

FACT SHEET

New Mexico Assessment Inventory

In developing its workplan for the 2014 interim, the Legislative Education Study Committee requested information on the following aspects of student testing:

- the difference between formative and summative assessments; and
- the amount of time spent on testing, including test preparation time.

During the December 2014 LESC interim meeting, preliminary testimony from staff provided an outline of the differences between formative and summative assessments:

- **Formative assessments** fall into the broad category of diagnostic testing. Typically administered several times throughout the year, these short-cycle assessments are used by teachers during the learning process in order to modify teaching and learning activities to improve student outcomes. Examples include:
 - assessments required by law or rule of the Public Education Department (PED) – among them, Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) for grades K-3, short-cycle assessments provided by one of four vendors approved by PED, and certain English language learner (ELL) or bilingual assessments; and
 - additional assessments that districts choose to administer, including a variety of identification and intervention assessments, additional ELL assessments, and college and vocational readiness assessments.
- **Summative assessments** evaluate a student's development at a particular point in time. Because the focus is on the outcome of the program, each summative assessment is typically administered only one time each year, generally toward the end of the school year. Examples include the New Mexico Standards-based Assessment, Partnership for Assessment of Readiness for College and Careers (PARCC) assessments, and end-of course exams.

In addition, LESC staff presented the results of the statewide testing survey. Reflecting responses from 55 of the state's 89 school districts (including Albuquerque Public Schools), and considering all state- and district-mandated assessments (formative and summative alike), the survey found that:

- at any of the grade levels, ELL students spend four to five more hours on testing than non-ELL students, partly because ELL students take additional language placement and language proficiency assessments;
- it appears that grades 3, 7, and 8 are the most tested for both ELL and non-ELL students;
- the average testing times per student for these school grades are as follows:
 - in grade 3: 27.11 hours for ELL students and 21.64 hours for non-ELL students;
 - in grade 7: 27.86 hours for ELL students and 22.69 hours for non-ELL students; and
 - in grade 8: 27.37 hours for ELL students and 22.20 hours for non-ELL students;

- in grades K-3, formative assessments represent half of the testing time for a given student;
- in grade 9 the proportion of formative assessments in relation to the total of assessments increases 75 percent; and
- for other grades (grades 3-8 and grades 10 and 11), the proportion of formative assessments drops to 25 percent.

General Appropriation Act of 2015

Language within section 4 (K): Public School Support¹ for the State Equalization Guarantee (SEG) distribution states that the Secretary of Public Education shall not distribute a school district's or charter school's distribution after the first reporting date, which is October 14, 2015, if, by that date, the school district or charter school has not conducted an assessment of its student assessment practices using a Public Education Department-approved audit tool and submitted the results of the audit to the Public Education Department and the local school board or governing body of the charter school.

As committee resource documents, this Fact Sheet include as attachments:

- ***Attachment 1, New Mexico Statewide Assessment Program: Required Assessments;***
and
- ***Attachment 2, New Mexico Statewide Assessment Program Calendar 2015-2016.***

¹ Pg. 175, line 2 through line 7.



New Mexico Statewide Assessment Program: Required Assessments

SOURCE: Public Education Department

GRADE LEVEL	ASSESSMENT CONTENT AREA(S)	ASSESSMENT NAME	YEAR PASSED	ALLOWED TESTING TIME 2015	ALLOWED TESTING TIME 2016	DIFFERENCE 2015 TO 2016
K-1	Reading	Interim Assessment (DIBELS) (screening and monitoring)	2009	3-6 minutes (3 times/year)	3-6 minutes (3 times/year)	Same
2	Reading	Interim Assessment (DIBELS) (diagnostic assessment)	2009	6-10 minutes (3 times/year)	6-10 minutes (3 times/year)	Same
3	Reading, math, writing	Accountability Assessment (PARCC)	2003	9 hours 45 minutes	8 hours 15 minutes	1 hour 30 minute decrease
4	Reading, math, science; writing added 2015	Accountability Assessment (SBA/PARCC)	2003	13 hours	11 hours 30 minutes	1 hour 30 minute decrease
5	Reading, math, writing	Accountability Assessment (PARCC)	2003	10 hours	8 hours 30 minutes	1 hour 30 minute decrease
6	Reading, math; writing added 2015	Accountability Assessment (PARCC)	2003	10 hours 50 minutes	9 hours 10 minutes	1 hour 40 minute decrease
7	Reading, math, science; writing added 2015	Accountability Assessment (SBA/PARCC)	2003	13 hours 50 minutes	12 hours 10 minutes	1 hour 40 minute decrease
8	Reading, math, writing	Accountability Assessment (PARCC)	2003	10 hours 50 minutes	9 hours 10 minutes	1 hour 40 minute decrease
9 and 10	Reading, writing, math	Interim Assessments (short-cycle assessments)	2007	30-90 minutes (3 times/year)	30-90 minutes (3 times/year)	Same
9*	Reading, math, writing	Accountability Assessment (PARCC)	2011	11 hours 5 minutes	9 hours 40 minutes	1 hour 25 minute decrease
10*	Reading, math; writing added 2015	Accountability Assessment (PARCC)	2011	11 hours 5 minutes	9 hours 40 minutes	1 hour 25 minute decrease
11**	Reading, math, science; writing added 2015	Accountability Assessment (SBA/PARCC)	2003	14 hours 15 min	12 hours 40 minutes	1 hour 35 minute decrease
Throughout High School	All courses for high school credit***	EoC/Final Exam	1986	90 minutes per course (district determined)	90 minutes per course (district determined)	Same

LESC - September 2015

ATTACHMENT 1

Notes:

- At the request of educators, changes for the spring 2016 administration of PARCC were made. The changes consolidated the 2 windows into 1 and reduced overall testing time. Details of the changes can be found here: <http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/2015/PARCC%20Changes%20for%20Spring%202016%20Final.pdf>.
- For students with severe cognitive disabilities, the National Center and State Collaborative (NCSC) assessments and the New Mexico Alternate Performance Assessments (NMAPA) are available. If a student takes the NCSC/NMAPA, they *do not take* PARCC or the SBA. Estimated testing time is up to five hours per student.
- The ACCESS assessment is available to measure whether an English language learner has become proficient in English. Estimated testing time is up to 3.5 hours per student.

*NMSA 22-2E-1 required student growth to be included as part of the A–F school grading system. PARCC is now given to students in grades 9–10 to ensure compliance with the statute.

**The high school PARCC and SBA serve dual purposes, as they also act as the high school graduation assessments. The accountability assessments were authorized in 2003; graduation requirements were authorized in 2008.

***Some districts were not in compliance with the requirement in NMSA 22-13-1.1.K to give one final exam in each course taken for credit prior to the school year 2013–2014. One EoC/Final Exam in social studies is used for students to meet graduation requirements passed in 2008.

KEY:

ACCESS—Assessing Comprehension and Communication in English State-to-State

EoC—End of Course Exam/Final Exam

PARCC—Partnership for Assessment of Readiness for College and Careers (Note: PARCC will be implemented for the first time in 2014-2015 in math and reading and replaces the SBA in those subject areas)

PBA—Performance Based Assessment

SBA—Standards Based Assessment

The assessments outlined below may be in place in individual districts and charter schools if a district or charter school has chosen to include them in their NMTEACH evaluation plan.

GRADE LEVEL	ASSESSMENT CONTENT AREAS	ASSESSMENT NAME	YEAR PASSED	ESTIMATED TESTING TIME 2015	ESTIMATED TESTING TIME 2016	DIFFERENCE 2015 TO 2016
4-5	Physical education, visual arts, music	PBA	2013	45 minutes-1 hour (1 class period)	45 minutes-1 hour (1 class period)	Same
6-8	Physical education, visual arts, music	PBA	2013	45 minutes-1 hour (1 class period)	45 minutes-1 hour (1 class period)	Same
6-8	Language arts, math, science, other electives	PBA	2013	45 minutes-1 hour (1 class period)	45 minutes-1 hour (1 class period)	Same

Assessment Information and Best Practices

Interim Assessments

Questions to ask regarding interim assessments:

- 1) Are interim assessments required by the state or the district?
- 2) How many interim assessments are given per subject, per grade?
- 3) If more than one per subject/grade is given, why?

Interim Assessment Best Practices:

- Provide no more than one interim assessment per subject, per grade.
- An interim assessment is typically administered three times per year—beginning, middle, and end. The goal of these tools is to measure the progress a student is making over the course of the year.
- The data provided by the interim assessments can be used to determine interventions to support struggling students and better ensure their success. Short-cycles assessments may be administered between the yearly benchmark assessments (beginning, middle and end of year) to determine if interventions have been successful.

End of Course (EoC)/Final Exams

Questions to ask regarding End of Course (EoC)/final exams:

- 1) Are students taking more than one EoC/final exam per class?
- 2) If more than one type of EoC/final exam is given, why?
- 3) Were high school students already taking an EoC /final exam in each of their classes before the current school year?
- 4) If not, why not? It has been required by law since 1986.

EoC/Final Exam Best Practices:

- Provide no more than one EoC/final exam per class.
- An EoC/final exam should be administered in the last three weeks of the course.
- To increase consistency in expectations of students, common classes across a district (Example: Algebra I) should administer the same EoC/final exam.

NMSAP CALENDAR FALL 2015										
Test	Grades Tested	Online Test Registrat.	Online Practice Tests Available	Initial Paper Order	Addn'l Paper Order	Materials in District	Test Admin. Window	Paper Return Shipping Dates	Data Review	Score Reporting Dates
DIBELS Next ¹ reading	K-3 in districts receiving Reads to Lead funds and all K3+ schools	Continuous	N/A	Continuous (teacher kits)	N/A	Continuous	First 15 days of school year	N/A	N/A	Continuous
W-APT	Potential EL students K-12 per home language survey	N/A	N/A	N/A	N/A	Available on WIDA website	First 20 days of enrollment	N/A	N/A	Report EL status in nearest STARS snapshot
NMAPA/AAHSG retest science and social studies	H4+ on ability graduation option	N/A	N/A	8/10-8/21	9/14-10/2	9/8	9/21-10/16	By 10/21	N/A	Delivered Paper: 11/23
NMHSCE fall retest	H9 or higher (9th graders in 2007-2008 or earlier)	N/A	N/A	7/27- 8/28	9/8-10/15	9/17	10/5-10/16	By 10/23	N/A	MP Site: TBD Paper: TBD
SBA/HSGA retest	H4+ (science) and H4+ on career graduation option (reading, math)	Science begins 10/19 (reading and math PBT)	9/14-10/9	8/10-9/11	10/8-11/19	10/19	11/2-11/20	By 11/27	TBD	SOAP: TBD MP Site: TBD Paper: TBD
PARCC ELA and math	H4 retests for graduation and any HS students in fall block courses	Begins 10/5	TestNav 8.4: 10/5	10/5-10/9	PBA: 10/26-11/20 EOY: 11/16-12/11	PBA: 11/2 EOY: 11/30	PBA: 11/16-12/4 EOY: 12/7-12/18	PBA: By 12/11 EOY: By 1/6	TBD	TBD
EoC Use in EES; 2016 cohort primary competency for social studies; ADC	Any students in 1-semester courses and optional retakes for high school students	Begins 11/2	TBD	Posted on SOAP and online available 11/30	N/A	N/A	Two consecutive weeks in last three weeks of semester	N/A	TBD	Overall scores in closest STARS snapshot. Online Blackboard scores uploaded by PED

* Dates are tentative and subject to change.

¹ In addition to DIBELS benchmark administrations, DIBELS Next Progress Monitoring must be administered between benchmark windows depending on student progress.

NMSAP CALENDAR WINTER 2015–2016

Test	Grades Tested	Online Test Registrat.	Online Practice Tests Available	Initial Paper Order	Addn'l Paper Order	Materials in District	Test Admin. Window	Paper Return Shipping Dates	Data Review	Score Reporting Dates
ACCESS for ELLs online 2015-2016	Grades K–12; only for current ELs	12/21– 2/26	10/5	11/2–11/20	1/5–2/19	1/4	1/11–2/26	By 3/4	3/28-4/8	Online and Delivered Paper 4/22
DIBELS Next¹ reading	K-3 in districts receiving Reads to Lead funds and all K3+ schools	Continuous	N/A	Continuous (teacher kits)	N/A	Continuous (teacher kits)	1/11-1/29	N/A	N/A	Continuous
NMHSCE winter retest (final administration)	H9 or higher (9th graders in 2007-2008 or earlier)	N/A	N/A	11/16–12/11	12/28–1/28	1/4	1/18–1/29	By 2/5	N/A	MP Site: TBD Delivered Paper: TBD
EoC 2016 cohort primary competency for social studies; ADC	Optional retakes for high school students	Begins 11/2	TBD	Posted on SOAP and online available 11/30	N/A	N/A	One week during first three weeks of spring semester	N/A	TBD	Overall scores in closest STARS snapshot. Blackboard uploaded by PED

* Dates are tentative and subject to change.

¹ In addition to DIBELS benchmark administrations, DIBELS Next Progress Monitoring must be administered between benchmark windows depending on student progress.

NMSAP CALENDAR SPRING 2016

Test	Grades Tested	Online Test Registrat.	Online Practice Tests Available	Initial Paper Order	Addtn'l Paper Order	Materials in District	Test Admin. Window	Paper Return Shipping Dates	Data Review	Score Reporting Dates
SBA Science	Grades 4, 7, 11	Begins 2/22	12/7–2/12	11/30–1/8	2/11–3/24	2/22	3/7–3/25	By 4/1	TBD	TBD
EoC 2016 cohort primary competency for social studies; ADC	Optional retakes for SENIORS ONLY	Begins 3/7	TBD	Posted on SOAP and online available 11/30	N/A	N/A	3/14–3/25	N/A	TBD	Overall scores in closest STARS snapshot. Blackboard uploaded by PED
NCSC/MSAA ELA and math for students with severe cognitive disabilities	Grades 3–8 and 11	TBD	TBD	N/A	N/A	N/A	3/30–5/13*	N/A	N/A	TBD
NMAPA science and social studies for students with severe cognitive disabilities	Science in grades 4, 7, 11, 12+ and social studies in 11, 12+	TBD	TBD	TBD	TBD	TBD	3/30–5/13*	TBD	N/A	TBD
PARCC ELA and math	Grades 3–HS	Begins 11/9	TestNav 8.5: 1/4	11/9–1/15	3/21–4/22	3/21	Online: 4/4–5/13 Paper: 4/4–4/29	By 5/6	TBD	TBD
DIBELS Next¹ reading	K-3 in districts receiving Reads to Lead funds and all K3+ schools	Continuous	N/A	Continuous (teacher kits)	N/A	Continuous	4/25–5/13	N/A	N/A	Continuous
EoC Use in EES; 2016 cohort primary competency for social studies; ADC	As final exams and optional retakes for high school	Begins 3/7	TBD	Posted on SOAP and online available 3/14	N/A	N/A	Two consecutive weeks in last three weeks of semester	N/A	TBD	Overall scores in closest STARS snapshot. Blackboard uploaded by PED

* Dates are tentative and subject to change.

¹ In addition to DIBELS benchmark administrations, DIBELS Next Progress Monitoring must be administered between benchmark windows depending on student progress.

NMSAP CALENDAR SUMMER 2016

Test	Grades Tested	Online Test Registrat.	Online Practice Tests Available	Initial Paper Order	Addtn'l Paper Order	Materials in District	Test Admin. Window	Paper Return Shipping Dates	Data Review	Score Reporting Dates
EoC 2016 cohort primary competency for social studies; ADC	Optional retakes for high school students	Begins 3/7	TBD	Posted on SOAP and online available 11/30	N/A	N/A	Last week of summer school or 6/20–6/24	N/A	TBD	Overall scores in closest STARS snapshot. Online Blackboard scores uploaded by PED

Assessment Inventory

SOURCE: Silver Consolidated Schools

Name of assessment	DISCOVERY	PARCC	SBA	LEXIA CORE 5	SYMPHONY MATH
Entity requiring assessment	Local School Board Required, State Required	State Required, Federally Required	State Required, Federally Required	Other	Other
Grade(s) tested	K-11	3,4,5,6,7,8,9,10,11	4, 7, 11	K-5	K-5
Courses or subjects tested	ELA, Math	ELA, Math	Science	ELA	Math
Type of assessment	Formative Assessment	Summative Assessment	Summative Assessment	Formative Assessment	Formative Assessment
Number of years assessment has been in place	4	2	6	9	7
Content standards assessment is aligned too	CCSS	CCSS ELA, CCSS Math	NM Science Standards	CCSS	CCSS
Intended purpose(s) of the assessment	Measure student progress towards grade level standards	Measure student progress towards grade level standards	Measure student progress towards grade level standards	Measure student progress in ELA	Measure student progress in Math
Intended use(s) of the assessment	Predict ELA/Math performance of state test, inform instructional practice	Teacher Evaluation, Student progress	Teacher Evaluation, Student progress	RtI Intervention, Identification for remediation, Aid in instructional practice	RtI Intervention, Identification for remediation, Aid in instructional practice
Users of assessment	District staff, admin & teachers	District staff, admin & teachers	District staff, admin & teachers	District staff, admin & teachers	District staff, admin & teachers
Actual use of the assessment vs. intended purpose(s)	Yes	Yes	Yes	Yes	Yes
Test administration time	90 minutes	See: http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/2015/2015-2016%20NMSAP%20Assessment%20Calendar%2007312015.pdf	3 hours	15-30 minutes	15-30 minutes
Testing window	8/24-9/4, 2/11-1/22,5/9-5/20	4/4-5/13	3/7-3/25	TBD	TBD
Testing frequency	3/year	1/year	1/year	at least twice/year	at least twice/year
Time between administration and results to users	Immediately/final-2weeks	Approximately 8 weeks	Approximately 8 weeks	Immediately	Immediately
Annual cost (total cost as well as cost per student)	\$22,926/\$8 per student	Unknown/PED hasn't billed final	\$12,649/\$19.92 per student	\$12,480/156 licenses	\$11,250/90 licenses
Funding source(s) - Please list all sources if paid out of multiple sources	11000.2200.53414	11000.2200.53414	11000.2200.53414	24101.1000.56113	24101.1000.56113

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