

New Mexico Statewide Assessment Program: Required Assessments

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

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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.