

SBA/HSGA



Standards Based Assessment
High School Graduation Assessment

SPRING

2012

DIRECTIONS FOR ADMINISTERING

SPANISH



This manual is not secure. Recycle this manual after the test administration window.

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BEFORE TESTING

Test Security

To maintain the validity of the tests administered in the statewide assessment program, keeping all test questions and test materials secure is absolutely necessary. If security is breached or compromised, the assessment results may not be valid. If one student, school, or district has advantages not awarded to another, the test administration is no longer standardized and loses the important distinction of being appropriate for program accountability.

Test administrators (TAs) must follow these security guidelines before, during, and after testing.

- Receive training on test security and administration by the School Test Coordinator (STC) or the District Test Coordinator (DTC).
- Complete the New Mexico Public Education Department (PED) Confidentiality Agreement and return it to the STC. (The Confidentiality Agreement form is available on the Assessment and Evaluation page on the PED Web site.)
- Ensure that test materials are stored in a central, locked, secure area when not in use.
- Follow the testing schedule established by the district for your school.
- Use the Security Checklist or a similar tracking tool daily, as provided by the STC, during test administration to check in and check out all test materials. See Appendix A.
- Ensure that you are **not** assigned to a classroom in which a relative is being tested.
- Carry out standard examination procedures.
- Report any possible breaches of security to the STC immediately.
 - Examples of security breaches include, but are not limited to,
 - improper handling of test materials, such as
 - someone keeping or reproducing any test materials or student responses;
 - allowing any unauthorized access to test materials before, during, or after testing;
 - leaving test materials unsecure when the TA or a proctor is not in the classroom; and
 - improper test administration procedures, such as
 - coaching students during testing,
 - altering student responses in any way, or
 - stray mark cleanup.
- **School and district staff members are prohibited from studying or discussing test questions in any manner, either among themselves or with students, before, during, or after testing.**

General Directions for Administering

The TA should be a certified staff member who has received training from the DTC/STC. In the event that schools require additional staff to administer the New Mexico Standards Based Assessment/High School Graduation Assessment (SBA/HSGA), other staff members (who have received training) may be used to provide one-on-one accommodations.

Changes in the 2012 High School Assessment

The section below provides information on important changes in New Mexico’s high school assessment system. For additional information about testing requirements, please contact Robert Romero (robert.romero1@state.nm.us or 505-827-6524) or Diana Jaramillo (diana.jaramillo@state.nm.us or 505-827-6570). Please contact Dr. Cindy Gregory for additional information about high school cohorts (cindy.gregory@state.nm.us or 505-827-6508).

SBA—High School Graduation Assessment

Beginning this spring, the high school SBA will serve a dual purpose as the accountability assessment (A–F School Rating System) and the High School Graduation Assessment (SBA/HSGA). Only reading and mathematics will be required for high school graduation. Science is assessed in the third year of high school for state and federal accountability purposes only. Also beginning this spring, second year high school students enrolled in public schools, charter schools, and state educational institutions are required to take the SBA/HSGA in reading and mathematics. The SBA/HSGA will not be available to BIE students in spring 2012 while a redesigned high school assessment system is implemented.

The SBA/HSGA replaces the New Mexico High School Competency Exam (NMHSCE) as the graduation exit exam for enrolled students. Retests for the NMHSCE will be available for several more years to adults who left high school and still need to pass one or more NMHSCE subject areas for a high school diploma.

Student Cohorts—High School Year

For testing, students are classified based on the number of years enrolled in high school rather than credits earned, coursework completed, or other similar criteria. Terms such as “10th grader” and “sophomore” are substituted with “second year high school student.” The chart below lists current and former terms.

Current Terms	Former Terms
First Year High School Student (HS1)	Grade 9 Freshman
Second Year High School Student (HS2)	Grade 10 Sophomore
Third Year High School Student (HS3)	Grade 11 Junior
Fourth Year High School Student (HS4)	Grade 12 Senior

Cohort Classification in STARS

Student cohort in STARS is the classification of record that determines requirements for participating in the SBA/HSGA in High School Years 2 and 3 and for HSGA retesting in High School Year 4.

Testing Requirements by Cohort

Second Year High School Students: All second year high school students in public schools, charter schools, and state educational institutions must take all sessions of the SBA/HSGA in reading and mathematics. However, no second year high school students will view or participate in any sessions of the science test and no science results will be reported. In order to expedite delivery of the grade 11 SBA for the 2012 administration to second year high school students, it was not possible to remove the science test. Also, no second year BIE students will participate in SBA/HSGA testing in spring 2012. The 2012 administration offers second year high school students with their first opportunity to pass the HSGA to graduate. Second year high school students with significant cognitive disabilities will take the New Mexico Alternate Performance Assessment/Alternate High School Assessment (NMAPA/AHSA) in reading/language arts and mathematics.

Third Year High School Students: All third year high school students in public schools, charter schools, State Educational Institutions, and BIE schools must take all sessions of the SBA/HSGA in reading, math, and science for accountability purposes. Third year high school students with significant cognitive disabilities will take the New Mexico Alternate Performance Assessment/Alternate High School Assessment (NMAPA/AHSA) in reading/language arts, mathematics, and science.

Interchangeable High School Test Materials

All high school SBA/HSGA test materials, including test booklets, answer documents, manuals, mathematics reference sheets, rulers, and Spanish glossaries can be used interchangeably for second and third year high school students. Braille and large-print versions of the SBA/HSGA are interchangeable among high school student cohorts. It is possible to administer the SBA/HSGA to High School Year 2 and 3 students in mixed cohort classrooms or small testing groups for regular and makeup sessions and for students with similar accommodations, as appropriate. Note that High School Year 2 students will not participate in any science sessions, and therefore may not be seated with High School Year 3 students through administration of the SBA/HSGA science sessions.

Preliminary Planning

Inform students of the importance of the SBA/HSGA and of the testing schedule before testing begins. Be sure that students are familiar and comfortable with standardized test procedures and test-taking strategies. Ensure students are prepared to take tests in which they select an answer to multiple-choice questions and write their own answers to short-answer and open-ended questions.

Test administrators should become familiar with all administration procedures prior to testing. Read through this *Directions for Administering* (DFA) manual carefully. Review the testing schedule selected by the district and gather materials for each session before the start of testing. You should have a list of the students who will be testing in your classroom, as well as a list of students requiring accommodations and the accommodations each student requires.

Prepare the testing room by ensuring

- it has adequate lighting and space between students' desks;
- it has a "Testing—Do Not Disturb" sign on the door; and
- nothing is visible that would give clues to any of the answers on the test, such as rubrics, writing guides, word walls, hundreds charts, fact tables, etc.

Students are not allowed to have cell phones in their possession during any testing session.

Follow the district-established plan for storing students' cell phones during testing sessions. If a district-established plan is not in place, implement the following PED guidelines:

- Have the student completely turn off the cell phone.
- Have the student place the cell phone in his or her backpack.
- Place the backpack at the front of the testing room.

Students **must** use a No. 2 pencil on all SBA/HSGA test sessions. **No mechanical pencils are allowed.** Students may use highlighters to mark reading selections in the test booklets at grades 4–8 and high school **only**. Students may not use scratch paper on any session of the SBA/HSGA. Students may work on problems on the **test booklet** pages. Calculators are **not allowed** for any session of the SBA/HSGA for grades 3–7. Calculators are **allowed** for mathematics sessions in grade 8 and high school.

Testing and Environmental Considerations

The SBA/HSGA is intended to include **all** New Mexico students in grades 3–8 and third year high school students. Additionally, all second year high school students enrolled in public schools, charter schools, and state educational institutions must be included in testing. Students participate either under standard testing conditions or with accommodations that do not interfere with the comparability of scores. Exceptions to the requirement for all students to participate in the SBA/HSGA are permitted only in the following circumstances:

- Students with significant cognitive disabilities who meet the eligibility criteria established by the PED may participate in the New Mexico Alternate Performance Assessment (NMAPA).
- ELL students who are enrolled in U.S. public schools for their first year may receive a language exemption for the Reading Assessment only. These students **must** participate in the Mathematics and Science Assessments, depending on grade-level requirements, with appropriate accommodations provided as needed. For these students, be sure to mark the bubble for “Language Exempt for Reading Only” in box I (Test Completion Status) of the biogrid on the inside back cover of the answer document. Translation of test questions is not an allowable accommodation.
- Foreign exchange students, private school students, homeschooled students, expelled students who have refused educational services, and those students who have withdrawn from the school or district are not required to participate in the SBA/HSGA.

Test Schedule

Administer each test session during the March 19–April 6 testing window as scheduled by your district. Test sessions must be administered in the order in which they appear in the test booklet and in accordance with PED-approved schedule. None of the test sessions are timed. Recommended session times have been provided to assist with establishing an administration schedule. (See the Recommended Session Times chart below.) The schedule should provide sufficient time to ensure that each test session will be completed before lunch or afternoon dismissal. If it is estimated that students cannot finish a session before dismissal, the students should not begin the session and the session should be rescheduled for a makeup day.

Breaks of at least 15 minutes should be provided between sessions. Students should be allowed to leave the testing room to use the restroom as needed during the testing session, provided they are escorted to the facility. Before leaving the classroom, the students must give their test booklets with inserted answer documents and all other test materials to you or the proctor. While the student is being escorted, ensure that the remaining students are supervised and the test materials do not leave the classroom.

When students complete all the sessions scheduled for the day, collect their test booklets with inserted answer documents and instruct the students to sit quietly or quietly read a book at their desks until all students have finished. Reading is the only activity allowed.

Recommended Session Times

Session	Recommended Session Time ¹
Student Survey	20 minutes
Reading Session 1	90 minutes
Reading Session 2	70 minutes
Mathematics Session 1	70 minutes
Mathematics Session 2	70 minutes
Mathematics Session 3	70 minutes
Science Session 1 ²	45 minutes
Science Session 2 ²	45 minutes
Science Session 3 ²	45 minutes

¹ An additional 15 minutes should be added to each testing time for distributing materials and reading the session directions to students.

² Only third year high school students are tested in science.

Testing Disruptions

A testing disruption may occur due to student illness, emergency evacuation, a fire drill, or other unforeseen circumstances that prevent the session from being administered as scheduled. In these circumstances, students may be allowed to complete the session at a later time, but they may not change responses to any test questions already answered. More detailed guidance may be found in the *New Mexico Statewide Assessment Program (NMSAP) 2011–2012 Procedures Manual*.

Parents and guardians should be urged in advance of testing to avoid making medical appointments or planning trips for their child on a scheduled testing day. If a student is unable to take a test session(s) on the scheduled testing day(s) due to illness, a medical appointment that cannot be rescheduled, or unforeseen circumstances, the student may be administered the test session(s) that was missed on a makeup testing day.

Makeup Testing

If a student misses a session due to illness or some other legitimate reason, a makeup session must be held before the end of the testing window. Makeup tests may be administered throughout the main testing window and during the week of April 9–13, which has been designated for makeup testing only. Note that only makeup session may be administered during this week. Makeup tests are considered valid so schools and districts are not penalized for legitimate student absences. While the chance for students interacting with others who have already been tested is a reality, it is reduced as time passes between the original testing day and the makeup day.

Absences

As a TA, you must keep a record of all student absences for each session of the regular and makeup SBA/HSGA that you administer and then forward this record to the STC. In turn, the STC must keep a record of all students who miss both the regular and makeup administrations of any test session.

Test Booklet and Answer Document Forms

There is one form of the test booklet and one form of the answer document for grades 4–8 and high school and for each language. Answer documents are packaged separately from test booklets. Always distribute, collect, and store each student’s test booklet and answer document together.

List of Materials Needed by Session

Subtest	Number of Sessions	Materials Provided by Measured Progress	Materials Provided by the School
Student Survey	1	<ul style="list-style-type: none">• <i>Directions for Administering</i>• Student Surveys• Answer documents	<ul style="list-style-type: none">• A “Testing—Do Not Disturb” sign for the classroom door• Two (No. 2) pencils with erasers for each student
Reading	2	<ul style="list-style-type: none">• <i>Directions for Administering</i>• Test booklets• Answer documents	<ul style="list-style-type: none">• A “Testing—Do Not Disturb” sign for the classroom door• Two (No. 2) pencils with erasers for each student
Mathematics	3	<ul style="list-style-type: none">• <i>Directions for Administering</i>• Test booklets• Answer documents• Rulers• High School Mathematics Reference Sheets	<ul style="list-style-type: none">• A “Testing—Do Not Disturb” sign for the classroom door• Two (No. 2) pencils with erasers for each student• Calculators
Science (third year High School Students)	3	<ul style="list-style-type: none">• <i>Directions for Administering</i>• Test booklets• Answer documents• Rulers	<ul style="list-style-type: none">• A “Testing—Do Not Disturb” sign for the classroom door• Two (No. 2) pencils with erasers for each student

Accommodations and Modifications

Accommodations and participation decisions will be made by each student’s educational team. The team should have ensured the student received the agreed-upon, allowable accommodation(s) in instruction and assessment in the content area for a sufficient amount of time prior to the SBA/HSGA administration so that the student will be comfortable with using it on the test. The use of each accommodation in daily instruction must have written documentation (in the IEP, 504 or ELL plan). Only students on IEP, 504, or ELL plans are eligible for accommodations. Students of SAT or ELL students who have achieved fluent English proficiency are not eligible for accommodations. For a complete list of accommodations allowed on the SBA/HSGA, go to <http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/index.html> to download the *Student Assessment Accommodations Manual*. Fill in the bubble for all accommodations used during test administration for each student in the accommodations boxes J and K on the inside back cover of the answer document, as applicable.

Prohibited **modifications** are changes in test administration that interfere with the comparability of scores. Examples of modifications include reading passages aloud to students or allowing the use of a spelling- or grammar-checking tool on the writing subtest. **Non-allowable modifications are strictly prohibited on the SBA/HSGA.** The subtest for any content area in which non-allowable modifications are provided must be invalidated.

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 SBA/HSGA a large-print test material packet. The packet includes a large-print instructions sheet, a large-print test booklet, a standard-sized answer document, a large-print mathematics reference sheet, a large-print Student Survey, and a large-print ruler. Please consider the following when administering the large-print test:

- Read the directions and scripts from this manual 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.
- In addition to the materials in the large-print packet, also provide students with soft-lead No. 2 pencils.

Student Responses

All responses **must** be transcribed into an answer document prior to 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: You (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, each sheet of paper must include the following information:
 - Student's first and last name
 - Student's state student ID number (which also appears on the student's ID label)
 - Unique answer document number found on each page inside the student's answer document
 - District name
 - School name
 - Session name (e.g., Mathematics Session 1)
 - 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.

Administering the Braille Version of the Assessment

Give students who are administered a Braille version of the SBA/HSGA a Braille test material packet. The packet includes Braille test booklets in volumes by subject, a standard test booklet, a standard answer document, a Braille Student Survey, a Braille mathematics reference sheet, and a Braille ruler. 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. You may 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, you should tell students they do not need to read or pay attention to the copyright notice that appears in the Braille version.
- 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 prior to the appropriate subtest. Additionally, you should have available Braille paper, Braille rulers, and placeholders.

Student Responses

All responses **must** be transcribed into an answer document prior to shipping. Consider the following options with the student to determine the best method for recording the student's responses. Students may use any combination of these options to answer test questions.

- 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.
- You must transcribe the student's Braille responses and all other responses in the Braille test booklet **verbatim** into the student's answer document at the end of each subtest or 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, each sheet of paper must include the following information:
 - Student's first and last name
 - Student's state student ID number (which also appears on the student's ID label)
 - Unique answer document number found on each page inside the student's answer document
 - District name
 - School name
 - Session name (e.g., Reading Session 1)
 - Question number (e.g., #6)

At the end of testing, staple all sheets of paper containing typewritten responses for 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.

Typed Responses

Typed responses to short-answer and open-ended questions may be submitted for those students who qualify for accommodation code 13 (Assistive Technology Devices). Refer to the *Student Assessment Accommodations Manual* for more information about this accommodation.

Each page of the typed response must contain the following information:

- Student's first and last name
- Student's state student ID number (which also appears on the student's ID label)
- Unique answer document number found on each page inside the student's answer document
- District name
- School name
- Session name (e.g., Reading Session 1)
- 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: You must transcribe all multiple-choice answers into the answer document.

SPECIFIC DIRECTIONS FOR ADMINISTERING

The following directions and sample questions that are to be read aloud are in **bold** print. Directions to you interspersed within the script are in regular print and in brackets. Read the directions for students and the sample questions exactly as written, using a natural tone and manner. If necessary, supplement directions with your own explanations, but do not help students with specific test questions. If you make a mistake in reading a direction or sample question, stop and say, "No. That is wrong. Listen again." Then read the direction or question again.

- Encourage the students to do their best.
- Check periodically to make sure that the students are
 - recording their answers properly and
 - only working in the current test session (not returning to previous test sessions or going beyond the session in which they are supposed to be working).
- Ensure that the students work until they reach the end of each testing session.
- Remember that you are prohibited from spelling words for students for all testing sessions.

Completing Answer Documents

- To ensure accurate processing of the answer documents, they should be marked properly and kept in good physical condition.
- Remind the students to
 - handle test booklets and answer documents with care;
 - record their answers with heavy, dark marks;
 - use only a No. 2 pencil (no mechanical pencils are allowed);
 - avoid making extra marks in the answer document;
 - avoid folding answer document covers back;
 - leave extra space blank if answer spaces appear to be larger than necessary; and
 - remember that **only** what is darkened in the response circles and written in the answer spaces will be scored.

Script to Be Read to All Students at the Start of Testing

SAY **No se permiten teléfonos celulares en las salas de prueba.** [NOTE: Follow the policy established by the school or district for storing students' cell phones. If a policy does not exist, say the following.] **Los estudiantes que tengan un teléfono celular deben apagarlo ahora y guardarlo en sus mochilas y yo las colocaré al frente de la sala de pruebas durante las sesiones de prueba.**

Sólo se pueden usar lápices número 2. NO se pueden usar lápices mecánicos.

En la SBA/HSGA no se usa papel en blanco. En la prueba de matemáticas, pueden hacer cálculos para resolver las preguntas de opción múltiple en las páginas del folleto de prueba. Eviten hacer marcas adicionales y no hagan marcas en los márgenes del documento de respuesta. Si necesitan hacer un cambio a una de sus respuestas, asegúrense de borrarla completamente antes de marcar o escribir su respuesta nueva. Por ninguna razón se pueden sacar los materiales de prueba de las salas de prueba.

Student Survey

Recommended Session Time: 20 minutes

Administer this session to all second and third year high school students. BIE second year high school students may not participate in SBA/HSGA testing.

Allow an additional 15 minutes to distribute materials and read the directions to the students.

Materials Needed: Student Surveys, answer documents, and sharpened No. 2 pencils with erasers

The student survey must be the first session administered to students. It consists of 10 multiple-choice questions.

Note: Do not distribute test booklets for this session.

SAY **Ahora les daré su Cuestionario Estudiantil y su documento de respuestas. Dejen ambos cerrados hasta que yo les diga qué hacer.** [Distribute the Student Surveys and answer documents.]

SAY **Miren el cuadro para el nombre en las portadas de su Cuestionario Estudiantil y su documento de respuestas. Escriban claramente su nombre y apellido en la línea.**
[Pause.]

SAY **Para esta sesión, leerán las preguntas en su Cuestionario Estudiantil. Marcarán TODAS sus respuestas en su documento de respuestas junto al número que corresponda al número de la pregunta. NO contesten las preguntas directamente en su Cuestionario Estudiantil. No escriban en su documento de respuestas hasta que yo les diga qué hacer.**

Miren la página 1 del Cuestionario Estudiantil. Abran su documento de respuestas en la página 3, Cuestionario Estudiantil. No doblen su documento de respuestas hacia atrás durante esta prueba.

Walk around the room to make sure everyone has the Student Survey and answer document open to the correct pages.

SAY **En esta sesión, contestarán unas preguntas sobre sus experiencias en la escuela marcando los círculos A, B, C, D, E o F en su documento de respuestas. No recibirán puntos por sus respuestas a estas preguntas y sus respuestas no cuentan para su puntuación. Respondan cada pregunta como mejor puedan.**

Miren las instrucciones en su Cuestionario Estudiantil en la parte de arriba de la página. Léanlas en silencio mientras yo las leo en voz alta. “Instrucciones: Por favor, piensa de los profesores o profesoras que tienes este año cuando respondes las siguientes preguntas. Lee cada una de las preguntas de la opción múltiple y escoge una respuesta para cada pregunta. Marca tus respuestas en tu documento de respuestas. Esta sesión tiene 10 preguntas de opción múltiple. Por favor, responde sinceramente sobre tus profesores o profesoras. Tus respuestas no afectarán los resultados de tu prueba”.

Tendrán 20 minutos para leer y contestar estas preguntas. Sigán trabajando hasta que vean la palabra “ALTO” después de la pregunta 10.

¿Todos entienden qué tienen que hacer? [Answer any questions. Repeat the instructions if necessary.]

SAY **Cuando hayan terminado, cierren su Cuestionario Estudiantil y su documento de respuestas. Luego pueden quedarse sentados en silencio o leer un libro en silencio en su escritorio.**

Comiencen a trabajar ahora.

Remain attentive in the room during the entire session. Circulate throughout the room during the session. **(Reading, grading papers, or doing other work is prohibited.)** Remind students as part of the general instructions to complete all the questions and to check to be sure they have completed this session.

If you will not immediately continue with Reading Session 1, collect the Student Surveys, answer documents, and pencils with erasers from the students as they finish. Direct the students to sit quietly at their desks or quietly read a book. Place all test materials in central, secure, and locked storage until the next testing session.

If you will immediately continue with Reading Session 1, provide students with a short break, collect the Student Surveys, and continue reading the directions on the next page.

Reading Session 1

Recommended Session Time: 90 minutes

Administer this session to all second and third year high school students. BIE second year high school students may not participate in SBA/HSGA testing.

Allow an additional 15 minutes to distribute materials and read the directions to the students.

Materials Needed: test booklets, answer documents, and sharpened No. 2 pencils with erasers

On the day(s) of the Reading Assessment, be sure to remove or cover up any visible classroom materials used in the instruction of New Mexico Reading Content Standards, such as word walls, posters, charts, etc. The Reading Assessment consists of two sessions. Be sure that all student desks are cleared of books and other materials not needed for the test. Have a sufficient quantity of soft-lead (No. 2) pencils with erasers and distribute two to each student. Students may use pens, highlighters, or colored pencils to mark in the test booklet **only**.

Note: Read-aloud of the passages and questions in the Reading test is not permitted. Spelling words for students is also prohibited.

If you are not immediately continuing from the prior session,

SAY **Ahora les daré su folleto de prueba y su documento de respuestas. Dejen ambos cerrados hasta que yo les diga qué hacer.** [Distribute the test booklets and answer documents.]

If you are continuing from the prior session, distribute the test booklets and instruct students to print their first and last names on the front cover.

SAY **Miren el cuadro para el nombre en la portada de su folleto de prueba. Escriban claramente su nombre y apellido en la línea.** [Pause.]

SAY **Miren la portada de su documento de respuestas y asegúrense de que su nombre esté escrito en la línea. Levanten la mano si el nombre de otra persona está en el documento de respuestas.** [Pause. Redistribute test materials as necessary.]

SAY **Para las sesiones de lectura, leerán las preguntas en su folleto de prueba y marcarán o escribirán TODAS sus respuestas en su documento de respuestas junto al número que corresponda al número de la pregunta. NO contesten las preguntas directamente en su folleto de prueba. No escriban en su documento de respuestas hasta que yo les diga qué hacer.**

For all students,

Abran su folleto de prueba en la página 3, Lectura Sesión 1. Abran su documento de respuestas en la página 4, Lectura Sesión 1. No doblen su documento de respuestas hacia atrás durante esta prueba.

Walk around the room to make sure everyone has the booklets open to the correct pages. Answer documents should be open flat, not folded back.

SAY **En esta sesión, contestarán unas preguntas marcando los círculos A, B, C o D en su documento de respuestas. Contestarán otras preguntas escribiendo sus respuestas en los cuadros provistos en su documento de respuestas. Escriban en los renglones provistos en cada cuadro. Mientras estén trabajando, asegúrense de borrar completamente cualquier cambio que hagan y llenar claramente el círculo de la respuesta que quieran escoger.**

Miren las instrucciones en el folleto de prueba en la parte de arriba de la página. Léanlas en silencio mientras yo las leo en voz alta. “Instrucciones: Lee cada pasaje. Luego lee cada pregunta sobre el pasaje. Esta sesión tiene 20 preguntas de opción múltiple que valen 1 punto cada una, 3 preguntas de respuesta corta que valen 2 puntos cada una y 2 preguntas de desarrollo que valen 4 puntos cada una. Para cada pregunta de opción múltiple decide cuál es la mejor respuesta a la pregunta. Asegúrate de marcar o escribir tus respuestas en tu documento de respuestas. Sólo se calificarán las respuestas escritas en el recuadro de respuestas”.

Ahora encuentren el pasaje de ejemplo justo debajo de las instrucciones. [Pause to make sure everyone has found the example passage.]

SAY Lean en silencio el pasaje. [Pause about two minutes while students read the example passage.]

SAY Ahora miren la primera pregunta de ejemplo, Ejemplo A. Lean en silencio el Ejemplo A, mientras yo lo leo en voz alta. “Según el artículo, ¿porqué se les llamó “perros calientes” a las salchichas “dachshund”? A. Era más fácil deletrear “perros calientes”. B. Las salchichas se sirvieron en un día frío. C. Era la primera vez que se vendían las salchichas. D. A la gente le gustó comer “perros calientes” en un partido de béisbol.” ¿Cuál es la respuesta correcta? [Pause for replies.]

SAY Sí, correcto. El pasaje dice que era más fácil deletrear “perros calientes”. Ahora encuentren la sección de Lectura, Sesión 1, en su documento de respuestas en la página 4. Miren el cuadro que dice “Ejemplos”. Para el Ejemplo A, el círculo para “A” se marcó para mostrar que ésa es la respuesta correcta. ¿Todos entienden qué hay que hacer? [Answer any procedural questions.]

SAY Ahora miren el Ejemplo B. Lean en silencio la pregunta. Luego marquen el círculo para su respuesta. [Pause while students mark their answers.]

SAY ¿Qué círculo marcaron? [Pause for replies.]

SAY Sí, correcto. Deberían haber marcado el círculo para “B”. ¿Alguien tiene alguna pregunta sobre qué hay que hacer? [Answer any procedural questions.]

SAY Pasen a la página 4 en su folleto de prueba. Trabajen hasta que vean la palabra “ALTO” en la página 19. No trabajen más allá de la palabra “ALTO” después de la pregunta 25.

¿Todos entienden qué hay que hacer? [Answer any procedural questions. Repeat the instructions if necessary.]

SAY Tendrán cuanto tiempo necesiten para leer los pasajes y contestar las preguntas en esta sesión. Si no están seguros acerca de la respuesta a una pregunta, hagan lo mejor que puedan. Asegúrense de escribir o marcar sus respuestas en los recuadros de respuesta en su documento de respuestas. Cualquier cosa que se escriba en el folleto de prueba NO se calificará.

Cuando hayan terminado, cierren su folleto de prueba y su documento de respuestas e introduzcan su documento de respuestas en su folleto de prueba. Luego pueden quedarse sentados en silencio o leer un libro en silencio en su escritorio. ¿Alguien tiene alguna pregunta? [Pause to answer any procedural questions. Repeat the instructions, if necessary.]

SAY Comiencen a trabajar ahora.

Remain attentive in the room during the entire testing session. Circulate throughout the room during the testing session. (**Reading, grading papers, or doing other work is prohibited.**) Remember that identifying and pointing out questions a student did not complete either during or after the test is **not** allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

If you will not immediately continue with Reading Session 2, collect the test booklets with inserted answer documents and the pencils with erasers from the students as they finish. Direct the students to sit quietly at their desks or quietly read a book. Place all test materials in central, secure, and locked storage until the next testing session.

If you will immediately continue with Reading Session 2, provide students with a short break and continue reading the directions on the next page.

Reading Session 2

Recommended Session Time: 70 minutes

Administer this session to all second and third year high school students. BIE second year high school students may not participate in SBA/HSGA testing.

Materials Needed: test booklets, answer documents, and sharpened No. 2 pencils with erasers

On the day of Reading Session 2, be sure to remove or cover up any visible classroom materials used in the instruction of New Mexico Reading Content Standards, such as word walls, posters, charts, etc. Be sure that all student desks are cleared of books and other materials not needed for the test. Have a sufficient quantity of soft-lead (No. 2) pencils with erasers and distribute two to each student. Students may use pens, highlighters, or colored pencils to mark in the test booklet **only**.

Note: Read-aloud of the passages and questions in the Reading test is not permitted. Spelling words for students is also prohibited.

If you are not immediately continuing from the prior session,

SAY **Ahora les daré su folleto de prueba y su documento de respuestas. Déjenlos cerrados hasta que yo les diga qué hacer.** [Distribute the test booklets and answer documents.]

SAY **Miren las portadas de su folleto de prueba y de su documento de respuestas y asegúrense de que su nombre esté escrito en la línea. Levanten la mano si el nombre de otra persona está en el folleto de prueba o en el documento de respuestas.** [Pause. Redistribute the test materials as necessary.]

For all students,

SAY **Abran su folleto de prueba en la página 20, Lectura Sesión 2. Abran su documento de respuestas en la página 9, Lectura Sesión 2. No doblen su documento de respuestas hacia atrás durante esta prueba.**

Walk around the room to make sure everyone has the booklets open to the correct pages. Answer documents should be open flat, not folded back.

SAY **En esta sesión, contestarán unas preguntas marcando los círculos A, B, C o D en su documento de respuestas. Contestarán otras preguntas escribiendo sus respuestas en los renglones en los cuadros provistos en su documento de respuestas, tal y como lo hicieron en la Sesión 1. Mientras estén trabajando, asegúrense de borrar completamente cualquier cambio que hagan y llenar claramente el círculo de la respuesta que quieran escoger.**

Miren las instrucciones en el folleto de prueba en la parte de arriba de la página. Léanlas en silencio mientras yo las leo en voz alta. “Instrucciones: Lee cada pasaje. Luego lee cada pregunta sobre el pasaje. Esta sesión tiene 13 preguntas de opción múltiple que valen 1 punto cada una, 2 preguntas de respuesta corta que valen 2 puntos cada una y 1 pregunta de desarrollo que vale 4 puntos. Para cada pregunta de opción múltiple decide cuál es la mejor respuesta a la pregunta. Asegúrate de marcar o escribir tus respuestas en tu documento de respuestas. Sólo se calificarán las respuestas escritas en el recuadro de respuestas”. ¿Todos entienden qué hay que hacer? [Pause to answer any procedural questions.]

SAY **Tendrán cuanto tiempo necesiten para leer los pasajes y contestar las preguntas en esta sesión. Si no están seguros acerca de la respuesta a una pregunta, hagan lo mejor que puedan. Comiencen en la página 20 de su folleto de prueba y sigan trabajando**

hasta que vean la palabra “ALTO” en la página 28. No trabajen más allá de la palabra “ALTO” después de la pregunta 41. Asegúrense de escribir o marcar sus respuestas en los recuadros de respuesta en su documento de respuestas. Cualquier cosa que se escriba en el folleto de prueba NO se calificará.

Cuando hayan terminado con esta sesión, cierren su folleto de prueba y su documento de respuestas e introduzcan su documento de respuestas en su folleto de prueba. Luego pueden quedarse sentados en silencio o leer un libro en silencio en su escritorio. ¿Todos entienden qué hay que hacer? [Pause to answer any procedural questions. Repeat the instructions, if necessary.]

SAY Comiencen a trabajar ahora.

Remain attentive in the room during the entire testing session. Circulate throughout the room during the testing session. (**Reading, grading papers, or doing other work is prohibited.**) Remember that identifying and pointing out questions a student did not complete either during or after the test is **not** allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

If you will not immediately continue with Mathematics Session 1, collect the test booklets with inserted answer documents and pencils with erasers from the students as they finish. Direct the students to sit quietly at their desks or quietly read a book. Place all test materials in central, secure, and locked storage until the next testing session.

If you will immediately continue with Mathematics Session 1, provide students with a short break and continue reading the directions on the next page.

Mathematics Session 1

Recommended Session Time: 70 minutes

Administer this session to all second and third year high school students. BIE second year high school students may not participate in SBA/HSGA testing.

Allow an additional 15 minutes to distribute materials and read the directions to the students.

Materials Needed: test booklets, answer documents, rulers, High School Mathematics Reference Sheets, calculators, and sharpened No. 2 pencils with erasers

On the day(s) of the Mathematics Assessment, be sure to remove or cover up any visible classroom materials used in the instruction of New Mexico Mathematics Content Standards, such as student work, posters, graphs, charts, etc. Be sure that all student desks are cleared of books and other materials not needed for the test. Have a sufficient quantity of soft-lead (No. 2) pencils with erasers and distribute two to each student.

Note: Scratch paper **may not** be used during the mathematics sessions. Calculators may be used on the high school Mathematics Assessment. Spelling words for students is prohibited.

If you are not immediately continuing from the prior session,

SAY **Ahora les daré su folleto de prueba, su documento de respuestas, una regla, una calculadora y una hoja de referencia. Dejen ambos folletos cerrados hasta que yo les diga qué hacer.** [Distribute the test booklets, answer documents, rulers, calculators, and mathematics reference sheets.]

SAY **Miren las portadas de su folleto de prueba y de su documento de respuestas y asegúrense de que su nombre esté escrito en la línea. Levanten la mano si el nombre de otra persona está en el folleto de prueba o en el documento de respuestas.** [Pause. Redistribute test materials as necessary.]

For all students,

SAY **Abran su folleto de prueba en la página 30, Matemáticas Sesión 1. Abran su documento de respuestas en la página 12, Matemáticas Sesión 1. No doblen su documento de respuestas hacia atrás durante esta prueba.**

Walk around the room to make sure everyone has the booklets open to the correct pages. Answer documents should be open flat, not folded back.

SAY **En esta sesión, contestarán unas preguntas marcando los círculos A, B, C o D en su documento de respuestas. Pueden hacer cálculos para resolver estas preguntas de opción múltiple en las páginas del folleto de prueba. Contestarán otras preguntas escribiendo sus respuestas en los cuadros provistos en su documento de respuestas. Algunos problemas tienen dos partes o más. Asegúrense de contestar todas las partes. Para las preguntas de respuesta corta y de desarrollo, muestren o expliquen todo su trabajo usando números, palabras, oraciones o dibujos. Para los problemas en los que se necesite que escriban o dibujen sus respuestas, escriban sus respuestas dentro de los cuadros provistos para cada problema en su documento de respuestas. Puede que necesiten la regla o la hoja de referencia de matemáticas para contestar algunas de las preguntas en esta sesión. Pueden usar una calculadora durante esta sesión. Mientras estén trabajando, asegúrense de borrar completamente cualquier cambio que hagan y llenar claramente el círculo de la respuesta que quieran escoger.**

Miren las instrucciones en el folleto de prueba en la parte de arriba de la página. Léanlas en silencio mientras yo las leo en voz alta. “Instrucciones: Lee cada pregunta o problema cuidadosamente. Luego contesta la pregunta o resuelve el problema. Esta

sesión tiene 17 preguntas de opción múltiple que valen 1 punto cada una, 3 preguntas de respuesta corta que valen 2 puntos cada una y 2 preguntas de desarrollo que valen 4 puntos cada una. Para cada pregunta de opción múltiple decide cuál es la mejor respuesta a la pregunta. Asegúrate de marcar, escribir o dibujar tu respuesta en tu documento de respuestas. Sólo se calificarán las respuestas y el trabajo escrito en el recuadro de respuestas”.

Ahora encuentren el Ejemplo A justo debajo de las instrucciones. [Pause to make sure everyone has found the example question.]

SAY Lean el Ejemplo A en silencio mientras yo lo leo en voz alta. “Observa esta ecuación. $18=3d-6$. ¿Qué valor de d hace verdadera la ecuación? A. 12 B. 8 C. 6 D. 4.” ¿Cuál es la respuesta correcta? [Pause for replies.]

SAY Sí, correcto. La respuesta a la pregunta es “B. 8”. Ahora encuentren la sección de Matemáticas, Sesión 1, en su documento de respuestas en la página 12. Miren el cuadro que dice “Ejemplos”. Para el Ejemplo A, el círculo para “B” se marcó para mostrar que ésa es la respuesta correcta. ¿Hay alguna pregunta? [Pause to answer any procedural questions.]

SAY Ahora miren el Ejemplo B. Lean en silencio la pregunta. Luego marquen el círculo para su respuesta. [Pause while students mark their answers.]

SAY ¿Qué círculo marcaron? [Pause for replies.]

SAY Sí, correcto. Deberían haber marcado el círculo para “C”. ¿Alguien tiene alguna pregunta sobre qué hay que hacer? [Pause to answer any procedural questions.]

SAY Tendrán el tiempo que necesiten para contestar las preguntas en esta sesión. Si no están seguros acerca de la respuesta a una pregunta, hagan lo mejor que puedan. Pasen a la página 31 en su folleto de prueba. Trabajen hasta que vean la palabra “ALTO” en la página 41. No trabajen más allá de la palabra “ALTO” después de la pregunta 22. Asegúrense de escribir o marcar sus respuestas en los recuadros de respuesta en su documento de respuestas. Cualquier cosa que se escriba en el folleto de prueba NO se calificará.

Quando hayan terminado con esta sesión, cierren su folleto de prueba y su documento de respuestas e introduzcan su documento de respuestas, la hoja de referencia y la regla en su folleto de prueba. Luego pueden quedarse sentados en silencio o leer un libro en silencio en su escritorio. ¿Alguien tiene alguna pregunta? [Pause to answer any procedural questions. Repeat the instructions, if necessary.]

SAY Comiencen a trabajar ahora.

Remain attentive in the room during the entire testing session. Circulate throughout the room during the testing session. (**Reading, grading papers, or doing other work is prohibited.**) Remember that identifying and pointing out questions a student did not complete either during or after the test is **not** allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

If you will not immediately continue with Mathematics Session 2, collect the test booklets with inserted answer documents, rulers, mathematics reference sheets, calculators, and pencils with erasers from the students as they finish. Direct the students to sit quietly at their desks or quietly read a book. Place all test materials in central, secure, and locked storage until the next testing session.

If you will immediately continue with Mathematics Session 2, provide students with a short break and continue reading the directions on the next page.

Mathematics Session 2

Recommended Session Time: 70 minutes

Administer this session to all grade 10 PED students and all PED and BIE grade 11 students.

Administer this session to all second and third year high school students. BIE second year high school students may not participate in SBA/HSGA testing.

Materials Needed: test booklets, answer documents, rulers, High School Mathematics Reference Sheets, calculators, and sharpened No. 2 pencils with erasers

On the day of Mathematics Session 2, be sure to remove or cover up any visible classroom materials used in the instruction of New Mexico Mathematics Content Standards, such as student work, posters, graphs, charts, etc. Be sure that all student desks are cleared of books and other materials not needed for the test. Have a sufficient quantity of soft-lead (No. 2) pencils with erasers and distribute two to each student.

Note: Scratch paper **may not** be used during the mathematics sessions. Calculators may be used on the high school Mathematics Assessment. Spelling words for students is prohibited.

If you are not immediately continuing from the prior session,

SAY **Ahora les daré su folleto de prueba, su documento de respuestas, una regla, una calculadora y una hoja de referencia. Dejen ambos folletos cerrados hasta que yo les diga qué hacer.** [Distribute the test booklets, answer documents, rulers, calculators, and mathematics reference sheets.]

SAY **Miren las portadas de su folleto de prueba y de su documento de respuestas y asegúrense de que su nombre esté escrito en la línea. Levanten la mano si el nombre de otra persona está en el folleto de prueba o en el documento de respuestas.** [Pause. Redistribute test materials as necessary.]

For all students,

SAY **Abran su folleto de prueba en la página 42, Matemáticas Sesión 2. Abran su documento de respuestas en la página 16, Matemáticas Sesión 2. No doblen su documento de respuestas hacia atrás durante esta prueba.**

Walk around the room to make sure everyone has the booklets open to the correct pages. Answer documents should be open flat, not folded back.

SAY **En esta sesión, contestarán unas preguntas marcando los círculos A, B, C o D en su documento de respuestas. Pueden hacer cálculos para resolver estas preguntas de opción múltiple en las páginas del folleto de prueba. Contestarán otras preguntas escribiendo sus respuestas en los cuadros provistos en su documento de respuestas, tal y como lo hicieron en la última sesión. Algunos problemas tienen dos partes o más. Asegúrense de contestar todas las partes. Para las preguntas de respuesta corta y de desarrollo, muestren o expliquen todo su trabajo usando números, palabras, oraciones o dibujos. Para los problemas en los que se necesite que escriban o dibujen sus respuestas, escriban sus respuestas dentro de los cuadros provistos para cada problema en su documento de respuestas. Puede que necesiten la regla o la hoja de referencia de matemáticas para contestar algunas de las preguntas en esta sesión. Pueden usar una calculadora durante esta sesión. Mientras estén trabajando, asegúrense de borrar completamente cualquier cambio que hagan y llenar claramente el círculo de la respuesta que quieran escoger.**

Miren las instrucciones en el folleto de prueba en la parte de arriba de la página. Léanlas en silencio mientras yo las leo en voz alta. “Instrucciones: Lee cada pregunta o problema cuidadosamente. Luego contesta la pregunta o resuelve el problema. Esta sesión tiene 18 preguntas de opción múltiple que valen 1 punto cada una, 3 preguntas de respuesta corta que valen 2 puntos cada una y 1 pregunta de desarrollo que vale 4 puntos. Para cada pregunta de opción múltiple decide cuál es la mejor respuesta a la pregunta. Asegúrate de marcar, escribir o dibujar tu respuesta en tu documento de respuestas. Sólo se calificarán las respuestas y el trabajo escrito en el recuadro de respuestas”. ¿Todos entienden qué hay que hacer? [Pause to answer any procedural questions.]

SAY Tendrán el tiempo que necesiten para contestar las preguntas en esta sesión. Si no están seguros acerca de la respuesta a una pregunta, hagan lo mejor que puedan. Comiencen a trabajar en la página 42 en su folleto de prueba y trabajen hasta que vean la palabra “ALTO” en la página 53. No trabajen más allá de la palabra “ALTO” después de la pregunta 44. Asegúrense de escribir o marcar sus respuestas en los recuadros de respuesta en su documento de respuestas. Cualquier cosa que se escriba en el folleto de prueba NO se calificará.

Quando hayan terminado con esta sesión, cierren su folleto de prueba y su documento de respuestas e introduzcan su documento de respuestas, la hoja de referencia y la regla en su folleto de prueba. Luego pueden quedarse sentados en silencio o leer un libro en silencio en su escritorio. ¿Alguien tiene alguna pregunta? [Pause to answer any procedural questions. Repeat the instructions, if necessary.]

SAY Comiencen a trabajar ahora.

Remain attentive in the room during the entire testing session. Circulate throughout the room during the testing session. (**Reading, grading papers, or doing other work is prohibited.**) Remember that identifying and pointing out questions a student did not complete either during or after the test is **not** allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

If you will not immediately continue with Mathematics Session 3, collect the test booklets with inserted answer documents, rulers, mathematics reference sheets, calculators, and pencils with erasers from the students as they finish. Direct the students to sit quietly at their desks or quietly read a book. Place all test materials in central, secure, and locked storage until the next testing session.

If you will immediately continue with Mathematics Session 3, provide students with a short break and continue reading the directions on the next page.

Mathematics Session 3

Recommended Session Time: 70 minutes

Administer this session to all second and third year high school students. BIE second year high school students may not participate in SBA/HSGA testing.

Allow an additional 15 minutes to distribute materials and read the directions to the students.

Materials Needed: test booklets, answer documents, rulers, High School Mathematics Reference Sheets, calculators, and sharpened No. 2 pencils with erasers

On the day of Mathematics Session 3, be sure to remove or cover up any visible classroom materials used in the instruction of New Mexico Mathematics Content Standards, such as student work, posters, graphs, charts, etc. Be sure that all student desks are cleared of books and other materials not needed for the test. Have a sufficient quantity of soft-lead (No. 2) pencils with erasers and distribute two to each student.

Note: Scratch paper **may not** be used during the mathematics sessions. Calculators may be used on the high school Mathematics Assessment. Spelling words for students is prohibited.

If you are not immediately continuing from the prior session,

SAY **Ahora les daré su folleto de prueba, su documento de respuestas, una regla, una calculadora y una hoja de referencia. Dejen ambos folletos cerrados hasta que yo les diga qué hacer.** [Distribute the test booklets, answer documents, rulers, calculators, and mathematics reference sheets.]

SAY **Miren las portadas de su folleto de prueba y de su documento de respuestas y asegúrense de que su nombre esté escrito en la línea. Levanten la mano si el nombre de otra persona está en el folleto de prueba o en el documento de respuestas.** [Pause. Redistribute test materials as necessary.]

For all students,

SAY **Abran su folleto de prueba en la página 54, Matemáticas Sesión 3. Abran su documento de respuestas en la página 20, Matemáticas Sesión 3. No doblen su documento de respuestas hacia atrás durante esta prueba.**

Walk around the room to make sure everyone has the booklets open to the correct pages. Answer documents should be open flat, not folded back.

SAY **En esta sesión, contestarán unas preguntas marcando los círculos A, B, C o D en su documento de respuestas. Pueden hacer cálculos para resolver estas preguntas de opción múltiple en las páginas del folleto de prueba. Contestarán otras preguntas escribiendo sus respuestas en los cuadros provistos en su documento de respuestas, tal y como lo hicieron en la última sesión. Algunos problemas tienen dos partes o más. Asegúrense de contestar todas las partes. Para las preguntas de respuesta corta y de desarrollo, muestren o expliquen todo su trabajo usando números, palabras, oraciones o dibujos. Para los problemas en los que se necesite que escriban o dibujen sus respuestas, escriban sus respuestas dentro de los cuadros provistos para cada problema en su documento de respuestas. Puede que necesiten la regla o la hoja de referencia de matemáticas para contestar algunas de las preguntas en esta sesión. Pueden usar una calculadora durante esta sesión. Mientras estén trabajando, asegúrense de borrar completamente cualquier cambio que hagan y llenar claramente el círculo de la respuesta que quieran escoger.**

Miren las instrucciones en el folleto de prueba en la parte de arriba de la página. Léanlas en silencio mientras yo las leo en voz alta. “Instrucciones: Lee cada pregunta

o problema cuidadosamente. Luego contesta la pregunta o resuelve el problema. Esta sesión tiene 17 preguntas de opción múltiple que valen 1 punto cada una, 2 preguntas de respuesta corta que valen 2 puntos cada una y 2 preguntas de desarrollo que valen 4 puntos cada una. Para cada pregunta de opción múltiple decide cuál es la mejor respuesta a la pregunta. Asegúrate de marcar, escribir o dibujar tu respuesta en tu documento de respuestas. Sólo se calificarán las respuestas y el trabajo escrito en el recuadro de respuestas". ¿Todos entienden qué hay que hacer? [Pause to answer any procedural questions.]

SAY Tendrán el tiempo que necesiten para contestar las preguntas en esta sesión. Si no están seguros acerca de la respuesta a una pregunta, hagan lo mejor que puedan. Comiencen a trabajar en la página 54 en su folleto de prueba y trabajen hasta que vean la palabra "ALTO" en la página 67. No trabajen más allá de la palabra "ALTO" después de la pregunta 65. Asegúrense de escribir o marcar sus respuestas en los recuadros de respuesta en su documento de respuestas. Cualquier cosa que se escriba en el folleto de prueba NO se calificará.

Quando hayan terminado con esta sesión, cierren su folleto de prueba y su documento de respuestas e introduzcan su documento de respuestas y la regla en su folleto de prueba. Luego pueden quedarse sentados en silencio o leer un libro en silencio en su escritorio. ¿Alguien tiene alguna pregunta? [Pause to answer any procedural questions. Repeat the instructions, if necessary.]

SAY Comiencen a trabajar ahora.

Remain attentive in the room during the entire testing session. Circulate throughout the room during the testing session. (**Reading, grading papers, or doing other work is prohibited.**) Remember that identifying and pointing out questions a student did not complete either during or after the test is **not** allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

If you will not immediately continue with Science Session 1 for third year high school students, collect the test booklets with inserted answer documents, rulers, mathematics reference sheet, calculators, and pencils with erasers from the students as they finish. Direct the students to sit quietly at their desks or quietly read a book. Place all test materials in central, secure, and locked storage until the next testing session.

If you will immediately continue with Science Session 1 for third year high school students, provide students with a short break and continue reading the directions on the next page.

This is the end of testing for second year high school students. Collect the test booklets with inserted answer documents and pencils with erasers from the students as they finish. The rulers and reference sheets are not secure and do not need to be collected or returned to Measured Progress. Direct the students to sit quietly at their desks or quietly read a book. Place all test materials in central, secure, and locked storage until the next testing session.

Turn to page 31 and follow the directions for completing student information on the biogrid and preparing second year high school students' test materials for return to Measured Progress.

Science Session 1

Recommended Session Time: 45 minutes

Administer this session to all third year high school students only.

Allow an additional 15 minutes to distribute materials and read the directions to the students.

Materials Needed: test booklets, answer documents, rulers, and sharpened No. 2 pencils with erasers

On the day(s) of the Science Assessment, be sure to remove or cover up any visible classroom materials used in the instruction of New Mexico Science Content Standards, such as student work, posters, maps, charts, etc. Be sure that all student desks are cleared of books and other materials not needed for the test. Have a sufficient quantity of soft-lead (No. 2) pencils with erasers and distribute two to each student. The ruler provided for the Mathematics Assessment may be used as needed to draw graphs or any such figures in the Science Assessment.

Note: Calculators and scratch paper **may not** be used during the science sessions. Spelling words for students is also prohibited.

If you are not immediately continuing from the prior session,

SAY **Ahora les daré su folleto de prueba, su documento de respuestas y una regla. Dejen ambos folletos cerrados hasta que yo les diga qué hacer.** [Distribute a test booklet, an answer document, and a ruler to each student.]

SAY **Miren las portadas de su folleto de prueba y de su documento de respuestas y asegúrense de que su nombre esté escrito en la línea. Levanten la mano si el nombre de otra persona está en el folleto de prueba o en el documento de respuestas.** [Pause. Redistribute test materials as necessary.]

For all students,

SAY **Abran su folleto de prueba en la página 68. En esta página hay una tabla periódica que pueden usar para contestar las preguntas de ciencias en las tres sesiones. Ahora vayan a la página 69, Ciencias Sesión 1, en su folleto de prueba y abran su documento de respuestas en la página 24, Ciencias Sesión 1. No doblen sus documentos de respuestas hacia atrás durante esta prueba.**

Walk around the room to make sure everyone has the booklets open to the correct pages. Answer documents should be open flat, not folded back.

SAY **En esta sesión, contestarán unas preguntas marcando los círculos A, B, C o D en su documento de respuestas. Pueden hacer cálculos para resolver estas preguntas de opción múltiple en las páginas del folleto de prueba. Contestarán otras preguntas escribiendo sus respuestas en los cuadros provistos en su documento de respuestas. Algunos problemas tienen dos partes o más. Asegúrense de contestar todas las partes. Para las preguntas de respuesta corta y de desarrollo, muestren o expliquen todo su trabajo usando números, palabras, oraciones o dibujos. Para los problemas en los que se necesite que escriban o dibujen sus respuestas, escriban sus respuestas dentro de los cuadros provistos para cada problema en su documento de respuestas. Pueden usar la regla cuando estén trazando gráficas o cualquier otra figura. Mientras estén trabajando, asegúrense de borrar completamente cualquier cambio que hagan y llenar claramente el círculo de la respuesta que quieran escoger.**

Miren las instrucciones en el folleto de prueba en la parte de arriba de la página. Léanlas en silencio mientras yo las leo en voz alta. “Instrucciones: Lee cada pregunta cuidadosamente. Esta sesión tiene 21 preguntas de opción múltiple que valen 1 punto cada una y 1 pregunta de desarrollo que vale 4 puntos. Para cada pregunta de opción múltiple decide cuál es la mejor respuesta a la pregunta. Asegúrate de marcar o escribir tu respuesta en tu documento de respuestas. Sólo se calificarán las respuestas y el trabajo escrito en el recuadro de respuestas”.

Ahora miren el ejemplo, Ejemplo A. Lean en silencio mientras yo lo leo en voz alta. “¿Cuál de estos es parte viviente de un ecosistema?” Ahora miren sus opciones de respuesta. ¿Cuál es la respuesta? [Pause for replies.]

SAY Sí, “D. Planta” es la respuesta correcta. Ahora encuentren la sección de Ciencias, Sesión 1, en su documento de respuestas en la página 24. Miren el cuadro que dice “Ejemplo”. El círculo para la letra “D” se ha marcado porque “D” es la letra de la respuesta correcta. ¿Hay alguna pregunta? [Pause to answer any procedural questions.]

SAY Tendrán el tiempo que necesiten para contestar las preguntas en esta sesión. Si no están seguros acerca de la respuesta a una pregunta, hagan lo mejor que puedan. Pueden dibujar o escribir en su folleto de prueba si esto les ayuda a contestar las preguntas. Comiencen en la página 69 de su folleto de prueba. Sigán trabajando hasta que vean la palabra “ALTO” en la página 82. No trabajen más allá de la palabra “ALTO” después de la pregunta 22. Recuerden marcar o escribir todas sus respuestas en su documento de respuestas. Cualquier cosa que se escriba en el folleto de prueba NO se calificará.

Cuando hayan terminado con esta sesión, cierren su folleto de prueba y su documento de respuestas e introduzcan su documento de respuestas y la regla en su folleto de prueba. Luego pueden quedarse sentados en silencio o leer un libro en silencio en su escritorio. ¿Alguien tiene alguna pregunta? [Pause to answer any procedural questions. Repeat the instructions, if necessary.]

SAY Comiencen a trabajar ahora.

Remain attentive in the room during the entire testing session. Circulate throughout the room during the testing session. (**Reading, grading papers, or doing other work is prohibited.**) Remember that identifying and pointing out questions a student did not complete either during or after the test is **not** allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

If you will not immediately continue with Science Session 2, collect the test booklets with inserted answer documents, rulers, and pencils with erasers from the students as they finish. Direct the students to sit quietly at their desks or quietly read a book. Place all test materials in central, secure, and locked storage until the next testing session.

If you will immediately continue with Science Session 2, provide students with a short break and continue reading the directions on the next page.

Science Session 2

Recommended Session Time: 45 minutes

Administer this session to all third year high school students only.

Allow an additional 15 minutes to distribute materials and read the directions to the students.

Materials Needed: test booklets, answer documents, rulers, and sharpened No. 2 pencils with erasers

On the day of Science Session 2, be sure to remove or cover up any visible classroom materials used in the instruction of New Mexico Science Content Standards, such as student work, posters, maps, charts, etc. Be sure that all student desks are cleared of books and other materials not needed for the test. Have a sufficient quantity of soft-lead (No. 2) pencils with erasers and distribute two to each student. The ruler provided for the Mathematics Assessment may be used for drawing graphs or any such figures in the Science Assessment.

Note: Calculators and scratch paper **may not** be used during the science sessions. Spelling words for students is also prohibited.

If you are not immediately continuing from the prior session,

SAY **Ahora les daré su folleto de prueba, su documento de respuestas y una regla. Dejen ambos folletos cerrados hasta que yo les diga qué hacer.** [Distribute a test booklet, an answer document, and a ruler to each student.]

SAY **Miren las portadas de su folleto de prueba y de su documento de respuestas y asegúrense de que su nombre esté escrito en la línea. Levanten la mano si el nombre de otra persona está en el folleto de prueba o en el documento de respuestas.** [Pause. Redistribute test materials as necessary.]

For all students,

SAY **Abran su folleto de prueba en la página 84, Ciencias Sesión 2. Abran su documento de respuestas en la página 26, Ciencias Sesión 2. No doblen sus documentos de respuestas hacia atrás durante esta prueba.**

Walk around the room to make sure everyone has the booklets open to the correct pages. Answer documents should be open flat, not folded back.

SAY **En esta sesión, contestarán unas preguntas marcando los círculos A, B, C o D en su documento de respuestas. Pueden hacer cálculos para resolver estas preguntas de opción múltiple en las páginas del folleto de prueba. Contestarán otras preguntas escribiendo sus respuestas en los cuadros provistos en su documento de respuestas, tal y como lo hicieron en la última sesión. Algunos problemas tienen dos partes o más. Asegúrense de contestar todas las partes. Para las preguntas de respuesta corta y de desarrollo, muestren o expliquen todo su trabajo usando números, palabras, oraciones o dibujos. Para los problemas en los que se necesite que escriban o dibujen sus respuestas, escriban sus respuestas dentro de los cuadros provistos para cada problema en su documento de respuestas. Pueden usar la regla cuando estén trazando gráficas o cualquier otra figura. También pueden usar la tabla periódica en la página 68 de ser necesario para contestar preguntas en esta sesión. NO pueden revisar o cambiar sus respuestas para la Sesión 1. Mientras estén trabajando, asegúrense de borrar completamente cualquier cambio que hagan y llenar claramente el círculo de la respuesta que quieran escoger.**

Miren las instrucciones en el folleto de prueba en la parte de arriba de la página. Léanlas en silencio mientras yo las leo en voz alta. “Instrucciones: Lee cada pregunta cuidadosamente. Esta sesión tiene 19 preguntas de opción múltiple que valen 1 punto

cada una y 1 pregunta de desarrollo que vale 4 puntos. Para cada pregunta de opción múltiple decide cuál es la mejor respuesta a la pregunta. Asegúrate de marcar o escribir tu respuesta en tu documento de respuestas. Sólo se calificarán las respuestas y el trabajo escrito en el recuadro de respuestas”. ¿Todos entienden qué hay que hacer? [Pause to answer any procedural questions.]

SAY Tendrán el tiempo que necesiten para contestar las preguntas en esta sesión. Si no están seguros acerca de la respuesta a una pregunta, hagan lo mejor que puedan. Pueden dibujar o escribir en su folleto de prueba si esto les ayuda a contestar las preguntas. Comiencen en la página 84 de su folleto de prueba. Sigán trabajando hasta que vean la palabra “ALTO” en la página 96. No trabajen más allá de la palabra “ALTO” después de la pregunta 42. Recuerden marcar o escribir todas sus respuestas en su documento de respuestas. Cualquier cosa que se escriba en el folleto de prueba NO se calificará.

Cuando hayan terminado con esta sesión, cierren su folleto de prueba y su documento de respuestas e introduzcan su documento de respuestas y la regla en su folleto de prueba. Luego pueden quedarse sentados en silencio o leer un libro en silencio en su escritorio. ¿Alguien tiene alguna pregunta? [Pause to answer any procedural questions. Repeat the instructions, if necessary.]

SAY Comiencen a trabajar ahora.

Remain attentive in the room during the entire testing session. Circulate throughout the room during the testing session. (**Reading, grading papers, or doing other work is prohibited.**) Remember that identifying and pointing out questions a student did not complete either during or after the test is **not** allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

If you will not immediately continue with Science Session 3, collect the test booklets with inserted answer documents, rulers, and pencils with erasers from the students as they finish. Direct the students to sit quietly at their desks or quietly read a book. Place all test materials in central, secure, and locked storage until the next testing session.

If you will immediately continue with Science Session 3, provide students with a short break and continue reading the directions on the next page.

Science Session 3

Recommended Session Time: 45 minutes

Administer this session to all third year high school students only.

Allow an additional 15 minutes to distribute materials and read the directions to the students.

Materials Needed: test booklets, answer documents, rulers, and sharpened No. 2 pencils with erasers

On the day of Science Session 3, be sure to remove or cover up any visible classroom materials used in the instruction of New Mexico Science Content Standards, such as student work, posters, maps, charts, etc. Be sure that all student desks are cleared of books and other materials not needed for the test. Have a sufficient quantity of soft-lead (No. 2) pencils with erasers and distribute two to each student. The ruler provided for the Mathematics Assessment may be used for drawing graphs or any such figures in the Science Assessment.

Note: Calculators and scratch paper **may not** be used during the science sessions. Spelling words for students is also prohibited.

If you are not immediately continuing from the prior session,

SAY **Ahora les daré su folleto de prueba, su documento de respuestas y una regla. Dejen ambos folletos cerrados hasta que yo les diga qué hacer.** [Distribute a test booklet, an answer document, and a ruler to each student.]

SAY **Miren las portadas de su folleto de prueba y de su documento de respuestas y asegúrense de que su nombre esté escrito en la línea. Levanten la mano si el nombre de otra persona está en el folleto de prueba o en el documento de respuestas.** [Pause. Redistribute test materials as necessary.]

For all students,

SAY **Abran su folleto de prueba en la página 98, Ciencias Sesión 3. Abran su documento de respuestas en la página 28, Ciencias Sesión 3. No doblen sus documentos de respuestas hacia atrás durante esta prueba.**

Walk around the room to make sure everyone has the booklets open to the correct pages. Answer documents should be open flat, not folded back.

SAY **En esta sesión, contestarán unas preguntas marcando los círculos A, B, C o D en su documento de respuestas. Pueden hacer cálculos para resolver estas preguntas de opción múltiple en las páginas del folleto de prueba. Contestarán otras preguntas escribiendo sus respuestas en los cuadros provistos en su documento de respuestas, tal y como lo hicieron en la última sesión. Algunos problemas tienen dos partes o más. Asegúrense de contestar todas las partes. Para las preguntas de respuesta corta y de desarrollo, muestren o expliquen todo su trabajo usando números, palabras, oraciones o dibujos. Para los problemas en los que se necesite que escriban o dibujen sus respuestas, escriban sus respuestas dentro de los cuadros provistos para cada problema en su documento de respuestas. Pueden usar la regla cuando estén trazando gráficas o cualquier otra figura. También pueden usar la tabla periódica en la página 68 de ser necesario para contestar preguntas en esta sesión. NO pueden revisar o cambiar sus respuestas para la Sesión 1 y 2. Mientras estén trabajando, asegúrense de borrar completamente cualquier cambio que hagan y llenar claramente el círculo de la respuesta que quieran escoger.**

Miren las instrucciones en el folleto de prueba en la parte de arriba de la página. Léanlas en silencio mientras yo las leo en voz alta. “Instrucciones: Lee cada pregunta cuidadosamente. Esta sesión tiene 21 preguntas de opción múltiple que valen 1 punto

cada una y 1 pregunta de desarrollo que vale 4 puntos. Para cada pregunta de opción múltiple decide cuál es la mejor respuesta a la pregunta. Asegúrate de marcar o escribir tu respuesta en tu documento de respuestas. Sólo se calificarán las respuestas y el trabajo escrito en el recuadro de respuestas”. ¿Todos entienden qué hay que hacer? [Pause to answer any procedural questions.]

SAY Tendrán el tiempo que necesiten para contestar las preguntas en esta sesión. Si no están seguros acerca de la respuesta a una pregunta, hagan lo mejor que puedan. Pueden dibujar o escribir en su folleto de prueba si esto les ayuda a contestar las preguntas. Comiencen en la página 98 de su folleto de prueba. Sigán trabajando hasta que vean la palabra “ALTO” en la página 108. No trabajen más allá de la palabra “ALTO” después de la pregunta 64. Recuerden marcar o escribir todas sus respuestas en su documento de respuestas. Cualquier cosa que se escriba en el folleto de prueba NO se calificará.

Cuando hayan terminado con esta sesión, cierren su folleto de prueba y su documento de respuestas e introduzcan su documento de respuestas en su folleto de prueba. Luego levanten la mano y yo recogeré los materiales de la prueba. Luego pueden quedarse sentados en silencio o leer un libro en silencio en su escritorio. ¿Alguien tiene alguna pregunta? [Pause to answer any procedural questions. Repeat the instructions, if necessary.]

SAY Comiencen a trabajar ahora.

Remain attentive in the room during the entire testing session. Circulate throughout the room during the testing session. (**Reading, grading papers, or doing other work is prohibited.**) Remember that identifying and pointing out questions a student did not complete either during or after the test is **not** allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

Collect the test booklets with inserted answer documents, and pencils with erasers from the students as they finish. The rulers are not secure and do not need to be collected or returned to Measured Progress. Direct the students to sit quietly at their desks or quietly read a book. Place all test materials in central, secure, and locked storage until the next testing session.

This is the end of the *New Mexico Standards Based Assessment Program*. Follow the directions for completing student information on the biogrid and preparing test materials for return to Measured Progress beginning on the next page.

AFTER TESTING

Completing Student Information on the Biogrid

With the exception of students who are taking the alternate assessment (NMAPA), an answer document must be returned for **every** student who should have taken the SBA/HSGA during the testing window, even if the student did not participate in the assessment or did not complete the testing.

The biogrid is located on the last two pages of the answer document. A sample biogrid is provided for your reference on pages 33 and 34. Please refer to these pages when reviewing the rules below for completing the biogrid.

Rules for the Use of Pre-ID Labels

Purpose of Pre-ID Labels

Pre-ID labels simplify school personnel's task of completing student identification on the biogrid by eliminating the need to "bubble in" all the demographic information for the student that is already stored in PED's STARS/NASIS system. Bypassing the "hand bubbling" step helps ensure the accuracy of the demographic information associated with each student, such as gender, ethnicity, ELL status, etc. Of course, this means that school personnel **must** ensure the STARS/NASIS demographic information is accurate and kept up to date.

Pre-ID labels are provided for public schools, charter schools, state educational institutions, and BIE schools.

Valid versus Invalid Pre-ID Labels

Only valid Pre-ID labels may be used. A Pre-ID label is valid only if **all three essential identifiers are accurate**. These three essential identifiers are

1. Student's last name, first name, and middle initial
2. Student's date of birth
3. Student's state identification number

Valid Pre-ID Labels

If all three identifiers are valid, the label may be used. For each answer document, match the Pre-ID label with the name the student wrote on the front cover and apply it to the bottom right corner on the back cover. You do not need to bubble boxes A–H.

Invalid Pre-ID Labels

If **any** of the three essential identifiers are incorrect, the label is invalid and must be destroyed by shredding. In this case, school staff must hand-bubble in boxes A–H of the biogrid, and update STARS/NASIS with the correct information.

If you did not receive a Pre-ID label for a student, bubble boxes A–H and update STARS/NASIS with the correct student information.

Please refer to the Rules for Completing Biogrids in 2012 chart on page 35 of this manual.

Three Last Points

1. **Do NOT ALLOW students to fill in any information in sections B, C, or D of the biogrid.**
2. Please remember that bubbling in a field on the biogrid for new students or students whose Pre-ID label is not valid will **not** update or be automatically uploaded to STARS/NASIS. Corrections to STARS/NASIS must be made by school administrators. Be sure to make these corrections or updates before the close of the testing window to ensure reporting accuracy.
3. Grade-level information for PED students is already stored in STARS. PED will include the STARS grade-level field for PED students who participated in the SBA/HSGA in the SOAP clean-up file. It is the responsibility of school districts, charter schools, and state educational institutions to verify each high school test taker's record reflects the correct grade and all other data in the SOAP file. PED will provide this information to Measured Progress for report production, and records will not be altered after the SOAP clean-up window has ended.

Directions for bubbling in each of the boxes on the biogrid are provided on pages 36 and 37 for reference, as needed.

More detailed information about the definition of each data field is provided in the *New Mexico Statewide Assessment Program (NMSAP) 2011–2012 Procedures Manual*.

Personnel at all schools—public, charter, or state supported, and BIE—need to conduct a final check of all the biogrids to verify that the information has been recorded accurately and the correct label has been applied before the materials are sent to the DTCs for shipping.

B: TESTING: If student did not test all sessions, mark the appropriate Test Completion Status in Box I. Bubble accommodations used in Box J and Box K. Bubbling Box L will void the entire answer document. **Caution:** Filling in the bubble in Box L will result in all of the answer document not being scored.

I TEST COMPLETION STATUS (Mark one bubble for each content)			
	RD	MA	SC
Withdrew Before Test Completion	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1
Non-Allowed Modification	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2
Language Exempt for Reading Only	<input type="radio"/> 3		
Medical Emergency	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4
Parental Refusal	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5
Other Non-Completion	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6
Test Irregularities	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7
Absent	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8

J ELL ACCOMMODATIONS		
RD	MA	SC
<input type="radio"/> 20	<input type="radio"/> 20	<input type="radio"/> 20
<input type="radio"/> 21	<input type="radio"/> 21	<input type="radio"/> 21
<input type="radio"/> 22	<input type="radio"/> 22	<input type="radio"/> 22
<input type="radio"/> 23	<input type="radio"/> 23	<input type="radio"/> 23
<input type="radio"/> 24	<input type="radio"/> 24	<input type="radio"/> 24
<input type="radio"/> 25	<input type="radio"/> 25	<input type="radio"/> 25
<input type="radio"/> 26	<input type="radio"/> 26	<input type="radio"/> 26
<input type="radio"/> 27	<input type="radio"/> 27	<input type="radio"/> 27
<input type="radio"/> 28	<input type="radio"/> 28	<input type="radio"/> 28

K SWD or 504 PLAN ACCOMMODATIONS		
RD	MA	SC
<input type="radio"/> 01	<input type="radio"/> 01	<input type="radio"/> 01
<input type="radio"/> 02	<input type="radio"/> 02	<input type="radio"/> 02
<input type="radio"/> 03	<input type="radio"/> 03	<input type="radio"/> 03
<input type="radio"/> 04	<input type="radio"/> 04	<input type="radio"/> 04
<input type="radio"/> 05	<input type="radio"/> 05	<input type="radio"/> 05
<input type="radio"/> 06	<input type="radio"/> 06	<input type="radio"/> 06
<input type="radio"/> 07	<input type="radio"/> 07	<input type="radio"/> 07
<input type="radio"/> 08	<input type="radio"/> 08	<input type="radio"/> 08
<input type="radio"/> 09	<input type="radio"/> 09	<input type="radio"/> 09
<input type="radio"/> 10	<input type="radio"/> 10	<input type="radio"/> 10
<input type="radio"/> 11	<input type="radio"/> 11	<input type="radio"/> 11
<input type="radio"/> 12	<input type="radio"/> 12	<input type="radio"/> 12
<input type="radio"/> 13	<input type="radio"/> 13	<input type="radio"/> 13
<input type="radio"/> 14	<input type="radio"/> 14	<input type="radio"/> 14
<input type="radio"/> 15	<input type="radio"/> 15	<input type="radio"/> 15

L VOID-DO NOT SCORE
<input type="radio"/> Void this answer document

C: BIE: (BIE schools only.) Box M must be bubbled for ALL BIE students. Bubble Box N for BIE students that are Not Full Academic Year.

M NASIS ID									
<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2
<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4
<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6
<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7
<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8
<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9

N NOT FULL ACADEMIC YEAR
<input type="radio"/> Not Full Academic Year School

D: HOME SCHOOL STATUS: Box O must be bubbled for all full time home school students. Students must meet all of the following qualifications: 1) Student is not reported to STARS, 2) District does not receive funding for this student, and 3) Student attends public schools for half time or less.

O <input type="radio"/> HOMESCHOOLED FULL TIME
--

For Internal Use Only					
A	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
B	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10
C	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 13	<input type="radio"/> 14	<input type="radio"/> 15
D	<input type="radio"/> 16	<input type="radio"/> 17	<input type="radio"/> 18	<input type="radio"/> 19	<input type="radio"/> 20
E	<input type="radio"/> 21	<input type="radio"/> 22	<input type="radio"/> 23	<input type="radio"/> 24	<input type="radio"/> 25

Rules for Completing Biogrids in 2012

	Section A	Sections B & D	Section C
Public, charter, state educational institutions	Bubble in Box(es)	Bubble in Box(es)	Bubble in Box(es)
1. Pre-ID label has 3 correct identifiers.	Leave blank	Any that apply	Leave blank
2. Pre-ID label has 1 or more incorrect identifiers.	A–H	Any that apply	Leave blank
3. Student does not have a Pre-ID label.	A–H	Any that apply	Leave blank
4. Student is new.	A–H	Any that apply	Leave blank
BIE schools			
1. Pre-ID label has 3 correct identifiers.	Leave blank	Any that apply	N–O
2. Pre-ID label has 1 or more incorrect identifiers.	A–H	Any that apply	N–O
3. Student does not have a Pre-ID label.	A–H	Any that apply	N–O
4. Student is new.	A–H	Any that apply	N–O

Personnel at all schools, please note.

- Box M (Spanish Parent Report)—Bubble in this box **only if you are requesting a Parent Report in Spanish**.
- Section D should be completed for full-time homeschooled students who meet all of the qualifications listed. If a student is a partial homeschooled student, is reported in STARS, and/or your district receives funding for the student, do not complete this section.

SPECIAL NOTICE TO BIE SCHOOLS

- **For ALL students**, bubble in box N (NASIS ID).
- Bubble in box O only for students who have **NOT** been enrolled the Full Academic Year (FAY).
- **For students who are new, who have no Pre-ID label, or whose Pre-ID label is incorrect**, bubble in boxes A–H and box N. Bubble in box O, if applicable.

Directions for Each Box on the Biogrid

NOTE: The box letters are organized by biogrid section: A, B, C, or D.

Section A: IDENTIFICATION (Public school students, charter school students, BIE students, and students who attend state educational institutions whose Pre-ID label is not valid)

Box A. Student Name—Write in and mark the bubbles for the first 20 characters of the student’s last name, the first 16 characters of the first name, and the middle initial (MI).

Box B. District Code—Mark the bubbles with the correct district code.

Box C. School Code—Mark the bubbles with the correct school code.

Box D. Birth Date—Mark the bubble for the month of birth; then write in and mark the bubbles for the day and year of birth.

Box E. State Student ID—Write in and mark the bubbles for the 9-digit state student ID number.

Box F. Gender—Mark the bubble corresponding to the student’s gender.

Box G. Ethnicity—Mark this bubble if the student is Hispanic.

Box H. Race—Mark only one bubble to indicate the student’s race.

Section B: TESTING (All schools, as needed)

Box I. Test Completion Status— For each content area, mark the bubble corresponding to the student’s test completion status if the student was not tested in all sessions.

Box J. ELL Accommodations—Mark the bubble(s) with the code that corresponds to the accommodation(s) that was used for each content for any students who are ELL and participated in any part of this administration with an accommodation.

Box K. SWD or 504 Plan Accommodations—Mark the bubble(s) with the code that corresponds to the accommodation(s) that was used for each content for any students who are Special Education and/or have a 504 Plan who participated in any part of this administration with an accommodation.

Box L. Void—Mark this bubble if the answer document needs to be voided completely and not scored.

Section C: BIE—(BIE schools’ use only) Box M must be completed for all students. Complete box N, as applicable, for students who have NOT been enrolled in the/our school for the Full Academic Year (FAY).

Box M. NASIS ID—Write in and mark the bubbles for the 9-digit NASIS student ID number.

Box N. Not Full Academic Year—This box must be addressed for all BIE students, whether or not the Pre-ID label is valid. Full Academic Year (FAY) is defined as enrolled from the prior year’s test window through the current test window. Mark the bubble if the student is **not** FAY. If a student is FAY, leave the bubble blank.

Section D: HOME SCHOOL STATUS

Box P. Homeschooled Full Time—Mark this bubble for all full-time homeschooled students. Students must meet all of the following qualifications:

- 1) Student is not reported to STARS;
- 2) District does not receive funding for this student; and
- 3) Student attends public schools for half time or less.

Some Final Guidelines

Check the answer documents and verify that

- the Pre-ID label is properly affixed to the correct answer document.
- each student's responses have been made with a black soft-lead (No. 2) pencil.
- any answer document that has been badly folded, crumpled, torn, or otherwise damaged is placed at the top of the stack of answer documents for inclusion in the Special Handling Envelope.

Check the large-print materials to

- verify that all of the answers written in the large-print test booklet were transcribed **exactly** into the student's answer document. Only answers in the answer document or typed responses will be scored.
- include any typewritten or handwritten pages as instructed on page 9 of this manual.

Check the Braille materials to

- verify that the student's answers were transcribed **exactly** into the student's non-Braille answer document. (If the responses are not transcribed into the student's non-Braille answer document, they will **not** be scored.)
- include any typewritten or handwritten pages with the non-Braille test booklet as instructed on page 10 of this manual.

Follow the instructions in the *Test Coordinator's Manual* for returning materials to the School Test Coordinator. **Return all test booklets and answer documents at the completion of testing.**

APPENDIX A: SECURITY CHECKLIST



50 Education Way
Dover, NH 03820

New Mexico Student Assessment Program

Security Checklist

Ship To:

MP Ship Code:	00000000357225	Date Packed:	02/09/2012
Contract: 129400	Contract Name: New Mexico SBA	Administration: 2011 - 2012	
County Code: 00	County Name: New Mexico County	SU Code:	Superintendent Unit Name:
District Code: 123	District Name: New Mexico Public Schools		
School Code: 456	School Name: New Mexico Elementary	Grade: 03	

Use the information in the table below to track the secure test materials. Retain this document for your records after testing has been completed.

Description																	Qty Shipped	
Gr 3 Integrated Test Book - English																	77	
CPI	Booklet Numbers	Student name	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN
0505689	1301001733																	
0505689	1303001995																	
0505689	1304002026																	
0505689	1302003921																	
0505689	1301005713																	
0505690	1301001563																	
0505690	1303003756																	
0505690	1304003890																	
0505690	1304003979																	
0505690	1302005764																	
0505692	1303001993																	
0505692	1304002017																	
0505692	1302003932																	
0505692	1302003939																	
0505692	1301005522																	

MP Ship Code:

Page: 1 of 4

00000000357225



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