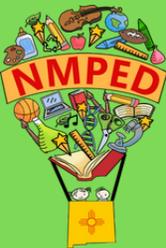


# 2022-23 DISTRICT TEST COORDINATOR MANUAL

Revised August 15, 2022



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# Acknowledgements

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# Introduction

## Purpose of the Manual

The 2022-2023 New Mexico Public Education Department District Test Coordinator Manual is intended to guide DTCs in administering New Mexico’s state and federally required assessments.

DTCs should become thoroughly familiar with the content of this manual to ensure state assessments are administered to all students according to statute, administrative code, and the PED procedures in order for all students to receive valid test scores that accurately measure their proficiency in relation to academic standards.

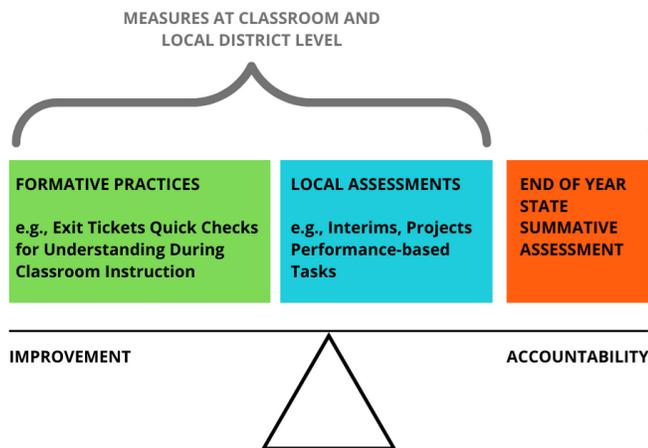
## Vision and Values

The PED vision is that all students in New Mexico are engaged in a culturally and linguistically responsive education system that socially, emotionally, and academically prepares each student for success in college, career, and life. State proficiency assessments, when correctly administered, objectively measure what academic content students know and what skills they possess, thus providing an accurate metric of student preparation for college, career, and life.

The PED core values inform this manual in that the administration of assessments are

- student-centered in ensuring that all students have access to assessment content;
- collaborative in including general and special education teachers, diagnosticians and other service providers, parents, and students in the process of assigning assessment accommodations; and
- reflective in evaluating whether the scheduling, setting, and manner of administering assessments is responsive to the needs of the individual student.

## Balanced Assessment System Context



An assessment system is balanced when:

- the assessments in the system are *coherently* linked through a clear speculation of learning targets,
- they *comprehensively* provide multiple sources of evidence to support educational decision-making, and
- they *continuously* document student progress over time.

(National Resource Council, 2001)

# Section 1: Federal and State Requirements



## Federal Statute

The Elementary and Secondary Education Act of 1965, re-authorized as the Every Student Succeeds Act of 2015, (ESSA 1111(b)(2)(B)(v)) requires that states administer high-quality academic assessments in:

- mathematics in Grades 3-8 and once in high school,
- reading or language arts in Grades 3-8 and once in high school, and
- science at least once in each grade band: 3-5, 6-9, and 10-12.

The law requires all students participate in these assessments, including students with disabilities and English learners, who must be provided with appropriate accommodations (ESSA 1111(b)(2)(B)(vii)).

ESSA 1111(C)(4)(E) requires at least 95% of students in each of the subgroups listed in ESSA 1111(b)(2)(v)(I) participate in these assessments:

- economically disadvantaged students;
- students from major racial and ethnic groups;
- students with disabilities; and
- students with limited English proficiency.

ESSA 8101(20) defines an EL as a student who was not born in the United States or whose native language is not English; or who is a Native American and comes from an environment where another language has had a significant impact on the student's English language proficiency; or who is migratory and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding English may prevent the student from meeting academic standards.

The Individuals with Disabilities Act of 2004 mandates that all SWD be included in all state assessment programs, including federal assessments required under ESSA (IDEA 612(a)(16)(A)).

Every SWD must be assigned the appropriate accommodations to participate in general and/or alternate assessments as indicated in the student's Individualized Education Program (IDEA 612(a)(16)(A)).

IDEA also requires the state to develop guidelines for the use of appropriate testing accommodations and to use universal design principles in developing and administering assessments when feasible.

Section 504 of the Rehabilitation Act of 1973 states that no otherwise qualified individual shall, solely by reason of their disability, be excluded from participation or subjected to discrimination under any program or activity receiving federal financial assistance. When a student is disabled under Section 504 and is in need of services and accommodations, the local education agency convenes a Section 504 team, which will develop a Section 504 plan. The Section 504 plan identifies the necessary accommodations and services for a student to access instruction, and the plan may include accommodations in the classroom for local and state assessments.

The Equal Educational Opportunities Act of 1974, Section 1703(f), and the Civil Rights Act of 1964, Title VI, mandate that ELs, sometimes referred to as English language learners, participate in all state assessments. There is an exception for ELs who have recently arrived in the United States and have been enrolled in a U.S. school for less than 12 months. States may choose to exclude such an EL from the reading or language arts assessment or assess the student but exclude the results from accountability calculations (ESSA 1111(b)(3)(A)).

The Family Educational Rights and Privacy Act of 1974 protects privacy of all student data. Any communication containing personally identifiable student data must be sent by secure file transfer rather than by email in order to comply with FERPA. Any email communication should identify students only by Student State Identification number (nine digits).

The Health Insurance Portability and Accountability Act of 1996 protects the privacy of all student medical records. When Requests for Medical Exemptions are submitted to the PED, the required medical documentation should be kept at the school district and not sent to the PED in order to comply with HIPAA.

### **New Mexico Statute**

The [New Mexico Statutes Annotated](#) are usually cited as NMSA 1978, the year the statutes were last compiled, though many of the chapters, articles, and sections of NMSA 1978 were passed in subsequent years.

NMSA 22-2C, the Assessment and Accountability Act, was passed in 2003 to:

- comply with federal accountability requirements;
- provide the means whereby parents, students, public schools, and the public can assess the progress of students in learning and schools in teaching required academic content; and
- institute a system in which public schools, school districts, and the department are held accountable for ensuring student success (22-2C-2).

The act empowers the PED to:

- adopt content and performance standards (22-2C-3); and
- establish a statewide system of accountability and assessments (22-2C-4).

The act requires all students—including students with disabilities and limited English proficiency — to participate in state assessments. SWD and ELs are to be provided accommodations (22-2C-4-E).

NMSA 22-13-1.1 sets high school graduation requirements for New Mexico students. These requirements include both course requirements, overseen by the PED College and Career Readiness Bureau and assessment requirements.

Section F states once a student has entered ninth grade, the graduation requirements shall not be changed for that student from the requirements specified in the law at the time the student entered ninth grade (cohort year).

Section O requires a student to demonstrate competence in mathematics, reading and language arts, writing, science, and social studies, including a section on the U.S. and New Mexico constitutions. This demonstration can be based on a standards based assessment, assessments, or a portfolio of standards based indicators established by the department by rule. The standards based assessments required in Section 22-2C-4 NMSA may also serve as the assessment required for high school graduation.

### **New Mexico Administrative Code**

The purpose of the [New Mexico Administrative Code](#) is to provide regulations that support New Mexico statute. NMAC is revised and updated by state agencies after a period of public review and comment. Title 6 of the NMAC concerns primary and secondary schools and is maintained by the PED.

6.10.7 NMAC, Standardized Testing Procedures and Requirements, describes the duties and responsibilities of superintendents, principals, district test coordinators, school test coordinators, test administrators, and proctors in the administration of state assessments. The NMPED District Test Coordinator Manual covers these requirements in detail. All district and school personnel involved in administering student assessments should familiarize themselves with the administrative code and the manual. The full text of 6.10.7 NMAC is provided in Appendix B.

6.19.7 NMAC, Demonstration of Competency for High School Graduation, requires that students demonstrate competency in each of the core content areas by one of the following methods (6.19.7.8, Section B):

- primary demonstration (defined in 6.19.7.7, Section J, as "the primary assessment adopted by the state to serve as the first and preferred indicator of student competency in each core content area");
- alternative assessments; or
- competency-based alternatives as outlined in Sections 10 through 14 of 6.19.7 NMAC.

Note: Graduation assessment requirements in New Mexico have been simplified, allowing students a menu of options to demonstrate competency for graduation. Under this system, there is no primary or alternate demonstration. Please see Section 9 for more information on graduation requirements.

6.29.1 NMAC, Standards for Excellence, General Provisions, defines the New Mexico standards based assessment as "the collection of instruments that assess student academic performance annually and the students' progress toward meeting the New Mexico content standards with benchmarks and performance standards" (6.29.1.7, Section BK).

6.29.1.9, Procedural Requirements, sets forth graduation requirements (Section K) and requirements for the statewide student assessment system (Section M).

6.29.1.9, Section K, Graduation requirements, contains 14 sub-sections, of which (1) and (13) relate to state assessments. Sub-section (1) sets the 11th grade standards based assessment as a graduation requirement. Sub-section (13) establishes three programs of study that fulfill graduation requirements for students with IEPs:

- a standard pathway, where student meets all requirements with or without reasonable accommodations of delivery and assessment methods;
- a modified pathway based on a student's career interest as it relates to one of the career clusters, with or without reasonable accommodations of delivery and assessment methods; if the student attempts the graduation exam and cannot meet requirements, the IEP team can set minimum passing scores; or
- an ability pathway for students who have a significant cognitive disability or severe mental health issues; students must achieve a level of competency pre-determined by the IEP team on the state's current graduation exam or the state-approved alternate assessment.

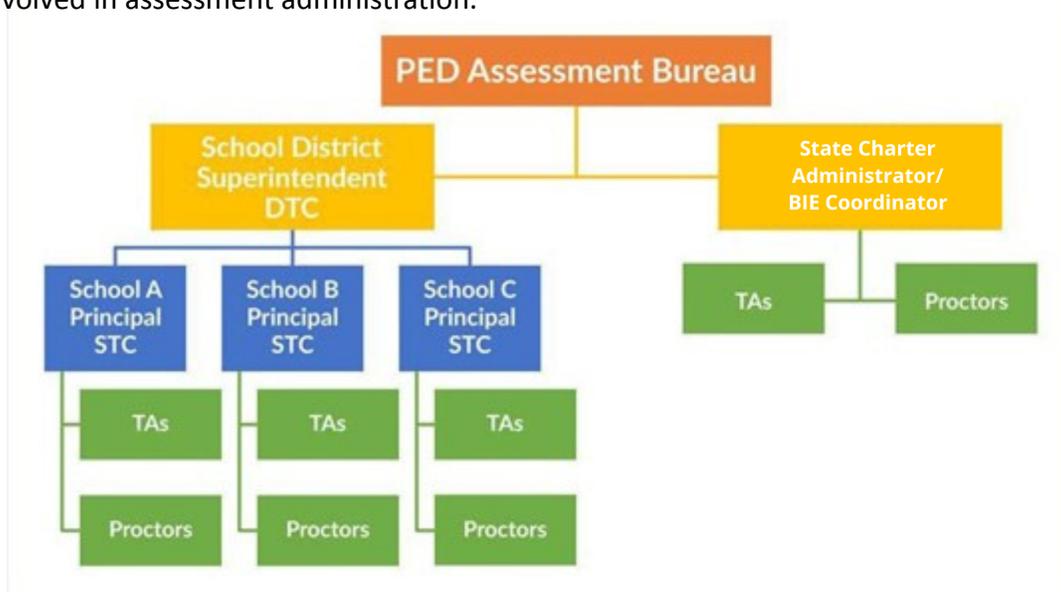
Note: 6.29.1.9K(13)(g) currently states if a student has previously achieved an advanced level of overall performance on the alternate assessment, the IEP team shall arrange for the student to participate in the general assessment with accommodations. This provision will be eliminated; IEP teams may assign the general or alternate assessment based on what is appropriate for the student's educational program.

6.29.1.9, Section M, Statewide Student Assessment System, sub-section (1) mandates that all public-school students shall participate in the standards based assessments in Grades 3 through 8 and 11 with the exceptions listed in sub-section (2):

- English learners in U.S. schools less than 12 continuous months may receive a language exemption from the standards based assessment for the reading subtest only. In this situation, the student's score on the ACCESS will be substituted for the reading subtest and will count toward the district or school's 95% participation rate required under ESSA 1111(c)(4)(E). In all other content areas, the student shall participate in the Spanish-language version of the assessment (if available and appropriate) or in the English-language version with accommodations provided if so determined by the school's team.
- English learners in U.S. schools less than three full consecutive years may test in the home language of Spanish (no waiver required). With a waiver approved by the PED, they may test in Spanish an additional two years (see Section 4 for more information).
- Students with IEPs shall participate in state assessments; IEP teams will determine which assessments (i.e., general or alternate) and which accommodations are needed.

## Section 2: Roles and Responsibilities

Administering assessments is a cooperative enterprise involving students, teachers, school and district administrators, and the PED Assessment Bureau. The graphic below shows the roles of state, district, and school staff involved in assessment administration.



### Superintendent

It is the responsibility of the superintendent or charter school administrator to designate a DTC. A secondary test coordinator may be designated if necessary to ensure the duties are fulfilled in compliance with 6.10.7 NMAC. The [Superintendent Designation of Test Coordinator form](#) is available in the PED [Test Coordinator Portal](#) and on the [PED Assessment Bureau website](#). A new form must be submitted in the TCP or emailed to [ped.assessment@ped.nm.gov](mailto:ped.assessment@ped.nm.gov) before the beginning of each school year. A new form must be submitted if the DTC or technology coordinator changes during the course of a school year.

The superintendent or charter administrator must also verify that all test security, staff training, and accommodation requirements have been met each semester. The [Superintendent Verification Form](#) is available in the PED [Test Coordinator Portal](#) and on the [PED Assessment Bureau Website](#). The form must be submitted in the TCP or emailed to [ped.assessment@ped.nm.gov](mailto:ped.assessment@ped.nm.gov) within 10 business days after the close of the last testing window. The form must also be retained by the district for five years.

### District Test Coordinator

The DTC serves as the primary liaison with the PED Assessment Bureau and the testing vendors and is responsible for all forms that must be submitted to the PED.

The DTC is the primary source of assessment information for district staff, school staff, parents, and community.

It is the DTC's responsibility to keep the local educational agency informed about current assessment policy and changes, and to provide teachers with available resources for content area assessments.

DTCs must hold one of the following valid PED licenses from the State of New Mexico:

- school instructor;
- administrator;
- school counselor; or
- student success advisor.

DTCs must attend all trainings deemed mandatory by the PED. A thorough knowledge of 6.10.7 NMAC (full text in Appendix B) is essential for performing job duties and maintaining test security.

The DTC develops a district test security policy and ensures all procedures are followed. The district/charter test policy must adhere to the PED's requirements at a minimum. In the absence of a district/charter test policy, the DTC develops checklists and written procedures to ensure all assessments are administered to produce valid results.

Before testing, the DTC provides the training for all School Test Coordinators. Either the DTC or the STC provides training for Test Administrators, proctors, and all personnel involved in test administration, preparation, and security.

The DTC is the person responsible for submitting all required forms to the PED. All forms are available on the [DTC Resources](#) page of the PED website and are included in Appendix F. Currently, most forms should be submitted in the PED [Test Coordinator Portal](#), but can also be submitted by email to [ped.assessment@ped.nm.gov](mailto:ped.assessment@ped.nm.gov) if the portal is unavailable.

For all test administrations, the DTC must ensure:

- student pre-ID data are accurate and current;
- student accommodations have been assigned as needed according to IEPs;
- TAs are licensed, certified, trained, and sign the required Confidentiality Agreement;
- a secure area is utilized for storage of test materials;
- materials have been received and inventoried according to the packing list; and
- any testing irregularities are reported to the PED within the required timeframe (see Test Security section below).

During testing, the DTC may be notified by the PED of a [Troubled Child Alert](#). This occurs when a child chooses to express any issues at home, in school, and in life that are causing distress during the assessment. When this happens, the testing vendor notifies the PED, and the PED notifies the DTC. The DTC then contacts the principal, counselor, or other personnel at the school to address the child's issue. In the event that child abuse or neglect is suspected, NMSA 1978 32A-4-3 requires the Children, Youth, and Family Department, or in the case of a tribal school, the tribal authorities, to be notified.

When testing is complete, DTCs work with STCs to ensure all students have been tested, student data is complete and accurate, and all secure materials have been returned to the correct vendor according to the vendor directions.

## Principal

All school principals should attend the trainings held by the DTC or designated STC. Each semester, the principal must verify all test security, staff training, and accommodation requirements have been met. The verification form, available on the [DTC Resources](#) page and shown in Appendix F, should be sent to the district office and retained for five years. Unlike the superintendent’s verification, the principal’s verification is **not** sent to the PED. The principal’s point of contact is the DTC.

## School Test Coordinator

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

STCs must hold one of the following valid PED licenses from the State of New Mexico:

- school instructor;
- administrator;
- school counselor;
- instructional support providers (e.g., educational diagnostician, psychologist, social worker).

Before testing, the STC must attend trainings deemed mandatory by the DTC. The STC ensures the district test policy is followed at all times. Once trained, the STC provides the training for all TAs, proctors, and other personnel involved in test administration, preparation, and security.

The STC ensures TAs have the test-specific administration manuals at least one week prior to the start of testing. STCs train TAs on secure tracking procedures to account for all materials and provide TAs with clear instructions on proper procedures and prohibited practices when handling secure test materials. The STC also provides TAs with student and room testing assignments.

The ratio of students to TAs in any standardized test setting may not exceed 25 to 1\* unless a proctor is present. With a TA and proctor, up to 30 students may be tested. Each additional 25 students requires another TA. An additional five students can be tested with a proctor in the room.

\* This number may change depending on the public health orders.

<b>Students Tested</b>	<b>Minimum Supervision</b>
Up to 25	TA
Up to 30	TA + Proctor
Up to 50	2 TAs
Up to 55	2 TAs + Proctor
Up to 75	3 TAs

During testing, STCs should be free to move around the school during testing. This will allow for monitoring and providing assistance when needed. The STC should ensure TAs have allowable support materials and tools, such as calculators, scratch paper, No. 2 pencils, etc.

For all test administrations, the STC must ensure:

- all student accommodations have been assigned as needed according to IEPs;
- all TAs are certified, trained, and have signed the required Confidentiality Agreement;
- all TAs and proctors are following testing procedures;
- a secure area is utilized for storage of test materials;
- all materials received from the DTC have been inventoried; and
- any testing irregularities are reported to principals and DTCs within the required timeframe.

Classrooms must be prepared prior to the first day of testing. Any posters or visual aids that can assist students with questions should be covered or taken down during the assessment administration.

When testing is complete, STCs work to ensure all students have been tested, all student information is complete and accurate, all secure materials have been inventoried and returned to the location specified by the DTC, all scratch paper has been securely destroyed, and manuals recycled.

### **Test Administrator**

The TA administers the assessment to the students by following the procedures provided in the TA manual. TAs must hold one of the following valid PED licenses from the State of New Mexico:

- school instructor;
- administrator;
- school counselor;
- student success advisor; or
- instructional support providers (e.g., educational diagnostician, psychologist, social worker).

Only long-term substitutes who hold one of the above PED licenses may serve as TAs. Short-term substitutes, educational assistants, school nurses, and coaches may not serve as TAs unless they also hold one of the valid licenses listed above.

Before testing, the TA must attend trainings deemed mandatory by the DTC or STC. TAs should familiarize themselves with the assessment-specific administration manual.

During testing, the TA reads the script in the TA manual to the students as written. While students are testing, the TA should actively monitor student activity. TAs should not use the time to grade papers, write lesson plans, or use a computer (unless required by the testing platform).

A standardized assessment is administered and scored in a consistent or "standard" manner. The uniform administration procedures ensure results will be valid and meaningful. Standardizing the administration also ensures that no students are provided with unfair advantages or disadvantages. Scripts are provided for TAs to read when administering assessments. These scripts should be read as written and not altered.

The TA must:

- check that students are using the correct ticket or pre-ID label;
- check that all accommodations are provided as needed;
- have signed the required Confidentiality Agreement;
- follow all testing procedures;
- maintain the security of assessment materials;
- verify all materials received from the STC/DTC; and
- report any testing irregularities to principals and STCs within the required timeframe.

When testing is complete, TAs must:

- notify the STC of any students who did not complete testing; and
- return all secure testing materials as directed by the STC.

### Proctor

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

Before testing, proctors must attend trainings deemed mandatory by the DTC or STC and familiarize themselves with district and school test security policies prior to the first day of testing.

Proctors may serve as hall monitors, restroom escorts, and assist TAs as they monitor students who are testing. The time should be spent actively monitoring student activity, not using a computer. In some cases where small group testing (less than five) or one-on-one accommodations are required, an EA may be permitted to act as a TA under the supervision of a licensed TA, provided the EA is able to fulfill the responsibilities as noted in 6.10.7.11 NMAC.

The proctor must:

- have signed the required Confidentiality Agreement;
- follow all testing procedures;
- maintain the security of assessment materials; and
- report any testing irregularities to principal and STC within the required timeframe.

When testing is complete, proctors should assist with returning all secure testing materials as directed by the STC.

## Section 3: Test Security

Test security must be maintained in order to:

- obtain responses that are a true representation of what students know and can do;
- obtain assessment data valid for accountability purposes under ESSA;
- allow test items to be used across years to allow for comparability;
- protect investments of resources, time, and energy; and
- prevent student scores from being invalidated.

Security Policies maintain the integrity of student test data by providing procedures that restrict:

- who has access to test materials and data; and
- when authorized persons have access.

### Test Security Requirements in NM Administrative Code

6.10.7 NMAC, Standardized Testing Procedures and Requirements (see Appendix B) describes the procedures that are to be followed in the administration of state assessments. The content of 6.10.7 informs this manual, but DTCs and STCs should familiarize themselves with the code itself as well as the manual.

As noted in 6.10.7 NMAC and in Section 1 of this manual, superintendents, charter school administrators, principals, DTCs, STCs, and TAs have defined responsibilities in ensuring that test security policies are followed.

Section 6.10.7.12D NMAC lists practices that are specifically prohibited during test administration:

- 1) changing a student's standardized test answers, erasing double-marked or lightly erased or lightly marked answers, or directing or suggesting that a student change a standardized test answer;
- 2) providing students with a review of specific standardized test items, specific standardized test items with minor changes in settings or numbers, verbal or written restatements or paraphrasing of standardized test items, specific vocabulary from standardized test directions or standardized test items, or answers before, during or after a standardized test;
- 3) discussing, photocopying, or reproducing in any other fashion including paraphrasing, any portion of a standardized test or student responses;
- 4) affording any student under a standardized administration extra time to complete a timed subtest, unless permitted as an accommodation in the student's IEP, 504 plan, or English learner plan;
- 5) reading standardized test items aloud to students unless required in a specific standardized test or unless required as an accommodation in the student's IEP, 504 plan, or English learner plan;
- 6) permitting students during a standardized test to have on or near their desk or on their person, any unauthorized items, including scrap paper, tablets, laptop computers, cell phones with or without cameras, cameras, calculators, calculator watches, smart watches, media players, headphones, backpacks, and rulers unless any of these are required or permitted by standardized test instructions;

- 7) permitting students to observe standardized test vocabulary words with definitions, addition or multiplication tables (in various forms), spelling words on the standardized test, or similar assistance material during the administration of the standardized test;
- 8) permitting students to talk, become disruptive, or exchange any test materials;
- 9) permitting students to begin a subtest, leave the testing room, and return to finish the subtest;
- 10) permitting students to enter a testing room after the standardized test has already commenced;
- 11) permitting standardized test material to remain unattended in an unlocked room;
- 12) taking standardized test material off campus unless specifically authorized by the DTC;
- 13) displaying or failing to conceal visual aids that may assist students in the testing room;
- 14) administering a standardized test to immediate family members or relatives including children, stepchildren, siblings, nieces, nephews, or grandchildren;
- 15) teaching from, possessing, or in any way disseminating a photocopy or other reproduced or paraphrased standardized test or portion of a standardized test;
- 16) copying copyrighted test preparation materials for the purpose of distribution;
- 17) coaching or otherwise inappropriately assisting with the selection or writing of student answers; and
- 18) accessing secure, online testing portals with unassigned log-in information.

These are not the only prohibited practices, just the ones enumerated in Section D of 6.10.7.12 NMAC. Other prohibited practices can be found in this manual, assessment-specific test administration manuals, and in district-created training materials.

Licensed staff who violate test security policies may be subject to any or all of the corrective measures listed in 6.10.7.15 NMAC.

The PED reserves the right to investigate any testing irregularities (see below) that arise from violations of test security. Depending on the severity, the Assessment Bureau may refer the irregularity to Investigations for possible action by the [Licensure Bureau](#).

### **District Test Security Policies**

DTCs are provided with state policies at mandatory PED trainings. It is the DTC's responsibility to coordinate training for LEA personnel. LEAs should have their own written policies that meet or exceed the state policies for test security. These policies should be communicated to all staff engaged in any portion of the assessment process. Because procedures may differ depending on the mode of the assessment (computer-based or paper-based), LEAs may need to have procedures identified for each mode of assessment.

The policies should address the following:

- handling and tracking of test materials before, during, and after testing;
- printing, distribution, and handling of test tickets for online assessments;
- return of secure materials to a specified location between and after test sessions (i.e., all assessment materials are secured daily and not allowed to remain in a classroom or other testing site; students are logged off at the end of testing sessions); and
- ensuring no secure test materials or student responses are saved, reproduced, paraphrased, or discussed in any manner.

Test sessions should be scheduled so that students will have sufficient time to complete each session before lunch or afternoon dismissal. If it is estimated that students cannot finish a session before dismissal, the students should not begin the session and the session should be rescheduled for a make-up day. Breaks should be provided between sessions.

Within content areas, units must be administered in sequential order (make-up sessions may be an exception). However, there is no specific order for content areas. English language arts or mathematics may be administered first. Schedules may alternate between content areas, such as Unit 1 of ELA followed by Unit 1 of Math.

Possession of cell phones, smart watches, earbuds, or other personal devices with internet capability is prohibited in the testing environment. TAs and proctors may use their cell phones for communication about testing purposes only. Anyone monitoring during a testing session should not be using a cell phone or other device for personal reasons. While monitoring students' testing, every effort should be made to maintain a classroom environment that allows students to concentrate and perform to the best of their ability.

### **Secure Testing Materials**

All secure materials for both CBT and PBT must be stored in a locked location. TAs should sign out secure materials prior to an assessment session and should check in the materials as soon as possible after the conclusion of a session. Secure materials should not leave school campus without prior approval and documentation. Refer to individual test manuals for further information about secure materials.

Once scratch paper has been used by a student on an assessment, the scratch paper becomes a secure material. Scratch paper should be returned to the STC with the testing tickets or test booklets. STCs or DTCs are responsible for securely destroying scratch paper. Once all testing is complete, all secure materials sent by the vendor must be returned by the identified deadline. Retention of secure materials by LEAs is prohibited.

While TA manuals are not considered secure items, it is recommended they be recycled. Math and science reference sheets, along with math tools that are provided for some grades, are not considered secure. Teachers may use these items in their classrooms.

### **Security Considerations Specific to CBT**

Classrooms should be set up so students are not able to view another student's computer screen.

Testing tickets are considered secure testing materials. They should be maintained in a locked location when not being used during an assessment session. Once all sessions for a student are complete, the tickets should be shredded. Each district may have its own policy for completing this requirement.

Username and passwords of students and school personnel are not to be shared.

Reviewing or taking images of any kind of the assessment are prohibited. Districts that have monitoring software should not permit TAs to view student screens during assessment sessions.

When scheduling CBT sessions, schools may create their own schedules based on their resources. Schools should schedule groups taking the same content unit within a grade or course as close together as possible.

### **Security Considerations Specific to PBT**

All PBT materials must be locked and secured at all times. TAs should sign out test booklets and answer documents just prior to an assessment session and should check in all materials right after the conclusion of a session.

TAs are responsible for the security of materials while in their possession. Secure test materials should not be left in an unlocked classroom with the teacher absent from the room.

DTCs and STCs should post notices over copy machines that inform all users that reproduction of test materials is prohibited.

When scheduling PBT sessions, all schools in a district must follow the same schedule to the extent possible. Test sessions must follow the order in the test booklet. Make-up sessions may be an exception.

### **Before Testing**

DTCs should understand LEA policies that have been set to meet the minimum requirements of the PED.

LEAs should implement controls necessary to ensure the proper storage, secure administration, and accurate tracking of secure materials.

DTCs and STCs should review the Test Coordinator Manual to familiarize themselves with procedures specific to each assessment.

TAs should be provided with the Test Administrator Manual at least one week prior to testing so they may review testing procedures.

"Testing – Do Not Disturb" signs should be posted on doors to rooms used for testing sessions. Visual aids in classrooms should be removed prior to testing.

The following materials must be covered or removed from walls or bulletin boards in any room that will be used for test administration:

- multiplication tables;
- number lines;
- math facts or formulas;
- fraction equivalents;
- coordinate planes;
- writing aids;
- punctuation charts;
- vocabulary lists;
- word walls;

- alphabets;
- maps;
- scientific laws;
- charts and instructional posters; and
- any other material that might lead a student to an answer.

### During Testing

Students should be allowed to leave the testing room to use the restroom as needed during the test session, provided they are supervised between the testing room and the restroom through either the use of a hall monitor or an escort.

When students complete a session, they may sit quietly or read a book. Reading is the only activity allowed until all students have completed the session. Test administrators should not instruct students to perform any other activity, such as classwork or computer games. Students taking PSAT 10 and SAT are not allowed to read a book and must sit quietly until the session is over.

Make-up sessions should be scheduled in order to ensure all students are tested. Make-up sessions are required to follow the guidelines for security and administration as set forth in this manual.

### After Testing

Testing should be completed prior to the day secure materials are packaged for return to the vendor to prevent loss of materials.

All materials must be returned by the designated shipping date provided by the PED and the vendor. All materials should be packaged as directed by the vendor. If all testing has concluded prior to the end of the window, secure materials may be returned sooner than the designated date.

Scratch paper and testing tickets should be shredded.

### Missing Materials

Loss of secure test materials is a security breach. Any missing materials must be immediately reported to the STC/DTC. DTCs must also notify the vendor's help desk and the PED. Some vendors will have a form to be completed in the event of missing materials. A PED missing materials form (available on the [DTC Resources](#) page and shown in Appendix F) must be submitted and submitted to [ped.assessment@ped.nm.gov](mailto:ped.assessment@ped.nm.gov)

### Document Retention

Forms related to trainings conducted by the DTC or STC (e.g., Confidentiality Statements, [Superintendent Verification Post Testing forms](#), training sign-in sheets) must be kept on record for five years. Forms related to test administration (e.g., medical exemptions, irregularity forms, waivers) must also be retained for five years.

## Section 4: Testing Irregularities

An irregularity is defined as any incident in the handling or administration of an assessment that results in the ability to question the accuracy of the data or security of the test.

Irregularities can be avoided if:

- Test sessions are scheduled—with breaks—to allow sufficient time for students to complete tests before lunch or the end of the school day;
- STCs and TAs thoroughly prepare before testing, making sure that:
  - students are correctly matched to the SSID on the pre-ID label or test ticket;
  - accommodations and accessibility features are assigned appropriately;
  - all required technology and materials are ready and working properly;
  - students do not have unauthorized electronic devices; and
- TAs and proctors monitor actively during and after the test session.

Any incident that impacts testing must be reported to STCs, and by STCs to principals and DTCs. DTCs must notify the PED within three days of incidents that constitute testing irregularities and must submit a [Testing Irregularity Report](#) within 10 days. Please submit irregularities in the PED [Test Coordinator Portal](#).

Examples of incidents that are not irregularities include:

- power outage that causes testing to be interrupted, but students are supervised by TA during the interruption, and testing resumes;
- student needs to leave the testing location to use the restroom but is supervised by a proctor while walking to and from restroom;
- student feels unwell, goes to nurse's office, rests there under nurse's supervision, then feels well enough to resume the test and escorted back to testing location;
- fire drill occurs during test, students leave the testing location, are under supervision during the entirety of fire drill, return to the testing location and resume testing; or
- student begins testing without an accommodation that should be assigned; TA realizes it before the student has answered any questions, assigns the accommodation, and student completes test with accommodation.

TAs must report all such incidents to STCs, and STCs to DTCs. The DTC will document these incidents but not report them to the PED as irregularities.

An irregularity leads to one of two outcomes: the assessment results remain valid, or the results are invalidated. When an assessment is invalidated, a student may or may not be able to retest.

Examples of irregularities include:

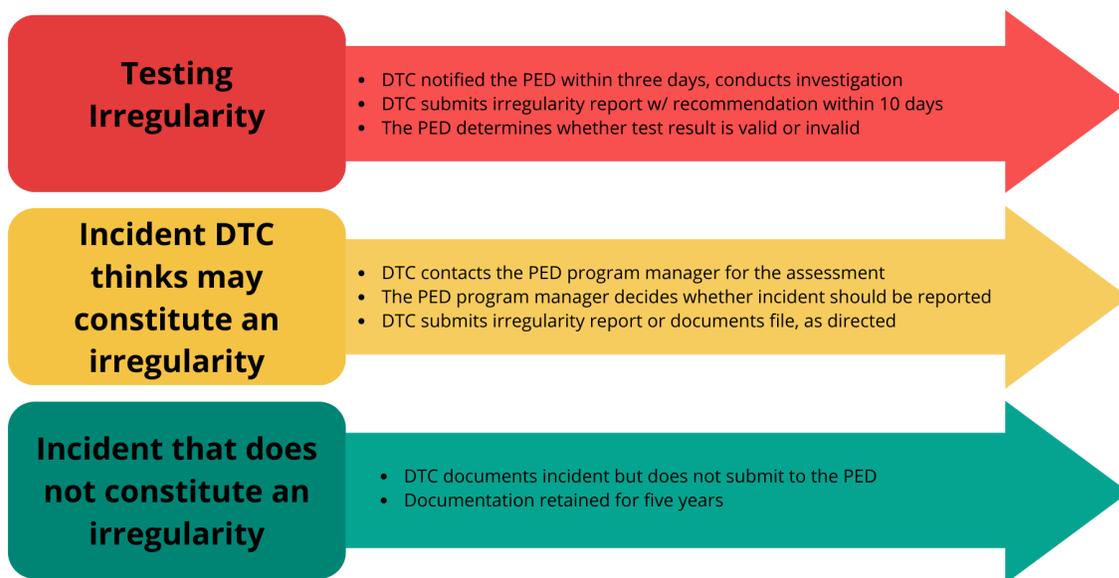
- student cheating or helping another student to cheat;
- student using an unauthorized electronic device, including a cell phone, earbuds or other listening device;
- student having access to the internet;
- student having access to another student's work or responses;
- student not receiving accessibility features or accommodations required on a legal plan;
- student receiving an accessibility support or accommodation which is not indicated in the student's plan;

- student becomes disruptive;
- student leaves testing environment without authorization;
- testing environment contains resources (e.g., wall posters) that provide help to students answering test questions;
- TA does not read directions or reads the directions incorrectly;
- TA rephrases or explains directions or test questions;
- student takes test using the wrong SSID; or
- student moving to next session without directions (usually only applies to PBT).

The most serious type of irregularity is a breach of test security. Examples include:

- TA allowing students to take home printed test material or scratch paper that was used during the test;
- TA modifying student responses or records;
- adult or student copying, discussing, or retaining test items whether electronically or manually;
- educator using secure test materials for practice testing;
- secure test materials being shared on social media;
- secure test materials being photographed, recorded, or copied;
- secure test materials being removed from the testing environment; or
- missing secure test materials.

If a DTC is uncertain about whether an incident constitutes an irregularity, the PED Assessment Staff Program Manager can clarify whether it constitutes an irregularity that must be reported.



Situations such as a student becoming ill are unavoidable, but the way they are handled determines whether an incident constitutes an irregularity. When a student returns after an illness to finish a test session begun on a previous day, a TA or proctor must monitor the session to make sure the student does not go back to answer previously viewed items.

- If the student resumes the test from where they left off and does not revisit items previously viewed, the test will be valid. The incident is documented by the DTC but not reported to the PED.
- If the student revisits previously viewed items after having the opportunity to look up answers, it is an irregularity that will invalidate the test result and is reported to the PED.

One common situation is students possessing cell phones or other non-allowed electronic devices. This is staff-related if the TA neglects to tell students they may not have electronic devices and student-related if the student is warned but disobeys the directive.

Possession of a cell phone is an irregularity only if the student has the opportunity to use it to look up answers or photograph assessment content. If a TA sees a student remove a cell phone on the way out of the test but was monitoring the students the entire time and is certain the student did not remove the cell phone during the test, there is no irregularity, but there may be disciplinary consequences for the student or the TA.

In rare cases, students have cell phones for specific medical purposes (e.g., glucose monitoring, cardiac monitoring). In those instances, the DTC should submit a Nonstandard Accommodation form, available in the PED [Test Coordinator Portal](#)

### Reporting Irregularities

When an incident occurs, the person who witnesses it, usually the TA or a proctor, immediately reports it to the STC and the principal. The STC then reports it to the DTC and makes sure the TA reported it to the principal.

If the incident constitutes an irregularity, DTCs are required to notify the PED by phone or email within three days. The DTC then conducts an investigation and makes a recommendation as to whether the test should be invalidated.

The [PED Testing Irregularity Reporting](#) form should be completed in the PED [Test Coordinator Portal](#) with a recommendation as to whether or not the assessment should be invalidated within **10** days.

### Corrective Measures

Corrective measures for irregularities may be required. If the irregularity is caused by the behavior of a student, reprimands are handled at the local level. If the irregularity is caused by school staff, the reprimand may still be handled at the local level. Depending on the severity of the irregularity, the PED may refer the irregularity to the Investigations Bureau for possible action by the Licensure Bureau.

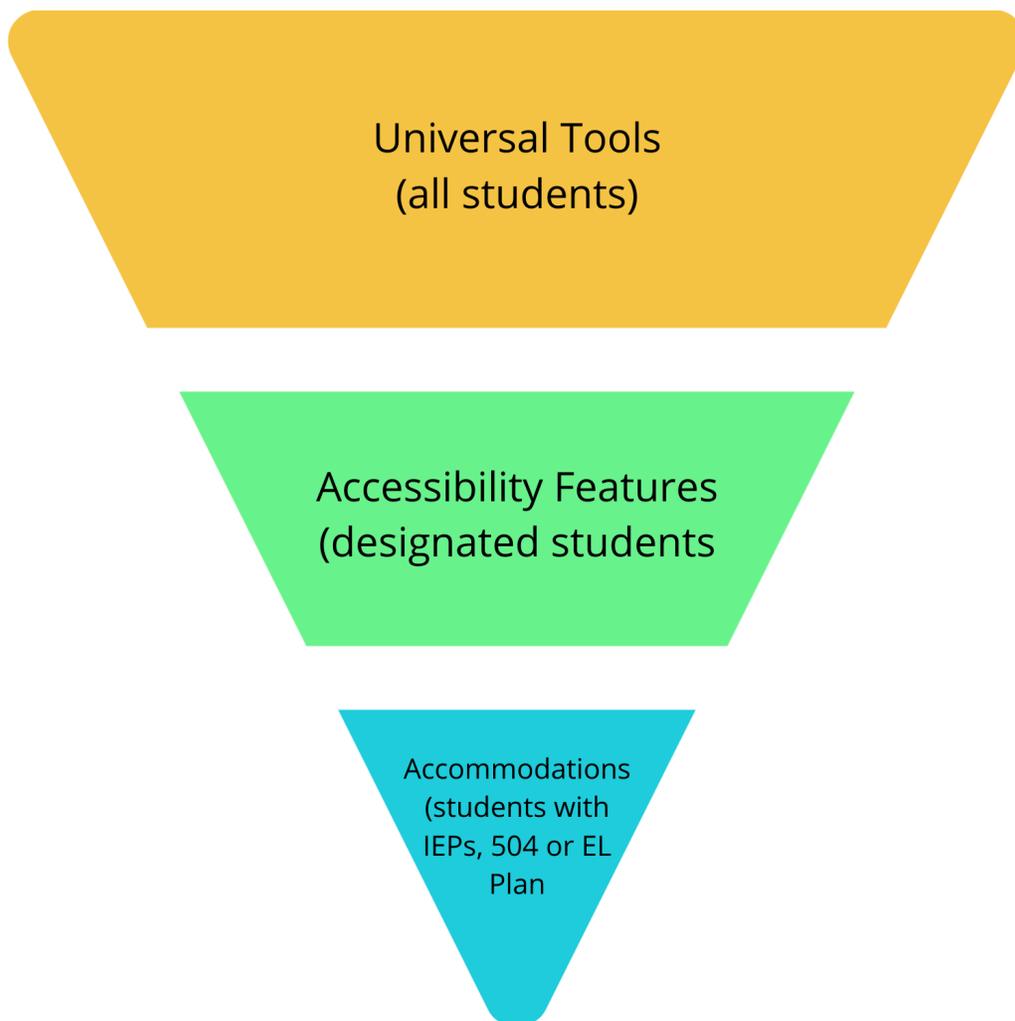
Note: unintentional test irregularities that affect the validity of an assessment may still warrant referral to the PED Investigations.

## Section 5: Accommodations and Accessibility Supports

Both ESSA and IDEA require all students to participate in state assessments, including students with disabilities and English learners, who must be provided with appropriate accommodations, as determined by their Individualized Education Program teams (ESSA 1111(b)(2)(B)(vii), IDEA 612(a)(16)(A)).

### Three Tiers of Assessment Supports

The PED Assessment Accommodations and Accessibility Manual (September 2020) identifies three tiers of assessment supports:

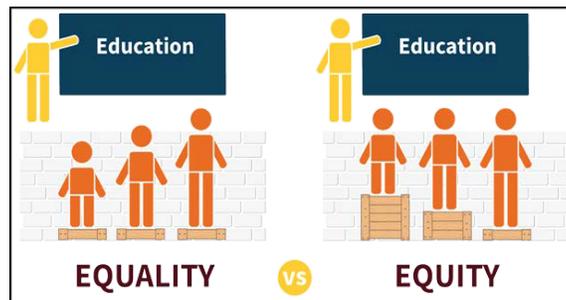


Universal Tools are available for any student to use, and provide all students with equal opportunities to demonstrate what they know and can do without changing the measured construct or the item's difficulty. Examples: scratch paper, highlighter, calculator.

Accessibility Features are available to any student, with or without an IEP, but must be designated by a team of educators in response to individual student needs. Examples: color contrast, text to speech (on a math or science assessment).

Accommodations are available only to students with an IEP or 504 Plan or for ELs, if assigned by a school-based SAT team. Accommodations are changes in procedures or materials that ensure equitable access to instruction and assessment content. Examples: Braille, text to speech (on a language arts assessment), extended time (on timed tests).

The purpose of accommodations are to level the playing field so that all students can demonstrate what they know on assessments. Accommodations provide ELs and SWDs equity in testing.



In contrast to accommodations, modifications give students an unfair advantage on assessments. Modifications are changes in student response (i.e., allowing use of a dictionary to look up the definition of a word) or test administration (i.e., paraphrasing a test question) that give students an unfair advantage on the assessment. Modifications change the construct of what the assessment is intended to measure and will lead to an invalid test result.

An assessment administered with appropriate accommodations assigned in accordance with a student's legal plan generates valid test results for the student. If testing accommodations are applied incorrectly, the result can be an invalidation of student test results. Invalidation can result from an accommodation being assigned to a student without a legal plan, or from an accommodation in a student's IEP not being assigned when an assessment is administered.

DTCs must submit a testing irregularity report (see Section 4) any time an assessment is administered without accommodations that are in a student's legal plan, an accommodation is mistakenly given to a student without a legal plan, or an assessment is administered with a modification.

## Assigning Accommodations

It is vital DTCs, STCs, and TAs are aware of which students have been assigned accommodations, and plan ahead to make sure those accommodations are in place before the test.

ELs taking the English Language Proficiency assessment, ACCESS, do not receive accommodations on that assessment unless they also have an IEP or 504 Plan. Only ELs with disabilities can receive accommodations on the ELP assessment.

Decisions about accommodations must be based on individual student characteristics and needs, not on blanket decisions for groups of students with particular disabilities or at particular language acquisition levels. Accommodations should only be assigned on state assessments if they are already being used by students in the classroom.

Section 3: Making Decisions about Student Supports in the 2022-23 PED [Assessment Accommodations and Accessibility Manual](#), available on the [DTC Resources](#) page, can help teams make thoughtful decisions about how best to support students on state assessments.

## Nonstandard Accommodations

A very small number of students need nonstandard accommodations, which are not listed in the PED [Assessment Accommodations Manual](#), and must be requested and approved by the PED (e.g., cell phone for blood glucose monitoring, testing a homebound student in the student's home).

A Request for Nonstandard Assessment Accommodation 2022-23 form is available in the PED [Test Coordinator Portal](#). If the PED Portal is not available, the form can be emailed to [ped.assessment@ped.nm.gov](mailto:ped.assessment@ped.nm.gov) a minimum of two weeks prior to the test administration window.

## Emergency Accommodations

Students injured shortly before an assessment (e.g., student breaks an arm and cannot use a mouse for computer-based testing) may require an accommodation at the last minute when no legal plan is in place. If there is time, the school can create a 504 Plan. If the injury occurs too close to the assessment, the DTC can submit a Nonstandard Assessment Accommodation form.

Please see the [2022-23 PED Assessment Accommodations and Accessibility Manual](#), available on the [DTC Resources](#) page, for more information.

# Section 6: Participation, Exemptions, and Alternate Assessments

## Participation Requirement

All students are required to participate in state assessments. In order to receive Title I, II, III, and IV funds from the federal government, New Mexico must report achievement results for at least 95% of all students and at least 95% of students from each subgroup of students. This requirement includes students with disabilities—including students with significant cognitive disabilities—and English learners.

## Medical Exemption

Occasionally, a student will have a medical condition that prevents participation in assessments. Federal regulation allows such exemptions, which should be requested through the PED [Test Coordinator Portal](#). Instructions for completing the form are in the portal and can also be found on the copy of the form included in Appendix F.

Only a serious illness, injury, or medical emergency, which must be identified and verified in writing by a licensed medical provider and kept on file by the district, will exempt a student from the state assessment.

Examples include:

- a serious car accident, sudden hospitalization, emergency surgery, cancer treatment during the testing window,
- severe trauma, mental health crisis that is dangerous to self or others, or
- placement in hospice care.

If a student has an IEP, 504 Plan, or EL Plan, the team must formally document the medical exemption in the plan.

A medical exemption will not be approved if:

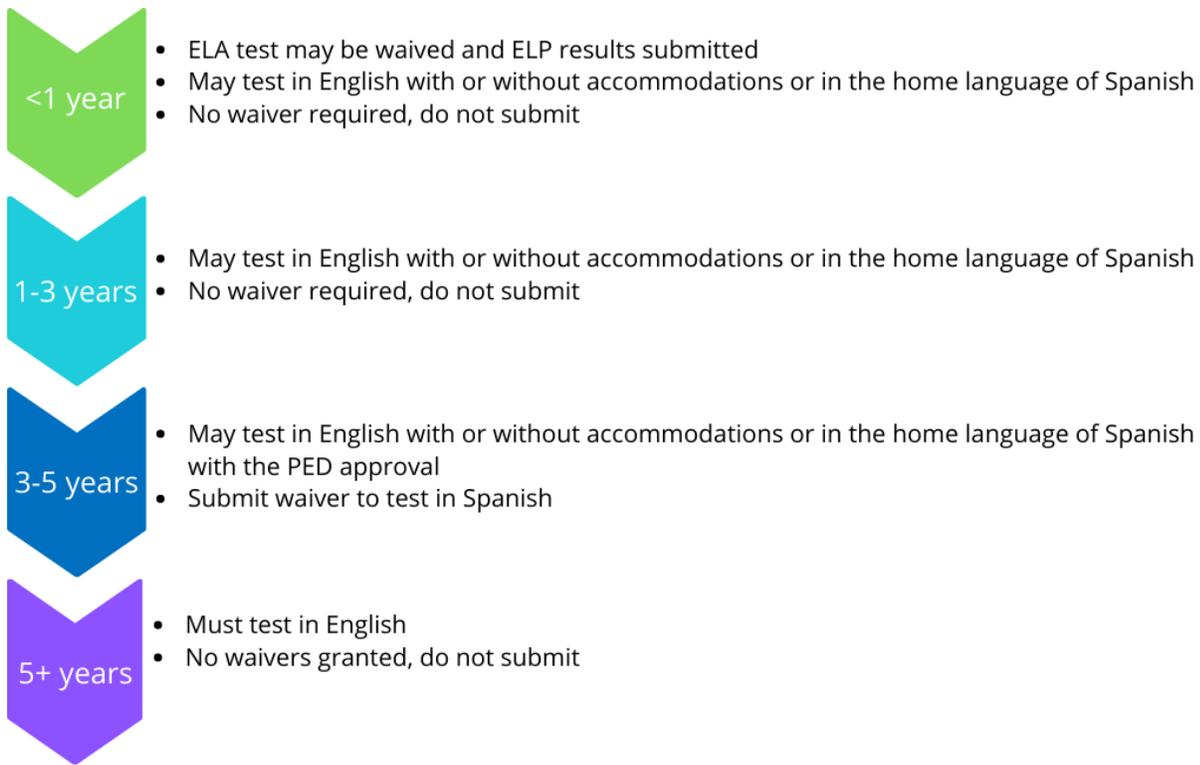
- a student has an unexpected medical condition but is receiving instruction;
- a student has a short-term minor illness or injury; or
- a student is identified as medically fragile but is still receiving instruction.

## English Learners: Testing in Spanish

ELs must participate in state assessments. They may test in the home language of Spanish for three years. These students do not need a waiver from the PED to test in Spanish.

ELs who have been enrolled in a U.S. school for more than three years but less than five years may test in the home language of Spanish if determined by a school-based SAT team and if a waiver is submitted to the PED and approved. Waivers are approved on a case-by-case basis for only a single year.

ELs who have been enrolled in a US school for more than five years must test in English but can receive accommodations as assigned by school-based SAT teams.



Testing requirements based on the number of consecutive years in U.S. schools:

The DLM alternate assessment does not provide language translations via the computer but does allow TAs to translate the text for students who are ELs or who communicate best in a language other than English. See the DLM test administrator manual for more information.

### **Students with Disabilities**

Students with disabilities must participate in all state assessments, with accommodations as determined by IEP and 504 teams. See Section 3 of this manual and the PED Assessment [Accommodations and Accessibility Manual](#), available on the [DTC Resources](#) page, for more information.

It is up to the IEP team to assign accommodations on the general assessment to SWD. The PED cannot disallow an accommodation, but it can invalidate an assessment if changes to assessment conditions are found to be modifications rather than accommodations.

### **Students with Significant Cognitive Disabilities: Alternate Assessment**

For students with the most significant cognitive disabilities, a state may provide for alternate assessments to be administered to not more than 1% of the students in the state who are assessed (ESSA 1111(b)(2)(D), IDEA 612(a)(16)(C)).

A student’s IEP team has the responsibility of determining not if, but how the student will participate in assessments. Following all guidelines in the PED Special Education Bureau’s [IEP Manual](#), the IEP team determines whether a student with an IEP will participate in the general assessment with or without accommodations or the alternate assessment. In New Mexico, Dynamic Learning Maps will serve as the alternate assessment in the content areas of math, language arts, and science.

Alternate assessments measure alternate achievements standards linked to challenging state academic

standards. In New Mexico, these are the Common Core State Standards for math and ELA, and the NM STEM Ready! Standards for science. DLM alternate standards are the Essential Expectations in ELA, math, and science.

IEP teams decide whether each student with significant cognitive disabilities should take the general assessment with accommodations or the alternate assessment. The U.S. Department of Education requires states to monitor LEAs that exceed the 1% cap on students assessed with the alternate assessments. The PED cannot dictate which students may take the alternate assessment but can invalidate the results of the assessment if a student who does not meet the criteria is given the alternate assessment.

# Appendices

## Appendix A: LEA Assessment Roles and Responsibilities

<i>Primary Point of Contact for Role →</i>	DTC PED/ Vendors	STC DTC	TA STC	Proctor STC	Student School Staff
<b>Training</b>					
Hold a valid PED license (Teacher/Admin)	X	X	X		
Attend test security training 2x/year	X	X	X	X	
Must sign Confidentiality Agreement 2x/year	X	X	X	X	
Provide training to staff	X	X			
Review and know content in 6.10.7 NMAC	X	X	X		
Review allowable test accommodations with staff	X	X			
Responsible for materials, inventory, and security	X	X	X		
<b>Prior to Testing</b>					
Provide assessment manuals and allowable support materials/tools (e.g., calculators, blank paper)	X	X			
Maintain local secure tracking procedures	X	X			
Create student and room test assignments		X			
Gives clear instructions on what is/is not allowed on each assessment	X	X	X		
Post "Testing, Do Not Disturb" signs		X	X		
Monitor halls/restroom escorts		X		X	
Identify students to be tested and place order	X	X			
<b>During Testing</b>					
Actively monitor administration of assessments	X	X	X		
Ensure proper administration of accommodations	X	X	X	*May assist TA	
Read the directions/scripts to students			X		
Protect student confidentiality	X	X	X	X	
Securely store assessment materials (including test tickets)	X	X	X		
Report irregularities as soon as possible	X	X	X	X	X
<b>After Testing</b>					
Obtain signature on Superintendent/Principal Verification forms	X	X			
Ensure that all students were tested	X	X	X		
Verify student data in online portal or paper materials	X	X	X		
Return all secure materials	X	X	X		
Securely destroy all scratch paper and test tickets	X	X			
Distribution of reports and post test results	X	X			

*Thanks to Sarah Draughon of Las Cruces Public Schools for creating this table.*

## Appendix B: 6.10.7 NMAC Standardized Testing Procedures and Requirements

**TITLE 6            PRIMARY AND SECONDARY EDUCATION**  
**CHAPTER 10      PUBLIC SCHOOL ADMINISTRATION - PROCEDURAL REQUIREMENTS**  
**PART 7            STANDARDIZED TESTING PROCEDURES AND REQUIREMENTS**

**6.10.7.1**        **ISSUING AGENCY:** Public Education Department, herein after the department. [6.10.7.1 NMAC  
–                    Rp, 6.10.7.1 NMAC, 12/27/2018]

**6.10.7.2**        **SCOPE:** All school districts, charter schools, state educational institutions and bureau of Indian  
education (BIE) schools that administer standardized tests, as well as their employees or  
volunteers who have access to those standardized tests.  
[6.10.7.2 NMAC - Rp, 6.10.7.2 NMAC, 12/27/2018]

**6.10.7.3**        **STATUTORY AUTHORITY:** Sections 22-2-1, 22-2-2 and 22-2C-4 NMSA 1978. [6.10.7.3 NMAC - Rp,  
6.10.7.3 NMAC, 12/27/2018]

**6.10.7.4**        **DURATION:** Permanent  
[6.10.7.4 NMAC - Rp, 6.10.7.4 NMAC, 12/27/2018]

**6.10.7.5**        **EFFECTIVE DATE:** December 27, 2018, unless a later date is cited at the end of a section.  
[6.10.7.5 NMAC - Rp, 6.10.7.5 NMAC, 12/27/2018]

**6.10.7.6**        **OBJECTIVE:** This rule establishes the roles, responsibilities, and procedures required for the  
preparation, storing, handling, distribution, security, and administration of standardized tests.  
[6.10.7.6 NMAC - Rp, 6.10.7.6 NMAC, 12/27/2018]

**6.10.7.7**        **DEFINITIONS:**

**A)        "District or charter test coordinator" or "DTC"** means the licensed school instructor,  
counselor, student success advisor, or administrator in a school district, charter school,  
state educational institution, or bureau of Indian education school (BIE) designated by  
the district superintendent, charter administrator, or governing authority of a state  
educational institution or BIE school with the overall responsibility for:

- 1)        handling, storing, and distributing standardized tests;
- 2)        recording standardized test distribution by booklet or answer sheet number;
- 3)        collecting and administering standardized tests;
- 4)        training school personnel in test security matters; and
- 5)        following proper test administration procedures.

**B)        "Instructional support provider"** means a licensed educational diagnostician,  
interpreter for the deaf, rehabilitation counselor, school counselor, school psychologist,  
school social worker, or speech language pathologist.

**C)        "New Mexico statewide assessment program" or "NMSAP"** means the assessment  
program that is approved by the department and designates the required standardized  
tests to be administered in New Mexico public school districts, charter schools, state  
educational institutions, and BIE education schools.

**D)        "Proctor"** means a designated, trained person who assists the test administrator during  
the time of testing.

**E)        "School test coordinator"** means the licensed school instructor, counselor, student  
success advisor, administrator, or instructional support provider responsible for:  
1)        handling, storing, and distributing standardized tests for administration to test  
administrators;

- 2)        recording standardized test distribution by booklet or answer sheet number;

- 3) collecting and administering standardized tests;
  - 4) training school personnel in test security matters; and
  - 5) following proper test administration procedures within the school site.
- F) **"Standardized test"** means any nationally norm-referenced assessment, state or national performance assessment, or state or national criterion-referenced assessment.
  - G) **"Standardized test material"** means a standardized test or any related items for paper-based or online testing such as examiner guides, preparation materials, student test tickets, test security guides, answer sheets or booklets, and any student notes, answers, or essays generated during the administration of a standardized test.
  - H) **"Test administrator"** means the licensed school instructor, counselor, student success advisor, administrator, or instructional support provider in a school district, charter school, state educational institution, or BIE education school with the responsibility of administering tests under the guidelines outlined in 6.10.7 NMAC.
  - I) **"Test administration window"** means a specified period of time, as designated by the department assessment bureau, during which statewide tests shall be administered.
  - J) **"Testing irregularity"** means any circumstance within or beyond the control of a school district or charter that raises doubts with the department, district, or charter about the propriety of standardized testing procedures, preparation materials, standardized testing administration, standardized testing security, student scores attained from standardized testing, or educators' or individuals' conduct observed during standardized test administration.
- [6.10.7.7 NMAC - Rp, 6.10.7.7 NMAC, 12/27/2018]

#### 6.10.7.8 RESPONSIBILITIES OF SUPERINTENDENTS AND CHARTER ADMINISTRATORS

It shall be the responsibility of each superintendent or charter administrator to ensure that standardized tests are handled, stored, prepared for, and administered in accordance with 6.10.7 NMAC and test manuals provided by the department or testing vendors.

- A) Superintendents and state charter administrators shall designate one DTC and may designate a secondary test coordinator for the purpose of delegating the duties necessary to comply with 6.10.7 NMAC.
- B) Test administration at district charters shall be the responsibility of the DTC designated by the district superintendent. District charters may submit documented requests to designate their own test coordinator. Requests shall be submitted to and approved by the superintendent at the start of the school year. Failure to meet any standardized test administration policies or practices will result in removal of the district charter test coordinator without appeal. Upon such determination, all test coordination responsibilities shall defer back to the authorizing district's test coordinator.
- C) The designation of district, charter, and secondary test coordinators shall:
  - 1) be in writing; and
  - 2) identify the name, title, and contact information of the person(s) so delegated.
- D) The superintendent or charter administrator shall complete and return the verification of test security, staff training, and accommodations requirements documentation to the department within 10 business days after the close of all NMSAP testing at the end of each semester.

[6.10.7.8 NMAC - Rp, 6.10.7.8 NMAC, 12/27/2018]

### 6.10.7.9

#### **RESPONSIBILITIES OF DISTRICT OR CHARTER TEST COORDINATORS:**

- A) The DTC shall attend all trainings indicated as mandatory by the department in their entirety. DTC attendance at mandatory trainings shall be subject to verification.
- B) Once trained, the DTC shall provide training for all secondary test coordinators, school test coordinators, and all personnel involved in test administration, preparation, and security.
- C) The DTC shall provide principals the same training as test administrators as well as additional training in the storing, handling, destruction, and administration of standardized test material. Assistant principals shall, at a minimum, be knowledgeable of the requirements for the administration of standardized tests set forth in Subsection C of 6.10.7.12 NMAC.
- D) The DTC shall inform all teachers, educational assistants, substitutes, volunteers, licensed and unlicensed office staff, and anyone else who is likely to come into contact with standardized testing material of the need to maintain strict standardized test security by:
  - 1) developing and disseminating handouts to these individuals;
  - 2) providing training to these individuals; and
  - 3) posting conspicuous signs near school copy machines prior to and during a standardized test that warn of department rules prohibiting the copying of any portion of a standardized test, including student responses and any other standardized testing material.
- E) The DTC shall provide training participants with copies of the following:
  - 1) 6.10.7 NMAC and any other relevant statute or regulation, if necessary;
  - 2) written district or charter school guidance documents;
  - 3) testing schedules;
  - 4) test administration manuals; and
  - 5) the department shall inform DTCs of the test administration windows in writing at least annually. DTCs shall ensure that all required training, including online testing and test security training, is administered prior to the fall and spring test administration windows.
- F) In the absence of a written district or charter policy that includes the procedures outlined in 6.10.7.12 NMAC, the DTC shall develop checklists and written procedures for internal use to ensure compliance with 6.10.7 NMAC.
- G) The DTC shall:
  - 1) ensure all procedures for standardized testing comply with 6.10.7.12 NMAC; and
  - 2) carry out infrastructure trials, as necessary, and online testing preparations.[6.10.7.9 NMAC - Rp, 6.10.7.9 NMAC, 12/27/2018]

### 6.10.7.10

#### **RESPONSIBILITIES OF SCHOOL TEST COORDINATORS:**

- A) The school test coordinator(s) shall be trained by the DTC and shall provide training for all school personnel involved in test administration, preparation, and security, unless the DTC provides such training.
- B) The school test coordinator(s) shall use the written district or charter policy or checklists and written procedures developed by the DTC to implement the procedures outlined in 6.10.7.12 NMAC.  
[6.10.7.10 NMAC - Rp, 6.10.7.10 NMAC, 12/27/2018]

**6.10.7.11 RESPONSIBILITIES OF TEST ADMINISTRATORS:**

- A) Test administrators shall be trained by the school test coordinator or the DTC.
- B) Trainings shall inform test administrators of their duty to promptly report testing irregularities as soon as they are aware to the DTC.
- C) Test administrators shall:
  - 1) review the standardized test administrator’s manual so that administration procedures are understood;
  - 2) use test proctors stationed in the hallway to gather missing supplies or deal with medical situations;
  - 3) administer the standardized test according to the directions and specifications in the standardized test administrator’s manual;
  - 4) only administer the standardized test during the designated test administration window;
  - 5) return the standardized tests to the school, district, or charter test coordinator after testing each day during the test administration window for secure overnight storage; and
  - 6) take immediate corrective action if a student is observed engaging in any prohibited conduct during a standardized test.

[6.10.7.11 NMAC - Rp, 6.10.7.11 NMAC, 12/27/2018]

**6.10.7.12 PROCEDURES FOR STANDARDIZED TESTING:**

**A) Storing and handling of standardized test material.**

- (1) Standardized tests shall be counted, inventoried, and stored in a secure, locked location with limited access.
- (2) Space permitting, standardized test material shall be stored in sealed containers in a secure area.
- (3) Standardized test materials, as directed by the department, shall be disposed of by either shredding or returning such materials to the test vendor.

**B) Accessing standardized test material.**

- (1) Access to standardized test materials shall be restricted, limited, and controlled.
- (2) Personnel with access to standardized test materials shall be designated by the superintendent or charter administrator.
- (3) The removal of standardized test materials from their secure, locked location for the purposes of test administration and submittal at the close of the test administration window shall be logged and recorded. Records shall:
  - (a) identify the individual who removed standardized test materials;
  - (b) identify the name(s) and identifying number(s) of the standardized test materials that were removed;
  - (c) identify the number of standardized test materials that were removed;
  - (d) identify the date the standardized test materials that were removed;
  - (e) include documentation of any standardized test materials taken off school grounds and their return;
  - (f) be maintained for at least five calendar years; and
  - (g) be made available for review by the department upon request.

**C) Administration of standardized tests.**

- (1) Only licensed school instructors, counselors, student success advisors, administrators, and instructional support providers shall administer a standardized test.
- (2) Substitutes, educational assistants, school nurses, and coaches shall not administer standardized tests unless the individual additionally holds valid licensure to serve as a teacher, counselor, student success advisor, administrator, or instructional support provider.
- (3) Educational assistants may be permitted to support testing accommodations for one-on-one and small group testing under the supervision of a test administrator.
  - (b) Educational assistants administering accommodations shall:
    - (i) meet the requirements stated in 6.10.7.11 NMAC;
    - (ii) receive the written approval of the DTC;
    - (iii) be under the supervision of a test administrator as defined in Subsection H of 6.10.7.7 NMAC; and
    - (iv) not support accommodations for a group larger than five students.
- (4) Training shall be provided to all persons who administer or proctor a standardized test. Individuals shall not be permitted to administer or proctor a standardized test without first completing training in accordance with the timelines, topics, and materials designated by the department.
  - (a) Sign-in forms listing training topics, printed name, and signature shall be maintained as a record by date to identify all individuals who have completed the district or charter training in test security, practice materials, and administration of standardized tests.
  - (b) Each sign-in record shall be maintained for at least five calendar years and be made available for review by the department upon request.
- (5) The ratio of test administrators to students shall not exceed 25 students per test administrator.
  - (a) Tests may be administered to no greater than 30 students per test administrator if, at a minimum, an additional test administrator or test proctor is present for the duration of the test.
  - (b) At no point shall the number of students tested simultaneously and in the same location exceed 30 students without the presence of at least two test administrators or one test administrator and one test proctor.
- (6) Test proctors shall be utilized to support the following:
  - (a) gathering of missing supplies;
  - (b) assistance with medical situations; and
  - (c) monitoring of the testing environment in the presence of a test administrator.

**D) Prohibited Practices.** The following practices shall be prohibited:

- (1) changing a student's standardized test answers, erasing double-marked or lightly erased or lightly marked answers, or directing or suggesting that a student change a standardized test answer;
- (2) providing students with a review of specific standardized test items, specific standardized test items with minor changes in settings or numbers, verbal or

written restatements or paraphrasing of standardized test items, specific vocabulary from standardized test directions or standardized test items, or answers before, during or after a standardized test;

- (3) discussing, photocopying, or reproducing in any other fashion including paraphrasing, any portion of a standardized test or student responses;
- (4) affording any student under a standardized administration extra time to complete a timed subtest, unless permitted as an accommodation in the student's IEP, 504 plan, or English learner plan;
- (5) reading standardized test items aloud to students unless required in a specific standardized test or unless required as an accommodation in the student's IEP, 504 plan, or English learner plan;
- (6) permitting students during a standardized test to have on or near their desk or on their person, any unauthorized items, including scrap paper, tablets, laptop computers, cell phones with or without cameras, cameras, calculators, calculator watches, smart watches, media players, headphones, backpacks, and rulers unless any of these are required or permitted by standardized test instructions;
- (7) permitting students to observe standardized test vocabulary words with definitions, addition or multiplication tables (in various forms), spelling words on the standardized test, or similar assistance material during the administration of the standardized test;
- (8) permitting students to talk, become disruptive, or exchange any test materials;
- (9) permitting students to begin a subtest, leave the testing room, and return to finish the subtest;
- (10) permitting students to enter a testing room after the standardized test has already commenced;
- (11) permitting standardized test material to remain unattended in an unlocked room;
- (12) taking standardized test material off campus unless specifically authorized by the DTC;
- (13) displaying or failing to conceal visual aids that may assist students in the testing room;
- (14) administering a standardized test to immediate family members or relatives including children, stepchildren, siblings, nieces, nephews, or grandchildren;
- (15) teaching from, possessing, or in any way disseminating a photocopy or other reproduced or paraphrased standardized test or portion of a standardized test;
- (16) copying copyrighted test preparation materials for the purpose of distribution;
- (17) coaching or otherwise inappropriately assisting with the selection or writing of student answers; and
- (18) accessing secure, online testing portals with unassigned log-in information [6.10.7.12 NMAC - Rp, 6.10.7.12 NMAC, 12/27/2018]

### **6.10.7.13 NONDISCLOSURE OF STANDARDIZED TEST MATERIALS:**

- A) All standardized tests in the NMSAP are the proprietary interest of the department and shall be safeguarded.
- B) Any person permitted to review a standardized test that is part of the NMSAP or participating in a review associated with assessment development procedures shall sign a nondisclosure form offered by the department agreeing not to reveal any confidential

materials, specific standardized test items, or specific concepts or skills to be measured on the standardized test to include verbal or written restatements of standardized test items, minor changes in settings or numbers, and specific vocabulary from standardized test directions or standardized test items.

- C) Any person given permission to review an NMSAP assessment may only review the assessment on-site during department office hours with the supervision of a department employee, unless permission to follow alternative review procedures is granted by the department. No NMSAP assessment may be written on, marked, electronically copied, hand-duplicated, or otherwise removed from the premises of the department or a local education agency in possession of an NMSAP assessment.
- D) Upon request, a person suspected of engaging in a testing irregularity shall be given as much access to an NMSAP assessment as is reasonably necessary to prepare for a pending meeting or hearing relating to the suspected testing irregularity. The original or copy of any NMSAP assessment used as evidence at any meeting or hearing shall also be subject to confidentiality by all attendees and participants.
- E) With the permission of testing vendors, the department may choose to release select portions of standardized assessments for the purposes of training and professional development. Under no circumstance shall any part of a standardized test not previously released by the department be released by any unauthorized individual or organization. [6.10.7.13 NMAC - Rp, 6.10.7.13 NMAC, 12/27/2018]

#### **6.10.7.14 REPORTING STANDARDIZED TESTING IRREGULARITIES:**

To ensure the integrity of standardized tests and their results, the principles of test security shall be strictly followed. Accordingly, material violations of this rule or breaches of test security shall constitute good and just cause to suspend or revoke a person's department licensure.

- A) School personnel and proctors shall report suspected testing irregularities to the DTC within 24 hours.
- B) Districts and charters shall report by telephone or e-mail suspected testing irregularities to the department within three business days of being notified of a suspected testing irregularity.
- C) The DTC shall submit a testing irregularity report within 10 business days to the department assessment bureau that contains:
  - 1) the allegation(s);
  - 2) the findings from a completed investigation at the local level; and
  - 3) the corrective action taken, if any.
- D) If a DTC is suspected of having engaged in a testing irregularity, the individual who discovers the irregularity shall notify the department assessment bureau by telephone or e-mail within three business days of learning of the suspected irregularity.
- E) Districts and charters shall cooperate with the department if further investigation or action is needed. [6.10.7.14 NMAC - Rp, 6.10.7.14 NMAC, 12/27/2018]

#### **6.10.7.15 CORRECTIVE MEASURES FOR STANDARDIZED TESTING IRREGULARITIES:**

- A) The department reserves the right to investigate suspected testing irregularities and confiscate any materials deemed necessary to conclude the investigation at their discretion.

- B) Any combination of the following corrective measures may be taken by the department:
- 1) direct the district or charter or a named individual to cease and desist engaging in a particular testing irregularity or the administration of further standardized tests during the current school year;
  - 2) revoke access to standardized test materials to ensure test security;
  - 3) recommend any further action it deems reasonable and necessary to maintain test security;
  - 4) invalidate the standardized test results and inform the district or charter that the affected student will not receive scores on portions or all of a standardized assessment;
  - 5) refer the matter for possible suspension or revocation of a person's educator or administrator licensure or other department licensure pursuant to procedures set forth in 6.68.3 NMAC;
  - 6) refer the matter to other department divisions for appropriate action;
  - 7) take any other action authorized by state or federal law or regulation; or
  - 8) modify school, district, and charter accountability determinations.

**History of Repealed Material:**

[6.10.7.15 NMAC - N, 12/27/2018]

HISTORY OF 6.10.7 NMAC 6.10.7 NMAC, Statewide Standardized Testing Security Issues and Irregularities, filed 9/28/2001 - Repealed effective 12/27/2018.

**Other History of 6.10.7 NMAC:**

6.10.7 NMAC, Statewide Standardized Testing Security Issues and Irregularities, filed 9/28/2001, was repealed and replaced by 6.10.7 NMAC, Standardized Testing Procedures and Requirements, effective 12/27/2018.

## Appendix C: Vendor Contacts

This image is an example. [Click here](#) to access the full document with links.



Assessment Programs	Secured DTC Portals	Public Websites	DTC Help Desks/Emails
<b>SAT School Day</b>	College Board <a href="https://digitaltesting.collegeboard.org">digitaltesting.collegeboard.org</a>	<a href="https://collegereadiness.collegeboard.org/educators/k-12">collegereadiness.collegeboard.org/educators/k-12</a>	New Mexico School Day Support: 866-756-7346 <a href="mailto:NMSAT@collegeboard.org">NMSAT@collegeboard.org</a>
<b>NM-MSSA Math, ELA, SLA; NM-ASR, IMSSA, Cognia Formative Item Sets</b>	iTester Assessment Platform <a href="https://newmexico.cognia.org">newmexico.cognia.org</a>  iServices <a href="https://iservices.cognia.org">iservices.cognia.org</a>	<a href="https://newmexico.onlinehelp.cognia.org">newmexico.onlinehelp.cognia.org</a>	877-676-6722 <a href="mailto:nmtechsupport@cognia.org">nmtechsupport@cognia.org</a>
<b>SBA Spanish Reading</b>	iServices <a href="https://iservices.cognia.org">iservices.cognia.org</a>	<a href="https://newmexico.onlinehelp.cognia.org">newmexico.onlinehelp.cognia.org</a>	877-676-6722 <a href="mailto:nmtechsupport@cognia.org">nmtechsupport@cognia.org</a>
<b>ACCESS for ELLs</b>	WIDA US <a href="https://wida.wisc.edu/login">wida.wisc.edu/login</a>	<a href="https://wida.wisc.edu/memberships/consortium/nm">wida.wisc.edu/memberships/consortium/nm</a>	WIDA Support: 866-276-7735 <a href="mailto:help@wida.us">help@wida.us</a> DRC Support: 855-787-9615 <a href="mailto:WIDA@datarecognitioncorp.com">WIDA@datarecognitioncorp.com</a>
<b>Dynamic Learning Maps</b>	KITE – DLA Portal <a href="https://educator.kiteaai.org">educator.kiteaai.org</a>	<a href="https://dynamiclearningmaps.org/newmexico">dynamiclearningmaps.org/newmexico</a>	DLM Support: 855-277-9751 <a href="mailto:DLM-support@ku.edu">DLM-support@ku.edu</a>
<b>Istation</b>	Reporting & Management System <a href="https://secure.istation.com">secure.istation.com</a>	<a href="https://istation.com/newmexico">istation.com/newmexico</a>	866-883-READ (7323) <a href="mailto:Support@Istation.com">Support@Istation.com</a>
<b>NAEP</b>	MyNAEP Website <a href="https://mynaep.com">mynaep.com</a>	<a href="https://webnew.ped.state.nm.us/bureaus/assessment-3/naepnm">webnew.ped.state.nm.us/bureaus/assessment-3/naepnm</a>	800-283-6237 <a href="mailto:NAEPHelp@westat.com">NAEPHelp@westat.com</a>

PED-Provided Portals	Description	Link	PED Help Desks/Emails
<b>SharePoint</b>	Used for Secure transfer of documents containing student confidential data (e.g., safe child alerts).	<a href="https://webnew.ped.state.nm.us/_login/default.aspx?ReturnUrl=%2fsites%2fAssessment%2f_layouts%2f15%2fAuthenticate.aspx%3fSource%3d%252Fsites%252FAssessment&amp;Source=%2Fsites%2">webnew.ped.state.nm.us/_login/default.aspx?ReturnUrl=%2fsites%2fAssessment%2f_layouts%2f15%2fAuthenticate.aspx%3fSource%3d%252Fsites%252FAssessment&amp;Source=%2Fsites%2</a>	<a href="mailto:ped.assessment@state.nm.us">ped.assessment@state.nm.us</a>
<b>DTC/STC Portal</b>	Used to complete required forms and irregularity reporting online.	<a href="https://tcp.ped.state.nm.us">tcp.ped.state.nm.us</a>	Assessment Staff Directory

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## Appendix D: Acronyms

<b>ACT:</b>	American College Testing
<b>ADC:</b>	Alternate Demonstration of Competency
<b>AIR:</b>	American Institutes for Research
<b>ASR:</b>	Assessment of Science Readiness
<b>AP:</b>	Advanced Placement
<b>APA:</b>	American Psychological Association
<b>BIE:</b>	Bureau of Indian Education
<b>BMEP:</b>	Bilingual Multicultural Education Program
<b>BOP:</b>	Beginning of Program
<b>BOY:</b>	Beginning of Year
<b>BTC:</b>	Building Test Coordinator
<b>CAT:</b>	Computer Adaptive Test
<b>CBT:</b>	Computer Based Test
<b>CCRB:</b>	College and Career Readiness Bureau
<b>CCSS:</b>	Common Core State Standards
<b>CCSSO:</b>	Council of Chief State School Officers
<b>CTE:</b>	Career and Technical Education
<b>CYFD:</b>	Children, Youth, and Families Department
<b>DLM:</b>	Dynamic Learning Maps
<b>DTC:</b>	District Test Coordinator
<b>ECOT:</b>	Early Childhood Observation Tool
<b>EEs:</b>	Essential Expectations
<b>EL:</b>	English Learner
<b>ELA:</b>	English Language Arts
<b>ELL:</b>	English Language Learner
<b>ELP:</b>	English Language Proficiency
<b>EOC:</b>	End of Course Exam
<b>EOP:</b>	End of Program
<b>EOY:</b>	End of Year
<b>ELPA:</b>	English Language Proficiency Assessment
<b>ESEA:</b>	Elementary and Secondary Education Act
<b>ESL:</b>	English as a Second Language
<b>ESSA:</b>	Every Student Succeeds Act
<b>FERPA:</b>	Family Educational Rights and Privacy Act
<b>HIPAA:</b>	Health Insurance Portability and Accountability Act
<b>IDEA:</b>	Individuals with Disabilities Act
<b>IEP:</b>	Individualized Education Program
<b>iMSSA:</b>	Interim Measure of Student Success and Achievement
<b>ISIP:</b>	Istation's Indicators of Progress
<b>KOT:</b>	Kindergarten Observational Tool
<b>LAT:</b>	Language Assessment Team
<b>LCB:</b>	Language and Culture Bureau

**LEA:** Local Education Agency

**LUS:** Language Usage Survey

**MOY:** Middle of Year

**MSB:** Math and Science Bureau

**NAEP:** National Assessment of Educational Progress

**NCES:** National Center for Education Statistics

**NGSS:** Next Generation Science Standards

**NMAC:** New Mexico Administrative Code

**NM-ASR:** New Mexico Assessment of Science Readiness

**NM-MSSA:** New Mexico's Measures of Student Success and Achievement

**NM-MSSA SLA:** New Mexico's Measures of Student Success & Achievement - Spanish Language Arts

**NMPED:** New Mexico Public Education Department

**NMSA:** New Mexico Statutes Annotated

**NMSAP:** New Mexico Statewide Assessment Program

**NMSQT:** National Merit Scholarship Qualifying Test

**ORS:** Online Reporting System

**PBT:** Paper Based Test

**PED:** Public Education Department

**PIRLS:** Progress in International Reading Literacy Study

**PISA:** Program International Student Assessment

**PSAT/NMSQT:** Preliminary SAT/National Merit Scholarship Qualifying Test

**RAMS:** Reading Achievement Math & School Culture

**RfP:** Request for Proposals

**SAT:** Student Assistance Team

**SBA:** Standards Based Assessment

**SBA:** Spanish Reading Standards Based Assessment

**SEA:** State Education Agency

**SIPS:** Stackable, Instructionally-Embedded, Portable Science Assessment Project

**SIS:** Student Information System

**SLA:** Spanish Language Arts

**SSID:** Student State Identification Number

**STC:** School Test Coordinator

**SWD:** Students with Disabilities

**SWSCD:** Students with Significant Cognitive Disabilities

**TA:** Test Administrator

**TAM:** Test Administrator Manual

**TCM:** Test Coordinator Manual

**TCP:** Test Coordinator Portal

**TIMSS:** Trends in International Mathematics and Science Studies

**WIDA:** World Class Instructional Design and Assessment

## Appendix E: Glossary of Terms

**504 Plan:** a legal plan to provide services and accommodations to a student with a disability; defined by Section 504 of the Rehabilitation Act

**Accessibility Feature:** an assessment support available to any student, with or without a legal plan, but which must be designated by a team of educators such as the SAT or by an agreement among the teacher, parent, and student in response to individual student needs

**Accommodation:** an assessment support that alters the environment, curriculum format, or equipment to ensure equitable access to assessment content to SWD and/or ELs; available only to students with documented items in IEPs, 504s, or to ELs based on SAT documentation

**Administrative Consideration:** ways school principals, test coordinators, or test administrators may arrange the testing environment and/or schedule to most effectively support all students

**Alternate Assessment:** an assessment aligned with alternate achievement standards to be taken only by students with significant cognitive disabilities whose instructional program or curriculum is based on alternate academic content standards as determined by an IEP team

**Common Core State Standards:** academic content standards, in mathematics and English language arts, adopted by multiple states including New Mexico

**District Test Coordinator:** the primary liaison with the PED Assessment Bureau and the testing vendors, responsible for developing and monitoring test security at the LEA level; overseeing the administration of state assessments districtwide; providing training and training resources for STCs; providing assessment information for district staff, school staff, parents, and community; providing teachers with available resources for content area assessments; and reporting testing irregularities to the PED

**English Learner or English Language Learner:** a student whose native language is not English (according to the LUS) and who is not proficient in English as determined by an assessment of English language proficiency

**Essential Expectations:** alternate academic content standards assessed on the DLM alternate assessment; aligned to the CCSS and NGSS

**Formative Assessment:** a planned, ongoing process used by students and teachers during learning and teaching to elicit evidence of student learning. In a learning partnership, students and teachers use the evidence to improve students' understanding of intended curricular learning outcomes and support them to become self-directed learners.

High-quality formative practices are inseparable from instruction and are used to provide "in the moment" feedback to students and for teachers to gain insight into student thinking so they can adjust instruction to best meet students' learning needs.

**Impactful Irregularity:** testing irregularity that results in responses that do not accurately reflect what a student knows and is capable of doing; test results are invalidated

**Individualized Education Program:** a legal plan that is developed for each public school child who is eligible to receive special education services. The IEP is created through a team of educators, parents, and the child if appropriate, and is reviewed at least once a year. Federal law mandates an IEP for SWD (IDEA 612(a) (16) (A)). Some states, including New Mexico, provide IEPs for gifted students.

**Interim Assessments:** assessments administered during instruction to evaluate students' knowledge and skills relative to a specific set of academic goals, in order to inform educator and policymaker decisions at the classroom, school, and district levels. The specific designs of the interim assessment are driven by the purpose and intended uses, but the results of any interim assessment can be aggregated for reporting across students, occasions, and concepts. Also known as short cycle, progress monitoring, and benchmark assessments.

**Irregularity (Testing Irregularity):** any incident in the handling or administration of an assessment that results in the ability to question the accuracy of the data or security of the test (see also "Impactful" and "Non-Impactful")

**Medical Exemption:** an exemption from testing approved by the PED for a student with a serious medical condition, identified and verified in writing by a licensed medical provider, that prevents the student's participation in instruction

**Modification:** a change in student response or test administration that gives a student an unfair advantage on an assessment by changing the construct of what the assessment is intended to measure; results in an invalid test result

**New Mexico Assessment of Science Readiness:** ESSA-required assessment of science proficiency administered to students in Grades 5, 8, and 11; field tested in selected schools spring 2019, field tested statewide spring 2020/spring 2021, and fully operational (with individual student reports available) spring 2022

**Next Generation Science Standards:** science content standards adopted by multiple states; New Mexico adopted the standards along with several NM-specific standards in 2018; together the NGSS and NM-specific standards are called the NM STEM Ready! Standards

**NM STEM Ready! Standards:** New Mexico's adopted academic content standards in science, consisting of the NGSS and NM-specific standards

**Non-impactful Irregularity:** testing irregularity that does not affect the accuracy of the student responses; test results remain valid

**Nonstandard Accommodation:** an accommodation not listed by a test vendor or in the PED Assessment Accommodations Manual and must be requested and approved by the PED (e.g., cell phone for blood glucose monitoring, testing a homebound student in the student's home)

**On Demand Assessment:** a second administration of ISIP during a calendar month

**Partnership for Assessment of Readiness for College and Careers:** the assessment used from 2015 to 2018 to measure proficiency in mathematics and language arts for students in Grades 3-11

**Proctor:** staff member who assists a Test Administrator, but should not act as a TA as there are different licensing requirements for TAs and proctors

**School Test Coordinator:** the person responsible for test security and administration of state assessments school-wide; providing training and training resources for TAs and proctors; reporting testing irregularities to the principal and DTC

**Standards Based Assessment:** In New Mexico statute, the term "standards based assessment" is used generically to refer to any state assessment aligned to academic content standards adopted by the state. In years past (until 2019 for science and 2013 for math and ELA), the name of the New Mexico standards based assessment was the Standards Based Assessment. The only assessment currently given that has this name is the Spanish Reading SBA.

**Students with Disabilities:** students with a physical or mental impairment that substantially limits one or more major life activities

**Students with Significant Cognitive Disabilities:** students whose disabilities significantly affect intellectual functioning and adaptive behavior that is essential to live independently and function safely in daily life

**Testing Irregularity:** any incident in the handling or administration of an assessment that results in the ability to question the accuracy of the data or security of the test

**Transition Assessment of Mathematics and English Language Arts:** a shorter test using items from the PARCC item bank and administered on the same platform, used to assess proficiency in mathematics and language arts for students in Grades 3-11 in spring 2019

**Universal Tool:** an assessment support available for any student to use

## Appendix F: Assessment Bureau Forms and the PED Test Coordinator Portal

**ASSESSMENT**

**Test Coordinator Portal**

**LOGIN**

**Email\***  \*Required

**Password\***

[Login](#) [Forgot Password?](#) [Request Access](#)

\*Required

The TCP is accessed at [tcp.ped.state.nm.us](http://tcp.ped.state.nm.us). DTCs need to request a DTC portal account by clicking on "Request Access." When the PED staff approves the account, the DTC will receive automatic notification by email and can begin using the portal. School Test Coordinators request an STC account in the same way. District Test Coordinators will receive an automated email notice of an STC requesting an account. DTCs must approve STC accounts. Passwords can be reset at the same URL by clicking on "Forgot Password?"

### Before Testing

- Superintendent Designation of Test and Technology Coordinators (submit in TCP)
- Staff Confidentiality Agreement
- Student Confidentiality Agreement
- Request for Medical Exemption from Statewide Assessments (submit in TCP)
- Request for Nonstandard Assessment Accommodation (submit in TCP)

### During Testing

- Testing Irregularity Reporting Form (submit in TCP) standards based

### After Testing

- Superintendent's Post Testing Verification / State Charter Administrator's Verification (submit in TCP)
- Principal's Post Testing Verification
- Missing Test Materials Reporting Form
- Local Demonstration of Graduation Competency