

# NMPED ACCESSIBILITY & ACCOMMODATIONS MANUAL: SUPPORTING STUDENTS DURING ASSESSMENT



2024–2025

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**[NMPED Accessibility and Accommodation Manual](#)**

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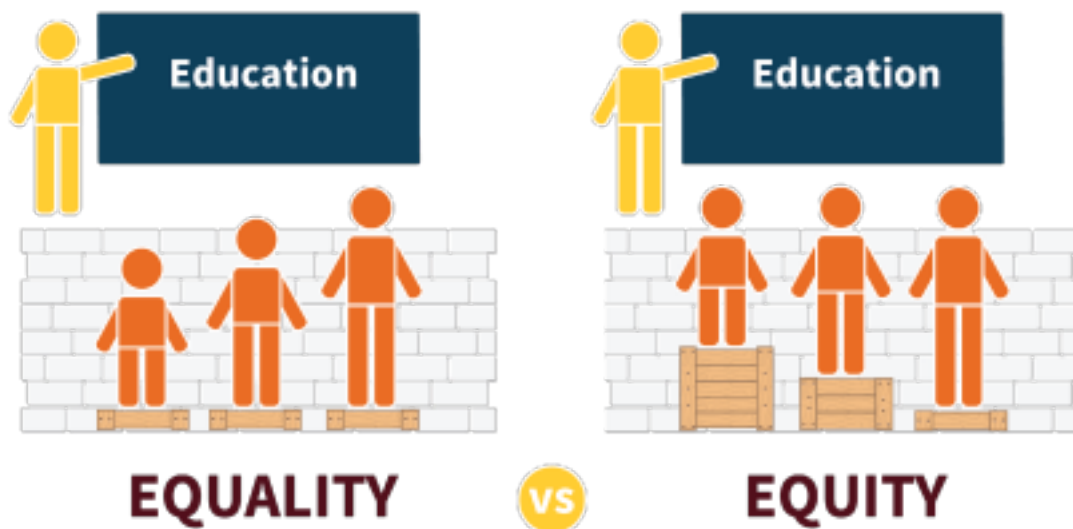
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## Purpose of the Manual

The 2024–2025 Accessibility & Accommodations Manual provides guidance on supporting students in preparation for test administration. The manual is intended to assist test coordinators, test administrators (TAs), district and school administrators, teachers (special education, English as a second language (ESL)/bilingual, and general education), counselors, diagnosticians, and related service providers serving on Individualized Education Program (IEP) teams, Section 504 Plan teams, English Learner (EL) teams, Student Assistance Teams (SAT), or Language Assessment Teams (LAT).

The purpose of accessibility and accommodations supports is to promote student learning by providing all students with equitable access to instruction and assessment (i.e., giving each student what they need in order to demonstrate their knowledge and skills). Both federal and state law mandate providing *equity in student assessments*. All students with disabilities with an active Individual Education Plan or 504 plan are entitled to the appropriate accommodations that allow them to fully and meaningfully participate in state and district testing, as determined by their Individual Education Plan or 504 team. The student’s IEP or 504 plan determines the accommodations for both instruction and assessments. Student needs and accommodations must be documented and reviewed annually to determine and assign what, if any, accommodations are best for the student.



Source: Council of Chief State School Officers Accessibility Manual (2016), p. 69 2022-23 PED Assessment Accommodations Manual 2



## **Committee Goals**

The committee developed a user-friendly guide of key assessment universal, accessibility and accommodations features for each major assessment program. To this end, the manual provides overviews, accommodation charts, special instruction and resource sections. Navigating to a specific assessment program is easily facilitated by a clickable index.

Committee members highlighted the importance of an individualized approach to the assigning of accessibilities and accommodations to students who often have diverse educational needs. Accommodations may not be determined solely on the basis of disability category, grade level, and/or instructional setting.

## **Clarity on Classroom Use and During Testing Use**

An accommodation assigned during an assessment is only appropriate if that accommodation has been provided to the student regularly in the classroom setting, allowing the student to call upon prior experience in utilizing that accommodation; a lack of familiarity is a disadvantage for a student during testing. To clarify appropriate classroom scenarios of accommodations, classroom examples have been provided by a variety of special education leaders, administrators, and teachers. Once determined, agreed upon, and documented, the accommodation(s) need to be used consistently for instruction and assessment. There should be evidence of the use of accommodation(s). Each teacher and others responsible for the implementation of the accommodations must be informed of the accommodations that must be provided. Evidence that educators who serve the student were informed of the accommodations for that student must be kept on file.

However, in large-scale standardized testing, not all accommodations utilized in the instructional setting may be approved or permitted during testing. For example, a student's IEP which indicates text-to-speech or human reader for all subject areas may not be available on all assessment sections. Although this may be appropriate for instructional purposes, when a student is assessed in the reading domain, this accommodation would invalidate the assessment result, as the student's individual reading ability is the construct being measured or assessed. Another example may be the use of a calculator. Although a student's IEP may indicate the allowance of a calculator during all routine instruction, the use of a calculator would threaten the construct validity of the non-calculator section of a math assessment.

## 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. Ensuring equity in access to assessments is an integral part of that vision. Without valid test data, it is impossible to measure objectively what academic content students know and what skills they possess. The PED core values should inform the assignment of assessment supports by being:

- student-centered and responsive to the needs of the individual student;
- collaborative in including general and special education teachers, diagnosticians and other service providers, parents, and students in the process; and
- reflective in evaluating whether an accommodation has been effective in the classroom setting for a particular student and therefore whether it should be used in an assessment setting.

The PED adheres to the American Psychological Association Standards for Educational and Psychological Testing. Standard 3.9 states:

Test developers and/or test users are responsible for developing and providing test accommodations, when appropriate and feasible, to remove construct-irrelevant barriers that otherwise would interfere with examinees' ability to demonstrate their standing on the target constructs. (2015:67)

# Federal and State Requirements



## Federal Statute

The Elementary and Secondary Education Act of 1965, re-authorized as the [Every Student Succeeds Act of 2015](#), requires that states administer high-quality academic assessments in mathematics and reading or language arts in Grades 3-8 and at least once in high school, and in science at least once in each of the following grade bands: 3-5, 6-9, and 10-12 (ESSA 1111(b)(2)(B)(v)). 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)).

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

Students must be assigned the appropriate accommodations to participate in general and alternate assessments as indicated in their respective IEPs (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.

Students under a 504 plan can still function in a regular classroom environment. Their plan under Section 504 of the Rehabilitation Act of 1973 ensures students with disabilities have equal access to education and extracurricular activities. A 504 plan might include modifications and accommodations like extended test-taking time, use of technology to assist with tasks, or changes to the physical environment of the classroom. It is unique to each student and is based on the nature of the student's disability and what that student needs in order to have an equal opportunity to compete with non-disabled peers. For a student to qualify for a 504 Plan there must be a documented disability that significantly limits one or more major life activities. The 504 Plan is maintained by regular education staff in consultation with the student's physician or other medical professionals.

The **Equal Educational Opportunities Act (EEOA) of 1974**, Section 1703(f), and the Civil Rights Act of 1964, Title VI, mandate that ELLs, sometimes referred to as English language learners, participate in all state assessments. There is an exception for ELLs 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 (FERPA)** of 1974 protects the 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 their Student State Identification number (nine digits).

The **Health Insurance Portability and Accountability Act (HIPAA)** 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 [NM Court Statutes](#) 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; to 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 to institute a system in which public schools, school districts, and the department are held accountable for ensuring student success (NMSA 22-2C-2).

The act empowers the PED to adopt content and performance standards (22-2C-3) and to establish a statewide system of accountability and assessments (22-2C-4). The act requires all students to participate in state assessments, including students with disabilities and limited English proficiency, who are to be provided accommodations (22-2C-4-E).

# New Mexico Administrative Code

The purpose of the [New Mexico Administrative Codes](#) is to provide regulations that support New Mexico statutes. 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, TAs, and proctors in the administration of state assessments. The PED District Test Coordinator Manual, available on the [DTC Resource Link](#) page, covers these requirements in detail, and all district and school personnel involved in administering student assessments should familiarize themselves with both the administrative code and the manual.

**6.29.1.9, Section M, Statewide Student Assessment System.** Sub-section (1) mandates 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 or the reading subtest only. In this situation, the student’s score on 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 IEP team.
- English learners who have been in U.S. schools for less than three full consecutive years may test in Spanish (no waiver required). With a waiver approved by the PED, they may test in Spanish for an additional two years.
- Students with IEPs shall participate in state assessments, and IEP teams will determine which assessments (i.e., general or alternate) and which accommodations are needed.

## Artificial Intelligence (AI) New Mexico Policies

Artificial intelligence (AI) was originally developed in the 1950s. It has been a part of education for years, working behind the scenes with uses such as analyzing data, helping personalize instruction in online tutoring tools, providing accessibility features through classroom and assessment, and more.

In the 1980s, AI changed with the development of algorithms which employ training data to learn patterns and behaviors for AI users to complete their unique tasks. In November 2022, these capabilities became more publicly available with the release of generative AI tools such as ChatGPT, PowerSchool, and other AI platforms. AI usage expanded into healthcare, retail, business, and education fields.

This new generation AI uses natural language user prompts to create a variety of generative AI uses such as generating text (Text-to-Speech/Speech-to-Text), language translation, word prediction, creating images, and more.

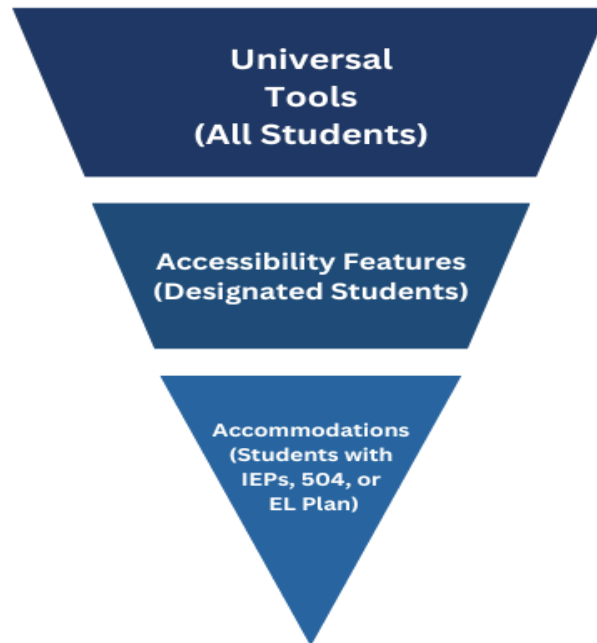
The recent proliferation of generative AI has grown more rapidly than any other technology in history. The US Department of Education's Office of Educational Technology recently published a report titled "[Artificial Intelligence and the Future of Teaching and Learning.](#)" In this report, Dr. Russell Shilling noted, "AI brings educational technology to an inflection point. We can either increase disparities or shrink them, depending on what we do now."

**Current State AI Status:**

The PED's AREA, the Office of Special Education, Curriculum and Instruction, and the Assessment and Accountability Advisory Committee (AAAC) are working in collaboration with the LEAS to develop statewide policies to provide guidance on educational use of AI in districts.

# Three Tiers of Student Supports in Assessment

The Council of Chief State School Officers (CCSSO) and the state education agencies of most states use a tiered approach to assessment student supports. The three tiers can be viewed as an inverted pyramid.



## Tier I, Universal Tools: Available to All Students

The first and broadest tier, Universal Tools, encompasses supports available for any student to use. The purpose of Universal Tools is to provide access for the greatest number of students and to reduce the need for accommodations and alternate assessments. Universal tools provide all students with equal opportunities to demonstrate what they know and can do without changing the construct being measured or the difficulty of the item. Universal Tools build flexibility into assessments, enabling individualized adjustments for students with a broad range of abilities such as gifted and talented, ELLs, students with emotional or language/learning disabilities, other underperforming students, students without disabilities, etc.

For New Mexico computer-based assessment programs, most Universal Tools are features that are built into the testing platform and are available for any student to use during the test. Universal Tools are also available in paper-based assessments (e.g., external highlighter). Refer to the appropriate test manual for more information, as Universal Tools vary from assessment program to assessment program.

## Universal Tools (Tier I) Examples Commonly Include:

Computer-based/Paper-based Modes

- Answer Eliminator/Use of Paper to Cover Responses or Cross Out
- Notepad Pop-up/Blank Paper
- Built-in Calculator/Physical Calculator
- Expand Passage, computer mode only
- Line Reader/Straight Edge
- Pop-up Glossary/Glossary in Footnotes
- Built-in Reference Sheet/Printed Reference Sheet
- Built-in Highlighter/Physical Highlighter
- Zoom View Magnifier/Magnification or Enlargement Device

## Tier II, Accessibility Features: Available to Students with or without an IEP or 504 Plan

The second tier, Accessibility Features, are available to any student, **with or without a legal plan**, but must be designated by a team of educators such as the Student Assistance Team or by an agreement among the teacher, parent, and student in response to individual student needs.

A relatively **small number of students** would require these accessibility features. Assigning too many features may be distracting for students. Students should be assigned only those features which they use regularly in the classroom setting and/or on a practice test.

For New Mexico computer-based assessment programs, accessibility features are tools that must be enabled in the testing platform in advance of the testing day. The types of accessibility features available to students may vary from one assessment program to another.

## Accessibility Features (Tier II) Examples Commonly Include:

Computer-based/Paper-based Modes

- Answer Masking/Use of Paper to Cover Responses or Cross Out
- Color Contrast/Colored Overlays
- For allowed and available for assessed domains, Text-to-Speech/Human Reader



## Tier III, Accommodations: Available Only to Students with an IEP or 504 Plan and ELLs

The third tier of Student Supports, Accommodations, is the most limited, available only to students with an IEP or 504 Plan, or ELLs. Accommodations are changes in procedures or materials that ensure equitable access to instruction and assessment content.

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.

### **Accommodations Features (Tier III) Examples Commonly Include:**

Computer-based/Paper-based modes

- ASL Videos/Human Signer
- Braille Notetaker or Braille Writer/Braille Form
- Headphones as Noise Buffer, any mode
- Human Scribe, any mode
- Test Directions in Native Language for ELLs, any mode
- Word Prediction, computer mode

## Modifications: Changes that Invalidate Test Results

In contrast to accommodations, *modifications* are changes in student response (e.g., allowing use of a dictionary) or test administration (e.g., paraphrasing a test question) that give students an unfair advantage on the assessment. IEP teams may select assessment modifications in order for a student with disabilities to participate in state assessments. However, because modifications change the construct of what the assessment is intended to measure, their use will lead to an invalid test result.

Accommodations must be included in a student's IEP or 504 Plan, or have been assigned by an EL team in order to be assigned during testing. If an accommodation that is not documented on a legal plan is assigned on a state assessment, it can result in the invalidation of the test results.

## Testing Irregularities

A testing irregularity is any incident in the handling or administration of a test that results in questioning the accuracy of the data or security of the test that may or may not result in an invalidation. Irregularities may involve accommodations, issues with technology, a student becoming ill during a test, disruptive student behavior, a fire drill, or other interruption to a test session.

Administering an assessment with an accommodation that is not in a student's legal plan is a testing irregularity. Administering an assessment without an accommodation that is in a student's IEP is also a testing irregularity.

Not all irregularities result in invalid test results. Any irregularity that occurs during a test administration must be reported to the PED according to the process described in the [DTC Test Administrator Manual](#). The PED then determines whether the irregularity invalidates the test result.

Please consult the PED District Test Coordinator Manual, available on the [DTC Resource Link](#) webpage, for what constitutes a testing irregularity and how irregularities are handled.

# Administrative Considerations

In addition to the accessibility supports described in the previous section, school principals and test coordinators may arrange the testing environment and/or schedule in ways that most effectively support student needs.

While most students will test in their regular classroom or group following the regular schedule, teachers, in conjunction with principals, school test coordinators, and parents, may choose to schedule test sessions at different parts of the day or in spaces other than regular classrooms as long as all requirements for testing conditions and test security policies are met. These conditions and policies are set by the PED, districts, and schools. The PED provides the minimum requirements, but districts and schools may choose to set more stringent policies.

In general, changes to the time of day, setting, or conditions of testing are left to the discretion of the IEP Team. Teams may wish to consider scheduling test sessions when students are not likely to be hungry or tired and in settings that minimize distractions.

Administrative considerations include additional time between sessions, preferential seating, and visual, verbal, or tactile reminders to stay on task. Reminders may be verbal (a spoken reminder), visual (e.g., a hand signal or a look), or tactile (e.g., a hand on a student's shoulder).

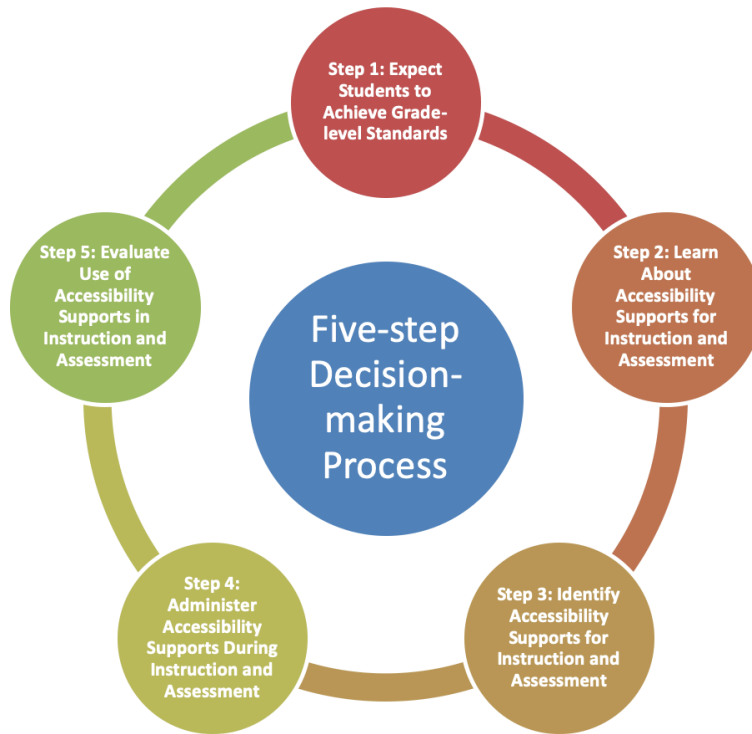
These administrative considerations are available to all students. Administrative considerations should be identified before the beginning of the test window. The instructional team may determine that any student can receive administrative considerations, regardless of the student having an IEP, 504, or being an EL.

# Making Decisions About Student Supports

Accommodations or any other accessibility supports should be assigned only when a team of educators has considered the student's individual needs, determined the support is appropriate and necessary, and ensured the accommodation or accessibility feature is being implemented in the classroom regularly before assigning it during an assessment. The purpose of accommodations is to equalize the assessment environment to allow a student with a disability equal opportunity to perform on the test. Accommodations do not give a student with a disability an advantage over other students in the test environment. The goal is to assess what the student has learned.

This section sets forth a model of decision-making that can help teams make thoughtful and effective decisions about how best to support students on state assessments.

This model is adapted from the CCSSO (2019), hereafter referred to as CCSSO 2019. This document sets forth a five-step process for making optimal decisions about providing accommodations and other accessibility supports in the classroom and on state assessments:



Source: CCSSO Accessibility Manual (2016), p. 69

## Step 1: Expect Students to Achieve Grade-level Standards

Federal law ensures all students have equal access to grade-level academic standards. Providing support in the classroom or on state assessments does not diminish the expectation that all students can achieve grade-level standards. All students should be expected to meet grade-level academic content, English Language Proficiency, or alternate assessment standards when:

- All educators—general education, special education, and language teachers—know the standards and where to locate them.
- Instruction is provided by teachers qualified to teach in the relevant content area.
- Instruction is differentiated to meet individual student needs.
- Individualized approaches to instruction and assessment are in place, and individualized plans are developed for students who need them.
- Appropriate supports are provided to help students access content.

## Step 2: Learn About Accessibility Supports for Instruction and Assessment

Educators should be familiar with the types of assessment supports described in Section 2 of this manual and the individual supports listed in Appendix A.

Educators must understand the difference between accommodations that produce valid test results and modifications that invalidate test results.

It is important to remember that ELP assessments and content area assessments measure different constructs, therefore, different supports may be allowed for each.

For ELLs with disabilities, IEP teams should consider the degree of the student’s language- and disability-related needs. Teams should carefully consider which supports will best alleviate linguistic and disability-related assessment challenges for each student.

## Step 3: Identify Accessibility Supports for Instruction and Assessment

Not all supports will be helpful to all students, and too many supports can confuse students. Some universal tools may need to be turned off if they interfere with student performance.

Any accommodation or accessibility feature must be used in classroom instruction and assessments before it is assigned on a state assessment. Identifying assessment supports for students should include consideration of:

- student abilities, disabilities, and language proficiency;
- which accessibility supports are used in classroom instruction;
- tasks required and barriers to a student’s ability to perform those tasks; and
- which accommodations and accessibility features are permitted on a given assessment.

Decisions should be based on individual student characteristics and needs, not on blanket decisions for groups of students with particular disabilities or at language acquisition levels.

If multiple accessibility supports are employed for a student, educators should be cognizant of the possible interactions of these supports. For instance, the highlighter might change colors if the color contrast is turned on.

The more involved students are in the process of selecting supports, the more likely they are to use them. Educators can work with students to advocate for themselves in selecting, using, and evaluating supports, avoiding employing too many or too few supports.

## Step 4: Administer Accessibility Supports During Instruction and Assessment

Plan the logistics of assessment supports prior to test day. Test administrators (TA) must know what supports each student will be using and how to administer them, including any technology required, and what to do when selected supports do not work well.

On test day, TAs must monitor supports to ensure they are delivered and that technology is working as it should and promptly communicate any problems to Site Testing Coordinators (STC).

## Step 5: Evaluate Use of Accessibility Supports in Instruction and Assessment

Evidence to evaluate the effectiveness of accessibility supports can be collected by observations conducted during test administration and interviews with TAs and students after testing. Evidence on the implementation of supports may indicate the continued use of some or the rethinking of others. The evidence may also indicate areas where TAs need additional training and support.

Questions to guide evaluation at the school and district level:

- Is there documentation that students are regularly receiving accommodations during daily instruction?
- Are procedures in place to ensure accommodations and accessibility features are administered correctly?
- Were teachers and TAs provided formal training on administering accommodations and accessibility features?
- Are students receiving accommodations as documented in student plans?
- Are students (with or without legal plans) receiving accessibility features as recommended by an SAT or other team of educators and parents?
- How well do students who receive certain accessibility supports perform on assessments?
- If students are not meeting the expected level of performance, is it due to the student not having had access to the necessary instruction, not receiving accessibility support, or using ineffective supports?

Questions to guide evaluation for an individual student:

- What supports are used by the student during instruction and assessments? Is it documented in the IEP or 504 plan?
- What are the results of classroom assignments and assessments when accessibility supports are used versus when they are not used?
- If a student did not meet the expected level of performance, is it due to not having access to the necessary grade-level instruction, not receiving supports, or using supports that were ineffective?
- How well did the accommodation(s) and/or accessibility feature(s) work? What evidence is there of success or challenges?
- What difficulties were encountered in using the supports? What are the next steps to remedy?
- Have the characteristics of the student changed over time to warrant a plan change?

# Nonstandard & Emergency Accommodations

## Nonstandard Accommodations

A small number of students need nonstandard accommodations that are not listed in the vendors' accommodations manuals and which must be requested and approved by the PED and documented in a student's IEP or 504 Plan. Examples of frequently approved nonstandard accommodations include

- the presence of a cell phone with a blood glucose monitoring app during testing, and
- administering an assessment to a homebound student in the student's home.

The LEA must receive approval from the PED prior to testing for nonstandard accommodations. To request approval, the Request for Nonstandard Assessment Accommodation must be submitted in the Test Coordinator Portal. Requests must be submitted to the PED a minimum of two weeks prior to the test administration window.

The PED will review the request and provide a response within five business days. The Local Education Agency (LEA) must retain the form for a period of five years from the date of the test. The form can be completed and submitted in the PED [Test Coordinator Portal](#). (For DTCs who are unable to access the portal, send an email to [ped.assessment@ped.nm.gov](mailto:ped.assessment@ped.nm.gov).)

## Reading Domain Exception on Assessment

The Text-to-Speech Feature is not allowable in the ELA Section 1 Reading Test of NM-MSSA. This feature is deactivated by Cognia. There are a few exceptions for utilizing this feature in the Reading Section, which can be requested by using the [Exception for the Reading Domain on Assessments](#) which is included in the index section of this manual.

## Emergency Accommodations

In cases where a student is injured shortly before an assessment (e.g., student breaks an arm and cannot use a mouse for computer-based testing), the student may require accommodations at the last minute when no legal plan is in place.

If there is time, the school can create a 504 Plan for the student in these cases. If the injury occurs too close to the assessment, the DTC can use the Nonstandard Assessment Accommodation form to notify the PED that an accommodation is being put in place to allow a recently injured student to participate in a state assessment.

# Medical Exemption

Students receiving instruction, regardless of being virtual or homebound, are required to participate in state assessments.

Occasionally, a student may have an expected or sudden occurrence leading to a medical condition that prevents participation in assessments. Federal regulation allows such exemptions, which should be requested through the PED [Test Coordinator Portal](#).

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.



# Alternate Assessment

Both federal and state law mandate all students participate in state assessments, including students with disabilities (IDEA 612(a)(16)(A)). For students with the most severe 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)).

Students With Most Significant Cognitive Disabilities (SWSCD) have one or more disabilities that significantly affect intellectual functioning and adaptive behavior. Adaptive behavior is behavior that is essential to live independently and function safely in daily life. SWSCD requires significant instruction and support both in and out of the classroom.

A student's IEP team has the responsibility of determining not if but how the student will participate in state assessments. Following all guidelines in the PED Special Education Bureau's [NM OSE TEAMS/IEP Resource](#), the IEP team determines whether a student with an IEP will participate in the general assessment (with or without accommodations) or the alternate assessment. PED July 2023 guidance directs LEAs to use a determined criteria to identify students as having a "most significant cognitive disability" therefore determining the student's eligibility to be assessed using the alternate assessment. In New Mexico, the alternate assessment is Dynamic Learning Maps® which measures achievement in mathematics, language arts, and science.

Alternate assessments measure alternate achievement standards aligned to the state's challenging academic standards (ESSA 1111(b)(2)(D)(i)). In New Mexico, these are the Common Core State Standards for math and ELA and the NM STEM Ready! Standards for science. Essential Elements are specific statements of knowledge and skills linked to the grade-level expectations identified in the Common Core State Standards. The purpose of the Dynamic Learning Maps® Essential Elements is to build a bridge from the content in the Common Core State Standards to academic expectations for students with the most significant cognitive disabilities. The DLM® alternate achievements standards are Essential Elements, linked with New Mexico's academic standards, although at less-complex skill levels.

## **NM Office of Special Education Definition and Criteria for Students with *Most Significant Cognitive Disability Definition.***

### **All Criteria must be met to qualify for Alternate/Dynamic Learning Maps Assessment:**

A. For a local education agency to classify a student as having a most significant cognitive disability, all of the following must be true:

1. Student is already determined eligible for special education and has an IEP;
2. Student demonstrates cognitive functioning and adaptive behavior which are significantly below age expectations even with program modifications and accommodations (typically characterized as having IQ or adaptive behavior scores 2.5 or more standard deviations below the mean);
3. Student requires intensive, repeated, and direct individualized instruction and substantial supports in order to learn and generalize academic, functional, and adaptive behavior skills across multiple settings;
4. Student requires substantial modifications to access the general education curriculum (*Essential Elements*); and
5. Student has a disability that results in dependence on others for meeting their daily living needs and they are expected to require considerable ongoing support into adulthood.

B. A local education agency shall **not** classify a student as having a most significant cognitive disability based solely on:

1. disability classification;
2. below grade level academic achievement;
3. expected poor performance on the general assessment;
4. anticipated impact of student's scores on accountability system;
5. anticipated disruptive behavior if student takes general assessment;
6. poor attendance;
7. English learner status; or
8. need for accommodations to participate in the general assessment.

## Important Resources:

[DLM® Accessibility and Accommodations Manual 2024–25](#)

[PED’s Alternate Assessment Monitoring and Support Guidance Manual](#)

Federal law limits the percentage of students participating in the alternate assessment to 1% (ESSA 1111(b)(2)(D)(i)(I)). Any LEA that exceeds the cap must submit a justification but the PED may NOT prohibit an LEA from assessing more than 1% of its assessed students with the alternate assessment. PED has established a monitoring system and LEAs exceeding 1% will be placed on Phased System of [PED’s Alternate Assessment Monitoring and Support Guidance Manual](#). In every case, the deciding factor in whether a student is assessed by the general or alternate assessment must be what is best for the individual student, as determined by the IEP team using the New Mexico Public Education Department’s Special Education IEPs, when appropriate, completion of the *IEP’s Addendum for Alternate Assessment from SED*.

# English Language Learners

## Definition of English Language Learner

ESSA defines an ELL as a student who was not born in the United States or whose native language is not English; or who is a native to America 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 (ESSA 8101(20)).

New Mexico identifies students as ELLs using the WIDA screener for students in Grades K–12. Once identified as an ELL, a student’s ELP is assessed annually by the ACCESS for ELLs, or for Students with Significant Cognitive disabilities, by Alternate ACCESS. When a student meets the proficiency cut score on one of these assessments, the student is no longer considered an ELL.

## Participation in Assessments

Both federal and state law require that ELLs participate in state assessments of math, ELA, and science proficiency and that ELLs be provided appropriate accommodations.

A student who has been in US schools for under three years can be assessed in the home language of Spanish in language arts (Standards Based Assessment (SBA) Spanish) . A student can receive a Testing in English waiver for testing in the home language of Spanish for the above-mentioned tests if the districts request this through the Testing in English waiver process. This waiver is valid for one year and can be requested up to two times. No more than two waivers are allowed. ELA may be waived for students whose home language is other than English or Spanish.

In order to be granted a Testing in English Waiver located in the [DTC Workspace](#), a student must be an ELL and must have attended a US school for no more than five years including kindergarten. Please note: Students who are enrolled for the first year in a U.S. school 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 for ELLs assessment, if available, will be substituted for the reading score.

ELLs who have been enrolled in a U.S. school for more than three years but less than five years may test in Spanish if their school-based team determines this is appropriate 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.

ELLs who have been enrolled in a U.S. school for more than five years must test in English but can receive accommodations as indicated by their school-based teams.

<b>English Waiver</b>		
<b>Description of Years Chart</b>		
<b>Year 1</b>	<b>Less than 1 Year in U.S. Schools</b>	
0 less than 1	<ul style="list-style-type: none"> <li>• ELA test may be waived and ELPA (ACCESS) results submitted.</li> <li>• May test in English with or without accommodations or in the home language of Spanish.</li> <li>• No waiver required - do not submit.</li> </ul>	
<b>Year 2–3</b>	<b>More than 1 Year &amp; Less than 3 Years in U.S. Schools</b>	
1 less than 3	<ul style="list-style-type: none"> <li>• May test in English with or without accommodations or in the home language of Spanish.</li> <li>• No waiver required.</li> <li>• Do not submit waiver.</li> </ul>	
<b>Year 4–5</b>	<b>More than 3 Years &amp; Less than 5 Years in U.S. Schools</b>	
3 less than 5	<ul style="list-style-type: none"> <li>• May test in English with or without accommodations or in the home language of Spanish with the PED approval.</li> <li>• Submit waiver to test in Spanish.</li> </ul>	
<b>Year 6</b>	<b>After 5 Years in U.S. Schools</b>	
5 Or more >	<ul style="list-style-type: none"> <li>• Must test in English.</li> <li>• No waiver granted.</li> <li>• Do not submit.</li> </ul>	

The DLM alternate assessment does not provide language translations via the computer but does allow TAs to translate the text for students who are ELLs or who communicate best in a language other than English.

## Accommodations for ELLs: WIDA

### WIDA ELP Testing: (Page 10 of WIDA Accommodations Manual)

The purpose of WIDA assessment is to measure a student's English Language proficiency. Therefore, these accommodations are **never** allowed in WIDA ELP testing:

- Bilingual word-to-word dictionaries
- A test administrator reading aloud any part of the Reading test
- Providing test items in a language other than English
- Allowing responses in a language other than English

The team making accommodations decisions and planning testing for a student with documented disabilities should be multidisciplinary and collaborative. It should include individuals with expertise in second language acquisition. It is helpful to include those who understand how to differentiate between limited English proficiency and a disability. Document testing arrangements, including accommodations, in the student's records.

## Accommodation Overview

- Accommodations help create a more equitable assessment environment for students.
- Each assessment section provides highlights of the primary Universal, Accessibility, and Accommodation Features. For more comprehensive information on each assessment, please review the Accessibility and Accommodation manuals for the specific assessment.
- Accommodations assigned during an assessment are only appropriate if they have been provided to the student regularly in the classroom setting,
- Students should have familiarity with the accommodation being utilized during assessment.
- Each Assessment is unique, and the terms for Universal, Accessibility, and Accommodation features vary for each assessment. For example, NM-MSSA uses the term "Text-to-Speech,, and DLM uses the terms "Audio and Environment Support". Please be sure to review each assessment's requirements.

# New Mexico Measures of Student Success and Achievement/NM-MSSA

## Overview

The NM-MSSA is the summative assessment in math, English language arts, and Spanish language arts for students in grades 3-8, aligned to the New Mexico Common Core Standards and Common Core Español Standards for SLA. The assessment measures a student's grade level proficiency and progress toward college and/or career readiness.

- [Administrative Considerations for All Students](#)
- [Criteria for NM-MSSA/iMSSA Accessibility and Accommodations](#)
- [NM-MSSA Universal Features](#)
- [NM-MSSA Accessibility Features](#)
- [NM-MSSA Accommodations Features](#)
- [NM-MSSA/iMSSA Special Instructions](#)
- [NM-MSSA Resource Links](#)
- [NM iMSSA](#)
- [NM Differences in NM iMSSA vs. NM-MSSA](#)
- [NM-MSSA-iMSSA Embedded and Not Embedded Features](#)
- [NM iMSSA Resource](#)

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

## Administrative Consideration

The following strategies are used to support students with special needs during assessment. These adjustments can help to level the playing field by accommodating a student's unique needs and enabling them to best showcase their abilities and understanding.

Consideration	Description
Small Group Testing	Students are tested in a separate location with a small group of students with matching accessibility features, accommodations, or testing needs as appropriate. Small group sizes can vary from 5–10 students depending on the circumstance and student needs as outlined in the IEP.
Time of Day	Students are tested during a specific time of day based on their individual needs (e.g., ELA in the morning; no testing after lunch).
Separate or Alternate Location	Students are tested in a specifically assigned location.
Specified Area or Setting	Students are tested in a specialized area or setting (e.g., front of the classroom, seat near the door, library, etc.).
Adaptive and specialized equipment or furniture	Students are provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).
Frequent breaks	<p>Guidance on logistics for administering the 2024 Science, Math, and ELA assessments with frequent breaks:</p> <ul style="list-style-type: none"><li>● Medical Breaks: Students take a break due to pre-existing or sudden onset of a temporary or long-term medical condition. Student's testing time stops.</li><li>● Individual Bathroom Breaks: Students request a bathroom break within their overall allotted testing time. Student's testing time does not stop.</li><li>● In-chair Stretch Break: Student pauses and stretches. Student's testing time does not stop.</li><li>● Other Frequent Breaks: according to the PED policy.</li></ul>

# Criteria for NM-MSSA/iMSSA Universal, Accessibility, and Accommodations

1. The Universal Design, Accessibility, or Accommodation feature has been documented in the Student IEP or 504 plan.
2. The student must be familiar with using the Universal feature, Accessibility, or Accommodations feature due to prior usage in the classroom or on class assessments.

## Universal Tools for Computer-based Testing and Their Paper-based Testing Equivalents

This table lists the tools available to students through the computer-based testing platform and the equivalent resources for paper-based testing. The universal tools do not need to be assigned in iTester prior to testing. Students should be familiar with using these tools prior to testing through classroom instruction or practice testing.

NM-MSSA CBT Universal Features and Guidelines	NM-MSSA PBT Universal Features and Guidelines
<p><b>Answer Eliminator</b></p> <p><b>Before Testing:</b>  <u>Assignment in iTester:</u> not assigned prior to testing; available to all students</p> <p><b>During Testing:</b> <i>The Answer Eliminator tool allows students to eliminate response option(s) by placing a strike through over the option.</i></p>	<p><b>Removable Markers</b></p> <p><b>Before Testing:</b>            Materials: Test Administrator provides students with blank masking cards/markers</p> <p><b>During Testing:</b> The student may cover or uncover answer options with external blank masking cards as needed).</p>
<p><b>Blank Scratch Paper</b></p> <p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Assignment in iTester:</u> not assigned prior to testing; available to all students</li> <li>• <u>Materials:</u> Test Administrators must supply at least one page of blank scratch paper (i.e., either unlined, lined, or graph) per student, per unit. If graph paper is used during mathematics instruction, it is recommended that schools provide graph paper as scratch paper for mathematics units. Students with visual impairments may also use Braille paper, raised line paper, bold line paper, raised line graph paper, bold line graph paper, abacus, or Math Window.</li> </ul> <p><b>During Testing:</b> The student uses blank scratch paper (lined, un-lined, or graph) to take notes and/or work through items during testing. Additional pages may be provided as needed. Students are not required to write their names on scratch paper.</p> <p><b>After Testing:</b> Test Administrators are responsible for collecting ALL scratch paper after testing is completed to be securely destroyed. Scratch paper must be securely shredded if it has been used. Schools may reuse unused scratch paper only if the paper is completely blank.</p>	



<p><b>Bookmark</b></p> <p><b>Before Testing:</b>  <u>Assignment in iTester:</u> not assigned prior to testing; available to all students</p> <p><b>During Testing:</b> Students can bookmark or save items to come back to later.</p>	<p><b>Place Markers</b></p> <p><b>Before Testing:</b>  Materials: Test Administrator provides the student with place markers.</p> <p><b>During Testing:</b> The student uses non-sticky place markers to “bookmark” items to review later. All place markers must be removed before the test booklet or answer document is submitted for scoring.</p>
<p><b>Calculator – Mathematics (Calculator Sessions)</b></p> <p><b>Before Testing:</b>  <u>Assignment in iTester:</u> not assigned prior to testing; available to all students</p> <p><b>During Testing:</b> An embedded calculator is available to students taking calculator sessions of the mathematics tests. See the TAM for more information on the calculators available for each grade.</p>	<p>Same as CBT</p> <p><b>Before Testing:</b>  Materials: Test Administrator provides students with handheld calculators for the appropriate grades/sessions. See the TAM for more information on the calculators available for each grade.</p> <p><b>During Testing:</b> Students use handheld calculators on the calculator sessions of the mathematics tests.</p>
<p><b>Expand Passage</b></p> <p><b>Before Testing:</b>  <u>Assignment in iTester:</u> not assigned prior to testing; available to all students</p> <p><b>During Testing:</b> Stimulus passages can be expanded.</p>	<p>n/a</p>
<p><b>Line Reader</b></p> <p><b>Before Testing:</b>  <u>Assignment in iTester:</u> not assigned prior to testing; available to all students</p> <p><b>During Testing:</b> The Line Reader tool can be used to assist in reading by raising and lowering the tool for each line of text on screen. It is resizable and draggable.</p>	<p><b>Straight Edge</b></p> <p><b>Before Testing:</b>  Materials: Test Administrator provides students with blank straight edges.</p> <p><b>During Testing:</b> The student uses a blank straight edge as he or she reads and follows along with the text</p>
<p><b>Note Pad</b></p> <p><b>Before Testing:</b>  <u>Assignment in iTester:</u> not assigned prior to testing; available to all students</p> <p><b>During Testing:</b> The Notepad tool can be used to type notes for each separate test question. The Notepad can be moved around on the screen and resized as desired.</p>	<p>see Blank Scratch Paper</p>

<p><b>Pop-up Glossary</b></p> <p><b>Before Testing:</b>  <u>Assignment in iTester:</u> not assigned prior to testing; available to all students</p> <p><b>During Testing:</b> Students can view definitions of pre-selected words by selecting words with a book icon to launch a pop-up screen with the word's definition.</p>	<p><b>Glossary in Footnotes</b></p> <p><b>During Testing:</b>  The student refers to a glossary of pre-selected, construct-irrelevant words in the footnotes of the paper-based test.</p>
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<b>NM-MSSA CBT Universal Features and Guidelines</b>	<b>NM-MSSA PBT Universal Features Equivalent and Guidelines</b>
<p><b>Reference Sheet</b></p> <p><b>Before Testing:</b>  <u>Assignment in iTester:</u> not assigned prior to testing; available to all students</p> <p><b>During Testing:</b> Available for grades 5–8 mathematics only. The reference sheet provides conversions for units of measurement (e.g., 1 mile = 5280 feet) and geometric formulas (e.g., for parallelograms, <math>A = bh</math>). There is a separate reference sheet for each grade which includes information appropriate for that grade. Students can use the information in the reference sheet to help answer some test questions.</p>	<p><b>Same as CBT</b></p> <p><b>Before Testing:</b>  <u>Materials:</u> Test Administrator provides printed reference sheets to students taking grades 5-8 mathematics tests. The reference sheet provides conversions for units of measurement (e.g., 1 mile = 5280 feet) and geometric formulas (e.g., for parallelograms, <math>A = bh</math>). There is a separate reference sheet for each grade which includes information appropriate for that grade.</p> <p><b>During Testing:</b> Students can use the information in the mathematics reference sheet to help answer some test questions.</p>
<p><b>Sketch Tool (Not available on constructed response items)</b></p> <p><b>Before Testing:</b>  Assignment in iTester: not assigned prior to testing; available to all students</p> <p><b>During Testing:</b> The Sketch tool can be used to sketch, highlight, or underline text on the screen. This tool will only appear on items that do not have a sketchpad widget or rich text editor response option.</p>	<p>see Blank Scratch Paper</p>
<p><b>Text Highlight</b></p> <p><b>Before Testing:</b>  <u>Assignment in iTester:</u> not assigned prior to testing; available to all students</p> <p><b>During Testing:</b> The Text Highlight tool can be used to select text and highlight the selection.</p>	<p><b>Highlighter</b></p> <p><b>Before Testing:</b>  <u>Materials:</u> Test Administrator provides the student with highlighter(s).</p> <p><b>During Testing:</b> The student highlights text as needed to recall and/or emphasize.</p>

NM-MSSA CBT Universal Features and Guidelines	NM-MSSA PBT Universal Features Equivalent and Guidelines
<p><b>Zoom View (magnifier)</b></p> <p><b>Before Testing:</b>  <u>Assignment in iTester:</u> not assigned prior to testing; available to all students</p> <p><b>During Testing:</b> Students can magnify the entire screen in four increments: 100%, 150%, 200%, and 300%.</p>	<p><b>Magnification/Enlargement Device</b></p> <p><b>Before Testing:</b>  <u>Materials:</u> Test Administrator provides the student with a magnification/enlargement device.</p> <p><b>During Testing:</b>  The student uses external magnification or enlargement devices to increase the font or graphic size (e.g., projector, CCTV, eye-glass mounted or hand-held magnifiers, electronic magnification systems, etc.).</p>

# NM-MSSA Accessibility Features for Computer-based and Paper-based Test Equivalents

The District Test Coordinator (DTC) or School Test Coordinator (STC) must assign accessibility features and accommodations embedded in the iTester system before the start of testing. Test Administrators cannot perform this task. For example, the Text-to-Speech accessibility feature must be assigned before scheduling a test and cannot be assigned after the student has logged in to any session of any test without delaying your testing schedule. Other accommodations to be delivered locally are also documented in the portal. Call the New Mexico Help Desk (1-877-676-6722) with any questions related to assigning accommodations in the iTester system.

This table lists the NM-MSSA accessibility features available to students through the computer-based testing platform as well as the equivalent resources for paper-based testing. For students taking computer-based tests, accessibility features must be assigned in iTester prior to testing.

NM-MSSA CBT Accessibility Features	NM -MSSA PBT Accessibility Features
<p><b>Answer Masking</b></p> <p><b>Before Testing:</b>  <u>Assignment in iTester:</u> must be assigned prior to testing</p> <p><b>During Testing:</b> The Answer Masking tool allows students to hide answer options to help narrow down the correct answer.</p>	<p><b>Removable Markers</b></p> <p><b>Before Testing:</b>            Materials: Test Administrator provides students with blank masking cards/markers</p> <p><b>During Testing:</b> The student may cover or uncover answer options with external blank masking cards as needed).</p>
<p><b>Color Contrast</b></p> <p><b>Before Testing:</b>  <u>Assignment in iTester:</u> must be assigned prior to testing</p> <p><b>During Testing:</b> Students can choose a text and background color from a set of 12 predefined color combinations.</p>	<p><b>Colored Overlays</b></p> <p><b>Before Testing:</b>            Materials: Test Administrator provides students with colored overlays.</p> <p><b>During Testing:</b> The student uses colored overlays when taking the assessment. The color should match what is currently used during instruction.</p>
<p><b>Custom Masking</b></p> <p><b>Before Testing:</b>  <u>Assignment in iTester:</u> must be assigned prior to testing</p> <p><b>During Testing:</b> Provides the ability to mask certain parts of the test interface or question.</p>	<p><b>Removable Markers</b></p> <p><b>Before Testing:</b>            Materials: Test Administrator provides students with blank masking cards/markers</p> <p><b>During Testing:</b> The student may cover or uncover answer options with external blank masking cards as needed).</p>

<p><b>Text-to-Speech (English or Spanish)</b></p> <p><b>Before Testing:</b>  <u>Assignment in iTester:</u> must be assigned prior to testing</p> <p><b>During Testing:</b> Students can play, pause, skip, or stop audio. They can select specific text for on-demand audio, and the Gear icon allows students to change the volume or speed of the text being read aloud.</p> <p>Text-to-Speech is not available in the NM-MSSA ELA Reading Section that measures reading skills.</p>	<p><b>Human Reader (English or Spanish)</b></p> <p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• Materials: Human Reader Kits, which include one copy of the student test booklet (and answer document for grades 4–8) and an extra test booklet for Test Administrators.</li> <li>• Test Administrator Training: Test Administrators providing these accommodations must review the following, as applicable:</li> <li>• Human Reader Kits at least two school days prior to paper-based testing, with kits provided to schools for this purpose. Review of Human Reader Kits must occur in a SECURE ENVIRONMENT.</li> <li>• Appendix A: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments.</li> <li>• Appendix I: The 2021 Science/Math/ELA Assessments for Students with Visual Impairments, Including Blindness.</li> </ul> <p><b>During Testing:</b> A student receives an audio representation of the mathematics assessment through a human reader.</p>
<p><b>Reverse Contrast</b></p> <p><b>Before Testing:</b>  <u>Assignment in iTester:</u> must be assigned prior to testing</p> <p><b>During Testing:</b> Inverts color values on the screen.</p>	<p>N/A</p>

# NM-MSSA Accommodations for Students with Disability and English Learners

[NM-MSSA Accommodations](#)

[NM-MSSA/iMSSA Special Instructions](#)

[NM-MSSA Resource Links](#)

## Overview

It is important to ensure that performance in the classroom and on assessments is influenced minimally, if at all, by a student’s disability or linguistic/cultural characteristics that are unrelated to the content being assessed.

For the 2024-25 Math and ELA assessments, accommodations are considered to be adjustments to the testing conditions, test format, or test administration that provide equitable access during assessments for students with disabilities and students who are ELLs. In general, the administration of the assessment should not be the first occasion in which an accommodation is introduced to the student. In addition, Test Administrators administering the assessment or providing accommodations should be an education professional who is familiar with the student, and who is typically responsible for providing the accommodation in the classroom. To the extent possible, accommodations should:

- provide equitable access during instruction and assessments;
- mitigate the effects of a student’s disability;
- not reduce learning or performance expectations;
- not change the construct being assessed; and
- not compromise the integrity or validity of the assessment.

Accommodations are intended to reduce and/or eliminate the effects of a student’s disability and/ or English language proficiency level; however, **accommodations should never reduce learning expectations by reducing the scope, complexity, or rigor of an assessment.** Moreover, accommodations provided to a student on the 2025 Science, Math, and ELA assessments must be generally consistent with those provided for classroom instruction and classroom assessments. There are some accommodations that may be used for instruction or for formative assessments but are not allowed for the summative assessment because they impact the validity of the assessment results – for example, allowing a student to use a thesaurus or access the internet during a 2024, Math, and ELA assessment. There may be consequences (e.g., invalidating a student’s test score) for the use of non-allowable accommodations during the 2024, Math, and ELA assessments. It is important for educators to become familiar with policies regarding accommodations used for the 2024, Math, and ELA assessments.

The guidelines provided in this manual are intended to ensure that valid and reliable scores are produced on the 2024 Math and ELA assessments, and that an unfair advantage is not given to students who receive accommodations. Outside of the guidance provided in this manual,

changes to an accommodation or the conditions in which it is provided may change what the assessment is measuring, and will likely call into question the reliability and validity of the results regarding what a student knows and is able to do as measured by the assessment.

To the extent possible, accommodations should adhere to the following principles:

- Accommodations enable students to participate more fully and fairly in instruction and assessments and to demonstrate their knowledge and skills.
  - Accommodations should be based upon an individual student's needs rather than on the category of a student's disability, level of English language proficiency alone, level of or access to grade-level instruction, amount of time spent in a general classroom, current program setting, or availability of staff.
  - Accommodations should be based on a documented need in the instruction/assessment setting and should not be provided for the purpose of giving the student an enhancement that could be viewed as an unfair advantage.
  - Accommodations for students with disabilities should be described and documented in the student's appropriate plan (i.e., either the IEP or 504 plan).
  - Accommodations for ELLs should be described and documented.
  - Students who are ELLs with disabilities qualify to receive accommodations for both students with disabilities and ELLs. Accommodations should become part of the student's program of daily instruction as soon as possible after completion and approval of the appropriate plan.
  - Accommodations should not be introduced for the first time during the testing of a student.
  - Accommodations should be monitored for effectiveness.
- Accommodations used for instruction should also be used, if allowable, on local district assessments and state assessments.

In the event that a student was provided a test accommodation that was NOT LISTED in their IEP, 504 plan, or was not documented for an EL, or if a student was NOT PROVIDED a test accommodation listed in his or her IEP/504 plan/documentation for an EL, the school must follow each state's policies and procedures for notifying the state assessment office.

[NM-MSSA Accommodations](#)

[NM-MSSA/iMSSA Special Instructions](#)

[NM-MSSA Resource Links](#)

The accommodations for students with disabilities that describe changes in the assessment format and method in which the assessment is administered. The table outlines the before, during and after testing activities necessary to successfully administer these accommodations.

Accommodations for students with disabilities must be assigned to the student in the iTester portal before testing. This information is included in the “before testing” guidance.

NM-MSSA CBT Accommodation Features and Guidelines	NM-MSSA PBT Accommodation Features and Guidelines
<p><b>Allow Accessibility Mode Testing</b> (See Assistive Technology Device Presentation [Non-Screen Reader], Assistive Technology Device Responses)</p>	
<p><b>Assistive Technology Device Presentation (Non-Screen Reader), Assistive Technology Device Responses</b></p> <p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• Assignment in iTester: must be assigned prior to testing</li> <li>• Note: Test coordinators should ensure the Allow Accessibility Mode (AAM)</li> <li>• Accommodation is turned on for all students who will require Windows-based third-party accessibility software.</li> <li>• Testing: Assistive technology should be tested using a practice test to determine whether the assistive technology will interact with iTester and can be used successfully during computer-based testing. For more information, refer to the Testing With Third Party Assistive Technology guidelines available <a href="#">here</a>.</li> </ul> <p><b>During Testing:</b> Students may use a range of assistive technologies on the 2024 Science/Math/ELA assessments, including devices that are compatible with the online testing platform, and those that are used externally on a separate computer.</p> <p><b>After Testing:</b> Test Administrators are responsible for collecting all non-scorable student work created from assistive technology devices. Content must be cleared off all devices. Paper non-scorable student work must be securely shredded.</p> <p>For PBT administration, responses must be transcribed verbatim by a test administrator in a standard student test booklet or answer document. Only transcribed responses will be scored. Refer to Appendix B: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</p>	



NM-MSSA CBT Accommodation Features and Guidelines	NM-MSSA PBT Accommodation Features and Guidelines
<p><b>ASL Videos (Mathematics or ELA)</b></p> <p>(see also Presentation Options for ELA)</p> <p><b>Before Testing:</b>  <u>Assignment in iTester:</u></p> <ul style="list-style-type: none"> <li>• must be assigned prior to testing</li> <li>• If a student does not use ASL, a human interpreter and separate test setting will be required.</li> </ul> <p><b>During Testing:</b> The student views an embedded video of a human interpreter. The student may pause and resume the video but cannot adjust the pace.</p>	<p>see Human Signer</p>

<p><b>Basic/Scientific Calculator on Non-calculator Sections of the Mathematics Test</b></p> <p>(See also Mathematics Tools [Non-calculator Sections])</p> <p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• Assignment in iTester: must be assigned prior to testing</li> <li>• Materials: for PBT administration, the TA provides students with handheld calculators for the appropriate grades/sections, as follows:</li> <li>• Grades 3–5, all sessions: a four-function calculator with square root and percentage functions</li> <li>• Grades 6–7, Session 1, Section A: a four-function calculator with square root and percentage functions</li> <li>• Grade 8, Session 1: a scientific calculator</li> </ul> <p><b>During Testing:</b></p> <ul style="list-style-type: none"> <li>• For CBT administration, the student has access to the embedded basic or scientific calculator (depending on grade) while taking the non-calculator section(s) of the computer-based test mathematics test.</li> <li>• For PBT administration, the student uses an appropriate handheld calculator.</li> </ul>
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<p><b>Braille Notetaker, Braille Writer</b></p> <p><b>Before Testing:</b>  <u>Assignment in iTester:</u> must be assigned prior to testing</p> <p><b>During Testing:</b> A student who is blind or has a visual impairment may use an electronic Braille notetaker or Braille writer. The grammar checker, internet, and stored file functionalities must be turned off. For students using Braille forms, the Test Administrator's directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet, answer document, or iTester.</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Student responses generated using an electronic Braille notetaker or Braille writer must be transcribed verbatim by a Test Administrator into the student's standard test booklet, answer document, or iTester. Only transcribed responses will be scored. Responses must be transcribed by the teacher of the student with visual impairment or a Test Administrator supervised by the teacher of the student with visual impairment.</li> <li>• Refer to Appendix B: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</li> </ul> <p>Test Administrators are responsible for collecting all non-scorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Non-scorable student work must be securely shredded.</p>
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NM-MSSA CBT Accommodation Features and Guidelines	NM-MSSA PBT Accommodation Features and Guidelines
<p><b>ELA Text-to-Speech English (Presentation Option)</b></p> <p><b>Purpose:</b> The purpose of the text-to-speech, ASL video, Human Reader, and Human Signer accommodations for the ELA assessment is to provide access to printed or written texts on the ELA assessments for a very small number of students with print-related disabilities who would otherwise be unable to participate in the assessment because their disability severely limits or prevents their ability to access printed text by decoding. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level.</p> <p>• <u>Assignment in iTester:</u> must be assigned prior to testing</p>	<p><b>See Human Reader, Human Signer</b></p>

<p><b>Headphones as Noise Buffer</b></p> <p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Assignment in iTester:</u> must be assigned prior to testing</li> <li>• Materials: Test Administrator provides the student with headphones.</li> </ul> <p><b>During Testing:</b> The student uses headphones or noise buffers to minimize distraction or filter external noise during testing. If headphones are used only as noise buffers, they should not be plugged into the student’s device.</p>
<p><b>Human Reader (English or Spanish)</b> (see also Presentation Options for ELA)</p> <p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Assignment in iTester:</u> must be assigned prior to testing</li> <li>• Materials: Human Reader Kits, which include one copy of the student test booklet (and answer document for grades 4–8) and an extra test booklet for Test Administrators.</li> <li>• Test Administrator Training: Test Administrators providing these accommodations must do the following, as applicable: <ul style="list-style-type: none"> <li>• Review Human Reader Kits at least two school days prior to paper-based testing, with kits provided to schools for this purpose. Review of Human Reader Kits must occur in a SECURE ENVIRONMENT.</li> <li>• Review Appendix A: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments.</li> <li>• Review Appendix I: The 2023 Math and ELA Assessments for Students with Visual Impairments, Including Blindness.</li> </ul> </li> </ul> <p><b>During Testing:</b> A human reader will read the test to a student. The student may either be tested in a small group or a separate setting based on the student’s experiences during classroom assessments.</p>

## Human Signer

In cases where a student requires a sign language accommodation on the English language arts (ELA) assessments and/or a sign language accessibility feature on the mathematics assessments, and for whom the American Sign Language (ASL) video accommodation is not appropriate, a human signer must be provided. Human signers for 2024 Math and ELA assessments must follow these procedures during testing to ensure the standardization of the signed presentation to the students. (See Special Instructions for Human Signer Requirements)

### Before Testing:

- [Assignment in iTester](#): must be assigned prior to testing
- Test Administrator Training: Human Signers must review:
  - Test administration scripts included in the Test Administrator’s Manual.
  - Appendix H: Human Signer Guidelines (signers only).

**During Testing:** A human signer will sign the test to a student. The student may either be tested in a small group or a separate setting based on the student’s experiences during classroom assessments.

## Human Signer for Test Directions

### Before Testing:

- [Assignment in iTester](#): must be assigned prior to testing
- Test Administrator Training: Human Signers must review:
  - Test Administrator Scripts included in the Test Administrator’s Manual.
  - Appendix H: Human Signer Guidelines (signers only).

**During Testing:** A human signer will sign the test directions to a student. The student may either be tested in a small group or a separate setting based on the student’s experiences during classroom assessments.

## Mathematics Tools (Non-calculator Sections)

### Before Testing:

- Purpose: The purpose of the mathematics tools on the non-calculator sections accommodation is to provide access for students with a disability that severely limits or prevents their ability to perform basic calculations (i.e., student is unable to perform single-digit addition, subtraction, multiplication, or division). For these students, a calculation device may be used on the non-calculator AND calculator sections of the mathematics assessments. The IEP or 504 plan must specify which device(s) or manipulatives.
- Assignment in iTester: must be assigned prior to testing
- Materials:
  - Allowable mathematics tools include:
    - Arithmetic tables (e.g., addition charts, subtraction charts, multiplication charts; division charts).
    - Two-color chips (e.g., single-sided or double-sided).
    - Counters and counting chips.
    - Square tiles.
    - Base 10 blocks.
    - 100s chart.

A student with a visual impairment may need other mathematics tools, such as a large print ruler (embedded ruler is designed in 18-point font), Braille ruler, tactile compass, or Braille protractor.

During Testing: A student uses a calculation device (e.g., four-function calculator, large key, or other adapted calculator), arithmetic table (including addition/subtraction and/or multiplication/division charts), and/or manipulatives (IEP or 504 plan must specify which device or manipulative) on the NON CALCULATOR SECTIONS of the mathematics assessments. If a talking calculator is used, the student must use headphones or be tested in a separate setting.

Important Guidelines for identifying students to receive this accommodation: IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying students to receive this accommodation. If all guidelines are NOT met, and the student is given Calculation Device and Mathematics Tools without proper documentation, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a "non-participant" for the mathematics assessment.)

In making decisions about whether to provide the student with this accommodation, IEP teams, and 504 Plan Coordinators should consider whether the student has:

- A disability that severely limits or prevents the student's ability to perform basic calculations (i.e., single-digit addition, subtraction, multiplication, or division), even after varied and repeated attempts to teach the student to do so.

Before listing the accommodation in the student's IEP/504 plan, teams should also consider whether:

- The student is unable to perform calculations without the use of a calculation device, arithmetic table, or manipulator during routine instruction.
- The student's inability to perform mathematical calculations is documented in evaluation summaries from locally-administered diagnostic assessments.
- The student receives ongoing, intensive instruction and/or interventions to learn to calculate without using a calculation device, in order to ensure that the student continues to learn basic calculation and fluency.

For a student who receives this accommodation, no claims should be inferred regarding the student's ability to perform basic mathematical calculations without the use of a calculator.

## Paper-Based Edition

### Before Testing:

- Assignment in iTester: not assigned/documentated in iTester
- Materials: Paper-Based Edition of the assessment

**During Testing:** For schools administering the computer-based assessments, a paper-based assessment is available for students who (1) are unable to take a computer-based assessment due to a disability; (2) recently entered the school and has very little or no prior experience or familiarity with technology; (3) attend a school providing paper-based assessments as the primary mode; or (4) are unable to access an online assessment due to religion or beliefs.

## Paper-Based Edition Braille

### Before Testing:

- Assignment in iTester: not assigned/documentated in iTester
- Materials: Braille Kits are required for administration. Braille Kits include Test Administrator Braille Scripts, one copy of the student's paper Braille Assessment, and a standard test booklet or answer document for transcription.
- Test Administrator Training: Test Administrators of students with visual impairments must review.
- Braille Kits, which will be provided to schools at least two full school days prior to testing in a Secure Environment for the Test Administrator to verify that the Braille code is accurate on the test booklet cover and review the Braille test administration scripts, including information specific to administering paper-based Braille. Important: Reading, viewing, copying, or reproducing passages or test items is prohibited.
- Appendix I: The 2023 Math and ELA Assessments for Students with Visual Impairments, Including Blindness.
- If needed by the student, Braille test booklets or answer documents may be disassembled for testing (but must be reassembled for return). It is critical that Test Administrators count the number of pages in the test booklet or answer document prior to disassembling the test booklets or answer documents to help ensure that all pages are returned.

**During Testing:** A student who is blind or has a visual impairment and is unable to take the computer-based test with a refreshable Braille display may take the ELA and mathematics assessments using the hard-copy contracted Braille edition. Tactile graphics are already embedded in the hard copy Braille edition. For students using Braille forms, the Test Administrator directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet or answer document.

### After Testing:

- Responses must be transcribed verbatim by a Test Administrator in a standard student test booklet or answer document, which is included in the Braille Test Kit. Only transcribed responses will be scored.
- Refer to Appendix B: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol.
- Test Administrators are responsible for collecting all non scorable student work created from assistive technology devices. Content must be deleted from all devices. Non-scorable student work must be securely shredded.

## Paper-based Edition Large Print

### Before Testing:

- Assignment in iTester: not assigned/documented iTester
- Materials: Large Print Test Kits include a large print test booklet and a standard test booklet or answer document for transcription.
- Test Administrator Training: Test Administrators of students with visual impairments must review Appendix I: The Spring 2024 Math and ELA Assessments for Students with Visual Impairment, Including Blindness.

### During Testing:

A large print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment. The font size for the large print edition will be 18-point on paper sized 11" x 17". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in a large print test booklet. For constructed response items, students will write their answers on the lines provided in their large print test booklets. In mathematics, students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers. Test Administrators should refer to the TAM Scripts for instances where they should demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student).

### After Testing:

Responses must be transcribed verbatim by a Test Administrator in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a District Test Coordinator or School Test Coordinator. Refer to Appendix B: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.

## Presentation Options for ELA

- ELA Text-to-Speech English
- ASL Video (ELA)
- Human Reader
- Human Signer

### Before Testing:

- Purpose: The purpose of the text-to-speech, ASL video, Human Reader, and Human Signer accommodations for the ELA assessment is to provide access to printed or written texts on the ELA assessments for a very small number of students with print-related disabilities who would otherwise be unable to participate in the assessment because their disability severely limits or prevents their ability to access printed text by decoding. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level.
- Assignment in iTester: must be assigned prior to testing
- Materials: Human Reader Kits, which include one copy of the student test booklet (and answer document for Grades 4-8) and an extra test booklet for Test Administrators (Human Reader/Signer).

- **Test Administrator Training:** Test Administrators providing these accommodations must review the following, as applicable:
  - Human Reader Kits at least two school days prior to paper-based testing, with kits provided to school for this purpose. Review of Human Reader Kits must occur in a secure environment.
  - Appendix A: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments.
  - Appendix F: ELA Audio Guidelines.
  - Appendix H: Human Signer Guidelines (signers only).
  - Appendix I: The 2023 Math and ELA Assessments for Students with Visual Impairments, Including Blindness.
  - The Kiosk User Guide, available at [newmexico.onlinehelp.cognia.org/cbt-guides/](http://newmexico.onlinehelp.cognia.org/cbt-guides/), for Text-to-Speech functionality

**During Testing:** A student receives an audio representation of the ELA assessment either through embedded text-to-speech, embedded ASL video, or a Human Reader/Signer. For Human Reader, the Test Administrator will need to reference Appendix F: ELA Audio Guidelines. Note: If headphones are not used for text-to-speech, or the student has a Human Reader or Signer, the student must be tested in a separate setting.

Important Guidelines on identifying students for these accommodations: IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying students to receive these accommodations on the ELA assessments. If all guidelines are NOT met, and the student is given the text-to-speech, ASL video, or Human Reader/Human Signer accommodation on an English language arts (ELA) assessment, the student’s assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a “non-participant” for the English language arts (ELA) assessment).

In making decisions on whether to provide a student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has:

- Blindness or visual impairment and has not learned (or is unable to use) Braille; OR
- A disability that severely limits or prevents him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text); OR
- Deafness or hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation.

Before listing the accommodation in the student’s IEP or 504 plan, teams/coordinators should consider whether:

- the student has access to printed text during routine instruction through a reader, other spoken text audio format, or signer;
- the student’s inability to decode printed text or read Braille is documented in evaluation summaries from locally-administered diagnostic assessments; and the student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue to attain the important college and career-ready skill of independent reading.

Decisions about who receives this accommodation will be made by IEP teams and 504 Plan Coordinators. For a student who receives one of these accommodations, no claims should be inferred regarding the student’s ability to demonstrate foundational reading skills (i.e., decoding).

**Before Testing:**

- Assignment in iTester: must be assigned prior to testing
- **Materials and Equipment**: iTester screen reader compatibility has been tested with JAWS 19 and 20; for optimal screen reader usage, PED recommends using JAWS 19 or 20. A Braille testing kit is required for test administration.
- **Screen Reader Testing**: Screen reader software should be tested using a practice test to determine whether the assistive technology will interact with iTester and can be used successfully during computer-based testing. For more information, refer to the Testing With Third Party Assistive Technology guidelines available [here](#).
- **Test Administrator Training**: Test Administrators should review Appendix I: The 2024 Science, Math, and ELA Assessments for Students with Visual Impairments, Including Blindness.

**During Testing:** A student who is blind or has a visual impairment takes the Mathematics or ELA assessments using his or her preferred screen reader software with a refreshable Braille display. A student who uses a screen reader with refreshable Braille will also need a tactile graphics booklet, which contains only the graphics portion of test questions and visual descriptions of pictures and multimedia where applicable. If the student is not using headphones, the student must be tested in a separate setting.

**After Testing:** Tactile graphics booklets contain secure item content and should be handled as secure test materials. Test Administrators should return tactile graphics to Test Coordinators. Test Coordinators must return tactile graphics with the non-scorable materials.



- **Tactile graphics will be embedded in the Braille Paper Form assessments when needed.**

**After Testing:** Braille booklets contain secure item content and should be handled as secure test materials. Test Administrators should return Braille materials to Test Coordinators. Test Coordinators must return Braille materials with the non-scorable materials.

Screen Reader

**Before Testing:**

- Assignment in iTester:
  - must be assigned prior to testing
  - For ELA, the student does not use a refreshable Braille display or hard copy Braille edition because they have either not yet learned, or are unable to use Braille.

Materials and Equipment: iTester screen reader compatibility has been tested with JAWS 19 and 20; for optimal screen reader usage, PED recommends using JAWS 19 or 20. A Braille testing kit is required for test administration.

- Screen Reader Testing: Screen reader software should be tested using a practice test to determine whether the assistive technology will interact with iTester and can be used successfully during computer-based testing. For more information, refer to the Testing With Third Party Assistive Technology guidelines available here: [newmexico.onlinehelp.cognia.org/cbt-guides](http://newmexico.onlinehelp.cognia.org/cbt-guides).
- Test Administrator Training: Test Administrators should review Appendix I: The 2023 Science, Math, and ELA Assessments for Students with Visual Impairments, Including Blindness.

**During Testing:** A student who is blind or has a visual impairment takes the assessments using his or her preferred screen reader software. A student who uses a screen reader will also need a tactile graphics booklet, which contains only the graphics portion of test questions and visual descriptions of pictures and multimedia, where applicable. If the student is not using headphones, the student must be tested in a separate setting.

**After Testing:** Tactile graphics booklets contain secure item content and should be handled as secure test materials. Test Administrators should return tactile graphics to Test Coordinators. Test Coordinators must return tactile graphics with the non scorable materials.

See Paper form Braille

## Speech-to-Text

### Response Options

- **Speech-to-Text**
- **Human Scribe**

#### Before Testing:

- Assignment in iTester:
  - must be assigned prior to testing
  - If a student is using an allowable third-party external Assistive Technology that provides speech-to-text functionality that will interact with iTester, see Assistive Technology Device Responses for additional information.
- **Materials:** External device provided by the student, if needed. If the student uses speech-to-text software, such as Dragon® Naturally Speaking, then a separate computer must be provided; one to run the assessment on iTester and a second computer to run the software. iTester does not contain embedded speech-to-text software.
- **Test Administrator Training:** Test Administrators providing the scribe accommodation must review Appendix B: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.

**During Testing:** Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration.

Note: iTester does not have embedded Speech-to-Text functionality—students must use allowable Assistive Technology or an external third-party device (responses must be transcribed).

#### After Testing:

- Responses must be transcribed exactly as dictated/signed (e.g., the human scribe may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. Only transcribed responses will be scored.
- Refer to Special Instructions: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.
- Test Administrators are responsible for collecting all paper non scorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

## See Human Scribe

A human scribe is identified by the LEA and assigned to assist students with the NM-MSSA assessment. This individual helps write or input answers on an examination for someone who is unable to do so for themselves. The scribe role is to accurately record the student's responses without offering advice, guidance, or implying answers. (See Special Instructions Section for more details)

## Human Signer

A human signer will sign the test directions to a student. The student may either be tested in a small group or a separate setting based on the students' experiences during classroom assessments.

## Tactile Graphics

### Before Testing:

- [Assignment in iTester](#): must be assigned prior to testing
- See Screen Reader for additional information.

### During Testing:

- A student who is blind or has a visual impairment and uses a screen reader or refreshable Braille will also need a Braille kit in order to access tactile graphics.

### After Testing:

- Student responses generated using the External Word Prediction Device software must be transcribed verbatim by a Test Administrator into iTester. Only transcribed responses submitted in iTester will be scored. Note: If the student is writing his/her responses directly into iTester through the external software for word prediction, then transcribing is not necessary.
- Refer to Appendix B: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.
- Test Administrators are responsible for collecting all non scorable student work created using external word prediction device software. Test-related content must be deleted from all devices. Non-scorable student work must be securely shredded.

Important Guidelines for identifying students to receive this accommodation: IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation.

In making decisions about whether to provide the student with this accommodation, IEP teams, and 504 Plan Coordinators are instructed to consider whether the student has:

- A physical disability that severely limits or prevents the student from writing or keyboarding responses; or
- A disability that severely limits or prevents the student from recalling, processing, and expressing written language, even after varied and repeated attempts to teach the student to do so.

Before listing the accommodation in the student's IEP/504 plan, teams/ coordinators are instructed to consider whether:

- The student's inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments;
- The student routinely uses a word-prediction device or software during classroom writing assignments; and
- The student receives ongoing, intensive instruction, and/or intervention in language processing and writing, as deemed appropriate by the IEP team/504 Plan Coordinator.

NM-MSSA CBT Accommodation and Guidelines	NM-MSSA PBT Accommodation and Guidelines
<p><b>Word Prediction (Embedded)</b></p> <p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>● <u>Assignment in iTester:</u> <ul style="list-style-type: none"> <li>○ must be assigned prior to testing</li> <li>○ be available on English language and Spanish language tests</li> <li>○ available to users on Chromebook, Mac, and Windows</li> </ul> </li> <li>● This accommodation requires extra files to be downloaded to the student's workstation when they log into their test. Therefore it is recommended that students with this accommodation log in a few minutes before or after other students in the test group to minimize the download time.</li> </ul> <p><b>During Testing:</b> Students will have access to the CoWriter word prediction application in any open-ended items. It does not require a current CoWriter account.</p> <ul style="list-style-type: none"> <li>● <u>Assignment in iTester:</u> must be assigned prior to testing</li> </ul>	<p>N/A</p>

NM-MSSA CBT Accommodation Features and Guidelines	NM-MSSA PBT Accommodation Features and Guidelines
<p><b>Word Prediction (Not Embedded/External Device needed)</b></p> <p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>● <u>Assignment in iTester:</u> <ul style="list-style-type: none"> <li>○ must be assigned prior to testing</li> <li>○ If a student is using an allowable 3rd party external Assistive Technology that provides speech-to-text functionality that will interact with iTester, see Assistive Technology Device Responses for additional information.</li> </ul> </li> <li>● Materials: External Word Prediction Device.</li> </ul> <p><b>During Testing:</b> The student uses an external word prediction device that provides a bank of frequently- or recently-used words on-screen after the student enters the first few letters of a word. The student must be familiar with the use of the external device prior to assessment administration. The device may not connect to the internet or save information.</p>	<p>N/A</p>

**After Testing:**

- Student responses generated using the External Word Prediction Device software must be transcribed verbatim by a Test Administrator into iTester. Only transcribed responses submitted in iTester will be scored. Note: If the student is writing his/her responses directly into iTester through the external software for word prediction, then transcribing is not necessary.
- Refer to Appendix B: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.
- Test Administrators are responsible for collecting all non scorable student work created using external word prediction device software. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

Important Guidelines for identifying students to receive this accommodation: IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation.

In making decisions about whether to provide the student with this accommodation, IEP teams, and 504 Plan Coordinators are instructed to consider whether the student has:

- A physical disability that severely limits or prevents the student from writing or keyboarding responses; or
- A disability that severely limits or prevents the student from recalling, processing, and expressing written language, even after varied and repeated attempts to teach the student to do so.

Before listing the accommodation in the student's IEP/504 plan, teams/ coordinators are instructed to consider whether:

- The student's inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments;
- The student routinely uses a word-prediction device or software during classroom writing assignments; and
- The student receives ongoing, intensive instruction, and/or intervention in language processing and writing, as deemed appropriate by the IEP team/504 Plan Coordinator.

## Text-to-Speech

The Text-to-Speech Feature is not allowable in the ELA Section 1 Reading Test of NM-MSSA. This feature is deactivated by Cognia. There are a few exceptions for utilizing this feature in the Reading Section, which can be requested by using the [Exception for the Reading Domain on Assessments](#) which is included in the [Appendix D](#) of this manual.

For Text-to-Speech, select the Text-to-Speech option appropriate and applicable to the student to enable this accommodation. Note that for the NM-MSSA, Text-to-Speech is treated as an accessibility feature for the Mathematics assessment and an accommodation for the ELA assessment.

## New Mexico State Policy on Text-to-Speech

**Directions:** For SWD and ELLs who are unable to decode text visually. Read aloud test directions, not test items. Hearing directions read allows the content, not the language, to be tested. Definitions of words are not provided. PBT may be used individually or in small-group testing.

**Test items:** For students who are unable to decode text visually. Scripted oral accommodation in English. Allows the content, not the language, to be tested. Used individually or in small group testing with PBT. Refer to the test manual when assigning ELA assessments.

## Use of Speech-to-Text/Voice-Recognition Software/Devices

Speech-to-text conversion, or voice recognition, software allows students to dictate responses into their computer microphone and have the responses converted to printed text. For this accommodation, students will use their own assistive technology devices at a separate computer station equipped with speech-to-text/voice recognition software in order to respond to multiple-choice, open-ended items, and extended responses on the 2024 Math, and ELA assessments.

Students who use voice recognition software routinely, and for whom this accommodation is listed in their IEP, may use speech-to-text/ voice recognition software as an accommodation on the 2024 Math and ELA assessments. Students must become familiar with the software and must have opportunities to practice using it prior to testing. It is also important that students who use speech-to-text devices be given the opportunity to develop planning notes using speech-to-text and to view what they produce via speech-to-text.

Upon completion of a test, the student's responses should be printed out and the guidelines for transcribing student responses followed.

## Human Scribe: (NM-MSSA/iMSSA/ASR)

Scribing a student's responses by an adult Test Administrator is a response accommodation that allows students to provide test responses to an adult Test Administrator who writes or types the responses directly onto the assessment for the student. Students receiving the scribe accommodation may respond to assessment items either:

- verbally;
- using a speech-to-text device or other augmentative/assistive communication device (e.g., picture/ word board);
- signing (e.g., American Sign Language, signed English, cued speech);
- gesturing;
- pointing; or
- eye-gazing.

Note: Scribing may include "dragging and dropping" selected response items, as appropriate.

The scribe accommodation is appropriate for students with a physical disability that severely limits or prevents the student's motor process of writing, typing, or recording responses during testing. This includes students with reduced ability to record responses due to pain, fracture, paralysis, loss of function, or loss of endurance, as well as students whose handwriting is indecipherable or illegible. Scribes are also an appropriate accommodation for students who have a documented disability in the area of written expression which results in significant interference in their ability to express their knowledge in writing/keyboarding, even after varied and repeated attempts to teach the student to do so.

If a student requires a scribe due to a recently occurring, though temporary, illness or injury, a Nonstandard Accommodations Request Form must be completed and kept on file at the school.

If a student requires a scribe due to an ongoing inability to express his or her responses through writing/ keyboarding, this should be documented in evaluation summaries from locally-administered diagnostic assessments and must be listed in the student's IEP or 504 plan. The student should be receiving ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team or 504 Plan Coordinator.

The use of a scribe is permitted in the following NM-MSSA, Math, and ELA assessments:

- Mathematics;
- English Language Arts (ELA) assessments for Evidence-based Selected Response, and Technology;
- Enhanced Constructed Response items; and
- ELA assessments for Prose Constructed Responses. Note: For this accommodation, refer to selection and administration guidelines in the Accessibility Features and Accommodations Manual.

## Qualifications of the Scribe

Individuals who provide the scribe accommodation to a student must:

- be trained by the school or district, as indicated in the Test Administrator Manuals;
- sign a Confidentiality Agreement Form; and
- be fluent in receptive and expressive American Sign Language (ASL), signed English, or other sign system, for students who are deaf or hard of hearing.

Preferably, the scribe will already be familiar with and have experience scribing for the student. If the scribe is unfamiliar with the student, then scribe and student should have the opportunity to practice the scribing process together prior to taking the assessment.

## Administering the Scribe Accommodation

- A scribe may administer the scribe accommodation only to one student at a time during a test session. The student must be tested in a separate setting.
- The scribe must write legibly if transcribing a student's response into a test book.
- The scribe must transcribe responses verbatim from the student, and may not prompt or restate (or sign) words or parts, as needed.
- A student using a scribe must be given the same opportunity as other students to plan and draft a constructed response. The scribe may write an outline, plan, or draft exactly as directed by the student without any cueing and guidance to the student.
- The scribe should be informed of the preferred method or format for response before the date of the assessment. During testing, the student may dictate constructed responses either:
  1. Directly to a human scribe who records the responses at the time they are given (computer- and paper-based testing),
  2. Into a speech-to-text converter (e.g., voice recognition software), augmentative communication device, or assistive technology device to be transcribed by the scribe at a later time into the online testing platform or onto a paper-based book/answer document). A student must be given the opportunity to review and edit his or her responses before they are finalized in the online testing platform or paper-based test book/answer document.
- When using a speech-to-text converter, augmentative communication device, or other for transcription purposes unless the device being used does not have the capability to print. In cases where printing a response is not possible, scribing must take place as the student dictates or otherwise produces the response. All electronic files must be deleted immediately after the testing session.
- The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the test session.



## Scribe Parameters During the Assessment

### The following scribing practices are acceptable:

- The scribe may ask “Are you finished?” Or “Is there anything you want to add or delete?”
- The scribe may respond to procedural questions asked by the student such as, “Do I have to use the entire space to answer the question?” The scribe may indicate “no.”
- If the student requests that the scribe read a response that was already dictated, the scribe must read what the student dictated previously in an even voice, being careful not to cue the student to errors.

### The following scribing practices are unacceptable:

- The scribe cannot influence the student’s response in any way.
- The scribe cannot give the student specific directions, clues, or prompts; e.g., “First, set the equations equal to one another;” or “Make sure that the equation is set equal to zero.”
- The scribe cannot tell the student if his/her answer is correct or incorrect.
- The scribe cannot answer a student’s questions related to the content; e.g., “Is this the right way to set up the problem?” Or “Can you tell me what this word means?”
- The scribe cannot alert the student to mistakes he/she made during testing.

### Special Considerations When Scribing for a Student Who Uses Sign Language or Cued Speech

- The scribe for a student who signs their responses must be fluent in ASL, signed English, or other sign systems the student uses.
- When responses are dictated by a student using American Sign Language (or other signed system), the scribe may ask clarifying questions regarding the use of classifiers. Classifiers give descriptive information about a noun or verb such as location and kind.
- The scribe will write the student’s responses in English. The transcription of ASL will not be done in a word-to-word format, but instead will be written in English without changing or enhancing the meaning of the content, adding information, or explaining concepts unknown to the student (e.g., student signs “HOUSE WHITE LIVE THERE ME.” Scribe writes “I live in the white house.”)
- Scribe must follow all other acceptable scribing practices.

## **Paper-based Assessment**

### **Administering the Large-Print Version**

Students who are administered a large-print version of the NM-ASR or NM-MSSA must be given a large-print test material packet. The packet includes a large-print instructions sheet, a large-print test booklet, and a standard-sized test booklet and answer document.

Consider the following when administering the large-print test:

- Test administrators should read the directions and scripts from the TAM the same way as for a standard administration.
- The large-print test booklet is 11" × 17". It is recommended that these tests be administered to students at tables (perhaps library-sized) to allow for the booklet's size and to ensure student comfort.

### **Additional Guidelines for the English Language Arts (ELA) Assessment Prose Constructed Responses**

#### **Capitalization and Punctuation**

For the English language arts (ELA) Assessment Prose Constructed Responses only, the student is responsible for all capitalization and punctuation. This can be accomplished either after testing or during testing using one or more of the following Rules for Punctuation:

1. After dictation: The student can dictate the entire response at one time. The scribe will write/ type the response without capitalization and punctuation. When the student is finished dictating, the scribe will show the response to the student. The student will tell the scribe which letters are to be capitalized and where punctuation should be added.
2. During dictation: The student may add capitalization and punctuation as he/she dictates.
  - a. For example, when stating the sentence "The fox ran." The student will say, "Capital T, the fox ran, period."
  - b. If a sentence includes other punctuation, for example, a comma, the student must indicate the comma. For example, when stating, "The boy bought apples, oranges, and bananas." The student will say, "Capital T, the boy bought apples, comma, oranges, comma, and bananas, period."

Students must be given the opportunity to proofread their responses, even if they provide capitalization and punctuation during dictation.

## **Special Considerations When Scribing for a Student Who Uses Sign Language or Cued Speech**

- The scribe for a student who signs their responses must be fluent in ASL, signed English, or other sign systems the student uses.
- When responses are dictated by a student using American Sign Language (or other signed system), the scribe may ask clarifying questions regarding the use of classifiers. Classifiers give descriptive information about a noun or verb such as location and kind.

## **Use of Speech-to-Text/Voice Recognition Software/Devices**

Speech-to-text conversion, or voice recognition, software allows students to dictate responses into their computer microphone and have the responses converted to printed text. For this accommodation, students will use their own assistive technology devices at a separate computer station equipped with speech-to-text/voice recognition software in order to respond to multiple-choice, open-ended items, and extended responses on the 2021 Science, Math, and ELA assessments. Students who use voice recognition software routinely, and for whom this accommodation is listed in their IEP, may use speech-to-text/voice recognition software as an accommodation on the 2021 Science, Math, and ELA assessments. Students must become familiar with the software and must have opportunities to practice using it prior to testing. It is also important that students who use speech-to-text devices be given the opportunity to develop planning notes using speech-to-text and to view what they produce via speech-to-text.

## **Guidelines for Transcribing Student Responses (Paper-based testing only)**

- Certain situations involving scribing of responses during administration of 2021 Science, Math, and ELA assessments may require a Test Administrator to transcribe a response in a standard, scorable test booklet or answer document. These situations may include:
  - Answers were recorded in the wrong section of a Test Booklet or Answer Document, or in an incorrect Test Booklet or Answer Document.
  - A student takes the test using a special test format that requires answers to be transcribed (e.g., large print).
  - A student uses a speech-to-text converter, augmentative communication device, or assistive technology device to be transcribed by the scribe at a later time.
  - As an accommodation, a student records answers in a test booklet, answer document, or on blank paper, instead of in the required Test Booklet or Answer Document.
  - A Test Booklet or Answer Document becomes unusable (e.g., torn, wrinkled).
  - If a response must be transcribed after test administration is completed, at least two persons must be present during any transcription of student responses. One of these persons will be the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be an authorized District Test Coordinator or School Test Coordinator.

## Human Reader/ASL in ELA Reading Session 1 (NM-MSSA/iMSSA)

**NOTE: Section 1 (Reading) of NM-MSSA/iMSSA Text-to-Speech is deactivated by Cognia**

- Students must meet all the criteria based on the PED Assessment Decision form to be provided
- Human Reader or ASL rather than Text-to-Speech.
- Text-to-Speech is **never** available in Session 1 (ELA Reading Section) of the NM-MSSA, This section measures reading, and providing Text-to-Speech would invalidate this portion of the test
- Cognia has deactivated Text-to-Speech in Reading Session 1 of the ELA.
- A decision-making tool is provided below for rare circumstances where a human reader or ASL
- May be substituted for Text-to-Speech.
- The IEP team must agree that all these criteria have been met and documented.

### [Appendix D: Exception to Reading Domain](#)

## Human Signer: (page 133 of AFAM)

Procedures for Human Signers Providing the Human Signer Accommodation for the ELA Assessments or the Human Signer Accessibility Feature for the Mathematics Assessments

1. Signers must be trained on test administration policies by local Test Coordinators, as indicated in the Test Administrator Manuals (TAM).
2. Signers should use signs that are conceptually accurate (except for SEE2 users), with or without simultaneous voicing, translating only the content that is printed in the test book or on the computer screen without changing, emphasizing, or adding information. Signers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way. Signers must do their best to use the same signs if the student requests a portion repeated.
3. Signers must sign (or sign and speak when using Sim-Com [Simultaneous Communication]) in a clear and consistent manner throughout test administration, using correct production, and without inflections that may provide clues to, or mislead, a student. Signers should be provided a copy of the test and the Test Administrator's Manual (which includes the test administrator's directions) two school days prior to the start of testing, in order to become familiar with the words, terms, symbols, signs, and/or graphics that will be signed by the student. Review of the test materials must occur in a SECURE ENVIRONMENT.
4. Signers should emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or inflection is permitted.

## Human Reader:

Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments: In cases where a student requires a text-to-speech accommodation on the English language arts (ELA) and/or a text-to-speech accessibility feature on the mathematics assessments, but cannot participate in the computer-based assessment and takes the paper-based assessment instead, a Human Reader must provide the accommodation to the student. Human Readers who provide the accommodation to a student on the English language arts (ELA) or the accessibility feature on the mathematics assessments must follow these procedures during testing to ensure the standardization of the oral presentation of the assessments.

Procedures for Human Readers Providing the Human Reader Accommodation for ELA Assessments or the Human Reader Accessibility Feature for the Mathematics Assessments

1. Readers must be trained locally to administer each assessment, as indicated in the Test Administrator Manual (TAM). Readers must sign the Staff Confidentiality Agreement available at [webnew.ped.state.nm.us/bureaus/assessment-3/district-test-coordinator/](http://webnew.ped.state.nm.us/bureaus/assessment-3/district-test-coordinator/).
2. Readers must speak in a clear and consistent voice throughout the test administration, using correct pronunciation, and without vocal inflections that may provide clues to, or mislead, a student.
3. Readers should be provided a Human Reader Kit (which includes a copy of the test and the test administrator's directions) two school days prior to the start of testing, in order to become familiar with the words, terms, symbols, signs, and/or graphics that will be read aloud to the student. Readers must also refer to Appendix F: ELA Audio Guidelines and/or Appendix G: Mathematics Audio Guidelines to ensure consistency in how items are read. Note: Review of Human Reader Kits must occur in a SECURE ENVIRONMENT.
4. Readers must read verbatim (word for word) only what is printed in the test book (or in rare cases, on the computer screen) without changing, emphasizing, or adding words. Readers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way.
5. Readers should emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or vocal inflection is permitted.
6. Readers may repeat passages, test items, and response options, as requested, according to the needs of the student. Readers should not rush through the test and should ask the student if they are ready to move to the next item.
7. Readers may not attempt to solve mathematics problems, or determine the correct answer to a test item while reading, as this may result in pauses or changes in inflection which may mislead the student.
8. Readers must attempt to maintain a neutral facial expression, neither smiling nor frowning during the test, which may be interpreted by the student as approval or disapproval of the student's answers.

9. Readers must be familiar with the student’s IEP or 504 plan, and should know in advance which accommodations are required by the student, and for which test (ELA and/or Mathematics) the student is designated to receive a Human Reader.

10. Readers must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, closed circuit television (CCTV), abacus, braille, slate and stylus, etc.

11. Signers may repeat passages, test items, and response options, as requested, according to the needs of the student. Signers should not rush through the test and should ask the student if they are ready to move to the next item.

12. Signers may not attempt to solve mathematics problems, or determine the correct answer to a test item while signing, as this may result in pauses or changes in inflection which may mislead the student.

13. Signers must use facial expressions consistent with sign language delivery and must not use expressions which may be interpreted by the student as approval or disapproval of the student’s answers.

14. Test Administrators must be familiar with the student’s Individualized Education Plan (IEP) or 504 plan, and should know in advance which accommodations are required by the student,

## NM-MSSA Resource Links

[Cognia Website](#)

[Itester Portal](#)

[Itester Practice Tests](#)

[Emetric Lighthouse Practice Portal](#)

[Cognia Practice Test Site](#), Note: see Cognia Online Testing Tab, for demo account login criteria.

[AFAM 2024-25](#)

[All NM PED Assessment Accommodations Manuals](#)

[NM-MSSA Fact Sheet](#)

## Overview

The iMSSA is a “mini-summative” designed interim assessment that measures progress toward grade level standards.



The Interim Measure of Student Success and Achievement assessments are state-supported interim in Reading, Language Usage, and Mathematics. The iMSSA interim assessment is provided statewide by the PED at no additional cost to districts and charter schools. Districts and charter schools have the flexibility to use the iMSSA or another locally-procured assessment to meet the state’s 3-8 interim assessment requirement.

- [iMSSA Fact Sheet](#)
- [Accommodation Differences in iMSSA versus NM-MSSA](#)
- [NM-MSSA/iMSSA Embedded and Not Embedded Test Features](#)
- [NM-MSSA Not Embedded](#)
- [NM-MSSA/iMSSA Not Embedded](#)
- [ELL NM-MSSA/iMSSA Embedded](#)
- [ELL NM-MSSA/iMSSA Not Embedded](#)
- [Links to All Cognia Resources: Main Website, Test Portal, Practice Tests](#)

See NM-MSSA Section for a completed list of accommodations that mirror iMSSA.

## Accommodation Differences in iMSSA Versus NM-MSSA

**All accommodations available on the NM-MSSA/ASR Summative tests are the same except for these features:**

- ASL videos are not available for iMSSA.
- Spanish is only available for math in iMSSA. (SLA is only available for NM-MSSA.)
- Spanish is only available in CBT form for iMSSA. (For NM-MSSA, this is available in paper, LP paper, and Braille paper.)

# NM-MSSA/iMSSA Embedded and Not Embedded Test Features

## NOTE: Differences in NM-MSSA and iMSSA:

- ASL videos are not available for iMSSA.
- Spanish is only available for math in iMSSA. (SLA is only available for NM-MSSA.)
- Spanish is only available in CBT form for iMSSA. (For NM-MSSA, this is available in paper, LP paper, and Braille paper.)

## EMBEDDED ACCOMMODATIONS: ELA, Math (NM-MSSA)

### EMBEDDED: Cognia CBT UNIVERSAL DESIGN CBT Tools

#### ELA, Math (NM-MSSA)

Content Area	Accommodation	IEP/504 Embedded	E/L Embedded	Summative	Interim	Formative
ELA, Math	Answer Eliminator	YES	YES	X	X	X
Math (calculator unit)	Basic Calculator/Scientific Calculator	YES	YES	X	X	X
ELA, Math	Bookmark	YES	YES	X	X	X
ELA, Math	Expand Passage	YES	YES	X	X	X
ELA, Math	Line Reader	YES	YES	X	X	X
ELA, Math	Notepad	YES	YES	X	X	X
ELA, Math	Pop-up Glossary	YES	YES	X	X	X
Math	Protractor	YES	YES	X	X	X
ELA, Math	Reference Sheet	YES	YES	X		
Math	Ruler	YES	YES	X	X	X
ELA, Math	Sketch Tool (Not available on constructed response items)	YES	YES	X	X	X
ELA, Math	Text highlighter	YES	YES	X	X	X
ELA, Math	Zoom view (magnifier)	YES	YES	X	X	X



# NM-MSSA Not Embedded

## NOT EMBEDDED: Cognia CBT UNIVERSAL DESIGN CBT Tools ELA, Math and Science (NM-MSSA)

Content Area	Cognia /Itester Accommodation	IEP/504 Embedded	E/L Embedded	Summative	Interim	Formative
ELA, Math	Headphones as Noise Buffer	NO	NO	X	X	X
ELA,Math	Read Aloud to Self	NO	NO	X		

New Sheet with Definitions and Accommodation/Accessibility and Universal Design Features

## EMBEDDED: (ACCESSIBILITY FEATURES) ELA, Math and Science (NM-MSSA)

Content Area	Cognia /Itester Accommodation	IEP/504 Embedded	EL Embedded	Summative	Interim	Formative
ELA, Math	Answer Masking	YES	YES	X	X	X
ELA, Math	Color Contrast	YES	YES	X	X	X
ELA, Math	Custom Masking	YES	YES	X	X	X
ELA, Math	Reverse Contrast	YES	YES	X	X	X
Math	Text-to-Speech (English or Spanish)	YES	YES	X	MATH ONLY	MATH ONLY AND ENGLISH ONLY

# NM-MSSA/iMSSA Not Embedded

## NOT EMBEDDED ACCOMMODATIONS: ELA, Math (NM-MSSA)

These may require external technical support or assistive devices.

Content Area	Accommodation	Embedded	Summative	Interim	Formative
ELA, Math	Assistive Technology Device Presentation	NO	X		
ELA, Math	Assistive Technology Device Responses	NO	X		
ELA, Math	Braille Notetaker	NO	X		
ELA, Math	Braille Writer	NO	X		
ELA	Human Reader	NO	X		
ELA, Math	Human Scribe	NO	X		
ELA, Math	Human Signer	NO	X	X	X
ELA, Math	Human Signer for Test Directions	NO	X		
ELA, Math	Paperform	NO	X		
ELA, Math	Paper form Braille	NO	X		
ELA, Math	Paper form Large Print	NO	X		
ELA and Math	Refreshable Braille Display with Screen Reader	NO	X		
ELA and Math	Screen Reader	NO	X	Math Only	Math Only
ELA, Math	Speech-to-Text	NO	X		
ELA, Math	Tactile Graphics	NO	X		
ELA, Math	Word Prediction	NO	X		

## ELL NM-MSSA/iMSSA Embedded

### EMBEDDED: English Language Accommodations (ELL) ELA, Math and Science (NM-MSSA)

Content Area	Accommodation	EL	Summative	Interim	Formative
ELA, Math	Allow Accessibility Mode Testing	YES	X	X	X
ELA and Math Not available for iMSSA	ASL Videos	YES	X		
ELA/SLA	Text-to-Speech	YES	X		
ELA, Math	Word Prediction (Embedded) * (English only)	YES	X		

These may require external technical support or assistive devices.

## ELL NM-MSSA/iMSSA Not Embedded

### NOT EMBEDDED: English Language Learner Accommodations ELA, Math (NM-MSSA)

Content Area	Accommodation	EL	Summative	Interim	Formative
ELA, Math	Commercial Word-to-Word Dictionary	NO	X		
ELA, Math	Customized Dual Language Glossary	NO	X		
ELA, Math	Directions in Native Language	NO	X		
ELA, Math	Picture Dictionary	NO	X		
Math	Pocket Word-to-Word Translator	NO	X		
Math	Spanish form with Text-to-Speech	NO	X	X	

[iMSSA Resources](#)

[Additional Support NM-iMSSA](#)

[iMSSA Test Administrator's Manual](#)

[All NMPED Assessment Accommodations Manuals](#)

[Cognia Data Interaction iMSSA Scores](#)

[Cognia iMSSA Training](#)

[iMSSA Fact Sheet](#)

# New Mexico Assessment for Science Readiness (NM-ASR)

[Overview](#)

[NM-ASR Universal, Accessibility, and Accommodations](#)

[NM-ASR Resource Links](#)

## NM-ASR Overview

### NEW MEXICO ASSESSMENT OF SCIENCE READINESS (NM-ASR) | GRADES 5, 8, 11 | SUMMATIVE

The New Mexico Assessment of Science Readiness is New Mexico’s statewide summative assessment for science, administered at the end of Grades 5, 8, and 11. As the NM-ASR is a single measure at the end of a grade band, interpretations and uses of NM-ASR scores should be supplemented with additional measures, including information from classroom summative and formative assessments in science.

## NM-ASR Universal, Accessibility, and Accommodations

The New Mexico Assessment of Science Readiness (NM-ASR) has tools available in Kite<sup>®</sup> Student Portal to help students. Universal tools are available to all students while other tools are only available to students who have a need identified in their Individual Education Plans, Section 504 Plans, EL Plan, or statement of student needs.

**Special Instructions: These tools must be set up in the Kite Educator Portal in PNP Settings (see below).**

Available tools vary by grade. All tools and accommodations work on all supported devices.

## TOOLS AND ACCOMMODATIONS FOR THE NM-ASR

The New Mexico Assessment of Science Readiness (NM-ASR) has tools available in Kite<sup>®</sup> Student Portal to help students. Universal tools are available to all students while accommodations are only available to students who have a need identified in their Individual Education Plans, Section 504 Plans, or EL Plan. Accommodations must be set up in the Kite Educator Portal in PNP Settings (see below). Some accommodations are available to students outside of the student assessment platform.










Available tools vary by grade. All tools and accommodations work on all supported devices.

## NM-ASR Tools and Accommodations for Computer-Based Testing




The New Mexico Assessment of Science Readiness (NM-ASR) has tools available in Kite® Student Portal to help students. Universal tools are available to all students. Designated supports are available for use by any student with an identified need. Accommodations are only available to students who have a need identified in their Individual Education Plan (IEP), Section 504 plan, or English-Learner Plan (ELP). Accommodations and Designated Supports must be set up in [Kite Educator Portal](#) in the student’s Personal Needs & Preferences Profile (see below).

Note: Some Accommodations and Designated Supports are available to students outside of Kite Student Portal (Non-Embedded Supports). Available tools may vary by grade. All tools and supports are usable on all supported devices.

### Universal Tools Available to ALL Students







Icon	Tool	Description
	Breaks	Breaks may be given at predetermined intervals, or after the completion of a single testlet if multiple are being administered in one session.
	Eraser	Remove highlighting and striker marks from the screen.
	Expandable Stimulus / Question	Students can drag the divider bar or select options to display the question, the passage, or both in full screen.
	Guideline	Follows the pointer and lightly highlights the text of a reading passage line by line.
	Help	Help text bubble explaining how to answer the question based on the question type.
	Highlighter	Select text on the screen and highlight the selected text with a pink background.
	Keyboard Navigation	Displays keyboard location to user as they use standard keyboard options to navigate through interactive content.
	Mark for Review	Flags a question for later review.
	Notes	Displays a yellow rectangle on the screen to type notes about the test content and organize their thoughts.
	Periodic Table	Displays a standard periodic table with specific element information. For students taking the Grade 11 Paper Form, a printed version of the Period Table will be supplied.
	Pointer	Select content in the assessment.
	Pop-Up Glossary	View definitions of pre-selected, construct-relevant words. On Spanish forms, definitions will be given in Spanish. For students taking Paper Form, definitions are included as footnotes.
	Scratch Paper	Blank scratch paper or whiteboard/marker for use during the assessment. Scratch paper must be destroyed, and whiteboard must be erased when testing is complete.
	Screen Magnification	Magnify (Zoom) the screen 2.0X, 3.0X, 4.0X or 5.0X. <hr/> <b>Note:</b> Student must select magnification tool to turn this feature on.
	Separate Setting	Test location is altered so that the student is tested in a setting different from what is available for most students.



Icon	Tool	Description
	Sketch Pad	Draw in a window area, work with shapes and lines, add text, arrows, and colors.
	Spell Check	For constructed response items, students have access to spell checking tool that flags words that the student misspells within Kite Student Portal.
	Striker	Place a line through a multiple-choice answer choice to eliminate that choice.
	Text to Speech (TTS)*	Synthetic voice is available to read directions, stimulus, items, and response options aloud. <hr/> <b>Note:</b> This setting is available to all students. It does not need to be set in the PNP. <hr/>
	Writing Tools	For extended response items, students have access to standard writing tools such as bold, italics, underline, bullets, and numbering.


\*Requires speakers or headsets.



## Designated Supports Available to SOME Students who have an Identified Need

Icon	Tool	Description
	Auditory Calming*	Provides relaxing, peaceful music that plays in the background. Students have options of what music to play.
	Color Contrast	Sets a text color and background color (hex color codes) with options for grey/black, yellow/black, green/white, red/black, or custom.
	Color Overlay	Displays a light color background on the screen behind content with options for blue, yellow, grey, red, green, or custom.
	Magnification	The magnification setting enlarges the screen during an assessment to a default magnification level. Students also have the option to zoom in and out.
	Masking: Answer Choice or Custom	Displays a masked area on the screen. Answer choice masking inserts a masked area on all multiple-choice response options. Custom masking provides a tool for students to create their own masked areas. Students may remove masked areas by closing each box.
	Reverse Contrast	Sets the text color to white and the background color to black.

\*Requires speakers or headsets.

## Accommodations Available to Students who have an IEP, 504, or EL plan

Icon	Tool	Description
	American Sign Language (ASL)	View ASL videos of assessment content.
	ASL Interpreter	A human ASL interpreter is provided to the student to interpret items and responses.
	Braille Form (UEB with Nemeth)	Braille form that parallels the online form; uses contracted braille and tactile graphics. Braille forms must be requested through the Ordering system in Educator Portal by the ordering deadline.
	Paper Form (Regular, Large Print, Spanish)	Paper-based form that parallels the online form. Paper forms must be requested through the Ordering system in Educator Portal by the ordering deadline.

Icon	Tool	Description
	Read Aloud (Items and Passages)	Test content is read aloud via an external screen reader or a by a trained human reader. <hr/> Note: Test content includes phenomena (also called Passages), items, and response options.
	Scribe (Items Only, Items & Performance Tasks)	Students dictate their responses to a human who records verbatim what they dictate.
	Single Switch	Student uses a single-switch to interact with elements on the screen.
	Speech to Text	Embedded voice recognition allows students to use their voices as input devices to the computer to dictate responses to extended response items.
	TTS: Text & Graphics*	A synthetic voice describes graphics and reads details about the table more descriptively (i.e., “The title of the table is...”, “The first column heading is...”, etc.) <hr/> NOTE: All students have access to TTS for stimuli, items, and responses. This accommodation should be used with students with a visual disability.
	Translated Form (Spanish)	Sets the language of the form to Spanish. Used with both computer-based test and paper-based test.

\*Requires speakers or headsets.

## Personal Needs & Preferences (PNP) Profile

The PNP helps meet the needs of all learners. It defines a learner’s needs and preferences for digitally delivered resources or services. PNP options are broken into three categories:

1. **Accommodations:** Accommodations should be used in instruction and assessment throughout the year.
2. **Designated Supports:** Designated supports are available for use by any student for whom the need has been indicated by an educator (or team of educators including the parents/guardians and the student, if appropriate) who is familiar with the student’s characteristics and needs. Designated supports should be used throughout the student’s daily instruction. Avoid using a designated support that the student is not familiar with.
3. **Universal Features:** Accommodations are available to students whose IEP, Section 504 plan, or ILP outlines the need. Accommodations are changes in procedures or materials that ensure equitable access to instructional and assessment content and support valid assessment results for students who need them.

PNP options are further broken down into Embedded and Non-Embedded options. Embedded options are available in the computer-based assessment within Kite Student Portal. Non-Embedded options are provided externally.

## Special Forms – Spanish, Paper, Large Print & Braille

Students who have a need identified in their Individual Education Plans, Section 504 Plans, or EL Plan, requiring a special form assignment must have these selections made in the student’s PNP and be ordered in [Kite Educator Portal](#). Special forms available for the NM-ASR include computer-based Spanish, English paper, large-print paper, Spanish paper, and braille (UEB with tactile graphics). Please see the [NM-ASR Test Coordinator Manual](#) for information about assigning and ordering special forms for students.

## External Devices Used for Accommodations

Students often use external devices as accommodations that are essential for instruction. Many of these, such as special keyboards and monitors or eye gaze readers typically work as intended and can be used freely with the Kite Student Portal applications. Other devices may need prior approval and a special set up. If your student’s device does not work with Kite Student Portal, please contact PED for approval and instructions on how to proceed.



Note: A great way to determine if your student’s device works with Kite Student Portal is by taking a Technology Practice Test. See the [NM-ASR Practice Test Guide](#) for details.

## Quick Guide to NM-ASR Accessibility

	Universal Features For all students	Designated Supports For some students	Accommodations IEP   504 Plan   ELP
<b>EMBEDDED</b>	Eraser Expandable Stimulus / Question Guideline Help Highlighter Keyboard Navigation Mark for review Notes Periodic Table Pointer Pop-Up Glossary Screen Magnification <sup>1</sup> Sketch pad Spell Check Striker Text to Speech (TTS) <sup>2</sup> Writing Tools	Auditory Calming Color Contrast Color Overlay Magnification <sup>1</sup> Masking (Answer Choice or Custom) Reverse Contrast	American Sign Language (ASL) Keyword Translation Single Switch Speech to Text TTS: Text & Graphics <sup>2</sup> Translated Form (Spanish)
<b>NON-EMBEDDED</b>	Breaks Scratch Paper Separate setting		ASL Interpreter Braille Form (UEB with Nemeth) Paper Form (Regular English, Spanish, Large Print) Read Aloud (Items & Passages) Scribe (Items Only OR Items & Performance Tasks)

<sup>1</sup>The magnification tool is available to all students on all assessments but can be set to be automatically activated for students as a designated support.

<sup>2</sup>TTS is available to all students on directions, phenomena, items, and responses. TTS: Text & Graphics should be set in the student PNP for students needing additional descriptions of visual elements like tables and graphics.

### Getting Help

The Kite Service Desk provides support to educators through phone calls, email, and live chat in Kite Educator Portal.

- **Phone:** 855-519-0571
- **Email:** [nm-asr-support@ku.edu](mailto:nm-asr-support@ku.edu)
- **Hours:** 6:00am - 4:00pm M-F MT  
**Extended Hours:** 6:00am - 7:00pm MT (four weeks before and one week after the testing window)

Accommodations Provided Outside The System	
Accommodation	Description
Breaks	Test administrators may pause and resume test sessions as needed to provide students a break.
Separate Setting	Students can take the assessment in an individual setting away from peers and distraction.
Human Read Aloud – Directions	Test administrator available to read assessment directions only.
Human Read Aloud – Directions & Items	Test administrator available to read assessment item information including stem and answer options and graphic and table descriptions.
Human Scribe	Test administrator available to transcribe for students. This includes selecting answer options as well as transcribing text for the student.

## Personal Needs Profile (PNP)

The PNP helps meet the needs of all learners. It defines a learner's needs and preferences for digitally delivered resources or services. Three categories in the PNP can be modified on a student's profile in Educator Portal:

1. "Display Enhancements": how resources are to be presented and structured;
2. "Language & Braille": how content is communicated to the learner; and,
3. "Audio & Environment Support": how content is audibly delivered, and the testing environment is adapted to fit a learner's needs.

## Special Forms – Spanish, Paper, Large Print & Braille

Students who have a need identified in their Individual Education Plans, Section 504 Plans, or EL Plan, requiring a special form assignment must have these selections made in the student's Personal Needs and Preferences (PNP) in Kite Educator Portal. Forms available for the ASR include Spanish, paper, large-print and braille. Please see the NM-ASR Test Coordinator Manual for information about assigning and ordering special forms to students.

[NM-ASR Website](#)

[NM-ASR Test Blueprint](#)

[NM-ASR Resources PED Assessment](#)

[NM-ASR KITE Educator Portal](#)

[All NMPED Assessment Accommodations Manuals](#)

[NM-ASR Fact Sheet](#)

# Dynamic Learning Maps® (DLM)

## Overview

DLM assessments maximizes access to the general education curriculum for students with the most significant cognitive disabilities and ensures that all students with disabilities are included in assessment and accountability. The student's Individualized Education Program (IEP) must indicate placement in alternate assessments for math, ELA and science rather than SAT, MSSA, and ASR.

- [DLM® Participation Criteria](#)
- [DLM® Special Instructions: Dynamic Learning Maps® Requirement Guidelines](#)
- [DLM® Required Personal Needs Profile and First Contact Survey](#)
- [Using TIPS-Testlet Information Page in DLM®](#)
- [DLM® Accessibility and Accommodation Features](#)
- [DLM® Resource Links](#)

## DLM® Participation Criteria

**LEAs must utilize and document all participation criteria listed below to qualify a student for an alternate assessment/Dynamic Learning Maps.**

NOTE: Under ESSA, state participation of students on the alternate assessment may not exceed 1% of the tested students on all assessments within each subject area (English language arts, mathematics, and science). States exceeding the 1% cap may submit a request for a waiver from the U.S. Department of Education; however, states must also develop a plan to work with districts to meet the 1% cap.

To help New Mexico maintain less than a 1% cap, utilization of this matrix is one important part of the PED Assessments training and monitoring plan to assist districts with properly identifying most significantly cognitively disabled students who qualify for DLM®.

Participation Criterion	Participation Criterion Descriptors	Agree (yes) or Disagree (No)? Provide Documentation for each
<p>The student has a most significant cognitive disability.</p>	<p><b>New Mexico State Definition</b></p> <p>Section (A)</p> <ol style="list-style-type: none"> <li>1. Student is already determined eligible for special education and has an IEP;</li> <li>2. Student demonstrates cognitive functioning and adaptive behavior which are significantly below age expectations even with program modifications and accommodations (typically characterized as having IQ or adaptive behavior scores 2.5 or more standard deviations below the mean);</li> <li>3. Student requires intensive, repeated, and direct individualized instruction and substantial supports in order to learn and generalize academic, functional, and adaptive behavior skills across multiple settings;</li> <li>4. Student requires substantial modifications to access the general education curriculum; and</li> <li>5. Student has a disability that results in dependence on others for meeting their daily living needs and they are expected to require considerable ongoing support into adulthood.</li> </ol> <p>Section (B)</p> <p>A local education agency shall not classify a student as having a most significant cognitive disability based solely on:</p> <ol style="list-style-type: none"> <li>1. disability classification;</li> <li>2. below grade level academic achievement;</li> <li>3. expected poor performance on the general assessment;</li> <li>4. anticipated impact of student's scores on accountability system;</li> <li>5. anticipated disruptive behavior if student takes general assessment;</li> <li>6. poor attendance;</li> <li>7. English learner status; or</li> <li>8. need for accommodations to participate in the general assessment.</li> </ol>	<p>Yes / No</p>

<p>The student is primarily being instructed (or Taught) using the DLM® Essential Elements as content standards.</p>	<p>English Language Arts-Essential Elements Link:  <a href="#">ELA Essential Elements</a></p> <p>Mathematics Essential Elements Link:  <a href="#">Math Essential Elements</a></p> <p>Science Essential Elements Link:  <a href="#">Science Essential Elements</a></p>	<p>Yes / No</p>
<p>The Student requires extensive direct individualized instruction and substantial supports to achieve measurable goals in the grade-and age-appropriate curriculum.</p>	<p>The student a. requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature, and b. uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.</p> <p>The DTC shall in accordance with department rules and standards:</p> <ol style="list-style-type: none"> <li>1. ensure all procedures for standardized testing comply with 6.10.7.12 NMAC</li> <li>2. Collaborate with appropriately licensed personnel to ensure appropriate accommodations and test placement for students with disabilities and English Language learners</li> <li>3. Ensure the appropriate test assignment placement for all students.</li> </ol> <p>See Guidance from PED legal July 2023 and NMAC 6.10.7.9</p>	<p>Yes / No</p>

## DLM® Special Instructions

### No DLM® Testlets can be administered without the completion of the First Contact Survey and the Personal Needs Profile

All First Contact Surveys must be completed by November 15, 2024 ([Draft 2024–25 Assessment Schedule](#))

- To access a student’s First Contact Survey, please review instructions on pages 39-45 [Educators Portal Guide](#)
- Students will not receive testlets if the First Contact Survey is not submitted.
- Educators who are familiar with the student should complete the First Contact Survey.

[Video: How to Complete DLM® First Contact Survey and PNP](#)

## Personal Needs Profile

### What is the PNP?

The Personal Needs and Preferences (PNP) Profile is also completed in Educator Portal and includes information about display enhancements, language and Braille, and audio and environmental supports a student may need for the assessment. Educators who are familiar with the student should complete the PNP.

It provides demographic information about the student and establishes appropriate accessibility feature assignments.

### What is the First Contact Survey?

The First Contact survey is a series of items that go beyond basic demographics and covers a variety of areas, including communication, academic skills, and attention. The test administrator enters the responses for each eligible student on their rosters.

Responses to the survey items are used to provide an optimal system match between the student and linkage level for each essential element in the blueprint for each subject being tested. The survey items are categorized in the following sections:

- Special Education Services
- Educational Placement
- Sensory Capabilities
- Vision
- Motor Capabilities and Health
- Computer Instruction
- Expressive Communication
- Language
- Receptive Communication
- Academic Skills
- Reading Skills
- Writing Skills
- Math Skills

<b>Special Education Services</b>	<ul style="list-style-type: none"> <li>● Autism</li> <li>● Deaf blindness</li> <li>● Deafness</li> <li>● Developmental delay</li> <li>● Emotional disturbance herding impairment</li> <li>● Intellectual disability</li> <li>● Multiple disabilities</li> <li>● Orthopedic impairment</li> <li>● Other health impairment</li> <li>● Specific learning disability</li> <li>● Speech or language impairment</li> <li>● Traumatic brain injury</li> <li>● Visual impairment, including blindness</li> <li>● Non-categorical</li> <li>● Eligible individual</li> </ul>
<b>Educational Placement</b>	<ul style="list-style-type: none"> <li>● 80% or more of the day in Regular Class</li> <li>● 40–79% of the day in Regular Class</li> <li>● Less than 40% of the day in Regular Class</li> <li>● Separate School: includes public or private separate day school for students with disabilities, at public expense</li> <li>● Residential Facility: includes public or private separate residential school for students with disabilities, at public expense</li> <li>● Homebound/Hospital Environment: includes students placed in and receiving special education in a hospital or homebound program</li> </ul>
<b>Sensory Capabilities</b>	<p>Hearing:  No Hearing loss suspected/documented  Questionable hearing but testing inconclusive  Deaf or hard of hearing</p> <p>Classification of Hearing Impairment</p> <ul style="list-style-type: none"> <li>● Mild (26–40 dB loss)</li> <li>● Moderate (41–55 dB loss)</li> <li>● Moderately Severe (56–70 dB loss)</li> <li>● Severe (71–90 dB loss)</li> <li>● Profound (91+ dB loss)</li> <li>● Unknown</li> </ul> <p>Mark Items that apply:</p> <ul style="list-style-type: none"> <li>● Uses personal or classroom amplification (e.g., personal FM device)</li> <li>● Uses unilateral hearing aid</li> <li>● Uses bilateral hearing aid</li> <li>● Has cochlear implant</li> <li>● Understands spoken language</li> <li>● Uses spoken language to communicate with others</li> <li>● Understands sign language</li> <li>● Uses sign language to communicate with others</li> </ul>
<b>Vision</b>	<ul style="list-style-type: none"> <li>● No vision loss suspected or documented</li> <li>● Normal vision with glasses or contact lenses</li> <li>● Questionable vision but testing inconclusive or unavailable</li> <li>● Blind or low vision, including vision that is not completely corrected with glasses or contact lenses</li> </ul>



<p><b>Vision continued</b></p>	<p>Classification of Visual Impairment:</p> <ul style="list-style-type: none"> <li>● Low Vision (acuity of 20/70 to 20/200 in the better eye with correction)</li> <li>● Legally Blind (acuity of 20/200 or less or field loss to 20 degrees or less in the better eye with correction)</li> <li>● Light Perception Only</li> <li>● Totally Blind</li> <li>● Cortical Visual Impairment</li> </ul> <p>Mark all that apply:          Requires enlarged print          Requires tactile media ( objects, tactile, graphics, and tactile symbols)          Requires or uses Braille</p> <p>If the student requires or is learning to use Braille, select all types the student uses:</p> <ul style="list-style-type: none"> <li>● Uncontracted Braille</li> <li>● Contracted Braille</li> <li>● UEB(Unified English Braille)</li> </ul> <p>Technological Visual Aids:</p> <ul style="list-style-type: none"> <li>● Screen magnification device (fits over standard monitor) or software (e.g., Closeview for Mac, ZoomText)</li> <li>● CCTV</li> <li>● Screen reader and/or talking word processor</li> <li>● Manual (e.g., Perkins Braille) or electronic (e.g., Mountbatten Braille) Braille writing device</li> <li>● Device with refreshable Braille display</li> <li>● Light box</li> <li>● None of these</li> </ul>
<p><b>Vision and Hearing</b></p>	<p>Combined Vision and Hearing Loss</p> <ul style="list-style-type: none"> <li>● Combined vision and hearing loss is documented.</li> <li>● Combined vision and hearing loss is suspected but not documented.</li> <li>● No combined vision and hearing loss is suspected or documented.</li> </ul> <p>Subsection: Combined Vision and Hearing Loss Services</p> <ul style="list-style-type: none"> <li>● Student is receiving services from a deafblind specialist (or other specialized services that address combined visions and hearing loss)</li> <li>● Student is receiving services from a teacher of the visually impaired (or other specialized vision services) Page 4 of 12</li> <li>● Student is receiving services from a teacher of the deaf and hard of hearing (or other specialized hearing services)</li> <li>● Student is not receiving services for vision or hearing loss</li> </ul>
<p><b>Motor Capabilities and Health</b></p>	<ul style="list-style-type: none"> <li>● Arm/Hand Control and Health</li> <li>● Uses two hands together to perform tasks</li> <li>● Uses only one hand to perform tasks</li> <li>● Requires physical assistance to perform tasks with hands</li> <li>● Cannot use hands to complete tasks even with assistance</li> <li>● Does the student have any health issues (e.g., fragile medical condition, seizures, therapy or treatment that prevents the student from accessing instruction, medications) that interfere with instruction or assessment?             <ul style="list-style-type: none"> <li>○ Yes</li> <li>○ No</li> </ul> </li> </ul>

## Computer Instruction

### Computer or Tablet Access and Attention During Instruction

Select the student's primary access to a computer or tablet during instruction.

- Accesses a computer or tablet independently
- Accesses a computer or tablet independently given assistive technology
- Accesses a computer or tablet with human support (with or without assistive technology)
- Has not had the opportunity to access a computer or tablet
- Cannot access a computer or tablet with human support or assistive technology

Why hasn't the student used a computer or tablet during instruction?

- Student's disability prevents them from accessing a computer or tablet
- Computers or tablets are unavailable
- Student unwilling to use a computer or tablet
- Assistive technology required to access the computer or tablet is unavailable
- I (or other educators) at this school have not had the opportunity to instruct the student on computer or tablet usage

How does the student access the computer or tablet during instruction?

Mark all that apply

- Standard computer or tablet keyboard
- Keyboard with large keys or alternative keyboard (e.g., BigKeys)
- Touch screen (e.g., touch screen computer, tablet, iPad, iPod Touch)
- Standard mouse or head mouse
- Eye gaze technology (e.g., Tobii, EyeGaze Edge)
- Scanning with switches (e.g., one- or two-switch scanning)

Select the student's level of attention to computer- or tablet-directed instruction.

- Generally sustains attention to computer- or tablet-directed instruction
- Demonstrates fleeting attention to computer- or tablet-directed instructional activities and requires repeated bids or prompts for attention
- Demonstrates little or no attention to computer- or tablet-directed instructional activities
- Select the student's level of attention to teacher-directed instruction.
- Generally sustains attention to teacher-directed instruction
- Demonstrates fleeting attention to teacher-directed instructional activities and requires repeated bids or prompts for attention
- Demonstrates little or no attention to teacher-directed instructional activities

## Expressive Communication

Does the student use speech to meet expressive communication needs?

- Yes
- No

Choose the highest statement that describes the student's expressive communication with speech.

- Regularly combines three or more spoken words according to grammatical rules for various complex or abstract purposes (e.g., asking/answering longer questions, giving directions to another person)
- Usually combines two spoken words to communicate for various more complex or abstract purposes (e.g., obtaining things that are absent, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering questions)
- Usually uses only one spoken word at a time to communicate for a limited range of simple purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)

Does the student use sign language in addition to or in place of speech to meet expressive communication needs?

- Yes
- No

Choose the highest statement that describes the student's expressive communication with sign language.

- Regularly combines three or more signed words to communicate for various complex or abstract purposes (e.g., asking/answering longer questions, giving directions to another person)
- Usually combines two signed words to communicate for various more complex or abstract purposes (e.g., obtaining things that are absent, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering brief questions)
- Usually uses only one signed word at a time to communicate for a limited range of simple purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)

Select the student's primary sign system.

- American Sign Language (ASL)
- Signed Exact English (SEE)
- Hybrid or idiosyncratic/personalized signing system

Does the student use augmentative and alternative communication (AAC) in addition to or in place of speech or sign language to meet expressive communication needs?

- Yes
- No

<p><b>Expressive Communication Continued</b></p>	<p>Choose the highest statement that describes the student’s expressive communication with AAC.</p> <ul style="list-style-type: none"> <li>● Regularly combines three or more symbols according to grammatical rules for various complex or abstract purposes (e.g., asking or answering longer questions, giving directions to another person)</li> <li>● Usually combines two symbols to communicate for various more complex or abstract purposes (e.g., obtaining things that are absent, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering brief questions)</li> <li>● Usually uses only one symbol at a time to communicate for a limited range of simple purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting)</li> </ul>
<p><b>Language</b></p>	<p>How many symbols does the student choose from when communicating using AAC? Mark the highest that applies.</p> <ul style="list-style-type: none"> <li>● 10 or more at a time</li> <li>● Five to nine at a time</li> <li>● Three or four at a time</li> <li>● One or two at a time What types of symbols does the student use? Mark all that apply.</li> <li>● Real objects</li> <li>● Tactual symbols</li> <li>● Photos</li> <li>● Colored symbols (e.g., Boardmaker, PCS, SymbolStix)</li> <li>● Other symbol sets</li> <li>● Text (i.e., print or Braille) What forms of AAC technology does the student use? Mark all that apply.</li> <li>● Single message devices (e.g., BIGmack)</li> <li>● Simple devices with recorded speech (e.g., GoTalk, QuickTalker, SuperTalker)</li> <li>● Speech-generating device or app on tablet (e.g., Accent, GoTalk Now, TD Snap, Tobii-Dynavox, Unity, LAMP Words for Life, Proloquo2Go)</li> <li>● None If the student does not use speech, sign language, or AAC, which of the following statements best describes the student’s expressive communication? Choose the highest statement that applies.</li> <li>● Uses conventional gestures (e.g., waving, nodding and shaking head, thumbs up/down), looking, pointing, and/or vocalizations (e.g., yah, nah) to communicate intentionally</li> <li>● Uses only unconventional gestures (e.g., opening mouth wide to indicate hunger), unconventional vocalizations (e.g., grunts), and/or body movement (e.g., pushing or turning away) to communicate intentionally</li> <li>● Exhibits behaviors that may be reflexive and are not intentionally communicative but can be interpreted by others as communication (e.g., crying, laughing, reaching for an object, pushing an object away)</li> </ul>
<p><b>Receptive Communication</b></p>	<p>Receptive communication: Mark each one to show how consistently the student uses each skill independently. 1) 0%–20% of the time—Almost never, 2) 21%–50% of the time—Occasionally, 3) 51%–80% of the time—Frequently, 4) More than 80% of the time—Consistently If the student previously mastered the skill, mark “More than 80%.”</p>

<p><b>Academic Skills</b></p>	<p>A. Follows two-step directions presented verbally or through sign (e.g., when told, “get your book and go sit with Ms. Ryan,” the student performs both steps with no other supports or reminders; when told, “explore these objects and tell me two things about them,” the student performs both steps with no other supports or reminders; gets journal and begins to work, looks at requested or desired item, and then looks at location where it should go)</p> <p>B. Responds appropriately in any modality (sign, gestures, facial expressions) to phrases and sentences that are spoken or signed</p> <p>C. Responds appropriately in any modality (sign, gestures, facial expressions) to single words that are spoken or signed</p> <p>D. Responds appropriately in any modality (sign, gestures, facial expressions) when offered a favored item that is not present or visible (e.g., “Do you want some ice cream?”)</p> <p>E. Can perform simple actions, movements, or activities when asked (e.g., comes to teacher’s location, gives an object to teacher or peer, locates or retrieves an object)</p> <p>F. Can point to, look at, or touch things in the immediate vicinity when asked (e.g., pictures, objects, body parts)</p> <p>Primary Language Is English the student’s primary language?</p> <ul style="list-style-type: none"> <li>● Yes</li> <li>● No</li> </ul> <p>Is English the primary language spoken in the student’s home?</p> <ul style="list-style-type: none"> <li>● Yes</li> <li>● No</li> </ul> <p>Is English the primary language used for the student’s instruction?</p> <ul style="list-style-type: none"> <li>● Yes</li> <li>● No</li> </ul>
<p><b>Reading Skills</b></p>	<p>Reading skills: Mark each one to show how consistently the student uses each skill independently.</p> <ol style="list-style-type: none"> <li>1. 0%–20% of the time—Almost never,</li> <li>2. 21%–50% of the time—Occasionally,</li> <li>3. 51%–80% of the time—Frequently,</li> <li>4. More than 80% of the time—Consistently If the student previously mastered the skill, mark “More than 80%.”</li> </ol> <p>A. Explains or elaborates on text (i.e., paragraph or longer) read in print or Braille</p> <p>B. Reads sentences in print or Braille without symbol support and with comprehension (e.g., locates answers in text, reads and answers questions, retells after reading, completes maze task)</p> <p>C. Reads sentences in print or Braille without symbol support but without comprehension</p> <p>D. Identifies individual words without symbol support (e.g., recognizes individual words in print or Braille)</p> <p>E. Reads words, phrases, or sentences in print or Braille when symbols are paired with the words</p> <p>F. Understands the relationship between individual letters (i.e., presented in print or Braille) and the sounds they represent.</p> <p>G. Understands the purpose of print or Braille (e.g., understands that print carries meaning)</p> <p>H. Recognizes environmental print (e.g., logos, business signs, food labels)</p> <p>I. Recognizes some individual letters</p> <p>J. Participates in shared reading (e.g., responds to questions, offers opinions or preferences)</p> <p>K. Attends to stories or texts when read aloud</p>

<b>Reading Skills Continued</b>	<p>Student’s approximate independent level of text comprehension: Mark the highest one that applies.</p> <ul style="list-style-type: none"> <li>● Above third-grade level</li> <li>● Third-grade level</li> <li>● Second-grade level</li> <li>● First-grade level</li> <li>● Primer (kindergarten)</li> <li>● Pre-primer (reads only individual words or familiar phrases and sentences)</li> <li>● Does not read any words when presented in print or Braille (not including environmental signs or logos)</li> </ul>
<b>Writing Skills</b>	<p>Writing includes any method the student uses to write using any writing tool that includes access to all 26 letters of the alphabet. Examples of these tools include pencils, pens, traditional keyboards, alternate keyboards, alphabet flip charts, and eye-gaze displays of letters. Indicate the highest level that describes the student’s independent writing skills. Choose the highest level that the student has demonstrated independently even once during instruction, not the highest skill demonstrated consistently.</p> <ul style="list-style-type: none"> <li>A. Writes paragraph-length text (or longer) using mostly correct spelling (with or without word prediction) without copying</li> <li>B. Writes words, phrases, or sentences using mostly correct spelling (with or without word prediction) without copying</li> <li>C. Writes words using letters to logically represent at least the beginning and ending sound of most words without copying</li> <li>D. Writes words using letters to represent some sounds without copying</li> <li>E. Writes or selects strings of letters using spaces to group letters into word-like units without copying</li> <li>F. Writes using word banks, picture symbols, copying, or tracing</li> <li>G. Scribbles, draws, or randomly selects letters and/or other symbols</li> <li>H. Does not engage when asked to write</li> </ul>
<b>Math Skills</b>	<p>Math skills may be demonstrated through any method the student uses to generate, select, or respond to mathematical information to indicate their understanding. Math skills: Mark each one to show how consistently the student uses each skill independently.</p> <ul style="list-style-type: none"> <li>1. 0%–20% of the time—Almost never,</li> <li>2. 21%–50% of the time—Occasionally,</li> <li>3. 51%–80% of the time—Frequently,</li> <li>4. More than 80% of the time—Consistently If the student previously mastered the skill, mark “More than 80%.”</li> </ul> <ul style="list-style-type: none"> <li>A. Multiplies and/or divides using numerals</li> <li>B. Forms equal groups of objects for multiplication or division</li> <li>C. Adds and/or subtracts using numerals</li> <li>D. Adds or subtracts by joining or separating groups of objects</li> <li>E. Counts more than two objects</li> <li>F. Sorts objects by common properties (e.g., color, texture, material, size, or shape)</li> <li>G. Identifies simple shapes in two or three dimensions (e.g., square, circle, triangle, rectangle, cube, cone, cylinder, or sphere)</li> <li>H. Creates or matches repeating patterns of objects or images</li> <li>I. Uses a calculator ]Uses an abacus</li> <li>J. Uses common measuring tools (e.g., ruler, measuring cup, or scale)</li> <li>K. Tells time using an analog or digital clock</li> <li>L. Uses a schedule, agenda, or calendar to identify or anticipate sequence of activities</li> </ul>

<p><b>Math Skills Continued</b></p>	<p>Science Skills Science skills: Mark each one to show how consistently the student uses each skill independently.</p> <ol style="list-style-type: none"> <li>1. 0%–20% of the time—Almost never,</li> <li>2. 21%–50% of the time—Occasionally,</li> <li>3. 51%–80% of the time—Frequently,</li> <li>4. More than 80% of the time—Consistently If the student previously mastered the skill, mark “More than 80%.”</li> </ol> <ol style="list-style-type: none"> <li>A. Uses a given model or diagram to describe parts, systems, and interactions (e.g., food chain or web)</li> <li>B. Understands that models represent concrete events, processes, relationships, or relative scales (e.g., the water cycle, Fahrenheit temperature)</li> <li>C. Uses information to design a solution to a problem (e.g., ways to recycle or reduce waste, protect an egg from breaking when dropped, increase plant growth)</li> <li>D. Uses patterns (e.g., a harder push makes a ball roll farther) to identify cause-and-effect relationships or make a prediction</li> <li>E. Identifies information (e.g., observations, measurements, or text) to answer a question or support a claim</li> <li>F. Observes and compares conditions to determine if something changes (e.g., temperature change across days, height of plants over time, speed of balls of different weights)</li> <li>G. Uses senses to observe and collect information</li> <li>H. Recognizes patterns in the natural world (e.g., day versus night, seasons)</li> <li>I. Understands the functions of different body parts (on humans or other animals)</li> <li>J. Recognizes similarities and differences in the natural world (e.g., animal structures, types of plants)</li> <li>K. Sorts objects or materials by common properties (e.g., color, size, shape, material state [solid versus liquid], weight, temperature)</li> </ol>
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**Link to comprehensive view of the First Contact Survey**

[DLM® Test Administrator Link to pages 114-123](#)

**PDF Instructions: How to Complete the First Contact Survey**

[Instructions on Completing the First Contact Survey](#)

### What are DLM® Testlet Information Pages?

The Testlet Information Pages provide valuable information for educators to prepare ahead of time for the DLM®. It provides lists of materials and instructions to assist the educator to prepare their manipulatives and processes to administer the best accommodations.

### Where are the TIPS in DLM®?

TIPS are located in the KITE Educator Portal.

The TIP states whether a testlet is computer-delivered or educator-administered and indicates the number of items in the testlet. The TIP for a teacher-administered testlet typically has more information regarding materials to use during testing than the TIP for a computer-delivered testlet. The materials of the computer-delivered testlet are typically all on the computer screens, except for students who are blind or have visual impairments.

The TIP also provides the following information for each testlet:

- **Materials Needed:** This field contains a list of the materials needed to administer the testlets. A description of any necessary attributes of the materials is provided. For example, the materials may be three different small objects that are familiar to the student, each of which has a single word name (e.g., ball, pencil, bag).
- **Materials Use:** This field contains a description of how the materials are used in the testlet to assess the skill. For example, the student will be able to indicate a specific object when the object's name is used.
- **Suggested Substitute Materials:** This section indicates whether materials may be substituted. Sometimes in this section, a test administrator will also find the recommended key attributes of substitute materials. Substitute materials are often allowed.
- **Accessibility supports NOT allowed:** Although a test administrator may usually use all PNP Profile supports and take advantage of the flexibility described in the Practices Allowed section of the TEST ADMINISTRATION MANUAL, the TIP will indicate when a support is not allowed (e.g., calculator or if other limits are included like when definitions or translation are not allowed).
- **Other Comments:** If a testlet has other unique instructions, they will appear here. Testlets that require special setup before test administration, such as some mathematics testlets designed for students who are blind or have visual impairments, have additional pages of instructions.
- **Alternate Text:** For test administrators who will be delivering human read aloud that includes descriptions of graphics, alternate text descriptions of images are provided as additional pages after the main TIP.



## TIPS for ELA Testlets also include:

- Name of the text
- Whether the text is informational or literature-based
- Whether the text is familiar or unfamiliar (familiar texts may be downloaded from the Instructional Resources page on the DLM® website and used in classroom instruction prior to assessment)
- Name of the grade-level text associated with the DLM® alternate assessment text

Teacher-administered reading testlets use texts that should have been used during instruction and are familiar to students. If the student is accustomed to having the familiar text read from a paper copy, the paper copy may be used during assessment. Links to printable versions of familiar texts are provided in Instructional Resources on the Dynamic Learning Maps® (DLM®) website. Choose a grade level to see all texts for that grade.

## TIPS for mathematics testlets also include:

- Any specific mathematics terminology used in the testlet
- Additional pages of instruction to set up mathematics testlets for students who are blind or visually impaired
- Whether calculator use is allowed for the testlet

“Yes” means a student can use a calculator if the student is accustomed to using a calculator for instruction. Some items in the testlet may not require a calculator, but the test administrator does not have to remove the calculator once it has been given for the testlet. “No” means a student cannot use a calculator for any portion of the testlet. “Not Applicable” means the items do not involve computation, and a calculator does not need to be provided.

# DLM® Accessibility and Accommodations Features

## DLM® Accessibility and Accommodation Features/Accommodations:

[DLM Accessibility and Accommodations Manual 2024-25](#)

### New 2024-25 Changes:

**Table 2**

*Changes in This Version of the Manual*

Topic	Starting Page
Appendix D: Downloading or Printing DLM Familiar Texts	77
General edits throughout	N/A

NOTE: PNP and First Contact Survey required to activate these features.

Instructions are provided to assist in identifying and documenting the accessibility features and/or accommodations for students determined eligible to take the Dynamic Learning Map (DLM®) assessment. DLM® is guided by the core beliefs that all students should have access to challenging, grade-level content and that educators will observe professional protocols in providing instruction and administering assessments based on this challenging content.

Accessibility features and accommodations should be chosen on the basis of the individual student’s needs, not on the basis of the disability category, grade level, or instructional setting. Accessibility features and accommodations identified for students taking the DLM® are provided to ensure that the assessment will provide an accurate picture of what the student knows. It is important that as part of the IEP process, the team discusses with the parent the accessibility features and accommodations that their child will have available to them to complete the assessment.

The [Guide to Completing PNP and First Contact Survey](#) will help to guide IEP teams in identifying and documenting the appropriate accessibility features and/or accommodations for students taking the DLM®. Accessibility features and accommodations must be listed under each applicable test on the IEP. If the IEP team identifies accessibility features and/or accommodations to use, the Dynamic Learning Map Accessibility Features/Accommodations Form must be attached to the IEP.

## **Accessibility Features**

There are three accessibility features (display enhancements, language and Braille, and audio and environment support) with multiple aspects to two of those features. If one or more aspects of an accessibility feature is identified as appropriate, the team should record the accessibility feature on the DLM® Accessibility Features/Accommodations Form and attach to the IEP. As an example, the IEP team may identify that a student who is eligible for the DLM requires magnification of the screen during testing, so “Display Enhancements” should be documented on the form. It is necessary to indicate if magnification will be used, but it is not necessary to identify the level of magnification. During actual testing, the level of magnification may be adjusted between “testlets” to find the most appropriate level for the student and so should not be restricted on the IEP. The option is available for districts to use the DLM system prior to the assessment administration to familiarize students with the accessibility features and/or accommodations that are available.

Decisions about the supports to include in the DLM® alternate assessment were made using results from more than 50,000 First Contact survey responses, feedback from national sensory impairment experts who also have expertise in this population of students, and lessons learned from test administration observation studies.

## DLM® Accessibility and Features

Accessibility Features		
<b>Display Enhancements</b>	<b>Magnification</b>	Allows screen magnification during testing. The magnification options are: 2x, 3x, 4x, and 5x.
	<b>Overlay Color</b>	The overlay color is the background color of the test; the default color is white. During testing there are other alternative color options: blue, green, pink, gray, and yellow. The font will remain black
	<b>Invert Color Choice</b>	The invert color will cause the test background to appear black with white/gray lettering. Use “contrast color” to change the display to a different color scheme.
	<b>Color Contrast</b>	The contrast color section provides several background and lettering color schemes: white background with green font, white background with red font, black background with gray font, black background with yellow font.
<b>Language and Braille</b>	<b>Braille</b>	Uncontracted (only available option)
<b>Audio and Environment Support</b>	<b>Text Only*</b>	Provides audio for the text and not for the images.
	<b>Text and Graphics*</b>	Provides audio for the text and an audio description of the images.
	<b>Graphics Only*</b>	Provides audio description of the images.
	<b>Nonvisual*</b>	Provides audio for the text, an audio description of the images, and an audio description of the layout.
	<b>*Found in the DLM Accessibility Manual as aspects of “Read Aloud with Highlighting</b>	
	<b>Single Switch System</b>	Is activated using a switch set up to simulate the “Enter” key on the keyboard. On the PNP, educators can set scan speed, indicate whether scanning should begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.
Accommodations		
<b>Human Read Aloud</b>	If the student does not respond well to the synthetic voice, the test administrator may read the test to the student.	
<b>Signed Interpretation of Text</b>	Signing is not provided via the computer. For students who sign, test administrators may sign the content to the student using American Sign Language (ASL). Exact English, or a personalized sign system.	
<b>Test Administrator Enters Responses for Student</b>	If a student is unable to independently and accurately record his/her own responses into the system, the student may indicate the selected responses through normal response types and/or forms of communication such as eye gaze, and the test administrator will key in the student’s response.	
<b>Team-defined</b>	Any accommodations that are not addressed may be implemented IF the accommodation does not negate the purpose of the assessment. Any accommodation used during testing should be familiar to the student through previous use in the student’s instructional program.	

There are three specific accommodations (human read aloud, signed interpretation of text, and test administrator enters response for student) that are defined by the DLM®. Should any of these be identified by the IEP team as appropriate, they should be checked on the DLM® Accessibility Features/Accommodations Form. Should the student require other “team defined” accommodations not listed here but regularly used in classroom assessments, they should be listed specifically under the “team defined” box. The “team defined” accommodation should be an accommodation that does not negate the purpose of the assessment and should be familiar

to the student. As an example, the IEP team may identify that a student who is eligible for the DLM® requires a signed interpretation of the text using American Sign Language and requires the use of a stress ball. “Signed Interpretation of Text” and “Stress Ball” should be documented on the form.

**The Personal Needs Profile Settings activate category 1 and 2 accommodations. Category 3 requires support provided by the test administrator to be entered in the student portal.**  
(Page 21 of DLM® Accessibility Manual)

<b><i>Accessibility Supports of The DLM® Alternate Assessment System</i></b>		
<b>Category 1: Settings in the PNP Profile that activate supports within Student Portal</b>	<b>Category 2: Settings in the PNP Profile that activate supports within Student Portal in addition to supports provided by the test administrator outside of Student Portal</b>	<b>Category 3: Settings in the PNP Profile that require supports provided by the test administrator outside of Student Portal</b>
Contrast color Invert color choice Magnification Overlay color Spoken Audio	Alternate Form-Visual Impairment Calculator Individualized manipulatives Single-switch system (PNP Profile enabled) Two-switch system Uncontracted Braille (EBAE) Braille for ELA with Nemeth Code for mathematics and science Uncontracted Braille (UEB) for ELA, mathematics, and science Uncontracted Braille (UEB) for ELA with Nemeth Code for mathematics and science	Human read aloud Language translation of text Partner-assisted scanning Sign interpretation of text Test administrator entering of student responses

- [NM DLM® Website](#)
- [DLM® Main Website/KITE](#)
- [DLM® Test Administrator Manual](#)
- [Essential Elements:ELA](#)
- [Essential Elements: Math](#)
- [Essential Elements: Science](#)
- [DLM® First Contact Survey and PNP: Training Video](#)
- [DLM® First Contact Survey Instructions](#)
- [DLM® Additional Module Training Support](#)
- [DLM® 2024-2025 Accessibility Manual](#)
- [NM PED Alternate Assessment Website](#)
- [All NMPED Assessment Accommodations Manuals](#)
- [DLM® Fact Sheet](#)
- [Sample Testlet Information Pages and Released Testlets in English Language Arts](#)
- [Sample Testlet Information Pages and Released Testlets in Mathematics](#)
- [Sample Testlet Information Pages and Released Testlets in Science](#)

# SAT School Day

## Overview

SAT® School Day, administered by the College Board, measures academic proficiency in mathematics and language arts. All grade 11 students in New Mexico public schools are expected to participate in the spring SAT School Day, except for students with significant cognitive disabilities who take the alternate assessment based upon an IEP.

### The Assessment Format

SAT School Day is administered as a computer-based, multistage adaptive exam, composed of two sections: Reading and Writing (ERW), and Math.

Both the Reading and Writing section and Math section are divided into two equal-length and separately timed parts, called modules. The first module contains a mix of easy, medium, and hard questions. Based on how a student performs on the first module, the second module of questions will either be more difficult or less difficult.

## Changes to SAT Assessment Format

Starting during the 2023-24 school year, the SAT will shift from a fixed-form digital version of the paper/pencil test to a new fully digital adaptive format. This [link](#) provides information on the changes to accommodation options in the new digital test, including information on digital alternatives for students who have needs such as Braille.

- [SAT School Day Bluebook and Toolkit for Accommodations](#)
- [SAT School Day Accessibility and Accommodations](#)
- [Universal Tools Available to All Students](#)
- [SAT School Day Non-reportable Score Matrix](#)
- [SAT School Day Resource Links](#)
- [All NMPED Assessment Accommodations Manuals](#)

## An Overview of Digital SAT Tools & Applications

**SSD Online:** Using the College Board SSD Online system, SSD coordinators can request and manage accommodations. Once accommodations are approved, with limited exceptions (e.g. EL supports and state-allowed accommodations), students remain approved for College Board accommodations until 1 year after high school graduation.

**Bluebook** is a testing application used to take the digital SAT. Certain accommodations will automatically be configured within the Bluebook.

**Test Day Toolkit (TDTK)** is a web based platform connected to Bluebook. Test coordinators and proctors use TDTK to prepare for, manage and administer the SAT. Once approved in SSD Online, accommodations will appear in the TDTK roster.

**Note:** Some students may have accommodations that require testing in separate rooms. TDTK includes several group types which involve combinations of timing and other accommodations that can be tested together.

**State Data Management System (SDMS)** serves as a hub of data, coordinating information received through student registration files and SSD Online. Approved accommodations will appear in the SDMS student record.

<b>Extended Time</b>	
<b><u>Extended Time</u></b>	<p>Students will receive their approved amount of extended time within the digital exam and will also receive extra breaks.</p> <ul style="list-style-type: none"> <li>Extended time for reading will receive extended time for the entire test;</li> <li>Extended time for math only will receive it only for the Math section.</li> <li>Extended time and/or breaks will receive an exam configured based on the approved timing accommodation.</li> </ul>
<b>Breaks</b>	
<b><u>Breaks as Needed</u></b>	Students approved for this accommodation will receive an exam that allows them to pause their exam to take breaks as needed. The pause feature appears below the timer.
<b><u>Extended Breaks</u></b>	Students approved for this accommodation will receive an exam with twice the time of the regularly scheduled break applied.
<b><u>Extra Breaks</u></b>	Students approved for this accommodation will receive an exam with an extra 5-minute break applied between Module 1 and Module 2 in each section.
<b><u>Extra and Extended Breaks</u></b>	Students approved for this accommodation will receive an exam with twice the time of regularly scheduled breaks and extra breaks applied.

## **BRaille**

<p><b><u>Braille with raised line drawings, contracted</u></b></p> <p><b><u>Raised Line Drawings (formerly “braille graphs and figures”)</u></b></p>	<p>Students approved for a braille accommodation will test with the digital exam using a refreshable braille display and/or screen reader. Students using a screen reader will need to use headphones.</p> <p>Students can take the digital exam and use the raised line drawing supplement.</p>
<p><b><u>Braille Writer</u></b></p>	<p>For a digital exam, braille writing software should be used. If a student is unable to test using the digital exam, they will need to receive paper testing.</p>
<p><b>Large Print, Magnification, Color</b></p>	
<p><b><u>Large-Print Exam</u></b></p> <p><b><u>Large-Print Answer Sheet</u></b></p> <p><b><u>Magnification Device (electronic/non-electronic)</u></b></p>	<p>Students will be able to take digital exams using their device’s functions to zoom in and out.</p>
<p><b><u>Color Overlay/Color Contrast</u></b></p>	<p>Students can use the color settings available through their operating system and/or device screen, or they can use a plastic overlay attached to their device’s screen.</p>





<b>Extended Time</b>		
<b>Digital Exam</b>	<b>Test Time</b>	<b>Total Time+ Breaks</b>
<b>Standard Time</b>	2 Hours 14 Minutes	2 Hours 24 Minutes
<b>Time and One-Half Hour for Entire Test (Reading and Math)</b>	3 Hours 22 Minutes	3 Hours 42 Minutes
<b>Time and One-Half (Math Only)</b>	2 Hours 50 Minutes	3 Hours 5 Minutes
<b>Double Time (Entire test-Reading and Math)</b>	4 Hours 28 Minutes	4 Hours 58 Minutes
<b>Double Time (Math Only)</b>	3 Hours 24 Minutes	3 Hours 39 Minutes

## Universal Tools Available to All Students

Universal tools are available to all test-takers and do not need approval. Please encourage students to use these tools on posted practice tests and consider these features prior to submitting accommodation requests.

See Bluebook Testing Tools <https://bluebook.collegeboard.org/students/tools> for more information.

<b>Calculator</b>	Students will have access to an embedded calculator in Bluebook for use in the Math section. Students are also allowed to supply their own handheld calculators from the approved list in the Coordinator Manual.
<b>Reference Sheet</b>	Commonly used formulas will appear on all tests with math questions
<b>Highlights and Notes</b>	highlights text from a question and/or tester can leave a note to refer to.
<b>Mark for Review</b>	Bookmark icon to flag any question tester wants to return to
<b>Line Reader</b>	Tester can use this tool to focus while reading test content
<b>Option Eliminator</b>	Strikethrough-cross out answer choices that tester thinks are wrong
<b>Question Menu</b>	Allows tester to see which questions are

<b>Calculator</b>	Students will have access to an embedded calculator in Bluebook for use in the Math section. Students are also allowed to supply their own handheld calculators from the approved list in the Coordinator Manual.
	skipped/marked for review and navigate to any question in the section
<b>Expand Passage or item</b>	Expand an item to get a closer look at any question
<b>Color Contrast/Filters</b>	Invert colors, increase contrast, use color filters, and filter types
<b>Testing Timer</b>	Student clock counts down time left for each section and gives a 5-minute warning.
<b>Zoom</b>	Keyboard shortcuts on laptops or pinch and zoom on tablets

## SSD Online Coordinator Set-up and Requirements

Each school should designate at least one SSD coordinator; schools may appoint more. SSD coordinators serve as the liaison with College Board for their students with disabilities and ensure these students can take the assessments with the accommodations they need. One of the school's SSD coordinators will be the primary SSD coordinator, who may be responsible for administering tests in addition to requesting accommodations. Secondary SSD coordinators, if any, request accommodations for their students but aren't responsible for test administration.

All SSD coordinators:

- Need a College Board professional account and access to SSD Online.
- Request accommodations for their students with disabilities through SSD Online.
- Must know how to access student information regarding their disabilities and current accommodations in school.
- Act as the school's liaison with the SSD office and communicate with them about accommodations.

Primary SSD coordinators have additional responsibilities:

- Ensure students are tested with appropriate accommodations, including:
  - Reviewing and updating prior year accommodations as required.
  - Working with test coordinators to ensure that correct accommodations are in place each time a student takes a College Board test.

- Monitor and print the Nonstandard Administration Report (NAR).
- Assume responsibility for all aspects of SAT Weekend school-based test administration, including:
  - Administering the test.
  - Recruiting and training staff as needed.
  - Receiving and safely storing test materials.
  - Properly returning materials.

## IEP and Other Important Documents

In general, students approved by College Board for testing accommodations meet the following criteria:

- They have a documented disability (documentation will vary depending on the disability).
- Their participation in College Board assessments is affected by the disability.
- The specific accommodations requested support their need.
- They receive accommodations on school tests, with few exceptions.

Schools requesting accommodations for students should have documentation that supports the need for accommodations. In some cases, the documentation must be submitted to the College Board for SSD review. Appropriate documentation depends on the student’s disability and the requested accommodation. To learn what types of documentation are most helpful for specific disabilities and accommodations, see [collegeboard.org/ssd](https://collegeboard.org/ssd).

Most importantly, the documentation should show evidence of:

- The disability.
- The degree to which the student’s activities are affected (functional limitation).
- The need for the specific accommodations requested.

Additionally, the documentation should meet the SSD documentation guidelines. While SSD reviews all submitted documentation, the following guidelines identify the documentation that is most helpful in determining whether accommodations are appropriate:

- The diagnosis is supported and clearly stated.
- Information is current.
- Educational, developmental, and medical history is presented.
- The functional limitation is described.
- Recommended accommodations are justified.
- Evaluators’ professional credentials are established

## SAT School Non-Reportable Accommodations

State-allowed Accommodations (SAAs) are state-specific accommodations defined by the state that require a request to be submitted and are automatically approved

**When using SAAs, students, schools, and the state will receive scores; however, the scores aren't accepted by colleges, universities, or scholarship programs.** These accommodations must be requested for each state administration and are only available for the specific test administration they're approved for. SSD coordinators can enter SAAs in SSD Online beginning in January every year. No documentation is required for approval, but requests must be made to administer a test with SAAs.

## SAT School Day Non-Reportable Score Matrix

### New Mexico SAT School Day State-Allowed Accommodations

[College Board Accommodations Resulting in Non-College Reportable Scores 2024–25 \(state.nm.us\)](https://collegeboard.org/college-board-accommodations-resulting-in-non-college-reportable-scores-2024-25/state.nm.us)

Accommodations and Supports <sup>1</sup>	Reading and Writing	Math	College-Reportable Score? <sup>2</sup>	Notes
EL-Math Only: Allows an ELL student to take only the math sections of the SAT in English.	N/A	Yes	No	A Testing In English Waiver (updated version coming soon) must be requested and approved by the PED in order to use this accommodation.
EL-Translation for Content: Students may have the math test content translated into their native language.	N/A	Yes	No	Translated content is not provided. LEAs may use local translators to provide translation as needed.
ASL for Content: Student may have the test content signed to them using ASL.	Yes	Yes	No	Cases are reviewed on an individual basis to determine if there are other accommodations that might be considered that would result in a college-reportable score.

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ASL for Responses: Student may respond by signing response to scribe using ASL.	Yes	Yes	No	Cases are reviewed on an individual basis to determine if there are other accommodations that might be considered that would result in a college-reportable score. Typically, students point or use cards to indicate answer choice for college-reportable scores.
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<sup>1</sup> All state-allowed accommodations must be requested in advance in [SSD Online](#).

<sup>2</sup> State-allowed accommodations do not result in scores that can be reported to colleges, but count for participation for state and federal accountability.

## SAT School Day Resource Links

[SSD Online - SAT School Day Accommodations Request Portal](#)

[College Board SAT Website](#)

[SAT Practice Tests](#)

[All NMPED Assessment Accommodations Manuals](#)

[SAT School Day Fact Sheet](#)

## Overview

The ISIP early reading and early mathematics assessments, in English and in Spanish, for ELLs and BMEP programs, are required for all students in Grades K-2. Additionally, ISIP early reading in English and Spanish, although not required statewide, is available to students in Grade 3.

- [iStation Accommodations with Classroom Examples](#)
- [Istation Universal, Accessibility, and Accommodations](#)
- [How to Assign Accommodations in Istation](#)
- [Special Instructions](#)
- [Istation Resource Links](#)
- [Istation Universal, Accessibility, and Accommodations Chart](#)
- [All NMPED Assessment Accommodations Manuals](#)

# iStation Accommodations with Classroom Examples

Accommodation	Who qualifies?	What does the accommodation look like?	Classroom examples
Color overlays	Only students who have this accommodation documented in their IEP or 504 or EL plan.	Istation does not provide. Please contact the District Special Education Department.	Students who demonstrate difficulty with focusing on text would benefit from having sentences highlighted when reading the word assigned on the test.
Scribe	<p>Only students who have a scribe accommodation documented in their IEP or 504 plan.</p> <p>Emergency accommodation: students who injure their hand/arm before testing and cannot use a computer mouse.</p>	<ul style="list-style-type: none"> <li>• The test proctor can use the mouse or keyboard to respond for students with physical limitations that prevent students from answering independently.</li> <li>• Must be tested individually in a separate test environment.</li> <li>• Test proctor can provide no assistance in answering questions, but only click what the student tells them. cannot read questions aloud.</li> </ul>	The test proctor is able to spell or type the answer the child has chosen on the assessment. This is a task preferably completed in a separate setting.
Sign Language	Students who have this accommodation documented in their IEP or 504 plan.	A human signer could sign for all verbal aspects of the test to a student. The student would need to be tested in a small group or separate setting.	A human signer would individually sign directions and the test itself to the child. The student will be tested in a separate setting.
Touch Screen Overlay	Only students who have this accommodation documented in their IEP or 504 plan.	USB touch screen can be applied to monitors, it acts like a standard pointing device. Even a student using a head stylus can use this device.	The student will have the opportunity to use a touch screen or a head stylus to complete the assessment assigned.



Zoom Text Software	Only students who have this accommodation documented in their IEP or 504 plan.	This software allows the user to zoom in to a very low screen resolution (so that items get magnified) with automatic scrolling of the screen when the mouse is moved.	In the classroom setting, the student is able to zoom in to a very low screen resolution so that each word is magnified on screen when the mouse is moved.
Untimed Assessment	<p>Students who have an extended time accommodation documented in their IEP or 504 plan.</p> <p>Students who have an extended time accommodation documented in their IEP or 504 or EL plan.</p>	<p>Only available for students with extended time built into their IEP or 504 plan. The Istation Untimed Assessment feature would meet the need for extended time requirement. While information would be gained about student performance on test items, the norms may not be applied if the Untimed Assessment feature is used, as the norms are based on the embedded time allowed for each item. Selection of the Untimed Assessment feature must be completed by the Istation district or school manager.</p> <p>Students who cannot attend for an extended period of time may stop the test for breaks without restarting the entire test by clicking on "Pause." The test may be stopped after each subtest. The next time the student logs in, the assessment will pick up where the student left off.</p> <p>If a student is taking the Istation ISIP ER or ISIP Español in their second language, extended time is an allowable accommodation as long as the procedures for determining the need for the accommodations for ELLs follow the requirements as stated in this manual. Note: Not all</p>	<p>The student would be able to complete the assessment needed and answer questions at their pace without the time limit.</p> <p>For students who speak and read Spanish, they have the opportunity to take the Spanish version of the test.</p>

		<p>second language learners need this accommodation. Accommodations provided during assessments should be consistent with accommodations provided during daily classroom instruction. Thus, if the student does not require or receive this accommodation during daily classroom instruction, they should not be provided the accommodation during the assessment. Please see the link below for more information:</p> <p><a href="http://webnew.ped.state.nm.us/bureaus/assessment-3/district-test-coordinator/">webnew.ped.state.nm.us/bureaus/assessment-3/district-test-coordinator/</a></p>	
Instructions language (Accessibility)	Any student who needs instructions read in Spanish.	Please note this is an accessibility feature only for students who take ISIP Early Reading. This should not be assigned for ISIP Español.	The Istation assessment can assign the language needed for the child.
<p><b>CAUTION FOR UNTIMED ASSESSMENT ACCOMMODATION:</b> Untimed means no time limit. If a student needs more than time and a half, the IEP or 504 plan should indicate specific time requirements based on documented evidence of need. On state assessments, PED does not recommend more than double time. It is recommended that test administrators monitor and actively proctor students who receive this accommodation to ensure they do not spend more time than truly necessary on the assessment. On average, the vendor states the assessment should take no longer than 30-40 minutes for Grades K-3.</p>			

## iStation, Universal, Accessibility, and Accommodations

Istation is committed to creating equitable and accurate assessments that are accessible for all students. The following features and accommodations are available for our ISIP assessments where appropriate and have been labeled as universal and designated features and accommodations based on the CCSSO Accessibility Manual.

In addition, Istation has created some accessibility features and accommodations that are specific to the ISIP assessments. These accommodations may be used with students who have a 504 plan or an Individualized Education Program (IEP), a documented disability, or students who are English Language Learners (ELL) or Emerging Bilingual (EB) students.

Universal features for ISIP administration are available for all students and may be embedded (provided digitally within Istation) or non-embedded (provided at the local level). Assessment administrators should ensure students understand and have accessed the tools prior to test administration. An active testing session should not be the first time students see an assessment tool. Prior use of tools and support ensures students are familiar with accessibility features provided to assist them during the ISIP.

Universal Feature	Availability	Description	Applicable Assessments
<b>Amplification</b>	Embedded	The student may raise or lower the volume control as needed.	All
<b>Keyboard Navigation</b>	Embedded	A student can navigate through the assessment using a keyboard.	ISIP Early Reading
<b>Math tools</b>	Embedded	Digital tools required to complete specific math items (e.g., ruler, protractor) are embedded within the appropriate items.	ISIP Early Math ISIP Math
<b>Pause</b>	Embedded	The student may pause the assessment for up to 20 minutes when they require a break.	All

<b>Spoken audio</b>	Embedded	The student may choose to hear directions read aloud and/or repeated. Additionally, the assessment directions are automatically reviewed between subtests.	ISIP Early Math ISIP Math ISIP Early Reading: Beginning Sounds, Phonemic Blending, Vocabulary, Spelling ISIP Advanced Reading: Vocabulary, Spelling
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<b>Universal Feature</b>	<b>Availability</b>	<b>Description</b>	<b>Applicable Assessments</b>
<b>Student modeling</b>	Embedded	The student may view the functionality of the system.	ISIP Early Reading ISIP Early Math ISIP Lectura Temprana
<b>Teacher modeling</b>	Embedded	The teacher may model the functionality of the system.	ISIP Early Reading ISIP Early Math ISIP Lectura Temprana
<b>Web-based administration</b>	Embedded	The ISIP is provided with the same content and adaptability on a web browser to support a student who needs less visual background clutter and no characters on-screen.	All

<b>Zoom/ magnification (touch screen devices)</b>	Embedded (web-based administration only)	A student may pinch to zoom in on the screen in the web-based version of the assessment.	All
<b>Grouping</b>	Non-embedded	The assessment may be administered in small groups to limit distractions.	All
<b>Noise buffer/ headphones/ audio aid</b>	Non-embedded	The student may use noise buffers to minimize distraction or filter external noise during testing.	All
<b>Scratch paper</b>	Non-embedded	The student may use scratch paper, an individual erasable whiteboard, or an approved assistive technology device to make notes or record responses.	ISIP Early Math ISIP Math
<b>Zoom/ magnification (non-touch- screen devices)</b>	Non-embedded	A student who requires additional magnification may place the computer screen/tablet on higher magnification than the default.	All

Designated features are options for administration that are available to any student with a documented need, based on the decisions of a team of educators, parents/guardians, and the student, if appropriate. Examples may include, but are not limited to, English language learners, students with documented learning difficulties, and students with a 504 plan or an Individualized Education Program (IEP). Designated features may be embedded (provided digitally within Istation) or non-embedded (provided at the local level).

Designated Feature	Availability	Description	Applicable Assessments
<b>Amplification</b>	Embedded Non-embedded	The student may raise or lower the volume control as needed or use amplification devices (FM system, cochlear implants).	All

Designated Feature	Availability	Description	Applicable Assessments
<b>Magnification (touch-screen devices)</b>	Embedded (web-based administration only)	A student may pinch to zoom in on the screen in the web-based version of the assessment.	All
<b>Pause</b>	Embedded	When the student requires a break or support from an administrator, the assessment may be paused for up to 20 minutes.	All
<b>Spanish directions</b>	Embedded	Directions for each reading subtest are presented in Spanish for a student whose first language is Spanish.	ISIP Early Reading
<b>Spoken audio</b>	Embedded	The student may choose to hear directions read aloud and/or repeated.	ISIP Early Math ISIP Math ISIP Early Reading: Beginning Sounds, Phonemic Blending, Vocabulary, Spelling ISIP Advanced  Reading: Vocabulary, Spelling
<b>Color overlay</b>	Non-embedded	The student may overlay a semi-transparent color onto the device where black text appears on a white background.	All

<b>Human reader</b>	Non-embedded	A qualified human reader with appropriate experience can read the test and question content aloud to the student.	All, except Fluency
<b>Magnification (non-touch screen devices)</b>	Non-embedded	A student may place the computer screen/ tablet on higher magnification than the default.	All
<b>Magnification (interactive whiteboards)</b>	Non-embedded	A teacher may project the assessment onto an interactive whiteboard to support a student with limited fine motor skills or low vision.	All
<b>Multiple test sessions</b>	Non-embedded	A student who has an identified need for support with attention or focus may take breaks between administrations of the assessments.	All
<b>Native language translation</b>	Non-embedded	A test administrator who is fluent in the student’s native language can translate test and question content.	ISIP Early Math ISIP Math
<b>Separate setting</b>	Non-embedded	To minimize distractions, individual or small- group administration may be provided.	All
<b>Student reads aloud</b>	Non-embedded	A student who is a beginning reader or who tends to rush may read the assessment content aloud in a one-on-one administration setting.	All

Accommodations are changes in procedures or materials that are only available to students who have an Individualized Education Program (IEP) or 504 plan. Accommodations may be embedded (provided digitally within Istation) or non-embedded (provided at the local level).

Accommodation	Availability	Description	Applicable Assessments
<b>Spoken audio</b>	Embedded	The student may choose to hear text read aloud and/or repeated when appropriate.	ISIP Early Math ISIP Math ISIP Early Reading: Beginning Sounds, Phonemic Blending, Vocabulary, Spelling ISIP Advanced Reading: Vocabulary, Spelling
<b>Untimed assessment</b>	Embedded	For a student who has a documented extended time accommodation, the untimed assessment feature may be activated in the ISIP Accommodations section of the student's profile by an approved administrator.	All
<b>Abacus</b>	Non-embedded	A student with visual impairments who typically uses an abacus may use an abacus in place of scratch paper.	ISIP Early Math ISIP Math
<b>Fingerspelling</b>	Non-embedded	An assessment administrator may fingerspell letters for the student to identify.	ISIP Early Reading: Letter Knowledge, Spelling
<b>Lip-speech reading</b>	Non-embedded	To ensure word parts are provided for a student who is deaf or hard of hearing, an assessment administrator may speak text content to the student.	ISIP Early Reading: Alphabetic Decoding, Phonemic Awareness



<b>Magnification (interactive whiteboards)</b>	Non-embedded	A teacher may project the assessment onto an interactive whiteboard to support a student with limited fine motor skills or low vision.	All
<b>Magnification (ZoomText software)</b>	Non-embedded	A student may use ZoomText software to magnify assessment items with automatic scrolling of the screen when the mouse is moved.	All
<b>Multiplication table</b>	Non-embedded	A student with a documented and persistent calculation disability (i.e., dyscalculia) may use a paper-based single digit (1-9) multiplication table.	ISIP Math

<b>Accommodation</b>	<b>Availability</b>	<b>Description</b>	<b>Applicable Assessments</b>
<b>Screen duplication/ screen casting</b>	Non-embedded	To facilitate the provision of other accommodations, the assessment may be duplicated on a second monitor.	All
<b>Scribe</b>	Non-embedded	To support a student with limited fine- motor skills, an assessment administrator may select the student's answer choice/ response during the assessment.	All

<b>Sign language interpretation</b>	Non-embedded	A human sign language interpreter may translate test content into sign language in an individual or small-group setting for a student who is deaf or hard of hearing.	ISIP Early Reading: Listening Comprehension, Phonemic Awareness, Alphabetic Decoding, Letter Knowledge, Spelling
<b>Touch screen overlay</b>	Non-embedded	For a student with limited motor skills, a USB touch screen can be applied to monitors, which acts like a standard pointing device.	All
<b>Visual phonics</b>	Non-embedded	When testing the sound for a student who is deaf or hard of hearing, a proctor may provide a visual cue to the student.	ISIP Early Reading: Letter Knowledge, Alphabetic Decoding, Phonemic Awareness, Spelling

## iStation Special Instructions

### **Bilingual Dictionary:**

PED does allow the use of an external bilingual dictionary (LEA provided) for translating words found in ISIP early math and for the student directions in ISIP early reading (English).

This business rule as an accommodation is consistent with many other large scale assessment programs.

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# How to Assign Accommodation in iStation

## HOW TO ASSIGN ACCOMMODATIONS IN ISTATION:

\*Only the Untimed Assessments and instructions language need to be assigned through the Istation Report and Management Portal by the Istation district or school manager

1. Log into <a href="http://www.istation.com">www.istation.com</a>	
2. Click on the classroom tab	
3. Select a classroom	
4. Click on a student name.	
4. On the student profile page, click the About button.	
5. Scroll to the bottom of the page, set "ISIP Accommodations" or "ISIP Instructions Language" to "Yes."	 <p>*ISIP Accommodations—When this feature is enabled, the student will have unlimited time to answer ISIP questions</p> <p>*ISIP Instructions Language—When this feature is enabled students directions on ISIP will be provided in Spanish.</p>
6. Be sure to click "Update Profile" to save results.	

## English Learners (ELLs) ISIP Extra Time Allowance:

The accommodations must be determined on a case-by-case basis and justified by the student's English language proficiency level in each of the four domains: reading, listening, writing, and speaking.

Processing in a second language takes extra time. Thus, if a student is taking the Istation ISIP Reading or ISIP Lectura in his or her second language, extended time is an allowable accommodation as long as the procedures for determining the need for accommodations for ELLs follow the requirements in the New Mexico Student Assessment Accommodations Manual.

Note: Not all second language learners need this accommodation. Accommodations provided during assessment should be consistent with accommodations provided during daily classroom instruction. Thus, if a student does not require or receive an accommodation during daily classroom instruction, he or she should not be provided the accommodation during assessment. Please see the Student Assessment Accommodations Manual for more information.

## iSTATION Resource Links

[Istation Link](#)

[NM Istation Link](#)

[NM IStation FAQ](#)

[All NMPED Assessment Accommodations Manuals](#)

[Istation Fact Sheet](#)

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# English Language Learners Assessment Accommodation Highlights (ELL)

## Overview

The purpose of this section is to provide highlights of accommodations that are specifically designed to assist English Language Learners. Some assessments do not have specific instructions.

These are accommodations which are specific to language barriers. These supports are supplemental to universal, accessibility, or accommodation supports that the student may also need for assessment.

[Overview](#)

[Definition of English Learner](#)

[Participation in Assessments](#)

[NM-MSSA/iMSSA ELL Accommodations](#)

[ELL NM-MSSA/iMSSA Accommodations Embedded](#)

[ELL ASR Accommodations](#)

[DLM® ELL Accommodations](#)

[SAT ELL Accommodations](#)

[ELL Istation Accommodations](#)

[AVANT ELL Accommodations](#)

## Definition of English Learner

ESSA defines an ELL (English Language Learner) as a student who was not born in the United States or whose native language is not English; or who is a native to America and comes from an environment where another language has had a significant impact on the student's English language proficiency (ELP); 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 (ESSA 8101(20)).

New Mexico identifies students as ELLs using the WIDA Screener for Kindergarten and WIDA screener for Grades 1-12. Once identified as an EL, a student's ELP is assessed annually by the ACCESS for ELLs, or for Students With Significant Cognitive Disabilities SWSCD, by the Alternate

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ACCESS. When a student meets the proficiency cut score on one of these assessments, the student is no longer considered an EL.

NM-MSSA/SLA is available for ELLs as an accommodation in lieu of the NM-MSSA/ELA.

## Participation in Assessments

- Both federal and state laws require that ELLs participate in state assessments of math, ELA, and science proficiency and that ELLs be provided appropriate accommodations.
- ELLs must participate in state assessments, but until they have been enrolled in a U.S. school for **three full consecutive years**, they may test in Spanish. These students do not need a waiver from the PED to test in Spanish.
- ELLs who have been enrolled in a U.S. school for more than three years but less than five years may test in Spanish if their school-based team determines this is appropriate 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.

ELLs who have been enrolled in a U.S. school for more than five years must test in English but can receive accommodations as indicated by their school-based teams.

- English Learners in U.S. schools for less than 12 continuous months may receive a language exemption from the SBA or NM-MSSA/SLA (Spanish Language Arts) for the reading subtest only. In this situation, the student's score on 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.
- Both federal and state law require that ELLs participate in state assessments of math, ELA, and science proficiency and that ELLs be provided appropriate accommodations. ELLs must participate in state assessments, but until they have been enrolled in a U.S. school for three full consecutive years, they may test in Spanish. These students do not need a waiver from the PED to test in Spanish.
- ELLs who have been enrolled in a U.S. school for more than three years but less than five years may test in Spanish if their school-based team determines this is appropriate 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.

- ELLs who have been enrolled in a U.S. school for more than five years must test in English but can receive accommodations as indicated by their school-based teams.
- English learners in U.S. schools for less than 12 continuous months may receive a language exemption from the SBA for the reading subtest only. In this situation, the student’s score on 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 for less than three full consecutive years may test in Spanish (no waiver required). With a waiver approved by the PED, they may test in Spanish for an additional two years (see Section 7 for more information).
- Students with IEPs shall participate in state assessments, and IEP teams will determine which assessments (i.e., general or alternate) and which accommodations are needed.

## NM-MSSA/iMSSA ELL Accommodations

NM-MSSA/iMSSA CBT Accommodation and Guidelines	NM-MSSA/iMSSA PBT Accommodation and Guidelines
<p><b>Commercial Word-to-Word Dictionary</b></p> <p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Assignment in iTester:</u> must be assigned prior to testing</li> <li>• <b>Materials:</b> Word-to-word dictionaries are provided to students by their school, based on those used by the student for routine classroom instruction.</li> </ul> <p><b>During Testing:</b> The student uses a published bilingual, word-to-word dictionary that does not include definitions, pronunciation, phrases, sentences, or pictures. The student should be familiar with the dictionary they will use during testing. Students should be given ample time to complete the test using the accommodation. If no printed word-to-word dictionary can be found for a specific language, an electronic translator may be used. The device may not connect to the internet or store information, and therefore, web-based translators are not allowed.</p> <hr/> <p><b>Customized Dual Language Glossary</b></p> <p><b>Before Testing:</b></p> <p><u>Assignment in iTester:</u> must be assigned prior to testing</p>	

## Directions in Native Language

### Before Testing:

- Assignment in iTester: must be assigned prior to testing
- Materials:
  - The 2023 Math/ELA assessments provide written test administration directions in Spanish
  - If written general test administration directions are not available in the student's native language, a local translator fluent both in English and the student's native language may translate and read the directions in the language of the student.
- Test Administrator Training: Test administrators, or other qualified interpreters, providing the general administration directions in languages other than English must review the directions in advance in order to provide consistent trans adaptations. Test Administrators providing this accommodation will ideally be literate and fluent in English, as well as in the student's native language; or may collaborate with a local translator, if available.

**During Testing:** The test administrator, or other qualified interpreter, reads aloud the general administration instructions in the student's native language. The student may request that directions be repeated. The student must be tested in a separate setting.

## Picture Dictionary

### Before Testing:

- Assignment in iTester: must be assigned prior to testing

## NM-MSSA/iMSSA CBT Accommodation and Guidelines

## NM-MSSA/iMSSA PBT Accommodation and Guidelines

### Pocket Word-to-Word Translator

#### Before Testing:

- Assignment in iTester: must be assigned prior to testing

### Spanish Language Version

#### Before Testing:S

- Assignment in iTester: must be assigned prior to testing
- Students must be placed in a separate iTester class and that class must be assigned the Spanish version of the test when scheduling that class for a test session. Students must change the kiosk to the Spanish version before logging in.
- Test Administer Training: Test administrators providing this accommodation should ideally be literate and fluent in English and Spanish, or may be assisted by a translator, if available, since test administration directions will be read to the student in Spanish.

**During Testing:** A student takes the science, mathematics, or English Language Arts assessment with content presented in Spanish.

**Note:** If the student is also receiving a Human Reader or Text-to-Speech accessibility feature, the test can be read aloud in Spanish only (i.e., the test cannot be read aloud in English in addition to Spanish).



## ELL NM-MSSA/iMSSA Accommodations Embedded

ELA and Math	Allow Accessibility Mode Testing
ELA and Math	ASL Videos
ELA	Text-to-Speech
ELA and Math	Word Prediction (Embedded) * (English only)

ELA and Math	Assistive Technology Device Presentation
ELA and Math	Assistive Technology Device Responses
ELA and Math	Braille Notetaker
ELA and Math	Braille Writer
ELA	Human Reader
ELA and Math	Human Scribe
ELA and Math	Human Signer
ELA and Math	Human Signer for Test Directions
ELA and Math	Paper form
ELA, Math, and Science	Paper form Braille
ELA, Math, and Science	Paper form Large Print
ELA and Math	Refreshable Braille Display with Screen Reader
ELA and Math	Screen Reader
ELA, Math, and Science	Speech-to-Text
ELA, Math, and Science	Tactile Graphics
ELA, Math, and Science	Word Prediction

## ELL NM-ASR Accommodations

The New Mexico Assessment of Science Readiness (NM-ASR) chart below shows all available accommodations for all students in the assessment.  
([EL NM-ASR Chart Coming Soon](#))

## DLM<sup>®</sup> ELL Accommodations

The DLM<sup>®</sup> alternate assessment does not provide language translations via the computer but does allow TAs to translate the text for students who are ELLs or who communicate best in a language other than English.

## SAT ELL Accommodations

College Board offers testing supports for English learners (EL), including these:

- Translated test directions
- Use of bilingual word-to-word dictionaries
- 50% extended testing time
- Directions are available in 15 languages. Download the translated directions and give them to students on test day.
- Word-to-Word Dictionaries
- The bilingual word-to-word dictionaries students use on test day must be from College Board's approved list, which is provided on this page. Schools can provide dictionaries to students on test day, collecting them when testing is complete.
- To ensure that student scores are processed correctly and on time, SSD coordinators must request extended time in the EL Supports tool, which is part of [SSD Online](#). Schools don't need to submit documentation, but students should use extended time only if they have a documented need.

DLM<sup>®</sup> does not provide language translations via the computer but does allow TAs to translate the text for students who are ELLs or Who communicate best in a language other than English.

NO ELA for DLM<sup>®</sup>.

Human Reader (test direction or test items in Native language)

Text-to-Speech (test directions or test items in native language)  
Extended time (on timed tests) MD

### NOTE:

ACCESS/AITERNATE ACCESS SECTIONS CONTAIN COMPLETE OVERVIEW OF ALL ACCOMMODATIONS ALLOWED

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## ISTATION ELL Accommodations

### Istation English Language Learner Accommodations

- **Visual and auditory prompts:** The program provides **text-to speech and visual cueing** to support reading comprehension.
- **Interactive Reading lessons:** iStation gives students the chance to interact with animated characters, enhancing their understanding
- Platform helps students to build their vocabulary by presenting them with clear definitions and illustrations of new words in context.
- **Dictionary use is determined by PED/District.**
- I do not know if the state has been allowing use of the dictionary with Istation.

If an ELL student has an IEP/504 that also states they require accommodations, the link below provides a complete list of accommodations available to ELL students with disabilities.

### Link to iStation Accessibility and Accommodations:

[iStation Accessibility and Accommodations](#)

## AVANT STAMP ELL Accommodations

AVANT STAMP has no English Learner Accommodations due to the construct of the test. Avant STAMP (Standards-Based Measurement of Proficiency) is an internationally recognized web-based test that **assesses language proficiency**. An Avant STAMP 4S test has four sections: Reading, Writing, Listening and Speaking.

# WIDA/ACCESS

[Overview](#)

[Domain Exemptions](#)

[WIDA/ACCESS Accommodations](#)

[WIDA/ACCESS Resource Links](#)

## WIDA/ACCESS Overview

The WIDA/ACCESS for English Language Learners meets New Mexico’s federal requirement to provide an annual assessment of academic English language proficiency. It is annually administered to current English learners in Grades K-12.

## Domain Exemptions

The Access for ELLs (Accessing Comprehension and Communication in English State-to-State) or WIDA test is an English language proficiency assessment given to Kindergarten through 12th graders who are identified as English language learners (ELLs). Specific domain exceptions for Access/WIDA refer to circumstances where a student may be excused from a particular part of the assessment due to specific needs or disabilities.

**If a student is not able to utilize the Universal, Accessibility, and Accommodations for the ACCESS assessment, then a domain exemption can be requested.**

These exceptions are designed to ensure that English language learners are provided with just and fair opportunities to demonstrate their skills. **The four domains of WIDA are Listening, Speaking, Reading, and Writing.**

Here are the common exemptions:

- Hearing Impairment (HI).** Example: A student with profound hearing loss that is not fluent in ASL.
- Visual Impairment (VI).** Example: A student is blind or visually impaired, yet unable to read braille.
- Speaking Domain for Students Taking the Braille Version (VIBR).** Example: A student unable to produce functional speech (stutters) but uses an Augmentative/Alternative Communication device.

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- Non-Verbal (NV).** Example: A student with autism who is unable to communicate, and accommodations do not help the student.

**WIDA/ACCESS Exemption Identification Codes:**

**Exemption Request Form Location: (Test Coordinator Portal)**

To request a Domain Exemption, please submit an exemption form in the [Test Coordinator Portal](#) or email the form found [here](#) to ped.assessment@ped.nm.gov.

## WIDA/ACCESS Accommodations

ACCESS 2.0 for ELLs and WIDA Screener Grades K-12		
<p>This chart provides a visual support of the ACCESS Accessibility &amp; Accommodation Manual. For specific details and further directions, please read the manual carefully. This is not a substitute for reading the Manual completely before administering the assessment. For the WIDA AMS platform, Universal Tools are always available to all test takers. The computer-based universal tools are embedded, automatic, and no prior setup or toggling on is needed. For paper testing, the test administrator provides a physical version of universal tools.</p>		
<p><b>Accessibility Tools:</b> Accessibility Tools in the WIDA AMS platform are treated the same as universal tools. Please make sure students use these tools prior to testing. The expectation is that if the student uses the tool(s) in testing, that the student also uses the tool(s) routinely in the classroom.</p>		
<p><b>Accommodation Tools:</b> Accommodation Tools are available only to students with disabilities as documented in an IEP plan or a 504 plan. The team making accommodations decisions and planning testing for a student with documented disabilities should be multidisciplinary and collaborative. It should include individuals with expertise in second language acquisition. It is helpful to include those who understand how to differentiate between limited English proficiency and a disability. (Page 10 ACCESS Accommodation Manual.) These tools must be set up and selected in the platform prior to testing.</p>		
<p><b>Administrative Considerations &amp; Testing Environment</b></p>	<p>Provided at the discretion of the school team to provide an optimal setting, it applies to all test takers. Examples are: Smaller group testing is recommended; ACCESS is not timed (Each domain is required to be completed in one sitting unless IEP states otherwise); Suggested to administer in short segments; not recommended to test all domains all in one day; Breaks are allowed, whenever</p>	<p>Most administrative considerations are externally set up. For external supports that interact with the platform, for example, a student use of a microphone; it is important to ensure</p>

	possible keep students in the testing room; otherwise escort/supervision is required.  See page 3 of ACCESS Accessibility & Accommodation Manual for more details.			compatibility of the device with testing platform.
Feature Description	Universal Tool	Accessibility Tool	Accommodation Tool	Considerations
<b>Audio aids</b> Generally provided by school or student. Examples: amplification device, noise buffers, white noise machines	X	X		Must be compatible with the requirements of the test. For example, noise-reducing headphones must still allow the student to hear test items that are read aloud by a test administrator or presented as recorded audio.
<b>Color adjustments</b> Use of transparent color overlays to alter how the test content in a test booklet or on a screen is seen. Can be provided by the school or by the student. Color contrast is embedded in CBT.	X	X		A variety of defined color adjustment options are built into the test platform and grouped into color contrast settings, which adjust all colors on the screen, and color overlay settings, which change the background color.
<b>Highlighter</b> Use of a variety of tools to mark specific text.	X	X		Online testing: A highlighter tool is built into the test platform. Mouse control is needed to use this tool.  Paper testing: Students can use any tool for highlighting, but responses must be marked with a number 2 pencil only.

<p><b>Keyboard navigation</b> Use of a keyboard to move from screen to screen and make selections.</p>	X	X		<p>Online testing: Keyboard navigation does not allow students to manipulate interactive items or the built-in universal tools. Explore this option yourself before introducing it to students.</p>
<p><b>Line guide or tracking tool</b> A variety of tools to guide student's eyes while reading. Tracking tools used in the classroom, such as note cards, bookmarks, or sentence highlighting strips, can be used during testing as long as they do not contain text or notation in any language.</p>	X	X		<p>Online testing: A line guide tool is built into the test platform. Activate the tool, and then drag the graphic that appears on the screen to move the line guide. Mouse control is needed to use this tool.</p> <p>Paper testing: Any line guide tool that adheres to the test booklet, such as highlighting tape, must be removed before the test booklet is returned.</p>
<p><b>Magnification devices</b> Students can interact with enlarged graphics and text to complete testing. Explore your options for enlargement well in advance of testing to determine what works best for the student.</p>	X	X		<p>Online testing: A magnifier tool is built into the test platform. Students must scroll to see all the content when the test is magnified, and they must return to the default size to use other tools, such as the highlighter. A large monitor might display a big enough text size to minimize the need for the magnifier tool.</p> <p>Testing with an iPad? Use the pinch-to-zoom feature as usual and select the magnifier tool to return to the default display size.</p>

				<p>Paper testing: Students can use a low-vision device with a regular or large print test booklet. Answers recorded in a large print booklet must be transcribed.</p>
<p><b>Sticky Notes</b> Students can make notes, draft text, or sketch diagrams as they test. This content is never scored.</p> <p><b>Scratch paper</b> can be any blank writing surface, including plain or colored paper, grid paper, ruled paper, Braille paper, raised-line paper, or even a dry-erase board.</p> <p>Do not provide any graphic organizers.</p>	X	X		<p><b>IMPORTANT:</b> used scratch paper is considered secure test material. Test administrators must collect used scratch paper and completely erase dry-erase boards at the end of each domain test. Scratch paper must be securely destroyed. Scratch paper can be used on any domain test, but WIDA recommends that students use scratch paper only for the Writing test.</p> <p>Online testing: A sticky notes tool is built into the test platform for the Writing test. Activate the tool, and then click on the screen to create a small box in which to type notes. Sticky notes can be closed and reopened, and they stay on the screen on which they're created as the student moves through the test. Sticky notes can be used instead of or in addition to physical scratch paper.</p> <p>Paper testing: Students can use any writing utensil on scratch paper, but responses must always be marked with a number 2 pencil.</p>





				of a state assessment official to offer this accommodation.
<p><b>In-person human reader (IR)</b></p> <p>This accommodation may support students with a documented need for an in-person human reader.</p>			X	<p>Test materials must be ordered.</p> <p>Available in Listening, Speaking, and Writing domains.</p> <p>This accommodation applies only to text. Test administrators read labels or captions but never describe images. Answer choices may be read aloud only during the Listening domain tests. See ACCESS Accessibility-Accommodation manual p. 12 for more detail.</p>
<p><b>Repeat in-person human reader (RP)</b></p> <p>This accommodation may support students with a documented need for an in-person human reader. For example, this may include needs related to reading/print or focusing attention.</p> <p><b>Repeat in-person human reader (RP)</b> <b>Continued</b></p>			X	<p>Test materials must be ordered.</p> <p>Available in Listening, Speaking, and Writing domains.</p> <p>When test administrators provide this accommodation, they follow the guidelines for the In-Person Human Reader accommodation and may repeat anything they read aloud. This accommodation applies only to text. Test administrators read labels or captions but never describe images. During a Listening domain test, test administrators can</p>

				repeat their reading one time only. See ACCESS Accessibility-Accommodation manual p. 13 for more detail.
<b>Interpreter signs test directions in ASL (SD)</b>			X	Available in all domains  To provide this accommodation, arrange for an interpreter to sign test logistics, directions, and practice items into American Sign Language (ASL) or another signed system. Translation of actual test items is not allowed.
<b>Large print (LP)</b>  Large print materials are printed in 18-point font on 11x17 paper.			X	Materials must be ordered.  Available in all domains  Large print test kits must be specially ordered, and they include everything required to administer the test.  Student responses recorded on large print materials must be transcribed verbatim into the scannable test booklets for scoring. Return both booklets at the end of testing. Only the booklet for transcription will be scanned and scored.  See Appendix B of ACCESS Accessibility-Accommodation Manual or transcription guidance.

				Note that Alternate ACCESS for ELLs is already considered large print.
<p><b>Manual control of item audio (MC)</b></p> <p>This accommodation allows students to indicate when they are ready to hear recorded audio during testing.</p>			X	<p>Must be pre-selected in the testing platform.</p> <p>Available in the Listening, Speaking, and Writing domain.</p> <p>See ACCESS Accessibility-Accommodation manual p. 15 for more detail.</p>
<p><b>Repeat item audio (RA)</b></p> <p>This accommodation allows students to hear recorded audio a second time.</p>			X	<p>Must be pre-selected in the testing platform.</p> <p>Available in the Listening, Speaking, and Writing domain.</p> <p>See ACCESS Accessibility-Accommodation manual p. 16 for more detail.</p>
<p><b>Scribe (SR)</b></p> <p>To provide this accommodation, a test administrator or another designated individual responds in the online test platform or in a test booklet as directed by a student.</p>			X	<p>Available in the Listening, Reading, and Writing domain.</p> <p>An individual test administration must be used to provide this accommodation. When students are new to the process of scribing, practice prior to testing is especially important.</p> <p>Responses must be scribed verbatim at the time of testing. See Appendix C of ACCESS Accessibility-Accommod</p>

				ation Manual for Scribe Guidance.
<p><b>Recording device and transcription (RD)</b></p> <p>This accommodation may support students with writing processing issues by separating the process of responding from the process of writing.</p>			X	<p>Must be pre-planned with the set up of a transcription device.</p> <p>Available in the Writing domain.</p> <p>See ACCESS Accessibility-Accommodation manual p. 17-18 for more detail.</p>
<p><b>Test administered in a non-school setting (NS)</b></p>			X	<p>Available in all domains</p> <p>In the extremely rare situation that an enrolled student is unable to attend school due to hospitalization or another extended absence during the testing window, the test may be administered in a non-school setting.</p> <p>This may require approval from a state official.</p>
<p><b>Word processor or similar keyboarding device (WD)</b></p> <p>This accommodation is appropriate for students who have a documented need to use a specific, standalone word processor or other keyboarding device that is not</p>			X	<p>Must be pre-planned with the set up of a device.</p> <p>Available in the Listening, Reading, and Writing domain.</p> <p>For a Writing test, the test administrator must confirm that any spelling or grammar checking function is turned off, that any dictionary or</p>

<p>compatible with the online test platform or the testing device.</p> <p><b>Word processor or similar keyboarding device (WD)</b></p> <p><b>Continued</b></p>				<p>thesaurus features are disabled, and that the device is not connected to the internet.</p> <p>Student responses recorded on the device must be transcribed into the online test platform or a test booklet as soon as possible after each domain test is complete. See Appendix B of ACCESS Accessibility-Accommodation manual for transcription guidance.</p>
<p>The following accommodations are NEVER allowed in WIDA ELP testing:</p> <ul style="list-style-type: none"> <li>● Bilingual word-to-word dictionaries;</li> <li>● A test administrator reading aloud any part of the Reading test;</li> <li>● Providing test items in a language other than English;</li> <li>● Allowing responses in a language other than English</li> </ul> <p>In the rare case a student’s documented disability requires the use of an accommodation not described in the following section, contact your state education agency with a unique accommodations request.</p>				

## WIDA/ACCESS Resource Links

- [WIDA/Alternate ACCESS Website](#)
- [WIDA/ACCESS Secure Test Portal](#)
- [WIDA Accommodations Manual 24-25](#)
- [WIDA/ACCESS Practice Tests](#)
- [WIDA/ACCESS Quick Start Administration Guide](#)
- [All NMPED Assessment Accommodations Manuals](#)
- [ACCESS for ELLs Fact Sheet](#)

# WIDA/ALTERNATE ACCESS Assessment

[Overview](#)

[WIDA Alternate Accommodations](#)

[WIDA/Alternate Access Resource Links](#)

[Alternate Access Fact Sheet](#)

## WIDA/ALTERNATE ACCESS Overview

### Description of Alternate ACCESS Testing

Alternate ACCESS for ELLs (Alternate ACCESS) is a large-print, paper-based test individually administered to students in grades 1–12 who are identified as English learners (ELLs) with the most significant cognitive disabilities. Alternate ACCESS is intended for ELLs who participate, or who would be likely to participate, in their state's alternate content assessment(s). The [Advancing ALTELLA](#) team is working to redesign Alternate ACCESS, which includes expanding the test to cover kindergarten and creating a brand-new alternate screener.

### Key Points

- Alternate ACCESS meets U.S. federal requirements under the Individuals with Disabilities Education Act of 2004 (IDEA) and the Every Student Succeeds Act (ESSA) for monitoring and reporting ELLs' progress toward English language proficiency.
- IEP teams should follow their state's specific alternate assessment participation criteria. For additional guidance, view the [Alternate ACCESS for ELLs Participation Criteria Decision Tree](#).
- Alternate ACCESS tests students' language in the four domains: Listening, Reading, Speaking, Writing. Test scores can be used to inform instruction and monitor progress of ELLs in a school or district.

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## WIDA/ALTERNATE Accommodations

[WIDA Accommodations Checklists](#)

## WIDA/ALTERNATE ACCESS Resource Links

[WIDA/Alternate ACCESS Website](#)

[WIDA/ACCESS Secure Test Portal](#)

[WIDA/ACCESS Accommodations Manual](#)

[WIDA/ACCESS Practice Tests](#)

[WIDA/ACCESS Quick Start Administration Guide](#)

[ACCESS Fact Sheet](#)



# Spanish Reading Standards Based Assessment

## Overview

Spanish Reading SBA is New Mexico’s statewide summative assessment for Spanish language arts administered at the end of the 11th grade. Spanish Reading SBA should only be assigned to students as English learner accommodation for whom the SAT School Day reading and writing test is not appropriate. ELLs can elect to waive this accommodation and participate in the full SAT School Day test if they desire to obtain a college reportable score. As Spanish Reading SBA is a single measure at the end of a grade band, interpretations and uses of scores should be supplemented with additional measures, including information from classroom summative and formative assessments as well as interim assessments.

- [Special Instructions](#)
- [SBA Accessibility and Accommodation Feature](#)
- [Resource Links](#)

## Special Instructions

- SBA does not have an accommodations manual by itself as it is 100% paper and does not follow the same accessibility features as the online tests.
- Update to Current SBA Accommodations manual will be in *January-February with the new 2024 manual production* starts later this fall. The most current version is noted in the SBA Resource Links.
- The only accommodated paper forms for Spanish Reading SBA HS are: Large Print and Braille. The other accommodations would depend on policy per IEP, 504 Plan, or EI Plan which is designed by PED and/or the districts.

**The Spanish Reading SBA High School assessment has the following accommodated *forms*:**

Special Requirements for Administering the Large Print and Braille Versions of the Assessment Administering the Large-Print Version of the Assessment Give students who are administered a large-print version of the Spanish Reading SBA a large-print test material packet. The packet includes a large-print instructions sheet, a large-print test booklet, a standard-sized test booklet, and an answer document. Please consider the following when administering the large-print

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test:

- Read the directions and scripts from this manual the same way as for a standard administration.
- The large-print test booklet is 11x17. It is recommended that these tests be administered to students at tables (perhaps library-sized) to allow for the booklet's size and ensure student comfort.
- In addition to the materials in the large-print packet, also provide students with soft-lead No. 2 pencils. Student Responses Only responses bubbled and written inside the answer document or typewritten responses to short answers and open-ended questions will be scored. All responses to multiple-choice, short-answer, and open-ended questions that are not completed directly in the answer document or typewritten must be transcribed into an answer document before shipping. Consider the following options with the student to determine the best method for recording the student's responses:
  - Students may use soft-lead No. 2 pencils to record their responses in the answer document. (Do not allow students to use mechanical pencils.)
  - Students may respond to all questions in the large-print test booklet. Answers in the large-print test booklet will not be scored. Therefore, answers written in the large-print test booklet must be copied into the answer document to be scored and reported. Be sure to transcribe exactly what the student has marked.
  - Students may type their responses with a word processor (without the aid of either a spelling or grammar check). NOTE: The TA (or the proctor) must transcribe all multiple-choice answers into the answer document.
  - Students may use a scribe to write oral responses or fill in bubbles for multiple-choice questions in the answer document. If typewritten responses to short-answer and open-ended questions are permitted as an accommodation, follow the instructions below under "Typed Responses." Administering the Braille Version of the Assessment Give students who are administered a Braille version of the Spanish Reading SBA a Braille test material packet. The packet includes a Braille instructions sheet, a Braille test booklet and the associated test administrator notes, a standard test booklet, and a standard answer document. Please consider the following when administering the Braille test:
    - Read the directions and scripts from this manual the same way as for a standard administration. Make adjustments to the specific directions for administering a test as needed to ensure that students taking the Braille version of the test understand the testing procedures. For example, explain to the students that they do not need to read or pay attention to the copyright notice that appears in the Braille version. Test Administration Manual · Spring

2023.

- Various materials (e.g., Braille writers, slates and styluses, Cranmer modified abacuses, and word processors without the aid of spelling or grammar checks) may be required by the students and must be furnished before test administration. Additionally, have Braille paper and placeholders available. Student Responses Only responses bubbled and written inside an answer document or typewritten responses to short answers and open-ended questions will be scored. All responses to multiple-choice, short-answer, and open-ended questions that are not completed directly in the answer document or typewritten must be transcribed into an answer document before shipping. The TA and the student should consider the following options to determine the best method for recording the student’s responses. Students may use any combination of these options to answer test items:
- Students may record their responses using Braille on a separate Braille sheet of paper.
- Students may record their responses directly in the Braille version of the test booklet.
- Students may respond to the short-answer and open-ended questions using a word processor (without a spelling or grammar check) and respond to the multiple-choice questions directly in the Braille version of the test booklet.
- Students may use a scribe to write oral responses or fill in bubbles for multiple-choice questions in the answer document. Transcribe the student’s Braille responses and all other responses in the Braille test booklet verbatim into the student’s answer document after testing is completed. Only answers copied into the answer document will be scored and reported. If typewritten responses to the short-answer and open-ended questions are permitted as an accommodation, follow the instructions below, under “Typed Responses.” Typed responses to short-answer and open-ended questions may be submitted for those students who qualify for the Assistive Technology Devices Responses accommodation.

For more information about this accommodation, refer to the 2022–23 Assessment Accommodations & Accessibility Manual. To access this resource, visit the DTC Workspace in PED Canvas: [nmped.instructure.com/courses/1981](https://nmped.instructure.com/courses/1981). Each page of the typed response must contain the following information: ¼ student’s first and last name ¼ student’s state student ID number (which also appears on the student’s ID label) ¼ unique answer document number found on each page inside the student’s answer document ¼ district name ¼ school name ¼

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session name (e.g., Reading Session 1) ¾ question number (e.g., #6). At the end of testing, staple all sheets of paper containing typewritten responses from an individual student together once in the top left corner and provide them to the STC and DTC with the answer document. Never staple, tape, or glue typed response pages into an answer document. NOTE: Transcribe all multiple-choice answers into the answer document.

## SBA Accessibility and Accommodation Feature

SBA does not have an accommodations manual by itself as it is 100% paper and does not follow the same accessibility features as the online tests.

## SBA Resource Links

[SBA Test Administrators Manual](#)

[NM PED Assessment SBA Resource Link](#)

[Cognia SBA Manuals](#)

# AVANT-STAMP

## Overview

All students enrolled in a state-funded Spanish bilingual multicultural education program who have not already tested and achieved Spanish language proficiency are required to complete the Avant STAMP assessment once per year to measure growth towards Spanish language proficiency. Additionally, the Avant STAMP and specific coursework requirements are one option for a student to earn the State Seal of Bilingualism and Biliteracy (SSBB).

[AVANT Accommodations](#)

[AVANT Special Instructions](#)

[AVANT Resource Links](#)

## AVANT Accommodations

<b>Avant Accommodations</b>	Test takers can increase the zoom level of the screen.
<b>Blind and Limited Vision: Sections other than Reading</b>	An Aide can read any of the English portions of the test and can describe, in English, any accompanying photographs or images.  Avant Assessment provides audio support in the target language for all Writing and Speaking prompts and tasks.
<b>Blind and Limited Vision: Reading Section</b>	The Reading Section measures a test taker’s independent reading ability in a target language. Reading the Avant Test Reading Section to a test taker defeats the purpose of the assessment. If an IEP requires tests to be read to test takers, then reading the Avant Test Reading Section aloud is a local decision.

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<b>Deaf and Hard of Hearing</b>	Volume control for increased volume.
<b>Deaf and Hard of Hearing: Sections other than Listening</b>	For areas of the test with verbal instructions, an Aide can communicate any of the English portions of the test and can describe, in English or sign language, any accompanying photograph.
<b>Deaf and Hard of Hearing: Listening Section</b>	Proctors should plan a time and space for test takers with hearing disabilities (including those with implants) to complete the listening section of the test with adequate audio configuration through the utilization of amplified external speakers or other audio equipment.
<b>Speech Sound Disorder</b>	<p>Test takers may use extra time and may want to use the Speaking section’s “Add to Recording” feature as well as re-record features for the speaking section of the test.</p> <p>Test takers have the ability to skip the Speaking section all together if needed.</p>
<b>Dyslexic Test Takers</b>	Dyslexic test takers can have an Aide read any of the English portions of the test – but only the English portions.
<b>Test Time and Breaks</b>	<p>The most commonly requested accommodation for the assessment is extra time, which can always be allowed for all sections of the test.</p> <p>Avant’s tests are not timed, test takers can take as long as necessary to complete each section.</p> <p>Breaks can be taken at any time, most commonly in-between sections.</p> <p>Avant’s tests can be divided into several sessions over as many days as needed.</p>
<b>Other Accommodations Not Listed</b>	For accommodations not listed above, please fill out Avant Accommodations Request Form at the bottom of this page at least 14 days before your test date. <a href="#">AVANT Accommodations Link and Accommodation Request Form</a> .

## AVANT Special Instructions

### Login, Test Taker Profile, and Instructions Pages

Any and all translation assistance is allowed for these areas since they do not contain any elements which would be assessed. The goal is for test takers to log in to the test successfully, complete the Test Taker Profile accurately, and understand the instructions about the Reading, Listening, Writing, and Speaking sections.

### Reading and Listening Sections

- Translation assistance is allowed for the Situation and Question elements only.
- Do NOT translate any of the authentic text or authentic audio.
- Do NOT translate any of the multiple-choice answer options.

### Writing and Speaking Sections

- The Writing and Speaking section prompts are provided in written English with target language audio support.
- Proctors may read the prompt aloud in English, if needed, and explain the overall task.
- Verbal assistance is allowed for directions, and for the technical aspects of keyboarding or recording their responses and operating the record and playback buttons.

### Why are the test questions and instructions in English?

- First, it is critical to make absolutely sure the reason the test taker responded correctly or incorrectly is based on the test taker's actual comprehension of the authentic text and not the language used in the question. Simply speaking, the English question helps isolate the target language skill being measured.
- Second, in order to ask an appropriate question that addresses the level of the

text, the question language level may be far more difficult than the text itself. In other words, the difficulty of the language in the question may prevent the test taker from responding correctly to an authentic text they actually comprehend.

## AVANT Resource Links

- [AVANT Accommodations Manual](#)
- [AVANT NEW MEXICO WEBSITE](#)
- [AVANT SAMPLE TEST](#)
- [All NMPED Assessment Accommodations Manuals](#)
- [Avant STAMP Fact Sheet](#)

## National Assessment of Educational Progress (NAEP)

- Overview
- [NAEP Universal and Accommodations](#)
- [NAEP Resources](#)

## Overview of NAEP

### OVERVIEW

The accommodations allowed on NAEP and those allowed in states are often similar, but there may be some differences. Sometimes these differences result from the way that the subject being measured is defined in the NAEP frameworks. For example, NAEP does not allow read-aloud of any part of the NAEP reading test except the instructions, because decoding words is part of what the NAEP framework is measuring.

**Link to NAEP Accommodations Page: [NAEP Accommodations Increase Inclusiveness](#)**



NAEP Universal Design Elements	NAEP Accommodations Provided by the Test Delivery System	NAEP Accommodations Provided Outside the Test Delivery System
Zooming	Extended Time	Breaks During Testing
Individual Testing Experience	Magnification	Separate Location
Directions Read Aloud/Text-to-Speech (English)	Low Mobility Version of the Test	Familiar Person Present in Testing Room
Directions Clarified/Explained	Calculator Version of the Test	Uses Template
Read Aloud/Text-to-Speech (English) Occasional, Most or All (1)	Hearing Impaired Version of the Test	Special Equipment
Use a Computer/Tablet to Respond	High Contrast for Visually Impaired Students	Preferential Seating
Color Theming	Directions Only Translated to Spanish	Cueing to Stay on Task
Scratchwork/Highlighter Capability	Directions Read/Aloud/Text-to-Speech (Spanish)	Scribe
Elimination Capability	Spanish/English Version of the Test	Directions Only Presented in Sign Language
Volume Adjustment	Read Aloud/Text-to-Speech (Spanish)-Occasional or Most or All (1)	Presentation in Sign Language
Closed Captioning	-	Response in Sign Language
Scratch Paper	-	Braille Version of the Test
	-	Bilingual Dictionary (in any language) Other Specify

1 NAEP UDE or accommodations that are not allowed for the NAEP reading assessments.

2 A Calculator Version of the Test is not needed for civics, reading, science, or U.S. history.

3 A Hearing Impaired Version of the Test is only needed if the item content cannot be

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## NAEP Resources

[NAEP Accommodations Increase Inclusiveness](#)

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[NMPED Assessment NAEP Website](#)

## Appendices

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## Appendix A: NM-MSSA/iMSSA Universal, Accessibility, and Accommodations A-Z

Accommodation or Accessibility Literal	Pop-up description
<b>Allow Accessibility Mode Testing</b>	Allows assistive technology to run on the student test device concurrently with the student testing kiosk. May be required to support Assistive Technology Device Presentation/Responses options. Requires proctor password during student log-in.
<b>Answer Masking</b>	Allows the student to hide response options on multiple-choice items.
<b>ASL Video ELA (Summative Only)</b>	The student views an embedded video of a human interpreter for the ELA assessments. The student may pause and resume the video but cannot adjust the pace.
<b>ASL Video Mathematics (Summative Only)</b>	The student views an embedded video of a human interpreter for the mathematics assessments. The student may pause and resume the video but cannot adjust the pace.
<b>Assistive Technology Device Presentation</b>	Students may use a range of assistive technologies including devices that are compatible with the online testing platform, and those that are used externally on a separate computer. For students with hearing impairments.

<b>Assistive Technology Device Responses</b>	Students may use a range of assistive technologies including devices that are compatible with the online testing platform, and those that are used externally on a separate computer. For students with visual, hearing, fine motor, writing, or motor impairments who use special devices for instruction. See the PED Accommodations manual for a complete list.
<b>Basic Calculator on Non-calculator Sections of Mathematics Test</b>	Provides access for students with a disability that severely limits or prevents their ability to perform basic calculations. Grades 3-8.
<b>Braille Notetaker</b>	A student who is blind or has a visual impairment may use an electronic Braille note-taker.
<b>Braille Writer</b>	A student who is blind or has a visual impairment may use a Braille writer.
<b>Color Contrast</b>	Provides a choice of colors for text and background from a set of 12 predefined color combinations.
<b>Commercial Word-To-Word Dictionary</b>	Commercially available dictionary gives work in English and desired language. No definitions are provided.
<b>Custom Masking</b>	Provides the ability to mask certain parts of the screen. Can be resized and is draggable.
<b>Customized Dual Language Glossary</b>	Displays pre-identified words, customized for New Mexico, in English and desired language. No definitions are provided.
<b>Directions in Native Language</b>	TA reads test directions in the student's native language.
<b>ELA TTS English (Excludes Formative)</b>	Provides a read-aloud of content in English. Also has controls to manage the read-aloud. Not intended to support students who are blind. Not Available in the ELA Reading portion of the assessment.
<b>Headphones/Noise Buffer</b>	Headphones used to access audio in CBT or to minimize distraction, filter external noise.
<b>Human Reader English (IEP 504 EL)</b>	TA reads the content in English. (English form must be assigned). Requires a one-on-one administration or small group with the same form.
<b>Human Reader Spanish (IEP 504 - Excludes Formative)</b>	TA reads the content in Spanish (Spanish form must be assigned). Requires a one-on-one administration or small group with the same form.
<b>Human Scribe</b>	Student's response is captured by a scribe and entered into the online testing platform. Requires a one-on-one administration.
<b>Human Signer</b>	TA signs the content. Requires a one-on-one administration or small group with the same form.
<b>Human Signer for Test Directions</b>	A human signer will sign the test directions to a student.

<b>Mathematics Tools</b>	The student has access to arithmetic tables, two-color chips, counters and counting chips, square tiles, base 10 blocks, or 100s chart.
<b>Mathematics TTS English</b>	Provides a read-aloud of content in English. Includes controls to manage the read-aloud. Not intended to support students who are blind.
<b>Mathematics TTS Spanish (Excludes Formative)</b>	Provides a read-aloud of content in Spanish. Includes controls to manage the read-aloud. Not intended to support students who are blind.
<b>Picture Dictionary</b>	Dictionary that provides picture definitions of English words.
<b>Pocket Word-To-Word Translator</b>	Commercially available pocket word-to-word electronic translator allows the user to enter words in English and displays the corresponding word in the desired language.
<b>Read Aloud to Self</b>	Student reads aloud to themselves. Please consider the testing environment for other students by administering the test in isolation.
<b>Refreshable Braille Display with Screen Readers (Summative Math and ELA Interim Math Only)</b>	A student who is blind or has a visual impairment takes the assessments using his or her preferred screen reader software with a refreshable Braille display.
<b>Reverse Contrast</b>	Inverts color values on the screen.
<b>Science TTS English (Summative and Formative Only)</b>	Provides a read-aloud of content in English. Includes controls to manage the read-aloud. Not intended to support students who are blind.
<b>Science TTS Spanish (Summative Only)</b>	Provides a read-aloud of content in Spanish. Includes controls to manage the read-aloud. Not intended to support students who are blind.
<b>Scientific Calculator on Non-calculator Sections of Mathematics Test</b>	Provides access for students with a disability that severely limits or prevents their ability to perform basic calculations. Grade 8 only.
<b>Screen Readers (Summative Math and ELA Interim Math Only)</b>	A student who is blind or has a visual impairment takes the assessments using his or her preferred screen reader software.
<b>SLA TTS Spanish (Summative Only)</b>	Provides a read-aloud of content in Spanish. Includes controls to manage the read-aloud. Not intended to support students who are blind.
<b>Social Studies TTS English (Formative Only)</b>	Provides a read-aloud of content in English. Includes controls to manage the read-aloud. Not intended to support students who are blind.
<b>Spanish Language Version (Summative Math Science and Language Arts and Interim Math Only)</b>	Indicates the student requires the Spanish version of the test. The Student must also be scheduled for the Spanish test when creating test sessions.

<b>Speech-to-Text</b>	External device with voice recognition software that converts student responses to printed text. Student speaks into the computer microphone and the computer enters the response. Use with a human scribe.
<b>Tactile Graphics (Summative Only)</b>	A student who is blind or has a visual impairment who uses a screen reader or refreshable Braille will also need a tactile graphics booklet, consisting only of the graphics portion of test questions, and visual descriptions of pictures and multimedia, where applicable.
<b>Word Prediction</b>	External device that provides frequently- or recently-used words on-screen after the student enters the first few letters of a word. Use with a human scribe.
<b>Word Prediction (Embedded)</b>	Online test platform-embedded feature that provides frequently- or recently-used words on-screen after the student enters the first few letters of a word.

## Appendix B: Classroom Accommodation Examples

**Assistive Technology:** To complete assignments in the classroom, the student is allowed to type out their answer instead of write; A student who is blind completes work using a portable Braille note-taker with a refreshable screen. Various external devices are used where items are not embedded in the testing.

**Answer Masking:** Allow students to use a piece of blank paper that may have a cutout, which may help to hide and reveal individual answer options.

**ASL Video Use ELA/Math:** Record a human interpreter for allowable portions, and embed the video.

**Audio Amplification:** During verbal instruction, an FM system is used for a student with hearing impairment; students are provided individual headsets that allow them to control their volume during listening activities.

**Braille Note-taker:** A student who is blind is allowed to use their most familiar assistive technology, a Braille note-taker, to produce their answers. The internet, grammar checker, and stored file functionalities are turned off so they produce a response without any assistance.

**Braille Writer:** This can include both a manual Braille writer or a device such as a note-taker. A Braille user who is not yet familiar with the note-taker would use the manual Braille writer to complete assignments in class.

**Bookmark/Mark for Review:** Students are allowed to place stickies in sections of a text; A bookmark tool is used during online tasks.

**Breaks: As Needed:** A student with a visual impairment who has eye fatigue during long reading tasks is allowed to stop and take 2-5 minutes breaks throughout a reading assignment.

**Breaks: Extended:** A student who receives medication at 2 p.m. during a classroom test is allowed to take a break long enough that they have time to get to the nurse and take the medication.

**Breaks: Extra:** During longer lessons, the teacher provides planned breaks at appropriate times that will not interfere with learning.

**Calculator:** A student with a math learning disability that impacts their ability to perform math calculations utilizes a four-function calculator (a calculator limited to addition, subtraction, multiplication, division, square roots, and percentage) during classroom tasks and assessments that include calculation questions.

**Color contrast:** A student with a visual impairment, whose functional vision assessment indicates they require a black background and white text, completes reading assignments on a computer with the designated contrast setting.

**Custom masking:** Allow students to use a piece of blank paper that may have a cutout, which may help to hide and reveal specific parts of the text at a time.

**Customized Dual Language Glossary:** Teacher creates a glossary for the student at the beginning of the year for use with classroom assignments and tests. This glossary could be added throughout the year.

- Embed glossary boxes within assignments and tests, providing only the pre-identified words in English and the desired language -- no definitions. This can help students see cognates, to bridge the languages.
- Teacher creates a glossary for the student at the beginning of the year for use with classroom assignments and tests. This glossary could be added throughout the year.

**Dictionary:** While reading a challenging text, the definition of unfamiliar words are provided to students; An EL student has access to a word-to-word dictionary.

**Double time (100%):** A student with a processing disorder receives double the amount of time to complete assignments/tests; A student with a reading disability is provided double time on work, due to a slower reading pace.

**Eliminate Answer Choices/Strikethrough:** Students are able to cross out choices during multi-choice assignments; Students can use a strikethrough feature during computer work with multiple answer choices.

**Food/Drink/Medication:** A student who requires time, due to a medical need, to eat/drink or take medication is given breaks to do so.

**Headphone Noise Buffer** - Use noise reduction headphones/earmuffs for students with sound sensitivity. Headphones with audio and microphones may be appropriate for computer-based activities; During work times when verbal instruction is not taking place, a student wears headphones to decrease distracting sounds.

**Highlighter Tool:** Students are provided highlighter strips to mark information/text they feel is notable. They are able to easily remove the strips when they want to make changes; Students use a highlighting feature to mark text during computer use.

**Home/hospital testing:** Students are receiving their education services in the homebound or hospital setting.

**Human Reader or Signer:** For human reader, this is used by a student who has a vision impairment or severe reading disability and is receiving the accommodation of being read to throughout their school day. A signer is provided during the day to translate for a student with a hearing impairment.

- Within the classroom a student is allowed to dictate answers to the teacher or assistant when completing written assignments; A student who broke their arm and is unable to

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write dictates answers to the teacher.

- Within the classroom, students are allowed to dictate answers to teachers or assistants when completing written assignments.

**Large Print (Large Block) Answer Sheet (no bubbles)/Large-print Test Book:** Based on a learning media assessment, a student with a visual impairment receives work in size 20 font and is able to write out their answers or mark large squares in lieu of bubbles.

**Line Reader:** A student who has difficulty staying in the right place while reading utilizes a reading guide strip to keep track of what line they are on.

**Custom Masking:** Blank index cards are provided to a student which can be used during assignments to cover up answer choices or parts of the assignment to reduce visual distractions; When using a computer, students are provided a sticky note to cover areas as they need.

**Notes/Notepad:** Students are allowed to take notes during classroom learning times and are provided scratch paper during tests.

**One-to-one testing:** One-on-one opportunities for classroom assessments and significant assignments are provided to a student who is easily distracted by classroom happenings.

**Preferential seating:** To decrease glare caused by windows and to be able to see the board, a student with a visual impairment sits at the front of the classroom with their back to the windows; To minimize visual distractions, a student sits at the front of the class where fewer students can be seen.

**Picture Dictionary:** Use a published picture dictionary for regular class instruction, or provide a teacher-developed picture glossary for class instruction with keywords specific to the unit being taught.

**Read Aloud to Self:** In the classroom during literacy time, a student is given an opportunity to read assignments and assessments out loud to their sponsor teacher individually or in a small group.

**Pocket Word-to-Word Dictionary:** If a student is allowed this accommodation, allow them to use the same dictionary they will use during testing when completing classroom assignments and tests.

**Refreshable Braille:** students use devices to read information in Braille by running their fingers over the refreshable Braille cells and then advancing the display to show the next set of characters. The Braille device receives input from a computer like a monitor.

#### **Response - Selected Response Options/Constructed Response Options**

- **Assistive Technology:** A student who recently lost their vision and has not learned Braille but can type responses on a computer does so to complete assignments; Due to a physical disability that causes dexterity limitations, a student uses speech-to-text software to produce responses throughout their school day.
- **Human Scribe:** A student with visual motor disability who is not yet familiar with, or unable to use, assistive technology devices, is allowed to provide oral responses, which are documented by the teacher.
- **Human Signer:** During school, a sign language interpreter shares the student's responses.

**Reverse Contrast:** Students are able to change the background to black and print to white, to decrease eye strain while working on computers.

**Sign Language Interpreter for Oral Instructions ONLY (No ASL Video Option):** A human signer works with the student throughout their day at school, to ensure they understand the directions provided by the teacher.

**Speech-to-Text:** Students who are deaf or hard of hearing can use automatic speech recognition

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to create subtitles for education videos. Speech recognition can be used to help students with dyslexia write essays by allowing dictation and readback of the content complete written assignments.

- Use speech to text digital tools, or with a human scribe which can be on paper or digitally; A student with dyslexia uses speech-to-text software to complete writing assignments.
- **Text-to-Speech (Spanish):** Use TTS digital tools, or embed teacher-recorded audio links students may click on to listen to the TTS.

**Tactile Graphics:** a Braille user is provided tactile versions of graphs and images during lessons.

**Testing Time - Late Start:** Due to a medical need, a student has a modified schedule and begins their school day later than the regularly scheduled time.

**Text-to-speech (TTS) Including Items, Response Options, and Passages (ELA):** During independent reading times, for both choice times and reading for assignments, a student with dyslexia who is unable to decode print and is reading multiple grade levels below, listens to the text in an auditory format.

**ELA Text-to-Speech:** Use TTS digital tools, or embed teacher-recorded audio links students may click on to listen to for the TTS.

**Text-to-Speech (Math):** A student with a reading disability has word problems read to them; a student with a vision impairment has math read to them (either via the teacher or while on a computer) and is provided a description of images.

- When testing math since you are not testing reading, the teacher could read the math test to the entire class.
- When testing math since you are not testing reading, the teacher could read the math test to the entire class.

**Time and One-half (+50%):** Similar to the double time accommodation, however, data indicates the student requires a smaller amount of extra time. This accommodation is available to English Learner students as a support as well.

**Wheelchair accessibility:** The classroom is arranged so a student in a wheelchair is able to independently navigate to necessary areas.

**Writing Tools:** A student is given access to editing tools within the program while typing assignments on a computer; Students are using CoWriter to complete writing assignments such as essays and open-ended response questions.

**Word Prediction:** allows students to use word prediction software during classroom assignments and tests.

**Zoom:** Due to a visual impairment, a student uses the zoom feature when working on a computer to ensure the font and pictures are visible.

## DLM<sup>®</sup> Classroom Features

**Individualized Manipulatives:** A student who has no vision uses an abacus during math time; Specific tactiles/objects are used to reinforce concepts during teaching and the student develops familiarity with them, so they are used throughout assignments and assessments.

**Single-switch System:** Due to physical impairments, a student is unable to navigate the keys on

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a keyboard. A single gumball switch is used as the enter key so the student can activate items on the computer.

**Two-switch System:** Similar to the single-switch system, but the student is able to use two switches, one as the tab key to move between selections and a second as the enter key to make choices.

**Partner-assisted Scanning:** During instruction, a student is offered visual choices. As the teacher points and reads the related text to each choice, the student indicates their choice with a verbal sound or physical movement once the teacher points to the student’s desired response.

**Test Administrator Entering of Student Responses:** When responding to questions in class, a student uses eye gaze to make choices for their answers. The teacher documents their responses or enters them for the student during the time on the computer.

## Appendix C: Vendor Accessibility and Accommodations Reference Links

Document	Source	Additional PED Guidance
<b>PED Assessment Accommodations Manual</b>	<a href="https://webnew.ped.state.nm.us/bureaus/assessment/accommodations-manuals/">https://webnew.ped.state.nm.us/bureaus/assessment/accommodations-manuals/</a>	<b>NM PED Website</b> <a href="https://webnew.ped.state.nm.us/bureaus/assessment/">https://webnew.ped.state.nm.us/bureaus/assessment/</a>

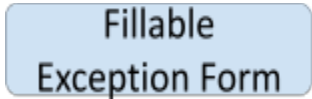
<p><b>SAT School Day</b></p>	<p><a href="https://accommodations.collegeboard.org/media/pdf/accommodations-supports-handbook.pdf">accommodations.collegeboard.org/media/pdf/accommodations-supports-handbook.pdf</a></p>	<p><b>College Reportable Accommodations:</b>  <a href="https://webnew.ped.state.nm.us/wp-content/uploads/2019/12/NM-SAT-and-PSAT-10-College-Board-Accommodations-Matrix-Resulting-in-College-Reportable-Scores.pdf">webnew.ped.state.nm.us/wp-content/uploads/2019/12/NM-SAT-and-PSAT-10-College-Board-Accommodations-Matrix-Resulting-in-College-Reportable-Scores.pdf</a></p> <p><b>Non College Reportable, But Allowed:</b>  <a href="https://webnew.ped.state.nm.us/wp-content/uploads/2019/12/College_Board_Accommodations_Non-Reportable_Scores.pdf">webnew.ped.state.nm.us/wp-content/uploads/2019/12/College_Board_Accommodations_Non-Reportable_Scores.pdf</a></p>
<p><b>Cognia 3-8 NM-MSSA (Math/ELA/SL)</b></p> <p><b>iMSSA and Formative Item Sets</b></p>	<p><a href="https://newmexico.onlinehelp.cognia.org/">https://newmexico.onlinehelp.cognia.org/</a></p>	<p>A student can only be assigned the NM-MSSA Spanish Language Arts as an English Learner accommodation.</p> <p>Text-to-Speech is available in English and Spanish, (for ELL students), on the math portion only for the Interim assessment, and in English only for the formative item set.</p>
<p><b>NM-ASR</b></p>	<p><a href="https://nmassessments.org/">https://nmassessments.org/</a></p>	
<p><b>Istation</b></p>	<p><a href="https://istation.com/hubfs/Content/downloads/NM_IstationAssessmentAccommodations.pdf">istation.com/hubfs/Content/downloads/NM_IstationAssessmentAccommodations.pdf</a></p>	<p>A student can only be assigned Spanish ISIP as an English Learner accommodation, even if they are not in a dual</p>

		language program.
<b>DLM®</b>	<a href="#">DLM 2024–25 Accessibility Manual</a>	The Test Administrator may provide any portion of the assessment in a native language as an accessibility support for the student. Students' IEP must designate alternate assessment.
<b>ACCESS</b>	<a href="https://wida.wisc.edu/resources/accessibility-and-accommodations-manual">wida.wisc.edu/resources/accessibility-and-accommodations-manual</a>  Accommodations Manual <a href="https://wida.wisc.edu/sites/default/files/resource/Accessibility-Accommodations-Manual.pdf">https://wida.wisc.edu/sites/default/files/resource/Accessibility-Accommodations-Manual.pdf</a>	Refer to the state-allowed domain exemption guidance on the Assessment Bureau <a href="#">ACCESS</a> website.

## Appendix D: Exception to Reading Domain and ASL Decision-Making Tool

This is a quick interactive [reference sheet](#) for all tests. It highlights some of the most utilized accessibility and accommodations in each assessment.

Download this form after clicking the icon.



# Assessment Quick Reference Tool

**Table 1:** Below is an image of the Assessment Quick Reference Tool.

	A	B	C	D	E	F	G	H	I	J	
1		SUMMATIVE ASSESSMENTS FEDERAL/STATE REQUIRED					DISTRICT AND STATE ASSESSMENTS				
2	Feature/Support	Feature or Support Description	MSSA and ASR Name of assessment is: Tester	SAT School Day The computer platform that delivers the assessment is: TIDE	ACCESS 2.0 for EL The computer platform that delivers the assessment is: DRC	DLM Alternate Assessment for Summative Math, ELA, Science The computer platform that delivers the assessment is: KITE		NWEA	ISTATION	ILLUMINATE RRRPS COMMON HIGH SCHOOL CORE COURSE FINALS	
8	<b>Answer Masking</b>	This is a straight edge for PBT. For CBT, this is an embedded tool depending on platform used. check with specific assessment manual	Accessibility Feature, should be classroom practice and documented classroom practice. It is assigned	Any tool outside of the listed Universal Tools page 7 of linked manual are required to have prior approval from the SSD College Board site, this process is completed by the SSD Coordinator at the High School	Accessibility Feature, should be classroom practice and documented classroom practice. It is assigned	Accessibility Support		NWEA does not list this feature, it does list as an embedded universal feature a digital highlighter, answer eliminator, and line reader/line guide. Available to any student. The embedded universal features are automatic and available to all students in the toolbar inside the testing environment	Accessibility Feature, should be classroom practice and documented classroom practice. It is assigned Not applicable	Accessibility Feature, should be classroom practice and documented classroom practice. It is assigned <b>(For ELA is an ACCOMMODATION and should be used very conservatively)</b>	
9	<b>Color Contrast</b>	For paper based tests, this is Color Overlay, for computer based tests, CBT, the vocabulary is color contrast. For CBT, both font and background colors as well as contrast are modified.	Accessibility Feature, should be classroom practice and documented classroom practice Color overlays are not provided by Cognia. For the CBT, the color contrast is embedded and a pre-selected feature	Any tool outside of the listed Universal Tools page 7 of linked manual are required to have prior approval from the SSD College Board site, this process is completed by the SSD Coordinator at the High School	Universal tool, please read options for implementation on page 11 of the linked manual	Accessibility Support, embedded Administrator must select		Designated Feature, non embedded but can use color contrast	Color overlay is not provided by Istation.	Accessibility Feature, embedded Administrator must select	
10	<b>Custom Masking</b>	This is an embedded tool, CBT, providing the ability to mask certain parts of the test interface or question. Custom masking planes can be resized and/or dragged around in some of the testing platforms. If the test is paper based, the student would use tools provided and practiced with by the school site team	Accessibility Feature, should be classroom practice and documented classroom practice. It is assigned	Any tool outside of the listed Universal Tools page 7 of linked manual are required to have prior approval from the SSD College Board site, this process is completed by the SSD Coordinator at the High School	Accessibility Feature, should be classroom practice and documented classroom practice. It is assigned	Accessibility Support		NWEA does not list this feature, it does list as an embedded universal feature a digital highlighter, answer eliminator, and line reader/line guide. Available to any student. The embedded universal features are automatic and available to all students in the toolbar inside the testing environment	Accessibility Feature, should be classroom practice and documented classroom practice. It is assigned	Accessibility Feature, should be classroom practice and documented classroom practice. It is assigned not offered in platform. external	
11	<b>Reverse Contrast</b>	See Color Contrast Notes-treated the same	See Color Contrast Notes-treated the same	Any tool outside of the listed Universal Tools page 7 of linked manual are required to have prior approval from the SSD College Board site, this process is completed by the SSD Coordinator at the High School	Universal tool, please read options for implementation on page 11 of the linked manual	Accessibility Support, embedded Administrator must select		Designated Feature, non embedded but can use color contrast	Color overlay is not provided by Istation.	Accessibility Feature, embedded Administrator must select	

# Appendix E: IEP Addendum Accommodations Documentation Checklist

Click [HERE](#) to print

## Assessment Accommodations IEP Addendum

Select the appropriate accessibility feature/accommodation for each assessment the student will be administered throughout the year:

	Station K-5	Illuminate K-12	NIM-MSSA 3-8	NIM-ASR 5, 8, 11	SAIT 11	DLM 3-8, 11	ACCESS K-12
Assistive Technology: Presentation							
Assistive Technology: Response							
Audio Record Response							
Braille							
Breaks ( <i>Choose One</i> )							
		As Needed		Extended			Extra
Calculation Device*							
Extended Time: Amount _____ (i.e. 50%)							
Human Scribe (Constructed Response Items)							
Human Scribe (Selected Response)/Partner Assisted Scanning ( <i>DLM® only</i> )							
Human Signer							
Large Print							
Manipulative Test Materials/Familiar materials & Tactile Graphics ( <i>DLM® only</i> )							
Math Manipulatives							
Paper Test							
Picture Dictionary (EL ONLY)							
Spanish Version (Eligible EL ONLY)							
Speech-to-Text (Constructed Response)							
Speech-to-Text (Selected Response)							
	Text-to-Speech	Human Reader	Test Directions in Native Lang (EL ONLY)				
	Text-to-Speech	Human Reader	ELA Test Items in Native Lang* (EL ONLY)				
	Text-to-Speech	Human Reader	Test Directions in English				
	Text-to-Speech	Human Reader	ELA Test Items in English*				
Word Prediction External Device (EL ONLY)							
Word-to-Word Dictionary/Glossary (EL ONLY)							
Word-to-Word Pocket Translator (EL ONLY)							
EL-Math Only (EL ONLY) only available for students in 1 <sup>st</sup> year in US							
PED-Approved Non-Standard Accommodation							

*Rational for providing item(s) in red:*

*\*Only allowed for students whose ability is severely limited or prevented due to their disability. Please refer to the assessment's accommodation manual for specific information when selecting this item. Cells with diagonal lines indicates the accommodation will result in a non-reportable college score*

<b>ADMINISTRATIVE PRACTICES/ACCESSIBILITY – Any Student (Check all that apply)</b>				
	Additional Time Between Sessions		Multiple/Frequent Breaks	
	Audio Amplification		Preferential Seating	
	Bookmark Items for Review		Read Aloud to Self	
	Color Contrast/Overlay: <b>Color(s)</b> _____		Redirect	
	Directions Clarified		Small Group (9 or less)	One-on-One
	Directions Read Aloud and Repeated		Separate or Alternate Location	
	Eliminate Answer Choices		Testing During Certain Time of Day	AM <input type="checkbox"/> PM <input type="checkbox"/>
	General Masking/Line Reader Mask Tool (PBT ONLY)		Text-to-Speech <input type="checkbox"/> Human Reader <input type="checkbox"/>	<b>Directions &amp; Test Items</b> (Math, Sci, SS ONLY)
	Headphones/Noise Buffer		Writing tools	
	Magnification/Enlargement Device		Zoom	

## Appendix F: National Center on Educational Outcomes

**NCEO Main Website:**

[National Center on Educational Outcomes](#)

**NCEO Anceo.orgccommodations Toolkit:**

[publications.ici.umn.edu/nceo/accommodations-toolkit/introduction](https://publications.ici.umn.edu/nceo/accommodations-toolkit/introduction)

## Appendix G: National and State Resources on Special Education and Accommodations

**IDEA**

[sites.ed.gov/idea](https://sites.ed.gov/idea)

**Chief Council of State School Officers**

[ccsso.org](https://ccsso.org)

**NTACT National Technical Assistance Center on Transition**

[transitionta.org](https://transitionta.org)

**New Mexico**

[New Mexico PED Assessment](#)

[New Mexico Special Education Division](#)

[New Mexico Special Education Division Technical Manuals](#)



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