



TEST ADMINISTRATOR'S MANUAL

for Computer-Based and Paper-Based Tests

BIE SCIENCE ASSESSMENT

Spring 2021 | Grades 5, 8, and 11

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BIE should only be contacted by the school test coordinator (TC). Test administrators (TAs) should contact their school test coordinator (TC) with any questions or concerns.

The manual is available online at <http://www.udpsi.com/bie-assessments.html>

Spring 2021 BIE Science Assessment Important Dates

Paper-Based Testing	
Test Administration Window	April 6-May 28, 2021
Computer-Based Testing	
Practice Testing in Browser	24/7 Year Round
Test Administration Window Begins	April 6, 2021, 7:00 a.m. MST
Test Administration Window Ends	May 28, 2021, 9:00 p.m. MST



Content and Copyright Information

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BIE Science Assessment

Spring 2021



TESTING SCHEDULE OPTIONS



MULTIPLE DAY SCHEDULE

Grade	Session	Duration (Minutes)	Day	Number of Questions
Grades 5 and 8	1	51+	1	17
	2	51+	2	17
	3	48+	3	14
Grade 11	1	54+	1	18
	2	51+	2	18
	3	53+	3	16

Single Day Schedule

Grade	Session	Duration (Minutes)	Number of Questions
Grades 5 and 8	1	71*	17
	2	71*	17
	3	68*	14
Grade 11	1	74*	18
	2	71*	18
	3	73*	16

*Any student who does not finish will continue to the next sessions and be allowed to return to unfinished sessions once the testing is complete.

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1. Overview

1.1 About this Manual

This manual outlines the steps to be followed before, during, and after administration of the spring 2021 BIE Science assessment. You will notice that the materials received are branded with the New Mexico Assessment of Science Readiness (NM-ASR) and or the New Mexico Measures of Student Success and Achievement (NM-MSSA). This is **not** in error. For BIE's base year of bureau-wide student accountability testing, the NM-ASR was selected as BIE's commercial-off-the-shelf assessment for the Spring 2021 Science assessment. Understanding of and compliance with each of these steps is vital for a successful administration. Please read this manual to become familiar with the test administration procedures before testing begins.

1.2 About the Tests

The NM-ASR is based on Next Generation Science Standards (NGSS). The standards focus on important disciplinary core ideas, scientific and engineering practices (e.g., asking questions, developing and using models), and crosscutting concepts (e.g., patterns, cause and effect, stability and change) that apply across scientific disciplines.

The assessment will provide information regarding each student's progress toward achievement of essential knowledge and skills that will help them explain and make sense of phenomena in the world around them, solve problems, and apply their scientific literacy to understand the scientific dilemmas they may face as adults.

The NM-ASR assessments comprise three sessions. Calculators are not allowed on NM-ASR assessments. Refer to section 2.2.2 for additional information about the number of sessions for each assessment.

1.3 Test Administrator Responsibilities

Test administrators (TAs) are vital to the success of the NM-ASR and NM-MSSA. For this reason, the instructions given in this manual must be followed exactly by each TA.

The TA must be a certified staff member who has received training from the School Test Coordinator (STC) or District Test Coordinator (DTC). In the event that schools require additional staff to administer the NM-ASR or NM-MSSA, other staff members (who have received training and have signed the Confidentiality Agreement) may be used to provide one-on-one accommodations. Please contact BIE with questions.

The TA's primary responsibilities include:

- reading this manual,
- meeting with the STC to review the testing schedule,
- preparing the test environment so that nothing is visible that would provide aid in answering any of the questions on the test,
- ensuring a standardized test environment by following the directions and scripts in this manual, and
- testing the assigned group(s) of students according to the instructions in this manual.



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- For paper-based testing, the TA (and/or proctor) is also responsible for the test materials during test administration and must report any missing test booklets or answer documents to the STC.

A TA task checklist is provided in Appendix A.

2. Administration Policies

2.1 Security Guidelines

2.1.1 Security of Test Materials

The BIE Assessment Program requires that the NM-ASR and NM-MSSA receive the highest level of test security and accountability. The security of NM-ASR and NM-MSSA materials must be maintained before, during, and after the test administration. Please follow the guidelines in this manual for distributing, collecting, and returning these materials. Be sure that all testing personnel have access to a central, locked storage space for safekeeping of test materials until the materials are returned to Cognia.

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

TAs must follow these security guidelines before, during, and after testing:

- Receive training on test security and administration by the STC or the DTC.
- Complete the Confidentiality Agreement and return it to the STC. (The Confidentiality Agreement form is available on the website—see link in [Appendix B.](#))
- Follow the testing schedule established by your school.
- Ensure that you are not assigned to a classroom in which a relative is being tested.
- Carry out standard examination procedures.
- Ensure secure test materials are stored in a central and locked, secure area when not in use.
- Use the Security Checklist or a similar tracking tool daily, as provided by the STC, during test administration to check in and check out all test materials. See [Appendix B.](#)
- Report any possible breaches of security to the STC immediately.
 - Examples of security breaches include, but are not limited to:
 - improper handling of test materials, such as:
 - someone reproducing any student responses;
 - allowing any unauthorized access to test materials before, during, or after testing; or
 - leaving test materials (including computers being used for computer-based testing) unsecured when the TA or a proctor is not in the classroom; and



- improper test administration procedures, such as
 - coaching students during testing, or
 - altering student responses in any way, or
 - stray mark cleanup, including but not limited to erasing double-marked, lightly erased, or lightly marked answers.

School and district staff members are prohibited from studying or discussing online test questions in any manner, either among themselves or with students, before, during, or after testing.

What Is Considered Secure Material?

For paper-based test (PBT) administration:

- test booklets, answer documents, periodic tables written on by students, and scratch paper written on by students are secure.
- students may be provided with scratch paper for their use on the test. All scratch paper must be collected and securely shredded at the school immediately following testing.

For computer-based test (CBT) administration:

- the Student Login Tickets, periodic tables written on by students (if locally printed), scratch paper written on by students, and human-reader scripts (if applicable) are secure.
- students may be provided with scratch paper for their use on the test. All scratch paper must be collected and securely shredded at the school immediately following testing.

It is important that students are not provided access to secure test materials except during test administration. Early exposure to secure test materials will invalidate the data results for the student's test.

Reproduction or Unauthorized Distribution of Secure Materials

Unauthorized reproduction of test materials is a violation of BIE test security policy, which addresses test security and administration of BIE statewide assessments. One requirement of this regulation is that signs be posted near school copy machines prior to and during the test administration window to notify individuals that NM-ASR and NM-MSSA materials may not be reproduced in any fashion, including paraphrasing.

The test materials may not be provided to any persons not coordinating and administering the test or being tested.

Test questions may not be taught in part or in whole prior to, during, or after testing. Test questions may only be presented to students during the test administration period via the standardized procedures described in this manual and the *Test Coordinator's Manual (TCM)*. The answers to questions may not be provided to students by any method (e. g., orally or in writing). Answers to test questions may not be deleted or altered by anyone except the student while taking the test. Reading test questions aloud to students, except in instances



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specified in this manual, is only permitted if the student qualifies for such an accommodation. Please see the list of prohibited activities in [section 2.1.3](#). Additional guidance is on the BIE assessment website.

2.1.2 Electronic Device Policy

Under direction of the BIE, schools must enforce a strict electronic device policy during standardized testing to maintain test security. This policy applies to administrations of all BIE statewide assessments. If parents or family members need to contact a student during testing days, they may call the school office.

What is Considered an Electronic Device?

The term electronic device includes any personal, non-educational device with an on-off switch excepting medical equipment. This includes the following common devices:

- cell phones
- smart phones
- MP3 players, iPods, or other music players
- iPads, tablets, laptops, or other computers
- smart watches

Before Testing Begins

Schools must clearly inform students that:

- bringing an electronic device into the testing area violates school and BIE state policy, and
- violation of this policy is grounds for confiscation and a search of the device.

The following procedures must be implemented when test materials are distributed:

- Electronic devices must be turned completely off. They may not be on “silent” or “vibrate” modes.
- Electronic devices may not be on a student’s body. This includes in pockets or otherwise stored in clothing.
- If brought to school, electronic devices must be stored in a secure location away from students. Acceptable storage includes in a bag, desk, locker, or central location in a classroom or school office.

During Testing

If an electronic device is found on a student during testing, schools must proceed as follows:

- Confiscate the electronic device.
- Contact the STC, Principal, and/or the DTC.
- Check the device for pictures, texts, transmissions by applications (such as Instagram), and any other recent use.
- If possible, run a data recovery program that is compatible with the device’s operating system (commonly Windows, Android, Apple, and Blackberry) to determine recent use of the device.
- Continue testing the student.



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- At the completion of a testing session, interview the student regarding use of the device.
- Enforce school/district disciplinary action.
- Fill out Testing Irregularity Reporting Form and submit to the STC.
- Students caught with electronic devices during testing may have assessments invalidated by the BIE.

2.1.3 Prohibited Activities

It is unethical and shall be viewed as a violation of test security for any person to:

- allow students to share information during the test administration;
- provide assessment accommodations that do not have instructional relevance or are not connected to
- a specific skill deficit determined by the student's educational team (Note: Text-to-Speech is considered an accessibility feature for the NM-ASR assessment.);
- give special assistance of any kind that could influence students' responses to test questions;
- direct a student to change responses to test questions or suggest that he or she should;
- allow students access to NM-ASR questions prior to testing;
- change a student's response to a test question;
- photocopy, transcribe, or in any way duplicate any part of the NM-ASR;
- allow students to have cell phones or electronic devices not medically necessary during test sessions;
- fail to return all used and unused secure test materials;
- review the test questions for any reason;
- discuss the test with students/colleagues during or after the test administration;
- or
- fail to report any violations of these test administration security measures.

School and district staff are prohibited from studying or discussing test items in any manner, either among themselves or with students, before, during, or after testing.

2.1.4 Testing Irregularities and Security Breaches

All administrations of the tests are to be conducted under the standardized procedures described in this manual. Testing irregularities, such as potential cheating, and any suspected or actual breach of security should be reported immediately by the TA to the DTC or STC.

If any certified school employee is involved with any of the unauthorized activities cited in the Security Guidelines section ([section 2.1](#)) of this manual, that employee is in jeopardy of possible license revocation.

2.1.5 Student Confidentiality

The Family Education Rights and Privacy Act (FERPA) requires that access to individual students' information be restricted to the student, his/her parents/guardians, and authorized school personnel. All superintendents and charter leaders, principals, DTCs, and STCs are responsible for maintaining the privacy and security of all student records.



Individual test scores, as well as all other aspects of a student’s record, are confidential. Scores can only be released in instances of school staff having a need to know them, valid requests for transcripts, and the student/parent enforcing his or her right to inspect and request explanations of his or her records. In some instances, a court order or subpoena may require the release of this information; however, the student/parent must be informed of this request before any information is released. Test scores may also be released to parents or guardians of all students enrolled in a BIE school.

Researchers may obtain test scores from school districts provided the information requested is at the group or cohort level. No information may be reported for groups smaller than 10 students.

Those who work with student test scores are required to withhold confidential information unless proper release is granted by the caretaker of student records. School personnel are also charged with maintaining the results of standardized tests as part of student records.

2.2 Administration Information

2.2.1 Testing Requirements

In 2021, BIE will administer the NM-ASR to all eligible students enrolled in grades 5, 8, and 11. BIE will hold all schools accountable for participation in the NM-ASR.

Students participate either under standard testing conditions or with accommodations that do not interfere with the comparability of scores. Exceptions to the requirement for all students to participate are permitted only in the following circumstances:

- Students with significant cognitive disabilities who meet the eligibility criteria established by the BIE
- and participate in the Multi-State Alternate Assessment are not required to participate.
- Students with a BIE-approved medical exemption are not required to participate.
- EL students who are enrolled in U.S. public schools for their first year must participate, with appropriate accommodations provided as needed.
- Foreign exchange students, private school students, homeschooled students, expelled students who have refused educational services, and those students who have withdrawn from the school or district
- are not required to participate.

For additional information about testing requirements, please contact the BIE: Dr. Maureen Lesky, Program Analyst: Maureen.Lesky@bie.edu or Aurelia Shorty, Education Specialist in ADD Navajo: Aurelia.Shorty@bie.edu

2.2.2 Test Design and Durations

NM-ASR Question Types

The NM-ASR is composed of a variety of question types. Some questions are grouped together in clusters that correspond to a shared stimulus (a passage), while other questions are standalones. There are open-ended response questions (OEs), which are human-scored, and one- and two-part, machine-scored questions (MS-1s and MS-2s). The MS-1s are worth one



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point each, and the MS-2s are worth two points each. The MS-1s and MS-2s include multiple-choice, multi-select, and various technology-enhanced interaction types, including the following:

- drag-drop
- fill in the blank
- graphing (bar, point/line)
- hot spot
- inline choice
- matching

Administration Times

All test sessions, including make-up testing, must be completed during the test administration window. (Refer to the Important Dates table on the inside front cover of this manual.)

Administration time is the total time that schools should schedule for each test session. It includes the session testing time and the approximate times for administrative tasks such as reading directions, answering questions, and distributing and collecting test materials. See the following table.

Administration Time: Guidelines for Scheduling

Task	Time to be Allotted for Test Administration
1. Pre-administration tasks, including reading instructions to students and answering questions.	10 minutes
2. Distribution of test materials to students.	5 minutes
3. Administration of session.	Refer to the session testing time tables
4. End-of-session activities, including collecting test materials.	5-15 minutes

Testing Times

See testing schedule options.

3. Accessibility Features and Accommodations

3.1 Overview and Policies

Accommodations and participation decisions will be made by each student's educational team. The team should have ensured that the student received the agreed-upon, allowable accommodation(s) in instruction and classroom assessments in the content area for a sufficient amount of time prior to the NM-ASR administrations so that the student will be comfortable with using it on the assessments. Unlike accessibility features, the use of each accommodation in daily instruction must have written documentation in the Individualized Education Program (IEP), 504, or EL plan. Only students on IEP, 504, or EL plans are eligible for accommodations. Students who have achieved fluent English proficiency are not eligible for EL accommodations.

For PBT administration, fill in the bubble for each accommodation used for each student in accommodations boxes H and I on the next-to-last page of the PBT answer document, as



applicable.

For **CBT administration**, the DTC or STC **must** assign accessibility features and accommodations embedded in the iTester system prior to the start of testing. TAs cannot perform this task.

Modifications are changes in test administration that interfere with the comparability of scores. Examples of such modifications include giving students test administration directions that are not included in this manual. **Any assessment in which modifications are provided must be invalidated.**

3.2 Requirements for Computer-Based Testing

3.2.1 Setting Accessibility Features and Accommodations

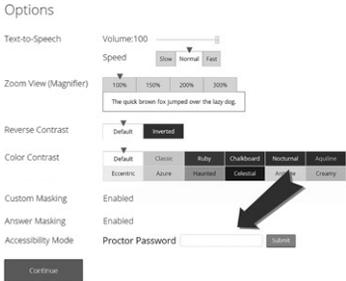
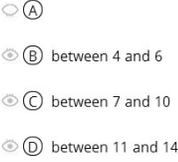
The DTC or STC **must** assign accessibility features and accommodations embedded in the iTester system prior to the start of testing. TAs cannot perform this task. For example, the Text-to-Speech feature **must** be assigned prior to scheduling a test and **cannot** be assigned after the student has logged in to any session of any test without delaying your testing schedule. Other accommodations to be delivered locally are also documented in the Portal. Call the BIE Help Desk with any questions related to assigning accommodations in the iTester system.



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3.2.2 Online Portal Accessibility Features and Accommodations Chart

The following accessibility features and accommodations are available to some students.

Feature/ Accommodation	Icon	Description/Action
Allow Accessibility Mode Testing		<p>Allows students to use third party assistive technology software within the portal. The proctor will be required to enter the proctor password on the Options page to enable Accessibility Mode. Available on Windows operating systems only.</p>
Answer Masking		<p>The Answer Masking tool allows students to hide an answer option. This will help the students narrow down their correct answer. By clicking the eye icon again, it will display the answer option again.</p>
Color Contrast		<p>Students can choose a text and background color from a set of 12 predefined color combinations. Use this tool to change the background color and text color of the test content.</p>
Custom Masking		<p>Provides the ability to mask certain parts of the test interface or question. It can be re-sized, and it is draggable.</p>
Reverse Contrast		<p>Inverts color values on the screen.</p>
Text-to-Speech English		<p>(ELA: Accommodation; Math and Science: Accessibility Feature*) Students can play, pause, skip, or stop audio. They can select specific text for on-demand audio, and the Gear icon allows students to change the volume or speed of the text being read aloud.</p>
Text-to-Speech Spanish		<p>(ELA: Accommodation; Math and Science: Accessibility Feature*) Students can play, pause, skip, or stop audio. They can select specific text for on-demand audio, and the Gear icon allows students to change the volume or speed of the text being read aloud.</p>

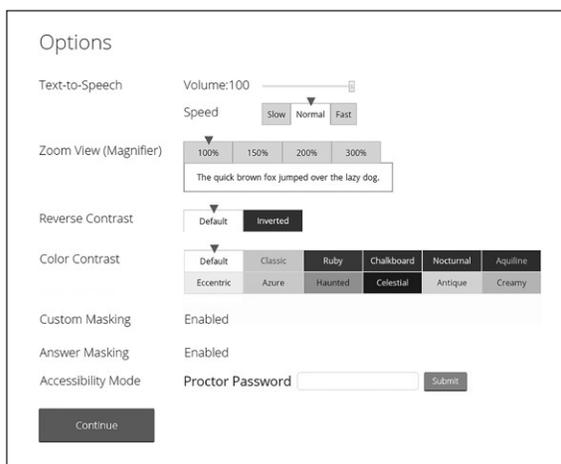


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Feature/ Accommodation	Icon	Description/Action
Word Prediction (Embedded)		Students taking English language tests can access Co- Writer® word prediction function in text entry items. This function may be expanded to Spanish language tests in the future. Only available on the Chrome operating system. Does NOT require Co-Writer license.
ASL Videos		(Accommodation) Students can play a video with American Sign Language interpretation of item content.
Basic or Scientific Calculator (for non-calculator portions of the Mathematics tests)		(Accommodation) Provides either a Basic or a Scientific calculator to assigned students on the non-calculator portions of the Mathematics test.

*Text-to-speech feature for the NM-ASR must be assigned before scheduling the test.

If selected in the portal, accessibility features (including Text-to-Speech) will appear and can be adjusted on the student’s test interface.



3.3 Requirements for Paper-Based Testing

Please read these directions carefully before you administer the test.

3.3.1 Test Security

All security measures outlined in this manual are applicable and must be followed when testing with the large-print and Braille versions of the test. **Duplication or retention of any large-print or Braille test material is not permitted.**



3.3.2 Administering the Large-Print Version

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

Please consider the following when administering the large-print test:

- You should read the directions and scripts in this manual the same way as for a standard administration.
- The large-print test booklet is 11" × 17". It is recommended that these tests be administered to students at tables (perhaps library-sized) to allow for the booklet's size and to ensure student comfort.
- In addition to the materials in the large-print packet, students should also be provided with soft-lead No. 2 pencils. The appropriate calculators should be made available for students taking the Mathematics tests (see section 9.3.2 for details).

Student Responses

Only responses bubbled and written in the standard-sized answer document or typewritten responses to short-answer and open-ended questions will be scored. All responses to multiple-choice, short-answer, and open-ended questions that are not completed directly in the answer document or typewritten **must** be transcribed into an answer document prior to shipping. Consider the following options with the student to determine the best method for recording the student's responses:

- Students may use No. 2 soft-lead pencils to record their responses in the answer document. (Do not allow students to use mechanical pencils.)
- Students may respond to all questions in the large-print test booklet. Answers in the large-print test booklet will not be scored. Therefore, answers written in the large-print test booklet must be copied into the answer document to be scored and reported. The scribe must be sure to transcribe exactly what the student has marked.
- Students may type their responses with a word processor (without the aid of either a spelling or grammar check). NOTE: The TA (or the proctor) must transcribe all multiple-choice answers into the answer document.
- Students may use a scribe to write oral responses or fill in bubbles for multiple-choice questions in the answer document.

If typewritten responses to constructed-response questions are permitted as an accommodation, follow the instructions in [section 3.3.5](#).

3.3.3 Administering the Braille Version

Students who are administered a Braille version of the NM-ASR must be given a Braille test material packet. The packet includes a Braille instructions sheet, a Braille test booklet and test administrator notes, a standard test booklet, and a standard answer document.

Please consider the following when administering the Braille test:

- You should read the directions and scripts in this manual the same way as for a standard administration. You may make adjustments to the specific directions for



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administering a test as needed to ensure that students taking the Braille version of the test understand the testing procedures. For example, you should tell students they do not need to read or pay attention to the copyright notice that appears in the Braille version.

- Various materials (e.g., Braille writers, slates and styluses, Cranmer modified abacuses, and word processors without the aid of spelling or grammar checks) may be required by the students and must be furnished prior to the appropriate subtest. Additionally, you should have available Braille paper and placeholders.

Student Responses

Only responses bubbled and written inside an answer document or typewritten responses to short-answer and open-ended questions will be scored. All responses to multiple-choice, short-answer, and open-ended questions that are not completed directly in the answer document or typewritten **must** be transcribed into an answer document prior to shipping. Consider the following options with the student to determine the best method for recording the student's responses. Students may use any combination of these options to answer test items.

- Students may record their responses using Braille on a separate Braille sheet of paper.
- Students may record their responses directly in the Braille version of the test booklet.
- Students may respond to the short-answer and open-ended questions using a word processor (without a spelling or grammar check) and respond to the multiple-choice questions directly in the Braille version of the test booklet.
- Students may use a scribe to write oral responses or fill in bubbles for multiple-choice questions in the answer document.

You (or the proctor) must transcribe the student's Braille responses and all other responses in the Braille test booklet **verbatim** into the student's answer document after testing is completed. **Only answers copied into the answer document will be scored and reported.**

If typewritten responses to the short-answer and open-ended questions are permitted as an accommodation, follow the instructions in [section 3.3.5](#).

3.3.4 Administering the Human-Reader Version

Students who are administered a human-reader version of the NM-MSSA must be given a human-reader test material packet. The packet includes a human-reader test administrator script, two standard-sized test booklets and one answer document.

In addition to the materials in the human-reader packet, students should also be provided with soft-lead No. 2 pencils. (see [section 9.3.2](#) for details).

Student Responses

Only responses bubbled and written in the answer document or typewritten responses to short-answer and open-ended questions will be scored. All responses to multiple-choice, short-answer, and open-ended questions that are not completed directly in the answer document or typewritten **must** be transcribed into an answer document prior to shipping.



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Students may use No. 2 soft-lead pencils to record their responses in the answer document. (Do not allow students to use mechanical pencils.)

3.3.5 Typed Responses for Paper-Based Testing

Typed responses to short-answer and open-ended questions may be submitted for those students who qualify for the Assistive Technology Devices Responses accommodation. For more information about this accommodation, refer to the *2020-21 Assessment Accommodations & Accessibility Manual* (available at webnew.ped.state.nm.us/wp-content/uploads/2020/09/assessment-accommodations-and-accessibility-manual.pdf).

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

- Student's first and last name
- Student's state student ID number (which also appears on the student's ID label) or NASIS ID
- Unique answer document number found on each page inside the student's answer document
- District name
- School name
- Session name (e.g., ELA Session 1)
- Question number (e.g., #6)

At the end of testing, staple all sheets of paper containing typewritten responses from an individual student once in the top left corner and provide them to the STC and DTC with the answer document at the end of testing. Never staple, tape, or glue typed response pages into an answer document.

Note: You must transcribe all multiple-choice answers into the answer document.

4. Before Computer-Based Testing

4.1 Preliminary Preparation

Inform students of the importance of the NM-ASR and of the testing schedule before testing begins. Be sure that students are familiar and comfortable with standardized test procedures and test-taking strategies. The NM-ASR practice tests will provide an opportunity for students to become familiar with the types of questions on the assessments as well as the features and tools available in the online testing platform.

Test administrators should become familiar with all administration procedures prior to testing.

Carefully read through this manual and the *Kiosk User Guide* (available at <http://www.udpsi.com/bie-assessments.html>); review the testing schedule established by the district/school; and be sure to gather materials for each session before the start of testing. You should have a list of the students who will be testing in your classroom and their printed Student Login Tickets, as well as a list of students requiring accommodations and the accommodations each student requires. Please review the session scripts that you will read to students during testing (see [sections 6.1-7.6](#)).



4.2 Test Scheduling

Plan to administer each test session within the testing window scheduled by your school. Test sessions must be administered in accordance with BIE test schedule guidelines. See [section 2.2.2](#) for approximate session administration times.

Breaks of at least 15 minutes should be provided between sessions. Students should be allowed to leave the testing room to use the restroom as needed during the testing session, provided they are escorted to the facility. Before leaving the classroom, the students must give their login tickets and scratch paper to you, or the proctor. While the student is in the restroom, ensure that the remaining students are supervised and login tickets and scratch paper do not leave the classroom.

When students complete all the sessions scheduled for the day, collect their used scratch paper and instruct the students to sit quietly or quietly read a book at their desks until all students have finished. Reading is the only activity allowed. Test administrators should not activate any other session of the test at this time.

4.2.1 Testing Disruptions

The schedule should provide sufficient time to ensure that each test session will be completed before lunch or afternoon dismissal. If it is estimated that students cannot finish a session before dismissal, the students should not begin the session and the session should be rescheduled for a makeup day.

Except in the following circumstances, students are not allowed to stop in the middle of a session and resume at a later point.

- Sudden student illness
- Emergency evacuation
- Fire drill

In these circumstances, students may be allowed to complete the session later, but they **may not** change responses to any test questions already answered.

4.2.2 Absences

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

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

4.2.3 Makeup Testing

If a student misses a session due to illness or some other legitimate reason, a makeup session must be held before the end of the testing window. Makeup tests may be administered



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throughout the main testing window except during regular testing. Makeup tests are considered valid so schools and districts are not penalized for legitimate student absences.

4.3 Preparing for Administration

4.3.1 Preparing the Testing Environment

Prepare the testing room by ensuring the following:

- Student workstations are ready for testing; this includes making sure computers or laptops are fully charged.
- Computer monitors are positioned to prevent students from seeing each other's work.
- You have obtained scratch paper and pencils for each student you will be testing.
- You have obtained or printed Session Access Codes.
- You have obtained or printed Student Login Tickets for each student assigned to you for testing.
- The room has adequate lighting.
- The room has a "Testing—Do Not Disturb" sign on the door.
- Nothing is visible that would give clues to any of the answers on the test, such as rubrics, writing guides, word walls, hundreds charts, fact tables, etc.

If you have questions about student computers, see your technology coordinator. If you have questions about Student Login Tickets or any other facet of administering the tests, see the STC or DTC, or refer to selections from the suite of training materials available at <https://bie.onlinehelp.cognia.org/>.

Students may use scratch paper on any session of the NM-ASR. All used scratch paper must be collected and securely destroyed at the testing location.

4.3.2 Materials Required, Permitted, and Not Permitted

The following materials are required for computer-based testing:

- this manual, which includes English and Spanish administration scripts
- a "Testing—Do Not Disturb" sign for the classroom door
- scratch paper
- two pencils with erasers for each student
- student login tickets

4.3.3 Session Access Codes

DTCs or STCs schedule tests via the Test Sessions tab. Please check with your DTC or STC for your local policies and procedures for obtaining Session Access Codes.

In some schools, after the test has been scheduled, TAs may go to the "View Details/Student Logins" page for the applicable class scheduled for the test. On this page the TA will see access codes for each session of the test.



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Home Site Readiness Students Enrollment Transfer Classes Test Sessions Pre-ID Management Dashboard Admin

Test Sessions

District: Cyber City **School:** Cyber City Sch3
Administration: NM Admin **Content Area:** English Language Arts
Teacher: Cybercitythree, Chris
Class: Cybercitythree, Chris-G3 ELA Demo Class-(Grade -3)
Test Name: G3 ELA Demo Test
Testing Window: 02/14/2020 to 05/14/2020

Test is in progress. It ends on 05/14/2020. Students may log in and take the test using their username and password shown below.

Session Sequence	Session Name	Access Code
1	Session 1	2814761844
2	Session 2	3926393689

+ Back to Test Sessions

Session: Choose a Session

1 login per page

Print selected logins Print all logins (10)

Last Name	First Name	Username	Password	Form Name	Date/Time Created	Test Report Code	Status	Date/Time Started	Date/Time Completed
FourThirty	Student	100000430	AABAC6E5	Grade 3/ELA CBT Test Form 1 Operational	02/14/2020 11:54:18 AM	+	Session 1:Not Started		Invalidate
							Session 2:Not Started		Invalidate
FourTwentyeight	Student	100000428	62395C68	Grade 3/ELA CBT Test Form 1 Operational	02/14/2020 11:54:18 AM	+	Session 1:Not Started		Invalidate
							Session		

The session access codes also display on the PDF with student test tickets.

Teacher Name: Cybercitythree, Chris
 Class Name: Cybercitythree, Chris-G3 ELA Demo Class-(Grade -3)
 Test Name: G3 ELA Demo Test
 Testing Window: 2/14/2020 to 5/14/2020

Session Sequence	Session Name	Access Code
1	Session 1	2814761844
2	Session 2	3926393689

Student Name	Date of Birth	Username	Password	Accommodations
FourThirty, Student	12/12/1999	100000430	AABAC6E5	
FourTwentyeight, Student	12/10/1999	100000428	62395C68	
FourTwentyfive, Student	12/7/1999	100000425	233BA3E9	ELA Text-to-Speech English
FourTwentyfour, Student	12/6/1999	100000424	4598D399	ELA Text-to-Speech English
FourTwentynine, Student	12/11/1999	100000429	FB3EB2B8	
FourTwentyone, Student	12/3/1999	100000421	4B9E55D2	ELA Text-to-Speech English
FourTwentyseven, Student	12/9/1999	100000427	A539293E	
FourTwentysix, Student	12/8/1999	100000426	F6434E73	
FourTwentythree, Student	12/5/1999	100000423	BC445B27	ELA Text-to-Speech English

4.3.4 Online Portal Universal Tools and Navigation Features

The following tools and navigation buttons are available to all students.

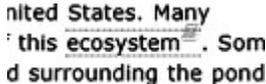
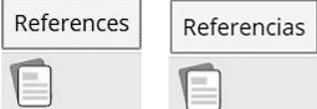


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Navigation/ Universal Tool	Icon	Description/Action
Answer Eliminator		<p>The Answer Eliminator tool allows students to eliminate response option(s) by placing a strike through over the option. Students must click on the icon in the tool bar to activate the eliminator, and then click on the response options they wish to eliminate.</p> <p>To select a response option as their answer choice, the answer eliminator tool must be turned off before selecting the response option.</p> <p>Options that have been eliminated cannot be selected as an answer choice. To undo an eliminated response option, the student must turn on the answer eliminator, deselect the option, then turn off the answer eliminator tool and select their answer choice.</p>
Back/Regresar Button		<p>Click the “Back” button to move to the previous test question.</p>
Bookmark		<p>Bookmark or save items to come back to later by clicking the star icon. The Jump to Question icon is a picture of a down arrow. Click the down arrow to be taken to a test review screen to jump to another test question.</p>
Clear/Borrar Button		<p>Click the “Clear” button to clear an entire answer from the screen.</p>
Constructed Responses Writing Tools (rich text editor response option)		<p>Both open-ended and short answer constructed response items will also have a series of writing tools that are shown with the symbols for undo, redo, bold, italicize, underline, bullet and number lists, and spell checker. The spell checker is disabled for ELA and SLA assessments.</p>
Finish/Terminar Button		<p>Click the “Finish” button to submit your test; the “Finish” button is only active on the last item of the session.</p>



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Navigation/ Universal Tool	Icon	Description/Action
Line Reader		The line reader can be used to assist in reading by raising and lowering the tool for each line of text onscreen. It is resizable and draggable.
Calculator		The Calculator may be used to help answer questions during Session 2 of the NM-MSSA Mathematics tests.
Notepad		Use the Notepad tool to type notes in the Notepad for each separate test question. Notes on a stimulus are viewable for all items pertaining to that stimulus. The Notepad can be moved around on the screen and resized as desired.
Pause and Inactivity Timeout Button		This button allows the student to exit the test (log out and close the kiosk) or pause the test, in which case they will have a timer that will allow them to re-enter the test from the pause timer screen using only their password if they return in less than 60 minutes.
Pop-Up Glossary		Students can view definitions of pre-selected words by selecting words with a book icon to launch a pop-up screen with the word's definition.
Reference Sheet (Periodic Table for grade 11 Science)		Available for grade 11 Science only. Use the information in the Mathematics reference sheet to help answer some test questions.
Sketch		Use the Sketch tool to sketch, highlight, or underline text on the screen. This tool will only appear on items that do not have a sketchpad widget or rich text editor response option.
Text Highlight		Use the Text Highlight tool to select text and highlight the selection.
Turn In/Entregar Button		Once students complete answering all questions and click the “Finish” button, they are ready to click “Turn in” to ensure all the answers are submitted and the test status will show as finished and completed.



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Navigation/ Universal Tool	Icon	Description/Action
Zoom View (magnifier)		Students can magnify the entire screen in four increments: 100%, 150%, 200%, and 300%.

5. During Computer-Based Testing

5.1 Directions for Test Administration

In sections 6.1-7.6, the directions that are to be read aloud to students are in **bold font**. Directions to you are interspersed within the script and are in regular font and in brackets. Read the directions for students exactly as written, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, “No. That is wrong. Listen again.” Then read the direction or question again.

- Encourage the students to do their best.
- Check periodically to make sure that the students are recording their answers properly.
- Ensure that the students work until they reach the end of each testing session.
- Remember that you are prohibited from spelling words for students during all testing sessions.

5.2 Monitoring Test Sessions

At the beginning of each session of the test, walk around the room to check that students are logged in correctly. During each test session, ensure they are working appropriately by clicking to the next item when necessary, typing or drawing their answers in the appropriate answer boxes, and not spending too much time on any one item. If you have a concern or are unsure how to proceed, please contact the STC.

IMPORTANT REMINDERS FOR TEST ADMINISTRATORS:

You may not help students in any way, except during the general instructions or as specified in this manual. **You may assist a student if a technology issue occurs.** Under no circumstances are students to be prompted to revise, edit, or complete any test questions during or after testing.

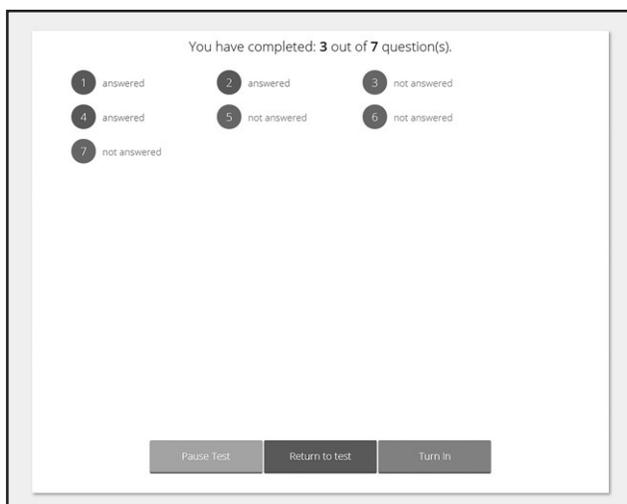


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Test administrators may not view student responses.

When a student has reached the test map which shows which items have been completed, instruct the student to re-check his or her online responses for unintentionally skipped items before asking the student to return to the final item and click the “Finish” (“Terminar”) button and then click “Turn In” (“Entregar”).

Once a test is turned in, have the students click “Exit” in the upper-right corner before allowing the student to sit quietly and/or read a book at his or her desk.



If you encounter a technology problem during testing please call the Cognia Help Desk at 877-676-6722. Please be prepared to answer the following questions along with a description of the issue.

1. Is there an error message? If yes, what is the error message?
2. Is it affecting more than one student? If yes, how many?
3. What is the Operating system and version of the device experiencing the issue (for example, Windows 10, Chrome 85, MacOS 10.15)?

Note: while restarting the student’s test device may immediately resolve the issue, we recommend contacting the Help Desk prior to restarting the device. The Help Desk may be able to provide guidance that will prevent the issue from reoccurring during another student’s test.

For more information and guidance on all Kiosk error messages please reference the *NMPED Assessments Kiosk User Guide 2020-2021* at <http://www.udpsi.com/bie-assessments.html>.



6. BIE Science CBT (NM-ASR) Directions and Scripts

6.1 BIE Science CBT (NM-ASR CBT–Science) Session 1

Recommended Session Time: Refer to the tables in [section 2.2.2](#).

Materials Needed: Student Login Tickets, sharpened pencils with erasers, and scratch paper on the day(s) of the NM-ASR, be sure to prepare the testing space as described in [section 4.3.1](#). **Note:** Spelling words for students is prohibited.

SAY You are not allowed to have a cell phone or other electronic device during testing. [Please refer to the Policy on Electronic Devices in [section 2.1.2](#).] If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand. [Collect and store students’ devices according to the procedure at your school.]

SAY If a cell phone or other electronic device is discovered during testing, it will be confiscated and subject to search.

Do not touch the computers until you are instructed to do so. In this session, you will answer some questions by selecting your responses on the computer screen. You may work out problems on scratch paper. You will answer other questions by writing your answers in the boxes provided on your screen. Some questions have two or more parts.

Be sure to answer all parts. For open-ended questions, show or explain all of your work by using numbers, words, or sentences. For questions requiring you to write your

answers, type your answers within the boxes provided for each question on your screen. Are there any questions? [If there are any procedural questions, reread the directions.]

SAY Make sure your computer is turned on. Do not open any other programs. [If necessary, wait for workstations to boot up.]

SAY Now double-click the “New Mexico Public Education Department Assessments” icon on your desktop. Once the program opens, you will see a student login page.

Wait for everyone to have the student sign-in page displaying on their screens. Work with students who need extra help accessing the portal. Remember, no other programs should be running while the testing kiosk is being launched.

SAY Each of you should see the student sign-in page on your screen. Raise your hand if you do not see the sign-in page.

Work with students who need extra help accessing the sign-in page. Remember, no other programs should be running while the students are launching the kiosk.

Distribute the Student Login Tickets. Post the Session 1 Access Code at the front of the room.

SAY You have been given a test ticket with your name and test login information. Check the ticket to be sure you have your own. If someone else’s name is on the



ticket, raise your hand.

If any students have the wrong ticket, make the correction.

SAY Carefully type the username and password in the sign-in screen exactly as it appears on the ticket. Then click the *Sign In* button. Keep your login ticket on your desk. It will be collected at the end of this test.

If you have successfully logged in, you will see the word “Hello” followed by your name. Verify that your name, student testing ID number, and date of birth are correct. If the information on the screen is not correct, raise your hand.

987654321 State Student ID	1/1/2000 Date of Birth	Male Gender
Grand Canyon Elementary School School Name	Support TestAdmin Teacher	HS Grade

The following tests have been scheduled for you:

New Mexico Science Test

Session 1 Session 2 Session 3

Work with any students who may need extra help logging in to the program.

SAY Click the blue button that says **Session 1**.

You will now enter a **Session Access Code** in the box labeled “**Session Access Code**.” The code is [read the Session Access Code to the students and direct them to the posted version]. Enter the code now, and then click *Submit*. Do not go on until you are instructed to do so.

The page you are on should be titled “**Session 1 Directions**.” [Pause to make sure students are on the correct screen. Students with accommodations will see the “Options” screen before they get to the Directions screen. The Options screen lets them experiment with and change accommodations settings.]

SAY Follow along as I read them aloud.

“Welcome to the New Mexico Assessment of Science Readiness (NM-ASR)!”

This is Session 1. You should complete all items in this session.

Use the navigation buttons to move to the next question or to go back to the previous question in each session.

Each question will have specific directions explaining how to answer. For some questions, you may need to choose more than one correct answer.

Each open-ended response question will be followed by a text box. Type your



response in the box.

Sometimes information you will need to answer questions will be shown on the left side of the screen. Be sure to read all the information, then answer the questions on the right side of the screen. Sometimes you will need to use the scroll bar to see all the content in a question. Be sure that you have seen the entire question before you respond.”

Are there any questions? [If there are any procedural questions, reread the directions.]

SAY Now click the *Continue* button and we will go over some tools and navigation instructions together. The first question in Session 1 should be showing on your screen. Look at the buttons on the bottom right of the screen.



These are your navigation buttons. *Clear* will clear your answers for the questions on the page. If you click this button, you will be asked if you are sure you want to clear the current question.

Pause/Exit will take you to another screen, where you will have the option to pause the test, exit the test, or cancel. If you select *Pause Test*, a timer will begin to count down from 20 minutes. To return to your test within that 20 minutes, enter your password and click *Resume*. Any sketch or highlighting you did before pausing will still be there when you resume. If you do not return within 20 minutes after pausing, or if you select *Exit Test*, you will be exited from the test. Any sketch or highlighting will be deleted. To resume testing, you will need to log in again using your username and password and the session access code. [If 20 minutes have elapsed, the proctor password will also be required.]

Clicking the *Next* button will take you to the next question. Click the *Next* button now. Clicking the *Back* button will take you to the previous item. Click the *Back* button now. You can bookmark any item to go back to later by clicking on the star next to the item number in the upper left of the screen, next to the question number. Click this star now.

Another way to navigate through the form is by using the Test Map. You can access the Test Map by clicking the down arrow next to the question number at the top left of the screen. Click this arrow now.

The Test Map is a visual representation of all of the questions on the test. Answered questions will appear blue; questions you have viewed, but not answered are red; bookmarked questions have a yellow star next to them; and questions that have not been visited are gray. (Notice that you have a bookmarked question.) Clicking a question number will take you directly to that question on the test. You can pause the test, return to the test, or turn in your test from the Test Map.



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Click the first question number on your test map. You are now back to the first question in Session 1. Click the bookmark star to remove the bookmark.

In the lower-left corner is your toolbox. There you will see several tools available to use on this test.



The Answer Eliminator tool looks like lines with an X over them. This tool allows you to put a red X through answer choices on multiple choice items. Click the tool to enable it. Click it again to disable it.



The Notepad tool looks like a pencil and a pad of paper. You can use the Notepad tool to make notes, plan your response, or work out questions. You can also copy and paste from the Notepad into the constructed-response answer space. Notes typed in the Notepad tool will NOT be saved or scored, so you must type your answer in the designated answer space.

Click the Notepad tool now. You can move the Notepad by clicking in the dark band at the bottom and dragging to the new location. You can also resize the Notepad by clicking the right corner of the band and dragging out or in. Click the “X” in the upper- right corner of the Notepad tool to close it.



The Line Reader tool has the letters “abc.” This tool provides a small window that you can move up and down the page to cover some of the words to help with reading. You can also resize it to add more white space or more gray space.



The Sketch tool looks like a pencil. Clicking on it will open a toolbox containing several colored pencils, an eraser, and a highlighter. Use this tool to highlight parts of the passage or question that you want to stand out. Do not use it to write your answers. Click this tool now.



Now, click the yellow highlighter and highlight a word in the item.

Now click the blue pencil and circle a word in the item. You can erase the marks you just made by clicking the eraser and then clicking the mark. Click the “X” in the upper right corner of the tool to close the Sketch tool.



The Text Highlight tool looks like a highlighter. This tool will allow you to select specific words you want to highlight.



From the pop-up menu, you can choose to highlight text or use the eraser to remove some or all of the highlighted text.

[For Grade 11 only, say the following.] The References tool looks like a sheet of paper. Clicking on it will bring up a periodic table reference sheet that you may use as needed.

In addition to these tools, some words on the test may have a small book next to them. You can click on the book to open a pop-up glossary that will provide you



with the definition of the word.

When you come to the last item in the test, you will see the *Finish* button on the bottom right of the screen. Once you have answered the last item, click *Finish* to be taken to the Summary Page.



The Summary Page, like the Test Map, visually identifies the number of completed questions, unanswered questions, and bookmarked questions. You may click any question to return directly to that specific question or click *Return to test* to go back to the last question in the test.

When you have answered all of the questions, click *Turn In*.



Are there any questions about available tools and navigation? [If there are any procedural questions, reread the directions.]

SAY Begin with the first question in Session 1. Work until you reach the end of this session.

You may go back to any of the questions in this session to review your answers. Does everyone understand what to do? [If there are any procedural questions, reread the directions.]

SAY You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can.

When you are finished with this session, make sure you have clicked *Finish* and then *Turn In*. You will be asked if you are sure you want to turn in your test. Click *Turn In* if you are sure. By clicking *Turn In* you will ensure all of your answers are submitted and you will not be able to access this session again. When you have successfully turned in your test, you will see the “Hello” screen again, with Session 1 crossed out. Are there any questions? [If there are any procedural questions, reread the directions.]

SAY You may begin.

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

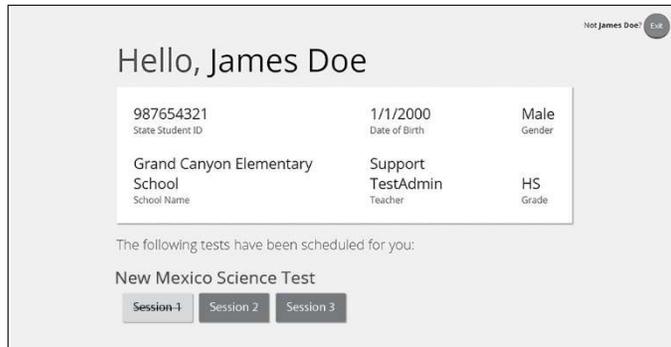
Reminder: You may not review the students’ responses.



After students have finished (approximately 51 minutes for grades 5 & 8, 54 minutes for grade 11), continue reading the following script.

SAY If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time. [Explain to students how extended time is to be handled in your school.]

SAY Now click the red *Exit* button in the upper-right corner.



SAY This completes Session 1. Please wait quietly at your seat while I collect the scratch paper, pencils, and Student Login Tickets. [Collect the scratch paper, pencils, and tickets from the students. Give all the tickets and used scratch paper to the STC at the end of testing.]



If you will immediately continue with Session 2, provide students with a short break and proceed to the directions in [section 6.2](#), on the next page.

If you will not immediately continue with Session 2, instruct the students to log out of their computers, and shut off their computers, if appropriate. Laptops should be moved to a charging cart or otherwise plugged in. Store the Student Login Tickets in central, secure, and locked storage until the next testing session.



6.2 BIE Science CBT (NM-ASR CBT–Science) Session 2

Recommended Session Time: Refer to the tables in [section 2.2.2](#).

Materials Needed: Student Login Tickets, sharpened pencils with erasers, and scratch paper on the day(s) of the NM-ASR, be sure to prepare the testing space as described in [section 4.3.1](#).

Note: Spelling words for students is prohibited.

SAY You are not allowed to have a cell phone or other electronic device during testing. [Please refer to the Policy on Electronic Devices in [section 2.1.2](#).] If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand. [Collect and store students’ devices according to the procedure at your school.]

SAY If a cell phone or other electronic device is discovered during testing, it will be confiscated and subject to search.

Do not touch the computers until you are instructed to do so. In this session, you will answer some questions by selecting your responses on the computer screen. You may work out problems on scratch paper. You will answer other questions by writing your answers in the boxes provided on your screen. Some questions have two or more parts. Be sure to answer all parts. For open-ended questions, show or explain all of your work by using numbers, words, or sentences. For questions requiring you to write your answers, type your answers within the boxes provided for each question on your screen. Are there any questions? [If there are any procedural questions, reread the directions.]

SAY Make sure your computer is turned on. Do not open any other programs. [If necessary, wait for workstations to boot up.]

SAY Now double-click the “New Mexico Public Education Department Assessments” icon on your desktop. Once the program opens, you will see a student login page.

Wait for everyone to have the student sign-in page displaying on their screens. Work with students who need extra help accessing the portal. Remember, no other programs should be running while the testing kiosk is being launched.

SAY Each of you should see the student sign-in page on your screen. Raise your hand if you do not see the sign-in page.

Work with students who need extra help accessing the sign-in page. Remember, no other programs should be running while the students are launching the kiosk.

Distribute the Student Login Tickets. Post the Session 2 Access Code at the front of the room.

SAY You have been given a test ticket with your name and test login information.



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Check the ticket to be sure you have your own. If someone else's name is on the ticket, raise your hand.

If any students have the wrong ticket, make the correction.

SAY Carefully type the username and password in the sign-in screen exactly as it appears on the ticket. Then click the *Sign In* button. Keep your login ticket on your desk. It will be collected at the end of this test.

If you have successfully logged in, you will see the word “Hello” followed by your name. Verify that your name, student testing ID number, and date of birth are correct. If the information on the screen is not correct, raise your hand.

987654321 State Student ID	1/1/2000 Date of Birth	Male Gender
Grand Canyon Elementary School School Name	Support TestAdmin Teacher	HS Grade

The following tests have been scheduled for you:

New Mexico Science Test

Session 1 Session 2 Session 3

Work with any students who may need extra help logging in to the program.

SAY Click the blue button that says **Session 2**.

You will now enter a **Session Access Code** in the box labeled “**Session Access Code**.” The code is [read the Session Access Code to the students and direct them to the posted version]. Enter the code now, and then click **Submit**. Do not go on until you are instructed to do so.

The page you are on should be titled “**Session 2 Directions**.” [Pause to make sure students are on the correct screen. Students with accommodations will see the “Options” screen before they get to the Directions screen. The Options screen lets them experiment with and change accommodations settings.]

SAY Follow along as I read them aloud.

“Welcome to the New Mexico Assessment of Science Readiness (NM-ASR)!”

This is Session 2. You should complete all items in this session.

Use the navigation buttons to move to the next question or to go back to the previous question in each session.

Each question will have specific directions explaining how to answer. For some questions, you may need to choose more than one correct answer.



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Each open-ended response question will be followed by a text box. Type your response in the box.

Sometimes information you will need to answer questions will be shown on the left side of the screen. Be sure to read all the information, then answer the questions on the right side of the screen. Sometimes you will need to use the scroll bar to see all the content in a question. Be sure that you have seen the entire question before you respond.”

Are there any questions? [If there are any procedural questions, reread the directions.]

SAY Now click the *Continue* button and we will go over some tools and navigation instructions together. The first question in Session 2 should be showing on your screen. Look at the buttons on the bottom right of the screen.



These are your navigation buttons. *Clear* will clear your answers for the questions on the page. If you click this button, you will be asked if you are sure you want to clear the current question.

Pause/Exit will take you to another screen, where you will have the option to pause the test, exit the test, or cancel. If you select *Pause Test*, a timer will begin to count down from 20 minutes. To return to your test within that 20 minutes, enter your password and click *Resume*. Any sketch or highlighting you did before pausing will still be there when you resume. If you do not return within 20 minutes after pausing, or if you select *Exit Test*, you will be exited from the test. Any sketch or highlighting will be deleted. To resume testing, you will need to log in again using your username and password and the session access code. [If 20 minutes have elapsed, the proctor password will also be required.]

Clicking the *Next* button will take you to the next question. Click the *Next* button now. Clicking the *Back* button will take you to the previous item. Click the *Back* button now. You can bookmark any item to go back to later by clicking on the star next to the item number in the upper left of the screen, next to the question number. Click this star now.

Another way to navigate through the form is by using the Test Map. You can access the Test Map by clicking the down arrow next to the question number at the top left of the screen. Click this arrow now.

The Test Map is a visual representation of all of the questions on the test. Answered questions will appear blue; questions you have viewed, but not answered are red; bookmarked questions have a yellow star next to them; and questions that have not been visited are gray. (Notice that you have a bookmarked question.) Clicking a question number will take you directly to that question on the test. You can pause the test, return to the test, or turn in your test from the Test Map.



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Click the first question number on your test map. You are now back to the first question in Session 2. Click the bookmark star to remove the bookmark.

In the lower-left corner is your toolbox. There you will see several tools available to use on this test.



The Answer Eliminator tool looks like lines with an X over them. This tool allows you to put a red X through answer choices on multiple choice items. Click the tool to enable it. Click it again to disable it.



The Notepad tool looks like a pencil and a pad of paper. You can use the Notepad tool to make notes, plan your response, or work out questions. You can also copy and paste from the Notepad into the constructed-response answer space. Notes typed in the Notepad tool will NOT be saved or scored, so you must type your answer in the designated answer space.

Click the Notepad tool now. You can move the Notepad by clicking in the dark band at the bottom and dragging to the new location. You can also resize the Notepad by clicking the right corner of the band and dragging out or in. Click the “X” in the upper- right corner of the Notepad tool to close it.



The Line Reader tool has the letters “abc.” This tool provides a small window that you can move up and down the page to cover some of the words to help with reading. You can also resize it to add more white space or more gray space.



The Sketch tool looks like a pencil. Clicking on it will open a toolbox containing several colored pencils, an eraser, and a highlighter. Use this tool to highlight parts of the passage or question that you want to stand out. Do not use it to write your answers. Click this tool now.



Now, click the yellow highlighter and highlight a word in the item.

Now click the blue pencil and circle a word in the item. You can erase the marks you just made by clicking the eraser and then clicking the mark. Click the “X” in the upper right corner of the tool to close the Sketch tool.



The Text Highlight tool looks like a highlighter. This tool will allow you to select specific words you want to highlight.



From the pop-up menu, you can choose to highlight text or use the eraser to remove some or all of the highlighted text.

[For Grade 11 only, say the following.] The References tool looks like a sheet of paper. Clicking on it will bring up a periodic table reference sheet that you may use as needed.

In addition to these tools, some words on the test may have a small book next to them. You can click on the book to open a pop-up glossary that will provide you



with the definition of the word.

When you come to the last item in the test, you will see the *Finish* button on the bottom right of the screen. Once you have answered the last item, click *Finish* to be taken to the Summary Page.



The Summary Page, like the Test Map, visually identifies the number of completed questions, unanswered questions, and bookmarked questions. You may click any question to return directly to that specific question or click *Return to test* to go back to the last question in the test.

When you have answered all of the questions, click *Turn In*.



Are there any questions about available tools and navigation? [If there are any procedural questions, reread the directions.]

SAY Begin with the first question in Session 2. Work until you reach the end of this session.

You may go back to any of the questions in this session to review your answers. Does everyone understand what to do? [If there are any procedural questions, reread the directions.]

SAY You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can.

When you are finished with this session, make sure you have clicked *Finish* and then *Turn In*. You will be asked if you are sure you want to turn in your test. Click *Turn In* if you are sure. By clicking *Turn In* you will ensure all of your answers are submitted and you will not be able to access this session again. When you have successfully turned in your test, you will see the “Hello” screen again, with Session 2 crossed out. Are there any questions? [If there are any procedural questions, reread the directions.]

SAY You may begin.

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

Reminder: You may not review the students’ responses.



After students have finished (approximately 51 minutes for grades 5 & 8, and 11), continue reading the following script.

SAY If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time. [Explain to students how extended time is to be handled in your school.]

SAY Now click the red *Exit* button in the upper-right corner.

Not James Doe? [Exit](#)

Hello, James Doe

987654321 State Student ID	1/1/2000 Date of Birth	Male Gender
Grand Canyon Elementary School School Name	Support TestAdmin Teacher	HS Grade

The following tests have been scheduled for you:

New Mexico Science Test

SAY This completes Session 2. Please wait quietly at your seat while I collect the scratch paper, pencils, and Student Login Tickets. [Collect the scratch paper, pencils, and tickets from the students. Give all the tickets and used scratch paper to the STC at the end of testing.]



If you will immediately continue with Session 3, provide students with a short break and proceed to the directions in [section 6.3](#), on the next page.

If you will not immediately continue with Session 3, instruct the students to log out of their computers, and shut off their computers, if appropriate. Laptops should be moved to a charging cart or otherwise plugged in. Store the Student Login Tickets in central, secure, and locked storage until the next testing session.



6.3 BIE Science CBT (NM-ASR CBT–Science) Session 3

Recommended Session Time: Refer to the tables in [section 2.2.2](#).

Materials Needed: Student Login Tickets, sharpened pencils with erasers, and scratch paper on the day(s) of the NM-ASR, be sure to prepare the testing space as described in [section 4.3.1](#).

Note: Spelling words for students is prohibited.

SAY You are not allowed to have a cell phone or other electronic device during testing. [Please refer to the Policy on Electronic Devices in [section 2.1.2](#).] If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand. [Collect and store students’ devices according to the procedure at your school.]

SAY If a cell phone or other electronic device is discovered during testing, it will be confiscated and subject to search.

Do not touch the computers until you are instructed to do so. In this session, you will answer some questions by selecting your responses on the computer screen. You may work out problems on scratch paper. You will answer other questions by writing your answers in the boxes provided on your screen. Some questions have two or more parts.

Be sure to answer all parts. For open-ended questions, show or explain all of your work by using numbers, words, or sentences. For questions requiring you to write your answers, type your answers within the boxes provided for each question on your screen. Are there any questions? [If there are any procedural questions, reread the directions.]

SAY Make sure your computer is turned on. Do not open any other programs. [If necessary, wait for workstations to boot up.]

SAY Now double-click the “New Mexico Public Education Department Assessments” icon on your desktop. Once the portal opens, you will see a student login page.

Wait for everyone to have the student sign-in page displaying on their screens. Work with students who need extra help accessing the portal. Remember, no other programs should be running while the testing kiosk is being launched.

SAY Each of you should see the student sign-in page on your screen. Raise your hand if you do not see the sign-in page.

Work with students who need extra help accessing the sign-in page. Remember, no other programs should be running while students are launching the kiosk.

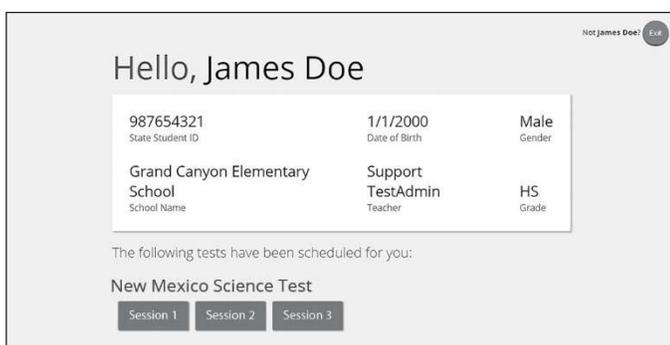
Distribute the Student Login Tickets. Post the Session 3 Access Code at the front of the room.



SAY You have been given a test ticket with your name and test login information. Check the ticket to be sure you have your own. If someone else’s name is on the ticket, raise your hand.

If any students have the wrong ticket, make the correction.

SAY Carefully type the username and password in the sign-in screen exactly as it appears on the ticket. Then click the *Sign In* button. Keep your login ticket on your desk. It will be collected at the end of this test. If you have successfully logged in, you will see the word “Hello” followed by your name. Verify that your name, student testing ID number, and date of birth are correct. If the information on the screen is not correct, raise your hand.



Work with any students who may need extra help logging in to the program.

SAY Click the blue button that says **Session 3**.

You will now enter a **Session Access Code** in the box labeled “**Session Access Code**.” The code is [read the Session Access Code to the students and direct them to the posted version]. Enter the code now, and then click **Submit**. Do not go on until you are instructed to do so.

SAY The page you are on should be titled “**Session 3 Directions**.” [Pause to make sure students are on the correct screen. Students with accommodations will see the “Options” screen before they get to the Directions screen. The Options screen lets them experiment with and change accommodations settings.]

SAY Follow along as I read them aloud.

“This is **Session 3**. You should complete all items in this session.

Use the navigation buttons to move to the next question or to go back to the previous question in each session.

Each question will have specific directions explaining how to answer. For some questions, you may need to choose more than one correct answer.

Each open-ended response question will be followed by a text box. Type your



response in the box.

Sometimes information you will need to answer questions will be shown on the left side of the screen. Be sure to read all the information, then answer the questions on the right side of the screen. Sometimes you will need to use the scroll bar to see all the content in a question. Be sure that you have seen the entire question before you respond.”

Are there any questions? [If there are any procedural questions, reread the directions.]

SAY Now click the *Continue* button and we will go over some tools and navigation instructions together. The first question in Session 3 should be showing on your screen. Look at the buttons on the bottom right of the screen.



These are your navigation buttons. *Clear* will clear your answers for the questions on the page. If you click this button, you will be asked if you are sure you want to clear the current question.

Pause/Exit will take you to another screen, where you will have the option to pause the test, exit the test, or cancel. If you select *Pause Test*, a timer will begin to count down from 20 minutes. To return to your test within that 20 minutes, enter your password and click *Resume*. Any sketch or highlighting you did before pausing will still be there when you resume. If you do not return within 20 minutes after pausing, or if you select *Exit Test*, you will be exited from the test. Any sketch or highlighting will be deleted. To resume testing, you will need to log in again using your username and password and the session access code. [If 20 minutes have elapsed, the proctor password will also be required.]

Clicking the *Next* button will take you to the next question. Click the *Next* button now. Clicking the *Back* button will take you to the previous item. Click the *Back* button now. You can bookmark any item to go back to later by clicking on the star next to the item number in the upper left of the screen, next to the question number. Click this star now.

Another way to navigate through the form is by using the Test Map. You can access the Test Map by clicking the down arrow next to the question number at the top left of the screen. Click this arrow now.

The Test Map is a visual representation of all of the questions on the test. Answered questions will appear blue; questions you have viewed, but not answered are red; bookmarked questions have a yellow star next to them; and questions that have not been visited are gray. (Notice that you have a bookmarked question.) Clicking a question number will take you directly to that question on the test. You can pause the test, return to the test, or turn in your test from the Test Map.

Click the first question number on your test map. You are now back to the first question in Session 3. Click the bookmark star to remove the bookmark.



In the lower-left corner is your toolbox. There you will see several tools available to use on this test.



The Answer Eliminator tool looks like lines with an X over them. This tool allows you to put a red X through answer choices on multiple choice items. Click the tool to enable it. Click it again to disable it.



The Notepad tool looks like a pencil and a pad of paper. You can use the Notepad tool to make notes, plan your response, or work out questions. You can also copy and paste from the Notepad into the constructed-response answer space. Notes typed in the Notepad tool will NOT be saved or scored, so you must type your answer in the designated answer space.

Click the Notepad tool now. You can move the Notepad by clicking in the dark band at the bottom and dragging to the new location. You can also resize the Notepad by clicking the right corner of the band and dragging out or in. Click the “X” in the upper- right corner of the Notepad tool to close it.



The Line Reader tool has the letters “abc.” This tool provides a small window that you can move up and down the page to cover some of the words to help with reading. You can also resize it to add more white space or more gray space.



The Sketch tool looks like a pencil. Clicking on it will open a toolbox containing several colored pencils, an eraser, and a highlighter. Use this tool to highlight parts of the passage or question that you want to stand out. Do not use it to write your answers. Click this tool now.



Now, click the yellow highlighter and highlight a word in the item.

Now click the blue pencil and circle a word in the item. You can erase the marks you just made by clicking the eraser and then clicking the mark. Click the “X” in the upper right corner of the tool to close the Sketch tool.



The Text Highlight tool looks like a highlighter. This tool will allow you to select specific words you want to highlight.



From the pop-up menu, you can choose to highlight text or use the eraser to remove some or all of the highlighted text.

Â [For Grade 11 only, say the following.] The References tool looks like a sheet of paper. Clicking on it will bring up a periodic table reference sheet that you may use as needed.

In addition to these tools, some words on the test may have a small book next to them. You can click on the book to open a pop-up glossary that will provide you with the definition of the word.



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When you come to the last item in the test, you will see the *Finish* button on the bottom right of the screen. Once you have answered the last item, click *Finish* to be taken to the Summary Page.



The Summary Page, like the Test Map, visually identifies the number of completed questions, unanswered questions, and bookmarked questions. You may click any question to return directly to that specific question or click *Return to test* to go back to the last question in the test.

When you have answered all of the questions, click *Turn In*.



Are there any questions about available tools and navigation? [If there are any procedural questions, reread the directions.]

SAY Begin with the first question in Session 3. Work until you reach the end of this session.

You may go back to any of the questions in this session to review your answers. Does everyone understand what to do? [If there are any procedural questions, reread the directions.]

SAY You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can.

When you are finished with this session, make sure you have clicked *Finish* and then *Turn In*. You will be asked if you are sure you want to turn in your test. Click *Turn In* if you are sure. By clicking *Turn In* you will ensure all of your answers are submitted and you will not be able to access this session again. When you have successfully turned in your test, you will see the “Hello” screen again, with Session 3 crossed out. Are there any questions? [If there are any procedural questions, reread the directions.]

SAY You may begin.

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

Reminder: You may not review the students’ responses.

If a student sees the following error message when they attempt to turn in their test, please



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take the steps outlined in Appendix C or contact the Cognia Service Desk at 877-676-6722.

Please raise your hand and notify your proctor.

A connection to the network could not be established. Your test has been saved offline.

After students have finished (approximately 48 minutes for grades 5 & 8, 53 minutes for grade 11), continue reading the following script.

SAY If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time. [Explain to students how extended time is to be handled in your school.]

SAY Now click the red *Exit* button in the upper-right corner.

Hello, James Doe		
987654321 State Student ID	1/1/2000 Date of Birth	Male Gender
Grand Canyon Elementary School School Name	Support TestAdmin Teacher	HS Grade
The following tests have been scheduled for you:		
New Mexico Science Test		
Session 1	Session 2	Session 3

SAY This completes the New Mexico Assessment of Science Readiness. Please wait quietly at your seat while I collect the scratch paper, pencils, and Student Login Tickets. [Collect the scratch paper, pencils, and tickets from the students. Give all the tickets and used scratch paper to the STC at the end of testing.]



This is the end of the English version of the NM-ASR administration.

7. After Computer-Based Testing

7.1 Final Reminders

1. Make sure that the students click “Turn In” once they complete a test session. By clicking “Turn In” the students will ensure all of their answers are submitted and their test status will show as finished and completed.
2. All used scratch paper and student login tickets must be collected and securely shredded at the school immediately following testing.

8. Before Paper-Based Testing

8.1 Preliminary Preparation

Inform students of the importance of the NM-MSSA and of the testing schedule before testing



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begins. Be sure that students are familiar and comfortable with standardized test procedures and test-taking strategies.

Test administrators should become familiar with all administration procedures prior to testing.

Carefully read through this manual, review the testing schedule established by the district/school, and be sure to gather materials for each session before the start of testing. You should have a list of the students who will be testing in your classroom, as well as a list of students requiring accommodations and the accommodations each student requires. Please review the session scripts that you will read to students during testing (see [sections 11.1-12.6](#)).

Test Scheduling

Plan to administer each test session within the testing window scheduled by your school. Test sessions must be administered in accordance with PED test schedule guidelines. See [section 2.2.2](#) for approximate session administration times.

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

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

8.2.1 Testing Disruptions

The schedule should provide sufficient time to ensure that each test session will be completed before lunch or afternoon dismissal. If it is estimated that students cannot finish a session before dismissal, the students should not begin the session and the session should be rescheduled for a makeup day.

Except in the following circumstances, students are not allowed to stop in the middle of a session and resume at a later point.

- Sudden student illness
- Emergency evacuation
- Fire drill

In these circumstances, students may be allowed to complete the session later, but they **may not** change responses to any test questions already answered.

8.2.2 Absences

Parents and guardians should be urged in advance of testing to avoid making medical appointments or planning trips for their child on a scheduled testing day. If a student is



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unable to take a test session(s) on the scheduled testing day(s) due to illness, a medical appointment that cannot be rescheduled, or unforeseen circumstances, the student may be administered the test session(s) that was missed on a makeup testing day.

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

8.2.3 Makeup Testing

If a student misses a session due to illness or some other legitimate reason, a makeup session must be held before the end of the testing window. Makeup tests may be administered throughout the main testing window except during regular testing. Makeup tests are considered valid so schools and districts are not penalized for legitimate student absences.

8.3 Preparing for Administration

8.3.1 Preparing the Testing Environment

Prepare the testing room by ensuring the following:

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

8.3.2 Materials Required, Permitted, and Not Permitted

The following materials are required for paper-based testing:

- this manual, which includes English and Spanish administration scripts
- a "Testing—Do Not Disturb" sign for the classroom door
- two No. 2 pencils with erasers for each student
 - Mechanical pencils are not allowed.
- test booklets
- answer documents

The following materials are permitted (but not required) for paper-based testing:

- highlighters
 - Students may use yellow highlighters to mark in the test booklets.
- scratch paper

The following materials are not permitted for paper-based testing:

- mechanical pencils

Calculators

Calculators are not permitted for use during the NM-ASR.



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- For grades 3-6, students may use only four-function calculators with square root and percentage functions during Session 2. The use of calculators is not allowed during Session 1.
- For grades 7 & 8, students may use only scientific calculators during Session 2. The use of calculators is not allowed during Session 1.

9. During Paper-Based Testing

9.1 Directions for Test Administration

In sections 10-11, the directions that are to be read aloud to students are in **bold** font. Directions to you are interspersed within the script and are in regular font and in brackets. Read the directions for students exactly as written, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, “No. That is wrong. Listen again.” Then read the direction again.

- Encourage the students to do their best.
- Check periodically to make sure that the students are recording their answers properly and are only working in the current test session.
- Ensure that the students work until they reach the end of each testing session.
- Remember that you are prohibited from spelling words for students during all testing sessions.

9.2 Completing Answer Documents

To ensure accurate processing of the answer documents, they should be marked properly and kept in good physical condition. Remind the students to:

- handle test booklets and answer documents with care;
- record their answers with heavy, dark marks;
- use only a No. 2 pencil (no mechanical pencils are allowed);
- avoid making extra marks in the answer documents;
- avoid folding answer document covers back;
- leave extra space blank if answer boxes appear to be larger than necessary; and
- remember that only what is darkened in the response circles and written in the answer boxes will be scored.



10. BIE Science PBT (NM-ASR PBT) Directions and Scripts

10.1 BIE Science PBT (NM-ASR PBT–Science) Session 1

Recommended Session Time: Refer to the tables in section 2.2.2.

Materials Needed:

- test booklets, answer documents, sharpened No. 2 pencils with erasers, (for grade 11 only) periodic table reference sheets

On the day(s) of the NM-ASR, be sure to prepare the testing space as described in section 8.3.1.

Note: Calculators may not be used. Scratch paper may be used. Spelling words for students is prohibited.

SAY You are not allowed to have a cell phone or other electronic device during testing. [Please refer to the Policy on Electronic Devices in [section 2.1.2.](#)] If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand. [Collect and store students’ devices according to the procedure at your school.]

SAY If a cell phone or other electronic device is discovered during testing, it will be confiscated and subject to search.

I will now give you your test booklet and answer document. Leave both closed until I tell you what to do. [For Grade 11 only, say the following.] I will also give you a periodic table reference sheet for you to use as needed.

[Distribute the test booklets, answer documents, and two pencils to each student. For grade 11 only, distribute a reference sheet to each student.]

SAY Only No. 2 pencils may be used. Mechanical pencils may NOT be used.

Look at the name boxes on the front covers of your test booklet and answer document. Print your first and last name neatly on the lines on each document. [Pause.]

SAY Open your test booklet to the Session 1 Science directions. Open your answer document to the first page that says “Session 1 Science.” Do not fold your answer document back during this test.

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

SAY In this session, each question will have specific directions explaining how to answer. For some questions, you may need to choose more than one correct



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answer. You will answer other questions by writing your answers in the boxes provided in your answer document. Be sure to fit your answers within the boxes. Some questions have two or more parts. Be sure to answer all parts. While you are working, be sure to erase completely any changes that you make and clearly fill in the bubble for your intended answer.

Look at the directions in the test booklet at the top of the page. Follow along as I read them aloud. “Directions: Read each question carefully. For each multiple-choice question, decide which is the best answer. Be sure to mark or write your answers in your answer document. Only answers and work written inside the answer boxes will be scored.” Are there any questions? [If there are any procedural questions, reread the directions.]

SAY You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can. You may draw or write in your test booklet if this will help you answer the questions. Begin with the first question in this session and continue working until you see the stop sign. Do not work past the stop sign. Remember to mark or write all of your answers inside the answer boxes in the answer document. Anything written in the test booklet will NOT be scored.

When you are finished with this session, close your test booklet and answer document and insert your answer document into your test booklet. You may then sit quietly or quietly read a book at your desk. Do you have any questions? [If there are any procedural questions, reread the directions.]

SAY You may begin.

Remain attentive and circulate throughout the room during the testing session. (Reading, grading papers, or doing other work is prohibited.) Ensure all students are working in the correct session and have not skipped to a different session.

Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

Reminder: You may not review the students’ responses.

After students have finished (approximately 51 minutes for grades 5 & 8, 54 minutes for grade 11), continue reading the following script.

SAY If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time. [Explain to students how extended time is to be handled in your school.]

SAY This completes Session 1.

If you will immediately continue with Session 2, provide students with a short break and proceed to the directions in [section 10.2](#).



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If you will not immediately continue with Session 2, collect the test booklets with inserted answer documents and the pencils with erasers from the students as they finish. Place all test materials in central, secure, and locked storage until the next testing session.

10.2 BIE Science PBT (NM-ASR PBT–Science) Session 2

Recommended Session Time: Refer to the tables in [section 2.2.2](#).

Materials Needed: test booklets, answer documents, sharpened No. 2 pencils with erasers, (for grade 11 only) periodic table reference sheets

On the day(s) of the NM-ASR, be sure to prepare the testing space as described in [section 8.3.1](#).

Note: Calculators may not be used. Scratch paper may be used. Spelling words for students is prohibited.

SAY You are not allowed to have a cell phone or other electronic device during testing. [Please refer to the Policy on Electronic Devices in [section 2.1.2](#).] If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand. [Collect and store students' devices according to the procedure at your school.]

SAY If a cell phone or other electronic device is discovered during testing, it will be confiscated and subject to search.

I will now give you your test booklet and answer document. Leave both closed until I tell you what to do. [For Grade 11 only, say the following.] I will also give you a periodic table reference sheet for you to use as needed.

[Distribute the test booklets, answer documents, and two pencils to each student. For grade 11 only, distribute a reference sheet to each student.]

SAY Only No. 2 pencils may be used. Mechanical pencils may NOT be used. Look at the name boxes on the front covers of your test booklet and answer document. Print your first and last name neatly on the lines on each document. [Pause.]

SAY Open your test booklet to the Session 2 Science directions. Open your answer document to the first page that says “Session 2 Science.” Do not fold your answer document back during this test.

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

SAY In this session, each question will have specific directions explaining how to answer. For some questions, you may need to choose more than one correct answer. You will answer other questions by writing your answers in the boxes



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provided in your answer document. Be sure to fit your answers within the boxes. Some questions have two or more parts. Be sure to answer all parts. While you are working, be sure to erase completely any changes that you make and clearly fill in the bubble for your intended answer.

Look at the directions in the test booklet at the top of the page. Follow along as I read them aloud. “Directions: Read each question carefully. For each multiple-choice question, decide which is the best answer. Be sure to mark or write your answers in your answer document. Only answers and work written inside the answer boxes will be scored.” Are there any questions? [If there are any procedural questions, reread the directions.]

SAY You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can. You may draw or write in your test booklet if this will help you answer the questions. Begin with the first question in this session and continue working until you see the stop sign. Do not work past the stop sign. Remember to mark or write all of your answers inside the answer boxes in the answer document. Anything written in the test booklet will NOT be scored.

When you are finished with this session, close your test booklet and answer document and insert your answer document into your test booklet. You may then sit quietly or quietly read a book at your desk. Do you have any questions? [If there are any procedural questions, reread the directions.]

SAY You may begin.

Remain attentive and circulate throughout the room during the testing session. (Reading, grading papers, or doing other work is prohibited.) Ensure all students are working in the correct session and have not skipped to a different session.

Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

Reminder: You may not review the students’ responses.

After students have finished (approximately 51 minutes for grades 5 & 8, 51 minutes for grade 11), continue reading the following script.

SAY If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time. [Explain to students how extended time is to be handled in your school.]

SAY This completes Session 2.

If you will immediately continue with Session 3, provide students with a short break and proceed to the directions in [section 10.3](#).

If you will not immediately continue with Session 3, collect the test booklets with inserted



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answer documents and the pencils with erasers from the students as they finish. Place all test materials in central, secure, and locked storage until the next testing session.

10.3 BIE Science PBT (NM-ASR PBT–Science) Session 3

Recommended Session Time: Refer to the tables in [section 2.2.2](#).

Materials Needed: test booklets, answer documents, sharpened No. 2 pencils with erasers, (for grade 11 only) periodic table reference sheets

On the day(s) of the NM-ASR, be sure to prepare the testing space as described in [section 8.3.1](#).

Note: Calculators may not be used. Scratch paper may be used. Spelling words for students is prohibited.

If you are not immediately continuing from the prior session,

SAY You are not allowed to have a cell phone or other electronic device during testing. [Please refer to the Policy on Electronic Devices in [section 2.1.2](#).] If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand. [Collect and store students’ devices according to the procedure at your school.]

SAY If a cell phone or other electronic device is discovered during testing, it will be confiscated and subject to search.

I will now give you your test booklet and answer document. Leave both closed until I tell you what to do. [For Grade 11 only, say the following.] I will also give you a periodic table reference sheet for you to use as needed.

[Distribute the test booklets, answer documents, and two pencils to each student. For grade 11 only, distribute a reference sheet to each student.]

SAY Only No. 2 pencils may be used. Mechanical pencils may NOT be used.

Look at the name boxes on the front covers of your test booklet and answer document. Print your first and last name neatly on the lines on each document. [Pause.]

For all students,

SAY Open your test booklet to the Session 3 Science directions. Open your answer document to the first page that says “Session 3 Science.” Do not fold your answer document back during this test.

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



SAY In this session, each question will have specific directions explaining how to answer. For some questions, you may need to choose more than one correct answer. You will answer other questions by writing your answers in the boxes provided in your answer document. Be sure to fit your answers within the boxes. Some questions have two or more parts. Be sure to answer all parts. While you are working, be sure to erase completely any changes that you make and clearly fill in the bubble for your intended answer.

Look at the directions in the test booklet at the top of the page. Follow along as I read them aloud. “Directions: Read each question carefully. For each multiple-choice question, decide which is the best answer. Be sure to mark or write your answers in your answer document. Only answers and work written inside the answer boxes will be scored.” Are there any questions? [If there are any procedural questions, reread the directions.]

SAY You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can. You may draw or write in your test booklet if this will help you answer the questions. Begin with the first question in this session and continue working until you see the stop sign. Do not work past the stop sign. Remember to mark or write all of your answers inside the answer boxes in the answer document. Anything written in the test booklet will NOT be scored.

When you are finished with this session, close your test booklet and answer document and insert your answer document into your test booklet. You may then sit quietly or quietly read a book at your desk. Do you have any questions? [If there are any procedural questions, reread the directions.]

SAY You may begin.

Remain attentive and circulate throughout the room during the testing session. (Reading, grading papers, or doing other work is prohibited.) Ensure all students are working in the correct session and have not skipped to a different session.

Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

Reminder: You may not review the students’ responses.

After students have finished (approximately 48 minutes for grades 5 & 8, 53 minutes for grade 11), continue reading the following script.

SAY If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time. [Explain to students how extended time is to be handled in your school.]

SAY This completes the New Mexico Assessment of Science Readiness.



This is the end of the English version of the NM-ASR administration.

Collect the test booklets with inserted answer documents and the pencils with erasers from the students. Follow the directions in [section 11.1](#) for completing student information on the answer document biogrids. Return all test booklets and answer documents to the STC.

11. After Paper-Based Testing

11.1 Completing Student Information on the Biogrid

The biogrid is located on the last two pages of the answer document (or integrated test booklet, for the grade 3 tests). A sample biogrid is provided for your reference in [section 11.3.2](#). Please refer to this section when reviewing the rules below for completing the biogrid. *Note: When using the biogrid, only use the NASIS ID number for the section “state student ID”.*

Do NOT ALLOW students to fill in any information in sections 1 or 2 of the biogrid.

Please remember that bubbling a field on the biogrid for new students or students whose Pre-ID label is not valid will not update or be automatically uploaded to NASIS. Corrections to NASIS must be made by school administrators. Be sure to make these corrections or updates before the close of the testing window to ensure reporting accuracy. Directions for bubbling each of the boxes on the biogrid are provided in [section 11.3.1](#) for reference, as needed.

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

11.2 Rules for the Use of Pre-ID Labels

11.2.1 Purpose of Pre-ID Labels

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

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

11.2.2 Valid versus Invalid Pre-ID Labels

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

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



11.2.3 Valid Pre-ID Labels

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

11.2.4 Invalid Pre-ID Labels

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

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

Please refer to the Rules for Completing Biogrids table in [section 11.3](#).

11.3 Rules for Completing English or Spanish PBT Biogrids

	Section 1: TESTING	Section 2: IDENTIFICATION
BIE state educational institutions	Bubble Box(es)	Bubble Box(es)
1. Pre-ID label has 3 correct identifiers.	Any that apply	Leave blank
2. Pre-ID label has 1 or more incorrect identifiers.	Any that apply	A-F
3. Student does not have a Pre-ID label.	Any that apply	A-F
4. Student is new.	Any that apply	A-F

11.3.1 Directions for Each Box

NOTE: The box letters are organized by biogrid section 1 or 2.

Section 1: TESTING (All schools, as needed)

Box G. Test Completion Status—Mark the bubble corresponding to the student’s test completion status if the student was not tested in all sessions, or if a modification/other testing irregularity occurs.

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

Box I. EL Accommodations—Mark the bubble(s) that corresponds to the accommodation(s) used for any students who are EL and participated in any part of this administration with an accommodation.

Box J. Void-Do Not Score—Mark this bubble if the answer document needs to be voided completely and not scored.

Section 2: IDENTIFICATION (All BIE students who attend BIE state educational institutions whose Pre-ID label is not valid)



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- Box A. Student Name**—Write in and mark the bubbles for the first 20 characters of the student’s last name, the first 16 characters of the first name, and the middle initial (MI).
- Box B. District Code**—Mark the bubbles with the correct district code.
- Box C. School Code**—Mark the bubbles with the correct school code.
- Box D. Birth Date**—Mark the bubble for the month of birth; then write in and mark the bubbles for the day and year of birth.
- Box E. State Student ID**—Write in and mark the bubbles for the nine-digit state student ID number.
- Box F. Gender**—Mark the bubble corresponding to the student’s gender.

11.3.2 Sample NM-ASR Biogrid

Inside back cover of answer document

SECTION 1: TESTING: If student did not test all sessions, mark the appropriate Test Completion Status in Box G. Bubble accommodations used in Box H and Box I. Bubbled Box J will void the entire answer document.
Caution: Filling in the bubble in Box J will result in all of the answer document not being scored.

G TEST COMPLETION STATUS	
<i>(Mark one bubble for each content)</i>	
Withdrew Before Test Completion	①
Non-Allowed Modification	②
Medical Emergency	③
Parental Refusal	④
Other Non-Completion	⑤
Test Irregularities	⑥
Absent	⑦
COVID exemption	⑧

H IEP/504 ACCOMODATIONS	
Human Reader English	<input type="radio"/>
Human Reader Spanish	<input type="radio"/>
Read Aloud to Self	<input type="radio"/>
Human Signer	<input type="radio"/>
Selected Response Human Scribe	<input type="radio"/>
Constructed Response Human Scribe	<input type="radio"/>
Assistive Technology Devices Presentation	<input type="radio"/>
Assistive Technology Devices Responses	<input type="radio"/>
Allow Accessibility Mode Testing	<input type="radio"/>
Large-print	<input type="radio"/>
Braille	<input type="radio"/>

I EL ACCOMMODATIONS	
Spanish Language Version	<input type="radio"/>
Picture Dictionary	<input type="radio"/>
Directions in Native Language	<input type="radio"/>
Commercial Word-to-Word Dictionary	<input type="radio"/>
Customized Dual Language Glossary	<input type="radio"/>
Pocket Word-to-Word Translator	<input type="radio"/>

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

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

Back cover of answer document

SECTION 2: IDENTIFICATION: Bubble Boxes **A–F** if this student's Pre-ID label is invalid. (See TAM section "Rules for Completing English PBT Biogrids" for clarification.)

A																				B		C										
LAST NAME										FIRST NAME										MI	DISTRICT CODE		SCHOOL CODE									
<input type="radio"/>																																
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	0	0	0	0	0	0	0	0	0	0
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	1	1	1	1	1	1	1	1	1	1	
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	2	2	2	2	2	2	2	2	2	2		
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	3	3	3	3	3	3	3	3	3	3		
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	4	4	4	4	4	4	4	4	4	4		
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	5	5	5	5	5	5	5	5	5	5		
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	6	6	6	6	6	6	6	6	6	6		
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	7	7	7	7	7	7	7	7	7	7		
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	8	8	8	8	8	8	8	8	8	8		
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	9	9	9	9	9	9	9	9	9	9		
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K												
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L												
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M												
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N												
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O												
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P												
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q												
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R												
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S												
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T												
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U												
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V												
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W												
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X												
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y												
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z												

D BIRTH DATE						
MONTH	DAY	YEAR				
JAN <input type="radio"/>	<input type="radio"/>					
FEB <input type="radio"/>	<input type="radio"/>					
MAR <input type="radio"/>	<input type="radio"/>					
APR <input type="radio"/>	<input type="radio"/>					
MAY <input type="radio"/>	<input type="radio"/>					
JUN <input type="radio"/>	<input type="radio"/>					
JUL <input type="radio"/>	<input type="radio"/>					
AUG <input type="radio"/>	<input type="radio"/>					
SEP <input type="radio"/>	<input type="radio"/>					
OCT <input type="radio"/>	<input type="radio"/>					
NOV <input type="radio"/>	<input type="radio"/>					
DEC <input type="radio"/>	<input type="radio"/>					

E STATE STUDENT ID									
<input type="radio"/>									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

F GENDER	
<input type="radio"/> Male	<input type="radio"/> Female



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Grade
11

16 1234567890



11.3.3 Final Reminders

Check the answer documents (or integrated test booklet, for the grade 3 tests) and verify that

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

Check the large-print materials to

- verify that all of the answers written in the large-print test booklet were transcribed exactly into the student's answer document. Only answers in the answer document or typed responses will be scored.
- include any typewritten or handwritten pages as instructed in section 3.3.5.

Check the Braille materials to

- verify that the student's answers were transcribed **exactly** into the student's answer document. (If the responses are not transcribed into the student's non-Braille answer document, they will not be scored.)
- include any typewritten or handwritten pages with the answer document as instructed in section 3.3.5.

Return all test booklets and answer documents to the STC at the completion of testing.



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Appendix A: Computer-Based Testing Checklist for Test Administrators

Please note: This checklist is provided as a summary only. It is essential that you thoroughly read this entire manual in order to ensure the proper administration and security of the online test.

Test Administrator Task Checklist	
Before Testing	
	Read the <i>Test Administrator’s Manual</i> (TAM).
	Have students take the practice test to become familiar with the portal interface and tools as well as the various question types.
	Meet with the School Test Coordinator (STC) to review the testing schedule and the procedures in this manual.
	Obtain Student Login Tickets and Session Access Codes from the STC for all students assigned to you.
	Secure scratch paper and pencils with erasers for each student you will be testing.
	Remember to charge laptops prior to testing.
During Testing	
	Post a “Testing—Do Not Disturb” and “No Electronic Devices” sign on your classroom/lab door.
	Be sure that all students have comfortable and adequate computer workstations.
	Distribute student login tickets for each student assigned to you for testing.
	Post the Session Access Code for the test session at the front of the room.
	Monitor students to ensure they have logged on successfully and answer any procedural questions.
	Speak with your technology coordinator and/or Cognia Technical Support [877-676-6722, option 2] about any technology-related issues that arise.
	If a student needs to leave the test room for any reason, be sure an escort is available to accompany the student to and from the test room.
After Testing	
	Instruct students to exit the NM Summative Assessment testing kiosk at their workstations.
	Collect the Student Login Tickets and scratch paper.
	Remove (erase) the posted Session Access Code.



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Appendix B: Important Resources & References

Resource	Location
Forms and Checklists	
Staff Confidentiality Agreement Form	https://bie.onlinehelp.cognia.org/
Principal's Verification Form	
Superintendent's Verification Form	
Testing Irregularities Reporting Form	
Computer-Based Testing (CBT) Waiver	
DTC/STC/TA/Proctor Test Security Checklists	
Guides and Training	
Kiosk Installation Guide	http://www.udpsi.com/bie-assessments.html
NM Summative Assessments Kiosk User Guide	
Portal User Guide	
Technical Guide for Spanish Language Support	
Technology Guidelines	
Testing with Third Party Assistive Technology	
Other	
Test Administrator's Manual (including test administration scripts)	http://www.udpsi.com/bie-assessments.html
2020–21 District Test Coordinator Manual	http://www.udpsi.com/bie-assessments.html
2020–21 Assessment Accommodations & Accessibility Manual	

BIE Science Assessment (NM-ASR) Security Checklist



50 Education Way
Dover, NH 03820

BIE Science Assessment (NM-ASR) Security Checklist

Ship To:

Ship Code:	00000000357225		Date Packed:	02/25/2021
Contract:	C0022		Contract Name:	BIE Science Assessment
Administration:	2020-2021			
County Code:	100	County Name:	BIE	SU Code:
Superintendent Unit Name:				
District Code:	900	District Name:	TCS	
School Code:	147	School Name:	Ahfachkee Day School	
Grade:	XX			

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

Description											Qty Shipped			
Gr XX Test Booklets with ADs inserted											77			
CPI	Booklet Numbers	Student name	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN
0505689	1301001733													
0505689	1303001995													
0505689	1304002026													
0505689	1302003921													
0505689	1301005713													
0505690	1301001563													
0505690	1303003756													
0505690	1304003890													
0505690	1304003979													
0505690	1302005764													
0505692	1303001993													
0505692	1304002017													
0505692	1302003932													
0505692	1302003939													
0505692	1301005522													

Ship Code:

00000000357225

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Appendix C: Submitting a Test Offline

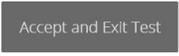
Please raise your hand and notify your proctor.
A connection to the network could not be established. Your test has been saved offline.

Proctor, this student's test responses have been stored locally on this device. When network connection is restored, you must re-launch the kiosk or mobile app from this device in order to send the stored responses to the servers, or you can also try to send responses by clicking "Send Responses" button.

1 

Do not move the student to a different device.
If you have any questions, please contact technical support immediately.

2 Proctor Password

3 

4  5 

What happened and why did my student receive this message?

Internet connectivity was lost after the student began testing and was not restored by the time the student completed the test. The student completed the test session and clicked "Turn in Test". The student's responses will be saved to the local folder configured when the Kiosk was initially installed.

What do I do next?

1. Read the instruction in the message and click *Send Responses*, you will be notified to wait 10 seconds to allow time for the kiosk to check for an internet connection. If internet connectivity was reestablished before clicking Send Responses, the stored responses on this device will be sent to the servers and the kiosk will submit and exit the test. If there is no internet connection, the Send Response button will show up again. From here you can try to establish internet connection and click Send Responses again or move on to step 2.
2. Enter the proctor password to acknowledge that you have read and understand the instructions.
3. Select *Accept and Exit Test*.
4. Reestablish the device's connection to the internet as soon as possible.
5. Relaunch the Kiosk from the same device that received the initial error. Student responses will be automatically sent as soon as the Kiosk is relaunched and the Kiosk will be available for another student's test.



Appendix D: Assessment Forms



BIE Science Assessment and BIE Alternate Assessment Principal's Verification Form 2020-2021

Purpose of Form: This form is completed by the principal to declare that school staff have been provided with test security training and assessment policy guidance as required by BIE.

Procedure for Completing:

- Principal verifies all activities took place by placing a check mark in each box.
- Principal completes and signs form.
- Keep a copy for school site records and submit a copy to district office within 10 business days of the end of testing for each semester.
- Both school and district must keep for five (5) years.
- Form is not submitted to BIE.

I verify that the following is true for all state-mandated testing for the semester.

	The School Principal(s), School Test Coordinator(s) (STC), Test Administrators (TAs), Proctors, Hall Monitors, and any staff who handled tests received test security training by the District Test Coordinator (DTC) or STC prior to testing each semester. Sign-in sheets with printed name, signature, and position of each attendee will be retained at the district level for five (5) years.
	All staff followed set procedures for storage, chain of custody, and return of all testing materials to the contractor in accordance with the BIE policies and packing and shipping instructions in the Test Coordinator Manual (TCM).
	All TAs administering the alternate and Science assessments, and other assessments requiring individual online training met training requirements for administration. All training certificates will be retained at district level for five (5) years.
	All STCs and TAs met licensure requirements.
	Students received assigned accommodations as prescribed on IEPs, 504 Plans, and/or EL Plans.
	STCs properly reported possible test irregularities to DTCs or BIE within three (3) days of the event. Tests were voided or scores invalidated for any students who received inappropriate accommodations, were discovered with electronic equipment on their person, or who were administered the test inappropriately.

Principal Printed Name:		Principal Signature:	
School Code:		School Name:	
District Code:	District Name:	Date:	



**BIE Science Assessment and BIE Alternate Assessment
Staff Confidentiality Form
2020-2021**

Procedure for Completing Form:

BIE bureau-wide assessments provide valid measures of student achievement to guide instruction and evaluate school and district performance. During administration, certain local educational agency (LEA) staff members must handle secure test materials in the course of their work. Stringent procedures ensure that standardized tests are handled, stored, prepared for, and administered in a uniform and secure manner. A violation of test security requirements will result in an investigation by an LEA and BIE that could invalidate test results and may have severe consequences for the LEA and staff members.

BIE Policy authorizes BIE to take corrective actions for a violation of test security, including the following:

- Direct the district or a named individual to stop engaging in a particular testing irregularity or the administration of further standardized tests during the current school year;
- Confiscate any standardized test material that jeopardizes security;
- Recommend any further action necessary to maintain test security;
- Invalidate the test results and require administration of a similar or alternative form, or any affected student will not receive scores;
- Refer the matter for possible suspension or revocation of a person's educator or administrator licensure or other BIE licensure;
- Take any other action authorized by state or federal law or regulation;
- Modify school and district accountability determinations.

I acknowledge that standardized state assessment materials constitute and contain confidential, proprietary, and trade secret information that is not subject to disclosure under New Mexico law.

I agree not to record, store, keep, or copy in any format any materials and information pertaining to the contents of standardized state assessments that are handled during the course of my work, including test items, item answers, methodologies, and all ancillary and related materials, including revisions and other derivative works and materials.

I agree not to disclose or otherwise divulge to anyone outside the context of the work I perform for the BIE any information pertaining to the contents of standardized state assessments including all aforementioned contents.

Name (printed)

Date

Signature



BIE Science Assessment and BIE Alternate Assessment Testing Irregularity Reporting Form 2020-2021

Purpose of Form: This form should be used to document and report the occurrence of a testing irregularity.

Definition of Testing Irregularity: Any incident in the handling or administration of a test that results in questioning the accuracy of the data or security of the test that may or may not result in an invalidation.

Procedure for Reporting:

- When a testing irregularity occurs, the district must notify/report the incident to BIE by email (maureen.lesky@bie.edu) within 3 days.
- All sections of this form must be completed by district personnel and submitted to the BIE within 10 days of the incident.

All sections of this form, along with supporting documentation, must be typed.

District Code:	District Name:	Date of Incident:
For which assessment program did the irregularity occur?		
Who is completing this form?		
Phone:	Email:	
SCHOOL AND STUDENT INFORMATION		
If the incident involved multiple students, provide a supplemental sheet identifying the specific test, grade level, and State Student Identification (SSID) number for each student. Do not include additional student identifiable information.		
School Code:	School Name:	Test Subject(s):
Grade(s):	SSID(s):	
INCIDENT INFORMATION		
Description of Incident: (What happened?)		
School District Action: (How was the incident handled by the district?)		
School District Recommendation: (Do you recommend invalidating scores?)		
PERSONNEL INFORMATION		
Name/Position of Staff Involved and License Number:		Did staff receive training in test security? <input type="checkbox"/> YES <input type="checkbox"/> NO Date(s) of Training:
Name/Email of District Test Coordinator:		
Name/Email of School Test Coordinator:		
BIE USE ONLY		
Report processed by:		Date:
BIE decision:		Date district notified:



BIE Science Assessment



**TESTING IN
PROGRESS**

**DO NOT
DISTURB**



BIE Science Assessment

**Unauthorized
electronic devices
MAY NOT be used
or visible at ANY
time during testing
session.**





BIE Science Assessment

You Should Now Be Working in Session 1



BIE Science Assessment

You Should Now Be Working in Session 2



BIE Science Assessment

You Should Now Be Working in Session 3