entregarles su folleto de prueba y su documento de respuestas. Manténgalos cerrados hasta que yo les diga lo que van a hacer.**

**También les daré una calculadora si no trajeron una.**

[Distribute the test booklets, answer documents (for grades 4–8), and two pencils to each student. Also distribute calculators to students who did not bring their own.]

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

To all students,

**SAY** **Abran su folleto de prueba en las instrucciones de la Sesión 2.**

➔ [If administering a grades 4–8 test, say] **Abran su documento de respuestas en la primera página que dice “Sesión 2”. No doblen su documento de respuestas durante esta prueba.**

[Walk around the room to make sure everyone has the booklets open to the correct pages. For grades 4–8, answer documents should be open flat, not folded back.]

**SAY** **En esta sesión, algunas preguntas tendrán instrucciones específicas para responder. En otras preguntas, puede ser que necesiten elegir más de una respuesta correcta. Otras preguntas las responderán escribiendo sus respuestas en los recuadros provistos en su documento de respuestas. Asegúrense de utilizar solo el espacio en los recuadros. Algunas preguntas tienen dos o más partes. Asegúrense de responder todas las partes de cada pregunta. Mientras trabajan, asegúrense de borrar bien cualquier cambio que hagan y de rellenar completamente el círculo.**

Lean las instrucciones del folleto de prueba al inicio de la página. Vayan siguiéndolas mientras yo las leo en voz alta.

**Hoy vas a tomar una prueba de matemáticas.**

**En esta prueba, vas a responder preguntas de opción múltiple y preguntas de respuesta abierta.**

**Algunas de las preguntas pueden parecer diferentes de las preguntas que has visto antes y es posible que algunas preguntas se refieran a información nueva para ti, pero es importante que contestes lo mejor que puedas.**

**Aun si no estás seguro de la respuesta a una pregunta, debes tratar de responderla.**

**Sí puedes usar calculadora para contestar las preguntas de esta sesión.**

**No hagan marcas con el lápiz fuera de los círculos. Si necesitan cambiar una respuesta, asegúrense de borrar su primera respuesta por completo. Si una pregunta les pide que muestren o expliquen su trabajo, deben hacerlo para recibir crédito completo. Solo se calificarán las respuestas escritas dentro del espacio proporcionado.**

**Si no saben la respuesta a una pregunta, pueden pasar a la siguiente pregunta.**

**Si terminan antes de tiempo, pueden revisar sus respuestas y cualquier pregunta que no hayan contestado en esta sesión SOLAMENTE. No hagan nada más allá del símbolo de alto.**

**¿Tienen alguna pregunta?** [If there are any procedural questions, reread the directions.]

**SAY** **Ustedes tendrán todo el tiempo que necesiten para responder a las preguntas de esta sesión. Si no están seguros de la respuesta a una pregunta, hagan su mejor esfuerzo. Comiencen con la primera pregunta en esta sesión y continúen trabajando hasta que vean el símbolo de alto. No hagan nada más allá del símbolo de alto.**

➡ [If administering a grade 3 test, say] **Recuerden marcar o escribir todas sus respuestas en los recuadros proporcionados en su folleto de prueba. Cuando hayan terminado esta sesión, cierren su folleto de prueba.**

➡ [If administering a grades 4–8 test, say] **Recuerden marcar o escribir todas sus respuestas en los recuadros proporcionados en su documento de respuestas. NO se calificará nada que esté escrito en el folleto de prueba. Cuando hayan terminado esta sesión, cierren su folleto de prueba y su documento de respuestas, y metan el documento de respuestas adentro del folleto de prueba.**

**Luego, pueden sentarse en silencio o leer un libro en su escritorio sin hacer ruido.**

**¿Tienen alguna pregunta?** [If there are any procedural questions, reread the directions.]

**SAY** **Pueden comenzar.**

Remain attentive and circulate throughout the room during the testing session. (Reading, grading papers, or doing other work is prohibited.) Ensure all students are working in the correct session and have not skipped to a different session.

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

**Reminder:** You may not review the students' responses.

After students have finished (refer to administration time tables in [section 2.2.2](#)), continue reading the following script.

**SAY** **Si no han terminado, pueden tener tiempo adicional para terminar la prueba. Levanten la mano si necesitan más tiempo.** [Explain to students how extended time is to be handled in your school.]

**SAY** **Con esto concluye la Sesión 2.**

Collect the test booklets (with inserted answer documents for grades 4–8), pencils with erasers, and all other test materials from the students. Place all test materials in central, secure, and locked storage until the next testing session or until they are ready to be turned over to the STC.

## 10.6 NM-MSSA PBT—SLA (Spanish) Session 2

**Suggested Session Time:** Refer to the tables in [section 2.2.2](#).

**Materials Required:**

- test booklets, answer documents (for grades 4–8), sharpened No. 2 pencils with erasers, scratch paper

On the day(s) of the NM-MSSA testing, be sure to prepare the testing space as described in [section 8.3.1](#).

If you are not immediately continuing from the prior session,

**SAY** **Está prohibido tener teléfonos celulares u otros aparatos electrónicos durante la prueba.** [Please refer to PED Policy on Electronic Devices in [section 2.1.2](#).] **Si tienen un teléfono celular o un aparato electrónico, apáguelo ahora y levanten la mano.** [Collect and store students’ devices according to the procedure at your school.]

**SAY** **Si se les encuentra un teléfono celular u otro aparato electrónico durante la prueba, les será confiscado y se revisará su contenido.**

➞ [If administering a grade 3 test, say] **Ahora voy a entregarles su folleto de prueba. Déjenlo cerrado hasta que yo les diga lo que van a hacer.**

➞ [If administering a grades 4–8 test, say] **Ahora voy a entregarles su folleto de prueba y su documento de respuestas. Manténganlos cerrados hasta que yo les diga lo que van a hacer.**

[Distribute the test booklets, answer documents (for grades 4–8), and two pencils to each student.]

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

To all students,

**SAY** **Abran su folleto de prueba en las instrucciones de la Sesión 2.**

➞ [If administering a grades 4–8 test, say] **Abran su documento de respuestas en la primera página que dice “Sesión 2”. No doblen su documento de respuestas durante esta prueba.**

[Walk around the room to make sure everyone has the booklets open to the correct pages. For grades 4–8, answer documents should be open flat, not folded back.]

**SAY** **En esta sesión, algunas preguntas tendrán instrucciones específicas para responder. En otras preguntas, puede ser que necesiten elegir más de una respuesta correcta. Otras preguntas las responderán escribiendo sus respuestas en los recuadros provistos en su documento de respuestas. Asegúrense de utilizar solo el espacio en los recuadros. Algunas preguntas tienen dos o más partes. Asegúrense de responder todas las partes de cada pregunta. Mientras trabajan, asegúrense de borrar bien cualquier cambio que hagan y de rellenar completamente el círculo.**

Lean las instrucciones del folleto de prueba al inicio de la página. Vayan siguiéndolas mientras yo las leo en voz alta.

**Hoy vas a tomar una prueba de escritura y uso del lenguaje.**

**En esta prueba, vas a leer pasajes y luego vas a contestar preguntas. En algunas preguntas te preguntarán cómo se puede mejorar un pasaje. En otras preguntas se te puede pedir que corrijas errores del pasaje. Algunas preguntas pueden tener más de un pasaje para leer antes de responder o escribir su respuesta. También habrá un recurso adicional que te dará consejos para escribir tu respuesta al Writing Prompt.**

**Algunas de las preguntas pueden parecer diferentes de las preguntas que has visto antes y es posible que algunas preguntas se refieran a información nueva para ti, pero es importante que contestes lo mejor que puedas.**

**Aun si no estás seguro de la respuesta a una pregunta, debes tratar de responderla.**

**¿Tienen alguna pregunta?** [If there are any procedural questions, reread the directions.]

**SAY Ustedes tendrán todo el tiempo que necesiten para responder a las preguntas de esta sesión. Si no están seguros de la respuesta a una pregunta, hagan su mejor esfuerzo. Comiencen con la primera pregunta en esta sesión y continúen trabajando hasta que vean el símbolo de alto. No hagan nada más allá del símbolo de alto.**

- ➡ [If administering a grade 3 test, say] **Recuerden marcar o escribir todas sus respuestas en los recuadros proporcionados en su folleto de prueba. Cuando hayan terminado esta sesión, cierren su folleto de prueba.**
- ➡ [If administering a grades 4–8 test, say] **Recuerden marcar o escribir todas sus respuestas en los recuadros proporcionados en su documento de respuestas. NO se calificará nada que esté escrito en el folleto de prueba. Cuando hayan terminado esta sesión, cierren su folleto de prueba y su documento de respuestas, y metan el documento de respuestas adentro del folleto de prueba.**

**Luego, pueden sentarse en silencio o leer un libro en su escritorio sin hacer ruido.**

**¿Tienen alguna pregunta?** [If there are any procedural questions, reread the directions.]

**SAY Pueden comenzar.**

Remain attentive and circulate throughout the room during the testing session. (Reading, grading papers, or doing other work is prohibited.) Ensure all students are working in the correct session and have not skipped to a different session.

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

**Reminder:** You may not review the students' responses.



After students have finished (refer to administration time tables in [section 2.2.2](#)), continue reading the following script.

**SAY** **Si no han terminado, pueden tener tiempo adicional para terminar la prueba. Levanten la mano si necesitan más tiempo.** [Explain to students how extended time is to be handled in your school.]

**SAY** **Con esto concluye la Sesión 2.**



Collect the test booklets (with inserted answer documents for grades 4–8), pencils with erasers, and all other test materials from the students. Place all test materials in central, secure, and locked storage until they are ready to be turned over to the STC.

# 11. After Paper-Based Testing

## 11.1 Completing Student Information on the Biogrid

The biogrid is located on the last two pages of the answer document (or integrated test booklet, for the grade 3 tests). A sample biogrid is provided for your reference in [section 11.3](#). Please refer to this section when reviewing the rules below for completing the biogrid.

**Do NOT ALLOW students to fill in any information in sections 1 or 2 of the biogrid.**

Please remember that bubbling a field on the biogrid for new students or students whose Pre-ID label is not valid will not update or be automatically uploaded to NOVA. Corrections to NOVA must be made by school administrators. Be sure to make these corrections or updates before the close of the testing window to ensure reporting accuracy. Directions for bubbling each of the boxes on the biogrid are provided in [section 11.3.1](#) for reference, as needed.

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

## 11.2 Rules for the Use of Pre-ID Labels

### 11.2.1 Purpose of Pre-ID Labels

Pre-ID labels simplify school personnel’s task of completing student identification on the biogrid by eliminating the need to “bubble” all the demographic information for the student that is already stored in PED’s NOVA system. Bypassing the “hand bubbling” step helps ensure the accuracy of the demographic information associated with each student, such as gender, ethnicity, EL status, etc. Of course, this means that school personnel must ensure the NOVA demographic information is accurate and kept up to date.

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

### 11.2.2 Valid versus Invalid Pre-ID Labels

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

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

### 11.2.3 Valid Pre-ID Labels

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

### 11.2.4 Invalid Pre-ID Labels

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

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

Please refer to the Rules for Completing Biogrids table in [section 11.3](#).

## 11.3 Rules for Completing English or Spanish PBT Biogrids

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

### 11.3.1 Directions for Each Box

**NOTE: The box letters are organized by biogrid section 1 or 2.**

**Section 1: TESTING** (All schools, as needed)

- Box G. Test Report Codes**—Mark the bubble corresponding to the student’s test report code indicating the student’s test completion status if the student was not tested in all sessions, or if a modification/other testing irregularity occurs.
- Box H. IEP/504 Accommodations**—Mark the bubble(s) that corresponds to the accommodation(s) used for any students who are Special Education and/or have a 504 Plan who participated in any part of this administration with an accommodation.
- Box I. EL Accommodations**—Mark the bubble(s) that corresponds to the accommodation(s) used for any students who are EL and participated in any part of this administration with an accommodation.
- Box J. Void–Do Not Score**—Mark this bubble if the answer document needs to be voided completely and not scored.

**Section 2: IDENTIFICATION** (Public school students, charter school students, and students who attend state educational institutions whose Pre-ID label is not valid)

- Box A. Student Name**—Write in and mark the bubbles for the first 20 characters of the student’s last name, the first 16 characters of the first name, and the middle initial (MI).
- Box B. District Code**—Mark the bubbles with the correct district code.
- Box C. School Code**—Mark the bubbles with the correct school code.
- Box D. Birth Date**—Mark the bubble for the month of birth; then write in and mark the bubbles for the day and year of birth.
- Box E. State Student ID**—Write in and mark the bubbles for the nine-digit state student ID number.
- Box F. Gender**—Mark the bubble corresponding to the student’s gender.

## 11.3.2 Sample NM-MSSA Biogrid

### Inside back cover of answer document

**SECTION 1: TESTING:** If student did not test all sessions, mark the appropriate Test Report Code indicating the student's 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.

<b>G TEST REPORT CODES</b>	
<i>(Mark one bubble for each content only if applicable. You are not expected to assign one of these codes.)</i>	
Withdrew Before Test Completion	<input type="radio"/> ①
Language Exempt for Reading Only	<input type="radio"/> ③
PED-Approved Medical Exemption	<input type="radio"/> ④
Parental Refusal/Non-Compliance	<input type="radio"/> ⑤
PED-Approved Test Invalidation	<input type="radio"/> ⑦
Absent During Window/Chronically Absent	<input type="radio"/> ⑧
Other	<input type="radio"/> ⑩

<b>H IEP/504 ACCOMMODATIONS</b>	
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"/>

<b>I EL ACCOMMODATIONS</b>	
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"/>

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

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



## 11.4 Final Reminders

Check the answer documents (or integrated test booklet, for the grade 3 tests) and verify that

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

Check the large-print materials to

- verify that all of the answers written in the large-print test booklet were transcribed **exactly** into the student's answer document. Only answers in the answer document or typed responses will be scored.
- include any typewritten or handwritten pages as instructed in [section 3.3.5](#).

Check the Braille materials to

- verify that the student's answers were transcribed **exactly** into the student's answer document. (If the responses are not transcribed into the student's non-Braille answer document, they will **not** be scored.)
- include any typewritten or handwritten pages with the answer document as instructed in [section 3.3.5](#).

**Return all test booklets and answer documents to the STC at the completion of testing.**

## Appendix A: Computer-Based Testing Checklist for Test Administrators

**Please note:** This checklist is provided as a summary only. It is essential that you thoroughly read this entire manual in order to ensure the proper administration and security of the online test.

<b>Test Administrator Task Checklist</b>	
<b>Before Testing</b>	
	Read the <i>Test Administrator's Manual (TAM)</i> .
	Have students take the practice test to become familiar with the portal interface and tools, as well as the various question types.
	Meet with the School Test Coordinator (STC) to review the testing schedule and the procedures in this manual.
	Obtain Student Login Tickets and Session Access Codes from the STC for all students assigned to you.
	Secure scratch paper and pencils with erasers for each student you will be testing.
	Remember to charge laptops before testing.
<b>During Testing</b>	
	Post a "Testing—Do Not Disturb" sign on your classroom/lab door.
	Be sure that all students have comfortable and adequate computer workstations.
	Distribute student login tickets for each student assigned to you for testing.
	Post the Session Access Code for the test session at the front of the room.
	Monitor students to ensure they have logged on successfully and answer any procedural questions.
	Speak with your technology coordinator and/or Cognia Technical Support [877-676-6722, option 2] about any technology-related issues that arise.
	If a student needs to leave the test room for any reason, be sure an escort is available to accompany the student to and from the test room.
<b>After Testing</b>	
	Instruct students to exit the NM Summative Assessment testing kiosk at their workstations.
	Collect the Student Login Tickets and scratch paper.
	Remove (erase) the posted Session Access Code.

## Appendix B: Important Resources & References

Resource	Location
<b>Forms and Checklists</b>	
Staff Confidentiality Form	<a href="https://webnew.ped.state.nm.us/bureaus/assessment/district-test-coordinators">https://webnew.ped.state.nm.us/bureaus/assessment/district-test-coordinators</a>
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	
<b>Guides and Training</b>	
<i>NMPED Assessments Kiosk Installation Guide</i>	<a href="https://newmexico.onlinehelp.cognia.org/cbt-guides">https://newmexico.onlinehelp.cognia.org/cbt-guides</a>
<i>NMPED Assessments Kiosk User Guide</i>	
<i>NMPED Assessments Portal User Guide</i>	
<i>NMPED Assessments Technical Guide for Spanish Language Support</i>	
<i>NMPED Assessments Technology Guidelines</i>	
<i>NMPED Assessments Testing with Third Party Assistive Technology</i>	
<i>CBT Tutorials</i>	<a href="https://newmexico.onlinehelp.cognia.org/cbt-tutorials">https://newmexico.onlinehelp.cognia.org/cbt-tutorials</a>
<b>Quick Start Guides</b>	
<i>Creating Classes</i>	<a href="https://newmexico.onlinehelp.cognia.org/cbt-guides">https://newmexico.onlinehelp.cognia.org/cbt-guides</a>
<i>Scheduling Test Sessions</i>	
<i>Printing Student Logins</i>	
<i>Student Interface</i>	Plus CBT Tutorials section (from the H&S Page): <a href="https://newmexico.onlinehelp.cognia.org/cbt-tutorials">https://newmexico.onlinehelp.cognia.org/cbt-tutorials</a>
<i>Practice Site</i>	
<b>Other</b>	
<i>NM-MSSA Test Administrator's Manual</i> (including test administration scripts) and <i>Test Coordinator's Manual</i>	<a href="https://newmexico.onlinehelp.cognia.org/manuals-nm-mssa-summatives">https://newmexico.onlinehelp.cognia.org/manuals-nm-mssa-summatives</a>
<i>NMPED Accessibility &amp; Accommodations Manual</i>	<a href="https://webnew.ped.state.nm.us/bureaus/assessment/accommodations-manuals">https://webnew.ped.state.nm.us/bureaus/assessment/accommodations-manuals</a>
<i>NM-MSSA Universal Tools, Accessibility Features, and Accommodations table</i>	<a href="https://newmexico.onlinehelp.cognia.org/accommodations">https://newmexico.onlinehelp.cognia.org/accommodations</a>



# Appendix C: Security Checklists for Paper-Based Testing



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:

<b>Ship Code:</b>	000000000357225	<b>Date Packed:</b>	3/1/2024
<b>Contract:</b> 120400	<b>Contract Name:</b> NM-MSSA Grades 3–8	<b>Administration:</b>	2023–2024
<b>County Code:</b> 00	<b>County Name:</b> New Mexico County	<b>SU Code:</b>	<b>Superintendent Unit Name:</b>
<b>District Code:</b> 123	<b>District Name:</b> New Mexico Public Schools		
<b>School Code:</b> 456	<b>School Name:</b> New Mexico School	<b>Grade:</b>	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 NM-MSSA ELA or SLA or Mathematics 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\***

Page: 1 of 4

## Appendix D: Submitting a Test Offline



### **What happened and why did my student receive this message?**

Internet connectivity was lost after the student began testing and was not restored by the time the student completed the test. The student completed the test session and clicked "Turn in Test." The student's responses will be saved to the local folder configured when the NM Summative Assessment Kiosk was initially installed.

### **What do I do next?**

1. Read the instruction in the message and click *Send Responses*, you will be notified to wait 10 seconds to allow time for the kiosk to check for an internet connection. If internet connectivity was reestablished before clicking *Send Responses*, the stored responses on this device will be sent to the servers and the kiosk will submit and exit the test. If there is no internet connection, the *Send Response* button will show up again. From here you can try to establish internet connection and click *Send Responses* again or move on to step 2.
2. Enter the proctor password to acknowledge that you have read and understand the instructions.
3. Select *Accept and Exit Test*.
4. Reestablish the device's connection to the internet as soon as possible.
5. Relaunch the NM Summative Assessment Kiosk from the same device that received the initial error. Student responses will be automatically sent as soon as the NM Summative Assessment Kiosk is relaunched and the NM Summative Assessment Kiosk will be available for another student's test.

# Appendix E: 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.

# Appendix F: Universal Tools, Accessibility Features, and Accommodations

## Universal Tools, Accessibility Features, and Accommodations Available on NM-MSSA (ELA, SLA, Math) for School Year 2023-24

Content Area	Feature <i>(Features available in the iTester platform highlighted blue. All other features are available outside of the testing platform.)</i>	Tool usage				Summative Assessment (ELA, SLA, Math)
		Universal Tool	Accessibility Feature (Assigned)	Accommodation (IEP, 504)	Accommodation (EL)	
ELA, Math	Allow Accessibility Mode Testing*			x	x	x
ELA, Math	Answer Eliminator	x				x
ELA, Math	Answer Masking		x			x
ELA and Math	ASL Videos			x	x	x
ELA, Math	Assistive Technology Device Presentation			x		x
ELA, Math	Assistive Technology Device Responses			x		x
Math (calculator unit)	Basic Calculator/Scientific Calculator	x				x
Math (non-calculator unit)	Basic Calculator/Scientific Calculator			x		x
ELA, Math	Bookmark	x				x
ELA, Math	Braille Notetaker			x		x
ELA, Math	Braille Writer			x		x
ELA, Math	Color Contrast		x			x
ELA, Math	Commercial Word-to-Word Dictionary				x	x
ELA, Math	Custom Masking		x			x
ELA, Math	Customized Dual Language Glossary				x	x
ELA, Math	Directions in Native Language				x	x
ELA, Math	Expand Passage	x				x
ELA, Math	Headphones as Noise Buffer	x				x
ELA	Human Reader			x		x
ELA, Math	Human Scribe			x		x
ELA, Math	Human Signer			x		x
ELA, Math	Human Signer for Test Directions			x		x
ELA, Math	Line Reader	x				x
ELA, Math	Note Pad	x				x



## Universal Tools, Accessibility Features, and Accommodations Available on NM-MSSA for SY 2023-24

Content Area	Feature  (Features available in the iTester platform highlighted blue. All other features are available outside of the testing platform.)	Tool usage				Summative Assessment (ELA and Math)
		Universal Tool	Accessibility Feature (Assigned)	Accommodation (IEP, 504)	Accommodation (EL)	
ELA, Math	Paper form			X		X
ELA, Math	Paper form Braille			X		X
ELA, Math	Paper form Large Print			X		X
ELA, Math	Picture Dictionary				X	X
ELA, Math	Pocket Word-to-Word Translator				X	X
ELA, Math	Pop-up Glossary	X				X
Math	Protractor	X				X
ELA, Math	Read Aloud to Self		X			X
ELA, Math	Reference Sheet	X				X
ELA and Math	Refreshable Braille Display with Screen Reader			X		X
ELA, Math	Reverse Contrast		X			X
Math	Ruler	X				X
ELA and Math	Screen Reader			X		X
ELA, Math	Sketch Tool (Not available on constructed response items)	X				X
Math	Spanish form with Text-to-Speech				X	X
ELA, Math	Speech-to-Text			X		X
ELA, Math	Tactile Graphics			X		X
ELA, Math	Text highlighter					X
ELA/SLA	Text-to-Speech	X		X	X	X
Math	Text-to-Speech (English or Spanish)		X			X
ELA, Math	Word Prediction			X		X
ELA, Math	Word Prediction (Embedded) * (English only)			X	X	X
ELA, Math	Zoom view (magnifier)	X				X

\* These are only relevant for students testing on Kiosk.

This information is available electronically on the Help and Support page at <https://newmexico.onlinehelp.cognia.org/accommodations>.









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