

**LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS**

Bill Number: HB 85

51st Legislature, 2nd Session, 2014

Tracking Number: .195223.1

Short Title: NM School Performance Assessment Model

Sponsor(s): Representative Christine Trujillo and Senator Timothy M. Keller

Analyst: James Ball

Date: January 30, 2014

Bill Summary:

HB 85 makes an appropriation to continue research and development of a performance assessment model for public schools by the College of Education at the University of New Mexico (UNM).

Fiscal Impact:

\$100,000 is appropriated from the General Fund to the Board of Regents of UNM for expenditure in FY 15. Unexpended or unencumbered funds revert to the General Fund.

Technical Issues:

The language in HB 85 and the short title assigned to the bill all suggest that the research and development work to be done by UNM would be concerned with overall school performance along the lines of the A-F school grading system currently in place for assessing the effectiveness of individual schools. Documentation and bill analyses, however, point to the development of an individual student performance assessment which would serve as an alternative to the standards-based assessment or assessment required for graduation. The matter could be clarified by inserting the word "student" before the word "performance" in lines 12 and 20 of HB 85.

Substantive Issues:

According to the Higher Education Department (HED) HB 85 would provide continued funding for the Alliance for Leadership and Learning (ALL) at UNM. This was an initiative funded for four years by the federal Department of Education and hosted by the UNM College of Education. Research under this grant aimed at improving leadership in public schools and to develop associated curricular materials. ALL is a consortium of educators representing the educational leadership program at the UNM College of Education, administrators, and faculty from the Albuquerque Public Schools, and the director of the New Mexico Leadership Institute.

According to the Public Education Department (PED) the agency's FY 15 budget request includes funding for the development of end of course exams, including performance-based assessments. PED believes that the request in HB 85 potentially duplicates this work already under way. PED states that it is working to further develop performance-based assessments in

tandem with several charter schools across New Mexico and that it would be beneficial to ensure efforts are aligned and coordinated to reduce duplication.

Background:

Members of the New Mexico Performance Assessment Network (NMPAN) presented a memorandum to the Legislative Education Study Committee in September 2013 outlining their vision for developing an alternative to the New Mexico Standards-Based Assessment or the assessment required for graduation. NMPAN proposed that after a year of study, by May 2014, a student performance assessment be adopted to offer this alternative.

According to online information provided by the NMPAN, the proposed performance assessment is a comprehensive evaluation in which a student can demonstrate his or her accomplishments, strengths, and weaknesses. Using the official New Mexico Standards and Benchmarks and the Common Core as a guide, the goal is to create tasks that allow students to demonstrate their knowledge, reasoning, skills, and/or attitudes. The tasks should be:

- authentic and real world;
- observable by the public; and
- rooted in the actual instructional approach of the school.

Assessments should be:

- feasible (in time, space, and cost);
- fair (not biased based on gender or race); and
- flexible (allow for multiple outcomes).

Authentic achievement describes a performance assessment that is rooted in a larger context beyond the classroom and school and allows students to construct new knowledge and practice disciplined inquiry.

Mastery means that a student has demonstrated through a performance, product, or presentation that he or she is able to demonstrate the skills and understand the concepts of a standard in a manner that has been determined at the appropriate level as defined by a rubric.

Committee Referrals:

HEC/HAFC

Related Bills:

None as of 1/30/2014.