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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://lesc.nmlegis.gov>

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September 27, 2010

MEMORANDUM

TO: Legislative Education Study Committee

FR: Pamela Herman, J.D.

RE: STAFF REPORT: NEW HIGH SCHOOL EXIT EXAM

In 2007, the Legislative Education Study Committee (LESC) endorsed legislation that was enacted to require that, beginning in school year 2010-2011, to graduate, a student must demonstrate competency in required subject areas on a standards-based assessment or assessments, or a portfolio of standards-based indicators established by the Public Education Department (PED).¹ The law allowed PED to establish one exam, a series of exams such as end-of-course assessments in the required subjects, or a standards-based portfolio.

The law was later amended to provide that PED may designate the standards-based assessment required in the *Assessment and Accountability Act* for measuring adequate yearly progress (AYP) of districts and schools to serve also as the high school exit exam. Beginning in spring 2011, juniors scheduled to graduate in spring 2012 will be the first to take the 11th grade New Mexico Standards-based Assessment (SBA) both for AYP purposes and for high school graduation.

By using the New Mexico SBA for two purposes, the state addressed both the issue posed by the former exam of assessing students on a test not tied to the standards that they were taught (see Background, page 8), and of duplication of cost and student time in the state's assessment system.

¹ The required subjects are: mathematics, reading and language arts, writing, social studies and science, including a section on the Constitution of the United States and the Constitution of New Mexico.

This report examines the following issues related to the new high school exit exam requirements:

- implementation of the new high school exit exam, including:
 - determination of the cut-score for the exit exam;
 - aligning the new assessment with proposed New Mexico standards aligned with the Common Core State Standards; and
 - results of a PED survey of school district assessment priorities;
- the alternate demonstration of competency; and
- district efforts to prepare students for the new exit exam.

a. Implementation of the New High School Exit Exam

The new high school exit exam, in the form of the new 11th grade SBA, will be administered to juniors in spring 2011. In addition:

- they will have two opportunities to retake the sections they did not pass before their scheduled graduation in spring 2012;
- they will have the opportunity, beginning in fall 2011, to assemble a portfolio demonstrating alternative standards-based indicators of competency (see page 5, below); and
- pursuant to statute, they will also have five years after they complete the courses required for graduation to pass all sections of the assessment.

Cut-score setting for the exit exam

The New Mexico 11th grade SBA and high school exit exam to be administered in spring 2011 is being developed by a new contractor, Measured Progress, the successful bidder on Requests for Proposals issued by PED in 2009. The new assessment will differ from the old SBA in that it will have a ratio of 80 percent multiple choice items to 20 percent constructed-response items, rather than 75 percent multiple choice to 25 constructed-response, as in previous years. This change was made to reduce the cost and time required for scoring the exam. However, according to a representative of Measured Progress, the scoring process will not be faster in the first year of administration.

According to PED and Measured Progress, the process of setting cut scores on the new exit exam includes:

- PED is currently in the process of contracting for two studies:
 - a study of the scale scores of all students who took and passed both the old exit exam and the 11th grade SBA in school years 2007-2008, 2008-2009, and 2009-2010; this study will look at demographic data for those students to determine any disparities among demographic groups in performance on the two assessments; and
 - another study to examine the relationship between the likelihood of taking remedial college coursework in English and math in public postsecondary institutions and students' 11th grade SBA scores two years earlier.

- Data from these studies will be used in mid-autumn 2010, when PED assembles committees in each content area to write “performance level descriptors,” that is, descriptors of the knowledge and skills needed to reach each level of performance, on the assessment for the content areas of the 11th grade SBA and the high school exit exam and 11th grade SBA, as follows:
 - as accountability measure, the descriptors are required for *basic, nearing proficiency, proficient, and advanced* levels; and
 - as an exit exam, the descriptors are required at least for *passing*, as well as any other level the committee may suggest, such as, perhaps, for an honors diploma.
- PED reports that the assessment will be administered by school districts between March 21 and April 22, 2011.
- *After* the assessment has been scored and student scores reported to PED in late June 2011, PED and the contractor will reconvene committees to determine cut scores, both for the standards-based assessment and for the new exit exam, based on the performance level descriptors.
- PED expects student scores to be reported to school districts by August 2011.

Aligning the New Assessment with Proposed New Mexico Standards Aligned with the Common Core State Standards

In June 2010, the LESC heard a presentation regarding the proposed adoption by PED of the Common Core State Standards as the state’s new Standards for Excellence. Since current statute requires the state high school exit exam to be standards-based, PED indicates that it is considering the following issues related to the timeframe for the adopting the new standards and the development of new assessments.

- The schedule reported by PED for adoption of the new state standards aligned with the Common Core State Standards was school year 2011-2012.
- In September 2010, New Mexico and 30 other states were awarded a grant of \$160 million from the US Department of Education (USDE) as members of the SMARTER Balanced Consortium to develop a series of online summative and formative multi-state assessments, which would include a new high school exit exam and other tools aligned with the Common Core State Standards. The assessments are scheduled to be operational in participating states by school year 2014-2015.
- PED states that it has funds available in FY 11 to conduct alignment studies with the proposed new standards to determine to what degree the assessments (including the exit exam) being developed for spring 2011 and the proposed new standards would be out of alignment if the standards are adopted. PED indicates the department also has funds in FY 11 to develop some new items.
- Most of the test items to be used on the 2012 exit exam have already been written and will be field-tested on the 2011 test.

- According to PED staff, the process fully aligning the 2012 exit exam with the new Common Core State Standards may likely result in unfunded costs in the departments FY 12 budget.
- PED is participating with four other states and major urban school districts including Albuquerque Public Schools and the Council of Great City School Districts, in a pilot project seeking external funds, from USDE and private benefactors, to provide professional development, instructional materials, and interim assessments aligned with the Common Core State Standards, including the exit exam.
- Also, PED says the department is optimistic that, because New Mexico’s current standards are so high and of such quality, our assessments, including the exit exam, may not need as much “tweaking,” or as much expense, as feared.
- In addition, PED points out that, although the department may decide to adopt the new standards on schedule in fall 2011, actual implementation may be delayed if that proves necessary.

According to PED, concerns about the timeline for aligning SBAs with the Common Core Standards and the costs of new assessments, reflected in the discussion above, parallel similar concerns on the part of districts, charter schools and state-supported schools that arose in school year 2009-2010. In response to concerns about the amount and cost of student testing, the former Secretary of Public Education Veronica C. García granted waivers to many districts from certain assessments not required in federal law (see Attachment 1). PED indicates that those concerns have resurfaced at the district level in school year 2010-2011.

Results of a PED Survey of School District Assessment Priorities

On September 1, 2010, PED sent an online questionnaire to district superintendents, charter school administrators, and state-supported school directors soliciting their priorities among the currently required, non-federally mandated assessments the Statewide Assessment System. According to PED, the results of the survey are shown on Table 1, below:

Table 1: School District Assessment Priority Survey for School Year 2010-2011²

Numbers are average priority ranks for assessments from 1 to 8, with 1 the top priority rank.

Responses	#	Align SBA to Com. Core Std	GR 3-8 Short-cycle Assess.	GR 3-8 & 11 SBA Writing	DIBELS	GR 3, 5,6 & 8 SBA Science	GR 11 College Read. Assess.	GR 11 SBA Soc. Studies	GR 11 Work. Read. Assess.
Districts	53	2.6	2.8	3.9	4.1	5.0	5.9	5.9	6.4
State/Local Charter Sch.	13	2.6	3.1	3.6	4.5	5.5	5.5	7.0	5.6
State-Supt. Schools	1	1.0	1.0	5.0	8.0	8.0	8.0	4.0	2.0

Source: PED

² Shading denotes an aspect or component of the high school exit exam.

The PED survey included a question regarding which grades administrators would prefer to see the writing assessments administered. Currently, writing skills are assessed in grades 3 through 8 and 11. The survey results shown on Table 2, below, indicated administrators' preferences:

Table 2 Writing Test: Grade Preference of School Administrators

Grade	Percent Preferring
No change	37 %
3	19 %
4	19 %
5	31 %
6	24 %
7	14 %
8	42 %
11	38 %

Source: PED

PED suggests that the survey results would be useful to inform policy if the current climate of limited fiscal resources for schools makes it necessary to reduce the extent of student testing.

b. The Alternate Demonstration of Competency

The statute establishing the new high school exit exam provides that creating the assessment and the portfolio of standards-based indicators, also known as the alternate demonstration of competency, is the responsibility of PED. In January 2009, PED promulgated a rule to do so (see Attachment 2, 6.19.7 NMAC).

In June 2010, former Secretary of Education García sent guidance to school superintendents, charter school administrators, and testing directors describing the contents and the process for a assembling portfolio of standards-based indicators:

- All 11th grade students must take the 11th grade standards-based assessment as the first attempt to pass the high school graduation assessment requirement. Those who do not meet the high school exit exam cut score, to be set after the exams have been scored, may use a portfolio as an Alternate Demonstration of Competency. The portfolios will have two components:
 1. Component One: Scores from college and career readiness assessments (ACT, Work Keys, PSAT, AP Exams) that demonstrate competency may be substituted for a low score on the New Mexico standards-based assessment/high school exit exam. However, since the state-funded college and career readiness assessment requirement is on-hold for school year 2010-2011, many students might not be able to use this component.
 2. Component Two: Samples of student standards-based accomplishments that demonstrate competency may be substituted for a low score on the exit exam.

- A portfolio may include, but is not limited to, the following:
 - results from postsecondary nationally normed assessments;
 - results from work force readiness assessments;
 - results from end-of-course examinations;
 - school-based projects such as extended papers, themes, theses, or research projects;
 - performances or works of art that can be recorded in an electronic format; and
 - community-based projects such as internships, service learning, pre-apprenticeship, or after-school job performance.

- The Electronic Student Management System: Carve Your Path is to be the repository for the electronic student portfolio starting in fall 2010. While the PED rule allows for incorporation of “artifacts” from as early as 9th grade, the guidance encourages administrators to take examples from 11th grade or later in order to demonstrate achievement of the depth and rigor of high school standards.

- Although districts and charter schools should develop policy and make the final decision on criteria and scoring for the Alternative Demonstration of Competency portfolio pursuant to the rule, several districts have asked for further guidance from PED. In response:
 - department staff convened a statewide work group, including representatives from regions of the state, curriculum directors, content specialists, superintendents, and the College and Career Readiness Policy Institute Support Work Group; and
 - detailed guidance documents will be available to districts and charter schools in October 2010.

The PED rule states that:

- students may submit a portfolio in English, Spanish, or in a Native American language of an Indian nation, tribe or pueblo located in New Mexico as per conditions of a tribal/PED memorandum of agreement;
- students may provide alternate demonstrations of competency using standards-based indicators within five years of exiting a public school or state educational institution in order to satisfy competency in required subject areas and receive a New Mexico diploma of excellence; and
- if at the end of 12th grade, a student has not demonstrated competency in the required subject areas on standards-based indicators, the student will receive a certificate indicating course credits earned and grade level completed.

c. District Efforts to Prepare Students for the New Exit Exam

LESC staff conducted a brief survey of five school districts to find examples of approaches to preparing students for the new exit exam, with the following results:

- Albuquerque Public Schools:
 - *Parent and community outreach:* Principals will send out a district standardized communication to parents about the new high school exit exam and the alternative demonstration of competency in October, pending receipt of guidance from PED regarding the alternate demonstration of competency.
 - *Student planning and instructional approaches:*
 - APS informed every high school student during next step plan meetings about the new high school exit exams;
 - high schools have aggressive reading and math programs to support students through an intervention program;
 - schools are working with students who need to catch up on their proficiency by offering courses through the districts extended day programs; and in addition
 - APS has developed curriculum maps, a system that thematically aligns assessment, curriculum and instruction, for teacher use.

- Central Consolidated Schools:
 - *Parent and community initiatives include:*
 - letters to inform parents of the new requirements for graduation;
 - letters posted on “Power School” web-based collaborative education tool, for parents who access information online;
 - class information visits by principals to each junior social studies and English class, with hard copies of letters to students; and
 - parent/student junior class evening meetings to inform students of the new expectations.
 - *Students showing “below proficiency” or “nearing proficiency”:*
 - Response to Intervention (RtI) classes required for past two years so 11th graders should have been receiving intervention;
 - State Prep Test Class in math and reading for 11th grade students in some schools;
 - Gear-Up³ intervention targeted toward 11th grade – this cohort has been followed since middle school; and
 - after-school tutoring for students who are behind in work or turning in work that is below proficiency; after-school standards-aligned computer-based PLATO credit-recovery or test-prep instruction; sports/athletic tutoring before- and after-school for students who are below proficiency or who need extra help to maintain eligibility; and supplemental educational services tutoring for students who qualify.

³ Gear-Up stands for “Gaining Early Awareness for Undergraduate Programs.” The program is federally funded, and its goal is to increase the number of students who graduate from high school prepared to complete the college program of their choice.

- *Strengthening the core curriculum in English language arts and math:*
 - common assessments, common pacing guides, common curriculum and materials;
 - professional learning community meeting time for staff; and
 - continuous school improvement “Plan-Do-Study-Act” methodology to track high yield instructional strategy implementation.
- Chama Valley Independent Schools:
 - *Parent and community outreach:*
 - parent advisory committee and community council orientation beginning last year;
 - superintendent local radio interview regarding the new instructional system and the new expectations; and
 - parents’ visits to the school.
 - *Instructional approach:*
 - a new instructional coach for school year 2010-2011 and a new approach to lesson plan formatting to encourage “excellent veteran teachers to help student learn more and be engaged, entertained and stay focused”;
 - use of using MAPS short-cycle assessments and COMPASS college placement tests;
 - Gear-Up and 21st Century Community Learning Center Grant; and
 - counselors engaged in the planning with students.
- Clovis Municipal Schools:
 - *Parent and community outreach:*
 - newsletters and counselor meetings with parents since last year; and
 - also at board meetings and through the news media.
 - *Assessments system:*
 - district has developed its own short-cycle assessments truly aligned with state standards and benchmarks, administered four times annually for the last four years; since school year 2009-2010, has been “beefing up” this system; also,
 - teachers administer teacher-made formative assessments throughout the year, with post-testing opportunities for students to reflect on their experience;
 - tests have the same level of security as in a standardized testing situation so students become accustomed to it; also
 - the same accommodations so students they are used to what that entails.
- Las Cruces Public Schools:
 - *Parent and community outreach:*
 - preparing a master letter for each high school to students and parents regarding the change;
 - will place news on district website; and

- district public relations director will send a notice for the local newspaper and seek media attention.
- *Instructional approaches:*
 - district is sending disaggregated data regularly to school principals for distribution to teachers and counselors who use it to determine which students need intervention and support; this includes SBA item analysis, MAPS short-cycle assessment scores, and English language proficiency test scores;
 - teachers also have data from school assessments and their own formative assessments;
 - district has RtI programs in reading and math; and
 - after-school tutoring; early college high school; dual credit program; and an alternative high school.

Background

Since 1986, to graduate from high school in New Mexico, students had been required by statute to pass the New Mexico High School Competency Exam (NMHSCE) in certain required subjects. In testimony during the 2006 interim about the college- and career-readiness of New Mexico high school graduates, the LESC heard from representatives of PED and other sources that the NMHSCE:

- tested skills only at approximately the 8th grade level; and
- was not aligned with state high school standards.

Until spring 2009, high school students took the old NMHSCE in their sophomore year, had five additional opportunities to retake the exam and pass sit before they were scheduled to graduate, and had five years after they completed the course requirements for graduation to successfully complete all six portions of the exam to earn a diploma. Since statute still requires that students be given five years after they exit high school to pass the test, versions of the NMHSCE may still be required to be administered by some school districts until as late as school year 2017-2018 for some students.

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VIA E-MAIL

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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

DR. VERONICA C. GARCÍA
SECRETARY OF EDUCATION

BILL RICHARDSON
Governor

February 9, 2010

MEMORANDUM

TO: Superintendents, Charter School Administrators, and State Educational Institution Administrators

FROM: Veronica C. García, Ed.D, Secretary of Education (signature on file)

RE: **EXEMPTION FROM CERTAIN STUDENT ASSESSMENTS:
OPENS FEBRUARY 15, 2010**

Many of you expressed concerns about the amount of student testing required by the New Mexico Statewide Assessment Program, and about costs associated with those assessments. In our challenging economy, I appreciate the importance of focusing precious resources on instruction. Therefore, I am informing you that the following assessments are not required by the Elementary and Secondary Education Act (ESEA) and New Mexico statute. These assessments, which do provide instructional value and can be used for student growth modeling, may be exempted from administration in FY11:

- Standards Based Assessments in science in grades 3, 5, 6, and 8
- Short-cycle assessments in grades 3 through 8 (associated with School Improvement planning)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in Kindergarten and K-3 Plus programs
- College Readiness Assessment
- Workforce Readiness Assessment

Some districts might have sufficient resources to continue administration of these assessments, and might wish to do so. Therefore, as a condition of receiving an exemption from the above listed assessments, the PED requires districts to submit a Notice of Exemption from Certain Student Assessments. This Notice certifies the district, charter school, or State educational institution's plan regarding the administration of each of the assessments.

Please submit your notice via a convenient on-line form available at the following link: <http://www.ped.state.nm.us/AssessmentAccountability/suspend.html>. The form will be available starting February 15, 2010.

Please contact Dr. Tom Dauphine, Interim Supervisor, Assessment and Accountability, with your questions regarding the exemption from administration of assessments (505.827.6528 or tom.dauphinee@state.nm.us).

VCG/TD/df

cc: Senator Stephen H. Fischmann
Representative Nathan P. Cote
Representative Rick Miera
Senator Cynthia Nava
Senator John Arthur Smith
Representative Henry Kiki Saavedra
David Abby, Director, Legislative Finance Committee
Frances Maestas, Director, Legislative Education Study Committee
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Michael Marcelli, Analyst, Department of Finance and Administration
Dr. Catherine Cross Maple, Deputy Secretary, Learning and Accountability
Dr. Tom Dauphinee, Interim Supervisor, Assessment and Accountability
Robert Romero, Acting Director of State Assessments, Assessment and Evaluation Bureau
Dr. Sheila Hyde, Assistant Secretary for Quality Assurance and Systems Integration
Dr. Scott Hughes, Director, Office of Education Accountability
Dr. Peter Winograd, Office of the Governor
Select PED Staff

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 19 PUBLIC SCHOOL ACCOUNTABILITY
PART 7 HIGH SCHOOL READINESS ASSESSMENT SYSTEM FOR CAREER AND COLLEGE

6.19.7.1 ISSUING AGENCY: Public Education Department
 [6.19.7.1 NMAC - N, 1/30/09]

6.19.7.2 SCOPE: This rule shall apply to public schools, state educational institutions except for institutions of higher education and the New Mexico military institute, and state agencies enrolling high school students.
 [6.19.7.2 NMAC - N, 1/30/09]

6.19.7.3 STATUTORY AUTHORITY: Sections 22-2-1, 22-2-2, 22-2C-4.1, and 22-13-1.1, NMSA 1978.
 [6.19.7.3 NMAC - N, 1/30/09]

6.19.7.4 DURATION: Permanent
 [6.19.7.4 NMAC - N, 1/30/09]

6.19.7.5 EFFECTIVE DATE: January 30, 2009 unless a later date is cited at the end of a section.
 [6.19.7.5 NMAC - N, 1/30/09]

6.19.7.6 OBJECTIVE: The objective of this rule is to establish procedures for implementing the high school readiness assessment system, including: (a) the process for identifying acceptable short-cycle diagnostic type assessment instruments for grades nine and ten; (b) identification of acceptable college placement and workforce readiness assessments; and (c) specific requirements for alternate demonstration of competency in the New Mexico's academic content standards required for high school graduation.
 [6.19.7.6 NMAC - N, 1/30/09]

6.19.7.7 DEFINITIONS:

A. "Academic content standard" means a statement about performance that describes what students should know and be able to do in the content areas at each grade level and for high school. The purpose of content standards is to create a common curriculum so that students who move from school to school or from district to district have access to the same curriculum, and so that teachers know what they are supposed to teach.

B. "Artifacts" means works independently created by students that serve as evidence addressing the standards-based indicators.

C. "Career cluster" means a grouping of occupations in industry sectors based on recognized commonalities. Career clusters provide an organizing tool for developing instruction within the educational system.

D. "College placement assessment" means a nationally-normed exam used for placement into postsecondary courses.

E. "Department" means the public education department ("PED").

F. "District" means the geographic boundary in which a K-12 set of schools resides, under the supervision of a locally-elected board of education.

G. "Electronic student management system" means an individual student-based, interactive system for personal management and review of requirements associated with graduation and being ready for college or the workforce.

H. "End-of-course examination" means an exam administered to assess student content knowledge upon completion of a course.

I. "Performance standard" means a statement describing the specific level of mastery expected in achieving the content standards.

J. "Portfolio" means a collection of student produced artifacts that demonstrate competence of standards using standards-based indicators in a set electronic format with fixed categories of student information and artifacts.

K. "Postsecondary school" means a public postsecondary educational institution operating in the state, including a community college, branch community college, and four-year educational institutions.

L. "School administrator" means the superintendents, and administrators of public schools, state educational institutions, and state agencies.

M. “Short-cycle diagnostic type assessment” means a formative measure that is regularly used to assess student performance over a short time period.

N. “Standards-based indicators” means multiple and varied measures that are aligned to the state content and performance standards and that demonstrate student competency in the subject areas required for graduation.

O. “State educational institutions” means those institutions enumerated under Article 12, Section 11 of the New Mexico State Constitution, except for institutions of higher education and the New Mexico military institute.

P. “Workforce readiness assessment” means a criterion referenced assessment developed for the purposes of assessing skill levels needed for clusters or categories of related jobs or for employment in a specific field of work. Workforce readiness assessments may include standardized assessments, industry certifications or licensure.

[6.19.7.7 NMAC - N, 1/30/09]

6.19.7.8 NINTH AND TENTH GRADE SHORT-CYCLE DIAGNOSTIC TYPE ASSESSMENTS

A. Short-cycle diagnostic type assessments in reading, language arts and mathematics shall be administered to all ninth and tenth grade students in the fall of each year and at least two other times during the school year. The tenth grade short cycle diagnostic type assessment shall also serve as an early indicator of college readiness.

B. Any student who may have skipped either the ninth or tenth grade for whatever reason, must take at least one of the three administered grade level short cycle diagnostic type assessments in each of reading, language arts and mathematics for whichever grade level that was skipped.

C. No later than September 30, 2009, the department shall approve at least one short cycle diagnostic type assessment for statewide administration subject to the results of an impartial alignment study with the New Mexico content standards and performance benchmarks.

D. Any school district, charter school, state educational institution or state agency wishing to develop or adopt their own local short-cycle diagnostic type assessments must present the assessment instruments to the department for approval before administering them to satisfy the requirements of 6.19.7.8 NMAC.

E. Accommodations for students with disabilities and limited English proficiency shall be made in accordance with Subsection K of 6.30.2.10 NMAC.

F. Results of the short-cycle diagnostic type assessments shall be reported in written form in a format and language understandable to students, parents and school administrators as soon as possible, but no later than four weeks from the date of administration of the assessments.

G. The assessments and written or orally provided assessment results specified in Subsections A and B of 6.19.7.8 NMAC shall be provided to all ninth and tenth grade students at no cost to students or parents.

[6.19.7.8 NMAC - N, 1/30/09]

6.19.7.9 ELEVENTH GRADE COLLEGE AND WORKFORCE READINESS ASSESSMENTS

A. By fall of 2009, school administrators shall ensure that all eleventh grade students choose and participate in one of the following: a college placement assessment, a workforce readiness assessment, or alternate demonstration of competency using standards-based indicators.

B. By fall of 2009, the department shall approve one college placement assessment for statewide implementation.

C. By fall of 2010, the department shall approve at least one workforce readiness assessment and identify industry certifications that are appropriate for each of the state’s designated career clusters.

D. Participation in the high school readiness assessment system shall be provided at no cost to students.

[6.19.7.9 NMAC - N, 1/30/09]

6.19.7.10 ALTERNATE DEMONSTRATION OF COMPETENCY USING STANDARDS-BASED INDICATORS

A. Alternate demonstration of competency of high school exit requirements using standards-based indicators may include, but is not limited to the following:

- (1) results from post-secondary nationally-normed assessments;
- (2) results from workforce readiness assessments;
- (3) results from end-of-course examinations;

(4) school-based projects such as extended papers, themes, theses, or research projects;
(5) performances or works of art that can be recorded in an electronic format; and
(6) community-based projects such as internships, service learning, pre-apprenticeship, or after-school job performance.

B. The alternate demonstration of competency must not contain the following:

- (1) products not the result of the student's independent work;
- (2) projects that involve vertebrate animal subjects;
- (3) collaborations where an individual student's contributions cannot be distinguished;
- (4) course grades, teacher or employer recommendations or testimonials;
- (5) artifacts that are not related to the content standards required for graduation;
- (6) material that is inflammatory, derogatory, or humiliating.

C. All projects, including those involving human subjects and microorganisms, or other potentially hazardous biological agents, must follow the international rules and guidelines governing the international science and engineering fair.

D. Requirements for alternate demonstration of competency using standards-based indicators:

(1) Students must have participated in the short-cycle diagnostic type assessments at ninth and tenth grades in the required subject areas at least once and before submitting artifacts to be considered for alternate demonstration of competency.

(2) Students who have participated in a college placement or workplace readiness assessment may create a portfolio of artifacts as further evidence of competency or to submit to postsecondary institutions, potential employers, businesses, community organizations, or any institution that requires educational credentials for admission, scholarships, employment, partnerships, internships, apprenticeships, or any opportunity for advancement in learning, earning potential, military service, and citizenship.

(3) Assembly of the portfolio may incorporate artifacts from as early as grade nine.

(4) Students may submit a portfolio in English, Spanish, or in a Native American language of an Indian nation, tribe or pueblo located in New Mexico as per conditions of a tribal/public education department memorandum of agreement.

(5) Alternate demonstrations of competency shall not be used for federal accountability requirements and will not be included in adequate yearly progress (AYP) calculations. Students who receive a New Mexico diploma of excellence and who have demonstrated competency through the compilation of a portfolio shall be considered to have graduated and shall count as high school graduates.

(6) Students may provide alternate demonstrations of competency using standards-based indicators within five years of exiting a public school or state educational institution in order to satisfy competency in required subject areas and receive a New Mexico diploma of excellence.

(7) Unless special accommodations are required, portfolios shall be submitted to school authorities electronically, use uniform templates, and follow procedures established by the department.

(8) School administrators shall establish local procedures for determining whether the alternate demonstration of competency:

- (a) is complete and scorable;
- (b) addresses the appropriate academic content standards; and
- (c) be determined as adequately showing competency.

(9) Electronic documentation of alternate demonstrations of competency shall be stored electronically by the district for five years from the time of submission.

(10) If at the end of grade twelve a student has not demonstrated competency in the required subject areas on standards-based indicators, the student will be issued a certificate indicating course credits earned and grade level completed.

[6.19.7.10 NMAC - N, 1/30/09]

6.19.7.11 ELECTRONIC STUDENT MANAGEMENT SYSTEM: The results from the student's participation in the high school readiness assessment system, along with the next-step plan and other graduation related requirements in accordance with Section 22-13-1.1, NMSA 1978, shall be maintained in the electronic student management system.

[6.19.7.11 NMAC - N, 1/30/09]

HISTORY OF 6.19.7 NMAC: [RESERVED]