

HOUSE JOINT MEMORIAL 30

**51ST LEGISLATURE - STATE OF NEW MEXICO - FIRST SESSION, 2013**

INTRODUCED BY

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A JOINT MEMORIAL

REQUESTING THE LEGISLATIVE EDUCATION STUDY COMMITTEE TO CONVENE  
A WORK GROUP TO STUDY THE USE OF STANDARDIZED TEST SCORES FOR  
PURPOSES OTHER THAN THOSE FOR WHICH THE TEST WAS DESIGNED.

WHEREAS, standards-based assessments are designed to  
measure the proficiency of individual students against content  
standards in academic disciplines; and

WHEREAS, the use of standards-based assessment scores is  
intended to provide information to teachers regarding how their  
students are performing on identified standards; and

WHEREAS, individual student assessment scores are also  
useful in helping parents understand the academic proficiency  
of their children; and

WHEREAS, recently, New Mexico has begun implementing a  
school grading system and a teacher evaluation system that rely

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1 on an approach to measure growth using value-added modeling;  
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3 WHEREAS, value-added modeling uses student test scores  
4 over several years to predict where the student will score in a  
5 subsequent year and then attributes those gains to the current  
6 teacher; and

7 WHEREAS, a number of factors have been found to have  
8 strong influences on student learning gains, aside from the  
9 teachers to whom their scores would be attached, and those  
10 factors include such things as previous teachers, tutors,  
11 school conditions, quality of curriculum materials,  
12 specialists, class size and schedules; and

13 WHEREAS, there is broad agreement among statisticians,  
14 psychometricians and economists that student test scores alone  
15 are not reliable and valid indicators of teacher effectiveness  
16 and should not be used in high-stakes personnel decisions; and

17 WHEREAS, analyses of value-added modeling results have led  
18 researchers to doubt whether the methodology can accurately  
19 identify more or less effective teachers; and

20 WHEREAS, value-added modeling estimates have proven to be  
21 unstable across statistical models, years and classes that  
22 teachers teach; and

23 WHEREAS, the use of student test scores to evaluate  
24 teachers leads to an excessive focus on reading and mathematics  
25 and the subsequent narrowing and over-simplification of the

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1 curriculum; and

2 WHEREAS, one possible unintended consequence of tying  
3 teacher evaluations and sanctions to test score results may be  
4 to discourage teachers from working in public schools with the  
5 neediest students; and

6 WHEREAS, when an assessment instrument, such as the  
7 standards-based assessment, is used for a purpose other than  
8 that for which it was designed, for example for measuring  
9 teacher effectiveness, the results are often invalid;

10 NOW, THEREFORE, BE IT RESOLVED BY THE LEGISLATURE OF THE  
11 STATE OF NEW MEXICO that the legislative education study  
12 committee be requested to convene a work group to study the  
13 validity of using standards-based assessments for other  
14 purposes, principally teacher and school administrator  
15 effectiveness and school grading; and

16 BE IT FURTHER RESOLVED that the work group report to the  
17 legislative education study committee by October 1, 2013; and

18 BE IT FURTHER RESOLVED that a copy of this memorial be  
19 transmitted to the legislative education study committee.

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