

## FACT SHEET

### *New Mexico Assessment Inventory: Statewide Results*

#### *District Testimony on New Mexico Assessment Inventory (NMAI)*

During the September 2015 interim meeting, the Legislative Education Study Committee (LESC) heard testimony from Silver City Consolidated Schools (SCCS) and Reserve Independent Schools (RIS) about their experiences with the NMAI.

The *General Appropriation Act of 2015*<sup>1</sup> required every district and charter school to conduct an assessment inventory by October 14, 2015. District staff stated that they received a Memorandum on August 4, 2015 from the Secretary of Public Education (see **Attachment 1, Memorandum**) setting the NMAI completion deadline on September 11, 2015.

According to the memorandum, the Public Education Department (PED) explained that the NMAI is designed to:

- assist districts and charter schools in obtaining a comprehensive picture of assessment practices;
- demonstrate how those practices impact student outcomes; and
- better acquaint PED in supporting districts and charter schools in effective implementation of assessment best practices for teaching and learning.

Included in the testimony, district staff explained that a facilitation guide (see **Attachment 2, NMAI Facilitation Guide**) listed a process of five steps to follow as they completed the NMAI Workbook to include:

1. reflect and plan;
2. conduct NMAI;
3. analyze the NMAI;
4. make district recommendation to streamline and/or strengthen the assessment program; and
5. evaluate.

While conducting the NMAI Workbook, district staff noted that they were instructed to follow two guidelines with a main focus on district assessments rather than classroom assessments, and to provide key details for each rather than classify them as formative, summative, or short-cycle (see **Attachment 3, NMAI Workbook for Silver City Consolidated Schools**, and **Attachment 4, NMAI Workbook for Reserve Independent Schools**).

---

<sup>1</sup> Language within section 4 (K): Public School Support 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.

Because the assessments listed in the NMAI Workbook are mandated, and given that the district may not have the authority to eliminate them, district staff characterized some of the questions in the Facilitation Guide as inapplicable, including how to:

- identify assessments that the district will continue to administer, and clarify any needs for changes which may be necessary to ensure the assessments are helpful for intended uses;
- identify the assessments that seem to be good candidates for elimination or significant changes; and
- help districts build toward recommendations while re-engaging with key stakeholders to review potential options and decision points.

Regarding the evaluation and elimination of assessments, district staff indicated that, based on the guidelines, they included a district recommendation to eliminate the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment. District staff explained their rationale for elimination to include:

- PARCC results take approximately eight months to arrive<sup>2</sup>;
- the assessment is not considered to be used effectively to make timely decisions that drive instruction to improve students' academic progress; and
- data used for calculation of teacher evaluations, include the previous year's assessment data added together with the current year's teacher observation, and other multiple measures, were deemed unviable.

Referring to district recommendations, district staff noted recommendations to continue the administration of the following assessments:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next);
- Discovery Education Assessment;
- End-of-Course (EoC) exams; and
- STAR Reading/Math Assessments.

District staff emphasized that, among these assessments, Discovery Education Assessment is used as their chosen formative assessment, and noted that formative assessments are required by the local school board and the state as a short-cycle assessment. Additionally, district staff explained, that while it was not mandated to use this assessment for all students, they choose to assess all students in grades K-11 because the Discovery Education Assessment:

- is an allowable indicator for teacher evaluations that equal 15 percent within the 50 percent measure;
- is aligned with Common Core State Standards;
- measures student progress toward grade-level standards;

---

<sup>2</sup> According to PED, PARCC results have taken longer to calculate because it was a new test and the Secretary had to meet with other education officials to determine what certain scores mean; goal for future release of results will be in early July.

- is used as a research-based evidence tool to identify ways to remediate and provide interventions for academic success through Response to Intervention (RtI)<sup>3</sup> and Student Assistance Teams (SAT); and
- has results that are available immediately to track students' academic progress and inform teacher practice.

In conclusion, district staff stressed the importance of collecting and tracking data from assessments on students' academic progress to inform and drive instruction. It was emphasized that it is important to recognize which assessments are most effective and for what purpose they are used.

### ***Testing: LESC Statewide Survey***

In developing its workplan for the 2014 interim, the LESC 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 PED – among them:
    - ✓ DIBELS Next for grades K-3 required by PED for districts participating in *New Mexico Reads to Lead!* funding;
    - ✓ short-cycle assessments provided by one of four vendors approved by PED; are required under PED rule to monitor students' academic progress through the three-tiered RtI model<sup>4</sup>, are required in state law, grades 9 and 10<sup>5</sup>, and are used as an allowable calculation of 15 percent toward the total calculation of 50 percent measurement of student growth in teacher evaluations<sup>6</sup>; and
    - ✓ certain English language learner (ELL) or bilingual assessments are required by statute or PED rule to assess language proficiency for students participating in a Bilingual Multicultural Education Program or Stand Alone Title III program<sup>7</sup>; and

---

<sup>3</sup> RtI is an organizational framework by which schools assess student needs, strategically allocate resources, and design and deliver instruction to all students within the school.

<sup>4</sup> See [6.29.1.9 (D) NMAC]

<sup>5</sup> See [22.2C.4.1 (A)(1)(2) NMSA 1978]

<sup>6</sup> See [6.69.8.8 (F)(2)(a) NMAC]

<sup>7</sup> See [6.29.5.11 (E) NMAC] and [6.32.2.14 NMAC]

- 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, PARCC assessments, and end-of-course exams. These assessments are required under state law<sup>8</sup>.

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.

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

- **Attachment 1, *Memorandum***;
- **Attachment 2, *NMAI Facilitation Guide***;
- **Attachment 3, *NMAI Workbook for Silver City Consolidated Schools***; and
- **Attachment 4, *NMAI Workbook for Reserve Independent Schools***.

---

<sup>8</sup> See [22.2C.4 NMSA 1978]



STATE OF NEW MEXICO  
 PUBLIC EDUCATION DEPARTMENT  
 300 DON GASPAR  
 SANTA FE, NEW MEXICO 87501-2786  
 Telephone (505) 827-5800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

HANNA SKANDERA  
 SECRETARY OF EDUCATION

SUSANA MARTINEZ  
 GOVERNOR

August 4, 2015

**MEMORANDUM**

**TO:** Superintendents, Charter School Directors

**FROM:** Hanna Skandera, Secretary of Education 

**RE:** **New Mexico Assessment Inventory**

---

The Public Education Department (PED) looks forward to partnering with school districts and charter schools to effectively implement assessment best practices for teaching and learning.

Laws of 2015, Chapter 101 (HB2) passed by the legislature and signed by Governor Martinez on April 9, 2015, requires all school districts and charter schools to conduct a review of their student assessment practices using a PED approved audit tool. Non-completion of the New Mexico Assessment Inventory (NMAI), including the requirement to report the results to the PED and the local school board of the governing body of the charter school, will result in the withholding of a school district's or charter school's SEG progress payments until the NMAI has been submitted, per the requirements of HB2. The full requirements passed by the legislature and signed by the Governor can be found at the following link: <http://www.nmlegis.gov/Sessions/15%20Regular/final/HB0002.pdf> and on page 175, lines 2-7.

Over the last four years the PED has made a consistent effort across New Mexico to reduce testing time on state-required assessments. Just recently it was announced that for the 2015-2016 administration of PARCC, testing time for students will decrease even further. It is imperative for educators and parents to monitor the academic progress of their students to know how best to support and intervene, and having a comprehensive, aligned assessment system that maximizes student learning is key to this imperative. In order to assure that we are maximizing instructional time for students and teachers, it is critical that we combine state-level efficiencies with streamlining of assessments at the local level.

The NMAI is designed to assist districts and charters in obtaining a comprehensive picture of assessment practices across their districts and charters and how those practices impact student outcomes. Additionally, the NMAI will assist the PED as we support districts and charters in effective implementation of assessment best practices for teaching and learning.

To fulfill the requirements of HB2, all districts and charter schools must submit their completed **New Mexico Assessment Inventory Workbook** to PED by **5:00 pm on Friday, September 11, 2015**. PED staff will then review each **Workbook** to ensure a complete submission and work with individual districts and charter schools, if

needed. The **Workbook** should be completed to reflect district and charter school assessment plans for the 2015-16 school year. Please submit your completed workbook to Leighann Lenti, Deputy Secretary for Policy and Program, at [Leighann.Lenti@state.nm.us](mailto:Leighann.Lenti@state.nm.us).

To assist in the completion of the **New Mexico Assessment Inventory Workbook**, PED will host 2 webinars on:

- August 6, 2015 from 3:00-4:00 pm
- August 11, 2015 from 8:30-9:30 am

Details for each webinar will follow at a later date.

HS/lcl

Enclosure (s):

New Mexico Assessment Inventory

New Mexico Assessment Inventory Workbook



# New Mexico Assessment Inventory



July 2015

New Mexico Public Education Department

This document is intended to provide non-regulatory guidance and is subject to revision.

## New Mexico Assessment Inventory Facilitation Guide

This document is a companion to the **New Mexico Assessment Inventory Workbook**, and has been adapted with permission from Achieve, Inc. [www.achieve.org/assessmentinventory](http://www.achieve.org/assessmentinventory). This document provides a step-by-step facilitation process for districts to follow when using the assessment inventory.

Laws of 2015, Chapter 101 (HB2) passed by the legislature and signed by Governor Martinez on April 9, 2015, requires all school districts and charter schools to conduct a review of their student assessment practices using a PED approved audit tool. Non-completion of the New Mexico Assessment Inventory (NMAI), including the requirement to report the results to PED and the local school board or governing body of the charter school, will result in the withholding of a school district's or charter school's SEG progress payments until the NMAI has been submitted, per the requirements of HB2. The full requirements passed by the legislature and signed by the Governor can be found at the following link: <http://www.nmlegis.gov/Sessions/15%20Regular/final/HB0002.pdf> and on page 175, lines 2-7.

The NMAI is designed to assist districts and charters in obtaining a comprehensive picture of assessment practices across their districts and charters. Additionally, the NMAI will assist the PED as we support districts and charters in effective implementation of assessment best practices for teaching and learning.

Use of the NMAI Facilitation Guide is at the discretion of each district and charter school. PED hopes that it will assist in a deeper conversation and understanding of assessment best practices at the school and district level.

The NMAI process includes five steps:

1. Reflect and Plan
2. Conduct the Inventory
3. Analyze the Inventory
4. Make Recommendations
5. Evaluate

### Step 1: Reflect and Plan

District leaders should ensure that they have the necessary district and school staff involved in the district team who will conduct the NMAI. The following roles are recommended:

- District Assessment Director/Coordinator
- District Curriculum Director
- District financial staff
- School board member(s)
- Data Coach or other role that help school-based staff analyze assessment data
- School leaders including principals, instructional coaches, and lead teachers
- Teachers

- School counselors
- Parents
- Students

It is also critical that the district team have the support they need to meet the goals of the inventory process.

- Team members will need access to assessment information, including practice assessments, sample items, specifications, and assessment windows.
- Team members will also need access to contracts, vendors, and budget information.
- The team needs to have the authority to make recommendations to the right decision-makers.
- District leaders, including the superintendent and school board, should communicate to all stakeholders, from school personnel to community members, the purpose and importance of the inventory process.

District teams should answer the following questions to plan the NMAI.

1. What are the objectives of the student assessment inventory?
2. What would indicate to the district that the process was a success?
3. Which individuals are responsible for the success of this process? Document their specific roles and responsibilities.
4. How will the results of the inventory be communicated to district policymakers (e.g., school board), school leaders, parents, students, and the community?
5. Who will collect the information needed for the inventory table? How will they access this information?
6. How will the district communicate to necessary parties that these individuals will be collecting this information?
7. What individual or entity has the authority to act on the results of the inventory? Who will be making the recommendations?
8. Are there other districts or organizations (e.g. universities, RECs, etc) with whom it would be useful to collaborate during this process?

## Step 2: Conduct the NMAI

The assessment inventory (see **Workbook**) is designed to capture information the district collects about the assessments. The **New Mexico Assessment Inventory Workbook** provides an example of how the assessment inventory may be completed for common district assessments. Please add additional columns to the **Workbook** as needed and note that dropdowns are available for rows 4, 8 and 10.

There are three types of questions being asked in the Workbook:

- Basic information questions

### General Guidelines

- Initially focus on district assessments given across multiple classrooms or schools rather than individual classroom-based assessments.
- It is more important to provide key details of each assessment than to spend significant time classifying an assessment as, for example, “summative” or “interim.”

- Use/purpose questions
- Operational questions

Some information to complete the Workbook will not be directly available from assessment specifications and will require communicating with users of the assessment, especially with respect to issues of assessment use.

### Basic Information Questions

- Information on most basic information questions should be available from assessment specification booklets and other information provided by vendors, or from state and district policy documents.
- Basic information may be available from the vendor or state (if commonly used across districts), or districts may undertake an independent alignment process to answer the question, “To which content standards is the assessment aligned?”
- A district might also want to consider a more thorough alignment analysis, to better understand how multiple related assessments can build (or hinder) understanding of student achievement and needs, or how assessments can better support alignment to instruction. Resources such as the [Student Achievement Partners Assessment Evaluation Tool](#) may be helpful for this task.

### Use/Purpose Questions

- District information to determine how assessments are being used to drive instructional change for students.
- Closely examining assessment use will help districts better understand why particular assessments are seen as useful or not by stakeholders (parents, teachers, principals, central office staff, school board members, etc.). Questions districts can ask stakeholders about

assessment use might include:

- How well are assessment purpose and assessment use aligned?
- How are assessment results used to inform instruction (or not)?
- How timely are assessment results?
- Are assessment results reported transparently so that stakeholders find them useful?

#### Operational Questions

- Information to address operational questions will typically be found in vendors assessment descriptions and technical guides, as well as in contracts between the district and vendors.
- Assessment administration frequency and time are critical questions to address through the inventory table. Aggregating that information across grades and subjects will help give districts a better sense of the overall 'assessment burden' faced by administrators, teachers, and students.

#### Potential Extensions of the Tool

- Your district may want to partner with other similar districts (e.g., demographics, location, size, instructional focus) to share outcomes of the inventory and strategies for streamlining the number of assessments. In collaboration with other districts, your district might also want to consider a more thorough alignment analysis, to better understand how multiple related assessments can build (or hinder) understanding of student achievement and needs, or how assessments can better support alignment to instruction.

### Step 3: Analyze the NMAI

In analyzing the inventory, it is critical to do several levels of analysis.

- Develop a student-level perspective by looking across all assessments students take at a particular grade level or grade band, and then by particular student needs and characteristics.
- Identify assessments that the district will continue to administer, and clarify any needs or changes that may be necessary to ensure the assessments are helpful for intended uses.
- Identify the assessments that seem to be good candidates for elimination or significant changes.
- Help districts build toward recommendations while re-engaging with key stakeholders to review potential options and decision points.

### Step 4: Make District Recommendations

Based on the inventory analysis, what recommendations will the district make to streamline and/or strengthen its assessment program? The **New Mexico Assessment Inventory Facilitation Guide** provides a table that district teams may use to document and evaluate the district's decisions.

### Step 5: Evaluate

Finally, district teams should create an evaluation plan. This plan will ensure that these teams continue

the process of examining their assessments on a regular basis to ensure assessments are providing quality information to the district.

**Appendix A**  
**District Recommendations Table**

Assessment	Recommendation	Rationale	Authority	Timing of Recommendation	Action Steps

# Silver City Consolidated Schools: New Mexico Assessment Inventory

09/25/2015 Revised					
<b>Name of assessment</b>	DISCOVERY	EOC	PARCC	SBA	NCSC
<b>Entity requiring assessment</b>	Local School Board Required, State Required	State Required	State Required, Federally Required	State Required, Federally Required	State Required, Federally Required
<b>Grade(s) tested</b>	K-11	9, 10, 11, 12	3,4,5,6,7,8,9,10,11	4, 7, 11	3,4,5,6,7,8,9,10,11,12+
<b>Courses or subjects tested</b>	ELA, Math	ELA, Math, Science, Social Studies	ELA, Math	Science	Math, ELA
<b>Type of assessment</b>	Formative Assessment	EoC	Summative Assessment	Summative Assessment	Summative Assessment
<b>Number of years assessment has been in place</b>	4	2	2	6	1
<b>Content standards assessment is aligned too</b>	CCSS	CCSS	CCSS ELA, CCSS Math	CCSS	CCSS ELA, CCSS Math
<b>Intended purpose(s) of the assessment</b>	Measure student progress towards grade level standards	Measure student performance	Measure student progress towards grade level standards	Measure student progress towards grade level standards	Alternate assessment to measure student progress towards grade level standards
<b>Intended use(s) of the assessment</b>	Predict ELA/Math performance of state test, inform instructional practice	Graduation Requirements, Alternate Demonstration of Competency	Teacher Evaluation, Student progress	Teacher Evaluation, Student progress	Teacher Evaluation, Student progress
<b>Users of assessment</b>	District staff, admin & teachers	District staff, admin & teachers	District staff, admin & teachers	District staff, admin & teachers	District staff, admin & teachers
<b>Actual use of the assessment vs. intended purpose(s)</b>	Yes	Yes	Yes	Yes	Yes
<b>Test administration time</b>	90 minutes	45 each session	See: <a href="http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/2015/2015-2016%20NMSAP%20Assessment%20Calendar%2007312015.pdf">http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/2015/2015-2016%20NMSAP%20Assessment%20Calendar%2007312015.pdf</a>	3 hours	5 hours
<b>Testing window</b>	8/24-9/4, 2/11-1/22,5/9-5/20	Dec, Jan, May	4/4-5/13	3/7-3/25	TBD
<b>Testing frequency</b>	3/year	3/year	1/year	1/year	1/year
<b>Time between administration and results to users</b>	Immediately/final-2weeks	Immediately	Approximately 8 weeks	Approximately 8 weeks	6 weeks
<b>Annual cost (total cost as well as cost per student)</b>	\$22,926/\$8 per student	None	Unknown/PED hasn't billed final	\$12,649/\$19.92 per student	Unknown
<b>Funding source(s) - Please list all sources if paid out of multiple sources</b>	11000.2200.53414	N/A	11000.2200.53414	11000.2200.53414	11000.2200.53414

## Silver City Consolidated Schools: New Mexico Assessment Inventory

09/25/2015 Revised					
<b>Name of assessment</b>	NMAPA	ACCESS	LEXIA CORE 5	SYMPHONY MATH	DIBELS NEXT
<b>Entity requiring assessment</b>	State Required, Federally Required	State Required, Federally Required	Other	Other	State Required
<b>Grade(s) tested</b>	4, 7, 11	K-12	K-5	K-5	K-3
<b>Courses or subjects tested</b>	Science	ELA, Home Language Proficiency	ELA	Math	ELA
<b>Type of assessment</b>	Summative Assessment	Summative Assessment	Formative Assessment	Formative Assessment	Formative Assessment
<b>Number of years assessment has been in place</b>	9	9	9	7	0
<b>Content standards assessment is aligned too</b>	CCSS	NM ELA Standards	CCSS	CCSS	CCSS
<b>Intended purpose(s) of the assessment</b>	Alternate assessment to measure student progress towards grade level standards	Measure English proficiency for English Language Learners	Measure student progress in ELA	Measure student progress in Math	Measure student progress in Reading
<b>Intended use(s) of the assessment</b>	Teacher Evaluation, Student progress	English proficiency, Identification for remediation, Aid in instructional practice	RtI Intervention, Identification for remediation, Aid in instructional practice	RtI Intervention, Identification for remediation, Aid in instructional practice	RtI Intervention, Identification for remediation, Aid in instructional practice
<b>Users of assessment</b>	District staff, admin & teachers	District staff, admin & teachers	District staff, admin & teachers	District staff, admin & teachers	PED, admin & teachers
<b>Actual use of the assessment vs. intended purpose(s)</b>	Yes	Yes	Yes	Yes	TBD
<b>Test administration time</b>	2 hours	3 hours	15-30 minutes	15-30 minutes	2 hours per student
<b>Testing window</b>	TBD	1/11-2/26	TBD	TBD	8/17-9/4, 1/11-1/29, 4/25-5/13
<b>Testing frequency</b>	1/year	1/year	at least twice/year	at least twice/year	3/year
<b>Time between administration and results to users</b>	6 weeks	12 weeks	Immediately	Immediately	Immediately
<b>Annual cost (total cost as well as cost per student)</b>	\$845/65.00 per student	\$1243/\$13.96 per student	\$12,480/156 licenses	\$11,250/90 licenses	Unknown - PED?
<b>Funding source(s) - Please list all sources if paid out of multiple sources</b>	11000.2200.53414	11000.2200.53414	24101.1000.56113	24101.1000.56113	State Reads to Lead

## Reserve Independent Schools: New Mexico Assessment Inventory

Name of assessment	PARCC	SBA	Dibels	STAR Reading/Math	NMAPA	NCSC
Entity requiring assessment	State Required, Federally Required	State Required, Federally Required, Local School Board	State Required, Local School Board Required	Local School Board Required	State Required, Local School Board Required	State Required, Federally required
Grade(s) tested	3,4,5,6,7,8,9,10,11	4, 7, 11	K, 1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	Science 4, 7, 11, Social Studies 11	3, 4, 5, 6, 7, 8, 11
Courses or subjects tested	ELA, Math	Science	ELA	ELA, Math	Science, Social Studies	ELA, Math
Type of assessment	Summative Assessment	Summative Assessment	Interim Assessment	Interim Assessment	Summative Assessment	Summative Assessment
Number of years assessment has been in place	1	4	4	10	10	1
Content standards assessment is aligned too	CCSS ELA, CCSS Math	NM Science Standards	CCSS ELA	CCSS ELA, CCSS Math	CCSS ELA, CCSS Science	CCSS ELA, CCSS Math
Intended purpose(s) of the assessment	Measure student proficiency level of the tested standards	Measure student proficiency level of the tested standards	Measure student progress over the course of the year	Measure student progress over the course of the year	Measure student proficiency level of the tested standards	Measure student proficiency level of the tested standards
Intended use(s) of the assessment	Measure student progress toward grade level standards	Measure student progress toward grade level standards	Measure student progress toward grade level standards	Measure student progress toward grade level standards	Measure student progress toward EGBS standards	Measure student progress toward EGBS standards
Users of assessment	District staff and teachers	District staff and teachers	District staff and teachers	District staff and teachers	District staff and teachers	District staff and teachers
Actual use of the assessment vs. intended purpose(s)	Yes (district), Yes (teacher)	Yes (district), Yes (teacher)	Yes (district), Yes (teacher)	Yes (district), Yes (teacher)	Yes (district), Yes (teacher)	Yes (district), Yes (teacher)
Test administration time	3-5 approximately 11 hrs, 6-8 approximately 14.5 hrs, 9-10 approximately 11 hrs, 11 approximately 11 hrs, These are total hours for the 2 times the assessment is taken	3 hours	20 minutes per student which equals roughly 60 hours total for the year. Equivalent to 36 days.	3 hours a year per class, which equals to 12 hours total	3 students tested. 1 hour per assessment. 2 hours total per student, for a total of 6 hours.	3 students tested. 2 hour assessment. 4 hours total per student, for a total of 8 hours.
Testing window	4/4-5/12/2015	3/7-3/25/2015	8/10-8/31/15, 1/11-1/29/16, 4/25-5/13/16	8/10-8/20/15, 1/4-1/14/16, 5/9-5/19/16	3/30-5/13/16	3/30-5/13/16
Testing frequency	2/year	1/year	3/year	3/year	1/year	1/year
Time between administration and results to users	Approximately 8 months	Approximately 4 months	Immediate	Immediate	Approximately 4 months	Approximately 8 months
Annual cost (total cost as well as cost per student)	\$3,231.00	\$558.00	\$420	\$387.00	\$260	\$260
Funding source(s) - Please list all sources if paid out of multiple sources	11000.1000.56118	11000.1000.56118	11000.1000.56113	24101.1000.56113	11000.1000.56118	

## Reserve Independent Schools: New Mexico Assessment Inventory

<b>Name of assessment</b>	Discovery	EOC			
<b>Entity requiring assessment</b>	Local School Board Required	State Required, Local School Board Required			
<b>Grade(s) tested</b>	K, 1, 2, 3,4,5,6,7,8,9,10,11, 12	9, 10, 11, 12			
<b>Courses or subjects tested</b>	ELA, Math	ELA, Math, Science, Social Studies			
<b>Type of assessment</b>	Interim Assessment	Summative Assessment			
<b>Number of years assessment has been in place</b>	4	2			
<b>Content standards assessment is aligned too</b>	CCSS ELA, CCSS Math	CCSS ELA, CCSS Math, CCSS Science			
<b>Intended purpose(s) of the assessment</b>	Measure student progress over the course of the year	Measure student proficiency level of the tested standards			
<b>Intended use(s) of the assessment</b>	Measure student progress toward grade level standards	Measure student progress toward grade level standards			
<b>Users of assessment</b>	District staff and teachers	District staff and teachers			
<b>Actual use of the assessment vs. intended purpose(s)</b>	Yes (district), Yes (teachers)	Yes (district), Yes (teachers)			
<b>Test administration time</b>	3-8 (65 students) 135 minutes X4 for approximately 9 hours per student, 9-12 (44 students) 135 minutes X3 for approximately 7 hours per student	9-12 (44 students) 90 minutes X2 for approximately 3 hours per student			
<b>Testing window</b>	8/10-9/15/15, 11/2-11/19/15, 1/4-2/18/16, 5/2-5/19/16	11/31-12/17/15, 5/10-5/26/16			
<b>Testing frequency</b>	4/year	2/year			
<b>Time between administration and results to users</b>	Approximately 2 weeks	Immediate			
<b>Annual cost (total cost as well as cost per student)</b>	\$1,035				
<b>Funding source(s) - Please list all sources if paid out of multiple sources</b>	11000.1000.56118				