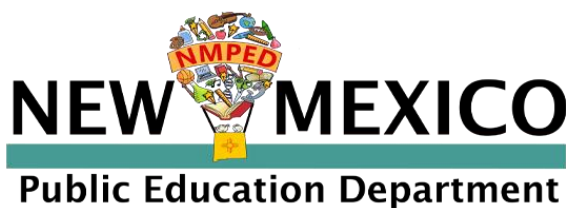




NM-Assessment of Science Readiness: Kite **Test Administration** Manual

Spring 2025



NEW MEXICO ASSESSMENT
OF SCIENCE READINESS



Assessment & Technology Solutions

NM-ASR Calendar of Activities

Table 1: NM-ASR Calendar of Activities

January	
TBD	Kite Technology Training for District Technology Coordinators
6	Test Coordinator Manual (this document) available on nmassessments.org
6	DTCs update user accounts in Kite Educator Portal
15	Kite Educator Portal Sandbox opens
15	PED enrollment files imported to Kite Educator Portal
15-31	DTCs verify & update enrollment, roster students in Kite Educator Portal
15-31	DTCs update student PNPs
27	Test Administrator Manual available on nmassessments.org
31	Practice Test window opens; all rostered students are assigned. Resources available on nmassessments.org and in Kite Educator Portal Help tab
February	
24	Deadline to order PBT materials to have them before the window opens
March	
10	NM-ASR testing window opens
21	Final deadline to order PBT materials and paper ISRs
April	
	Testing window continues
May	
2	NM-ASR testing window closes
16	Deadline to return PBT forms to Kite
16	LEAS review discrepancy data
June	
1	Invoices sent out to districts
18	ISRs available online in Kite Educator Portal
23	Paper ISRS shipped to those that ordered them
25	Kite Parent Portal has 2025 NM-ASR ISRs available

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About This Manual

This manual outlines the steps to be followed before, during, and after administration of the New Mexico Assessment of Science Readiness (NM-ASR). 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.

About Kite, AAI, and ATS

The Kite® Suite is developed by the Assessment and Technology Solutions (ATS), which is a center under the Achievement and Assessment Institute (AAI). AAI is a service and research entity within the School of Education and Human Sciences at the University of Kansas.

The Kite Suite consists of these main components (i.e., portals):

- **Kite Content Portal (CP)** – used by assessment professionals to create engaging test items including technology-enhanced (TE) items mapped to national and state standards.
- **Kite Educator Portal (EP)** – used by administrators to manage data, monitor test completion, and access reports.
- **Kite Student Portal (SP)** – used by students to take assessments.
- **Kite Scoring Portal (ScP)** – used by educators and scoring professionals to score human-scored items such as open-ended or audio-capture items.
- **Kite Parent Portal (PP)** – used by parents to view student score reports.

Changes to the Guide

The following table lists the changes made to this guide since the last major release of the documentation.

Date	Page	Change
3/17/25	21	Updated guidance about order of test sessions: For 2025, the order in which the test sessions are taken does not matter.

Overview

This manual assists test administrators (TAs), administering assessments through **Kite Student Portal (SP)** where students take assessments. SP is a secure test environment application that prevents students from accessing outside resources and must be installed on testing devices. A different manual is available to assist Test Coordinators (TCs) with **Kite Educator Portal (EP)** where assessments are managed. Both manuals can be found on the program website which is linked below in Table 2: Contact and Program Resources*Error! Reference source not found.*.

NOTE: The Kite Suite may also be used by your state for the Dynamic Learning Maps® (DLM®) alternate assessment.

Graphics

Every effort was made to ensure the graphics in this manual match what users will see. Expect some slight differences depending on the operating system used to access Kite Student Portal. Names and organizations shown are fictitious.


Disclaimer

Kite and the Kite logo are trademarks of The University of Kansas. All other trademarks referenced in this guide belong to their respective owners.

Getting Help

The Kite Service Desk provides support to educators through phone calls, email, and live chat in EP. The Service Desk is closed on weekends as well as the week between Christmas and New Year's Day. Contact the Kite Service Desk or view the program website using the methods below.

Table 2: Contact and Program Resources

Resource	Location
Program Name	New Mexico Assessment of Science Readiness (NM-ASR)
Kite Service Desk Phone Number	855-519-0571
Kite Service Desk Email Address	nm-asr-support@ku.edu
Kite Live Chat in Kite Educator Portal	https://educator.kiteaai.org
Hours	6:00am - 4:00pm M-F MT, (6:00am - 7:00pm during testing window)
Program Website	https://nmassessments.org
Program Website Technology Coordinators	https://nmassessments.org/technology-coordinators
Kite Student Portal (Name)	Kite Student Portal
Kite Student Portal (URL)	https://student.kiteaai.org
Kite Student Portal (Icon)	

Personally Identifiable Information (PII)

Do not send any Personally Identifiable Information (PII) (e.g., student ID, first name, last name, date of birth, and social security) for a student via email or Live Chat. This is a federal violation of the Family Education Rights and Privacy Act (FERPA). PII information may include combinations of data such as a student ID and school name.

Call if an issue requires communicating the student ID or the test the students are taking.

Live Chat

Live Chat in EP may be used to contact the Kite Service Desk during normal business hours.



Help Videos

The training video titles listed below are available on the Program Website and in EP under the Help menu.

Table 3: Training Videos Available on Kite NM-ASR website and in EP

Title	Topic
Intro to Kite Suite	An introduction to the Kite Suite.
Intro to Kite Student Portal	An overview of Kite Student Portal, installation, navigation, and testing.
Getting Started in Kite Educator Portal	An introduction to Kite Educator Portal, where districts and schools manage data, monitor tests, and view reports.
User Management	How to manage educator accounts in EP.
Adding Roles to Existing Users	How to add NM-ASR or DLM management to an existing user in EP.
Student Enrollment Management	How to verify student enrollments, add students, and edit student information.

Roster Management	How to create and manage rosters in EP.
Student PNP Settings	How to verify and set accommodations.
Test Administration	An overview of test administration and monitoring.
Data Extracts	An overview of the available extracts in EP.

Overview

About the Tests

The New Mexico Assessment of Science Readiness (NM-ASR) assesses New Mexico's STEM Ready! Science standards, which combine the Next Generation Science Standards (NGSS) and New Mexico's six specific standards. The new 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 NM-ASR assessments 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.

NM-ASR assessments are administered in either computer-based test (CBT) or paper-based test (PBT) formats. In accordance with PED policy, a student must have a need to test on paper documented in their IEP.

NM-ASR assessments comprise three sessions. All formulas that a student needs to complete the assessment are included within the question. No formula sheet will be provided or allowed during the assessment. A periodic table is embedded in the CBT and provided for the PBT. Calculators are not allowed on NM-ASR assessments.

Test Administrator Responsibilities

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

The TA must be a PED licensed educator. The TA and additional proctors must have received training from a Test Coordinator (TC) and signed the PED Confidentiality Agreement. Please contact PED with questions. The TA's primary responsibilities include:

- reading this manual,
- meeting with the TC 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.

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 TC.

A TA task checklist is provided in Appendix A: Checklist for Test Administrators.

Administration Policies

Security Guidelines

Security of Test Materials

The New Mexico Statewide Assessment Program requires that the NM-ASR receives the highest level of test security and accountability. Keeping all test questions secure is vital to maintaining the validity of the tests administered in the statewide assessment program. 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.

The security of NM-ASR 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 locked storage space for the safekeeping of test materials until the materials are returned.

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

- Receive training on test security and administration by a TC.
- Complete the Confidentiality Agreement and return it to the TC.
- 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 locked, secure area when not in use.
- Report any possible breaches of security to the TC immediately.
 - Examples of security breaches include, but are not limited to,
 - improper handling of test materials, such as
 - someone reproducing any test material or student responses,
 - allowing any unauthorized access to test materials before, during, or after testing,
 - leaving test materials (including computers being used for computer-based testing) unsecured when the TA or a proctor is not in the classroom, and
 - allowing students to take photos of or share questions and/or answers via text or chat functions on their cell phones.
 - improper test administration procedures, such as
 - coaching students during testing, or
 - altering student responses in any way.

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, periodic tables written on by students, and scratch paper written on by students are secure.

For computer-based test (CBT) administration, the login usernames and passwords, periodic tables written on by students (if locally printed), and scratch paper written on by students, are secure.

NOTE: Students may be provided with scratch paper for their use on the test. All scratch paper must be collected and securely shredded or destroyed 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.

Manuals are not considered secure but should be carefully disposed of after testing to ensure that old versions are not being used during future administrations.

Reproduction or Unauthorized Distribution of Secure Materials

Unauthorized reproduction of test materials is a violation of the Federal Copyright Act and of section 6.10.7 of the New Mexico Administrative Code (NMAC), which addresses test security and administration of the New Mexico Statewide Assessment Program. One requirement of this regulation is that signs be posted near school copy machines before and during the test administration window to notify individuals that NM-ASR 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 before, 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 NM-ASR 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 specified in this manual, is only permitted if the student qualifies for such an accommodation. Please see the section on Prohibited Activities for more information. Please contact PED with specific questions regarding a secure, standardized testing environment.

Electronic Device Policy

Under direction of the PED, schools must enforce a strict electronic device policy during standardized testing to maintain test security. This policy applies to administrations of all New Mexico state 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 except 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 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.
- Unless a student has a medical need and has an approved Non-Standard Accommodations request on file, electronic devices may not be on a student's body. This includes in pockets or otherwise stored in clothing.
- Electronic devices must be collected by the TA and 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 TC or building administrator.

- 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.
- 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 TC.
- Students caught with electronic devices during testing may have assessments invalidated by the PED, which counts against the school's participation.

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,
- 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 the student should change responses,
- allow students access to NM-ASR questions before 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.

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 to a TC.

If any certified school employee is involved with any of the unauthorized activities cited in the Security Guidelines section of this manual, that employee is in jeopardy of possible license revocation by the PED.

Student Confidentiality

The Family Education Rights and Privacy Act (FERPA) requires that access to individual students' information be restricted to the student, their parents/guardians, and authorized school personnel. All superintendents and charter leaders, principals, District Test Coordinators (DTCs), and Building Test Coordinators (BTCs) 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 be released only in instances of school staff needing to know them, valid requests for transcripts, or the student/parent enforcing their right to inspect and request explanations of their 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 New Mexico public school.

Researchers may obtain test scores from school districts provided the information requested is at the group or cohort level and are discouraged from reporting aggregated data for groups of fewer than ten 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.

Administration Information

Testing Requirements

Participation in state-wide summative testing is required. New Mexico will administer the NM-ASR to all eligible students enrolled in grades 5, 8, and 11. PED will hold all schools accountable for participation in the NM-ASR. Grade 10 and 12 students who have not previously taken the NM-ASR may also be required to take the grade 11 assessment.

Exceptions to the requirement for all students to participate are permitted only in the following circumstances:

- Students who meet the eligibility criteria for alternate assessment should be assigned the Dynamic Learning Maps (DLM) in lieu of the NM-ASR.
- Non-Spanish speaking students with a PED-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 PED via telephone at 505-827-5861 or email at ped.assessment@ped.nm.gov.

Test Design and Durations

NM-ASR Question Types

The NM-ASR is composed of a variety of question types. Some questions are grouped in clusters that correspond to a shared stimulus (phenomenon), while other questions are standalone. There are open-ended response questions, which are human-scored, and one- and two-part, machine-scored questions. The machine-scored questions include multiple-choice, multi-select, and various technology-enhanced interaction types, including drag-drop, hot spot, select text, and matching.

Administration Times

All test sessions, including make-up testing, must be completed during the test administration window. 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.

Table 4: Administration Time and Guidelines for Scheduling

Task	Time to be Allotted for Test Administration
1. Pre-administration tasks, including reading instructions to students and answering questions.	5 minutes
2. Distribution of test materials to students.	5 minutes
3. Administration of session.	50-55 minutes, see below
4. End-of-session activities, including collecting test materials.	5 minutes

Testing Times

The NM-ASR is an untimed test. Suggested times are provided to assist with scheduling. The suggested testing times are listed in the following tables. Test sessions should be scheduled so that students will have sufficient time to complete

each session before lunch or afternoon dismissal. If it is estimated that students cannot finish a session before dismissal, the students should not begin the session, and the session should be rescheduled for a make-up day. **Breaks should be provided between sessions.**

Table 5: NM-ASR Session Testing Times

Grade		Session 1	Session 2	Session 3	Total
5	Estimated Duration (Minutes) ¹	50	50	50	150
	Number of Questions	19	20-21	15	54-55
8	Estimated Duration (Minutes) ¹	50	50	50	150
	Number of Questions	19-20	17	17	53-54
11	Estimated Duration (Minutes) ¹	55	55	55	165
	Number of Questions	16	16	15	47

¹This estimated duration does not include the additional 15 minutes per session normally recommended for the TA to distribute materials and read directions to the students.

For more information about the test design, refer to the NM-ASR Test Blueprint public facing document found here: <https://webnew.ped.state.nm.us/bureaus/assessment/nmasr-resources/>.

Accessibility Features and Accommodations

Overview and Policies

Accommodations and participation decisions will be made by each student's educational team. The team should ensure that the student has received the agreed-upon, allowable accommodation(s) in daily instruction and classroom assessments in the content area. 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 additional PED guidance concerning accommodations on the required summative assessments, refer to the [NM-ASR Assessment Accommodations & Accessibility Manual](#).

The DTC or BTC must assign accessibility features and accommodations embedded in Kite Educator Portal before the start of testing. TAs cannot perform this task.

Administering a test without IEP-documented accommodations or administering a test with accommodations not documented in the IEP is a testing irregularity that will require an invalidation. TAs should ensure that the appropriate assignment of accommodations is in place prior to the student completing a question on the assessment. 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.

Requirements for Computer-Based Testing






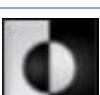
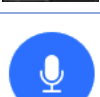

Setting Accessibility Features and Accommodations

The DTC or BTC must assign accessibility features and accommodations embedded in Kite Educator Portal before the start of testing. TAs cannot perform this task. For example, the ASL Video feature must be assigned before 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 Kite Educator Portal.

Kite Student Portal Accessibility Features and Accommodations Chart

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

Table 6: Accessibility Tools Available in Kite Student Portal

Icon	Tool	Description
	ASL Videos ³	Displays a video with American Sign Language interpretation of item content.
	Color Contrast ¹	Sets a specific text color (foreground) and background color with foreground/background options for grey/black, yellow/black, green/white, and red/black.
	Color Overlay ¹	Displays a light color background on the screen behind content specifically with blue, yellow, grey, red, or green.
	Magnification ² Whole Screen	Magnify the screen with 2.0X, 3.0X, 4.0X or 5.0X zoom.
	Masking ¹	Mask or cover parts of an assessment. A shaded box displays to move and resize over areas of the screen. Masks are controlled by students. Answer Masking and Custom Masking
	Reverse Contrast ¹	Sets the text color to white and the background color to black by default.
	Speech to Text	Dictates student voice into text, for extended response items only. Once text displays, use keyboard to edit.
	Text to Speech (TTS) ^{3,4}	A synthetic voice reads explanations of visuals, like pictures and graphs. NOTE: All NM-ASR students will have access to TTS that reads assessment content including instructions, stimuli, and response options.

¹ Available to all students.

² Available to all students, but specific settings in the PNP may be set to turn this setting on by default.

³ Available only through PNP.

⁴ Requires speakers or headsets.

Requirements for Paper-Based Testing

Please read these directions carefully before you administer the test.

Test Security

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

Ensure inventory is taken upon arrival of testing materials, prior to storing. If there is a discrepancy in the order and items received, please contact the Kite Service Desk promptly to report the missing material. The NM-ASR Chain of Command document included in your shipment must be used to track secure assessment materials.

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. Packets include large-print instructions, all large-print test booklets, and (grade 11 only) large-print periodic table.

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 pencils and scratch paper, if desired.

Student Responses

Only responses written in the large-print booklet or typewritten responses to short-answer and open-ended questions will be scored. All responses that are not completed directly in the answer document or typewritten must be transcribed into an answer document before shipping. Consider the following options with the student to determine the best method for recording the student's responses:

- Students may use soft-lead pencils to record their responses in the answer document.
- Students may type their responses with a word processor (without the aid of either a spelling or grammar check).
- Students may use a scribe to write oral responses or mark answers in the booklet.

If type-written responses to constructed-response questions are permitted as an accommodation, follow the instructions in Typed Responses for Paper-Based Testing

Administering the Braille Version

Students who are administered a braille version of the NM-ASR must be given a braille test material packet. Packets includes braille instructions, all braille test booklets and associated test administrator notes, (grade 11 only) braille periodic table, 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 adjust the specific directions for administering a test as needed to ensure that students taking the braille version of the test understand the testing procedures. For example, you should tell students they do not need to read or pay attention to the copyright notice that appears in the braille version.
- Various materials (e.g., braille writers, slates and styluses, Cranmer modified abacuses, and word processors without the aid of spelling or grammar checks) may be required by the students and must be furnished before beginning the assessment. Additionally, you should have available braille paper and placeholders.

Student Responses

Only responses written inside the standard answer document or typewritten responses to short-answer and open-ended questions will be scored. All responses that are not completed directly in the answer document or typewritten must be transcribed into an answer document before 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 use a scribe to write oral responses and mark responses in the answer document.
- Students may record their responses directly in the braille version of the test booklet.
- Students may record their responses using braille on a separate braille sheet of paper.
- 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 other questions directly in the braille version of the test booklet.

The TA (or proctor) must transcribe the student's braille responses and all other responses in the braille test booklet verbatim into the standard answer document after testing is completed. Only answers on the standards 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 Typed Responses for Paper-Based Testing.

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.

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

- Student's first and last name
- Student's grade level
- School name
- District Name
- Session name (e.g., Session 1)
- Question number (e.g., #6)

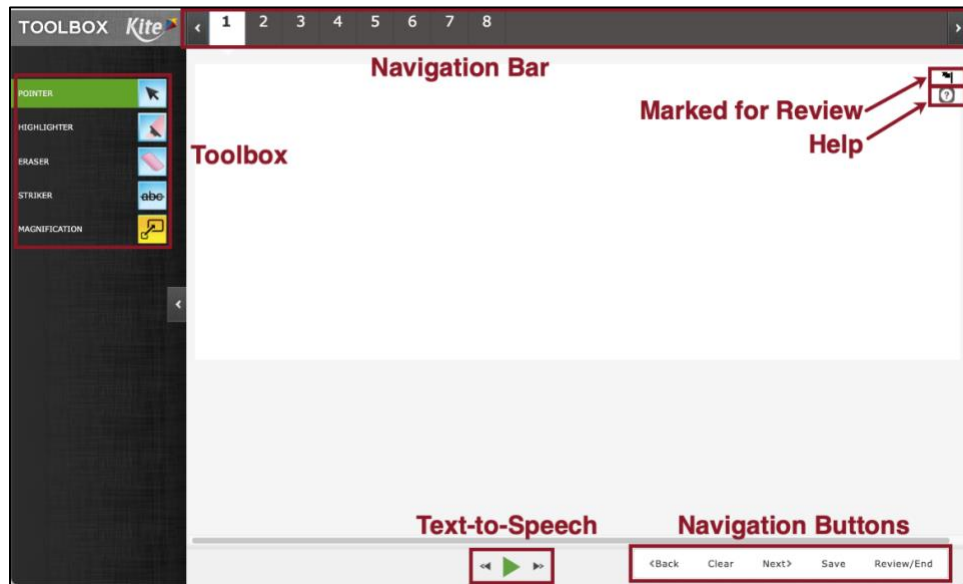
At the conclusion of testing, please staple or paperclip all sheets of paper containing typewritten responses from an individual student in the top left corner. Paperclip these sheets to the test booklet and (braille only) standard answer document and provide them to your TC at the end of testing.

Kite Student Portal Universal Tools and Navigation Features

Several features are available to help students gauge their progress while taking an assessment. This section briefly describes features that you may want to point out to students. The section contains graphics from the general user interface.

Main Assessment Window

An example of the main assessment window is shown below. The Navigation Bar is at the top of the screen. The Toolbox is on the left side of the screen. The text-to-speech (TTS) player and the navigation buttons are on the bottom of the screen. A help icon and a flag that the student can use to mark a question for review before finishing the assessment are located at the upper right side of the screen.

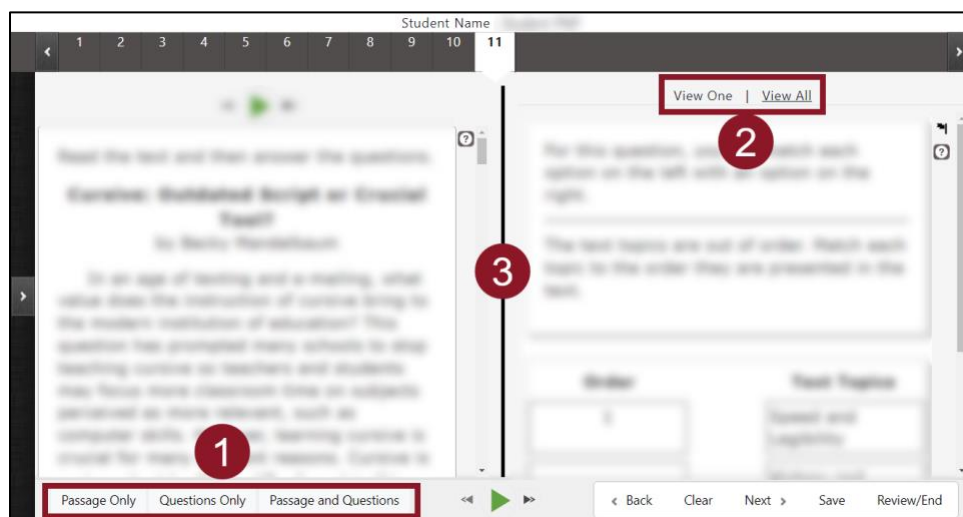


Stimuli with Related Questions

Sometimes, the screen displays a passage of text, or stimulus, with several questions related to that passage. The student can choose how the passage and related questions display.

The default setting, Passage and Questions, displays the passage on the left and one question associated with that passage on the right. The bold black line dividing the passage on the left from the question on the right is centered.

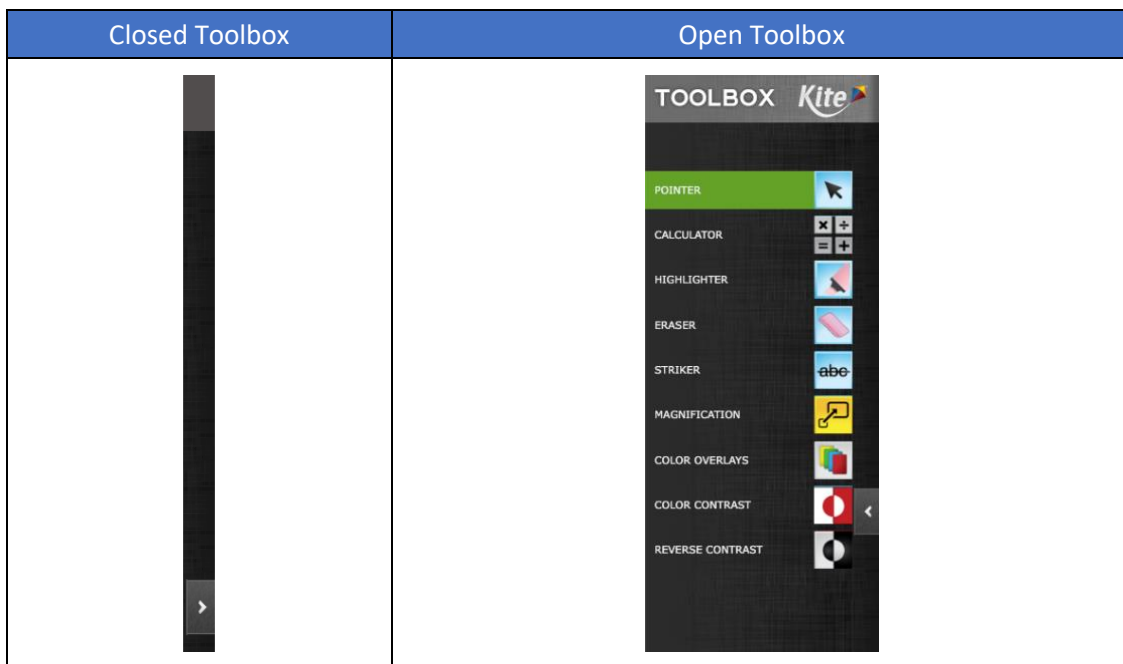
1. The three buttons at the lower left change the display to **Passage Only** or **Questions Only**.
2. On the upper right side of the screen, above the questions, select **View One** or **View All** to change the display of the questions. Selecting **View One** displays only one question at a time on the right side of the screen. Selecting **View All** displays every question related to the passage, but only one question at a time expands (i.e., showing possible answers).
3. The bold black dividing line moves left or right by selecting and dragging the line. This allows the passage or questions to occupy more screen space. The balance resets when moving between items or double-click/tap.



Toolbox

The **Toolbox** slides out from the left side of the screen when the user selects the white arrow icon in the left margin. Depending on the assessment settings, different selectable tool options display in the **Toolbox**.

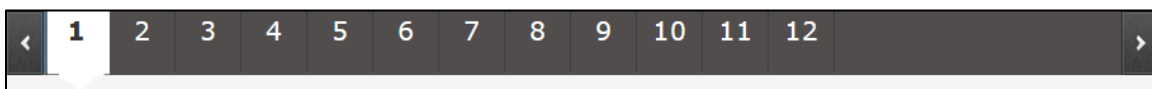
Move the cursor over the arrow icon in the left margin and select to open. Available labels and tool icons appear to describe each tool. Select the arrow icon again to close the **Toolbox**.



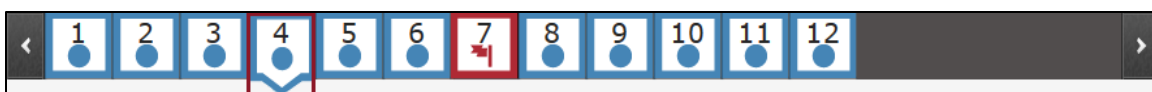
Navigation Bar

The navigation bar at the top of the window shows the number for each question on the assessment. Students can select a number to go to a specific question.

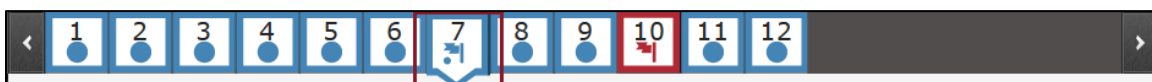
The number of the open question appears on a white background with a triangle pointing downward.



Answered questions appear on a white background with a blue border and a blue dot below the number.



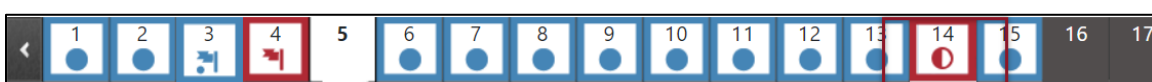
Flagged questions that are answered appear on a white background with a blue border and a blue flag with a small dot below the number.



Flagged questions that are unanswered appear on a white background with a red border and a red flag below the number.

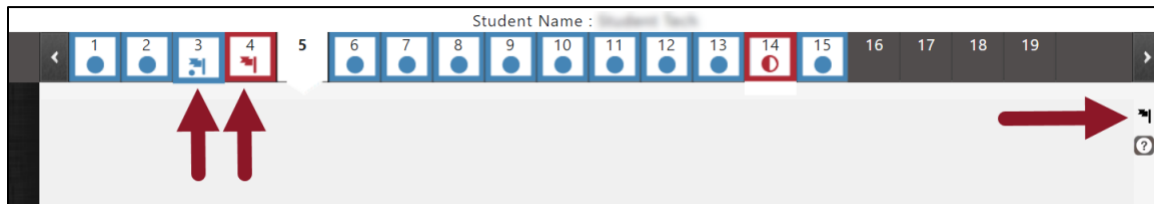


Questions with more than one part show a partial shaded circle when only part of the question is answered.

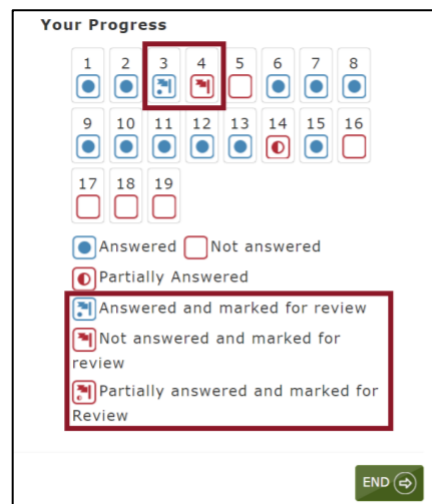


Flagging a Question – Mark for Review

Students can select the flag icon at the upper right side of the main window to mark a question for later review within the assessment session.

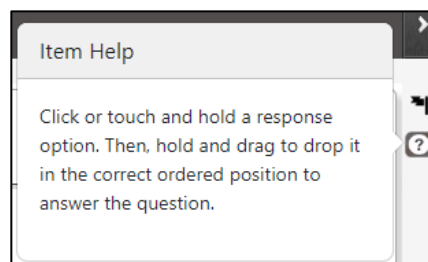


Flagged questions are also marked on the Review/End screen at the end of the assessment.



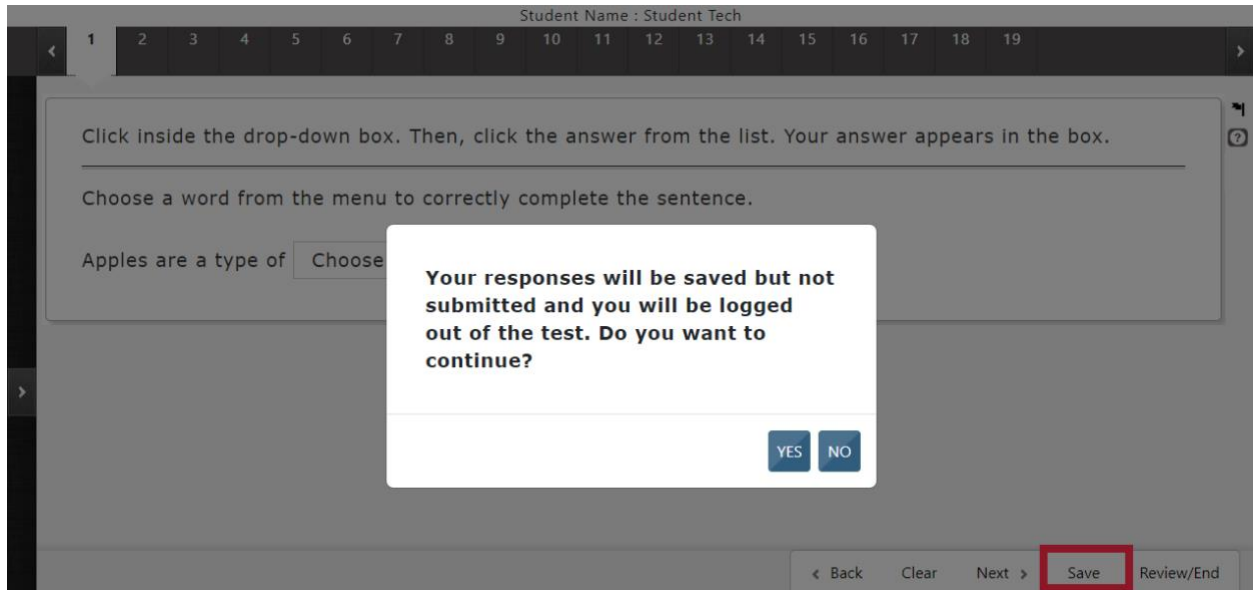
Help

The help button displays additional information about how to manipulate and respond to the particular question type, not the content. When a student selects the help button, a window displays additional information. Select the blue X to close the help window.



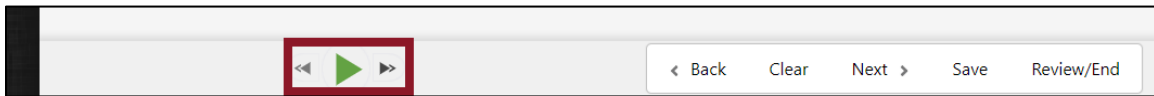
Save

The Save button allows a student to save their answers without submitting the assessment. The student can return to complete the assessment at another time.

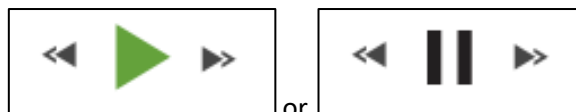


Text-to-Speech Player

The text-to-speech (TTS) player plays audio files that correspond to the content on the screen. Content sections highlight on the screen as it is read by a synthesized voice.



Select the green play button to listen and select the black parallel lines to pause the TTS. Skip forward or back to the beginning of an audio segment using the double arrows.



Navigation Buttons

Buttons at the bottom of the screen can be used to return to the previous question or screen, clear an answer, go forward to the next question, save, or review and end the assessment. To return to the directions, navigate to the first question and select the Back button.



Computer-Based Testing

Before Computer-Based Testing

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 and the features and tools available in the online testing platform. Please use the [NM-ASR Kite Practice Test Guide](#) for more information.

Test administrators should become familiar with all administration procedures before testing.

Carefully read this manual, become familiar with Kite Student Portal Universal Tools and Navigation, 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 login usernames and passwords, daily access codes (DACs), as well as a list of students requiring accommodations and the accommodations each student requires. Review the session scripts (English or Spanish) that you will read to students during testing.

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 Table 4: Administration Time and Guidelines for Scheduling 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 paper testing materials to you or the proctor. While the student is in the restroom, ensure that the remaining students are supervised, and paper testing materials do not leave the classroom.

When students complete all the sessions scheduled for the day, collect their used paper testing materials, 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. Students should not be allowed to begin any other session of the test at this time.

If a single student or a small group of students does not complete the assessment as quickly as a large majority of the class, it is permissible for a TA to quietly dismiss the class or take the remaining testers to a different location to complete the session.

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, or fire drill.

In these circumstances, students are allowed to resume the session when they return to school. An irregularity report should be filed, but an invalidation is usually not warranted provided that the student is not allowed to revise responses provided before the disruption.

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 TC. In turn, the TC must keep a record of all students who miss both the regular and makeup administrations of any test session.

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. Makeup tests are considered valid, so schools and districts are not penalized for legitimate student absences.

Preparing for Administration

Preparing the Testing Environment

Prepare the testing room by ensuring the following:

- Student devices 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 the Daily Access Codes (DACs) from your TC for your test session.
- You have obtained or printed login usernames and passwords 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 information, DACs, or any other facet of administering the tests, see your TC.

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.

Materials Required

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,
- student login tickets, and
- daily access codes (DACs).

Daily Access Codes (DACs)

TCs access DACs in Kite Educator Portal. Please check with your TC for your local procedures for obtaining DACs.

During Computer-Based Testing

Directions for Test Administration

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.

Monitoring Test Sessions

At the beginning of each session of the test, walk around the room to check that students are logged in correctly. TAs are expected to walk around the room and actively monitor students. During each test session, ensure they are working appropriately by clicking to the next item when necessary, typing 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 your TC.

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.

Test administrators may not study student responses.

Once a student has reached the Review/End screen that shows which items have been answered, unanswered, partially answered, and/or marked for review, instruct the student to ensure all items have been answered and to review any flagged items. The student can select the item number to navigate to that item in the test. When the student is ready to submit, select “End” from the Review/End screen and confirm by selecting “Yes”.

Once a test is submitted, have the students select “Close Kite” in the upper-right corner before allowing the student to sit quietly and/or read a book at their desk.

If you encounter a technology problem during testing, please call the Kite Service Desk at 855-519-0571. Please be prepared to provide a description of the issue, test session information, device type and operating system in use.

NM-ASR CBT Directions and Scripts

NM-ASR CBT (English) Session 1

Recommended Session Time: Refer to Table 4: Administration Time and Guidelines for Scheduling

Materials Needed: Student usernames and passwords, DACs for this session, sharpened pencils with erasers, and scratch paper. All students should have their own set of headphones connected to their testing device. On the day(s) of the NM-ASR, be sure to prepare the testing space as described in Preparing the Testing Environment.

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

SAY Welcome to the New Mexico Assessment of Science Readiness (NM-ASR)! This is Session 1.

You are not allowed to have a cell phone or other electronic device during testing. [Please refer to the Electronic Device Policy] **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 your work by using numbers, words, or sentences. For questions requiring you to write your answers, type your answers within the boxes provided. Are there any questions? [If there are any procedural questions, reread the directions.]

SAY **Make sure your computer is turned on and your headphones are connected. Do not open any other programs.** [If students are on Chromebooks, they should not log on with their own account. If necessary, wait for devices to boot up.]

SAY [For Mac or Windows] **Click the Kite icon on the desktop.**

[For iPads] **Tap the Kite icon. Tap Yes when you see the “Confirm App Self-Lock” popup.**

[For Chromebooks] **Open the Chrome App Launcher from the sign in screen. Open the Kite Student Portal app.**

[Wait for everyone to have the student log-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 log-in page on your screen. Raise your hand if you do not see the log-in page.**

[Work with students who need extra help accessing the log-in page. Remember, no other programs should be running while the students are launching Student Portal.]

Distribute student usernames and passwords. Post the DAC for the session you are testing 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 log-in screen exactly as it appears on the ticket. Then click *Sign In*. 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 words “Welcome Back” followed by your name. If your name does not appear, raise your hand.

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

SAY **Click the green button that says *TAKE A TEST*. [The first session of the Science assessment for your grade level should display on the student screen.] Then click *Take Test*.**

You will now enter a Daily Access Code in the box. The code is [read the DAC 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 show the directions. [Pause to make sure students are on the correct screen.]

SAY **Silently read or listen to the directions. Raise your hand if you have questions. You may return to these directions at any time.**

[Students should be on the directions page. They will then read general directions that state the following information:

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

- To move between questions, use the Next and Back buttons at the bottom of the screen or select the item number at the top of the screen.
- Use the scroll bar to see all of the question and response choices.
- At the top of the screen, unanswered question numbers are **gray**, partially answered question numbers are white with a half **red** dot and answered question numbers are white with a **blue** dot.

- Use the flag icon as a reminder to return to a question. When you use the flag icon, question numbers at the top of the screen are marked with a flag. Unanswered question numbers are marked with a **red** flag. Partially answered question numbers are marked with a **red** flag and a **red** dot. Answered item numbers are marked with a **blue** flag and a **blue** dot.
- Use the help icon for directions about responding to different question types.

This test is divided into three sessions. After you finish a session, you cannot return to it. This is Session 1. “]

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

SAY Now click the *Begin* button. The first question in Session 1 should be showing on your screen.

[The following instructions may be skipped if your students have taken the practice tests and are familiar with Kite Student Portal. Skip to the next “SAY” section of the script if this applies.]

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.

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.

Save will exit the test without submitting it. Your answers will be saved. To resume testing, you will need to log in again using your username and password and the Daily Access Code. [If a student exits the test without saving, they may use their login information to log in again within 90 minutes. If more than 90 minutes have elapsed, they must have their test reactivated by your TC.]

You can mark any item to go back to later by clicking on the flag icon in the upper right of the screen. Click this flag now. The flag now appears in the number box at the top of the screen.

Another way to navigate through the test is by using the question navigation at the top of the screen. Answered questions will show a blue dot; flagged questions have a red flag below the number; and questions that have not been answered are dark gray. (Notice that you have a flagged question.) Clicking a question number will take you directly to that question on the test.

On the left side of the screen is your Toolbox. Click the arrow to show the tools in the Toolbox. There are several tools available to use on this test. Click on the arrow again to hide the tools.

Once you have answered the last question, click Review/End to be taken to the review page. Here you will be able to make sure you have answered every question and review any question that you have flagged. When you have answered all questions, you will click End. You may click any question to return directly to that specific question or click Go Back to go back to the last question in the test.

Click on Question 1. Now click the flag to remove it.

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 have answered the last question, click the Review/End button. Raise your hand and I will check your screen to make sure that you have completed all the test questions.

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. When students finish and raise their hand, check to make sure all questions are marked as answered before the student submits the test.

Reminder: You may not review the students' responses. After students have finished, 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 Close Kite in the upper-right corner.

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

If you will immediately continue with Session 2, provide students with a short break, and proceed to the directions for Session 2, below.

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. Store student login information in a secure location until the next testing session.

NM-ASR CBT (English) Session 2

Recommended Session Time: Refer to Table 4: Administration Time and Guidelines for Scheduling

Materials Needed: Student usernames and passwords, DACs for this session, sharpened pencils with erasers, and scratch paper. All students should have their own set of headphones connected to their testing device. On the day(s) of the NM-ASR, be sure to prepare the testing space as described in Preparing the Testing Environment.

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

If you are resuming testing after completing Session 1, skip to "Click the green button that says *TAKE A TEST*." Otherwise, continue.

SAY Welcome back to the New Mexico Assessment of Science Readiness (NM-ASR)! This is Session 2.

You are not allowed to have a cell phone or other electronic device during testing. [Please refer to the Electronic Device Policy] **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 your work by using numbers, words, or sentences. For questions requiring you to write your answers, type your answers within the boxes provided. Are there any questions? [If there are any procedural questions, reread the directions.]

SAY **Make sure your computer is turned on and your headphones are connected. Do not open any other programs.** [If students are on Chromebooks, they should not log on with their own account. If necessary, wait for devices to boot up.]

SAY [For Mac or Windows] **Click the Kite icon on the desktop.**

[For iPads] **Tap the Kite icon. Tap Yes when you see the “Confirm App Self-Lock” popup.**

[For Chromebooks] **Open the Chrome App Launcher from the sign in screen. Open the Kite Student Portal app.**

Wait for everyone to have the student log-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 log-in page on your screen. Raise your hand if you do not see the log-in page.**

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

Distribute student usernames and passwords. Post the DAC 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 log-in screen exactly as it appears on the ticket. Then click *Sign In*. 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 words “Welcome Back” followed by your name. If your name does not appear, raise your hand.

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

SAY **Click the green button that says *TAKE A TEST*. [Session 2 of the Science assessment for your grade level should display on the student screen.] Then click *Take Test*.**

You will now enter a Daily Access Code in the box. The code is [read the DAC 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 show the directions. [Pause to make sure students are on the correct screen.]

SAY **Silently read or listen to the directions. Raise your hand if you have questions. You may return to these directions at any time.**

Students should be on the directions page. They will then read general directions that state the following information:

- “To move between questions, use the Next and Back buttons at the bottom of the screen or select the item number at the top of the screen.
- Use the scroll bar to see all of the question and response choices.
- At the top of the screen, unanswered question numbers are **gray**, partially answered question numbers are white with a half **red** dot and answered question numbers are white with a **blue** dot.
- Use the flag icon as a reminder to return to a question. When you use the flag icon, question numbers at the top of the screen are marked with a flag. Unanswered question numbers are marked with a **red** flag.

Partially answered question numbers are marked with a **red** flag and a **red** dot. Answered item numbers are marked with a **blue** flag and a **blue** dot.

- Use the help icon for directions about responding to different question types.

This test is divided into three sessions. After you finish a session, you cannot return to it. This is Session 2. “

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

SAY Now click the *Begin* button. The first question in Session 2 should be showing on your screen.

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 have answered the last question, click the Review/End button. Raise your hand and I will check your screen to make sure that you have completed all the test questions.

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. When students finish and raise their hand, check to make sure all questions are marked as answered before the student submits the test.

Reminder: You may not review the students’ responses.

After students have finished, 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 Close Kite in the upper-right corner.

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

If you will immediately continue with Session 3, provide students with a short break, and proceed to the directions for Session 3, below.

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. Store student login information in a secure location until the next testing session.

NM-ASR CBT (English) Session 3

Recommended Session Time: Refer to Table 4: Administration Time and Guidelines for Scheduling

Materials Needed: Student usernames and passwords, DACs for this session, sharpened pencils with erasers, and scratch paper. All students should have their own set of headphones connected to their testing device. On the day(s) of the NM-ASR, be sure to prepare the testing space as described in Preparing the Testing Environment.

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

If you are resuming testing after completing Session 2, skip to “Click the green button that says *TAKE A TEST*.” Otherwise, continue.

SAY Welcome back to the New Mexico Assessment of Science Readiness (NM-ASR)! This is Session 3.

SAY You are not allowed to have a cell phone or other electronic device during testing. [Please refer to the Electronic Device Policy] **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 your work by using numbers, words, or sentences. For questions requiring you to write your answers, type your answers within the boxes provided. Are there any questions? [If there are any procedural questions, reread the directions.]

SAY Make sure your computer is turned on and your headphones are connected. Do not open any other programs. [If students are on Chromebooks, they should not log on with their own account. If necessary, wait for devices to boot up.]

SAY [For Mac or Windows] Click the Kite icon on the desktop.

[For iPads] Tap the Kite icon. Tap Yes when you see the “Confirm App Self-Lock” popup.

[For Chromebooks] Open the Chrome App Launcher from the sign in screen. Open the Kite Student Portal app.

Wait for everyone to have the student log-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 log-in page on your screen. Raise your hand if you do not see the log-in page.

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

Distribute student usernames and passwords. Post the DAC 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 log-in screen exactly as it appears on the ticket. Then click *Sign In*. 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 words “Welcome Back” followed by your name. If your name does not appear, raise your hand.

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

SAY Click the green button that says *TAKE A TEST*. [Session 3 of the Science assessment for your grade level should display on the student screen.] **Then click *Take Test*.**

You will now enter a Daily Access Code in the box. The code is [read the DAC 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 show the directions. [Pause to make sure students are on the correct screen.]

SAY Silently read or listen to the directions. Raise your hand if you have questions. You may return to these directions at any time.

Students should be on the directions page. They will then read general directions that state the following information:

- “To move between questions, use the Next and Back buttons at the bottom of the screen or select the item number at the top of the screen.
- Use the scroll bar to see all of the question and response choices.
- At the top of the screen, unanswered question numbers are **gray**, partially answered question numbers are white with a half **red** dot and answered question numbers are white with a **blue** dot.
- Use the flag icon as a reminder to return to a question. When you use the flag icon, question numbers at the top of the screen are marked with a flag. Unanswered question numbers are marked with a **red** flag. Partially answered question numbers are marked with a **red** flag and a **red** dot. Answered item numbers are marked with a **blue** flag and a **blue** dot.
- Use the help icon for directions about responding to different question types.

This test is divided into three sessions. After you finish a session, you cannot return to it. This is Session 3. “

Are there any questions? [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 have answered the last question, click the Review/End button. Raise your hand and I will check your screen to make sure that you have completed all the test questions.

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. When students finish and raise their hand, check to make sure all questions are marked as answered before the student submits the test.

Reminder: You may not review the students’ responses.

After students have finished, 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 Close Kite in the upper-right corner.

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 your TC at the end of testing.]

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

NM-ASR CBT (Spanish) Session 1

Recommended Session Time: Refer to Table 4: Administration Time and Guidelines for Scheduling

Materials Needed: Student usernames and passwords, DACs for this session, sharpened pencils with erasers, and scratch paper. All students should have their own set of headphones connected to their testing device. On the day(s) of the NM-ASR, be sure to prepare the testing space as described in Preparing the Testing Environment.

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

SAY **¡Bienvenido a la evaluación de preparación científica de Nuevo México (*New Mexico Assessment of Science Readiness*) (NM-ASR)! Esta es la Sesión 1.**

Está prohibido tener un teléfono celular u otros aparatos electrónicos durante el examen. [Please refer to PED Policy on Electronic Devices in section 2.1.2.] **Si tienen un teléfono celular o un aparato electrónico, apáguelo ahora y levanten la mano.** [Collect and store students' devices according to the procedure at your school.]

SAY **Si se les encuentra un teléfono celular u otro aparato electrónico durante la prueba, les será confiscado y se revisará su contenido.**

No toquen las computadoras sino hasta que se les indique. En esta sesión responderán algunas preguntas seleccionando sus respuestas en la pantalla de su computadora. Pueden resolver los problemas en el papel borrador. Responderán otras preguntas escribiendo sus respuestas en los recuadros que aparecen en la pantalla. Algunas preguntas tienen dos o más partes.

Asegúrense de contestar todas las partes de cada pregunta. En las preguntas de respuesta abierta, muestren o expliquen todo su trabajo usando números, palabras u oraciones. En las preguntas que les piden escribir su respuesta, escriban su respuesta en los recuadros que aparecen. ¿Tienen alguna pregunta? [If there are any procedural questions, reread the directions.]

SAY **Asegúrense de que su computadora esté encendida. No abran ningún otro programa.** [If students are on Chromebooks, they should not log on with their own account. If necessary, wait for devices to boot up.]

SAY [For Mac or Windows] **Hagan clic en el icono Kite en la pantalla.**

[For iPads] **Tocan el ícono Kite. Toque Sí cuando vean la ventana emergente “Confirm App Self-Lock” (“Confirmar bloqueo automático de la aplicación”).**

[For Chromebooks] **Abran el iniciador de aplicaciones de Chrome desde la pantalla de inicio de sesión. Abran la aplicación Kite Student Portal.**

Wait for everyone to have the student log-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 **Cada uno de ustedes debería ver la página de inicio de sesión en su pantalla. Levante la mano si no ve la página de inicio de sesión.**

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

Distribute student usernames and passwords. Post the DAC at the front of the room.

SAY Se les han entregado un boleto de examen con su nombre e información de inicio de sesión del examen. Verifiquen el boleto para asegurarse de tener el suyo propio. Si el nombre de otra persona aparece en el boleto, levanten la mano.

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

SAY Escriban con cuidado el nombre de usuario y la contraseña en la pantalla de inicio de sesión exactamente como aparecen en el ticket. Luego hagan clic en Iniciar sesión. Mantengan su ticket de inicio de sesión en su escritorio. Se recogerá al finalizar esta examen.

Si han iniciado la sesión correctamente, verán las palabras “*Welcome Back*” (“Bienvenido de nuevo”) seguidas de tu nombre. Si tu nombre no aparece, levantan la mano.

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

SAY Hagan clic en el botón verde que dice **TAKE A TEST (RENDE UN EXAMEN)**. [The first session of the Science assessment for your grade level should display on the student screen.] Luego hagan clic en **Take Test (Rende Examen)**.

Ahora ingresen un **Daily Access Code (Código de acceso diario)** en el recuadro. El código es [read the DAC to the students and direct them to the posted version]. Ingresen el código ahora y luego haga clic en **Submit (Enviar)**. No continúen hasta que se le indiquen que lo hagan.

La página en la que se encuentran debe mostrar las instrucciones. [Pause to make sure students are on the correct screen.]

SAY Lean en silencio o escuche las instrucciones. Levanten la mano si tienen preguntas. Pueden volver a estas instrucciones en cualquier momento.

Students should be on the directions page. They will then read general directions that state the following information. The directions will be translated into Spanish.

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

- To move between questions, use the Next and Back buttons at the bottom of the screen or select the item number at the top of the screen.
- Use the scroll bar to see all of the question and response choices.
- At the top of the screen, unanswered question numbers are **gray**, partially answered question numbers are white with a half **red** dot and answered question numbers are white with a **blue** dot.
- Use the flag icon as a reminder to return to a question. When you use the flag icon, question numbers at the top of the screen are marked with a flag. Unanswered question numbers are marked with a **red** flag. Partially answered question numbers are marked with a **red** flag and a **red** dot. Answered item numbers are marked with a **blue** flag and a **blue** dot.
- Use the help icon for directions about responding to different question types.

This test is divided into three sessions. After you finish a session, you cannot return to it. This is Session 1. “

SAY ¿Hay alguna pregunta? [If there are any procedural questions, reread the directions.]

[The following instructions may be skipped if your students have taken the practice tests and are familiar with Kite Student Portal. Skip to the next “SAY” section of the script if this applies.]

SAY Ahora hagan clic en el botón **Begin (Comenzar)**. La primera pregunta de la Sesión 1 debería aparecer en la pantalla.

Miren a los botones en la parte abajo a la derecha de la pantalla.

Estos son sus botones de navegación. *Clear* (Borrar) borrará sus respuestas a las preguntas en la página.

Al hacer clic en el botón *Next* (Adelante) pasarán a la siguiente pregunta. Haga clic en el botón *Next* ahora. Al hacer clic en el botón *Back* (Atrás), regresarán al elemento anterior. Hagan clic en el botón *Back* ahora.

Save (Guardar) saldrá del examen sin enviarlo. Tus respuestas se guardarán. Para continuar el examen, deberán iniciar la sesión nuevamente con su nombre de usuario, contraseña, y el Código de acceso diario. [If a student exits the test without saving, they may use their login information to log in again within 90 minutes. If more than 90 minutes have elapsed, they must have their test reactivated by your TC.]

Pueden marcar cualquier elemento para volver a él más tarde haciendo clic en el icono de bandera en la parte superior a la derecha de la pantalla. Hagan clic en esta bandera ahora. La bandera aparece en el cuadro numérico en la parte superior de la pantalla.

Otra forma de navegar por el examen es la navegación de preguntas en la parte superior de la pantalla. Las preguntas respondidas mostrarán un punto azul; las preguntas marcadas tienen una bandera roja debajo del número; y las preguntas que no han sido respondidas son de color gris oscuro. (Tengan en cuenta que tienen una pregunta marcada). Al hacer clic en un número de pregunta, accederá directamente a esa pregunta en el examen.

En el lado izquierdo de la pantalla está su *TOOLBOX* (caja de herramientas). Hagan clic en la flecha para mostrar las herramientas en la Caja de herramientas. Hay varias herramientas disponibles para usar en este examen. Hagan clic en la flecha nuevamente para cerrar la caja.

Una vez que hayan respondido al último elemento, hagan clic en *Review/End* (Revisar/Finalizar) para ir a la página de revisión. Aquí podrán asegurarse de haber respondido a todas las preguntas y revisar cualquier pregunta que hayan marcado. Cuando hayan respondido a todas las preguntas, harán clic en *End* (Finalizar). Pueden hacer clic en cualquier pregunta para regresar directamente a esa pregunta específica o hacer clic en *Go Back* (Volver) para regresar a la última pregunta de el examen.

Hagan clic en Pregunta 1. Ahora hagan clic en la bandera para eliminarla.

¿Hay alguna pregunta sobre las herramientas disponibles y la navegación? [If there are any procedural questions, reread the directions.]

SAY Comiencen con la primera pregunta de la Sesión 1. Trabaja hasta llegar al final de esta sesión.

Pueden volver a cualquiera de las preguntas de esta sesión para revisar sus respuestas. ¿Todos entienden qué hacer? [If there are any procedural questions, reread the directions.]

SAY Tendrán todo el tiempo que necesiten para responder a las preguntas de esta sesión. Si no están seguro de la respuesta a una pregunta, hagan lo mejor que puedan.

Cuando hayan respondido a la última pregunta, hagan clic en el botón *Review/End* (Revisar/Finalizar). Levanten la mano y yo revisaré sus pantallas para asegurarme de que hayan completado todas las preguntas del examen.

¿Hay alguna pregunta? [If there are any procedural questions, reread the directions.]

SAY Pueden empezar ya.

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. When students finish and raise their hand, check to make sure all questions are marked as answered before the student submits the test.

Reminder: You may not review the students' responses. After students have finished, continue reading the following script.

SAY **Si no han terminado, es posible que tengan tiempo adicional para completar el examen. Levanten la mano si necesitan tiempo adicional.** [Explain to students how extended time is to be handled in your school.]

SAY **Ahora hagan clic en *Close Kite* (Cerrar Kite) en la esquina superior a la derecha.**

SAY **Esto completa la Sesión 1. Esperen en silencio en tu asiento mientras recojo el papel borrador, los lápices y tu información de inicio de sesión.** [Collect the scratch paper, pencils, and tickets from the students. Give all the tickets and used scratch paper to your TC at the end of testing.]

If you will immediately continue with Session 2, provide students with a short break, and proceed to the directions for Session 2, below.

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. Store student login information in a secure location until the next testing session.

NM-ASR CBT (Spanish) Session 2

Recommended Session Time: Refer to Table 4: Administration Time and Guidelines for Scheduling

Materials Needed: Student usernames and passwords, DACs for this session, sharpened pencils with erasers, and scratch paper. All students should have their own set of headphones connected to their testing device. On the day(s) of the NM-ASR, be sure to prepare the testing space as described in Preparing the Testing Environment.

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

If you are resuming testing after completing Session 1, skip to "Click the green button that says *TAKE A TEST*." Otherwise, continue.

SAY **¡Bienvenido a la evaluación de preparación científica de Nuevo México (*New Mexico Assessment of Science Readiness*) (NM-ASR)! Esta es la Sesión 2.**

Está prohibido tener un teléfono celular u otros aparatos electrónicos durante el examen. [Please refer to PED Policy on Electronic Devices in section 2.1.2.] **Si tienen un teléfono celular o un aparato electrónico, apáguelo ahora y levanten la mano.** [Collect and store students' devices according to the procedure at your school.]

SAY **Si se les encuentra un teléfono celular u otro aparato electrónico durante la prueba, les será confiscado y se revisará su contenido.**

No toquen las computadoras sino hasta que se les indique. En esta sesión responderán algunas preguntas seleccionando sus respuestas en la pantalla de su computadora. Pueden resolver los problemas en el papel borrador. Responderán otras preguntas escribiendo sus respuestas en los recuadros que aparecen en la pantalla. Algunas preguntas tienen dos o más partes.

Asegúrense de contestar todas las partes de cada pregunta. En las preguntas de respuesta abierta, muestren o expliquen todo su trabajo usando números, palabras u oraciones. En las preguntas que les piden escribir su respuesta, escriban su respuesta en los recuadros que aparecen. ¿Tienen alguna pregunta? [If there are any procedural questions, reread the directions.]

SAY **Asegúrense de que su computadora esté encendida. No abran ningún otro programa.** [If students are on Chromebooks, they should not log on with their own account. If necessary, wait for devices to boot up.]

SAY [For Mac or Windows] **Hagan clic en el icono Kite en la pantalla.**

[For iPads] **Tocan el ícono Kite. Toque Sí cuando vean la ventana emergente “Confirm App Self-Lock” (“Confirmar bloqueo automático de la aplicación”).**

[For Chromebooks] **Abran el iniciador de aplicaciones de Chrome desde la pantalla de inicio de sesión. Abran la aplicación Kite Student Portal.**

Wait for everyone to have the student log-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 Cada uno de ustedes debería ver la página de inicio de sesión en su pantalla. Levante la mano si no ve la página de inicio de sesión.

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

Distribute student usernames and passwords. Post the DAC at the front of the room.

SAY Se les han entregado un boleto de examen con su nombre e información de inicio de sesión del examen. Verifiquen el boleto para asegurarse de tener el suyo propio. Si el nombre de otra persona aparece en el boleto, levanten la mano.

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

SAY Escriban con cuidado el nombre de usuario y la contraseña en la pantalla de inicio de sesión exactamente como aparecen en el ticket. Luego hagan clic en Iniciar sesión. Mantengan su ticket de inicio de sesión en su escritorio. Se recogerá al finalizar esta examen.

Si han iniciado la sesión correctamente, verán las palabras “Welcome Back” (“Bienvenido de nuevo”) seguidas de tu nombre. Si tu nombre no aparece, levantan la mano.

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

SAY Hagan clic en el botón verde que dice *TAKE A TEST (RENDE UN EXAMEN)*. [Session 2 of the Science assessment for your grade level should display on the student screen.] Luego hagan clic en *Take Test (Rende Examen)*.

Ahora ingresen un *Daily Access Code (Código de acceso diario)* en el recuadro. El código es [read the DAC to the students and direct them to the posted version]. Ingresen el código ahora y luego haga clic en *Submit (Enviar)*. No continúen hasta que se le indiquen que lo hagan.

La página en la que se encuentran debe mostrar las instrucciones. [Pause to make sure students are on the correct screen.]

SAY Lean en silencio o escuche las instrucciones. Levanten la mano si tienen preguntas. Pueden volver a estas instrucciones en cualquier momento.

Students should be on the directions page. They will then read general directions that state the following information. The directions will be translated into Spanish.

- “To move between questions, use the Next and Back buttons at the bottom of the screen or select the item number at the top of the screen.
- Use the scroll bar to see all of the question and response choices.
- At the top of the screen, unanswered question numbers are **gray**, partially answered question numbers are white with a half **red** dot and answered question numbers are white with a **blue** dot.
- Use the flag icon as a reminder to return to a question. When you use the flag icon, question numbers at the top of the screen are marked with a flag. Unanswered question numbers are marked with a **red** flag.

Partially answered question numbers are marked with a **red** flag and a **red** dot. Answered item numbers are marked with a **blue** flag and a **blue** dot.

- Use the help icon for directions about responding to different question types.

This test is divided into three sessions. After you finish a session, you cannot return to it. This is Session 2. “

SAY **¿Hay alguna pregunta?** [If there are any procedural questions, reread the directions.]

SAY **Ahora hagan clic en el botón *Begin* (Comenzar). La primera pregunta de la Sesión 1 debería aparecer en la pantalla.**

SAY **Comiencen con la primera pregunta de la Sesión 2. Trabaja hasta llegar al final de esta sesión.**

Pueden volver a cualquiera de las preguntas de esta sesión para revisar sus respuestas. ¿Todos entienden qué hacer? [If there are any procedural questions, reread the directions.]

SAY **Tendrán todo el tiempo que necesiten para responder a las preguntas de esta sesión. Si no están seguro de la respuesta a una pregunta, hagan lo mejor que puedan.**

Quando hayan respondido a la última pregunta, hagan clic en el botón *Review/End* (Revisar/Finalizar). Levanten la mano y yo revisaré sus pantallas para asegurarme de que hayan completado todas las preguntas del examen.

¿Hay alguna pregunta? [If there are any procedural questions, reread the directions.]

SAY **Pueden empezar ya.**

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. When students finish and raise their hand, check to make sure all questions are marked as answered before the student submits the test.

Reminder: You may not review the students’ responses.

After students have finished, continue reading the following script.

SAY **Si no han terminado, es posible que tengan tiempo adicional para completar el examen. Levanten la mano si necesitan tiempo adicional.** [Explain to students how extended time is to be handled in your school.]

SAY **Ahora hagan clic en *Close Kite* (Cerrar Kite) en la esquina superior a la derecha.**

SAY **Esto completa la Sesión 2. Esperen en silencio en tu asiento mientras recojo el papel borrador, los lápices y tu información de inicio de sesión.** [Collect the scratch paper, pencils, and tickets from the students. Give all the tickets and used scratch paper to your TC at the end of testing.]

If you will immediately continue with Session 3, provide students with a short break, and proceed to the directions for Session 3, below.

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. Store student login information in a secure location until the next testing session.

NM-ASR CBT (Spanish) Session 3

Recommended Session Time: Refer to Table 4: Administration Time and Guidelines for Scheduling

Materials Needed: Student usernames and passwords, DACs for this session, sharpened pencils with erasers, and scratch paper. All students should have their own set of headphones connected to their testing device. On the day(s) of the NM-ASR, be sure to prepare the testing space as described in Preparing the Testing Environment.

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

If you are resuming testing after completing Session 3, skip to “Click the green button that says *TAKE A TEST*.” Otherwise, continue.

SAY ¡Bienvenido a la evaluación de preparación científica de Nuevo México (*New Mexico Assessment of Science Readiness*) (NM-ASR)! Esta es la Sesión 3.

Está prohibido tener un teléfono celular u otros aparatos electrónicos durante el examen. [Please refer to PED Policy on Electronic Devices in section 2.1.2.] **Si tienen un teléfono celular o un aparato electrónico, apáguelo ahora y levanten la mano.** [Collect and store students’ devices according to the procedure at your school.]

SAY Si se les encuentra un teléfono celular u otro aparato electrónico durante la prueba, les será confiscado y se revisará su contenido.

No toquen las computadoras sino hasta que se les indique. En esta sesión responderán algunas preguntas seleccionando sus respuestas en la pantalla de su computadora. Pueden resolver los problemas en el papel borrador. Responderán otras preguntas escribiendo sus respuestas en los recuadros que aparecen en la pantalla. Algunas preguntas tienen dos o más partes.

Asegúrense de contestar todas las partes de cada pregunta. En las preguntas de respuesta abierta, muestren o expliquen todo su trabajo usando números, palabras u oraciones. En las preguntas que les piden escribir su respuesta, escriban su respuesta en los recuadros que aparecen. ¿Tienen alguna pregunta? [If there are any procedural questions, reread the directions.]

SAY Asegúrense de que su computadora esté encendida. No abran ningún otro programa. [If students are on Chromebooks, they should not log on with their own account. If necessary, wait for devices to boot up.]

SAY [For Mac or Windows] Hagan clic en el icono Kite en la pantalla.

[For iPads] **Tocan el ícono Kite. Toque Sí cuando vean la ventana emergente “Confirm App Self-Lock” (“Confirmar bloqueo automático de la aplicación”).**

[For Chromebooks] **Abran el iniciador de aplicaciones de Chrome desde la pantalla de inicio de sesión. Abran la aplicación Kite Student Portal.**

Wait for everyone to have the student log-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 Cada uno de ustedes debería ver la página de inicio de sesión en su pantalla. Levante la mano si no ve la página de inicio de sesión.

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

Distribute student usernames and passwords. Post the DAC at the front of the room.

SAY Se les han entregado un boleto de examen con su nombre e información de inicio de sesión del examen. Verifiquen el boleto para asegurarse de tener el suyo propio. Si el nombre de otra persona aparece en el boleto, levanten la mano.

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

SAY Escriban con cuidado el nombre de usuario y la contraseña en la pantalla de inicio de sesión exactamente como aparecen en el ticket. Luego hagan clic en Iniciar sesión. Mantengan su ticket de inicio de sesión en su escritorio. Se recogerá al finalizar esta examen.

Si han iniciado la sesión correctamente, verán las palabras “*Welcome Back*” (“Bienvenido de nuevo”) seguidas de tu nombre. Si tu nombre no aparece, levantan la mano.

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

SAY Hagan clic en el botón verde que dice **TAKE A TEST (RENDE UN EXAMEN)**. [Session 3 of the Science assessment for your grade level should display on the student screen.] Luego hagan clic en **Take Test (Rende Examen)**.

Ahora ingresen un **Daily Access Code (Código de acceso diario)** en el recuadro. El código es [read the DAC to the students and direct them to the posted version]. Ingresen el código ahora y luego haga clic en **Submit (Enviar)**. No continúen hasta que se le indiquen que lo hagan.

La página en la que se encuentran debe mostrar las instrucciones. [Pause to make sure students are on the correct screen.]

SAY Lean en silencio o escuche las instrucciones. Levanten la mano si tienen preguntas. Pueden volver a estas instrucciones en cualquier momento.

Students should be on the directions page. They will then read general directions that state the following information. The directions will be translated into Spanish.

- “To move between questions, use the Next and Back buttons at the bottom of the screen or select the item number at the top of the screen.
- Use the scroll bar to see all of the question and response choices.
- At the top of the screen, unanswered question numbers are **gray**, partially answered question numbers are white with a half **red** dot and answered question numbers are white with a **blue** dot.
- Use the flag icon as a reminder to return to a question. When you use the flag icon, question numbers at the top of the screen are marked with a flag. Unanswered question numbers are marked with a **red** flag. Partially answered question numbers are marked with a **red** flag and a **red** dot. Answered item numbers are marked with a **blue** flag and a **blue** dot.
- Use the help icon for directions about responding to different question types.

This test is divided into three sessions. After you finish a session, you cannot return to it. This is Session 3. “

SAY ¿Hay alguna pregunta? [If there are any procedural questions, reread the directions.]

SAY Ahora hagan clic en el botón **Begin (Comenzar)**. La primera pregunta de la Sesión 1 debería aparecer en la pantalla.

SAY Comiencen con la primera pregunta de la Sesión 3. Trabaja hasta llegar al final de esta sesión.

Pueden volver a cualquiera de las preguntas de esta sesión para revisar sus respuestas. ¿Todos entienden qué hacer? [If there are any procedural questions, reread the directions.]

SAY Tendrán todo el tiempo que necesiten para responder a las preguntas de esta sesión. Si no están seguro de la respuesta a una pregunta, hagan lo mejor que puedan.

Cuando hayan respondido a la última pregunta, hagan clic en el botón **Review/End (Revisar/Finalizar)**. Levanten la mano y yo revisaré sus pantallas para asegurarme de que hayan completado todas las preguntas del examen.

¿Hay alguna pregunta? [If there are any procedural questions, reread the directions.]

SAY Pueden empezar ya.

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. When students finish and raise their hand, check to make sure all questions are marked as answered before the student submits the test.

Reminder: You may not review the students' responses.

After students have finished, continue reading the following script.

SAY **Si no han terminado, es posible que tengan tiempo adicional para completar el examen. Levanten la mano si necesitan tiempo adicional.** [Explain to students how extended time is to be handled in your school.]

SAY **Ahora hagan clic en *Close Kite* (Cerrar Kite) en la esquina superior a la derecha.**

SAY **Esto completa la evaluación de preparación científica de Nuevo México (*New Mexico Assessment of Science Readiness*) (NM-ASR). Esperen en silencio en tu asiento mientras recojo el papel borrador, los lápices y tu información de inicio de sesión.** [Collect the scratch paper, pencils, and tickets from the students. Give all the tickets and used scratch paper to your TC at the end of testing.]

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

After Computer-Based Testing

Final Reminders

1. Make sure that students select **End** and then select **Yes** when completing a test session. By clicking **End**, students will ensure all their answers are submitted and their test status will show as complete.
2. All used periodic tables (grade 11 only), scratch paper and student login tickets must be collected and securely destroyed after testing.
3. Students should select **Close Kite** in the upper-right corner before leaving the testing area.

Paper-Based Testing

Paper-Based Tests include braille booklets, standard paper tests, and large-print paper tests.

Before Paper-Based Testing

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 NM-ASR. Please use the [NM-ASR Kite Practice Test Guide](#) for more information.

Test administrators should become familiar with all administration procedures before 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 and the accommodations, if any, each student requires.

Review the session scripts (English or Spanish) that you will read to students during testing.

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 Table 4: Administration Time and Guidelines for Scheduling 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 all 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 and other testing materials, 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. Students should not be allowed to begin any other session of the test at this time.

If a single student or a small group of students does not complete the assessment as quickly as a large majority of the class, it is permissible for a TA to quietly dismiss the class or take the remaining testers to a different location to complete the session.

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, or 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.

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 TC. In turn, the TC must keep a record of all students who miss both the regular and makeup administrations of any test session.

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. Makeup tests are considered valid, so schools and districts are not penalized for legitimate student absences.

Preparing for Administration

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.

Materials Required

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 pencils with erasers for each student,
- (grade 11 only) periodic table for each student,
- scratch paper, and
- paper-test packets, which include instructions, test booklets, and answer documents, if needed.

Preparing the Test Booklets

There is a test booklet for each of the three sessions. Print the student's name and school on the test booklet cover page for each session. When completed correctly, you will have three booklets, one for each session, marked for each student.

During Paper-Based Testing

Directions for Test Administration

The directions that are to be read aloud to students are below in **bold** font. Directions to the test administrator 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.

Completing Answer Documents

To ensure accurate processing of the test booklets and scoring of student responses, ensure test booklets or answer documents are 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,

- avoid making extra marks in the answer documents,
- leave extra space blank if answer boxes appear to be larger than necessary, and
- remember that only what is marked and written on the document will be scored.

NOTE: Test administrators cannot review the content of student answers but can check to make sure that responses are not unclear due to light marking, extra marking, or illegible handwriting. If this is the case, TAs can ask students to clarify their marking or rewrite their response.

NM-ASR PBT Directions and Scripts

NM-ASR PBT—Science (English) Session 1

Recommended Session Time: Refer to Table 4: Administration Time and Guidelines for Scheduling

Materials Needed: test booklets, pencils with erasers, and (for grade 11 only) periodic tables. On the day(s) of the NM-ASR, be sure to prepare the testing space as described in Preparing the Testing Environment.

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

SAY Welcome to the New Mexico Assessment of Science Readiness (NM-ASR)! This is Session 1.

You are not allowed to have a cell phone or other electronic device during testing. [Please refer to the Electronic Device Policy.] **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. Leave it 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 and two pencils to each student. For grade 11 only, distribute a reference sheet to each student.]

SAY Look at the information on the front cover of your test booklet. Make sure your name is shown. The page should have your grade and Session 1 written on the front. [Pause. The back of this page includes copyright information that does not need to be read aloud to students.]

SAY Open your test booklet to the first page, which will show the Session 1 Science directions.

[Walk around the room to make sure everyone has the booklet open to the correct page.]

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 on the lines provided in your answer document. If you feel you need more space to write your answer, I will bring you extra scratch paper to use.

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 mark your intended answer. Try not to make any marks in your booklet that would confuse the person grading your test.

SAY Look at the directions in the test booklet at the top of the page. Follow along as I read them aloud. [Looking over the student's shoulder, read the directions aloud.]

SAY 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, but make sure your answer is clearly marked. 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 your answers in the test booklet.

When you are finished with this session, close 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.

Remind students as part of the general instructions to complete all questions and to check to be sure they have completed this session. You may also tell students when their response is not clearly marked in the test booklet.

Reminder: You may not review the students' responses for correctness.

After students have finished, 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 for Session 2, below.

If you will not immediately continue with Session 2, collect the test booklets, pencils with erasers, (grade 11 only) periodic tables, and any scratch paper from the students as they finish. Place all test materials in a secure location until the next testing session.

NM-ASR PBT—Science (English) Session 2

Recommended Session Time: Refer to Table 4: Administration Time and Guidelines for Scheduling

Materials Needed: test booklets, sharpened 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 Preparing the Testing Environment.

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

If you are resuming testing after completing Session 1, skip to "I will now give you your test booklet." Otherwise, continue.

SAY Welcome back to the New Mexico Assessment of Science Readiness (NM-ASR)! This is Session 2.

You are not allowed to have a cell phone or other electronic device during testing. [Please refer to the Electronic Device Policy.] **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.]

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

SAY I will now give you your test booklet for Session 2. Leave it 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 and pencils to each student. For grade 11 only, distribute a reference sheet to each student.]

SAY Look at the information on the front cover of your test booklet. Make sure your name is shown. The page should have your grade and Session 2 written on the front. [Pause. The back of this page includes copyright information that does not need to be read aloud to students.]

SAY Open your test booklet to the Session 2 Science directions.

[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 on the lines provided in your answer document. If you feel you need more space to write your answer, I will bring you extra scratch paper to use.

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 mark your intended answer. Try not to make any marks in your booklet that would confuse the person grading your test.

Look at the directions in the test booklet at the top of the page. Follow along as I read them aloud. [Looking over the student's shoulder, read the directions aloud.]

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, but make sure your answer is clearly marked. 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 your answers in the test booklet.

When you are finished with this session, close 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.

Remind students as part of the general instructions to complete all questions and to check to be sure they have completed this session. You may also tell students when their response is not clearly marked in the test booklet.

Reminder: You may not review the students' responses for correctness.

After students have finished, 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 for Session 3, below.

If you will not immediately continue with Session 3, collect the test booklets, the pencils with erasers, (grade 11 only) periodic tables, and any scratch paper from the students as they finish. Place all test materials in a secure location until the next testing session.

NM-ASR PBT—Science (English) Session 3

Recommended Session Time: Refer to Table 4: Administration Time and Guidelines for Scheduling

Materials Needed: test booklets, sharpened pencils with erasers, and (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 the section above, Preparing the Testing Environment.

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

If you are resuming testing after completing Session 2, skip to “I will now give you your test booklet.” Otherwise, continue.

SAY You are not allowed to have a cell phone or other electronic device during testing. [Please refer to the Electronic Device Policy.] **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 Look at the information on the front cover of your test booklet. Make sure your name is shown. The page should have your grade and Session 3 written on the front [Pause. The back of this page includes copyright information that does not need to be read aloud to students.]

SAY Open your test booklet to the Session 3 Science directions.

[Walk around the room to make sure everyone has the booklets open to the correct pages.]

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 on the lines provided in your answer document. If you feel you need more space to write your answer, I will bring you extra scratch paper to use.

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 mark your intended answer. Try not to make any marks in your booklet that would confuse the person grading your test.

Look at the directions in the test booklet at the top of the page. Follow along as I read them aloud. [Looking over the student’s shoulder, read the directions aloud.]

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, but make sure your answer is clearly marked. 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 your answers in the test booklet.

When you are finished with this session, close 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.

Remind students as part of the general instructions to complete all questions and to check to be sure they have completed this session. You may also tell students when their response is not clearly marked in the test booklet.

Reminder: You may not review the students' responses for correctness.

After students have finished, 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, paper testing materials, and pencils from the students. Place each student's test booklets into a separate manila envelope.

Seal the manila envelope (with or without using the metal clasps). Adhere the SECURE label across the flap of the envelope. Return all test packets and answer documents to your TC.

NM-ASR PBT—Science (Spanish) Session 1

Recommended Session Time: Refer to Table 4: Administration Time and Guidelines for Scheduling

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 Preparing the Testing Environment.

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

SAY ¡Bienvenidos al evaluación de preparación científica de Nuevo México (NM-ASR)! Esta es la Sesión 1.

No se permite tener un teléfono celular u otro dispositivo electrónico durante el examen. [Please refer to the Electronic Device Policy.] **Si tienes un teléfono celular o un dispositivo electrónico en tu posesión, apágalo ahora y levanta la mano.** [Collect and store students' devices according to the procedure at your school.]

SAY Si se descubre un teléfono celular u otro dispositivo electrónico durante el examen, será confiscado y estará sujeto a registro. Ahora les daré tu cuadernillo de examen. Déjelo cerrado hasta que les diga qué hacer. [For Grade 11 only, say the following.] También les daré una hoja de referencia de la tabla periódica para que la usen según sea necesario.

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

SAY Observa la información en la portada de tu cuadernillo de examen. Asegúrate de que aparezca tu nombre. La página debería tener tu grado y Sesión 1 escritos en la portada. [Pause. The back of this page includes copyright information that does not need to be read aloud to students.]]

SAY Abre tu cuadernillo de examen en la primera página, que mostrará las instrucciones de Ciencias de la Sesión 1.

[Walk around the room to make sure everyone has the booklet open to the correct page.]

SAY En esta sesión, cada pregunta tendrá instrucciones específicas que explicarán cómo responder. Para algunas preguntas, es posible que necesites elegir más de una respuesta correcta. Responderás otras preguntas

escribiendo tus respuestas en las líneas proporcionadas en tu documento de respuestas. Si sientes que necesitas más espacio para escribir tu respuesta, te traeré papel extra para que lo uses.

Algunas preguntas tienen dos o más partes. Asegúrate de responder a todas las partes. Mientras trabajas, asegúrate de borrar completamente cualquier cambio que hagas y marca claramente tu respuesta prevista. Trata de no hacer marcas en tu cuadernillo que puedan confundir a la persona que califique tu examen.

SAY Mira las instrucciones en el cuadernillo de examen en la parte superior de la página. Sigue mientras las leo en voz alta. [Looking over the student's shoulder, read the directions aloud.]

SAY ¿Hay alguna pregunta? [If there are any procedural questions, reread the directions.]

SAY Tendrás todo el tiempo que necesites para responder a las preguntas en esta sesión. Si no estás seguro de la respuesta de una pregunta, haz lo mejor que puedas. Puedes dibujar o escribir en tu cuadernillo de examen si eso te ayuda a responder a las preguntas, pero asegúrate de que tu respuesta esté claramente marcada. Comienza con la primera pregunta de esta sesión y continúa trabajando hasta que veas la señal de alto. No trabajes más allá de la señal de alto. Recuerda marcar o escribir todas tus respuestas en el cuadernillo de examen.

SAY Cuando hayas terminado con esta sesión, cierra tu cuadernillo de examen. Luego puedes sentarte en silencio o leer un libro en silencio en tu escritorio. ¿Tienes alguna pregunta? [Si hay alguna pregunta sobre el procedimiento, vuelve a leer las instrucciones.]

Puedes comenzar.

[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.]

Remind students as part of the general instructions to complete all questions and to check to be sure they have completed this session. You may also tell students when their response is not clearly marked in the test booklet.

Reminder: You may not review the students' responses for correctness.

After students have finished, continue reading the following script.]

SAY Si no has terminado, puedes tener tiempo adicional para completar el examen. Levanta la mano si necesitas tiempo adicional. [Explain to students how extended time is to be handled in your school.]

SAY Esto completa la Sesión 1.

If you will immediately continue with Session 2, provide students with a short break, and proceed to the directions for Session 2, below.

If you will not immediately continue with Session 2, collect the test booklets, pencils with erasers, (grade 11 only) periodic tables, and any scratch paper from the students as they finish. Place all test materials in a secure location until the next testing session.

NM-ASR PBT—Science (Spanish) Session 2

Recommended Session Time: Refer to Table 4: Administration Time and Guidelines for Scheduling

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 Preparing the Testing Environment.

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

SAY No se permite tener un teléfono celular u otro dispositivo electrónico durante el examen. [Please refer to the Electronic Device Policy.] Si tienes un teléfono celular o un dispositivo electrónico en tu posesión, apágalo ahora y levanta la mano. [Collect and store students' devices according to the procedure at your school.]

SAY Si se descubre un teléfono celular u otro dispositivo electrónico durante el examen, será confiscado y estará sujeto a registro.

Ahora les daré tu cuadernillo de examen. Déjenlo cerrado hasta que les diga qué hacer. [For Grade 11 only, say the following.] **También les daré una hoja de referencia de la tabla periódica para que la usen según sea necesario.**

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

SAY **Observa la información en la portada de tu cuadernillo de examen. Asegúrate de que aparezca tu nombre. La página debería tener tu grado y Sesión 2 escritos en la portada.** [Pause. The back of this page includes copyright information that does not need to be read aloud to students.]]

SAY **Abre tu cuadernillo de examen en la primera página, que mostrará las instrucciones de Ciencias de la Sesión 2.**

[Walk around the room to make sure everyone has the booklet open to the correct page.]

SAY **En esta sesión, cada pregunta tendrá instrucciones específicas que explicarán cómo responder. Para algunas preguntas, es posible que necesites elegir más de una respuesta correcta. Responderás otras preguntas escribiendo tus respuestas en las líneas proporcionadas en tu documento de respuestas. Si sientes que necesitas más espacio para escribir tu respuesta, te traeré papel extra para que lo uses.**

Algunas preguntas tienen dos o más partes. Asegúrate de responder a todas las partes. Mientras trabajas, asegúrate de borrar completamente cualquier cambio que hagas y marca claramente tu respuesta prevista. Trata de no hacer marcas en tu cuadernillo que puedan confundir a la persona que califique tu examen.

SAY **Mira las instrucciones en el cuadernillo de examen en la parte superior de la página. Sigue mientras las leo en voz alta.** [Looking over the student's shoulder, read the directions aloud.]

SAY **¿Hay alguna pregunta?** [If there are any procedural questions, reread the directions.]

SAY **Tendrás todo el tiempo que necesites para responder a las preguntas en esta sesión. Si no estás seguro de la respuesta de una pregunta, haz lo mejor que puedas. Puedes dibujar o escribir en tu cuadernillo de examen si eso te ayuda a responder a las preguntas, pero asegúrate de que tu respuesta esté claramente marcada. Comienza con la primera pregunta de esta sesión y continúa trabajando hasta que veas la señal de alto. No trabajes más allá de la señal de alto. Recuerda marcar o escribir todas tus respuestas en el cuadernillo de examen.**

SAY **Cuando hayas terminado con esta sesión, cierra tu cuadernillo de examen. Luego puedes sentarte en silencio o leer un libro en silencio en tu escritorio. ¿Tienes alguna pregunta?** [Si hay alguna pregunta sobre el procedimiento, vuelve a leer las instrucciones.]

Puedes comenzar.

[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.]

Remind students as part of the general instructions to complete all questions and to check to be sure they have completed this session. You may also tell students when their response is not clearly marked in the test booklet.

Reminder: You may not review the students' responses for correctness.

After students have finished, continue reading the following script.]

SAY **Si no has terminado, puedes tener tiempo adicional para completar el examen. Levanta la mano si necesitas tiempo adicional.** [Explain to students how extended time is to be handled in your school.]

SAY **Esto completa la Sesión 2.**

If you will immediately continue with Session 3, provide students with a short break, and proceed to the directions for Session 3, below.

If you will not immediately continue with Session 3, collect the test booklets, pencils with erasers, (grade 11 only) periodic tables, and any scratch paper from the students as they finish. Place all test materials in a secure location until the next testing session.

NM-ASR PBT—Science (Spanish) Session 3

Recommended Session Time: Refer to Table 4: Administration Time and Guidelines for Scheduling

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 Preparing the Testing Environment.

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 **No se permite tener un teléfono celular u otro dispositivo electrónico durante el examen.** [Please refer to the Electronic Device Policy.] **Si tienes un teléfono celular o un dispositivo electrónico en tu posesión, apágalo ahora y levanta la mano.** [Collect and store students' devices according to the procedure at your school.]

SAY **Si se descubre un teléfono celular u otro dispositivo electrónico durante el examen, será confiscado y estará sujeto a registro.**

Ahora les daré tu cuadernillo de examen. Déjenlo cerrado hasta que les diga qué hacer. [For Grade 11 only, say the following.] **También les daré una hoja de referencia de la tabla periódica para que la usen según sea necesario.**

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

SAY **Observa la información en la portada de tu cuadernillo de examen. Asegúrate de que aparezca tu nombre. La página debería tener tu grado y Sesión 3 escritos en la portada.** [Pause. The back of this page includes copyright information that does not need to be read aloud to students.]]

SAY **Abre tu cuadernillo de examen en la primera página, que mostrará las instrucciones de Ciencias de la Sesión 3.**

[Walk around the room to make sure everyone has the booklet open to the correct page.]

SAY **En esta sesión, cada pregunta tendrá instrucciones específicas que explicarán cómo responder. Para algunas preguntas, es posible que necesites elegir más de una respuesta correcta. Responderás otras preguntas escribiendo tus respuestas en las líneas proporcionadas en tu documento de respuestas. Si sientes que necesitas más espacio para escribir tu respuesta, te traeré papel extra para que lo uses.**

Algunas preguntas tienen dos o más partes. Asegúrate de responder a todas las partes. Mientras trabajas, asegúrate de borrar completamente cualquier cambio que hagas y marca claramente tu respuesta prevista. Trata de no hacer marcas en tu cuadernillo que puedan confundir a la persona que califique tu examen.

SAY **Mira las instrucciones en el cuadernillo de examen en la parte superior de la página. Sigue mientras las leo en voz alta.** [Looking over the student's shoulder, read the directions aloud.]

SAY **¿Hay alguna pregunta?** [If there are any procedural questions, reread the directions.]

SAY **Tendrás todo el tiempo que necesites para responder a las preguntas en esta sesión. Si no estás seguro de la respuesta de una pregunta, haz lo mejor que puedas. Puedes dibujar o escribir en tu cuadernillo de examen si eso te ayuda a responder a las preguntas, pero asegúrate de que tu respuesta esté claramente marcada. Comienza con la primera pregunta de esta sesión y continúa trabajando hasta que veas la señal de alto. No trabajes más allá de la señal de alto. Recuerda marcar o escribir todas tus respuestas en el cuadernillo de examen**

SAY **Cuando hayas terminado con esta sesión, cierra tu cuadernillo de examen. Luego puedes sentarte en silencio o leer un libro en silencio en tu escritorio. ¿Tienes alguna pregunta?** [Si hay alguna pregunta sobre el procedimiento, vuelve a leer las instrucciones.]

Puedes comenzar.

[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.]

Remind students as part of the general instructions to complete all questions and to check to be sure they have completed this session. You may also tell students when their response is not clearly marked in the test booklet.

Reminder: You may not review the students' responses for correctness.

After students have finished, continue reading the following script.]

SAY **Si no has terminado, puedes tener tiempo adicional para completar el examen. Levanta la mano si necesitas tiempo adicional.** [Explain to students how extended time is to be handled in your school.]

SAY **Esto completa la evaluación de preparación científica de Nuevo México.**

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

Collect the test booklets, paper testing materials, and pencils from the students. Place each student's test booklets into a separate manila envelope.

Seal the manila envelope (with or without using the metal clasps). Adhere the SECURE label across the flap of the envelope. Return all test packets and answer documents to your TC.

After Paper-Based Testing

Standardized test materials must be returned to Assessment & Technology Solutions. The loss of secure state assessment materials is a breach of assessment security and must immediately be investigated and reported. The DTC must notify the Kite Service Desk and PED immediately should this occur.

Missing test materials should be reported as an irregularity. Districts that do not return all test materials can be subject to being charged for the cost of missing materials and/or on-site monitoring visits by PED.

Final Reminders

1. Ensure there are three test booklets inside a manila envelope, and they are all from the same student.
2. Typewritten responses remain affixed to the student's test booklet or answer document.
3. Check that all test packets are secure. This includes the envelope flap being sealed with the SECURE label.
4. Ensure braille booklets are returned free from any marks, page bends, or other markings.
5. Destroy testing materials that are not returned (scratch paper, periodic tables).
6. The Chain of Custody document is filled out complete and returned with your test packages.
7. Return all test booklets and answer documents to your TC.

Appendix A: Checklist for Test Administrators

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

Table 7: CBT Administrator Task Checklist

Computer-Based Test Administrator Task Checklist
Before Testing
Read the Test Administrator’s Manual (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 your Test Coordinator (TC) to review the testing schedule and the procedures in this manual.
Obtain Student Login Tickets and Daily Access Codes from your TC for all students assigned to you.
Secure scratch paper and pencils with erasers for each student you will be testing.
Remember to charge laptops before testing.
During Testing
Post a “Testing—Do Not Disturb” sign on your classroom/lab door.
Be sure that all students have appropriate computer devices.
Distribute student login tickets for each student assigned to you for testing.
Post the Daily 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 Kite Help Desk 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 Kite Student Portal on their devices.
Collect the Student Login Tickets and scratch paper.
Remove (erase) the posted Daily Access Code.

Table 8: PBT Administrator Task Checklist

Paper-Based Test Administrator Task Checklist	
Before Testing	
	Read the Test Administrator Manual (TAM).
	Have students take the practice test to become familiar with the various question types.
	Meet with your Test Coordinator (TC) to review the testing schedule and the procedures in this manual.
	Secure scratch paper and pencils with erasers for each student you will be testing.
	Obtain the testing packets from your TC and record in the Chain of Custody document.
During Testing	
	Post a “Testing—Do Not Disturb” sign on your classroom/lab door.
	Walk around the room and make sure students remain on task and are progressing through the exam appropriately.
	If you see a student response that is illegible, too lightly marked, or otherwise difficult to discern, address it with the student as soon as possible.
	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	
	Collect all testing materials.
	Ensure all marks are erased and markings removed from braille booklets.
	Return all testing packets to your TC along with the Chain of Command document.