

DTC Copy

## A. Site Monitoring: Cover Page

The **purpose** of PED Assessment Bureau's onsite monitoring is to ensure test administration practices are standardized. Clear communication to staff, training, and test security practices help to ensure valid and reliable students assessment data. Per NMAC 6.10.7 and the U.S. Department of Education requirements, the PED Assessment Bureau is required to conduct monitoring of schools during the testing window. Samples of completed site monitoring forms are submitted to the U.S. Department of Education as evidence that the state conducts site monitoring.

lugi	aphic Information			
1)		2)		
3)				
Date:		Time:		
	ACCESS & Alternate ACCESS		NM-ASR	
	ASAT School Day		NM-MSSA	
	Spanish Reading		DLM	
	1) 3) Date:	1) 3) bate: ACCESS & Alternate ACCESS	1) 2) 3) bate: Tim ACCESS & Alternate ACCESS ASAT School Day	

Overall Summary	
Check if needed	No additional follow-up needed.
Check if needed	Additional follow-up as described in one or more comment sections is needed.

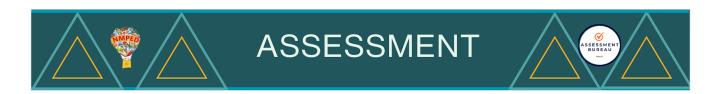
Rati	Rating Key for Monitoring Areas				
Rating Reasoning					
1	****	This area is still not developed yet, there is no system in place, and no documentation provided.			
2	★★☆☆☆	This area is under developing and some work must be completed; limited documentation provided.			
3	★★★☆☆	+ This area has developed adequately, still some work should be completed; some documentation provided.			
4	****	★☆ This area has already developed and there is a system in place; sufficient documentation provided.			
5	****	This area is greatly developed and there is a distinguished system in place, Clear evidence and documentation provided.			

PED Recommendations for Improvement	
	-

1)	2)	3)	
	Signature(s) of Visiting	g PED Assessment Staff Member	Date
1)	2)	3)	
	DTC/STC or	r Designee Signature(s)	Date
	Thank you	and please contact ped.Assessment@ped.nm.g	Iov for assistance.

The PED's onsite monitoring is a requirement of the U.S. Department of Education's Assessment Peer Review Process

New Mexico Public Education Department - Assessment Bureau



### **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 selcted, PED will schedule an observtion meeting to go over the process 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.

Tent	tative Timeline fo	r 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



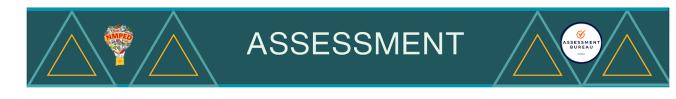
# **C. Monitoring Area: Communication**

B.1	Item	М	Comments	
Evid	ence of PED assessment communication (DTC to STCs)			
Some	examples			
a)	Detailed meeting agendas			
b)	Emails to STCs			
c)	Memos to STCs			
d)	Meeting minutes			
e)	References to PED assessment calendar			
f)	Attachments shared with STCs			
g)	Links to recorded trainings			
h)	Training materials and resources			
i)	Communication logs			
j)	Confirmation receipts			
	Item	М	Comments	
-	iments of assessment communication (STC to School Staff).			
a)	Emails to staff			
b)	Detailed staff meeting agendas			
c) d)	Copy of the local testing schedule			
(d) (e)	Testing reminders Testing procedures			
f)	Meeting minutes			
1) g)	Training session information			
b)	Assessment logistics			
i)	Accommodations reminders			
j)	Post-assessment follow-up			
	Item	M	Comments	
	I schedule for test administration. Test schedule is available and includes:			
a)	assessment name.			
b)	testing dates and times.			
c)	applicable grade levels.			
d)	staff assignments.			
e)	testing room locations.			
f)	information regarding materials.			
g)	content areas.			
h)	technical requirements.			
i)	communication plan.			
j)	contingency plans.			
	Item			
-	stions 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	or testing staff?		
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# **D. Monitoring Area: Staff Training**

C.1	Item	М	Comments		
Test	Administration Training Documentation.				
a)	Detailed agenda that shows who, what, when the training was provided.				
b)	Slides and materials from the training were shared.	Π			
c)	Selected copies of training certificates were provided.	Ē			
d)	Attendance sign-in sheet shows dates, trainings attendees, and signed by staff.	Ы			
e)	Test Administrator's Manual was highlighted and referenced in the training.	Н		-	
f)	PED webinars were highlighted and referenced in the training.	H		-	
g)	All applicable ESSA assessments were highlighted and referenced in the training.	H		-	
6)	in apprease 2551 assessments were ingingined and referenced in the training.	H		-	
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	Item	M	Comments		
	Security Training Documentation.				
a) b)	Slides and materials from the training were shared.	님		$\neg$	
/	District test coordinator manual was highlighted and referenced.	님		_	
c)	6.10.7 NMAC was highlighted and referenced in the training	Н		_	
d)	Testing irregularities were highlighted including impactful and non-impactful situations.	닏		_	
e)	Examples from PED in relation to irregularity were included. (Canvas)	Ц		_	
f)	Forms related to trainings conducted by the DTC/STC are kept on record for 5 years.			_	
g)	Detailed agenda that shows who, what, when the training was provided.			_	
h)	Attendance sign-in sheet shows dates, trainings attended, and signed by staff.				
i)	Clarifying the required certification for different assessments based on roles.			_	
j)	Scratch papers collection process.				
	Item	Μ	Comments		
Test	ing Accommodations Training Documentation.				
,	Slides & Training packet addressed accommodations for different assessments.			_	
b)	Domain exemption process for ELLs was highlighted and referenced.	$\square$		_	
c)	Documentation of accommodations training dates, timeframes and attendance.				
d)	Latest PED Accessibility Accommodations Manual was highlighted and referenced.				
e)	PED accommodations guidelines was highlighted and referenced.				
f)	Accommodations guidelines from vendors was highlighted and referenced.				
g)	Individualized Education Plans/Section 504 Plans were referenced.				
h)	Detailed agenda that shows who, what, when the training was provided.				
i)	DLM and WIDA Alternate ACCESS were included in the training.				
C.4	Item				
Que	stions and Documents				
a)	Describe how training, related to test administration, test security, and testing accommodations i	is con	ducted.		
b)	How do you ensure all required staff have completed training prior to testing?				Ī
c)	Sign-in forms listing training topics, printed name, and signature shall be maintained as a record	l by d	ate to identify all individuals who have completed the district or charter	T	1
d)	How to ensure that TAs are well prepared to handle the tickets correctly? Refer to some example	-		T	T
e)	What is the process for handling the irregularities?			ī	T
f)	) How do you identify and differentiate between impactful and non impactful cases?				
g)	Can you share some of the most complicated cases that occur at your school/district?				T
h)	For SAT School Day, how does the DTC and SSD Coordinator monitor state-allowed accommo	datior	is for EL students?		Ť
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# E. Monitoring Area: Test Security

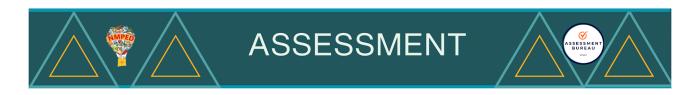
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D.4       Item       M       Comments         Description of local monitoring process					
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a)       Description of local monitoring process	D.4	Item	M	Comments	
a)       Description of local monitoring process	Evid	ence that TAs provide proper testing accommodations for students in a session.			
b) Staff training records  c) Observation reports  d) Record of accommodations monitored by TA  c) Test session of students f) IEP and 504 plan documentation  f) IEP and 504 plan documentation  c) Test security training agreements - signed and dated c) Verification checklists d) Sampling of other staff: STC f) Sampling of other staff: Custodian	a)				
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d)       Record of accommodations monitored by TA	c)				
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M       Comments         Evidence that staff are required to sign-in for Testing Security and Confidentiality Agreements prior to testing.       Check if the Student/Staff Confidentiality Agreement retained locally for 5 years         a)       Check if the Student/Staff Confidentiality Agreement retained locally for 5 years	- 1)				
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M       Comments         Evidence that staff are required to sign-in for Testing Security and Confidentiality Agreements prior to testing.       Check if the Student/Staff Confidentiality Agreement retained locally for 5 years         a)       Check if the Student/Staff Confidentiality Agreement retained locally for 5 years					
D.5     Item     M     Comments       Evidence that staff are required to sign-in for Testing Security and Confidentiality Agreements prior to testing.     Image: Comments and Confidentiality Agreement retained locally for 5 years     Image: Comments agreement agreement agreement retained locally for 5 years       a)     Check if the Student/Staff Confidentiality Agreement retained locally for 5 years     Image: Comments agreement agreeme					
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 <ul> <li>Security training agreements - signed and dated</li> <li>Image: Security training agreements - signed and dated</li> <li>Sampling of TAs selected from test schedule</li> <li>Sampling of other staff: STC</li> <li>Sampling of other staff: Custodian</li> </ul>	D.5	ltom		Commente	
a)       Check if the Student/Staff Confidentiality Agreement retained locally for 5 years					
b)       Test security training agreements - signed and dated	-		ents prior to testing		
c)     Verification checklists       d)     Sampling of TAs selected from test schedule       e)     Sampling of other staff: STC       f)     Sampling of other staff: Custodian					
ampling of TAs selected from test schedule	b)				
e)     Sampling of other staff: STC       f)     Sampling of other staff: Custodian	c)		=		
f) Sampling of other staff: Custodian	d)				
	e)				
g) Sampling of other staff: Front office staff	f)	Sampling of other staff: Custodian			
	g)	Sampling of other staff: Front office staff			

<u> </u>			
h)	Confidentiality agreements - signed and dated		
i)	Records of training sessions		
j)	Administrative review of trainings and processes		
D.6	Item		
Que	stions 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	Μ	Comments
Арр	ropriate testing environment.		
a)	Balanced test administrator/student ratio.		
b)	Room is free from distractions during testing. Students are silent with no prohibited		
c)	Relevant materials have been removed/covered from walls.		
d)	A hall monitor or escort is present for students leaving the testing session.		
e)	No cell phones or non-permitted devices are present.		
f)	Desks are spaced or separated (e.g., dividers used) to block peer view.		
g)	Testing in progress signs are posted.		
h)	The room temperature is comfortable.		
i)	The room has adequate lighting.		
j)	Emergency procedures have been established in advance.		
E.2	Item	Μ	Comments
TAs	/Proctors actively monitored the testing room. TAs/Proctors were:		
a)	not reading books (except for TAM) during the assessment period		
b)	not attending online meetings during the assessment period		
c)	paying attention to students' actions		
d)	adhering to testing protocols		
e)	walking around the room periodically		
f)	strategically positioning themselves to view all areas in the room		
g)	assisting with students' questions or issues		
h)	checking for unauthorized items		
i)	recording possible irregularities (video recording? If yes, this might result for a more serious		
j)	minimizing distractions		
E.3	Item	Μ	Comments
Roo	m(s) Observed (Room # & location)		
R#	Room Description - # of students - Assessment -	Note	28
	Item		
-	stions 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	М	Comments	
Evic	dence of documented student participation criteria for specific tests.			
a)	Verbal description of criteria used to determine participation in ACCESS			
b)	Written description of criteria used to determine participation in ACCESS			
c)	Verbal description of criteria used to determine participation in Alt-ACCESS			
d)	Written description of criteria used to determine participation in Alt-ACCESS			
e)	Verbal description of criteria used to determine participation in NM-ASR			
f)	Written description of criteria used to determine participation in NM-ASR			
g)	Verbal description of criteria used to determine participation in SAT School Day			
h)	Written description of criteria used to determine participation in SAT School Day			
i)	Verbal description of criteria used to determine participation in DLM			
j)	Written description of criteria used to determine participation in DLM			
F.2	Item	M	Comments	
Veri	ification that only students who meet the participation criteria are tested.			
a)	Description of process used by staff to confirm appropriate students are tested			
b)	Documentation that outlines/describes the verification process used			
c)	A process for reclassification EL students			
d)	ELs were identified based on LUS and screener.			
e)	Student participation tracking form for each assessment			
f)	Scheduling ahead of time to ensure that all students are tested			
g)	Review of eligibility criteria			
h)	Administrative audits and reviews			
i)	Staff training			
F.3	Item			
Que	estions 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.				