

LESC bill analyses are available on the New Mexico Legislature website ([www.nmlegis.gov](http://www.nmlegis.gov)). Bill analyses are prepared by LESC staff for standing education committees of the New Mexico Legislature. LESC does not assume any responsibility for the accuracy of these reports if they are used for other purposes.

**LEGISLATIVE EDUCATION STUDY COMMITTEE**  
**BILL ANALYSIS**  
**53rd Legislature, 1st Session, 2017**

<b>Bill Number</b>	<u>HB185/HECS/aSEC</u>	<b>Sponsor</b>	<u>HEC</u>
<b>Tracking Number</b>	<u>.207095.1</u>	<b>Committee Referrals</b>	<u>HEC; SEC/SPAC</u>
<b>Short Title</b>	<u>Limit Statewide School Testing Days</u>		
<b>Analyst</b>	<u>McCorquodale</u>	<b>Original Date</b>	<u>2/15/17</u>
		<b>Last Updated</b>	<u>2/28/17</u>

---

---

**BILL SUMMARY**

Synopsis of Senate Education Committee Amendment

Senate Education Committee Amendment for House Education Committee Substitute for HB185 (HB185/HECS/aSEC) amends sub-paragraph B to include any non-mandated state and federal college and career readiness assessments as those being excluded from the limit of testing times annually of 25 hours per school year and not more than 180 minutes per school day.

Synopsis of Original Bill

House Education Committee Substitute for House Bill 185 (HB185/HECS) amends the Public School Code to limit the number of hours per year and minutes per day that school districts and charter schools can administer statewide and school district required assessments to 25 hours per school year and no more than 180 minutes per school day. HB185/HECS excludes individualized assessments for English learners (ELs) and students identified with a learning disability, as well as individual teacher-created and career readiness assessments.

**FISCAL IMPACT**

HB185/HECS/aSEC does not have an appropriation.

**SUBSTANTIVE ISSUES**

In current law, the provisions relating to the academic assessment program require the testing of student achievement for:

- third through eighth grade and 11th grade, Partnership for Assessment of Readiness for College and Careers (PARCC) standards-based assessment in mathematics, reading, and language arts;
- third through 11th grade, PARCC standards-based writing assessment;
- fourth, seventh, and 11th grades, standards-based assessment in science; and
- ninth through 12th grade, end of course (EoC) exams.

Additional assessments that are required by the Public Education Department (PED):

- kindergarten through 12th grade, ACCESS English language proficiency assessment for students identified as English learners (Section 22-23-6 NMSA 1978); and
- kindergarten through third grade, Istation reading proficiency interim assessment for monitoring progress and for purposes of the teacher evaluation system.

In current law, the provisions relating to the statewide college and workplace readiness system require 11th graders to take a college placement assessment; a readiness assessment; or an alternative demonstration of competency using standards-based indicators.

PED requires all third through 11th grade students to participate in the statewide standards-based assessment program. The Legislative Finance Committee (LFC) noted it may be possible to decrease costs and time spent on test preparation and testing by not testing students in ninth and 10th grade.

### **OTHER SIGNIFICANT ISSUES**

The time spent on testing in schools has been a topic of discussion for the past several years. In 2015, The Legislative Education Study Committee (LESC) heard testimony about the amount of testing school districts and charter schools administered throughout the year. This came on the heels of PED conducting a New Mexico assessment inventory (NMAI) to assess local testing practices. PED indicated the evidence of over testing was duplication of assessments in one or more subjects. School districts and charter schools indicated there was not clarity about which assessments were required by the department, school district, or school principals.

In 2015, PED indicated New Mexico decreased overall state-mandated testing time across all grades by an average of 30 minutes per year since 2010. PED added the state accomplished this by: implementing assessments aligned with more rigorous standards which led to less than 2 percent of the school year dedicated to state-mandated assessments; partnering with school districts and charter schools to examine local assessment practices; and reducing duplicative assessments.

The LFC 2016 program evaluation report on Assessing “Time-on-Task” indicated the administration of standardized assessment takes up 2 percent of total allocated instructional time or 21 hours or almost four instructional days.

### **SOURCES OF INFORMATION**

- Legislative Education Study Committee Files
- Legislative Finance Committee

**CMC/rab**