



B. Site Monitoring: Instructions

Please Read Carefully

The U.S. Department of Education requires states to conduct periodic site monitoring of test administration procedures. The Public Education Department’s Assessment Bureau will conduct an on-site monitoring visit to review spring test administration and security procedures required by Section 6.10.7 NMAC. We will be collaborating with you as we prepare for the onsite visit this upcoming spring. The visit will take approximately two hours to complete. During our visit, we would like to discuss the following assessments:

- Istation Indicators of Student Progress (ISIP)
- New Mexico Measures of Student Success and Achievement (NM-MSSA)
- New Mexico Assessment of Science Readiness (NM-ASR)
- ACCESS/ALT-ACCESS and Dynamic Learning Maps (DLM) as appropriate
- SAT School Day

The purpose of the onsite visit will be to audit testing procedures regarding the following categories:

- Communication with staff, students, and parents
- Staff Assessment Training
- Test Security
- Testing Environment
- Participation and Verification of Test Administration
- Determine if additional guidance &/or support is needed

Steps Required to Complete the Site Monitoring:

- If your site was selected, PED will schedule an observtion meeting to go over the proecess and answer your questions.
- Schedule the date and time for the visit: Consider dates on which students will be testing so that our bureau can witness the assessment(s) taking place.
- Two weeks prior to the scheduled visit, please send your slides to ped.assessment@ped.nm.gov

Tools:

- Assessment Onsite Technical Assistance & Monitoring Checklist form (this document, tabs A-G) so that you know what we will discuss at our on-site site visit. This tool identifies exactly what we will discuss during the visit and will allow site leaders to start planning how they would like to display their artifacts during the visit (ex. / photographs, video, etc.).
- Site Monitoring Tools in DTC Canvas Workspace where examples and resources can be found.

Tentative Timeline for the onsite visit

PED Site Visit		
1)	15 minutes	Welcome and Introducing team members
2)	30 minutes	Visit to the testing rooms at least 3 different groups and sizes
3)	15 minutes	Visit to the storage room where all secure materials are kept, review some documentations within the last 5 years
4)	15 minutes	Presentation that should cover all the checklist areas
5)	15 minutes	Follow-up questions
6)	15 minutes	Questions/Concerns to PED
7)	15 minutes	Transitions after each activity

Resources

District Test Coordinator Manual	SAT Accommodations and Supports Handbook
6.10.7 NMAC	Istation Accessibility Features and Accommodations Manual
NMPED Accommodations Manual	AVANT Assessment Testing Accommodations
Testing Irregularity Examples: Supplemental Resource	NM-ASR Tools and Accommodations
Test Assignment Guidance	WIDA ACCESS and Alt-ACCESS Manual
	NM-MSSA Accessibility Features and Accommodations Manual
	DLM Accessibility Manual

Thank you and please contact ped.Assessment@ped.nm.gov for assistance.

The PED’s onsite monitoring is a requirement of the U.S. Department of Education’s Assessment Peer Review Process (Critical Element 2.4*)

[New Mexico Public Education Department - Assessment Bureau](#)



C. Monitoring Area: Communication

B.1 Item	M	Comments
Evidence of PED assessment communication (DTC to STCs)		
Some examples		
a) Detailed meeting agendas	<input type="checkbox"/>	
b) Emails to STCs	<input type="checkbox"/>	
c) Memos to STCs	<input type="checkbox"/>	
d) Meeting minutes	<input type="checkbox"/>	
e) References to PED assessment calendar	<input type="checkbox"/>	
f) Attachments shared with STCs	<input type="checkbox"/>	
g) Links to recorded trainings	<input type="checkbox"/>	
h) Training materials and resources	<input type="checkbox"/>	
i) Communication logs	<input type="checkbox"/>	
j) Confirmation receipts	<input type="checkbox"/>	
B.2 Item	M	Comments
Documents of assessment communication (STC to School Staff).		
a) Emails to staff	<input type="checkbox"/>	
b) Detailed staff meeting agendas	<input type="checkbox"/>	
c) Copy of the local testing schedule	<input type="checkbox"/>	
d) Testing reminders	<input type="checkbox"/>	
e) Testing procedures	<input type="checkbox"/>	
f) Meeting minutes	<input type="checkbox"/>	
g) Training session information	<input type="checkbox"/>	
h) Assessment logistics	<input type="checkbox"/>	
i) Accommodations reminders	<input type="checkbox"/>	
j) Post-assessment follow-up	<input type="checkbox"/>	
B.3 Item	M	Comments
Local schedule for test administration. Test schedule is available and includes:		
a) assessment name.	<input type="checkbox"/>	
b) testing dates and times.	<input type="checkbox"/>	
c) applicable grade levels.	<input type="checkbox"/>	
d) staff assignments.	<input type="checkbox"/>	
e) testing room locations.	<input type="checkbox"/>	
f) information regarding materials.	<input type="checkbox"/>	
g) content areas.	<input type="checkbox"/>	
h) technical requirements.	<input type="checkbox"/>	
i) communication plan.	<input type="checkbox"/>	
j) contingency plans.	<input type="checkbox"/>	
B.4 Item	M	Comments
Questions and Documents		
a) How do School Test Coordinators and school staff receive communication from the PED and state testing vendors about the assessment?		
b) Who develops and shares the testing schedule with staff?		
c) How do School Test Coordinators organize resources and training information for testing staff?		



E. Monitoring Area: Test Security

D.1	Item	M	Comments
Evidence of secure storage for test materials.			
a)	Only STC or administrator have access to the room.	<input type="checkbox"/>	
b)	Test security training forms are stored for 5 years.	<input type="checkbox"/>	
c)	Medical exemptions are stored for 5 years.	<input type="checkbox"/>	
d)	Irregularity reports are stored for 5 years.	<input type="checkbox"/>	
e)	Materials are stored in cabinets that can be locked.	<input type="checkbox"/>	
f)	Digital materials should be stored in password-protected systems.	<input type="checkbox"/>	
g)	Protocols for disposal of materials should be in place.	<input type="checkbox"/>	
h)	The room is locked at all times.	<input type="checkbox"/>	
i)	The superintendent designation form is stored in the past 5 years	<input type="checkbox"/>	
D.2			
D.2	Item	M	Comments
Evidence of controlled and limited access to secure testing materials.			
a)	Chain of custody documentation is available.	<input type="checkbox"/>	
b)	Standard operating procedures are maintained in writing.	<input type="checkbox"/>	
c)	The materials were removed or returned with signatures.	<input type="checkbox"/>	
d)	The materials were removed or returned with times.	<input type="checkbox"/>	
e)	The materials were removed or returned with dates.	<input type="checkbox"/>	
f)	STC or designee supervises daily pick-up and return of test materials.	<input type="checkbox"/>	
g)	STC or designee inventories and tracks materials at the end of each testing day.	<input type="checkbox"/>	
h)	A list of authorized personnel is provided.	<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
D.3			
D.3	Item	M	Comments
Evidence of local monitoring of testing rooms by DTC/STC or designee during testing.			
a)	Monitoring log or record	<input type="checkbox"/>	
b)	Description of local monitoring process	<input type="checkbox"/>	
c)	Room inspection checklists	<input type="checkbox"/>	
d)	Security camera footage	<input type="checkbox"/>	
e)	Incident reports with follow-up actions	<input type="checkbox"/>	
f)	Training documentation for monitoring staff	<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
D.4			
D.4	Item	M	Comments
Evidence that TAs provide proper testing accommodations for students in a session.			
a)	Description of local monitoring process	<input type="checkbox"/>	
b)	Staff training records	<input type="checkbox"/>	
c)	Observation reports	<input type="checkbox"/>	
d)	Record of accommodations monitored by TA	<input type="checkbox"/>	
e)	Test session of students	<input type="checkbox"/>	
f)	IEP and 504 plan documentation	<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
D.5			
D.5	Item	M	Comments
Evidence that staff are required to sign-in for Testing Security and Confidentiality Agreements prior to testing.			
a)	Check if the Student/Staff Confidentiality Agreement retained locally for 5 years	<input type="checkbox"/>	
b)	Test security training agreements - signed and dated	<input type="checkbox"/>	
c)	Verification checklists	<input type="checkbox"/>	
d)	Sampling of TAs selected from test schedule	<input type="checkbox"/>	
e)	Sampling of other staff: STC	<input type="checkbox"/>	
f)	Sampling of other staff: Custodian	<input type="checkbox"/>	
g)	Sampling of other staff: Front office staff	<input type="checkbox"/>	

h)	Confidentiality agreements - signed and dated	<input type="checkbox"/>	
i)	Records of training sessions	<input type="checkbox"/>	
j)	Administrative review of trainings and processes	<input type="checkbox"/>	
D.6 Item			
Questions and Documents			
a)	Where are test materials stored? Who has access to test materials once they are stored?		
b)	How are secure test materials inventoried/tracked before, during, and after testing?		
c)	How do you monitor to ensure test administration and test security requirements are being followed by Test Administrators/Proctors?		
d)	How do you monitor to ensure TAs administer testing accommodations appropriately?		
e)	How do you ensure all required staff have signed Testing Security and Confidentiality Agreements on file prior to testing?		
f)	How do you ensure the local test security guidance is shared with staff?		
g)	Where are the "Do Not Copy Secure Test Materials" signs posted?		



F. Monitoring Area: Testing Environment Observations

E.1	Item	M	Comments
Appropriate testing environment.			
a)	Balanced test administrator/student ratio.	<input type="checkbox"/>	
b)	Room is free from distractions during testing. Students are silent with no prohibited	<input type="checkbox"/>	
c)	Relevant materials have been removed/covered from walls.	<input type="checkbox"/>	
d)	A hall monitor or escort is present for students leaving the testing session.	<input type="checkbox"/>	
e)	No cell phones or non-permitted devices are present.	<input type="checkbox"/>	
f)	Desks are spaced or separated (e.g., dividers used) to block peer view.	<input type="checkbox"/>	
g)	Testing in progress signs are posted.	<input type="checkbox"/>	
h)	The room temperature is comfortable.	<input type="checkbox"/>	
i)	The room has adequate lighting.	<input type="checkbox"/>	
j)	Emergency procedures have been established in advance.	<input type="checkbox"/>	
E.2	Item	M	Comments
TAs/Proctors actively monitored the testing room. TAs/Proctors were:			
a)	not reading books (except for TAM) during the assessment period	<input type="checkbox"/>	
b)	not attending online meetings during the assessment period	<input type="checkbox"/>	
c)	paying attention to students' actions	<input type="checkbox"/>	
d)	adhering to testing protocols	<input type="checkbox"/>	
e)	walking around the room periodically	<input type="checkbox"/>	
f)	strategically positioning themselves to view all areas in the room	<input type="checkbox"/>	
g)	assisting with students' questions or issues	<input type="checkbox"/>	
h)	checking for unauthorized items	<input type="checkbox"/>	
i)	recording possible irregularities (video recording? If yes, this might result for a more serious	<input type="checkbox"/>	
j)	minimizing distractions	<input type="checkbox"/>	
E.3	Item	M	Comments
Room(s) Observed (Room # & location)			
R#	Room Description - # of students - Assessment -	Notes	
E.4	Item	M	Comments
Questions and Documents			
a)	Are any tests being administered today?		
b)	Please allow us to observe a few testing rooms (minimum two rooms, unless small site).		
c)	What certifications were completed by TAs for these groups?		



G. Monitoring Area: Participation and Verification

F.1 Item	M	Comments
Evidence of documented student participation criteria for specific tests.		
a) Verbal description of criteria used to determine participation in ACCESS	<input type="checkbox"/>	
b) Written description of criteria used to determine participation in ACCESS	<input type="checkbox"/>	
c) Verbal description of criteria used to determine participation in Alt-ACCESS	<input type="checkbox"/>	
d) Written description of criteria used to determine participation in Alt-ACCESS	<input type="checkbox"/>	
e) Verbal description of criteria used to determine participation in NM-ASR	<input type="checkbox"/>	
f) Written description of criteria used to determine participation in NM-ASR	<input type="checkbox"/>	
g) Verbal description of criteria used to determine participation in SAT School Day	<input type="checkbox"/>	
h) Written description of criteria used to determine participation in SAT School Day	<input type="checkbox"/>	
i) Verbal description of criteria used to determine participation in DLM	<input type="checkbox"/>	
j) Written description of criteria used to determine participation in DLM	<input type="checkbox"/>	
F.2 Item	M	Comments
Verification that only students who meet the participation criteria are tested.		
a) Description of process used by staff to confirm appropriate students are tested	<input type="checkbox"/>	
b) Documentation that outlines/describes the verification process used	<input type="checkbox"/>	
c) A process for reclassification EL students	<input type="checkbox"/>	
d) ELs were identified based on LUS and screener.	<input type="checkbox"/>	
e) Student participation tracking form for each assessment	<input type="checkbox"/>	
f) Scheduling ahead of time to ensure that all students are tested	<input type="checkbox"/>	
g) Review of eligibility criteria	<input type="checkbox"/>	
h) Administrative audits and reviews	<input type="checkbox"/>	
i) Staff training	<input type="checkbox"/>	
	<input type="checkbox"/>	
F.3 Item		
Questions and Documents		
a) What criteria are used to identify students for ACCESS, WIDA Alt. ACCESS, or DLM testing?		
b) How do you verify that only eligible students are tested for each assessment?		
c) Do you have a system in place to clearly help staff to only test EL students who are still in the program?		
d) How does the district monitor make-up exams?		
e) Domain exempted based on the PED instructions if applicable.		