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# Student Success Task Force

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## NEW MEXICO PUBLIC EDUCATION DEPARTMENT

### EXCELLENCE AND RELEVANCE

New Mexico Public Education Department partners with students, communities, and families to ensure every student is healthy, secure in their identity, and fully prepared for college, career, and life.

### OUR STRENGTHS

New Mexico is engaged in a culturally and linguistically responsive educational system that meets the needs of all students.

## PROGRAMS

The Student Success Task Force is developing recommendations for the annual statewide student assessment. Their work is informed by feedback received during community conversations held throughout the state. View the Student Success Task Force video to learn more.

### Student Success Task Force

Assessment Bureau   Education Leadership in New Mexico   Licensure Homepage

**NM PED**   New Mexico // New Measures of Student Success

Email: PED.Assessment@state.nm.us   Website: https://webnew.ped.state.nm.us/bureaus/assessment-3/

### STUDENT SUCCESS TASK FORCE RECOMMENDATIONS

In Spring 2019, PED held a series of community conversations across the state. Over 800 voices were heard during this outreach to transform the state's assessment system. A summary of the community conversations was provided to the Student Success Task Force. Watch a brief video about their vision for measuring student learning [here](#).

The Student Success Task Force was charged with providing a set of short-term and long-term recommendations that would build a more balanced assessment system.

#### What is a "Balanced Assessment System"?

measures at classroom & district level

- Formative Assessments (e.g., exit tickets, quick checks for understanding during classroom instruction)
- Local Practices (e.g., interim projects, performance-based tasks)
- End of Year State Summative Assessment

Balanced Assessment System

A balanced assessment system recognizes that classroom formative assessments and other local practices co-exist with state summative assessments, as multiple measures, to provide a full picture of a student's performance.

Meaningful assessment practices at the local level can range in variety from the simple (e.g., exit ticket) to more complex (e.g., performance-based tasks).

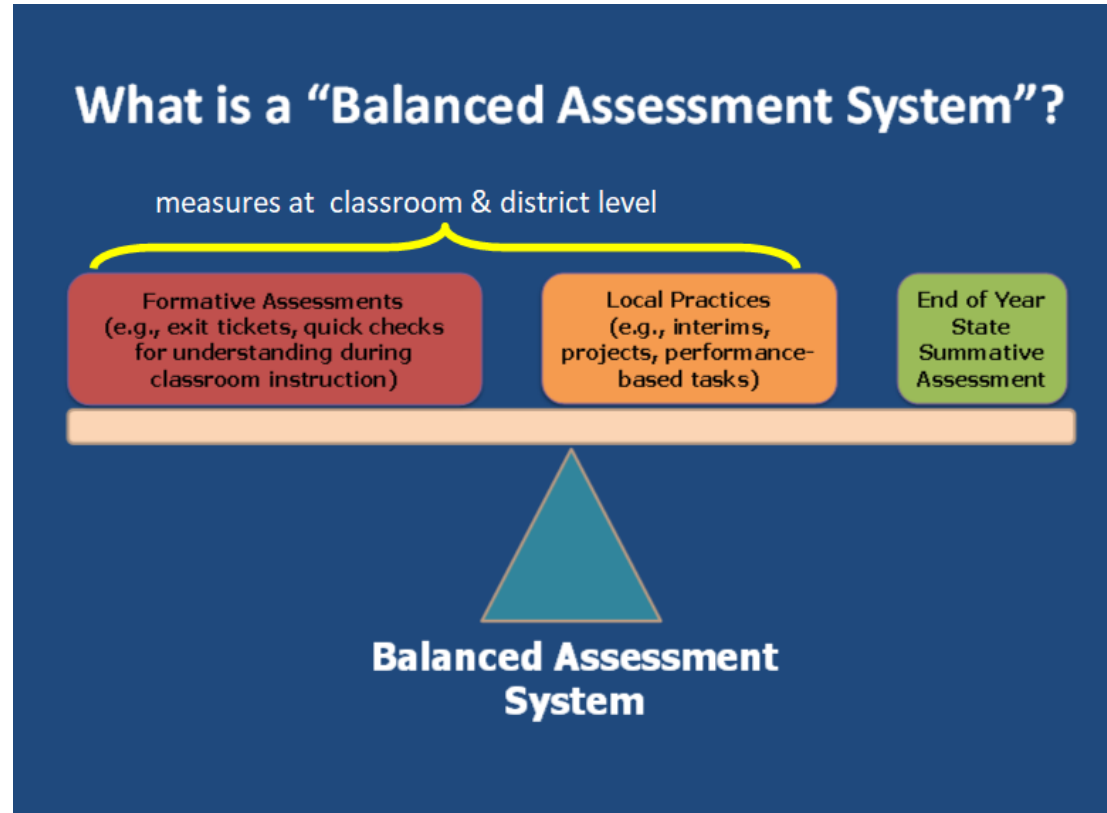
The goal of a balanced assessment system is to provide students, parents, educators, policy makers, and communities with a variety of useful information about academic achievement and progress.

### TOP 12 RECOMMENDATIONS\*

1. Minimize change, maintain alignment to the state adopted standards
2. Eliminate unnecessary testing and keep testing time to a minimum.
3. Assess writing at every grade but only assess a single writing task at each assessed grade level for grades 3-8.
4. Ensure assessment practices are culturally responsive; involve New Mexico educators in the process.
5. Decouple assessment results from high stakes uses like educator evaluation.
6. Provide meaningful data.
7. Pursue other innovative practices that measure student learning (e.g., performance-based assessments).
8. For 3-8, Math and ELA, gradually replace use of the current item bank by developing custom items.
9. For grade 11 math and language arts, adopt a college entrance exam that has meaning beyond high school.
10. Provide a common platform for both summative and interim assessments
11. Provide assessment literacy resources for teachers, parents, and community members.
12. Ensure tests remains accessible to all students.

\*A full Student Success Task Force report will be published this fall and made available on the [PED website](#).

# Creating a Balanced Assessment System



A **balanced assessment system** recognizes that classroom formative assessments and other local practices co-exist with state summative assessments, as **multiple measures**, to provide a full picture of a student’s performance. Meaningful assessment practices at the local level can range in variety from the simple (e.g., exit ticket) to more complex (e.g., performance-based tasks). The goal of a balanced assessment system is to provide students, parents, educators, policy makers, and communities with a variety of useful information about academic achievement and progress.

# Two Phases of Task Force Recommendations

## Phase I (Short-term)

Determine requirements for a statewide **summative** assessment for Spring 2020 administration with certain **constraints**:

- Timeline of implementation
- Necessary supports and accommodations for English learners and students with disabilities
- Mathematics and English language arts for grades 3-9 and high school
- Complying with the *Every Student Succeeds Act*, as required federally

## Phase II (Long-term vision)

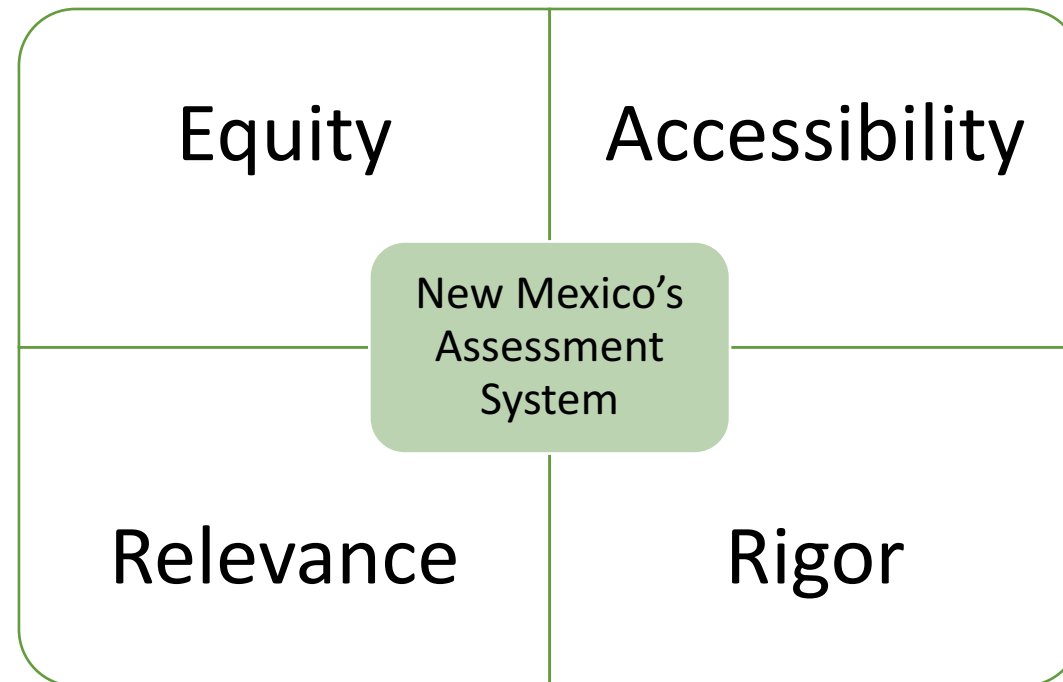
A balanced assessment system (e.g., interim and formative supports)

Assessment literacy support (e.g., how to interpret data from different sources for different audiences; common vocabulary)

Additional measures of student success (e.g., K–2, Spanish language arts, performance-based assessments)

Timeline	Assessment Events
January 2019	Governor's Executive Order to Transition from PARCC
March 2019	Stakeholder engagement meetings
April – June 2019	Student Success Task Force convened
June-October 2019	Procurement for new assessments to replace PARCC: <b>Phase I</b>
October 2019	Final Student Success Task Force Report
November 2019	New State Summative Assessment Announced
January 2020	Launch of <b>Phase II</b>

# Guiding Principles for New Mexico's Assessment System



# Graduation Requirements



New Mexico Statute 22-13-1.1

New Mexico Administrative Code 6.19.7 and 6.29.1.9



## Demonstration of Competency Requirements

- A standardized measure in five content areas:
  - Math
  - Reading
  - Writing
  - Science
  - Social studies
- Changing
- Assessment Bureau





## Cohort 2020

Entered  
grade 9 in  
2016-17  
school year

6.19.7  
NMAC  
2009  
applies

## Cohort 2021

Entered  
grade 9 in  
2017-18  
school year

6.19.7  
NMAC  
2009  
applies

## Cohort 2022

Entered  
grade 9 in  
2018-19  
school year

6.19.7  
NMAC  
2018  
applies

## Cohort 2023

Entered  
grade 9 in  
2019-20  
school year

6.19.7  
NMAC  
2018  
applies



# <https://webnew.ped.state.nm.us/bureaus/college-career-readiness/graduation/>



## COHORT 2022 GRADUATION REQUIREMENTS Menu of Measures to Demonstrate College and/or Career Readiness

Revised 9/12/2019

What subject areas does a student need to show demonstration of competency?

In addition to meeting course requirements, New Mexico public high school students who entered grade 9 in school year 2018-19 must be able to demonstrate postsecondary and/or workforce readiness in five content areas: Math, Reading, Writing, Science, and Social Studies.

ways for students to demonstrate competency?

use the Every Student Succeeds Act (ESSA) required proficiency assessment as a primary waiver from the PED to use an alternative demonstration of competency. Students may now be competency without a waiver.\* PED is no longer using primary and alternative structures.

make available all or some of the menu options, establish local policies that include additional requirements, or those set by the PED (shown in parentheses below). Students may use any of the menu options



## COHORT 2021 GRADUATION REQUIREMENTS Menu of Options to Demonstrate College and/or Career Readiness

Revised 9/12/2019

What subject areas does a student need to show demonstration of competency?

In addition to meeting course requirements, New Mexico public high school students who entered grade 9 in school year 2017-18 must be able to demonstrate postsecondary and/or workforce readiness in five content areas: Math, Reading, Writing, Science, and Social Studies.

students to demonstrate competency?

Every Student Succeeds Act (ESSA) required proficiency assessment as a primary waiver from the PED to use an alternative demonstration of competency. Students may now be competency without a waiver.\* PED is no longer using primary and alternative structures.

make available all or some of the menu options, establish local policies that include additional requirements, or those set by the PED (shown in parentheses below). Students may use any of the menu options



## COHORT 2020 GRADUATION REQUIREMENTS Menu of Options to Demonstrate College and/or Career Readiness

Revised 9/12/2019

What subject areas does a student need to show demonstration of competency?

In addition to meeting course requirements, New Mexico public high school students who entered grade 9 in school year 2016-17 must be able to demonstrate postsecondary and/or workforce readiness in five content areas: Math, Reading, Writing, Science, and Social Studies.

What policy change now allows for multiple ways for students to demonstrate competency?

Now, New Mexico has required students to use the Every Student Succeeds Act (ESSA) required proficiency assessment as a primary demonstration of competency and to request a waiver from the PED to use an alternative demonstration of competency. Students may now choose from a menu of options to demonstrate competency without a waiver.\* PED is no longer using primary and alternative structures.

Local school boards are given the flexibility to make available all or some of the menu options, establish local policies that include additional requirements, or establish higher cut scores than those set by the PED (shown in parentheses below). Students may use any of the menu options allowed by their local education agency (LEA).

NATIONAL ASSESSMENTS	NATIONAL ASSESSMENTS (CONT.)	OTHER STATE ASSESSMENTS
<b>Math:</b> Next-Gen ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (24), Advanced Algebra (24) ACT Mathematics (20), Pre-ACT Mathematics (10) ACT ASPIRE Mathematics (40) ACT WorkKeys Applied Mathematics (2) or Graphic Literacy (2) AP Calculus AB or BC or Statistics (3) AGVAD (25) (2) Mathematics (4) SAT Mathematics (30), PSAT Mathematics (30) SAT Subject Mathematics Level 1 (20) or Level 2 (24)	<b>Science (cont.):</b> SAT Subject Chemistry (54), Ecological Biology (56), Molecular Biology (56) or Physics (53) <b>Social Studies:</b> AP Art History, European History, Government & Politics (Comparative), Government & Politics (US), Human Geography, Macroeconomics, Microeconomics, Psychology, US History, or World History (2) (2) Individuals and Society (4) SAT Subject US History (21) or World History (26) <b>Alternative:</b> ACT: American College Testing AP: Advanced Placement AP/IB: Advanced Placement/International Baccalaureate IB: International Baccalaureate PSAT: Preliminary Scholastic Aptitude Test SAT: Scholastic Aptitude Test	<b>End-of-Course (EOC) Exams (SY 15-16/19-20)</b> <b>Math:</b> Algebra I (14) or SY15-16 Algebra I (16) Algebra II (13) Financial Literacy (12) Geometry I (15) or SY 15-17 Geometry I (18) Integrated Math II (13) Integrated Math II (14) Pre-Calculus (15) <b>Reading:</b> English II: Reading (9) English IV: Reading (9) Spanish III: Reading (14) <b>Writing:</b> English II: Writing (17) English IV: Writing (16) Spanish III: Writing (17) <b>Science:</b> Anatomy and Physiology (2) Biology (2) Chemistry (19) Environmental Science (21) Physics (20) <b>Social Studies:</b> Economics (14) U.S. History (14) U.S. Government (17) U.S. History (26) World History and Geography (26)
<b>Reading:</b> Next-Gen ACCUPLACER Reading (24) ACT Reading (20), Pre-ACT Reading (20) ACT ASPIRE Reading (40) ACT WorkKeys Workplace Documents (2) AP English Language & Composition (2), English Literature & Composition (2) AGVAD (25) (2) Language & Literature (4), Literature (4) SAT Evidence-based Reading & Writing (40), PSAT Evidence-based Reading & Writing (40) SAT Subject Literature (24)	<b>ESSA-REQUIRED STATE ASSESSMENTS</b> <b>Math:</b> PARCC or Transition Algebra I* or II, Geometry, Integrated Math I or II (725) <b>Reading:</b> PARCC or Transition ELA 11 (725 or Reading 42) or Spanish Reading GSA (1137) <b>Writing:</b> PARCC or Transition ELA 11 (725 or Writing 31) or Spanish Reading GSA (1137)	<b>Transition Algebra I* or II, Geometry, Integrated Math I or II (725)</b> <b>Transition ELA 11 (725 or Reading 42) or Spanish Reading GSA (1137)</b> <b>Transition ELA 11 (725 or Writing 31) or Spanish Reading GSA (1137)</b> <b>A (1130)</b> <b>ES:</b> Transition Algebra I can only serve as a demonstration of competency if a student has passed the Algebra I course
<b>Writing:</b> Next-Gen ACCUPLACER Writing (26) ACT English (16) ACT ASPIRE English (40) or Writing (40) ACT WorkKeys Business Writing (2) or White/Pearl (2) AP English Language & Composition (2) (2) Literature & Composition, Language & Literature (4)	<b>Science:</b> Science GSA (1136) <b>Social Studies:</b> n/a * PARCC or Transition Algebra I can only serve as a demonstration of competency if a student has passed the Algebra I course	<b>LOCAL DEMONSTRATION</b> LEAs may develop, with PED notification, other rigorous, standards-based demonstrations of career and/or college readiness to demonstrate students' graduation competency, per NMAC 6 (5-7.10) (2008, repealed 2016). PED notification form is available on the PED <a href="#">Graduation Requirements</a> page.

\*Alternative Demonstration of Competency (ADC) Waivers are no longer required by PED.

Students following the modified option, whose LEAs establish individualized passing scores, should default to their individualized score when determining demonstration of competency. Students following the ability option will take DLM as the primary assessment.

For additional information, visit the [Graduation Requirements](https://webnew.ped.state.nm.us/bureaus/college-career-readiness/graduation/) page at:

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### ONLINE ASSESSMENTS (CONT.)

ACT: American College Testing  
 AP: Advanced Placement  
 AP/IB: Advanced Placement/International Baccalaureate  
 IB: International Baccalaureate  
 PSAT: Preliminary Scholastic Aptitude Test  
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### REQUIRED STATE ASSESSMENTS

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### OTHER STATE ASSESSMENTS

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 AP/IB: Advanced Placement/International Baccalaureate  
 IB: International Baccalaureate  
 PSAT: Preliminary Scholastic Aptitude Test  
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### LOCAL DEMONSTRATION

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### NATIONAL ASSESSMENTS (CONT.)

ACT: American College Testing  
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### ESSA-REQUIRED STATE ASSESSMENTS

Transition Algebra I\* or II, Geometry, Integrated Math I or II (725)  
 Transition ELA 11 (725 or Reading 42) or Spanish Reading GSA (1137)  
 Transition ELA 11 (725 or Writing 31) or Spanish Reading GSA (1137)  
 A (1130)  
 ES:  
 Transition Algebra I can only serve as a demonstration of competency if a student has passed the Algebra I course

### PERFORMANCE-BASED OPTIONS

Graduation competency in Writing, Science, and Social Studies can be demonstrated by rigorous standards-based portfolio projects developed by LEAs and scored by trained local review teams according to PED-approved rubrics.

### COMPETENCY BASED OPTIONS

Meet Qualifying Criteria plus earn a Related Certification or complete a Related Program of Study or earn a 3.0 in a qualified Dual Credit course that is transferable for credit in the content area. Remedial courses and courses that transfer as elective credits may not be used.

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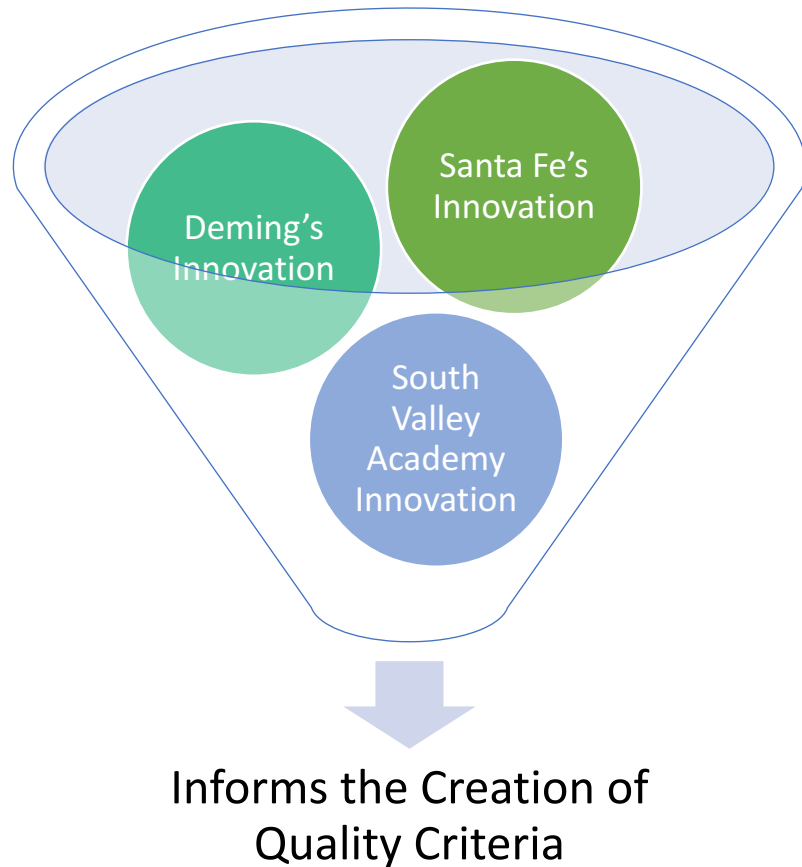


# Menu of Options

- ESSA-required assessments
  - Transition Assessment, PARCC, SBA (Cohorts 2020 and 2021)
  - SAT (Cohort 2021 and beyond)
  - NM-ASR (Cohort 2022 and beyond)
- Other state assessments
  - EoCs (Cohorts 2020, 2021, 2022)
  - Exit Exams (Cohort 2023 and beyond)
- Nationally recognized exams (ACT, ACCUPLACER, ASVAB, AP, IB, etc.)
- **Local Demonstration (Cohorts 2020 and 2021)**
- **Competency-based options (Cohorts 2022 and beyond)**
- **Performance-based options (Cohorts 2022 and beyond)**



# Our Ultimate Goal:



1. **Develop a set of quality criteria** that all LEAs must use to establish their local demonstration of competency.

- Culturally responsive and relevant
- Honors local wisdom
- Fosters student agency
- Rigorous
- Etc

2. **Development of a statewide peer review panel** that would “approve” each LEAs demonstration of competency as having met the standards of quality criteria.

3. Implement/allow local demonstration of competency practices that have met quality criteria requirements **starting with cohort 2024** as a menu option.

4. **Scale** best practices of innovation statewide.

5. Provide students with a more meaningful and rigorous **option for graduation.**