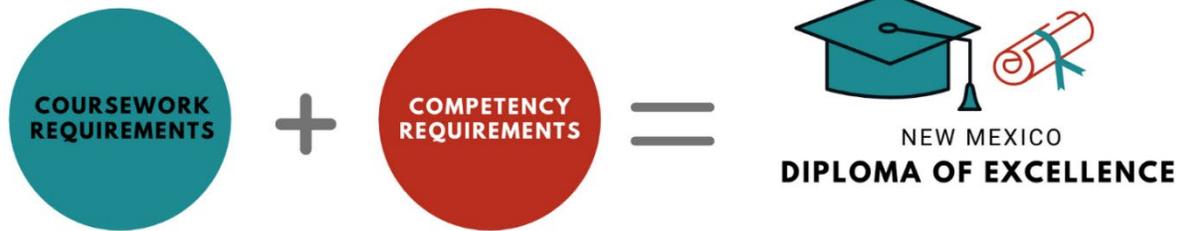


Date: May 27, 2021  
Prepared By: Hathaway

## High School Graduation Requirements

A high school diploma, formally called a New Mexico Diploma of Excellence, is offered in all high schools statewide and all high school students are eligible to earn it upon successful completion of both **coursework** and **competency** requirements. See [Attachment 1, Public Education Department \(PED\) High School Graduation Requirements Guidance](#). Specific coursework requirements are defined in statute. Students must also demonstrate competency in the five core content areas – mathematics, reading, writing, science, and social studies – to earn a New Mexico Diploma of Excellence.



## High School Coursework Requirements

Per state statute, students must earn 24 units aligned to the state academic content and performance standards to receive a New Mexico Diploma of Excellence. See [Attachment 2, Section 22-13-1.1 NMSA 1978](#). Each unit is formed by a class that is either two semesters or one academic year in duration. One of these units must be an Advanced Placement or honors course, a dual-credit course, or a distance-learning course. Section 22-13-1.1 NMSA 1978 outlines the following 24 units as required coursework:

- **Four units in math**, one of which must be the equivalent to or higher than the level of Algebra II;
- **Four units of English** with major emphasis on grammar, nonfiction writing, and literature;
- **Three units of science**, two of which must include a lab component;
- **Three and one half units of social studies**, which must include U.S. history and geography, world history and geography, government and economics, and one half unit of New Mexico history;
- **One unit in physical education**;
- **One unit in a career cluster course, workplace readiness, or a language other than English**;
- **Seven and one half elective units** that must meet Public Education Department (PED) content and performance standards; and
- *Note:* Although not included in the 24 unit requirements, students must also take one course (which can be either one half or one full unit) in health prior to graduation. This may be offered in either middle or high school and is determined by each school district.

While school districts and charter schools must adhere to coursework requirements as specified in statute, they may also require additional coursework of students. It is not uncommon for school districts to require more than 24 units to receive a diploma. For example, Rio Rancho Public Schools requires students to complete 26 units at its comprehensive high schools. Additional required courses must still be aligned with state content and performance standards.

## Competency Requirements

Students must not only complete course requirements, but also demonstrate competency in core academic subjects to graduate with a diploma.

Until 2019, students were required to demonstrate competency using federal Every Student Succeeds Act required proficiency tests as a primary demonstration of competency. If a student wished to use an alternative demonstration of competency, such as a capstone class, a waiver was required from PED. Beginning in the 2019-2020 school year, however, PED began allowing students to demonstrate competency using multiple methods allowed by administrative rule. See [Attachment 3, 6.19.7 NMAC 2018](#). Effectively, PED is no longer using a primary and alternative model of assessing competency, allowing students more flexibility in how competency is demonstrated. See [Attachment 4 and Attachment 5, Menu of Options to Demonstrate Competency for Cohorts 2021 and 2022](#). Students may now demonstrate competency through required assessments, local demonstrations of competency, or innovative assessment options.

- **ESSA-Required Assessments** include 11<sup>th</sup> grade assessments such as the SAT, standards-based assessments (SBA), Transition exams, the New Mexico Assessment of Science Readiness (NM-ASR), or other nationally-recognized tests (ACT, ACCUPLACER, or Advanced Placement, among others). Students must earn a passing score on these assessments, with cut off scores set by PED.
- **Local Demonstrations of Competency** may include rigorous portfolio projects and competency-based options. PED may also approve other local demonstrations of competency outside of the portfolio and competency-based options.
- **Innovative Assessment Options**, are currently being newly developed by PED in partnership with the New Mexico Innovative Assessment Community of Practice, a community of educators and leaders from school districts and charter schools across New Mexico that is engaged in collective learning about assessment models that are project-based, culturally and linguistically responsive, and reflective of local practices. These innovative assessment options will be a statewide graduation option that culminate with student exhibitions to demonstrate learning. Guidelines will be provided by PED by August 2021.

## Next Step Plans

Next step plans are statutorily required personal career and academic plans developed by each student at the end of eighth grade through 11<sup>th</sup> grade, and again during a student's senior year. See [Attachment 2, Section 22-13-1.1 NMSA 1978](#). The purpose of the next step plan is to identify each student's postsecondary interests and align their high school education to both graduate and pursue additional goals. See [Attachment 6, PED Next Step Plan Template](#). State law requires that the plans are reviewed annually and developed in consult with a student's guidance counselor and parent or legal guardian. The next step plan can be modified year to year. The plan is then signed by the student, their parent or guardian, and the student's guidance counselor, and then filed with the principal of a student's high school.

Although required by law and administrative rule, it is unknown if next step plans have contributed to increased academic or career goal success of high school students.

## Middle School Coursework Requirements

State law provides statutory obligations for minimum instructional areas that must be covered in the middle school grades. See [Attachment 7, Section 22-13-1 NMSA 1978](#). In middle school, instruction that meets academic content and performance standards must be provided in the following subject areas:

- Reading and language arts, with an emphasis on writing and editing for at least one year and grammar and writing for one year;
- Mathematics;
- Language other than English;
- Communication skills;
- Science;
- Art;
- Music;
- Social studies;
- New Mexico history;
- United States history;
- Geography;
- Physical education; and
- Health education.

Date: May 27, 2021

Prepared By: Hathaway

Beginning in the 2008-2009 school year, middle schools were also required to offer Algebra 1 to students, either in regular classroom settings, online, or in agreements with high schools. School districts and charter schools must also offer electives to students that contribute to academic growth and skill development, and provide career and technical education.

## Common Questions

- *How are graduation requirements set?*
  - Graduation coursework requirements are set in statute.
- *Who oversees graduation requirements?*
  - The PED College and Career Readiness Bureau oversees coursework requirements. The PED Assessment Bureau oversees competency requirements.
- *When were current graduation requirements developed?*
  - Current coursework requirements were developed in 2007 legislation that became effective for students beginning ninth grade in the 2009-2010 school year.
- *How do graduation requirements apply to students with individualized education programs (IEPs)?*
  - Students with IEPs demonstrate competency in the way best matched to their individual needs. Next step plans are embedded in IEPs for students with disabilities. IEPs for students with disabilities must specify which assessments each student will participate in and what, if any, accommodations or modifications are needed for that student. Students with IEPs who do not need individualized graduation modifications follow guidelines consistent with students without IEPs as set forth in 6.19.7 NMAC. If a student does need individualized graduation criteria, there are two options to demonstrate competency:
    - **Modified Option:** The modified option can include students taking primary assessments with individualized passing scores set by IEP teams, students taking alternative assessments, or students completing competency-based alternatives such as a portfolio or capstone project. This option is similar to the route for students without IEPs, but allows for additional flexibility in passing scores.
    - **Ability Option:** For students with severe cognitive impairments, the Grade 11 New Mexico Alternate Performance Assessment (NMAPA), serves as both the state-approved primary and alternate assessment. The NMAPA is designed to meet both Elementary and Secondary Education Act and Individuals with Disabilities Education Act requirements. The ability option also allows for competency-based alternatives.



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**High School Graduation Requirements Guidance**  
**Updated February 20, 2020**

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## New Mexico Diploma of Excellence

Students in New Mexico must meet both **coursework** and **competency** requirements in order to earn a New Mexico Diploma of Excellence.

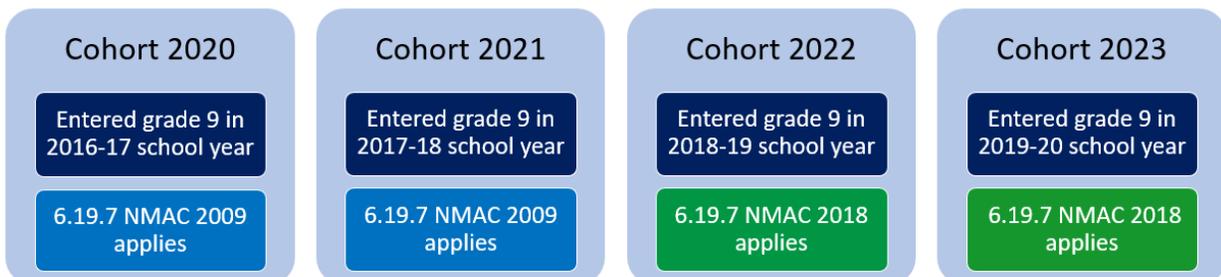


In order to graduate from high school, students in New Mexico are required to meet the graduation requirements defined in Section 22-13-1.1 Graduation Requirements NMSA 1978. Students must complete a minimum of twenty-four credits with at least one of the credits being an advanced placement (AP) or honors course, or a dual-credit course, or a distance learning course.

Pursuant to 22-13-1.1 NMSA 1978, students must also demonstrate competency in the five core content areas: mathematics, reading, writing, science, and social studies.

## Graduation Cohorts

Graduation requirements are established in section 6.19.7 of the New Mexico Administrative Code (NMAC). Graduation requirements are set for each cohort when the students enter grade 9. Because 6.19.7 NMAC was amended in July 2018, requirements for Cohorts 2020 and 2021 are different from those for Cohorts 2022 and 2023:



Content Area	Coursework Requirements	Coursework Options (STARS course code)
<b>Mathematics</b>	4 credits of math in high school, one of which shall be the equivalent to or higher than the level of Algebra II	<ul style="list-style-type: none"> <li>• Computer Science A (0327 or 0346)*</li> <li>• Computer Science Principles (0345 or 0336)*</li> <li>• Algebra I (2031)</li> <li>• Algebra II (2041)</li> <li>• Algebra II/Trig (2044)</li> <li>• Applied Math (2024)</li> <li>• Financial Literacy (2097)</li> <li>• Fractal Mathematics (2039)*</li> <li>• Geometry (2034)</li> <li>• Integrated Pathway: Math I (2080)</li> <li>• Integrated Pathway: Math II (2081)</li> <li>• Integrated Pathway: Math III (2083)</li> <li>• Mathematical Modeling (2078)*</li> <li>• Probability and Statistics (2029)</li> <li>• Scientific Technologies (1783)*</li> <li>• AP and IB courses in Mathematics</li> <li>• Courses at a higher level than Algebra II</li> </ul>
<b>Reading and Writing</b>	4 credits of English with major emphasis on grammar, nonfiction writing, and literature	<ul style="list-style-type: none"> <li>• ELA 1 (1001)/ELA-ELD I (1064)**</li> <li>• ELA 2 (1002)/ELA-ELD II (1065)**</li> <li>• ELA 3 (1003)/ELA-ELD III (1066)**</li> <li>• ELA 4 (1004)/ELA-ELD IV (1067)**</li> <li>• SREB Literacy Ready (1037)</li> <li>• AP and IB courses in English Language Arts</li> </ul>
<b>Science</b>	3 credits of science	<ul style="list-style-type: none"> <li>• Computer Science A (0327 or 0346)*</li> <li>• Computer Science Principles (0345 or 0336)*</li> <li>• Fractal Mathematics (2039)*</li> <li>• Mathematical Modeling (2078)*</li> <li>• Scientific Technologies (1783)*</li> <li>• (2 credits must include a laboratory component)</li> <li>• AP and IB courses in science</li> </ul>
<b>Social Studies</b>	3.5 credits to include U.S. history and geography, world history and geography, government and economics, and 0.5 credit of N.M. history	<ul style="list-style-type: none"> <li>• US History and Geography (2729)</li> <li>• World History and Geography (2706)</li> <li>• 0.5 U.S. Government (2730)</li> <li>• 0.5 Economics (2741)</li> <li>• 0.5 N.M. History (2717)</li> <li>• AP and IB courses in Social Studies</li> </ul>
<b>Physical Education</b>	1 unit in physical education	<p><b>Options vary by school. Examples include:</b></p> <ul style="list-style-type: none"> <li>• Marching band</li> <li>• JROTC</li> <li>• Interscholastic sports</li> </ul>
<b>Career Cluster, Workplace Readiness, Language</b>	1 unit in a career cluster course, workplace readiness, or a language other than English	<ul style="list-style-type: none"> <li>• <b>Options vary by school.</b></li> </ul>
<b>Electives</b>	7.5 elective units that meet department content and performance standards	<p><b>Options vary by school. Examples include:</b></p> <ul style="list-style-type: none"> <li>• Student service learning</li> <li>• Pre-apprenticeship programs</li> <li>• Media literacy</li> <li>• Additional courses in core subjects</li> </ul>
<b>Health</b>	1 course (0.5 or 1 credit) in health	<ul style="list-style-type: none"> <li>• Health (1401) as an elective unit above (E) or as completed in middle school (MS)</li> </ul>

\*Students who demonstrate proficiency on the ESSA-required mathematics assessment and meet the Algebra II graduation requirement may use a qualifying computer science course for mathematics graduation credit. Students who demonstrate proficiency in the science assessment may use a qualifying computer science course and earn a science credit.

\*\*ELD courses are intended for English learners (ELs) whose proficiency level is nearing proficiency, as measured by the PED-approved English language proficiency assessment.

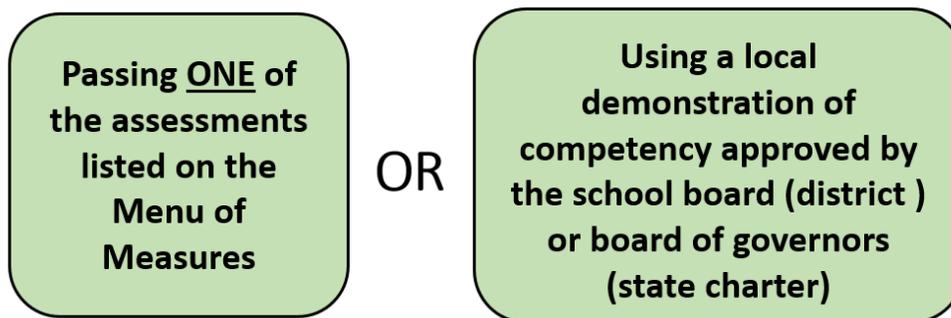
## Competency Requirements

Students must demonstrate competency for graduation in all five content areas (math, reading, writing, science, and social studies). Graduation requirements are specific to a student's graduation cohort. See the **Menu of Measures to Demonstrate College and/or Career Readiness** for each cohort (2020 through 2023) on the [Graduation Requirements web page](#) for a complete listing of assessments that may be used to demonstrate competency.

**No waivers** are required to use any of the options listed on the Menu of Measures. There are no primary or alternate demonstrations of competency.

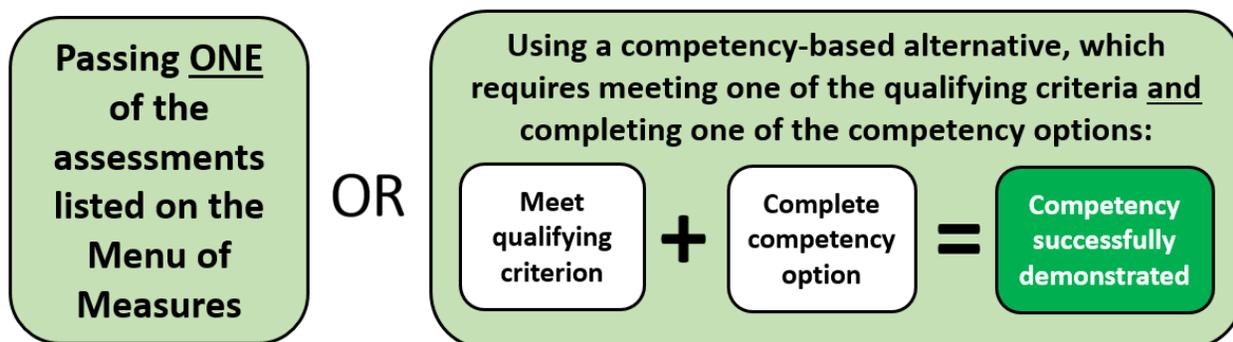
### Competency Requirements for Cohorts 2020 and 2021

In each content area, students in Cohorts 2020 and 2021 may demonstrate competency by:



### Competency Requirements for Cohorts 2022 and 2023

In each content area, students in Cohorts 2022 and 2023 may demonstrate competency by:



### **Qualifying Criteria for Cohorts 2022 and 2023:**

- Earn a GPA of at least 3.0 in the coursework required for graduation in the content area
- Enroll in and pass no fewer than four courses in senior year in the content area:
  - Math: one must be Algebra II, Geometry, Integrated Math II, or Integrated Math III)
  - Reading: one must be a grade 12 English language arts course
  - Writing: one must be a grade 12 English language arts course
  - Science: one must be a high school science course
  - Social Studies: one must be a course in New Mexico history, U.S. history and geography, world history and geography, U.S. government, or economics
- Earn an offer letter from a branch of the United States military for full-time enlistment
- Earn acceptance into an apprenticeship program
- Complete a paid internship for credit over the course of at least one full semester

### **Competency Options for Cohorts 2022 and 2023:**

- **Industry-Recognized Credential or Certificate**
  - Credentials and certificates offered vary by school
  - A non-degree award for demonstrating competency in specific technical skills
  - Must qualify a student for a specific occupation
  - List of qualifying credentials and certificates on [Graduation Requirements web page](#)
- **Program of Study**
  - Aligned to a career cluster defined in the New Mexico Career Clusters Guide
  - Courses from different programs of study cannot be combined
  - Courses must be taken in sequence to qualify as a competency-based alternative
  - Must complete at least three courses in a defined sequence and earn a 3.0 GPA
  - List of approved programs of study on [Graduation Requirements web page](#)
  - Course requirements for programs on [Graduation Requirements web page](#)
- **Dual Credit Coursework**
  - Transferrable for credit in the content area at partner institution of higher education
  - Course offerings are unique to each school
  - Final GPA in course of 3.0 or higher
  - Remedial courses and coursework that transfer as an elective credit may not be used

Students leveraging a competency-based alternative in more than one core content area may use a qualifying criterion more than once, as long as it is not content specific. For example, a student could use acceptance into an apprenticeship program to qualify for use of a competency-based alternative in both math and reading. However, qualifying criteria that are specific to content may only be used to leverage a competency-based alternative for the same content area.

## Students with Individualized Education Programs (IEPs)

The IEPs for students with disabilities shall specify in which assessments each student will participate and what, if any, accommodations are needed to enable the student to participate. For students with severe cognitive disabilities, Dynamic Learning Maps (DLM) will serve as the state-approved alternate assessment in math, ELA, and science.

Students with IEPs and no individualized graduation modifications will follow the guidelines established in 6.19.7 NMAC.

There are two assessment options for students whose IEPs have individualized graduation criteria:

### Modified Option

Students on the modified option<sup>1</sup> will take the general assessments, with accommodations when applicable.<sup>2</sup>

Students following the modified option, whose IEPs establish individualized passing scores, should default to their individualized score when determining demonstration of competency

Students using End of Course (EOC) exams to demonstrate graduation competency are allowed an additional attempt at the EOC (up to four attempts per EOC<sup>3</sup>). The first attempt may be used to establish passing scores that define a passing grade for that student.

For students who use competency-based options to demonstrate competency, modifications may be made by the IEP team to the standards-based portfolio passing score.

### Ability Option

Students following the **ability option** will take DLM as the academic achievement assessment rather than PSAT, SAT, or NM-ASR.

IEP teams will set individualized cut scores for demonstrating competency.

<sup>1</sup> Formerly referred to as the career pathway

<sup>2</sup> A student with a disability who is receiving special education services should be offered all accommodations as provided in the student's IEP. The IEP team must review the allowable accommodations as described in the New Mexico Assessment Accommodations Manual and must be familiar with the allowable accommodations. This must include additional testing opportunities and individualized passing scores. The student's IEP team will establish individualized passing scores.

<sup>3</sup> compared to three attempts for students on the standard pathway

## Out of State Transfer Students

Students who transfer to a New Mexico high school from an out-of-state high school shall still meet competency requirements to earn a New Mexico Diploma of Excellence. Competency requirements will vary based on the student’s grade level at the time of the transfer and when in the school year the transfer occurs.

When student transfers	Must demonstrate competency in	Must participate in state assessments	May demonstrate competency with out of state test
<b>Grade 9 or 10</b>	Math, Reading, Writing, Science, Social Studies	Yes	No
<b>Grade 11 before or during spring testing</b>	Math, Reading, Writing, Science, Social Studies	Yes	Yes
<b>Grade 11 after spring testing</b>	Math, Reading, Writing	No	Yes
<b>Grade 12</b>	Math, Reading, Writing	No	Yes

## Waivers

The PED **no longer requires** Alternate Demonstration of Competency (ADC) waivers. There are no primary or alternate demonstrations of competency. Any means of demonstrating competency that is listed on the appropriate cohort Menu of Measures of College and Career Readiness may be used without a waiver.

The PED **no longer requires** waivers to use an out of state assessment score as a means of demonstrating competency. Districts and charters should document their files to show that the student met the competency requirements by means of another state’s assessment.

The PED **does** require waivers for any requested change to the prescribed **coursework requirements**. Graduation coursework waivers are obtained from the [PED waivers web page](#) and submitted to [Waivers.PED@state.nm.us](mailto:Waivers.PED@state.nm.us).

## More Information

This document is housed on the [Graduation Requirements web page](#) along with:

- Graduation Requirements Fact Sheet
- Menu of Measures to Demonstrate College and/or Career Readiness for
  - Cohort 2020
  - Cohort 2021
  - Cohort 2022
  - Cohort 2023
- List of Industry Recognized Credentials
- List of Programs of Study by Content Area
- Required Coursework for Programs of Study

For more information, please email [Grad.Questions@state.nm.us](mailto:Grad.Questions@state.nm.us).

## 22-13-1.1. Graduation requirements.

A. At the end of grades eight through eleven, each student shall prepare an interim next-step plan that sets forth the coursework for the grades remaining until high school graduation. Each year's plan shall explain any differences from previous interim next-step plans, shall be filed with the principal of the student's high school and shall be signed by the student, the student's parent and the student's guidance counselor or other school official charged with coursework planning for the student.

B. Each student must complete a final next-step plan during the senior year and prior to graduation. The plan shall be filed with the principal of the student's high school and shall be signed by the student, the student's parent and the student's guidance counselor or other school official charged with coursework planning for the student.

C. An individualized education program that meets the requirements of Subsections A and B of this section and that meets all applicable transition and procedural requirements of the federal Individuals with Disabilities Education Act for a student with a disability shall satisfy the next-step plan requirements of this section for that student.

D. A local school board shall ensure that each high school student has the opportunity to develop a next-step plan based on reports of college and workplace readiness assessments, as available, and other factors and is reasonably informed about:

(1) curricular and course options, including honors or advanced placement courses, dual-credit courses, distance learning courses, career clusters and career pathways, pre-apprenticeship programs or remediation programs that the college and workplace readiness assessments indicate to be appropriate;

(2) opportunities available that lead to different post-high-school options; and

(3) alternative opportunities available if the student does not finish a planned curriculum.

E. The secretary shall:

(1) establish specific accountability standards for administrators, counselors, teachers and school district staff to ensure that every student has the opportunity to develop a next-step plan;

(2) promulgate rules for accredited private schools in order to ensure substantial compliance with the provisions of this section;

(3) monitor compliance with the requirements of this section; and

(4) compile such information as is necessary to evaluate the success of next-step plans and report annually, by December 15, to the legislative education study committee and the governor.

F. Once a student has entered ninth grade, the graduation requirements shall not be changed for that student from the requirements specified in the law at the time the student entered ninth grade.

G. Successful completion of a minimum of twenty-three units aligned to the state academic content and performance standards shall be required for graduation. These units shall be as follows:

(1) four units in English, with major emphasis on grammar and literature;

(2) three units in mathematics, at least one of which is equivalent to the algebra 1 level or higher;

(3) two units in science, one of which shall have a laboratory component; provided, however, that with students entering the ninth grade beginning in the 2005-2006 school year, three units in science shall be required, one of which shall have a laboratory component;

(4) three units in social science, which shall include United States history and geography, world history and geography and government and economics;

(5) one unit in physical education;

(6) one unit in communication skills or business education, with a major emphasis on writing and speaking and that may include a language other than English;

(7) one-half unit in New Mexico history for students entering the ninth grade beginning in the 2005-2006 school year; and

(8) nine elective units and seven and one-half elective units for students entering the ninth grade in the 2005-2006 school year that meet department content and performance standards. Student service learning shall be offered as an elective. Financial literacy shall be offered as an elective. Pre-apprenticeship programs may be offered as electives. Media literacy may be offered as an elective.

H. For students entering the ninth grade beginning in the 2009-2010 school year, at least one of the units required for graduation shall be earned as an advanced placement or honors course, a dual-credit course offered in cooperation with an institution of higher education or a distance learning course.

I. The department shall establish a procedure for students to be awarded credit through completion of specified career technical education courses for certain graduation requirements, and districts may choose to allow students who successfully complete an industry-recognized credential, certificate or degree to receive additional weight in the calculation of the student's grade point average.

J. Successful completion of the requirements of the New Mexico diploma of excellence shall be required for graduation for students entering the ninth grade beginning in the 2009-2010 school year. Successful completion of a minimum of twenty-four units aligned to the state academic content and performance standards shall be required to earn a New Mexico diploma of excellence. These units shall be as follows:

(1) four units in English, with major emphasis on grammar, nonfiction writing and literature; provided that department-approved work-based training or career and technical education courses that meet state English academic content performance standards shall qualify as one of the four required English units;

(2) four units in mathematics, of which one shall be the equivalent to or higher than the level of algebra 2, unless the parent submitted written, signed permission for the student to complete a lesser mathematics unit; and provided that a financial literacy course or department-approved work-based training or career and technical education course that meets state mathematics academic content and performance standards shall qualify as one of the four required mathematics units;

(3) three units in science, two of which shall have a laboratory component; provided that department-approved work-based training or career and technical education courses that meet state science academic content and performance standards shall qualify as one of the three required science units;

(4) three and one-half units in social science, which shall include United States history and geography, world history and geography, government and economics and one-half unit of New Mexico history;

(5) one unit in physical education, as determined by each school district, which may include a physical education program that meets state content and performance standards or participation in marching band, junior reserve officers' training corps or interscholastic sports sanctioned by the New Mexico activities association or any other co-curricular physical activity;

(6) one unit in one of the following: a career cluster course, workplace readiness or a language other than English; and

(7) seven and one-half elective units that meet department content and performance standards. Career and technical education courses shall be offered as an elective. Student service learning shall be offered as an elective. Financial literacy shall be offered as an elective. Pre-apprenticeship programs may be offered as electives. Media literacy may be offered as an elective.

K. For students entering the eighth grade in the 2012-2013 school year, a course in health education is required prior to graduation. Health education may be required in either middle school or high school, as determined by the school district. Each school district shall submit to the department by the beginning of the 2011-2012 school year a health education implementation plan for the 2012-2013 and subsequent school years, including in which grade health education will be required and how the course aligns with department content and performance standards. Health education courses shall include:

(1) age-appropriate sexual abuse and assault awareness and prevention training that meets department standards developed in consultation with the federal centers for disease control and prevention that are based on evidence-based methods that have proven to be effective; and

(2) lifesaving skills training that follows nationally recognized guidelines for hands-on psychomotor skills cardiopulmonary resuscitation training. Students shall be trained to recognize the signs of a heart attack, use an automated external defibrillator and perform the Heimlich maneuver for choking victims. The secretary shall promulgate rules to provide for the:

(a) use of the following instructors for the training provided pursuant to this paragraph: 1) school nurses, health teachers and athletic department personnel as instructors; and 2) any qualified persons volunteering to provide training at no cost to the school district that the school district determines to be eligible to offer instruction pursuant to this paragraph; and

(b) approval of training and instructional materials related to the training established pursuant to this paragraph in both English and Spanish.

L. For students entering the ninth grade in the 2017-2018 school year and subsequent school years:

(1) one of the units in mathematics required by Paragraph (2) of Subsection J of this section may comprise a computer science course if taken after the student demonstrates competence in mathematics and if the course is not used to satisfy any part of the requirement set forth in Paragraph (3) of that subsection; and

(2) one of the units in science required by Paragraph (3) of Subsection J of this section may comprise a computer science course if taken after the student demonstrates competence in science and if the course is not used to satisfy any part of the requirement set forth in Paragraph (2) of that subsection.

M. Final examinations shall be administered to all students in all classes offered for credit.

N. Until July 1, 2010, a student who has not passed a state graduation examination in the subject areas of reading, English, mathematics, writing, science and social science shall not receive a high school diploma. The state graduation examination on social science shall include a section on the constitution of the United States and the constitution of New Mexico. If a student exits from the school system at the end of grade twelve without having passed a state graduation examination, the student shall receive an appropriate state certificate indicating the number of credits earned and the grade completed. If within five years after a student exits from the school system the student takes and passes the state graduation examination, the student may receive a high school diploma. Any student passing the state graduation examination and completing all other requirements within five years of entering ninth grade, including a final summer session if completed by August 1, may be counted by the school system in which the student is enrolled as a high school graduate for the year in which completion and examination occur.

O. Beginning with the 2010-2011 school year, a student shall not receive a New Mexico diploma of excellence if the student has not demonstrated competence in the subject areas of mathematics, reading and language arts, writing, social studies and science, including a section on the constitution of the United States and the constitution of New Mexico, based on a standards-based assessment or assessments or a portfolio of standards-based indicators established by the department by rule. The standards-based assessments required in Section 22-2C-4 NMSA 1978 may also serve as the assessment required for high school graduation. If a student exits from the school system at the end of grade twelve without having satisfied the requirements of this subsection, the student shall receive an appropriate state certificate indicating the number of credits earned and the grade completed. If within five years after a student exits from the school system the student satisfies the requirements of this subsection, the student may receive a New Mexico diploma of excellence. Any student satisfying the requirements of this subsection and completing all other requirements within five years of entering ninth grade, including a final summer session if completed by August 1, may be counted by the school system in which the student is enrolled as a high school graduate for the year in which all requirements are satisfied.

P. As used in this section:

(1) "career and technical education", sometimes referred to as "vocational education", means organized programs offering a sequence of courses, including technical education and applied technology education, that are directly related to the preparation of individuals for paid or unpaid employment in current or emerging occupations requiring an industry-recognized credential, certificate or degree;

(2) "career and technical education course" means a course with content that provides technical knowledge, skills and competency-based applied learning and that aligns with educational standards and expectations as defined in rule;

(3) "career cluster" means a grouping of occupations in industry sectors based on recognized commonalities that provide an organizing tool for developing instruction within the educational system;

(4) "career pathways" means a sub-grouping used as an organizing tool for curriculum design and instruction of occupations and career specialities that share a set of common knowledge and skills for career success;

(5) "final next-step plan" means a next-step plan that shows that the student has committed or intends to commit in the near future to a four-year college or university, a two-year college, a trade or vocational program, an internship or apprenticeship, military service or a job;

(6) "interim next-step plan" means an annual next-step plan in which the student specifies post-high-school goals and sets forth the coursework that will allow the student to achieve those goals; and

(7) "next-step plan" means an annual personal written plan of studies developed by a student in a public school or other state-supported school or institution in consultation with the student's parent and school counselor or other school official charged with coursework planning for the student that includes one or more of the following:

- (a) advanced placement or honors courses;
- (b) dual-credit courses offered in cooperation with an institution of higher education;
- (c) distance learning courses;
- (d) career-technical courses; and
- (e) pre-apprenticeship programs.

Q. The secretary may establish a policy to provide for administrative interpretations to clarify curricular and testing provisions of the Public School Code.

**History:** 1978 Comp., § 22-2-8.4, enacted by Laws 1986, ch. 33, § 5; 1987, ch. 320, § 2; 1988, ch. 105, § 2; 1989, ch. 220, § 1; 1990 (1st S.S.), ch. 3, § 3; 1993, ch. 68, § 3; 1993, ch. 92, § 1; 1993, ch. 226, § 7; 1993, ch. 230, § 1; 1995, ch. 174, § 1; 1995, ch. 180, § 1; 1997, ch. 234, § 2; 2001, ch. 257, § 1; 2001, ch. 276, § 1; recompiled and amended as § 22-13-1.1 by Laws 2003, ch. 153, § 58; 2004, ch. 29, § 1; 2005, ch. 314, § 1; 2005, ch. 315, § 10; 2007, ch. 305, § 1; 2007, ch. 307, § 8; 2007, ch. 308, § 8; 2008, ch. 21, § 2; 2009, ch. 256, § 1; 2009, ch. 267, § 2; 2009, ch. 268, § 1; 2010, ch. 25, § 1; 2010, ch. 110, § 1; 2014, ch. 9, § 3; 2014, ch. 70, § 1; 2014, ch. 71, § 1; 2015, ch. 60, § 1; 2016, ch. 17, § 2; 2016, ch. 18, § 2; 2017, ch. 144, § 1; 2019, ch. 148, § 1.

## ANNOTATIONS

**Cross references.** — For student achievement, see 22-2C-1 NMSA 1978 et seq.

For the federal Individuals with Disabilities Education Act, see 20 U.S.C.

**Compiler's notes.** — Senate Bill 134, enacted by the Fifty-Third Legislature, First Session, 2017, was vetoed by the governor on March 14, 2017. Pursuant to the First Judicial District Court's decision in *State ex rel. New Mexico Legislative Council v. Honorable Susana Martinez, Governor of the State of New Mexico et al.*, D-101-CV-2017-01550, and affirmed by S.Ct. Order No. S-1-SC-36731, on April 25, 2018, which held that **Article IV, Section 22 of the New Mexico Constitution** requires that objections must accompany a returned bill, Senate Bill 134 was chaptered into law by the Secretary of State.

**The 2019 amendment**, effective June 14, 2019, allowed certain career and technical education courses to count as English, mathematics and science credits; in Subsection J, Paragraph J(1), added "provided that department-approved work-based training or career and technical education courses that meet state English academic content performance standards shall qualify as one of the four required English units"; in Paragraph J(2), added "or department-approved work-based training or career and technical education course", and in Paragraph J(3), added "provided that department-approved work-based training or career and technical education courses that meet state science academic content and performance standards shall qualify as one of the three required science units".

**The 2017 amendment**, effective June 16, 2017, provided that mathematics or science units required for high school graduation may include a computer science unit; and added a new Subsection L and redesignated the succeeding subsections accordingly.

**The 2016 amendment**, effective May 18, 2016, included lifesaving skills training to health education courses as a requirement for graduation; in Subsection K, in the fourth sentence of the

introductory paragraph, after "Health education", added "courses", after "shall include", added the new paragraph designation "(1)", in Paragraph (1), after the semicolon, added "and", and added new Paragraph (2); and in Subsection N, in the fourth sentence, after "student satisfies the", deleted "requirement" and added "requirements".

**Applicability.** — [Laws 2016, ch. 17, § 4](#) and [Laws 2016, ch. 18, § 4](#) provided that lifesaving skills training pursuant to Paragraph (2) of Subsection H of Section [22-13-1](#) NMSA 1978 and Paragraph (2) of Subsection K of Section [22-13-1.1](#) NMSA 1978 shall not be required for students in grades nine through twelve who are enrolled in a virtual charter school.

**The 2015 amendment**, effective July 1, 2015, amended the Public School Code to require inclusion of certain career technical education courses as electives and to allow inclusion of certain certificates or degrees to be weighed in calculating a student's grade point average; in Subsection D, Paragraph (1), after "career clusters", added "and career pathways"; in Subsection I, after "certain graduation requirements", added "and districts may choose to allow students who successfully complete an industry-recognized credential, certificate or degree to receive additional weight in the calculation of the student's grade point average"; in Subsection J, Paragraph (7), after "content and performance standards." added "Career and technical education courses shall be offered as elective."; and in Subsection O, added Paragraphs (1), (2), (3) and (4), and renumbered the succeeding paragraphs accordingly.

**The 2014 amendment**, effective March 12, 2014, authorized school districts to determine ways for students to meet the physical education unit requirements for graduation; limited changes to graduation requirements after students enter ninth grade; required health education to include age-appropriate sexual abuse and assault awareness and prevention training that meets federal standards; added Subsection F; in Subsection J, Paragraph (5), after "physical education", added "as determined by each school district, which may include a physical education program that meets state content and performance standards or participation in marching band, junior reserve officers' training corps or interscholastic sports sanctioned by the New Mexico activities association or any other co-curricular physical activity"; and in Subsection K, added the fourth sentence.

**The 2010 amendment**, effective May 19, 2010, added Subsection J.

**The 2009 amendment**, effective April 8, 2009, in Subsections K and L, added the last sentences.

**The 2008 amendment**, effective May 14, 2008, added financial literacy as an elective in Paragraph (7) of Subsection I and in Subsection L, provided that the standards-based assessment required by [22-2C-4](#) NMSA 1978 may serve as the assessment required for high school graduation.

**The 2007 amendment**, effective July 1, 2007, required school boards to ensure that students have an opportunity to develop next-step plans based on reports of college and workplace readiness assessments and are informed about honors or advance placement courses, career cluster or remediation programs that college and workplace readiness assessments indicate to be appropriate; added Subsections G, I and L; and required that a "next-step plan" include advanced placement or honors courses, dual-credit courses and distance learning courses.

**The 2005 amendment**, effective April 7, 2005, deleted reference to "guardian" in Subsections A and B; and deleted "other physical activity" in Subsection F(5).

**The 2004 amendment**, effective July 1, 2004, deleted Subsection A, added new Subsections A through G, redesignated Subsections C and D as Subsections G and H, added Subsection I, added Subsection J, redesignated former Subsection E as Subsection K and changed "state board" to "secretary of public education" in Subsection K.

**The 2003 amendment**, effective April 4, 2003, recompiled former [22-2-8.4](#) NMSA 1978 as present [22-13-1.1](#) NMSA 1978; deleted "of education" following "the department" throughout the section; substituted "scientifically based reading research that has been" for "research based reading programs" following "based upon quality," near the middle of Subsection A; substituted "licensed school employees" for "classroom certified instructional staff" following "staff development" near the

beginning of Subsection A(2); substituted "teachers and other applicable licensed school employees" for "certified school instructors" following "provided to" near the beginning of Subsection A(4); and substituted "licensed" for "certified" following "especially" near the middle of Subsection C.

**The 2001 amendment**, effective June 15, 2001, in Subsection D, deleted "Beginning with students entering the ninth grade in the 1986-87 school year" from the beginning of the subsection; substituted "state graduation examination" for "state competency examination" throughout the subsection; and inserted "writing" preceding "science and social science".

**The 1997 amendment**, effective June 20, 1997, inserted "American sign language" following "health education" near the end of Paragraph B(7), and inserted the second sentence in Subsection D.

**The 1995 amendment**, effective June 16, 1995, added the last sentence in Subsection B, and deleted the first part of Subsection C, which read "Effective with the 1987-88 school year".

**The 1993 amendment**, effective June 18, 1993, added the final sentence of Subsection D.

**The 1990 (1st S.S.) amendment**, effective July 1, 1990, deleted "in grades nine through twelve" following "twenty-three units" near the beginning of Subsection B.

**The 1989 amendment**, effective June 16, 1989, added "which may include a language other than English" at the end of Subsection B(6).

**The 1988 amendment**, effective May 18, 1988, inserted "or during the ninth grade" in Subsection A and added Subsection E.

## New Mexico Register / Volume XXIX, Issue 14 / July 24, 2018

**TITLE 6            PRIMARY AND SECONDARY EDUCATION**  
**CHAPTER 19      PUBLIC SCHOOL ACCOUNTABILITY**  
**PART 7            DEMONSTRATION OF COMPETENCY FOR HIGH SCHOOL GRADUATION**

**6.19.7.1            ISSUING AGENCY:** Public Education Department, herein after the department.  
 [6.19.7.1 NMAC - Rp, 6.19.7.1 NMAC, 7/24/2018]

**6.19.7.2            SCOPE:** This rule shall apply to public schools, state educational institutions, and state agencies enrolling high school students except for institutions of higher education and the New Mexico military institute. The rule shall apply beginning with the graduating class of 2022. If any part or application of this rule is held invalid, the remainder of the rule or its application in other situations shall not be affected.  
 [6.19.7.2 NMAC – Rp, 6.19.7.2 NMAC, 7/24/2018]

**6.19.7.3            STATUTORY AUTHORITY:** Sections 22-2-1, 22-2-2, 22-2C-4.1, and 22-13-1.1 NMSA 1978.  
 [6.19.7.3 NMAC – Rp, 6.19.7.3 NMAC, 7/24/2018]

**6.19.7.4            DURATION:** Permanent.  
 [6.19.7.4 NMAC - Rp, 6.19.7.4 NMAC, 7/24/2018]

**6.19.7.5            EFFECTIVE DATE:** July 24, 2018, unless a later date is cited at the end of a section.  
 [6.19.7.5 NMAC - Rp, 6.19.7.5 NMAC, 7/24/2018]

**6.19.7.6            OBJECTIVE:** The objective of this rule is to establish pathways for demonstrating competency in mathematics, reading, writing, science, and social studies for high school graduation. This rule defines eligibility requirements, establishes appropriate assessment options, and outlines requirements for standards-based portfolios.  
 [6.19.7.6 NMAC - Rp, 6.19.7.6 NMAC, 7/24/2018]

**6.19.7.7            DEFINITIONS:**

**A.            “Alternative assessment”** means a department-approved assessment such as a college placement assessment, end-of-course exam, or diagnostic assessment used to demonstrate competency for high school graduation. Assessments shall be published in the department’s graduation manual and include only nationally and statewide-normed standardized assessments.

**B.            “Alternative demonstration of competency” or “ADC”** means a department-approved, alternative option used to demonstrate competency in mathematics, reading, writing, science, or social studies for high school graduation, specifically an end of course exam, alternative assessment, or competency-based alternative as defined in Subsections A, E, and H of 6.19.7.7 NMAC.

**C.            “Artifacts”** means independently-created student work that demonstrates competency in the core content areas. Artifacts may include work from as early as grade 10.

**D.            “College placement assessment”** means a department-approved assessment measuring the readiness of a high school student for success in higher education. College placement assessments shall include nationally-normed standardized assessments used for college admissions, international baccalaureate assessments, or advanced placement exams. Assessments shall be published in the department’s graduation manual.

**E.            “Competency-based alternative”** means department-approved options such as industry-recognized credentials or certificates, programs of study, dual enrollment credits, or standards-based portfolios used to demonstrate competency of state standards for high school graduation.

**F.            “Core content areas”** means mathematics, reading, writing, science, and social studies.

**G.            “Diagnostic assessment”** means a department-approved assessment that measures the accurate placement of students in postsecondary courses.

**H.            “End-of-course exam” or “EOC”** means the department-approved exam administered to assess student content knowledge upon completion of a course.

**I.            “Local Education Agency” or “LEA”** means a local school district or state-chartered charter school.

**J. “Primary demonstration of competency”** means the primary assessment adopted by the state to serve as the first and preferred indicator of student competency in each core content area.

**K. “Program of study”** means a progressive continuum of courses that may be offered across grades nine through 12 to provide technical training, training to prepare for employment, and training to prepare for entry into postsecondary education.

**L. “Standards-based portfolio”** means the collection of artifacts that demonstrate a student’s mastery of state standards in writing, science, or social studies.

**M. “Workforce readiness assessment”** means a department-approved assessment developed for the purpose of measuring the readiness of a high school student for success in a career. Workforce readiness assessments may include department-approved standardized assessments or industry-recognized certifications or credentials.

[6.19.7.7 NMAC - Rp, 6.19.7.7 NMAC, 7/24/2018]

#### **6.19.7.8 GENERAL REQUIREMENTS FOR DEMONSTRATIONS OF COMPETENCY:**

**A.** In accordance with 6.19.7 NMAC, the department shall annually develop and publish a graduation manual for each graduating class starting with the class of 2022. The manual shall be published on the department’s website or available upon request. The graduation manual shall include information on graduation requirements, primary demonstrations of competency, alternative assessments, and competency-based alternatives.

**B.** Students may demonstrate competency in each of the core content areas through the primary demonstration of competency, alternative assessments, or competency-based alternatives as outlined in Sections 10 through 14 of 6.19.7 NMAC.

**(1) Standards-based portfolio.** Portfolios may be used as a demonstration of competency in writing, science, or social studies. Portfolio artifacts may include student work from as early as grade 10.

**(2) Insufficient indicators.** Alternative demonstrations of competency of state standards for high school graduation shall not include the following:

- (a)** artifacts which are not the product of the student's independent work;
- (b)** collaborations in which an individual student's contributions cannot be distinguished;
- (c)** teacher or employer recommendations;
- (d)** artifacts that are not related to content areas required for graduation;
- (e)** letters of acceptance from higher education institutions;
- (f)** assessments not included in the graduation manual; or
- (g)** assessments developed by LEAs, schools, or individual teachers.

**C.** LEAs shall offer the opportunity to make an additional attempt on the primary demonstration of competency to any student who does not demonstrate competency on their first attempt.

**D.** LEAs and school boards may offer all or some of the ADCs outlined in 6.19.7 NMAC with the exception of assessments required by the state. LEAs and school boards shall not provide options that are not outlined by the department.

**E.** If at the end of grade twelve a student has not demonstrated competency of state standards in the core content areas, the student shall be issued a certificate indicating course credits earned and grade level completed. Students issued a certificate may provide alternative demonstrations of competency within five years of exiting a public school or state educational institution in order to satisfy competency in required core content areas and earn a New Mexico diploma of excellence.

**F.** Students with an IEP that provides for individualized graduation indicators shall adhere to the expectations for either the modified or ability option outlined in the graduation manual. Students shall attempt the assessments defined in their IEP as the primary demonstration of competency before leveraging an ADC. Individualized passing scores on primary and alternative assessments, as well as appropriate modifications to the competency-based alternatives, shall be determined by the IEP team. Individualized passing scores may be subject to department review. Students following the requirements for the modified or ability option who meet the competency requirements established in their IEP on the primary demonstration of competency, an alternative assessment, or a competency-based alternative shall earn a New Mexico diploma of excellence.

**G.** Schools shall ensure that all grade 11 students participate in the readiness assessment system pursuant to 22-2C-4.1 NMSA 1978. Students shall select and participate in one or more of the following as defined by the department at no cost to the student:

- (1)** a college placement assessment;
- (2)** a workforce readiness assessment; or

(3) an alternative demonstration of competency.  
[6.19.7.8 NMAC - Rp, 6.19.7.8 NMAC, 7/24/2018]

**6.19.7.9 DATA REPORTING AND GRADUATION RATES:**

**A. Data reporting.** LEAs shall provide data documenting the use of ADCs on a timeline and in a format that is in alignment with end of year data reporting requirements. LEAs shall report the percentage of students having graduated under the following categories, disaggregated by the federally required subgroups of students:

(1) recipients of the New Mexico diploma of excellence who did not utilize an ADC; and  
(2) recipients of the New Mexico diploma of excellence who utilized at least one ADC to demonstrate competency for high school graduation, disaggregated by the type of ADC used and the core content area.

**B. Department audits.** The department may conduct annual, randomized audits at the school and LEA level to monitor the implementation of 6.19.7 NMAC. LEAs shall cooperate with department audits. Audits may include review and analysis of any of the following:

- (1) standards-based portfolios;
- (2) scoring of completed standards-based portfolios;
- (3) student records indicating graduation pathways; or
- (4) other information or materials deemed necessary by the department.

**C. Recordkeeping.** Electronic records of alternative demonstrations of competency shall be kept by LEAs for no fewer than five years and in accordance with federal and state requirements.  
[6.19.7.9 NMAC - Rp, 6.19.7.9 NMAC, 7/24/2018]

**6.19.7.10 DEMONSTRATION OF COMPETENCY IN MATHEMATICS:**

**A. Primary demonstration of competency in mathematics.** Students shall attempt to demonstrate competency in mathematics using the primary demonstration of competency in one or more of the following: algebra II, geometry, or integrated mathematics II or III.

**B. Alternative assessments in mathematics.** A student who does not demonstrate competency on the primary demonstration of competency may leverage an alternative assessment.

(1) If a student has made one attempt on the primary demonstration of competency in mathematics, the student shall be eligible to use any of the following assessments to demonstrate competency:  
(a) EOC in algebra II, geometry, pre-calculus, or integrated mathematics II or III; or  
(b) alternative assessments in mathematics as defined in the graduation manual.  
(2) Passing scores to qualify for demonstration of competency using an alternative assessment shall be determined by the department and provided in the graduation manual.

**C. Competency-based alternatives in mathematics.** A student who does not demonstrate competency after making at least one attempt on the primary demonstration of competency in mathematics may leverage a competency-based alternative.

(1) Students leveraging competency-based alternatives shall accomplish at least one of the following in addition to completing one of the competency-based alternatives outlined in Paragraph (2) of Subsection C of 6.19.7.10 NMAC:

(a) earn a grade of at least 3.0 on a 4.0 scale in the coursework required for graduation in algebra II, geometry, or integrated mathematics II or III;  
(b) meet the performance level of “approaches expectations” on the primary demonstration of competency for algebra II, geometry, integrated mathematics II or III;  
(c) enroll in and pass no fewer than four courses over the duration of grade 12, including a course in algebra II, geometry, or integrated mathematics II or III;  
(d) earn an offer letter from a branch of the United States military for full-time enlistment;

(e) earn acceptance into an apprenticeship; or  
(f) complete a department-approved internship for credit.  
(2) A competency-based alternative in mathematics shall be one of the following:  
(a) attainment of a department-approved, industry-recognized certificate or credential in an area that incorporates skills in mathematics, as determined by the department;  
(b) completion of a program of study with courses that integrate state standards for mathematics, as determined by the department, with a minimum grade point average of 3.0 on a 4.0 scale; or

(c) attainment of at least one dual enrollment credit with a minimum grade of 3.0 on a 4.0 scale in a mathematics course approved by the department.  
[6.19.7.10 NMAC - Rp, 6.19.7.10 NMAC, 7/24/2018]

**6.19.7.11 DEMONSTRATION OF COMPETENCY IN READING:**

**A. Primary demonstration of competency in reading.** Students shall attempt to demonstrate competency in reading using the primary demonstration of competency in grade eleven English language arts.

**B. Alternative assessments in reading.** A student who does not demonstrate competency in reading on the primary demonstration of competency may leverage an alternative assessment.

(1) If a student has made one attempt on the primary demonstration of competency in reading, the student shall be eligible to use any of the following assessments to demonstrate competency:

(a) EOC in grade 11 or 12 reading; or

(b) alternative assessments in reading as defined in the graduation manual.

(2) Passing scores to qualify for demonstration of competency using an alternative assessment shall be determined by the department and provided in the graduation manual.

**C. Competency-based alternatives in reading.** A student who does not demonstrate competency in reading after making at least one attempt on the primary demonstration of competency in reading may leverage a competency-based alternative.

(1) Students leveraging competency-based alternatives shall accomplish at least one of the following in addition to completing one of the competency-based alternatives outlined in Paragraph (2) of Subsection C of 6.19.7.11 NMAC:

(a) earn a grade of at least 3.0 or higher on a 4.0 scale in the coursework required for graduation in grade eleven or twelve English language arts;

(b) meet the performance level of “approaches expectations” on the primary demonstration of competency for grade eleven English language arts;

(c) enroll in and pass no fewer than four courses over the duration of grade twelve including a course in grade twelve English language arts;

(d) earn an offer letter from a branch of the United States military for full-time enlistment;

(e) earn acceptance into an apprenticeship; or

(f) complete a department-approved internship for credit.

(2) A competency-based alternative in reading shall be one of the following:

(a) attainment of a department-approved, industry-recognized certificate or credential in an area that incorporates skills in grade 11 or 12 reading, as determined by the department;

(b) completion of a program of study with courses that integrate state standards for reading, as determined by the department, with a minimum grade point average of 3.0 on a 4.0 scale; or

(c) attainment of at least one dual enrollment credit with a minimum grade of 3.0 on a 4.0 scale in an English language arts course approved by the department.

[6.19.7.11 NMAC - Rp, 6.19.7.11 NMAC, 7/24/2018]

**6.19.7.12 DEMONSTRATION OF COMPETENCY IN WRITING:**

**A. Primary demonstration of competency in writing.** Students shall attempt to demonstrate competency in writing using the primary demonstration of competency in grade 11 English language arts.

**B. Alternative assessments in writing.** A student who does not demonstrate competency in writing on the primary demonstration of competency may leverage an alternative assessment.

(1) If a student has made one attempt on the primary demonstration of competency in writing, the student shall be eligible to use any of the following assessments to demonstrate competency:

(a) EOC in grade 11 or 12 writing; or

(b) alternative assessments in writing as defined in the graduation manual.

(2) Passing scores to qualify for demonstration of competency using an alternative assessment shall be determined by the department and provided in the graduation manual.

**C. Competency-based alternatives in writing.** A student who does not demonstrate competency in writing after making at least one attempt on the primary demonstration of competency in writing may leverage a competency-based alternative.

(1) Students leveraging competency-based alternatives shall accomplish at least one of the following in addition to completing one of the competency-based alternatives outlined in Paragraph (2) of Subsection C of 6.19.7.12 NMAC:

- (a) earn a grade point average of at least 3.0 on a 4.0 scale in the coursework required for graduation in grade 11 or 12 English language arts;
- (b) meet the performance level of “approaches expectations” on the primary demonstration of competency for grade 11 English language arts;
- (c) enroll in and pass no fewer than four courses over the duration of grade 12 including a course in grade 12 English language arts;
- (d) earn an offer letter from a branch of the United States military for full-time enlistment;
- (e) earn acceptance into an apprenticeship; or
- (f) complete a department-approved internship for credit.

(2) A competency-based alternative in writing shall be one of the following:

- (a) attainment of a department-approved, industry-recognized certificate or credential in an area that incorporates skills in grade 11 or 12 writing, as determined by the department;
- (b) completion of a program of study with courses that integrate state standards for writing, as determined by the department, with a minimum grade point average of 3.0 on a 4.0 scale;
- (c) attainment of at least one dual enrollment credit with a minimum grade of 3.0 on a 4.0 scale in an English language arts course approved by the department; or
- (d) completion of a standards-based portfolio demonstrating mastery of grade eleven or twelve state writing standards.

(3) A student leveraging a standards-based portfolio to demonstrate competency in writing shall provide artifacts that demonstrate the student’s ability to apply the knowledge and skills articulated in grade 11 or 12 writing state standards. Portfolio artifacts shall demonstrate the student’s ability to produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.  
[6.19.7.12 NMAC - N, 7/24/2018]

### **6.19.7.13 DEMONSTRATION OF COMPETENCY IN SCIENCE:**

**A. Primary demonstration of competency in science.** Students shall attempt to demonstrate competency in science using the primary demonstration of competency in grade 11 science.

**B. Alternative assessments in science.** A student who does not demonstrate competency in science on the primary demonstration of competency in grade 11 science may leverage an alternative assessment.

(1) If a student has made one attempt on the primary demonstration of competency in science, the student shall be eligible to use any of the following assessments to demonstrate competency:

- (a) EOC in high school level science; or
- (b) alternative assessments in science as defined by the graduation manual.

(2) Passing scores to qualify for demonstration of competency using an alternative assessment shall be determined by the department and provided in the graduation manual.

**C. Competency-based alternatives in science.** A student who does not demonstrate competency in science after making at least one attempt on the primary demonstration of competency in science may leverage a competency-based alternative.

(1) Students leveraging competency-based alternatives shall accomplish at least one of the following in addition to completing one of the competency-based alternatives outlined in Paragraph (2) of Subsection C of 6.19.7.13 NMAC:

- (a) earn a grade of at least 3.0 on a 4.0 scale in the coursework required for graduation in high school science;
- (b) meet the performance level of “approaches expectations” on the primary demonstration of competency in grade 11 science;
- (c) enroll in and pass no fewer than four courses over the duration of grade 12 including a course in high school science;
- (d) earn an offer letter from a branch of the United States military for full-time enlistment;
- (e) earn acceptance into an apprenticeship; or
- (f) complete a department-approved internship for credit.

(2) A competency-based alternative in science shall be one of the following:

- (a) attainment of a department-approved, industry-recognized certificate or credential in an area that incorporates skills in science, as determined by the department;
  - (b) completion of a program of study with courses that integrate state standards for science, as determined by the department, with a minimum grade point average of 3.0 on a 4.0 scale;
  - (c) attainment of at least one dual enrollment credit with a minimum grade of 3.0 on a 4.0 scale in a science course approved by the department; or
  - (d) completion of a standards-based portfolio demonstrating mastery of state standards for high school science.
- (3) A student leveraging a standards-based portfolio to demonstrate competency in science shall provide artifacts that demonstrate the student’s ability to apply the knowledge and skills articulated in the state standards for high school science.  
[6.19.7.13 NMAC - N, 7/24/2018]

**6.19.7.14 DEMONSTRATION OF COMPETENCY IN SOCIAL STUDIES:**

**A. Primary demonstration of competency in social studies.** Students shall attempt to demonstrate competency in social studies using the primary demonstration of competency in one or more of the following: New Mexico history, U.S. history and geography, world history and geography, U.S. government, or economics.

**B. Alternative assessments in social studies.** A student who does not demonstrate competency in social studies on the primary demonstration of competency may leverage an alternative assessment.

(1) If a student has made one attempt on the primary demonstration of competency in social studies, the student shall be eligible to use an alternative assessment in social studies, as defined in the graduation manual.

(2) Passing scores to qualify for demonstration of competency using an alternative assessment shall be determined by the department and provided in the graduation manual.

**C. Competency-based alternatives in social studies.** A student who does not demonstrate competency in social studies after making at least one attempt on the primary demonstration of competency in social studies may leverage a competency-based alternative.

(1) Students leveraging competency-based alternatives shall accomplish at least one of the following in addition to completing one of the competency-based alternatives outlined in Paragraph (2) of Subsection C of 6.19.7.14 NMAC:

(a) earn a grade of at least 3.0 on a 4.0 scale in the coursework required for graduation in New Mexico history, U.S. history and geography, world history and geography, U.S. government, or economics;

(b) meet the performance level of “approaches expectations” on the primary demonstration of competency in New Mexico history, U.S. history and geography, world history and geography, U.S. government, or economics;

(d) enroll in and pass no fewer than four courses over the duration of grade 12 including a course in New Mexico history, U.S. history and geography, world history and geography, U.S. government, or economics;

(d) earn an offer letter from a branch of the United States military for full-time enlistment;

(e) earn acceptance into an apprenticeship; or

(f) complete a department-approved internship for credit.

(2) A competency-based alternative in social studies shall be one of the following:

(a) attainment of a department-approved, industry-recognized certificate or credential in an area that incorporates skills in social studies, as determined by the department;

(b) completion of a program of study with courses that integrate state standards for social studies, as determined by the department, with a minimum grade point average of 3.0 on a 4.0 scale;

(c) attainment of at least one dual enrollment credit with a minimum grade of 3.0 on a 4.0 scale in a social studies course approved by the department; or

(d) completion of a standards-based portfolio demonstrating mastery in U.S. government or economics.

(3) A student leveraging a standards-based portfolio to demonstrate competency in social studies shall provide artifacts that demonstrate the student’s ability to apply the knowledge and skills articulated in the state standards for U.S. government or economics.

[6.19.7.14 NMAC - N, 7/24/2018]

**6.19.7.15 STANDARDS-BASED PORTFOLIO:** Standards-based portfolio projects may be developed by LEAs.

- A.** Completion and scoring shall be based on the following:
- (1) state standards for specific core content areas; and
  - (2) department-approved scoring rubrics.

**B.** Under the guidance of the school administrator, standards-based portfolios shall be submitted to a local review team no later 30 days prior to the graduation date.

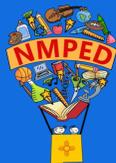
**C.** LEAs and charters shall establish a local review team to score portfolios. Local review teams shall complete annual, department-approved rubric training. Required trainings shall be completed prior to the review of any portfolios.

- (1) The review team shall include, at a minimum:
  - (a) a highly effective or exemplary high school teacher as measured by the NMTEACH evaluation system as defined in 6.69.8 NMAC;
  - (b) a district level employee or school administrator;
  - (c) tribal leadership or a designee, if needed, as determined through tribal consultation; and
  - (d) the student's IEP case manager, if applicable.
- (2) The review team may include:
  - (a) a representative from a partnering postsecondary institution;
  - (b) a member of the business community; or
  - (c) a member of the local school board or governing body.

[6.19.7.15 NMAC - N, 7/24/2018]

**HISTORY OF 6.19.7 NMAC:**

6.19.7 NMAC - High School Readiness Assessment System for Career and College, filed 1/30/2009 was repealed and replaced by 6.19.7 NMAC - Demonstration of Competency for High School Graduation, effective 7/24/2018.



# COHORT 2021 GRADUATION REQUIREMENTS

## Menu of Options to Demonstrate College and/or Career Readiness

Revised 10/29/2020

### In what subject areas does a student need to show demonstration of competency?

In addition to meeting course requirements, New Mexico public high school students who entered grade 9 in school year 2017-18 must be able to demonstrate postsecondary and/or workforce readiness in five content areas: Math, Reading, Writing, Science, and Social Studies.

### What policy change now allows for multiple ways for students to demonstrate competency?

Until 2019, New Mexico required students to use the Every Student Succeeds Act (ESSA) required proficiency assessment as a **primary** demonstration of competency and to request a waiver from the PED to use an **alternative** demonstration of competency. Students may now choose from a **menu of options** to demonstrate competency without a waiver. [PED is no longer using primary and alternative structures.](#)

Local school boards are given the flexibility to make available all or some of the menu options, establish local policies that include additional requirements, or establish higher cut scores than those set by the PED (shown in parentheses below). Students may use any of the menu options allowed by their local education agency (LEA).

### COVID-19 IMPACT-ESSA ASSESSMENTS

Due to the extraordinary circumstance of the COVID-19 pandemic and the closure of schools in spring 2020, the PED was granted a [waiver](#) to bypass assessment and accountability requirements under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Therefore, no spring 2020 ESSA related assessment results can be applied to cohort 2021 and other options found on this menu must be applied.

A hold constant from cohort 2020 cut scores has been applied to cohort 2021 cut scores.

### OTHER NATIONAL ASSESSMENTS

#### Math:

Next-Gen ACCUPLACER Quantitative Reasoning (252),  
Advanced Algebra (252)  
ACT Mathematics (19), Pre-ACT Mathematics (19) ACT  
ASPIRE Mathematics (431)  
ACT WorkKeys Applied Mathematics (3)  
ACT WorkKeys Graphic Literacy (3)  
AP Calculus AB or BC or Statistics (2)  
ASVAB AFQT Composite (31)  
IB Mathematics (4)  
PSAT 10 Mathematics (480)  
PSAT NMSQT Mathematics (480)  
SAT Mathematics (480)  
SAT Subject Mathematics Level 1 (580) or Level 2 (640)

#### Reading:

Next-Gen ACCUPLACER Reading (241)  
ACT Reading (18), Pre-ACT Reading (18)  
ACT ASPIRE Reading (424)  
ACT WorkKeys Workplace Documents (3)  
AP English Language & Composition or English Literature & Composition (2)  
ASVAB AFQT Composite (31)  
IB Language & Literature (4)  
PSAT 10 Evidence-based Reading & Writing (430)  
PSAT NMSQT Evidence-based Reading & Writing (430)  
SAT Evidence-based Reading & Writing (430)  
SAT Subject Literature (570)

### LOCAL DEMONSTRATION OF COMPETENCY (LDC)<sup>1</sup>

LEAs may develop, with PED notification, rigorous, standards-based demonstrations of career and/or college readiness to demonstrate students' graduation competency. PED notification form is available [here](#).

### OTHER NATIONAL ASSESSMENTS (CONT.)

#### Writing:

Next-Gen ACCUPLACER Writing (236)  
ACT English (18), Pre-ACT English (15)  
ACT ASPIRE English (428) or Writing (428)  
ACT WorkKeys Business Writing (3)  
AP English Language & Composition or English Literature & Composition (2)  
IB Language & Literature (4)  
PSAT 10 Evidence-based Reading & Writing (430)  
PSAT NMSQT Evidence-based Reading & Writing (430)  
SAT Evidence-based Reading & Writing (430)

#### Science:

ACT Science (20), Pre-ACT Science (20)  
ACT Aspire Science (431)  
ACT WorkKeys Applied Technology (3)  
AP Biology, Chemistry, Computer Science, Environmental Science, or Physics (2)  
ASVAB AFQT Composite (31)  
IB Experimental Sciences (4)  
SAT Subject Chemistry (640), Ecological Biology (590),  
Molecular Biology (620) or Physics (630)

#### Social Studies:

AP Art History, European History, Government & Politics (Comparative), Government & Politics (US), Human Geography, Macroeconomics, Microeconomics, Psychology, US History, or World History (2)  
IB Individuals and Society (4)  
SAT Subject US History (610) or World History (580)

#### Abbreviations:

ACT: American College Testing  
[AP: Advanced Placement](#)  
[ASVAB: Armed Services Vocational Aptitude Battery](#)  
[AFQT: Armed Forces Qualification Test](#)  
[IB: International Baccalaureate](#)

### OTHER LDC

#### End-of-Course (EOC) Exams<sup>2</sup>

(Cut scores listed are for SY18-19 and 19-20 exams; passing scores for previous years' exams found on [graduation checklists](#).)

#### Math:

Algebra I (14)\*  
Algebra II (13)  
Financial Literacy (12)\*  
Geometry I (15)  
Integrated Math II (13)  
Integrated Math III (14)  
Pre-Calculus (15)

#### Reading:

English III: Reading (9)  
English IV: Reading (9)  
Spanish III: Reading (14)

#### Writing:

English III: Writing (17)  
English IV: Writing (16)  
Spanish III: Writing (17)

#### Science:

Anatomy and Physiology (23)  
Biology (22)  
Chemistry (19)  
Environmental Science (21)  
Physical Science (23)  
Physics (20)

#### Social Studies:

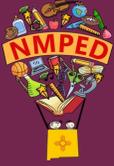
Economics (18)  
New Mexico History (14)  
US Government (17), US History (29)  
World History and Geography (28)

\* An Algebra I or Financial Literacy EoC can only serve as a demonstration of competency if a student has passed the Algebra II course.

<sup>1</sup> NMPED is partnering with a Community of Practice to define and pilot a new graduation option that is more culturally relevant. These are innovative assessments that are locally developed. For more information, visit [here](#).

<sup>2</sup> An EOC score earned prior to, and after, the COVID-19 release can be used as a LDC.

Students following the **modified option**, whose IEPs establish individualized passing scores, should default to their individualized score when determining demonstration of competency. Students following the ability option, PED encourages the use of local demonstration of competency as well as DLM as the primary assessment.



# COHORT 2022 GRADUATION REQUIREMENTS

## Menu of Options to Demonstrate College and/or Career Readiness

Revised 8/19/2020

### In what subject areas does a student need to show demonstration of competency?

In addition to meeting course requirements, New Mexico public high school students who entered grade 9 in school year 2018-19 must be able to demonstrate postsecondary and/or workforce readiness in five content areas: Math, Reading, Writing, Science, and Social Studies.

### What policy change now allows for multiple ways for students to demonstrate competency?

Until 2019, New Mexico required students to use the Every Student Succeeds Act (ESSA) required proficiency assessment as a **primary** demonstration of competency and to request a waiver from the PED to use an **alternative** demonstration of competency. Students may now choose from a **menu of options** to demonstrate competency without a waiver. [PED is no longer using primary and alternative structures.](#)

Local school boards **have** the flexibility to make available all or some of the menu options **or can develop Local Demonstration of Competency (LDC) that require PED approval.**

#### ESSA-REQUIRED ASSESSMENTS

##### Math:

Transition Algebra I\* or II, Geometry, Integrated Math II or III (725)  
SAT School Day Mathematics (TBD)<sup>1</sup>

##### Reading:

SAT School Day Reading and Writing TBD  
Spanish Reading SBA (1137)

##### Writing:

SAT School Day Reading and Writing (TBD)  
SAT School Day Essay (TBD)

##### Science:

NM Assessment of Science Readiness (NM-ASR) (TBD)

\* Transition Algebra I can only serve as a demonstration of competency if a student has passed the Algebra II course

#### OTHER DEMONSTRATION OF COMPETENCY



#### LOCAL DEMONSTRATION OF COMPETENCY (LDC)

A variety of local demonstrations including rigorous [portfolio projects](#) and [competency-based options](#) may be used as LDCs. LDCs other than the portfolio and competency-based options must be [approved by PED.](#)



#### INNOVATIVE ASSESSMENT OPTION

In partnership with a [Community of Practice](#), NMPED is developing a new statewide graduation option that culminates with student exhibitions to demonstrate learning. Guidelines will be provided in August 2021.

#### OTHER NATIONAL ASSESSMENTS

##### Math:

Next-Gen ACCUPLACER Quantitative Reasoning (252) Advanced Algebra (252)  
ACT Mathematics (19), Pre-ACT Mathematics (19) ACT ASPIRE Mathematics (431) ACT WorkKeys Applied Mathematics (3)  
ACT WorkKeys Graphic Literacy (3)  
AP Calculus AB or BC or Statistics (2)  
ASVAB AFQT Composite (31)  
IB Mathematics (4)  
PSAT 10 Mathematics TBD  
SAT Subject Mathematics Level 1 (580) or Level 2 (640)

##### Reading:

Next-Gen ACCUPLACER Reading (241)  
ACT Reading (18), Pre-ACT Reading (18)  
ACT ASPIRE Reading (424)  
ACT WorkKeys Workplace Documents (3)  
AP English Language & Composition or English Literature & Composition (2) ASVAB AFQT Composite (31)  
IB Language & Literature (4)  
PSAT 10 Evidence-based Reading & Writing (430) SAT Subject Literature (570) SAT Evidence-based Reading & Writing (430)

##### Writing:

Next-Gen ACCUPLACER Writing (236)  
ACT English (18), Pre-ACT English (15)  
ACT ASPIRE English (428) or Writing (428)  
ACT WorkKeys Business Writing (3)  
AP English Language & Composition or English Literature & Composition (2)  
IB Language & Literature (4)  
PSAT 10 Evidence-based Reading & Writing (430)  
SAT Evidence-based Reading & Writing (430)

##### Science:

ACT Science (20), Pre-ACT Science (20)  
ACT Aspire Science (431)  
ACT WorkKeys Applied Technology (3)  
AP Biology, Chemistry, Computer Science, Environmental Science, or Physics (2) ASVAB AFQT Composite (31)  
IB Experimental Sciences (4)  
SAT Subject Chemistry (640), Ecological Biology (590), Molecular Biology (620) or Physics (630)

##### Social Studies:

AP Art History, European History, Government & Politics (Comparative), Government & Politics (US), Human Geography, Macroeconomics, Microeconomics, Psychology, US History, or World History (2)  
IB Individuals and Society (4)

##### Abbreviations:

[ACT: American College Testing](#)

[AP: Advanced Placement](#)

[ASVAB: Armed Services Vocational Aptitude Battery](#)

[AFQT: Armed Forces Qualification Test](#)

[IB: International Baccalaureate](#)

<sup>1</sup> SAT and PSAT 10 Results are TBD as standards setting will take place following the initial administration in spring 2021

<sup>2</sup> An EOC score earned prior to, and after, the COVID-19 release can be used as an LDC.

Students following the **modified option**, whose IEPs establish individualized passing scores, should default to their individualized score when determining demonstration of competency. Students following the ability option, PED encourages the use of local demonstration of competency as well as DLM as the primary assessment.

For additional information, visit the Graduation Requirements page at:  
<https://webnew.ped.state.nm.us/bureaus/college-career-readiness/graduation/>

STUDENT INFORMATION				SCHOOL NAME:			
Student Name:	<input style="width: 95%;" type="text"/>	High School Entry Date:	<input style="width: 95%;" type="text"/>				
Student State ID Number:	<input style="width: 95%;" type="text"/>	Target Graduation Date:	<input style="width: 95%;" type="text"/>				
Student Email Address:	<input style="width: 95%;" type="text"/>	Course of Study:	<input style="width: 95%;" type="text"/>				
Birthdate	<input style="width: 95%;" type="text"/>	Age	<input style="width: 95%;" type="text"/>				
Check those that apply:	<input type="checkbox"/> 504 Plan <input type="checkbox"/> IEP <input type="checkbox"/> ELL <input type="checkbox"/> SAT	Grade Level:	<input type="checkbox"/> 9 <sup>th</sup> Grade <input type="checkbox"/> 10 <sup>th</sup> Grade <input type="checkbox"/> 11 <sup>th</sup> Grade <input type="checkbox"/> 12 <sup>th</sup> Grade				
School Designee:	<input style="width: 95%;" type="text"/>	Date Initiated:	<input style="width: 20%;" type="text"/>	<input style="width: 20%;" type="text"/>	<input style="width: 20%;" type="text"/>		

CAREER GOAL	
<b>Career Cluster:</b>	<input style="width: 95%;" type="text"/>
<b>Occupation:</b>	<input style="width: 95%;" type="text"/>
<b>Occupation Skill Sets:</b>	<input style="width: 95%;" type="text"/>
<b>Wage Info:</b>	<input style="width: 95%;" type="text"/>
<b>Occupation Demand:</b>	<input style="width: 95%;" type="text"/>

PERSONAL GOAL	
<input style="width: 95%;" type="text"/>	
ACADEMIC GOAL	
<input style="width: 95%;" type="text"/>	
FAMILY AND COMMUNITY SUPPORT SYSTEMS	
<input style="width: 95%;" type="text"/>	

POST-GRADUATION GOAL	
<b>Work Full-Time:</b>	Yes No
<b>Work Part-Time:</b>	Yes No
<b>Enter the Military:</b>	Yes No
<b>Apprenticeship:</b>	Yes No
<b>2-Year Training:</b>	Yes No
<b>2-Year Degree:</b>	Yes No
<b>4-Year Degree:</b>	Yes No
<b>Undecided:</b>	Yes
<b>Notes:</b>	<input style="width: 95%; height: 40px;" type="text"/>

EXTRA HELP STRATEGIES (Extra Assistance)
<input style="width: 95%;" type="text"/>

ACADEMIC ENHANCEMENT OPTIONS/Scholarship Requirements
<input style="width: 95%;" type="text"/>

EXTRA/CO-CURRICULAR ACTIVITIES
<input style="width: 95%;" type="text"/>

POSTSECONDARY/CAREER ENHANCEMENT OPTIONS
<input style="width: 95%;" type="text"/>

INDUSTRY CERTIFICATION GOAL	ATTACHMENTS
What industry certification will be pursued <input style="width: 95%;" type="text"/>	Interest Inventory      Transcript      Degree Requirements
Target Date for Completion: <input style="width: 95%;" type="text"/>	Assessment Results      Semester Schedule      Course Credit Check
Certification Completed: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Met Standard <input type="checkbox"/> Yes <input type="checkbox"/> No	Transition Assessment (required for students)      Other: <input style="width: 95%;" type="text"/>

Cert. Completed:  Yes  No  Yes  No  Transition Assessment (receiving special education services)  Other:

*(INSERT CAREER CLUSTER LOGO)* **PROGRAM OF STUDY:** *STUDENT NAME & ID:*

*Diploma Options (Students with Disabilities):*  
 Standard Diploma  Career Readiness  Ability   
**DEPARTMENT NAME:** *(INSERT SCHOOL LOGO)*

	9 <sup>TH</sup> GRADE		10 <sup>TH</sup> GRADE		11 <sup>TH</sup> GRADE		12 <sup>TH</sup> GRADE	
	Course Name	Code	Course name	Code	Course Name	Code	Course Name	Code
<b>State of New Mexico Graduation Requirements</b>								
Mathematics								
English Language Arts								
Social Studies								
Science								
Physical Education								
Cluster/Workplace/Language								
Health Education								
<b>School District Graduation Requirements</b>								
<b>Career Pathway Requirements/Elective</b>								
<b>General Electives</b>								
<b>Courses Required to be Repeated</b>								
<b>Mandatory Assessments</b>								
<b>Optional Assessments</b>								

Codes:	Advanced Placement = AP	Distance Learning = DL	International Bacculaureate = IB	Other:
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	Dual Credit = DC	Honors Course = HC	Online Line Class = OL	Other:
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*STUDENT NAME & ID:*

This Postsecondary Program of Study should be completed for students in grades 11–12, and is optional for students in grades 9–10.

2 year – College or Program Name:		Degree Name /Training Program:	
4 year University Name:		Degree Name:	

Year 1			Year 2		
Summer	Fall	Spring	Summer	Fall	Spring
<b>General Education Requirements for the POS/Degree/Training Plan</b>					
<b>Degree/Training Emphasis Courses (Major)</b>					
<b>Electives</b>					

Of the courses listed above, highlight those that are transferable to any other NM public higher education institution.

State law at Section 21-1B-1 to 6 NMSA 1978, directs the New Mexico Higher Education Department to establish policies designed to allow core courses successfully completed by students at New Mexico public higher education institutions to guarantee transfer to any other New Mexico public higher education institutions. The listing of transferable courses can be found at <http://hed.state.nm.us>.

We have reviewed and approved this Next Step Plan (Legal Guardian may be substituted for Parent where applicable)

Parent Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

Entering 9 <sup>th</sup> Grade		Entering 10 <sup>th</sup> Grade		Entering 11 <sup>th</sup> Grade		Entering 12 <sup>th</sup> Grade	
Student Signature	Date	Student Signature	Date	Student Signature	Date	Student Signature	Date
Parent Signature	Date	Parent Signature	Date	Parent Signature	Date	Parent Signature	Date
Print Parent Name		Print Parent Name		Print Parent Name		Print Parent Name	
Parent Signature	Date	Parent Signature	Date	Parent Signature	Date	Parent Signature	Date
Print Parent Name		Print Parent Name		Print Parent Name		Print Parent Name	
School Official Signature	Date	School Official Signature	Date	School Official Signature	Date	School Official Signature	Date

**Comments (Entering 9<sup>th</sup> Grade):**

\_\_\_\_\_

**Comments (Entering 10<sup>th</sup> Grade):**

\_\_\_\_\_

**Comments (Entering 11<sup>th</sup> Grade):**

*Note: Review the attached Final Next Step Plan at this time in preparation for the senior year.*

**Comments (Entering 12<sup>th</sup> Grade):**

\_\_\_\_\_



## 22-13-1. Subject areas; minimum instructional areas required; accreditation.

A. The department shall require public schools to address department-approved academic content and performance standards when instructing in specific department-required subject areas as provided in this section. A public school or school district failing to meet these minimum requirements shall not be accredited by the department.

B. All kindergarten through third grade classes shall provide daily instruction in reading and language arts skills, including phonemic awareness, phonics and comprehension, and in mathematics. Students in kindergarten and first grades shall be screened and monitored for progress in reading and language arts skills, and students in second grade shall take diagnostic tests on reading and language arts skills.

C. All first, second and third grade classes shall provide instruction in art, music and a language other than English, and instruction that meets content and performance standards shall be provided in science, social studies, physical education and health education.

D. In fourth through eighth grades, instruction that meets academic content and performance standards shall be provided in the following subject areas:

- (1) reading and language arts skills, with an emphasis on writing and editing for at least one year and an emphasis on grammar and writing for at least one year;
- (2) mathematics;
- (3) language other than English;
- (4) communication skills;
- (5) science;
- (6) art;
- (7) music;
- (8) social studies;
- (9) New Mexico history;
- (10) United States history;
- (11) geography;
- (12) physical education; and
- (13) health education.

E. Beginning with the 2008-2009 school year, in eighth grade, algebra 1 shall be offered in regular classroom settings or through online courses or agreements with high schools.

F. In fourth through eighth grades, school districts shall offer electives that contribute to academic growth and skill development and provide career and technical education. In sixth through eighth grades, media literacy may be offered as an elective.

G. In ninth through twelfth grades, instruction that meets academic content and performance standards shall be provided in health education.

H. All health education courses shall include:

(1) age-appropriate sexual abuse and assault awareness and prevention training that meets department standards developed in consultation with the federal centers for disease control and prevention that are based on evidence-based methods that have proven to be effective; and

(2) lifesaving skills training that follows nationally recognized guidelines for hands-on psychomotor skills cardiopulmonary resuscitation training. Students shall be trained to recognize the signs of a heart attack, use an automated external defibrillator and perform the Heimlich maneuver for choking victims. The secretary shall promulgate rules to provide for the:

(a) use of the following instructors for the training provided pursuant to this paragraph: 1) school nurses, health teachers and athletic department personnel as instructors; and 2) any qualified persons volunteering to provide training at no cost to the school district that the school district determines to be eligible to offer instruction pursuant to this paragraph; and

(b) approval of training and instructional materials related to the training established pursuant to this paragraph in both English and Spanish.

**History:** 1978 Comp., § 22-13-1, enacted by [Laws 2003, ch. 153, § 57](#); [2005, ch. 315, § 9](#); [2007, ch. 307, § 7](#); [2007, ch. 308, § 7](#); [2009, ch. 267, § 1](#); [2014, ch. 9, § 2](#); [2016, ch. 17, § 1](#); [2016, ch. 18, § 1](#).

## ANNOTATIONS

**Repeals and reenactments.** — [Laws 2003, ch. 153, § 57](#) repeals former [22-13-1 NMSA 1978](#), as enacted by [Laws 1967, ch. 16, § 180](#), and enacted a new section, effective April 4, 2003.

**Compiler's notes.** — [Laws 2003, ch. 143, § 3](#), would have repealed Article 13 of Chapter 22 NMSA 1978 effective July 1, 2004. The repeal of Article 13 of Chapter 22 was contingent upon the adoption of an amendment to Article 12, Section 6 of the constitution which was approved at a special election held September 23, 2003. However, the repeal of Article 13 of Chapter 22 did not take effect, as prior to the July 1, 2004 effective date of the repeal of Article 13, [Laws 2004, ch. 27, § 29](#), effective May 19, 2004, repealed [Laws 2003, ch. 143, § 3](#).

**The 2016 amendment**, effective May 18, 2016, required the public education department to add lifesaving skills training to health education courses and directed the secretary of the public education department to promulgate rules to implement the training; in Subsection H, after "shall include", added the paragraph designation "(1)", and added new Paragraph (2).

[Laws 2016, ch. 17, § 1](#) and [Laws 2016, ch. 18, § 1](#), both effective May 18, 2016, enacted identical amendments to this section. The section was set out as amended by [Laws 2016, ch. 18, § 1](#). See [12-1-8 NMSA 1978](#).

**Applicability.** — [Laws 2016, ch. 17, § 4](#) and [Laws 2016, ch. 18, § 4](#) provided that lifesaving skills training pursuant to Paragraph (2) of Subsection H of Section [22-13-1 NMSA 1978](#) and Paragraph (2) of Subsection K of Section [22-13-1.1 NMSA 1978](#) shall not be required for students in grades nine through twelve who are enrolled in a virtual charter school.

**Temporary provisions.** — [Laws 2016, ch. 17, § 3](#) and [Laws 2016, ch. 18, § 3](#) provided that by December 31, 2016, the secretary of public education shall adopt and promulgate rules to implement the provisions of [Laws 2016, ch. 17, §§ 1 and 2](#), and [Laws 2016, ch. 18, §§ 1 and 2](#).

**The 2014 amendment**, effective May 21, 2014, required all health education courses to include age-appropriate sexual abuse and assault awareness and prevention training that meets federal standards; and added Subsection H.

**Applicability.** — [Laws 2014, ch. 9, § 4](#) provided that the provisions of [Laws 2014, ch. 9, §§ 1 through 3](#) apply to the 2014-2015 school year and subsequent school years.

**The 2009 amendment,** effective June 19, 2009, in Subsection F, added the last sentence.

**The 2007 amendment,** effective July 1, 2007, amended Subsection C to require that first, second and third grade classes provide instruction that meets content and performance standards in science and social studies; and added Subsection E.

[Laws 2007, ch. 307, § 7](#) and [Laws 2007, ch. 308, § 7](#) enacted identical amendments to this section. The section was set out as amended by [Laws 2007, ch. 308, § 7](#). See [12-1-8 NMSA 1978](#).

**The 2005 amendment,** effective April 7, 2005, added kindergarten in Subsection B and provided in Subsection B that students shall be screened and monitored for progress in reading and language arts skills and students in second grade shall take diagnostic tests on reading and language arts skills; provided in Subsection C that classes shall provide instruction that meets content and performance standards shall be provided in physical education and health education; added health education in Subsection D(13); and added Subsection F to provide that in ninth through twelfth grades, instruction that meets academic content and performance standards shall be provided in health education.