

### Adopted 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. **Register Issue and Date of Adoption:** Volume 29, Issue 14, July 24, 2018
6. **Effective Date:** July 24, 2018
7. **Specific Legal Authority:** Sections 22-2-1, 22-2-2, 22-2C-4.1, and 22-13-1.1 NMSA 1978
8. **Purpose of Rule:** To establish pathways for demonstrating competency in mathematics, reading, writing, science, and social studies to ensure students exit public school ready for college or a career.
9. **Link to Permanent Agency Rulemaking Record:** [http://statenm.force.com/public/SSP\\_RuleHearingSearchPublic](http://statenm.force.com/public/SSP_RuleHearingSearchPublic)

## Summary of Adopted Rule

The July 24, 2018 issue of the *New Mexico Register* contained the Public Education Department's (PED) 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, Adopted Rule, 6.19.7 NMAC, Demonstration of Competency for High School Graduation**. The adopted 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 will be required to publish an annual graduation manual listing which assessments will be used for primary and alternative demonstrations of competency.

## Changes from Proposed Rule and Public Comment

In response to public comment from stakeholders, the adopted version of 6.19.7 NMAC contains several significant changes from the original proposed rule. One overarching change in the rule clarifies that local education agencies (LEAs) may offer some or all of the alternative demonstrations of competency (ADCs) outlined in the rule, but may not offer ADCs not specified in the rule. Several other elements of the first draft of the rule were changed as follows:

An April 2018 rule from the Office of the Attorney General implementing the State Rules Act Section 14-4-5.8 NMSA 1978 states amendments to a proposed rule that "exceed the scope of the noticed rulemaking may require a new rulemaking proceeding." The scope of the proposed rule is exceeded when any person affected by the rule could not have reasonably expected the amendments, the subject matter of the amended rule is different from that of the proposed rule, or the effect of the adopted rule differs from the effect of the proposed rule. Given the significant changes to 6.19.7 NMAC, it is unclear whether PED is required to hold a subsequent rule hearing for the changes made.

Additionally, the attorney general's rule states an adopted rule shall include a concise statement declaring the reason for any changes from the proposed rule and the reasons for not accepting substantive arguments made in public comment. The statement accompanying the adopted rule did not contain any such justifications.

Written public comments on the proposed changes to 6.19.7 NMAC were submitted by the following school districts, charter schools, organizations, and nonprofit groups:

- Albuquerque Public Schools
- Alliance for Excellent Education
- American Federation of Teachers
- Disability Rights New Mexico
- Gallup McKinley County Schools
- Gordon Bernell Charter School
- Grants Cibola County Schools
- Hobbs Municipal Schools
- Johns Hopkins Institute for Education Policy
- New Mexico Coalition of Educational Leaders
- New Mexico School Boards Association
- Parents Reaching Out
- Rio Rancho Public Schools
- Santa Fe Public Schools

Superintendents from three school districts were present to deliver oral comments at the rule hearing on July 3, 2018:

- Belen Consolidated School District
- Maxwell Municipal Schools
- Ruidoso Municipal Schools

**Letters of acceptance to higher education institutions are no longer a demonstration of competency.** The prior draft of the rule originally stated PED would accept letters of acceptance to higher education institutions without open acceptance policies as competency-based alternatives to primary demonstrations of competency. Dr. David Steiner, Executive Director of the Johns Hopkins Institute for Education Policy, submitted written comment cautioning that the rigor of acceptance letters to universities, even those without open enrollment policies, is not equivalent to the rigor of other competency based alternatives included in the rule, like acceptance to a branch of the military which requires a passing score on the Armed Services Vocational Aptitude Battery. Public comment submitted by the American Federation of Teachers notes college applications can be cost prohibitive for some students, which raises a concern that students who can afford to apply for college may be seen as more competent than others. College acceptance letters are now listed as “insufficient indicators” in the adopted rule, which prohibits school districts from using such letters as demonstrations of competency.

**Alternative assessments are no longer divided into level one and level two assessments.** The prior draft of the rule differentiated between level one assessments, available as demonstrations of competency after a student attempted but did not complete the primary demonstration of competency one time, and level two assessments, which were available only after a student attempted but did not complete the primary demonstration two or more times. Several school districts wrote in public comments that the hierarchy of assessments was too confusing. References to level one and two assessments were removed in the adopted rule, meaning students now need to attempt the primary demonstration of competency only once before being allowed to demonstrate competency by meeting a PED-designated cut score on end-of-course exams (EOCs), college placement assessments, or other PED-approved assessments.

**Students now have access to competency-based alternatives after attempting the primary demonstration of competency once.** The prior draft of the rule allowed students to pursue competency based alternatives only after two or more failed attempts on the primary demonstration of competency. Both the New Mexico Coalition of Educational Leaders and the Alliance for Excellent Education noted students should have access to competency-based ADCs within a reasonable timeframe to ensure the alternative demonstrations are still viable options.

**All high school science EOCs will be considered alternative assessments.** The prior draft of the rule considered only biology, chemistry, and physics EOCs as alternative assessments. Comment from Gordon Bernell Charter School noted EOCs for anatomy and physiology, environmental science, and physical science would not be accepted under the prior draft of the rule. The adopted rule states all EOCs in science-related high school subjects will be accepted as alternative assessments. The list of specific assessments allowed as demonstrations of competency will still be found in the annual graduation manual published by PED.

**Demonstrations of competency for students with individualized education programs (IEPs) were clarified.** Disability Rights New Mexico, Parents Reaching Out, and Rio Rancho Public Schools all shared concerns that the prior draft of the rule stated students with an IEP were subject to a “modified ability option,” a term that was not defined in the proposed rule or in the draft graduation manual. Under the prior draft of the rule, students with IEPs would have been required to attempt the primary demonstration of competency, regardless of the appropriateness of that demonstration for those students. The adopted rule clarifies that students with IEPs must attempt the assessments defined in their IEP before being able to pursue an ADC. Under the adopted rule, a student’s IEP will need to clearly state the assessment and the passing score that will be used to demonstrate competency in each subject.

## Analysis

Section 22-2C-4.1 NMSA 1978 gives PED the authority to establish a system of college and career 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). The repealed version of 6.19.7 NMAC gave LEAs broad authority to determine what will qualify as an ADC. The repealed rule stated 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 adopted rule does not prohibit any of these options for ADCs, it significantly reduces the authority of LEAs to determine which assessments will be used to demonstrate competency and when they can be used. The adopted rule lists required assessments 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 Repealed and Replaced 6.19.7 NMAC**

Under the adopted rule, students will 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.

The adopted rule specifies three types of demonstrations of competency in mathematics, reading, writing, science, and social studies. For each subject, students must attempt the primary demonstration of competency. If students do not complete the primary demonstration of competency, they may choose to substitute a passing score on alternative assessments, or complete competency-based alternatives. The

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.

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.

EOCs used for primary and alternative demonstrations of competency are defined in the rule, and other assessments used as alternative assessments will be published in an annual graduation manual PED would be required to publish. 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.**

**Primary Demonstrations of Competency.** Under the adopted rule, students must attempt to demonstrate competency using the primary demonstration outlined in the PED graduation manual. 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 EOC for social studies. Table 1 shows which assessments will be considered primary demonstrations of competency pursuant to PED’s draft graduation manual.

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

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

Note: PED’s draft graduation manual has not yet been updated since the adoption of 6.19.7 NMAC. The assessments listed in Table 1 are those listed as primary demonstrations of competency in the most recent version of the draft manual and are subject to change when PED publishes a final graduation manual.

Source: PED

PED’s draft graduation manual still lists level one and level two alternative assessments, but the level hierarchy does not exist in the adopted rule. All alternative assessments will become available after one failed attempt on the primary demonstration of competency. PED has not yet released an amended graduation manual following the rule’s adoption.

**Alternative Assessments.** Under the adopted rule, students who attempt but are unable to earn a passing score on the primary demonstration of competency are able to instead show competency by achieving an established cut score on PED-approved alternative assessments. As shown in Table 2, the draft manual for the 2022 alternative assessments include EOCs, college readiness assessments, like ACT, SAT, Advanced Placement (AP), and International Baccalaureate (IB) exams, and workforce readiness assessments, including Accuplacer, ACT WorkKeys, COMPASS, and TABE 9/10 exams.

**Competency-Based Alternatives.** Students who attempt but do not complete the primary demonstration of competency are eligible to demonstrate competency using “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. Proposed PED-Approved Alternative Assessments and Competency Scores  
for Alternative Demonstrations of Competency under Draft Graduation Manual for the 2022 Cohort  
Pursuant to Draft Graduation Manual under 6.19.7 NMAC**

<b>Math</b>	<b>Reading</b>	<b>Writing</b>	<b>Science</b>	<b>Social Studies</b>
<ul style="list-style-type: none"> <li>• 22 on ACT Math</li> <li>• 3 on AP Calculus</li> <li>• 3 on AP Statistics</li> <li>• 4 on IB Math</li> <li>• 530 on SAT Math</li> <li>• 587 on SAT Math Level One</li> <li>• 647 on SAT Math Level Two</li> <li>• 50 on Accuplacer College-level Math</li> <li>• 80 on Accuplacer Elementary Algebra</li> <li>• 5 on ACT WorkKeys Applied Math</li> <li>• 5 on ACT WorkKeys Graphic Literacy</li> <li>• 52 on COMPASS Math</li> <li>• 506 on TABE 9/10 Mathematics</li> <li>• Passing score on Algebra II EOC</li> <li>• Passing score on Geometry EOC</li> <li>• Passing score on Integrated Math 2 EOC</li> <li>• Passing score on Integrated Math 3 EOC</li> </ul>	<ul style="list-style-type: none"> <li>• 22 on ACT Reading</li> <li>• 3 on AP English Language and Composition</li> <li>• 3 on AP English Literature and Composition</li> <li>• 4 on IB Language and Literature (includes Spanish)</li> <li>• 4 on IB Literature (includes Spanish)</li> <li>• 480 on SAT Reading and Writing</li> <li>• 574 on SAT Literature</li> <li>• 82 on Accuplacer Reading Comprehension</li> <li>• 5 on ACT WorkKeys Workplace Documents</li> <li>• 88 on COMPASS Reading</li> <li>• Passing score on 11<sup>th</sup> Grade Reading EOC</li> <li>• Passing score on 12<sup>th</sup> Grade Reading EOC</li> </ul>	<ul style="list-style-type: none"> <li>• 18 on ACT English Composition</li> <li>• 3 on AP English Language and Composition</li> <li>• 3 on AP English Literature and Composition</li> <li>• 4 on IB Language and Literature (includes Spanish)</li> <li>• 4 on IB Literature (includes Spanish)</li> <li>• 480 on SAT Reading and Writing</li> <li>• 83 on Accuplacer Sentence Skills</li> <li>• 6 on Accuplacer WritePlacer</li> <li>• 3 on ACT WorkKeys Business Writing</li> <li>• 9 on COMPASS Writing Essay (Scale 2-12)</li> <li>• 7 on COMPASS Writing Essay (Scale 2-8)</li> <li>• Passing score on 11<sup>th</sup> Grade Writing EOC</li> <li>• Passing score on 12<sup>th</sup> Grade Writing EOC</li> </ul>	<ul style="list-style-type: none"> <li>• 23 on ACT Science</li> <li>• 3 on AP Biology</li> <li>• 3 on AP Chemistry</li> <li>• 3 on AP Computer Science</li> <li>• 3 on AP Environmental Science</li> <li>• 3 on AP Physics</li> <li>• 3 on AP Physics: Electricity and Magnetism</li> <li>• 3 on AP Physics: Mechanics</li> <li>• 4 on IB Experimental Sciences</li> <li>• 642 on SAT Chemistry</li> <li>• 593 on SAT Ecological Biology</li> <li>• 624 on SAT Molecular Biology</li> <li>• 632 on SAT Physics</li> <li>• 3 on ACT WorkKeys Applied Technology</li> <li>• Passing score on any high school science EOC</li> </ul>	<ul style="list-style-type: none"> <li>• 3 on AP Art History</li> <li>• 3 on AP European History</li> <li>• 3 on AP Comparative Politics</li> <li>• 3 on AP U.S. Politics</li> <li>• 3 on AP Human Geography</li> <li>• 3 on AP Macroeconomics</li> <li>• 3 on AP Microeconomics</li> <li>• 3 on AP Psychology</li> <li>• 3 on AP U.S. History</li> <li>• 3 on AP World History</li> <li>• 4 on IB Individuals and Society</li> <li>• 610 on SAT U.S. History</li> <li>• 589 on SAT World History</li> </ul>

Note: While the adopted rule eliminated the hierarchy of level one and level two alternative assessments, PED's draft graduation manual has not yet been updated to reflect that change. Table 2 eliminates level one and two assessments and uses the cut scores present in the most recent draft of the graduation manual, but it is possible the cut scores will change when PED publishes a final graduation manual aligned to the adopted 6.19.7 NMAC.

Source: PED

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

- 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 12<sup>th</sup> 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 competency-based alternatives appear to be 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 achieve one item from the following 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;

PED's draft graduation manual includes a list of industry-recognized credentials the department will accept as showing competency in particular subjects. For instance, a certification in Microsoft Excel will be accepted as a math credential, while a certification as an EMT will be accepted for science.

- 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.

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 repealed rule stated portfolios may contain student work produced as early as ninth grade. The adopted rule changes this to require portfolios to contain student work from 10<sup>th</sup> grade or later. The repealed rule also required portfolios to be submitted to LEAs electronically. The adopted rule eliminates this requirement and give LEAs the authority to create their own procedures.

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

The repeal of 6.19.7 NMAC eliminates the requirement that all ninth and 10th grade students participate in short-cycle assessments, aligning regulations with Laws 2016, Chapter 56 (House Bill 97), which eliminated the statutory requirement that ninth and 10th grade students complete diagnostic assessments.

Like the primary list, some items appear sufficient to demonstrate competency in multiple subjects. A single standards-based student portfolio may demonstrate mastery of state content standards in both writing and social studies.

*Standards-Based Student Portfolios.* Under the adopted rule, LEAs may develop a process allowing students to use portfolios to demonstrate mastery of state content standards. LEAs allowing portfolios must establish portfolio review teams that would score portfolios using a rubric approved by PED. Portfolios for writing must show a grasp of 11<sup>th</sup> or 12<sup>th</sup> grade writing standards and demonstrate strong organization and style. Students may build a portfolio using work from any high school science subject, and would be required to show mastery of U.S. government or economics for social studies.

The repealed rule allowed portfolios as an ADC, and stated students could submit a portfolio in English, Spanish, or in the language of a Native American nation located in New Mexico. The adopted rule eliminates the ability for students to submit portfolios in multiple languages, raising questions as to whether portfolios in languages other than English will still be accepted. Because the rule gives LEAs the authority to develop their own portfolio projects, the decision to accept portfolios in other languages may fall to LEAs.

**Data Reporting and Audits.** The adopted rule would require LEAs to report new data to PED related to ADCs. LEAs must 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 are now subject to randomized audits that would include PED review of ADC pathway data, standards-based student portfolios, and the scoring of portfolios.

**Alternative Demonstrations of Competency Content Restrictions.** Like the repealed rule, the adopted 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 were eliminated in the adopted rule: projects involving vertebrate animal subjects; and projects that 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.



## 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.





**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 Repealed and Replaced 6.19.7 NMAC

Alternative Demonstrations of Competency Allowed under Repealed 6.19.7 NMAC	Changes under Adopted 6.19.7 NMAC
1 ADCs may include but are not limited to...	1 Local education agencies (LEAs) no longer have broad deference over the development of ADCs.
2	2 Assessments and acceptable ADCs are subject-specific, related to competencies in mathematics, reading, writing, science, and social studies.
3	3 The proposed rule allows college placement assessments as alternative assessments, available as an ADC only after a student has attempted but not completed the primary demonstration of competency.
4	4 The proposed rule allows workforce readiness assessments as alternative assessments, available as an ADC only after a student has attempted but not completed the primary demonstration of competency.
5	5 The proposed rule allows EOCs as alternative assessments, available as an ADC only after a student has attempted but not completed the primary demonstration of competency.
6	6 The proposed rule allows student work in a student portfolio for writing, science, or social studies, available as an ADC only after a student has attempted but not completed the primary demonstration of competency.
7	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 portfolio for writing, science, or social studies, available as an ADC only after a student has attempted but not completed the primary demonstration of competency.
8	8 The proposed rule allows students to demonstrate competency with department approved internships or apprenticeship programs after they have attempted but not completed the primary demonstration of competency. 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 included in a student portfolio for writing, science, or social studies, available as an ADC only after a student has attempted but not completed the primary demonstration of competency.
9	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	10 <ul style="list-style-type: none"> <li>• 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;"</li> </ul>
11	11 <ul style="list-style-type: none"> <li>• Passage of a diagnostic assessment, defined as "a department-approved assessment that measures the accurate placement of students in postsecondary courses;"</li> </ul>
12	12 <ul style="list-style-type: none"> <li>• An offer letter from a branch of the United States military;</li> </ul>
13	13 <ul style="list-style-type: none"> <li>• Attainment of a department-approved, industry-recognized certificate or credential in an area that incorporates skills in the related subject;</li> </ul>
14	14 <ul style="list-style-type: none"> <li>• Enrollment in and passage of a minimum number of courses in the specific subject; and</li> </ul>
15	15 <ul style="list-style-type: none"> <li>• 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.</li> </ul>
16	16 The proposed rule allows LEAs to develop processes for student portfolios as ADCs 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.







**DRAFT**

# New Mexico High School Graduation Manual

**Class of 2022**



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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. (See [Appendix H](#) for full text.) Students must complete a minimum of twenty-four credits with at least one of the credits being an advanced placement (AP) or honors course, a dual-credit course, or a distance learning course.

Students must also demonstrate competency in the five core content areas: mathematics, reading, writing, science, and social studies. Students primarily demonstrate competency by meeting the score for proficiency on the standards-based assessments taken annually by all New Mexico students. Students who do not demonstrate competency on the primary assessments may leverage alternative assessments or competency-based alternatives.

Coursework Requirements	
Content Area	Coursework
<b>English Language Arts (Reading &amp; Writing)</b>	4 credits
<b>Mathematics</b>	4 credits including Algebra II
<b>Social Studies</b>	3.5 credits
<b>Science</b>	3 credits (including 2 labs)
<b>Physical Education</b>	1 unit
<b>Health</b>	0.5 unit
<b>Career Cluster, Workplace Readiness, or Language</b>	1 unit
<b>Electives</b>	7.5 units

Competency Requirements	
Content Area	Primary Assessment
<b>English Language Arts (Reading &amp; Writing)</b>	PARCC ELA Grade 11
<b>Mathematics</b>	PARCC Geometry, Algebra II, or Integrated Math II or III
<b>Social Studies</b>	End of Course Exam
<b>Science</b>	Grade 11 Science Assessment

## New Mexico Diploma of Excellence Coursework Requirements

Content Area	Required Coursework	Options
<b>Mathematics</b>	4 credits of math in high school including Algebra II (or equivalent) unless excused in junior Next Step Plan.	<ul style="list-style-type: none"> <li>• Algebra I (2031)</li> <li>• Geometry (2034)</li> <li>• Algebra II (2041)</li> <li>• Applied Math (2024)</li> <li>• Probability and Statistics (2029)</li> <li>• Fractal Mathematics (2039)</li> <li>• Algebra II/Trig (2044)</li> <li>• Financial Literacy (2097)</li> <li>• Integrated Pathway: Math I (2080)</li> <li>• Integrated Pathway: Math II (2081)</li> <li>• Integrated Pathway: Math III (2083)</li> <li>• AP Courses</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>• English Language Arts (ELA) 1 (1001)</li> <li>• ELA 2 (1002)</li> <li>• ELA 3 (1003)</li> <li>• ELA 4 (1004)</li> <li>• SREB Literacy Ready (1037)</li> <li>• AP courses covering the required content</li> </ul>
<b>Science</b>	3 credits of science (2 credits must include laboratory component)	<ul style="list-style-type: none"> <li>• Secondary courses under STARS codes in the 1700s.</li> </ul>
<b>Social Studies</b>	3.5 credits to include US History and Geography, World History and Geography, Government and Economics, and 0.5 credit of NM History.	<ul style="list-style-type: none"> <li>• US History and Geography (2729)</li> <li>• World History and Geography (2706)</li> <li>• 0.5 US Government (2730)</li> <li>• 0.5 Economics (2741)</li> <li>• 0.5 NM History (2717)</li> <li>• AP courses covering the required content</li> </ul>
<b>Physical Education</b>	1 unit in physical education.	<p><b>Options vary by school and may include:</b></p> <ul style="list-style-type: none"> <li>• Marching band</li> <li>• JROTC</li> <li>• Interscholastic sports sanctioned by the New Mexico Activities Association.</li> </ul>
<b>Career Cluster, Workplace Readiness, Language</b>	1 unit in a career cluster course, workplace readiness, or a language other than English.	<b>Options vary by school.</b>
<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)	<ul style="list-style-type: none"> <li>• Health (1401) as an elective unit above (E) or as completed in middle school (MS)</li> </ul>
At least one course must be Honors, Advanced Placement, Dual Credit, or Distance Learning. Districts and charter schools may add additional courses to reflect local credit requirements for graduation.		

## New Mexico Diploma of Excellence Competency Requirements

Primary Assessments	Alternative Assessments	Competency-Based Alternatives
Students demonstrate competency by earning a passing score on the primary assessments.	Students demonstrate competency by earning a passing score on a level one assessment, level two assessment, or End-of-Course (EOC) exam.	Students demonstrate competency by meeting additional criteria and the requirements for an industry-recognized credential or certificate, a program of study, dual credit, or a standards-based portfolio.

### Primary Assessments

All New Mexico high school students take the primary assessments, with the exception of students taking the New Mexico Alternate Performance Assessments (see “*Students with Individualized Education Programs*” below).

Students not demonstrating competency on the primary assessments may leverage alternative assessments or competency-based alternatives to meet competency requirements as long as they meet additional requirements.

### Students with Individualized Education Programs (IEPs)

#### Individualized Passing Scores and NMAPA

Certain students with disabilities may have differentiated high school graduation options outlined in their IEPs. These students will take the primary assessments, but the student’s IEP team sets different passing scores.

Students with severe cognitive impairments that affect the student in multiple settings (school, home, and community) may leverage the New Mexico Alternate Performance Assessment (NMAPA) in each of the five core content areas. The student’s IEP team determines the appropriate passing scores for the student.

### Alternative Assessments

Students using an alternative assessment have three options:

- Level one assessments
- Level two assessments
- End-of-Course exams

The requirements for each type of assessment differ, and all three assessment types must align with the specific content area for competency. **Appendices A – C** provide an overview of the eligible assessments and their passing scores.



## New Mexico Diploma of Excellence Competency Requirements

### Competency-Based Alternatives

Competency-based alternatives have additional requirements that are not required for use of an alternative assessment. Industry-recognized credentials and certificates, programs of study, and dual credit coursework are options for all five content areas. Standards-based portfolios are options for the content areas of writing, science, and social studies. Competency-based alternatives must align with the specific content area for competency.

#### Industry-Recognized Credential or Certificate

- Non-degree award for demonstrating competency in specific technical skills
- Qualify a student for a specific occupation
- Credentials and certificates offered vary by school
- **Appendix D** provides a list of the credentials and certificates qualifying for use as a competency-based alternative by content area

#### Program of Study

- Aligned to one of the sixteen career clusters defined in the [New Mexico Career Clusters Guide](#)
- Students must complete at least three courses in a defined course sequence and earn a GPA of at least 3.0
- Courses from different programs of study cannot be mixed together
- Courses must be taken in sequence to qualify as a competency-based alternative
- **Appendix E** provides a full listing of the programs of study approved for use as a competency-based alternative in each content area
- **Appendix F** outlines the course requirements for each program of study in the correct sequence

#### Dual Credit Coursework

- Course must be transferrable as a credit in the specific content area at the partner institution of higher education
- Remedial courses and coursework that transfers as an elective credit may not be used to demonstrate competency
- Final GPA in course of 3.0 or higher
- Dual credit course offerings are unique to each school

Each district's offerings can be found in the master agreement between the district and the institution of higher education. Agreements are posted on the NMPED website under [Dual Credit Appendices](#).

#### Standards-Based Portfolios

- Options for demonstrating competency in the content areas of writing, science, and social studies
- Graded by local review teams using rubrics developed by the PED
- Local review teams are appointed by the district or charter and trained by the PED

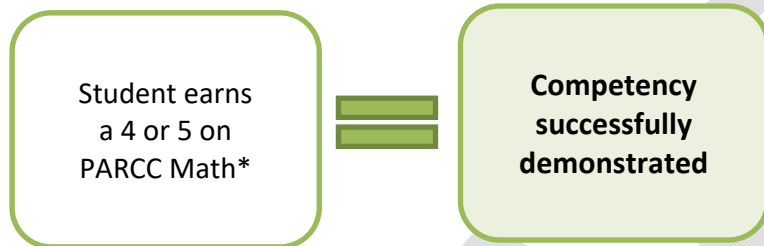
**Certificate of Completion:** If at the end of grade twelve a student has not demonstrated competency of state standards in the core content areas, the student shall be issued a certificate indicating course credits earned and grade level completed. Students issued a certificate may provide alternative 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.

## Demonstrations of Competency Mathematics Overview

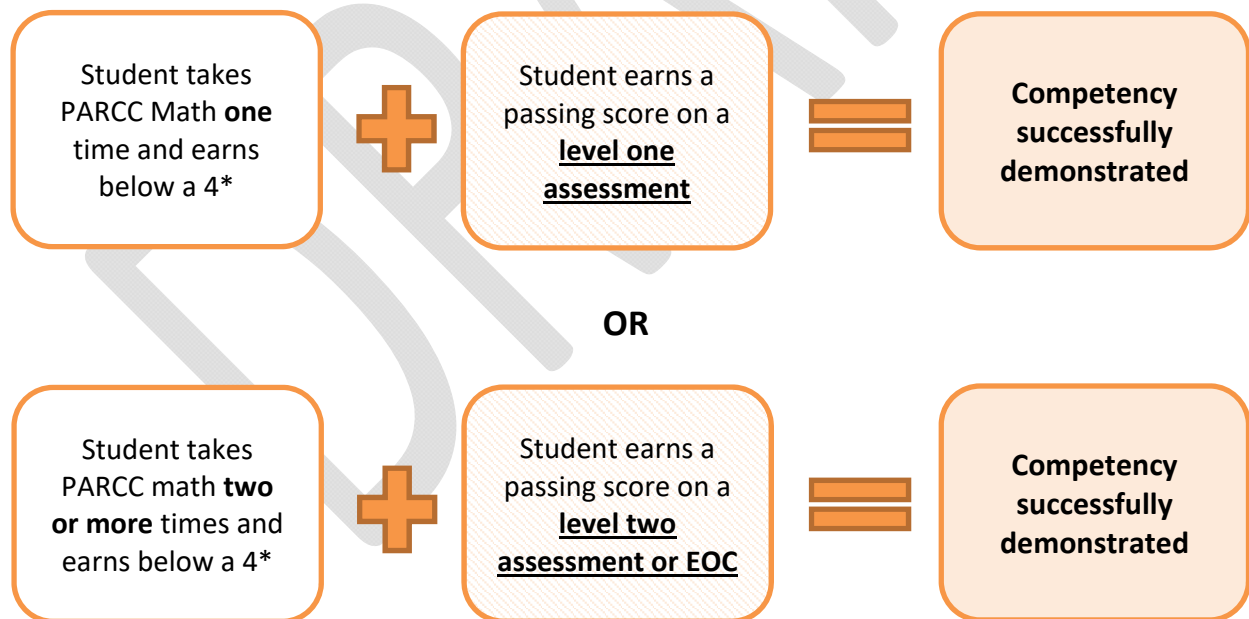
Students can demonstrate competency in mathematics in three different ways.

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

Mathematics Primary Demonstrations of Competency			
PARCC Algebra II	PARCC Geometry	PARCC Integrated Math II	PARCC Integrated Math III



2. Students can demonstrate competency using an alternative assessment:



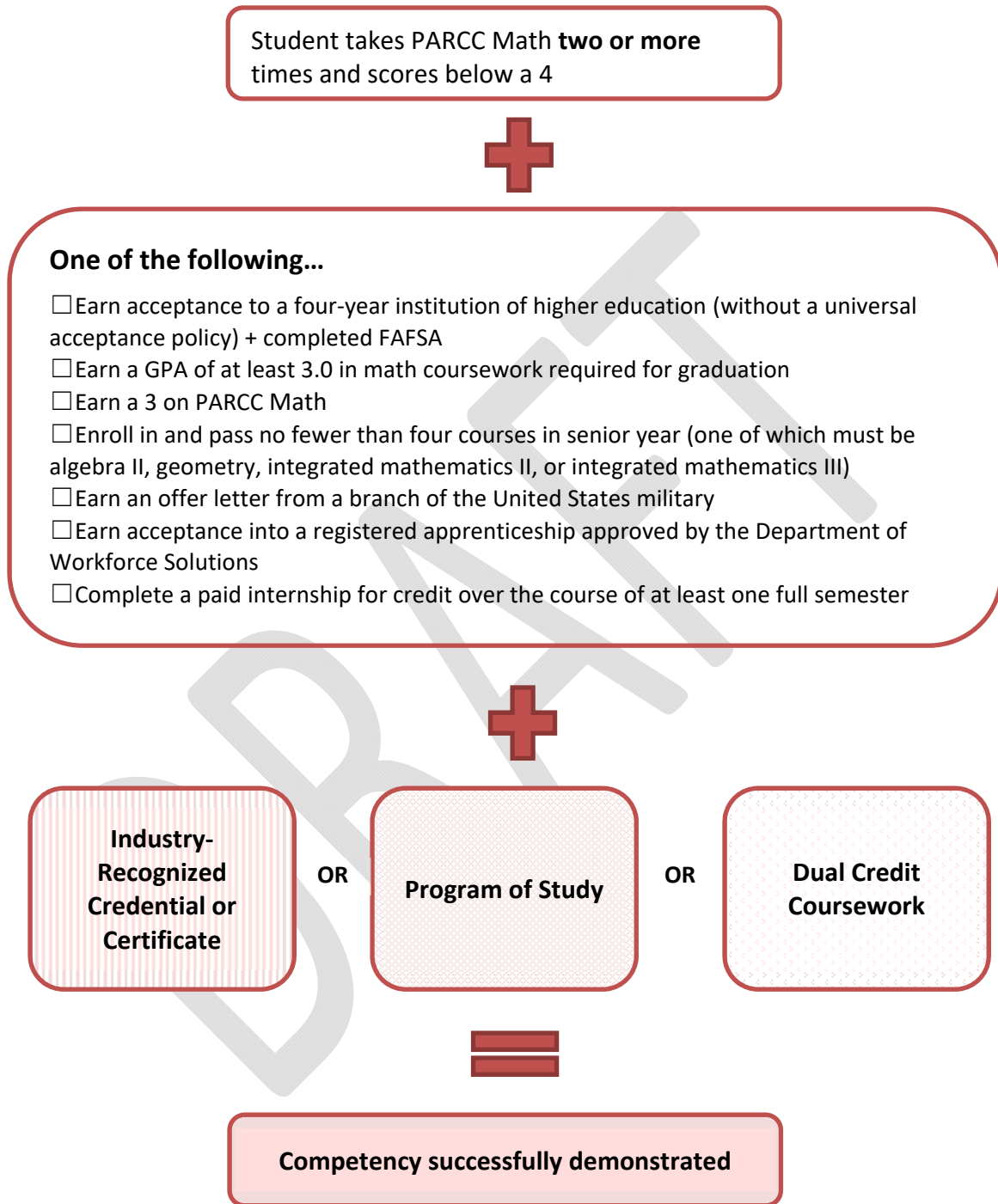
**Level One** assessments and their passing scores are defined in **Appendix A**.

**Level Two** assessments and their passing scores are defined in **Appendix B**.

**EOCs** and their passing scores are defined in **Appendix C**.

\*Students whose IEPs establish individualized passing scores should default to their individualized score when determining demonstration of competency.

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



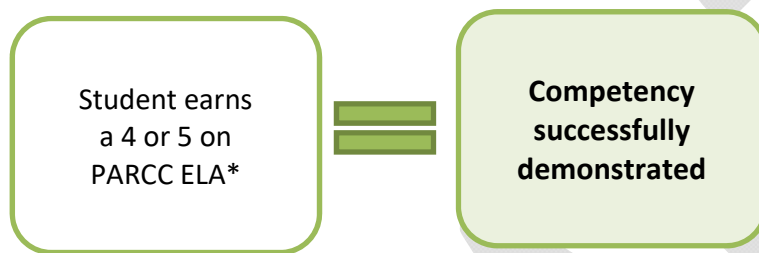
**Industry-Recognized Credentials and Certificates** are defined in **Appendix D**. **Programs of Study** are defined in **Appendix E-F**.

## Demonstrations of Competency Reading Overview

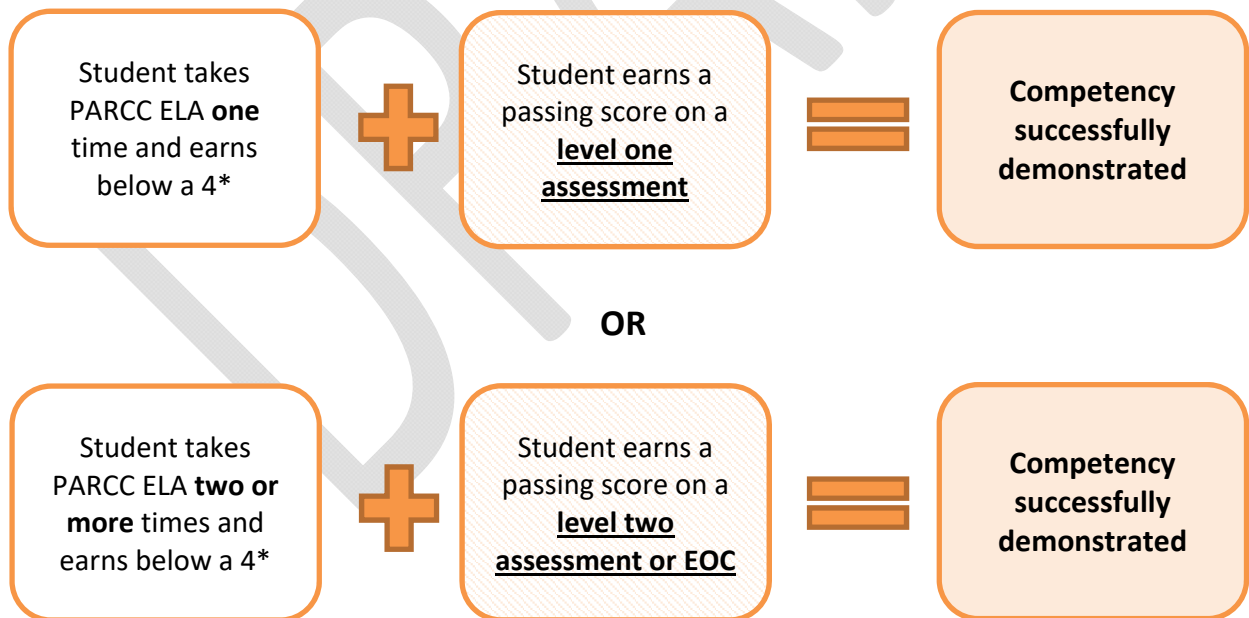
**Students can demonstrate competency in reading in three different ways.**

**1. Students can demonstrate competency on the primary demonstration of competency:**

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



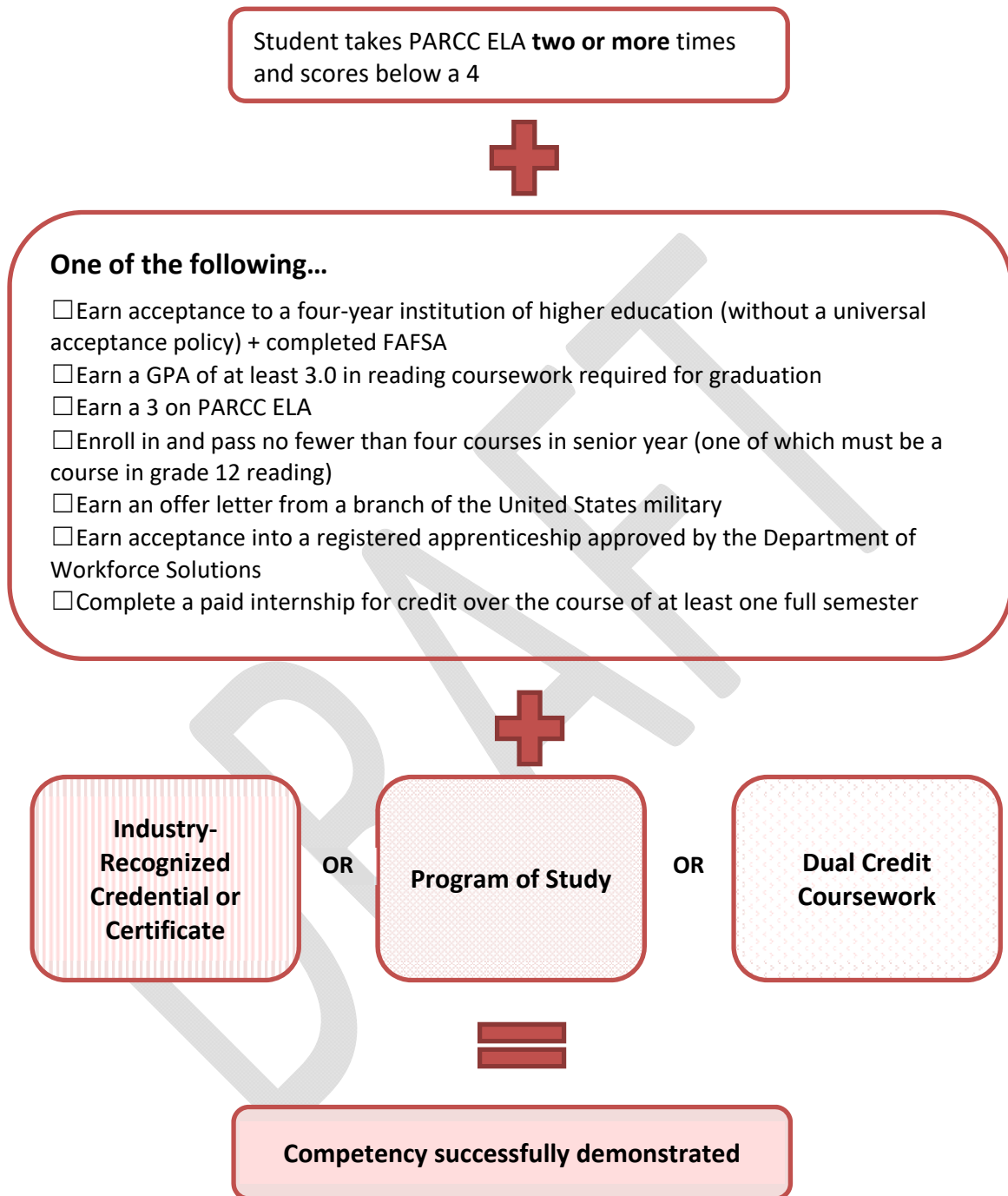
**2. Students can demonstrate competency using an alternative assessment:**



**Level One** assessments and their passing scores are defined in **Appendix A**.  
**Level Two** assessments and their passing scores are defined in **Appendix B**.  
**EOCs** and their passing scores are defined in **Appendix C**.

\*Students whose IEPs establish individualized passing scores should default to their individualized score when determining demonstration of competency.

**3. Students can demonstrate competency using a competency-based alternative:**



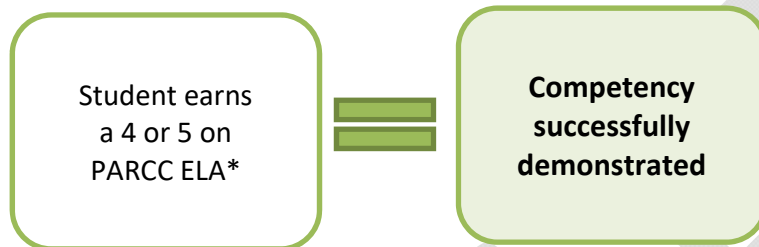
**Industry-Recognized Credentials and Certificates** are defined in **Appendix D**. **Programs of Study** are defined in **Appendix E-F**.

## Demonstrations of Competency Writing Overview

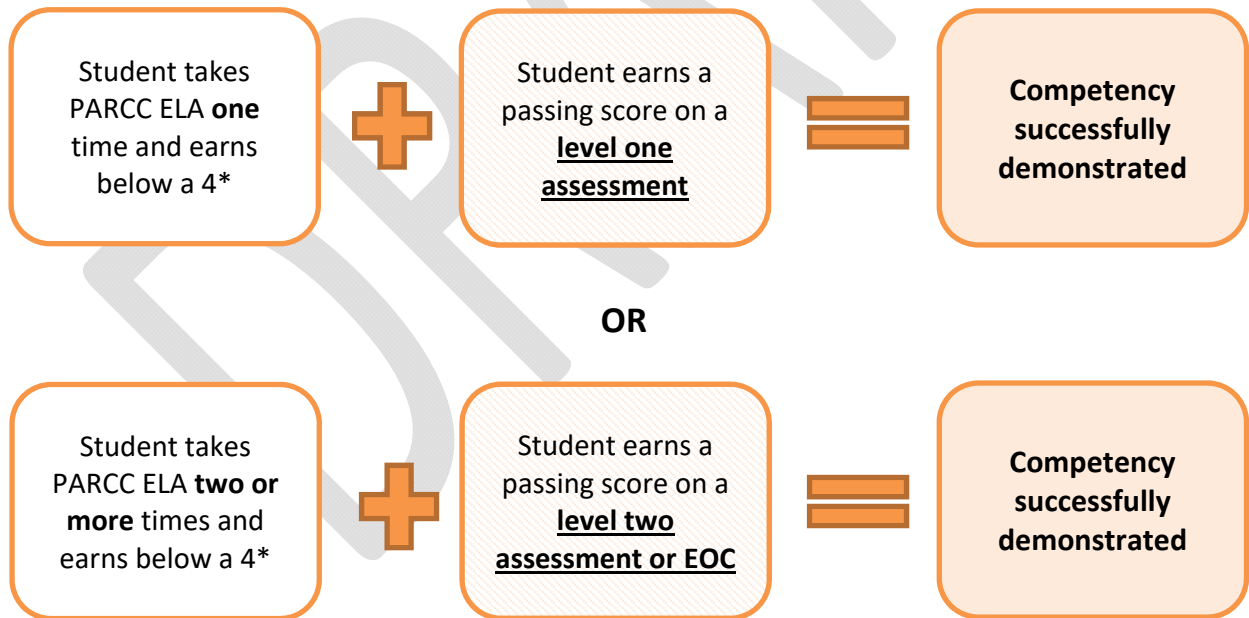
Students can demonstrate competency in writing in three different ways.

**1. Students can demonstrate competency on the primary demonstration of competency:**

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



**2. Students can demonstrate competency using an alternative assessment:**



**Level One** assessments and their passing scores are defined in **Appendix A**.  
**Level Two** assessments and their passing scores are defined in **Appendix B**.  
**EOCs** and their passing scores are defined in **Appendix C**.

\*Students whose IEPs establish individualized passing scores should default to their individualized score when determining demonstration of competency.

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

Student takes PARCC ELA **two or more** times and scores below a 4



**One of the following...**

- Earn acceptance to a four-year institution of higher education (without a universal acceptance policy) + completed FAFSA
- Earn a GPA of at least 3.0 in writing coursework required for graduation
- Earn a 3 on PARCC ELA
- Enroll in and pass no fewer than four courses in senior year (one of which must be a course in grade 12 writing)
- Earn an offer letter from a branch of the United States military
- Earn acceptance into a registered apprenticeship approved by the Department of Workforce Solutions
- Complete a paid internship for credit over the course of at least one full semester



Industry-Recognized Credential or Certificate

OR

Program of Study

OR

Dual Credit Coursework

OR

Standards-Based Portfolio



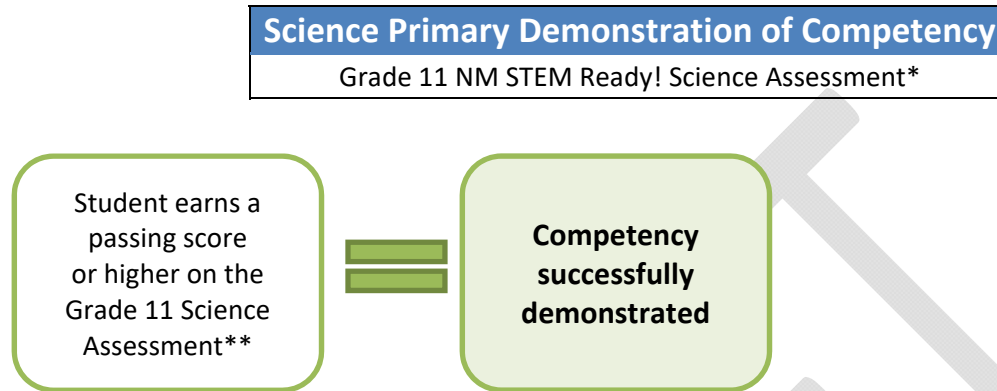
Competency successfully demonstrated

**Industry-Recognized Credentials and Certificates** are defined in **Appendix D**. **Programs of Study** are defined in **Appendix E-F**.

## Demonstrations of Competency Science Overview

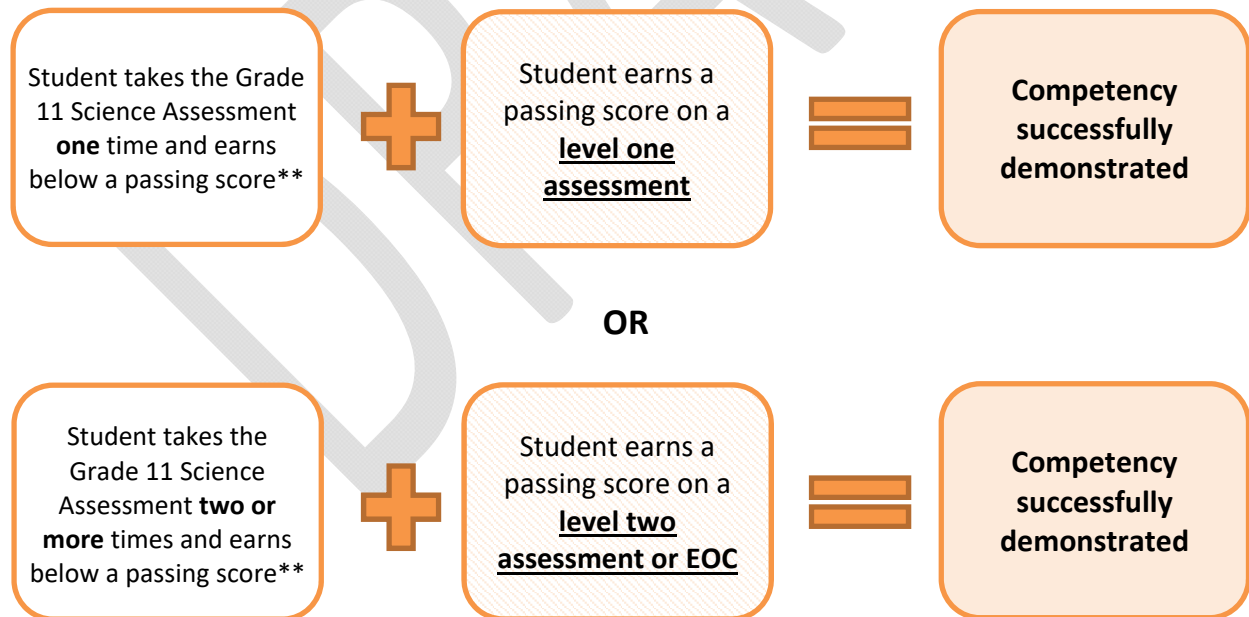
**Students can demonstrate competency in science in three different ways.**

**1. Students can demonstrate competency on the primary demonstration of competency:**



\* A new science assessment in alignment with the New Mexico STEM Ready! Standards will be first administered in spring of 2020. Scores will be established in summer of 2020.

**2. Students can demonstrate competency using an alternative assessment:**



**Level One** assessments and their passing scores are defined in **Appendix A**.

**Level Two** assessments and their passing scores are defined in **Appendix B**.

**EOCs** and their passing scores are defined in **Appendix C**.

\*\*Students whose IEPs establish individualized passing scores should default to their individualized score when determining demonstration of competency.



**3. Students can demonstrate competency using a competency-based alternative:**

Student takes STEM Ready Assessment **two or more** times and earns below a passing score



**One of the following...**

- Earn acceptance to a four-year institution of higher education (without a universal acceptance policy) + completed FAFSA
- Earn a GPA of at least 3.0 in science coursework required for graduation
- Earn a score qualifying as “approaching expectations” on the NM STEM Ready Grade 11 Science test (See Appendix G)
- Enroll in and pass no fewer than four courses in senior year (one of which must be a course in anatomy & physiology, biology, chemistry, environmental science, physical science, or physics)
- Earn an offer letter from a branch of the United States military
- Earn acceptance into a registered apprenticeship approved by the Department of Workforce Solutions
- Complete a paid internship for credit over the course of at least one full semester



Industry-Recognized Credential or Certificate

OR

Program of Study

OR

Dual Credit Coursework

OR

Standards-Based Portfolio



Competency successfully demonstrated

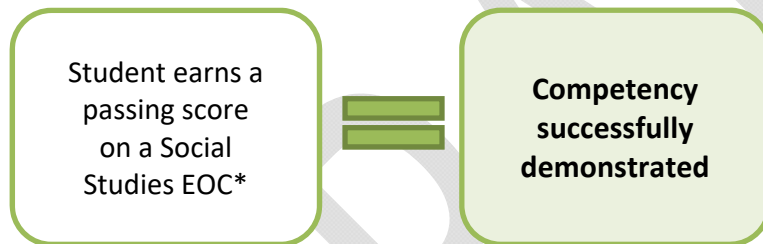
**Industry-Recognized Credentials and Certificates** are defined in **Appendix D**. **Programs of Study** are defined in **Appendix E-F**.

## Demonstrations of Competency Social Studies Overview

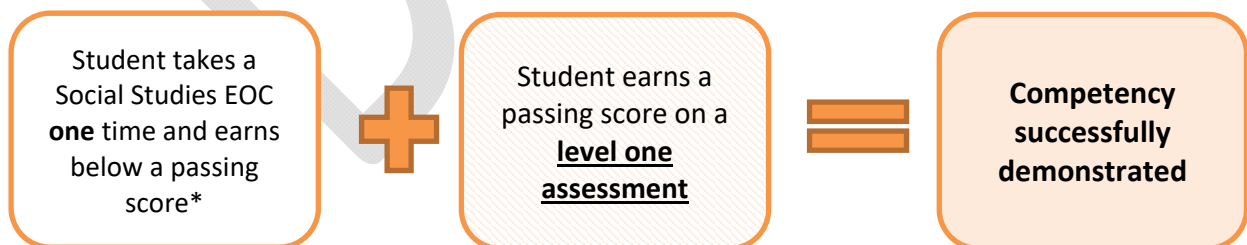
**Students can demonstrate competency in social studies in three different ways.**

**1. Students can demonstrate competency on the primary demonstration of competency:**

Social Studies Primary Demonstration of Competency	
End-of-Course Exam	Passing Score
World History & Geography EOC	Passing scores for EOCs administered in 2022 will be released in spring 2021. Students using a test from previous school years should default to the scores established for that particular test in the year it was taken.
US History & Geography EOC	
US Government EOC	
Economics EOC	



**2. Students can demonstrate competency using an alternative assessment:**



**Level One** assessments and their passing scores are defined in **Appendix A**.

\*Students whose IEPs establish individualized passing scores should default to their individualized score when determining demonstration of competency.

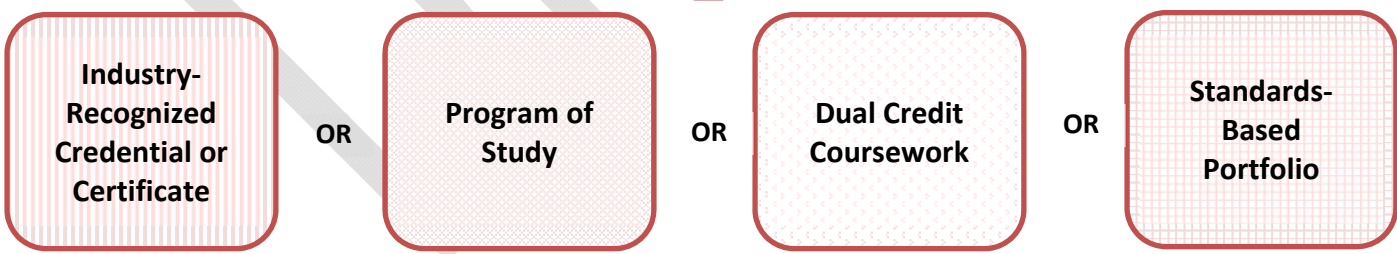
**3. Students can demonstrate competency using a competency-based alternative:**

Student takes a Social Studies EOC **two or more\*** times and earns below a passing score

\*EOCs may be attempted no more than twice in each subject area. For instance, once a student has taken US Government twice, they are not permitted another attempt unless a third attempt is permitted in the student's IEP.



- One of the following...**
- Earn acceptance to a four-year institution of higher education (without a universal acceptance policy) + completed FAFSA
  - Earn a GPA of at least 3.0 in Social Studies coursework required for graduation
  - Earn a score qualifying as “approaching expectations” on a social studies primary assessment (See Appendix G)
  - Enroll in and pass no fewer than four courses in senior year (one of which must be a course in 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
  - Earn acceptance into a registered apprenticeship approved by the Department of Workforce Solutions
  - Complete a paid internship for credit over the course of at least one full semester



**Competency successfully demonstrated**

**Industry-Recognized Credentials and Certificates** are defined in **Appendix D**. **Programs of Study** are defined in **Appendix E-F**.

## GLOSSARY

Term	Definition
<b>Alternative Assessment</b>	College placement assessments, end-of-course exams, or workforce readiness assessments approved by the department for demonstrating competency in the core content areas. Categorized as level one and level two assessments.
<b>Career Cluster</b>	Career clusters are groups of occupations that require a common knowledge base and the use of similar skills. Each cluster contains several smaller groups called career pathways that connect to educational programs, industries, and careers.
<b>Competency-based Alternative</b>	PED-approved options such as industry-recognized credentials or certificates, programs of study, dual credit coursework, or standards-based portfolios that may be used to demonstrate competency of state standards for high school graduation.
<b>Core Content Areas</b>	The subject areas of mathematics, reading, writing, science, and social studies.
<b>College Placement Assessment</b>	Assessments measuring the readiness of a high school student for success in higher education including nationally-normed standardized assessments used for college admissions, international baccalaureate (IB) assessments, or advanced placement (AP) exams.
<b>Dual Credit Coursework</b>	College courses taken for both high school and college credit by students who have not yet completed their HS Diploma or GED. Courses must be able to apply toward a postsecondary degree or certificate program. Remedial and developmental courses at the college may not be taken for dual credit since they do not count toward a degree or certificate program.
<b>End-of-Course Exam (EOC)</b>	Exams developed by the PED administered to assess student content knowledge upon completion of a course.
<b>Individualized Education Program (IEP)</b>	The plan mandated by federal law for students qualifying for special education services that outlines goals and strategies for addressing their specific learning needs.
<b>Industry-Recognized Credentials and Certificates</b>	A non-degree award for demonstrating competency in specific technical skills which qualifies a student for a specific occupation.
<b>Internship</b>	A paid learning experience of at least one semester in length that occurs at a place of business and includes supervised learning opportunities that prepare the student for future employment.
<b>Level One Assessments</b>	College placement assessments and military qualification assessments that serve as an alternative assessment for students who have attempted the primary demonstration of competency at least one time.
<b>Level Two Assessments</b>	College placement and workforce readiness assessments that serve as an alternative assessment for students who have attempted the primary demonstration of competency at least two times.
<b>New Mexico Alternate Performance Assessment (NMAPA)</b>	The assessment program for students with significant cognitive disabilities that is aligned to both the Common Core and New Mexico Expanded Grade Band Expectations (EGBEs).
<b>Partnership for the Assessment of Readiness for College and Careers (PARCC)</b>	Standardized assessments designed to measure student mastery of the Common Core standards in Mathematics and English Language Arts.

Term	Definition
<b>Primary Demonstration of Competency (PDC)</b>	The assessments adopted by the state to serve as the first and preferred indicator of student competency in each core content area.
<b>Program of Study</b>	Three or more CTE courses in a single career cluster, taken sequentially. Specific approved course combinations are defined and approved by the PED.
<b>Registered apprenticeship</b>	Registered apprenticeships are innovative work-based learning and post-secondary earn-and-learn models that meet national standards for registration with the U.S. Department of Labor (or federally recognized State Apprenticeship Offices). The New Mexico Department of Workforce Solutions publishes all apprenticeships that meet these standards in the state of New Mexico and lists them as <a href="#">Current Programs</a> on their website.
<b>Subscore</b>	The separated scores assigned to reading and writing as the two components of the overall English Language Arts score on the PARCC English Language Arts assessment.

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## APPENDIX A: LEVEL ONE ASSESSMENTS

AP: Advanced Placement/IB: International Baccalaureate/ASVAB: Armed Services Vocational Aptitude Battery/AFQT: Armed Forced Qualification Test

Content Area	Assessment	Level One Assessment Title	Passing Score
Math	ACT	Mathematics	22
	AP	AP Calculus AB	3
		AP Calculus BC	3
		AP Statistics	3
		ASVAB AFQT	Arithmetic Reasoning Mathematics Knowledge
	IB	IB Mathematics	4
	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
	ASVAB AFQT	Word Knowledge Paragraph Comprehension	Composite score of 31
		IB	Language and Literature (in English and Spanish) Literature (in English and Spanish)
	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) Literature (in English and Spanish)	4 4
		SAT	Reading and Writing
	Science	ACT	Science
AP		Biology	3

Content Area	Assessment	Level One Assessment Title	Passing Score
Science (cont.)		Chemistry	3
		Computer Science A	3
		Environmental Science	3
		Physics B	3
		Physics C: Electricity and Magnetism	3
		Physics C: Mechanics	3
	IB	Experimental Sciences	4
	SAT Subject Assessments	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

## APPENDIX B: LEVEL TWO ASSESSMENTS

Content Area	Assessment	Level Two Assessment Title	Passing Score
<b>Math</b>	<b>Accuplacer</b>	College-Level Mathematics	<b>50</b>
		Elementary Algebra	<b>80</b>
	<b>ACT WorkKeys</b>	Applied Mathematics	<b>5</b>
		Graphic Literacy	<b>5</b>
	<b>COMPASS</b>	Mathematics	<b>52</b>
	<b>TABE 9/10</b>	Mathematics	<b>506</b>
<b>Reading</b>	<b>Accuplacer</b>	Reading Comprehension	<b>82</b>
	<b>ACT WorkKeys</b>	Workplace Documents	<b>5</b>
	<b>COMPASS</b>	Reading	<b>88</b>
<b>Writing</b>	<b>Accuplacer</b>	Sentence Skills	<b>83</b>
		WritePlacer	<b>6</b>
	<b>ACT WorkKeys</b>	Business Writing	<b>3</b>
	<b>COMPASS</b>	Writing Essay (Scale 2-12)	<b>9</b>
	<b>COMPASS</b>	Writing Essay (Scale 2-8)	<b>7</b>
<b>Science</b>	<b>ACT WorkKeys</b>	Applied Technology	<b>3</b>
<b>Social Studies</b>	Currently, there are no level two assessments for Social Studies.		



## APPENDIX C: END-OF-COURSE (EOC) ASSESSMENTS

Content Area	EOC Title	Passing Score*
<b>Math</b>	Algebra II	<b>13</b>
	Integrated Math II	<b>13</b>
	Integrated Math III	<b>14</b>
	Geometry	<b>15</b>
<b>Reading</b>	ELA III: Reading	<b>13</b>
	ELA IV: Reading	<b>13</b>
	SLA III: Reading	<b>13</b>
<b>Writing</b>	ELA III: Writing	<b>17</b>
	ELA IV: Writing	<b>16</b>
	SLA III: Writing	<b>17</b>
<b>Science</b>	Due to the adoption of the new science standards, new EOC science assessments will be developed.	
<b>Social Studies</b>	The EOC serves as the primary demonstration of competency in this content area.	

\*The scores listed reflect those set by NMPED for tests administered up to spring of 2021. Passing scores for tests administered in 2022 will be updated in the spring of 2021. Students in the class of 2022 may use a passing score from an eligible EOC taken at any point during their high school career. Passing scores for tests not attempted in the spring of 2022 should follow the passing scores established by NMPED for the school year in which the test was taken.

**APPENDIX D: INDUSTRY-RECOGNIZED CREDENTIALS  
AND CERTIFICATES BY CONTENT AREA**

Content Area	Industry-Recognized Credentials and Certificates
<b>Math</b>	Auto CAD Automotive Service Technician (ASE) Certification: Autodesk Revit Architecture Certified User Heavy Line Certification Diesel Microsoft Office Excel 2010 Microsoft Office Excel 2013 NCCER Carpentry NCCER Electrical NCCER HVAC NCCER Industrial Maintenance NCCER Masonry NCCER Plumbing NCCER Sheet Metal NCCER Welding Precision Exams: Architecture & Construction Precision Exams: Science, Technology, Engineering & Mathematics Welding Technician
<b>Reading</b>	N/A
<b>Writing</b>	Marketing Management Entrepreneurship Microsoft Office Word 2010 Microsoft Office Word 2013 Precision Exams: Marketing
<b>Science</b>	Automotive Service Technician (ASE) Basic Wildland Firefighting Certification Certificate in Biofuels Certificate in Emergency Medical Technician-Basic Certification: Gas Metal Arc Welding Certification: Gas Tungsten Arc Welding Certification: Shielded Metal Arc Welding Certified Coding Associate (CCA) Certified Medical Assistant (CMA) Certified Microsoft Professional Certified Novell Administrator Certified Nurse Aide (CNA) Certified Web Designer Certified Web Technician Comp TIA Security+ Comp TIA Server+ Computer Maintenance Technician Dental Assistant (CDA) Dental Radiography (RHA) Emergency Medical Technician (EMT) Floriculture

Content Area	Industry-Recognized Credentials and Certificates
	Flux Core Arc Welding D9.4 4 2F i-Net+ Certification jCert JAVA Programmer Certification Licensed Vocational Nurse (LVN) Micromedia Director Certification Microsoft Office Specialist Microsoft Technology Associate: Windows Operating System Fundamentals National Health Care Foundation Skill Standards NCCER Welding Pharmacy Technician (CPhT) Phlebotomy Technician (CPT) Precision Exams: Agriculture, Food & Natural Resources Precision Exams: Architecture & Construction Precision Exams: Health Science Precision Exams: Manufacturing Precision Exams: Science, Technology, Engineering & Mathematics Welding Technician
<b>Social Studies</b>	A*S*K Assessment of Skills and Knowledge for Business Certificate Certificate in Film Production Child Development Associate Certification DECA School Based Enterprise Individual Certification Educational Aide Certification II Microsoft Office PowerPoint 2010 Microsoft Office PowerPoint 2013 NM Early Care Education and Family Support Para Pro (educational aids) Police Explorer Certification Precision Exams: Marketing

## APPENDIX E: PROGRAMS OF STUDY (BY CONTENT AREA)

Content Area	Program of Study
<b>Math</b>	Accounting Cisco Networking Academy Computer Science and Cybersecurity General Management GenYES Program Management & Administration NCCER Core Curriculum Oracle Academy Database Design & Programming Science & Mathematics
<b>Reading</b>	Animal Systems Environmental Service Systems Teaching/Training
<b>Writing</b>	Marketing Management
<b>Science</b>	Animal Systems Cisco Networking Academy Computer Science and Cybersecurity Environmental Service Systems GenYES Program Oracle Academy Database Design & Programming Project Lead the Way Project Lead the Way Engineering Science & Mathematics SREB Advanced Careers (Health Informatics) SREB Advanced Careers (Engineering & Technology)
<b>Social Studies</b>	Emergency & Fire Management Services Family & Community Services Law Enforcement Services Production & Managerial Art ProStart Teaching/Training Restaurants & Food/Beverage Services

## APPENDIX F: PROGRAMS OF STUDY REQUIRED COURSEWORK

Content Area	Program of Study	Course Code	Course Name
<b>Math</b>	Accounting	0221	Introductory Business
		0226	General Business
		0225	Financial Services
		Dual Credit <b>or</b> 2060	Dual Credit in Business Management AP Statistics
<b>Science</b>	Animal Systems	0133	Intro to the Science of Ag
<b>Reading</b>		0161	Science of Large Ag Animals
		0162	Science of Small Animals
		0164	Veterinary Science
<b>Math</b>	Cisco Networking Academy	0340	IT Essentials
<b>Science</b>		0323	Computer Science/Programming
		0341	CCNA Routing and Switching Part 1
		0342	CCNA Routing and Switching Part 2
<b>Math</b>	Computer Science and Cybersecurity	0344	Computer Science Essentials
<b>Science</b>		0345	Computer Science Principles
		0346	Computer Science A
		0347	Cybersecurity
<b>Social Studies</b>	Emergency & Fire Management Services	2501	Exploration of Public Service Careers
		2503	Community Protection
		2523	Fire Fighting
		Dual Credit <b>or</b> 1517	Dual Credit in EMT EMT Basic
<b>Science</b>	Environmental Service Systems	0133	Intro to the Science of Ag
<b>Reading</b>		0134	Intro to the Physical Science of Ag
		0136	Applied Science in Agriculture
		0181	Environmental Science/Natural Resources
<b>Social Studies</b>	Family & Community Services	0550	Child Development
		1501	Health Care Occupations Career Explorations
		2501	Exploration of Public Service Careers
		Dual Credit <b>or</b> 2773	Dual Credit in Social Services AP Psychology
<b>Math</b>	General Management	0221	Introductory Business
		0226	General Business
		0225	Financial Services
		Dual Credit <b>or</b> 2060	Dual Credit in Business Management AP Statistics
<b>Math</b>	GenYES Program	0320	Computer Technology Assistant I
<b>Science</b>		0321	Computer Technology Assistant II
		0322	Computer Technology Assistant III
		0336	AP Computer Science Principles

Content Area	Program of Study	Course Code	Course Name
Social Studies	Law Enforcement Services	2501	Exploration of Public Service Careers
		2503	Community Protection
		2513	Criminal Justice Assisting
		Dual Credit	Dual Credit in Criminal Justice
Math	Management & Administration	2501	Exploration of Public Service Careers
		0226	General Business
		0225	Financial Services
		Dual Credit or 2060	Dual Credit in Business Management AP Statistics
Writing	Marketing Management	0221	Introductory Business
		0226	General Business
		0225	Financial Services
		Dual Credit or 2060	Dual Credit in Business Management AP Statistics
Math	NCCER Core Curriculum	0480	Introduction to Craft Skills
		0481	Carpentry Level 1
		0482	Carpentry Level 2
		0483	Carpentry
Math	Oracle Academy Database Design & Programming	0314	Data Systems/Processing - Database Foundations
Science		0330	Database Design and Programming
0331		Database Programming with SQL	
0395		Application Development Foundations	
Social Studies	Production & Managerial Art	1189	Introduction to Arts, Media & Entertainment
		1172	Film and Digital Media
		1176	Film and Digital Media II
		Dual Credit	Dual Credit in the Production & Managerial Arts
Science	Project Lead the Way Engineering	1615	Introduction to Engineering Design
		1617	Principles of Engineering
		1619 or 1733	Civil Engineering and Architecture AP Physics I
		1620 or 1735	Engineering Design and Development AP Physics B
		1660	Principles of Biomedical Sciences
Science	Project Lead the Way	1661	Human Body Systems
		1662 or 1550	Medical Interventions Medical Anatomy & Physiology
		1663	BioMedical Sciences
		0504	Nutrition
		0532	ProStart I
Social Studies	ProStart	0533	ProStart II
		Dual Credit or 0539	Dual Credit in Culinary Arts ProStart Internship

Content Area	Program of Study	Course Code	Course Name	
<b>Math</b>	Science & Mathematics	1626	Emergent Technologies	
		1781	Science Technology/Engineering	
<b>Science</b>		1733	AP Physics	
		1783 or 2039	Scientific Technology Fractal Mathematics	
<b>Science</b>		SREB Advanced Careers (Health Informatics)	1560	Data and Use
			1561	Transforming Data into Information
	1562		Transforming Information into Knowledge	
	1563		Problems and Solutions	
<b>Science</b>	SREB Advanced Careers (Engineering & Technology)	1670	Nature of Science and Technology	
		1671	Core Applications of Science and Technology	
		1672	Impacts of Science and Technology	
		1673	Creativity and Innovations	
<b>Social Studies</b>	Teaching/Training	0550	Child Development	
<b>Reading</b>		0562	Teacher Academy 1	
		0563	Teacher Academy 2	
		Dual Credit or 0597	Dual Credit: Introduction to Teaching & Practicum Teaching and Practicum	

Students who successfully complete a program of study that demonstrates competency in two content areas may use the program of study as a competency-based alternative in both contents should the student need to demonstrate competency in both.

## APPENDIX G: SCORES DEFINED AS APPROACHING EXPECTATIONS

The scores below are the minimum scores that must be achieved in order for a student to demonstrate that they are **approaching expectations** on a primary assessment. Students using an approaching expectations score to establish eligibility for use of a competency-based alternative must have taken the primary assessment in the specific content area twice. The highest score out of the two attempts will be accepted.

Primary Demonstration of Competency	Approaching Expectations Score
<b>PARCC MATH</b>	Performance Level 3 (Score of 725-749)
<b>PARCC READING</b>	Performance Level 3 (Score of 725-749) Reading Subscore: TBD
<b>PARCC WRITING</b>	Performance Level 3 (Score of 725-749) Writing Subscore: TBD
<b>SCIENCE ASSESSMENT</b>	A new assessment in alignment with the NM STEM Ready! Science standards will be first administered in 2020. Scores defined as “approaching expectations” for the new science assessment will be released in summer of 2020.
<b>SOCIAL STUDIES EOC</b>	World History and Geography EOC
	US History and Geography EOC
	US Government EOC
	Economics EOC
	Scores defined as “approaching expectations” for the four social studies EOCs will be released in spring of 2021.



## APPENDIX H: NEW MEXICO STATUTE (NMSA)

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

#### 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 assessments 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.

### 22-2C-4. Statewide assessment and accountability system; indicators; required assessments; alternative assessments; limits on alternatives to English language reading assessments.

#### 22-2C-4. Statewide assessment and accountability system; indicators; required assessments; alternative assessments; limits on alternatives to English language reading assessments.

- A. The department shall establish a statewide assessment and accountability system that is aligned with the state academic content and performance standards.
- B. The academic assessment program shall test student achievement as follows:
  - (1) for grades three through eight and for grade eleven, standards-based assessments in mathematics, reading and language arts;
  - (2) for grades three through eight, a standards-based writing assessment with the writing assessment scoring criteria applied to the extended response writing portions of the language arts standards-based assessments; and
  - (3) for one of grades three through five and six through eight and for grade eleven, standards-based assessments in science by the 2007-2008 school year.
- C. The department shall involve appropriate licensed school employees in the development of the standards-based assessments.
- D. Before August 5 of each year, the department shall provide student scores on all standards-based assessments taken during the prior school year and required in Subsection B of this section to students' respective school districts in order to make test score data available to assist school district staff with appropriate grade-level and other placement for the current school year.
- E. All students shall participate in the academic assessment program. The department shall adopt standards for reasonable accommodations in standards-based assessments for students with disabilities and limited English proficiency, including when and how accommodations may be applied. The legislative

education study committee shall review the standards prior to adoption by the department.

- F. Students who have been determined to be limited English proficient may be allowed to take the standards-based assessment in their primary language. A student who has attended school for three consecutive years in the United States shall participate in the English language reading assessment unless granted a waiver by the department based on criteria established by the department. An English language reading assessment waiver may be granted only for a maximum of two additional years and only on a case-by-case basis.

## 22-13-1.1. Graduation requirements.

### 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
  - (8) school year; and
  - (9) nine elective units and seven and one-half elective units for students entering the ninth grade in the 2005-2006
  - (10) 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;
  - (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 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;
  - (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. Final examinations shall be administered to all students in all classes offered for credit.

M. 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.

N. 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.

O. 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 specialties 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.

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

**APPENDIX I: NEW MEXICO ADMINISTRATIVE CODE  
PROPOSED DRAFT**

**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]**

## FREQUENTLY ASKED QUESTIONS

### 1. What's the difference between a level one assessment, a level two assessment, and an EOC?

**Level one assessments** are nationally-normed assessments accepted and used for college admissions and placement or admission to the military. Students are only required to make one attempt at the primary demonstration of competency in order to use a passing score on a level one assessment as an alternative assessment.

**Level two assessments** are more commonly used as diagnostic assessments to determine appropriate post-secondary coursework placement for students enrolling in two-year or four-year institutions of higher education or trade schools.

**EOCs** differ from the other assessments in that they are created by the NMPED.

Both level two assessments and EOCs require students to make two attempts on the primary assessment prior to being used. See [Appendices A-C](#) for a full listing of alternative assessments.

### 2. How do students know which level one and level two assessments their school offers?

Districts and schools determine which level one and level two assessments to offer students. Some of the assessments are offered at the school site while others are offered regionally at set dates and times throughout the year. High school counselors and administrators can provide up-to-date lists of which assessments are offered and when.

Certain assessments such as AP and IB require that a student has completed specific coursework. If a school does not offer a particular AP course, students can discuss options for taking an AP course online with their high school counselor. IB assessments are only available at schools that are authorized by the International Baccalaureate Organization to teach IB curriculum and programs.

### 3. How do students find out which types of dual credit courses are offered at their school?

Almost all high schools have at least one dual credit Master Agreement with a public college, university, or tribal college. The courses offered vary depending on what is agreed upon between the school or district and the institution of higher learning. High school counselors and/or administrators can provide students with a list of dual credit coursework specific to their school site. In some cases, coursework may be available through distance learning.

Master Agreements and course listings organized by location are available on the [NMPED Dual Credit webpage](#).

### 4. How do students know if they are eligible to take dual credit courses?

All students who have not yet received their High School Diploma or GED are eligible to take dual credit courses. Students must be enrolled in one-half or more of the minimum course requirements approved

by the NMPED, or, if enrolled in a BIE-funded high school, must be receiving at least three documented contact hours per day. Students must also meet the eligibility requirements for New Mexico dual credit program participation established by the high school and the postsecondary institution. A full explanation of dual credit eligibility requirements is outlined in [6.30.7 NMAC, Dual Credit](#).

#### **5. Who determines which dual credit courses will count as a competency-based alternative in each content area?**

Coursework will count for use as a competency-based alternative if the course is accepted as a credit in the specific content area by the institution of higher education. Remedial courses and courses that transfer as an elective may not be used to demonstrate competency.

#### **6. How do students get an internship?**

The types of internships available to students vary by region and school. Students should discuss internship opportunities with their high school counselor or administrator. In order for an internship to count as one of the criteria used to pursue a competency-based alternative, the internship must be approved by the school, paid (either in the form of an hourly wage or stipend), taken for at least a 0.5 credit, and be documented as an official course in STARS\*.

#### **7. How can I learn more about the program of study options?**

The [New Mexico Career Clusters Guide](#) on the NMPED website provides a listing of all 16 career clusters and the programs of study falling under each.

#### **8. How do students know which programs of study are available at their school?**

Most schools offer at least one program of study, and the number of options being offered across the state continues to grow; additionally, some courses required to complete a program of study are offered as online classes. High school counselors and administrators will have the most up-to-date information about which programs of study are currently available.

#### **9. Which apprenticeships are approved for students to use?**

The PED accepts any registered apprenticeship approved by the Department of Workforce Solutions (DWS). DWS approves and adds registered apprenticeships to their website on a rolling basis. The most current list will always be available at <https://www.dws.state.nm.us/Job-Seeker/Jobs-and-Careers/Apprenticeship/Current-Programs>

\* STARS is the Student Teacher Accountability Reporting System that serves as the primary data collection platform for schools and districts to submit required data to NMPED.