



2020 – 2021 Assessment Administration

**FLEXIBLE TESTING GUIDANCE
AND CONSIDERATIONS**

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OVERVIEW

The New Mexico Public Education Department (PED) has developed this guidance to support District Test Coordinators in facilitating optional spring 2021 assessment administration amid the COVID-19 pandemic. The language below from the March 9, 2021 memorandum expresses PED's position regarding assessment administration during this time. View the full memorandum [here](#).

Memorandum to superintendents, charter administrators, and district test coordinators:

Re: Spring 2021 Testing Window Updates

On Friday, March 5, 2021, the PED met with the U.S Department of Education (USED) regarding our state assessment waiver submission. We are pleased to share that USED was attentive and receptive to our state context and requested flexibility.

Following that meeting, the U.S. Department of Education released an accountability waiver application allowing all states to waive requirements for school identification and related reporting requirements in the *Elementary and Secondary Education Act of 1965* (ESEA) for the 2020-21 school year. PED is gathering [public comment](#) on this latest accountability waiver, which will exempt New Mexico from meeting the 95% assessment participation rate normally required by ESSA, satisfying our assessment waiver request.

In light of Secretary Stewart's announcement of the return to in-person learning by April 5, 2021, all local education agencies should reevaluate opportunities to administer spring assessments to the ***greatest extent possible***. High-quality assessments are important tools used to gather data about student performance. Results from spring assessments and other measures can help educators and parents understand where students are making progress, and where they are falling behind. Data from summative and interim assessments help state and district leaders structure learning supports for students who might have struggled with their learning during the past year. This data will become crucial as schools plan for summer tutoring and acceleration.

PED recognizes that certain circumstances may inhibit the school's ability to test all students. We continue to reinforce that families with any health or related concerns should not be required to send their students to school for the sole purpose of participating in state testing. We also continue to our commitment that schools will respect tribal sovereignty with regard to tribal public health orders. The recently released accountability waiver allows families who desire to remain remote for the remainder of the school year to do so without the school incurring a penalty for those students not being included in the school's testing program.

Summative ESSA assessments are available to LEAs for in-person administration.

To ensure valid test scores and maintain test security, spring summative assessments are to be administered and proctored in local school buildings or other approved sites. All spring assessments are available for administration. For questions on additional orders or materials

shipment, please contact PED.Assessment@state.nm.us. District Test Coordinators will need to ensure correct test assignments based on the [revised guidance](#).

PED has extended spring testing windows to meet local needs.

PED has lengthened the test administration windows and added additional testing dates where possible. The [revised assessment calendar](#) is now available on the District Test Coordinator (DTC) resource page.

LEAs are required to complete the Spring 2021 Flexible Testing Survey.

As a reminder, all District Test Coordinators (DTCs) should complete and revise responses on PED's [Spring 2021 Flexible Testing Survey](#), initially due on February 15, 2021. This survey serves as an official LEA notification to PED of its intentions. DTCs should reevaluate opportunities to test in light of students being back in their building for in-person learning. Survey collection windows are as follows.

- Collection 2: March 30, 2021 (Opportunity to revise)
- Collection 3: April 15, 2021 (Opportunity to revise)
- Collection 4: May 17, 2021 (Opportunity to revise)

PED Assessment Bureau will host office hours for DTCs.

The Assessment Bureau will host two question and answer sessions for all DTCs:

- For time-sensitive dependencies on ordering tests, Thursday, March 18, 2021, at 9:00 AM MT.
 - For general inquiries and all other concerns, Friday, March 26, 2021, at 9:00 AM MT.
-

PED NOTIFICATION: FLEXIBLE TESTING SURVEY

All **District Test Coordinators (DTCs)** will need to complete the *[PED Spring 2021 Flexible Testing Survey](#)*. This will serve, in part, as LEA notification to PED of its intentions. Additional information will be provided during Winter DTC Training. There will be 4 staggered collection windows recognizing that decisions are likely to be fluid:

- Collection 1: February 15, 2021 (Required)
- Collection 2: March 30, 2021 (Opportunity to revise)
- Collection 3: April 15, 2021 (Opportunity to revise)
- Collection 4: May 17, 2021 (Opportunity to revise)

WINTER DTC TRAINING

Recordings for all sessions, as well as their respective supporting materials, are available in the [Canvas DTC Training course](#) (Canvas login required). Any additional information is posted on the [DTC Resource page](#) of the PED website.

HELPFUL PLANNING RESOURCES

- [For Latest COVID-19 Response Toolkit](#) (Revised)
- [Spring-Assessment-Calendar-revised 3.8.2021.pdf \(state.nm.us\)](#) (Revised)
- [Statewide-Test-Assignment-Guidelines revised 3.8.2021.pdf](#) (Revised)
- [Secured-Portals-and-Help-Desks.pdf \(state.nm.us\)](#)
- [fall-20-21-dtc-manual.pdf \(state.nm.us\)](#)
- [assessment-accommodations-and-accessibility-manual.pdf \(state.nm.us\)](#)

GENERAL GUIDELINES

Remote delivery of state-mandated testing is not a proven nor viable option. Considerations such as item exposure, proctoring, and student privacy issues present challenges. The inability to have standardized test administration protocols greatly impact testing validity and reliability. This ***Flexible Testing Considerations and Guidance Document*** is designed to assist all schools in safely assessing students to ensure valid and reliable data.

This document has 3 primary sections:

- SECTION I: SAFE TESTING GUIDANCE
- SECTION II: FLEXIBILITY CONSIDERATIONS
- SECTION III: SAMPLE PARENT LETTERS (in English & Spanish)

SECTION I: SAFE TESTING GUIDANCE

Test Administration Staff Requirements:

The district may consider training or supporting additional staff members to administer assessments in an effort to maximize the number of students who may take the assessment in-person at one time. The district may also consider scheduling substitute teachers to cover classrooms while trained educators meeting the certification requirements **6.10.7 NMAC** are administering the assessment. An exception to this will be SAT School Day with Essay, as long as proctors have been trained according to College Board Guidelines.

Student-to-Proctor Ratios:

There are no limitations other than those described in 6.10.7 NMAC.

COVID-Safe Practices for Testing:

Just as all in-person learning in New Mexico must occur in accordance with the COVID-Safe Practices outlined in the New Mexico Public Education Department's School Reentry Guidance and Rapid Response Toolkit – so must in-person testing.

Suggestions for Scheduling Students:

- Consider using the entirety of the testing window.
- Consider scheduling more than one assessment during the same testing window.
- Incorporate testing into student and teacher schedules in the least disruptive manner whenever possible.
- Allow additional time for test sessions; they may be longer than normal due to social distancing requirements and sanitizing (cleaning dividers, wiping down keyboards, tabletops, etc.)
- More than one assessments may also occur during the same testing window.
- Collaborate with applicable staff members to ensure appropriate adjustments for students with accommodations or unique needs as outlined in their Individual Education Programs (IEPs) or 504 plans.
- Consider using practice test opportunities to expose students to what to anticipate in order to familiarize them with the safety protocols that will be implemented during testing.

Additional Items Recommended* for Safer Testing:

- Masks (*masks are required as part of school site PPE)
- PPE
- Plastic wrap or keyboard covers
- Dividers
- Spray bottles
- Rags/wipes/paper towels
- Hand sanitizer (60% alcohol)
- Pencils for students to keep
- Sheet protectors
- Touchless thermometers

Administration Day Safety Guidance

Allow sufficient time between testing sessions or days for handwashing, sanitization, rotating students, and other safety steps implemented locally. Follow [Centers for Disease Control and Prevention \(CDC\) guidelines](#) for sanitization and guidelines of local health officials when planning and setting up testing space.

All participants, whether students, proctors, or staff, should adhere to the following safety guidance, which incorporates state COVID-19 regulations:

- Maintain social distancing at all times at a minimum of 6 feet among students to greatest extent possible.
- Ensure all individuals wear masks at all times unless otherwise determined by a 504 Plan or an IEP team and deemed medically necessary. For those cases, students would need special consideration and plans that isolate them from the groups of students.

Schools should follow the [Center for Disease Control \(CDC\) recommendation](#) that all testing sites provide gloves, face coverings, hand sanitizer with at least 60% alcohol, and other personal protective equipment (PPE) for all students/staff as needed as required on page 10 of the [NMPED Reentry Guidance](#).

- Ensuring students wear a mask and are following instructions from testing staff
- Designating areas of the hallway (i.e. lanes) as flow paths to keep students separated and to minimize congregation of students as they enter/exit testing room.
- Requiring that students bring their own materials deemed acceptable by the testing requirements (calculators, tissue, etc.).
- Requiring students to bring their own water bottle.
- Ensuring students are seating a minimum of 6 feet apart, to the greatest extent possible.

What To Do In The Event of Illness During Testing:

- Ahead of testing, work with school administrators and healthcare staff to identify an isolation room or area to separate anyone who exhibits COVID-like symptoms.
- Establish procedures for safely transporting anyone who is sick home or to a healthcare facility.
- Notify staff and families of a positive COVID-19 cases while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- Close off areas of the school building that have been used by a COVID-19 positive individual for 24 hours and then clean and disinfect the area. Ensure safe and correct application of disinfectants and keep disinfectant products away from children.
- Advise sick staff members and children not to return until they have met NMDOH criteria to discontinue home isolation.
- Inform those who have had close contact to a person diagnosed with COVID-19 to stay home and follow NMDOH guidance to quarantine.
- To report a positive COVID-19 individual in the school community, please go to: <https://nmgov.force.com/pedrapidresponse/s/>
- Find the latest COVID-19 Toolkit for New Mexico Public Schools guidance [here](#).

SECTION II: FLEXIBILITY CONSIDERATIONS

Flexibility Considerations				
<p>1. Opportunity-to-Learn Consideration: Before deciding to opt-in, LEAs should consider if students have had the opportunity to learn the materials. Valid and reliable assessments results are dependent on students having had the opportunity for instructional access.</p> <ul style="list-style-type: none"> • Did they student show up for learning? Did the student have adequate internet connectivity if attending remotely? • Was the LEA able to provide an articulated sequence of instruction aligned to standards? (Summative assessments are aligned to content standards.) 				
<p>2. Reporting Consideration: Assessments can identify how this pandemic has impacted our students and what we need to do to help them recover. However, given the unique year, based on the advice of our TAC and other experts, it would be inappropriate to make across year comparisons with assessment results. Rather, assessment reports should be used in conjunction with other data from this year to identify areas of need and priorities for the upcoming year.</p> <p>a. Spanish SBA Grade 11 reporting will remain the same</p>				
	MSSA (including MSSA-SLA) & ASR	SAT	ACCESS/ALT-ACCESS	DLM
2a. Student Level / ISR Reports	<p>MSSA: Yes: Scale scores for Reading, Writing and Language, and Math as well as domain scores will be available. The scale used for the MSSA reports this year will be the same as the one used for the iMSSA interim assessments and the same performance levels will be used. *</p> <p>ASR: Student level scores will not be available. **</p> <p style="text-align: center;">ISRs anticipated mid-August</p>	<p>Yes: SAT score reports as standard</p> <p>ISRs anticipated mid-August</p>	<p>Yes: Available, per consortium</p> <p>ISRs anticipated online late August; shipped to LEAs mid-September</p>	<p>Yes: Available, per consortium</p> <p>ISRs anticipated online late July.</p>
2b. Building Level / LEA Level Reporting Availability?	<p>MSSA: Some aggregate reporting available at the school, district, & state level through the iTester Data Interaction Portal.</p> <p>ASR: Some aggregate reporting will be available and provided to districts.</p> <p>Reports may need to be contextualized in light of student participation.</p>	<p>Aggregate reporting available at the school, district & state level.</p> <p>Reports may need to be contextualized in light of student participation</p>	<p>Students will still be able to exit EL status with the state required composite score of 5.0.</p> <p>Reports may need to be contextualized in light of student participation.</p>	<p>Reports may need to be contextualized in light of student participation.</p>
2c. State Level Reporting Availability?				

* The interim ([iMSSA scale](#)) will be used to report the summative assessment due to standard setting for the new NM-MSSA assessment being moved to the summer of 2022. Standard setting is delayed a year based on this year's low participation rates.

** The NM-ASR assessment is an operational assessment this year, however due to the decision to move standard setting to the summer of 2022 individual student reports will not be provided this year. Standard setting is delayed a year based on this year's low participation rates.

Considerations Continued

3. Computer/Technology/Kiosk Considerations:

- What updates are needed for testing?
- Have district IT staff pushed out auto updates/upgrades to student devices?

	MSSA & ASR	SAT	ACCESS/ALT-ACCESS	DLM
Will kiosk upgrades be needed?	Yes – kiosk upgrade available for download on 1/25	Yes –lockdown browser must be installed on every device. Download the browser form the SAT website. Available for download now.	Any sites who have done online screener this year, upgrades would have been updated. Pushed out last June. If LEAs have not taken any IT action, and students have devices at home –were these updates pushed out to student machines remotely?	No kiosk. Just browser based testing. Testing devices may need browser updates.

4. Ordering Considerations:

- SBA –only high school, only paper. Ordering window closed on 2/7

	MSSA & ASR	SAT	ACCESS/ALT-ACCESS	DLM
	<ul style="list-style-type: none"> • Initial Test ordering closed on 2/7 • Additional ordering window 3/15-5/6 • LEAs only pay for what is used ASR, SBA • Online tests available to schedule in the portal: 3/22 	<p>Spring testing is primarily digital. No ordering of materials is required.</p> <p>Ordering deadlines for each testing window can be found here.</p>	<p>Nov. 30 roster file provided by PED to WIDA was used to collate and pack shipments. This timeline is already passed. Quantities are already set. Currently shipping is set for 2/9.</p> <p>LEAS are only billed for full or partial administered assessments.</p> <p>If LEAs refused heir earlier shipment, orders can still be placed.</p>	No paper shipping of any kind.

5. Test Assignment Guidance Considerations

- PSAT 10 and DLM 10 are no longer available
- Administer the PED approved screener prior to assigning the ACCESS
- All summative ESSA testing must be conducted proctored and onsite.

SECTION III: SAMPLE PARENT LETTERS

[ACCESS for ELLs Talking Points for Parents]

Dear Parent/Guardian,

[Districts should add their context information, given their learning environment --hybrid, remote, or in person]

ACCESS for ELLs is administered in person, annually to current English Learners (EL) in kindergarten – 12th grades to monitor students' progress in learning academic English. Students who are identified as ELs are administered the assessment. [Explaining ELL Status \(English\) | WIDA \(wisc.edu\)](#) Scores determine a students' English language proficiency in the domains of reading, writing, listening and speaking, based on WIDA Language Development Standards. Student scores reflect proficiency levels described best on this flyer: [ACCESS for ELLs: Understanding Your Child's Scores \(English\) | WIDA \(wisc.edu\)](#)

How ACCESS test results are used:

The ACCESS test provides essential information for parents, teachers and school leaders about the progress our emerging bilingual students are making in learning English.

1. The test helps you and your child's teacher monitor your child's progress in learning English.
2. The test helps you and your child's teacher know if adjustments are needed in instruction to help your child succeed in learning English.
3. The test helps teachers know when your child is proficient in English and no longer needs English language development classes, support or assessment. In New Mexico, a student who earns a composite score of 5.0 or higher on the ACCESS is exited from EL status.

Parents can help familiarize students with the type of content they will encounter on the test and give them an opportunity to interact with different types of questions on a mock testing platform at the following link:

[Test Practice & Sample Items](#)

[Districts should consider adding district- or school-specific information about potential testing dates, who parents should contact with questions about the test or transportation, and how to indicate their child's participation in the tests.]

[Puntos de conversación para padres acerca de ACCESS para ELLs]

Estimado Padre/Guardián:

[Los distritos deben agregar la Información de contexto, dado el ámbito de aprendizaje – híbrido, a distancia o en persona]

ACCESS para ELLs se administra en persona, anualmente a los estudiantes actuales que son aprendices de inglés (EL, por sus siglas en inglés) de kínder a 12° grado para monitorear el progreso de los estudiantes en el aprendizaje del inglés académico. La evaluación se administra a los estudiantes que se identifican como ELs. [Explicación del estatus de ELL \(Inglés\) | WIDA \(wisc.edu\)](#) Las puntuaciones determinan el dominio del idioma inglés de un estudiante en las áreas de lectura, escritura, interpretación auditiva y expresión oral, basados en los Estándares de Desarrollo de Lenguaje WIDA. Las puntuaciones de los estudiantes reflejan los niveles de competencia descritos mejor en este folleto: [ACCESO para ELLs: Comprender las puntuaciones de su hijo \(inglés\) | WIDA \(wisc.edu\)](#)

Cómo se utilizan los resultados de la evaluación ACCESS:

La evaluación ACCESS proporciona información esencial para padres, maestros y líderes escolares sobre el progreso que nuestros estudiantes bilingües emergentes están realizando en el aprendizaje del idioma inglés.

1. La evaluación le ayuda a usted y al maestro de su hijo a monitorear el progreso de su hijo en el aprendizaje del idioma inglés.
2. La evaluación le ayuda a usted y al maestro de su hijo a saber si se necesitan ajustes en la instrucción para ayudar a su hijo a tener éxito en el aprendizaje del idioma inglés.
3. La evaluación ayuda a los maestros a saber cuándo su hijo es competente en el idioma inglés y ya no necesita clases de desarrollo, apoyo o evaluación del idioma inglés. En Nuevo México, un estudiante que obtiene una puntuación compuesta de 5.0 o más alta en la evaluación ACCESS deja el estatus EL.

Los padres pueden ayudar a los estudiantes a familiarizarse con el tipo de contenido que encontrarán en la evaluación y darles la oportunidad de interactuar con diferentes tipos de preguntas en una plataforma de evaluación simulada en el siguiente enlace: [Práctica de evaluación y elementos de muestra](#)

[Los distritos deben considerar agregar información específica del distrito o de la escuela sobre las posibles fechas de la evaluación, a quién deben contactar los padres con preguntas sobre la evaluación o el transporte, y cómo indicar la participación de su hijo en las evaluaciones].

[SAT TALKING POINTS FOR PARENTS]

Dear Parent/Guardian,

[Districts should add their context information, given their learning environment --hybrid, remote, or in person]

SAT School Day provides the opportunity for 11th grade students in New Mexico public schools to receive a college-reportable score at no cost to them. It also allows your child to test in familiar surrounding with people they know, reducing stress and testing anxiety. To learn more about the benefits, please see this flyer for [parents](#).

Students can prepare for the SAT using Khan Academy's free [personalized practice program](#) developed through an exclusive partnership with College Board.

For those students who do test, our protocols for conducting SAT testing will look different in order to protect the health and safety of our students and teachers. Here are some steps we have taken to keep students and staff safe during the tests:

- We added additional health safety procedures during the test including, limiting the sharing of materials, sanitizing materials when possible, ensuring adequate spacing between students, increasing ventilation, and ensuring students and staff wash their hands or use hand sanitizer before and after the test.
- Additional testing windows have been added which gives schools more flexibility to schedule the tests when it is safe for students and staff and more time to make plans for the best health safety practices.

We will continue to monitor health data for our community and will make any other changes to the safety guidelines necessary to keep our students, families and staff safe.

[Districts should consider adding district- or school-specific information about potential testing dates, who parents should contact with questions about the test or transportation, and how to indicate their child's participation in the tests.]

[PUNTOS DE CONVERSACIÓN PARA PADRES ACERCA DE SAT]

Estimado Padre/Guardián:

[Los distritos deben agregar la Información de contexto, dado el ámbito de aprendizaje – híbrido, a distancia o en persona]

El día escolar SAT brinda la oportunidad para que los estudiantes de 11^o grado en las escuelas públicas de Nuevo México reciban una puntuación reportable a la universidad sin costo alguno para ellos. También le permite a su hijo realizar evaluaciones en entornos que les sean familiares con personas que conocen, lo que reduce el estrés y la ansiedad por las evaluaciones. Para obtener más información sobre los beneficios, consulte este folleto para [padres](#).

Los estudiantes pueden prepararse para el SAT usando el [programa de práctica personalizada](#) gratuito de Khan Academy desarrollado a través de una asociación exclusiva con *College Board*.

Para aquellos estudiantes que son evaluados, nuestros protocolos para realizar las evaluaciones SAT se verán diferentes con el fin de proteger la salud y la seguridad de nuestros estudiantes y maestros. Estos son algunos pasos que hemos tomado para mantener a los estudiantes y al personal seguros durante las evaluaciones:

- Añadimos procedimientos adicionales de seguridad de la salud durante la evaluación, incluyendo, limitar el intercambio de materiales, desinfectar materiales cuando sea posible, asegurar un espacio adecuado entre los estudiantes, aumentar la ventilación y asegurar que los estudiantes y el personal se laven las manos o que usen desinfectante para manos antes y después de la evaluación.
- Se han añadido periodos de evaluación adicionales que dan a las escuelas más flexibilidad para programar las evaluaciones cuando sea seguro para los estudiantes y el personal, así como más tiempo para hacer planes para realizar las mejores prácticas de seguridad de la salud.

Continuaremos monitoreando la información de salud de nuestra comunidad y haremos cualquier otro cambio en los lineamientos de seguridad necesarias para mantener a nuestros estudiantes, familias y personal seguros.

[Los distritos deben considerar agregar información específica del distrito o de la escuela sobre las posibles fechas de la evaluación, a quién deben contactar los padres con preguntas sobre la evaluación o el transporte, y cómo indicar la participación de su hijo en las evaluaciones].

[DLM for ELLs Talking Points for Parents]

Dear Parent/Guardian,

[Districts should add their context information, given their learning environment --hybrid, remote, or in person]

Dynamic Learning Maps (DLM) is administered annually, in a one-to-one setting to students with significant cognitive disabilities whose Special Education Individualized Educational Programs designate in grades 3-8 and 11 for ELA and Math and in grades 5, 8 and 11 for Science.

The assessment measures proficiency on the Essential Elements for ELA, Math and Science. Essential Elements are alternate standards linked with the Common Core State Standards and Next Generation Science Standards, at less-complex skill levels.

Scores provide information to families, teachers and school leaders about how students are performing against the alternate standards. Student scores reflect proficiency levels at four levels, where students scoring “at target” or “advanced” are considered proficient. Parents can utilize the following link to better understand student score reports.

https://dynamiclearningmaps.org/sites/default/files/documents/Scoring/Parent_Interpretive_Guide_YE_COVID.pdf

The challenges of at-home instruction in these trying times are well understood. The following link contains release sample test items that can be used by parents to support at-home instruction. These test items cover specific skills and are similar to the items your student has experienced in prior experiences.

https://dynamiclearningmaps.org/sites/default/files/documents/ERP/Released_Testlets_for_At-Home_Instruction.pdf

[Districts should consider adding district- or school-specific information about potential testing dates, who parents should contact with questions about the test or transportation, and how to indicate their child’s participation in the tests.]

[DLM for ELLs Talking Points for Parents - Spanish]

[DLM para PUNTOS de conversación de ELLs para padres]

Estimado Padre/Guardián,

Mapas de Aprendizaje Dinámico (DLM) se administra anualmente, en un entorno uno a uno a los estudiantes con discapacidades cognitivas significativas cuyos Programas Educativos Individualizados de Educación Especial designan en los grados 3-8 y 11 para ELA y Matemáticas y en los grados 5,8 y 11 para Ciencia.

La evaluación mide la competencia en los Elementos Esenciales para ELA, Matemáticas y Ciencias. Los Elementos Esenciales son estándares alternativos vinculados con los Estándares Estatales Básicos Comunes y los Estándares Científicos de Próxima Generación, a niveles de habilidades menos complejos.

Las puntuaciones proporcionan información a las familias, maestros y líderes escolares sobre cómo los estudiantes están rindiendo en contra de las normas alternativas. Las puntuaciones de los estudiantes reflejan los niveles de competencia en cuatro niveles, donde los estudiantes que califican "en el objetivo" o "avanzado" se consideran competentes. Los padres pueden utilizar el siguiente enlace para comprender mejor los informes de puntuación de los estudiantes.

https://dynamiclearningmaps.org/sites/default/files/documents/Scoring/Parent_Interpretive_Guide_YE_COVID.pdf

Los desafíos de la instrucción en el hogar en estos tiempos difíciles son bien entendidos. El siguiente vínculo contiene elementos de prueba de ejemplo de versión que pueden usar los padres para admitir instrucciones en el hogar. Estos elementos de prueba cubren habilidades específicas y son similares a los elementos que su estudiante ha experimentado en experiencias anteriores.

https://dynamiclearningmaps.org/sites/default/files/documents/ERP/Released_Testlets_for_At-Home_Instruction.pdf

[Los distritos deben considerar agregar información específica del distrito o de la escuela sobre las posibles fechas de las pruebas, a quién deben contactar los padres con preguntas sobre el examen o el transporte, y cómo indicar la participación de su hijo en las pruebas.]

[NM-ASR Talking Points for Parents – English]

Dear Parent/Guardian,

The New Mexico Assessment of Science Readiness (NM-ASR) is a new statewide summative assessment for Science, administered at the end of grades 5, 8, and 11. The NM-ASR is designed to measure students' proficiency with the concepts and skills in the NM STEM Ready! Science Standards. We are writing to encourage your child's participation in the spring 2021 NM-ASR as it will provide valuable insight into programmatic strengths and areas of improvement, as well as information on your child's science performance and learning needs.

As New Mexico adopted the new science standards July 1, 2018, this test has only been administered previously as a field test (2019, 2020). Further, since standard setting has not occurred, individual student reports will not include scaled scores or proficiency levels. However, information on student performance, through summary reporting and/or other means, will inform families, schools, districts, and the state on how students are performing in relation to the newly implemented science standards. Since the NM-ASR is a single measure at the end of a grade band, interpretations and uses of NM-ASR scores should be supplemented with additional measures, including information from classroom summative and formative assessments in science.

The challenges of remote instruction and COVID disruptions this year are well understood. As such, the state along with school districts and assessment providers are partnering to provide support in every way. In alignment with that support, the following link takes you to practice tests available online, that families can use to familiarize your student with the NM-ASR; they are available in both English and Spanish.

<https://nmpracticetest.measuredprogress.org/student/login>

Additional information about the structure of the test can be found at

https://newmexico.onlinehelp.cognia.org/wp-content/uploads/sites/10/2020/09/NM-ASR-Summative-Test-Specifications_public-facing_PED_Final.pdf .

[Districts should consider adding district- or school-specific information about potential testing dates, who parents should contact with questions about the test or transportation, and how to indicate their child's participation in the tests.]

[NM-ASR Talking Points for Parents – Spanish]

Estimado Padre/Guardián,

El examen NM-ASR (Evaluación de Preparación de Ciencias de Nuevo México) es una nueva evaluación sumativa de Ciencias a nivel estatal que se administra al final de los grados 5º, 8º y 11º. El examen NM-ASR está diseñado para medir el dominio de los conceptos y destrezas de los Estándares de Ciencias *NM STEM Ready!* Le escribimos para animarlo a que su hijo(a) participe en el examen NM-ASR 2021, ya que brindará valiosa información sobre las fortalezas programáticas y las áreas de oportunidad, así como sobre el desempeño en ciencias y las necesidades de aprendizaje de su hijo(a).

Cuando Nuevo México adoptó los nuevos estándares de ciencias el 1º de julio de 2018, este examen solo se había administrado anteriormente como una prueba de campo (2019, 2020). Ya que no se han establecido criterios específicos de desempeño, los informes individuales de los estudiantes no incluirán puntuaciones a escala ni niveles de desempeño. Sin embargo, la información sobre el desempeño del estudiante, por medio de un resumen y otros medios, ayudará a las familias, escuelas, distritos y al estado a conocer mejor el desempeño de los estudiantes en relación con los estándares de ciencias recién adoptados. Ya que el examen NM-ASR es una sola evaluación al final de un grupo de grados escolares, la interpretación y uso de las puntuaciones en NM-ASR se deben complementar con datos adicionales incluyendo información de las evaluaciones formativas y sumativas de ciencias en el salón de clases.

Los retos de la instrucción remota y las interrupciones del COVID este año son comprensibles. Por esa razón, el estado, junto con los distritos escolares y los proveedores de evaluaciones, están uniendo esfuerzos para brindar apoyo en todos los sentidos. Como parte de ese apoyo, el siguiente enlace lo conectará con las pruebas de práctica disponibles en línea, que las familias pueden usar para que su estudiante se familiarice con el examen NM-ASR. Estas pruebas están disponibles tanto en inglés como en español.

<https://nmpracticetest.measuredprogress.org/student/login>

Se puede encontrar información adicional acerca de la estructura de la prueba en:

https://newmexico.onlinehelp.cognia.org/wp-content/uploads/sites/10/2020/09/NMASR-Summative-Test-Specifications_public-facing_PED_Final.pdf .

[Los distritos deben considerar agregar información específica del distrito o de la escuela sobre las posibles fechas de las pruebas, a quién deben contactar los padres con preguntas sobre el examen o el transporte, y cómo indicar la participación de su hijo en las pruebas.]

NM-MSSA Talking Points for Parents – English]

Dear Parent/Guardian,

The New Mexico Measures of Student Success and Achievement (NM-MSSA) is a statewide summative assessment for English Language Arts, Spanish Language Arts, and mathematics, administered at the end of grades 3-8. NM-MSSA provides important information on student learning used to evaluate the efficacy and equity of educational programs. NM-MSSA is aligned to the state's academic standards and provides an accurate, comparable indication of student performance compared to others in the state. We are writing to encourage your child's participation in the spring 2021 NM-MSSA as it will provide valuable insight into programmatic strengths and areas of improvement, as well as information on your child's performance and learning needs.

No one piece of data can tell the full story of a student, school, or community. Rather, the data can and should be used alongside other sources of information to determine holistic supports for students, teachers, and programs most impacted by the disruptions due to COVID. As the NM-MSSA is a single measure at the end of a grade, interpretations and uses of NM-MSSA scores should always be supplemented with additional measures, including information from classroom summative, interim, and formative assessments.

Participation in NM-MSSA provides valuable feedback to families and educators on student performance and areas of success and opportunity for improvement. Further, results help schools target supports and resources in relation to highest priority needs, particularly in light of the challenges and disruptions since last spring. Finally, administration of NM-MSSA allows for recognition of bright spots and successes, leading to identification of effective practices implemented by programs or schools across the state.

The challenges of remote instruction and COVID disruptions this year are well understood. As such, the state along with school districts and assessment providers are partnering to provide support in every way. In alignment with that support, the following link takes you to practice tests available online, that families can use to familiarize your student with the NM-MSSA; they are available in both English and Spanish.

<https://nmpracticetest.measuredprogress.org/student/login>

[Districts should consider adding district- or school-specific information about potential testing dates, who parents should contact with questions about the test or transportation, and how to indicate their child's participation in the tests.]

[NM-MSSA Talking Points for Parents – Spanish]

Estimado Padre/Guardián,

Los exámenes NM-MSSA (Evaluación del Éxito y los Logros del Estudiante de Nuevo México) son una evaluación sumativa a nivel estatal para Artes del Lenguaje en Inglés, Artes del Lenguaje en Español y Matemáticas que se administra al final de los grados 3º a 8º. Los exámenes NM-MSSA proveen información importante sobre el aprendizaje del estudiante que se usa para evaluar la eficacia y equidad de los programas educativos. Los exámenes NM-MSSA están alineados con los estándares académicos del estado y proveen un índice preciso y comparable del desempeño del estudiante en comparación con otros estudiantes del estado. Le escribimos para animarlo a que su hijo(a) participe en los exámenes NM-MSSA en la primavera de 2021, ya que brindarán valiosa información sobre las fortalezas programáticas y las áreas de oportunidad, así como el desempeño y las necesidades de aprendizaje de su hijo(a).

Ningún dato aislado puede mostrar la historia completa de un estudiante, una escuela o una comunidad. Más bien, los datos pueden y deben usarse junto con otras fuentes de información para determinar apoyos integrales para los estudiantes, maestros y programas que se han visto más afectados por las interrupciones causadas por COVID. Ya que los exámenes NM-MSSA son una sola evaluación al final de un grado escolar, la interpretación y uso de las puntuaciones en NM-MSSA se deben complementar siempre con datos adicionales, incluyendo información de las evaluaciones formativas, interinas y sumativas del salón de clases.

La participación en los exámenes NM-MSSA provee valiosa retroalimentación a las familias y educadores sobre el desempeño del estudiante, las áreas de éxito y las oportunidades para mejorar. Además, los resultados ayudan a las escuelas a enfocarse en los apoyos y recursos en relación con las necesidades con prioridad máxima, particularmente a la luz de los retos e interrupciones desde la pasada primavera. Por último, la administración de los exámenes NM-MSSA permite el reconocimiento de puntos sobresalientes y de éxito, que llevan a la identificación de prácticas eficaces implementadas por programas o escuelas en todo el estado.

Los retos de la instrucción remota y las interrupciones del COVID este año son comprensibles. Por esa razón, el estado, junto con los distritos escolares y los proveedores de evaluaciones, están uniendo esfuerzos para brindar apoyo en todos los sentidos. Como parte de ese apoyo, el siguiente enlace lo conectará con las pruebas de práctica disponibles en línea, que las familias pueden usar para que su estudiante se familiarice con los exámenes NM-MSSA. Estas pruebas están disponibles tanto en inglés como en español.

<https://nmpracticetest.measuredprogress.org/student/login>

[Los distritos deben considerar agregar información específica del distrito o de la escuela sobre las posibles fechas de las pruebas, a quién deben contactar los padres con preguntas sobre el examen o el transporte, y cómo indicar la participación de su hijo en las pruebas.]