

Proposed Rule Abstract

1. **Agency:** Public Education Department
2. **Rule Citation:** 6.19.7 NMAC
3. **Rulemaking Action:** Repeal and Replace
4. **Register Issue and Date of Notice of Proposed Rulemaking:** Volume 29, Issue 10, May 29, 2018
5. **Effective Date:** July 24, 2018
6. **Citation to Specific Legal Authority:** Sections 22-2-1, 22-2-2, 22-2C-4.1, and 22-13-1.1 NMSA 1978
7. **Short Explanation of the Rule's Purpose:** Establish pathways for demonstrating competency in mathematics, reading, writing, science, and social studies to ensure students exit public school college- or career-ready.
8. **Link to Full Text of the Rule:** https://webnew.ped.state.nm.us/wp-content/uploads/2018/05/6.19.7-NMAC_Website-Strikethrough.docx
9. **How Information on the Rule Can Be Obtained:** At <http://webnew.ped.state.nm.us/bureaus/policy-innovation-measurement/rule-notification/>, or from Jamie Gonzales at (505) 827-7889
10. **Comment Period and Deadlines:** May 29, 2018 through July 3, 2018 at 5:00 PM; comments can be submitted by mail to Jamie Gonzales, Policy Division, New Mexico Public Education Department, 300 Don Gaspar Avenue, Room 101, Santa Fe, NM 87501 or at the public rule hearing
11. **Rule Hearing:** The public hearing will be held on July 3, 2018 from 9:00 AM to 5:00 PM in Mabry Hall at 300 Don Gaspar Avenue, Santa Fe, NM 87501
12. **Link to Permanent Agency Rulemaking Record:** http://statenm.force.com/public/SSP_RuleHearingSearchPublic

Summary of Proposed Rule

The May 29, 2018 issue of the *New Mexico Register* contained the Public Education Department's (PED) proposed the repeal of 6.19.7 NMAC, "High School Readiness Assessment System for Career and College," and replacement with 6.19.7 NMAC "Demonstration of Competency for High School Graduation." **See Attachment 1, Proposed Rule, 6.19.7 NMAC, Demonstration of Competency for High School Graduation.** The proposed rule establishes subject-specific pathways for students to demonstrate competency in mathematics, reading, writing, science, and social studies, and requires students to attempt a demonstration of competency through a primary pathway before they become eligible to use alternative pathways, including alternative assessments and competency-based alternatives. PED would be required to publish an annual graduation manual listing which assessments will be used for primary and alternative demonstrations of competency.

Analysis

Section 22-2C-4.1 NMSA 1978 gives PED the authority to establish a system of high school readiness assessments aligned with state content and performance standards, college placement tests, and entry-level career skill requirements. **See Attachment 2, Section 22-2C-4.1 NMSA 1978, Statewide College and Workplace Readiness Assessment System.** This section of statute also requires students to participate in a college placement assessment, a workforce readiness assessment, or an alternative demonstration of competency (ADC). Currently, 6.19.7 NMAC gives local education agencies (LEAs) broad authority to determine what will qualify as an ADC. The current regulations state an ADC may include, but is not limited to the following:

- Results from post-secondary nationally-normed assessments;
- Results from workforce readiness assessments;
- Results from end-of-course examinations;
- School-based projects such as extended papers, themes, theses, or research projects;
- Performances or works of art that can be recorded in an electronic format; and
- Community-based projects such as internships, service learning, pre-apprenticeship, or after-school job performance.

While the proposed rule does not prohibit any of these options for ADCs, it significantly reduces LEA's authority to determine which assessments will be used to demonstrate competency and when they can be used. The proposed rule lists required options for students to demonstrate competency and would eliminate LEA's ability to create demonstrations of competency that are not authorized in the rule. **See Attachment 3, Comparison of Changes to Alternative Demonstrations of Competency in Current and Proposed 6.19.7 NMAC**

The proposed rule creates three pathways to competency in mathematics, reading, writing, science, and social studies. For each subject, students must attempt the primary demonstration of competency, earn a passing score on alternative assessments, or complete competency-based alternatives. The assessments used for primary and alternative demonstrations of competency are not defined in the rule but would be found in an annual graduation manual PED would be required to publish. Alongside the proposed rule, PED published a draft graduation manual that would be used by the first graduating class affected by the proposed rule, the class of 2022. **See Attachment 4, Draft Demonstration of Competency Graduation Manual for Class of 2022.** The use of an annual graduation manual would give PED autonomy to respond to changes in the statewide or national assessment landscape, but also means the department could annually change the assessments accepted as graduation requirements for each entering freshman class.

Current regulation contains a clause based on a statutory provision that was repealed in 2016, which required students to participate in "short-cycle diagnostic assessments" in ninth and 10th grade before attempting an ADC. PED currently requires students to attempt the PARCC assessment twice before attempting an ADC, but the framework for this requirement is not in statute or rule.

Primary Demonstrations of Competency. Under the proposed rule, students must attempt to demonstrate competency using the primary demonstration outlined in the PED graduation manual. The draft graduation manual states students must attempt to demonstrate competency by achieving a level four or five on mathematics and English language arts (ELA) Partnership for Assessment of Readiness for College and Careers (PARCC) exams, a passing score on a state-adopted assessment aligned with the recently adopted NM STEM Ready science standards for science, and at least one social studies end-of-course exam (EOC) for social studies. Table 1 shows which assessments will be considered primary demonstrations of competency.

Table 1. Primary Demonstrations of Competency under Draft Graduation Manual for the 2022 Cohort Pursuant to Proposed 6.19.7 NMAC

Math	Reading	Writing	Science	Social Studies
Earn a level four or five on: <ul style="list-style-type: none"> • PARCC Algebra 2; • PARCC Geometry; • PARCC Integrated Math 2; or • PARCC Integrated Math 3. 	Earn a level four or five on: <ul style="list-style-type: none"> • PARCC ELA; or • PARCC ELA reading subscore. 	Earn a level four or five on: <ul style="list-style-type: none"> • PARCC ELA; or • PARCC ELA writing subscore. 	Earn a passing score on the assessment aligned to NM Stem Ready science standards.	Earn a passing score on: <ul style="list-style-type: none"> • World History and Geography EOC; • U.S. History and Geography EOC; • US Government EOC; or • Economics EOC.

Alternative Assessments. The proposed rule would allow students who attempt but are not able to earn a passing score on the primary demonstration of competency to show competency by achieving an established cut score on PED-approved alternative assessments. The rule breaks these assessments into two categories: level one assessments, which become an available pathway for students to demonstrate competency after students do not complete the primary demonstration in a subject after their first attempt; and level two assessments, which become an available pathway after students do not complete the primary demonstration on their second or subsequent attempt.

As shown in Table 2 on the following page, the draft manual for the 2022 cohort generally lists college readiness exams as level one assessments, including ACT, SAT, Advanced Placement (AP), and International Baccalaureate (IB) exams. Level two assessments are generally career-oriented, including Accuplacer, ACT WorkKeys, COMPASS, and TABE 9/10 exams. The EOCs for each subject will also be considered level two assessments.

The proposed rule requires PED's graduation manual to annually list PED-approved level one and level two assessments, and the scores PED establishes for the purpose of demonstrating competency.

Competency-Based Alternatives. Students who attempt but do not complete the primary demonstration of competency on their second or subsequent attempt will also be eligible to demonstrate competency using what the proposed rule calls "competency-based alternatives." Unlike the primary and alternative assessments, which are subject to change in the annual graduation manual, the rule includes specific criteria that will be considered for competency-based alternatives. The rule includes two lists of competency-based criteria; a student wishing to demonstrate competency in a subject through this pathway will be required to complete one item from the Primary List of Competency-Based Alternatives and one item from the Secondary List of Competency-Based Alternatives.

**Table 2. PED-Approved Alternative Assessments and Competency Scores
for Alternative Demonstrations of Competency under Draft Graduation Manual for the 2022 Cohort
Pursuant to Proposed 6.19.7**

	Math	Reading	Writing	Science	Social Studies
Level One Assessments Available if a student attempts but does not complete the primary demonstration on first attempt.	<ul style="list-style-type: none"> • 22 on ACT Math • 3 on AP Calculus • 3 on AP Statistics • 4 on IB Math • 530 on SAT Math • 587 on SAT Math Level One • 647 on SAT Math Level Two 	<ul style="list-style-type: none"> • 22 on ACT Reading • 3 on AP English Language and Composition • 3 on AP English Literature and Composition • 4 on IB Language and Literature (includes Spanish) • 4 on IB Literature (includes Spanish) • 480 on SAT Reading and Writing • 574 on SAT Literature 	<ul style="list-style-type: none"> • 18 on ACT English Composition • 3 on AP English Language and Composition • 3 on AP English Literature and Composition • 4 on IB Language and Literature (includes Spanish) • 4 on IB Literature (includes Spanish) • 480 on SAT Reading and Writing 	<ul style="list-style-type: none"> • 23 on ACT Science • 3 on AP Biology • 3 on AP Chemistry • 3 on AP Computer Science • 3 on AP Environmental Science • 3 on AP Physics • 3 on AP Physics: Electricity and Magnetism • 3 on AP Physics: Mechanics • 4 on IB Experimental Sciences • 642 on SAT Chemistry • 593 on SAT Ecological Biology • 624 on SAT Molecular Biology • 632 on SAT Physics 	<ul style="list-style-type: none"> • 3 on AP Art History • 3 on AP European History • 3 on AP Comparative Politics • 3 on AP U.S. Politics • 3 on AP Human Geography • 3 on AP Macroeconomics • 3 on AP Microeconomics • 3 on AP Psychology • 3 on AP U.S. History • 3 on AP World History • 4 on IB Individuals and Society • 610 on SAT U.S. History • 589 on SAT World History
Level Two Assessments Available if a student attempts but does not complete the primary demonstration on second or subsequent attempts.	<ul style="list-style-type: none"> • 50 on Accuplacer College-level Math • 80 on Accuplacer Elementary Algebra • 5 on ACT WorkKeys Applied Math • 5 on ACT WorkKeys Graphic Literacy • 52 on COMPASS Math • 506 on TABE 9/10 Mathematics • Passing score on Algebra II EOC • Passing score on Geometry EOC • Passing score on Integrated Math 2 EOC • Passing score on Integrated Math 3 EOC 	<ul style="list-style-type: none"> • 82 on Accuplacer Reading Comprehension • 5 on ACT WorkKeys Workplace Documents • 88 on COMPASS Reading • Passing score on 11th Grade Reading EOC • Passing score on 12th Grade Reading EOC 	<ul style="list-style-type: none"> • 83 on Accuplacer Sentence Skills • 6 on Accuplacer WritePlacer • 3 on ACT WorkKeys Business Writing • 9 on COMPASS Writing Essay (Scale 2-12) • 7 on COMPASS Writing Essay (Scale 2-8) • Passing score on 11th Grade Writing EOC • Passing score on 12th Grade Writing EOC 	<ul style="list-style-type: none"> • 3 on ACT WorkKeys Applied Technology • Passing score on Biology EOC • Passing score on • Passing score on Physics EOC 	No level two assessments. (EOCs are primary demonstration of competency)

Primary List of Competency-Based Alternatives. For each subject, students must complete one of the following:

- Receive an acceptance letter from a four-year institution of higher education that does not have an open acceptance policy and complete a free application for federal student aid (FAFSA);
- Receive an offer letter from a branch of the U.S. military;
- Earn acceptance into a PED-approved apprentice program;
- Earn a level three or “approaching expectations” on the primary demonstration of competency for the subject;
- Enroll in and pass no fewer than four courses in 12th grade, one of which must be in the specific subject;
- Earn at least one grade of 3.0 on a 4.0 scale in the subject-specific classes; or
- Complete a department-approved internship for credit.

Some items on the primary list of competency-based alternatives are sufficient to demonstrate competency in *all subjects*. For instance, a student who receives an offer letter from a branch of the military will have met the requirements of the primary list to demonstrate competency in math, reading, writing, science, and social studies.

Secondary List of Competency-Based Alternatives. In addition to one item from the primary list of competency-based alternatives, students must complete one item from the secondary list:

- Receive an industry-recognized credential in a field that incorporates skills in the specific subject, as determined by PED;
- Earn a grade point average of 3.0 on a 4.0 scale in a program of study with courses that integrate state standards in the specific subject;
- Earn at least one grade of 3.0 on a 4.0 scale in a PED-approved subject-specific dual credit course; or
- For writing, science, and social studies only, complete a standards-based portfolio that demonstrates mastery in the state content standards for the subject.

Like the primary list, some items appear sufficient to demonstrate competency in multiple subjects. A standards-based student portfolio may demonstrate mastery of writing and social studies state content standards. An industry-recognized credential in a STEM field may be sufficient to demonstrate competency in both math and science, although this is subject to PED determination. Neither the proposed rule nor the graduation manual note how PED will make such determinations.

Standards-Based Student Portfolios. Under the proposed rule, LEAs will be able to develop a process for using portfolios to demonstrate mastery of state content standards. LEAs would be required to establish portfolio review teams that would score portfolios using a rubric approved by PED. Portfolios for writing must show a grasp of 11th or 12th grade writing standards and demonstrate strong organization and style. Students may build a portfolio in biology, chemistry, or physics for science, but would be required to show mastery of both U.S. government and economics for social studies.

The current rule allows portfolios as an ADC, and states students may submit a portfolio in English, Spanish, or in the language of a Native American nation located in New Mexico. The proposed rule eliminates this language, raising questions as to whether portfolios in other languages will still be accepted. Because the proposed rule gives LEAs the authority to develop their own portfolio projects, the decision to accept portfolios in other languages will likely fall to LEAs.

Data Reporting and Audits. The proposed rule would require LEAs to report new data to PED related to ADCs. LEAs would be required to track the number of students that graduated with a New Mexico diploma of excellence that did and did not use an ADC, disaggregated by each of the five subjects and the type of ADC. LEAs would also become subject to randomized audits that would include PED review of ADC pathway data, standards-based student portfolios, and the scoring of standards-based portfolios.

Elimination of Ninth and 10th Grade Short Cycle Assessments. The proposed repeal of 6.19.7 NMAC would eliminate the requirement that all ninth and 10th grade students participate in short-cycle assessments. Laws 2016, Chapter 56 (House Bill 97)

A student's portfolio review team must complete PED-approved rubric training, and must be made up of, at a minimum:

- A representative from a partnering postsecondary institution or a member of the business community;
- A highly effective or exemplary teacher;
- A school or school district administrator;
- A member of the tribal community, if applicable;
- The student's individualized education plan (IEP) case manager, if applicable; and
- A member of the local school board or charter school governing body.

The current rule states portfolios may contain student work produced as early as ninth grade. The proposed rule would change this to require portfolios to contain student work from 10th grade or later.

The current rule requires portfolios to be submitted to LEAs electronically. The proposed rule would eliminate this requirement and give LEAs the authority to create their own procedures.

eliminated the requirement that ninth and 10th grade students complete diagnostic assessments in the fall each year and at least two other times per year. The removal of this requirement would align statute and regulation.

The proposed rule would eliminate a prohibition in current rule preventing the use of course grades as a demonstration of competency. The proposed rule considers course grades to be a competency-based alternative.

Under the proposed rule, students would not be able to demonstrate competency using assessments that are not included in the PED graduation manual or assessments developed by LEAs, schools, or individual teachers.

Alternative Demonstrations of Competency Content Restrictions.

Like the current rule, the proposed rule considers certain content insufficient to demonstrate competency, including artifacts that are not the product of the student's independent work, collaborations with other students, and teacher or employer recommendations. However, two content restrictions in the current rule would be eliminated under the proposed rule. Current rule does not allow students to complete projects involving vertebrate animal subjects or include any material that is inflammatory, derogatory, or humiliating. The restriction on vertebrate animals appears to be needlessly obstructive, and its elimination allows students to build portfolios referring to biological dissections or agricultural projects, while allowing other state laws regarding animal cruelty to handle potential issues. Further, it is likely LEA policy will handle incidences of derogatory material.

Technical Issues

Paragraph C of Section 15 of 6.19.7 NMAC states "LEAs and charters shall establish a local review teams to score portfolios." The department should correct the sentence to clarify whether one team or multiple teams must be established to review student portfolios.



PROPOSED REPEAL AND REPLACE_5-25-18

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, 07/24/2018]

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, 07/24/2018]

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, 07/24/2018]

6.19.7.4 DURATION: Permanent.
 [6.19.7.4 NMAC – Rp, 6.19.7.4 NMAC, 07/24/2018]

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, 07/24/2018]

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, 07/24/2018]

6.19.7.7 DEFINITIONS:

A. “Alternative demonstration of competency” or “ADC” means department-approved, alternative options used to demonstrate competency in mathematics, reading, writing, science, or social studies for high school graduation, specifically alternative assessments and competency-based alternatives as defined in Subsections B and E of 6.19.7.7 NMAC.

B. “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, categorized as a level one or level two assessments, and include only nationally and statewide-normed standardized assessments.

(1) Level one assessments are college placement assessments as defined in Subsection D of 6.19.7.7 NMAC and are outlined in the graduation manual.

(2) Level two assessments are workforce readiness assessments and diagnostic assessments as defined in Subsections F and M of 6.19.7.7 NMAC and outlined in the graduation manual.

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

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 exams administered to assess student content knowledge upon completion of a course.

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

J. “Primary demonstration of competency” means the assessments 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 twelve 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 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, 07/24/2018]

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 only be used for demonstration of competency in writing, science, or social studies. Portfolio artifacts may include student work from as early as grade ten.

(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 with open acceptance policies;
- (f)** assessments not included in the graduation manual; or
- (g)** assessments developed by LEAs, schools, or individual teachers.

C. 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.

D. Students with an individualized education program (IEP) that provides for individualized graduation indicators shall adhere to the expectations for either the modified or ability option outlined in the graduation manual.

E. Schools shall ensure that all grade eleven 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, 07/24/2018]

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 ensure the rigor of ADC policies and projects. LEAs shall cooperate with department audits. Audits may include review and analysis of any of the following:

- (1) standards-based portfolio projects;
- (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, 07/24/2018]

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. Students shall meet the following eligibility requirements to leverage an alternative assessment to demonstrate competency in mathematics:

(1) If a student has made one attempt on the primary demonstration of competency in mathematics, the student shall be eligible to use a department-approved level one assessment in mathematics, as defined in the graduation manual.

(2) If a student has made no fewer than two attempts 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, or integrated mathematics II or III;
- (b) level one assessments in mathematics as defined in the graduation manual; or
- (c) level two assessments in mathematics as defined in the graduation manual.

(3) 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 on the primary demonstration of competency in mathematics after making no fewer than two attempts 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 acceptance into a four-year institution of higher education that does not have an open acceptance policy and complete a free application for federal student aid;
- (b) 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;
- (c) meet the performance level of “approaches expectations” on the primary demonstration of competency for algebra II, geometry, integrated mathematics II or III;
- (d) enroll in and pass no fewer than four courses over the duration of grade twelve, including a course in algebra II, geometry, or integrated mathematics;
- (e) earn an offer letter from a branch of the United States military;
- (f) earn acceptance into a department-approved apprentice program; or
- (g) 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, 07/24/2018]

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. Students shall meet the following eligibility requirements to leverage an alternative assessment to demonstrate competency in reading:

(1) If a student has made one attempt on the primary demonstration of competency in reading, the student shall be eligible to use a department-approved level one assessment in English language arts, as defined in the graduation manual.

(2) If a student has made no fewer than two attempts 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 eleven or twelve reading;
- (b) level one assessments in reading as defined in the graduation manual; or
- (c) level two assessments in reading as defined in the graduation manual.

(3) 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 on the primary demonstration of competency in English language arts after making no fewer than two attempts 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 acceptance into a four-year institution of higher education that does not have an open acceptance policy and complete a free application for federal student aid;
- (b) 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;
- (c) meet the performance level of “approaches expectations” on the primary demonstration of competency for grade eleven English language arts;
- (d) enroll in and pass no fewer than four courses over the duration of grade twelve including a course in grade twelve English language arts;
- (e) earn an offer letter from a branch of the United States military;
- (f) earn acceptance into a department-approved apprentice program; or
- (g) 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 eleven or twelve 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, 07/24/2018]

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 eleven English language arts.

B. Alternative assessments in writing. A student who does not demonstrate competency on the primary demonstration of competency may leverage an alternative assessment. Students shall meet the following eligibility requirements to leverage an alternative assessment to demonstrate competency in writing:

(1) If a student has made one attempt on the primary demonstration of competency in writing, the student shall be eligible to use a department-approved level one assessment in writing, as defined in the graduation manual.

(2) If a student has made no fewer than two attempts 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 eleven or twelve writing;
- (b) level one assessments in writing as defined in the graduation manual; or
- (c) level two assessments in writing as defined in the graduation manual.

(3) 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 on the primary demonstration of competency in grade eleven English language arts after making no fewer than two attempts 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 acceptance into a four-year institution of higher education that does not have an open acceptance policy and complete a free application for federal student aid;
- (b) earn a grade point average of at least 3.0 on a 4.0 scale in the coursework required for graduation in grade eleven or twelve English language arts;
- (c) meet the performance level of “approaches expectations” on the primary demonstration of competency for grade eleven English language arts;
- (d) enroll in and pass no fewer than four courses over the duration of grade twelve including a course in grade twelve English language arts;
- (e) earn an offer letter from a branch of the United States military;
- (f) earn acceptance into a department-approved apprentice program; or
- (g) 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 eleven or twelve 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 eleven or twelve 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 – Rp, 6.19.7.12 NMAC, 07/24/2018]

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 eleven science.

B. Alternative assessments in science. A student who does not demonstrate competency on the primary demonstration of competency in grade eleven science may leverage an alternative assessment. Students shall meet the following eligibility requirements to leverage an alternative assessment to demonstrate competency in science:

(1) If a student has made one attempt on the primary demonstration of competency in science, the student shall be eligible to use a department-approved level one assessment in science, as defined in the graduation manual.

(2) If a student has made no fewer than two attempts 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 biology, chemistry, or physics;
- (b) level one assessments in science as defined by the graduation manual; or
- (c) level two assessments in science as defined by the graduation manual.

(3) 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 on the primary demonstration of competency in science after making no fewer than two attempts 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 acceptance into a four-year institution of higher education that does not have an open acceptance policy and complete a free application for federal student aid;
- (b) earn a grade of at least 3.0 on a 4.0 scale in the coursework required for graduation in high school science;
- (c) meet the performance level of “approaches expectations” on the primary demonstration of competency in grade eleven science;
- (d) enroll in and pass no fewer than four courses over the duration of grade twelve including a course in high school science;
- (e) earn an offer letter from a branch of the United States military;
- (f) earn acceptance into a department-approved apprentice program; or
- (g) 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 grade eleven or twelve state science standards.

(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 biology, chemistry, or physics.

[6.19.7.13 NMAC – Rp, 6.19.7.13 NMAC, 07/24/2018]

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: 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 on the primary demonstration of competency may leverage an alternative assessment. Students shall meet the following eligibility requirements to leverage an alternative assessment to demonstrate competency in social studies:

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

(2) If a student has made no fewer than two attempts on the primary demonstration of competency in social studies, the student shall be eligible to use a level one assessment in social studies as defined in the graduation manual.

(3) 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 on the primary demonstration of competency in social studies after making no fewer than two attempts 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 acceptance into a four-year institution of higher education that does not have an open acceptance policy and complete a free application for federal student aid;

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

(c) meet the performance level of “approaches expectations” on the primary demonstration of competency in 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 twelve including a course in U.S. history and geography, world history and geography, U.S. government, or economics;

(e) earn an offer letter from a branch of the United States military;

(f) earn acceptance into a department-approved apprentice program; or

(g) 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 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 and 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 and economics.

[6.19.7.14 NMAC – Rp, 6.19.7.14 NMAC, 07/24/2018]

6.19.7.15 PORTFOLIO: Portfolio projects may be developed by LEAs.

A. Portfolio completion and scoring shall be based on the following:

(1) state standards for specific core content areas; and

(2) department-approved scoring rubrics.

B. Portfolios shall be submitted to a local review team no later than May 1 of the year of graduation under the guidance of a school administrator.

C. LEAs and charters shall establish a local review teams to score portfolios. Local review teams shall complete annual, department-approved rubric training. Members of a local review team shall complete trainings required by the department prior to the review of any portfolios. The review team shall include, at a minimum:

(1) a representative from a partnering postsecondary institution or a member of the business community;

(2) a highly effective or exemplary high school teacher as measured by the NMTEACH evaluation system as defined in 6.69.8 NMAC;

(3) a district level employee or school administrator;

(4) a member of tribal leadership or a designee, if applicable;

(5) the student’s IEP case manager, if applicable; and

(6) a member of the local school board or governing body.

[6.19.7.15 NMAC – Rp, 6.19.7.15 NMAC, 07/24/2018]

HISTORY OF 6.19.7 NMAC: [RESERVED]

TITLE 6 — PRIMARY AND SECONDARY EDUCATION
CHAPTER 19 — PUBLIC SCHOOL ACCOUNTABILITY
PART 7 — HIGH SCHOOL READINESS ASSESSMENT SYSTEM FOR CAREER AND COLLEGE

6.19.7.1 — ISSUING AGENCY: Public Education Department
 [6.19.7.1 NMAC — N, 1/30/2009]

6.19.7.2 — SCOPE: This rule shall apply to public schools, state educational institutions except for institutions of higher education and the New Mexico military institute, and state agencies enrolling high school students.
 [6.19.7.2 NMAC — N, 1/30/2009]

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 — N, 1/30/2009]

6.19.7.4 — DURATION: Permanent
 [6.19.7.4 NMAC — N, 1/30/2009]

6.19.7.5 — EFFECTIVE DATE: January 30, 2009 unless a later date is cited at the end of a section.
 [6.19.7.5 NMAC — N, 1/30/2009]

6.19.7.6 — OBJECTIVE: The objective of this rule is to establish procedures for implementing the high school readiness assessment system, including: (a) the process for identifying acceptable short cycle diagnostic type assessment instruments for grades nine and ten; (b) identification of acceptable college placement and workforce readiness assessments; and (c) specific requirements for alternate demonstration of competency in the New Mexico's academic content standards required for high school graduation.
 [6.19.7.6 NMAC — N, 1/30/2009]

6.19.7.7 — DEFINITIONS:

A. — “Academic content standard” means a statement about performance that describes what students should know and be able to do in the content areas at each grade level and for high school. The purpose of content standards is to create a common curriculum so that students who move from school to school or from district to district have access to the same curriculum, and so that teachers know what they are supposed to teach.

B. — “Artifacts” means works independently created by students that serve as evidence addressing the standards based indicators.

C. — “Career cluster” means a grouping of occupations in industry sectors based on recognized commonalities. Career clusters provide an organizing tool for developing instruction within the educational system.

D. — “College placement assessment” means a nationally normed exam used for placement into postsecondary courses.

E. — “Department” means the public education department (“PED”).

F. — “District” means the geographic boundary in which a K-12 set of schools resides, under the supervision of a locally elected board of education.

G. — “Electronic student management system” means an individual student based, interactive system for personal management and review of requirements associated with graduation and being ready for college or the workforce.

H. — “End of course examination” means an exam administered to assess student content knowledge upon completion of a course.

I. — “Performance standard” means a statement describing the specific level of mastery expected in achieving the content standards.

J. — “Portfolio” means a collection of student produced artifacts that demonstrate competence of standards using standards based indicators in a set electronic format with fixed categories of student information and artifacts.

K. — “Postsecondary school” means a public postsecondary educational institution operating in the state, including a community college, branch community college, and four year educational institutions.

L. — “School administrator” means the superintendents, and administrators of public schools, state educational institutions, and state agencies.

_____ **M.** ——— **“Short-cycle diagnostic type assessment”** means a formative measure that is regularly used to assess student performance over a short time period.

_____ **N.** ——— **“Standards-based indicators”** means multiple and varied measures that are aligned to the state content and performance standards and that demonstrate student competency in the subject areas required for graduation.

_____ **O.** ——— **“State educational institutions”** means those institutions enumerated under Article 12, Section 11 of the New Mexico State Constitution, except for institutions of higher education and the New Mexico military institute.

_____ **P.** ——— **“Workforce readiness assessment”** means a criterion-referenced assessment developed for the purposes of assessing skill levels needed for clusters or categories of related jobs or for employment in a specific field of work. Workforce readiness assessments may include standardized assessments, industry certifications or licensure.

[6.19.7.7 NMAC – N, 1/30/2009]

6.19.7.8 ——— NINTH AND TENTH GRADE SHORT-CYCLE DIAGNOSTIC TYPE ASSESSMENTS

_____ **A.** ——— Short-cycle diagnostic type assessments in reading, language arts and mathematics shall be administered to all ninth and tenth grade students in the fall of each year and at least two other times during the school year. The tenth grade short-cycle diagnostic type assessment shall also serve as an early indicator of college readiness.

_____ **B.** ——— Any student who may have skipped either the ninth or tenth grade for whatever reason, must take at least one of the three administered grade level short-cycle diagnostic type assessments in each of reading, language arts and mathematics for whichever grade level that was skipped.

_____ **C.** ——— No later than September 30, 2009, the department shall approve at least one short-cycle diagnostic type assessment for statewide administration subject to the results of an impartial alignment study with the New Mexico content standards and performance benchmarks.

_____ **D.** ——— Any school district, charter school, state educational institution or state agency wishing to develop or adopt their own local short-cycle diagnostic type assessments must present the assessment instruments to the department for approval before administering them to satisfy the requirements of 6.19.7.8 NMAC.

_____ **E.** ——— Accommodations for students with disabilities and limited English proficiency shall be made in accordance with Subsection K of 6.30.2.10 NMAC.

_____ **F.** ——— Results of the short-cycle diagnostic type assessments shall be reported in written form in a format and language understandable to students, parents and school administrators as soon as possible, but no later than four weeks from the date of administration of the assessments.

_____ **G.** ——— The assessments and written or orally provided assessment results specified in Subsections A and B of 6.19.7.8 NMAC shall be provided to all ninth and tenth grade students at no cost to students or parents.

[6.19.7.8 NMAC – N, 1/30/2009]

6.19.7.9 ——— ELEVENTH GRADE COLLEGE AND WORKFORCE READINESS ASSESSMENTS

_____ **A.** ——— By fall of 2009, school administrators shall ensure that all eleventh grade students choose and participate in one of the following: a college placement assessment, a workforce readiness assessment, or alternate demonstration of competency using standards-based indicators.

_____ **B.** ——— By fall of 2009, the department shall approve one college placement assessment for statewide implementation.

_____ **C.** ——— By fall of 2010, the department shall approve at least one workforce readiness assessment and identify industry certifications that are appropriate for each of the state’s designated career clusters.

_____ **D.** ——— Participation in the high school readiness assessment system shall be provided at no cost to students.

[6.19.7.9 NMAC – N, 1/30/2009]

6.19.7.10 ——— ALTERNATE DEMONSTRATION OF COMPETENCY USING STANDARDS-BASED INDICATORS

_____ **A.** ——— Alternate demonstration of competency of high school exit requirements using standards-based indicators may include, but is not limited to the following:

_____ (1) ——— results from post-secondary nationally normed assessments;

_____ (2) ——— results from workforce readiness assessments;

_____ (3) ——— results from end-of-course examinations;

- _____ (4) _____ school based projects such as extended papers, themes, theses, or research projects;
- _____ (5) _____ performances or works of art that can be recorded in an electronic format; and
- _____ (6) _____ community based projects such as internships, service learning, pre apprenticeship, or after school job performance.

_____ **B.** _____ The alternate demonstration of competency must not contain the following:

- _____ (1) _____ products not the result of the student's independent work;
- _____ (2) _____ projects that involve vertebrate animal subjects;
- _____ (3) _____ collaborations where an individual student's contributions cannot be distinguished;
- _____ (4) _____ course grades, teacher or employer recommendations or testimonials;
- _____ (5) _____ artifacts that are not related to the content standards required for graduation;
- _____ (6) _____ material that is inflammatory, derogatory, or humiliating.

_____ **C.** _____ All projects, including those involving human subjects and microorganisms, or other potentially hazardous biological agents, must follow the international rules and guidelines governing the international science and engineering fair.

_____ **D.** _____ Requirements for alternate demonstration of competency using standards based indicators:

_____ (1) _____ Students must have participated in the short cycle diagnostic type assessments at ninth and tenth grades in the required subject areas at least once and before submitting artifacts to be considered for alternate demonstration of competency.

_____ (2) _____ Students who have participated in a college placement or workplace readiness assessment may create a portfolio of artifacts as further evidence of competency or to submit to postsecondary institutions, potential employers, businesses, community organizations, or any institution that requires educational credentials for admission, scholarships, employment, partnerships, internships, apprenticeships, or any opportunity for advancement in learning, earning potential, military service, and citizenship.

_____ (3) _____ Assembly of the portfolio may incorporate artifacts from as early as grade nine.

_____ (4) _____ Students may submit a portfolio in English, Spanish, or in a Native American language of an Indian nation, tribe or pueblo located in New Mexico as per conditions of a tribal/public education department memorandum of agreement.

_____ (5) _____ Alternate demonstrations of competency shall not be used for federal accountability requirements and will not be included in adequate yearly progress (AYP) calculations. Students who receive a New Mexico diploma of excellence and who have demonstrated competency through the compilation of a portfolio shall be considered to have graduated and shall count as high school graduates.

_____ (6) _____ Students may provide alternate demonstrations of competency using standards based indicators within five years of exiting a public school or state educational institution in order to satisfy competency in required subject areas and receive a New Mexico diploma of excellence.

_____ (7) _____ Unless special accommodations are required, portfolios shall be submitted to school authorities electronically, use uniform templates, and follow procedures established by the department.

_____ (8) _____ School administrators shall establish local procedures for determining whether the alternate demonstration of competency:

- _____ (a) _____ is complete and scorable;
- _____ (b) _____ addresses the appropriate academic content standards; and
- _____ (c) _____ be determined as adequately showing competency.

_____ (9) _____ Electronic documentation of alternate demonstrations of competency shall be stored electronically by the district for five years from the time of submission.

_____ (10) _____ If at the end of grade 12 a student has not demonstrated competency in the required subject areas on standards based indicators, the student will be issued a certificate indicating course credits earned and grade level completed.

[6.19.7.10 NMAC N, 1/30/2009]

6.19.7.11 ELECTRONIC STUDENT MANAGEMENT SYSTEM: The results from the student's participation in the high school readiness assessment system, along with the next step plan and other graduation related requirements in accordance with Section 22-13-1.1, NMSA 1978, shall be maintained in the electronic student management system.

[6.19.7.11 NMAC N, 1/30/2009]

HISTORY OF 6.19.7 NMAC: [RESERVED]

22-2C-4.1. Statewide college and workplace readiness assessment system.

A. The department shall establish a readiness assessment system to measure the readiness of every New Mexico high school student for success in higher education or a career no later than the 2008-2009 school year. The department shall ensure that the readiness assessment system is aligned with state academic content and performance standards, college placement tests and entry-level career skill requirements. The readiness assessment system shall include, for grade eleven, in the fall, one or more of the following components chosen by the student:

- (1) a college placement assessment;
- (2) a workforce readiness assessment; or
- (3) an alternative demonstration of competency using standards-based indicators.

B. Students shall participate in the readiness assessment system at no cost to the student.

C. Reports of assessment results shall be provided to students and parents in writing whenever possible but, if necessary, orally in the language best understood by each student and parent.

D. The department shall adopt standards for reasonable accommodations in the administration of readiness assessments for students with disabilities and limited English proficiency, including when and how accommodations may be applied.

E. In developing, selecting or approving the high school or college readiness assessments for school district or charter school use, the department may adopt commercially available standards-based assessments or approve a school district's or charter school's short-cycle assessments that meet the requirements of this section. The department shall involve appropriate licensed school employees in the development or selection of readiness assessments.

Comparison of Changes to Alternative Demonstrations of Competency in Current and Proposed 6.19.7 NMAC ATTACHMENT 3

Alternative Demonstrations of Competency Allowed under Current 6.19.7 NMAC	Changes under Proposed 6.19.7 NMAC
1	Local education agencies (LEAs) no longer have broad deference over the development of ADCs.
2	Assessments and acceptable ADCs are subject-specific, related to competencies in mathematics, reading, writing, science, and social studies.
3	The proposed rule allows college placement assessments as level one alternative assessments, available as an ADC only after a student has not demonstrated primary competency.
4	The proposed rule allows workforce readiness assessments as level two alternative assessments, available as an ADC only after a student has not demonstrated primary competency after two attempts.
5	The proposed rule allows EOCs as an ADC only after a student has not demonstrated primary competency after two attempts.
6	The proposed rule allows student work in a student's ADC portfolio for writing, science, or social studies, available as an ADC only after a student has not demonstrated primary competency after two attempts.
7	The proposed rule does not explicitly allow state performances or works of art in electronic form, but does not preclude such work from being included in a student's ADC portfolio for writing, science, or social studies, available as an ADC only after a student has not demonstrated primary competency after two attempts.
8	The proposed rule allows students to demonstrate competency with department approved internships or apprenticeship programs. The proposed rule does not explicitly allow community-based projects, service learning projects, or after-school jobs, but does not preclude these elements from being used in a student's ADC portfolio for writing, science, or social studies, available as an ADC only after a student has not demonstrated primary competency after two attempts.
9	The proposed rule allows the incorporation of any of the following as ADCs only after a student has not demonstrated primary competency after two attempts:
10	<ul style="list-style-type: none"> • Completion of a department-approved program of study, defined as "a progressive continuum of courses that may be offered across grades nine through twelve to provide technical training, training to prepare for employment, and training to prepare for entry into postsecondary education;"
11	<ul style="list-style-type: none"> • Passage of a diagnostic assessment, defined as "a department-approved assessment that measures the accurate placement of students in postsecondary courses;"
12	<ul style="list-style-type: none"> • Acceptance into a four-year institution of higher education that does not have an open acceptance policy as long as the student completes the free application for federal student aid (FAFSA);
13	<ul style="list-style-type: none"> • An offer letter from a branch of the United States military;
14	<ul style="list-style-type: none"> • Attainment of a department-approved, industry-recognized certificate or credential in an area that incorporates skills in the related subject;
15	<ul style="list-style-type: none"> • Enrollment in and passage of a minimum number of courses in the specific subject; and
16	<ul style="list-style-type: none"> • Attainment of at least one dual enrollment credit with a grade of 3.0 in a course related to the subject approved by the department.
17	The proposed rule allows LEAs to develop portfolios as an ADC under competency-based alternatives for writing, science, and social studies. Portfolio rubrics shall be based on state content standards and approved by PED. LEAs shall establish local review teams to score portfolios. Review teams shall complete annual department-approved training and be made up of, at a minimum: a representative from a partnering postsecondary institution or a member of the business community; a highly effective or exemplary teacher; a school or school district administrator; a member of the tribal community, if applicable; the student's IEP case manager, if applicable; and a member of the local school board or charter school governing body.



Demonstration of Competency

By Content Area

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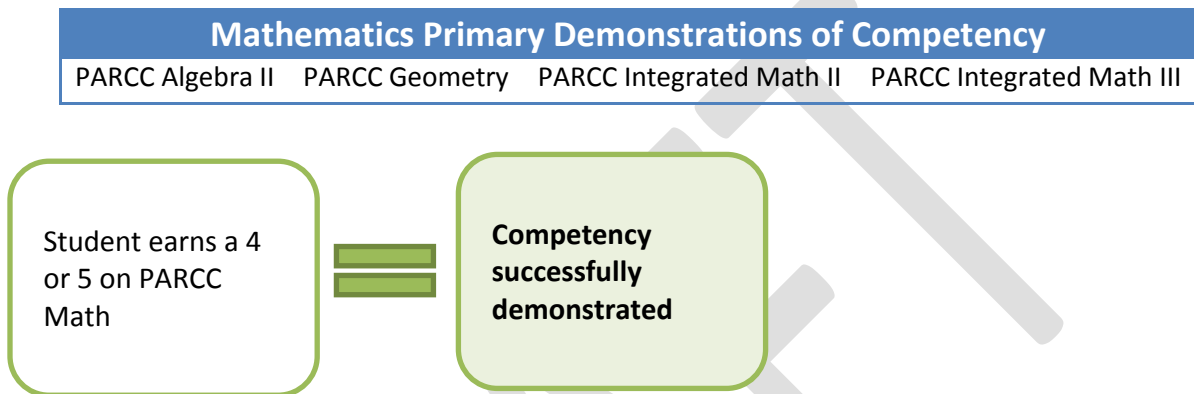
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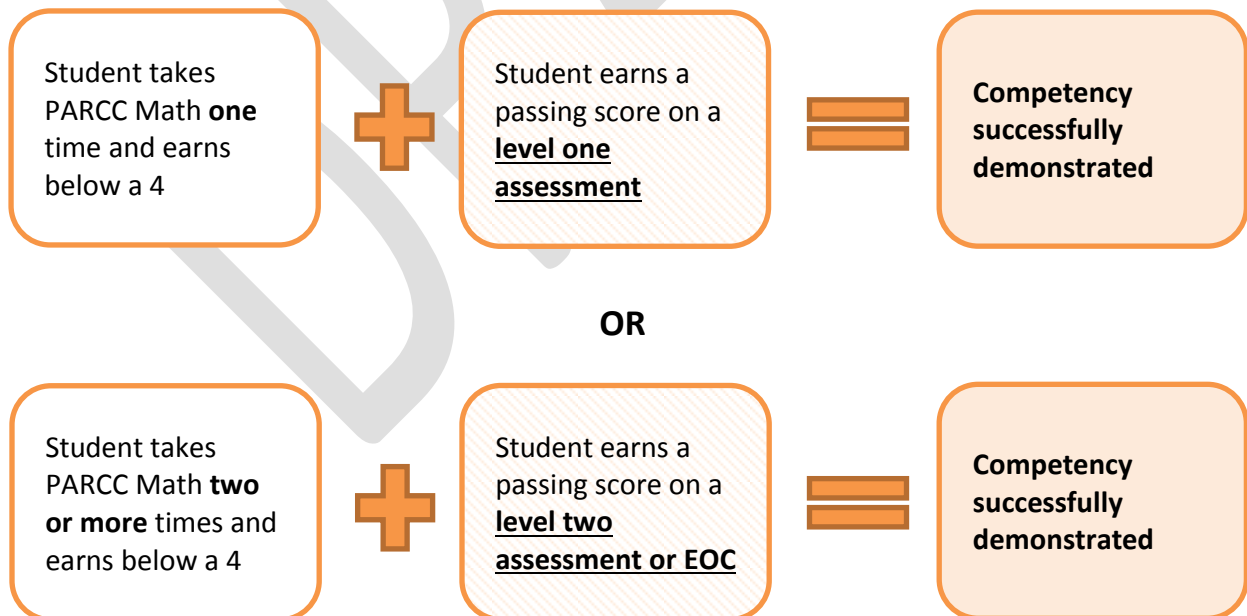
Demonstrations of Competency Mathematics Overview

Students can demonstrate competency in mathematics in three different ways.

Students can demonstrate competency on the primary demonstration of competency....

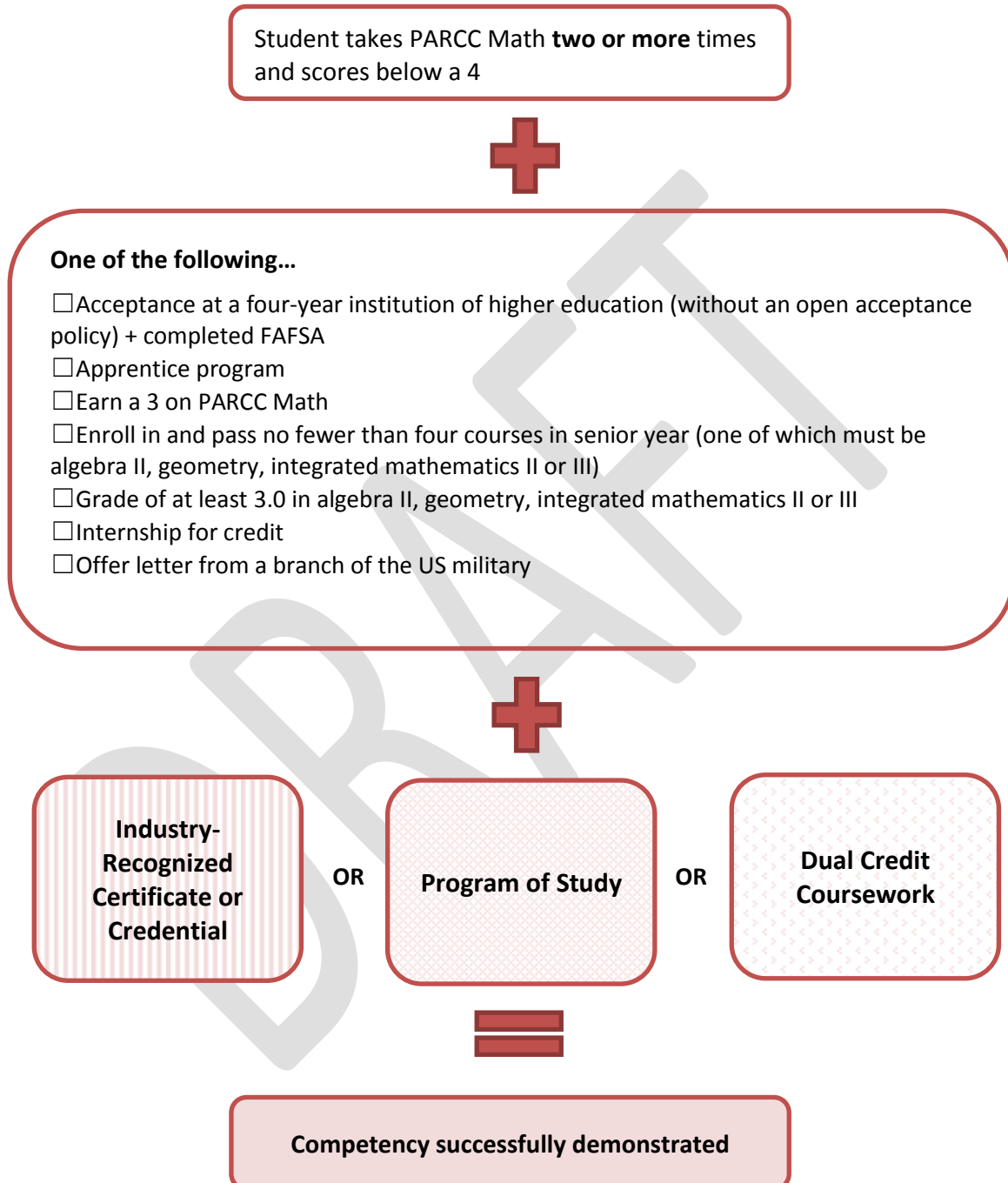


Students can demonstrate competency using an alternative assessment....



All alternative assessments shall be approved by the PED.

Students can demonstrate competency using a competency-based alternative....



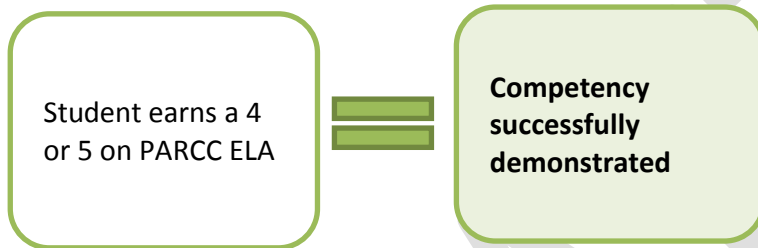
All apprentice programs, internships, industry-recognized certificates or credentials, programs of study, or dual credit courses shall be approved by the PED.

Demonstrations of Competency Reading Overview

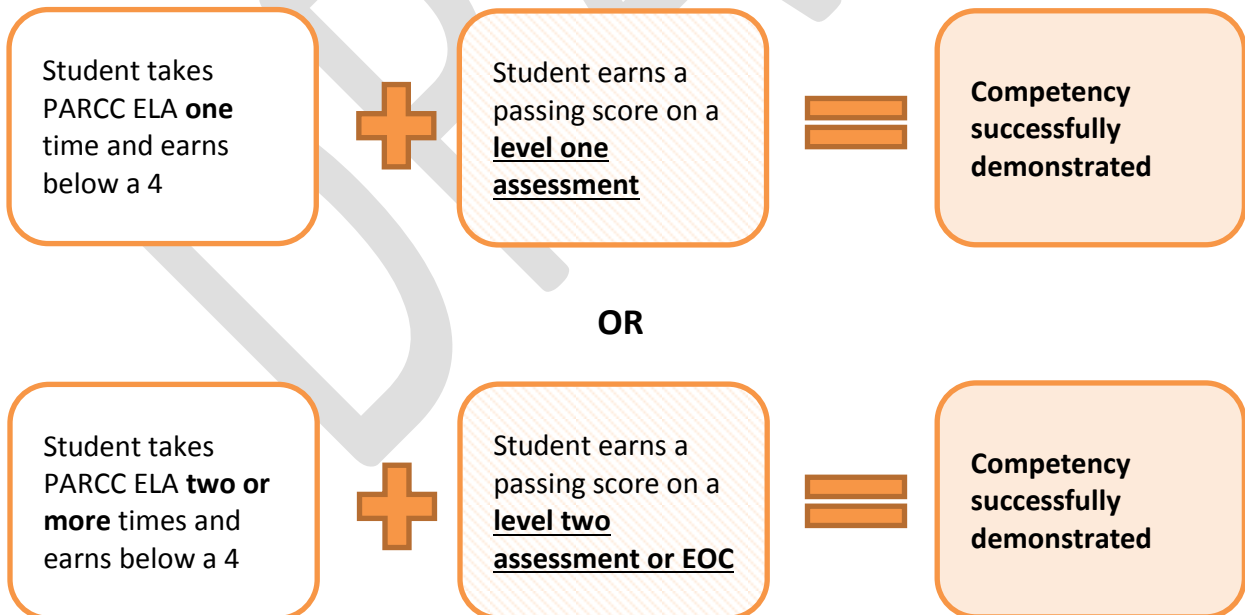
Students can demonstrate competency in reading in three different ways.

Students can demonstrate competency on the primary demonstration of competency....

Reading Primary Demonstration of Competency		
Grade 11 PARCC English Language Arts (ELA)	OR	Grade 11 PARCC ELA, Reading Subscore

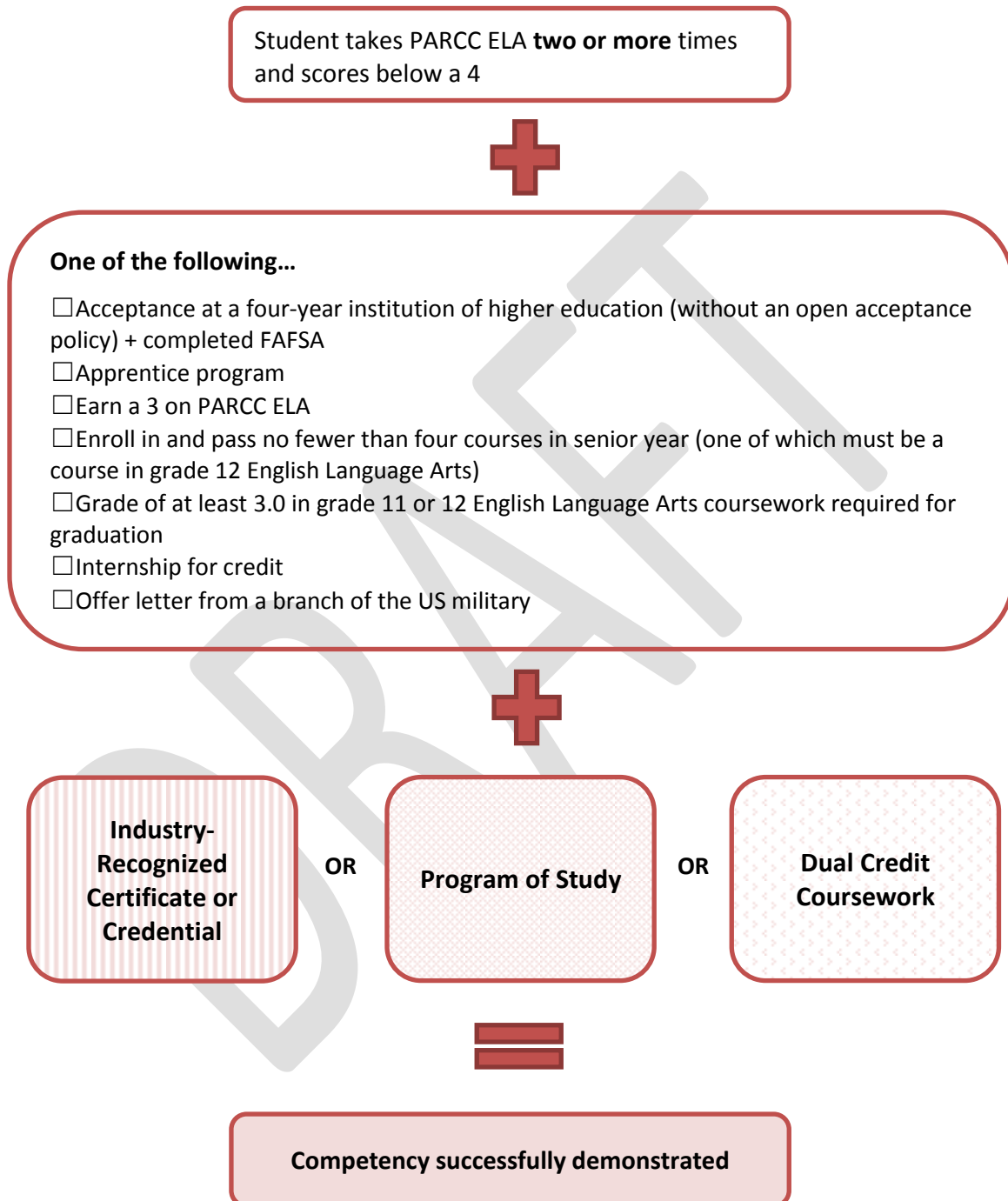


Students can demonstrate competency using an alternative assessment



All alternative assessments shall be approved by the PED.

Students can demonstrate competency using a competency-based alternative....



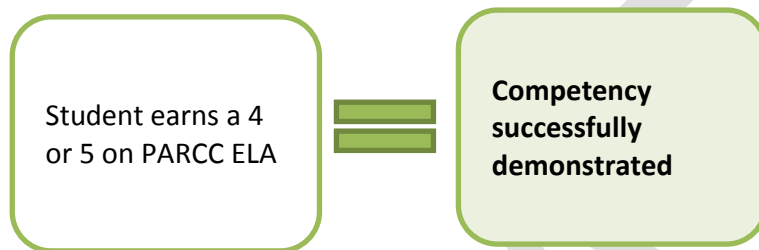
All apprentice programs, internships, industry-recognized certificates or credentials, programs of study, or dual credit courses shall be approved by the PED.

Demonstrations of Competency Writing Overview

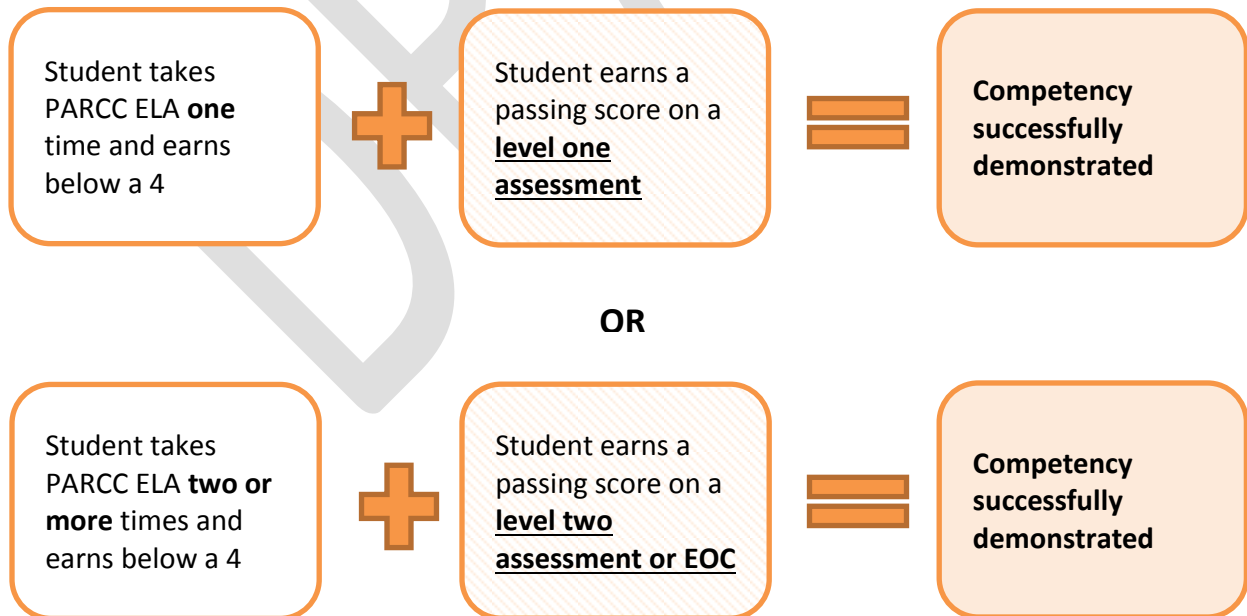
Students can demonstrate competency in writing in three different ways.

Students can demonstrate competency on the primary demonstration of competency....

Writing Primary Demonstration of Competency		
Grade 11 PARCC English Language Arts (ELA)	OR	Grade 11 PARCC ELA, Writing Subscore

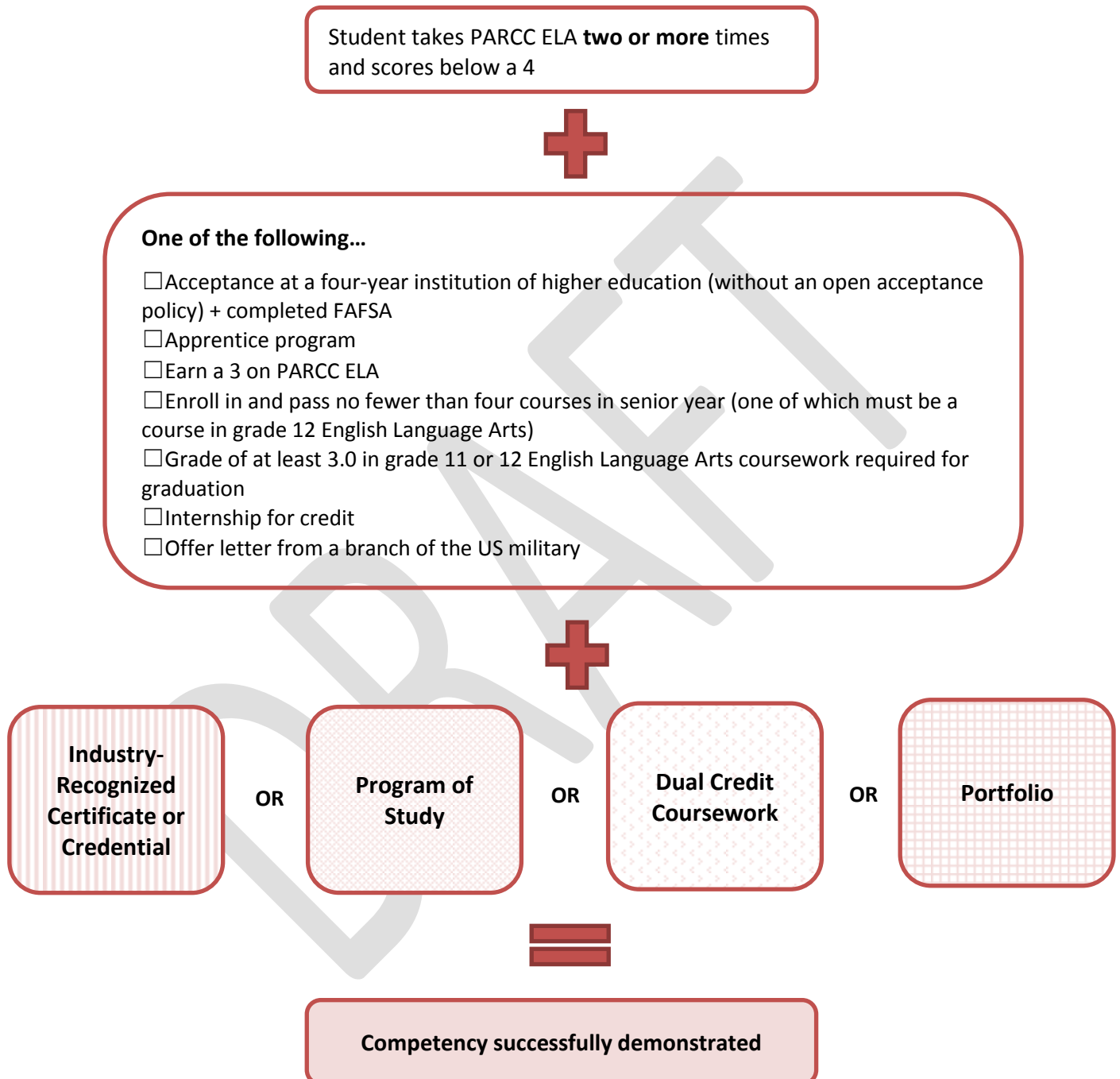


Students can demonstrate competency using an alternative assessment



All alternative assessments shall be approved by the PED.

Students can demonstrate competency using a competency-based alternative....

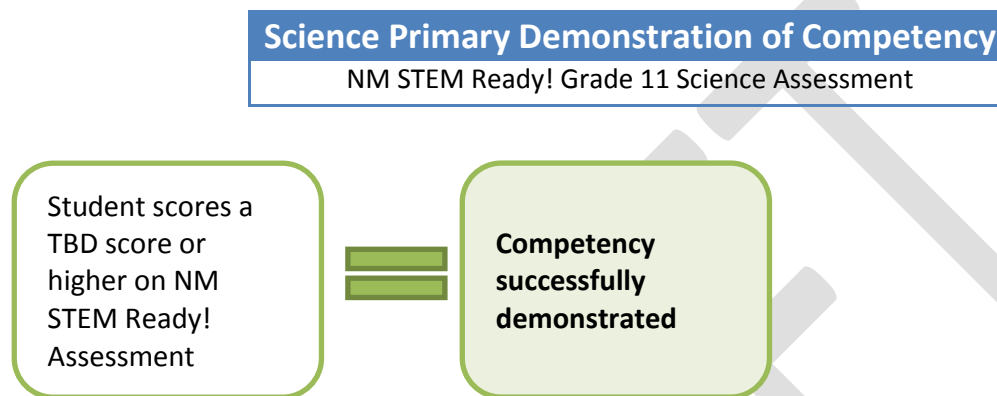


All apprentice programs, internships, industry-recognized certificates or credentials, programs of study, or dual credit courses shall be approved by the PED.

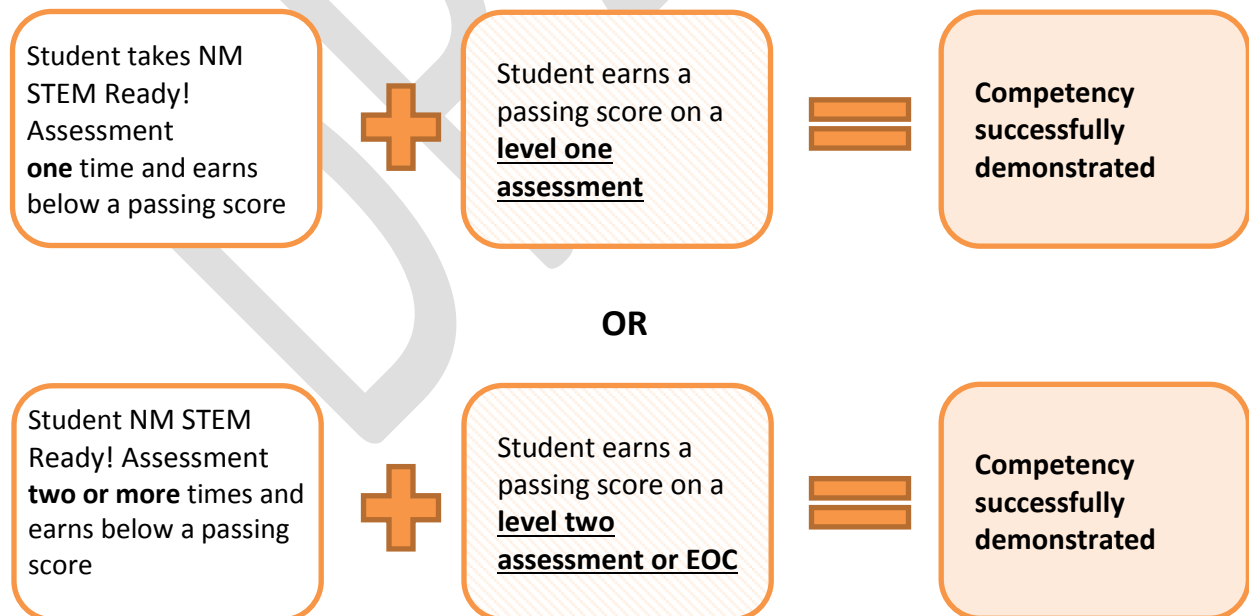
Demonstrations of Competency Science Overview

Students can demonstrate competency in science in three different ways.

Students can demonstrate competency on the primary demonstration of competency....



Students can demonstrate competency using an alternative assessment



All alternative assessments shall be approved by the PED.

Students can demonstrate proficiency using a competency-based alternative...

Student takes Grade 11 Science test **two or more** times and earns below a passing score



One of the following...

- Acceptance at a four-year institution of higher education (without an open acceptance policy) + completed FAFSA
- Apprentice program
- Earn a score qualifying as “approaching expectations” on the NM STEM Ready! Grade 11 Science Assessment
- Enroll in and pass no fewer than four courses in senior year (one of which must be a course in science)
- Grade of at least 3.0 in science coursework required for graduation
- Internship for credit
- Offer letter from a branch of the US military



Industry-
Recognized
Certificate or
Credential

OR

Program of
Study

OR

Dual Credit
Coursework

OR

Portfolio



Competency successfully demonstrated

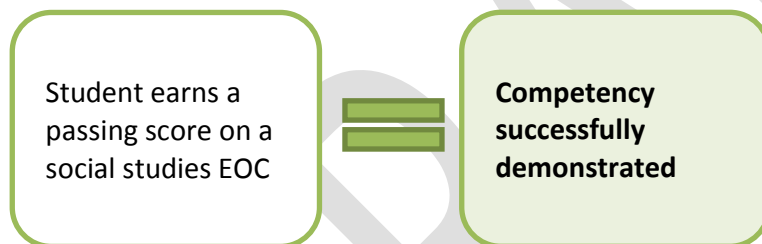
All apprentice programs, internships, industry-recognized certificates or credentials, programs of study, or dual credit courses shall be approved by the PED.

Demonstrations of Competency Social Studies Overview

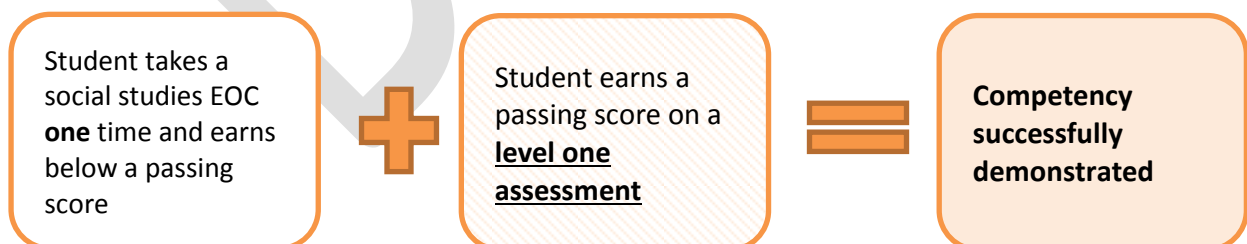
Students can demonstrate competency in social studies in three different ways.

Students can demonstrate competency on the primary demonstration of competency....

Social Studies Primary Demonstration of Competency
End-of-Course Exam
World History & Geography EOC
US History & Geography EOC
US Government EOC
Economics EOC

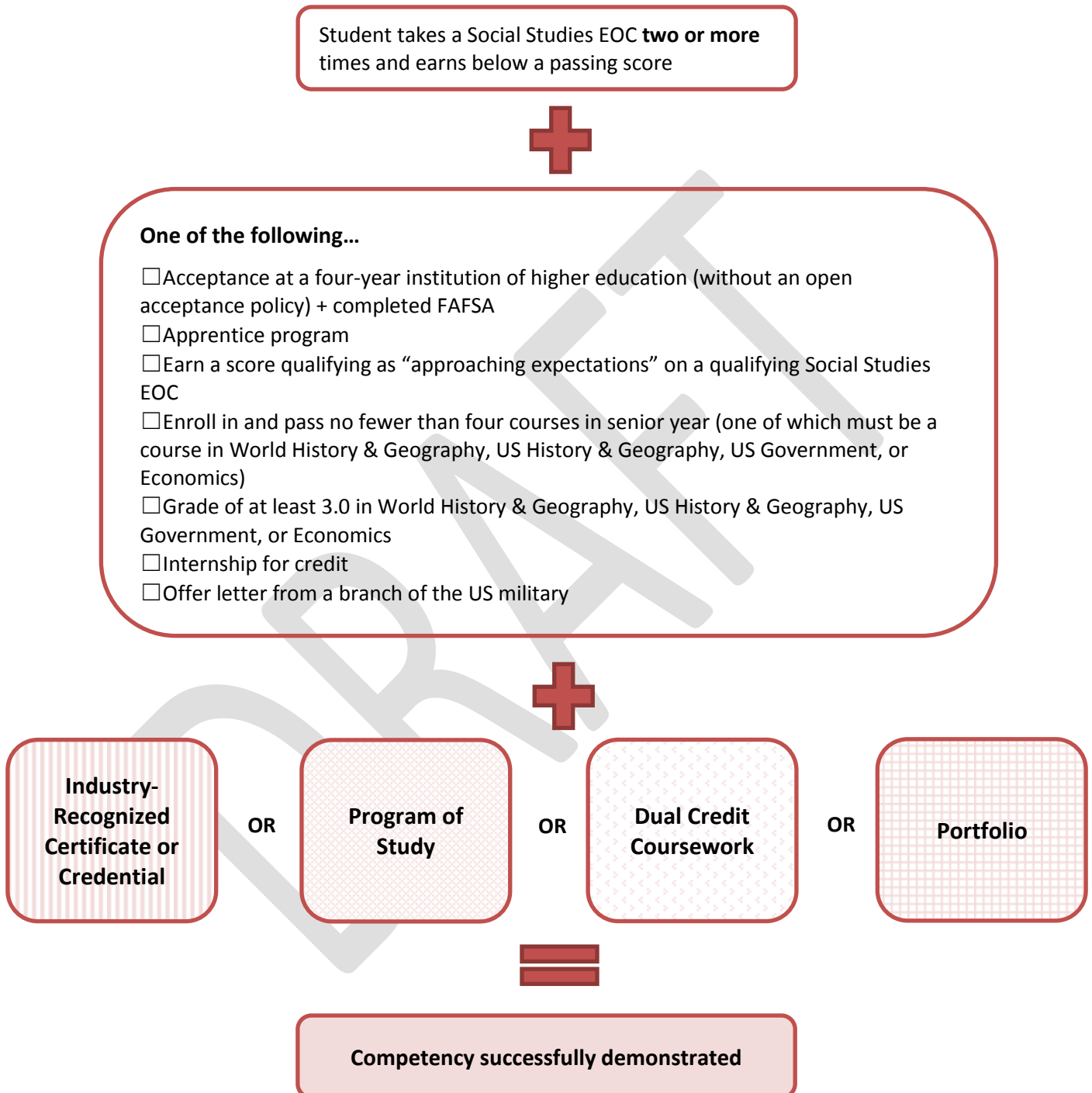


Students can demonstrate competency using an alternative assessment



All alternative assessments shall be approved by the PED.

Students can demonstrate competency using a competency-based alternative ...



All apprentice programs, internships, industry-recognized certificates or credentials, programs of study, or dual credit courses shall be approved by the PED.

Alternative Assessments: Level 1

AP: Advanced Placement IB: International Baccalaureate

Content Area(s)	Test	Level One Assessment Title	Passing Score
Math	ACT	Mathematics	22
	AP	AP Calculus AB	3
		AP Calculus BC	3
		AP Statistics	3
		IB	IB Mathematics
	SAT	SAT Mathematics	530
	SAT Subject	SAT Subject: Mathematics Level 1	587
SAT Subject: Mathematics Level 2		647	
Reading	ACT	Reading	22
	AP	English Language & Composition	3
		English Literature & Composition	3
	IB	Language and Literature (in English and Spanish)	4
		Literature (in English and Spanish)	4
	SAT	Reading and Writing	480
	SAT Subject	Literature	574
Writing	ACT	English Composition	18
	AP	English Language & Composition	3
		English Literature & Composition	3
	IB	Language and Literature (in English and Spanish)	4
		Literature (in English and Spanish)	4
	SAT	Reading and Writing	480
Science	ACT	Science	23
	AP	Biology	3
		Chemistry	3
		Computer Science A	3
		Environmental Science	3

Content Area(s)	Test	Level One Assessment Title	Passing Score	
		Physics B	3	
		Physics C: Electricity and Magnetism	3	
		Physics C: Mechanics	3	
		IB	Experimental Sciences	4
	SAT Subject Tests		Chemistry	642
			Ecological Biology	593
			Molecular Biology	624
		Physics	632	
Social Studies	AP	Art History	3	
		European History	3	
		Government and Politics: Comparative	3	
		Government and Politics: United States	3	
		Human Geography	3	
		Macroeconomics	3	
		Microeconomics	3	
		Psychology	3	
		United States History	3	
		World History	3	
		IB	Individuals and Society	4
	SAT Subject		US History	610
		World History	589	
All Subjects	IB	IB Diploma	24	

Alternative Assessments: Level 2

Content Area(s)	Test	Level Two Assessment Title	Passing Score
Math	Accuplacer	College-Level Mathematics	50
		Elementary Algebra	80
	ACT WorkKeys	Applied Mathematics	5
		Graphic Literacy	5
	COMPASS	Mathematics	52
	TABE 9/10	Mathematics	506
Reading	Accuplacer	Reading Comprehension	82
	ACT WorkKeys	Workplace Documents	5
	COMPASS	Reading	88
Writing	Accuplacer	Sentence Skills	83
		WritePlacer	6
	ACT WorkKeys	Business Writing	3
	COMPASS	Writing Essay (Scale 2-12)	9
		Writing Essay (Scale 2-8)	7
Science	ACT WorkKeys	Applied Technology	3
Social Studies	None		