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State Capitol North, 325 Don Gaspar, Suite 200
Santa Fe, New Mexico 87501
Phone: (505) 986-4591 Fax: (505) 986-4338
<http://www.nmlegis.gov/lcs/lesc/lescdefault.aspx>

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October 13, 2014

MEMORANDUM

TO: Legislative Education Study Committee

FR: Carlos Contreras and Ian Kleats

RE: STAFF REPORT: TESTING: LESC STATEWIDE SURVEY

INTRODUCTION

During the 2014 organizational meeting of the Legislative Education Study Committee (LESC), the committee discussed topics to be integrated in the 2014 LESC Interim Workplan. Based on testimony from the New Mexico Coalition of Educational Leaders, as well as testimony from district and school leaders, committee members requested to include in the workplan the following topics:

- the amount of time being spent on testing and test preparation;
- the efficacy of required tests; and
- the difference between formative and summative testing.

In order to fulfill the request and to provide the committee with related data, LESC staff are currently conducting a survey of school districts on time spent testing statewide.

This staff report summarizes the following:

- Methodology of the Statewide Survey;
- Initial School District Responses;
- Clarification of Formative and Summative Testing; and
- Related Background.

Additionally, the following documents are included as attachments:

- **Attachment 1, *Survey Outline*;**
- **Attachment 2, *Testing Times Estimates Survey*;** and
- **Attachment 3, *Inventory of Exams*.**

METHODOLOGY OF THE SURVEY

In order to fulfill prior legislative requests, LESC staff examined two sources in order to understand the amount of time it takes to administer tests in New Mexico:

- publicly available test administration manuals of commercial test publishers; and
- school districts master schedules.

These documents provided some insight into testing procedures and times; however, these sources may not provide a complete or accurate picture of testing times throughout the districts for a number of reasons, among them:

- some tests have time limitations while others do not;
- end-of-course exams may be different for certain school districts, depending upon course offerings; or
- estimated testing times may not account for pre- and post-test tasks.

Additionally, statewide testing manuals and district master schedules do not always account for all tests, resulting in a need to understand which tests are being administered in different districts.

LESC staff found that in order to gather more comprehensive data in relation to time required for testing it was necessary to disaggregate the elements of testing time into various components, including:

- test preparation time: defined as the time spent with students reviewing content area topics prior to the test. This involves taking practice tests, doing exercises and teaching test-taking strategies during instructional time. Test preparation time, in short, refers to the activities and time purposely invested to have an impact on the results of an upcoming test;
- pre-test tasks: meaning the time spent on tasks prior to taking the test such as giving directions to students, and passing out test booklets and answer sheets and filling out forms and surveys;
- test-taking time: defined as the time it takes a student to finish the test; and
- post-test tasks; meaning the time spent on tasks after testing is completed. This includes collecting booklets and answer sheets and measures required for test security.

LESC Survey

To better understand how much time is being spent on testing, LESC staff designed an electronic survey that asks all 89 school districts in New Mexico how much time is spent each time they give a specific test, per grade. **Attachment 1, *Survey Outline***, summarizes pertinent information relating to the survey. **Attachment 2, *Testing Times Estimates Survey***, is a copy of the survey distributed to school districts statewide. Because state-chartered charter schools MAY have different requirements for testing, a separate survey is being developed.

The surveys seek responses for the following:

- names of tests administered;
- assessments mandated by rule or law;
- tests included in teacher evaluations;
- tests that impact students' credit/grade;
- time spent on each of the following time categories:
 - test preparation;
 - pre-test tasks;
 - test-taking; and
 - post-test tasks; and
- missed instruction on the test administration day.

With regard to the names of tests administered, the survey provides a list of names available at the Public Education Department (PED) website (see **Attachment 3, *Inventory of Exams***). However, given that districts utilize a variety of tests beyond those required by PED, the survey leaves room for school districts to indicate those additional assessments.

Three main sections comprise the survey:

- one matrix per school grade, K-12, with fillable cells where respondents enter “Yes” or “No” to closed questions on each assessment type, as well as time in terms of hours to provide the amount of time spent on each assessment;
- two open-ended questions; and
- one final section for comments.

The survey's two open-ended questions aimed to gather school districts' input in relation to their expectations transitioning toward the Partnership for Assessment of Readiness for College and Careers (PARCC) and the National Center and State Collaborative (NCSC) assessments. These two questions are:

- “New Mexico is transitioning to a new assessment system provided by the Partnership for Assessment of Readiness for College and Careers (PARCC), please respond: What changes in terms of testing times do you foresee due to the implementation of the PARCC assessment?”; and

- “New Mexico is also transitioning to a new assessment system provided by the National Center and State Collaborative (NCSC) for students, please respond: What changes in terms of testing times do you foresee due to the implementation of the NCSC assessment?”

The last section of the survey provides room for respondents’ comments. This feature intends to gather all other firsthand information in relation to testing and time testing. This last section also allows school districts to provide feedback of any kind that would expand LESC knowledge on current assessments.

INITIAL SCHOOL DISTRICT RESPONSES

On September 18, 2014, LESC staff sent each of the state’s 89 school districts a copy of the survey with instructions requesting that the district complete and return the survey by October 7, 2014. As of October 10, 2014, 33 of the 89 school districts had responded, including:

Table 1. School Districts Responding as of October 10, 2014

Artesia	Elida	Maxwell
Aztec	Farmington	Melrose
Bloomfield	Grants-Cibola County	Mora
Chama	Hagerman	Moriarty-Edgewood
Cimarron	Hatch Valley	Portales
Clovis	Hobbs	Rio Rancho
Cloudcroft	Las Cruces	Ruidoso
Deming	Las Vegas	Santa Rosa
Dexter	Lordsburg	Vaughn
Dora	Los Alamos	Wagon Mound
Dulce	Lovington	Zuni

Table 2, below, illustrates the demographic characteristics of school districts responding to the survey compared to statewide totals according to FY 15 preliminary funded membership data from PED:

Table 2. Responding Districts as Sample of Statewide MEM

	Number of Districts	Total MEM (K-12)	Tested MEM (3-8, 10, 11)	Bilingual FTE MEM	SPED Rate
Responding Districts	33	112,229.25	67,647.5	5,708.01	17.1%
STATEWIDE	89	331,363.25	198,872.5	18,800.93	17.8%
SAMPLE (percent of statewide)	37.08%	33.87%	34.02%	30.36%	N/A

The data above suggest that the responding districts may constitute a representative sample of all districts statewide given the proportion of membership in various programs for sample districts relative to the population totals. However, the data:

- have not been analyzed for potential selection bias to determine whether responding school districts have a certain common propensity for administration of assessments; and
- are not reflective of incomplete questionnaires, which would effectively lower the sample size below what is suggested by PED data.

As a result, conclusions for the general administration of assessments statewide cannot be drawn from the current survey responses. LESC staff plan to continue outreach to school districts that have not completed the survey, and, in terms of data validation, to follow up with responding school districts that may have submitted incomplete questionnaires, most commonly:

- completing the survey for some grade levels, but not others; or
- indicating that additional assessments are provided by the district, but failing to include the time spent for those assessments.

Although quantitative conclusions on the condition of assessments are currently limited due to incomplete data, certain qualitative features can be summarized from the responding districts, namely the general types of assessments offered and specific tests within those groups.

CLARIFICATION OF FORMATIVE AND SUMMATIVE TESTING

In addition to assessments required to be administered by statute or PED rule, which are detailed within the PED's *New Mexico State Assessment Program Fall 2014 Procedures Manual*, school districts have the discretionary ability to assess their students. In fact, based on initial survey responses, many of the responding school districts utilize additional assessments beyond those required by rule or law. Assessments generally fit within the following groups:

- summative assessments;
- developmental, formative, or interim assessments;
- English language learner (ELL) and bilingual assessments; and
- college readiness assessments.

Summative Assessments

Summative assessments evaluate a student's development at a particular point in time. Because the focus is on the outcome of a program, each summative assessment is typically administered only one time each year, generally toward the end of the school year.

Mandatory Summative Assessments

Certain summative assessments are required by statute or PED rule as listed below:

- the New Mexico Standards-based Assessment, which is administered to students in grades 3-8;

- the New Mexico Alternate Performance Assessment (NMAPA), an alternative to the New Mexico Standards-based Assessment for students with accessibility issues, administered to the same grades as the standards-based assessment;
- the High School Graduation Assessment (HSGA), which is the high school version of the New Mexico Standards-based Assessment offered beginning in grades 10-12;
- the Alternative Assessment for High School Graduation (AAHSG), an alternative to the HSGA for students with accessibility issues, administered to the same grades as the HSGA;
- End-of-Course (EoC) exams; and
- the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment, which is aligned to the Common Core State Standards and will replace the New Mexico Standards-based Assessment beginning in school year 2014-2015.

Outside of EoCs, each student will generally only take a single summative assessment from the New Mexico Standards-based Assessment /NMAPA, HSGA/AAHSG, or PARCC during the school year if the student is in a tested grade level. Some years of a student's schooling, one or more subject matter EoCs are required in addition to the standardized summative assessments.

Discretionary Summative Assessments

Although the initial survey responses indicated that, of those school districts responding, none administer summative assessments, for which data would be available down to the student level, that are not mandated by law, some districts indicated participation in the National Assessment of Educational Progress, which presents its results as an aggregate sampling at the state level.

Additionally, some assessments of college preparation, which are commonly provided by school districts, appear substantially similar to a summative assessment. However, those assessments have been listed separately for the purposes of this staff report.

Developmental, Formative, or Interim Assessments

Developmental, formative, and interim assessments fall into the broader category of diagnostic testing. These assessments are used by teachers during the learning process in order to modify teaching and learning activities to improve student outcomes. As such, the results of these assessments typically include qualitative, as opposed to quantitative, feedback focusing on the details of content and performance. These tests are also known as short-cycle assessments.

Mandatory Developmental, Formative, or Interim Assessments

Certain developmental, formative, or interim assessments are required by statute or PED rule as listed below:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next for grades K-3; and
- districts are required to provide at least one short-cycle assessment for grades 9-10 (but are encouraged by PED to provide the test for grades 4-10) from the following approved vendors:

- the Northwest Evaluation Association (NWEA), which produces the Measures of Academic Progress (MAP) assessment;
- Discovery, which produces the Discovery Reading and Math assessments;
- Renaissance Learning, which produces the STAR Math, Reading, and Early Literacy assessments; or
- Houghton-Mifflin: Riverside, which produces the Assess2Know reading, math, and science benchmark assessments.

Discretionary Developmental, Formative, or Interim Assessments

Initial survey responses indicate that many school districts employ these types of assessments beyond what is required by law. According to those responses, school districts used the following assessments:

- expanded use of the previously mentioned assessments to grades for which they are not mandatorily administered;
- district-developed grade- or program-level interim assessments using a curriculum-based measurement (CBM) model;
- elective modules for mandatory assessments, such as:
 - the DAZE module for DIBELS Next;
- identification and intervention assessments, including:
 - Mclass: Math;
 - BURST Vocabulary; and
 - Scholastic Reading Inventory (SRI); and
- digital learning platforms that allow for computer-adaptive differentiated learning with seamless prescriptive and formative assessment, including:
 - Accelerated Math;
 - Accelerated Reader;
 - Lexia;
 - Apex; and
 - IXL.

English Language Learner (ELL) and Bilingual Assessments

Another kind of assessment required by law, but also frequently administered at the discretion of school districts, falls under the heading of ELL and bilingual assessments. Their administration is typically limited to those students requiring ELL services, for who the assessments are mandated by state or federal provisions, or those students seeking to demonstrate mastery in a second language, for who the assessments are typically discretionary to the district.

Mandatory English Language Learner (ELL) and Bilingual Assessments

Certain ELL and bilingual assessments are required by statute or PED rule as listed below:

- ACCESS for ELLs;
- Alternate ACCESS; and
- the World-Class Instructional Design and Assessment (WIDA) ACCESS Placement Test (W-APT).

Among this group of mandatory assessments, with the exception of the initial year within a school district when the W-APT is required for benchmarking and placement, a student will generally take only a single assessment annually, either the ACCESS for ELLs or the Alternate ACCESS in the case that the student has accessibility issues with the standard assessment.

Discretionary English Language Learner (ELL) and Bilingual Assessments

Initial survey responses indicate that many of the responding school districts employ these types of assessments beyond what is required by law. According to those responses, school districts used the following additional ELL or bilingual assessments:

- LAS Links;
- the Woodcock-Munoz assessment;
- the IPT Dual Language assessment; and
- an oral assessment of Diné language skills.

College and Vocational Readiness Assessments

This group of assessments can also be differentiated between:

- college readiness assessments, which provide an evaluation of a student's current skills and aptitudes relative to skills levels that are generally indicative of success in postsecondary education;
- college entrance examinations, which are used by postsecondary institutions in their selection of potential applicants for admission; and
- college placement examinations, which indicate the potential course level a student would place in at the start of their postsecondary education and also includes exams that would allow a student to gain college-level credit prior to attendance.

Mandatory College and Vocational Readiness Assessments

Currently, neither statute nor PED rule requires any assessments specifically for college or vocational readiness. However, the PARCC assessment, which replaces the New Mexico Standards-based Assessment beginning in school year 2014-2015, focuses on college and career readiness, as its name implies.

Discretionary College and Vocational Readiness Assessments

Initial survey responses indicate that many of the responding school districts employ these types of assessments even though they are not required by law. According to those responses, school districts used the following college and vocational readiness assessments:

- college readiness examinations, including:
 - Preliminary Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT);
 - ACT Plan and ACT Explore, which are being replaced by ACT Aspire;
- college entrance examinations, including:
 - SAT Reasoning Test; and
 - ACT;
- college placement examinations, including:
 - ACT Compass;
 - ACCUPLACER; and
 - Advanced Placement (AP) exams; and
- vocational aptitude exams, including:
 - the Armed Services Vocational Aptitude Battery (ASVAB).

RELATED BACKGROUND

In 2001, in order to receive Title I funds, each state was required to:

- adopt rigorous content and academic achievement standards; and
- implement an accountability system based on a system of annual assessments aligned with those standards and approved by the US Department of Education for all students in grades 3 through 8 and once in high school in reading/language arts and mathematics.

Provisions in current statute require all students to participate in the Statewide Assessment and Accountability System. The department is required to 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. Further, state statute requires that the LESC review the standards prior to adoption by PED.

Statewide assessments are used for a variety of accountability and other purposes, among them:

- high school graduation: in order to receive a New Mexico Diploma of Excellence, students must demonstrate competence on a standards-based assessment(s) or by means of a portfolio of standards-based indicators;

- school grading: student growth and achievement measures are factored into a school's grade, and schools and districts must test at least 95 percent of students enrolled in tested grades, as well as 95 percent of those students in the lowest quartile (failure to do so will result in the reduction in one letter grade); and
- teacher and administrator evaluation: 50 percent of educator evaluation is based on student achievement based on:
 - the New Mexico Standards-based Assessment; and/or
 - end-of-course exams; or
 - the DIBELS test.

SURVEY OUTLINE

The three main sections of the survey are:

- matrix tables;
- two closed questions; and
- a section for comments.

The survey guides the respondent on every step:

1. it introduces what the objectives of the survey are as well as the directions to begin;
2. it asks the respondent to enter the name of the school district he or she represents and his or her administrative position (i.e. Superintendent, Assistant Superintendent, Testing Director, etc);
3. the survey displays a series of matrix tables to the respondent for entering testing and time-testing data. The survey displays one matrix table per grade, for a total of 13 matrix tables;
4. the survey presents two closed questions, noted in the staff report, in relation to the Partnership for Assessment of Readiness for College and Careers and the National Center and State Collaborative;
5. the survey provides space for the respondent to make comments; and
6. a thank you message appears on the screen as well as the email address of the Legislative Education Study Committee staff to which the respondent will send the completed survey.

In relation to the matrix tables:

- a list of tests is provided by default in the first column. The list contains the name of assessments shown on the Public Education Department's website. If a school district administers more assessments than those listed, the matrix table provides space for the respondent to add them;
- in the second column the matrix asks the respondent to enter whether the assessment is mandated by rule or law. By clicking on the appropriate cell, a dropdown list displays "Yes" or "No" options;
- the third column accounts for whether the type of assessment in question counts toward teacher evaluation. "Yes" or "No" are possible answers;
- the fourth column asks whether the assessment in question impacts student's credit/grade. "Yes" or "No" are possible answers;
- columns five through eight require the respondent to enter, in terms of hours, the time spent on:
 - preparation time;
 - pre-test tasks;
 - test-taking time; and
 - post-test tasks; and
- finally the ninth column asks whether the school districts dismisses instruction on the assessment day or not.

TESTING TIMES ESTIMATES SURVEY

Legislative Education Study Committee

Survey Objectives

To collect detailed information about tests and testing times in New Mexico's 89 school districts that would answer two main questions:

1. *Which assessments are administered in New Mexico's school districts?*
2. *How much time do administering the assessments take?*

The focus of this survey is on district wide and state wide assessments before the introduction of PARCC and NCSC tests, other assessments such as quizzes or in-class testing are not within the scope of this survey. **Please, read the directions on how to take the survey before beginning it. Thank you!**

Directions

*In the following sheets you will find fill-able tables. Click on each cell to enter data. Some cells contain dropdown lists while others require you to type information by using your keyboard.

**If you need clarification on what specifically is being asked click on each column's header. Use action buttons to navigate the survey.

***In case you need to continue the survey at a later time, please make sure you save the file as you were saving any other Excel document.

**** To save an Excel document remember to: Click the Office Button on the far top left corner of your screen. Then select "Save."

You may also use the Ctrl + S shortcut to save the survey file.

*****When you finish the survey make sure you save the file one last time. Then send it back via e-mail to the address provided at the end of the survey.

[Click here to start survey](#)

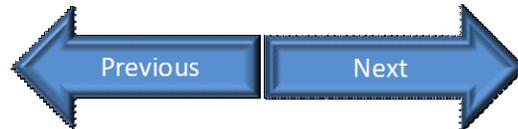
TESTING TIMES ESTIMATES SURVEY

Please, enter the name of your school district:

Click here and start typing the name...

Please, enter the administrative position of the person filling out this survey (i.e. Superintendent, Asst. Superintendent, Testing Director, etc.) If more than one staff member is filling out this survey please enter all the administrative positions involved.

Click here and start typing the name of the position...



TESTING TIMES ESTIMATES SURVEY

Kindergarten								
Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
DIBELS Next	Yes	Yes	Yes	0	0	0	0	Yes
ACCESS for ELL	Yes	Yes	Yes	0	0	0	0	Yes
Alternate ACCESS (for students w/cognitive disability)	Yes	Yes	Yes	0	0	0	0	Yes
W-APT (ELL Placement Test)	Yes	Yes	Yes	0	0	0	0	Yes

Please, use the table below to provide information about other district and state wide assessments not listed above.

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
<i>Click here and start typing test acronym and name...</i>	Click here for dropdown list...	Click here for dropdown list...	Click here for dropdown list...	0	0	0	0	Click here for dropdown list...
<i>Click here and start typing test acronym and name...</i>	Click here for dropdown list...	Click here for dropdown list...	Click here for dropdown list...	0	0	0	0	Click here for dropdown list...
<i>Click here and start typing test acronym and name...</i>	Click here for dropdown list...	Click here for dropdown list...	Click here for dropdown list...	0	0	0	0	Click here for dropdown list...
<i>Click here and start typing test acronym and name...</i>	Click here for dropdown list...	Click here for dropdown list...	Click here for dropdown list...	0	0	0	0	Click here for dropdown list...
<i>Click here and start typing test acronym and name...</i>	Click here for dropdown list...	Click here for dropdown list...	Click here for dropdown list...	0	0	0	0	Click here for dropdown list...



TESTING TIMES ESTIMATES SURVEY

First Grade

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
DIBELS Next	Yes	Yes	Yes	0	0	0	0	Yes
ACCESS for ELL	Yes	Yes	Yes	0	0	0	0	Yes
Alternate ACCESS (for students w/cognitive disability)	Yes	Yes	Yes	0	0	0	0	Yes
W-APT (ELL Placement Test)	Yes	Yes	Yes	0	0	0	0	Yes

Please, use the table below to provide information about other district and state wide assessments not listed above.

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
<i>Click here and start typing test acronym and name...</i>	Click here for dropdown list...	Click here for dropdown list...	Click here for dropdown list...	0	0	0	0	Click here for dropdown list...
<i>Click here and start typing test acronym and name...</i>	Click here for dropdown list...	Click here for dropdown list...	Click here for dropdown list...	0	0	0	0	Click here for dropdown list...
<i>Click here and start typing test acronym and name...</i>	Click here for dropdown list...	Click here for dropdown list...	Click here for dropdown list...	0	0	0	0	Click here for dropdown list...
<i>Click here and start typing test acronym and name...</i>	Click here for dropdown list...	Click here for dropdown list...	Click here for dropdown list...	0	0	0	0	Click here for dropdown list...
<i>Click here and start typing test acronym and name...</i>	Click here for dropdown list...	Click here for dropdown list...	Click here for dropdown list...	0	0	0	0	Click here for dropdown list...



TESTING TIMES ESTIMATES SURVEY

Second Grade

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
DIBELS Next	Yes	Yes	Yes	0	0	0	0	Yes
ACCESS for ELL	Yes	Yes	Yes	0	0	0	0	Yes
Alternate ACCESS (for students w/cognitive disability)	Yes	Yes	Yes	0	0	0	0	Yes
W-APT (ELL Placement Test)	Yes	Yes	Yes	0	0	0	0	Yes

Please, use the table below to provide information about other district and state wide assessments not listed above.

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
<i>Click here and start typing test acronym and name...</i>	Click here for dropdown list...	Click here for dropdown list...	Click here for dropdown list...	0	0	0	0	Click here for dropdown list...
<i>Click here and start typing test acronym and name...</i>	Click here for dropdown list...	Click here for dropdown list...	Click here for dropdown list...	0	0	0	0	Click here for dropdown list...
<i>Click here and start typing test acronym and name...</i>	Click here for dropdown list...	Click here for dropdown list...	Click here for dropdown list...	0	0	0	0	Click here for dropdown list...
<i>Click here and start typing test acronym and name...</i>	Click here for dropdown list...	Click here for dropdown list...	Click here for dropdown list...	0	0	0	0	Click here for dropdown list...
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TESTING TIMES ESTIMATES SURVEY

Third Grade

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
DIBELS Next	Yes	Yes	Yes	0	0	0	0	Yes
NMAPA - New Mexico Alternate Performance Assessment	Yes	Yes	Yes	0	0	0	0	Yes
SBA - Standards Based Assessment	Yes	Yes	Yes	0	0	0	0	Yes
ACCESS for ELL	Yes	Yes	Yes	0	0	0	0	Yes
Alternate ACCESS (for students w/cognitive disability)	Yes	Yes	Yes	0	0	0	0	Yes
W-APT (ELL Placement Test)	Yes	Yes	Yes	0	0	0	0	Yes

Please, use the table below to provide information about other district and state wide assessments not listed above.

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
<i>Click here and start typing test acronym and name...</i>	Click here for dropdown list...	Click here for dropdown list...	Click here for dropdown list...	0	0	0	0	Click here for dropdown list...
<i>Click here and start typing test acronym and name...</i>	Click here for dropdown list...	Click here for dropdown list...	Click here for dropdown list...	0	0	0	0	Click here for dropdown list...
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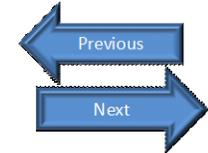
TESTING TIMES ESTIMATES SURVEY

Fourth Grade

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
NMAPA - New Mexico Alternate Performance Assessment	Yes	Yes	Yes	0	0	0	0	Yes
SBA - Standards Based Assessment	Yes	Yes	Yes	0	0	0	0	Yes
NWEA Maps	Yes	Yes	Yes	0	0	0	0	Yes
Riverside	Yes	Yes	Yes	0	0	0	0	Yes
Renaissance	Yes	Yes	Yes	0	0	0	0	Yes
Discovery	Yes	Yes	Yes	0	0	0	0	Yes
ACCESS for ELL	Yes	Yes	Yes	0	0	0	0	Yes
Alternate ACCESS (for students w/cognitive disability)	Yes	Yes	Yes	0	0	0	0	Yes
W-APT (ELL Placement Test)	Yes	Yes	Yes	0	0	0	0	Yes

Please, use the table below to provide information about other district and state wide assessments not listed above.

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
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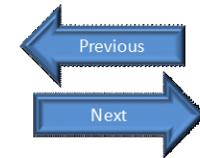
TESTING TIMES ESTIMATES SURVEY

Fifth Grade

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
NMAPA - New Mexico Alternate Performance Assessment	Yes	Yes	Yes	0	0	0	0	Yes
SBA - Standards Based Assessment	Yes	Yes	Yes	0	0	0	0	Yes
NWEA Maps	Yes	Yes	Yes	0	0	0	0	Yes
Riverside	Yes	Yes	Yes	0	0	0	0	Yes
Renaissance	Yes	Yes	Yes	0	0	0	0	Yes
Discovery	Yes	Yes	Yes	0	0	0	0	Yes
ACCESS for ELL	Yes	Yes	Yes	0	0	0	0	Yes
Alternate ACCESS (for students w/cognitive disability)	Yes	Yes	Yes	0	0	0	0	Yes
W-APT (ELL Placement Test)	Yes	Yes	Yes	0	0	0	0	Yes

Please, use the table below to provide information about other district and state wide assessments not listed above.

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
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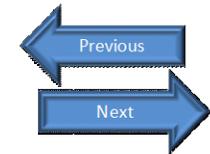
TESTING TIMES ESTIMATES SURVEY

Sixth Grade

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
NMAPA - New Mexico Alternate Performance Assessment	Yes	Yes	Yes	0	0	0	0	Yes
SBA - Standards Based Assessment	Yes	Yes	Yes	0	0	0	0	Yes
NWEA Maps	Yes	Yes	Yes	0	0	0	0	Yes
Riverside	Yes	Yes	Yes	0	0	0	0	Yes
Renaissance	Yes	Yes	Yes	0	0	0	0	Yes
Discovery	Yes	Yes	Yes	0	0	0	0	Yes
ACCESS for ELL	Yes	Yes	Yes	0	0	0	0	Yes
Alternate ACCESS (for students w/cognitive disability)	Yes	Yes	Yes	0	0	0	0	Yes
W-APT (ELL Placement Test)	Yes	Yes	Yes	0	0	0	0	Yes

Please, use the table below to provide information about other district and state wide assessments not listed above.

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
<i>Click here and start typing test acronym and name...</i>	Click here for dropdown list...	Click here for dropdown list...	Click here for dropdown list...	0	0	0	0	Click here for dropdown list...
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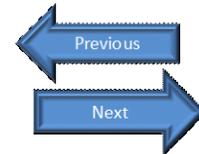
TESTING TIMES ESTIMATES SURVEY

Seventh Grade

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
NMAPA - New Mexico Alternate Performance Assessment	Yes	Yes	Yes	0	0	0	0	Yes
SBA - Standards Based Assessment	Yes	Yes	Yes	0	0	0	0	Yes
NWEA Maps	Yes	Yes	Yes	0	0	0	0	Yes
Riverside	Yes	Yes	Yes	0	0	0	0	Yes
Renaissance	Yes	Yes	Yes	0	0	0	0	Yes
Discovery	Yes	Yes	Yes	0	0	0	0	Yes
ACCESS for ELL	Yes	Yes	Yes	0	0	0	0	Yes
Alternate ACCESS (for students w/cognitive disability)	Yes	Yes	Yes	0	0	0	0	Yes
W-APT (ELL Placement Test)	Yes	Yes	Yes	0	0	0	0	Yes

Please, use the table below to provide information about other district and state wide assessments not listed above.

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
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<i>Click here and start typing test acronym and name...</i>	Click here for dropdown list...	Click here for dropdown list...	Click here for dropdown list...	0	0	0	0	Click here for dropdown list...
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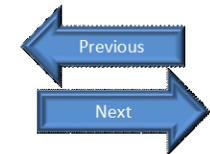
TESTING TIMES ESTIMATES SURVEY

Eighth Grade

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
NMAPA - New Mexico Alternate Performance Assessment	Yes	Yes	Yes	0	0	0	0	Yes
SBA - Standards Based Assessment	Yes	Yes	Yes	0	0	0	0	Yes
NWEA Maps	Yes	Yes	Yes	0	0	0	0	Yes
Riverside	Yes	Yes	Yes	0	0	0	0	Yes
Renaissance	Yes	Yes	Yes	0	0	0	0	Yes
Discovery	Yes	Yes	Yes	0	0	0	0	Yes
ACCESS for ELL	Yes	Yes	Yes	0	0	0	0	Yes
Alternate ACCESS (for students w/cognitive disability)	Yes	Yes	Yes	0	0	0	0	Yes
W-APT (ELL Placement Test)	Yes	Yes	Yes	0	0	0	0	Yes

Please, use the table below to provide information about other district and state wide assessments not listed above.

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
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TESTING TIMES ESTIMATES SURVEY

Ninth Grade

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
ACCESS for ELL	Yes	Yes	Yes	0	0	0	0	Yes
Alternate ACCESS (for students w/cognitive disability)	Yes	Yes	Yes	0	0	0	0	Yes
W-APT (ELL Placement Test)	Yes	Yes	Yes	0	0	0	0	Yes
NWEA Maps	Yes	Yes	Yes	0	0	0	0	Yes
Riverside	Yes	Yes	Yes	0	0	0	0	Yes
Renaissance	Yes	Yes	Yes	0	0	0	0	Yes
Discovery	Yes	Yes	Yes	0	0	0	0	Yes

Please, use the table below to provide information about other district and state wide assessments not listed above.

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
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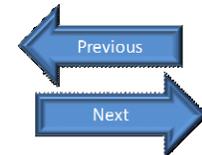
TESTING TIMES ESTIMATES SURVEY

Tenth Grade

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
NMAPA - New Mexico Alternate Performance Assessment	Yes	Yes	Yes	0	0	0	0	Yes
SBA/HSGA - Standards Based Assessment/High	Yes	Yes	Yes	0	0	0	0	Yes
NWEA Maps	Yes	Yes	Yes	0	0	0	0	Yes
Riverside	Yes	Yes	Yes	0	0	0	0	Yes
Renaissance	Yes	Yes	Yes	0	0	0	0	Yes
Discovery	Yes	Yes	Yes	0	0	0	0	Yes
ACCESS for ELL	Yes	Yes	Yes	0	0	0	0	Yes
Alternate ACCESS (for students w/cognitive disability)	Yes	Yes	Yes	0	0	0	0	Yes
W-APT (ELL Placement Test)	Yes	Yes	Yes	0	0	0	0	Yes

Please, use the table below to provide information about other district and state wide assessments not listed above.

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
<i>Click here and start typing test acronym and name...</i>	Click here for dropdown list...	Click here for dropdown list...	Click here for dropdown list...	0	0	0	0	Click here for dropdown list...
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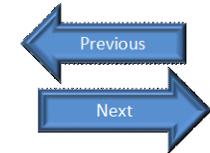
TESTING TIMES ESTIMATES SURVEY

Eleventh Grade

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
AAHSCG - Alternate Assessment for High School Graduation	Yes	Yes	Yes	0	0	0	0	Yes
NMAPA - New Mexico Alternate Performance Assessment	Yes	Yes	Yes	0	0	0	0	Yes
SBA/HSGA - Standards Based Assessment/High	Yes	Yes	Yes	0	0	0	0	Yes
ACCESS for ELL	Yes	Yes	Yes	0	0	0	0	Yes
Alternate ACCESS (for students w/cognitive disability)	Yes	Yes	Yes	0	0	0	0	Yes
W-APT (ELL Placement Test)	Yes	Yes	Yes	0	0	0	0	Yes

Please, use the table below to provide information about other district and state wide assessments not listed above.

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
<i>Click here and start typing test acronym and name...</i>	Click here for dropdown list..	Click here for dropdown list..	Click here for dropdown list..	0	0	0	0	Click here for dropdown list..
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TESTING TIMES ESTIMATES SURVEY

Twelfth Grade

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
NMAPA - New Mexico Alternate Performance Assessment	Yes	Yes	Yes	0	0	0	0	Yes
SBA/HSGA - Standards Based Assessment/High	Yes	Yes	Yes	0	0	0	0	Yes
ACCESS for ELL	Yes	Yes	Yes	0	0	0	0	Yes
Alternate ACCESS (for students w/cognitive disability)	Yes	Yes	Yes	0	0	0	0	Yes
W-APT (ELL Placement Test)	Yes	Yes	Yes	0	0	0	0	Yes

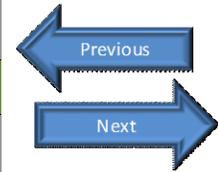
Please, use the table below to provide information about other district and state wide assessments not listed above.

Name of the Test	Mandated by rule or law	Counts toward teacher evaluation	Impacts student's credit/grade	Preparation time	Pre test tasks	Test taking time	Post test tasks	Dismissing the day
<i>Click here and start typing test acronym and name...</i>	Click here for dropdown list...	Click here for dropdown list...	Click here for dropdown list...	0	0	0	0	Click here for dropdown list...
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<i>Click here and start typing test acronym and name...</i>	Click here for dropdown list...	Click here for dropdown list...	Click here for dropdown list...	0	0	0	0	Click here for dropdown list...
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New Mexico is transitioning to a new assessment system provided by the **Partnership of Readiness for College and Careers (PARCC)**, please respond: What changes in terms of testing times do you foresee due to the implementation of the PARCC assessment?

New Mexico is also transitioning to a new assessment system provided by the **National Center and State Collaborative (NCSC)** for students with cognitive disabilities, please respond: What changes in terms of testing times do you foresee due to the implementation of the NCSC assessment?



Please, use the following space to write comments on testing and testing times in your district that may provide information worth mentioning for the purpose of this survey. If you do not have comments leave blank and navigate to the end of this survey by clicking the "Next" arrow.



Thank you! You have reached the end of the survey.
You can still click on "Previous" if you want to double check your responses.
If you have finished, please save this Excel file one more time
and send it to:

Carlos.Contreras@nmlegis.gov



INVENTORY OF EXAMS

The following tables summarize all assessments published on the Public Education Department (PED) website as of October 10, 2014.

State Funded Interim Assessments¹		
<u>Grade</u>	<u>Name of the Assessment</u>	<u>Content Area</u>
K to 3rd	DIBELS:Next	Reading
4th to 10th	NWEA Maps; Discovery; Riverside or Renaissance	English Language Arts & Math

State Wide Assessments as for AYs 2010-2011, 2011-2012, 2012-2013		
<u>Grade</u>	<u>Name of the Assessment</u>	<u>Content Areas</u>
All grades (K to 12th)	W -APT (ELL Placement Test)	Placement test to occur within 30 days of ELL student's enrollment
K to 12th	ACCESS for English Language Learners	English Language Proficiency
K to 12th	Alternate ACCESS for ELL	English Language Proficiency
3rd to 8th, 10th & 11th	NMAPA - New Mexico Alternate Performance Assessment	Language Arts, Reading & Math

¹ PED provides these optional interim assessments to districts and recommends that each district provide no more than one interim assessment per subject, per grade. An interim assessment is administered three times per year (beginning, middle, and end of year). These assessments measure the progress a student is making over the course of the year. An interim assessment can be used to determine interventions to support students and prepare them for summative assessments.

State Wide Assessments as for AYs 2010-2011, 2011-2012, 2012-2013
(Continued)

<u>Grade</u>	<u>Name of the Assessment</u>	<u>Content Areas</u>
4th, 7th & 11th	NMAPA - New Mexico Alternate Performance Assessment	Science
3rd, 5th & 8th	SBA - Standards Based Assessment	Writing
3rd to 8th, 10th & 11th	SBA - Standards Based Assessment	Math
3rd to 8th, 10th & 11th	SBA - Standards Based Assessment	Reading
4th, 7th & 11th	SBA - Standards Based Assessment	Science
10th	SBA/HSGA - Standards Based Assessment/High School Graduation Assessment	Math & Reading
11th	SBA/HSGA - Standards Based Assessment/High School Graduation Assessment	Science
4th, 5th, 6th, 7th & 8th	PBA - Performance Based Assessment	Physical Education, Visual Arts, Music
12th and 12th+	AAHSG - Alternate Assessment for High School Graduation	English Language Arts, Writing, Math, Science and Social Studies

EoCs that count as additional opportunity to meet HS graduation requirements	
<u>Grade</u>	Content Area
7th to 12th	Algebra I
10th, 11th & 12th	Algebra II
9th to 12th	Biology
9th to 12th	Chemistry
9th to 12th	Economics
11th	English language Arts III: Reading
11th	English language Arts III: Writing
11th	Spanish Language Arts III: Reading

EoCs that count as additional opportunity to meet HS graduation requirements (Continued)	
11th	English language Arts III: Writing
11th	Spanish Language Arts III: Reading
11th	Spanish Language Arts III: Writing
12th	English Language Arts IV: Reading
12th	English Language Arts IV: Writing
10th to 12th	Integrated Math III
9th to 12th	Mathematics ADC

Other Statewide EoCs (not are not necessarily required for graduation)	
<u>Grade</u>	Content Area
4th to 12th	Introduction to Art
4th, 5th, 9th, 10th, 11th & 12th	Music
4th to 12th	Physical Education
6th	Social Studies Grade 6
6th to 12th	Health Education
8th	Science Grade 8
7th, to 12th	Spanish 1
9th, to 12th	General Computer Applications