



SPRING

**2026**

**Test  
Administration  
Manual**

**Paper-Based Tests (PBT) High School**

**SPANISH READING**



This manual is not secure. Recycle this manual after the test administration window.

## PED and Vendor Contact Information

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<i>*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.</i>	

**Note:** This manual is available online at <https://newmexico.onlinehelp.cognia.org/manuals-spanish-reading/>.

## Spring 2026 NM Spanish Reading SBA Important Dates

Event	Date
Initial Ordering Window	<b>Monday, December 1, 2025, 7:00 a.m. MT–Friday, January 9, 2026, 5:00 p.m. MT</b>
Test materials ordered in the initial ordering window delivered to districts/schools no later than	<b>Monday, March 2, 2026</b>
Additional Ordering Window	<b>Monday, February 23, 7:00 a.m. MT–Thursday, April 23, 2026, 5:00 p.m. MT</b>
<b>Test Administration Window</b>	<b>Monday, March 16–Friday, April 24, 2026</b>
UPS Pickup Window	<b>Monday, March 16–Tuesday, April 28, 2026</b>
UPS pickup scheduling in iServices must occur no later than	<b>Monday, April 27, 2026, 1 p.m. MT</b>



### 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 Spanish Reading Standards Based Assessment (SBA). While the PED has reviewed this manual and posted it on its website, Cognia is responsible for the editorial and technical content.

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# BEFORE TESTING

## Test Security

Keeping all test questions and test materials secure is necessary to maintain the validity of the tests administered in the statewide assessment program. 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 importance of being appropriate for program accountability.

Test administrators (TAs) must follow these security guidelines before, during, and after testing.

- Receive training on test security and administration by the School Test Coordinator (STC) or the District Test Coordinator (DTC).
- Complete the New Mexico Public Education Department (PED) Confidentiality Agreement and return it to the STC. (The Confidentiality Agreement form is available in the PED Canvas DTC Workspace.)
- Ensure that test materials are stored in a central and locked secure area when not in use.
- Follow the testing schedule established by the district for your school.
- 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](#).
- Do not be assigned to a classroom where a relative is being tested.
- Carry out standard examination procedures.
- 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:
      - keeping or reproducing any test materials or student responses
      - allowing any unauthorized access to test materials before, during, or after testing
      - leaving test materials unsecured when the TA or a proctor is not in the classroom and
    - improper test administration procedures, such as:
      - coaching students during testing
      - altering student responses in any way
      - cleaning up stray marks, 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 test questions in any manner, either among themselves or with students, before, during, or after testing.

## General Directions for Administering

The TA must be a certified staff member who has received training from the STC or DTC. In the event that schools require additional staff to administer the New Mexico Spanish Reading Standards Based Assessment (SBA), aides employed by the school or district (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 2026 Assessment

## Testing Requirements

The Spanish Reading SBA is intended for Spanish-speaking New Mexico students in high school who either have been in U.S. schools for less than three years or have a PED-approved Testing in English waiver in their fourth or fifth years in U.S. schools. Exceptions to the requirement for all students to participate in the Spanish Reading SBA 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 Spanish Reading SBA.
- Spanish-speaking students with a PED-approved medical exemption are not required to participate in the Spanish Reading SBA.
- EL students enrolled in U.S. public schools for their first year may receive a language exemption for the Reading Assessment only. For these students, be sure to mark the bubble bubble in box G (Test Report Codes) of the biogrid on the inside back cover of the answer document. Translation of test questions is not an allowable accommodation.
- 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 their district are not required to participate in the Spanish Reading SBA.

All eleventh-grade students in public schools, charter schools, and state educational institutions who qualify for testing in Spanish must take the Spanish Reading SBA for accountability purposes. Administer the test to students above eleventh-grade who need a Spanish test and have not previously taken the high school Reading SBA.

**For additional information about testing requirements, please contact the New Mexico Public Education Department (PED) via e-mail at [ped.assessment@ped.nm.gov](mailto:ped.assessment@ped.nm.gov).**

## Preliminary Planning

Inform students of the importance of the Spanish Reading SBA and of the testing schedule before testing begins. Be sure that students are familiar and comfortable with standardized test procedures and test-taking strategies. Ensure students are prepared to take tests in which they select an answer to multiple-choice questions and write their responses to short-answer and open-ended questions.

Test administrators should become familiar with all administration procedures before testing. Read through this manual carefully. Review the testing schedule established by the district and gather materials for each session before the start of testing. There will be a list of the students who will be testing in each classroom, a list of students requiring accommodations, and the accommodations each student needs.

Prepare the testing room by ensuring

- it has adequate lighting and space between students' desks
- it 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.

Students must use a No. 2 pencil on all Spanish Reading SBA test sessions. No mechanical pencils are allowed. Students may use highlighters to mark reading selections in the test booklets. Students may not use scratch paper on any session of the Spanish Reading SBA.

## PED Policy on Electronic Devices

Under the 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 standard devices:

- cell phones
- smartphones
- MP3 players, iPods, or other music players
- iPads, tablets, laptops, or other computers
- smartwatches

### Before Testing Begins

Schools must 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, devices may not be on a student’s body. This includes in pockets or otherwise stored in clothing.
- Electronic devices must be collected by 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.
- Check the device for pictures, texts, transmissions by applications (such as Facebook), 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 the recent use of the device.
- *Continue testing the student.*
- Contact STC, principal, and DTC as appropriate.
- After the testing session, interview the student regarding the use of the device.
- Enforce school/district disciplinary action.
- Fill out Testing Irregularity Reporting Form and submit it to the PED.
- Students caught with electronic devices during testing may have assessments invalidated by the PED; this could have severe consequences for high school students testing to meet graduation requirements.

## Test Schedule

Administer each test session within the testing window scheduled by the district. Administer test sessions in the order that they appear in the test booklet. None of the test sessions are timed. Recommended session times have been provided to assist with establishing an administration schedule. (See the Recommended Session Times table below.) The schedule should give 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, they should not begin the session and reschedule it for a makeup day.

Administer breaks of at least 15 minutes 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 test booklets with inserted answer documents and all other test materials to the test administrator or the proctor. While the student is being escorted, ensure that the remaining students are supervised so that 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 them to sit quietly or quietly read a book at their desks until all students have finished. Reading is the only activity allowed.

### Recommended Session Times

Session	Recommended Session Time <sup>1</sup>	Total Number of Questions by Type <sup>2</sup>
Reading Session 1	60 minutes	15 MC, 2 SA, 2 OE
Reading Session 2	60 minutes	13 MC, 2 SA, 1 OE
Reading Session 3	60 minutes	14 MC, 2 SA, 1 OE

<sup>1</sup> Add an additional 15 minutes to each testing time for distributing materials and reading the session directions to students.

<sup>2</sup> MC = multiple-choice, SA = short-answer, and OE = open-ended

### Testing Disruptions

A testing disruption may occur due to student illness, emergency evacuation, a fire drill, or other unforeseen circumstances that prevent the session from being administered as scheduled. In these circumstances, students may be allowed to complete the session later, but they may not change responses to any test questions already answered.

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.

### Makeup Testing

If a student misses a session due to illness or some other legitimate reason, conduct a makeup session before the end of the testing window. Administer a makeup test anytime during the main testing window, except during regular testing. Makeup tests are valid. Schools and districts are not penalized for legitimate student absences.

## Absences

As a TA, keep a record of all student absences for each session of the Spanish Reading SBA administered (including makeup sessions) and forward the record to the STC. The STC must, in turn, keep a record of all student absences from regularly scheduled and makeup test sessions.

## Test Booklet and Answer Document Forms

There are two Spanish test booklets and Spanish answer documents. The correct answer document has been pre-inserted in each test booklet. The test booklet forms with matching inserted answer documents have been deliberately collated. Do not remove the answer documents from the test booklets or reorder the test forms and answer documents before distributing the sets to students to begin testing. Always distribute, collect, and store each student's test booklet and answer document together.

## List of Materials Needed by Session

Subtest	Number of Sessions	Materials Provided by Cognia	Materials Provided by the School
Reading	3	<ul style="list-style-type: none"><li>• <i>Test Administration Manual</i></li><li>• Test booklets</li><li>• Answer documents</li></ul>	<ul style="list-style-type: none"><li>• A "Testing—Do Not Disturb" sign for the classroom door</li><li>• Two (No. 2) pencils with erasers for each student</li></ul>

## Accommodations and Modifications

Each student's educational team will make accommodations and participation decisions. The team should have ensured the student received the agreed-upon, allowable accommodation(s) in instruction and assessment in the content area for a sufficient amount of time before the Spanish Reading SBA test administration so that the student will be comfortable using it on the test. The use of each accommodation in daily instruction must have written documentation (in the IEP, 504, or EL plan). Only students on an IEP, a 504, or an EL plan are eligible for accommodations. SAT or EL students who have achieved fluent English proficiency are not eligible for accommodations. For a complete list of accommodations allowed on the Spanish Reading SBA, refer to the *NMPED Accessibility & Accommodations Manual: Supporting Students During Assessment 2025-2026* at <https://web.ped.nm.gov/bureaus/assessment/accommodations-manuals/>. Fill in the bubble for all accommodations used during test administration for each student in the accommodations boxes H and I on the inside back cover of the answer document.

Prohibited modifications are changes in test administration that interfere with the comparability of scores. An example of such modification would be giving students test administration directions not included in this manual. Non-allowed modifications are strictly prohibited during Spanish Reading SBA testing administration. Invalidate any subtest for any content area in which non-allowed modifications are provided.

## Accommodations Guide

Starting in 2026, a Spanish Reading SBA-specific accommodation guide will accompany the test. The *Spanish Reading Standards Based Assessment (SBA) for High School Students Accommodations Guide* will provide information regarding policies, universal tools, accessibility features, and accommodations available for students. This guide may be found at <https://newmexico.onlinehelp.cognia.org/resources-accommodations/>. The following is an excerpt from that guide.

# Special Requirements for Administering the Large-Print and Braille Versions of the SBA Assessment

## Administering the Large-Print Version of the Assessment

Give students who are administered a large-print version of the Spanish Reading SBA a large-print test material packet. The packet includes a large-print instructions sheet, a large-print test booklet, a standard-sized test booklet, and an answer document. Please consider the following when administering the large-print test:

- Read the directions and scripts from this manual the same way as for standard administration.
- The large-print test booklet is 11" x 17". It is recommended that these tests be administered to students at tables (perhaps library-sized) to allow for the booklet's size and ensure student comfort.
- In addition to the materials in the large-print packet, you should also provide students with soft-lead No. 2 pencils.

## Student Responses

Only responses bubbled and written inside 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. Consider the following options with the student to determine the best method for recording the student's responses:

- Students may use soft-lead No. 2 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. 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 short-answer and open-ended questions are permitted as an accommodation, follow the instructions in the section of this guide titled *Typed Responses*.

## Administering the Braille Version of the Assessment

Give students who are administered a braille version of the Spanish Reading SBA a braille test material packet. The packet includes a braille instructions sheet, a braille test booklet and the associated test administrator notes, a standard test booklet, and a standard answer document. Please consider the following when administering the braille test:

- Read the directions and scripts from this manual the same way as for standard administration. 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,

explain to the students that 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 test administration. Additionally, have braille paper and placeholders available.

## Student Responses

Only responses bubbled and written inside an answer document or typewritten responses to short-answer and open-ended questions will be scored. All responses to multiple-choice, short-answer, and open-ended questions that are not completed directly in the answer document or typewritten must be transcribed into an answer document before shipping. The TA and the student should consider the following options to determine the best method for recording the student's responses. Students may use any combination of these options to answer test items:

- Students may record their responses using braille on a separate braille sheet of paper.
- Students may record their responses directly in the braille version of the test booklet.
- Students may respond to the short-answer and open-ended questions using a word processor (without a spelling or grammar check) and respond to the multiple-choice questions directly in the braille version of the test booklet.
- Students may use a scribe to write oral responses or fill in bubbles for multiple-choice questions in the answer document.
- 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 short-answer and open-ended questions are permitted as an accommodation, follow the instructions in the section of this guide titled *Typed Responses*.

## Typed Responses

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., Reading Session 1)
- question number (e.g., 6)

At the end of the test, staple all sheets of paper containing typewritten responses from an individual student together once in the top left corner and provide them to the STC and DTC with the answer document. Never staple, tape, or glue typed response pages into an answer document.

**NOTE: Transcribe all multiple-choice answers into the answer document.**

# SPECIFIC DIRECTIONS FOR ADMINISTERING

Read aloud the following instructions and sample questions that are in **bold** print. Directions to TA or proctor interspersed within the script are in regular print and brackets. Read the directions for students and the sample questions precisely as written, using a natural tone and manner. If a mistake is made in reading the instructions or sample question, stop and say, “No. That is incorrect. Listen again.” Then reread the direction or question.

- Encourage the students to do their best.
- Check periodically to make sure that the students are
  - recording their answers properly
  - only working in the current test session (not returning to previous test sessions or going beyond the session in which they are supposed to be working)
- Ensure that the students work until they reach the end of each testing session.
- It is prohibited to spell words for students during all testing sessions.

## 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 any extra space blank if answer boxes appear to be larger than necessary
  - remember that only what is darkened in the response circles and written in the answer boxes will be scored

## Script to Be Read to All Students at the Start of Testing

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

**En la Spanish Reading SBA (SBA de lectura en español) no se usa papel en blanco. Eviten hacer marcas adicionales y no hagan marcas en los márgenes del documento de respuesta. Si necesitan hacer un cambio a una de sus respuestas, bórrenla completamente antes de marcar o escribir su respuesta nueva. En la prueba de escritura se les darán hojas de papel con renglones para que escriban sus borradores. Por ninguna razón pueden sacar los materiales de prueba de las salas de prueba.**

# Reading Session 1 / Sesión 1, Lectura

## Recommended Session Time: 60 minutes

Allow an additional 15 minutes to distribute materials and read the directions to the students.

**Materials Needed:** test booklets, answer documents, and sharpened No. 2 pencils with erasers

On the day(s) of the Reading Assessment, be sure to remove or cover up any Language Arts instructional materials, such as word walls, posters, charts, etc. The Reading Assessment consists of three sessions. Be sure that all student desks are cleared of books and other materials not needed for the test. Have a sufficient quantity of soft-lead (No. 2) pencils with erasers and distribute two to each student. Students may use pens, highlighters, or colored pencils to mark the test booklet only.

**Note:** Read-aloud of the passages and questions in the Reading Assessment is not permitted. Spelling words for students is also prohibited.

**SAY** No se les permite que tengan un teléfono celular o algún otro dispositivo electrónico durante la prueba. [Please refer to the PED Policy on Electronic Devices on page 5.] Si tienen en su posesión un teléfono celular o un dispositivo electrónico, apáguelo y guárdenlo en sus mochilas y yo las colocaré al frente de la sala durante las sesiones de prueba.

Si se les encuentra un teléfono celular u otro dispositivo electrónico durante la prueba, les será confiscado y revisado.

**SAY** Ahora les daré sus materiales de prueba. Déjenlos cerrados hasta que yo les diga qué hacer. [Distribute the test materials and two pencils to each student.]

**SAY** Miren los recuadros para escribir su nombre en la(s) portada(s) de sus materiales de prueba. Escriban su nombre completo claramente en el(los) espacio(s) marcado(s) "Escriba el nombre del estudiante". [Pause.]

**SAY** Para las sesiones de lectura, leerán los pasajes y las preguntas en su folleto de prueba y marcarán o escribirán TODAS sus respuestas en su documento de respuestas junto al número que corresponda al número de la pregunta. NO contesten las preguntas directamente en su folleto de prueba. No escriban en su documento de respuestas hasta que yo les diga qué hacer.

Abran su folleto de prueba en la primera página que dice "Sesión 1 Lectura", instrucciones. Abran su documento de respuestas en la primera página que dice "Sesión 1 Lectura". No doblen sus materiales de prueba hacia atrás durante esta prueba.

Walk around the room to ensure everyone has the booklets open to the correct pages. Answer documents should be open flat, not folded back.

**SAY** En esta sesión, contestarán unas preguntas marcando los círculos A, B, C o D en su documento de respuestas. Escojan sólo una respuesta para cada pregunta. Contestarán otras preguntas escribiendo sus respuestas en los recuadros proporcionados en su documento de respuestas. Mientras estén trabajando, asegúrense de borrar completamente cualquier cambio que hagan y de llenar claramente el círculo de la respuesta que quieran escoger.

Miren las instrucciones en el folleto de prueba en la parte de arriba de la página. Léanlas en silencio mientras yo las leo en voz alta. “Instrucciones: Lee cada pasaje y después lee cada una de las preguntas que le siguen. Para cada una de las preguntas de opción múltiple, decide cuál es la mejor respuesta y marca el círculo correspondiente. Para cada una de las preguntas de respuesta corta y de desarrollo, escribe tu respuesta dentro del recuadro proporcionado”.

Ahora encuentren el pasaje de ejemplo justo debajo de las instrucciones. [Pause to make sure everyone has found the example passage.]

**SAY** Lean en silencio el pasaje. [Pause about two minutes while students read the example passage.]

**SAY** Ahora miren la primera pregunta de ejemplo, Ejemplo A. Lean en silencio el Ejemplo A, mientras yo lo leo en voz alta. “Según el artículo, ¿por qué se les llamó “perros calientes” a las salchichas “dachshund”? A. Era más fácil deletrear “perros calientes”. B. Las salchichas se sirvieron en un día frío. C. Era la primera vez que se vendían las salchichas. D. A la gente le gustó comer “perros calientes” en un partido de béisbol”. ¿Cuál es la respuesta correcta? [Pause for replies.]

**SAY** Sí, correcto. El pasaje dice que era más fácil deletrear “perros calientes”. Ahora encuentren la sección de Sesión 1 Lectura, en su documento de respuestas. Miren el cuadro que dice “Ejemplos”. Para el Ejemplo A, el círculo para “A” se marcó para mostrar que ésa es la respuesta correcta. ¿Todos entienden qué hay que hacer? [If there are any procedural questions, reread the directions.]

**SAY** Ahora miren el Ejemplo B. Lean en silencio la pregunta. Luego marquen el círculo para su respuesta. [Pause while students mark their answers.]

**SAY** ¿Qué círculo marcaron? [Pause for replies.]

**SAY** Sí, correcto. Deberían haber marcado el círculo para “B”. ¿Alguien tiene alguna pregunta sobre lo que hay que hacer? [If there are any procedural questions, reread the directions.]

**SAY** Pasen la página al primer pasaje en su folleto de prueba. Trabajen hasta que vean el signo de alto. No trabajen más allá del signo de alto.

¿Todos entienden qué hay que hacer? [If there are any procedural questions, reread the directions.]

**SAY** Tendrán cuanto tiempo necesiten para leer los pasajes y contestar las preguntas en esta sesión. Si no están seguros acerca de la respuesta a una pregunta, hagan lo mejor que puedan. Asegúrense de escribir o marcar sus respuestas en los recuadros en su documento de respuestas. Cualquier cosa que se escriba en el folleto de prueba NO se calificará.

Cuando hayan terminado esta sesión, cierren su folleto de prueba y su documento de respuestas e introduzcan su documento de respuestas en su folleto de prueba. Luego pueden quedarse sentados en silencio o leer un libro en su escritorio sin hacer ruido. ¿Alguien tiene alguna pregunta? [If there are any procedural questions, reread the directions.]

**SAY Comiencen a trabajar ahora.**

Remain attentive in the room during the entire testing session. Circulate throughout the room during the testing session. (**Reading, grading papers, or doing other work is prohibited.**) Each SBA test session has been assigned a unique symbol printed in the test booklet header. For example, the symbol assigned to Reading Session 1 is a circle. Ensure all students are working in the test session with circles at the top of each page.

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

If not immediately continuing with Reading Session 2, collect the test materials and the pencils with erasers from the students as they finish. Direct the students to sit quietly at their desks or quietly read a book. Place all test materials in central, secure, and locked storage until the next testing session.

If not immediately continuing with Reading Session 2, provide students with a short break and continue reading the directions on the next page.

## Reading Session 2 / Sesión 2, Lectura

**Recommended Session Time: 60 minutes**

**Allow an additional 15 minutes to distribute materials and read the directions to the students.**

**Materials Needed:** test booklets, answer documents, and sharpened No. 2 pencils with erasers

On the day of Reading Session 2, be sure to remove or cover up any visible Language Arts instructional materials, such as word walls, posters, charts, etc. Be sure that all student desks are cleared of books and other materials not needed for the test. Have a sufficient quantity of soft-lead (No. 2) pencils with erasers and distribute two to each student. Students may use pens, highlighters, or colored pencils to mark the test booklet only.

**Note:** Read-aloud of the passages and questions in the Reading Assessment is not permitted. Spelling words for students is also prohibited.

If not immediately continuing from the prior session,

**SAY** **No se les permite que tengan un teléfono celular o algún otro dispositivo electrónico durante la prueba.** [Please refer to the PED Policy on Electronic Devices on page 5.] **Si tienen en su posesión un teléfono celular o un dispositivo electrónico, apáguelo y guárdenlo en sus mochilas y yo las colocaré al frente de la sala durante las sesiones de prueba.**

**Si se les encuentra un teléfono celular u otro dispositivo electrónico durante la prueba, les será confiscado y revisado.**

**Ahora les daré sus materiales de prueba. Déjenlos cerrados hasta que yo les diga qué hacer.** [Distribute the test materials and two pencils to each student.]

**SAY** **Miren las portadas de sus materiales de prueba y asegúrense de que su nombre esté escrito en la(s) línea(s). Levanten la mano si el nombre de otra persona está escrito en los materiales de prueba.** [Pause. Redistribute the test materials as necessary.]

For all students,

**SAY** **Abran su folleto de prueba en la página que dice “Sesión 2 Lectura”, instrucciones. Abran su documento de respuestas en la página que dice “Sesión 2 Lectura”. No doblen sus materiales de prueba hacia atrás durante esta prueba.**

Walk around the room to ensure everyone has the booklets open to the correct pages. Answer documents should be open flat, not folded back.

**SAY** **En esta sesión, contestarán unas preguntas marcando los círculos A, B, C o D en su documento de respuestas. Escojan sólo una respuesta para cada pregunta. Contestarán otras preguntas escribiendo sus respuestas en los recuadros proporcionados en su documento de respuestas, tal y como lo hicieron en la última sesión. Mientras estén trabajando, asegúrense de borrar completamente cualquier cambio que hagan y de llenar claramente el círculo de la respuesta que quieran escoger.**

**Miren las instrucciones en el folleto de prueba en la parte de arriba de la página. Léanlas en silencio mientras yo las leo en voz alta. “Instrucciones: Lee cada pasaje y después lee cada una de las preguntas que le siguen. Para cada una de las preguntas de opción múltiple, decide cuál es la mejor respuesta y marca el círculo**

**correspondiente. Para cada una de las preguntas de respuesta corta y de desarrollo, escribe tu respuesta dentro del recuadro proporcionado".** [If there are any procedural questions, reread the directions.]

**SAY** Tendrán el tiempo que necesiten para leer los pasajes y contestar las preguntas en esta sesión. Si no están seguros acerca de la respuesta a una pregunta, hagan lo mejor que puedan. Después de leer el pasaje, empiezen con la primera pregunta en la sesión dos en sus materiales de prueba y sigan trabajando hasta que vean el signo de alto. No trabajen más allá del signo de alto. Asegúrense de escribir o marcar sus respuestas en los recuadros de respuesta en su documento de respuestas. Cualquier cosa que se escriba en el folleto de prueba NO se calificará.

**Cuando hayan terminado esta sesión, cierren sus materiales de prueba e introduzcan su documento de respuestas en su folleto de prueba. Luego pueden quedarse sentados en silencio o leer un libro en su escritorio sin hacer ruido. ¿Todos entienden qué hay que hacer?** [If there are any procedural questions, reread the directions.]

**SAY** Comiencen a trabajar ahora.

Remain attentive in the room during the entire testing session. Circulate throughout the room during the testing session. (Reading, grading papers, or doing other work is prohibited.) Each SBA test session has been assigned a unique symbol printed in the test booklet header. For example, the symbol assigned to Reading Session 2 is a triangle. Ensure all students are working in the test session with triangles at the top of each page.

Remember that identifying and pointing out questions a student did not complete either during or after the test session 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.

If not immediately continuing with Reading Session 3, collect the test materials and the pencils with erasers from the students as they finish. Direct the students to sit quietly at their desks or quietly read a book. Place all test materials in central, secure, and locked storage until the next testing session.

If immediately continuing with Reading Session 3, provide students with a short break and continue reading the directions on the next page.

## Reading Session 3 / Sesión 3, Lectura

### Recommended Session Time: 60 minutes

Allow an additional 15 minutes to distribute materials and read the directions to the students.

**Materials Needed:** test booklets, answer documents, and sharpened No. 2 pencils with erasers

On the day of Reading Session 3, be sure to remove or cover up any Language Arts instructional materials, such as word walls, posters, charts, etc. Be sure that all student desks are cleared of books and other materials not needed for the test. Have a sufficient quantity of soft-lead (No. 2) pencils with erasers and distribute two to each student. Students may use pens, highlighters, or colored pencils to mark the test booklet only.

**Note:** Read-aloud of the passages and questions in the Reading Assessment is not permitted. Spelling words for students is also prohibited.

If not immediately continuing from the prior session,

**SAY** No se les permite que tengan un teléfono celular o algún otro dispositivo electrónico durante la prueba. [Please refer to the PED Policy on Electronic Devices on page 5.] Si tienen en su posesión un teléfono celular o un dispositivo electrónico, apáguelo y guárdenlo en sus mochilas y yo las colocaré al frente de la sala durante las sesiones de prueba.

Si se les encuentra un teléfono celular u otro dispositivo electrónico durante la prueba, les será confiscado y revisado.

Ahora les daré sus materiales de prueba. Déjenlos cerrados hasta que yo les diga qué hacer. [Distribute the test materials and two pencils to each student.]

**SAY** Miren las portadas de sus materiales de prueba y asegúrense de que su nombre esté escrito en la(s) línea(s). Levanten la mano si el nombre de otra persona está escrito en los materiales de prueba. [Pause. Redistribute the test materials as necessary.]

For all students,

**SAY** Abran su folleto de prueba en la página que dice “Sesión 3 Lectura”, instrucciones. Abran su documento de respuestas en la página que dice “Sesión 3 Lectura”. No doblen sus materiales de prueba hacia atrás durante esta prueba.

Walk around the room to ensure everyone has the booklets open to the correct pages. Answer documents should be open flat, not folded back.

**SAY** En esta sesión, contestarán unas preguntas marcando los círculos A, B, C o D en su documento de respuestas. Escojan sólo una respuesta para cada pregunta. Contestarán otras preguntas escribiendo sus respuestas en los recuadros proporcionados en su documento de respuestas, tal y como lo hicieron en la última sesión. Mientras estén trabajando, asegúrense de borrar completamente cualquier cambio que hagan y de llenar claramente el círculo de la respuesta que quieran escoger.

Miren las instrucciones en el folleto de prueba en la parte de arriba de la página. Léanlas en silencio mientras yo las leo en voz alta. “Instrucciones: Lee cada pasaje y después lee cada una de las preguntas que le siguen. Para cada una de las preguntas de opción múltiple, decide cuál es la mejor respuesta y marca el círculo

**correspondiente. Para cada una de las preguntas de respuesta corta y de desarrollo, escribe tu respuesta dentro del recuadro proporcionado".** [If there are any procedural questions, reread the directions.]

**SAY** Tendrán el tiempo que necesiten para leer los pasajes y contestar las preguntas en esta sesión. Si no están seguros acerca de la respuesta a una pregunta, hagan lo mejor que puedan. Después de leer el pasaje, empiezen con la primera pregunta en la sesión tres en sus materiales de prueba y sigan trabajando hasta que vean el signo de alto. No trabajen más allá del signo de alto. Asegúrense de escribir o marcar sus respuestas en los recuadros de respuesta en su documento de respuestas. Cualquier cosa que se escriba en el folleto de prueba NO se calificará.

**Cuando hayan terminado con esta sesión, cierren sus materiales de prueba e introduzcan su documento de respuestas en su folleto de prueba. Luego pueden quedarse sentados en silencio o leer un libro en su escritorio sin hacer ruido. ¿Todos entienden qué hay que hacer?** [If there are any procedural questions, reread the directions.]

**SAY** Comiencen a trabajar ahora.

Remain attentive in the room during the entire testing session. Circulate throughout the room during the testing session. (Reading, grading papers, or doing other work is prohibited.) Each SBA test session has been assigned a unique symbol printed in the test booklet header. For example, the symbol assigned to Reading Session 3 is a square. Ensure all students are working in the test session with squares at the top of each page.

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

Collect the test booklets with inserted answer documents and the pencils with erasers from the students as they finish. Direct the students to sit quietly at their desks or quietly read a book. Place all test materials in central, secure, and locked storage until they are prepared for return to Cognia.

This is the end of the *New Mexico Standards Based Assessment Spanish Reading Test*. Follow the directions for completing student information on the biogrid and preparing test materials for return to Cognia beginning on the next page.

# AFTER TESTING

Except for students taking the alternate assessments, an answer document must be returned for every student who should have taken the Spanish Reading SBA during the testing window, even if the student did not participate in the assessment or did not complete the testing.

## Rules for the Use of Pre-ID Labels

### 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.

### 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 the student’s

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

### 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 student’s name on the front cover and apply it to the bottom left corner on the front cover. See page 20 for label placement. Do not bubble boxes A–F.

### 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 a Pre-ID label for a student was not received, bubble boxes A–F and update NOVA with the correct student information.

## Completing Student Information on the Biogrid

The biogrid is located on the last two pages of the answer document. A sample biogrid is provided for reference on pages 21 and 22. Please refer to these pages when reviewing the rules below for completing the biogrid.

Please refer to the Rules for Completing Biogrids table on page 23 of this manual.

## Two Last Points

1. Do NOT ALLOW students to fill in any information in section 1 of the biogrid.
2. 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. School administrators must make corrections to NOVA. 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 on page 23 for reference, as needed.

**Note: 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.**

# Spanish Reading SBA Sample Answer Document Cover and Biogrid

Front Cover of Answer Document

Escriba el nombre del estudiante	<b>PRIMAVERA DE 2026</b>
 <p><b>S B A</b> Standards Based Assessment</p>	
<b>Lectura</b>	<b>GRADO HS</b> <b>Formulario 1</b>
<b>DOCUMENTO DE RESPUESTAS</b>	
Place Student ID Label Here	
1234567890	
1	 1234567890



Next-to-Last Page 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**. Bubbling Box **I** will void the entire answer document. **Caution:** Filling in the bubble in Box **I** 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
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>	
Braille	<input type="radio"/>
Human Reader	<input type="radio"/>
Human Scribe	<input type="radio"/>
Human Signer	<input type="radio"/>
Human Signer for Test Directions	<input type="radio"/>
Large Print	<input type="radio"/>
Read Aloud to Self	<input type="radio"/>

<b>I VOID-DO NOT SCORE</b>	
<input type="radio"/> Y	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



## Rules for Completing Biogrids

	<b>Section 1: TESTING</b>	<b>Section 2: IDENTIFICATION</b>
<b>Public, charter, state educational institutions</b>	<b>Bubble Box(es)</b>	<b>Bubble Box(es)</b>
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

### Directions for Each Box on the Biogrid

**NOTE:** The box letters are organized by biogrid section: 1, 2, or 3.

#### Section 1: TESTING (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 non-allowed modification/other testing irregularity occurs.

**Box H. IEP/504 Accommodations**—Mark the bubble(s) that corresponds to the accommodation(s) that was used for any students who are Special Education or have a 504 Plan who participated in any part of this administration with an accommodation.

**Box I. 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.

## SOME FINAL GUIDELINES

Check the answer documents and verify that

- the Pre-ID label is properly affixed to the correct answer document on the front cover properly.
- 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 on page 9 of this manual.

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 on page 9 of this manual.

Return all test booklets and answer documents to the School Test Coordinator at the completion of testing.

# APPENDIX: SAMPLE SECURITY CHECKLIST

**cognia**<sup>®</sup> Cognia  
 Login Manager  
 100 Eileen Dondero Foley Ave  
 Suite 400  
 Portsmouth, NH 03801

## New Mexico Student Assessment Program Security Checklist

**Ship To:**

<b>Ship Code:</b>	00000000357225	<b>Date Packed:</b> 2/20/2026
<b>Contract:</b> 131400	<b>Contract Name:</b> New Mexico Spanish Reading SBA High School	<b>Administration:</b> 2025-2026
<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 High School	<b>Grade:</b> 11

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 11 Test Booklets with ADs inserted – Spanish Reading											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:

**\*00000000357225\***

Page: 1 of 4

