NEW MEXICO PUBLIC EDUCATION DEPARTMENT

PED 2026-27 DTC Manual

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NEW MEXICO
Public Education Department
Assessment, Research, Evaluation & Accountability

Revisions to the 2026–27 DTC Manual

Information about these topics has been added, removed, or enhanced in this version.

Topic	Notes
Reporting Irregularities	The requirement for DTCs to notify the PED within three days of an irregularity has been removed. The only requirement is that a Testing Irregularity Form be submitted in the Test Coordinator Portal within 10 days of the incident and no later than the final day of the testing window. The entire irregularities section of this manual has been reorganized for clarity.
NMAC 6.10.7.9D	The word "volunteers" was removed.
NMAC6.10.7.12C(7)	The wording "official district designated location" was changed to "official public designated location".
NMAC 7.10.7.14B	This requirement was removed: Districts and charters shall report by telephone or e-mail suspected testing irregularities to the department within three business days of being notified of a suspected testing irregularity.
Off-Grade Level Testing Waiver	These requests will now be submitted in the Test Coordinator Portal.
ACCESS for ELs	Replaced with WIDA ACCESS (Name change)
Alternate ACCESS for ELs	Replaced with WIDA Alternate ACCESS (Name change)
Updated links	Links have been updated throughout the manual.
EL Waiver: Testing in Spanish Chart & Example	Chart Updated, reformatting only

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Acknowledgements

In 2019, the PED Assessment Bureau produced the original version of this manual in consultation with the Special Education Bureau, the College and Career Readiness Bureau, the Language and Culture Bureau, and a stakeholder group of school district special education directors and district test coordinators. The list of persons who contributed or were consulted in 2019 has been revised below. Some prior members have been removed based on unknown locations of current employment. New contributors adding to the 2026 revision are also recognized.

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Introduction

Purpose of the Manual

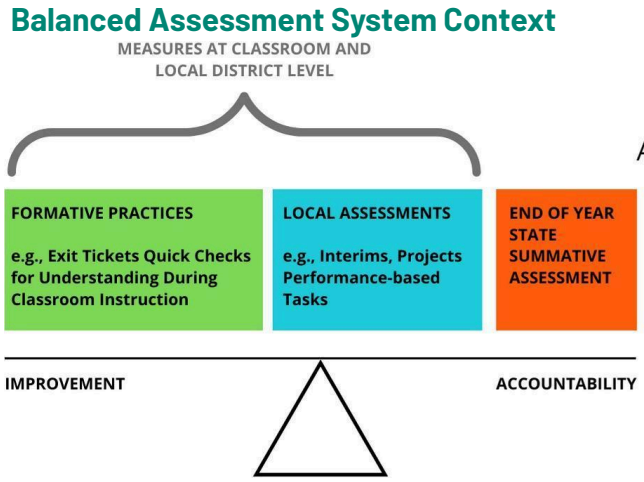
The New Mexico Public Education Department District Test Coordinator Manual is reviewed annually and revised as needed (e.g., changes to policies, procedures, guidance). It serves to guide DTCs in successfully managing and administering New Mexico's state and federally required assessments resulting in valid test scores that accurately measure students' proficiency in relation to state-adopted academic content standards.

Vision and Values

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

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

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



An assessment system is balanced when:

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

(National Resource Council, 2001)

Section 1: Federal and State Requirements

Federal Statute

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

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

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

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

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

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

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

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

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

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

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

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

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

New Mexico Statute

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

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

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

The act empowers the PED to:

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

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

New Mexico Administrative Code

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

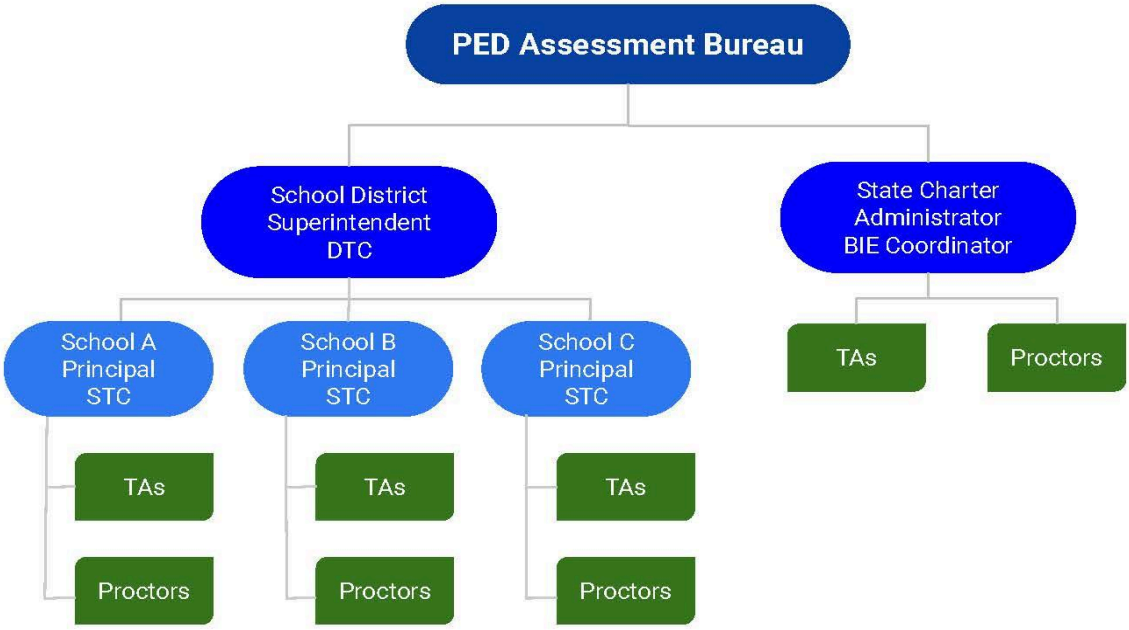
6.10.7 NMAC, Standardized Testing Procedures and Requirements, describes the duties and responsibilities of superintendents, principals, district test coordinators, school test coordinators, test administrators, and proctors in the administration of state assessments. The NMPED District Test Coordinator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

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

- English learners in U.S. schools fewer than 12 continuous months may receive a language exemption from the standards-based assessment for the language arts subtest only. In this situation, the student's score on the ACCESS will be substituted for the language arts subtest and will count toward the district or school's 95% participation rate required under ESSA 1111(c)(4)(E). In all other content areas, the student shall participate in the Spanish-language version of the assessment (if available and appropriate) or in the English-language version with accommodations provided if so determined by the school's team.
- English learners in U.S. schools fewer than three full consecutive years may test in the home language of Spanish (no waiver required). With a waiver approved by the PED, they may test in Spanish an additional two years (see Section 4 for more information). ELs in U.S. schools for 5 years or more must take assessments in English.
- Students with IEPs shall participate in state assessments; IEP teams will determine which assessments (i.e., general or alternate) and which accommodations are needed.

Section 2: Roles and Responsibilities

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



Superintendent

It is the responsibility of the superintendent or charter school administrator to designate a District Test Coordinator (DTC). A secondary test coordinator may be designated if necessary to ensure the duties are fulfilled in compliance with 6.10.7 NMAC. A new **Superintendent Designation Form** for DTCs and Technology Coordinators must be submitted before the beginning of each school year. A new form must also be submitted during the course of a school year if the DTC or technology coordinator changes.

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

District Test Coordinator

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

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

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

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

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

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

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

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

For all test administrations, the DTC must ensure:

- student pre-ID data are accurate and current;
- student accommodations have been assigned as needed according to IEPs;
- TAs are licensed, certified, trained, and sign the required Confidentiality Agreement;
- a secure area is utilized for storage of test materials;
- materials have been received and inventoried according to the packing list; and
- any testing irregularities are reported to the PED within the required timeframe (see Test Security section below). SAT School Day irregularities are not reported to the PED. DTC should report irregularities directly to the College Board in Test Day Toolkit.

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

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

Principal

All school principals should attend the trainings held by the DTC or designated STC. Each semester, the principal must verify all test security, staff training, and accommodation requirements have been met. The verification form, available in the **DTC Workspace Forms & Waivers Section** and shown in **Appendix E**, should be sent to the district office and retained for five years. Unlike the superintendent's verification, the principal's verification is **not** sent to the PED. The principal's point of contact is the DTC.

School Test Coordinator

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

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

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

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

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

The ratio of students to TAs in any standardized test setting may not exceed 25 to 1 unless a proctor is present. With a TA and a proctor, up to 30 students may be tested. Each additional 25 students requires another TA. An additional five students can be tested with a proctor in the room. Test Coordinators should abide by PED policy, regardless of whether or not vendors have more lenient requirements for ratio of students to TAs.

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

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

For all test administrations, the STC must ensure:

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

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

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

Test Administrator

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

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

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

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

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

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

The TA must:

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

When testing is complete, TAs must:

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

Proctor*

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

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

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

The proctor must:

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

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

*****_The SAT School Day program refers to Test Administrators as Proctors. For the purposes of this manual, proctors, as explained above, refers to their descriptive role in 6.10.7 NMAC._

Section 3: Test Security

Test security must be maintained in order to:

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

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

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

Test Security Requirements in NM Administrative Code

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

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

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

1) changing a student's standardized test answers, erasing double-marked or lightly erased or lightly marked answers, or directing or suggesting that a student change a standardized test answer;

2) providing students with a review of specific standardized test items, specific standardized test items with minor changes in settings or numbers, verbal or written restatements or paraphrasing of standardized test items, specific vocabulary from standardized test directions or standardized test items, or answers before, during or after a standardized test;

3) discussing, photocopying, or reproducing in any other fashion including paraphrasing, any portion of a standardized test or student responses;

4) affording any student under a standardized administration extra time to complete a timed subtest, unless permitted as an accommodation in the student's IEP, 504 plan, or English learner plan;

5) reading standardized test items aloud to students unless required in a specific standardized test or unless required as an accommodation in the student's IEP, 504 plan, or English learner plan;

6) permitting students during a standardized test to have on or near their desk or on their person, any unauthorized items, including scrap paper, tablets, laptop computers without secure browsers, cell phones with or without cameras, cameras, calculators, calculator watches, smart watches, smart/AI glasses, media players, headphones, wireless earbuds, backpacks, rulers and other technology items unless any of these are required or permitted by standardized test instructions;

7) permitting students to observe standardized test vocabulary words with definitions, addition or multiplication tables (in various forms), spelling words on the standardized test, or similar assistance material during the administration of the standardized test;

8) permitting students to talk, become disruptive, or exchange any test materials;

9) permitting students to begin a subtest, leave the testing room, and return to finish the subtest;

10) permitting students to enter a testing room after the standardized test has already commenced;

11) permitting standardized test materials to remain unattended in an unlocked room;

12) taking standardized test materials off campus unless specifically authorized by the DTC;

13) displaying or failing to conceal visual aids that may assist students in the testing room;

14) administering a standardized test to immediate family members or relatives including children, stepchildren, siblings, nieces, nephews, or grandchildren;

15) teaching from, possessing, or in any way disseminating a photocopy or other reproduced or paraphrased standardized test or portion of a standardized test;

16) copying copyrighted test preparation materials for the purpose of distribution;

17) coaching or otherwise inappropriately assisting with the selection or writing of student answers; and

18) accessing secure, online testing portals with unassigned log-in information.

These are not the only prohibited practices. Other prohibited practices can be found in this manual, assessment-specific test administration manuals, and in district-created training materials.

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

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

District Test Security Policies

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

The policies should address the following:

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

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

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

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

Secure Testing Materials

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

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

As TA manuals are not considered secure items, it is recommended they be recycled. Math tools that are provided for some grades are not considered secure. Teachers may use these items in their classrooms.

Security Considerations Specific to CBT

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

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

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

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

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

Security Considerations Specific to Paper-Based Test (PBT)

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

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

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

When scheduling PBT sessions,schools may create their own schedules based on their resources. Test sessions must follow the order in the test booklet. Make-up sessions may be an exception.

Missing paper-based tests, used or unused, shall be reported as testing irregularities and are subject to licensure investigations.

Before Testing

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

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

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

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

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

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

- multiplication tables;
- number lines;
- math facts or formulas;
- fraction equivalents;
- coordinate planes;
- writing aids;
- punctuation charts;
- vocabulary lists;
- word walls;
- alphabets;
- maps;
- scientific laws;
- charts and instructional posters; and
- any other materials that might lead a student to an answer

During Testing

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

When students complete a session, they may sit quietly or read a book. Reading is the only activity allowed until all students have completed the session. Test administrators should not instruct students to perform any other activity, such as classwork or computer games. Students taking PSAT 8/9, PSAT 10 and SAT are not allowed to read a book and must sit quietly until the session is over.

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

After Testing

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

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

Scratch paper and testing tickets should be shredded according to vendor specifications.

Missing Materials

Loss of secure test materials is a security breach and may be subject to licensure investigations. Any missing materials must be immediately reported to the STC/DTC. DTCs must also report any missing materials in the **Test Coordinator Portal**, and to the vendor's help desk if applicable. Some vendors will have a separate form to be completed in the event of missing materials.

Document Retention

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

Section 4: Testing Irregularities

An irregularity is any incident that occurs during the handling or administration of an assessment that could compromise test security or call into question the accuracy or validity of assessment results.

Many irregularities can be prevented through careful planning and adherence to testing procedures. To help avoid irregularities:

- Schedule testing sessions, including planned breaks, to provide students with sufficient time to complete testing before lunch or the end of the school day.
- Ensure School Test Coordinators (STCs) and Test Administrators (TAs) are fully prepared before testing by verifying that:
    - each student is matched to the correct State Student Identifier (SSID) on the pre-ID label or test ticket;
    - accommodations and accessibility features are assigned accurately and documented appropriately;
    - all required testing materials and technology are available and functioning properly;
    - students do not have access to unauthorized electronic devices; and
    - TAs and proctors actively monitor students throughout the testing session and until all secure testing materials have been collected and accounted for.

Reporting Irregularities

Any incident that affects or may affect the administration of a test must be reported immediately to the School Test Coordinator (STC). The STC must then notify the school principal and the District Test Coordinator (DTC).

The DTC is responsible for investigating incidents determined to be testing irregularities, determining whether test invalidation should be recommended, and submitting a Testing Irregularity Form through the PED **Test Coordinator Portal** within 10 calendar days of the incident and no later than the final day of the testing window.

Note: Irregularities related to SAT School Day administrations must be reported directly to the College Board through the **Test Day Toolkit** and must not be submitted through the PED Test Coordinator Portal.

Following the submission of the Testing Irregularity Form, one of two outcomes will occur:

- The assessment results remain valid. The reported incident is determined not to have compromised the validity of the assessment or the security of the test.
- The assessment is invalidated. The reported incident is determined to have compromised the validity of the assessment or the security of the test. Depending on the circumstances and the assessment program's policies, the student may or may not be eligible to retest.

An impactful irregularity may result in the invalidation of a student's submitted test record. When a District Test Coordinator (DTC) requests an invalidation, the DTC must also reassign the assessment, when permitted, to replace the invalidated test record in accordance with program policies.

Examples of irregularities that may be considered impactful include, but are not limited to:

- a student cheating or assisting another student with cheating;
- a student possessing or using an unauthorized electronic device, including a cell phone, earbuds, or other listening device;
- a student accessing the internet during testing;
- a student accessing another student's work or responses;
- a student not receiving the accessibility features or accommodations required by the student's legal plan;
- a student becoming disruptive in a manner that affects the testing environment;
- a student leaving the testing environment without authorization;
- the testing environment containing instructional resources (e.g., wall posters, charts, or reference materials) that could assist students in answering test questions;
- a Test Administrator (TA) failing to read the directions as written or reading the directions incorrectly;
- a TA rephrasing, explaining, or interpreting test directions or test questions;
- a student testing under an incorrect State Student Identifier (SSID); or
- a student advancing to the next test session without authorization or without receiving the required directions.

The most serious type of testing irregularity is a breach of test security. A breach of test security occurs when secure test materials or testing content are accessed, used, shared, or handled in a manner that compromises the confidentiality or integrity of the assessment.

Examples of test security breaches include, but are not limited to:

- a Test Administrator (TA) allowing students to take home printed test materials or scratch paper used during testing;
- a TA or other school personnel modifying student responses or testing records;
- an adult or student copying, discussing, reproducing, or retaining secure test content, either electronically or in hard copy;
- an educator using secure test materials for instruction, review, or practice testing;
- secure test materials or test content being shared through social media or other electronic means;
- secure test materials or test content being photographed, recorded, scanned, or copied;
- secure test materials being removed from the designated secure testing environment without authorization; or
- secure test materials being lost, missing, or otherwise unaccounted for.

Examples of incidents that are **not** considered testing irregularities include, but are not limited to:

- a power outage that temporarily interrupts testing, provided students remain under continuous supervision by the Test Administrator (TA) or proctor and testing resumes appropriately;
- a student leaving the testing room to use the restroom while being continuously supervised by a proctor during the trip to and from the restroom;
- a student becoming ill, being escorted to the nurse's office, remaining under supervision, and returning to complete testing when able; or
- a fire drill or other emergency evacuation that interrupts testing, provided students remain under continuous supervision throughout the interruption and return to the testing location to resume testing when authorized.

Although these incidents are **not** considered testing irregularities, district policy may dictate that they still

be reported. If applicable, TAs should report such incidents to the School Test Coordinator (STC), and STCs should report them to the District Test Coordinator (DTC). The DTC should document the incidents locally but is **not** required to submit a Testing Irregularity Form to the Public Education Department (PED).

If a District Test Coordinator (DTC) is uncertain whether an incident constitutes a testing irregularity, the DTC should consult the **PED Assessment Specialist** for guidance on whether the incident must be reported.

Some incidents, such as a student becoming ill during testing, are unavoidable. Whether the incident constitutes a testing irregularity depends on how it is managed.

If a student returns after an illness to complete a test session that began on a previous day, a Test Administrator (TA) or proctor must actively monitor the student to ensure the student resumes testing where they left off and does not return to previously viewed test items.

- If the student resumes testing from the point at which the session was paused and does not revisit previously viewed items, the assessment results remain valid. The DTC should document the incident locally. Depending on the assessment program and vendor requirements, the incident may not need to be reported to the PED. PED Assessment Specialists will provide program-specific guidance when a student begins testing on one day and completes the assessment on another day.
- If the student revisits previously viewed test items after having had the opportunity to access outside information**,** the incident constitutes a testing irregularity that invalidates the assessment. The DTC must submit a Testing Irregularity Form through the PED Test Coordinator Portal.

Cell Phones or Other Electronic Devices

One of the most common testing incidents involves students possessing cell phones or other unauthorized electronic devices, including, but not limited to, prescriptive smart glasses that integrate corrective lenses with audio, cameras, or AI features. Responsibility for the incident depends on the circumstances. If the Test Administrator (TA) fails to instruct students that electronic devices are prohibited during testing, the incident is considered staff-related. If students have been informed of the prohibition and a student nevertheless possesses or uses an unauthorized electronic device, the incident is considered student-related.

Possession of an unauthorized electronic device does not automatically constitute a testing irregularity. An irregularity occurs if the student has the opportunity to use the device to access outside information, communicate with others, photograph or record secure test content, or otherwise compromise the validity or security of the assessment.

For example, if a TA observes a student removing a cell phone only after the student has completed testing and is leaving the testing room, and the TA actively monitored the student throughout the testing session and is confident the device was not accessed during testing, the incident is not considered an impactful testing irregularity. However, the student or the TA may still be subject to local disciplinary action or other consequences in accordance with district policy.

Students must not be permitted to use cell phones or other unauthorized electronic devices during breaks, have on or near their desks, while in the hallway, or while traveling to and from the restroom until they have completed testing and have been dismissed from the secure testing environment.

In limited circumstances, a student may require access to an electronic device for a documented medical

need (e.g., continuous glucose monitoring or cardiac monitoring). In these cases, the District Test Coordinator (DTC) must submit a Nonstandard Accommodation request through the PED **Test Coordinator Portal** before testing, in accordance with PED policy.

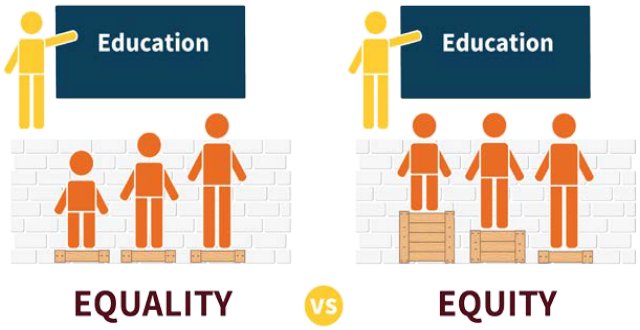
Corrective Measures

Corrective action may be required in response to a testing irregularity. When the irregularity results from a student's actions, any disciplinary measures are determined and administered by the local school or district in accordance with local policy. When the irregularity results from the actions of school personnel, corrective action is generally handled at the local level.

Depending on the nature and severity of the irregularity, the Public Education Department (PED) may refer the matter to the PED Investigations Bureau for review and possible action by the Licensure Bureau.

Note: An irregularity does not have to be intentional to warrant further review. Unintentional testing irregularities that compromise the validity of an assessment or the security of test materials may also be referred to the PED Investigations Bureau.

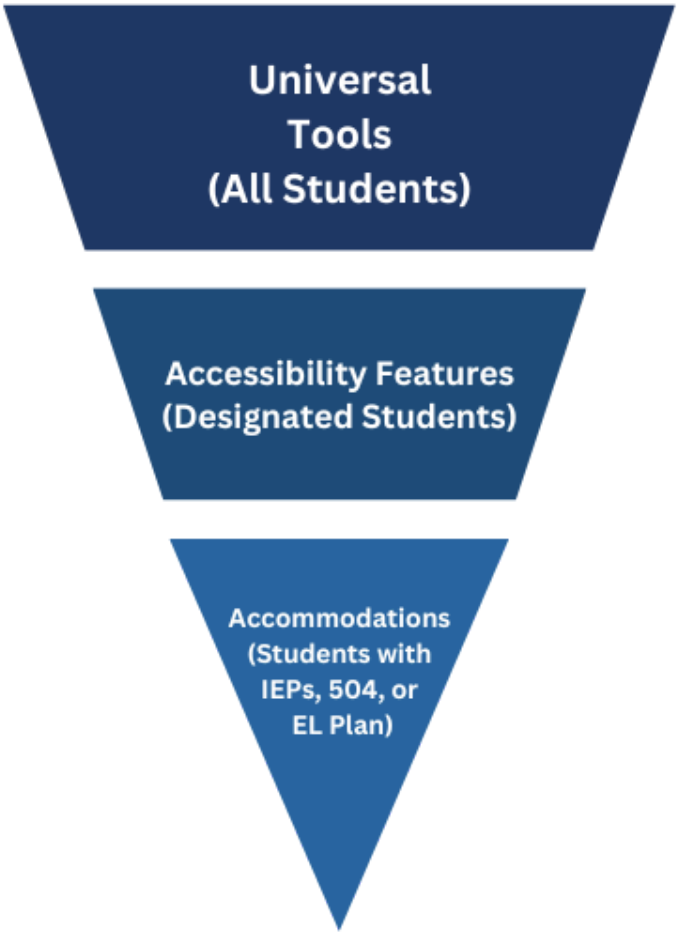
Section 5: Universal, Accessibility, and Accommodation Supports



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

Three Tiers of Assessment Supports

The PED **Accessibility & Accommodations Manual** identifies three tiers of assessment supports:



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

DTCs must submit a testing irregularity report to the **Test Coordinator Portal** any time an assessment is administered without accommodations that are in a student's legal plan, an accommodation is mistakenly given to a student without a legal plan, or an assessment is administered with a modification.

Assigning Accommodations

It is vital that DTCs, STCs, and TAs are aware of which students have been assigned accommodations, and plan ahead to make sure those accommodations are in place before the test. See the **Accessibility & Accommodations Manual** for more information.

ELs taking the English Language Proficiency assessment, WIDA ACCESS, do not receive accommodations on that assessment unless they also have an IEP or 504 Plan. Only ELs with disabilities can receive accommodations on the ELP assessment. IEP teams are restricted from assigning an accommodation that results in an invalidation of the students test record.

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

Nonstandard Accommodations

A very small number of students need nonstandard accommodations that must be requested and approved by the PED (e.g., cell phone for blood glucose monitoring, testing a homebound student in the student's home). DTC will submit a Nonstandard Assessment Accommodation form through the **Test Coordinator Portal**.

Emergency Accommodations

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

PED Accessibility & Accommodations Manual

In the summer of 2024, the PED, with the assistance of local stakeholders, made significant revisions to the state policy manual. DTCs and their special education coordinators should refer to the **PED's Accessibility & Accommodations Manual**.

Section 6: Participation Requirement of All Students

Participation Requirement

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

Medical Exemption

Students receiving instruction, regardless of being virtual or homebound, are required to participate in state assessments. Occasionally, a student may have an unexpected or sudden occurrence leading to a medical condition that prevents participation in assessments. Federal regulation allows such exemptions, which should be requested through the **Test Coordinator Portal**. Only a serious illness, injury, or medical emergency, which must be identified and verified in writing by a licensed medical provider and kept on file by the district, will exempt a student from the state assessment. If a student has an IEP, 504 Plan, or EL Plan, the team must formally document the medical exemption in the plan.

Examples include:

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

A medical exemption will not be approved if:

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

English Learners: Testing in Spanish

Only students identified as English learners by the WIDA screening assessments will take the WIDA ACCESS English language proficiency assessment until they achieve an overall composite score of 4.7 or higher for ACCESS or an overall composite score of 3.0 or higher for WIDA Alternate ACCESS. See **WIDA ACCESS & WIDA Alternate ACCESS Fact Sheets**.

- ELs enrolled in a U.S. school for less than a full academic year may be exempted from taking the ELA assessment during their first year in a U.S. school. They will take math, science, and ELP assessments.
- ELs enrolled in a U.S. school for fewer than three consecutive academic years may take the science, math, and language arts assessments in the home language of Spanish, where those assessments are available.
- ELs enrolled in a U.S. school for three but fewer than five years may apply for a waiver to assess in the home language of Spanish. A waiver must be submitted to the PED and approved. Waivers are approved on a case-by-case basis for only a single year.
- ELs who have been enrolled in a US school for five years or more must test in English but can receive accommodations as assigned by school-based teams.

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

EL Waiver: Testing in Spanish Chart & Example

Years in U.S. Chart

Testing options and waiver requirements based on length of enrollment

Year 1 (0 to 1 Year)	**Less than 1 Year** in U.S. Schools	• **ELA test** may be waived & ELP (WIDA ACCESS) results submitted. • May test in English or Spanish (with/without accommodations). • **No waiver required** – do not submit form.
Years 2–3 (1 to 3 Years)	**More than 1 & Less than 3** Years in U.S. Schools	• May test in English or Spanish (with/without accommodations). • **No waiver required** for testing in Spanish. • Do not submit a waiver form.
Years 4–5 (3 to 5 Years)	**More than 3 & Less than 5** Years in U.S. Schools	• May test in English, or Spanish with **PED approval**. • **Must submit waiver form** to test in Spanish.
Year 6+ (5+ Years)	**After 5 Years** in U.S. Schools	• **Must test in English.** • No waiver granted. • Do not submit form.

EL Waiver Example

This example shows an ELL started in U.S. schools in kindergarten

Year	Years in U.S.	Grade	Waiver Needed?	Number of Waivers
Year 1	0 < 1	Kindergarten	No	0
Year 2	1 < 2	1st Grade	No	0
Year 3	2 < 3	2nd Grade	No	0
Year 4	3 < 4	3rd Grade	**Yes**	**1st waiver**
Year 5	4 < 5	4th Grade	**Yes**	**2nd waiver**
Year 6	5	5th Grade	**Will not grant**	**Do not submit**

To complete the EL Waiver

- ☐ Download a copy of the **EL Waiver: Testing in Spanish 2026–2027**.
- ☐ Read and follow the instructions in the file (Tab A).
- ☐ Complete the Cover Page (Tab C) and the Waiver File (Tab D).
- ☐ Make sure to combine all your schools, if applicable, in one file.
- ☐ **Upload your completed EL Waiver: Testing in Spanish File to the PED here**.
- ☐ More Information, see the **EL Waiver: Testing in Spanish Presentation SY 2026-2027**.

English Learners with Disabilities

English learners with disabilities, just like non-ELs, participate in either the general education assessment with assigned accommodations or in the alternate assessment if the EL is also identified as being a student with a ***most significant cognitive disability***.

Students with the *Most Significant Cognitive Disabilities*: Alternate Assessment

For students with the *most significant cognitive disabilities*, a state may provide for alternate assessments to be administered to not more than 1% of the students in the state who are assessed (ESSA 1111(b)(2)(D), IDEA 612(a)(16)(C)). In August 2023, the PED announced the **state definition** for this specific population of students with disabilities.

A student's IEP team has the responsibility of determining not if, but how the student will participate in assessments. Following all guidelines in the PED Special Education Division's **IEP Manual**, the IEP team determines whether a student with an IEP will participate in the general assessment with or without accommodations or the alternate assessment. In New Mexico, Dynamic Learning Maps serves as the alternate assessment in the content areas of math, language arts, and science. DLM measures alternate achievement standards linked to challenging state academic standards. DLM alternate standards are the **Essential Elements** in ELA, math, and science.

Additionally, **WIDA Alternate ACCESS** is the alternate English language proficiency assessment for English learners with the *most significant cognitive disabilities*.

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

Alternate Assessment Language Translation for English Language Learners

The Dynamic Learning Maps alternate assessment does not provide language translations via the computer but does allow TAs to translate the text for students who are ELs or who communicate best in a language other than English. See the **DLM Accessibility Manual** for more information.

Section 7: Site Monitoring

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

The Public Education Department's Assessment Bureau will conduct a site monitoring visit to review spring test administration and security procedures required by Section **6.10.7 NMAC**. The PED will be collaborating and communicating with LEAs in the preparation for the site visit for selected schools. The visit could be a combination of virtual (initial meeting for about 90 minutes) and in-person (if needed), and it should take less than two hours to complete. During the meeting (virtual, in-person), the bureau would like to discuss the following statewide assessments:

- ➔ New Mexico Measures of Student Success and Achievement (**NM-MSSA**)
- ➔ New Mexico Assessment of Science Readiness (**NM-ASR**)
- ➔ **WIDA ACCESS/ WIDA Alternate ACCESS** and Dynamic Learning Maps (**DLM**) as appropriate
- ➔ **SAT School Day**
- ➔ **AMIRA**
- ➔ **Avant STAMP**

The purpose of the site visit will be to audit testing procedures regarding the following categories and determine if additional guidance and/or support is needed:

- ➔ Communication with Staff, Students, and Parents
- ➔ Staff Assessment Training
- ➔ Test Security
- ➔ Testing Environment
- ➔ Participation and Verification of Test Administration

Steps Required to Complete the Site Monitoring:
If one or more sites are selected, the PED will notify the LEA for each location. Once notified, DTCs must complete the following steps:

1. Review the **PED Site Monitoring Checklist** in the Canvas DTC Workspace.
2. Prepare slides for each selected location using the provided **slide deck template**.
3. Participate in virtual and, if applicable, in-person monitoring activities, which will occur in late fall or spring each academic year.
4. Review any additional information provided by the PED, including instructions for scheduling the virtual meeting and uploading required documentation.
5. Schedule one virtual meeting for each selected location if more than one school was selected.
6. Attend the virtual meeting (approximately 90 minutes in length). While the DTC and STC are required to attend, additional staff are encouraged to join the meeting.

7. Present each slide during the virtual meeting. The PED will ask questions related to the areas outlined in the checklist.
8. Include a copy of the spring testing schedule with the slide presentation to assist the PED in coordinating any necessary in-person visits during the spring assessment window.
9. Respond to any follow-up requests from the PED after the virtual meeting and review the next steps based on the LEA's submitted materials, including whether an in-person visit is required.
10. Notify the Assessment Bureau of any testing schedule changes following the virtual monitoring visit if the LEA is selected for a follow-up in-person monitoring visit.

Site Monitoring Tools with links and Descriptions	
Tool and link	**Description**
➔ **PED Site Monitoring Checklist**	This form provides all the information regarding each of the areas that we need to discuss and/or observe during the visit (virtual or in-person).
➔ **Onsite Monitoring Slide Deck Template**	This slide deck template will help you prepare your presentation and share artifacts about the chosen school.
➔ **Schedule a Virtual Meeting**	Use this link to schedule the virtual meeting once you're notified about the selection of one or more sites. Schedule one meeting (approximately 90 minutes in length) for each location if applicable.
➔ **Upload Your Slide Deck to the PED Here**	After scheduling your virtual site monitoring, please use this link to upload the slide for each location, follow the template and the sample example for more guidance. Also, use this link to upload any required documentation.

Section 8: Minimum Technology Requirements by Assessment Program

Assessment	Minimum IT Infrastructure Requirements	Other IT Resources
DLM	**Technology Specifications Manual**	
iMSSA	**Computer-Based Testing Guides**	
NM-MSSA	**Computer-Based Testing Guides**	
AMIRA	**Amira Learning Help Center**	
NM-ASR	**Kite Kiosk App Availability Chromebook Guide** **NM-ASR Kite® Chromebook Guide**	
SAT School Day, PSAT/NMSQT, & PSAT 8/9	**Bluebook Testing Application Technical Requirements**	**College Board Network Readiness Guide** **Technical Conversation Guide for Test Coordinators** **New Technical Requirements** **Device Requirements**
WIDA ACCESS	**DRC INSIGHT System Requirements**	**DRC INSIGHT Technology User Guide: WIDA**

Section 9: LEA Costs for Assessments

2026–27 Assessment Costs

Required ESSA Title I Assessment Partially Funded by the PED	
Required ESSA Title I Assessment	**LEA's Cost Per Test**
WIDA ACCESS, grades K–12 (WIDA)	$18 (computer administration) $20 (paper administration)
WIDA Alternate ACCESS, grades K–12 (WIDA)	$70
NM Assessment of Science Readiness (ASR), grades 5, 8, 11 (University of Kansas)	$16.50 (computer administration) $21.50 (paper administration)
Required ESSA Title I Assessments Fully Funded by the PED	
New Mexico Measures of Student Success & Achievement (MSSA), grades 3–8	
Dynamic Learning Maps (DLM) Alternate Assessment, grades 3–8 and 11	
SAT School Day, grade 11	
Additional Assessment Programs Fully Funded by the PED	
Avant STAMP	
Prueba de Aptitud Académica, grade 11: Math & ELA	
AMIRA ISIP K–3 ELA/SLA and K–2 ISIP Math (Monthly Progress Monitoring) State requirement Amira ISIP K-2 Math and ELA/SLA (BOY, MOY, EOY)	
Interim Assessment of Measures of Student Success & Achievement (iMSSA), grades 3–8	
CCSS and STEM Ready! Aligned Formative Item Sets, grades 3–8: Math, ELA, and Science	
Fall PSAT/NMSQT, grade 10 & PSAT 8/9, grade 9: Math & ELA	

Appendices

Appendix A: 6.10.7 NMAC Standardized Testing Procedures and Requirements

TITLE 6 PRIMARY AND SECONDARY EDUCATION

CHAPTER 10 PUBLIC SCHOOL ADMINISTRATION - PROCEDURAL REQUIREMENTS
PART 7 STANDARDIZED TESTING PROCEDURES AND REQUIREMENTS

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

6.10.7.2 SCOPE: School districts, charter schools, state institutions, and Bureau of Indian Education (BIE) schools, including virtual programs, that administer standardized tests, as well as their employees or volunteers who have access to those standardized tests.
[6.10.7.2 NMAC - Rp, 6.10.7.2 NMAC, 12/27/2018; A, 8/15/2023]

6.10.7.3 STATUTORY AUTHORITY: Sections 9-24-8, 22-2-1, 22-2-2 and 22-2C-4 NMSA 1978.
[6.10.7.3 NMAC - Rp, 6.10.7.3 NMAC, 12/27/2018; A, 8/15/2023]

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

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

6.10.7.6 OBJECTIVE: This rule establishes the roles, responsibilities, and procedures required for the preparation, storing, handling, distribution, security, and administration of standardized tests. The purpose of this rule is to maintain standardization of procedures to ensure valid and reliable results, equity of opportunity, and fairness to students.
[6.10.7.6 NMAC - Rp, 6.10.7.6 NMAC, 12/27/2018; A, 8/15/2023]

6.10.7.7 DEFINITIONS:

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

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

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

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

D. “Proctor” means a designated, trained person who assists the test administrator during the time of testing.

E. “School test coordinator" means the licensed school instructor, counselor, student success advisor, administrator, or instructional support provider responsible for:

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

F. "Standardized test" means any nationally norm-referenced assessment, state or national 6.10.7 NMAC 2 performance assessment, or state or national criterion-referenced assessment.

G. "Standardized test material" means a standardized test or any related items for paper-based or online testing such as examiner guides, preparation materials, student test tickets, test security guides, answer sheets or booklets, and any student notes, answers, or essays generated during the administration of a standardized test.

H. "Test administrator" means the licensed school instructor, counselor, student success advisor, administrator, or instructional support provider in a school district, charter school, state educational institution, or BIE education school with the responsibility of administering tests under the guidelines outlined in 6.10.7 NMAC.

I. “Test administration window” means a specified period of time, as designated by the department assessment bureau, during which statewide tests shall be administered.

J. "Testing irregularity" means any circumstance within or beyond the control of a school district or charter that raises doubts with the department, district, or charter about the propriety of standardized testing procedures, preparation materials, standardized testing administration, standardized testing security, student scores attained from standardized testing, or educators’ or individuals’ conduct observed during standardized test administration.

K. “Virtual program” means an educational program conducted via computers online, either entirely or as a hybrid virtual program in combination with in-person educational programming.
[6.10.7.7 NMAC - Rp, 6.10.7.7 NMAC, 12/27/2018; A, 8/15/2023]

6.10.7.8 RESPONSIBILITIES OF SUPERINTENDENTS AND CHARTER ADMINISTRATORS:
It shall be the responsibility of each superintendent or charter administrator to ensure that standardized tests are handled, stored, prepared for, and administered in accordance with this rule and test manuals provided by the department or testing vendors.

A. Superintendents and state charter administrators shall designate one DTC and may designate a secondary test coordinator for the purpose of delegating the duties necessary to comply with 6.10.7 NMAC.

B. Test administration at district charters shall be the responsibility of the DTC designated by the district superintendent. District charters may submit documented requests to designate their own test coordinator. Requests shall be submitted to and approved by the superintendent at the start of the school year. Failure to meet any standardized test administration policies or practices will result in removal of the district charter test coordinator without appeal. Upon such determination, all test coordination responsibilities shall defer back to the authorizing district's test coordinator.

C. The designation of district, charter, and secondary test coordinators shall:
(1) be in writing; and
(2) identify the name, title, and contact information of the person(s) so delegated.

D. The superintendent or charter administrator shall complete and return the verification of test security, staff training, and accommodations requirements documentation to the department within 10 business days after the close of all NMSAP testing at the end of each semester.
[6.10.7.8 NMAC - Rp, 6.10.7.8 NMAC, 12/27/2018; A, 8/15/2023]

6.10.7.9 RESPONSIBILITIES OF DISTRICT OR CHARTER TEST COORDINATORS:

A. The DTC shall attend all trainings indicated as mandatory by the department in their entirety.
DTC attendance at mandatory trainings shall be subject to verification.

B. Once trained, the DTC shall provide training for all secondary test coordinators, school test coordinators, and all personnel involved in test administration, preparation, and security.

C. The DTC shall provide principals the same training as test administrators as well as additional training in the storing, handling, destruction, and administration of standardized test material. Assistant principals shall, at a minimum, be knowledgeable of the requirements for the administration of standardized tests set forth in Subsection C of 6.10.7.12 NMAC.

D. The DTC shall inform all teachers, educational assistants, substitutes, licensed and unlicensed office staff, and anyone else who is likely to come into contact with standardized testing material of the need to maintain strict standardized test security by:

(1) developing and disseminating handouts to these individuals;
(2) providing training to these individuals; and
(3) posting conspicuous signs near school copy machines prior to and during a standardized test that warn of department rules prohibiting the copying of any portion of a standardized test, including student responses and any other standardized testing material.

E. The DTC shall provide training participants with copies of the following:
6.10.7 NMAC 3

(1) this rule and any other relevant statute or regulation, if necessary;
(2) written district or charter school guidance documents;
(3) testing schedules;
(4) test administration manuals; and
(5) the department shall inform DTCs of the test administration windows in writing at least annually. DTCs shall ensure that all required training, including online testing and test security training, is administered prior to the fall and spring test administration windows.

F. In the absence of a written district or charter policy that includes the procedures outlined in 6.10.7.12 NMAC, the DTC shall develop checklists and written procedures for internal use to ensure compliance with this rule.

G. The DTC shall, in accordance with department rules and standards:

(1) ensure all procedures for standardized testing comply with 6.10.7.12 NMAC;
(2) collaborate with appropriately licensed personnel to ensure appropriate test assignment for all students, and appropriate accommodations for students with disabilities and English learners; and
(3) carry out infrastructure trials, as necessary, and online testing preparations.

[6.10.7.9 NMAC - Rp, 6.10.7.9 NMAC, 12/27/2018; A, 8/15/2023]

6.10.7.10 RESPONSIBILITIES OF SCHOOL TEST COORDINATORS:

A. The school test coordinator(s) shall be trained by the DTC and shall provide training for all school personnel involved in test administration, preparation, and security, unless the DTC provides such training.

B. The school test coordinator(s) shall use the written district or charter policy or checklists and written procedures developed by the DTC to implement the procedures outlined in 6.10.7.12 NMAC.
[6.10.7.10 NMAC - Rp, 6.10.7.10 NMAC, 12/27/2018]

6.10.7.11 RESPONSIBILITIES OF TEST ADMINISTRATORS:

A. Test administrators shall be trained by the school test coordinator or the DTC.

B. Trainings shall inform test administrators of their duty to promptly report testing irregularities as soon as they are aware to the DTC.

C. Test administrators shall:

(1) review the standardized test administrator's manual so that administration procedures are understood;
(2) use test proctors stationed in the hallway to gather missing supplies or deal with medical situations;
(3) administer the standardized test according to the directions and specifications in the standardized test administrator's manual;
(4) only administer the standardized test during the designated test administration window;

(5) return the standardized tests to the school, district, or charter test coordinator after testing each day during the test administration window for secure overnight storage; and
(6) take immediate corrective action if a student is observed engaging in any prohibited conduct during a standardized test.

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

6.10.7.12 PROCEDURES FOR STANDARDIZED TESTING:

All schools, including virtual programs, shall maintain a chain of custody that identifies authorized staff members and tracks the movement of secure test materials from one location to another.

A. Storing and handling of standardized test material.

(1) Standardized test material, including student test tickets for online testing, shall be counted, inventoried, and stored in a secure, locked location with limited access.
(2) Space permitting, standardized test material shall be stored in sealed containers in a secure area.
(3) Standardized test materials, as directed by the department, shall be disposed of by either shredding or returning such materials to the test vendor.
(4) Virtual programs shall document a chain of custody that includes secure storage and handling of all test administration equipment and materials from the designated delivery of vendor materials to the designated testing locations of all students eligible for testing.

B. Accessing standardized test material.

6.10.7 NMAC 4

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

C. Administration of standardized tests.

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

D. Prohibited practices. The following practices shall be prohibited:
(1) changing a student's standardized test answers, erasing double-marked or lightly erased or lightly marked answers, or directing or suggesting that a student change a standardized test answer;
(2) providing students with a review of specific standardized test items, specific standardized test

items with minor changes in settings or numbers, verbal or written restatements or paraphrasing of standardized test items, specific vocabulary from standardized test directions or standardized test assigned items, or answers before, during or after a standardized test;

(3) discussing, photocopying, or reproducing in any other fashion including paraphrasing, any portion of a standardized test or student responses;

(4) affording any student under a standardized administration extra time to complete a timed subtest, unless permitted as an accommodation in the student's IEP, 504 plan, or English learner plan;

(5) reading standardized test items aloud to students unless required in a specific standardized test or unless required as an accommodation in the student's IEP, 504 plan, or English learner plan;

(6) permitting students during a standardized test to have on or near their desk or on their person, any unauthorized items, including scrap paper, tablets, laptop computers without secure browsers, cell phones with or without cameras, cameras, calculators, calculator watches, smart watches, media players, headphones, wireless earbuds, backpacks, and rulers unless any of these are required or permitted by standardized test instructions;

(7) permitting students to observe standardized test vocabulary words with definitions, addition or multiplication tables (in various forms), spelling words on the standardized test, or similar assistance material during the administration of the standardized test;

(8) permitting students to talk, become disruptive, or exchange any test materials;

(9) permitting students to begin a subtest, leave the testing room, and return to finish the subtest;

(10) permitting students to enter a testing room after the standardized test has already commenced;

(11) permitting standardized test material to remain unattended in an unlocked room;

(12) taking standardized test material off campus unless specifically authorized by the DTC;

(13) displaying or failing to conceal visual aids that may assist students in the testing room;

(14) administering a standardized test to immediate family members or relatives including children, stepchildren, siblings, nieces, nephews, or grandchildren;

(15) teaching from, possessing, or in any way disseminating a photocopy or other reproduced or paraphrased standardized test or portion of a standardized test;

(16) copying copyrighted test preparation materials for the purpose of distribution;

(17) coaching or otherwise inappropriately assisting with the selection or writing of student answers; and

(18) accessing secure, online testing portals with unassigned log-in information.

[6.10.7.12 NMAC - Rp, 6.10.7.12 NMAC, 12/27/2018; A, 8/15/2023]

6.10.7.13 NONDISCLOSURE OF STANDARDIZED TEST MATERIALS:

A. All standardized tests in the NMSAP are the proprietary interest of the department and shall be safeguarded.

B. Any person permitted to review a standardized test that is part of the NMSAP or participating in a review associated with assessment development procedures shall sign a nondisclosure form offered by the department agreeing not to reveal any confidential materials, specific standardized test items, or specific concepts or skills to be measured on the standardized test to include verbal or written restatements of standardized test items, minor changes in settings or numbers, and specific vocabulary from standardized test directions or standardized test items.

C. Any person given permission to review an NMSAP assessment may only review the assessment on-site during department office hours with the supervision of a department employee, unless permission to follow alternative review procedures is granted by the department. No NMSAP assessment may be written on, marked, electronically copied, hand-duplicated, or otherwise removed from the premises of the department or a local education agency in possession of an NMSAP assessment.

D. Upon request, a person suspected of engaging in a testing irregularity shall be given as much access to an NMSAP assessment as is reasonably necessary to prepare for a pending meeting or hearing relating to the suspected testing irregularity. The original or copy of any NMSAP assessment used as evidence at any meeting or hearing shall also be subject to confidentiality by all attendees and participants.

E. With the permission of testing vendors, the department may choose to release select portions of 6.10.7 NMAC 6 standardized assessments for the purposes of training and professional development. Under no circumstance shall any part of a standardized test not previously released by the department be released by any unauthorized individual or organization.
[6.10.7.13 NMAC - Rp, 6.10.7.13 NMAC, 12/27/2018]

6.10.7.14 REPORTING STANDARDIZED TESTING IRREGULARITIES:

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

A. School personnel and proctors shall report suspected testing irregularities to the DTC within 24 hours.

~~B. Districts and charters shall report by telephone or e-mail suspected testing irregularities to the department within three business days of being notified of a suspected testing irregularity.~~

C. The DTC shall submit a testing irregularity report within ten business days to the department assessment bureau that contains:

(1) the allegation(s);
(2) the findings from a completed investigation at the local level; and
(3) the corrective action taken, if any.

D. If a DTC is suspected of having engaged in a testing irregularity, the individual who discovers the irregularity shall notify the department assessment bureau by telephone or e-mail within three business days of
learning of the suspected irregularity.

E. Districts and charters shall cooperate with the department if further investigation or action is needed.
[6.10.7.14 NMAC - Rp, 6.10.7.14 NMAC, 12/27/2018]

6.10.7.15 CORRECTIVE MEASURES FOR STANDARDIZED TESTING IRREGULARITIES:

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

B. Any combination of the following corrective measures may be taken by the department:

(1) direct the district or charter or a named individual to cease and desist engaging in a particular testing irregularity or the administration of further standardized tests during the current school year;
(2) revoke access to standardized test materials to ensure test security;
(3) recommend any further action it deems reasonable and necessary to maintain test security;
(4) invalidate the standardized test results and inform the district or charter that the affected student will not receive scores on portions or all of a standardized assessment;
(5) refer the matter for possible suspension or revocation of a person's educator or administrator licensure or other department licensure pursuant to procedures set forth in 6.68.3 NMAC;
(6) refer the matter to other department divisions for appropriate action;
(7) take any other action authorized by state or federal law or regulation; or
(8) modify school, district, and charter accountability determinations.
[6.10.7.15 NMAC - N, 12/27/2018]

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

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

Appendix B: Vendor Contacts

2026-27 Portals and Contact Information By Assessment

GENERAL PORTALS

NAME	PORTAL LINK	PED CONTACT INFORMATION
SAGE	**SAGE - NM.PED**	ped.accountability@ped.nm.gov
Test Coordinator Portal	**Test Coordinator Portal**	omran.akasha@ped.nm.gov

ASSESSMENT CONTACTS & PORTALS

ASSESSMENT	PED CONTACT INFORMATION AND WEBSITES	VENDOR CONTACT INFORMATION	VENDOR PORTALS AND WEBSITES
WIDA ACCESS	Dr. Omran Akasha: **omran.akasha@ped.nm.gov** (505) 629-9783 **ACCESS/WIDA PED Website**	WIDA Support (866) 276-7735 **help@wida.wisc.edu** DRC Support (855) 787-9615 **WIDA@datarecognitioncorp.com**	**WIDA US Portal** **NM WIDA Website** **WIDA AMS (DRC Insight)**
Avant STAMP	Dr. Omran Akasha: **omran.akasha@ped.nm.gov** (505) 629-9783 **Avant STAMP PED Website**	(888) 713-7887 **support@avantassessment.com**	**Avant Portal** **Avant NM Website**
DLM	Alice Banks: **alice.banks@ped.nm.gov** (505) 412-3323 **DLM PED Website**	(855) 277-9751 **DLM-support@ku.edu**	**Kite Educator Portal** **New Mexico DLM Website**
AMIRA	Mireya Gonzalez: **mireya.gonzalez@ped.nm.gov** (505) 695-8167 **Amira PED Website**	(214) 237-9300 **support@amiralearning.com**	**Amira Educator Portal** **NM Amira Website**
NAEP	Neil Tulabing: **leoneil.tulabing@ped.nm.gov** (505) 470-6359 **NAEP PED Website**	(800) 283-6237 **naephelp@westat.com**	**NAEP AMS** **NM NAEP Website**

EDI/CHEQ	Neil Tulabing: **leoneil.tulabing@ped.nm.gov** (505) 470-6359 **EDI & CHEQ PED Website**	(310) 825-4055 **DataInformedFutures@mednet.ucla.edu**	**EDI & CHEQ PED Website**
NM-ASR	Mireya Gonzalez: **mireya.gonzalez@ped.nm.gov** (505) 695-8167 **NM-ASR PED Website**	(855) 519-0571 **nm-asr-support@ku.edu**	**Kite Educator Portal** **NM Kite Assessments Website**
NM-MSSA/ iMSSA	Alice Banks: **alice.banks@ped.nm.gov** (505) 412-3323 **NM-MSSA PED Website** **iMSSA PED Website**	(877) 676-6722 **nmtechsupport@cognia.org**	**NMPED Assessments Website** **NM-MSSA/Cognia Website**
SAT School Day	Christina Fritz: **christina.fritz@ped.nm.gov** **SAT School Day PED Website**	Customer Support: (866) 499-6154 **nmsat@collegeboard.org**	**College Board Professional Account Dashboard**
Prueba de Aptitud Académica (PAA)	Christina Fritz: **christina.fritz@ped.nm.gov**	Joel Montero (College Board Puerto Rico Office) **jmontero@collegeboard.org**	**Prueba de Aptitud Académica (PAA)**

OTHER ASSESSMENTS

ASSESSMENT	PED CONTACT INFORMATION	VENDOR CONTACT INFORMATION	RELATED WEBSITES
Advanced Placement	Dr. Melissa DeLaurentis: **melissa.delaurentis@ped.nm.gov**	Amanda Dawson: **adawson@collegeboard.org**	**AP Registration and Ordering**
PSAT/ NMSQT &	Dr. Melissa DeLaurentis: **Melissa.DeLaurentis@ped.nm.gov**	Amanda Dawson **adawson@collegeboard.org** **In-School Educator Experience**	**PSAT Ordering and Registration**
PSAT 8/9	Amanda Dawson: **adawson@collegeboard.org** **In-School Educator Experience**	Customer Support: (866) 499-6154 **nmsat@collegeboard.org**	**PSAT Ordering and Registration**

Appendix C: Acronyms

ASR: Assessment of Science Readiness

AP: Advanced Placement

APA: American Psychological Association

BIE: Bureau of Indian Education

BMEP: Bilingual Multicultural Education Program

BOY: Beginning of Year

CBT: Computer-Based Test

CCRB: College and Career Readiness Bureau

CCSS: Common Core State Standards

CCSSO: Council of Chief State School Officers

CHEQ: Childhood Experience Questionnaire

CTE: Career and Technical Education

CYFD: Children, Youth, and Families Department

DLM: Dynamic Learning Maps

DTC: District Test Coordinator

EDI: Early Development Instrument

EEs: Essential Elements

EL: English Learner

ELA: English Language Arts

ELL: English Language Learner

ELP: English Language Proficiency

ELPA: English Language Proficiency Assessment

EOY: End of Year

ESEA: Elementary and Secondary Education Act

ESL: English as a Second Language

ESSA: Every Student Succeeds Act

FERPA: Family Educational Rights and Privacy Act

HIPAA: Health Insurance Portability and Accountability Act

IDEA: Individuals with Disabilities Act

IEP: Individualized Education Program

iMSSA: Interim Measures of Student Success and Achievement

ISIP: Istation's Indicators of Progress

LAT: Language Assessment Team

LCD: Language and Culture Division

LEA: Education Agency

LUS: Language Usage Survey
MOY: Middle of Year
MSB: Math and Science Bureau
MSCD: Students with the Most Significant Cognitive Disabilities
NAEP: National Assessment of Educational Progress
NCES: National Center for Education Statistics
NGSS: Next Generation Science Standards
NMAC: New Mexico Administrative Code
NM-ASR: New Mexico Assessment of Science Readiness
NM-MSSA: New Mexico Measures of Student Success and Achievement
NM-MSSA SLA: New Mexico Measures of Student Success & Achievement - Spanish Language Arts
NMPED: New Mexico Public Education Department
NMSA: New Mexico Statutes Annotated
PAA: Prueba de Aptitud Académica
PBT: Paper-Based Test
PED: Public Education Department
PIRLS: Progress in International Reading Literacy Study
PISA: Program International Student Assessment
PSAT/NMSQT: Preliminary SAT/National Merit Scholarship Qualifying Test
PSAT 8/9: Preliminary SAT
RAMS: Reading Achievement Math & School Culture
RfP: Request for Proposals
SAT: Student Assistance Team
SBA Spanish: Spanish Reading Standards Based Assessment
SEA: State Education Agency
SIS: Student Information System
SLA: Spanish Language Arts
SSID: 9-Digit Student State Identification Number
STC: School Test Coordinator
SWD: Students with Disabilities
TA: Test Administrator
TAM: Test Administrator Manual
TCM: Test Coordinator Manual
TCP: Test Coordinator Portal
TIMSS: Trends in International Mathematics and Science Studies
WIDA: World Class Instructional Design and Assessment

Appendix D: Glossary of Terms

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

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

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

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

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

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

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

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

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

Formative Assessment: a planned, ongoing process used by students and teachers during learning and teaching to elicit evidence of student learning

In a learning partnership, students and teachers use the evidence to improve students' understanding of intended curricular learning outcomes and support them to become self-directed learners.

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

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

Individualized Education Program: a legal plan that is developed for each public school child who is eligible to receive special education services

The IEP is created through a team of educators, parents, and the child, if appropriate, and is reviewed at

least once a year. Federal law mandates an IEP for SWD (IDEA 612(a)(16)(A)). Some states, including New Mexico, provide IEPs for gifted students

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

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

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

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

New Mexico Assessment of Science Readiness: ESSA-required assessment of science proficiency administered to students in Grades 5, 8, and 11

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

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

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

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

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

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

Prueba de Aptitud Académica (PAA): qualifying ELs may participate in Prueba de Aptitud Académica (PAA), a test for Spanish-speaking students, in lieu of SAT Reading and will receive a college reportable score, for select colleges and universities in the US

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

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

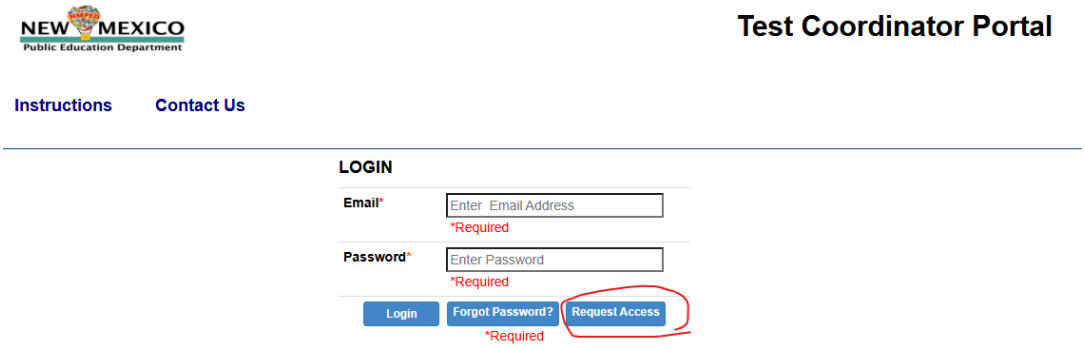
Students with the *Most Significant Cognitive Disabilities*: students whose disabilities significantly affect intellectual functioning and adaptive behavior that is essential to live independently and function safely in daily life and qualify for alternate assessments under the state definition

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

Appendix E: Assessment Bureau Forms and the Test Coordinator Portal

BEFORE TESTING		
Form and Hyperlink (In Alphabetical Order)	**Submission Instructions**	**Additional Notes**
EL Waiver: Testing in Spanish 2026-2027	Submit via Google Form **here**	SY2026–27 waivers must be submitted no later than January 29, 2027
Exception for Human Reader for MSSA Reading Domain	See instructions for submission in Section IV of the form	
Medical Exemption Request from Statewide Assessments	Submit forms in the **Test Coordinator Portal**	Medical signatures are required to be retained locally for 5 years
Nonstandard Assessment Accommodation Request	Submit forms in the **Test Coordinator Portal**	
Off-Grade Level Testing Waiver	Submit forms in the **Test Coordinator Portal**	
Remote Proctoring Waiver for Interim Assessments	Submit to **Mireya.Gonzalez@ped.nm.gov**	
Staff Confidentiality Agreement	Retain locally for 5 years	
Student Confidentiality Agreement	Retain locally for 5 years	
Superintendent Designation of Test and Technology Coordinators	Submit via Google Form	
WIDA ACCESS and WIDA Alternate ACCESS Domain Exemptions Request	Submit forms in the **Test Coordinator Portal**	
DURING TESTING		
Form and Hyperlink (In Alphabetical Order)	**Submission Instructions**	**Additional Notes**
Testing Irregularity Reporting	Submit forms in the **Test Coordinator Portal**	SAT School Day testing irregularities are submitted in **Test Day Toolkit (TDTK)**
POST-TESTING		
Form and Hyperlink (In Alphabetical Order)	**Submission Instructions**	**Additional Notes**
Testing Irregularity Reporting for Missing Materials, Test Assignment Errors, Data Validation Issues	Submit forms in the **Test Coordinator Portal**	DTCs must report testing irregularities to the PED within 10 days. SAT School Day testing irregularities are submitted in **Test Day Toolkit**

		(TDTK)
Principal Post-Testing Verification Form	Retain locally for 5 years	
Superintendent Post-Testing Verification Form	Submit to **ped.assessment@ped.nm.gov**	Retain locally for 5 years

PED Test Coordinator Portal

The TCP can be accessed at **tcp.ped.state.nm.us**. DTCs and Superintendent need to request a portal account by clicking on "Request Access." When the PED staff approves the account, the DTC and Superintendent will receive automatic notification by email and can begin using the portal. School Test Coordinators can request an STC account in the same way. District Test Coordinators will receive an automated email notice of an STC requesting an account. DTCs must approve STC accounts. Passwords can be reset at the same URL by clicking on the "Forgot Password?" button. See the Instructions page for more information.