



2026-2027

AMIRA NON-STANDARD DATA RETENTION AND ADMINISTRATION OPTIONS

The New Mexico Public Education Department (PED) recognizes that school districts and charter schools maintain varying policies and practices related to **student privacy**. Consistent with previously issued **PED Amira guidance**, school districts and charter schools retain local decision-making authority regarding the retention or deletion of student voice recordings generated during the administration of the Amira early literacy assessment. LEAs have the ability to choose the duration of retention of recorded data following the completion of assessment administration and validation of assessment results. This document outlines the available options to support informed local decision-making.

Why Amira Uses Voice Recording

Amira includes a voice-recording feature because the assessment measures oral reading fluency (ORF), which requires students to read aloud. Including ORF provides a more holistic picture of early literacy than assessments that rely only on silent or receptive responses because it captures how well a student can apply foundational reading skills while reading connected text aloud. The recording allows the system to evaluate important aspects of reading, such as accuracy, rate, and fluency, and also supports score verification when needed.

How Teachers Use Voice Recordings

When retained, student voice recordings may be used by teachers and other authorized school personnel to review a student's oral reading performance as part of the assessment validation process. Listening to a student's reading can help educators confirm scoring when appropriate, observe patterns in reading accuracy, fluency, pacing, expression, and self-corrections, and better understand the specific skills a student has mastered or is still developing. These insights can help inform classroom instruction, targeted interventions, and progress monitoring. Recordings are intended to supplement—not replace—teacher observation, classroom assessment, and professional judgment.

TRADITIONAL PED-ALIGNED AMIRA ADMINISTRATION

New Mexico school districts and charter schools administer the Amira computer-based test (CBT) for early literacy, which includes the capture of student voice recordings. This is the traditional administration model used statewide and supports score verification by allowing educators, when appropriate, to review audio recordings as part of the assessment validation process.

NON-TRADITIONAL AMIRA RETENTION AND ADMINISTRATION OPTIONS

Page 2 of this document outlines the available options for school districts and charter schools that elect to implement different data retention practices, Amira paper-based test administration, or alternative assessment programs. For questions or support in completing this form, please contact

PED.Assessment@ped.nm.gov.

AUDIO RETENTION OPTIONS

All student voice recordings are automatically deleted at the conclusion of each month.

LEAs that wish to implement a different retention period other than monthly (i.e., daily, weekly, or yearly), should submit a written request to PED.Assessment@ped.nm.gov. Upon receipt of the written request, the PED will coordinate with Amira to implement the LEA's preferred retention schedule.

ALTERNATIVE ADMINISTRATION OPTIONS

- Please check the applicable boxes if you are requesting *non-standard* administration options.
- Please return page 2 to PED.Assessment@ped.nm.gov.

SECTION A: ADMINISTRATION WITH AUDIO RECORDING DISABLED

- ☐ Our school district or charter school will administer the Amira computer-based test **with audio recording disabled**, meaning that Amira will delete student audio immediately following scoring. Under this configuration, student responses are scored automatically, and voice recordings are not retained following scoring. The only exception occurs when a response is temporarily retained for quality assurance review due to a scoring anomaly; in those limited cases, the recording is retained only through the end of the day to complete the scoring process before deletion.

SECTION B: PAPER-BASED TEST ADMINISTRATION OPTIONS FOR BOY, MOY, EOY

- ☐ Our school district or charter school request **not** to administer the Amira computer-based test (CBT). Instead, we will administer the PED-approved Amira paper-based test (PBT) for all or some of our K-2 students. By selecting this option, I understand and acknowledge that:
- Classroom teachers or designated school staff are responsible for **administering and submitting** the PBT. This is a one-on-one administration that will take approximately 20–30 minutes, depending on the grade level.
 - [Paper & Pencil Administration Guidance](#)
 - Once PBTs are administered, designated school staff are responsible for entering scores into the Amira platform according to the PED timelines and guidance.
 - **Once staff administer, score, and enter responses into the platform, Amira will require 2 business days to process student responses and scores from the paper-based test.**
 - Spanish PBT available; a separate administration guidance will be made available to those selecting PBT.

Please select the population that the PBT option will be administered to:

- ☐ All K-2 students enrolled in the school district or charter school.
- ☐ Specific students based on parent requests, select classrooms, or select schools. **Please note that students with an IEP that require paper-based test administration do not need to be included in this selection, as this is already available as a CBT exception.**

SECTION C: ALTERNATIVE EARLY LITERACY ASSESSMENT SYSTEM

- ☐ Our school district or charter school requests to administer a locally selected and purchased assessment system in lieu of Amira. Please complete the questions in the following form: [Request to Utilize an Alternative Early Literacy Assessment System](#).

Name and email of person completing this form: