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Assessment, Accountability & State Programs

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Assessment Guide

The **Assessment** department's mission is to support schools in accurately assessing students' academic performance to ensure ongoing progress and demonstration of grade level standards and competencies. We strive to support schools in accurately maintaining student data and records in order to communicate effectively with all stakeholders, including students, parents and families, teachers, administrators and the New Mexico Public Education Department (NMPED).

As a district, we support **student assessment** through:

- Coordinating testing districtwide as required by NMPED.
- Offering technical assistance to schools, administrators and teachers to disaggregate student test data and plan for meaningful interventions and site-based decision making to positively impact student learning and staff development.
- Communicating test results to parents and families.

Why do we assess students?

The regular assessment of students' academic performance is an essential component of the educational process. Data supports and tracks the ongoing progress or lack of progress in attaining grade level standards. This data serves to inform parents, families, teachers, administrators and district level staff so that supports can be implemented to increase student achievement and inform classroom level instruction. Further Federal and State Law require **all** students to participate in mandated assessments. The following laws are in place which **require** student participation in state mandated assessment:

- [Federal: ESEA; HR1, Title1, Part A, Subpart 1, Section 1111, \(b\), 3, C](#)
- [State of New Mexico, section 22-2C-4 NMSA 1978](#)
- [State of New Mexico, 6.29.1 .M \(1\) NMAC](#)

One exception to state mandated assessment, is a student with a rare and unique condition that prevents him or her from receiving instruction may receive a [medical exemption](#) with PED approval.

How do we assess students?

Student assessments administered by the Española Public Schools may include classroom level, teacher monitored, formative or summative assessments related directly to classroom level lessons and instruction. Additionally, teachers will administer short cycle assessments, which target monitoring student growth in real time, in order to inform classroom level instruction and intervention strategies for students who are performing below grade level standards. Short cycle assessment administered include:

- **Istation Short Cycle Assessment (K-6, reading and math)**

What are Istation's assessments? Istation's Indicators of Progress (ISIP) Early Reading and Mathematics assessments are sophisticated, web-delivered computer-adaptive testing (CAT) systems that provide continuous progress monitoring (CPM) by frequently assessing and reporting student ability in critical domains of early reading, reading, and math respectively, throughout the academic year. Istation cycles of assessment begin each month and provide a prescriptive intervention routine for students, specific to their learning needs.

- **Measures of Academic Performance (7-12, reading, math and science)**

Measures of Academic Progress (MAP) interim assessments provide essential information about a student's continuum of learning and growth trajectory. MAP is a tool to help identify strengths and opportunities and focus instruction on the areas of greatest need. MAP assessment cycles are administered at the beginning, middle and end of each school year.

Throughout the school year, students may also be required to take other state mandated summative, or annual assessments dependent on their grade level, or academic needs. State mandated summative assessments may include:

- **ACCESS for ELLs, W-APT, and WIDA Screener**

ACCESS for ELLs 2.0 is the English language proficiency assessment administered to all kindergarten through 12th grade students who have been identified as English language learners (ELs). It is given annually to monitor students' progress in acquiring academic English. W-APT for Kindergarten and WIDA Screener for grades 1-12 are the department approved English language proficiency screening assessments administered to potential English learners (ELs) as part of EL identification process

- **Early Childhood Observation Tool**

New Mexico Early Childhood Observation Tool (ECOT), which includes PreK & Kindergarten Observation Tool is part of a comprehensive plan to ensure that all New Mexico students have the opportunity to succeed in school. It is an observation-based assessment tool.

- **End-of-Course Exams**

End-of-course (EoC) Exams have multi-tiered uses and help meet many educational objectives in New Mexico. Passing scores on New Mexico EoCs are indicative of a student being minimally proficient as described in the performance level descriptors and course alignment to curricular standards. Educators use EoC results to make curricular decisions that improve achievement outcomes for students.

- **Istation's Indicators of Progress (ISIP)**

Istation's Indicators of Progress (ISIP) Early Reading and ISIP Lectura Temprana are computer-adaptive tests that provide continuous progress monitoring by frequently assessing and reporting student ability in critical domains of reading and Spanish early

reading, respectively, throughout the academic year. Istation exams are required for students in kindergarten-grade 2. At grade 3, Istation tests are required for Reads to Lead, RDA, and K-3 Plus sites.

- **National Assessment of Educational Progress**

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. NAEP results serve as a common metric for all states and selected urban districts. The grade levels and subject areas assessed can vary by year.

- **New Mexico Alternate Performance Assessment**

The New Mexico Alternate Performance Assessment (NMAPA) maximizes access to the general education curriculum for students with significant cognitive disabilities and ensures that all students with disabilities are included in assessment and accountability.

- **Spring 2019 Transition Assessment: New Mexico Standards-Based Assessment of Math and English Language Arts**

The New Mexico Standards-Based Assessment of Math and English Language Arts includes tests in ELA and mathematics at grades 3-8 and high school. At the high school level, math tests are course-aligned with Algebra I and II, Geometry, and Integrated Mathematics I-III.

- **Standards-Based Assessment of Science and Spanish Reading**

The Standards-Based Assessment (SBA) measures student mastery of the New Mexico science content standards and benchmarks. It is administered annually in the spring to grades 4, 7, and 11 and is available in English and Spanish. An SBA Spanish reading assessment at grades 3-8 and high school is also offered for EL students for whom these tests are appropriate.