



2017–2018 ADC Manual

New Mexico Alternate Demonstration of Competency



October 2017

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INTRODUCTION

This manual provides information and guidance for planning and implementing the New Mexico Alternate Demonstration of Competency in accordance with statute and state/district policies.

In order to graduate from high school, students are required by state law NMSA 22-13-1.1 to demonstrate academic competency in five areas: mathematics, reading, writing, science, and social studies. Students primarily meet this requirement by scoring proficiently on the statewide annual assessments. However, students who remain unable to demonstrate competency in this way, and who have exhausted multiple attempts on these tests, have the opportunity to meet the assessment requirement for graduation through an Alternate Demonstration of Competency (ADC).

Students may use state-developed End-of-Course (EoC) exams or standardized college and career readiness (CCR) assessments to demonstrate their academic competency. At the local level, an ADC may be accomplished through school-based projects such as extended papers, theses, or research; performances or works of art that can be recorded electronically; or community-based projects such as internships, service learning, or after-school job performance.

GRADUATION REQUIREMENTS: COHORT 2018

The state has multiple options for graduation purposes: the standard option, the career option, and the ability option. The required assessments and passing scores necessary for demonstrating competency differ depending on the graduation option a student is pursuing. Below are the **primary methods** for students to demonstrate competency in the five subject areas.

STANDARD OPTION

Students using this graduation option must meet state-established passing scores for all regular assessments. Students with Individualized Education Programs (IEPs) or Section 504 Plans and English language learners (ELLs) may use approved accommodations on these assessments to assist them in accessing the content of the tests.

MATHEMATICS

- PARCC Algebra II with at least a score of 725 (Performance Level 3)
or
- PARCC Geometry with at least a score of 725 (Performance Level 3)
or
- PARCC Integrated Mathematics II with at least a score of 725 (Performance Level 3)
or
- PARCC Integrated Mathematics III with at least a score of 725 (Performance Level 3)

Note on Integrated Mathematics II and III exams: Because Integrated Mathematics II and III exams are not available for retests in the fall, students needing to demonstrate competency in these areas are permitted to progress directly to an ADC.

READING

- PARCC English Language Arts (ELA) Grade 11 with at least a score of 725 (Performance Level 3)
or
- PARCC ELA Grade 11 Reading subscore of at least 42 (See note on page 2.)

WRITING

- PARCC ELA Grade 11 with at least a score of 725 (Performance Level 3)
or
- PARCC ELA Grade 11 Writing subscore of at least 31

Note on ELA Grade 11 Reading and Writing subscores: Students failing to meet the passing score for PARCC ELA Grade 11 may still have met the passing score for a single component: reading or writing. If the student achieved a passing score in only one component, he or she may attempt to satisfy the other component by retesting with PARCC ELA Grade 11.

SCIENCE

- SBA Science Grade 11 with at least a score of 1138

SOCIAL STUDIES

- One state-developed Social Studies EoC exam with the state-established passing score

TEST ATTEMPT REQUIREMENTS

To meet the test requirements, students may retake the assessments in fall 2017 and, if needed, for five additional years, to earn a diploma. Prior to pursuing an ADC, students in the 2018 cohort must make the following number of attempts (with the exception noted above for the Integrated Mathematics II and III tests):

Mathematics: PARCC a minimum of 2 times
(One attempt at Geometry and one attempt at Algebra II count as two attempts)

ELA: PARCC Grade 11 ELA a minimum of 2 times

Science: SBA Science 2 times

Social Studies: One state-developed EoC 1 time

CAREER OPTION

Certain students with disabilities have alternate high school graduation options outlined in their IEPs. Students following the career option take similar assessments as those in the standard option, but their IEP teams may set passing scores for all assessments. Students using this option may retake the SBA in science and PARCC graduation assessments in fall 2017.

MATHEMATICS

- PARCC Algebra I, Geometry, or Algebra II with individualized passing scores
or
- PARCC Integrated Mathematics I, II, or III with individualized passing scores

READING

- PARCC ELA Grade 11 with individualized passing scores
or
- PARCC ELA Grade 11 Reading with individualized subscores

WRITING

- PARCC ELA Grade 11 with individualized passing scores
or
- PARCC ELA Grade 11 Writing with individualized subscores.

SCIENCE

- SBA Science Grade 11 with individualized passing scores

SOCIAL STUDIES

- One state-developed Social Studies EoC with individualized passing scores

Students on the career option who do not meet passing scores on the primary demonstration of competency may use the ADC after completing the same attempt requirements as students on the standard graduation option.

ABILITY OPTION

The ability option for graduation is available for students with severe cognitive impairments that affect the student in multiple settings (school, home, and community). As determined by the IEP team, students on the ability option take the New Mexico Alternate Performance Assessment (NMAPA) in the five required subjects. IEP teams may set appropriate passing scores for students under this graduation option according to state statute and rule.

MATHEMATICS

- Grade 11 NMAPA Mathematics with 506 or with individualized passing scores

ELA (Reading and Writing)

- Grade 11 NMAPA ELA with 479 or with individualized passing scores

SCIENCE

- Grade 11 NMAPA Science with 501 or with individualized passing scores

SOCIAL STUDIES

- Grade 11 NMAPA Social Studies with 500 or with individualized passing scores.

Students pursuing the ability option who do not meet the established cut scores or their individualized passing scores on the primary demonstration of competency may use a local ADC after attempting the NMAPA assessment twice per subject area.

ADC IMPLEMENTATION APPLICATION

If students do not meet the number of assessment attempt requirements listed above for any of the three graduation options, they may use the ADC with an ADC Implementation Application approved by the state.

STATE-DEVELOPED EOC EXAMS

If a student fails to achieve proficiency on the primary demonstration of competency, one way the student may demonstrate competency is by passing an EoC examination administered in a standardized fashion. Students may retake the state-developed EoCs a specific number of times per subject to meet graduation competencies, as shown in Table 1. Students on the career graduation option may have an additional attempt on each EoC to meet individualized passing scores.

Table 1. Number of Allowable Retests for EoC Exams

| Subject | Total Number of Retests for the Standard Option | Total Number of Retests for the Career Option |
|----------------|--|--|
| Mathematics | 2 | 3 |
| Reading | 2 | 3 |
| Writing | 3 | 4 |
| Science | 2 | 3 |
| Social Studies | 3 | 4 |

Note: PED has established a minimum wait period of 24 hours between EoC test attempts. The time between attempts should take into account how much remediation is necessary, and schools must also follow any district EoC policies that extend beyond the minimum 24-hour wait period. In other words, a student cannot be given a retest on the same day.

Passing scores, which vary depending on the test version, for the available state-developed EoC exams are provided in Table 2.

Table 2. State-Developed EoC Exams for ADC

| Content Area | EoC Exam | Passing Score |
|----------------|---------------------------------|---------------|
| Mathematics | Algebra I ¹ | 14 |
| | Algebra II | 13 |
| | Financial Literacy ¹ | 12 |
| | Geometry ¹ | 15 |
| | Integrated Math II | 13 |
| | Integrated Math III | 14 |
| | Pre-Calculus | 15 |
| Reading | English III: Reading | 13 |
| | English IV: Reading | 13 |
| | Spanish III: Reading | 13 |
| Writing | English III: Writing | 17 |
| | English IV: Writing | 16 |
| | Spanish III: Writing | 17 |
| Science | Anatomy and Physiology | 23 |
| | Biology | 27 |
| | Chemistry | 24 |
| | Environmental Science | 23 |
| | Physical Science | 29 |
| | Physics | 22 |
| Social Studies | Economics | 18 |
| | Geography | 26 |
| | N. M. History | 14 |
| | U.S. Government | 17 |
| | U.S. History | 29 |
| | World History and Geography | 28 |

¹Students pursuing the standard graduation option must pass the Algebra II course to implement a passing score on the Algebra I, Geometry, or Financial Literacy EoC for graduation. Students following the career graduation option may use these EoCs without this stipulation.

COLLEGE AND CAREER READINESS (CCR) ASSESSMENTS FOR ADC

A number of assessments that measure college entrance or career readiness can also be used by students to demonstrate competency. Table 3 provides the exams that may be used for ADC by students in the 2018 cohort and specifies the corresponding subject area competency. These exams and passing scores may also be used by students in the 2014, 2015, 2016, and 2017 cohorts.

Table 3. CCR Exams: 2017-2018 for ADC

| ACCUPLACER | Competency | Minimum Required Score |
|---------------------------|-------------|------------------------|
| College-Level Mathematics | Mathematics | 50 |
| Elementary Algebra | Mathematics | 80 |
| Reading Comprehension | Reading | 82 |
| Sentence Skills | Writing | 83 |
| WritePlacer | Writing | 6 |

| ACT | Competency | Minimum Required Score |
|---------------------|-------------|------------------------|
| Mathematics | Mathematics | 22 |
| English Composition | Writing | 18 |
| Reading | Reading | 22 |
| Science | Science | 23 |

| ACT ASPIRE – 10 th grade | Competency | Minimum Required Score |
|-------------------------------------|---------------------|------------------------|
| Mathematics | Mathematics | 432 |
| English | Reading and Writing | 428 |
| Reading | Reading | 428 |
| Writing | Writing | 428 |
| Science | Science | 432 |

| ADVANCED PLACEMENT (AP) | Competency | Minimum Required Score |
|--------------------------------------|---------------------|------------------------|
| Calculus AB | Mathematics | 3 |
| Calculus BC | Mathematics | 3 |
| Statistics | Mathematics | 3 |
| English Language and Composition | Reading and Writing | 3 |
| English Literature and Composition | Reading and Writing | 3 |
| Biology | Science | 3 |
| Chemistry | Science | 3 |
| Computer Science A | Science | 3 |
| Environmental Science | Science | 3 |
| Physics B | Science | 3 |
| Physics C: Electricity and Magnetism | Science | 3 |
| Physics C: Mechanics | Science | 3 |

| ADVANCED PLACEMENT (AP) | Competency | Minimum Required Score |
|--|-------------------|-------------------------------|
| Art History | Social Studies | 3 |
| European History | Social Studies | 3 |
| Government and Politics: Comparative | Social Studies | 3 |
| Government and Politics: United States | Social Studies | 3 |
| Human Geography | Social Studies | 3 |
| Macroeconomics | Social Studies | 3 |
| Microeconomics | Social Studies | 3 |
| Psychology | Social Studies | 3 |
| United States History | Social Studies | 3 |
| World History | Social Studies | 3 |

| COMPASS | Competency | Minimum Required Score |
|----------------------------|-------------------|-------------------------------|
| Mathematics | Mathematics | 52 |
| Reading | Reading | 88 |
| Writing Essay (Scale 2–12) | Writing | 9 |
| Writing Essay (Scale 2–8) | Writing | 7 |
| Writing Skills | Writing | 77 |

| INTERNATIONAL BACCALAUREATE (IB) | Competency | Minimum Required Score |
|--|---------------------|-------------------------------|
| Mathematics | Mathematics | 4 |
| Language and Literature (English or Spanish) | Reading and Writing | 4 |
| Literature (English or Spanish) | Reading and Writing | 4 |
| Experimental Sciences | Science | 4 |
| Individuals and Society | Social Studies | 4 |
| IB Diploma | All Subjects | 24 |

| PSAT/NMSQT- After November 2015 | Competency | Minimum Required Score |
|--|-------------------|-------------------------------|
| Mathematics | Mathematics | 480 |
| Evidence Based Reading & Writing | Reading & Writing | 430 |

| SAT/NEW - After March 2016 | Competency | Minimum Required Score |
|-----------------------------------|-------------------|-------------------------------|
| Mathematics | Mathematics | 530 |
| Reading & Writing | Reading & Writing | 480 |

| SAT SUBJECT AREA TESTS | Competency | Minimum Required Score |
|------------------------|----------------|------------------------|
| Mathematics Level 1 | Mathematics | 587 |
| Mathematics Level 2 | Mathematics | 647 |
| Literature | Reading | 574 |
| Chemistry | Science | 642 |
| Ecological Biology | Science | 593 |
| Molecular Biology | Science | 624 |
| Physics | Science | 632 |
| U.S. History | Social Studies | 610 |
| World History | Social Studies | 589 |

SAM AND STATE-SUPPORTED SCHOOLS: ADDITIONAL CCR ASSESSMENTS FOR ADC

In addition, students at schools that qualify for the Supplemental Accountability Model (SAM) or at state-supported schools may also use the following assessments for ADC.

| ACT WORKKEYS | Competency | Minimum Required Score |
|--|-------------|------------------------|
| Applied Mathematics | Mathematics | 5 |
| Graphic Literacy | Mathematics | 5 |
| Workplace Documents | Reading | 5 |
| Business Writing (will be phased out in June 2018) | Writing | 3 |
| Applied Technology | Science | 3 |

* Students from cohorts 2013-2018 may utilize a WorkKeys version approved in their respective cohorts. Students in cohorts prior to 2013 must take a newer version of the test since the five years has lapsed.

| TABE 9&10 (Complete Battery Subtests) | Competency | Minimum Required Score |
|---------------------------------------|-------------|------------------------|
| Mathematics | Mathematics | 506 |
| Reading | Reading | 518 |

GRADUATION ASSESSMENT REQUIREMENTS FOR TRANSFER STUDENTS: COHORT 2013-2018

Below are the graduation assessment requirements for out-of-state and private school transfer students in the cohort of 2018. These requirements are dependent on the timing of a student's entrance into New Mexico public schools.

| Transfer Timing | Assessment | Waiver Needed? |
|---|--|--|
| Transfer NOT IN final year of High School | <ul style="list-style-type: none"> • Must meet all New Mexico assessment requirements by subject: English language arts (reading and writing), mathematics, science and social studies • Passing scores on out-of-state exit exams may apply to assessment requirements by subject. For example, if a student passed English language arts (reading and writing) and mathematics on out-of-state exit exams, this student needs to pass only New Mexico assessment requirements in science and social studies. | <ul style="list-style-type: none"> • Use of out-of-state assessments to fulfill assessment requirements in ELA, Math, Science, and Social Studies requires a Graduation Waiver Request. |
| Transfer IN final year of High School | <ul style="list-style-type: none"> • Must pass English language arts (reading and writing) and mathematics assessment requirements ONLY • Passing scores on out-of-state exit exams may apply to assessment requirements by subject: English language arts (reading and writing) and mathematics. | <ul style="list-style-type: none"> • Waiver of science and social studies assessment requirements is NOT necessary for this category of student. • Use of out-of-state assessments to fulfill assessment requirements in English language arts (reading and writing) and mathematics requires a Graduation Waiver Request. • If a student transfers in during the final year of high school during the fall semester, the student should participate in the PARCC ELA and Math retest window. However, only one attempt is required and a waiver is NOT necessary in this situation. • If a student transfers in after the fall retest window, the student does not need to attempt the PARCC assessments before pursuing an ADC. A waiver is NOT necessary in this situation. |

ROLES AND RESPONSIBILITIES OF STAKEHOLDERS

The roles and responsibilities of all stakeholders are essential factors in ensuring students have the opportunity to be successful.

| | ELEMENTS | PED | LEAs | SCHOOLS | STUDENTS |
|-----------|----------------|--|--|---|---|
| PLAN | Eligibility | <ul style="list-style-type: none"> Establish and publish eligibility criteria Clarify options | <ul style="list-style-type: none"> Publicize options Communicate eligibility information Promote ADC as early as 9th grade | <ul style="list-style-type: none"> Identify eligible students Discuss options and assist students in selecting the best ones | <ul style="list-style-type: none"> Understand eligibility and ADC options and pursue as appropriate |
| | Requirements | <ul style="list-style-type: none"> Determine expectations, acceptable evidence, and timelines Establish clear performance standards Align with statute and rule, including the Indian Education and Hispanic Education Acts | <ul style="list-style-type: none"> Review guidelines Establish and communicate local policy and procedures Ensure adherence to statute and rule, including the Indian Education and Hispanic Education Acts | <ul style="list-style-type: none"> Implement all requirements in accordance with state and district policies Establish an electronic submissions and storage system | <ul style="list-style-type: none"> Understand and meet all requirements |
| IMPLEMENT | Development | <ul style="list-style-type: none"> Post suggestions and/or tools for districts on the state website | <ul style="list-style-type: none"> Ensure transparency and equitable access Share exemplars | <ul style="list-style-type: none"> Help students identify appropriate courses and create work plans | <ul style="list-style-type: none"> Select appropriate courses Create a work plan Perform tasks independently |
| | Support | <ul style="list-style-type: none"> Ensure development and maintenance Provide training and technical assistance | <ul style="list-style-type: none"> Assume costs for implementation Publicize available training and resources | <ul style="list-style-type: none"> Supervise, support, and monitor students Seek assistance as needed | <ul style="list-style-type: none"> Seek assistance as needed with no cost to students |
| | Management | <ul style="list-style-type: none"> Recommend needed equipment, facilities, maintenance, and supplies Establish access, storage, submission, and archiving procedures | <ul style="list-style-type: none"> Secure needed equipment and supplies Ensure access to facilities Follow documenting and storage procedures | <ul style="list-style-type: none"> Help students access, organize, manage, and store evidence | <ul style="list-style-type: none"> Collect, select, and enter evidence |
| SUSTAIN | Evaluation | <ul style="list-style-type: none"> Review data submitted as appropriate Provide necessary feedback and recommendations | <ul style="list-style-type: none"> Discuss LEA results Suggest improvements Refine processes Submit required data to PED | <ul style="list-style-type: none"> Discuss results and next steps with students Increase supports and systems as necessary | <ul style="list-style-type: none"> Reflect upon, revise, and resubmit evidence if desired |
| | Accountability | <ul style="list-style-type: none"> Establish a waiver process Monitor LEA compliance Collect outcome data and report annually Facilitate continuous improvement | <ul style="list-style-type: none"> Follow state guidelines Provide assistance and professional development Ensure equity and access | <ul style="list-style-type: none"> Support students Follow state and district guidelines Assist with waivers as warranted | <ul style="list-style-type: none"> Meet state and district guidelines |

SUPPORTING ROLES AND RESPONSIBILITIES

| | COUNSELORS AND TEACHERS | MENTORS AND COACHES | PARENTS | COMMUNITY |
|-----------|---|--|---|--|
| PLAN | <ul style="list-style-type: none"> Inform students of ADC policy and procedures, including options, components, and requirements | <ul style="list-style-type: none"> Assist in providing guidance, support, and resources to students Aid students in planning and development | <ul style="list-style-type: none"> Access information from school and student on ADC policy and procedures, options, components, and requirements Assist in decision making | <ul style="list-style-type: none"> Access information from school on ADC policy and procedures, options, components, and requirements |
| IMPLEMENT | <ul style="list-style-type: none"> Provide guidance to students in planning and developing ADC Help students develop a work plan Emphasize that students do their own work | <ul style="list-style-type: none"> Coach students in preparation and delivery of final demonstration of competency Emphasize that students do their own work Redirect students if they veer off track | <ul style="list-style-type: none"> Support students as they work on demonstration of competency Monitor student progress in meeting requirements Emphasize that students do their own work | <ul style="list-style-type: none"> Support and/or participate in school implementation efforts as appropriate in accordance with local school board policy Engage in review of ADC implementation results and outcomes based on LEA reporting Emphasize that students do their own work |
| SUSTAIN | <ul style="list-style-type: none"> Meet regularly with students pursuing ADC to monitor progress | <ul style="list-style-type: none"> Review results with students regarding outcomes | <ul style="list-style-type: none"> Review results with student regarding outcomes Participate in appeals process if warranted Provide input to the system | <ul style="list-style-type: none"> Provide input to the system as appropriate |

Appendix A

GRADUATION TESTING REQUIREMENTS: 2017 COHORT

PRIMARY METHOD OF MEETING GRADUATION REQUIREMENTS

STANDARD OPTION

MATHEMATICS

- PARCC Algebra II with 725 (Performance Level 3)
or
- PARCC Geometry with 725 (Performance Level 3)
or
- PARCC Integrated Mathematics II with 725 (Performance Level 3)
or
- PARCC Integrated Mathematics III with 725 (Performance Level 3)

READING

- PARCC ELA Grade 11 with 725 (Performance Level 3)
or
- PARCC ELA Grade 11 Reading subscore of 42

WRITING

- PARCC ELA Grade 11 with 725 (Performance Level 3)
or
- PARCC ELA Grade 11 Writing subscore of 31

SCIENCE

- SBA with 1138

SOCIAL STUDIES

- One state-developed Social Studies EoC exam with state-established passing scores

TEST ATTEMPT REQUIREMENTS

To meet the test requirements, students may retake the assessments for five additional years to earn a diploma. Prior to pursuing an ADC, students in the 2017 cohort must make the following number of attempts:

Mathematics:

PARCC a minimum of 2 times
(One attempt at Geometry and one attempt at Algebra II count as two attempts)

English Language Arts: PARCC a minimum of 2 times

Science: SBA Science 2 times

Social Studies: One state-developed EoC 1 time

CAREER OPTION

MATHEMATICS

- PARCC Algebra I, Geometry, or Algebra II with individualized passing scores
or
- PARCC Integrated Mathematics I, II, or III with individualized passing scores

READING

- PARCC ELA Grade 11 with individualized passing scores
or
- PARCC ELA Grade 11 Reading with individualized subscores

WRITING

- PARCC ELA Grade 11 with individualized passing scores
or
- One writing EoC with individualized passing scores
or
- PARCC ELA Grade 11 Writing with individualized subscores

SCIENCE

- SBA Science with individualized passing scores

SOCIAL STUDIES

- One state-developed Social Studies EoC with individualized passing scores

Students on the career option who do not meet passing scores on the primary demonstration of competency may use the ADC after completing the same attempt requirements as students on the standard graduation option.

ABILITY OPTION

MATHEMATICS

- Grade 11 NMAPA Mathematics with 506 or with individualized passing scores

ELA

- Grade 11 NMAPA ELA with 479 or with individualized passing scores

SCIENCE

- NMAPA Science with 501 or with individualized passing scores

SOCIAL STUDIES

- NMAPA Social Studies with 500 or with individualized passing scores

Appendix B

GRADUATION TESTING REQUIREMENTS: 2016 COHORT

PRIMARY METHOD OF MEETING GRADUATION REQUIREMENTS

STANDARD OPTION

MATHEMATICS

- SBA Mathematics (2014) in Grade 10 with 1137
 - or*
- SBA (2014) composite score of 2273 for Reading + Mathematics with neither score at *Beginning Step*
 - or*
- PARCC Algebra II with 725 (Performance Level 3)
 - or*
- PARCC Geometry with 725 (Performance Level 3)
 - or*
- PARCC Integrated Mathematics II with 725 (Performance Level 3)*
 - or*
- PARCC Integrated Mathematics III with 725 (Performance Level 3)*

READING

- SBA Reading (2014) in Grade 10 with 1137
 - or*
- SBA (2014) composite score of 2273 for Reading + Mathematics with neither score at *Beginning Step*
 - or*
- PARCC ELA Grade 11 with 725 (Performance Level 3)
 - or*
- PARCC ELA Grade 11 Reading subscore of 42*

WRITING

- PARCC ELA Grade 11 with 725 (Performance Level 3)
 - or*
- PARCC ELA Grade 11 Writing subscore of 31*
 - or*
- One state-developed Writing EoC exam with state-established passing scores

SCIENCE

- SBA with 1138

SOCIAL STUDIES

- One state-developed Social Studies EoC exam with state-established passing scores

TEST ATTEMPT REQUIREMENTS

To meet the test requirements, students may retake the assessments for five additional years to earn a diploma. Prior to pursuing an ADC, students in the 2016 cohort must make the following number of attempts:

Mathematics and Reading: SBA and/or PARCC 3 times

Writing: PARCC 1 time

Science: SBA Science 2 times

Social Studies: One state-developed EoC 1 time

CAREER OPTION

MATHEMATICS

- SBA Mathematics with individualized passing scores
or
- PARCC Algebra I, Geometry, or Algebra II with individualized passing scores
or
- PARCC Integrated Mathematics I, II, or III with individualized passing scores

READING

- SBA Reading with individualized passing scores
or
- PARCC ELA Grade 11 with individualized passing scores
or
- PARCC ELA Grade 11 Reading with individualized subscores

WRITING

- PARCC ELA Grade 11 with individualized passing scores
or
- One writing EoC with individualized passing scores
or
- PARCC ELA Grade 11 Writing with individualized subscores

SCIENCE

- SBA Science with individualized passing scores

SOCIAL STUDIES

- One state-developed Social Studies EoC with individualized passing scores

Students on the career option who do not meet passing scores on the primary demonstration of competency may use the ADC after completing the same attempt requirements as students on the standard graduation option.

ABILITY OPTION

MATHEMATICS

- NCSC Mathematics Grade 11 (Spring 2015) with 1241
or
- NMAPA Mathematics (2014 or prior) with 496 or with individualized passing scores

READING

- NCSC ELA Grade 11 (Spring 2015) with 1241
or
- NMAPA Reading (2014 or prior) with 469 or with individualized passing scores

WRITING

- NCSC ELA Grade 11 (Spring 2015) with 1241
or
- NMAPA Writing (2014 or prior) with 464 or with individualized passing scores

SCIENCE

- NMAPA Science with 491 or with individualized passing scores

SOCIAL STUDIES

- NMAPA Social Studies with 490 or with individualized passing scores

Appendix C

GRADUATION TESTING REQUIREMENTS: 2015, 2014, AND 2013 COHORTS

PRIMARY METHOD OF MEETING GRADUATION REQUIREMENTS

STANDARD OPTION

MATHEMATICS

- SBA Mathematics with 1137
 - or*
- SBA composite score of 2273 for Reading + Mathematics with neither score at *Beginning Step*

READING

- SBA Reading with 1137
 - or*
- SBA composite score of 2273 for Reading + Mathematics with neither score at *Beginning Step*

WRITING

- One state-developed writing EoC exam with state-established passing scores

SCIENCE

- SBA with 1138

SOCIAL STUDIES

- One state-developed Social Studies EoC exam with state-established passing scores

CAREER OPTION

- The same assessments as the standard option with individualized passing scores

ABILITY OPTION

- NMAPA assessments with individualized passing scores

ASSESSMENT ATTEMPT REQUIREMENTS

- Students must attempt the SBA three times in reading and mathematics and two times in science before implementing the ADC in the respective subjects. If these requirements are not met, students may use the ADC with an ADC Implementation Application approved by the state.
- SBA fall retests in mathematics, reading, and science will remain available for students in the 2013, 2014, and 2015 cohorts for five additional years after their expected graduation date.

Appendix D

This table provides passing scores for previous versions of the EoCs that were available for ADCs for students who should have graduated prior to the 2017-2018 school year.

| Content Area | EoC Exam | Version Number | Minimum Passing Score |
|----------------|--|----------------|-----------------------|
| MATHEMATICS | Algebra I ¹ | 003 | 18 |
| | Algebra II ² | 001 | 20 |
| | Algebra II | 006 | 14 |
| | Financial Literacy ¹ | 003 | 12 |
| | Geometry ¹ | 003 | 18 |
| | Integrated Math III ² | 001 | 10 |
| | Integrated Math III ² | 003 | 17 |
| | Mathematics ADC ² | 001 | 12 |
| | Mathematics ADC | 003 | 16 |
| | Pre-Calculus | 004 | 16 |
| READING | English III: Reading ² | 001 | 25 |
| | English III: Reading | 006 | 14 |
| | Spanish III: Reading | 001 | 14 |
| | English IV: Reading | 003 | 15 |
| WRITING | English III: Writing ² | 001 | 15 |
| | English III: Writing | 006 | 24 |
| | Spanish III: Writing | 001 | 15 |
| | English IV: Writing | 003 | 26 |
| SCIENCE | Anatomy & Physiology | 002 | 26 |
| | Biology ² | 001 | 20 |
| | Biology ² | 002 | 22 |
| | Biology | 007 | 27 |
| | Chemistry ² | 001 | 12 |
| | Chemistry ² | 002 | 13 |
| | Chemistry | 008 | 24 |
| | Environmental Science | 001 | 26 |
| | Physical Science | 001 | 29 |
| | Physics | 003 | 24 |
| SOCIAL STUDIES | Economics | 004 | 23 |
| | N.M. History | 004 | 18 |
| | U.S. History ² | 001 | 26 |
| | U.S. History | 007 | 31 |
| | U.S. Government | 005 | 24 |
| | World History and Geography ² | 001 | 25 |
| | World History and Geography | 003 | 25 |

¹Students pursuing the standard graduation option must pass the Algebra II course to implement a passing score on the Algebra I, Geometry, or Financial Literacy EoC for graduation. Students following the career graduation option may use these EoCs without this stipulation.

²The EoCs highlighted expired before the 2014-2015 academic year and may no longer be administered, but prior year passing scores may be used if students previously took these versions.

Appendix E

EXCERPT FROM PUBLIC EDUCATION RULE 6.19.7.1

6.19.7.10 ALTERNATE DEMONSTRATION OF COMPETENCY USING STANDARDS-BASED INDICATORS

- A. Alternate demonstration of competency using standards-based indicators may include, but is not limited to the following:
- (1) results from post-secondary nationally normed assessments;
 - (2) results from workplace 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 human or animal subjects;
 - (3) collaborations where 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. 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.
 - (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.

Appendix F

USEFUL LINKS FOR ADDITIONAL INFORMATION

(Updated September 2017)

Graduation Information and Resources

http://ped.state.nm.us/ped/Graduation_index.html

Graduation Requirements: NM Statute

<http://ped.state.nm.us/ped/GradDocs/requirement/NMSA%2022.13.1.1%20Graduation%20Requirements.pdf>

Graduation Options for Students with Disabilities Technical Assistance Manual

<http://ped.state.nm.us/ped/SEBdocuments/technical/GraduationOptionsStudentsWithDisabilities.pdf>

Graduation Course Requirements for Students in the Graduating Classes of 2012-2018

<http://ped.state.nm.us/ped/GradDocs/guidance/Graduation%20Course%20Requirements%2020012%20-%202017.pdf>

Waivers and Forms for School and District Officers

(including ADC Implementation Application and Graduation Waiver Request)

http://ped.state.nm.us/ped/Graduation_forms.html

PED Website home page

<http://www.ped.state.nm.us/ped/index.html>

PED Assessment, Accountability, and Evaluation Bureau home page

<http://www.ped.state.nm.us/AssessmentAccountability/index.html>

PED College and Career Readiness Bureau home page

http://www.ped.state.nm.us/ped/CCR_index.html

PED Constituent Services home page

<http://www.ped.state.nm.us/ped/ConstituentServices.php>

PED Special Education Bureau home page

http://ped.state.nm.us/ped/SEB_index.html

Statewide Assessment and Accountability System: NM Statute

<http://ped.state.nm.us/ped/GradDocs/requirement/NMSA%2022-2C-4.pdf>

Hispanic Education Act: NM Statute

<http://public.nmcompcomm.us/nmpublic/gateway.dll/?f=templates&fn=default.htm>

Indian Education Act: NM Statute

<http://public.nmcompcomm.us/nmpublic/gateway.dll/?f=templates&fn=default.htm>

School Accountability including ADC NM Administrative Code

<http://164.64.110.239/hmac/part5/title06/06.019.0007.htm>

Appendix G

CONTACTS

(Contact information current as of September 2017)

| Questions? | Contact | |
|---|--------------------------|---|
| ADC Implementation Application and Assessment Requirements | Melissa Hernandez | 505-827-6528 melissa.hernandez@state.nm.us |
| A-F School Grading Accountability | Judy Harmon | 505-827-6720 judith.harmon@state.nm.us |
| Career and Ability Options: Graduation Testing Requirements | Melissa Hernandez | 505-827-6528 melissa.hernandez@state.nm.us |
| CCR Exams for A-F School Grading | Pascal Buser | 505-827-6595 pascal.buser@state.nm.us |
| College and Career Readiness | Maggie Morrow | 505-827-6420 Maggie.Morrow@state.nm.us |
| EoC Exams | Lynn Vasquez | 505-803-1802 lynn.vasquez@state.nm.us |
| General Issues about Education | PED Constituent Services | 505-827-5800 http://ped.state.nm.us/ped/contact.php |
| NMAPA | Kimber Sanchez | 505-827-6612 kimber.sanchez@state.nm.us |
| Other Assessment Topics | | ped.assessment@state.nm.us |
| PARCC | Melissa Hernandez | 505-827-6528 melissa.hernandez@state.nm.us |
| SBA | Thomas Piper | 505-827-6747 thomas.piper@state.nm.us |
| Test Accommodations | Gabe Martinez | 505-827-6509 gabriel.martinez3@state.nm.us |

To provide feedback on this ADC manual, please e-mail ped.assessment@state.nm.us.