

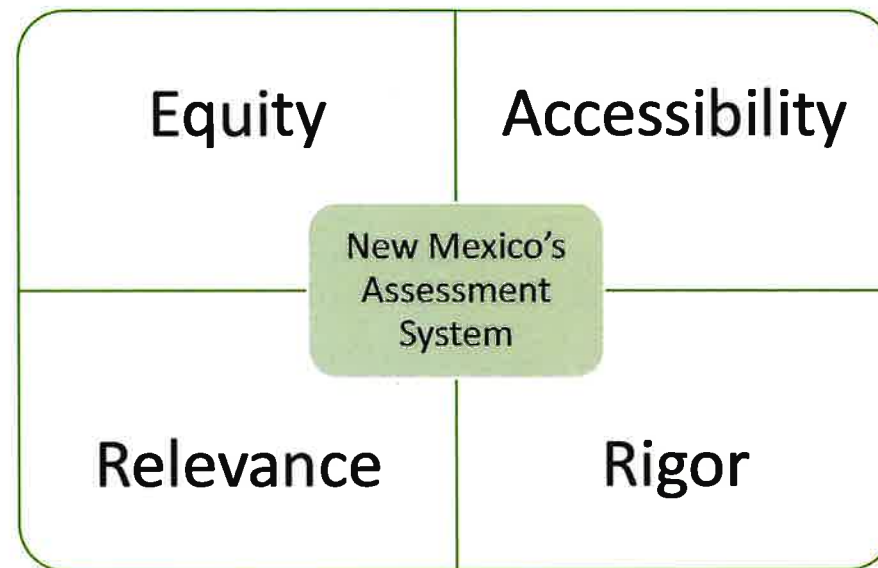


Public Education Department

Student Success Task Force

*A Presentation for the LESC
October 24, 2019*

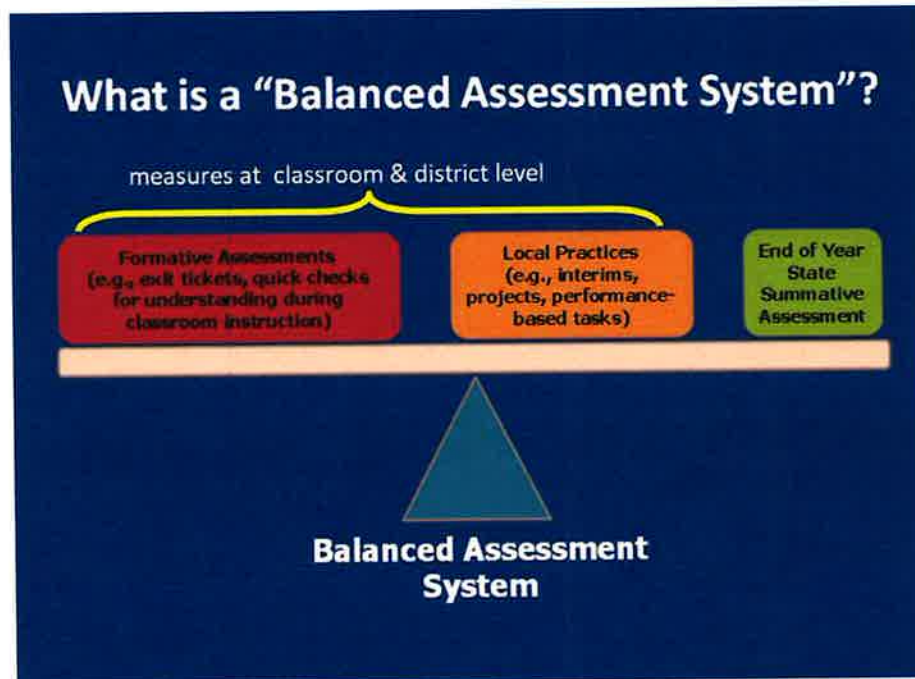
Guiding Principles for New Mexico's Assessment System



Executive Call to Action

Timeline	Events
January 2019	Governor's Executive Order to Transition from PARCC
March 2019	13 statewide engagement meetings
April – May 2019	Transition (TAMELA) assessment administered
April – June 2019	Student Success Task Force convened
July – October 2019	Procurement for new assessment components; informed by community engagement feedback, Task Force recommendations, and leadership vision
Fall 2019	Full Student Success Task Force Report

Creating a Balanced Assessment System



A **balanced assessment system** recognizes that classroom formative assessments and other local practices co-exist with state summative assessments, as **multiple measures**, to provide a full picture of a student’s performance. Meaningful assessment practices at the local level can range in variety from the simple (e.g., exit ticket) to more complex (e.g., performance-based tasks). The goal of a balanced assessment system is to provide students, parents, educators, policy makers, and communities with a variety of useful information about academic achievement and progress.

Two Phases of Task Force Recommendations

Phase I (Short-term)

Determine requirements for a statewide **summative** assessment for Spring 2020 administration with certain **constraints**:

- Timeline of implementation
- Necessary supports and accommodations for English learners and students with disabilities
- Mathematics and English language arts for grades 3-8 and high school
- Complying with the *Every Student Succeeds Act*, as required federally

Phase II (Long-term vision)

A balanced assessment system (e.g., interim and formative supports)

Assessment literacy support (e.g., how to interpret data from different sources for different audiences; common vocabulary)

Additional measures of student success (e.g., K-2, Spanish language arts, performance-based assessments)

High-Level Task Force Recommendations

- 1. Minimize change; maintain alignment to the state adopted standards**
- 2. Eliminate unnecessary testing and keep testing time to a minimum**
- 3. Assess writing at every grade but only assess a single writing task at each assessed grade level for grades 3-8**
- 4. Ensure assessment practices are culturally responsive; involve New Mexico educators in the process**
- 5. Decouple assessment results from high stakes uses like educator evaluation**
- 6. Provide meaningful data**
- 7. Pursue other innovative practices that measure student learning (e.g., performance-based assessments)**
- 8. For 3-8, Math and ELA, gradually replace use of the current item bank by developing custom items**
- 9. For grade 11 math and language arts, adopt a college entrance exam that has meaning beyond high school**
- 10. Provide a common platform for both summative and interim assessments**
- 11. Provide assessment literacy resources for teachers, parents, and community members**
- 12. Ensure tests remain accessible to all students**

Task Force Video: <https://webnew.ped.state.nm.us>

Task Force Recommendations Procured

Procurement Components
Grades 3-8 Summative Math/Language Arts Assessment
Grades 9 and 10 Summative Assessments
College Entrance Exam at Grade 11
Spanish Language Arts Assessment aligned to CCSS en Español
K-12 Interim Assessment System
Assessment Literacy Resources
Capacity to deliver student, parent, and educator surveys
Support for local K-12 platform use (e.g., surveys, district made interims)

Further Recommendations

- Support infrastructure to deliver high quality professional development around assessment literacy (e.g., virtual communities of practice)
- Support development of performance-based, culturally and linguistically responsive assessments and project-based learning
- Update graduation requirements – holistic, multiple measures of success and the Profile of a New Mexico Graduate

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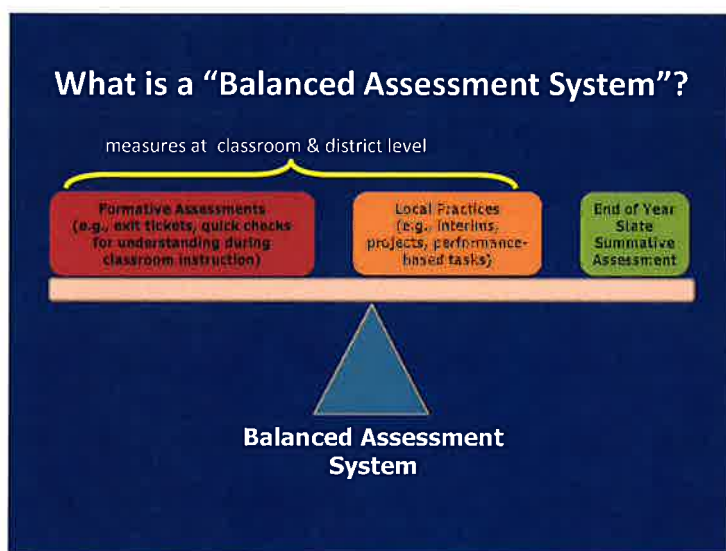
<https://webnew.ped.state.nm.us/bureaus/assessment-3/>



STUDENT SUCCESS TASK FORCE RECOMMENDATIONS

In Spring 2019, PED held a series of community conversations across the state. Over 800 voices were heard during this outreach to transform the state’s assessment system. A summary of the community conversations was provided to the Student Success Task Force. Watch a brief video about their vision for measuring student learning [here](#).

The Student Success Task Force was charged with providing a set of short-term and long-term recommendations that would build a more balanced assessment system.



A **balanced assessment system** recognizes that classroom formative assessments and other local practices co-exist with state summative assessments, as **multiple measures**, to provide a full picture of a student’s performance.

Meaningful assessment practices at the local level can range in variety from the simple (e.g., exit ticket) to more complex (e.g., performance-based tasks).

The goal of a balanced assessment system is to provide students, parents, educators, policy makers, and communities with a variety of useful information about academic achievement and progress.

TOP 12 RECOMMENDATIONS*

1. Minimize change; maintain alignment to the state adopted standards.
2. Eliminate unnecessary testing and keep testing time to a minimum.
3. Assess writing at every grade but only assess a single writing task at each assessed grade level for grades 3-8.
4. Ensure assessment practices are culturally responsive; involve New Mexico educators in the process.
5. Decouple assessment results from high stakes uses like educator evaluation.
6. Provide meaningful data.
7. Pursue other innovative practices that measure student learning (e.g., performance-based assessments).
8. For 3-8, Math and ELA, gradually replace use of the current item bank by developing custom items.
9. For grade 11 math and language arts, adopt a college entrance exam that has meaning beyond high school.
10. Provide a common platform for both summative and interim assessments
11. Provide assessment literacy resources for teachers, parents, and community members.
12. Ensure tests remain accessible to all students.

7. A full Student Success Task Force report will be published this fall and made available on the [PED website](#).



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STATE AND FEDERAL ASSESSMENT REQUIREMENTS FAQ

What are the federal requirements for participation in state assessments?

The Every Students Succeeds Act (ESSA) 1111(c)(4)(E)(i) requires states to annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools. ESSA 1111(b)(2)(B) requires the assessment of all students, including students with disabilities and English learners, in

- reading and/or language arts in grades 3-8 and once in high school;
- mathematics in grades 3-8 and once in high school; and
- science once in grades 3-5, once in grades 6-9, and once in grades 10-12.

ESSA 1111(b)(2)(G)(i) requires an assessment of English language proficiency for all students identified as English learners.

To meet these federal requirements, New Mexico administers the following assessments:

- New Mexico-Measures of Student Success and Achievement (NM-MSSA) to measure mastery of math and language arts in grades 3-8. NM-MSSA results will be comparable to those of the spring 2019 Standards Based Transition Assessment;
- A college entrance exam to measure math and language arts in grade 11;
- New Mexico Assessment of Science Readiness (NM-ASR) will measure science proficiency in grades 5, 8, and 11; and
- ACCESS for ELLs 2.0 will measure English language proficiency for students who are identified as English Learners.

ESSA 1111(b)(2)(B)(vii) requires that students with disabilities and English learners be provided appropriate accommodations on assessments, and that the state provide an alternate assessment (ESSA 1111(b)(2)(D)) for students with the most severe cognitive disabilities.

Which alternate assessments do students with significant cognitive disabilities take?

Students whose individualized Education Program (IEP) teams have determined that the general assessment is not appropriate, even with accommodations in place, will take the Dynamic Learning Maps (DLM) assessment. DLM is aligned to alternate achievement standards related to New Mexico's adopted standards, as required by ESSA, and is administered in the same subjects and grades as the general assessments. DLM will replace the New Mexico Alternate Performance Assessment (NMAPA) in Spring 2020. Click [here](#) for more details.

What additional assessments does the state require?

The New Mexico Statutes Annotated (NMSA) requires students demonstrate competency in reading or language arts, writing, mathematics, science, and social studies to graduate high school (22-13-1.1 NMSA). Among a variety of options for demonstrating competency, students can demonstrate competency on the ESSA-required assessments.

The Istation early literacy assessment is required in grades K-5 for students in the K-5 Plus Program (22-13D-1 NMSA) and in grades K-2 for all students statewide (New Mexico Administrative Code (NMAC) 6.19.9).